



# Colorado Measures of Academic Success



# Grade 3

# Reading and Writing

# English Language Arts

# Answer Key with

# Scoring Rubrics, Sample

# Responses & Annotations

Practice Resource for Students



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## 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 is a rescaled item mean between 0 and 1. It is defined as the average score on the item divided by the maximum number of points. For example, if the P value associated with a question is 0.64, then on average, students earned 64% of the available points.

### 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 **combined** mean as it is used in paragraph 6 of the passage from *Presidents' Day*?

- A. to create something new
- B. to bring things together
- C. to change a name
- D. to enjoy a holiday

#### Part B

Which detail from the passage **best** helps the reader understand the meaning of the word **combined**?

- A. "Presidents' Day is celebrated throughout the United States." (paragraph 3)
- B. "It began as two different holidays." (paragraph 5)
- C. "The states, local governments, and some federal agencies use the term Presidents' Day, though." (paragraph 6)
- D. "Thomas Jefferson and Franklin D. Roosevelt are often remembered." (paragraph 7)

#### Item Information

- Passage – Presidents' Day
- Answer – B; B
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.3.c.i
  - Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
- P Value – 0.57
- 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 2 (Selected Response)*

**Part A**

Which sentence states the main idea of the passage from *Presidents' Day*?

- A. Presidents' Day is in February to mark the birthday of the first president.
- B. Congress passed a law that changed what Presidents' Day is all about.
- C. All early U.S. presidents should be remembered on Presidents' Day.
- D. Presidents' Day is a holiday to honor important American leaders.

**Part B**

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

- A. "It all began, however, with two famous presidents: George Washington and Abraham Lincoln." (paragraph 2)
- B. "Presidents' Day is celebrated throughout the United States." (paragraph 3)
- C. "Presidents' Day is the perfect time to think about the men and women who have led the country since its beginning more than 200 years ago." (paragraph 8)
- D. "Could it be someone you know?" (paragraph 9)

**Item Information**

- Passage – from Presidents' Day
- Answer – D; C
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.a.ii
  - Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
- P Value – 0.434
- 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 3 (Selected Response)*

**Part A**

In which section of the passage from *Election Day* can readers learn why some people choose not to vote?

- A. Why Is Election Day in November?
- B. Who Can Vote and Who Can Run for President?
- C. Are There Any Problems with Election Day?
- D. What Does Election Day Mean to People?

**Part B**

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

- A. Election Day is not a holiday.
- B. In winter, the weather made it hard to travel.
- C. It is a privilege to be able to vote.
- D. Voters must be at least 18 years old.

**Item Information**

- Passage – from *Election Day*
- Answer – C; A
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.b.ii
  - Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)
- P Value – 0.222
- 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 1 – Question 4 (TEI Drag and Drop)

Think about what you have just learned in the passage from *Presidents' Day* and the passage from *Election Day*. Drag and drop each detail into the correct box for the day or days it describes.

#### Presidents' Day

Government offices, schools, and businesses are closed on this day.

This day is about the country's past.

#### Both Days

This day is set by law.

#### Election Day

This day is not a national holiday.

This day is about the country's future.

#### Item Information

- Passage – from Presidents' Day
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.a.ii
  - Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
- P Value – 0.315
- 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 5 (Constructed Response)*

Today you read one passage from *Presidents' Day* and another passage from *Election Day*. Think about the meaning and history of these two days.

Write a response explaining how Presidents' Day and Election Day got started and how they have changed over time. Use details and examples from **both** passages to support your ideas.

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 36 for additional item information.**

Item Set 1 – Question 6 (Selected Response)

**Part A**

What does the word **devices** mean as it is used in paragraph 9?

- A. clothing
- B. places
- C. problems
- D. tools

**Part B**

Which detail from the passage **best** helps the reader understand the meaning of the word **devices**?

- A. “Scuba divers wear wet suits.” (paragraph 8)
- B. “The insides of submersibles are heated.” (paragraph 8)
- C. “. . . must be aware of how much air is left . . .” (paragraph 9)
- D. “. . . use underwater pressure gauges.” (paragraph 9)

**Item Information**

- Passage – from Deep Diving Adventures
- Answer – D; D
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.a.iv
  - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)
- P Value – 0.595
- Performance Level – A student who Approached expectations or higher was likely to earn 2 points on this item. A student who Partially expectations was likely to earn 1 point.

*Item Set 1 – Question 7 (Selected Response)*

**Part A**

What makes submersibles important for the study of ocean life?

- A. how quickly they can get to the top of the water
- B. how much equipment they can hold
- C. how many divers they can carry
- D. how far down they can explore

**Part B**

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

- A. “Scuba divers sometimes make deep dives.” (paragraph 2)
- B. “. . . several thousand feet or meters underwater.” (paragraph 4)
- C. “These devices show how much air is in the air tanks.” (paragraph 9)
- D. “. . . how long it will take a diver to reach the surface safely.” (paragraph 9)

**Item Information**

- Passage – from Deep Diving Adventures
- Answer – D; B
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.a.iv
  - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)
- P Value – 0.504
- 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 1 – Question 8 (TEI Inline Choice)

Select the correct answer in each drop-down menu to describe the ocean floor and dry land.

As divers have gone deeper and deeper into the ocean, they have learned many new facts about how the ocean and the land are the same and different. For example, there are large, flat places on the ocean floor that look the same as  on dry land. They have also learned that

come up from the ocean floor and can reach all the way to the ocean's surface. The tops then become . Finally, divers have learned that the ocean floor has  that are much like volcanoes.

**Item Information**

- Passage – from Deep Diving Adventures
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.a.ii
  - Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
- P Value – 0.426
- 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 1 – Question 9 (Selected Response, Multiple Select)

**Part A**

Which sentence **best** describes why divers are important for science?

- A. Divers can use wet suits and other equipment to dive deeper underwater.
- B. Divers are able to gather information about life and land underwater.
- C. Divers are able to look at types of fish that glow underwater.
- D. Divers can use different air tanks when they go underwater.

**Part B**

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

- A. “Scuba divers use tanks filled with air to breathe underwater.”  
(paragraph 2)
- B. “But technical divers need special training and equipment.”  
(paragraph 3)
- C. “They have learned that oceans have similarities to land.”  
(paragraph 5)
- D. “Deep divers also have learned a great deal about ocean life.”  
(paragraph 6)
- E. “These tanks supply divers with enough air to breathe for about 90 minutes.” (paragraph 9)

**Item Information**

- Passage – from Deep Diving Adventures
- Answer – B; C, D
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.a.iv
  - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)
- P Value – 0.497
- 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 1 – Question 10 (TEI Hot Spot)

For each detail, choose the main idea from the passage it **best** supports.

Detail	Making Important Discoveries	Keeping Divers Safe
Divers use cameras to take pictures underwater.	<input checked="" type="radio"/>	<input type="radio"/>
Divers use mechanical arms to gather things.	<input checked="" type="radio"/>	<input type="radio"/>
Mountains can be found on the ocean floor.	<input checked="" type="radio"/>	<input type="radio"/>
The suit lets water in to warm the diver.	<input type="radio"/>	<input checked="" type="radio"/>
Divers can see how much air is left in the tank.	<input type="radio"/>	<input checked="" type="radio"/>
Divers use computers to find out how long it will take to return to the surface.	<input type="radio"/>	<input checked="" type="radio"/>

**Item Information**

- Passage – from Deep Diving Adventures
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.a.ii
  - Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
- P Value – 0.788
- Performance Level – A student who Partially 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

When the Pinkley family **chugged onward** in paragraph 7 of the passage from “Doodlebug & Dandelion: Faerie Glen,” what did they do?

- A. continued going in the same direction
- B. looked for the road they should be on
- C. started the bus engine again
- D. agreed to work together

#### Part B

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

- A. “. . . almost like a cheer.” (paragraph 5)
- B. “Let’s keep driving. . . .” (paragraph 6)
- C. “. . . rounded a curve . . .” (paragraph 7)
- D. “He was right.” (paragraph 8)

#### Item Information

- Passage – Doodlebug & Dandelion: Faerie Glen
- Part A Answer – A
- Part B Answer – B
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.3.e
  - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
- P Value – 0.582
- 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 2 – Question 2 (Selected Response)**

**Part A**

In the passage from “Doodlebug & Dandelion: Treasure Hunting,” how do the details explain why it is good to face your fears?

- A. by listing the people in Rudyard’s family whom he misses
- B. by including information about Rudyard’s stuffed animal
- C. by naming new things Rudyard discovers about himself
- D. by recalling the questions Rudyard asks his cousin

**Part B**

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

- A. “... he couldn’t see his mom anymore.” (paragraph 2)
- B. “He clutched Pinx, his tiny toy ninja bunny.” (paragraph 2)
- C. “‘What about mosquitoes?’ Rudyard asked.” (paragraph 7)
- D. “... Rudyard found he had a hidden skill in archery.” (paragraph 14)

**Item Information**

- Passage – Doodlebug & Dandelion: Faerie Glen
- Part A Answer – C
- Part B Answer – B
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.1.a.iii
  - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)
- P Value – 0.45
- 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 2 – Question 3 (TEI Drag and Drop)

Rudyard has many feelings when he goes to camp for the first time. At night, Rudyard feels **lonely** without his parents. Pinx helps Rudyard feel more **comfortable** about sleeping at camp. Some of the activities make Rudyard feel **nervous** at first, but when he wins a contest, he feels **happy**.

**Item Information**

- Passage – Doodlebug & Dandelion: Faerie Glen
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.1.a.vi
  - Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)
- P Value – 0.475
- 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 4 (TEI Inline Choice)

Select the correct responses from the drop-down menus to complete the sentences about the passage from “Doodlebug & Dandelion: Faerie Glen” and the passage from “Doodlebug & Dandelion: Treasure Hunting.”

In the passage from “Doodlebug & Dandelion: Faerie Glen,” the Pinkleys

enjoy their picnic  , even though they

get lost in the woods  .

In the passage from “Doodlebug & Dandelion: Treasure Hunting,” Rudyard does not want to go to camp, but he learns to enjoy

trying new things  .

These details support the central message that people should

give adventure a chance  .

#### Item Information

- Passage – Doodlebug & Dandelion: Faerie Glen
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.1.a.iii
  - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)
- P Value – 0.506
- 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.

## Item Set 2 – Question 5 (TEI Drag and Drop)

Compare the plots of the passage from “Doodlebug & Dandelion: Faerie Glen” and the passage from “Doodlebug & Dandelion: Treasure Hunting.” Move each plot detail into the correct box. Use each detail **one** time.

from “Doodlebug & Dandelion: Faerie Glen”

All the action happens in one afternoon.

The plot includes a mystery.

Both Passages

The plot has a happy ending.

The action begins on a bus.

from “Doodlebug & Dandelion: Treasure Hunting”

A worried character stops being afraid.

Every day gets a little better.

### Item Information

- Passage – Doodlebug & Dandelion: Faerie Glen
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.1.c.ii
  - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). (CCSS: RL.3.9)\*
- P Value – 0.298
- 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.

*Item Set 2 – Question 6 (Constructed Response)*

Write a response that compares the setting of the passage from “Doodlebug & Dandelion: Faerie Glen” and the setting of the passage from “Doodlebug & Dandelion: Treasure Hunting.” Support your response with details from **both** passages.

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 36 for additional item information.**

**Part A**

What does the word **expert** mean as it is used in paragraph 6?

- A. a person who collects items found in nature
- B. a person who knows a lot about something
- C. someone who teaches about animals
- D. someone who works in a park

**Part B**

Which detail about Monty Maldonado shows that he is an **expert**?

- A. He shares many facts about pinecones.
- B. He talks about bears and people.
- C. He speaks for the government.
- D. He speaks with the narrator.

**Item Information**

- Passage – Treasures in a Pinecone
- Part A Answer – B
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.b.i
  - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
- P Value – 0.773
- Performance Level – A student who Partially 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**

What made the narrator want to know more about pinecones?

- A. She wondered why pinecones looked different sometimes.
- B. She saw a pinecone being eaten by an animal.
- C. She looked at a pinecone for several months.
- D. She learned about pinecones at school.

**Part B**

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

- A. “Those seeds would be a tasty treat for a squirrel, I thought.”  
(paragraph 1)
- B. “I realized that pinecones were not always open like this one.”  
(paragraph 2)
- C. “I read about pinecones in books and on the Internet.” (paragraph 3)
- D. “I watched them for over a year.” (paragraph 3)

**Item Information**

- Passage – Treasures in a Pinecone
- Part A Answer – A
- Part B Answer – B
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.c.ii
  - Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)\*
- P Value – 0.581
- Performance Level – A student who Partially met expectations or higher was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

**Part A**

What is happening when the pinecones make a crackling sound?

- A. The pinecones are dropping from the trees.
- B. The pinecones are releasing the seeds.
- C. The raindrops are falling on the seeds.
- D. The seeds are landing on hard earth.

**Part B**

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

- A. “When it’s cold or wet . . .” (paragraph 4)
- B. “This protects the seeds. . . .” (paragraph 4)
- C. “. . . cones popping open.” (paragraph 5)
- D. “. . . then fall to the ground.” (paragraph 5)

**Item Information**

- Passage – Treasures in a Pinecone
- Part A Answer – B
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.a.iv
  - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)\*
- P Value – 0.59
- Performance Level – A student who Partially 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 2 – Question 10 (TEI Inline Choice)*

Select “closed” or “open” from the drop-down menus to show how the pinecones react in each weather condition.

cold	<input type="text" value="closed"/> 
dry	<input type="text" value="open"/> 
warm	<input type="text" value="open"/> 
wet	<input type="text" value="closed"/> 

**Item Information**

- Passage – Treasures in a Pinecone
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.a.ii
  - Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)\*
- P Value – 0.789
- Performance Level – A student who Partially 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**

In the section **See for Yourself!**, why should the pinecones be left outside for a long time?

- A. to see what happens when they fall to the ground
- B. to find out how different seasons affect them
- C. to see what they look like before they open
- D. to understand how other animals eat them

**Part B**

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

- A. “Take a photo or draw a picture of your pinecones. . . .”  
(paragraph 10)
- B. “. . . keep track of changes in the weather.” (paragraph 10)
- C. “You may see signs that a squirrel or another small animal . . .”  
(paragraph 11)
- D. “. . . has torn your pinecones apart, looking for seeds to eat.”  
(paragraph 11)

**Item Information**

- Passage – Treasures in a Pinecone
- Part A Answer – B
- Part B Answer – B
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.a.iv
  - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)\*
- P Value – 0.558
- Performance Level – A student who Partially met expectations or higher was likely to earn 2 points on this item. A student who Approached 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 the word **plunging** in paragraph 2 of the passage from *Amazing Animals: Dolphins*?

- A. breathing
- B. chewing
- C. diving
- D. racing

#### Part B

Which detail from paragraph 2 **best** helps the reader understand the meaning of the word **plunging**?

- A. “. . . inhale quickly . . .”
- B. “. . . back into the water.”
- C. “. . . two to four times a minute . . .”
- D. “. . . their surroundings . . .”

#### Item Information

- Passage – Amazing Animals: Dolphins
- Part A Answer – C
- Part B Answer – B
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.3.c.i
  - Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)\*
- P Value – 0.649
- Performance Level – A student performing at the lower end of the Partially met expectations level was likely to earn 1 point on this item. A student performing at the higher end of the Partially met expectations level or above was likely to earn 2 points.

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

In the passage from *Amazing Animals: Dolphins*, the information is organized using headings. Complete the chart by dragging each fact about dolphins to the box with the correct heading.

**Dolphins Are Not Fish!**

Dolphins have hair.

**Swimming**

Smooth skin helps dolphins glide through the water.

**Fishy Food**

Orcas hunt blue whales and sea turtles.

**Item Information**

- Passage – Amazing Animals: Dolphins
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.b.ii
  - Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)
- P Value – 0.81
- Performance Level – Most students are likely to earn full credit for this item.

**Item Set 3 – Question 3 (TEI Inline Choice)**

Use the drop-down menus to complete the sentences about the information from *Amazing Animals: Dolphins*.

Because dolphins do not have gills, they

cannot get oxygen from the water



As they reach the surface, dolphins must first

exhale through their blowholes



Only after that can dolphins

breathe air into their lungs



**Item Information**

- Passage – Amazing Animals: Dolphins
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.a.iv
  - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)\*
- P Value – 0.446
- 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.

**Part A**

What is the meaning of the word **prey** as it is used in paragraph 6 of the passage from *The World's Smartest Animals: Dolphins*?

- A. an animal caught by another animal for food
- B. a special kind of food eaten by some whales
- C. an animal that can live underwater
- D. a part of the body of some whales

**Part B**

Which detail from paragraph 6 **best** helps the reader understand the meaning of the word **prey**?

- A. “. . . by swallowing big mouthfuls of water.”
- B. “. . . filter tiny ocean creatures out of the water . . .”
- C. “. . . animals such as dolphins, orcas, porpoises . . .”
- D. “. . . animals are hunters.”

**Item Information**

- Passage – The World’s Smartest Animals: Dolphins
- Part A Answer – A
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.b.i
  - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
- 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 Did not yet meet expectations was likely to earn 1 point.

**Part A**

How does the story in paragraphs 1 and 2 in the passage from *The World's Smartest Animals: Dolphins* support the idea stated in the passage's title?

- A. It shows that certain types of dolphins are more clever than other types of dolphins.
- B. It shows that dolphins are both quicker and braver than human beings.
- C. It shows that dolphins can figure things out and solve problems.
- D. It shows that dolphins and great white sharks do not get along.

**Part B**

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

- A. "This amazing event happened in New Zealand in 2004."
- B. "The swimmers weren't protected by a team of brave lifeguards, however."
- C. "Their rescuers were seven bottlenose dolphins!"
- D. "The dolphins seemed to understand that the swimmers needed help."

**Item Information**

- Passage – The World's Smartest Animals: Dolphins
- Part A Answer – C
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.a.ii
  - Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)\*
- P Value – 0.417
- 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 3 – Question 6 (Constructed Response)*

Today you read passages from *Amazing Animals: Dolphins* and *The World's Smartest Animals: Dolphins*. Think about how some of the ideas in the passages are different.

Write an essay that contrasts the important details in the passages. Use specific details and examples from **both** passages to support your ideas.

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 36 for additional item information.**

**Part A**

In paragraph 12, what does Bean mean when she says “it was just sort of an emergency”?

- A. She is saying they could not help going into Mrs. Trantz’s garden because it looked like a fun adventure.
- B. She is claiming that a serious problem made it necessary for them to break Mrs. Trantz’s rule.
- C. She is trying to convince Mrs. Trantz not to take her garden so seriously all the time.
- D. She is arguing that she had no idea that going into Mrs. Trantz’s garden was wrong.

**Part B**

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

- A. “Ivy and Bean climbed over the stone wall and dropped down onto her lawn.” (paragraph 1)
- B. “It was very long, and there was no way to go around it.” (paragraph 2)
- C. “But Mrs. Trantz was home.” (paragraph 5)
- D. “She smiled in an unfriendly way.” (paragraph 13)

**Item Information**

- Passage – Ivy and Bean
- Part A Answer – B
- Part B Answer – B
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.1.b.i
  - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)\*
- P Value – 0.3
- 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.

**Part A**

How does paragraph 13 add to the ideas in paragraph 4?

- A. by showing Bean changing her mind about what she said
- B. by proving that Bean was wrong about what she said
- C. by providing an example of what Bean mentioned
- D. by solving a problem that Bean mentioned

**Part B**

Which other paragraph builds on paragraph 4 in the same way?

- A. paragraph 5
- B. paragraph 9
- C. paragraph 11
- D. paragraph 12

**Item Information**

- Passage – Ivy and Bean
- Part A Answer – C
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.1.b.iii
  - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5)
- P Value – 0.227
- 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.

**Part A**

What is the central message of the passage?

- A. Children can avoid trouble by doing what they are told.
- B. Children need to stay out of other people's yards.
- C. Adults care too much about following silly rules.
- D. Adults need to earn children's respect.

**Part B**

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

- A. “Closer, please, Bernice.” (paragraph 7)
- B. “Well, Ivy, children are not allowed in my garden.” (paragraph 11)
- C. “Because Bernice does not seem to be able to remember it by herself.” (paragraph 11)
- D. “If you were sorry, you wouldn’t keep coming into my garden when I have asked you not to.” (paragraph 13)

**Item Information**

- Passage – Ivy and Bean
- Part A Answer – A
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.1.a.iii
  - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)
- P Value – 0.357
- 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 3 – Question 10 (TEI Drag and Drop)

Drag **three** phrases that describe how Mrs. Trantz feels in the passage, and drop them in the box labeled Mrs. Trantz.

scared of the girls

unsure about what to do

Mrs. Trantz

angry at the girls

protective of her yard

unhappy about being bothered

**Item Information**

- Passage – Ivy and Bean
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.1.a.vi
  - Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)
- P Value – 0.737
- Performance Level – A student who Approached 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.

# Grade 3

## 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 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"> <li>• demonstrates <b>full comprehension</b> by providing an <b>accurate</b> explanation/description/comparison;</li> <li>• addresses the prompt and provides <b>effective</b> development of the topic that is <b>consistently appropriate</b> to task, purpose, and audience;</li> <li>• uses <b>clear</b> reasoning supported by <b>relevant</b>, text-based evidence in the development of the topic;</li> <li>• is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>• uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• demonstrates <b>comprehension</b> by providing a <b>mostly accurate</b> explanation/description/comparison;</li> <li>• addresses the prompt and provides <b>some</b> development of the topic that is <b>generally appropriate</b> to task, purpose, and audience;</li> <li>• uses reasoning and <b>relevant</b>, text-based evidence in the development of the topic;</li> <li>• is organized with <b>mostly clear and coherent</b> writing;</li> <li>• uses language in a way that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• demonstrates <b>limited comprehension</b>;</li> <li>• addresses the prompt and provides <b>minimal</b> development of the topic that is <b>limited in its appropriateness</b> to task, purpose, and audience;</li> <li>• uses <b>limited</b> reasoning and text-based evidence;</li> <li>• demonstrates <b>limited</b> organization and coherence;</li> <li>• uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• <b>does not</b> demonstrate comprehension;</li> <li>• is <b>undeveloped and/or inappropriate</b> to the task, purpose, and audience;</li> <li>• includes <b>little to no</b> text-based evidence;</li> <li>• <b>lacks</b> organization and coherence;</li> <li>• <b>does not</b> use language to express ideas with clarity.</li> </ul>
Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be a few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be errors</b> in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be errors</b> in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

## Narrative Task (NT)

Construct Measured	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"> <li>is <b>effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing</li> <li>uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>is organized with <b>mostly coherent</b> writing;</li> <li>uses language in a way that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li><b>lacks</b> organization and coherence;</li> <li><b>does not</b> use language to express ideas with clarity.</li> </ul>
Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be errors</b> in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be errors</b> in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

## NOTE:

- The reading dimension is not scored for elicited narrative stories.
- 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.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

Item Set 1 – Question 5 (Constructed Response)

Today you read one passage from *Presidents' Day* and another passage from *Election Day*. Think about the meaning and history of these two days.

Write a response explaining how Presidents' Day and Election Day got started and how they have changed over time. Use details and examples from **both** passages to support your ideas.

**Item Information**

- Passage – from Presidents' Day
- Answer – See Sample Student Responses and Annotations
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.a.iv
  - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)
- Performance Level – A student who Exceeded expectations was likely to earn 2 or 3 points for written expression, and 2 or 3 points for writing conventions on this item. A student who Approached expectations was likely to earn 1 point for written expression and 1 point for writing conventions on this item.

## Reading Comprehension and Written Expression Sample Responses & Annotations

### Anchor Paper 1 – Score Point 3

<p>Sample Student Response:</p>	<p>In the passages, "Presidents Day," and "Election Day," they both tell something about presidents. I am going to write a response to how they both got started and how they changed.</p> <p>"Presidents Day"</p> <p>In the text, it states that it all began with two famous presidents, George Washington, and Abraham Lincoln. But, it basically began with two different holidays. One marked the birth of George Washington, and the other celebrated the birthday of Abraham Lincoln. The passage tells me that this holiday has changed through time so that it also celebrates the men and women who have led the country during 200 years. This celebration also included other presidents, other than Abe Lincoln and George Washington.</p> <p>"Election Day"</p> <p>Election day is a day where people vote. They choose the new president of the United States when it is time for the former president to go. Just like Presidents day, this "Holiday" is about presidents, too. In the passage it tells me that in the United States that Election day is in November because when election day was started, most Americans were farmers. The farmers weren't busy in November, so that gave them time to go vote for the president, because most of them gathered their crops in September or October. They had to vote on pieces of paper, and put them into slots. Election day has changed because you can now vote on ballots, which are pieces of paper with the candidates names next to a box the voters put a mark on, saying they want to vote for him/her. Ballots are found at libraries, post offices, or even online.</p> <p>In conclusion, I explained how both of those holidays have changed through time, how they got started, and how they both have something to do with the presidents.</p>
<p>Annotation for Sample Student Response:</p>	<p><b>Anchor Paper 1</b> <b>Score Point 3</b></p> <p>The response addresses how each holiday was started and how each has changed over time. The topic is developed and uses text evidence as support. The ideas are organized and there is a use of transition words and a consistent appropriate style. The response is coherent and complete.</p>

### Anchor Paper 2 – Score Point 2

<p>Sample Student Response:</p>	<p>For the first story I read it was President's Day, so I will start with that. This day was for remembering our important leaders that led our country to be a great country. We first started off celebrating our first two presidents, George Washington and Abraham Lincoln. We celebrated for George Washington's birth and Abraham Lincoln's birthday. But as President's day changed, we added in two more presidents. Those two presidents were Thomas Jefferson and Franklin D. Roosevelt. Then we started thinking how we can be a president when we grow up and how we can be famous. Now let's get on with the other story, Election Day. When we first started Election Day, women could not vote at all. Back then, only men were allowed to vote. During that time, black people were fighting too. As in women were also fighting for rights too. Election Day got through all over our nation we started using it for democracy in president elections. To elect we use all type of these machines to vote for a good president. These elections are sort what we think about each president. Now back to women. Now women are allowed to vote and get to be like the men since we fought so much.</p>
<p>Annotation for Sample Student Response:</p>	<p><b>Anchor Paper 2</b> <b>Score Point 2</b></p> <p>The response shows some development of by stating how Presidents Day started and then explaining how it changed over time using specific details from the passage. The topic of Election Day is a description of how Election Days used to be and how it is now. There is some development of the idea with details from the text. The response is an example of an explanation that is generally appropriate to the task.</p>

### Anchor Paper 3 – Score Point 2

Sample Student Response:	Today I read one passage from Presidents' Day and another passage from Election Day. I will tell you how it started and changed. I will also tell you the meaning and the history of the holiday. It started with celebrating George Washington's birthday, and Abraham Lincoln's birthday. A little After that Abraham L. and George W. got cominded into Presidents day. Then it changed even more, now some pepole celibrate Thomas Jefferson and Franklin D. Rosevelt, and celibrate women and men how have helped our country. Have you ever wonderd why Election Day is in November? Let me tell you why. Electoin Day is in november because when it started there were mostly farmers and November was the only time that they was free. We have Election Day becuse it's is when our citizens of The United States of America can vote for our president. It has changed of how pepole vote for our President, and you must be eighten or older.
Annotation for Sample Student Response:	<b>Anchor Paper 3</b> <b>Score Point 2</b>  The response addresses how both holidays started and how they have changed. There is some development of ideas in the explanation of each through text-based details. There is some organization and the response is generally appropriate to the task.

### Anchor Paper 4 – Score Point 2

Sample Student Response:	How Presidents day started with Congress passing a law to celabrate holidays. Presidents day was one of them. Presidents began with two different holidays. One was the birth of George Washington. The other was Abraham Lincoln's birthday. How Presidents day changed is with people sometimes included other presidents like Thomas Jefferson and Franklin D. Roosevelt. It has also changed by thinking about men and women who has lead the contry. How Election day started is by people voteing on who they want to be their leaders. In the United States Election day is set by law. What has changed about Election is that their started some issues. Election day is not a holiday to most states. Some people can barly vote cause they find it hard to get off of work to vote Those issues made changes on Election day.
Annotation for Sample Student Response:	<b>Anchor Paper 4</b> <b>Score Point 2</b>  The response addresses how both holidays started and how they have changed. The explanation for Presidents Day is clearer and has more text details than the explanation for Election Day. Overall, it is somewhat developed and demonstrates some organization. The response is generally appropriate to the task.

### Anchor Paper 5 – Score Point 2

Sample Student Response:	In the articles "Presidents' Day" and "Election Day" the authors describe how these holidays / days changed over time. First, Presidents day changed in a few ways. In the article "Presidents' Day" the author said how a president thought all presidents of the United States should be honored so, he combined the holidays into one and he called the holiday, Presidents day. Last, Election day changing overtime. Election day has changed overtime because of electronic voting to vote for presidents. Also, its changed because of the winter. The winter makes it hard for people to travel from one state to another to vot
Annotation for Sample Student Response:	<b>Anchor Paper 5</b> <b>Score Point 2</b>  The response explains how both holidays have changed over time. There is some development with a statement of how it changed and then a reference to what the passage explained about it. Even though there is no mention of how the holidays started, the response is somewhat developed and organized and is generally appropriate to the task.

### Anchor Paper 6 – Score Point 2

Sample Student Response:	Today I read about Election Day and Presidents Day, they both are very interesting holidays. We will talk about Presidents Day first, Presidents Day started with two amazing American male leaders, called George Washington and Abraham Lincoln. The author clearly states they accomplished much of their country. But in 1968, Congress passed a law that told people when to celebrate certain holidays. Next we will talk about Election Day, Election Day is a holiday celebrated on the third of November. The way this holiday started because the people vote for a new leader. As you can see these amazing and inspiring holidays give lots of interesting facts!
Annotation for Sample Student Response:	<b>Anchor Paper 6</b> <b>Score Point 2</b>  The response is limited in its comprehension of passages and tasks. The way both holidays started is addressed but not explained well because the details selected are only somewhat relevant to the topic. There is some limited organization, and overall, the response is limited in the appropriateness to the task.

### Anchor Paper 7 – Score Point 1

Sample Student Response:	Presidents' day and Election day started with two famous presidents and when the United States set it as a law. Election day changed over time by is now day you can vote online, booths, and dark cards. And Presidents' day changed by people include different presidents and it is a time to think about what qualities make a good president.
Annotation for Sample Student Response:	<b>Anchor Paper 7</b> <b>Score Point 1</b>  There is a brief text-related statement about when each holiday started and a statement about how each has changed. No further development is provided. This is an example of a minimal development of the topic.

### Anchor Paper 8 – Score Point 1

Sample Student Response:	In Presidents Day it all got started in 1968 and it had changed over time because people sometimes include other Presidents in this celebration they include these presidents: Thomas Jefferson and Franklin D. Roosevelt are also remembered in that special day.  In Election day it all got started in November in even years like the 2, 4, 6 or the 8 of November they would celebrate Election Day and it had changed over time because Election Day reminds people that they help their government work.
Annotation for Sample Student Response:	<b>Anchor Paper 8</b> <b>Score Point 1</b>  This response is limited in appropriateness to the task. There is one brief text-related statement about when each holiday started and then how it has changed. No further development is present.

### Anchor Paper 9 – Score Point 1

Sample Student Response:	Presidents Day and Election Day have changed over time is Presidents Day is more people are saying Presidents day instead of Washington's birthday but it hasn't changed its name officially yet. Election Day has changed over time by now is you can do electric votes.
Annotation for Sample Student Response:	<b>Anchor Paper 9</b> <b>Score Point 1</b>  The response provides one text-related way in which both holidays have changed. There is no further development provided. This is sufficient to demonstrate a limited comprehension of the passage and task.

**Anchor Paper 10 – Score Point 0**

Sample Student Response:	They got to gather because Presidents' Day to remind us of how made are law and Election Day for people how made now law for are cuntre
Annotation for Sample Student Response:	<b>Anchor Paper 10</b> <b>Score Point 0</b>  The response mentions both holidays but does not provide specific text evidence or develop any ideas from the prompt. The information included is incomplete and is not appropriate to the task.

**Anchor Paper 11 – Score Point 0**

Sample Student Response:	These stories are both about presidents. One is about Presidents' Day. The other is about Election Day. They are different because one is about Presidents' Day and the other one is about Election Day. The first story talks about presidents more than the second story. The second story talks more about election of cors more than the first story.
Annotation for Sample Student Response:	<b>Anchor Paper 11</b> <b>Score Point 0</b>  This response mentions both holidays but has no relevant text evidence. It does not demonstrate comprehension of the passages or prompt.

**Anchor Paper 12 – Score Point 0**

Sample Student Response:	They both talk bot presient day. So one says what presient day is abot. and a antther one is abot election day.
Annotation for Sample Student Response:	<b>Anchor Paper 12</b> <b>Score Point 0</b>  The response mentions the topic for each passage but does not address the prompt. It is inappropriate to the task.

## Knowledge of Language and Conventions Sample Responses & Annotations

### Anchor Paper 1 – Score Point 0

Sample Student Response:	<b>Score Point 0</b>  both from the text president and the text from Election talk about famous president that helped our world and they also both talked about celebrating each president In from president they talked about famous president and their names are gorge washing and Abraham Lincoln and that they selabrat gorge washing and Abraham Lincoln In the text from Election Day they talk about Election Day when people vote on who will be the next present for the united stats
Annotation for Sample Student Response:	<b>Anchor Paper 1</b> <b>Score Point 0</b>  The response <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. No demonstration of correct sentence formation is present. Frequent and varied errors impede understanding.

### Anchor Paper 2 – Score Point 1

Sample Student Response:	<b>Score Point 1</b>  How Presidents day started with Congress passing a law to celabrate holidays. Presidents day was one of them. Presidents began with two different holidays. One was the birth of George Washington. The other was Abraham Lincoln's birthday. How Presidents day changed is with people sometimes included other presidents like Thomas Jefferson and Franklin D. Roosevelt. It has also changed by thinking about men and women who has led the contry. How Election day started is by people voting on who they want to be their leaders. In the United States Election day is set by law. What has changed about Election is that their started some issues.
Annotation for Sample Student Response:	<b>Anchor Paper 2</b> <b>Score Point 1</b>  The response demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. Simple sentence formation is demonstrated. There are both correct and incorrect demonstrations of some skills such as capitalization and possessive. Some errors impede meaning.

### Anchor Paper 3 – Score Point 2

Sample Student Response:	<b>Score Point 2</b>  Have you ever wonder how President's Day and Election Day started and it changed over time. President Day started when in 1968 congress passed a law that told people when to celebrate certain holidays. It began as two different holiday. One marked the birth of George Washington. The other celebrated the birthday of Abraham Lincoln. President Day changed when people sometimes included other people in this celebration. Thomas Jefferson and Franklin D. Roosevelt are often remembered and they were not presidents. Election Day started when at the time the Election Day law was made and most Americans were farmers. Election Day was put in November because farmers were not busy then as they were the rest of the year. It changed when in the United States voter turnout is often low. Others think their votes don't make a difference. In conclusion know you know how president day and Election day started and how it changed over time.
Annotation for Sample Student Response:	<b>Anchor Paper 3</b> <b>Score Point 2</b>  The response demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. Many sentences are formed correctly and there is use of conjunctions to form compound sentences. There is both correct and incorrect use of capitalization and possessives. Occasionally errors impede understanding, but the meaning is generally clear.

### Anchor Paper 4 – Score Point 3

Sample Student Response:	<b>Score Point 3</b>  The passage "Presidents Day" has a very important history in the world that many people honor. One of the historic meanings of this passage is that people honor this day with respect and almost all the presidents worship this holiday. Another historic meaning of the text is that this event is mostly about the presidents George Washington and Abraham Lincoln but it also worships other people who made a difference in the American history, for example Thomas Jefferson and Franklin D. Roosevelt. A last historic meaning of this text is that in 1968, Congress passed a law that told people when to celebrate certain holidays. Presidents Day was one of them. In the end the passage "Presidents Day" has a big amount of historic meaning.  The passage "From Election Day" has a very important role in America and there are lots of meanings of history in this passage. One of the historic meanings is that the people of the world get to vote for a new president every 3 to 4 years. Another historic meaning in this passage is that the election day is Tuesday after the first Monday in November in even numbered years. A last historic event or meaning in this passage is that some people choose not to vote because they are not that interested or that they forgot to register in time. In the end this story includes many historic meanings.
Annotation for Sample Student Response:	<b>Anchor Paper 4</b> <b>Score Point 3</b>  The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. Sentence formation is correct with many examples of the use of conjunctions to form compound sentences. In addition, there is demonstration of the correct use of various skills throughout the response. Some minor errors are present, but the meaning is clear.

Item Set 2 – Question 6 (Constructed Response)

Write a response that compares the setting of the passage from “Doodlebug & Dandelion: Faerie Glen” and the setting of the passage from “Doodlebug & Dandelion: Treasure Hunting.” Support your response with details from **both** passages.

**Item Information**

- Passage – Doodlebug & Dandelion: Faerie Glen
- Answer – See Sample Student Responses and Annotations
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.1.c.ii
  - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). (CCSS: RL.3.9) \*
- Performance Level – A student who Exceeded expectations was likely to earn 2 or 3 points for written expression, and 3 points for writing conventions on this item. A student who Approached expectations was likely to earn 1 point for written expression and 1 point for writing conventions on this item. A student who partially met expectations was likely to earn 1 point for written expression only.~

**Anchor Paper 1 – Score Point 3**

Sample Student Response:	<p>The setting in <b>Doodlebug and Dandelion: Faerie Glen</b> and the setting from <b>Doodlebug and Dandelion: Treasure Hunting</b> are similar in many ways. One way the stories settings are similar is they both take place outside. One piece of evidence I found from each story were, "a frog filtered down though the tree limbs, and the chilly January air held a strange perfume" from <b>Faerie Glen</b>. A frog would not be inside, and you can not feel fresh air directly when you are inside so, they must be outside. I also found, "and have camp fires in the woods! ". The woods are not inside, so again, they must be outside. Another way the stories settings are similar is the stories both take place away from their houses. A piece of evidence from <b>Faerie Glen</b> is, " 'I think we're lost,' Mr. Pinkley said, squinting through the windshield of the Burpmobile, the Pinkleys' big green bus." When Mr. Pinkley said, "I think we're lost" they would not be lost in their house because that's where they live so it would be crazy if they did not know their own house so, this must mean they are away from their house. I also found, "But Rudyard had never slept away from home-except at his cousins' houses-ever." This proves that he is going to be sleeping away from his home, not at his home. In conclusion, the settings take place in very similar and different places.</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 1</b>  <b>Score Point 3</b></p> <p>This response demonstrates full comprehension of the passages and prompt. Clear and relevant text-based details appropriately describe and explain the similarities in the settings. Acceptable similar settings are identified (<i>both take place outside; away from their houses</i>), relevant text-based support is offered from both passages, and the student <b>effectively</b> develops ideas through the explanations of <b>how</b> the text-based evidence connects to the identified similar settings. Linking words and phrases are used throughout the response (<i>so; I also found; so again; Another way; because; so, this must mean; This proves that</i>) to create a coherent and cohesive response.</p>

### Anchor Paper 2 – Score Point 3

Sample Student Response:	<p>In the stories, "Doodlebug &amp; Dandelion Faerie Glen" and "Doodlebug &amp; Dandelion Treasure hunting" the author states how the setting of the passage from Doodlebug &amp; Dandelion Faerie Glen and the setting of the passage from Doodlebug &amp; Dandelion Treasure Hunting are alike and different. To begin with, the two stories Doodlebug &amp; Dandelion Faerie Glen and Doodlebug and Dandelion Treasure Hunting are alike and different in many ways. If you haven't noticed the two stories both start of in buses. Faerie Glen starts in the Pinkley family's bus and Treasure Hunting starts in the camp bus. And both buses drive into a forest at some point in time in the passage. It is most likely daytime at the beginning of the story. In Faerie Glen the Pinkley family is most likely in the woods because they are going camping. Therefore, in both stories they are going to camp. Moving on, the stories Doodlebug &amp; Dandelion Faerie Glen and Doodlebug &amp; Dandelion Treasure Hunting are as different as they are alike. One seasonal difference is, in Faerie Glen it is January and in Treasure Hunting it is most likely sometime in summer because who would go to a camp in winter? I sure wouldn't! Did you notice that Faerie Glen is mostly in the Pinkley family's bus and Treasure Hunting is mostly at camp? Clearly, "Doodlebug &amp; Dandelion Faerie Glen" and "Doodlebug &amp; Dandelion Treasure Hunting" both have their similarities and differences.</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 2</b> <b>Score Point 3</b></p> <p>This response demonstrates full comprehension of the passages and prompt. Clear and relevant text-based details appropriately describe and explain some similarities (and differences) in the settings. Acceptable similar settings are identified (<i>in buses; drive into a forest; going to camp</i>), relevant text-based support is offered from both passages, and the student develops ideas through the explanations of <b>how</b> the text-based evidence connects to the identified similarity or difference in settings. Linking words (<i>and; because; Therefore</i>), phrases (<i>To begin with: moving on</i>), and rhetorical questions (<i>who would go to a camp in winter?</i>) are used, throughout, to create a coherent and cohesive response.</p>

### Anchor Paper 3 – Score Point 2

Sample Student Response:	<p>"Doodlebug and Dandelion:Faerie Glen" and "Doodlebug and Dandelion:Treasure Hunting" have similar settings because "Doodlebug and Dandelion:Faerie Glen" and "Doodlebug And Dandelion:Treasure Hunting" have settings that are outside in the woods or outside in the forest. First of all, in the text of "Doodlebug and Dandelion:Faerie Glen" it tells you that the Pinkly family was outside of the redwood forest that was screaming of animal life. This was outside in the woods or forest, they kept on driving then they came to a picnic area where it had mysterious stuff like a fancy blue hat that was hanging on a bush, a flag they didn't reconize, a sign that said "Faerie Glen," and another sign that said "Racoon Road." Also there very mysterious things out there. Next, in the text of "Doodlebug and Dandelion:Treasure Hunting" it says that Doodlebug and Rudyard are going to a camp named "Camp Wonkytonka. This was also in the woods or forest. Lastly, when Rudyard was leaving the house he was very scared and he couldn't see his mother anymore when he was drivingaway. After a half hour they were finally at the campsite. Rudyard was nervous when he got there. Then they meet this camp counsler named Wavy Dave. After they meet Wavy Dave they explored a little and Rudyard got used to the campsite</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 3</b> <b>Score Point 2</b></p> <p>An accurate similar setting (<i>outside in the woods or outside in the forest</i>) is identified in this response. Some of the text-based details are relevant and tie back to the setting, while some are not clearly relevant. There is not any additional explanation provided about how these details are similar between passages. This response is considered generally appropriate, and it does demonstrate comprehension of the prompt and passages.</p>

#### Anchor Paper 4 – Score Point 2

Sample Student Response:	I can compare the two storys called, Faerie Glen, and, Treasure Hunting by the setting in the two areas. In the story Faerie Glen the Pinkley family gets lost in their van on a road trip. The setting of this story is in the wilderness / or the wild. the giant trees in the picture show this, the text says, "...was the most giant redwood tree any of them had ever seen." In the story, Treasure Hunting, the setting is also in the wilderness. I know this because in the story, the text said, "... he'd seen two deer in the woods,..." The word "woods" tells me that the boy in this story, was in the wilderness. I can compare these two storys by how both the storys were taken place in the wilderness. I think that both of these storys were taken place in the wilderness because of all these facts leading up to the characters in these two storys being in the wilderness
Annotation for Sample Student Response:	<b>Anchor Paper 4</b> <b>Score Point 2</b>  This response identifies an accurate similar setting ( <i>in the wilderness</i> ), and relevant text-based support is included. The student attempts to explain how they are similar but does not present clear reasoning beyond the fact that these details show the stories took place in the wilderness. There is some organization, and the response is generally appropriate to the task.

#### Anchor Paper 5 – Score Point 2

Sample Student Response:	I am comparing the setting of the stories Doodlebug & Dandelion: Faerie Glen and Doodlebug & Dandelion: Treasure Hunting. In the story Doodlebug & Dandelion: Faerie Glen in took place in the redwood forest and a nice grassy field. In the story Doodlebug & Dandelion: Treasure Hunting in took place on the bus and at Camp Wonkytonka. The setting in the two stories Doodlebug & Dandelion: Treasure Hunting and Doodlebug & Dandelion: Faerie Glen are very different because Doodlebug & Dandelion: Faerie Glens setting is in the redwood forest and Doodlebug & Dandelion: Treasure Hunting is at a camp and those are so different. As you can see the two stories settings are very different. I hope you see how the stories setting are different.
Annotation for Sample Student Response:	<b>Anchor Paper 5</b> <b>Score Point 2</b>  This response demonstrates comprehension and identifies accurate setting from each of the passages ( <i>in the redwood forest and a nice grassy field; on a bus and at Camp Wonkytonka</i> ). These relevant text-based details are used in an attempt to demonstrate how the settings are different (contrast), but there is no additional development beyond stating that they are different. The response is generally organized and coherent.

#### Anchor Paper 6 – Score Point 2

Sample Student Response:	What is the same about "Doodlebug & Dandelion: Faerie Glen" settings and doodlebug & Dandelion: Treasure Hunting" setting is that in Faerie Glen the setting is in the redwood forest. In the text it states, "Outside, the redwood forest was screaming with animal life of every kind, but the thick growth hid every noisy critter from sight". But in Treasure Hunting the setting is in camp Wonkytonka. In the text it says, "the thought of spending four whole nights at Wonkytonka filled him with dread. they are the same because most of the time camp is mostly outside. That is how those two settings are compared.
Annotation for Sample Student Response:	<b>Anchor Paper 6</b> <b>Score Point 2</b>  This response identifies an accurate setting from each of the passages ( <i>the redwood forest; camp Wonkytonka</i> ) and states that they are similar, as they are both <i>"outside."</i> Relevant text-based evidence from both passages is used, but no explanation is provided. This is an example of some development that is generally appropriate to the task.

### Anchor Paper 7 – Score Point 1

Sample Student Response:	Today I will tell you about the differences in the settings in the dollarbug and Daniel the Faerie Glen and the dollarbug and Daniel the Treasure Hunt. In the dollarbug and Daniel the Faerie Glen the setting is a redwood Forest. because in the text it states that they drove through a redwood tree that was Hollow because it was in the middle of a road and the text said "outsid the redwood forest was screaming with animals ." as you can see the setting in the dollarbug and Daniel the Faerie Glen is every interesting . in the Doerbug and Daniel the treasure hunt the setting is at a camp . the text states that because dolor went to archery and swimming in the lake . the text says that dolor had fun at archery at camp . is clear now, that the setting in door and Daniel Treasure Hunt is very different than dollar and Daniel Faerie Glen.
Annotation for Sample Student Response:	<b>Anchor Paper 7</b> <b>Score Point 1</b>  This response uses text-based details in the accurate identification of the settings in each passage. Though the response states that there are differences, there is <b>no comparison</b> , and the student does not use linking words or comparative language to identify the differences.

### Anchor Paper 8 – Score Point 1

Sample Student Response:	in the story : Doodlebug and Dandelion:Faerie Glen and Doodlebug and Dandelion:Treasure Hunting both of the setting can be compared by being it the outdoor in the woods and being on a bus and having Doodlebug in both of the stories and they both have family members too.
Annotation for Sample Student Response:	<b>Anchor Paper 8</b> <b>Score Point 1</b>  This response includes a list of similarities between the two passages, including two similar settings ( <i>both of the setting can be compared by being it the <u>outdoor in the woods</u> and being <u>on a bus</u></i> ). This is sufficient to show limited comprehension of the passages and task.

### Anchor Paper 9 – Score Point 1

Sample Student Response:	In the first story the setting was on the road and out in the wild. How i know that is because the athon gave me details like tharer was a redwood and thay wnet under it. In the secound story the setting was at camp. How i know that is in the story welcome to Camp Wonkytonka.
Annotation for Sample Student Response:	<b>Anchor Paper 9</b> <b>Score Point 1</b>  This response identifies an accurate setting from each of the passages ( <i>on the road and out in the wild; at a camp</i> ) and includes specific/identifying text details from both passages ( <i>a redwood and thay went under it; welcome to Camp Wonkytonka</i> ). However, there is no similarity (or difference) mentioned. Responses must compare (identify a similarity) or contrast (differences) setting details to demonstrate more than limited comprehension of the prompt and passages.

### Anchor Paper 10 – Score Point 0

Sample Student Response:	The first thing that are both the same is that the setting are both in the woods. The next thing that they are both the same is that some of the character are nervous. The third thing that are the same is that both story are going camping.
Annotation for Sample Student Response:	<b>Anchor Paper 10</b> <b>Score Point 0</b>  This response provides a shared similar setting, from the passages ( <i>the setting are both in the woods</i> ). This response addresses the prompt, but it is limited in its appropriateness to the task and includes limited text-based details.

**Anchor Paper 11 – Score Point 0**

Sample Student Response:	the books both have adventer. some thing is crazy in both. there funny in both.
Annotation for Sample Student Response:	<b>Anchor Paper 11</b> <b>Score Point 0</b>  This response does not demonstrate comprehension of the passages or prompt, as there is no mention of the settings or anything that is specific to the passages. This is inappropriate to the task.

**Anchor Paper 12 – Score Point 0**

Sample Student Response:	this story name is Doodlebug & Dandelion. It is a car it gos on filld chrip and this is what it sed in the story. Outsind, the redwood forest was screaming with animal life of every kind, but the thick growth hi every noisy critter from sight. It was a bit spooky, even for a wintry late afternoon.
Annotation for Sample Student Response:	<b>Anchor Paper 12</b> <b>Score Point 0</b>  This response is mostly copied from just one of the passages. There is no comparison made, as there are no “Treasure Hunting” setting details identified. As such, this response does not demonstrate comprehension of the passages and prompt and is inappropriate to the task and purpose.

Item Set 3 – Question 6 (Constructed Response)

Today you read passages from *Amazing Animals: Dolphins* and *The World's Smartest Animals: Dolphins*. Think about how some of the ideas in the passages are different.

Write an essay that contrasts the important details in the passages. Use specific details and examples from **both** passages to support your ideas.

**Item Information**

- Passage – Amazing Animals: Dolphins
- Answer – See Sample Student Responses and Annotations
- Colorado Academic Standards (CAS) Evidence Outcome – 3.2.2.c.iii
  - Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9) \*
- Performance Level – A student who Exceeded expectations was likely to earn 2 or 3 points for written expression, and 3 points for writing conventions on this item. A student who partially met expectations or above was likely to earn 1 point for written expression. A student who met expectations was likely to earn 2 points for writing conventions. A student who approached expectations was likely to earn 1 point for writing conventions on this item.

### Anchor Paper 1 – Score Point 3

Sample Student Response:	<p>The two stories I read were different. In the first story, "<i>Amazing Animals: Dolphins</i>" the main idea is all about the animals features. While the story, "<i>The World's Smartest Animals: Dolphins</i>" is about the skills and kinds of dolphins. The main ideas are different. The first, story states, " The skin of dolphins is smooth, firm, and rubbery. ". It also says, " Most dolphins have <b>dorsal fins</b> that stick up from the center of their backs. ". Both of these text evidence <i>prove</i> that the main idea is about the features of a dolphin. My second s text says, " Some dolphins can even do math!.". It also says, " There are many different types of dolphins.". <i>That</i> text evidence provides the prove that it was the main idea. That is how the main ideas or different. They are also different because the first story is more of a fact paper for the whole thing, while the second one is more of a fun paper at the beginning. My first story says, " Dolphins mostly eat fish, which puts them in a group called carnivores.". It also says, " Dolphins spend much of their time hunting for food or eating.". Both of these sentences are facts. My other text says, " Several people are having fun swimming in the ocean.". It also says, " Suddenly, one of the swimmers spots a great white shark.". Both of <i>those</i> sentences are not really a full of fact page, mostly a fun page at the beginning. That is how the two stories are different.</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 1</b>  <b>Score Point 3</b></p> <p>This response demonstrates full comprehension of both passages and provides an accurate contrast of the details contained in each.</p> <p>The response includes details from both passages throughout the discussion of two main points of contrast: the main ideas are different, and the type of information (facts versus fun) included is different.</p> <p>Development of ideas is clear in the way the student presents and idea and the provides supporting information to develop it further. For example,</p> <p><i>"The main ideas are different. The first, story states. . . Both of these text evidence prove that. . . . My second text says, . . . That text evidence provides the prove. That is how the main ideas are different."</i></p> <p>Ideas are organized and the language used is effective to communicate the message. Overall, this addresses the prompt effectively and is consistently appropriate to the task.</p>

**Anchor Paper 2 – Score Point 3**

Sample Student Response:	In the articles, "From Amazing Animals: Dolphins" by Sarah Albee and "From The World's Smartest Animals: Dolphins" by Ruth Owen, the important details are different. They are different because "From Amazing Animals: Dolphins" talks about how dolphins live and breath, and "From The World's Smartest Animals: Dolphins" talks about how dolphins can learn to help people. In "From Amazing Animals: Dolphins", paragraph 1, it says "Although dolphins swim in water, they are not fish. Fish breath through gills and are able to use oxygen in the water to live. Dolphins are mammals. They have lungs and come to the surface to breath air. They breath through their blowholes." This shows that they are talking about how dolphins live and breath because they were talking about how dolphins come to the surface to inhale. And in "From The World's Smartest Animals: Dolphins" paragraph 2 it says that "This amazing event happened in New Zealand in 2004. The swimmers, weren't protected by a team of brave lifeguards, however. Their rescuers were seven bottlenose dolphins!" This shows that they are talking about how dolphins have learned to rescue people because it was telling us how seven dolphins were smart enough to help a group of swimmers. In the articles "From Dolphins: The World's Smartest Animals" by Ruth Owen and "From Amazing Animals: Dolphins" by Sarah Albee, the important details are different because "From Dolphins: Amazing Animals" tells us about how dolphins live and breath, and "From The World's Smartest Animals: Dolphins" tells us about how dolphins can learn to rescue people.
Annotation for Sample Student Response:	<b>Anchor Paper 2</b> <b>Score Point 3</b>  This response demonstrates full comprehension of both passages and provides an accurate contrast of the details contained in each. The response utilizes information from both passages throughout the discussion that Amazing Animals Dolphins talks about how dolphins live and breathe and the World's Smartest Animals: Dolphins talks about how dolphins can learn to help people. Evidence from the passages, as well as commentary from the student, develop the contrast between these two focuses. This response is cohesive and organized and relevant details from both passages are used. Overall, this addresses the prompt effectively and is consistently appropriate to the task.

### Anchor Paper 3 – Score Point 3

Sample Student Response:	<p>Using both articles, I will write a essay that contrasts the important details in both articles. To start, I will talk about the article "Amazing animals: Dolphins. First, Dolphins eat other fish in the sea which makes them carnivores. In addition, Unlike article 1, article 2 doesn't talk about what dolphins eat and if they are carnivores or not, It only says HOW they get their food. Also, dolphins breath out of blow holes on the top of their head. To go on, Unlike article 1, article 2 doesn't talk about how dolphins breathe. This article only talks about other things that are different from this topic. To move on, I will talk about the article " World's Smartest Animals: Dolphins." Additionally, dolphins can do math and get the answers correct 80 percent of the time. And unlike article 2, article 1 only talks their personality, and not learning math. Furthermore, Dolphins communicate with one another and teach each other new things. Finally, Unlike article 2, article 1 talks about dolphins on their own or in other words, individually. As you can now see, using both articles, I will type a essay that contrasts the important details in the articles.</p> <p>BONUS: Both articles have the main idea on dolphins and are both informational texts. Thank you for reading this small bonus sentence(s).</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 3</b> <b>Score Point 3</b></p> <p>This response demonstrates full comprehension of both passages and provides an accurate contrast of the details contained in each. The method used in this response is to point out a detail that one passage has and then show that the other passage does not have that detail but rather talks about something else. This is an effective reasoning which clearly uses the information from both passages to show contrast (<i>Unlike article 1, article 2 doesn't talk about what dolphins eat and if they are carnivores or not, It only says HOW they get their food</i>). Although the transitions are not always skillful, the essay is organized and coherent and includes both introductory and closing statements. The bonus information included does not impact the evaluation of this essay. Overall, this response addresses the prompt effectively and is consistently appropriate to the task.</p>

### Anchor Paper 4 – Score Point 2

Sample Student Response:	<p>the things that are different about each passage are: well one thing the author said in from amazing animals: dolphins the author says "dolphins eat fish so they are called carnivores" but they don't say that in the world's smartest animals: dolphins. Also in from amazing animals: dolphins they say "although they can dive as deep as 1500 feet (457 m) dolphins usually stay within 150 feet (46 m) of the ocean's surface but it doesn't say that in from the world's smartest animals: dolphins.</p> <p>now I will tell you stuff that is different in from amazing animals: dolphins. In from the world's smartest animals: dolphins the author says that some dolphins can do math! but it doesn't say that in from amazing animals: dolphins. also the author says dolphins belong in a group called cetaceans but it doesn't say that in from amazing animals: dolphins</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 4</b> <b>Score Point 2</b></p> <p>This response demonstrates comprehension of both passages and does address the task of contrasting the details in them. Statements from one passage are provided, followed by "but they don't say that in the . . ." Organizing the response this way is appropriate to show there is a contrast, but no additional information is provided about what is discussed instead. The response does lack some development as each detail is presented separately and not connected into a cohesive analysis of how the passages contrast. Overall, the response is generally appropriate to the task.</p>

### Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>Amazing Animals and The World's Smartest Animal are different in many ways. First of all, Amazing Animals is about Dolphins nature. The text states, "However, the dives of some types of dolphins have been measured at 1,500 feet (457 m) deep!" Also, it says that Dolphins use a blowhole to get air into their lungs! This demonstrates that the texts are different because this one is about there facts while the other one is about there intellect.</p> <p>Secondly, The World's Smartest Animal is about there intelligence. The text states, "Some dolphins can even do math!... Some dolphins answered correctly 80% of the time." Also, scientists believed the dolphins knew to help! This proves that the texts are different because this one is about there smartness not there nature. Obviously, that is how the 2 articles different</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 5</b> <b>Score Point 2</b></p> <p>This response demonstrates comprehension of both passages and does address the task of contrasting the details in them. Each passage is discussed separately, identifying a main idea about dolphins that the passage addresses (<i>nature... intelligence</i>) and then some text details as support. There are statements of contrast, (<i>this one is about there facts while the other one is about there intellect..... this one is about there smartness not there nature</i>) that are sufficient to show a mostly clear contrast between the two passages. Organization is established through simple transitions. Overall, this response is mostly coherent about what is being contrasted and is generally appropriate to the task.</p>

### Anchor Paper 6 – Score Point 2

Sample Student Response:	The passages have diffrent ideas in many ways. First, in "Dolphins" it explains how there not ant other anmal. For example, dolfins are not fish! Next, in "the worlds smartest anmal dolfins" it explains how they are hroes. For example, "ocean heroes. Last, it also talks about how dolfins are very smart. For example, "some dolfins can even do math. These are many ways how the two texts have diffrent ideas.
Annotation for Sample Student Response:	<p><b>Anchor Paper 6</b> <b>Score Point 2</b></p> <p>This response demonstrates comprehension of both passages and does address the task of contrasting the details in them.</p> <p>This response talks about each passage separately and simply states at the beginning and end that they are different. There is no commentary or connections made between the details of the two passages to clearly show the reader the contrast. However, this response does demonstrate knowledge of simple development of ideas. (<i>Next, in 'the worlds smartest anmal dolfins' it explains how they are hroes. For example, "ocean heros". Last, it also talks about how dolfins are avery smart. For example, "some dolfins can even do math." </i>). Some organization is present through the introductory and closing sentence and the use of simple transitions. As result, this response is mostly coherent and is generally appropriate for the task and purpose.</p>

### Anchor Paper 7 – Score Point 1

Sample Student Response:	<p>" Amazing Animals: Dolphins" tells how dolphins are not fish, how they swim, and what they eat. Dolphins swim by using their flippers and by moving their flukes, also dolphins steer by using their dorsal fins. Dolphins eat fish, squid, shrimp, crab, jellyfish, and octopus. "</p> <p>The World's Smartest Animals: Dolphins" explains how dolphins are smart and how they survive in the wild. One reason dolphins are smart is that they can communicate with humans. Also some dolphins can do math, scientists in Florida found this out when they gave dolphins a number test. Dolphins are in a group called cetaceans, it includes whales and porpoises. This is how the two stories are different.</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 7</b> <b>Score Point 1</b></p> <p>In this response a list of details about dolphins found in each passage is provided along with the single statement at the end. (<i>This is how the two stories are different</i>). With no direct comparison of these lists of details, or any explanation of the contrast, there is only a limited appropriateness to the task and limited development.</p>

### Anchor Paper 8 – Score Point 1

Sample Student Response:	<p>In The Smartest Animals:Dolphins in the first and second paragraphs it describes how a dolphin can save a human being from a great white shark. And how they swim in circles around you until the shark goes away. Also it tells where some of them live.</p> <p>And in Amazing Animals:Dolphins it tells about that dolphins are not fish. And how they breath out with their blowholes. It also tells you about how deep they can go</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 8</b> <b>Score Point 1</b></p> <p>The title, as well as several details from both passages are given. No student commentary is included. Because the prompt asks for contrast of important details, the selection of a detail from each passage demonstrates limited comprehension of both prompt and passages.</p>

### Anchor Paper 9 – Score Point 1

Sample Student Response:	<p>The stories are different because in one they said they can go 15,000 feet down into the water and they also said they can hold their air in for 6 to 20 minutes. They are smart because they saved people by a shark in 2004 they also got a 80 percent in math.</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 9</b> <b>Score Point 1</b></p> <p>This response states the stories are different and then provides a detail from each of the passages. While neither passage title is provided, it is clear that one detail comes from one of the passages and the other detail comes from the other. A selection of a detail from each passage is sufficient to demonstrate limited comprehension of this prompt and the passages.</p>

### Anchor Paper 10 – Score Point 0

Sample Student Response:	<p>So this story is mostly about dolphins are not fish so dolphins can hold their breath more than 20min and 6min and like other mauls and dolphins keep their body temperature the same. Dolphins also have hair. Dolphins breastfeed milk from their mother.</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 10</b> <b>Score Point 0</b></p> <p>This response is a list of some details from the text <i>Amazing Animals: Dolphins</i>. Since there are details from only one of the passages, this is not sufficient to show comprehension of the passage and prompt</p>

### Anchor Paper 11 – Score Point 0

Sample Student Response:	<p>The stories <i>Amazing Animals: Dolphins</i> and <i>The World's Smartest Animals: Dolphins</i> both say that Dolphins are amazing animals. One of the things that the passages both list is that they are very smart.</p> <p>The example of this in <i>Amazing Animals: Dolphins</i> is that some Dolphins were shown some Whiteboards, all with a different amount of dots on them, and they had to identify the one with the least amount of dots on them. 80 percent got it right.</p> <p>The example in <i>The World's Smartest Animals: Dolphins</i> is when some swimmers spot a Great White Shark. The Dolphins could feel that the swimmers were in trouble and they bravely formed a circle around the swimmers to fend the Shark off. They held back the Shark for 40 minutes before it went away.</p> <p>Dolphins are not only smart, they can be brave, too!</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 11</b> <b>Score Point 0</b></p> <p>This response names both of the passages and attempts to provide details; however, the details all come from the passage “The World’s Smartest Animals: Dolphins. The statements that “both say that dolphins are amazing animals” and “both list that they are very smart” is incorrect since both passages do not talk about those subjects. This demonstrates a lack of understanding of the passage and so the ideas of <i>amazing</i> and <i>smart</i> cannot receive credit in this response as a detail from each passage.</p>

### Anchor Paper 12 – Score Point 0

Sample Student Response:	The things that are the same are that both are talking about dolphins. The thing that is different about them is they are talking about different facts about dolphins
Annotation for Sample Student Response:	<p><b>Anchor Paper 12</b> <b>Score Point 0</b></p> <p>The comparison that the two passages both talk about dolphins or that they have “<i>different facts about dolphins</i>” is too vague for this task and does not receive credit.</p>