



Colorado Measures of Academic Success



Grade 8

Reading and Writing

English Language Arts

Answer Key with

Scoring Rubrics, Sample

Responses & Annotations

Practice Resource for Students

Table of Contents

ITEM INFORMATION	3
Colorado Academic Standards (CAS) Evidence Outcome	3
Evidence Statement	3
Subclaim	3
ITEM TYPES.....	3
Selected Response (Multiple Choice, Multiple Response, and Fill in the Blank)	3
Technology-Enhanced (Bar Graph, Drag and Drop, Inline Choice, Hot Spot, and Match Table Grid)	3
Constructed Response	3
STUDENT PERFORMANCE	3
P Value – Selected Response Only	3
Sample Student Responses and Annotations – Prose Constructed Response Only.....	3
ANSWER KEY: ITEM SET 1	4
Item Set 1 – Question 1 (Selected Response)	4
Item Set 1 – Question 2 (TEI Drag and Drop)	5
Item Set 1 – Question 3 (Selected Response)	6
Item Set 1 – Question 4 (Selected Response)	7
Item Set 1 – Question 5 (Selected Response)	8
Item Set 1 – Question 6 (TEI Hot Spot)	9
Item Set 1 – Question 7 (Selected Response; Multiple Select).....	10
Item Set 1 – Question 8 (Constructed Response)	12
Item Set 1 – Question 9 (Selected Response)	13
Item Set 1 – Question 10 (Selected Response)	14
Item Set 1 – Question 11 (TEI Drag and Drop)	15
ANSWER KEY: ITEM SET 2	16
Item Set 2 – Question 1 (Selected Response)	16
Item Set 2 – Question 2 (Selected Response)	18
Item Set 2 – Question 3 (TEI Drag and Drop)	19
Item Set 2 – Question 4 (Selected Response)	20
Item Set 2 – Question 5 (Selected Response, Multiple Select).....	21
Item Set 2 – Question 6 (Selected Response)	22
Item Set 2 – Question 7 (Selected Response)	23
Item Set 2 – Question 8 (TEI Drag and Drop)	25
Item Set 2 – Question 9 (Constructed Response)	26
Item Set 2 – Question 10 (Selected Response)	27
Item Set 2 – Question 11 (Selected Response)	28

Item Set 2 – Question 12 (TEI Drag and Drop).....	29
Item Set 2 – Question 13 (TEI Drag and Drop).....	30
Item Set 2 – Question 14 (Selected Response).....	31
Item Set 2 – Question 15 (Selected Response).....	32
ANSWER KEY: ITEM SET 3	33
Item Set 3 – Question 1 (Selected Response).....	33
Item Set 3 – Question 2 (TEI Inline Choice).....	34
Item Set 3 – Question 3 (Selected Response).....	35
Item Set 3 – Question 4 (TEI Drag and Drop).....	36
Item Set 3 – Question 5 (Selected Response).....	37
Item Set 3 – Question 6 (Selected Response).....	38
Item Set 3 – Question 7 (TEI Drag and Drop).....	39
Item Set 3 – Question 8 (Constructed Response).....	40
Item Set 3 – Question 9 (Selected Response).....	41
Item Set 3 – Question 10 (Selected Response).....	42
Item Set 3 – Question 11 (Selected Response).....	43
Item Set 3 – Question 12 (TEI Hot Spot)	44
Prose Constructed Response Rubric, Sample Responses &Annotations	45
CMAS Scoring Rubric for Prose Constructed Response Items	46
Research Simulation Task (RST) and Literary Analysis Task (LAT)	46
Narrative Task (NT)	47
Sample Responses & Annotations - ITEM SET 1	48
Item Set 1 – Question 8 (Constructed Response)	48
Reading Comprehension and Written Expression Sample Responses & Annotations.....	49
Knowledge of Language and Conventions Sample Responses & Annotations.....	57
Sample Responses & Annotations - ITEM SET 2	60
Item Set 2 – Question 9 (Constructed Response)	60
Sample Responses & Annotations - ITEM SET 3	70
Item Set 3 – Question 8 (Constructed Response)	70

ITEM INFORMATION

Colorado Academic Standards (CAS) Evidence Outcome

Describes the evidence that demonstrates that a student is meeting the grade level expectation at a mastery level.

Evidence Statement

Describes the knowledge or skills that an assessment item/task elicits from students. Full descriptions of Evidence Statements and their alignment to the Colorado Academic Standards are located at

<https://ed.cde.state.co.us/assessment/cmas-testdesign>.

Subclaim

The reporting category of the associated CAS.

- Reading and Writing (ELA)
 - Subclaim 1 – Reading: Literary Text
 - Subclaim 2 – Reading: Informational Text
 - Subclaim 3 – Reading: Vocabulary
 - Subclaim 4 – Writing: Written Expression
 - Subclaim 5 – Writing: Knowledge and Use of Language Conventions

ITEM TYPES

Items are questions that appear on the assessments. They are presented in three different ways.

Selected Response (Multiple Choice, Multiple Response, and Fill in the Blank)

For multiple choice and multiple response items, students select a correct answer out of provided choices. For fill in the blank items, students type/write their answer in a blank box.

Technology-Enhanced (Bar Graph, Drag and Drop, Inline Choice, Hot Spot, and Match Table Grid)

Students show their answer using technology, such as by creating a bar graph using a template provided by the online testing system or on the paper-based test. Drag and drop items require students to drag answer choices into correct answer bays (draw lines or write corresponding letters for paper-based testing). Inline choice items require students to select their answer from a drop-down menu (circle answer from a list of choices for paper-based testing) to complete a sentence or sentences. Hot spot items require students to select the correct response from its location in an image (write corresponding letters or circle answer for paper-based testing). Match table grid items require students to check checkboxes in cells to indicate a match between the column and row labels.

Constructed Response

Students construct an open-ended response.

STUDENT PERFORMANCE

P Value – Selected Response Only

The P value represents the percentage of students who answered each selected response question correctly. For example, if the P value associated with a question is 0.64, then 64% of students responded to the question with the correct answer.

Sample Student Responses and Annotations – Prose Constructed Response Only

Sample student responses are provided at each score point for constructed response items. Sample responses include annotations that provide reasoning for the score. Note: Scoring rubrics are provided for prose constructed response items, including the Research Simulation Task (RST) and Literary Analysis Task (LAT) rubric and the Narrative Task (NT) rubric.

Note: P values are only available for released items (i.e., questions that previously appeared on CMAS assessments administered statewide). Items without this information were developed as sample items.

ANSWER KEY: ITEM SET 1

Item Set 1 – Question 1 (Selected Response)

Part A

What does the word **prudent** mean as it is used in paragraph 19 of the passage from “Running Shoes Changed How Humans Run”?

- ☐ A. necessary
- ☐ B. planned
- ☐ C. voluntary
- ☒ D. wise

Part B

Which detail from paragraph 19 supports the answer to Part A?

- ☐ A. “. . . encounters with glass . . .”
- ☐ B. “. . . treading on such debris . . .”
- ☒ C. “. . . deciding on a place . . .”
- ☐ D. “. . . if you want . . .”

Item Information

- Passage – Running Shoes Changed How Humans Run
- Part A Answer – D
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.3.a.i
 - Use context (for example: the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
- P Value – 0.485
- Performance Level – A student who Exceeded expectations or higher was likely to earn 2 points on this item. A student who Partially met expectations was likely to earn 1 point.

Item Set 1 – Question 2 (TEI Drag and Drop)

The passage from “Running Shoes Changed How Humans Run” uses both compare/contrast and cause/effect organizational patterns to present information. Move **two** paragraphs into the correct boxes to show how **each** type is explained.

Compare/Contrast	
paragraph 1	paragraph 9

Cause/Effect	
paragraph 3	paragraph 16

Item Information

- Passage – Running Shoes Changed How Humans Run
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.b.ii
 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (CCSS: RI.8.5)
- P Value – 0.654
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Did not yet meet expectations was likely to earn 1 point.

Part A

How is the phrase **rocker sole design** used in paragraph 2 of the passage from “How to Select the Right Athletic Shoes”?

- ☐ A. to explain the type of material used to create the shoe
- ☐ B. to reveal the intended consumer type for the product
- ☒ C. to reference the movement of the foot during activity
- ☐ D. to describe the physical appearance of the footwear

Part B

Which detail from paragraph 2 **best** supports the answer to Part A?

- ☐ A. “. . . for hiking, jogging, and exercise . . .”
- ☐ B. “. . . good shock absorption, smooth tread . . .”
- ☒ C. “. . . encourages the natural roll of the foot . . .”
- ☐ D. “. . . cushioning, flexibility, control . . .”

Item Information

- Passage – How to Select the Right Athletic Shoes
- Part A Answer – C
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.b.i
 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
- P Value – 0.544
- Performance Level – A student at the higher end of Approached expectations or higher was likely to earn 2 points on this item. A student at the lower end of Approached expectations was likely to earn 1 point.

Part A

What does the word **insulation** mean as it is used in the section **Potential Negatives of Barefoot Running** of the passage.

- ☐ A. a sanctuary
- ☒ B. a covering
- ☐ C. readiness
- ☐ D. aide

Part B

Which detail from the section **Potential Negatives of Barefoot Running** best supports the answer to Part A?

- ☐ A. “. . . can be quite a shock . . .”
- ☐ B. “. . . isn't the only concern . . .”
- ☐ C. “. . . shod offers more . . .”
- ☒ D. “. . . protect the feet . . .”

Item Information

- Passage – The Pros and Cons of Barefoot Running: What the Research Says
- Part A Answer – B
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.3.c
 - Provides a statement demonstrating accurate meaning and use of grade appropriate general academic words and phrases. (1)
- P Value – 0.698
- Performance Level – Most students are likely to earn full credit for this item.

Item Set 1 – Question 5 (Selected Response)

Part A

Which sentence is the **best** summary of the passage from “The Pros and Cons of Barefoot Running: What the Research Says”?

- ☒ A. Both advantages and disadvantages should be examined when considering a change to barefoot running.
- ☐ B. Barefoot running can improve a runner’s balance and provide an appreciation for the environment.
- ☐ C. The most important part of running barefoot is paying attention to foot placement during strides.
- ☐ D. Injuries are common in people who use running shoes and are unaccustomed to running barefoot.

Part B

Which detail from the passage supports the answer to Part A?

- ☐ A. “Runners will learn to land on the forefoot rather than the heel.”
(**Potential Benefits of Barefoot Running**)
- ☐ B. “. . . it also helps them stay grounded and connected with your environment.” (**Potential Benefits of Barefoot Running**)
- ☐ C. “. . . this could lead to injuries such as Achilles tendinitis or calf strain. . . .” (**Potential Negatives of Barefoot Running**)
- ☒ D. “If you choose to go barefoot—or don the funky toe shoes—start slow and be careful.” (**Concluding Comments**)

Item Information

- Passage – The Pros and Cons of Barefoot Running: What the Research Says
- Part A Answer – A
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.a.ii
 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)
- P Value – 0.627
- Performance Level – A student who Approached expectations or higher was likely to earn 2 points on this item. A student who Partially met expectations was likely to earn 1 point.

Item Set 1 – Question 6 (TEI Hot Spot)

Using the passage from “Running Shoes Changed How Humans Run” and the passage from “The Pros and Cons of Barefoot Running: What the Research Says,” use the table to compare barefoot running and running in shoes.

Claim	Running Barefoot	Running in Shoes	Both
most similar to how past humans ran	☒	☐	☐
minimal collision force generated	☒	☐	☐
characterized by a rear-foot strike	☐	☒	☐
can result in injuries	☐	☐	☒

Item Information

- Passage – Running Shoes Changed How Humans Run
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.a.iii
 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)
- P Value – 0.55
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Did not yet meet expectations was likely to earn 1 point.

Part A

Which statement represents a shared central idea of the passage from “Running Shoes Changed How Humans Run” and the passage from “The Pros and Cons of Barefoot Running: What the Research Says”?

- ☐ A. The overworking of muscles that occurs in barefoot running can cause tendinitis to develop.
- ☒ B. The use of shoes has altered the motion of the foot and areas of pressure on the feet.
- ☐ C. Research studies often compare running styles of athletes from different countries.
- ☐ D. Injuries can occur during barefoot running due to the presence of ground debris.

Part B

Choose **one** detail from **each** passage to support the answer to Part A?

- ☐ A. “. . . it takes stronger muscles, so the switch could lead to tendinitis.” (paragraph 3, from “Running Shoes Changed How Humans Run”)
- ☒ B. “Runners with modern shoes usually strike the ground with their heel first. . . .” (paragraph 6, from “Running Shoes Changed How Humans Run”)
- ☐ C. “. . . athletes from the Rift Valley Province in Kenya who grew up running barefoot . . .” (paragraph 8, from “Running Shoes Changed How Humans Run”)
- ☒ D. “. . . shoes are specially designed to make a person land on the heel, which is unnatural. . . .” (paragraph 1, from “The Pros and Cons of Barefoot Running: What the Research Says”)
- ☐ E. “. . . wearing a minimal shoe can be quite a shock to the foot and require a slow adaptation phase.” (**Potential Negatives of Barefoot Running**, from “The Pros and Cons of Barefoot Running: What the Research Says”)
- ☐ F. “. . . from ground debris such as glass, nails, rocks, and thorns.” (**Potential Negatives of Barefoot Running**, from “The Pros and Cons of Barefoot Running: What the Research Says”)

Item Information

- Passage – Running Shoes Changed How Humans Run
- Part A Answer – B
- Part B Answer – B, D
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.a.ii
 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)
- P Value – 0.468
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 1 – Question 8 (Constructed Response)

You have read three passages that discuss running barefoot and running in shoes.

Write an essay to explain how running in shoes will be different for someone who has always run barefoot. Support your explanation with details from the passages.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 45 for additional item information.

Part A

What does the word **diversity** mean as it is used in paragraph 6 of the article?

- ☐ A. basis
- ☐ B. flavor
- ☐ C. quality
- ☒ D. range

Part B

Which detail from the article **best** supports the answer to Part A?

- ☐ A. “. . . other imported foods.” (paragraph 1)
- ☐ B. “. . . better crops. . .” (paragraph 6)
- ☒ C. “. . . new varieties. . .” (paragraph 7)
- ☐ D. “. . . queen of fruits.” (paragraph 11)

Item Information

- Passage – David Fairchild, America's Top Food Spy
- Part A Answer – D
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.3.a.i
 - Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
- P Value – 0.587
- Performance Level – A student at the higher end of Approached expectations or higher was likely to earn 2 points on this item. A student at the lower end of Approached expectations was likely to earn 1 point.

Part A

Why does the author include quotations from David Fairchild in paragraphs 17 and 18 of the article?

- ☐ A. to show Fairchild's pride in his accomplishments
- ☐ B. to show Fairchild's understanding of business
- ☐ C. to show Fairchild's scientific knowledge
- ☒ D. to show Fairchild's overall goal

Part B

Which evidence **best** supports the answer to Part A?

- ☐ A. "There are scores of tropical and subtropical fruits just as good, even better than fruits we know. . . ." (paragraph 17)
- ☐ B. ". . . we humans are in too much of a diet rut to create a market for them." (paragraph 17)
- ☐ C. "After all, the body's first consciousness is of taste; and so, as children, we acquire food prejudices." (paragraph 17)
- ☒ D. ". . . I wish people would be as curious about plants and other living things as they are about themselves." (paragraph 18)

Item Information

- Passage – David Fairchild, America's Top Food Spy
- Part A Answer – D
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.b.iii
 - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)
- P Value – 0.399
- Performance Level – A student at the higher end of Met expectations or higher was likely to earn 2 points on this item. A student at the lower end of Met expectations was likely to earn 1 point.

Item Set 1 – Question 11 (TEI Drag and Drop)

Move each quotation into the box that correctly describes how the information is presented.

By Example

“His biggest disappointment was the mangosteen, which is not at all related to the mango,’ Stone said.” (paragraph 11)

“Fairchild found quinoa in Peru,’ Stone said.” (paragraph 12)

By Cause and Effect

“But with other agents of the Office of Seed and Plant Introduction, he introduced marketable varieties of mangos, lemons, and navel oranges. As a result, Stone said, ‘we eat a lot of tropical fruit, year-round.’” (paragraph 16)

“Many of Fairchild’s discoveries failed to catch on because they were too unusual for American tastes; others proved impractical for farmers.” (paragraph 10)

Item Information

- Passage – David Fairchild, America’s Top Food Spy
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.b.ii
 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (CCSS: RI.8.5)
- P Value – 0.625
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Did not yet meet expectations was likely to earn 1 point.

ANSWER KEY: ITEM SET 2

Item Set 2 – Question 1 (Selected Response)

Part A

Which argument is **best** supported by the author's reasoning in the passage from *William Shakespeare: Playwright & Poet*?

- ☒ A. The accepted belief is that Shakespeare is the author of his plays despite some uncertainty.
- ☐ B. People are in agreement about which of Shakespeare's plays represents his best work.
- ☐ C. The lack of formal evidence about Shakespeare's life is an uncommon occurrence.
- ☐ D. Scholars will find more information about Shakespeare as they study his work.

Part B

Which detail from the passage **best** supports the answer to Part A?

- ☐ A. "... figures document every event of their lives and leave scholars with diaries, letters ..." (paragraph 3)
- ☐ B. "Scholars also read his plays and poems for clues ..." (paragraph 4)
- ☒ C. "... most scholars believe there is no reason to doubt that Shakespeare is the author ..." (paragraph 7)
- ☐ D. "They try to uncover the mysteries of his life to learn more about the man who produced so many great works of literature." (paragraph 10)

Item Information

- Passage – William Shakespeare: Playwright & Poet
- Part A Answer – A
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.c.ii
 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8)
- P Value – 0.354
- Performance Level – A student at the higher end of Met expectations or higher was likely to earn 2 points on this item. A student at the lower end of Met expectations was likely to earn 1 point.

Part A

In paragraph 11 of the passage from “The Screenwriter for *Anonymous* Defends His Controversial Movie,” what does the phrase **up in arms** suggest?

- ☐ A. People enjoy the honor that comes with living in the county where Shakespeare was born.
- ☐ B. People prefer other movies that have been made about the life of Shakespeare.
- ☒ C. People are angry about the theory that Shakespeare did not write the plays.
- ☐ D. People are upset that Shakespeare is not celebrated in the movie.

Part B

Which evidence from paragraph 11 **best** supports the answer to Part A?

- ☐ A. “. . . talking about the film.”
- ☐ B. “We’ll see about getting them to see it.”
- ☐ C. “. . . whole county of Warwickshire . . .”
- ☒ D. “They’re protesting the movie quite loudly.”

Item Information

- Passage – The Screenwriter for *Anonymous* Defends His Controversial Movie
- Part A Answer – C
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.3.b.i
 - Interpret figures of speech (for example: verbal irony, puns) in context. (CCSS: L.8.5a)
- P Value – 0.518
- Performance Level – A student at the higher end of Approached expectations or higher was likely to earn 2 points on this item. A student at the lower end of Approached expectations was likely to earn 1 point.

Item Set 2 – Question 3 (TEI Drag and Drop)

Drag and drop a central idea of the passage from “The Screenwriter for *Anonymous* Defends His Controversial Movie” into the box labeled **Central Idea**. Then drag and drop **two** pieces of evidence that support that central idea into the box labeled **Supporting Evidence**.

Central Ideas	Evidence
<p>According to John Orloff, the movie <i>Anonymous</i> has much in common with Shakespeare's plays.</p> <p>According to John Orloff, people are upset about the movie <i>Anonymous</i> because they want to protect Shakespeare's legacy.</p>	<p>“I was very tenuous at first and unconvinced, as many people are.” (paragraph 4)</p> <p>“... I guess because it glorified Shakespeare rather than not glorifying him.” (paragraph 10)</p> <p>“Ultimately, Shakespeare himself was our guide.” (paragraph 12)</p>
<p>Central Idea</p> <p>According to John Orloff, his interest in the authorship debate about Shakespeare's plays led to the movie <i>Anonymous</i>.</p>	<p>Supporting Evidence</p> <p>“... two-decade quest of researching and writing about it comes to an end with today's theatrical release ...” (paragraph 1)</p> <p>“The Shakespearean authorship question has been a 20-year obsession. ...” (paragraph 1)</p>

Item Information

- Passage – The Screenwriter for *Anonymous* Defends His Controversial Movie
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.a.ii
 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)
- P Value – 0.368
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 2 – Question 4 (Selected Response)

Part A

What is the meaning of **reconcile** as it is used in paragraph 9 of the passage from “Who Wrote Shakespeare’s Plays? Debate Goes On”?

- ☒ A. confirm the facts about
- ☐ B. learn to appreciate
- ☐ C. agree to study
- ☐ D. find humor in

Part B

Which detail from paragraph 8 **best** supports the answer to Part A?

- ☐ A. “Mainstream academics . . .”
- ☐ B. “. . . efforts of independent scholars . . .”
- ☒ C. “. . . shrug off challenges . . .”
- ☐ D. “. . . with great wit . . .”

Item Information

- Passage – Who Wrote Shakespeare’s Plays? Debate Goes On.
- Part A Answer – A
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.3.a.i
 - Use context (for example: the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
- P Value – 0.331
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 2 – Question 5 (Selected Response, Multiple Select)

Part A

In the passage from "Who Wrote Shakespeare's Plays? Debate Goes On," which statement best represents Diana Price's and Stephen Greenblatt's feelings about Shakespeare?

- ☒ A. Diana Price argues that Shakespeare did not have the necessary experience to write the plays, but Stephen Greenblatt suggests Shakespeare may have been a genius.
- ☐ B. Diana Price focuses on Shakespeare's ability to run a company, but Stephen Greenblatt pays more attention to Shakespeare's great writing skills.
- ☐ C. Diana Price and Stephen Greenblatt agree that Shakespeare's work experience played an important role in helping him become a great writer.
- ☐ D. Diana Price and Stephen Greenblatt agree that Shakespeare had sufficient exposure to the lifestyle of the people in the plays.

Part B

Which two details from the passage best support the answer to Part A?

- ☐ A. "They all speak to the activity of a man who is principally a businessman. . . ." (paragraph 2)
- ☒ B. ". . . he's the only presumed writer of his time for whom there is no contemporary evidence of a writing career." (paragraph 2)
- ☐ C. "He left a will distributing his precious possessions" (paragraph 3)
- ☐ D. ". . . be able to use effortlessly in metaphors and intricate puns: archery, astronomy, medicine . . ." (paragraph 6)
- ☐ E. ". . . his familiar and accurate acquaintance with the manners and customs and shop-talk of lawyers . . ." (paragraph 10)
- ☒ F. "The level of achievement is remarkable." (paragraph 12)

Item Information

- Passage – Who Wrote Shakespeare's Plays? Debate Goes On.
- Part A Answer – A
- Part B Answer – B, F
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.a.iii
 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)
- P Value – 0.371
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 2 – Question 6 (Selected Response)

Part A

How does Mark Twain's opinion in paragraph 10 of the passage from "Who Wrote Shakespeare's Plays? Debate Goes On" help develop and refine Diana Price's claim?

- ☐ A. by comparing his schooling to Shakespeare's
- ☐ B. by using his knowledge of Shakespeare
- ☐ C. by referring to other researchers' work
- ☒ D. by describing personal experiences

Part B

Which detail from paragraph 10 best supports the answer to Part A?

- ☐ A. "... is surmised by the biographers ..."
- ☐ B. "... the manners and customs and shop-talk of lawyers ..."
- ☐ C. "... through being for a time the CLERK OF A STRATFORD COURT ..."
- ☒ D. "... just as a bright lad like me, reared in a village on the banks of the Mississippi ..."

Item Information

- Passage – Who Wrote Shakespeare's Plays? Debate Goes On.
- Part A Answer – D
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.b.ii
 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (CCSS: RI.8.5)
- P Value – 0.231
- Performance Level – A student at the higher end of Exceeded expectations was likely to earn 2 points on this item. A student at the lower end of Exceeded expectations was likely to earn 1 point.

Part A

In the passage from “Who Wrote Shakespeare’s Plays? Debate Goes On,” Stephen Greenblatt says Shakespeare could have written his plays, even if he were just a “village lad.” Based on the passage from “The Screenwriter for *Anonymous* Defends His Controversial Movie,” how would John Orloff likely respond to this claim?

- ☒ A. Genius is insufficient to explain the depth of Shakespeare’s knowledge.
- ☐ B. People have been misinterpreting Shakespeare’s life for centuries.
- ☐ C. What really matters is the entertainment value of the plays.
- ☐ D. This theory is only partially supported by evidence.

Part B

Which detail of the passage from “The Screenwriter for *Anonymous* Defends His Controversial Movie” **best** supports the answer to Part A?

- ☐ A. “. . . then I kept on reading and reading and reading, and the more I read, the more convinced I became. . . .” (paragraph 4)
- ☐ B. “. . . whether Shakespeare did write the plays or didn’t write the plays, we’re being taught a lot of bunk about William Shakespeare.” (paragraph 5)
- ☒ C. “. . . Mark Twain could never have written about the Mississippi had he not been a Mississippi riverboat pilot. . . .” (paragraph 7)
- ☐ D. “. . . it’s a drama, and just like Shakespeare we’re creating drama.” (paragraph 12)

Item Information

- Passage – The Screenwriter for *Anonymous* Defends His Controversial Movie and Who Wrote Shakespeare’s Plays? Debate Goes On.
- Part A Answer – A
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.c.iii
 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS: RI.8.9)
- P Value – 0.253
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Met expectations was likely to earn 1 point.

Compare the passage from “The Screenwriter for *Anonymous* Defends His Controversial Movie” with the passage from “Who Wrote Shakespeare’s Plays? Debate Goes On.” Decide which **two** details indicate a disagreement between John Orloff and Stephen Greenblatt then drag and drop them into the box.

Disagreement

The name of Shakespeare on some of the plays proves he was the writer.

It is possible that a young man from Stratford-upon-Avon could have written the plays.

Item Information

- Passage – The Screenwriter for *Anonymous* Defends His Controversial Movie and Who Wrote Shakespeare’s Plays? Debate Goes On.
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.c.iii
 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS: RI.8.9)
- P Value – 0.446
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Did not yet meet expectations was likely to earn 1 point.

Item Set 2 – Question 9 (Constructed Response)

You have read passages from *William Shakespeare: Playwright & Poet*, “The Screenwriter for *Anonymous* Defends His Controversial Movie,” and “Who Wrote Shakespeare’s Plays? Debate Goes On.”

Write an essay in which you evaluate how important the Shakespeare authorship issue is to the authors. Explain how the authors use evidence to support their claims about Shakespeare. Include details from **all three** passages to support your response.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 45 for additional item information.

Part A

What is the meaning of the phrase **on the tip of your tongue** as it is used in paragraph 7 of the passage?

- ☐ A. troubled by thoughts
- ☐ B. expecting answers
- ☐ C. wanting to speak
- ☒ D. almost recalling

Part B

Which phrase from paragraph 7 **best** supports the answer to Part A?

- ☐ A. “. . . I remember little. . . .”
- ☐ B. “. . . nuisance to my mind.”
- ☒ C. “. . . nearly remembered . . .”
- ☐ D. “. . . hope by some chance . . .”

Item Information

- Passage – The Snow Child
- Part A Answer – D
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.3.b.i
 - Interpret figures of speech (for example: verbal irony, puns) in context. (CCSS: L.8.5a)
- P Value – 0.659
- Performance Level – A student who Approached expectations or higher was likely to earn 2 points on this item. A student who Partially met expectations was likely to earn 1 point.

Part A

Why do Mabel's dreams in paragraph 1 provoke her to write to her sister?

- ☐ A. Her dreams make her want to do things she and her sister did in childhood.
- ☒ B. Her dreams remind her of an old book that might be in her sister's house.
- ☐ C. Her dreams are disturbing, so she wants to reconnect with her sister.
- ☐ D. Her dreams are confusing, so she wants to ask for her sister's advice.

Part B

Which evidence from the passage **best** supports the answer to Part A?

- ☒ A. "... if her sister found it and sent it to her, Mabel was certain it would be of consequence." (paragraph 4)
- ☐ B. "Dearest sister, I hope this letter finds you well." (paragraph 5)
- ☐ C. "She asked about her sister's children, now grown, and the family home." (paragraph 6)
- ☐ D. "Mabel also asked if her sister could send some new pencils, as she intended to pick up her former pastime. . . ." (paragraph 8)

Item Information

- Passage – The Snow Child
- Part A Answer – B
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.1.a.iii
 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)
- P Value – 0.517
- Performance Level – A student at the higher end of Approached expectations was likely to earn 2 points on this item. A student at the lower end of Approached expectations was likely to earn 1 point.

Item Set 2 – Question 12 (TEI Drag and Drop)

Determine how the author develops Mabel's character by moving **one** trait into the correct box and **one** piece of supporting evidence into the correct box.

Traits

distracted and confused

shy and frightened

Evidence

"She sat down at the table, a loaf of bread baking in the oven, and was comforted by the act of writing."
(paragraph 4)

"She sealed the letter, set it aside, and went to the stove."
(paragraph 9)

Mabel's Character Trait

curious and determined

Supporting Evidence

"She asked Esther about children who lived nearby."
(paragraph 2)

Item Information

- Passage – The Snow Child
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.1.a.iii
 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)
- P Value – 0.555
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Partially met expectations was likely to earn 1 point.

Item Set 2 – Question 13 (TEI Drag and Drop)

Read the central idea. Then move **two** quotations into the box that **best** help develop the central idea.

Central Idea: A woman struggles to determine the truth.

“If there was such a book, could there be such a child?” (paragraph 1)

“She had sought reasonable explanations.” (paragraph 2)

Item Information

- Passage – The Snow Child
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.1.a.ii
 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2)
- P Value – 0.566
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Did not yet meet expectations was likely to earn 1 point.

Part A

How does the author use the points of view of the characters to create suspense for the reader?

- ☐ A. by showing that Mabel is more concerned about the girl than Jack is
- ☐ B. by showing that Mabel can remember old stories, but Jack cannot
- ☐ C. by showing that Mabel is seeking answers, but Jack is not
- ☒ D. by showing that Mabel sees the girl before Jack does

Part B

Which evidence from the passage supports the answer to Part A?

- ☐ A. “She urged Jack to inquire in town.” (paragraph 2)
- ☐ B. “The book would tell her the fate of the old man and woman, and the child they had borne of snow.” (paragraph 4)
- ☐ C. “It was one of my favorites for some years of my childhood.” (paragraph 7)
- ☒ D. “Jack hadn’t noticed her.” (paragraph 10)

Item Information

- Passage – The Snow Child
- Part A Answer – D
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.1.b.iii
 - Analyze how differences in the points of view of the characters and the audience or reader (for example: created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)
- P Value – 0.294
- Performance Level – A student who Met expectations or higher was likely to earn 2 points.

Part A

How does the snow child made by the couple support a theme of the passage?

- ☐ A. By resembling a book character, the snow child supports the idea that memories can be soothing.
- ☐ B. By remaining outdoors, the snow child supports the idea that the wilderness can be dangerous.
- ☒ C. By disappearing, the snow child supports the idea that imagination can be a powerful force.
- ☐ D. By being little, the snow child supports the idea that small things can create big problems.

Part B

Which paragraph from the passage **best** develops the theme from Part A?

- ☒ A. paragraph 1
- ☐ B. paragraph 4
- ☐ C. paragraph 7
- ☐ D. paragraph 9

Item Information

- Passage – The Snow Child
- Part A Answer – C
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.1.a.ii
 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2)
- P Value – 0.251
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Met expectations was likely to earn 1 point.

ANSWER KEY: ITEM SET 3

Item Set 3 – Question 1 (Selected Response)

Part A

What is the meaning of **dominant** as it is used in paragraph 7 of the passage from *Mendel's Peas to Genetic Fingerprinting: Discovering Inheritance*?

- ☐ A. superior in quality
- ☒ B. visually prevailing
- ☐ C. being specialized
- ☐ D. more authentic

Part B

Which detail from paragraph 7 **best** supports the answer to Part A?

- ☐ A. “. . . there was no blending of the colors.”
- ☐ B. “. . . had either green seeds or yellow seeds, and no greenish-yellow seeds.”
- ☐ C. “. . . there were no green seeds in the first generation . . .”
- ☒ D. “. . . yellow masked the presence of the green . . .”

Item Information

- Passage – Mendel's Peas to Genetic Fingerprinting: Discovering Inheritance
- Part A Answer – B
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.3.a.i
 - Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
- P Value – 0.287
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Met expectations was likely to earn 1 point.

Item Set 3 – Question 2 (TEI Inline Choice)

Select from the drop-down menus to show the connection between ideas in the passage from *Mendel's Peas to Genetic Fingerprinting: Discovering Inheritance*.

The author mentions ear lobes to show how

some traits are inherited .

A person with ear lobes displays the dominant trait, just as

Mendel's pea plants with yellow seeds and purple flowers

display the same trait.

Item Information

- Passage – Mendel's Peas to Genetic Fingerprinting: Discovering Inheritance
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.a.iii
 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)
- P Value – 0.638
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Did not yet meet expectations was likely to earn 1 point.

Part A

Which statement **best** reflects the author's point of view in the passage from "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?"

- ☐ A. She warns that parents should use caution when attempting to change what genetics have determined in their children.
- ☒ B. She believes that good results can come from using a variety of experiences to overcome genetic dispositions.
- ☐ C. She feels concern for children who have negative experiences as a result of their genetic code.
- ☐ D. She considers it essential to eliminate negative genetic tendencies in children.

Part B

Which detail from the passage **best** supports the answer to Part A?

- ☐ A. "She was so painfully shy that she wouldn't talk to or look at a stranger." (paragraph 1)
- ☐ B. "Her parents even coaxed her into taking horseback-riding lessons." (paragraph 1)
- ☐ C. "Nature affects nurture affects nature and back and forth." (paragraph 2)
- ☒ D. "Many scientists now believe that some experiences can actually alter the structure of the brain." (paragraph 2)

Item Information

- Passage – "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?"
- Part A Answer – B
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.b.iii
 - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)
- P Value – 0.546
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Partially met expectations was likely to earn 1 point.

Item Set 3 – Question 4 (TEI Drag and Drop)

Drag and drop **one** main idea of the passage from “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?” into the “Main Idea” box. Then drag and drop **two** details that support the main idea into the “Supporting Details” box.

Main Ideas	Supporting Details
<div>Nurturing parents can help children overcome genetic tendencies.</div> <div>Personality traits like shyness have genetic links.</div>	<div>Gregor Mendel's experiments with pea plants illustrate how heredity works.</div> <div>Scientists once believed that genetics alone determined brain structure.</div> <div>People's genes can predict their emotional responses.</div>
<div>Main Idea</div> <div>Genetics and life experiences both have roles in determining behavior.</div>	<div>Supporting Details</div> <div>Scientists have discovered genes that are connected to how people behave.</div> <div>Marjorie changed after she started attending school.</div>

Item Information

- Passage – Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.a.ii
 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)
- P Value – 0.429
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Partially met expectations was likely to earn 1 point.

Part A

What is the meaning of the word **pessimistic** as it is used in paragraph 21 of the passage from “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence”?

- ☐ A. full of confidence
- ☐ B. lacking the proof
- ☒ C. lacking in hope
- ☐ D. able to predict

Part B

Which detail from paragraph 21 **best** supports the answer to Part A?

- ☐ A. “. . . decided to merge data . . .”
- ☐ B. “. . . forming a vast database . . .”
- ☐ C. “. . . intelligence test scores.”
- ☒ D. “. . . so many years of frustration . . .”

Item Information

- Passage – “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence”
- Part A Answer – C
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.3.a.i
 - Use context (for example: the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
- P Value – 0.538
- Performance Level – A student who Approached expectations or higher was likely to receive 2 points on this item.

Part A

How does the reference to astronomy in paragraph 27 of the passage from “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence” relate to the author’s topic?

- ☒ A. by emphasizing how broader studies can yield more finely tuned results
- ☐ B. by explaining the problems associated with conducting genetic studies
- ☐ C. by explaining how the proper technology can make up for human flaws
- ☐ D. by emphasizing how the size of genes makes them difficult to study

Part B

Which detail from the passage **best** supports the answer to Part A?

- ☐ A. “A dozen had turned up in earlier studies. . . .” (paragraph 23)
- ☐ B. “. . . each variant raises or lowers I.Q. by only a small fraction of a point.” (paragraph 24)
- ☐ C. “It means there’s a long way to go. . . .” (paragraph 25)
- ☒ D. “. . . many of those missing genes would come to light, thanks to even larger studies . . .” (paragraph 26)

Item Information

- Passage – “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence”
- Part A Answer – A
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.a.iii
 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)
- P Value – 0.484
- Performance Level – A student who Met expectations or higher was likely to receive 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 3 – Question 7 (TEI Drag and Drop)

In the passage from “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?” and the passage from “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence,” the authors discuss different scientific methods and results related to genes and heredity. Drag and drop **each** method or result into the correct box to show where the information appears.

Methods and Results

Passage from “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?”

supported the influence of environment over genetic dispositions

Both Passages

involved the observation of a person’s actions

Passage from “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence”

quantified a scientific connection using statistics

yielded no significant connection between genes and test scores

Item Information

- Passage – “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?” and “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence”
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.c.iii
 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS: RI.8.9)
- P Value – 0.269
- Performance Level – A student who Exceeded expectations was likely to receive 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 3 – Question 8 (Constructed Response)

Write an essay in which you explain the authors' purposes in the passage from "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and the passage from "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence."

Explain how the authors discuss different experiments or procedures in order to support their purposes. Use details from **both** passages in your response.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 45 for additional item information.

Part A

Which sentence **best** describes the relationship between the words **mature** and **mechanical** in paragraph 13?

- ☐ A. The word mature indicates the pounds of nuts that are collected with the mechanical shaker.
- ☒ B. The word mature indicates the strength required to use a mechanical shaker during harvesting.
- ☐ C. The word mature indicates that other machines besides the mechanical shaker are needed.
- ☐ D. The word mature indicates the amount of time the mechanical shaker is used for harvesting.

Part B

Which detail from paragraph 13 supports the answer to Part A?

- ☒ A. “. . . clamps onto the trunk . . .”
- ☐ B. “For about 30 seconds . . .”
- ☐ C. “Nuts rain down. . . .”
- ☐ D. “. . . onto a conveyor belt.”

Item Information

- Passage – “It’s Raining Pistachios!”
- Part A Answer – B
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.3.b.ii
 - Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)
- P Value – 0.489
- Performance Level – A student who Met expectations was likely to receive 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Part A

Based on information in the passage, how has the family's process of harvesting pistachios changed?

- ☐ A. They use a different method of harvesting for organic pistachios than for nonorganic pistachios.
- ☐ B. They originally fertilized the pistachios by hand, but now machines perform this action.
- ☐ C. They originally watered the trees by hand, but now they have a sprinkler system.
- ☒ D. They use different types of equipment based on the age of the trees.

Part B

Which detail supports the answer to Part A?

- ☐ A. "... we watered our trees by hand. . . ." (paragraph 4)
- ☒ B. "Because young trees are fragile, we couldn't use a machine to shake the nuts from the trees." (paragraph 5)
- ☐ C. "A few years later, we decided to grow our pistachios organically." (paragraph 6)
- ☐ D. "... machine removes the pistachios' rosy outer hulls . . ." (paragraph 13)

Item Information

- Passage – "It's Raining Pistachios!"
- Part A Answer – D
- Part B Answer – B
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.a.iii
 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)
- P Value – 0.312
- Performance Level – A student who Met expectations or higher was likely to receive 2 points on this item.

Part A

How does the author **best** indicate her wariness of how successfully the trees would grow?

- ☐ A. The author describes years in which the farm experiences smaller crops of pistachios.
- ☐ B. The author states that the farm switches to an organic method of farming.
- ☒ C. The author is not impressed by the appearance of the young trees.
- ☐ D. The author is unsure if the trees will receive enough water.

Part B

Which sentence supports the answer to Part A?

- ☒ A. “As I tamped the earth around one particularly spindly tree, I thought, *No way are these dead-looking sticks going to grow anything!*” (paragraph 3)
- ☐ B. “During the dry season, it sprays hairlike streams of water between the trees.” (paragraph 4)
- ☐ C. “Growing organic pistachios means that we do not use pesticides, herbicides, or man-made fertilizers.” (paragraph 6)
- ☐ D. “Pistachio trees produce a heavy crop of nuts one year and a light crop the next.” (paragraph 12)

Item Information

- Passage – “It’s Raining Pistachios!”
- Part A Answer – C
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.b.iii
 - Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)
- P Value – 0.334
- Performance Level – A student who Met expectations or higher was likely to receive 2 points on this item.

Item Set 3 – Question 12 (TEI Hot Spot)

Select the claims by the author that are supported by evidence in the passage.

Claim	Supported by Evidence in the Passage
Nitrogen is necessary to help trees produce healthy pistachios.	☒
Multiple obstacles can inhibit the growth of the pistachio trees.	☒
Pistachios are easy to grow.	☐
Juvenile pistachio trees can break easily.	☒
Pistachios have a mild flavor.	☐

Item Information

- Passage – “It’s Raining Pistachios!”
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.c.ii
 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8)
- P Value – 0.654
- Performance Level – A student who Met expectations was likely to receive 2 points on this item. A student who Did not yet meet expectations was likely to earn 1 point.

Grade 8

Reading and Writing

English Language Arts

Prose Constructed Response

Rubric, Sample Responses &

Annotations

Research Simulation Task (RST) and Literary Analysis Task (LAT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; is effectively organized with clear and coherent writing; establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of claim or topic that is mostly appropriate to task, purpose, and audience; uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience; uses some reasoning and text-based evidence in the development of the claim or topic; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; has a style that is minimally effective. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis; is undeveloped and/or inappropriate to task, purpose, and audience; includes little to no text-based evidence; lacks organization and coherence; has an inappropriate style.
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

Narrative Task (NT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is mostly effectively developed with narrative elements and is mostly appropriate to the task; is organized with mostly clear and coherent writing establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; has a style that has limited effectiveness. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; has an inappropriate style.
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There maybe a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements: establishing a context, situating events in a time and place, developing a point of view, and developing characters' motives. The elements to be assessed are expressed in grade-level standards 3 for writing.

Item Set 1 – Question 8 (Constructed Response)

You have read three passages that discuss running barefoot and running in shoes.

Write an essay to explain how running in shoes will be different for someone who has always run barefoot. Support your explanation with details from the passages.

Item Information

- Passage – Running Shoes Changed How Humans Run
- Answer – See Sample Student Responses and Annotations
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.c.iii
 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS: RI.8.9)
- Performance Level – A student who Exceeded expectations was likely to earn 4 points for written expression, and 3 points for writing conventions on this item. A student who Met expectations was likely to earn 2 or 3 points for written expression and 2 points for writing conventions on this item. A student who Did not yet meet expectations was likely to earn 1 point for written expression and one point for writing conventions.

Reading Comprehension and Written Expression Sample Responses & Annotations

Anchor Paper 1 – Score Point 4

<p>Sample Student Response:</p>	<p>When something has stayed the same or started out and never changed, chances are when it changes it effects the person greatly. For example a runner who has always run barefoot changes to running in shoes it effects many of their personal running habits, like their gait will be off, their balance and proprioception will be way off and the way they land will be off.</p> <p>Firstly, when that person changes running their gait (Manner of moving) will be way off, in the text "The Pros and Cons of Barefoot running: What the Research Says" states, "May strengthen the muscles, tendons and ligaments of the foot and allow one to develop a more natural gait"(para. 1 bullet 1). When that person develops a natural gait and then changes it by adding extra padding, forcing the foot to use the gait that the shoe is meant for, is painful and would effect their running. It might slow them down and it would take lots of training to get used to. Another text that talks about the runners gait would be "How to Select the Right Athletic Shoes" it mentions, "Track and field sport shoes. Because of the specific needs of individual runners, athletic shoe companies produce many models for various foot types, gait patterns, and training styles" (para. 5). Even if that runner can find a show that is very similar to their gait, they still have to adjust to the gait of that shoe. The runners gait is the main part of running changing that would effect the runner greatly.</p> <p>Secondly, the runners balance and proprioception (Awareness of movement within the body) will be way off. In the article "Running Shoes Changed How Humans Run" it says, "The researchers suspect that barefoot runners land on their toes or mid-feet to avoid the impact they would feel if they landed on their heel. They figure barefoot runners point their toes more at each foot strike, which effectively decreases the weight of the foot that comes to a sudden halt at that moment" (para. 12). Runners that run barefoot have a certain method of running as explained in the quote if the runner were to switch the balance would be way off due to that sudden change by adding shoes. Another article that shows the balance of barefoot runners would be, "The Pros and Cons of Barefoot running: What the Research Says" it states, "It may improve balance and proprioception. Going barefoot activates the smaller muscles in the feet, ankles, legs, and hips that are responsible for better balance and coordination" (para. 1 bullet 4). Changing that balance and coordination messes up the way a person run causing to start right back at level 1. The runner would have to get used to wearing shoes messing up the previous technique.</p> <p>Lastly, the runner would have to change the landing on their foot, going from forefoot to heel. In the article, "How to Select the Right Athletic Shoes" it points out, " The features of a good jogging shoe include cushioning, flexibility, control, and stability in the heel counter area..." (para 2). This means that the toe wouldn't have much protection from landing on the ground since all of it is focused on the heel. Another text that talks about the heel and toe would be, "The Pros and Cons of Barefoot running: What the Research Says" it says, " Runners will learn to land on the forefoot rather than the heel. The heel strike during running was developed due to the excessive padding of running shoes, but research shows this isn't the most effective natural running stride" (para. 1 bullet 3). The runner developed a more natural way of running and changing by adding shoes changes that natural run into a man made one. The last article that shows the effects of changing to a running shoe is, "Running Shoes Changed How Humans Run" it states that, "Lieberman and colleagues also compared the impact forces generated when runners hit the ground with their hell first versus toe first. They found that hell0striking caused a large impact force, and this force was even greater if the runner were not wearing shoes. In the contrast, there was almost no collision force if the runners landed on their fore-feet" (para 11). This shows that if the runner were to change they would experience pain from changing to running with to a heel instead of running with a toe. Changing from a forefoot to a heel is a hard to change due to the</p>
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	<p>fact that the runners brain has it locked and memorized that they land on their forefoot changing that to a heel is not just learning how to do it but reteaching the runners brain.</p> <p>In conclusion, the runner would have a little bit of a hard time changing from no shoes to shoes due to the change in gait, balance and proprioception, and landing place. Once you get into a habit it is hard to get out of it</p>
<p>Annotation for Sample Student Response:</p>	<p>Anchor Paper 1 Score Point 4</p> <p>The response demonstrates full comprehension of the three passages and provides accurate analysis by explaining how running with shoes would be different to someone who has always run barefoot. This is done through relevant text-based evidence from each passage. There is comprehensive development for both running barefoot and running with shoes as well as a contrast as to the differences a barefoot runner would experience running with shoes. Overall, the response is well organized, effective, and coherent.</p>

Anchor Paper 2 – Score Point 4

<p>Sample Student Response:</p>	<p>Shoes have become a staple for many in everyday lives. As humans evolved, things and objects evolved as well. Now, there is great debate on if running with or without shoes is better for the human body as seen in the passage "Running Shoes Changed How Humans Run" by Rachael Rettner, the passage "How to Select the Right Athletic Shoes", and Tom Kelso's passage, "The Pros and Cons of Barefoot Running: What the Research Says". In this time and age, many will agree that shoes are helpful to living life normally; however, those that are used to walking and running barefoot would have to disagree.</p> <p>For people who do not wear shoes daily, their feet and muscles have already developed and matured to feel comfortable on Earth's ground. Unlike barefooted people, those that use shoes have a sense of security from rough objects as their shoes give them the protection they need. Rachael Rettner offers, "You run on something hard, your body has to work that much harder to absorb those forces, and that can lead to stresses and strains" (Rettner 16). For humans that wear shoes constantly, their feet have not gotten used to the roughness of certain floors and grounds, which may lead them to feeling pain and a negative connotation with going barefoot. For someone who goes barefoot most of the time, their feet do not feel as much pain since their body has already adapted to feel comfortable doing what it always does. Kelso speaks on behalf of barefoot runners as, "May strengthen the muscles, tendons, and ligaments of the foot and may allow one to develop a more natural gait" (Kelso 1). With an overall stronger feet anatomy, it may be discomforting to barefooted runners to suddenly gain so much cushioning when running. Not only just the feet anatomy, but their leg anatomy is also extremely well-developed. Kelso defends this by stating, "By removing the heel lift in most shoes, it will help stretch and strengthen the Achilles tendon and calf muscles which may reduce injuries, or Achilles tendinitis" (Kelso 1). Someone with an overall developed lower body is more likely to have less injuries; so, wearing shoes that add even more protection will cause their walking and running abilities to essentially reset as they are not used to the extra assistance. Not only will adding shoes change a naturally barefoot runner's comfort, but it will also change their natural run. For runners with shoes, there is added padding and protection to keep the sensitive feet comfortable. The texts adds to this, "...good jogging shoe include cushioning. flexibility, control, and stability in the heel counter area" ("How to Select the Right Athletic Shoes"). Added features in shoes, mainly focus on the use of heels when running; however, barefoot runners rarely use the heel which leaves no use for the features of the shoes. With that, barefooted runners are said to use a safer and less impactful step, when running without shoes, that do not affect the body as much. Rettner voices the research as, "...barefoot runners land on their toes or mid-feet to avoid the impact they would feel if they landed on their heel...point their toes more at each foot strike, which effectively decreases the weight of the foot..." (Rettner 12). Shoes are designed to lessen the impact on one's feet when running, but barefooted runners</p>
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	<p>have already adapted to decrease the force of running, naturally, and keep their strides smooth. Designers create the shoe to help a person keep comfort while running and keep movement steady, but those that do not use shoes have already developed their muscles enough to not need the features of the shoe. Kelso voices on this topic when, "It may improve balance and proprioception. Going barefoot activates the smaller muscles in the feet, ankles, legs, and hips that are responsible for better balance and coordination" (Kelso 1). This eliminates any need for shoes and leaves the runners that run barefoot, better off without them.</p> <p>With those so used to wearing shoes on a daily basis, it may seem weird when one does not. However it must also be said that, people who do not wear them consistently, will find it awkward to change and suddenly use shoes that provide so much added protection and stability that their body has evolved to possess. With humans' minds being so closed to idea of new things and ideas, as people tend to have habits, one must also learn how another option may affect that person in a positive way while it affects them in a negative way since everyone is different.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 2 Score Point 4</p> <p>The response demonstrates full comprehension of the ideas. There is comprehensive development of three ways a barefoot runner would face if changing to wearing shoes (gait will be off, balance and proprioception will be way off, and the way they land will be off). The response provides relevant text-based evidence from all three passages as support and effective reasoning. This accurate analysis is effectively organized and coherent and is consistently appropriate to the task.</p>

Anchor Paper 3 – Score Point 3

Sample Student Response:	<p>Do shoes really impact running, a question we all may ask ourselves. In the articles, "Running Shoes Changed How Humans Run", "How to Select the Right Athletic Shoes", and "The Pros and Cons of Barefoot Running: What the Research says" the authors discuss the topic about running shoes and their impact. Running in shoes would be different to someone who has always run barefoot because there is a different level of support, there are different kinds of running shoes, and shoes are different.</p> <p>Running in shoes would be different to someone who has always run barefoot because there is a different level of support. Rachael Rettner writes the article, "Running Shoes Changed How Humans Run." Based of her research, " They saw that runners who were used to running in shoes most often strike the ground heel first, even when running barefoot. Those individuals who grew up running barefoot, or switched to running barefoot, usually landed with their toes first..." This conveys the idea that changing the way someone runs is typically hard for them and the change affects them a lot. Therefore, different levels of support will cause running shoes to be different to someone who has always run barefoot.</p> <p>Running shoes would be different to someone who has always run barefoot because there are different types of shoes. A written passage called "How to Select the Right Athletic Shoes," discusses almost every type of shoe in the athletic department. Through this process, "Athletic shoes are grouped into categories: Running, training, and walking...Today's consumer must choose among hundreds of brands and styles of athletic shoes designed for every sport and activity." This conveys the idea that since barefoot runners don't have as much experience when shopping for athletic shoes, their first time will be very overwhelming and they may end up giving up.</p> <p>Therefore, finding the right type of running shoes is overwhelming for those who run barefoot. Running in shoes would be different for someone who has always run barefoot because running in shoes is different than running barefoot. Tom Kelso conveys "If you want to go with high-tech running shoes, seek a professional for the proper fit," within the article, "The Pros and Cons of Barefoot Running: What the Research Says." This conveys the idea that finding the proper shoe is a struggle and making sure it fits correctly is a struggle as well. Along with the struggles, the shoes will take a while to get used to and they will be completely different. In conclusion,</p>
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	<p>changing from barefoot to running shoes would be different for someone running barefoot because everything is different.</p> <p>To sum up, Everyone has their own personal preferences for their way of running and changing between those preferences is a struggle. Just like running in shoes would be different to someone who has always run barefoot because there is a different level of support, there are different kinds of running shoes, and shoes are different. Based on everyone's experiences they should make their own decisions even if its the opposite of what everyone else wants.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 3 Score Point 3</p> <p>The response demonstrates comprehension of the task and passages by focusing on three main topics, pain, comfort, and likelihood of injury. There is enough development using relevant text-based evidence from all three responses to provide a mostly accurate analysis of how these points show running barefoot can be beneficial. The response is mostly organized and coherent and is mostly appropriate to the task.</p>

Anchor Paper 4 – Score Point 3

Sample Student Response:	<p>Running with or without shoes. It's the debate of the century. Some say to run with shoes, some say without. What happens when someone, who has never run with shoes before, suddenly does? They could experience different foot placement, choosing the wrong shoe, or no health benefits at all.</p> <p>When you run with shoes, your heel hits the ground first. When you run barefoot, your toe hits the ground first. People who run with shoes, "usually strike the ground with their heel first, although the cushioning present at the rear of many running shoes can lessen this impact force" (6, Rettner). The striking of the heel first may not be something the runner is used to. When your heel hits the ground first, it cause more impact.</p> <p>The force of the impact is very large, but the shoe can help cushion it. Someone who has always run barefoot might not be accustomed to the large amount of force placed on their heels.</p> <p>In our modern word, there are many shoe options to choose from. The options are countless. There are many different types of athletic shoes that can help with different things one might do. The American Orthopaedic Foot and Ankle Society says, "It can be had to choose from the many different types of athletic shoes available. There are differences in design and variations in material and weight. These difference have been developed to protect the areas of the feet that encounter the most stress in a particular athletic activity" (1, How to Select the Right Athletic Shoes). A runner that has no experience with running shoes could choose to wear the wrong type of shoe. They may not know that they should choose a shoe that protects their heels.</p> <p>With the amount of choices offered, it is easy to be overwhelmed.</p> <p>Lastly, someone running without shoes may not actually receive any health benefits. Researchers found that there is no published research that proved "1) running shoes controlled how much the foot rolled in, and 2) elevated cushioned heels helped prevent injuries" (1, Kelso). Running with shoes could potentially not help the runner at all. According to the passage, there is no proved evidence that running shoes prevent injuries.</p> <p>Runners that switch to running with shoes can experience a multitude of things. Different foot placement, too many shoe options, no guaranteed health benefits are just a few. If running barefoot works for you stick with it. If running barefoot is causing issues, then maybe you should consider switching to shoes.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 4 Score Point 3</p> <p>The response demonstrates comprehensions of the ideas and focuses on three ways shoes impact a barefoot runner, (different level of support, different kinds of running shoes, shoes are different). For each of these differences, quoted information from one of the passages is used as</p>

	evidence and there is some explanation of what the cited information shows about the differences shoes make in running. This mostly effective development is presented in organized and coherent writing. The response is mostly appropriate to the task.
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Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>After reading three articles, "Running Shoes Changed How Humans Run", "How to select the Right Athletic Shoes", and "The Pros and Cons of Barefoot Running" There are many details referring to those who run without shoes. After gaining information from these passages it becomes necessary to explain how running in shoes will be different for someone who has always ran barefoot.</p> <p>The first reason someone who runs barefoot would have a different experience with shoes is the muscles and the tendons in ones body. This is shown in the quote from the article "Running Shoes Changed How Humans Run" that states, "...Those who grew up running barefoot, sometimes landed on their mid-foot..." This quote shows that runners that who have ran barefoot have a different running style, and would have to adapt to the difference a shoe would make in their running.</p> <p>Another way that it would make a difference isthings like debri on the ground. This is shown in the quote from the article "The Pros and Cons of Barefoot Running: What research says" that states, "Running shod offers more protection from debri..."</p> <p>The final difference a persons would have to adapt to is the many different types of shoes there are. This is defiantly represented in the article, "How to select the Right Athletic Shoes." The quote states, " Today's consumer must choose among hundreds of brands and styles of athletic shoes..." Their are multiple ways ones running style can be changed by putting shoes.</p> <p>After reading all of the article I was able to gain information about how running styles can be changed by a athletic shoe. Overall what I have really learned from these articles is everyone have there own running style, and there are pros, and cons for both.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 5 Score Point 2</p> <p>The response provides generally accurate analysis of the information in the passages. There is some development through text-based evidence and basic explanations of that the cited information means but add no further analysis. The response provides a basic comprehension of the passages and has some organization. Overall, it is somewhat appropriate to the task.</p>

Anchor Paper 6 – Score Point 2

Sample Student Response:	<p>There are multiple ways running with shoes will be different then someone running bare foot. Using the articles "the pro and cons of bare foot running" "How to Select The Right Athletic Shoes" and "Running Shoes Changed How Humans Run" to help explain the differences between the two.</p> <p>One big difference in running bare foot versus running with shoes is that running with shoes makes you land on your heel which is unnatural. When you do this its called a rear foot strike and the impact of force is causes is several times your weight. but if u run barefoot do the fore foot strike and when you strike with your fore foot there is almost no collision force at all.</p> <p>Another big difference between running barefoot or running with shoes is that running with shoes has insulation that protects you from the elements like snow or rain and it would be easier to run and rougher surfaces cause you are protected by the sole of the shoe. But if you run bare foot there is nothing protecting you and you can get blisters on your feet and your feet will get cold due to snow ice and rain.</p> <p>Finally, sense landing on your heel if you run with shoes and s force u are more likely to injure your tendon while running cause of the constant force of pressiour via when you run bare foot there is not pressure there fore you are most likely not gonna damage your feet. There are many differences between wearing shoes when you run and not. Today there are multiple like how you run and how your protected but thats just a few.</p>
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Annotation for Sample Student Response:	<p>Anchor Paper 6 Score Point 2</p> <p>The response demonstrates basic comprehension of ideas stated in the passages about the difference in running with shoes and running barefoot. There is development of the topic using some relevant text-based details. There is some organization, and the response is generally appropriate to the task.</p>
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Anchor Paper 7 – Score Point 2

Sample Student Response:	<p>Athletic shoes were created recently in our society, therefore, not all humans enjoy wearing footwear while performing activities such as running. When running with footwear, the feet are protected and insulated with material to ease the tension of performing various activities barefoot.</p> <p>Although running without shoes might sound despicable to some, it was a way of life when society didn't have the variety of footwear that our world has developed currently. When feet are covered with specific material we refer to as footwear, the feet usually hit the ground or surface with the heel first. The cushioning eases the impact on the feet. When there is no insulation and protection where the feet are, it may be difficult to run or perform certain activities because of the impact the feet receive when they hit the ground.</p> <p>People got used to not wearing footwear, which led to running barefoot.</p> <p>It may be very difficult for someone who has never worn footwear to run and perform these activities because they have gotten used to running barefoot. Now, instead of landing with their toes or mid-feet during the action of running they may begin to land with their heels due to the insulation and protection their feet now have. Footwear comes in many different materials and designs but mostly all the time when wearing athletic wear the feet will land the same way.</p> <p>Therefore, it may be overwhelming and even difficult for an individual to run in athletic shoes after they have ran barefoot their whole lifetime.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 7 Score Point 2</p> <p>The response demonstrates basic comprehension of ideas and addresses the prompt. There is some development of the topic using relevant details from the three passages to provide a generally accurate analysis of why it may be difficult for someone to run in shoes after having always run barefoot. Overall, this response is somewhat appropriate to the task.</p>

Anchor Paper 8 – Score Point 1

Sample Student Response:	<p>Running in shoes would be much differnt for sombody who has ran barefooted all their life. First the impact would be more cusioned, they would probably run differnt in the shoes, and they probably wouldnt be able to run as fast.</p> <p>The first reason why the shoes would be so differnt to run in is because the impact would be more cusioned. If they were used to hitting the ground barefooted every time the ran haveing a soft pad under the sole of your foot would probably feel much differnt.</p> <p>The second reason why shoes would be differnt is because their run would be differnt. When they are always used to landing on the same sized foot and then run on a bulky shoe with a raised heel their run will alter.</p> <p>The last reason they will run differnt is because they wont be able o run as fast. If they are new to running with shoes chances are it will take them a longer time to learn how to run in them.</p> <p>For these three reasons, more cushiond, run differnt, and not be able to run as fast. This is why running in shoes would be differnt for someone who has ran bare foot all their life.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 8 Score Point 1</p> <p>The response demonstrates limited comprehension of the passages. There is a minimally developed attempt to explain the difference a person would find changing from running barefoot to running with shoes. There are three reasons given which are minimally developed and have some references to the text evidence. This is a minimally accurate analysis that is limited in its appropriateness to the task.</p>

Anchor Paper 9 – Score Point 1

Sample Student Response:	<p>In the three passages that I have read, which included "Running Shoes Changed How Humans Run"by Rachael Rettner,"How to select the Right Athletic Shoes", and "The Pros and Cons of Barefoot Running: What the Research Says"by Tom Kelso, they have made it very clear on how running in shoes will be different for someone who has always run barefoot."Thoses individuals who grew up running barefoot, or switched to running barefoot, usually landed with their toes first, a so-called "fore-foot strike."(RSCHHR paragraph 9) Because, they grew up running barefoot when they tried running with shoes, the way they landed changed." You may feel overwhelmed by the choices available to you.One brand does not meet the needs of everyone, and the latest innovation or most expensive shoe with all the features may not be your best choice." (HtStRAS parafraph 9) Even if the barefoot runners got to heave the best shoes around, they may not help them one bit.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 9 Score Point 1</p> <p>The response addresses the prompt of how running barefoot is different than running in shoes. A relevant quote from each passage is given without any further development of the ideas. This is a minimally accurate analysis that is limited in its appropriateness to the task.</p>

Anchor Paper 10 – Score Point 1

Sample Student Response:	Running in shoes will differ than running barefoot because when you run barefoot you land on your toes. But when you run with a shoe you will land on your heel which is not normal. If you have always run barefoot you will be probable to have stronger muscles in you feet. When yourun in shoes you have less chances to get debris in your feet as in thorns,nails,etc.
Annotation for Sample Student Response:	Anchor Paper 10 Score Point 1 The response demonstrates limited comprehension of ideas in the passages. There are details from the passages about running barefoot and running with shoes, but no further development is provided. This minimally accurate analysis is sufficient to show a limited appropriateness to the task.

Anchor Paper 11 – Score Point 0

Sample Student Response:	We use not have shoes and we use to run with no shoes.. When you run with shoes your feet would react diffrent from when you run with no shoes..
Annotation for Sample Student Response:	Anchor Paper 11 Score Point 0 The response attempts to the address the prompt, but the response is undeveloped and offers no analysis of any passages or any text-based evidence.

Anchor Paper 12 – Score Point 0

Sample Student Response:	So i think if you started running barefoot the you try running shoes i think that it would make a big difference because you would not be used to it and then you might not like it but some people do like it. And it is the same way if it was the other way around.
Annotation for Sample Student Response:	Anchor Paper 12 Score Point 0 While there is an attempt to answer the prompt, the response is appropriate to task. Vague statements about running barefoot vs running in shoes do not demonstrate comprehension of the ideas in the passages.

Knowledge of Language and Conventions Sample Responses & Annotations

Anchor Paper 4 – Score Point 3

Sample Student Response:	<p>Have you ever ran barefoot before? People who have ran barefoot all their lives might have a strange experience because they have different methods of running with that use when running barefoot. This is why when people use running shoes, who have never ran with them before, they will have a different experience than what you have had in running shoes.</p> <p>First off, people with running shoes, which they have never used before, will have a different experience because, in the passage, "Running Shoes Changed How Humans Run", it states, "Those individuals who grew up running barefoot, or switched to running barefoot, usually landed with their toes first, a so-called 'forefoot strike.'" This quote means that people who ran barefoot and got used to running barefoot, did not hit the ground with their heel first, like most people who run with running shoes, because if you run by landing on the ground with your heel, then that could damage or injure your foot. So people who do not run with running shoes adjusted that. However, in the passage, "Running Shoes Changed How Humans Run", it also states, "We hypothesize that this is how people generally ran before cushioned shoes with elevated heels were invented." This evidence is saying that running shoes have a cushions and they have elevated heels. This will be the reason that the experience that people who have never used running shoes, have running shoes, will be different for them.</p> <p>In conclusion, the elevated heels and cushions will make the experience for non-running shoe users will have a strange experience.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 4 Score Point 3</p> <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. Sentence formation is correct, and there are many examples of sentences with conjunctions. In addition, there is demonstration of the correct use of various skills in conventions throughout the response. Some minor errors are present, but the meaning is clear..</p>

Anchor Paper 3 – Score Point 2

Sample Student Response:	<p>There are multiple ways running with shoes will be different then someone running bare foot. Using the articles "the pro and cons of bare foot running" "How to Select The Right Athletic Shoes" and "Running Shoes Changed How Humans Run" to help explain the differences between the to.</p> <p>One big difference in running bare foot versus running with shoes is that running with shoes makes you land on your heel which is unnatural. When you do this its called a rear foot strike and the impact of force is causes is several times your weight. If you run barefoot do the fore foot strike and when you strike with your fore foot because there is almost no collision force at all.</p> <p>Another big defiance between running barefoot or running with shoes is that running with shoes has insulation that protects you from the elements like snow or rain. It would be easier to run and rougher surfaces because you are protected by the sole of the shoe. But if you run bare foot there is nothing protect you and you can get blisters on your feet and your feet will get cold due to snow ice and rain.</p> <p>Finally, sense landing on your heel if you run with shoes and s force you are more likely to injure your tendon while running because of the constant force of pressiour via when you run bare foot there is not pressure there fore you are most likely not gonna damage your feet.</p> <p>there are may differences between wearing shoes when you run and not today there are multiple like how you run and how your protected but thats just a few.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 3 Score Point 2</p> <p>The response demonstrates some command of the conventions of standard English at an appropriate level of complexity. While some errors in sentence formation are present, many sentences are formed correctly and there are examples of correct sentences with conjunctions. Some skills in conventions are demonstrated, and some errors are present. Occasionally the errors impede understanding, but the meaning is generally clear.</p>

Anchor Paper 2 – Score Point 1

Sample Student Response:	<p>For people who run barefoot, they will need to adapt to a different form of running that what they are used to. They would need to use the comfort for their advantage. Taking advantage of necessary things in the real world could be a really good thing. The person who is used to running barefoot would now have a shoe with cushioning, protection, good shock absorption and a great sole design.</p> <p>They will probably not enjoy the first couple of days wearing shoes. Its like a dog using shoes for the first time ever. In basketball, you cant wear your shoes in the first game. the reason why you can't wear them because you have to break them in. It would take a couple of hours or couple of days. Breaking them in means. you as the person is getting used to the shoes and they are getting more comfy. The more time you break them in, the more comfier they will be When the person is buying new running shoes, they got to make sure they like how they feel before they break them in. If they don't like how they feel, they should get better shoes.</p> <p>In paragraph 2 of "How to Select the Right Athletic Shoes', they explain how people should get their new running shoes. In the other paragraphs, it explain about other shoes and how you should get them. But what all of the paragraphs say, except one, eight, and nine, they state all shoes should be comfy and usable for the correct sport.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 2 Score Point 1</p> <p>The response demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There is demonstration of both correct and incorrect sentence structures throughout response due to a variety of errors. Most of the correct sentences are simple constructions. There is inconsistent control of skills such as coma usage. Some errors impede meaning.</p>

Anchor Paper 1 – Score Point 0

Sample Student Response:	<p>People who have always ran barefoot, and people who have always ran with shoes. People who have ran barefoot it will be a shock for tem to go in shoes they won't have to work as hard as they do without shoes. The other people who ran with shoes and now they changed into barefoot running they with have to work herder to run. In "Running Shoes Changed How Humans Run" they studied athletes from the Rift Valley Province in Kenya who grew up running barefoot of thin shoes like sandals or mocasins now they use shoes to run. In the US it is backwards they used shoes and now they go barefoot. "Running Shoes Changed How Humans Run" athletes run with shoes strike the ground with their heel first even when running barefoot. berfoot runners collide with the ground with their fore foot first. In "How to Select the Right Shoes", there are a variety of different shoes used for different activities running shoes have good shock asorbtion and smooth tread while, courts sports need to have a good sole so you can move foward, backward, and side-to-side. Most running shoes have a pushed up heel in the sole so that causes you land on your heel if your running barefoot then you need a good shoe to switch over to, running barefoot then switching to running shoes give your foot a shock that is not good. A shock to your foot can cause runner knee, strees fractures. You also have to switch on how you land your foot into the ground, if injuries mentioned earlier in the essay</p>
Annotation for Sample Student Response:	<p>Anchor Paper 1 Score Point 0</p> <p>The response does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors impede understanding.</p>

Item Set 2 – Question 9 (Constructed Response)

You have read passages from *William Shakespeare: Playwright & Poet*, "The Screenwriter for *Anonymous* Defends His Controversial Movie," and "Who Wrote Shakespeare's Plays? Debate Goes On."

Write an essay in which you evaluate how important the Shakespeare authorship issue is to the authors. Explain how the authors use evidence to support their claims about Shakespeare. Include details from all three passages to support your response.

Item Information

- Passage – William Shakespeare: Playwright & Poet, The Screenwriter for Anonymous Defends His Controversial Movie, and Who Wrote Shakespeare's Plays? Debate Goes On.
- Answer – See Sample Student Responses and Annotations
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.c.ii
 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8)
- Performance Level – A student who Exceeded expectations was likely to earn 3 or 4 points for written expression, and 3 points for writing conventions on this item. A student who Met expectations was likely to earn 2 points for written expression and 2 points for writing conventions on this item. A student who Approached expectations was likely to earn 1 point for written expression. A student who partially met expectations was likely to earn one point for writing conventions.

Anchor Paper 1 – Score Point 4

Sample Student Response:	<p>The Shakespeare authorship issue is extremely important to the authors of the text, each author utilizes evidence from the time of Shakespeare to support their claims.</p> <p>In a passage from <u>William Shakespeare: Playwrite & Poet</u> by Emma Carlson Berne, Berne demonstrates how important the Shakespeare authorship issue is by describing how in depth the the work done on him has been, and supports her claims about Shakespeare by pointing out a lack of evidence. Berne begins this passage by pointing out a lack of knowledge about Shakespeare but writes, however, that "great, thick biographies have been written about the poet for centuries." This demonstrates the importance of Shakespeare and the authorship debate to the author. She uses diction with words like "great" and "thick" to demonstrate the expansive and important knowledge gathered on Shakespeare and this debate. This large expanse of work alone demonstrates how important this issue is. Berne uses lack of knowledge to support a claim about Shakespeare not being the author when she writes that, "This lack of documentation has led some scholars to argue that there is little or no proof that Shakespeare wrote the works attributed to him." Here Berne focuses on a lack of knowledge about Shakespeare to support a claim. By focusing on this lack she demonstrates the possibility that Shakespeare did not write his plays.</p> <p>In a passage from <u>"The Screenwriter for Anonymous Defends His Controversial Movie"</u> by Robert Levin, Levin demonstrates the severity of the level of importance of the Shakespeare issue, he then further supports his opinion by alluding to famous and respected authors with the same opinion. John Orloff is a researcher and writer who has been studying this topic. He was a part of the controversial movie <i>Anonymous</i>, a film centered around the theory that Shakespeare did not write his plays. Levin demonstrates the importance of the Shakespeare authorship issue when</p>
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	<p>Levin writes, "The Shakespearean authorship question has been a 20-year obsession for screenwriter John Orloff." Here the authorship uses diction to demonstrate how the issue is of the utmost importance to Orloff. The uses of words such as "obsession" combines with the time frame of 20 years to demonstrate the extreme importance of this issue to the authors. Orloff supports his theory about the debate when using the author Mark Twain as an example. He writes, "Mark Twain could never have written about the Mississippi had he not been a Mississippi riverboat pilot.... I happen to believe that Shakespeare didn't have the life to draw from to write about court intrigue," Here he juxtaposes Mark Twain's experiences and Shakespeare's to support his opinion. By contrasting Twain experience with what he wrote about to Shakespeare's lack there of he demonstrates how Shakespeare may not have been the author.</p> <p>In a passage from <u>Who Wrote Shakespeare's Plays? Debate Goes on</u> by Renee Montagne, Montagne demonstrates how important the issue is by showing how redound authors debate on the issue, she the supports her claim by pointing evidence directly from Shakespeare. Montagne writes about how the redound author Mark Twain wrote on this. She summarizes his writing as "Mark Twain Wasn't Buying It". This demonstrates the importance of the issue. Not only does this allude to how long the debate has been going on but also demonstrates how it is so important even the most redound engage in it. She then proceeds to support a claim by writing about evidence directly from the hand of Shakespeare proves he wrote it. she writes that the "name William Shakespeare appeared on some of the plays published during his lifetime." Here by demonstrating how there is documented proof of Shakespeare being the author of the works attributed to him.</p> <p>Overall, the issue of Shakespearean authorship is of the utmost importance and is demonstrated by the mass amount of work done on it, the obsession over it, and the time in which the debate has gone on. Authors support there claims on whether Shakespeare authored his own works by alluding to famous authors and direct evidence from Shakespeare.</p>
<p>Annotation for Sample Student Response:</p>	<p>Anchor Paper 1 Score Point 4</p> <p>Full comprehension is demonstrated through the accurate analysis of both how the authors use evidence to support their claims as well as show the Shakespeare authorship issue is important to them. For each passage there is a comprehensive evaluation of how the author used evidence which is done through relevant text-based details, clear reasoning, and accurate analysis (<i>She uses diction with words like "great" and "thick... Here he juxtaposes Mark Twain's experiences and Shakespeare's to support his opinion... She then proceeds to support a claim by writing about evidence directly from the hand of Shakespeare proves he wrote it.</i>). Included in the discussion of each is how this evidence demonstrates the importance of the issue to that author. The effective organization and use of language result in clear coherent writing and is consistently appropriate to the task.</p>

Anchor Paper 2 – Score Point 4

<p>Sample Student Response:</p>	<p>In all three of the passages, the Shakespeare authorship issue is very important to the authors. In "Playwright & Poet" Emma Carlson Berne explains how there is a debate on if Shakespeare really was the author of all the great plays, poems and everything else. She also explains about Shakespeare scholars. She never states her opinion on if Shakespeare was the author or not but she seems to be leaning towards that he is not the author. In "The Screenwriter for Anonymous Defends His Controversial Movie" John Orloff has a very strong opinion that Shakespeare was not the author. He is telling Robert Levin about how and why he wrote the movie. In "Who Wrote Shakespeare's Plays? Debate Goes On" it talks about evidence from both sides, about how there were no records or how that he was simply genius. The author in this passage also does not state their opinion but gives information to support both sides of the story.</p> <p>In "Playwright & Poet" the author (Emma Carlson Berne) talks about what scholars are and what some are doing to find more about Shakespeare. She exclaims that there is little known about Shakespeare. Emma then introduces the authorship debate about if Shakespeare really did write everything but she gives way more information about how he isn't the author rather than evidence hinting that he was. This made me think that she was leaning more towards the debate that he is not the author. She states that there is a lack of documentation for one of her reasons why Shakespeare could not be the author. I think the Shakespeare authorship issue is very important to Emma since she has spent lots of time studying the topic.</p> <p>In "The Screenwriter for Anonymous Defends His Controversial Movie" John Orloff made a movie about how Shakespeare was not the author. He has found lots of evidence supporting his claim like that there is no evidence supporting that Shakespeare did write the plays or that there is no first-hand documentary evidence. He goes on to explain about his film and why he did what he did. The film had lots of controversial effects from it but John did not care. The Shakespeare authorship issue is extremely important to him since he has spent 20 years on the subject and made a movie too.</p> <p>In "Who Wrote Shakespeare's Plays Debate Goes On" Renee gives reasons why people think that he is not the author and reasons why people think she is the author. One of her reasons that people didn't think that he was the author is that there was no evidence of education but for his writings he would have had to have an education. She then brings in a scholar named Stephen Greenblatt to discuss why he is the author. He stated that the evidence is simply that Shakespeare's name appeared on some of the plays published during his lifetime. The Shakespeare authorship issue is important to Renee since she is wanting to learn more about the topic and it is also important to Greenblatt since he has spent years studying and has a strong opinion on the matter.</p> <p>Since the Shakespeare authorship issue is important to all of the authors in all of the passages, they give lots of information to the reader about the issue. In the first passage Emma states more evidence pointing towards the fact that he was not the author like that he left very few documentation behind. In the second passage John states that he fully does not think that he was not the author simply due to the fact that there is no evidence. In the third passage the author states information towards that he is the author and that he isn't. Ultimately the subject of Shakespeare being the author is undecisive but a very important issue.</p>
<p>Annotation for Sample Student Response:</p>	<p>Anchor Paper 2 Score Point 4</p> <p>Full comprehension is demonstrated in the response through the accurate analysis of both how the evidence is used by the authors and how that shows the importance of the Shakespeare authorship issue to them. For each passage there is effective and comprehensive development of the topic through relevant text-based evidence and clear reasoning to provide a review of the author's argument, an evaluation of the type of evidence used, what that reveals about the author's opinion on the subject, and an analysis of why the passage shows this topic is important to the author. Overall, the response is consistently appropriate to the task, is effectively organized and is written in a clear, coherent style.</p>

Anchor Paper 3 – Score Point 3

Sample Student Response:	<p>The issue of the Shakespeare authorship is of great importance to the writers of <i>William Shakespeare: Playwright & Poet</i>, "The Screenwriter for Anonymous Defends His Controversial Movie", and "Who Wrote Shakespeare's Plays? Debate Goes On". The authorship is important to them because they believe that William Shakespeare couldn't have written the extraordinary plays and sonnets he was so thought to have written. These authors portray the importance through different ways.</p> <p>In the first article <i>William Shakespeare: Playwright & Poet</i> that author shows the reader how important the authorship of Shakespeare is by giving theories on different ideas people have about who could've written Shakespeare's plays. For example in the text it reads, "Other scholars have suggested a variety of people who might actually be the author of Shakespeare's work: the playwright and poet Christopher Marlowe, the philosopher Francis Bacon, and a playwright, poet, and earl named Edward de Vere." This quote is showing that the people have different ideas about who other than Shakespeare could've written the plays. In conclusion the author shows the reader how important the authorship of Shakespeare is by giving different theories on who might've written the plays.</p> <p>In the second article "The Screenwriter for Anonymous Defends His Controversial Movie" the author shows the readers how the important the authorship of Shakespeare is by speaking with screenwriter John Orloff who believes Shakespeare isn't the writer of the plays. For example in the text it reads, "...One has to make the leap that this young man from Stratford-upon-Avon, brilliant though he may have been, would have had [to have had] one heck of an education to write these things." In this quote it shows how the screenwriter doesn't believe Shakespeare could've written the plays because of his lack of education. In conclusion the author demonstrates the importance of the authorship of Shakespeare by speaking with a screenwriter who, because of his disbelief, made a film on how Shakespeare was not the writer of the famous plays.</p> <p>In the final article, "Who Wrote Shakespeare's Plays? Debate Goes On", the author shows the readers the importance of the authorship of Shakespeare by having different opinions brought into the article to provide insight to the different ways the debate could go. For example, in the text it reads, "Like most scholars, I think it's reasonably clear that the man from Stratford wrote the plays." In this the quote explains how Stephen Greenblatt believes Shakespeare wrote the plays. Adding on in the same text it reads, "we Would certainly have to be able to support how he learned his languages, how he received his education, how he gained his exposure to the lifestyle of the rich and famous, how he had access to the court...We cannot support any of that for Shakespeare." In this quote it's explaining how this person believes Shakespeare wouldn't have had the knowledge to be able to write the plays he was thought to write. In conclusion, the author shows how important the authorship of Shakespeare is by having people give their different opinions on the topic.</p> <p>Overall the three authors show the importance of the authorship of Shakespeare by giving different opinions throughout each article.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 3 Score Point 3</p> <p>The response provides mostly accurate analysis of how the Shakespeare authorship issue is important to the three authors. The mostly effective development of the topic for each passage includes a statement of the type of evidence included in the passage, a cited statement from the passage as support, an explanation of what the quote is saying, and then a statement of analysis of how that shows the importance of the topic to the author. There is some repetition in the information provided, but it is mostly effective. This approach is appropriate to the task, and the organization and use of the language result in mostly clear and coherent response.</p>

Anchor Paper 4 – Score Point 3

Sample Student Response:	<p>Emma Carlson Berne, Robert Levin, and Renee Montagne all show a way of saying that Shakespeare might not have been who everyone thinks he is. Everyone thinks that Shakespeare was amazing and wrote all these wonderful plays, sonnets, and poems ,but in reality very little is known about him even being documented and many think that he is not the author of the plays, sonnets, and poems.</p> <p>Emma Carlson Berne feels that there is little to no documentation of William Shakespeare's life and that he might not have been the writer of such amazing work. Emma Carlson Berne believes that Shakespeare had not written everything because of how little to no documentation there is. The text from "William Shakespeare: Playwright & Poet" states,"Despite Shakespeare's fame, little is known about him. What is known for certain about Shakespeare could be written in a few paragraphs. Yet great, thick biographies have been written about the poet for centuries." Although this quote states that great thick biographies have been written about Shakespeare, these biographies are about his so called "work" which make Shakespeare's life not such a big deal which also means he was not accurately documented. This is basically saying that Emma Carlson Berne claims to not believe that the work is that of Shakespeare's.</p> <p>Robert Levin writes about how the screenwriter John Orloff speaks about how his movie is based off of his opinion that Shakespeare had not written the plays or created all the other masterpieces. John Orloff believes that Shakespeare is not the author and here is why. The text "The Screenwriter for Anonymous Defends His Controversial Movie" states,"For me, you have to start off with the fact that there's no evidence he wrote the plays.... There's no first-hand documentary evidence." This proves that John Orloff believes that Shakespeare had not written them because if he had written them, Shakespeare would have had some type of documentation or some type of evidence that he wrote all of the plays, poems, and sonnets.</p> <p>Renee Montagne writes about how William Shakespeare had no record of having had written the poems, plays, sonnets or created any of the other masterpieces. Renee Montagne believes that a man from such a culture like Shakespeare could not have written such wonderful things or even have a writing career. The text from "Who Wrote Shakespeare's Plays? Debate Goes On" states,"They all speak to the activity of a man who is principally a businessman; a man who is delinquent in paying his taxes; who was cited for hoarding grain during a famine... whom there is no contemporary evidence of a writing career. And many of us find that rather astonishing." This proves that Renee believes that someone like Shakespeare did not have a writing career to be able to write or create things like the ones he is put up to, she believes that someone like him who was a delinquent and hoarder, does not have the ability to write as amazing as this writing is put as.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 4 Score Point 3</p> <p>In this response comprehension and mostly accurate analysis is demonstrated by explaining how the evidence shows the opinion of each author on this issue. The importance of the issue to the authors is not directly addressed, but for all three passages there is development of the opinion of the author which includes relevant textual evidence and mostly clear reasoning of how that evidence reveals the author's opinion (<i>This proves that Renee believes that someone like Shakespeare did not have a writing career to be able to write or create things like the ones he is put up to...</i>). The response is mostly appropriate the task and the organization and language used produce a mostly clear and coherent response.</p>

Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>In the passages "William Shakespeare: Playwright & Poet", "The Screenwriter for Anonymous Defends His Controversial Movie", and "Who Wrote Shakespeare's Plays? The Debate Goes On", the authors give a theory that Shakespeare was not the person who wrote his plays.</p> <p>The first author focuses on the lack of documents about Shakespeare's life. In "William Shakespeare: Playwright & Poet", the text states, "The greatest Western dramatist in history left no letters and no diaries- he did not even sign some of his plays." This quote shows that there is little evidence to support the idea that Shakespeare was the author to some of his plays.</p> <p>The second author interviews a screenwriter who says that there are no records of Shakespeare having an education, and that he would need one to write the plays with the metaphors that he did. In "The Screenwriter for Anonymous Defends His Controversial Movie", the text states, "And yet there's no record of him having attended any school, anywhere." This quote shows that Shakespeare may not have gotten the education he would have needed to write the plays that he did.</p> <p>The third author mentions both. In "Who Wrote Shakespeare's Plays? Debate Goes On", the quotes "And he's the only presumed writer of his time for whom there is no contemporary evidencce of a writing career," and "Remarkable...even for a village lad if he were a genius," show that there is little evidence supporting the idea that Shakespeare wrote his plays by showing how there are few documents and showing that he was a village boy, likely unable to have such a high level of education.</p> <p>Clearly, the authors give theories that Shakespeare was not the one to write his plays.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 5 Score Point 2</p> <p>This response demonstrates a basic understanding by explaining how the evidence in each passage supports the author's opinion that Shakespeare was not the real author. For each passage there is some development of the topic through a statement of the author's theory, a cited statement from the text for support, and an explanation of what that evidence shows about the topic (<i>This quote shows that Shakespeare may not have gotten the education he would have needed to write the plays that he did.</i>). This demonstrates generally appropriate analysis of the topic; however, the topic of the importance of the topic to the author's is not addressed. There is some organization in a somewhat effective style. The response is somewhat appropriate to the task.</p>

Anchor Paper 6 – Score Point 2

Sample Student Response:	<p>There is no one in America that hasn't heard of the great writer, William Shakespeare. You may think of all his different plays, from <i>Hamlet</i>, to <i>Romeo and Juliet</i>. But wait, what if Shakespeare didn't actually write those magnificent playbook stories. A debate has gone on for years questioning his authorship. Many scholars have very voiced opinions on this subject.</p> <p>There are many scholars who take their time studying Shakespeare, nonetheless, the author from <i>William Shakespeare: Playwrite and Poet</i>, states that little is actually known about the author. Scholars have looked at his legal documentations, and read his poems for clues.</p> <p>In the second article, the screenwriter of a Shakespearean movie tries to defend his historical movie, which is all about who wrote Shakespeare's plays. He has battled with this historical debate for twenty years, and was so intrigued that he wrote a movie about it.</p> <p>In the third article, the author argues with others on Shakespeare's actual connection to the play composing. He uses lots of research and evidence to support his claim and argue with the other side. He also wrote a book, <i>Will in the World</i>, to help support his claim. That right there is dedication if you ask me.</p> <p>As you can see, while this doesn't seem like a huge deal to us, to many others it is. People spend decades researching, writing, and looking at historical documentations to try and prove that in fact, Shakespeare was the big mastermind that we all believe him to be.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 6 Score Point 2</p> <p>This response demonstrates a basic understanding and is somewhat appropriate to the task by discussing the evidence in each passage about the Shakespeare authorship issue. Some development is provided through a brief summary of what evidence each author provides, and for the second and third article there is some analysis of that evidence (<i>tries to defend his historical movie...That right there is dedication if you ask me</i>). Some organization is present, and the style is somewhat effective.</p>

Anchor Paper 7 – Score Point 2

Sample Student Response:	<p>In, "<i>William Shakespeare: Playwright and poet</i>", Emma Carlson appears to assume that Shakespeare did write everything, and rather goes into to detail of how his history is being uncovered. She does this by citing the many ways Shakespeare's background can be looked into. For example, she states, "Scholars look to Shakespeare's legal and church documents to learn about his life." as well as "Scholars continue to study the life of William Shakespeare. They try to uncover mysteries of his life to learn more about the man who produced so many great works of literature."</p> <p>In, "The Screenwriter for Anonymous Defends His Controversial Movie.", Robert immediately assumes Shakespeare did not write everything, and uses various resources to show how he concluded this. For example, He states, "I was very tenuous at first and unconvinced, as many people are. And then I kept reading and reading and reading, and the more I read, the more convinced I became" and "For me, you have to start off with the fact that there's no evidence he wrote the plays." Robert gives many reasons as to why Shakespeare couldn't have possibly known all he did without a formal education (of which he does not have).</p> <p>In, "Who Wrote Shakespeare's Plays? Debate Goes On" Renee takes a far more neutral approach, and instead cites what others think of the Shakespeare debate. Throughout the text, she is constantly quoting what Mark Twain has said, as well as what Prof. Greenblatt has said. After giving us information from both sides, Renee leaves us to make our own decision on the matter.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 7 Score Point 2</p> <p>The response demonstrates basic understanding and is somewhat appropriate to the task by providing a generally accurate analysis on the opinion of each author on the Shakespeare authorship issue (<i>appears to assume that Shakespeare did write everything... immediately assumes Shakespeare did not write everything ... takes a far more neutral approach</i>). For each passage, there is some development through a statement of that opinion, what kind of evidence was used and then relevant text evidence support, but no further explanation is provided. The importance of the issue to the authors is not addressed. There is some organization with somewhat coherent writing.</p>

Anchor Paper 8 – Score Point 1

Sample Student Response:	<p>Shakespeare's authorship is an important issue to other authors because it is a heavily debated topic. "One of the only personal documents he left behind was his will. This lack of documentation has made Shakespeare's activities difficult to trace."</p> <p>Shakespeare didn't leave anything about himself so people don't know much about him.</p> <p>"Whether Shakespeare did write the plays or didn't write the plays, we're being taught a lot of bunk about William Shakespeare." Robert believes that Shakespeare didn't write the plays and if we all believed he did than it would be a shame for the person actually wrote all of them. "But there's no record that this Shakespeare owned any books, wrote letters, and the half-dozen signatures attributed to him are legal documents only." People don't have any proof that Shakespeare actually wrote all the things that he's famous for. This issue is important to other writers because it is a heavily debated topic all around.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 8 Score Point 1</p> <p>The response demonstrates limited comprehension.</p> <p>There is minimal analysis of the topic by stating that it is important because it is "<i>heavily debated</i>." This idea is not further developed. What is provided is a cited statement about Shakespeare from each text followed by a restatement of what that information is saying. No further development or reasoning is provided. The limited development and organization result in a response that is limited in appropriateness to the task.</p>

Anchor Paper 9 – Score Point 1

Sample Student Response:	<p>In all three of the passages about shakespeare talk about how he didn't even right his poems and plays that someone else did.</p> <p>In the passage "William Shakespeare: Playwright & Poet ", they talk about how shakespeare didn't really have a documentery and how shakespeare's life was hidden in a way, but no one acually knows his life before and after he became a playwrighter and a poet.</p> <p>In the passage "The Screenwriter for Anonymous Defends his Controversial Movie", they talk about how Shakespeare did't really write all the poems and the plays that are under his name. They were wondering how a guy like him with a not so good education is now one of the most known poet and playwrighter in the world.</p> <p>In the passage "Who Wrote shakespeare's Plays? Debate Goes On" also talks about how William Shakespeare didn't wright the poems and the plays that he made. They said that Shakespeare didn't wright any letters, read or even buy any books, and the only thing that they found him wright was some signatures on legal documents.</p> <p>That is all the different ways that people don't agree with how William Shakespeare is being thought of now.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 9 Score Point 1</p> <p>The response demonstrates limited comprehension. For each passage there is a summary of the information included about opinions of Shakespeare and authorship. No explanation or further analysis of the information is provided. This response is limited in its appropriateness of the task.</p>

Anchor Paper 10 – Score Point 1

Sample Student Response:	<p>Each passage describes and elaborates on who wrote the Shakespeare plays. It seems to matter very much, and they give their strong opinions. In <i>William Shakespeare: Playwright & Poet</i>, it describes reasoning to why people deny that Shakespeare wrote the plays, saying the lack of documents or letters lead to the controversy. But they also state there is true reason to deny his authorship.</p> <p>In "The Screenwriter for Anonymous Defends his Controversial Movie," he explains why de doubts that Shakespeare was the author, elaborating on evidence. He says there's no documented evidence, and he couldn't have had a high enough education to be able to write with his skill level.</p> <p>In "Who Wrote Shakespeare's Plays? Debate Goes On," they explain he couldn't have had the education, and he was never documented as a writer. There were no records stating that he wrote any letters or owned any books. They also state it was completely possible for him to have written the plays, but quite astonishing at the writing level they are at.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 10 Score Point 1</p> <p>The response demonstrates limited comprehension of the passages and task. In the beginning there a minimally accurate statement of analysis (<i>It seems to matter very much, and they give their strong opinions.</i>), which is not further developed. For each passage, there is a summary of what information is included without any additional explanation. There is limited organization. Overall, this response is limited in its appropriateness to the task.</p>

Anchor Paper 11 – Score Point 0

Sample Student Response:	In Playwrite & Poet it says that "Scholars continue to study the life of William Shakespeare. They try to uncover the mysteries of his life to learn more about the man who produced so many great works of literature." This means that no one really knows that much about him.
Annotation for Sample Student Response:	Anchor Paper 11 Score Point 0 The response is not appropriate to the task as it attempts to address the prompt but is an undeveloped response with information from only one passage.

Anchor Paper 12 – Score Point 0

Sample Student Response:	in all three passages it talks about how nobody knows everything about Shakespeare and one talked about how you could probably write a couple of paragraphs about him.
Annotation for Sample Student Response:	Anchor Paper 12 Score Point 0 The response is not appropriate to the task as it is a single sentence that attempts to address the topic of what is in the passages. The information is undeveloped and demonstrate little or no comprehension.

Item Set 3 – Question 8 (Constructed Response)

Write an essay in which you explain the authors' purposes in the passage from "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and the passage from "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence."

Explain how the authors discuss different experiments or procedures in order to support their purposes. Use details from **both** passages in your response.

Item Information

- Passages – "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence"
- Answer – See Sample Student Responses and Annotations
- Colorado Academic Standards (CAS) Evidence Outcome – 8.2.2.b.iii
 - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)
- Performance Level – A student who Exceeded expectations was likely to earn 4 points for written expression, and 3 points for writing conventions on this item. A student who Met expectations was likely to earn 2 or 3 points for written expression and 2 points for writing conventions on this item. A student who Approached expectations was likely to earn 1 point for writing conventions. A student who Partially met expectations was likely to earn one point for written expression.

Anchor Paper 1 – Score Point 4

Sample Student Response:	<p>In both "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence." both explain experiments of people's genes connected to behavior and what it means toward them. Genes are the genetic make up of characteristics in someone such as eye color, hair color, and height. Genes are passed down through inheritance and through environment can change. In "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" it explains the experiment of behavior over time and environment, in "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence." it explains the experiment of genes and environment connecting to intelligence, and similarly in both texts it explains the experiment of genes and environment on your behavior.</p> <p>First, in "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" it explains the experiment of a 2 year old Marjorie and her extreme shyness until she reached school where her environment changed her behavior. In the text it mentioned, "But as Karen continued to examine her over the years, Marjorie's temperament changed. When she started school, she gained confidence from ballet classes and her good grades, she began to make friends." Anne Underwood (the author) makes the claim that environment and genes have a effect on behavior. Through using the example of Marjorie she supported her claim with the environment showing an affect on how Marjorie was affected. Her experiment on Marjorie was that she would be changed from her environment and be encouraged to make friends and stop her shy habits and to a success, the environment rewired her brain into being socially active and to step out of her comfort zone which is how it supports the authors thinking.</p> <p>Next, in "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence." it explains the experiment of nearly 80,000 people being tested on the type of genes and environment they had and their intelligence. In the text it demonstrates, "In a significant advance in the study of mental ability, a team of European and American scientists announced...that they had identified 52 genes linked to</p>
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	<p>intelligence in nearly 80,000 people. Carl Zimmer (the author) makes a claim that genes and environment must have an effect on people's intelligence. He adds this experiment to inform his claim is correct because he sees that the experiments results say that there is genes and behavior connecting to intelligence level. The experiment supports the authors claim by giving an example that there has been proven genes connected to intelligence and specifically uses this experiment because of the large number of people used in it to give an even better proven data that his claim is true.</p> <p>Finally, both texts "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence." it explains how they used experiments to prove their claim in their writing. In the text of "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence." it describes, "Hundreds of other studies have come to the same conclusion showing a clear genetic influence on intelligence. But that doesn't mean that intelligence is determined by genes alone. Our environment exerts its own effects, only some of which scientists understand well." Both authors have the claim of genes and environment affecting behavior. The behavior might be the way they act to how smart they might be, but both are</p> <p>behavior being affected by the environment and genes. The environment, the people they are with, the way they are treated, the areas they live in all have a proven connection to their behavior. The authors know that this is true and that they take these experiments because it supports them, what they are trying to explain is being described and backed up so more people will be informed and know that it isn't an opinion but a fact that the author is explaining.</p> <p>Genes and environments both affect our behavior and intelligence through making us more used to our surroundings and our genetic make up from our parents. Both authors explain their ideas and claims of what they think and have to support it. Through the experiments it explains the various number of people that are explained with different backgrounds and environments and how it affects their behavior and intelligence. The authors add these experiments because without them it might be a text of someone else explaining it which we will see as an opinion. To get people to truly understand the authors add the experiment like facts to help us understand it is true. Environments depending and genes depending all affects what you will act like and the level of understanding and intelligence you have. However, your environment can also change your genes of intelligence or behavior which then makes your offspring have the same characteristics.</p>
<p>Annotation for Sample Student Response:</p>	<p>Anchor Paper 1 Score Point 4</p> <p>This response demonstrates full comprehension of the passages and develops its thesis from its introductory paragraph <i>Both explain experiments of people's genes connected to behavior and what it means toward them.</i>). Relevant and comprehensive text-based evidence addresses both parts of the prompt by explaining the authors' purposes in each passage and explaining how the authors discuss different experiments/procedures to support their purposes.</p> <p>The response is explicitly connected to the prompt. The analysis provided for the first passage is comprehensive, <i>(Through using the example of Marjorie she supported her claim with the environment showing... her experiment was.... Which is how it supports the authors' thinking)</i></p> <p>The analysis for the second passage is comprehensive, <i>(He adds this experiment to inform his claim is correct because... The experiment supports the authors claim by ... and uses this experiment because....)</i>.</p> <p>The student presents additional analysis in the third body paragraph, <i>(Both authors have the claim ...so more people will be informed and know that it isn't an opinion but a fact that the author is explaining.)</i>.</p>

	The response is well organized with an effective introductory paragraph and concluding paragraph. Paragraphs within the body of the response show effective transitions between them, (<i>First; Next; Finally</i>), with each connecting to the previous and uses a style appropriate to a research analysis task.
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Anchor Paper 2 – Score Point 4

Sample Student Response:	<p>We're discovering more and more about genetics every day, but the more we research it, the more confusing or complicated it becomes. That's why we need every form of research we can use to discover more about how life here on Earth works. Take "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" by Anne Underwood and "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence" by Carl Zimmer; two passages with two different studies about how both genetics and our environment affect our environment. Each one uses a widely differing method for studying genetics and behavior, yet they both provide groundbreaking results.</p> <p>"Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" by Anne Underwood begins by taking us through the early life of a girl named Marjorie in 1997. She was described blatantly as "so painfully shy that she wouldn't talk to or look at a stranger." (paragraph 1) Our research of genetics up to that point would dictate she would be destined to be completely reserved her entire life, but that proved to be far from the truth. Jerome Kagan, a Harvard professor, examined how Marjorie developed in the next few years, and found that as she went into school and started to take classes, she grew more confident and social. This finding; that "genetics and environment work together to determine personality" (paragraph 2); completely turned the tables for our knowledge on genetics. It also weakened Gregor Mendel's prior research on the discovery of genetics. "[T]hey turn[ed] out to be an inferior model for analyzing something as complex as the brain. Genes control the brain's neurotransmitters and receptors, which deliver and accept mental messages like so many cars headed for their assigned parking spaces. But there are billions of roads to each parking lot, and those paths are highly susceptible to environmental factors." (paragraph 3)</p> <p>"In 'Enormous Success,' Scientists tie 52 Genes to Human Intelligence". This passage, by Carl Zimmer in 2017, is exceptional at displaying just how difficult discovering genetics can be, and it took a dozen years to find just 52 genes linked to intelligence. Scientists believe there must be thousands playing a part. "[E]ach variant raises or lowers I.Q. by only a small fraction of a point." Scientists discovered these genes by producing insanely large test-group studies, and merging data from 13 different previous studies to find a correlation between 52 specific genetics and intelligence. Make scientists, including Dr. Posthuma, was doubtful any tests would prove anything. Yet, miraculously, a study in the past few years turned up some amazing new results. It was a miracle that we were able to find full-proof evidence after so many failed tests, and it was insanely difficult. However, with growing technology and wider communication, this process can only become easier.</p> <p>Both of these tests; observing unique individuals and testing masses; yield stellar results. It can draw unknown ties between genetics and behavior, or discover that there isn't as much tie between genetics and behavior as we believe. Every day, our knowledge of genetics grows more complicated, but with better technology, we're beginning to be able to learn more about our lives. We know now that behavior is directly linked to both genetics and our experiences, but that's almost the extent of our knowledge. We're learning more every day, and we use unique experiments to do so!</p>
Annotation for Sample Student Response:	<p>Anchor Paper 2 Score Point 4</p> <p>The response demonstrates full comprehension of the two passages and develops its thesis from its introductory paragraph, (<i>Each one uses a widely differing method for studying genetics and behavior, yet both provide groundbreaking results.</i>) For both passages there is text- based evidence and explanation to support that claim.</p> <p>The analysis provided for the first passage is accurate (<i>This finding ... completely turned the tables for our knowledge on genetics. It also weakened Gregor Mendel's prior research on the discovery of genetics.</i>), The analysis for the second passage is less effective, but does focus on the experiments</p>

	used(<i>This passage by Carl Zimmer in 2017, is exceptional at displaying just how difficult discovering genetics can be.</i>) However, the concluding paragraph ties into purpose of the prompt with its overall analysis. The response is well organized, with a strong introductory paragraph and concluding paragraph and uses a style appropriate to a research analysis task.
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Anchor Paper 3 – Score Point 3

Sample Student Response:	<p>In the passages "Shyness, Sadness, Curiosity, Joy. Is it Nature or Nurture?" and "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence" both include experiments and studies to prove or disprove the on going argument of nature, or nurture. However, the ways in which the passages state their sides of the argument tend to differ.</p> <p>To start, in "Shyness, Sadness, Curiosity, Joy. Is it Nature or Nurture?" the author clearly believed that nurture had something to do with behavior, more so than genetics did. In this passage, the idea of nurture over nature was expressed by using a real life example of a girl, Marjorie, who is two years old, and suffers with shyness. Many thought that this characteristic was genetic, however after a few ballet classes, and going to school, Marjorie turned into a more "bubbly" girl, as the author described. In paragraph 1 the author states, "When she started school, she gained confidence from ballet classes and her good grades, and she began to make friends. Her parents even coaxed her into taking horseback-riding lessons. Marjorie may have been born shy, but she has grown into a bubbly second grader." This therefore proves that even though Marjorie was born shy, does not mean that she can not be taught to become quite the opposite by fighting the genetics she portrays in her DNA. The experiment that occurred to prove this was a real life test, where a little girl who was very shy, soon turned into a outgoing person, due to proper nurture.</p> <p>However, on the other hand, in the passage "In 'Enormous Success.' Scientists Tie 52 Genes to Human Intelligence" the author is swaying towards a different message, that nature may overpower nurture. As multiple tests took play in this experiment, the study of mental ability team had found that 52 genes linked to intelligence in about 80,000 people. This means that intelligent people have 52 genetic based DNA that can help in one's intelligence. Some tests were taken that include competing activity such as, imagining an object rotating, picking out a shape to complete a certain figure, and pressing a button as fast as possible when a certain word appears. In paragraph 19, the author includes, "But in the past couple of years, larger studies relying on new statistical methods have finally produced compelling evidence that particular genes really are involved in shaping human intelligence." This is stating that genetics do play a role in the way that someone is conducted, in this case intelligence. The experiment that proved nature over nurture was a test on several different people, that tested their intelligence levels, and then recorded the genes of those we "passed" the test.</p> <p>Overall, both passages and experiments that were conducted provided an extreme amount of evidence as to why nature may over power nurture, or nurture may over power nature. However either way, both of the experiments held were backed up with many facts, and evidence that made both passages believable and strong.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 3 Score Point 3</p> <p>The response demonstrates comprehension of the passages and has a mostly accurate analysis of how the experiments discussed in each passage helped each author's purpose <i>"to prove or disprove an ongoing argument of nature or nurture."</i> This is done by establishing which side of argument the authors are, describing the experiment(s) discussed in the passage, including a text quote about the results, and then providing some analysis of what that the results mean and what the experiment helped prove. This is an example of mostly effective development of the topic with mostly accurate analysis. The response is mostly organized, clear, and coherent.</p>

Anchor Paper 4 – Score Point 3

<p>Sample Student Response:</p>	<p>Genetics are sets of complicated codes in the human body. They decide physical characteristics like having brown hair. This was all information that scientists, such as Gregor Mendel learned after endless experiments carried out with pea plants. What they didn't know was that genes also determine mental characteristics such as being shy or aggressive. The two articles, <i>Shyness, Sadness, Curiosity, Joy. Is it Nature or Nurture</i> and <i>In 'Enormous Success,' scientists Tie 52 Genes to Human Intelligence</i>, describes the new proof supporting that it is genes and environment that work together to determine the mental capabilities of a person. The authors discuss different experiments or procedures in order to support their purpose in writing there articles.</p> <p><i>Shyness, Sadness, Curiosity, Joy. Is it Nature or Nurture</i> uses only one study to support their purpose. This helps the reader understand the big picture easily . The authors discusses how a girl that was born shy could change her behavior because of th environment she lived in. Using a real life example like this links the reader to a deeper connection with the story, and may seem more convincing. The text, "Scientists are beginning to discover that genetics and environment work together to determine personality," is supporting the authors purpose by backing up theri claim with reliable evidence. Anne Underwood uses an inspiring story of a girl that overcomes being shy to pull at the reader's heart strings and further convices them to trust the evidence.</p> <p>The passage, <i>In 'Enormous Success,' scientists Tie 52 Genes to Human Intelligence</i>, the author uses multiple sources pf evidence to back up his pupose. By doing this, Carl Zimmer, the author gives the eader no choice but to trust his evidence becasue of the quantity stated in the article. I paragraph 26, the author describes the success of a new study carried out by a reliable person from the Geisinger Health System in Danville, Pa.. This evidence supports the main idea of the essay becasue it displays relavance. The author provides evidence from someone that has experience in the work field that is surrounded by Carl Zimmer's topic.</p> <p>Scientists, such as Gregor Mendel were trail blazers when they set out to find the mysteries of what makes up the human body. What they didn't know was that genes also determine mental characteristics. The two articles, <i>Shyness, Sadness, Curiosity, Joy. Is it Nature or Nurture</i> and <i>In 'Enormous Success,' scientists Tie 52 Genes to Human Intelligence</i>, describes the new proof supporting that it is genes and environment that work together to determine the mental capabilities of a person. The authors discuss different experiments or procedures in order to support their purpose, and create a structured and reliable essay.</p>
<p>Annotation for Sample Student Response:</p>	<p>Anchor Paper 4 Score Point 3</p> <p>The response demonstrates comprehension of ideas stated in the two passages. The authors' purpose is stated (<i>The two articles ... describes the new proof supporting that it is genes and environment that work together to determine mental capabilities of a person.</i>).</p> <p>For the first passage, sufficient and mostly effective development by referencing the study discussed in the passage and reasons why the author would have included that example.</p> <p>Development for the second passage includes references to information int eh passage sand some reasons why the author included it which are not always developed fully.</p> <p>The response is organized with clear introduction and conclusion. It is mostly effective in analyzing the authors' purposes.</p>

Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>In "Shyness, Sadness, Joy. Is It Nature or Nurture?" and "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence," The authors purpose is to show how genetics can affect you.</p> <p>In "Shyness, Sadness, Joy. Is It Nature or Nurture?" by Anne Underwood her purpose is to show how genetics affect you but cannot determine who you are. This is shown in the text when it says, "But as Kagan continued to examine her over the years, Marjorie's temperament changed." This shows how her genes made her shy but then once you get to know her she isn't so shy. Showing that the genes she has does not overall affect her making her shy. Also in the passage it says, "Marjorie may have been born shy, but she has grown into a bubbly second grader." This evidence shows how after she gains confidence she is able to change into an outgoing person instead of having her genes dictate her.</p> <p>In "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence," by, Carl Zimmer his purpose is to show the reader genes can affect your intelligence. This is shown when he writes, "These genes do not determine intelligence," This shows the reader that genes do not determine your intelligence they only affect it. Also it shows that you have the choice to explore your own intelligence. Also Zimmer writes, "To her surprise, 52 genes emerged with firm links to intelligence. A dozen had turned up in earlier studies, but 40 were entirely new." This shows that there are many genes that affect your intelligence but they do not make you smart or dumb.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 5 Score Point 2</p> <p>The response demonstrates basic comprehension of the purpose of both passages and provides a somewhat accurate analysis of how the information about the experiments helps support that purpose.</p> <p>For each passage the purpose is identified, text evidence is provided, and some explanation is given for what that evidence shows. The connections between the quotes and explanation are not always fully developed, and sometimes basically repeat what was in the quote; but overall, they are generally accurate. The response demonstrates some organization with somewhat coherent writing.</p>

Anchor Paper 6 – Score Point 2

Sample Student Response:	In "Shyness, Sadness, Curiosity, Joy. Is It nature or Nurture?" the experiment was about the two year old little Marjorie who was shy, she was afraid of cats and dogs. She was put in a room with a clown and she ran as if a cobra entered the room. the test was about genetic inheritance, inherited genes that predict emotional behavior, and "Marjorie showed every sign of inherited shyness, a condition in which the brain somehow sends out messages to avoid new experiences." (paragraph 1) but as time went on, Marjorie went to school and changed, she was no longer shy, 'her genetic inheritance was not her destiny." (paragraph 2) This experiment showed that people can have the genes that can cause different emotional behavior, but that certain experiments can change the way someone experiences emotional behavior. For the Enormous success experiment, scientists used data from multiple studies on genetic intelligence, and this found the 52 genes that were associated in genetic intelligence. the experiment showed that certain genes for intelligence could raise or lower IQ, but only by a small bit. The experiments showed results that proved that there is a connect with genes and intelligence and a connection between genes and behavior.
Annotation for Sample Student Response:	Anchor Paper 6 Score Point 2 The response demonstrates basic comprehension of ideas stated in both passages. The response consists of mostly summary. It does address the explanation of the authors' experiments/procedures but does not address author's purpose. For the first passage, quotes are provided and then followed by a summary statement of what that evidence showed. For the second passage, there is a brief summary of the results of the experiments and a basic explanation of what those results proved. This is an example of generally accurate analysis that is somewhat appropriate to the task. The response demonstrates some organization and somewhat coherent writing.

Anchor Paper 7 – Score Point 2

Sample Student Response:	<p>The author's purposes for both passages "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and "In Enormous Success, Scientists Tie 52 Genes to Human intelligence" is test whether genes had something do with human actions and intelligence.</p> <p>The passage "Shyness, Sadness, Curiosity, joy. Is It Nature or Nurture?" states, "In the last few years scientists have identified genes that appear to predict all sorts of emotional behavior, from happiness to aggressiveness to risk-taking." This quote shows that the one of the author's purpose in the passage was to explain how genes can control human emotions/actions.</p> <p>The passage "In Enormous Success, Scientists Tie 52 Genes to Human Intelligence" states, "In a significant advance in the study of mental ability, a team of European and American scientists announced... that they had identified 52 genes linked to intelligence in nearly 80,000 people." This quote shows that one of the author's purpose in the passage was to explain how genes could be connected with human intelligence.</p> <p>Furthermore, the authors purposes in the passages "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and "In Enormous Success, Scientists Tie 52 Genes to human Intelligence" was to explain genes can have something to do with human emotions/actions and human intelligence.</p>
Annotation for Sample Student Response:	Anchor Paper 7 Score Point 2 This response demonstrates basic comprehension of ideas in the passages and prompt. The purposes of the authors of the passages is identified (<i>test whether genes had something to do with the humans actions and intelligence</i>) For each passage there is a quote from the passage followed by an explanation of how this quote demonstrates one of the stated purposes. No further development of the topic is provided. This is an example of generally accurate analysis with some development.

Anchor Paper 8 – Score Point 1

Sample Student Response:	The author's purpose in the passage " Shyness,Sadness, Curiosity,Joy. Is it Nature or Nurture" was to persuade the reader to think/realize most genes can affect you're actions. The purpose in the passage" In Enormus Sucess', Scientists tie 52 Genes to Human Intelligence" as to Persuade the reader to think genes don't influence intelligence.
Annotation for Sample Student Response:	Anchor Paper 8 Score Point 1 The response shows limited comprehension of the ideas contained in the two passages. A statement of author's purpose is given for both passages, but no text-based evidence or explanation is provided. This is sufficient to show limited appropriateness to the task.

Anchor Paper 9 – Score Point 1

Sample Student Response:	<p>In the passage, "Shyness, Sadness,Curiosity, Joy. Is It Nature or Nurture."by Anne Underwood, she talk about how genes are very complex on how they work. She explains how genes affect the brain and the way people work. The main idea of her passage is how the mind can change the gene if it wants to.</p> <p>In the passage, "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence" by Carl Zimmer, He talks about how genes can help the human brain. He goes into depth on how it can help the brain function. The main idea was telling us how genes dont only affect us on how we look.</p>
Annotation for Sample Student Response:	Anchor Paper 9 Score Point 1 The response demonstrates limited comprehension of the two passages. There is a limited analysis demonstrated by providing statements about what the author includes in each passage and what is the main idea, relevant to the role of genes. This is limited to the appropriateness of the task but does demonstrate a limited understanding of passages and prompt.

Anchor Paper 10 – Score Point 1

Sample Student Response:	The author is taking about a little girl that is 2 year old her name is Marjorie. Marjorie is afraid of her own shadow and almost anything that moves, Shes afraid of friendly cats and dogs, Marjorie is so painfully shy. The other story is about mental ability people make test so they can find out what are their strath this is a lot of time and work to know what you are doing to the mental people.
Annotation for Sample Student Response:	Anchor Paper 10 Score Point 1 The response shows limited comprehension of the ideas contained in the two passages. The response summarizes the experiments in each passage but provides no further explanation or analysis. This is sufficient to demonstrate limited understanding of passages and prompt.

Anchor Paper 11 – Score Point 0

Sample Student Response:	<p>The author has many different purposes in preforming this article and also to change people's lives in how society feels about knowledge.</p> <p>People in society have had different thoughts about how pleople think and if it has to do with brain cells and genes or with just how different people have different ways of soaking up knowledge and taking it in. Many people have different ways of studying and test strategies.</p> <p>Secondly, scientists have made desicions on how to study different topics to see what the mos common way for students to learn is whether it's private schooling, home schooling, or public schooling.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 11 Score Point 0</p> <p>The response demonstrates no comprehension of ideas in the passages and is inappropriate to the task. There is a vague reference to experiments or procedures, but neither text-based evidence nor the name of any of the passages is provided. The response is undeveloped and offers no analysis.</p>

Anchor Paper 12 – Score Point 0

Sample Student Response:	<p>The authors use different experiments because one is in the past and has tried some that may not work, while others are more in the future and know what happened at that certain time frame in which it would work, because it wouldn't make sense to do the exact thing over and over again for the same exact experiment.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 12 Score Point 0</p> <p>There is a vague reference to experiments but neither text-based evidence nor clear reference to any of the passages is provided. The response is undeveloped and offers no analysis.</p>