



# Colorado Measures of Academic Success



# Grade 4

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

### Sample Student Responses and Annotations – Prose Constructed Response Only

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

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

## ANSWER KEY: ITEM SET 1

### Item Set 1 – Question 1 (Selected Response)

#### Part A

Based on the information in the passage, what is the difference between the events recorded in Alex's first journal and his second?

- A. The first journal contained information about the destruction of the spacecraft.
- B. The first journal focused mainly on drawings of the spacecraft.
- C. The first journal explained how the spacecraft would operate.
- D. The first journal included fewer details about the spacecraft.

#### Part B

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

- A. "... writing with a leaky pen in a notebook I bought at Cheap-Mart for less than a dollar." (paragraph 1)
- B. "... destined to become part of the most monumental manuscript in the history ..." (paragraph 1)
- C. "... how I designed and built the world's first intergalactic spaceship." (paragraph 6)
- D. "... a blow-by-blow account of how that amazing spacecraft was destroyed ..." (paragraph 6)

#### Item Information

- Passage – Gravity Buster: Journal #2 of a Cardboard Genius
- Answer – A; D
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.1.a.iii
  - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (CCSS: RL.4.3)

*Item Set 1 – Question 2 (TEI Inline Choice)*

Based on the information in the passage, use the drop-down menus to show how Alex and Zoe are the same and how they are different.

Alex and Zoe are alike when it comes to

how creative their projects are  . They are different when it

comes to  .

**Item Information**

- Passage – Gravity Buster: Journal #2 of a Cardboard Genius
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.1.a.iii
  - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character’s thoughts, words, or actions). (CCSS: RL.4.3)

Item Set 1 – Question 3 (Selected Response)

**Part A**

Which statement **best** expresses a theme of the passage?

- A. It is necessary to accept differences in others.
- B. It is important to have confidence in yourself.
- C. It is important to put forth your best effort.
- D. It is necessary to make good plans.

**Part B**

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

- A. “The kid behind me is memorizing a vocabulary list and tapping his foot on the leg of my chair.” (paragraph 1)
- B. “. . . even the wealthiest billionaire in the world won’t be able to afford the period at the end of this sentence.” (paragraph 1)
- C. “I have to stay home and work on my science fair project.” (paragraph 2)
- D. “She’s going to offer them three different kinds of peanut butter. . . .” (paragraph 4)

**Item Information**

- Passage – Gravity Buster: Journal #2 of a Cardboard Genius
- Answer – B; B
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.1.a.ii
  - Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)

### Item Set 1 – Question 4 (TEI Drag and Drop)

Drag and drop **one** statement that expresses a theme of the passage into the box labeled Theme. Then drag and drop **two** details that support the theme into the box labeled Supporting Details.

#### Possible Themes

Working with animals gets the best results.

#### Details

A study of guinea pig drinking habits wins first place in the statewide Science Fair.

A study of squirrels' eating habits can lead to a better understanding of their health.

#### Theme

A setback can lead to a greater achievement.

#### Supporting Details

A pillow fight causes the destruction of the first intergalactic spaceship.

A Star Jumper with a new design is nearly complete.

#### Item Information

- Passage – Gravity Buster: Journal #2 of a Cardboard Genius
- Answer – See image
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.1.a.ii
  - Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)

*Item Set 1 – Question 5 (Constructed Response)*

Retell the story from Zoe's point of view and reveal her thoughts about Alex's intergalactic spaceship project. Be sure to use details from the passage to support your story.

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 41 for additional item information.**

## Item Set 1 – Question 6 (Selected Response)

### Part A

What is the meaning of level as it is used in paragraph 6?

- A. direct
- B. flat
- C. safe
- D. steady

### Part B

According to the information in paragraphs 6–7, how does level land most help workers?

- A. They can hammer spikes into the rails more forcefully.
- B. They can move iron rails into place more carefully.
- C. They can create tunnels more easily.
- D. They can lay tracks more quickly.

### Item Information

- Passage – The First Railroad
- Answer – B; D
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.3.c.i
  - Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4)
- P Value – 0.595
- 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 7 (Selected Response, Multiple Select)*

**Part A**

How does the author support the main idea of the section Railroad Fever?

- A. by describing how people migrated to new territories
- B. by explaining how railroad companies were formed
- C. by discussing the reasons why trains were needed
- D. by listing the goods that were made in factories

**Part B**

Which two details support the answer to Part A?

- A. "... cloth, glass, and iron." (paragraph 1)
- B. "... to find jobs in the factories ..." (paragraph 1)
- C. "Towns grew into busy cities." (paragraph 1)
- D. "Farmers had to send their crops to cities." (paragraph 2)
- E. "... wanted to travel across the country faster ..." (paragraph 2)

**Item Information**

- Passage – The First Railroads
- Part A Answer – C
- Part B Answer – D, E
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.2.a.ii
  - Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
- P Value – 0.309
- 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 8 (Selected Response, Multiple Select)

**Part A**

How does the author organize the information in the section Railroad Fever?

- A. by listing the steps involved in starting a railroad company
- B. by contrasting life before and after railroads were built
- C. by explaining reasons why railroads were needed
- D. by identifying the effects of railroad companies

**Part B**

Which two details from the section support the answer to Part A?

- A. "Miners were digging up coal." (paragraph 1)
- B. "Thousands of immigrants from other countries came to the United States. . ." (paragraph 1)
- C. ". . . settlers started moving west to less crowded places." (paragraph 2)
- D. "As distances to travel increased, so did the need for better transportation." (paragraph 2)
- E. ". . . businesspeople started forming railroad companies." (paragraph 2)
- F. "By 1840, there were almost 3,000 miles of track." (paragraph 2)

**Item Information**

- Passage – The First Railroads
- Part A Answer – C
- Part B Answer – C; D
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.2.b.ii
  - Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)
- P Value – 0.26
- 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 9 (Selected Response)*

**Part A**

Why did railroad companies build tracks between small towns and big cities?

- A. to make it easier for factories to send goods to buyers
- B. to recover the enormous costs of making trains
- C. to help people find new places to live
- D. to help people start new businesses

**Part B**

Which detail best supports the answer to Part A?

- A. “... had to send their products to market.” (paragraph 2)
- B. “... a great deal of money building bigger and better locomotives . . .” (paragraph 2)
- C. “... ran from coal or iron mines to canals and rivers . . .” (paragraph 3)
- D. “... seventeen days shorter than the trip by wagon.” (paragraph 4)

**Item Information**

- Passage – The First Railroads
- Part A Answer – A
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.2.a.iii
  - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)
- P Value – 0.534
- 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 10 (TEI Drag and Drop)

Move the steps into the boxes to show the steps workers followed to build a railroad. Not all steps will be used.

Shovel coal.

First	Choose a good route.
Second	Dig out a path.
Then	Lay wooden ties.
Next	Position iron rails.
Last	Hammer metal spikes.

**Item Information**

- Passage – The First Railroads
- Answer – See image
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.2.a.iii
  - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)
- P Value – 0.461
- 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 11 (Selected Response)

### Part A

How does the author support the statement that it was difficult to lay tracks between the cities?

- A. by explaining what events created the need for railroads
- B. by providing examples of the type of work people did
- C. by explaining why many workers were needed
- D. by describing the process that was used

### Part B

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

- A. paragraph 1
- B. paragraph 5
- C. paragraph 7
- D. paragraph 8

### Item Information

- Passage – The First Railroads
- Part A Answer – D
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.2.c.ii
  - Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
- P Value – 0.28
- 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 12 (Selected Response)*

Move the reason for each railroad worker's action into the table.

Action	Reason
The brakeman turned wheels.	to stop his own train
The engineer blew a whistle.	to announce arrival
The fireman shoveled coal.	to make steam
The flagman waved a flag.	to stop another train

**Item Information**

- Passage – The First Railroads
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.2.a.iii
  - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)
- P Value – 0.704
- 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.

## ANSWER KEY: ITEM SET 2

### Item Set 2 – Question 1 (Selected Response)

#### Part A

Why does the author use the phrase **stomach rumbled** in paragraph 4 of the passage “Market Day”?

- A. to show that Balam enjoys the different colors of the foods
- B. to show that Balam likes how the foods are arranged
- C. to show that Balam feels the need to eat some food
- D. to show that Balam likes purchasing food

#### Part B

Which detail from paragraph 4 supports the answer to Part A?

- A. “. . . ripe fruit, incense, and cooking.”
- B. “. . . a rainbow of colors.”
- C. “Next to a pile of turkeys . . .”
- D. “I spent one cacao bean. . . .”

#### Item Information

- Passage – Market Day
- Part A Answer – C
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.1.b.i
  - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example: Herculean). (CCSS: RL.4.4)
- P Value – 0.629
- 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.

Item Set 2 – Question 2 (Selected Response)

**Part A**

Which sentence is the **best** summary of “Market Day”?

- A. Balam arrives at a market with his father and brother, but he is disappointed that he cannot remain with them.
- B. Balam visits a market with his father and brother, and he then searches the market for a gift for his sister.
- C. Balam visits a market with his father and brother, and he uses cacao beans to make different purchases.
- D. Balam arrives at a market with his father and brother, but he becomes confused when he is on his own.

**Part B**

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

- A. “Buy a gift for your baby sister. . . .” (paragraph 3)
- B. “He and my brother went to trade jaguar furs. . . .” (paragraph 3)
- C. “. . . women wore their hair like little horns. . . .” (paragraph 5)
- D. “. . . saw clothes of every color and pattern.” (paragraph 5)

**Item Information**

- Passage – Market Day
- Part A Answer – B
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.1.a.ii
  - Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)
- P Value – 0.74
- 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.

*Item Set 2 – Question 3 (Selected Response)*

**Part A**

What does the author suggest by using the metaphor **swallowed a ball of thunder** in paragraph 9 of the passage from *Suki's Kimono*?

- A. Suki's interest in being a musician
- B. Suki's fear of the musicians
- C. the loudness of the music
- D. the beauty of the music

**Part B**

Which detail from paragraph 9 supports the answer to Part A?

- A. "to the stage"
- B. "drummers performed"
- C. "her whole insides"
- D. "quaked and quivered"

**Item Information**

- Passage – Suki's Kimono
- Part A Answer – C
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.3.d.i
  - Explain the meaning of simple similes and metaphors (for example, as pretty as a picture) in context. (CCSS: L.4.5a)
- P Value – 0.602
- 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 4 (Selected Response)

Select from the drop-down menus to correctly complete each sentence.

Suki's sisters are  by Suki's choice of clothing. They want her to be . Suki refuses to give in because the kimono is . When it is time to go to school, Suki's mother . Suki and her sisters leave for school, and the sisters  Suki.

### Item Information

- Passage – Suki's Kimono
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.1.a.iii
  - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (CCSS: RL.4.3)
- P Value – 0.679
- 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.

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

**Part A**

How does the point of view in “Market Day” compare to the point of view in the passage from *Suki’s Kimono*?

- A. A third-person narrator tells the story in “Market Day,” but Suki’s mother tells the story in the passage from *Suki’s Kimono*.
- B. Balam’s father tells the story in “Market Day,” but a third-person narrator tells the story in the passage from *Suki’s Kimono*.
- C. A third-person narrator tells the story in “Market Day,” but Suki tells the story in the passage from *Suki’s Kimono*.
- D. Balam tells the story in “Market Day,” and a third-person narrator tells the story in the passage from *Suki’s Kimono*.

**Part B**

Select **one** detail from **each** passage that supports the answer to Part A.

Select **two** total responses.

- A. “Some people painted their faces, and others had tattoos.” (paragraph 5, “Market Day”)
- B. “The market officers hustled the man to court.” (paragraph 7, “Market Day”)
- C. “It was the perfect gift for my sister.” (paragraph 8, “Market Day”)
- D. “Her sisters did not approve.” (paragraph 1, from *Suki’s Kimono*)
- E. “You can’t wear that. . .” (paragraph 2, from *Suki’s Kimono*)
- F. “You need something cool.” (paragraph 5, from *Suki’s Kimono*)

### Item Information

- Passage – Market Day
- Part A Answer – D
- Part B Answer – C; D
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.1.b.iii
  - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)
- P Value – 0.502
- 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 6 (Constructed Response)*

The characters in the passage “Market Day” and the passage from *Suki’s Kimono* experience special events. Write a response explaining how the characters’ experiences during these special events are similar and how they are different. Be sure to use examples from **both** passages in your response.

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 41 for additional item information.**

Item Set 2 – Question 7 (Selected Response)

**Part A**

What does the word **crashed** mean as it is used in paragraph 1?

- A. added numbers together
- B. made a connection
- C. stopped working
- D. sped up

**Part B**

Which phrase from paragraph 1 **best** supports the answer to Part A?

- A. “. . . one of its programs.”
- B. “. . . in the middle of a game.”
- C. “. . . got an error message . . .”
- D. “. . . tried to go to a website.”

**Item Information**

- Passage – Eek! There's a Bug in My Computer!
- Part A Answer – C
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.3.e
  - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (for example: quizzed, whined, stammered) and that are basic to a particular topic (for example: wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6)
- P Value – 0.747
- 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 8 (Selected Response, Multiple Select)*

Move the steps that led to Grace Hopper's discovery of the first computer bug into the correct order. Not all steps will be used.

**Hopper kept a logbook about her work on the Mark II computer.**

**Steps of Grace Hopper's Discovery**

**First**

**Hopper and her team were running a program on the Mark II computer.**

**Next**

**Hopper noticed that the Mark II computer was not giving correct information.**

**Then**

**Hopper took apart the Mark II computer.**

**Last**

**Hopper found a moth that was blocking holes on a paper strip in the Mark II computer.**

**Item Information**

- Passage – Eek! There's a Bug in My Computer!
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.2.a.iii
  - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)
- P Value – 0.4381
- 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 9 (Selected Response)*

**Part A**

What does the word **translated** mean as it is used in paragraph 3?

- A. expressed in a new or different way
- B. made a new or important discovery
- C. went in the opposite direction
- D. worked at a slow pace

**Part B**

Which phrase from paragraph 3 **best** supports the answer in Part A?

- A. “. . . by reading instructions from a long strip of paper . . .”
- B. “. . . with holes punched in it.”
- C. “. . . patterns of holes into the math problems . . .”
- D. “. . . was supposed to solve.”

**Item Information**

- Passage – Eek! There's a Bug in My Computer!
- Part A Answer – A
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.3.c.i
  - Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4)
- P Value – 0.464
- 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 10 (Selected Response)

### Part A

According to the passage, which statement **best** explains why the solution to the computer's problem was special?

- A. The people working on the computer problem took notes about what they did.
- B. The team worked on the parts inside of the computer to fix it.
- C. A computer read holes in strips of paper to get information.
- D. An insect was the cause of the computer problem.

### Part B

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

- A. "The Mark II worked by reading instructions from a long strip of paper with holes punched in it." (paragraph 3)
- B. "They finally ended up taking the Mark II apart, looking for problems." (paragraph 4)
- C. "She thought it was funny that it was a real bug." (paragraph 6)
- D. "Her team kept a logbook of everything they did." (paragraph 7)

### Item Information

- Passage – Eek! There's a Bug in My Computer!
- Part A Answer – D
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.2.a.iii
  - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)
- P Value – 0.47
- Performance Level – A student at the high end of Approached expectations or higher was likely to earn 2 points on this item. A student at the low end of Approached expectations was likely to earn 1 point.

**Item Set 2 – Question 11 (Selected Response)**

**Part A**

How is the information in the passage **mainly** organized?

- A. by listing problems in order of importance
- B. by showing a series of causes and effects
- C. by comparing how two things are similar
- D. by explaining a problem and its solution

**Part B**

Which set of paragraphs from the passage supports the answer to Part A?

- A. paragraphs 1, 2, and 3
- B. paragraphs 3 and 4
- C. paragraphs 4 and 5
- D. paragraphs 5, 6, and 7

**Item Information**

- Passage – Eek! There's a Bug in My Computer!
- Part A Answer – D
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.2.b.ii
  - Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)
- P Value – 0.296
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Met expectations was likely to earn 1 point.

## ANSWER KEY: ITEM SET 3

### Item Set 3 – Question 1 (Selected Response)

#### Part A

Which sentence **best** represents Pierre's thoughts in paragraphs 1–7 of the passage from *Pickle Impossible*?

- A. He is worried about what people think of him.
- B. He knows he is faster than other runners.
- C. He hopes he may actually win the race.
- D. He is afraid of running in the race.

#### Part B

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

- A. paragraph 2
- B. paragraph 3
- C. paragraph 4
- D. paragraph 6

#### Item Information

- Passage – Pickle Impossible
- Part A Answer – C
- Part B Answer – B
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.1.a.iii
  - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (CCSS: RL.4.3)
- P Value – 0.572
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Partially met expectations was likely to earn 1 point.

*Item Set 3 – Question 2 (TEI Inline Choice)*

Use the drop-down menus to complete an explanation of what the details in the passage show about Pierre's character.

The gym teacher's comments in paragraph 13 show that

people do not expect much from Pierre



This same view is supported by

what the girl says about Pierre in paragraph 17



**Item Information**

- Passage – Pickle Impossible
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.1.a.iii
  - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (CCSS: RL.4.3)
- P Value – 0.353
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 3 – Question 3 (Selected Response)

**Part A**

Which sentence **best** describes the girl in the passage from *Pickle Impossible*?

- A. She is disappointed in how Pierre runs the race.
- B. She goes against her grandfather's wishes.
- C. She is observing a particular runner.
- D. She hopes Pierre will win the race.

**Part B**

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

- A. "Each time it was the same." (paragraph 15)
- B. "She lowered her high-powered surveillance camera . . ." (paragraph 16)
- C. ". . . and spoke into a walkie-talkie." (paragraph 16)
- D. "Do you want me to keep following him?" (paragraph 17)

**Item Information**

- Passage – Pickle Impossible
- Part A Answer – C
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.1.a.iii
  - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (CCSS: RL.4.3)
- P Value – 0.549
- 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 4 (Selected Response)*

**Part A**

Which phrase **best** describes the setting of the passage from *Pickle Impossible*?

- A. on a playground
- B. at a track
- C. on a field
- D. in a gym

**Part B**

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

- A. “. . . he was in the middle lane. . . .” (paragraph 2)
- B. “. . . dust flew from his feet.” (paragraph 4)
- C. “The gym teacher walked over . . .” (paragraph 11)
- D. “. . . just over the fence and behind a hedge . . .” (paragraph 16)

**Item Information**

- Passage – Pickle Impossible
- Part A Answer – B
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.1.a.iii
  - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character’s thoughts, words, or actions). (CCSS: RL.4.3)
- P Value – 0.652
- 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.

*Item Set 3 – Question 5 (Constructed Response)*

You have read about Pierre and an unnamed girl in the passage from *Pickle Impossible*. Think about the actions of Pierre and the girl at the end of the passage. Using details from the passage, continue the story and tell what might happen next.

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 41 for additional item information.**

*Item Set 3 – Question 6 (Selected Response)*

**Part A**

What does the word **chisel** mean as it is used in paragraph 1 of the passage from “Pond Family”?

- A. cut
- B. peel
- C. pull
- D. shove

**Part B**

Which sentence provides the **best** support for the answer to Part A?

- A. “After a few minutes of chomping, the tree falls.” (paragraph 1)
- B. “Mother Beaver drags it to the water.” (paragraph 1)
- C. “She paddles with her powerful hind feet and steers with her tail.” (paragraph 2)
- D. “She pushes the tree in between other logs.” (paragraph 3)

**Item Information**

- Passage – “Pond Family”
- Part A Answer – A
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.3.e
  - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (for example: quizzed, whined, stammered) and that are basic to a particular topic (for example: wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6)
- P Value – 0.815
- 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.

**Item Set 3 – Question 7 (Selected Response)**

**Part A**

According to the passage from “Pond Family,” which statement is true?

- A. Beavers build dams to keep themselves apart from other animals.
- B. Beavers use dams to help them move around more easily.
- C. Beavers build dams so they can have a place to swim.
- D. Beavers take great care when building their dams.

**Part B**

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

- A. “He sets it at the bottom of the dam, where it braces the logs and branches.” (paragraph 3)
- B. “. . . the beavers changed this landscape by building a dam across a stream.” (paragraph 5)
- C. “. . . underwater channels in and around the pond to make swimming from place to place easier.” (paragraph 7)
- D. “By the time they swim back to the surface, the bear has gone.” (paragraph 8)

**Item Information**

- Passage – “Pond Family”
- Part A Answer – D
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.2.a.iii
  - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)
- P Value – 0.264
- Performance Level – A student who at the high end of Exceeded expectations was likely to earn 2 points on this item. A student at the lower end of Exceeded expectations was likely to earn 1 point.

Item Set 3 – Question 8 (Selected Response, Multiple Select)

**Part A**

In the passage from “Pond Family,” how does the author **mainly** show the importance of Mother Beaver?

- A. by describing how Mother Beaver slaps her tail on the water
- B. by describing how Mother Beaver drags trees to the dam
- C. by describing how kits learn to eat from Mother Beaver
- D. by describing the different jobs Mother Beaver has

**Part B**

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

- A. “Mother Beaver climbs out of her pond.” (paragraph 1)
- B. “Her sharp front teeth chisel through the tree’s trunk.” (paragraph 1)
- C. “Her mate has brought a large stone.” (paragraph 3)
- D. “When they hear running water, they know they must repair a leak.” (paragraph 6)
- E. “Mother Beaver slaps her wide, flat tail on the water to warn of danger.” (paragraph 7)
- F. “Now the beavers are ready to eat.” (paragraph 9)

**Item Information**

- Passage – “Pond Family”
- Part A Answer – D
- Part B Answer – B, E
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.2.c.ii
  - Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
- P Value – 0.51
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Partially met expectations was likely to earn 1 point.

*Item Set 3 – Question 9 (Selected Response)*

**Part A**

In the passage from *The Beaver's Lodge*, what is the main idea of the section **Home at the Lodge**?

- A. Beaver colonies use branches and mud for their lodges.
- B. Beavers make their lodges to avoid predators on land.
- C. Beaver colonies live and work together in their lodges.
- D. Beavers sleep in their lodges during the day.

**Part B**

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

- A. “. . . beavers often build their home in the middle of a pond.”  
(paragraph 3)
- B. “They pile up the materials until they are higher than the surface . . .”  
(paragraph 3)
- C. “Inside the lodge, a beaver colony lives in one large room. . . .”  
(paragraph 4)
- D. “The resting beavers huddle together in warm, dry nests . . .”  
(paragraph 4)

**Item Information**

- Passage – The Beaver's Lodge
- Part A Answer – C
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.2.a.ii
  - Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
(CCSS: RI.4.2)
- P Value – 0.326
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Met expectations was likely to earn 1 point.

Item Set 3 – Question 10 (TEI Inline Choice)

Choose the **best** word in each sentence to complete a summary of the passage from *The Beaver's Lodge*.

A beaver family, also known as a colony  , builds a dam by gathering branches, logs, and mud. The blocked water behind the dam forms a pond  . Next, the family builds a lodge  to stay safe from predators. The chamber  , where the beaver family sleeps, sits above the water. Beavers work hard raising their young, gathering materials, and repairing holes  to prevent leaks in the lodge.

**Item Information**

- Passage – The Beaver's Lodge
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.2.a.ii
  - Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
- P Value – 0.62
- 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 3 – Question 11 (TEI Hot Spot)

Select the correct column to show which ideas are found in the passage from “Pond Family,” which ideas are found in the passage from *The Beaver’s Lodge*, or which ideas are found in **both** passages.

Idea	“Pond Family”	Both	<i>The Beaver’s Lodge</i>
Beavers protect themselves from predators.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Beavers gnaw on trees to make them fall.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beavers work together to finish a job.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Lodges are important to beavers.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

**Item Information**

- Passage – “Pond Family” and The Beaver’s Lodge
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.2.c.iii
  - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)
- P Value – 0.461
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Did not yet meet expectations was likely to earn 1 point.

Item Set 3 – Question 12 (Selected Response; TEI Hot Spot)

**Part A**

Which behavior of beavers is described in **both** the passage from “Pond Family” and the passage from *The Beaver’s Lodge*?

- A. Beavers go underwater to hide from predators.
- B. Beavers sleep near one another to stay warm.
- C. Beavers are excellent swimmers.
- D. Beavers are hard workers.

**Part B**

Select the correct column to indicate whether each sentence supports or does not support the answer to Part A.

Text Evidence	Supports	Does Not Support
“She paddles with her powerful hind feet and steers with her tail.” (from “Pond Family,” paragraph 2)	<input type="radio"/>	<input checked="" type="radio"/>
“They bring trees, stones, and mud to plug the hole.” (from “Pond Family,” paragraph 6)	<input checked="" type="radio"/>	<input type="radio"/>
“They dive down to a ditch or channel on the pond bottom.” (from “Pond Family,” paragraph 7)	<input type="radio"/>	<input checked="" type="radio"/>
“Instead, they make them using water from a river or stream.” (from <i>The Beaver’s Lodge</i> , paragraph 1)	<input type="radio"/>	<input checked="" type="radio"/>
“They pile up the materials until they are higher than the surface of the water.” (from <i>The Beaver’s Lodge</i> , paragraph 3)	<input checked="" type="radio"/>	<input type="radio"/>
“The resting beavers huddle together in warm, dry nests . . .” (from <i>The Beaver’s Lodge</i> , paragraph 4)	<input type="radio"/>	<input checked="" type="radio"/>

### Item Information

- Passage – “Pond Family” and The Beaver’s Lodge
- Part A Answer – D;
- Part B Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.2.c.iii
  - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)
- P Value – 0.518
- 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.

# Grade 4 Reading and Writing English Language Arts

## Prose Constructed Response Rubric, Sample Responses & Annotations

## CMAS Scoring Rubric for Prose Constructed Response Items

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

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> <li>• demonstrates <b>full comprehension</b> of ideas stated explicitly and/or inferentially by providing an <b>accurate</b> analysis;</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> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis;</li> <li>• addresses the prompt and provides <b>mostly effective</b> development of the topic that is <b>appropriate</b> to task, purpose, and audience;</li> <li>• uses <b>mostly clear</b> reasoning supported by <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 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>basic comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>generally accurate</b> analysis;</li> <li>• addresses the prompt and provides <b>some</b> development of the topic that is <b>somewhat appropriate</b> to task, purpose, and audience;</li> <li>• uses <b>some</b> reasoning and text-based evidence in the development of the topic;</li> <li>• demonstrates <b>some</b> organization with <b>somewhat coherent</b> writing;</li> <li>• uses language to express ideas with <b>some</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• demonstrates <b>limited comprehension</b> of ideas by providing a <b>minimally accurate</b> analysis;</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>• demonstrates <b>no comprehension</b> of ideas by providing an <b>inaccurate or no</b> analysis.</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.

## Sample Responses & Annotations - ITEM SET 1

### Item Set 1 – Question 5 (Constructed Response)

Retell the story from Zoe's point of view and reveal her thoughts about Alex's intergalactic spaceship project. Be sure to use details from the passage to support your story.

#### Item Information

- Passage – Gravity Buster: Journal #2 of a Cardboard Genius
- Answer – See Sample Student Responses and Annotations
- Colorado Academic Standards (CAS) Evidence Outcome – Narrative Writing

## Reading Comprehension and Written Expression Sample Responses & Annotations

### Anchor Paper 1 – Score Point 3

Sample Student Response:	<p>Studying, studying, studying! That's all we do in the study hall. Which is where I am right now. I'm Zoe. All I can seem to pay attention to right now is a kid stomping his foot on my friend's chair, and another kid chewing his gum obnoxiously. I'm so bored right now.</p> <p>Oh, but my main experiment. Almost an exact replica of my project last year. The project that won me first in the school science fair last year. Well, what is the experiment?</p> <p>I've taken a few gray squirrels, and three different types of peanut butter. Salty, sweet, and plain. I would personally choose the salty one, but that's up to the squirrels. Once I find out which peanut butter flavor they like best, I will see how it effects their health.</p> <p>Speaking of projects, I remember Alex, the one who's chair is being tapped on. He dreams of becoming famous, with his weird "Journal number Two of a Cardboard Genius" obsession. It's about a Star Jumper; and you may be wondering what that is.</p> <p>A Star Jumper is a spaceship, that Alex created, and it has many details. This is the second Star Jumper, because the last one was ended in a pillow fight. No, not fight, war; it was destroyed in a pillow war.</p> <p>The new Star Jumper has even more details, and Alex is working as hard as me on making it invincible to pillows. We are working very hard on both of our projects, and I'm not sure which one will win the science fair.</p> <p>I'm pretty sure it will be me, because the judges adored my "Guinea pig water drinking habits" last year. That's how I won after all. Soon I hope my squirrels will be wearing blue ribbons! (Made out of the blue ribbon I'm hoping to win, of course).</p> <p>Now those squirrels can go gloat to their friends about it; since the blue ribbons are proof that they won. I crumbled up a note that read, "Sorry, Alex, but I can't come over to your house today after school. I have to stay home and work on my science fair project.-Z" and threw it to him. He didn't seem too offended, because he wrote back, "That's okay. I have an IMPORTANT PROJECT I have to work on this afternoon. -A" Whatever. He doesn't even have to work on a project because he already knows I'm going to win.</p> <p><i>DING!</i> That was the morning bell, alerting everyone that they have to leave to go to another period. And this is where our story comes to an end. I'm still going to win that science fair, though. No matter how hard Alex works, I will win.</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 1</b>  <b>Score Point 3</b></p> <p>The response effectively retells the story from the perspective of Zoe and uses multiple narrative elements. The original situation is established from her view and the story events and information are shared in a logical sequence that is consistently appropriate to Zoe's perspective. Written in first person, the inner dialogue provides insight to both Zoe and Alex's personalities (<i>Soon I hope my squirrels will be wearing blue ribbons! (made out of the blue ribbon I'm hoping to win, of course)</i>). Descriptions are added to the scenes and events (<i>the last one was ended in a pillow fight. No, not fight, war; it was destroyed in a pillow war.</i>) The narrative is effectively developed and organized with coherent writing and effective language (<i>...another kid chewing his gum obnoxiously...making it invincible to pillows...</i>)</p>

**Anchor Paper 2 – Score Point 3**

Sample Student Response:	<p>Right now I'm in study hall and it is super boring! Our teacher has been teaching us the same thing for the past 3 weeks, and in my opinion it's starting to get pretty annoying. There are some kids that I sit by that don't even talk to me, except one behind me named Alex. He is pretty cool. We do a lot of things together when we aren't in school and we don't have any school projects, or homework to work on. Speaking of Alex, I forgot to tell him that I am not going to be able to come over to his house today since I haven't finished my science fair project. I quickly grabbed a piece of paper that I found in my binder and wrote, <i>Sorry, Alex, but I can't come over to your house today after school. I have to stay home and work on my science fair project.</i> -z. Should be good enough. So then now the daring pass... Something I like to call <i>Pass the note without the teacher noticing and hope I don't get in trouble into action!</i> I waited and waited until finally the teacher hadn't been looking over in my direction. I quickly crumbled up the note and passed it right by Alex's chair just before the teacher noticed.</p> <p>"Now class, I trust you guys not to be horsing around while I'm not looking, you have plenty of work assigned, so get to it!" exclaimed our teacher, Mr. Krupp.</p> <p>"Okay" moaned about half the class simultaneously. Some of them didn't even look up when he said anything which is kind of rude but who am I to judge. I looked down to see if Alex had seen the note that I rolled to him. He did. Then I started to second guess myself. Do I really want to give up doing something with my friend to do some science project for school that I am almost done with? Before I could answer my own question I found a crumpled sheet of paper by my desk. I opened it up and it read, <i>That's okay. I have an IMPORTANT PROJECT I have to work on this afternoon anyway.</i> -A. Well that's my answer. Now I don't feel so bad. My project is going to be amazing just like the one that I did last year when I won a STATEWIDE Science Fair. That's right I said it STATEWIDE. Not city, county, or country, but state. It was about the study of the drinking habits of guinea pigs. So interesting, yeah I know. This year I am doing something with Grey squirrels. I am going to offer them three types of peanut butter: one plain, one salty, and one sweet, and see which they like the best and how it affects their health. I have been testing this forever and so far I only lost 1 squirrel. You know what, forget I said that. I hope that this year I can win statewide again. And finally the bell rings and the class is dismissed</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 2 Score Point 3</b></p> <p>The narrative is written from Zoe's perspective and follows a logical sequence of thoughts and events that are consistently appropriate to her point of view. There is new information in establishing the situation, new description of the events (<i>I quickly grabbed a piece of paper that I found in my binder</i>), new dialogue from the teacher and class and new insights into Zoe's personality (<i>Some of them didn't even look up when he said anything which is kind of rude but who am I to judge.</i>). This response is effectively organized with multiple narrative elements and effective use of language for result in clear and coherent writing.</p>

**Anchor Paper 3 – Score Point 3**

Sample Student Response:	<p>I am sitting in study hall writing my theory for the science fair. I still have a ton of work to do if I want to get first place like last year. I had done a study on drinking habits of guinea pigs. This year is going to be much harder.</p> <p>The project I am working on now is seeing what type of peanut butter do gray squirrels like; plain, salty, or sweet. I feel neck deep in work, so there is no way I can go over to my friend Alex's today. Since he is sitting behind me, I jot down a quick note and say I can't come over. I crumple up the note and gently drop it when Mr. Howard isn't looking. He sits still for a second. I'm worried Mr. Howard is going to see it. Right before he turns around, Alex lunges for it and sits back in his seat. In the reflection of my computer I see him uncrumple the paper and frown. He tears the corner off a page in his notebook, writes a quick response and slips it into a pen. I look away for a second and then lean out of my seat and grab it. Screwing off the bottom part of the hollow pen I see the note. I yank it out and read it. Alex claims he has to work on an important project too. I muffle a giggle and continue my work. Last year, Alex made a spaceship and destroyed it in a pillow fight with his brother, but I like to know he is trying again!</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 3</b> <b>Score Point 3</b></p> <p>The narrative is effectively changed to Zoe's perspective and includes multiple narrative elements to provide new insights to her thoughts and feelings. The situation is established through her thoughts about her science project. There are effectively developed scenes with sequencing events that describe the situation from her perspective. For example, <i>"He sits still for a second; I am worried Hr. Howard is going to see it. Right before he turns around, Alex lunges for it and sits back in his seat."</i> New description of the scenes is included (<i>In the reflection of my computer I see him uncrumple the paper and frown....Screwing off the bottom part of the hollow pen I see a note</i>) and some character development is also present (<i>I still have ton of work if want to get first place... I like to know he is trying again</i>). The language use such as, "lunges for it," "yank it out, and "muffle a giggle, clarifies ideas. The writing clear and coherent and is consistently appropriate to Zoes perspective of the events.</p>

**Anchor Paper 4 – Score Point 2**

Sample Student Response:	<p>I'm sitting in front of my friend, Alex, in the study hall. I'm writing a note to him to tell him that I can't come over. He was working on his intergalactic spaceship project which I think is really cool. There is one problem though. He just works on it too much. It makes it so we can't hang out as much as we used to, But it's okay. I want to be patient so he can finish it and I can be amazed when I read it. I finished writing the note so I crumple it up and drop it by Alex's chair. I saw him out of the corner of my eye open it up and read it. The note said; <i>"Sorry, Alex, but I can't come over to your house today after school. I have to stay home and work on my science project. - Z"</i></p> <p>I thought since Alex can't ever play because of his intergalactic spaceship project then I might as well spend that time finishing my science project about gray squirrels. In the project, I'll give them three different types of peanut butter and see the effects of them and which one they like most. I'm really interested in science and Alex is really interested in writing. We both work hard on what we like. After about a minute I hear and see a pen rolling to my chair. It clinked onto the leg of my chair and so I looked up to see if Mr. Howard was looking.</p> <p>He wasn't so then I looked back down to pick it up. It was a note from Alex. It said; <i>"That's okay. I have an IMPORTANT PROJECT I have to work on this afternoon anyway. - A"</i> I already knew he was talking about that spaceship project. I'm actually really excited about it because it's supposed to be an improved version of the first one and the first one was amazing so I can't imagine how good the second one is going to be. If Alex gets good enough, I think he should become an author. He is already really good so he should probably become a kid author. I'll just have to wait and see.</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 4</b> <b>Score Point 2</b></p> <p>The response retells the story from the perspective of Zoe. that provides some new insight into her thoughts and feelings. The sequence of events narrated has some additional description (<i>I saw him out of the corner of my eye</i>) and character development that reveal more of her perspective (<i>He just works on it too much. It makes it so we can't hang out as much...I want to be patient so he can finish it and I can be amazed when I read it.</i>). This retelling is generally appropriate to task.</p>

### Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>My name is Zoe Breen and I'm sitting in the study hall and planning my science fair project and I remember about the plans I had made with Alex, the guy sitting behind me. As fast as I can I write a little note and toss it to the floor, so he can see it.</p> <p>Alex checks around to make sure no one is watching and reads my note</p> <p>I Sorry Alex, but I can't come over to your house today after school.</p> <p>I I have to stay home and work on my science fair project.- Z</p> <p>I thought he dismissed it but right then he rolls an empty ballpoint pen to my desk. Inside there is a full piece of paper, how did he do it! The note read,</p> <p>Thats okay. I have an IMPORTANT PROJECT I have to work on the afternoon anyway.- A</p> <p>Last year I won first place in the statewide Science Fair by studying the drinking habits of guinea pigs but this year I'm going to do a project with the gray squirrels. First I'll offer the squirrels three different kinds of peanut butter; one salty, one plain, and one sweet. Then I see which one they like best and how it affects their health.</p> <p>I love stuff like that, but Alex gets a little too ambitious I'd say. He's into astrophysics. But given his age he can't do to much with that. The way I see it is that three fourths of what he does isn't real science it's more building models of what could possibly, maybe, with the best chances, allow whole crews of people to go to space at the same time.</p> <p>But that's it. He's currently writing what he believes will be one of the greatest manuscripts ever in a journal he got at Cheap Mart. I mean the first, I guess you could say model rocket, he made, was destroyed in a pillow fight with his brother. Now, only a few months since then he's making another one, with a new design. I mean it's cool that he loves stuff like this but I don't want him to get ahead of himself.</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 5</b></p> <p><b>Score Point 2</b></p> <p>The response uses some narrative elements and is generally appropriate retelling the story from Zoe's perspective. There is some description (<i>Alex checks around to make sure no one is watching and reads my note</i>) and character development used to develop the scenes from her perspective (<i>I like stuff like that, but Alex gets a little too ambitious I'd say</i>). The response is organized and the language used is mostly effective.</p>

### Anchor Paper 6 – Score Point 2

Sample Student Response:	<p>Alex, the person in front of me had a smirk on his face. Both of us were in the study hall working on our science fair projects. Earlier he had invited me to his house after school I agreed but regretted it right away. So I threw a crumpled up piece of paper under his desk saying: "Sorry, Alex, but I can't come over to your house today after school. I have to stay home and work on my science fair project". That was my excuse. Right away a response note came saying: "That's okay. I have an IMPORTANT PROJECT I have to work on this afternoon anyway". Last year I had won first place in the statewide Science fair by my study of the drinking habits of guinea pigs. Animals is what I like to work with, while Alex likes to work with astrophysics. He likes to put in all he has into his projects. I personally don't like the way he does science, it seems like a lot of it is fake. But mine shows experience and results of an actual interaction. This year I am working with gray squirrels, I'm going to offer them three kinds of peanut butter: salty, sweet, and plain. Then I am going to see which they like best and how it affects their health. That's why I am going to win this year.</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 6</b></p> <p><b>Score Point 2</b></p> <p>The response retells the story from the perspective of Zoe. It is developed with some narrative elements to provide new insights and Zoe's thoughts and feelings. The situation is established with new information and there is some description of Zoe's inner thoughts which gives new insight into her personality (<i>I personally don't like the way he does science; it seems like a lot of it is fake</i>). Language used is mostly effective with some precise word choice such as <i>smirk</i>, <i>regretted</i>, and <i>intention</i>.</p>

### Anchor Paper 7 – Score Point 1

Sample Student Response:	<p>Today I'm in study hall were everyone here is working on different things. The boy who sits behind me is one of my friends, Alex. So I send him a note and dropped it near his left foot. So as soon as he saw it, he grabbed it and read it without the teacher looking. I wrote:</p> <p><i>Sorry, Alex, but I can't come over to your house today after school. I have to stay home and work on my science fair project.</i> -Z.</p> <p>Then I saw him write back to me. He said that he has to work on an <b>IMPORTANT PROJECT</b> anyway, so I was relieved that he wasn't going to be sad about it.</p> <p>I think he was going to work on an intergalactic spaceship project that has been working on. That project is really cool.</p> <p>It's about how he designed and built the world first intergalactic spaceship. But after, the amazing spaceship was destroyed in a senseless pillow fight with his little brother. Alex has also been working on a new and improved Star Jumper. Not sure if he finished it but it is really cool. But the project that I did last year. It was about the study of the drinking habits of guinea pigs. And I won first place in the statewide Science Fair.</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 7</b> <b>Score Point 1</b></p> <p>The response retells the story from the perspective of Zoe with minimal additions to the original details (<i>I was relieved he wasn't sad about</i>). Overall, the narrative is minimally developed and is limited in its appropriateness to the task.</p>

### Anchor Paper 8 – Score Point 1

Sample Student Response:	I am in study hall right now and I have a science project to work on for the science fair. But Alex had asked me to come to his house after school today and I really wanted to but I needed to work on my science project. When the teacher wasn't looking I sent Alex a note saying I can't come to his house because I needed to finish my science fair project. After awhile He sent me a note saying it's okay I have an important project to do. I won first prize in the science fair last year with the drinking habits of guinea pigs and I think I can win this year with the squirrels and their diet. I think Alex is working on his Star Jumper after it was destroyed in a pillow fight I hope he makes a new and improved version of his old Star Jumper Alex may be able to build something like that for a space company.
Annotation for Sample Student Response:	<p><b>Anchor Paper 8</b> <b>Score Point 1</b></p> <p>The response retells the story from the perspective of Zoe but has only limited additions into the thoughts and feelings of Zoe. This minimal development is limited in its appropriateness to the task.</p>

### Anchor Paper 9 – Score Point 1

Sample Student Response:	Alex is always working on his space projects and I'm always working on my animal ones. Sometimes I think we're just too different. I wonder how he's going to react when I tell him I can't come to his house because of my project. I drop the note by his desk and he picks it up. Now he rolls me a note that says "That's okay. I have an <b>IMPORTANT PROJECT</b> I have to work on this afternoon anyway." I'm glad he took the bad news well.
Annotation for Sample Student Response:	<p><b>Anchor Paper 9</b> <b>Score Point 1</b></p> <p>The response attempts to retell the story from the perspective of Zoe. A limited sequence of events is created and includes some minor additional information about feelings and thoughts of the narrator to what was in the original text. This is an example of limited development and appropriateness to the task.</p>

**Anchor Paper 10 – Score Point 0**

Sample Student Response:	I want to go to Alexs house but I need to work on my project. I think Alexs project is cool too. This year im doing dose different penutt butter effect gray squirrels health. last year I won by doing drinking habits of guinea pigs.
Annotation for Sample Student Response:	<b>Anchor Paper 10</b> <b>Score Point 0</b> This response attempts to change the narrative to Zoe's perspective but the details selected do not create enough sequence of events to be considered a retelling of the story. It is inappropriate to the task.

**Anchor Paper 11 – Score Point 0**

Sample Student Response:	first Zoe passes a note to the narrator. the narrator passes a note back.next the narrator describes Zoe. Last the narrator tells us that he is almost complete with the rocket he built
Annotation for Sample Student Response:	<b>Anchor Paper 11</b> <b>Score Point 0</b> The response is a summary of the story and not a retelling of the story. It is not appropriate to the task.

**Anchor Paper 12 – Score Point 0**

Sample Student Response:	Zoe thinks that animals are more fascinating than intergalactic space ships because last year she studied the drinking habits of a guinea pig. While this year she is studying squirrels to see which kind of three different peanut butters they like the most and how it effects their health. As you can see that proves that she does not love Alex's project she kind of likes it.
Annotation for Sample Student Response:	<b>Anchor Paper 12</b> <b>Score Point 0</b> The response attempts to discuss Zoe's perspective, but it is not a narrative and so it is inappropriate to the task.

## Knowledge of Language and Conventions Sample Responses & Annotations

### Anchor Paper 1 – Score Point 0

Sample Student Response:	Right know I am in study hall i can see Alex is getting annoyed by the kid that is sitting next to him he is writing with a leaky pen with a notebook he bought from Cheap mart for less than a dollar he told me if I can go to his house after school but i can't I have to stay home and work on my science fair project while he works on his i'll work on mine last year he worked on a cool Intergalactic spaceship that unfortunately got destroyed by a pillow fight with his younger brother Johnathan from a senseless pillow he told me all that. I think he will do a good job I am wondering how it will look now it looked so cool last year i will hope it will improve he said it is almost finished i can't wait to see it. last year i did a study on how drinking habits affect guinea pigs this year i am working on gray squirrels and how they effect with different types of peanut butter hopefully Alex will do way better an his science fair project.
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:	Oh the teacher isn't looking. I need tell Alex I can not come over today because I need to work on my science fair project. I'll just drop this note to Alex. Oh Alex is writing back now. He is sticking the note in a ballpoint pen. He just dropped it. I pick it up. He says it okay he has an IMPORTANT PROJECT to do. I don't know what it is. I will probably remember later. Last year I won the science fair. My project was about guinea pigs drinking habits. This year its about which type of peanut butter squirrels like best and which affects their health the most. Oh now I remember what project he is working on. It is that weird spaceship project he broke in a pillow fight with his little brother. I don't like the space travel and astrophysics he does. I like more animal and there are hardly any life in space. Now he is fixing the ship it is almost finished and it has a new design. In his journal he wrote a story called Star Jumper: Journal of a Cardboard Genius. he is almost finished and he is really excited
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. A mixture of correct and incorrect sentence formation is present. There are many simple sentence structures, but there is an example of a correct sentence with a conjunction. Some errors impede meaning.

### Anchor Paper 3 – Score Point 2

Sample Student Response:	Hi I'm Zoe. The school I go to is called Study Hall. The Kid that sits behind me is named Alex. He invited me to go to his house. That would be fun to do that with him, but the science fair is coming up, the project I'm doing has to do with Gray Squirrels and how they will react with different kinds of peanut butter. For last year's science fair I did a study on a Guinea Pig's drinking habits. I won first place. I gotta let Alex know that I can't come to his house right away so I wrote a note to Alex it says "Sorry, Alex, but I can't come over to your house today after school. I have to stay home and work on my science fair project. -Z". I crumple the piece of paper and toss it under my desk so Mr. Howard didn't notice. 10 seconds later a ball point pen was under my desk. It felt light so I opened it. It was a note from Alex! It said "That's okay. I have an IMPORTANT PROJECT I have to work on this afternoon anyway. -A". I think the project that he is talking about is the one that involves spaceships. That's his science this is my science but we're still friends
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, including some examples of sentences with conjunctions. There are some additional skills in conventions present in the response, but no commas are used. Occasionally errors impede understanding, but the meaning is generally clear.

### Anchor Paper 4 – Score Point 3

Sample Student Response:	I'm in study hall right now and there is someone tapping their foot and it is very annoying. I have to figure out a way to tell the boy that sits behind me that I can't come over to his house today. Then suddenly I got the perfect idea of how to do it. I was going to write a note to him which stated, "Sorry, Alex, but I can't come over to your house today after school. I have to stay home and work on my science fair project.-Z". I crumpled the note up in a ball so it would roll better. Then, I dropped the paper ball on the floor and rolled it to him. Now all I have to do is wait for him to pick it up and for him to respond. Finally, Alex picked up the note and read it. I saw him starting to write on a different piece of paper. He crumpled the paper up and made sure the teacher was not looking and then he rolled it to me on the ground like I had. He wrote me a note that said, "That's okay. I have an important project I have to work on this afternoon anyway.-A" The project that I'm working on this year is to see if Grey squirrels like salty peanut butter, plain, or sweet peanut butter. I like to work with animals and Alex is more into astrophysics. My science fair project is almost finished and like last year I'm hoping that I will win first place again.
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, and there are many examples of sentences with conjunctions. In addition, the response is a demonstration of the correct use of various skills throughout the response. Some minor errors are present, but the meaning is clear.

## Sample Responses & Annotations - ITEM SET 2

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

The characters in the passage “Market Day” and the passage from *Suki’s Kimono* experience special events. Write a response explaining how the characters’ experiences during these special events are similar and how they are different. Be sure to use examples from **both** passages in your response.

#### Item Information

- Passage – Market Day
- Answer – See Sample Student Responses and Annotations
- Colorado Academic Standards (CAS) Evidence Outcome – 4.2.1.c.ii
  - Compare and contrast the treatment of similar themes and topics (for example: opposition of good and evil) and patterns of events (for example: the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)
- Performance Level – A student who Exceeded expectations was likely to earn 2, 3 or 4 points for written expression, and 2 or 3 points for writing conventions on this item. A student who Partially met expectations was likely to earn 1 point for written expression and a student who Approached expectations was likely to earn 1 point for writing conventions on this item.

**Anchor Paper 1 – Score Point 4**

Sample Student Response:	I think that the characters special events are similar because they each bought something for someone or someone bought something for them to make them happy so they can never forget that moment. The events are different to each character because they were in totally different settings that meant a certain thing to them. First, the characters special events are similar because they each bought something for someone or someone bought something for them so that they never forget that place. From the passage Market Day the little girl wanted to buy something for her little sister so that she will never forget that place. For example the text states, "And then I saw it: a necklace made of tiny beads. It was perfect for my little sister". And from the passage Suki's Kimono she ended up getting a kimono which is Japanese cloths that are like robes with widened sleeves from her obachan which is another word for grandmother, when they went to a street festival so that she can always remember there special moment together. For example the text states, "There were many to choose from, but her obachan found the prettiest thing of all—a handkerchief of pale pink linen, decorated with tiny maple leaves and cherry blooms". Both of these pieces of evidence proves, that the characters events are similar because they either received something from someone or they bought something for someone so that they would always remember there special moment together. Next, the characters special events were different because there events from each story took place in different settings. From the passage Suki's Kimono her story was mostly taking place at a street festival with her grandmother. For example the text states, "Suki's obachan had given her the kimono. The first time Suki wore it, her obachan took her to a street festival". And from the passage Market day the setting was obviously taking place at a market according to the title and the events in the story. For example the text states, "Thousands of people filled with canoes that would take us to the great Aztec market of Tlatelolco". Both of these evidence proves, that both of the characters events take place in different settings throughout both of the stories or text. To wrap up this essay all up, The characters special events are similar and different because they both are buying something for someone or someone is buying something for them so that they can always remember their special moment together. They are different because they each have their events taking place in their setting. I hope you like it whoever is reading my essay!!!! PS thank you. THE END!!!
Annotation for Sample Student Response:	<b>Anchor Paper 1</b> <b>Score Point 4</b>  The response answers all components of the prompt by clearly addressing the similarities and differences of the characters' experiences. The response begins with an introduction that explains the similarities ( <i>each bought or someone bought for them</i> ) and differences ( <i>settings</i> ) of the two passages. These comparisons are fully developed through the inclusion of relevant text evidence and explanations of how the passages are different. The response is organized, and explanations are clear, demonstrating clarity of ideas.

**Anchor Paper 2 – Score Point 4**

Sample Student Response:	In the passages, "Market Day" and Suki's Kimono, the main characters experience special events. The events meant a lot to them and they found out, those special things have changed them in some way. Even if it was small way, it still changed them. The character's experiences were different and similar in some ways. In this piece, you will find out how the character's experiences during the events were similar and different. Some similarities in the two passages were hard to find. Some were out in the open. But they all lead to the same thing. New experiences can change people. Some of the things that are similar show this. For example, in "Market Day", paragraph 8, it says, "I wanted to get her something special, something that could be found only at the great Aztec market of Tlatelolco. I walked past sellers of jade, gold, feather jewelry, [and] potter.... And then I saw it: a necklace made of tiny copper beads." this shows that finding that changed her perspective of the market because in the beginning it says "I struggled to catch up with my father. My neck ached from carrying the heavy basket of salt. Why did my brother get to carry the feathers?" This shows she was most likely not happy about going to the market because she had to carry a heavy basket of salt. Then, in Suki's Kimono, paragraph ten, it says, "There were so many things to choose from, but her obachan found the prettiest thing of all-a handkerchief of pale pink linen, decorated with tiny maple leaves and cherry blossoms. When she gave it to Suki, she said, "This will help you remember our day." this shows that she felt happy and good at the end of the festival. I know that because in paragraph nine, it says, "Suki sat so close to the stage that when the taiko drummers performed, bom-bom-bom-bom, she felt like she'd swallowed a ball of thunder and her whole insides quaked and quivered." This shows that she was shaking, and not having the best time. The passages were very alike, but also very different. We know this because, in "Market Day", paragraphs one and two, it says, "Hurry, Balam!" I struggled to catch up with my father. My neck ached from carrying the heavy basket of salt." This shows that in the passage "Market Day", Balam had to work to get to the great Aztec market of Tlatelolco, while in Suki's Kimono, paragraph seven, it says, Suki's obachan had given her the kimono. The first time Suki wore it, her obachan took her to a street festival" this shows that Suki did not have to work to go to the street festival. Another difference in the passages is that the Suki was given the food, and the gifts. I know that because paragraph 7 and paragraph 10 of the passage Suki's Kimono, it says, "The first time Suki had worn it, her obachan took her to a street festival where they slurped bowls of slippery, cold somaen noodles and shared a cone of crunchy, shaved ice topped with a sweet red bean sauce." and "Before they left the festival, Suki and her obachan stopped at a souvenir stand. There were many things to choose from, but her obachan found the prettiest thing of all-a handkerchief of pale pink linen decorated with tiny maple leaves and cherry blossoms. When she gave it to Suki, she said, "This will help you remember our day." While in the passage, "Market Day" Balam has to buy everything herself. I know this because in paragraph four, it says, "Next to a pile of turkeys, I spotted someone selling tamales. I spent one coca bean on my snack." this shows that while Suki's grandma gives everything to Suki, Balam buys everything herself. All of this shows that both of the passages have similarities and differences, but they both lead to the same message. New experiences can change people.
Annotation for Sample Student Response:	<b>Anchor Paper 2</b> <b>Score Point 4</b>  The response answers all components of the prompt by clearly addressing multiple similarities and differences of the characters' experiences. The ideas as to what is similar and different are developed through relevant text evidence and effective explanations of how that evidence shows the analysis being made. This demonstrates accurate analysis of the passages that is appropriate to the task.

**Anchor Paper 3 – Score Point 3**

Sample Student Response:	Although Market Day and Suki's Kimono are both very good books they do have some similarities and some differences. The first similarity is they both involve something that means a lot to them for example in Market Day I can tell that buying that present for his little sister means a lot to him because the passage states paragraph 8 " I spent the rest of my cacao beans on a cup of chocolate. The quetzal feathers would be enough to buy my sister's gift. I wanted to get her something special." That shows me that he really cares. And in Suki's kimono the passage states paragraph 10 " When she gave it to Suki she said, "This will help you remember our day." That tells me that her and her obachan made a lot of fun memories that day and was important to them. The next similarity is both of the stories involve family love because in Market day paragraph 8 it states " I walked past sellers of jade,gold,feather jewelry and pottery ... And then I saw it : a necklace made of tiny copper beads. It was the perfect gift for my sister." That tells me that he has a lot of love for his sister. And in Suki's Kimono paragraph 7 it states" Suki's obachan had given her the kimono. The first time she wore it her obachan took her to a street festival where they slurped bowls of slippery , cold somen noodles and shared a cone of crunchy shaved ice topped with a sweet red bean sauce". They made lot's of loving memories A difference between the two is one is receiving a present and one is giving a present. In Market Day paragraph 3 it says "Buy a gift for your baby sister." And in Suki's kimono paragraph 7 it states" Suki's obachan had given her the kimono." Another reason they are different is because they are at different settings Market Day is at a Market and Suki's kimono is at a festival. These are both very good books but they do have a lot of similarities and differences.
Annotation for Sample Student Response:	<b>Anchor Paper 3</b> <b>Score Point 3</b>  The response is accurately developed with commentary and evidence. The short introduction is appropriate to the task. The first two paragraphs address similarities ( <i>they both involve something that means a lot to them; both of the stories involve family love</i> ,). The third and fourth paragraphs address the differences ( <i>one is receiving a present and one is giving a present...</i> ). The reasoning for the comparisons is accurate. Identified similarities are supported with relevant text-based evidence. The differences are stated, but not supported by text-based evidence or student commentary. Overall, this is a <b>mostly accurate</b> analysis of the comparison required in the prompt.

#### Anchor Paper 4 – Score Point 3

Sample Student Response:	Suki and Balam's experiences are similar because they were both special in some way to the character. Suki's experience was special because it was the first time she wore her Kimono and she went with her obachan. In the text Suki's Kimono it states, " Suki's obachan had given her the kimono. The first time Suki wore it, her obachan had took her to a street festival..." This evidence proves my point because if it was the first time she had worn her favorite thing, it must have been special. Also, she went with someone she loved. Balam's experience was special because he probably only got to go to the market every once in a while and that is pretty special. The text" Market Day" states, " Thousands of people filled the canoes that would take us to the great Aztec market of Tlatelolco." This evidence proves my point because if thousands of people came it was probably an every once in a while type of thing. And that makes it pretty special to go. Suki and Balam's experiences are similar because they are both special. Balam and Suki's experiences are different because Suki receives a gift from her obachan at the festival. And Balam buys a gift for his sister at the market. In the text Suki's Kimono it states, " a handkerchief of pale pink linen, decorated with tiny maple leaves and cherry blossoms. When she gave it to Suki..." This evidence proves my point because Suki's obachan gave her a handkerchief to remember that day. Therefore, Suki got a gift. In the text "Market Day" it states, " a necklace made of tiny copper beads. It was perfect for my sister." This proves Balam was buying a gift for his sister because he found a necklace that he wanted to give to his sister. That proves it was a gift for his sister. Balam and Suki's experiences are different because Suki receives a gift and Balam buys or gives a gift.
Annotation for Sample Student Response:	<b>Anchor Paper 4 Score Point 3</b>  This response demonstrates comprehension of each character's experiences at their special event. The similarity of their experiences is identified as " <i>both special in some way to the character.</i> " This idea is developed through relevant text-based evidence from each passage and an explanation of how the evidence helps prove the point. A difference is identified (one receives a gift and the other buys a gift). This idea is supported through relevant text-based evidence, followed by a statement that the evidence proves the point. This type of development provides mostly accurate analysis.

#### Anchor Paper 5 – Score Point 2

Sample Student Response:	These were both great passages, with adventure with Suki and Balam! But these characters have things in common and things that are not very common. See the things both these characters have in common is that both of them are going somewhere or exploring. See in "Market Day" Balam is exploring the Aztec Market Of Tlateoclo, and trying to find her sister the right gift! In "Suki's Kimono" Suki is trying to find the right outfit for her first day of school, and comes across her Kimono. But her sisters don't approve, but then she remembers what she did with her grandmother! So basically these two paragraphs are alike because Suki travels back in time and remembers what she did. And Balam is exploring the Market to find her sister the right outfit! We know that there are similarities, but think there might be some differences. How these two passages are different is in "Suki's Kimono" Suki is remembering what happened but still kind adventuring. So she is basically just going back in time and remembering what happened. In "Market Day" Balam is not going back in time but she is exploring the market to get her sister something that is special! Now we come to a conclusion. So after all both of these passages have something in common and they both have something that is different.
Annotation for Sample Student Response:	<b>Anchor Paper 5 Score Point 2</b>  The response displays <b>basic comprehension</b> of the passages. It attempts to find the similarities ( <i>both of them are going somewhere or exploring</i> ) and differences of the characters' experiences ( <i>Suki is remembering what happened but still kind adventuring. So she is basically just going back in time and remembering what happened. In "Market Day" Balam is not going back in time</i> ). The response only includes some basic explanations and statements that do not further develop ideas. Differences and similarities are stated but not developed. Ideas are occasionally restated. There is some evidence of organization. Overall, this is a <b>generally accurate analysis</b> .

### Anchor Paper 6 – Score Point 2

Sample Student Response:	They are similar because in each of them they are making decisions. In Suki's Kimono she is making a dicision on what to wear. In Market Day he is making a decision on what to buy for his little sister. They are also the same when they each split up. In Market Day they split up when Balam goes to buy a present for is little sisiter. In Suki's Kimono they split up when they are walking to school. They are different because in Market Day they are actually in they market but in Suki's Kimono they are not in the they actual market she is just remmebering that time. They are also different because one is about what she is going to wear on the first day of school, and they other is about when they are going to the market. the next difference is that they are in two diffeent places in the Market they are at the Aztec market and in Suki's Kimono they are at there house in Japan. The second last difference is that in one he is very scared from what the book said when the guy was sort of robbing and she was happy the hole time in Suki's Kimono. The last diffence is that in one had to take a boat and in the other they had to walk to were they wanted to be.
Annotation for Sample Student Response:	<b>Anchor Paper 6</b> <b>Score Point 2</b>  The response demonstrates <b>basic comprehension</b> of both passages. There are two similarities identified, ( <i>making decisions, each split up</i> ). There is text-based evidence regarding the decision made and when the characters split from family members in each passage. The differences are simply listed as specific details; so, the differences are implied, though not stated. This response develops a generally accurate analysis as indicated in the task.

### Anchor Paper 7 – Score Point 2

Sample Student Response:	The characters from "Market Day" and "Suki's Kimono" experience special events that are similar because they get to seek other opportunities. For example , in (paragraph 5) of "Market Day" it states that "Balam had never seen so many people from so many places." and in (paragraph 8) of "Suki's Kimono" it states that "Suki watched all the different women and children dance." The characters from the passages experience special events that are different because the things that they do aren't similar. For example, (paragraphs 2-8) of "Market Days" states that "Balam is at the Aztec market," and in (paragraphs 7-10) of "Suki's Kimono" it states that "Suki is at a street festival." These examples show how, the special events that the characters experienced are similar and different.
Annotation for Sample Student Response:	<b>Anchor Paper 7</b> <b>Score Point 2</b>  The response demonstrates <b>basic</b> comprehension of the prompt and passages. It attempts to find similarities ( <i>to seek other opportunities</i> ) and provide some reasoning ( <i>"Balam had never seen so many people from so many places... 'Suki watched all the different women and children dance.'</i> ). The different experience lacks clear explanation, but text evidence does provide some clarity ( <i>...different because the things that they do aren't similar. For example, ... "Balam is at the Aztec market," and... "Suki is at a street festival."</i> ). There is <b>some</b> evidence of organization, but the language used only provides <b>some</b> clarity. This response develops an analysis that is somewhat appropriate to the task.

### Anchor Paper 8 – Score Point 1

Sample Student Response:	The characters experiences are similar because they are both with family members. Another reason there experiences are similar is because there both kids. There experiences are also similar because they both eat food Balam eats tamales and Suki eats somen noodles. A reason there experiences are different is because Market Day is about giving gifts and Suki's Kimono is about receiving gifts. Another way there experiences are different is Suki is with her obachan and Balam is by himself. There experiences are also different because Yuki's obachan is looking for something for Yuki and Balam is looking for something for his little sister.
Annotation for Sample Student Response:	<b>Anchor Paper 8 Score Point 1</b> This response provides a list of various elements that are similar and different between the two passages. There is sufficient evidence from the passages included to demonstrate a minimally accurate analysis of comparison for the two passages.

### Anchor Paper 9 – Score Point 1

Sample Student Response:	The characters in the passage "Market Day" and Suki's Kimono have differences like the character from Market Day went to the great Aztec market of Tlatelolco. And the character in Suki's Kimono went to a street festival. The characters were alike because in the text Suki's kimono Suki sees lots of people from places all around and in the text market day the character sees people from all around just like Suki. The two passages have a lot of similarities and differences.
Annotation for Sample Student Response:	<b>Anchor Paper 9 Score Point 1</b> The response demonstrates <b>limited comprehension</b> of the passages and task. There is a comparison of the characters made, with an identified similarity and difference, and brief paraphrased text-based evidence. The use of language provides minimal clarity of ideas.

### Anchor Paper 10 – Score Point 1

Sample Student Response:	They are the same because they both went to festivals and they both experienced many things. They are different because suki received a gift but balam bought a gift for her little sister.
Annotation for Sample Student Response:	<b>Anchor Paper 10 Score Point 1</b> This response provides one statement of similarity and one statement of difference. The details included are specific enough to be connected to each of the passages. This brief comparison is sufficient to be considered a minimally accurate analysis.

### Anchor Paper 11 – Score Point 0

Sample Student Response:	in the stories one simalarite is that they each had fun in the places that they went. another simalarite is that they were both with some of there family.one different thing obout the stories is that they are in differnt places. those are some of the simalarites and differences.
Annotation for Sample Student Response:	<b>Anchor Paper 11 Score Point 0</b> The response attempts to provide differences and similarities, but none of the statements are specific enough to show clear connections to the passages. This response is undeveloped and inappropriate to the task.

**Anchor Paper 12 – Score Point 0**

Sample Student Response:	There both about buying something for each other.
Annotation for Sample Student Response:	<b>Anchor Paper 12 Score Point 0</b> The response is undeveloped and too vague to clearly be connected to the passages. There is an attempt to identify a similarity, but <i>“buying something for each other”</i> is too vague to show comprehension of these two passages. The details included must be specific enough to connect to a particular passage.

## Sample Responses & Annotations – ITEM SET 3

### Item Set 3 – Question 5 (Constructed Response)

You have read about Pierre and an unnamed girl in the passage from *Pickle Impossible*. Think about the actions of Pierre and the girl at the end of the passage. Using details from the passage, continue the story and tell what might happen next.

#### Item Information

- Passage – Pickle Impossible
- Answer – See Sample Student Responses and Annotations
- Colorado Academic Standards (CAS) Evidence Outcome – Narrative Writing
- Performance Level – A student who Exceeded expectations was likely to earn 3 points for written expression, and 3 points for writing conventions on this item. A student who Met expectations was likely to earn 2 points for written expression and 2 points for writing conventions. A student who Approached expectations was likely to earn 1 point for written expression. A student who Partially met expectations was likely to earn 1 point for writing conventions on this item.

**Anchor Paper 1 – Score Point 3**

Sample Student Response:	<p>Meanwhile, the girl's grandfather was watching the race from her surveillance camera. He was angry at her for doubting his orders! "Of course! How many times have I told you not to doubt me!" he heard her voice crackle and pop over the cheap walkie-talkie, "But Grandfather!". That girl made him so mad! "You do as I say girl, or I'll..." he trailed off, lost in thought. "Or you'll-" she said as the line went dead. The grandfather smiled with glee. I just love it when I do that, he thought to himself. But his gleeful grin was soon replaced with a dark scowl. "How dare she go against my orders! I told her no!" he fumed. Then, he heard a knock on the door. "Who is it?" he inquired darkly. "It's me, sir." said his beautiful secretary, Golda. "Oh, uh, Golda, um, come in.", he sputtered, finding himself wondering if he looked okay. "Sir, your granddaughter says she's sorry she got all sassy, and she'll keep following him, as you asked."</p> <p>But the girl had other plans, "Ha," she said loudly, "he'll never guess where we are." Even she was pleased at her cunning, and she was difficult to please. The machines around her swished and whistled. All of the sudden, she found herself wondering if it would matter if she chose a more, well, quiet place. "Will you all just SHUT UP?" she yelled, and to her surprise, they all shut up. "I guess I do got a little tricks up my sleeve," she said with something of swagger. Again, she found that she was pleased with herself. "Like always," she sassed, "With no one around to tell, me to shut up, I'll just talk to myself" she smirked, happy with her cleverness. "Who said there was no one around" said an eerie voice, followed by a menacing cackle. That's when it all went black.</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 1</b> <b>Score Point 3</b></p> <p>The response demonstrates effective organization as the first sentence establishes the situation (<i>Meanwhile, the girl's grandfather was watching the race from her surveillance camera.</i>)</p> <p>Transition words and phrases (<i>meanwhile, but, then, all of the sudden, again</i>) are skillfully and consistently woven throughout the text to manage the sequence of events.</p> <p>Descriptive details help elaborate the setting and characters to convey atmosphere (<i>But his gleeful grin was soon replaced with a dark scowl.; "Sir, your granddaughter says she's sorry she got all sassy, and she'll keep following him, as you asked."; Even she was pleased at her cunning, and she was difficult to please. The machines around her swished and whistled; ... I'll just talk to myself" she smirked, happy with her cleverness.</i>)</p> <p>Language is effectively enhanced by a variety of both simple and complex sentence structures. Overall, the student response is effectively developed and is consistently appropriate to the task.</p>

**Anchor Paper 2 – Score Point 3**

Sample Student Response:	<p>A few seconds later the girl nodded and replied to the walkie-talkie "Yes."</p> <p>Pierre walked to history class and slid into his seat. His dreams of being a professional runner were not over, but this was the last time he could take it. For the rest of the afternoon Pierre could barely focus on his work. All he could think about was running. He imagined running through a field of sweet smelling grass all the other boys far behind him soon the field turned into a track and the crowd cheered for no one but him. "PIERRE!" Mrs. Molly demanded, "ARE YOU HEARING ME?" Pierre shook awake and answered in a small voice "Yes mam."</p> <p>For the rest of the afternoon Pierre sat drearily as Mrs. Molly blabbered on about the Constitution. At the end of the day Pierre went to his locker and dragged out his stuff. He opened the school door and walked out. He jogged on the sidewalk before turning onto the dusty lane that leads up to his house. Suddenly, he heard a thump. He turned around and could see nothing so he went back to jogging. But for off the girl sat watching him quietly. She grabbed her High-powered surveillance camera off the ground and whispered "Sorry" as she dusted it off. Suddenly the walkie-talkie rang. "Grandfather?" she said worriedly. She nodded again and said "I followed him all day." "Good," a raspy voice answered, "What did you find?" "Yes of course." the girl said once again, "He doesn't look like a threat, but if you think so, I've noticed that he loves running." "Hmmm" the raspy voice replied, "that's good" "Yes" The girl answered, "I'll watch him tomorrow too." "Good." the raspy voice said. Then the walkie-talkie shut off.</p>
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Annotation for Sample Student Response:	<p><b>Anchor Paper 2</b> <b>Score Point 3</b></p> <p>The response is effectively developed with narrative elements. The writing establishes the situation from the beginning (<i>Pierre walked to history class and slid into his seat</i>).</p> <p>Dialogue is used to demonstrate how characters relate to one another ("PIERRE!" <i>Mrs. Molly demanded</i>. "ARE YOU HEARING ME?"; "Good," a raspy voice answered, "What did you find?").</p> <p>Descriptive details (<i>He imagined running through a field of sweet smelling grass all the other boys far behind soon the field turned into a track and the crowd cheered for no one but him</i>) provide the reader insight into the character's experiences and events.</p> <p>The response provides clear and coherent writing in which the development and organization are consistently appropriate to the task.</p>
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**Anchor Paper 3 – Score Point 3**

Sample Student Response:	<p>"You may if you wish to do so. It is your decision." replied the walkie-talkie. The girl ran off to see the upset racer. She wished that he was the boy her grandfather talked so much about.</p> <p>"Are you Pierre?" the girl asked.</p> <p>"Yes I am. Who would like to know?"</p> <p>"My name is Wendy. My brother goes to this school."</p> <p>That was not a lie. Wendy's brother did go to this school. This particular boy that Wendy was talking to was, as her grandfather put it, a bad man. Pierre's grandfather had threatened to tell Wendy's mother all that she knew not about. Two weeks later, Pierre's grandfather sadly passed on, but Pierre's father knew about it too. Wendy's grandfather thought that Pierre might know about the threat as well.</p> <p>"Why would you threaten my grandfather you no good runner? He did nothing to your grandpa!" screamed Wendy. She stared with tears in her eyes at Pierre. He held her stare for several seconds then replied, "What are you talking about? My family hasn't threatened a soul."</p> <p>Wendy stared. "Wendy! Wendy, come in," said the walkie-talkie. "Guess what? Pierre's grandfather never threatened me."</p> <p>"Wait," said Wendy. "If he didn't threaten you than who did?"</p> <p>"April Fools!" yelled the walkie talkie. Wendy's cheeks turned red.</p> <p>"I'm so sorry." she said to Pierre and ran off into the distance.</p>
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Annotation for Sample Student Response:	<p><b>Anchor Paper 3</b>  <b>Score Point 3</b></p> <p>This response is effectively developed with narrative elements and establishes the situation within the first paragraph ("You may if you wish....The girl ran off to see the upset racer. She wished.....talked about so much about.)</p> <p>The writer uses dialogue to advance the plot of the story and in the middle of the response creates a back story to inform the present events of the story (That was not a lie. Wendy's brother....Wendy's grandfather thought that Pierre might know about the threat as well.)</p> <p>Description of scenes (She stared with tears in her eyes at Pierre. He held her stare for several seconds.....My family hasn't threatened a soul."), add to the effectiveness of the response.</p> <p>Overall, the student response is effectively developed and is consistently appropriate to the task.</p>
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#### **Anchor Paper 4 – Score Point 2**

Sample Student Response:	<p>"Yes," said the gruff voice of the grandfather. "just to be sure."</p> <p>The next day Pierre was on the track. Again, 14.25 seconds. The girl was behind the hedge with her camera and walkie-talkie. "Nothing to report. He could use some help though. Pierre is constantly getting the same time: 14.25.", said the granddaughter. Same thing the next day, 14.25 seconds, girl, camera, walkie-talkie. But today, things changed. Pierre went over to the girl, asked her name and what she was doing. "Keesha. I was just passing by after school and I come here every day to watch the track runners." "Yeah, but with a camera and walkie-talkie?" asked Pierre. "Those are for, um, ugh, my grandfather wanted me to watch you.", murmured Keesha. "But why? Do you want me for something?" "Yes, actually, come to this address after you're done. I'll be there." she said. The address read: "5442321 W. Park Drive"</p> <p>After track was over Pierre was there. The house was beautiful and had a bigfield in the back. There was a neat garden out front and trimmed grass all around the front.</p> <p>It turns out that the grandfather just wanted to coach one of the track runners that were not doing as well. The next few weeks, with the extra training, Pierre beat his score and got a 12.34. He made it to huge championships and won many races thanks to Keesha and her grandfather.</p>
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Annotation for Sample Student Response:	<p><b>Anchor Paper 4</b>  <b>Score Point 2</b></p> <p>The narrative is generally appropriate to the task, immediately establishing a situation by continuing the story directly from where it left off ("Yes," said the gruff voice of the grandfather. "just to be sure."). There is evidence of an organizational pattern, and transitions help move the story through time which enhance coherence (The next day; Same thing the next day; But today; After track; The next few weeks). The dialogue does help the story progress; however, the events move quickly through time without sufficient development, so the paper lacks a sense of wholeness. This is an example of a mostly effective narrative.</p>
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**Anchor Paper 5 – Score Point 2**

Sample Student Response:	<p>"Yes I want you to keep watching him I see a lot of talent in him". " OK I will but I just dont see what you see in him". The next race came and the boy comes out onto the track and starts stretching. The girl asks " are you sure you want me to keep following him" " Yes I am sure just watch him maybe he will do better than before" said the grandfather. The coach says to start the boy seems a little faster today. As he gets in the lead I start to think maybe he is better than I thought he was. I was watching the speedometer and he has improved by 0.2 seconds. He got faster, smarter, and more determined. I feel happy about what happened today. The next day there is another race and the boy comes out he starts talking to himself to motivate himself to go faster. He starts to pull ahead of the other racers and he is going 6 seconds faster than before. He wins the race and he seems to have more motivation than before now. The boy gets into the championship he starts off weak there runners from all different states that are faster than him. Then, right when I was about to leave I see him pull ahead and get into second place. I watch him pull into first place and I get a little hope that he will win. There's people cheering for him and also people booing him. I here people saying boo you stink, but it didn't phase the boy he got first in the championship. I talk to him I say" how would you like to be on our relay team we go to national championships we race on a national stage you could become famous". He says yes " but I have to call my parents to ask if its all right". The mom says " as long as you keep getting stronger and faster and train every day". The boy says " I promise I will". I say " you have to eat salads for lunch and dinner no matter what". The boy says "I will do anything anything to keep racing". I want you to meet me at your school every night and that is where we practice, but first I want you to meet the team so I can see if you have any chemistry together before I can let you join. The next day he comes to practice and seems to have a little chemistry with the team. I get his jersey and shorts. He starts to get to know the team a little better but he needs to get to know them more. He starts to communicate with the team I think he is ready. The next day there is a race I want him to start in. The teams start our teams in first the boy is the last runner he gets the button and gets ahead of all the racers and wins the race for us. The next practice I tell him that he is going to have to get a plane ticket to California. The next race we win and he improved. I am glad we have him on the team.</p>
Annotation for Sample Student Response:	<p><b>Anchor Paper 5</b> <b>Score Point 2</b></p> <p>This response is mostly appropriate to the task with some narrative elements. The writing begins by generally establishing a situation (<i>The next race came and the boy comes out onto the track and starts stretching.</i>) and introduces both characters (grandfather and girl) in the introduction through dialogue. However, clarity is weakened as the writer shifts from a third person to first person perspective (<i>The next day there is another race and the boy comes out he starts talking to himself to motivate himself to go faster.</i>)</p> <p>As the writer quickly moves through time over several days, there is a lack of development with the plot and characters. Overall, the response provides mostly coherent writing and is an example of a score point 2.</p>

### Anchor Paper 6 – Score Point 2

Sample Student Response:	"Yes" said grandfather through the walkie-talkie "okay" said the girl. Pierre walked away quickly from the meet trying to fight the back tears "I was so close" he yelled, then it happened tears strolled down his cheeks like waterfall. The girl was close behind she felt sorry for him but she had keep following him, no matter how much sympathy came out of her. Perrie heard something behind him was he being watched he ran as fast as could to his house. When he was home he locked the front door and ran to his bedroom and called his mom off the home phone but no one answered. The girl called in grandfather saying "I lost visual of the boy, sorry grandpa".
Annotation for Sample Student Response:	<b>Anchor Paper 6</b> <b>Score Point 2</b>  This response continues the story and incorporates various narrative elements, including describing a scene, ( <i>Pierre walked away quickly from the meet trying to fight the back tears "I was so close" he yelled, then it happened tears strolled down his cheeks like waterfall.</i> ) and character development, ( <i>The girl was close behind she felt sorry for him but she had keep following him, no matter how much sympathy came out of her.</i> ). There is also the inclusion of dialogue. The sequence of events is logical, and although not fully developed, it is generally appropriate to the task

### Anchor Paper 7 – Score Point 1

Sample Student Response:	"Who is that girl and why is she watching me," I said. She picked up her camera and walki talki and started walking towards me. I ran right back into the school building. Once she had got closer I noticed her she was my best friend Kyra. "Haha you fell for it," she laughed. "Uuugghh not funny," I screamed. "You did pretty good out there," she said. "Why thanks," I said breathing hard. RING!!!! "I have math class so see ya later," I said as I walked away. "Bye Pierre," she yelled.
Annotation for Sample Student Response:	<b>Anchor Paper 7</b> <b>Score Point 1</b>  This response is limited in its appropriateness to the task. While the response has some narrative elements such as dialogue between characters and a slight sequence of events, there is not sufficient development to demonstrate grade level narrative writing. Overall, the response demonstrates limited appropriateness to the task.

### Anchor Paper 8 – Score Point 1

Sample Student Response:	"Yes", grandfather said. "If you do then you might win for the next time" said grandfather. Ok grandfather" said Pierre. The runners where getting ready to begin the next race. The gym teacher said go and the runners started the race. Pierre was in first place then Pierre could see the finish line in sight. Pierre was nervous then other runners were catching up. A runner was on front of her. Pierre knew she couldn't lose the race so she took one more push and was in first place. Pierre crossed the finish line next to another runner and the gym said that Pierre won. Pierre started jumping with her friends. The gym teacher told Pierre her time and said "11.45 seconds good job" gym teacher, explained. Then she went home and said to her grandfather that she won the race.
Annotation for Sample Student Response:	<b>Anchor Paper 8</b> <b>Score Point 1</b>  This response is limited in its appropriateness to the task. While the response has a few narrative elements such as dialogue and sequence, this is only a limited continuation of the story since both characters, Pierre and the girl, are treated as the same character. In addition, there is very little development with the plot or characters. Overall, the response demonstrates limited organization and appropriateness to the task.

### **Anchor Paper 9 – Score Point 1**

Sample Student Response:	well the girl might help him win and get better at running so then he can actually win a race. Also so they might become friends .eventually he will meet the grandparent that is helping the girl that is watching him when he runs.That's what i think will happen.Also they might have her run to and the boy will teach her and she will get better.And then the grandpa will watch them and help them improve the running skills so they both become good runners.
Annotation for Sample Student Response:	<b>Anchor Paper 9</b> <b>Score Point 1</b>  This response is limited in its appropriateness to task. The response is expository in nature, rather than narrative, giving the reader a list of things that might happen to characters, but failing to create a story. However, there is a logical series of events included about how the girl would run, Pierre would teach her, they would run together and the grandfather would watch them improve. This inclusion of a series of events is sufficient to be considered as a limited appropriateness to the narrative task.

### **Anchor Paper 10 – Score Point 0**

Sample Student Response:	I think the unnamed girl will follow Pierre. She told her grandfather "he doesn't look like much of a treat" and she also said "do you want me to keep following him". So, that's why I think she's gonna follow him.
Annotation for Sample Student Response:	<b>Anchor Paper 10</b> <b>Score Point 0</b>  The response is both underdeveloped and inappropriate to the task due to the fact the writer does not continue the story. There is an attempt at an expository response of what might happen; however, there is no new narrative element from the student included. The dialogue is directly copied from the passage and cannot be considered as a narrative element from the student. Overall, this response does not fulfill the minimum requirements to be appropriate to the task.

### **Anchor Paper 11 – Score Point 0**

Sample Student Response:	I think that Pierre will find out that the girl is observing him and the girl will have to find a way to hide that she's observing Pierre.
Annotation for Sample Student Response:	<b>Anchor Paper 11</b> <b>Score Point 0</b>  The response is both underdeveloped and inappropriate to the task due to the fact the writer does not continue the story. There is an attempt at an expository response of what might happen, however, the response does not include any clear narrative elements.

### **Anchor Paper 12 – Score Point 0**

Sample Student Response:	This is about how pierce feels after the race. he feels sad because because he wants to beat his old record but his record stayed 14.25 seconds.
Annotation for Sample Student Response:	<b>Anchor Paper 12</b> <b>Score Point 0</b>  The response is inappropriate to the task because the writer attempts to provide a brief summary of the character Pierre's feelings after the race in an expository format which does not address the demands of the prompt to continue the story.