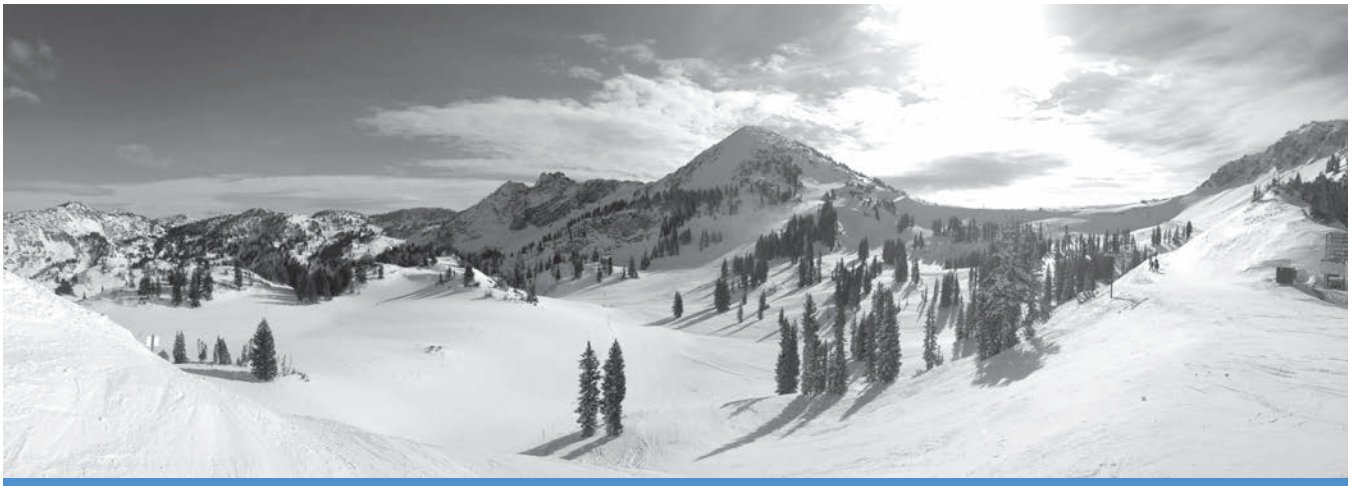
COLORADO TESTS
BY COLORADO TEACHERS

Colorado Measures of Academic Success



Grade 5
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 Standard (CAS) Evidence Outcome

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

Evidence Statement

Describes the knowledge or skills that an assessment item/task elicits from students. Full descriptions of Evidence Statements and their alignment to the Colorado Academic Standards are located at https://ed.cde.state.co.us/assessment/cmas-testdesign.

Subclaim

The reporting category of the associated CAS.

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

ITEM TYPES

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

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

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

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

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

Constructed Response

Students construct an open-ended response.

STUDENT PERFORMANCE

P Value – Selected Response Only

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

Sample Student Responses and Annotations – Prose Constructed Response Only

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

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

ANSWER KEY: ITEM SET 1

Item Set 1 – Question 1 (Selected Response)

Part A

What is Ben's main challenge in the passage from *Ben and Me*?

- ○ A. his disagreement with a friend about the safety of electricity
- ○ B. the difficulty of fastening iron rods to the top of the house
- ○ C. the need to gather correct information from people
- ◉ D. his effort to determine the true nature of lightning

Part B

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

- ○ A. ". . . Ben was the first to reach the scene, questioning all who had been present. . . ." (paragraph 3)
- ◉ B. "'Why, if lightning and electricity are the same thing.'" (paragraph 5)
- ○ C. "'. . . both annoying, horrid, dangerous nuisances . . .'" (paragraph 6)
- ○ D. "Investigation disclosed Ben seated on the roof busily hammering." (paragraph 11)

Item Information

- Passage – Ben and Me
- Part A Answer – D
- Part B Answer – B
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.b.ii
  - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)
- P Value – 0.453
- 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 2 (Selected Response)

Part A

How does the setting change in paragraph 11?

- ○ A. The setting changes from messy and crowded to plain and simple.
- ○ B. The setting changes from calm weather to a thunderstorm.
- ◉ C. The setting changes from the city to a specific house.
- ○ D. The setting changes from lively to peaceful.

Part B

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

- ◉ A. ". . . a tangle of wires and rods that ran down through the trapdoor into our room." (paragraph 11)
- ○ B. "'. . . they lack the calm observation of the trained scientific mind.'" (paragraph 12)
- ○ C. "'. . . all I could gather from the bystanders . . . '" (paragraph 12)
- ○ D. "'. . . they were 'terrible skeered'.'" (paragraph 12)

Item Information

- Passage – Ben and Me
- Part A Answer – C
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.b.iii
  - Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)
- P Value – 0.421
- Performance Level – A student at the high end of Met expectations or higher was likely to earn 2 points on this item. A student at the lower end of Met expectations was likely to earn 1 point.

Item Set 1 – Question 3 (TEI Drag and Drop)

Lightning is a focus of two settings in the passage, but each setting presents lightning differently. Complete an explanation of how lightning is part of each setting by moving the words into the sentences. Not all words will be used.

In both settings, the characters could be in **danger** when lightning is near.

In paragraph 3, the **damage** to houses or trees shows the **power** of lightning.

In paragraph 11, the **construction** on the roof shows an effort to **control** lightning.

Item Information

- Passage – Ben and Me
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.b.iii
    - Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)
- P Value – 0.683
- Performance Level – A student who Approached expectations or higher was likely to earn 2 points on this item. A student who Partially met expectations was likely to earn 1 point.

Item Set 1 – Question 4 (TEI Inline Choice)

Use the drop-down menus to complete the explanation of how the events in paragraphs 1 and 3 directly affect Ben's actions later in the passage.

Although the story of the Governor crossing the street suggests that some people [feared] Ben's experiments, Ben's retelling of his visit to the scene of a lightning stroke proves that people were [willing] to talk to Ben. However, Ben was [puzzled] by the results of his interviews. This reaction [caused] more research.

Item Information

- Passage – Ben and Me
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.b.iii
    - Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)
- P Value – 0.472
- 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 1 – Question 5 (Constructed Response)

The passage from *Ben and Me* ends with Ben explaining why he is fastening rods and wires to his house. Continue the story by describing what happens next. Use details from the passage in your story.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 42 for additional item information.

Item Set 1 – Question 6 (Selected Response)

Part A

What is the meaning of **authority** as it is used in paragraph 6 of the passage from *Angus MacMouse Brings Down the House*?

- (●) A. command
- ( ) B. courage
- ( ) C. feeling
- ( ) D. success

Part B

Which detail supports the answer to Part A?

- ( ) A. The audience cheers when the man lifts Angus into the air.
- (●) B. The musicians obey when Angus points at them.
- ( ) C. Angus enjoys making music.
- ( ) D. Angus wears fine clothes.

Item Information

- Passage – Angus MacMouse Brings Down the House
- Part A Answer – A
- Part B Answer – B
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.c.i
    - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)
- P Value – 0.506
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 1 – Question 7 (TEI Drag and Drop)

Create a summary of paragraphs 1–5 of the passage from *Angus MacMouse Brings Down the House* by moving the **four most** important events into the table in the correct order. Not all events will be used.

Item Information

- Passage – Angus MacMouse Brings Down the House
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.b.ii
    - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)
- P Value – 0.5
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 1 – Question 8 (Selected Response)

Part A

How does Angus's point of view affect the description of events in the passage from *Angus MacMouse Brings Down the House*?

- ○ A. by making readers aware of Angus' feelings about Minnie McGraw
- ◉ B. by letting readers know how Angus feels about performing
- ○ C. by showing readers Rosemary's thoughts about Angus
- ○ D. by helping readers understand why Angus is so tired

Part B

Which detail supports the answer to Part A?

- ○ A. ". . . as she plumped the tiny pillows on the little bed." (paragraph 3)
- ○ B. ". . . climbed up the stairs to the bedroom . . ." (paragraph 4)
- ◉ C. ". . . realized, to his great disappointment, that he had been dreaming." (paragraph 8)
- ○ D. ". . . more sweet and sunny, like a summer morning." (paragraph 9)

Item Information

- Passage – Angus MacMouse Brings Down
- Part A Answer – B
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.c.iii
  - Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)
- P Value – 0.427
- Performance Level – A student at the high end of Met expectations or higher was likely to earn 2 points on this item. A student at the lower end of Met expectations was likely to earn 1 point.

Item Set 1 – Question 9 (Selected Response)

Part A

What does the author of the passage from *The Wonderful Wizard of Oz* mean in paragraph 6 by his use of the simile **little stars that glistened in the sun like diamonds**?

- A. The stars are expensive like diamonds.
- B. The stars are distant like diamonds.
- (●) C. The stars are shiny like diamonds.
- D. The stars are rare like diamonds.

Part B

Based on the author's descriptions, which detail in paragraph 4 could be described as glistening **in the sun like diamonds**?

- A. ". . . a small brook . . ."
- (●) B. ". . . rushing and sparkling along . . ."
- C. ". . . a voice very grateful . . ."
- D. ". . . dry, gray prairies."

Item Information

- Passage – The Wonderful Wizard of Oz
- Part A Answer – C
- Part B Answer – B
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.3.i.i
  - Interpret figurative language, including similes and metaphors, in context. (CCSS: L.5.5)
- P Value – 0.788
- Performance Level – A student who Partially met expectations or higher was likely to earn 2 points on this item. A student who Did not yet meet expectations was likely to earn 1 point.

Item Set 1 – Question 10 (Selected Response, Multiple Select)

Part A

How does the event in paragraphs 1–2 compare to the event in paragraphs 5–6 of the passage from *The Wonderful Wizard of Oz*?

- ○ A. The first event is full of uncertainty, but the second event brings certainty.
- ◉ B. The first event is frightening, but the second event is delightful.
- ○ C. Both events present dangerous situations for Dorothy.
- ○ D. Both events lead to Dorothy's loneliness.

Part B

Which **two** details **best** support the answer to Part A?

- ☑ A. ". . . and Toto put his cold little nose into her face and whined dismally." (paragraph 2)
- ☐ B. ". . . nor was it dark . . ." (paragraph 2)
- ☐ C. ". . . flooding the little room." (paragraph 2)
- ☐ D. ". . . not as big as the grown folk she had always been used to . . ." (paragraph 5)
- ☑ E. ". . . with little bells around the brims that tinkled sweetly as they moved." (paragraph 6)
- ☐ F. ". . . she walked rather stiffly." (paragraph 6)

Item Information

- Passage – The Wonderful Wizard of Oz
- Part A Answer – B
- Part B Answer – A, E
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.b.iii
  - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)
- P Value – 0.403
- 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, Multiple Select)

Part A

Which statement correctly explains how both the passage from *Angus MacMouse Brings Down the House* and the passage from *The Wonderful Wizard of Oz* treat a similar theme?

- (●) A. The passage from *Angus MacMouse Brings Down the House* features a character who finds enjoyment in a dream, while the passage from *The Wonderful Wizard of Oz* features a character waking up with curiosity or wonder.
- ( ) B. The passage from *Angus MacMouse Brings Down the House* features a character who has a difficult problem, while the passage from *The Wonderful Wizard of Oz* features a character who has an easily solved problem.
- ( ) C. Both passages point out how people long for companionship.
- ( ) D. Both passages highlight how people dislike change.

Part B

Which paragraphs are most important to the development of the theme? Select **one** paragraph from **each** passage.

- [ ] A. paragraph 3 of the passage from *Angus MacMouse Brings Down the House*
- [ ] B. paragraph 4 of the passage from *Angus MacMouse Brings Down the House*
- [x] C. paragraph 6 of the passage from *Angus MacMouse Brings Down the House*
- [ ] D. paragraph 2 of the passage from *The Wonderful Wizard of Oz*
- [x] E. paragraph 4 of the passage from *The Wonderful Wizard of Oz*
- [ ] F. paragraph 7 of the passage from *The Wonderful Wizard of Oz*

Item Information

- Passage – Angus MacMouse Brings Down the House and The Wonderful Wizard of Oz
- Part A Answer – A
- Part A Answer – C, E
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.d.ii
    - Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)
- P Value – 0.459
- 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 12 (TEI Hot Spot)

Select the button to indicate which passage expresses each theme. Choose only **one** button per row.

Theme	Passage from *Angus MacMouse Brings Down the House*	Passage from *The Wonderful Wizard of Oz*
People sometimes must rely on the help of friends.	◉	○
People sometimes escape dangerous situations unharmed.	○	◉
People are most content when doing something they like.	◉	○
People can find unfamiliar surroundings beautiful to look at.	○	◉

Item Information

- Passages – Angus MacMouse Brings Down the House and The Wonderful Wizard of Oz
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.d.ii
    - Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)
- P Value – 0.767
- 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.

ANSWER KEY: ITEM SET 2

Item Set 2 – Question 1 (Selected Response)

Part A

What is the meaning of **rural** as it is used in paragraph 3 of the passage from *The Renaissance*?

- ○ A. appealing to the people
- ◉ B. related to the country
- ○ C. dedicated to growth
- ○ D. full of opportunity

Part B

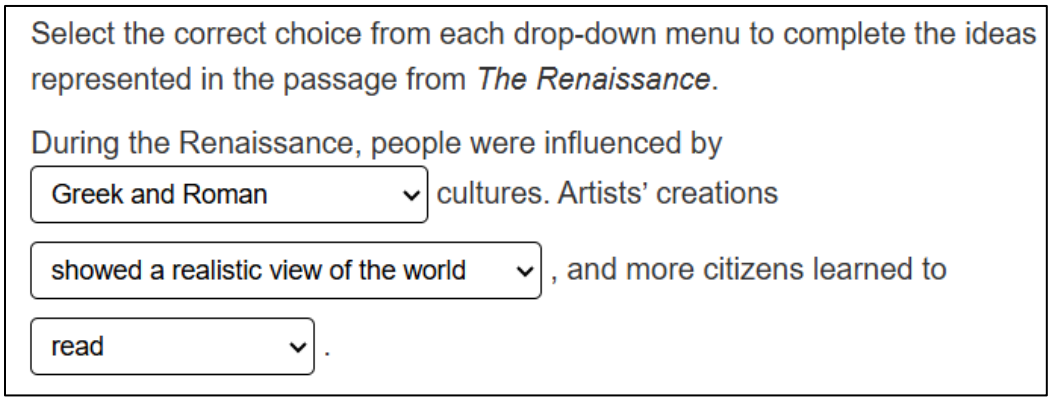
Which detail from the passage is evidence that "Europe became less rural during the Renaissance"?

- ○ A. the popularity of Greek and Roman cultures
- ○ B. the development of a new social class
- ○ C. the change in the population
- ◉ D. the rise of cities and towns

Item Information

- Passage – The Renaissance
- Part A Answer – B
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.2.b.i
  - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
- P Value – 0.362
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 2 – Question 2 (TEI Inline Choice)



Item Information

- Passage – The Renaissance
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.2.a.iii
    - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)
- P Value – 0.4797
- Performance Level – A student who Met expectations or above 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 3 (Selected Response, Multiple Select)

Part A

Which **two** statements express main ideas from the passage from *The Renaissance*?

- [x] A. The Renaissance allowed new opportunities for people to thrive.
- [ ] B. The Renaissance had a negative effect on rich people.
- [ ] C. The Renaissance took place in many parts of Europe.
- [ ] D. The Renaissance spanned several hundred years.
- [x] E. The Renaissance produced advances in art.

Part B

Which **two** details support the answers to Part A?

- [ ] A. ". . . lasted from the fourteenth to the seventeenth century." (paragraph 1)
- [x] B. ". . . creating sculptures in marble . . ." (paragraph 1)
- [ ] C. ". . . wealthy landowners to control most of the population . . ." (paragraph 2)
- [x] D. ". . . asking for more rights and trying new trades." (paragraph 2)
- [ ] E. ". . . spread to France, England, Germany, and Spain." (paragraph 4)

Item Information

- Passage – The Renaissance
- Part A Answer – A, E
- Part B Answer – B, D
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.2.a.ii
    - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
- P Value – 0.497
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Did not yet met expectations was likely to earn 1 point.

Item Set 2 – Question 4 (Selected Response)

Part A

According to the passage from *Leonardo da Vinci*, why did Leonardo's father bring him to the master artist?

- ○ A. He brought Leonardo to the master out of frustration with other masters.
- ○ B. He thought that Leonardo could be an asset to the master's work.
- ○ C. He wanted the master's opinion of Leonardo's artistic skills.
- ◉ D. He trusted in the master's reputation to train Leonardo.

Part B

Which detail from paragraph 3 supports the answer to Part A?

- ○ A. ". . . noticed his amazing artistic talent."
- ◉ B. ". . . most successful workshops in the city."
- ○ C. ". . . designed costumes and sets . . ."
- ○ D. ". . . worked and lived with . . ."

Item Information

- Passage – Leonardo da Vinci
- Part A Answer – D
- Part B Answer – B
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.2.a.iii
    - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)
- P Value – 0.209
- 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 2 – Question 5 (Selected Response, Multiple Select)

Part A

How did Verrocchio's apprentices improve the city of Florence?

- (●) A. They constructed items needed at buildings and for safety.
- ( ) B. They filled orders for items of fine metals and statues.
- ( ) C. They provided artistic services to the wealthy.
- ( ) D. They served as educators in the fine arts.

Part B

Which **two** details from paragraph 3 support the answer to Part A?

- [ ] A. ". . . listen to the talk of the other apprentices . . ."
- [ ] B. ". . . come in to have their portraits painted."
- [ ] C. ". . . items of silver and gold, armor and coats of arms . . ."
- [x] D. ". . . even made bells for churches . . ."
- [x] E. ". . . cannons used to guard the town."

Item Information

- Passage – Leonardo da Vinci for Kids: His Life and Ideas
- Part A Answer – A
- Part B Answer – D, E
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.2.a.iii
    - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)
- P Value – 0.314
- Performance Level – A student at the high end of Met expectations or higher was likely to earn 2 points on this item. A student at the lower end of Met expectations was likely to earn 1 point.

Item Set 2 – Question 6 (Selected Response)

Part A

In paragraph 3 of the passage from *Leonardo da Vinci for Kids: His Life and Ideas*, why does the author say "those years flew by"?

- (●) A. to emphasize that Leonardo experienced days that went by quickly because he was busy
- ( ) B. to emphasize that Leonardo had trouble adjusting to daily life as an apprentice
- ( ) C. to point out that Leonardo matured at a surprisingly quick rate
- ( ) D. to point out that Leonardo grew tired of doing the same tasks

Part B

Which detail from paragraph 3 supports the answer to Part A?

- ( ) A. ". . . grew up to be a handsome and strong young man."
- (●) B. ". . . worked long days . . ."
- ( ) C. ". . . did nothing but sweep the floor . . ."
- ( ) D. ". . . work was done by the older apprentices."

Item Information

- Passage – Leonardo da Vinci for Kids: His Life and Ideas
- Part A Answer – A
- Part B Answer – B
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.3.i.i
  - Interpret figurative language, including similes and metaphors, in context. (CCSS.L.5.5.a)
- P Value – 0.537
- 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 7 (Selected Response, Multiple Select)

Part A

According to the passage from *Leonardo da Vinci* and the passage from *Leonardo da Vinci for Kids: His Life and Ideas*, why did a maestro take on apprentices?

- ○ A. He valued new ideas and creative differences.
- ◉ B. He had multiple projects and tasks each day.
- ○ C. He viewed it as a responsibility to the public.
- ○ D. He needed the money to pay for supplies.

Part B

Which **two** details support the answer to Part A? Select **one** detail from each passage.

- ☐ A. ". . . paid the master a fee . . ." (paragraph 3, from *Leonardo da Vinci*)
- ☑ B. ". . . ran errands, swept the studio, and cleaned paintbrushes." (paragraph 5, from *Leonardo da Vinci*)
- ☐ C. ". . . supplies were not available in shops. . . ." (paragraph 6, from *Leonardo da Vinci*)
- ☐ D. ". . . sketches and plans of works in progress." (paragraph 1, from *Leonardo da Vinci for Kids: His Life and Ideas*)
- ☑ E. ". . . daily task of grinding pigments to make paint." (paragraph 4, from *Leonardo da Vinci for Kids: His Life and Ideas*)
- ☐ F. ". . . had to figure out a way to install it on the top of the cathedral!" (paragraph 5, from *Leonardo da Vinci for Kids: His Life and Ideas*)

Item Information

- Passage – Leonardo da Vinci
- Part A Answer – B
- Part B Answer – B, E
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.2.c.i
    - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7)
- P Value – 0.363
- 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 8 (TEI Hot Spot)

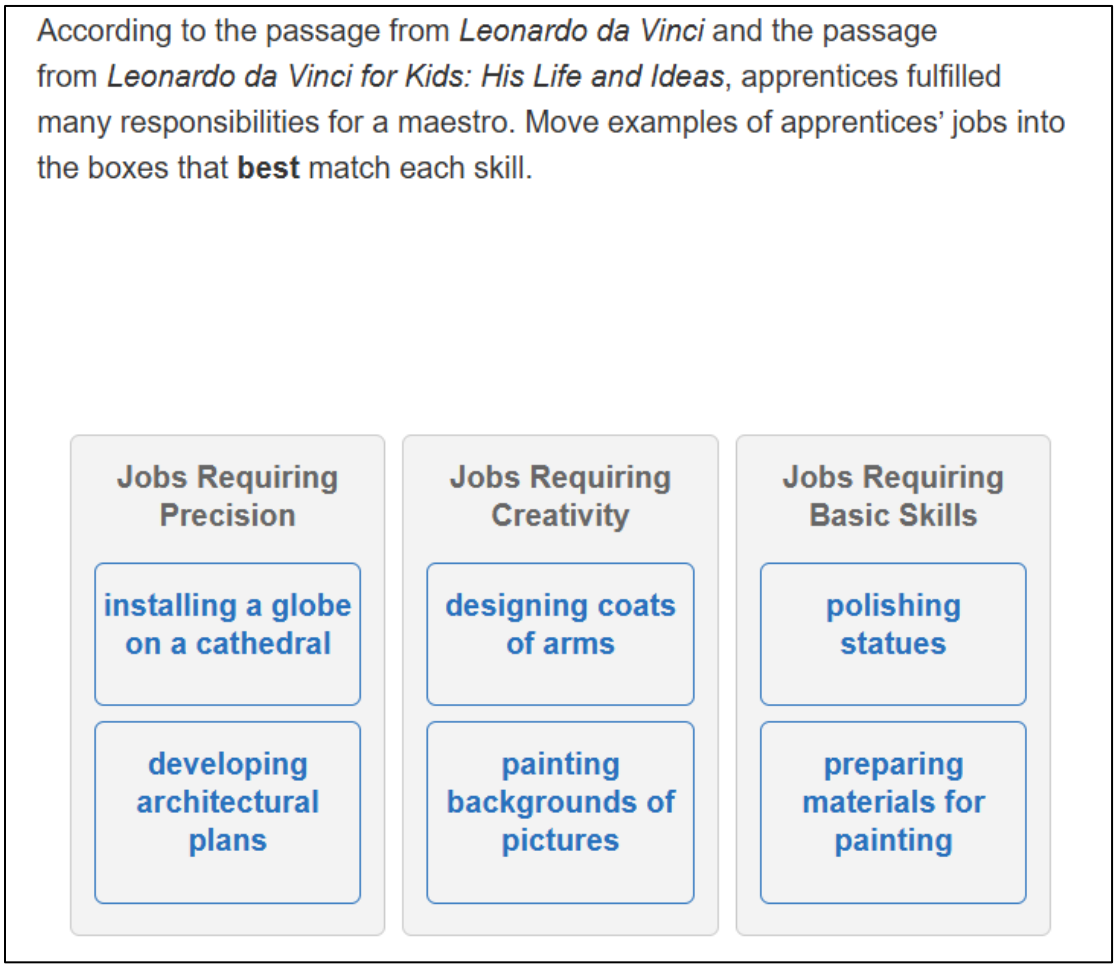
What do the authors of the passage from *Leonardo da Vinci* and the passage from *Leonardo da Vinci for Kids: His Life and Ideas* reveal about the relationship between apprentice and master? Select the correct button in each row to indicate in which passage the information appears.

	from *Leonardo da Vinci*	from *Leonardo da Vinci for Kids: His Life and Ideas*
Apprentices participated on designs for private citizens and for public projects.	○	◉
Apprentices developed friendships with each other when working for a master.	○	◉
Masters only allowed apprentices to take off one day per week.	◉	○
Masters charged fees for apprentices' living expenses.	◉	○
Apprentices could eventually become masters.	◉	○

Item Information

- Passage – Leonardo da Vinci
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.2.a.iii
    - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)
- P Value – 0.5022
- 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 9 (TEI Drag and Drop)



Item Information

- Passage – Leonardo da Vinci
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.2.c.i
    - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7)
- P Value – 0.441
- 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 (Constructed Response)

You have read a passage from *Leonardo da Vinci* and a passage from *Leonardo da Vinci for Kids: His Life and Ideas*. Discuss Verrocchio's relationship with his apprentices. Use details from **both** passages to support your response.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 42 for additional item information.

ANSWER KEY: ITEM SET 3

Item Set 3 – Question 1 (Selected Response)

Part A

What is a theme of the passage?

- ○ A. People should share in the work of a community.
- ○ B. People should look for the best in all situations.
- ○ C. People should learn to control their feelings.
- ◉ D. People should be cautious in new situations.

Part B

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

- ○ A. the way Ramo shows excitement when he sees the ship
- ○ B. the way the narrator scolds Ramo about digging roots
- ○ C. the way the women gather at the shore
- ◉ D. the way the narrator and the men hide

Item Information

- Passage – Island of the Blue Dolphins
- Part A Answer – D
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.b.ii
    - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)
- P Value – 0.403
- Performance Level – A student at the high end of Met expectations or higher was likely to earn 2 points on this item. A student at the lower end of Met expectations was likely to earn 1 point.

Item Set 3 – Question 2 (Selected Response)

Part A

What is the main way paragraph 7 contributes to the passage?

- (●) A. by describing the actions of the villagers
- ( ) B. by describing how the cove is protected
- ( ) C. by describing the movement of the ship
- ( ) D. by describing how the narrator feels

Part B

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

- ( ) A. ". . . the Aleut ship had sailed around the wide kelp bed . . ."
- ( ) B. ". . . between the two rocks that guard Coral Cove."
- ( ) C. "Word of its coming had already reached the village . . ."
- (●) D. "Our men sped along the trail . . ."

Item Information

- Passage – Island of the Blue Dolphins
- Part A Answer – A
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.c.ii
  - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5)
- P Value – 0.407
- Performance Level – A student at the high end of Met expectations or higher was likely to earn 2 points on this item. A student at the lower end of Met expectations was likely to earn 1 point.

Item Set 3 – Question 3 (Selected Response)

Part A

Which statement represents a difference between the narrator and Ramo?

- A. The narrator worries more about the ship than Ramo does but pretends she is not interested.
- B. Ramo is nervous about the ship's arrival, while the narrator is more interested in food.
- C. The narrator is as excited about the ship as Ramo is but prefers to hide her emotions.
- D. Ramo is anxious about the ship's arrival, while the narrator has no desire to see it.

Part B

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

- A. "'And it is I who will eat them . . .'" (paragraph 2)
- B. "'. . . bigger than all of our canoes . . .'" (paragraph 4)
- C. ". . . he tossed the root in the air and was gone . . ." (paragraph 5)
- D. "I kept on gathering roots, but my hands trembled . . ." (paragraph 6)

Item Information

- Passage – Island of the Blue Dolphins
- Part A Answer – C
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.b.iii
    - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)
- P Value – 0.314
- Performance Level – A student at the high end of Met expectations or higher was likely to earn 2 points on this item. A student at the lower end of Met expectations was likely to earn 1 point.

Item Set 3 – Question 4 (TEI Inline Choice)

Select the correct choice from each drop-down menu to compare the events in the passage from *Island of the Blue Dolphins*.

At the beginning of the passage, Ramo and the narrator are participating in an activity that is [boring but necessary] .

The event the author describes in paragraph 7 brings [excitement] to the people, while the event the narrator witnesses in the final paragraph is [a reason for concern] .

Item Information

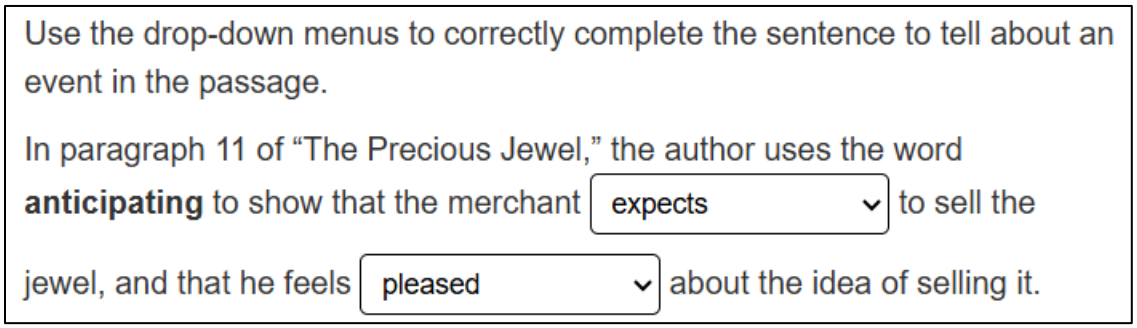
- Passage – Island of the Blue Dolphins
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.b.iii
    - Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)
- P Value – 0.287
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Met expectations was likely to earn 1 point.

Item Set 3 – Question 5 (Constructed Response)

Think about how this passage would be different if it were told from Ramo's point of view. Write a story from Ramo's point of view that describes what he is doing and thinking as the ship comes closer to the island.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 42 for additional item information.

Item Set 3 – Question 6 (TEI Inline Choice)



Item Information

- Passage – The Precious Jewel
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.3.j
    - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (for example: however, although, nevertheless, similarly, moreover, in addition). (CCSS.L.5.6)
- P Value – 0.556
- Performance Level – A student who Met 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 7 (Selected Response)

Part A

In paragraphs 5–10 of "The Precious Jewel," what is the **main** difference between the man and the merchant?

- A. The merchant worries about the happiness of others, and the man does not.
- B. The merchant remembers a dream, and the man does not remember.
- C. The merchant wants to make a trade, and the man is not willing.
- D. The merchant cares about possessions, and the man does not.

Part B

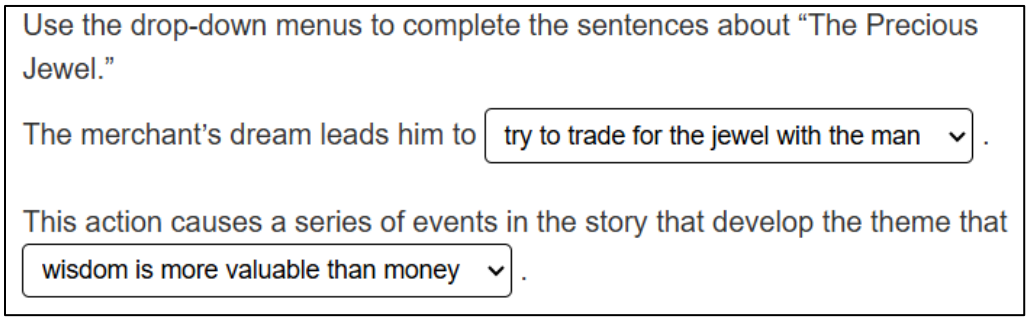
Which detail from the story **best** supports the answer to Part A?

- A. "'I too met a man . . . but not a man such as yourself.'" (paragraph 7)
- B. "'I traded with him for a rare and precious jewel.'" (paragraph 7)
- C. "'Oh you must mean THIS. . . .'" (paragraph 8)
- D. "'But here, if you wish to have it, take it, it is yours. . . .'" (paragraph 10)

Item Information

- Passage – The Precious Jewel
- Part A Answer – D
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.b.iii
    - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)
- P Value – 0.406
- Performance Level – A student at the high end of Met expectations or higher was likely to earn 2 points on this item. A student at the lower end of Met expectations was likely to earn 1 point.

Item Set 3 – Question 8 (TEI Inline Choice)



Item Information

- Passage – The Precious Jewel
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.b.ii
    - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)
- P Value – 0.632
- Performance Level – A student who Met 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 9 (Selected Response)

Part A

In paragraph 3 of the passage from "A Tale of Three Brothers," what does the "foul, smelly water" represent?

- ○ A. anger
- ○ B. failure
- ◉ C. greed
- ○ D. illness

Part B

Which detail from the passage provides evidence to support the answer to Part A?

- ◉ A. ". . . could think only of retrieving that treasure of silver and gold." (paragraph 2)
- ○ B. ". . . screaming that his stomach hurt." (paragraph 2)
- ○ C. ". . . but did he have a surprise coming!" (paragraph 3)
- ○ D. ". . . the middle brother trudged home in great discontent." (paragraph 3)

Item Information

- Passage – A Tale of Three Brothers
- Part A Answer – C
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.3.i.i
  - Interpret figurative language, including similes and metaphors, in context. (CCSS: L.5.5)
- P Value – 0.521
- Performance Level – A student who Met 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 10 (Selected Response)

Part A

How does the illustration **best** contribute to the meaning of the passage from "A Tale of Three Brothers"?

- (●) A. by showing how the middle brother reacts to the jugs of water
- ( ) B. by showing where the middle brother finds the jugs of water
- ( ) C. by showing the clothing the middle brother is wearing
- ( ) D. by showing the size and age of the middle brother

Part B

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

- ( ) A. "All three brothers were of course elated." (paragraph 1)
- ( ) B. "'I'll be all right after I have a chance to rest quietly at home.'" (paragraph 2)
- (●) C. ". . . now really feeling that stomachache that he had faked before . . ." (paragraph 3)
- ( ) D. ". . . his heart did a flip when he heard his elder brother's words. . . ." (paragraph 5)

Item Information

- Passage – A Tale of Three Brothers
- Part A Answer – A
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.d.i
    - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, poem). (CCSS: RL.5.7)
- P Value – 0.698
- Performance Level – A student who Approached expectations 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 11 (Selected Response)

Part A

Which set of sentences provides the **best** summary of the passage from "A Tale of Three Brothers"?

- (●) A. After three brothers find jugs full of silver and gold, one brother tries to steal the jugs but finds they are full of smelly water. Later, he learns a lesson when his brothers bring the treasure to share with him.
- ( ) B. When three brothers are walking to the district capital, they find three jugs full of silver and gold. The middle brother pretends to have a stomachache and decides to go back home.
- ( ) C. While three brothers are at the district capital, one pretends to get sick because he wants to get home early. His brothers bring him a jug full of silver and gold as a gift.
- ( ) D. Three brothers are walking when they find something interesting. One brother lies and does not get what he wants, but the other brothers get what they want.

Part B

Which detail from the passage provides the **best** conclusion to the summary in Part A?

- ( ) A. "They would retrieve their treasure on the way back home from the district capital." (paragraph 1)
- ( ) B. "But when his brothers returned to the tree on their way back from the district capital, they found the three jugs where they had left them, still full of silver and gold." (paragraph 4)
- ( ) C. "When he saw that the jugs his brothers carried somehow now held silver and gold once again, his heart filled anew with greed." (paragraph 5)
- (●) D. "From that day forward, the middle brother changed his greedy ways." (paragraph 7)

Item Information

- Passage – A Tale of Three Brothers
- Part A Answer – A
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.b.ii
    - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)
- P Value – 0.54
- Performance Level – A student who Met expectations 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 12 (Selected Response, Multiple Select)

Part A

How is a shared theme developed in **both** "The Precious Jewel" and the passage from "A Tale of Three Brothers"?

- ○ A. The actions of characters show that good people treat others with understanding.
- ◉ B. The actions of characters show that generosity is more important than wealth.
- ○ C. An event suggests that strangers can soon become friends.
- ○ D. An event suggests that hard work leads to success.

Part B

Which **two** details support the answer to Part A? Select **one** detail from **each** story.

- ☐ A. ". . . traded for the jewel securing terms that would assure him a handsome profit." (paragraph 4, "The Precious Jewel")
- ☐ B. "He came to the golden cottonwood tree, and there he found the man sitting. . . ." (paragraph 12, "The Precious Jewel")
- ☑ C. "'. . . what I wish for is to learn from you what allowed you to give it away to me so freely.'" (paragraph 15, "The Precious Jewel")
- ☐ D. ". . . felt that their good fortune was reward for their kind ways and hardworking natures." (paragraph 1, from "A Tale of Three Brothers")
- ☐ E. ". . . each took one jug in hand and helped each other carry the remaining jug." (paragraph 4, from "A Tale of Three Brothers")
- ☑ F. "'Here, my brother, is your jug full of silver and gold.'" (paragraph 6, from "A Tale of Three Brothers")

Item Information

- Passage – The Precious Jewel and A Tale of Three Brothers
- Part A Answer – B
- Part B Answer – C, F
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.1.d.ii
  - Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)
- P Value – 0.429
- Performance Level – A student who Met expectations was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Grade 5

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 Comprehen-sion and Written Expression	The student response • demonstrates **full comprehension** of ideas stated explicitly and/or inferentially by providing an **accurate** analysis; • addresses the prompt and provides **effective** development of the topic that is **consistently appropriate** to task, purpose, and audience; • uses **clear** reasoning supported by **relevant**, text-based evidence in the development of the topic; • is **effectively** organized with **clear and coherent** writing; • uses language **effectively** to clarify ideas.	The student response • demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis; • addresses the prompt and provides **mostly effective** development of the topic that is **appropriate** to task, purpose, and audience; • uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the topic; • is organized with **mostly clear and coherent** writing • uses language that is **mostly effective** to clarify ideas.	The student response • demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis; • addresses the prompt and provides **some** development of the topic that is **somewhat appropriate** to task, purpose, and audience; • uses **some** reasoning and text-based evidence in the development of the topic; • demonstrates **some** organization with **somewhat** coherent writing; • uses language to express ideas with **some** clarity.	The student response • demonstrates **limited comprehension** of ideas by providing a **minimally accurate** analysis; • addresses the prompt and provides **minimal** development of the topic that is **limited in its appropriateness** to task, purpose, and audience; • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • uses language to express ideas with **limited** clarity.	The student response • demonstrates **no comprehension** of ideas by providing an **inaccurate or no** analysis. • is **undeveloped and/or inappropriate** to the task, purpose,and audience; • includes **little to no** text- based evidence; • **lacks** organization and coherence; • **does not** use language to express ideas with clarity.
Knowledge of Language and Conventions		The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may be a few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may be errors** in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may be errors** in mechanics, grammar, and usage that **often impede understanding.**	The student response to the prompt **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

CMAS Scoring Rubric for Prose Constructed Response Items

Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response • is **effectively** developed with narrative elements and is **consistently appropriate** to the task; • is **effectively** organized with **clear and coherent** writing • uses language **effectively** to clarify ideas.	The student response • is developed with **some** narrative elements and is **generally appropriate** to the task; • is organized with **mostly coherent** writing; • uses language in a way that is **mostly effective** to clarify ideas.	The student response • is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; • demonstrates **limited** organization and coherence; • uses language to express ideas with **limited** clarity.	The student response • is **undeveloped** and/or **inappropriate** to the task; • **lacks** organization and coherence; • **does not** use language to express ideas with clarity.
Knowledge of Language and Conventions	The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may be errors** in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may be errors** in mechanics, grammar, and usage that **often impede understanding**.	The student response to the prompt **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

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)

The passage from *Ben and Me* ends with Ben explaining why he is fastening rods and wires to his house. Continue the story by describing what happens next. Use details from the passage in your story.

Item Information

- Passage – Ben and Me
- 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 and 1 point for writing conventions on this item.

Reading Comprehension and Written Expression Sample Responses & Annotations

Anchor Paper 1 – Score Point 3

Sample Student Response:	I had no clue what Ben was up to. He seemed to always have a mischievous plan up his sleeve. First he becomes obsessed with lightning, and now he wants to experiment with it? I just can't believe it. Ben had seen what damage can be done with lightning, but instead of avoiding it(As I would) he gets even more interested with conducting experiments and getting a hold of its power. I mean, when will it be enough? My thoughts were lost like a needle in a haystack as I heard Ben scream in glory. "I did it," He said. "I have successfully taken a sample of this so-called 'lightning'. Oh Amos, you should've seen it! It traveled amazingly through the wires, almost like energy!" I really didn't believe it. It shouldn't have worked. How did it work? How was it even possible? I probably should've supported and congratulated him more, but I just couldn't bring myself to say it. I was utterly, flabbergasted. As we went back to the lab, I wondered if Ben's theory really was true. Could all the people who doubted him be the real liars? As we walked through the door, I took in the sights of burning metal, workers all around, and math equations like graffiti on the chalkboard. Ben immediately started writing down more confusing equations on the chalkboard that I did not understand. He started blabbering about how this could be the key to powering homes. I had to admit, it was a good idea, but working with lightning could be dangerous. "Ben?" I asked. "What?" he said, clearly not paying attention to me. "How do you suppose we transfer lightning into lighting for a home?" I asked. "It could be really dangerous, you know. If it falls over, it could burn the whole house down!" His explanation deeply surprised me. I expected him to go into a deep explanation that was really sciency and sophisticated, but he did not. Instead, he said, "I was actually wondering the same thing, too." My eyes fixated on him, really wanting a answer. Finally, he said, "We'll just have to go from here. Even if it doesn't work, we'll at least know we tried." As he went back to writing, a thought lingered in my mind. 'Is it really worth trying for?' I guess I would just have to find out
Annotation for Sample Student Response:	**Anchor Paper 1** **Score Point 3** This response is effectively developed with narrative elements that continue the story. The logical sequence of events includes descriptions of people and scenes (*I took in the sights of burning metal, workers all around, and math equations like graffiti on the chalkboard*). The dialogue between characters and internal dialogue of the narrator are effective in continuing the narration. Language use clarifies ideas *(I was utterly flabbergasted…he started blabbering... thought lingered in my mind…*). Overall, this response is effectively organized with clear and coherent writing and consistently appropriate to the task.

Anchor Paper 2 – Score Point 3

Sample Student Response:	I stormed back into the house, fuming and tired, hoping that I could get to sleep, but the clattering overhead prevented that. Eventually, I ended up drifting off, only to be woken up, still tired and very upset, by the sounds of rain. Soon, loud rumbles sounded into the storm. Before I went to the cellar, I checked on Ben. He had gotten down from the roof and was observing from the ground. "How're you doing, Ben?" I asked. "Marvelous, Amos. Simply marvelous," he replied. "Would you like to join me out in the rain?" He said. "I'd rather not," I answered sourly. "If you need me, I'll be in the cellar." I said, and promptly ran inside. In the cellar, it is quite peaceful, and a good time to read a book, aside from the occasional lightning and thunder blasts. I was happily enjoying a history novel when I heard a loud, scary, and unsettling blast, and it rounded out with a crash and some fizzling sounds. At first, I didn't care much about it, thinking a bolt just hit a tree. Suddenly, I remembered that Ben was out there, and he could have been hit by the bolt. What if he had harnessed lightning? I dashed up the stairs and out the door. Outside, a chaotic scene smacked me in the face. I saw that a part of the roof had caved in from some of the metal spikes and the rest of them had impaled themselves in the ground, the wires were fried and melted, every last one of the jars had shattered, and, worst of all, Ben laid in the middle of it all, unconscious. I ran to him, and moved him to a safe spot, away from the carnage. Soon, Ben sat up and began to cough. Immediately, he ran over to his broken devices, spluttering "What!? How?!" and came back to me, and asked, "what happened?" I explained about the crash and fizzling sounds, and he simply said, "well, I guess it's back to the drawing board for me," He said, and that's exactly where he went.
Annotation for Sample Student Response:	**Anchor Paper 2** **Score Point 3** This response is developed with narrative elements and is effective in continuing the story. The sequence of events is developed and there is description of scenes throughout (*I heard a loud, scary, and unsettling blast, and it rounded out with a crash and some fizzling sounds*). The effective use of dialogue moves the narrative forward and helps develop characters (*"Would you like to join me out in the rain?" He said. "I'd rather not", I answered sourly).* Language use is effective in clarifying their ideas (*I dashed up the stairs..a chaotic scene smacked me in the face)*. Overall, this response is effectively organized with clear and coherent writing.

Anchor Paper 3 – Score Point 3

Sample Student Response:	Later that night, a dark wall of clouds was closing in on the house. Ben smiled. "Now we just have to wait for lightning to strike," he explained, "Wait, where are you going, Amos?" "Inside, so I won't be electrocuted." I responded, "And you can stay here to go down in history as the man who tried to tame lightning." "Oh come on," he started to say, but I was already sprinting toward the front door because the rain started pouring. Once I was back in the house I sat on the edge of the bed, asking myself what would happen to Ben. Ten minutes later, I was still waiting for something to happen. The tension was unbearable. I stared at the raindrops sliding down the window. Then, out of the corner of my eye, I saw a zigzag of lightning. CRACK! I glanced outside the window expecting Ben to be fried like bacon, but the lightning had hit somewhere a few meters from the roof. Ben looked strangely calm. Another flash of lightning lit up the charcoal colored sky. BOOM! This one arced across the sky, but hit even further away than the last. "Well Ben, I think your experiment--" I yelled into the rain but I was cut off by more lightning. CRASH! Finally, lightning had hit one of the rods. Ben was laughing and cheering. His experiment had worked.
Annotation for Sample Student Response:	**Anchor Paper 3** **Score Point 3** This response is developed with narrative elements that continue the story. The narration is logical sequence of events and dialogue that includes effective description (*Ten minutes later, I was still waiting for something to happen. The tension was unbearable. I stared at the raindrops sliding down the window. Then, out of the corner of my eye.)* The language used effectively clarifies ideas (*sprinting towards the door…zig zag of lightning… fried like bacon)*. Overall, this response is effectively organized with clear and coherent writing.

Anchor Paper 4 – Score Point 2

Sample Student Response:	I was confused, and to be frank, kind of embarrassed, for, now I understood what Ben was doing, well somewhat. I needed to see more to understand it more. So I sat down beside him. We sat there for HOURS and nothing happened. I was starting to grow impatient, and I was about to go back inside, when it happened. The puzzling thing that Ben was waiting for happened. It happened quickly, so I couldn't blink, for fear of missing it. It was AMAZING! Ben had tamed the lightning At first I didn't want to know, but now all I wanted to do was learn more! "Ben what was that!!" I said excitedly, "This is what I've been trying to tell you boy, this is electricity!"
Annotation for Sample Student Response:	**Anchor Paper 4** **Score Point 2** This response does continue the story and includes some narrative elements such as dialogue and sequence of events, but the narration is not fully developed. Overall, this response provides mostly coherent writing but is not fully developed. It is generally appropriate to the task.

Anchor Paper 5 – Score Point 2

Sample Student Response:	Now its years later from the last experiment and Ben is almost done researching and stuff like that and he is ready to share it with the world! I still do not think he will go down in history but whatever. Tomorrow he is ready to share it. he is going to share it by trying to contact the news station. I personally dont think it will work but once again whatever. I am going to sleep then i hear pounding on my roof again its Ben trying that one experiment her started years ago. He's bolting in the rods now. I wait till I don't hear the pounding anymore and I fall back asleep. I think Ben might have fell asleep on the roof so I wanted to go check to make sure he didn't fall asleep other wise that could have been bad. I go check and like i suspected he fell asleep so I wake him up so in the night he doesnt fall off the roof. Today is the day the day that Ben will share his researching. Well i also helped him but he doesnt like to say I did. He finally contacted the news people. well my dad did because he sorta works there but Ben doesnt like to say that either. So he makes a video then sends it in he watches it live but they only show about 10 seconds of it then they go to a commercial. We wait till the commercial is done and then they go straight to weather they didnt show anymore. I look at Ben and surprisingly hes not sad he just gets up and says I will do more! I think he means do more research. Well there goes years of waiting and hard work for just 10 seconds of showing it. Now here goes a few more years of researching and experimenting.
Annotation for Sample Student Response:	**Anchor Paper 5** **Score Point 2** This response is developed with some narrative elements. There is a sequence of events that continues the story and some character development (*I personally dont think it will work but once again whatever…I also helped him but he doesnt like to say I did*.). This response is mostly organized with coherent even though the sequence of events moves the story into a slightly different time than the original story. It is generally appropriate to the task.

Anchor Paper 6 – Score Point 2

Sample Student Response:	After Ben had fastened the rods on the roof he had got down and started to talk to me. " I wonder if we can catch something in one of my rods." said Ben, It was a strange feeling that I was going to find that the roof would not be the same the next time that I went outside. It was later that night that we heard a loud clatter on the roof. " It's happening!" exclaimed Ben, I had a gut feeling that the rods had caught the lightning. " Come on Amos, let's go check it out!" exclaimed Ben
Annotation for Sample Student Response:	**Anchor Paper 6** **Score Point 2** This response continues the story and is developed with some narrative elements. There is a sequence of events, some dialogue (*"It's happening"*), and some language choice that is mostly effective (*clatter, gut feeling*), but there is very little description of those events. Overall, the response provides mostly coherent writing and is generally appropriate to the task.

Anchor Paper 7 – Score Point 1

Sample Student Response:	When Ben finished hooking up his wires he sat there and waited then about five minutes later I came into the room " Hey Ben " I whispered " has anything happened yet?" " No nothing yet" replied Ben "but I'm waiting right here until lightning strikes."
Annotation for Sample Student Response:	**Anchor Paper 7** **Score Point 1** The response does continue the story with mostly dialogue; however, it is only minimally developed. It is limited in its appropriateness to the task.

Anchor Paper 8 – Score Point 1

Sample Student Response:	The next day there was a giant lightning storm, and sure enough his planned worked. While he was studying the lightning, he found that they were quit similar. They were both very powerful. He tried to power a light with the lightning. Ben found that everything was the same. He wanted to be the first to "tame" lightning. He was going to tell every one in town that he captured lightning. Just when he was about to leave and grab the glass, the lightning had disappeared. It broke the glass and was gone. He never again caught the lightning and nobody never new that he caught lightning.
Annotation for Sample Student Response:	**Anchor Paper 8** **Score Point 1** This response is limited in its appropriateness to the task. There is some sequence of events that continue the story, but other elements are not present. This response is only minimally developed.

Anchor Paper 9 – Score Point 1

Sample Student Response:	A while later there is a thunder storm, and when a thunder bolt strike's a rod and Ben shout's "i did it" so I came rushing into the room, and to my surprise there was lightning in the jar.
Annotation for Sample Student Response:	**Anchor Paper 9** **Score Point 1** The response does continue the story through a short sequence of events and a . This is an example of a minimally developed narrative.

Anchor Paper 10 – Score Point 0

Sample Student Response:	Next, the lightning will get attracted to all of the metal. When it strikes, the lightning will go from the metal rods,into the wires, and end up in the jar.
Annotation for Sample Student Response:	**Anchor Paper 10** **Score Point 0** This response is undeveloped and inappropriate to the task. There is no mention of any characters, and it is not clearly a narrative response.

Anchor Paper 11 – Score Point 0

Sample Student Response:	"You see, Amos,"he explaned, while connecting wires to various instruments, "the trouble with most people is that they lack the calm observation of the trained scientific mind".
Annotation for Sample Student Response:	**Anchor Paper 11** **Score Point 0** This response is inappropriate to the task. The response contains only a copied piece of dialogue from the original text. There is no continuation of the story with new narrative elements.

Anchor Paper 12 – Score Point 0

Sample Student Response:	Amos asked him why he was putting wires on his house Ben said he was hooking up lightning rods to his house because he also was hoking up gizmos was trying to get lightning to the jars
Annotation for Sample Student Response:	**Anchor Paper 12** **Score Point 0** This response is inappropriate to the task. The response contains only a copied piece of dialogue from the original text. There is no continuation of the story with new narrative elements.

Knowledge of Language and Conventions Sample Responses & Annotations

Anchor Paper 4 – Score Point 3

Sample Student Response:	"The problem is," says Ben, "there is no way of knowing when the next lightning strike will come, much less if it will hit my rods, so I might be waiting for a long time." When I heard him say that, there was a sudden hope in me that he would stop his annoying experiments until lightning hit, and that could be a long time for all I knew. Two months later, there still had not been any lightning that had hit the rooftop. I was tremendously happy, because Ben chose to actually have fun with me instead of doing his stupid experiments. But then one day, when we were just sitting around, it happened to start raining. Ben got about as excited as a little kid getting candy, because he knew if there was rain, there quite possibly could've been lightning, especially considering how hard it was raining. Finally, after waiting the longest twenty minutes of my life, it happened. Lightning struck the rods and went into the jars. Then Ben exclaimed an excited "Eureka!" to signal his success. Then he went back into the house, and studied the lightning in the jar day and night. The only times he would come out of the cellar was to get food, and he would just bring it back down with him. Inevitably, he was going to come up, but until then, I would be back to being annoyed at his stupid experiments.
Annotation for Sample Student Response:	**Anchor Paper 4** **Score Point 3** The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. Sentence formation is correct, and there are many examples of sentences with conjunctions. In addition, throughout the response there is a demonstration of the correct use of various conventions skills. Some minor errors are present, but the meaning is clear.

Anchor Paper 3 – Score Point 2

Sample Student Response:	After Ben had fastened rods to the roof he made me stay up all night until a storm came which took a while because a storm was not supposed to come until about 2:30 in the morning. We both were very tired me more than him because I did not get to have my full afternoon nap. When the storm was in our sight he made sure I was watching because there were some very scary and dark clouds. I wanted to go to bed and I was hungry and I wish I was not dragged in to this. We waited, an then I huge lightning bolt hit the rods with a big light and an even louder noise. After that we saw the lightning go threw the wires. After the big and scary looking bolt was in a jar it did not look to pleased that we captured it. I think a few times it tried to break out. We did tests on it but in the end found out there is no way to control a lightning bolt. He was still feared by many but a lot more people got into doing tests on lightning and trying to control it, and there will probably be many more after Ben is gone
Annotation for Sample Student Response:	**Anchor Paper 3** **Score Point 2** The response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. Many sentences are formed correctly, including some examples of sentences with conjunctions. Some skills in conventions are demonstrated, and some errors in conventions are also present throughout the response. Occasionally the errors impede understanding, but the meaning is generally clear.

Anchor Paper 2 – Score Point 1

Sample Student Response:	Ben is fastening rods and wires to his house. Amos comes outside ''what are you doing Ben ''he yells. Ben is to wrapped up on his experiment he dosent hear Amos. ''I'm going up Ben''. Amos climbs up the ladder to were Ben is hammring. Amos taps Ben on the shoulder. ''What you up to Ben''he asks. Just then seven lighting bolts hit Ben's house and bounce every were. Amos screams in surprise.Ben starts to laugh.then he tells''Amos grab seven jars''Ben tells Amos.''For what''he asks .''You'll see Amos''Ben anwers. So Amos gose get jars. Boom! He opens one of the jars and one lighting bolt goes in there. He jumps up in surprise he almost drops the jar but he manges to catch it before it breaks he screws the lid on tight.He runs outside to tell ben what just happend.Together they go all over town collecting the six bolts.
Annotation for Sample Student Response:	**Anchor Paper 2** **Score Point 1** The response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There are both correct and incorrect sentence formation throughout the response. Many are simple sentence structures, but there is an example of a correct sentence with a conjunction. There are some examples of correct use of other skills in conventions as well as examples of errors. Some errors impede meaning.

Anchor Paper 1 – Score Point 0

Sample Student Response:	after i explained to Amos how i got lightning in the jars i now had one idea on what to do with it " should i ask Amos i bet he wouldnt know ether" i though i kept thinking on what to do with it so i trued to Amos for answer " hey Amos can you help me on what to do with it " i said holding up one of the jars " i'm not sure it would work but i have a idea why dont we go to the schools sienstics lad they would have the material you need id come along to. But just to help okay" Amos said " THATS A GREAT IDEA AMOS!!" i yelled and we went to the school scenes it was still open to students and odesly teachers but you need to ask a teacher to go in rooms except the lidery because its open till 5:00 so we still have time so we went up to Mr. collies the sinetes teacher " hey Mr. Collies can we use the saintes stuff " Amos said. " of cores you can here let me open it " Mr. Collies said "yay thanks Mr. collies" we went in and tested the lightning i had in my bag and it turns out its a tip of energy it was cunedc energy " ha! so i was right along i did it" amos said .
Annotation for Sample Student Response:	**Anchor Paper 1** **Score Point 0** The response **does not demonstrate command** 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.

Sample Responses & Annotations - ITEM SET 2

Item Set 2 – Question 10 (Constructed Response)

> You have read a passage from *Leonardo da Vinci* and a passage from *Leonardo da Vinci for Kids: His Life and Ideas*. Discuss Verrocchio's relationship with his apprentices. Use details from **both** passages to support your response.

Item Information

- Passage – Leonardo da Vinci
- Answer – See Sample Student Responses and Annotations
- Colorado Academic Standards (CAS) Evidence Outcome – 5.2.2.a.iii
    - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)
- Performance Level – A student who Exceeded expectations was likely to earn 3 or 4 points for written expression, and 2 or 3 points for writing conventions on this item. A student who Met expectations was likely to earn 2 points for written expression. A student who Approached expectations was likely to earn 1 point for written expression and 1 point for writing conventions on this item.

Anchor Paper 1 – Score Point 4

Sample Student Response:	In both texts "Leonardo da Vinci" and "Leonardo da Vinci For Kids: His life and Ideas", both texts describe the relationship between the apprentices and the maestro Verrocchio. I will explain this idea in both texts. Both texts have different ideas that I will touch on. I will also compare them at the end of the response. In the first text "Leonardo da Vinci", it is very apparent that Verrocchio had a great relationship with the apprentices. There are multiple instances. Here they are. First, the apprentices see Verrocchio as a mentor for the arts and to become a great artist. Not some cruel artist that has apprentices that do most of the work for him. Yes, he is strict. But kind. All apprentices get every Sunday off and meals with a small fee from the apprentices family. Next, Verrocchio saw the apprentices has helpful servants. But also, people aspiring to be a artist. Yes, he views them as helpful servants for his work. But he also wants to be able to teach these apprentices the ways of the arts. I mean, that's what apprentices are here for in the first place! And finally, both the apprentices and Verrocchio saw each other has acquaintances. They never fought over anything. There was no punishment to know about, and the apprentices followed his orders with no problem whatsoever. This shows that the apprentices trusted Verrocchio and vice versa. All of these instances show that Verrocchio maintained a great relationship with his apprentices. In the second text, "Leonardo da Vinci For Kids: His Life and Ideas" this idea is also extremely present. Like the first text, there are multiple instances that prove that Verrocchio has a great relationship with the apprentices. The first instance is also ;like in the last text, Verrocchio was able to direct the apprentices so easily. This also shows the bond between both the apprentices and Verrocchio. Another example is also how the apprentices were treated. From the looks of it, the apprentices were treated with respect, and the apprentices respected Verrocchio. This is exhibited by the idea that the apprentices thought he was strict, but kind. And how he doesn't ultra over work them. Now, the last exhibit is shown when Verrocchio gets a large commission from the Florence Cathedral. It was almost finished after almost 200 years of construction The last part needed was a giant bronze globe on the top of the it. And..... Verrocchio trusted all of his apprentices enough to help him build this bronze globe! This shows how trustworthy the apprentices were. Which also proves the great relationship of both the apprentices and Verrocchio! Now, the last thing is to compare the ideas between both texts. Each texts has it's own ideas on the relationship of the apprentices and Verrocchio. But, they also share a few too. The first one is how the apprentices had a great relationship with Verrocchio. It's show by various ideas and is very obvious in both texts. The next one is how there was never any conflict between the apprentices and Verrocchio. Not once was there a problem mentioned in either text. And the last idea is the teamwork that let them do great things! Earlier in the texts, it mentioned how Verrocchio and his apprentices would build cannons and protection for Florence. And, how Verrocchio and his apprentices built the bronze globe atop the cathedral! This proves that Verrocchio had a great relationship with his apprentices and that there was never any conflict between them! This is shown by their teamwork, respect and perseverance! All examples of the relationship between Verrocchio and the apprentice show that they sustained a great relationship! In both different ideas and similar ideas.
Annotation for Sample Student Response:	**Anchor Paper 1** **Score Point 4** This response answers all components of the prompt by using details from both passages to discuss Verrocchio's relationship with his apprentices. Effective student commentary explains inferences that clearly connect to evidence provided from the passages through precise word choice. The writing demonstrates **full comprehension** of the prompt and passages by making logical text-based inferences to explain that Verrocchio's relationship with his apprentices was one of mentorship based on respect and teamwork. **Accurate analysis** and **clear reasoning** connect the **relevant text-based evidence** to the inferences made about Verrocchio's relationship with the apprentices (Hall: *"This shows that the apprentices trusted Verrocchio and vice versa."* Herbert: "*From the looks of it, the apprentices were treated with respect, and the apprentices respected Verrocchio")*. The development of the topic is **consistently appropriate** to the task as the evidence, inferences, and commentary directly relate to Verrocchio's relationship with his apprentices. This response is **effectively** organized with an introduction, body, and conclusion that contain **clear** and **coherent** writing that uses language **effectively** to clarify the strength of Verrocchio's relationship with his apprentices.

Anchor Paper 2 – Score Point 4

Sample Student Response:	In the passages Leonardo da Vinci, and Leonardo da Vinci for Kids: His Life and Ideas, They both discuss the relationship between Verrocchio and his apprentices. These details help the reader comprehend what the life of an apprentice was like. Each passage has different information about the topic, and when combined you get a final result. In the passage Leonardo da Vinci it gives many details concerning the relationship between Verrocchio and his apprentices. One detail it gives is that he always explained his techniques when he was working. This shows that he was very committed to teach his apprentices all that he knew. Another detail that it gives is that he worked his apprentices very hard, in fact he made them work 12 hours a day on every day but Sunday. This shows that he was very strict teacher. In the passage Leonardo da Vinci for Kids: His Life and Ideas there are also many details about the relationship between Verrocchio and his apprentices. One place in which it shows this is when it says "For the first few months Leonardo did nothing but sweep the floor" this shows that Verrocchio wanted to make sure that everyone did work based on their capability. Another detail is that Verrocchio thought of his apprentices as equals. This is shown because Verrocchio always had everyone help on all the assignments that were given to him. In both the passages clues were given on how Verrocchio interacted with his apprentices. In Leonardo da Vinci it showed that Verrocchio always was trying to teach his apprentices, but he was very strict. In Leonardo da Vinci for Kids: His Life and Ideas it shows that Verrocchio always gave assignments to everyone, but made sure to give assignments based on the capability of them. When you add these clues together you see that Verrocchio's relationship with his apprentices was a nice teacher who was always working his hardest to teach his apprentices about art, but he was was very strict. He wanted to see everyone working so he always made sure everyone had a job to do, but he also wanted everyone only to be doing what they were capable of doing so that meant the people who were just starting to become apprentices had boring jobs like sweeping. In the passages Leonardo da Vinci and Leonardo da Vinci for Kids: His Life and Ideas there were many details that showed how Verrocchio interacted with his apprentices. When these details were put together you got a final result on what relationship Verrocchio had with his apprentices. That final relationship was that he was a nice teacher who was always working his hardest to teach his apprentices about art, but he was was very strict. He wanted to see everyone working so he always made sure everyone had a job to do, but he also wanted everyone only to be doing what they were capable of doing so that meant the people who were just starting to become apprentices had boring jobs like sweeping. This gives you a deeper comprehension on what Leonardo's life was like.
Annotation for Sample Student Response:	**Anchor Paper 2** **Score Point 4** The response demonstrates **full comprehension** by providing **accurate analysis** and **clear reasoning** that effectively connects evidence from both passages to the inferences that show Verrocchio as a dedicated teacher who created an environment of inclusion (Hall: *"One detail it gives is that he always explained his techniques when he was working. This shows that he was very committed to teach his apprentices all that he knew."* Herbert: "*This is shown because Verrocchio always had everyone help on all the assignments that were given to him*"). The response is **consistently** appropriate to the task and is **effectively organized**. Language is used **effectively** to compile a text-based explanation of Verrocchio's relationship to his apprentices.

Anchor Paper 3 – Score Point 3

Sample Student Response:	In the youth of Leonardo DA Vinci, he was an apprentice to a master. He and all apprentices developed a relationship in the short time that they had together.There is many things that contribute to how the relationship between the apprentices and the master works. First and foremost, one of the things that contributes to the relationship between he master is " Maestro Verrocchio was kind but strict, and his apprentices worked very hard. For the first few months Leonardo did nothing but sweep the floor, clean paintbrushes." pg 3 Herbert. This clearly shows that in the start the master was sill getting to know these kids and gave them basic chores. But then after year or two the master started bonding and gained trust leading the master to give then higher ranks faster, not only because they did good. Then because the apprentices lived in the studio and ate there, this made it a bit less like just a class but a bit like a home away from home. All of the evidence can prove that in fact some sort of bonding happened between the apprentices and master. To continue, another way that the master bonded with the apprentices is that "Most apprentices worked for their masters for about six years. They started by doing the most minor chores,and each year they took on more responsibility. Eventually,a hard-working apprentice could become a master."as you can see each year meant more chores and stuff like that for the apprentice, but the master of DA Vinci who had a lot of trust for the boys, gave then better ranks as shown earlier. Then comes the part about the apprentice becoming a master, Just like how a sports coach can train a future all-star at the sport happened with DA Vinci's master when we stated getting better. that feeling of happiness that you made them who they are better than you could imagine making the bond of Passion stronger. This also proves the bond between the master and apprentices and how it forms a reaationship. There is many things that contribute to how the realationship between the apprentices and master works
Annotation for Sample Student Response:	**Anchor Paper 3** **Score Point 3** Student writing demonstrates comprehension of the prompt and passages by providing **mostly accurate** analysis. The response uses text-based evidence to draw conclusions about Verrocchio's relationship with his apprentices but does not directly connect the inference to the evidence (*Just like how a sports coach can train a future all-star at the sport happened with DA Vinci's master when we stated getting better. that feeling of happiness that you made them who they are better than you could imagine making the bond of Passion stronger*). The sports coach analogy provides **mostly clear reasoning** but fails to directly connect the analogy to the passages. The response is **mostly organized,** with the use of transitions, and the writing is **mostly** clear and coherent.

Anchor Paper 4 – Score Point 3

Sample Student Response:	Verrocchio was a very famous artist who also took apprentices. His relationship with his apprentices was even and not to strict. He was kind, but stil a teacher, and his students could discuss their ideas with him or around him with no fear. To begin, Verrocchio didn't force his apprentices, but rather he taught them slowly. In "Leonardo da Vinci," M. C. Hall stated,"Most appretices work for their master for about six years. They started by doing the most minor chores, and each year they took on more responsibility." I infer that this means that Verrocchio never pressured his apprentices and was kind. Putting more responsibility on a person little by little helps them construct an understanding on harder work. Also, Verrocchio's tiny bit of a teacher attitude disciplined and taught his students. Janis Herbert stated,"He learned how make paintbrushes." I infer that this means that da Vinci learned things from Verrocchio and he didn't even now he must do it as an artist. Like creating paintbrushes, for instance. Lastly, the students could talk around and with Verrocchio with little or no fear. The author of "Leonardo da Vinci for Kids: His Life and Ideas" wrote,"The young men often argued about their ideas, teased each other about their progress, and taught each other new techniques." I infer that this means that the apprentices could speak to each other, around Verrocchio, like friends. They also spoke to each other like any normal human being. In conclusion, Verrocchio had a teacher like relationship with his apprentices. He was caring, thoughtful, and a friend to them.
Annotation for Sample Student Response:	**Anchor Paper 4** **Score Point 3** This response analyzes Verrocchio's relationship with his apprentices as being *even and not too strict, "he was kinds, still a teacher, and his students could discuss their ideas with him around him with no fear."* For each of these ideas there is relevant text evidence as well as some student commentary describing student inferences in relation to the prompt. This response provides **mostly** developed reasoning about the relationship between Verrocchio and his apprentices. It is organized through the use of transitions and is mostly clear and coherent writing.

Anchor Paper 5 – Score Point 2

Sample Student Response:	I believe that Andrea del Verrocchio has a similar relationship with his apprentices than that of a student and teacher's. I think this because they act toward him as a student would , and also because Verrocchio instructs in a way much like a teacher's and his apprentices work on projects and assignments as if at school. First, Verrocchio's apprentices treat him like a teacher or instructor. The apprentices will listen and watch Verrocchio to learn new art techniques. the text even refers to the apprentices as " his students ..." From Leonardo da Vinci for Kids: His Life and Ideas ; Paragraph 4. Verrocchio would often teach his apprentice before they could assist in anything more important one example is that leonardo learned how to make paintbrushes before he paited with them. (from Leonardo da Vinci paragraph 6). Verrocchio teaches his apprentices similar to how a teacher teaches their students. they often work on projects together and they learn in groups. one example of this from the text is that the apprentices and Verrocchio worked on the bronze globe together (from Leonardo da Vinci for Kids:His Life and Ideas) . The project took a lot of time and workers to complete and install. Ultimately, Andrea del Verrocchio has a reationship similar to a teacher and student's with his apprentices. I hope that you have come to the same conclusion as I have after reading.
Annotation for Sample Student Response:	**Anchor Paper 5** **Score Point 2** Student writing addresses the analysis portion of the prompt by using details from both passages to demonstrate that Verrocchio's relationship with his apprentices is one of teacher to student. The response demonstrates **basic comprehension** of inferential ideas through generally accurate analysis. Student writing paraphrases text-based evidence to provide **some** reasoning that is **somewhat appropriate** to the task (*Verrocchio would often teach his apprentice before they could assist in anything more important one example is that leonardo learned how to make paintbrushes before he paited with them*). This response contains **some** organization with an introduction, body, and conclusion.

Anchor Paper 6 – Score Point 2

Sample Student Response:	"Leonardo da Vinci" by M. C. Hall and " Leonardo da Vinci for Kids: His Life and Ideas" by Janis Herbert are both informational articles. These articles are about Leonardo da Vinci when he was a kid and his life. In the first article Leonardo da Vinci's family noticed his amazing artistic talent. His father explained to Ser Piero that his son had artistic talent. They brought him to Florence to study in one of the best shops, owned by Andrea del Verrocchio. He was know for sculptures that he made. The student were his apprentices. According to the text, "They worked and lived with their master to learn a trade." His relationship was good with his apprentices because he taught them how to be a good artist and also he moved them up step by step in the skill of what they were helping him with or working. In the second article " Leonardo da Vinci for Kids: His Life and Ideas" Leonardo was in the studio of Verrocchio for the first time. According to the text, "Young Leonardo was now an apprentice to the great artist." Leonardo will spend many years listening to the directions of the master. When Leonardo grew up he worked long days and slept with the other apprentices. The Master was kind but also strict, and the people who worked for him worked hard all day. When he first went to work for him the only things that he did was sweep and clean paintbrushes. As he worked more and more for him he got better jobs such as, making silver and gold, armor and coats, furniture, and other things. Leonardo eventually got the job of grinding pigments into paint. In both of the articles I would say that overall Verrocchio had a good relationship with his apprentices, here are some of the reasons why. One of them is because he had a lot of apprentices. Also because the apprentices could get work done for him. He probably wanted to be an influence and teach them to be a great artist just like him. All of his apprentices well at least Leonardo knew that he was a great artist and wanted to learn all of his techniques. If he did not have a good relationship with them he probaly would not have that many of them because it says "Playing children and their dogs ran through the rooms." The last reason is because he would not have kept his apprentices for as long as Leonardo worked for him and the other apprentices. In conclution I think that he has a decent relationship with his apprentices.
Annotation for Sample Student Response:	**Anchor Paper 6** **Score Point 2** The response demonstrates **basic comprehension** using **some** text-based evidence to attempt to explain that Leonardo Da Vinci was an apprentice of Verrocchio and what type of relationship Verrocchio had with his apprentices. The response provides a review of the information in each passage and includes some reasoning and evidence to develop the idea that Verrocchio had a good relationship with his apprentices. The response demonstrates some organization. Overall, the response provides some development of a generally accurate analysis of the topic.

Anchor Paper 7 – Score Point 2

Sample Student Response:	Verrocchios relationship with his apprentices was a relationship were the apprentices worked hard and learned how to be an artists and Verrocchios needed them to do the necessary chores . I know this because the text states ¨ Verrocchios was kind but strict, and his apprentices worked very hard.¨ in Leonardo da Vinci for Kids: His Life and ideas and ¨ They ran errands, swept the studio, and cleaned paintbrushes ¨ from Leonardo da Vinci. The first quote proves that the apprentices worked very hard and that Verrocchios was in charge of there work. And the second quote proves that they did the nessicary chores for Verrocchios. Another quote from Leonardo da Vinci ¨They would also watch their master at work and listen as he explained his techniques ¨shows that the apprentices get something out of it two. that as you can see Verrocchios relationship was a kind of relationship that both people benefit from.
Annotation for Sample Student Response:	**Anchor Paper 7** **Score Point 2** The response provides **generally accurate analysis** by presenting text-based evidence and paraphrasing the evidence to discuss Verrocchio's relationship with the apprentices. The last sentence of the prompt demonstrates **some reasoning** as it determines that the quote from the passage shows Verrocchio and the apprentices each benefit from one another (*that as you can see Verrocchios relationship was a kind of relationship that both people benefit from).* The response uses **somewhat coherent** writing to express ideas with **some clarity**.

Anchor Paper 8 – Score Point 1

Sample Student Response:	Verrocchio's relationship between his apprentices was kind but strict. An example of this is that according to Leonardo da Vinci for Kids: His Life and Ideas It says "Maestro Verrocchio was kind but strict, and his apprentices worked very hard." Another example is that according to Leonardo da Vinci It says that "Leonardo and the other apprentices were kept busy 12 hours a day and worked every day but Sunday." A final example according to the text Leonardo da Vinci for Kids: His Life and Ideas it says " For the first few months Leonardo did nothing but sweep the floor, clean paintbrushes, and listen to the other apprentices and craftsmen." Those are the reasons Verrocchio and his apprentices have a kind but strict relationship.
Annotation for Sample Student Response:	**Anchor Paper 8** **Score Point 1** The response identifies the relationship between Verrocchio and his apprentices, as kind but strict, and provides three quoted examples from the passages to demonstrate that relationship, but there is no further development or explanation provided. This results in a **minimally developed** response that is **limited** in its appropriateness to the task.

Anchor Paper 9 – Score Point 1

Sample Student Response:	Verrocchio's relationship with his students was that on Sunday they got a day off and when they got the day off they would watch there master at work and listen as he explains techniques. In passage 2 it talked about how Verrocchio would be in the middle of the activity and direct the work of his sudents. It also said that Verrocchio was kind but strict.
Annotation for Sample Student Response:	**Anchor Paper 9** **Score Point 1** This response is **limited** in its appropriateness of the task, as it only provides text-based examples of what Verrocchio did with his apprentices but provides no further explanation or development of how that illustrates the relationships. This is a **minimal**ly developed response.

Anchor Paper 10 – Score Point 1

Sample Student Response:	Verrocchio's relationship with his apprentices where very interesting it states in the passage from leonardo da vinci for kids: his life and ideas on paragraph six how leonardo was used to pose for a statue. also, in the passage from leonardo da vinci on paragraph five how they worked twelve hours a day. last, it explains on the passage leonardo da vinci for kids: his life and ideas on paragraph three how verrocchio was very kind but strict. so in conclusion verrocchio made his apprentices work hard and was kind but strict.
Annotation for Sample Student Response:	**Anchor Paper 10** **Score Point 1** The response attempts to address the task by identifying relevant details from the text, concluding, *"…verrocchio made his apprentices work had was strict and kind*." However, there is no further explanation or development of the topic, as analysis is **minimal**.

Anchor Paper 11 – Score Point 0

Sample Student Response:	Verrocchio`s relationship with his apprentices were good and his child Leonardo was a good kid and when he first opened his eyes he saw Verrocchio`s studio and he got surprised when he saw it. Also Leonardo grew up to be handsome and a strong young man. Next he also cleaned swept and he even had a daily task to paint. He polished bronze statues and prepared wooden panels for painting.
Annotation for Sample Student Response:	**Anchor Paper 11** **Score Point 0** This response includes details from the passages that do not connect to any aspect of the prompt, which makes the response **inappropriate** to the task.

Anchor Paper 12 – Score Point 0

Sample Student Response:	I will be telling you about how Leo helps out in the shop. There were many ways he could help one was cleaning paint brushes. cleaning paint brushes would help because if paint brushes werent clean it may lead to haveing other colors that arent nesisary.
Annotation for Sample Student Response:	**Anchor Paper 12** **Score Point 0** The response provides text details of how Leonardo helped around the shop, rather than discussing Verrocchio's relationship with the apprentices. With no further relevant explanation or development, this response is **inappropriate** to the task.

Sample Responses & Annotations - ITEM SET 3

Item Set 3 – Question 5 (Constructed Response)

Think about how this passage would be different if it were told from Ramo's point of view. Write a story from Ramo's point of view that describes what he is doing and thinking as the ship comes closer to the island.

Item Information

- Passage – Island of the Blue Dolphins
- Answer – See Sample Responses & 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 1 or 2 points for writing conventions. A student who Approached expectations was likely to earn 1 point for written expression.

Anchor Paper 1 – Score Point 3

Sample Student Response:	I stood, watching the calm foaming sky blue sea, bouncing every so often onto one foot then the other eagerly. I danced on the grassy dirt, almost tripping over my own exited feet. As i watched the Huge Canoe sail closer i felt like exploding, it was so cool. well my sister said it was a ship, but she had never seen one either, so it was a Huge canoe. I jumped in a little circle and looked at my sister, Feeling a bit disappointed in her decision to work instead of watch the Canoe or even go see it up close. ``While you gaze at the sea,`` My sister mumbled, sounding annoyed, ``I dig roots, and it is I who will eat them and you who will not. `` I picked up a root, examining it for a second, it was a short stubby root, with little hair like things sicking out of it. The root was coered in a good half inch of dit and gunck. I didnt like work, i would rather have fun, or go see the Canoe, Play with my friends, instead my sister drags me out here to pick up roots, *Boring*. I was about to drop the dirt covered root into the basket and help my sister out a bit so she would seem a bit more happy, when something out of the corner of my eye caught my attention. A Huge red Canoe, the size of all the Canoes in the village put together. I opened my mouth, about to yell, but it was like i couldnt breath, no words escaped. I closed my mouth, swallowing my excitement, though it seemed to come back up. ``A Canoe!`` I shouted not able to contain myself any longer, ``A Great one, bigger than all of our canoes together. and red!`` i gaped, pointing at the huge red floating mass. My sister looked over at me and rolled her eyes, looking not the slight most amused. The very next breath after saying that i chucked the root into the air, it spun and twirled scattering bits of earth and root around. I heard it fall somewhere far behind me now. I came Crashing through the bushes, snapping twigs, breaking branches. I needed to see this boat thing now, it was way too cool to miss out on seeing. I shouted, hoping for my sister to follow but she stayed where she was collecting roots on her hands and knees. She looked at me and smiled a bit before turning back to work. I shouted again, stopping in place, i jumped up and down. She didnt respond so, With a huff, I bolted off once more.
Annotation for Sample Student Response:	**Anchor Paper 1** **Score Point 3** This response skillfully changes the point of view and demonstrates skill in various elements of narrative writing. For example, there is an effective and correct change in the following scene to reflect how Ramo would have seen it. (*"I shouted, hoping for my sister to follow but she stayed where she was collecting roots on her hands and knees. She looked at me and smiled a bit before turning back to work. I shouted again, stopping in place, i jumped up and down. She didnt respond so, With a huff, I bolted off once more.")* There is evidence of character development (*The root was covered in a good half inch of dirt and gunck. I didn't like work, I would rather have fun, or go see the Canoe, Play with my friends, instead my sister drags me out here to pick up roots, Boring.)* Also, vivid description of a scene *(I stood, watching the calm foaming sky blue sea, bouncing every so often onto one foot then the other eagerly. I danced on the grassy dirt, almost tripping over my own exited feet. As i watched the Huge Canoe sail closer i felt like exploding, it was so cool*.) Overall, this response demonstrates effective writing that is consistently appropriate to the task.

Anchor Paper 2 – Score Point 3

Sample Student Response:	I excitedly hopped onto one foot, then the other, for I was distracted by a big canoe that was slowly drifting towards the village of Ghalas-at. "A canoe!" I impatiently exclaimed. "This canoe is greater than all of our's! And it is red, too!" "Ramo!" My sister angrily called. "While I dig roots, you stare the ocean. And I will eat these roots, as you will not." I sighed and pulled a root from the earth. But, just as I was about to deposit the root into the basket, I threw it over my head and ran towards the big ship to get a better look at it, crashing through the field that led to the beach. By the time I had finished my journey through the brush, the massive canoe had reached the wide kelp bed that surrounds our island. It had also sailed between the two boulders that guard our village. The news of the ships' coming had spread quickly, as a nervous murmur had settled over the land. Many men and women had gathered and were waiting for the ship to arrive. I looked up and saw my sister hiding among the toyon bushes, an anxious look on her face. "I am so much braver than she is." I thought. "Otherwise, why would I be standing so close to the men?" "Stay back, Ramo," A voice called from behind me. It was my father. He grabbed my shoulders and pulled me into the sea of villagers. "Their could be danger on this ship." He strode past me and joined the other men standing at the tide. "Hey!" I yelled back to him. "It's not a ship! It's a big ca-" Just as I was about to finish, a small boat left the great canoe. Six men started rowing toward Coral Cove. Their long oars slapping the water as they got closer with every row.
Annotation for Sample Student Response:	**Anchor Paper 2** **Score Point 3** This response is skillful in changing the narrative to the perspective of Ramo and implementing elements of narrative writing. There is effective use of dialogue, (“*Their could be danger on this ship." He strode past me and joined the other men standing at the tide. "Hey!" I yelled back to him. "It's not a ship! It's a big ca-").* An additional scene is effectively created and described (*"Stay back, Ramo," A voice called from behind me. It was my father. He grabbed my shoulders and pulled me into the sea of villagers.).* Character development is found Ramo’s reflection *("I am so much braver than she is." I thought. "Otherwise, why would I be standing so close to the men?").* The use of descriptive phrases and sentences develops the scenes and helps in the progression of the narrative (*for I was distracted by a big canoe that was slowly drifting towards the village of Ghalas-at …a The news of the ships' coming had spread quickly, as a nervous murmur had settled over the land*.). Overall, there is coherence to this story and is an example of effective use of narrative elements to retell this story.

Anchor Paper 3 – Score Point 3

Sample Student Response:	A far away boat loomed in the distance out on the sea. It looked like a dot because it was so far away. My sister dug roots to feed the people of the island, I watched the tranquil waves crash along the shore, Coral Cove gleaming in the sunlight. A faint dot bobbed in the distance, growing ever so slowly. "While you gaze at the sea," my sister said, "I dig roots. And it is I who will eat them and you who will not." I was surprised at her words and didn't want to starve, I slowly picked up a dry root and raised it to toss in the basket. When I saw the dot out of the corner of my eye. It was not a dot no more, but a massive canoe! "A canoe!" I cried. "A great big one, bigger than all of our canoes together. And red!" I threw the root in the air not caring the slightest if I got it in the basket or not. I rushed towards the large red canoe shouting hoping to alarm the people of Ghalas-at to come down to the shore too. My sister watched with a disgusted look as I sprinted towards the ocean she went back to pulling roots for the villagers. As I neared the boat I saw the men of my village rush to the edge of Coral Cove seeing the canoe as well, spears in their hands and awed looks on their faces. I rushed towards them as they marched to the edge of the sea. The canoe getting ever so closer. I looked up at the village at the top of the cliff and saw my sister crouching in the toyon bushes, anxious and confused looks painting her face. I waved, she either didn't notice, or ignored me, too focused on the massive canoe. A small boat left the large canoe with six men rowing it towards our island. The canoe had halted as the small canoe paddled towards our island.
Annotation for Sample Student Response:	**Anchor Paper 3** **Score Point 3** This response successfully changes point of view and skillfully implements elements of narrative writing as evidenced by the clear understanding of the original text and how to change the perspective a scene (*I looked up at the village at the top of the cliff and saw my sister crouching in the toyon bushes, anxious and confused looks painting her face. I waved, she either didn't notice, or ignored me, too focused on the massive canoe.)* Various elements of narrative writing are used. There is effective description to establish a scene (*A far away boat loomed in the distance out on the sea. It looked like a dot because it was so far away. My sister dug roots to feed the people of the island, I watched the tranquil waves crash along the shore, Coral Cove gleaming in the sunlight. A faint dot bobbed in the distance, growing ever so slowly.).* Also, some clear character development of both Ramo and the sister (*I was surprised at her words and didn't want to starve, I slowly picked up a dry root and raised it to toss in the basket… My sister watched with a disgusted look as I sprinted towards the ocean she went back to pulling roots for the villagers).* The sequence is logical and results in a coherent story in which there is clear evidence of skillful command of narrative writing.

Anchor Paper 4 – Score Point 2

Sample Student Response:	As I was digging through the plants and getting the roots I thought I saw something in the distance. As it got closer I could say that it was a huge canoe coming straight for our island. It was bigger then all of our canoes combined and could fit way more people on it. I have never seen one so big before. I dropped all of my roots and started running towards it. I was surprised to me my sister standing still and collecting more roots. Once I reached the wide kelp I had realized that there was six men coming to us on an oar boat. Once the men had reached shore they said that they come in peace and didn't come looking for a fight. They said that while they were traveling something had broke on there boat and that they come here to fix it. All of the villagers in my town looked nervous as they were fixing the boat. Once they were done they left right away and never came here again. I wondered were my sister was and I looked up only to find her hiding in a bush staring down at the village. I went back up to her and we finished pulling our roots. All of our people have settled back down and the village had become peaceful again. Since then i have never seen a ship come near here again. My sister had told me that was not a canoe but it was a giant ship. After awhile everybody had forgot about it and didn't seem to care about it anymore
Annotation for Sample Student Response:	**Anchor Paper 4** **Score Point 2** This response successfully changes the narrative to be told from Ramo's point of view. It is appropriate for scenes that are not in the original passage as long as they could realistically be part of the original story. In this case, the student narrative includes what happened when the men came onto the island, which was something that could realistically happen in the original story. The sequence of events moves logically from action to action, but does not develop or describe them *(They said that while they were traveling something had broke on there boat and that they come here to fix it. All of the villagers in my town looked nervous as they were fixing the boat. Once they were done they left right away and never came here again.).* This retell is coherent, but does not incorporate many of the elements of narrative writing beyond establishing the situation and sequencing events. It is an example of writing that is generally appropriate to the task.

Anchor Paper 5 – Score Point 2

Sample Student Response:	I stood there in the forest picking roots. My brother talking but I didn't care I was focused on something in the distance. I didn't know what it was? Head cocked to the side wondering what was in the distance. Was it a ship, canoe or just a big rock. As it got closer, I knew it wasn't a rock because they don't move. It was a canoe a big one and red. Yelled and told the villagers and than ran to the shore. We waited for a while. Men got out of the boat and on to a smaller one. They then they started paddling. I didn't know at first what they were friends or foes. As they got closer I make out some of the faces. But I still none of us could identify who they we're, where they were from, or what they where doing. Almost half of the village was there. Most of the men were holding spears, bows, and few held axes. I said to the man next to me what was happening he said," I don't know but I'm pretty scared." I started looking for my brother. I couldn't find him so I gave up. He was probably at the village or exploring somewhere.
Annotation for Sample Student Response:	**Anchor Paper 5** **Score Point 2** This response successfully retells the story from the point of view of Ramo. Most of the response is not lifted from the passage and implements various elements of narrative writing. New dialogue is included, *("I don't know but I'm pretty scared.").* There is effective description to establish a scene (*As they got closer I make out some of the faces. But I still none of us could identify who they we're, where they were from, or what they where doing… Most of the men were holding spears, bows, and few held axes*).

Anchor Paper 6 – Score Point 2

Sample Student Response:	I was on my left foot then I hoped to my right foot, watching a ship sail to our island. My brother said in a low voice "You stare at the sea while I dig the roots, and I shall be the one who gets to eat them." I did not want to be the one who eat's the left overs. So, I picked up a root and was about to put it in the basket when I saw a canoe? No, this could not be a canoe this was like 10 times the size of our canoe's. "Look it is a canoe!" I shouted on the top of my lungs. The citizens of our village heard me and were running to the shore of our island. I was going to beat them to the shore I had to! I wanted to be the first one who got to shake hands with the people who were coming. I almost forgot the rules of our village we were to stay hidden and not be seen. So, if they were intruders we could kick them off our island. I went to my tree where I was assigned to hide if there was going to be a attack. I could see my brother from here in his hiding spot. I turned around to see a boat with 6 men with long oars 100 meters from our islands shore...
Annotation for Sample Student Response:	**Anchor Paper 6** **Score Point 2** This response successfully changes the point of view in the response and implements some narrative elements to retell the story. There is added description, "said in a low voice,"), new dialogue ("*Look it is a canoe!" I shouted on the top of my lungs.), and d*evelopment of character and logical sequence of events (*I was going to beat them to the shore I had to! I wanted to be the first one who got to shake hands with the people who were coming. I almost forgot the rules of our village we were to stay hidden and not be seen.*). Overall this response is mostly coherent and mostly effective in telling the story from Ramo's point of view.

Anchor Paper 7 – Score Point 1

Sample Student Response:	<u>Ramo's point of view</u> Ramo had never seen a ship but his sister had heard of it. He was curious and so was his sister but she didn't let it out because she knew her village needed the roots that they were digging. So he decided to take a closer look at the "canoe" so he ran to the shore and so did a bunch of other people and some of the people came armed just in case the people who were in the "canoe" came to fight. Ramo didn't know what was happening so he stood and waited to see what would happen next. He couldn't wait to see what happened. Also he didn't know his sister was also watching at the edge of the cilff but she was still picking up the roots. He was thinking of how big the "canoe" was. They both watched as the the people on the ship were getting on a small boat and start rowing/paddling thier way to the island.
Annotation for Sample Student Response:	**Anchor Paper 7** **Score Point 1** The response retells the story in third person. Most of the retell is told as if the narrator is telling Ramo's perspective, although in some cases it switches to the sister's perspective *(but she didn't let it out because she knew her village needed the roots that they were digging*). There is sufficient story retold; however, there is only limited use of narrative elements beyond providing a sequence of events. Overall, this is limited in appropriateness to the task.

Anchor Paper 8 – Score Point 1

Sample Student Response:	I was standing watching a great, big canoe enclose toward our island. "While you gaze at the sea,"my sister exclaimed, "I dig roots. And it is I who will eat them you who will not." I continued to pick roots with her. I looked up again to see the enormous canoe. It was getting closer! "A canoe!" I preached to my sister."A great one, bigger than all of our canoes together. And red!" As quick as a cheetah I raced in the direction the large canoe was coming in from. It was the largest thing I had ever seen. The canoe soured as high as the birds and clouds. I thought my sister would follow, but she did not. The canoe sailed around the wide kelp that enclosed our island. It continued through the two rocks that guard Coral Cove. After, many villagers came to join me and look at the magnificent red canoe. They gathered at the edge to watch the on coming canoe. Then a much smaller canoe left, with six men aboard it each with a long oar.
Annotation for Sample Student Response:	**Anchor Paper 8** **Score Point 1** This response successfully changes the point of view by correctly changing references to Ramos to "I" and references to the original narrator to "my sister." Much of the response is lifted from the original passage, but there are some new narrative elements are added by the student to indicate some of Ramo's perspective (*I continued to pick roots with her. I looked up again to see the enormous canoe. It was getting closer! ... As quick as a cheetah I raced in the direction the large canoe was coming in from. It was the largest thing I had ever seen*.). There is sufficient evidence of the change of perspective to be considered minimally appropriate to the task.

Anchor Paper 9 – Score Point 1

Sample Student Response:	I was gathering roots when I saw what looked like a big canoe. I was standing on one foot, and then the other watching the big canoe come closer and closer. "A canoe!" I cried. "A great one, bigger than all of our canoes together. And red!" I suddenly threw my roots up in the air and I was gone! I was crashing through the brush, shouting as I ran. I kept watching and watching! It was incredible! But that's when I realized that the people on the ship were not coming to us to be friendly.
Annotation for Sample Student Response:	**Anchor Paper 9** **Score Point 1** This response successfully changes the pronouns to "I" to indicate a change in point of view. While brief, the account given covers the span of the original text. This is an example of a response that shares enough of the story to be considered a minimal retell.

Anchor Paper 10 – Score Point 0

Sample Student Response:	I was standing on one foot then another watching ships coming in and out. Then I saw a canoe a big one bigger than all of ours and it was red but is wan't that exciting.Then I kept digging for roots.
Annotation for Sample Student Response:	**Anchor Paper 10** **Score Point 0** This response provides too minimal of an account to be considered a retell of the original text. While there is a correct change in point of view, it retells only the opening scene. This is too undeveloped to be appropriate to the task.

Anchor Paper 11 – Score Point 0

Sample Student Response:	I was standing on one foot and then the other, watching the ship coming, which I didn't know the ship was coming because i've never seen one. " I dig roots. And it is I who will eat them and you who will not." I picked up a root and was about to drop it in the basket. suddenly, my mouth opened wide and closed it again. "A canoe!" I cried. " A great one, bigger than all of our canoes together. And red!" A canoe or a ship, it didn't matter. In my very next breath I tossed the root in the air and was gone crashing through the brush, shouting as I went. I kept gathering roots but my hands trembled as I dug in the earth, for i was more exited than my brother. I knew that it was a ship on the sea and not a big canoe. and that a ship could mean many things. I wanted to drop the stick and run too, but I went on digging roots because they were needed in the village.by the time I filled up the basket, the Aleut ship had sailed across the wide kelp bed that encloses our island and between the two rocks that guard coral cove. our men and women were gathering there things at the edge of our mesa. I made my way through the heavy brush and, moving swiftly, down the ravine until I came to the sea cliff's there I crouched on my hand and knees. below me lay the cove. halve the men from our village stood at the waters edge. the rest were concealed among the rocks at the foot of the trail, ready to attack the intruders should they prove unfriendly. As I crouched there in the toyon bushes trying not to fall over the cliff, trying to keep myself hidden and yet to see and hear what went on below me. six men with long oars were rowing.
Annotation for Sample Student Response:	**Anchor Paper 11** **Score Point 0** This response begins to retell the story with a change in point of view, noted by the “I”, used in the first paragraph. However, starting with the second sentence in the second paragraph, the response becomes a direct copy from the passage, reverting back to the original narrator. This shift is confusing and is inappropriate to the task. The amount of writing that was told in Ramo’s point of view is not sufficient to be a retell of the story.

Anchor Paper 12 – Score Point 0

Sample Student Response:	The passage "*Island of the Blue Dolphins*" would be different if it was told from Ramo's point of view because it would be from what he says and doing. Ramo would probably talk more about what he was doing, and how the ship looked like. He would talk about how he felt for seeing a ship for the first time. He'll explain what he would have done to see one for the first time, or if he would just watch it and inspect it. Ramo might talk about how scary it was to kind of be on the edge of the cliff.
Annotation for Sample Student Response:	**Anchor Paper 12** **Score Point 0** This response is not a retell of the story, but rather an essay about what would be different if told in Ramo’s point of view. Since there is no narrative writing to be evaluated, this response is inappropriate to the task.