



Colorado Measures of Academic Success



Grade 6

Reading and Writing

English Language Arts

Answer Key with

Scoring Rubrics, Sample

Responses & Annotations

Practice Resource for Students

Table of Contents

ITEM INFORMATION	3
Colorado Academic Standards (CAS) Evidence Outcome	3
Evidence Statement	3
Subclaim	3
ITEM TYPES.....	3
Selected Response (Multiple Choice, Multiple Response, and Fill in the Blank)	3
Technology-Enhanced (Bar Graph, Drag and Drop, Inline Choice, Hot Spot, and Match Table Grid)	3
Constructed Response	3
STUDENT PERFORMANCE	3
P Value – Selected Response Only	3
Sample Student Responses and Annotations – Prose Constructed Response Only.....	3
ANSWER KEY: ITEM SET 1	4
Item Set 1 – Question 1 (Selected Response)	4
Item Set 1 – Question 2 (Selected Response)	5
Item Set 1 – Question 3 (Selected Response, Multiple Choice).....	6
Item Set 1 – Question 4 (TEI Inline Choice).....	8
Item Set 1 – Question 5 (Selected Response)	9
Item Set 1 – Question 6 (Selected Response)	10
Item Set 1 – Question 7 (TEI Hot Spot)	11
Item Set 1 – Question 8 (Constructed Response)	12
Item Set 1 – Question 9 (Selected Response)	13
Item Set 1 – Question 10 (Selected Response)	14
Item Set 1 – Question 11 (Selected Response)	15
Item Set 1 – Question 12 (Selected Response)	16
ANSWER KEY: ITEM SET 2	18
Item Set 2 – Question 1 (Selected Response)	18
Item Set 2 – Question 2 (Selected Response)	19
Item Set 2 – Question 3 (TEI Inline Choice).....	20
Item Set 2 – Question 4 (Selected Response)	21
Item Set 2 – Question 5 (Constructed Response)	22
Item Set 2 – Question 6 (Selected Response)	23
Item Set 2 – Question 7 (Selected Response)	24
Item Set 2 – Question 8 (TEI Drag and Drop).....	25
Item Set 2 – Question 9 (TEI Inline Choice).....	26
Item Set 2 – Question 10 (Selected Response)	27

Item Set 2 – Question 11 (TEI Hot Spot)	29
ANSWER KEY: ITEM SET 3	30
Item Set 3 – Question 1 (Selected Response)	30
Item Set 3 – Question 2 (Selected Response, Multiple Select)	31
Item Set 3 – Question 3 (Selected Response, Multiple Select)	33
Item Set 3 – Question 4 (Selected Response)	34
Item Set 3 – Question 5 (TEI Drag and Drop)	35
Item Set 3 – Question 6 (Selected Response)	36
Item Set 3 – Question 7 (TEI Drag and Drop)	37
Item Set 3 – Question 8 (TEI Drag and Drop)	38
Item Set 3 – Question 9 (Constructed Response)	39
Item Set 3 – Question 10 (Selected Response)	40
Item Set 3 – Question 11 (Selected Response)	41
Item Set 3 – Question 12 (Selected Response)	42
Item Set 3 – Question 13 (TEI Drag and Drop)	43
Prose Constructed Response Rubric, Sample Responses & Annotations	44
CMAS Scoring Rubric for Prose Constructed Response Items	45
Research Simulation Task (RST) and Literary Analysis Task (LAT)	45
Narrative Task (NT)	46
Sample Responses & Annotations - ITEM SET 1	47
Item Set 1 – Question 8 (Constructed Response)	47
Reading Comprehension and Written Expression Sample Responses & Annotations	48
Knowledge of Language and Conventions Sample Responses & Annotations	58
Sample Responses & Annotations - ITEM SET 2	60
Item Set 2 – Question 5 (Constructed Response)	60
Sample Responses & Annotations - ITEM SET 3	70
Item Set 3 – Question 9 (Constructed Response)	70

ITEM INFORMATION

Colorado Academic Standards (CAS) Evidence Outcome

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

Evidence Statement

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

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

Subclaim

The reporting category of the associated CAS.

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

ITEM TYPES

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

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

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

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

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

Constructed Response

Students construct an open-ended response.

STUDENT PERFORMANCE

P Value – Selected Response Only

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

Sample Student Responses and Annotations – Prose Constructed Response Only

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

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

ANSWER KEY: ITEM SET 1

Item Set 1 – Question 1 (Selected Response)

Part A

Why is paragraph 12 important to the development of the article “A Century of Blossoms”?

- ☐ A. It illustrates how Mrs. Taft was aware of the challenges of Eliza’s plan.
- ☐ B. It shows how Mrs. Taft wanted to take credit for Eliza’s idea.
- ☐ C. It illustrates Mrs. Taft’s doubts about Eliza’s plan.
- ☒ D. It shows Mrs. Taft’s support of Eliza’s idea.

Part B

Which action **best** serves the same purpose as the answer to Part A?

- ☐ A. Colonel Spencer Cosby’s presence at the planting of the first two trees
- ☐ B. the Washington park superintendent’s worry about the trees
- ☒ C. Dr. Takamine’s offer to double the number of trees
- ☐ D. the U.S. inspectors’ burning of the diseased trees

Item Information

- Passage – A Century of Blossoms
- Part A Answer – D
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.b.ii
 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
- P Value – 0.585
- 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 2 (Selected Response)

Part A

In the article "A Century of Blossoms," which argument does the superintendent use to dismiss Eliza Scidmore's idea to plant cherry trees in Washington, D.C.?

- ☐ A. The imported cherry trees had too many insects and diseases to plant on American soil.
- ☒ B. Young boys would climb the trees and break the branches attempting to get cherries.
- ☐ C. The ground along the Potomac was too hard and rough to effectively plant the trees.
- ☐ D. The city had already planted elm trees along the avenue.

Part B

Which evidence from the article suggests that the superintendent's argument is flawed?

- ☒ A. "... these cherry trees do not bear cherries." (paragraph 7)
- ☐ B. "... but I thought perhaps it would be best to make an avenue of them, extending down to the turn in the road. ..." (paragraph 11)
- ☐ C. "... 'The eighty pioneer [cherry] trees were in their places on the next Saturday. ...'" (paragraph 15)
- ☐ D. "... officials made sure that younger, completely healthy trees were prepared." (paragraph 22)

Item Information

- Passage – A Century of Blossoms
- Part A Answer – B
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.c.ii
 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)
- P Value – 0.452
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 1 – Question 3 (Selected Response, Multiple Choice)

Part A

How is Helen Taft introduced in the passage from “Helen Herron Taft”?

- ☐ A. She is introduced by first discussing her husband, William Taft, who was an American president.
- ☒ B. She is introduced by describing an early experience that foreshadowed her later life.
- ☐ C. She is introduced by first providing important details of her birth.
- ☐ D. She is introduced by listing her contributions.

Part B

Select **two** details from the passage that **best** support the answer to Part A.

- ☒ A. “As ‘the only unusual incident’ of her girlhood, ‘Nellie’ Herron Taft recalled her visit to the White House at 17. . . .” (paragraph 1)
- ☐ B. “Fourth child of Harriet Collins and John W. Herron, born in 1861. . . .” (paragraph 1)
- ☒ C. “The year after this notable visit she met ‘that adorable Will Taft. . . .’” (paragraph 2)
- ☐ D. “As First Lady, she still took an interest in politics. . . .” (paragraph 5)
- ☐ E. “During four years famous for social events, the most outstanding was an evening garden party. . . .” (paragraph 6)
- ☐ F. “Mrs. Taft remembered this as ‘the greatest event. . . .’” (paragraph 6)

Item Information

- Passage – Helen Herron Taft
- Part A Answer – B
- Part B Answer – A, C
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.a.iii
 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
- P Value – 0.369
- 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 1 – Question 4 (TEI Inline Choice)

Complete an analysis of the argument in the passage from “Helen Herron Taft” by selecting the correct words to complete the sentences.

In the passage from “Helen Herron Taft,” the author claims that Helen Taft was a woman who “loved a challenge.” This characteristic is highlighted when she

traveled to the Philippines



and when she

handled a difficult role in Manila



. Additionally, she

had cherry trees planted in the capital



, which has become a distinct

memorial to her tireless spirit.

Item Information

- Passage – Helen Herron Taft
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.c.ii
 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)
- P Value – 0.355
- 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 1 – Question 5 (Selected Response)

Part A

In the passage from “Eliza Scidmore,” what is the meaning of the word **torrent** as it is used in paragraph 2?

- ☐ A. fascination
- ☐ B. frost
- ☐ C. sparkle
- ☒ D. stream

Part B

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

- ☒ A. “. . . flowing steadily . . .”
- ☐ B. “. . . the beauty of the fantastic ice front . . .”
- ☐ C. “. . . shimmering with all the prismatic hues . . .”
- ☐ D. “. . . beyond imagery . . .”

Item Information

- Passage – Eliza Scidmore
- Part A Answer – D
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.3.a.i
 - Use context (for example: the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
- P Value – 0.463
- 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 6 (Selected Response)

Part A

In the passage from “Eliza Scidmore,” how does the author support the claim that Eliza Scidmore was interesting and bold?

- ☒ A. by highlighting her accomplishments and adventures
- ☐ B. by emphasizing her relationship with the First Lady
- ☐ C. by discussing the cherry trees in Washington, D.C.
- ☐ D. by quoting her publications

Part B

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

- ☐ A. “Scidmore (pronounced ‘Sid-more’) was born in 1856 in Iowa.” (paragraph 2)
- ☐ B. “After attending Oberlin College, she took a job writing society columns for newspapers.” (paragraph 2)
- ☒ C. “Over the next twenty years, Scidmore contributed to the Society . . . and sat on the Board of Managers, the first woman to do so.” (paragraph 3)
- ☐ D. “The project faced many setbacks, but eventually succeeded.” (paragraph 4)

Item Information

- Passage – Eliza Scidmore
- Part A Answer – A
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.c.ii
 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)
- P Value – 0.536
- 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.

The article “A Century of Blossoms” and the passage from “Eliza Scidmore” emphasize different ideas in their depictions of the characteristics of Eliza Scidmore. Show the ideas that are emphasized in the sources by selecting one option for each row.

Idea	“A Century of Blossoms”	from “Eliza Scidmore”	Both Passages
champion of the Alaska wilderness	☐	☒	☐
acquaintance of the First Lady	☐	☐	☒
National Geographic Society member	☐	☐	☒
campaigned for twenty years to plant cherry trees	☒	☐	☐

Item Information

- Passage – A Century of Blossoms
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.c.iii
 - Compare and contrast one author’s presentation of events with that of another (for example: a memoir written by and a biography on the same person). (CCSS: RI.6.9)
- P Value – 0.475
- 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 8 (Constructed Response)

You have read the article “A Century of Blossoms,” a passage from “Helen Herron Taft,” and a passage from “Eliza Scidmore.” Consider how the authors describe their topics.

Write an essay analyzing how the authors of the sources take different approaches in describing the bravery and achievements of Helen Herron Taft and Eliza Scidmore.

Support your response with evidence from the **three** passages.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 44 for additional item information.

Item Set 1 – Question 9 (Selected Response)

Part A

What does the word **significant** mean as it is used in paragraph 10?

- ☐ A. unstable or scattered
- ☒ B. important or serious
- ☐ C. recent or ongoing
- ☐ D. typical or natural

Part B

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

- ☐ A. "... which occurred sometime between ..."
- ☒ B. "... may have driven the people to other areas."
- ☐ C. "Overuse of the land ..."
- ☐ D. "... may have been other factors."

Item Information

- Passage – All Roads Lead to Chaco Canyon
- Part A Answer – B
- Part B Answer – B
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.3.a.i
 - Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
- P Value – 0.535
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Partially met expectations was likely to earn 1 point.

Item Set 1 – Question 10 (Selected Response)

Part A

Which part of the buildings at Chaco Canyon has proven **most** important in helping scientists understand the site?

- ☒ A. the wood-beam floors
- ☐ B. their unique designs
- ☐ C. the type of mortar
- ☐ D. their size

Part B

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

- ☐ A. "Sandstone was shaped and pieced together with small amounts of mortar for the outer walls." (paragraph 3)
- ☐ B. "More than 600 rooms and 40 kivas are in this four-level dwelling." (paragraph 4)
- ☐ C. "Pueblo del Arroyo, like Pueblo Bonito, was a D-shaped, multilevel, apartment-like house built in stages. . . ." (paragraph 6)
- ☒ D. "By examining the tree rings of the wood used, they can tell us what year a dwelling was built." (paragraph 6)

Item Information

- Passage – All Roads Lead to Chaco Canyon
- Part A Answer – A
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.a.iii
 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
- P Value – 0.301
- Performance Level – A student at Met expectations or higher was likely to earn 2 points.

Item Set 1 – Question 11 (Selected Response)

Part A

Based on the passage and the photograph, what can the reader determine about the Chacoans?

- ☐ A. The dry conditions surrounding the structure in the photo support the conclusion that the Chacoans used structures like it for ceremonial gatherings.
- ☒ B. The methods and materials used to build the structure in the photo demonstrate that the Chacoans had developed advanced building techniques.
- ☐ C. The shape of the structure in the photo helps support the claim that the Chacoans had a complex understanding of astronomy.
- ☐ D. The location of the structure in the photo helps support the theory that the Chacoans engaged in far-reaching trade.

Part B

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

- ☒ A. paragraph 3
- ☐ B. paragraph 5
- ☐ C. paragraph 8
- ☐ D. paragraph 9

Item Information

- Passage – All Roads Lead to Chaco Canyon
- Part A Answer – B
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.c.i
 - Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
- P Value – 0.392
- 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.

Part A

Which sentence states a central idea of the passage?

- ☒ A. Chaco Canyon was likely a center of trade and culture for the ancient Pueblo people.
- ☐ B. Harsh conditions did little to affect the success of the civilization at Chaco Canyon.
- ☐ C. Chaco Canyon buildings were often tall and had several different possible uses.
- ☐ D. It remains a mystery where the Pueblo people who lived at Chaco Canyon went.

Part B

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

- ☐ A. "The Chacoans built great houses on the canyon floor and on the mesas." (paragraph 3)
- ☐ B. "A three-wall structure, one of only a few known in the Southwest, attached to the rear wall." (paragraph 6)
- ☒ C. "More than four hundred miles of interlocking ancient roads have been discovered around Chaco Canyon." (paragraph 7)
- ☐ D. "Its lack of water would have made farming difficult." (paragraph 8)
- ☒ E. "Probably only twenty percent of the pottery used at Chaco was made there." (paragraph 9)
- ☐ F. "By the mid-1100s, there was a decline in the Chacoan population." (paragraph 10)

Item Information

- Passage – All Roads Lead to Chaco Canyon
- Part A Answer – A
- Part B Answer – C, E
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.a.ii
 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
- P Value – 0.218
- 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.

ANSWER KEY: ITEM SET 2

Item Set 2 – Question 1 (Selected Response)

Part A

How do paragraphs 3–4 contribute to the passage?

- ☐ A. by establishing a conflict between two characters
- ☐ B. by providing an unexpected turn in the plot
- ☐ C. by describing the high point of the plot
- ☒ D. by describing the concealed setting

Part B

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

- ☒ A. “Min’s house backed onto the beginnings of the foothills and their brushy growth. . . .” (paragraph 3)
- ☐ B. “. . . was there now, his gray head bent over the wheel, chanting . . .” (paragraph 3)
- ☐ C. “Tree-ear made his way cautiously to his favorite spot. . . .” (paragraph 4)
- ☐ D. “. . . was just beginning a new pot.” (paragraph 4)

Item Information

- Passage – A Single Shard
- Part A Answer – D
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.1.b.ii
 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
- P Value – 0.462
- 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.

Part A

How does the author develop the narrator's point of view in the passage?

- ☐ A. by emphasizing how Tree-ear feels less important than Min
- ☐ B. by revealing how Min closely guards his privacy
- ☐ C. by describing the flaws in Min's craftsmanship
- ☒ D. by revealing Tree-ear's awe of Min's work

Part B

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

- ☐ A. "After one last throw he sat down and stared at the clay for a moment." (paragraph 5)
- ☒ B. "To his eyes the vase had been perfect, its width half its height, its curves like those of a flower petal." (paragraph 8)
- ☐ C. "Each of the four efforts had looked identical to Tree-ear, but something about the fourth pleased Min." (paragraph 9)
- ☐ D. "As Tree-ear crept away, he counted the days on his fingers." (paragraph 10)

Item Information

- Passage – A Single Shard
- Part A Answer – D
- Part B Answer – B
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.1.b.iii
 - Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)
- P Value – 0.478
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 2 – Question 3 (TEI Inline Choice)

Use the drop-down menus to show how the characters respond as the plot moves along.

In paragraphs 3–4, Tree-ear approaches Min's house.

When Tree-ear finds that Min is throwing a pot in paragraph 4, Tree-ear becomes more .

After watching Min in paragraphs 7–8, Tree-ear becomes by Min's actions.

Item Information

- Passage – A Single Shard
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.1.a.iii
 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
- P Value – 0.4813
- 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.

Part A

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

- ☐ A. Observation of an expert can be helpful when learning a new skill.
- ☐ B. Privacy is a comfort that many people take for granted.
- ☐ C. Art can help people work through emotional struggles.
- ☒ D. Perfecting a craft often means making mistakes.

Part B

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

- ☐ A. “Tree-ear made his way cautiously to his favorite spot. . . .”
(paragraph 4)
- ☐ B. “Turning the wheel slowly with his knee, he inspected the graceful shape . . .” (paragraph 7)
- ☒ C. “He shook his head and in a single motion of disgust scooped up the clay . . .” (paragraph 7)
- ☐ D. “This day Tree-ear was able to watch the clay rise and fall . . .”
(paragraph 9)

Item Information

- Passage – A Single Shard
- Part A Answer – D
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.1.a.ii
 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
- P Value – 0.414
- 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 5 (Constructed Response)

How would the story be different if Min had noticed Tree-ear after paragraph 8? Write a new ending to the story beginning after paragraph 8. Be sure to use details about the characters and plot from the existing passage from *A Single Shard* as a basis for your story.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 44 for additional item information.

Part A

What does the word **unreal** convey as it is used in paragraph 10 of the passage from *Hatchet*?

- ☐ A. lacking substance
- ☐ B. not genuine
- ☒ C. imaginary
- ☐ D. artificial

Part B

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

- ☒ A. “incredibly beautiful”
- ☐ B. “almost”
- ☐ C. “a green carpet”
- ☐ D. “full of life”

Item Information

- Passage – Hatchet
- Part A Answer – C
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.3.b.iii
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: stingy, scrimping, economical, un wasteful, thrifty). (CCSS: L.6.5c)
- P Value – 0.562
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Did not yet meet expectations was likely to earn 1 point.

Part A

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

- ☐ A. Being alone leads to a greater appreciation of nature.
- ☐ B. Nature is better faced with others rather than alone.
- ☐ C. A person makes better choices when alone.
- ☒ D. Time by oneself leads to self-reflection.

Part B

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

- ☒ A. "I am not the same, he thought." (paragraph 2)
- ☐ B. "When his ears heard a sound or his eyes saw a sight his mind took control of his body." (paragraph 4)
- ☐ C. "When the wood was done he decided to get a signal fire ready." (paragraph 6)
- ☐ D. "Remembering the crash he had a moment of fear, a breath-tightening little rip of terror, but it passed and he was quickly caught up in the beauty of the scenery." (paragraph 9)

Item Information

- Passage – Hatchet
- Part A Answer – D
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.1.a.ii
 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
- P Value – 0.353
- 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 8 (TEI Drag and Drop)

Move words into the paragraph to show how a change in the speaker is developed throughout the poem “A Letter in October.”

In stanza 1, the speaker **remembers** looking out the window, observing the beauty of nature, and maybe watching a deer drink at the pond. However, time **passes**. By the end of stanza 2, the mornings are dark and the speaker cannot see out the window, which now **resembles** a mirror. By the final stanza, this circumstance **forces** the speaker to think about personal issues rather than about the outside world.

Item Information

- Passage – A Letter in October
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.1.a.iii
 - Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
- P Value – 0.448
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Partially met expectations was likely to earn 1 point.

Item Set 2 – Question 9 (TEI Inline Choice)

Select the correct responses from the drop-down menus to complete an analysis of how stanza 2 fits into the overall structure of the poem “A Letter in October.”

Stanza 2 reveals the the mornings before and after the approach of winter. Before winter approaches, the light creates reflections on the pond; after winter arrives, the world is and the speaker can only see his own reflection. Stanza 2, therefore, provides an important : the rest of the poem focuses on darkness and the speaker’s sense of .

Item Information

- Passage – A Letter in October
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.1.b.ii
 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
- P Value – 0.358
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Partially met expectations was likely to earn 1 point.

Part A

There is an important difference between Brian's relationship with nature in the passage from *Hatchet* and the speaker's relationship with nature in the poem "A Letter in October." Which statement **best** describes that difference?

- ☐ A. Brian's feelings for nature remain the same, while the speaker's feelings for nature change.
- ☐ B. Brian's interaction with nature is temporary, while the speaker's interaction is permanent.
- ☒ C. Brian experiences nature firsthand, while the speaker observes nature from a distance.
- ☐ D. Brian sees nature as cruel, while the speaker sees nature as neutral.

Part B

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

- ☒ A. Brian is living in nature, while the speaker watches nature through glass.
- ☐ B. Brian is using his ears and eyes, while the speaker is using his eyes only.
- ☐ C. Brian has to work hard, while the speaker observes at his leisure.
- ☐ D. Brian needs to be rescued, while the speaker is physically safe.

Item Information

- Passage – Hatchet
- Part A Answer – C
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.1.c.ii
 - Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (CCSS: RL.6.9)
- P Value – 0.444
- 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 11 (TEI Hot Spot)

Read each theme in the table and select whether it is emphasized in the passage from *Hatchet*, in the poem “A Letter in October,” or in both. Select **one** box per row.

Theme	From <i>Hatchet</i>	“A Letter in October”	Both
Nature changes a person.	☐	☐	☒
Nature can become a part of an individual.	☒	☐	☐
Nature moves a person to self-examination.	☐	☐	☒
Nature’s seasonal changes affect a person powerfully.	☐	☒	☐

Item Information

- Passage – Hatchet
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.1.c.ii
 - Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (CCSS: RL.6.9)
- P Value – 0.321
- 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.

ANSWER KEY: ITEM SET 3

Item Set 3 – Question 1 (Selected Response)

Part A

What does the word **hospitable** mean as it is used in paragraph 1 of the passage from *Ancient Egypt*?

- ☒ A. favorable
- ☐ B. occupied
- ☐ C. unstable
- ☐ D. untamed

Part B

Which detail from paragraph 1 helps the reader understand the meaning of **hospitable**?

- ☐ A. "... in search of water ..."
- ☐ B. "... large area of the country ..."
- ☒ C. "... good supplies of grass and low trees ..."
- ☐ D. "... settlers learned to grow crops ..."

Item Information

- Passage – Ancient Egypt
- Part A Answer – A
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.b.i
 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
- P Value – 0.578
- Performance Level – A student at the high end of Approached expectations or higher was likely to earn 2 points on this item. A student at the lower end of Approached expectations was likely to earn 1 point.

Item Set 3 – Question 2 (Selected Response, Multiple Select)

Part A

What is the central idea of the passage from *Ancient Egypt*?

- ☐ A. The government of ancient Egypt became rich through trade with merchants.
- ☐ B. Easy access to quality land was necessary for the success of ancient Egypt.
- ☐ C. The kings of ancient Egypt needed many soldiers to rule the people.
- ☒ D. Ancient Egypt faced challenges but still grew into a strong country.

Part B

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

- ☐ A. “. . . water was low enough for people to sow seeds. . . .” (paragraph 2)
- ☐ B. “. . . the river gave them mud to make pots and bricks. . . .” (paragraph 3)
- ☐ C. “. . . small villages had grown up along the Nile.” (paragraph 4)
- ☐ D. “Historians have divided these dynasties into three major periods.” (paragraph 6)
- ☒ E. “This period saw Egypt grow in power and wealth.” (paragraph 9)
- ☒ F. “. . . war broke out, and the unrest was made worse by famine.” (paragraph 10)
- ☒ G. “A new era of peace began, known as the Middle Kingdom.” (paragraph 11)

Item Information

- Passage – Ancient Egypt
- Part A Answer – D
- Part B Answer – E, F, G
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.a.ii
 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
- P Value – 0.393
- 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.

Part A

What is the **best** meaning of **Classical Period** as it is used in paragraph 6 of the passage from *Ancient Greece*?

- ☒ A. a time of progress and growth
- ☐ B. a time of repairing damages
- ☐ C. a time of violence and war
- ☐ D. a time of strong emperors

Part B

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

- ☐ A. "... city-states fought off the attackers." (paragraph 6)
- ☐ B. "... after defeating the Persians . . ." (paragraph 6)
- ☒ C. "... Greeks proudly started to rebuild." (paragraph 6)
- ☒ D. "... center of remarkable developments . . ." (paragraph 7)
- ☐ E. "... only the rich and powerful had an opportunity to rule." (paragraph 7)
- ☒ F. "... city-states had begun to introduce democracy." (paragraph 7)

Item Information

- Passage – Ancient Greece
- Part A Answer – A
- Part B Answer – C, D, F
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.b.i
 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
- P Value – 0.337
- 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.

Part A

In the passage from *Ancient Greece*, what is the author's purpose?

- ☒ A. to provide details about how Greece's society developed over time
- ☐ B. to compare Greece's culture to other cultures of the region
- ☐ C. to explain why the Greeks fought in so many wars
- ☐ D. to describe the location where the Greeks lived

Part B

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

- ☐ A. "Greece lies at the tip of the Balkan Peninsula, an area of southeast Europe . . ." (paragraph 1)
- ☐ B. ". . . were different from the peoples already in the area . . ." (paragraph 2)
- ☒ C. "The way that city-states were governed also changed during this period." (paragraph 7)
- ☐ D. ". . . Athens was defeated by Sparta in the Peloponnesian War." (paragraph 8)

Item Information

- Passage – Ancient Greece
- Part A Answer – A
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.b.iii
 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RI.6.6)
- P Value – 0.664
- 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.

Drag and drop **three** sentences into the box that should be included in an objective summary of the passage from *Ancient Greece*. The sentences may be placed in any order.

Summary

The first Greeks moved to the Balkan Peninsula and eventually spread into other areas.

The Greeks experienced many difficulties, such as war and poverty.

The Greeks influenced others with their knowledge in the arts and government.

Item Information

- Passage – Ancient Greece
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.a.ii
 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
- P Value – 0.532
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Did not yet meet expectations was likely to earn 1 point.

Part A

What is the meaning of **monarchy** as it is used in the heading **From Monarchy to Republic** in the passage from *Ancient Roman Civilization*?

- ☒ A. a government controlled by one leader at a time
- ☐ B. an important city for visitors from the north
- ☐ C. a revolution caused by mistreating others
- ☐ D. an attack by a neighboring village

Part B

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

- ☐ A. “. . . was at the center of a region . . .”
- ☒ B. “. . . Rome was ruled by kings.”
- ☐ C. “. . . the Latins were unhappy . . .”
- ☐ D. “. . . threw the Etruscans out.”

Item Information

- Passage – Ancient Roman Civilization
- Part A Answer – A
- Part B Answer – B
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.b.i
 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
- P Value – 0.586
- 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 3 – Question 7 (TEI Drag and Drop)

Drag and drop **four** statements into the boxes in the correct order to create an objective summary of the passage from *Ancient Roman Civilization*.

	Events
First	The original Romans settled along the coast of Italy.
Second	The Etruscans taught new skills to the Romans.
Third	The Etruscans seized control from the Romans and ruled for almost 100 years.
Last	The Romans developed a republic because they refused to be ruled by Etruscan kings.

Item Information

- Passage – Ancient Roman Civilization
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.a.ii
 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
- P Value – 0.292
- 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 Drag and Drop)

All three passages present the central idea that each civilization made great cultural and political contributions to future generations. Choose **one** detail from each passage that supports this central idea. Drag and drop each detail into the appropriate box in the chart.

Details from Passages
Historians have divided the past of Ancient Egypt into three different periods.
King Philip II of Macedonia united Greece and built a huge empire.
The Romans were ruled by the Etruscans for a long period of time.

Passage	Supporting Detail
from <i>Ancient Egypt</i>	<div>The great pyramids were one of the best-known accomplishments of Ancient Egypt.</div>
from <i>Ancient Greece</i>	<div>The Greeks introduced new ways of building houses and making pottery.</div>
from <i>Ancient Roman Civilization</i>	<div>The Romans created a republic governed by a group of its leading citizens.</div>

Item Information

- Passage – Ancient Egypt
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.a.ii
 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
- P Value – 0.433
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 3 – Question 9 (Constructed Response)

You have read three passages that demonstrate that military conflict affected empires. Write an essay that explains how this idea is developed in each passage. Be sure to use evidence from all **three** passages to support your response.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 44 for additional item information.

Part A

What does the word **habitats** mean as it is used in paragraph 4?

- ☒ A. places where plants and animals live
- ☐ B. shapes and sizes of land
- ☐ C. types of animals
- ☐ D. signs of life

Part B

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

- ☐ A. "... like all fossils . . ." (paragraph 4)
- ☐ B. "... empty shells . . ." (paragraph 4)
- ☐ C. "... independent continent . . ." (paragraph 5)
- ☒ D. "... the ocean was home. . . ." (paragraph 5)

Item Information

- Passage – Seashells on the Summit
- Part A Answer – A
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.b.i
 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
- P Value – 0.687
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Partially met expectations was likely to earn 1 point.

Part A

How do paragraphs 1–3 **mainly** contribute to the development of the passage?

- ☒ A. by introducing the idea that seashells can be found atop mountains
- ☐ B. by describing the distance between the mountains and the sea
- ☐ C. by showing why people are interested in gathering seashells
- ☐ D. by explaining how soil left by the sea can change over time

Part B

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

- ☒ A. “People living high in the mountains of Nepal and the plateaus of Tibet collect seashells even though they have never seen a beach or the sea.” (paragraph 1)
- ☐ B. “Off in the distance looms Mount Everest, the highest mountain in the world.” (paragraph 1)
- ☐ C. “Its snow-covered peaks reveal layer upon layer of ocean-deposited sands, now hardened into rock.” (paragraph 1)
- ☐ D. “What stories can the seashells tell us?” (paragraph 3)

Item Information

- Passage – Seashells on the Summit
- Part A Answer – A
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.b.ii
 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
- P Value – 0.485
- 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.

Part A

Why does the author include information about dinosaurs in paragraph 8?

- ☐ A. to show how plants and animals living in an area might have increased in number over time
- ☐ B. to build on the idea that landmasses around the world have the exact same features
- ☒ C. to support the claim that fossils found in the mountains can reveal Earth's history
- ☐ D. to offer more evidence that Earth's tectonic plates continue to shift today

Part B

Which other detail from the passage is used in the same way as the dinosaurs are used in Part A?

- ☐ A. The Tethys Sea separated the continents of Asia and Europe.
- ☐ B. The Himalayan Mountains continue to grow taller each year.
- ☐ C. India still pushes against the tectonic plate to its north.
- ☒ D. In the Alps, traces of coral reefs were found.

Item Information

- Passage – Seashells on the Summit
- Part A Answer – C
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.c.ii
 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)
- P Value – 0.414
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 3 – Question 13 (TEI Drag and Drop)

Read the quotations in the table. Move the central idea that is developed by the quotations into the correct location in the table. Not all ideas will be used.

Quotations	Central Idea
<p>“Their chemical makeup tells scientists how long ago the animals were alive.” (paragraph 4)</p>	<p>Much can be learned about the past from fossils.</p>
<p>“The Rocky Mountains, the Andes, and the ancient Appalachians have their own seashell stories that tell of mountain making.” (paragraph 9)</p>	<p>Tectonic plates have changed landscapes all over the world.</p>

Item Information

- Passage – Seashells on the Summit
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.a.ii
 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
- P Value – 0.524
- 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.

Grade 6

Reading and Writing

English Language Arts

Prose Constructed Response

Rubric, Sample Responses & Annotations

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

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

Narrative Task (NT)

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

NOTE:

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

Sample Responses & Annotations - ITEM SET 1

Item Set 1 – Question 8 (Constructed Response)

You have read the article “A Century of Blossoms,” a passage from “Helen Herron Taft,” and a passage from “Eliza Scidmore.” Consider how the authors describe their topics.

Write an essay analyzing how the authors of the sources take different approaches in describing the bravery and achievements of Helen Herron Taft and Eliza Scidmore.

Support your response with evidence from the **three** passages.

Item Information

- Passage – A Century of Blossoms
- Answer – See Sample Student Responses and Annotations
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.a.iii
 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
- Performance Level – A student who Exceeded expectations was likely to earn 3 or 4 points for written expression, and 3 points for writing conventions on this item. A student who Met expectations was likely to earn 2 points for written expression and 2 points for writing conventions on this item. A student who Approached expectations was likely to earn 1 point for written expression. A student who partially met expectations was likely to earn 1 point for written expression only.

Reading Comprehension and Written Expression Sample Responses & Annotations

Anchor Paper 1 – Score Point 4

<p>Sample Student Response:</p>	<p>All three authors used slightly different methods to describe Helen Herron Taft's and Eliza Scidmore's bravery and diligence. Each passage did represent the women's hard work and dedication in a similar way, though. I think "A Century of Blossoms" represents their achievements the most, but the other two passages also focused on the ladies individually.</p> <p>In "A Century of Blossom," by Patricia A. Miller, Eliza Scidmore is mentioned first. The beginning fraction of the passage focuses on Scidmore's achievements, and the author does so by restating, "... no one listened," or, "nothing happened," (1, 5, 9) repeatedly. This represents that Eliza was not going to give up and that she would keep trying to get the cherry trees planted. Later in the story, Helen is introduced when the author inserted her letter to Eliza, where she kindly and bravely represents the idea of putting up many cherry blossom trees. The author of this writing uses repetitive terms, like I mentioned earlier, to state how the two women persevered through the process of planting the trees. Patricia wrote, "Not giving up, she waited four years for a new park superintendent to be appointed." These quotes help the reader understand that she wasn't going to give in, and this technique is repeated throughout the passage.</p> <p>In the passage from "Helen Herron Taft," by Allida Black, the narrator focuses on a point in Helen's life that would've been excruciatingly hard to move past, in which was her stroke. The topic of planting the cherry trees in only lightly touched on by the author at the end, but Allida does highlight the fact that Mrs. Taft was an unbreakable woman who wouldn't stop at pursuing her dreams. The narrator writes, "An indomitable will had her back in command again within a year." (5) This sentence represents her perseverance and strength to bounce back from something only she would consider a small barrier. Unlike the previous story, the author to this writing focuses on the problem that Helen had to get back from, and in "A Century of Blossoms," Eliza Scidmore had to continue her journey, despite people disagreeing with her.</p> <p>In the final passage, from "Eliza Scidmore," the author focuses pointedly on Eliza's big past achievements, and like the previous story, only briefly goes over her cherry blossom tree topic. The narrator says, "The project faced many setbacks, but eventually succeeded." (4) This shows that Eliza and Helen didn't stop at succeeding their cherry blossom tree goal no matter the challenges they faced, and this way of representing bravery is similar to that of the last passage. The author uses descriptive language all throughout this story to emphasize the diligence within Eliza Scidmore and that she was overall very brave.</p> <p>To conclude, each author approaches the idea of these powerful women's achievements in somewhat similar but each a little different way. "A Century of Blossoms" uses a repetitive technique, "Helen Herron Taft" focuses on one prime event, and "Eliza Scidmore" uses lots of descriptive language all throughout the passage. All three passages were very focused on their perseverance, though.</p>
<p>Annotation for Sample Student Response:</p>	<p>Anchor Paper 1 Score Point 4</p> <p>The response demonstrates full comprehension and is consistently appropriate to the task. There is an accurate analysis of the differences in the authors' approaches (<i>a repetitive technique, one prime event, lots of descriptive language</i>). There is effective and comprehensive development with relevant citations, reasoning, and explanations (<i>...the author does so by restating...This represents that... as well comparisons throughout the whole response (only lightly touched on by the author. . . and like</i></p>

	<i>the previous story... Unlike the previous story...).</i> The response is effectively organized between and within paragraphs and has an effective style which help contribute to the clear and coherent writing.
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Anchor Paper 2 – Score Point 4

Sample Student Response:	<p>In each of these passages the author takes an approach in a different and new direction every time. But, also something each passage shares is how each woman shows her dedication to the things she is courageous about and how they are brave in their own ways. Each woman has a story that shows her effort and achievements.</p> <p>In the passage "A Century of Blossoms", the two main women involved are Eliza Scidmore and Helen Herron Taft. Eliza Scidmore is described by the author: courageous, dedicated, and brave. This shown when the author states in paragraph , " Eliza Ruhamah Scidmore wished to turn the "old dumps heaps" along the Potomac River Basin in Washington D.C. into a beautiful park by planting Japanese cherry trees." This author shows her bravery in this statement because she is wanting to make her "corner of the world" a better - more beautiful place to live in. For the longest time the author says no one listened to her idea. In paragraph 4 it informs, "Eliza took the cherry tree photographs to the man in charge of the Washington parks." Which shows that she took pride in her work and showed dedication to making what she wanted to happen be a little more possible. The author of this passage shows all of these things which makes the passage emotional and seem very confident. Eliza is featured in this author's eyes to be a caring, brave woman. In paragraph 9 it comes back with, "For more than 20 years, Eliza campaigned for the planting of Japanese cherry trees. Each new park superintendent said no." It proves that the author shows and knows that Eliza never gave up, until paragraph 11 and 16, when it is said that Eliza took her plans to the First Lady and she thought that the idea was wonderful and took it into action. Which proves that the author took in accountant that Eliza never gave up and the author also showed how when everything was done Eliza and Helen accomplished their goal in making the world a better place one step at a time.</p> <p>Helen Herron Taft is featured by this author in a different way. She is shown to never give up and always take the challenge as the author has showed in a different way by giving multiple events that took place in Helen's life that show she is a brave woman that never gives up. In paragraph 2-3 is provides information about how Helen met her husband at a sledding party and they found intellectual interests in common. She got married to him. He told her that, "They might make it to Washington when she became Secretary of Treasury." This implies that she is a strong woman willing to take a challenge which is what she showed when she took on being Secretary of Treasury. The author shows that in the many events in Helen's life she will never dishonor or not back down from a challenge. Helen was traveling with her husband for a while which must have difficult but she gave it her all. In paragraph 4 it states that, " Further travel with her husband, who became Secretary of War." Then due to this she developed an interest in world politics. Her husband had been elected to be president which she was excited for because of being First Lady which she longly desired to do. This is just one of her major accomplishments that the author shows with the way they had set up this passage. Another great accomplishment was her silver wedding anniversary. The way the author set up this passage in orderly events is different from before.</p> <p>Lastly, Eliza Scidmore has shown many achievements and ways of being brave. The author shows this as in third person and is very descriptive and informative of her life accomplishments. As well as her and Helen Taft being able to plant their cherry trees and never give up. In this passage it shares a personal experience with a glacier Eliza Scidmore had on a trip in Alaska. Eliza was in search for inspiration and wonders around the world. When she was traveling it was with, "Captain James Carroll on a steamship <i>Idaho</i> through Alaska and coming to stops in Glacier Bay." Eliza Scidmore wrote in magazine articles about her travels which is one of her accomplishments the author shares about her life. This is portrayed differently than the other passages because of things like location and her different varied accomplishments. In paragraph 3 it states, "Scidmore worked on projects of lasting importance." which was a big deal. In 1890 she joined the New National Geographic Society.</p>
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	<p>Which the author has thought out and put in this passage differently than the other authors with their passages. Eliza has many more accomplishments to share.</p> <p>In every passage the author has portrayed a different idea of each girl and their life accomplishments, bravery, and how they worked together. Each girl is featured in a different way as the authors show to be clear.</p>
<p>Annotation for Sample Student Response:</p>	<p>Anchor Paper 2 Score Point 4</p> <p>The response demonstrates full comprehension of the ideas in the passages by following a clear focus on how the authors of the sources take different approaches and the bravery and achievements of both women. The response provides effective development with text based evidence on how the women were brave, what they accomplished, and the differences in approach and their importance (<i>author of this passage shows all of these things which makes the passage emotional and seem very confident... the author set up this passage in orderly events is different from before...portrayed differently than the other passages because...</i>). The response is effectively organized and uses a style and language appropriate to the task.</p>

Anchor Paper 3 – Score Point 3

Sample Student Response:	<p>These three sources talk about the same topic, while showing how two people were involved. Eliza Scidmore and Helen Herron Taft both worked hard to plant Japanese cherry trees. The authors of the three sources though, took a different approach to show how these women fought for what they wanted.</p> <p>In the first article, "A Century Of Blossoms," the author follows how Eliza Scidmore went to go on and plant the Japanese cherry trees in Washington D.C. This author describes how Eliza tried for 20 years to get these trees planted. It also shows the specific struggle of getting turned down by people. The author really tries to show that specific struggle and how long it took Scidmore to get the trees, and how dedicated she was. The author also took approach to tell the reader more about Helen Herron Taft. They went on to explain how important this person was in helping plant the trees, and although the main focus was about Eliza, Scidmore wouldn't have been able to plant the trees if it weren't for Helen Herron Taft.</p> <p>In the second source "Helen Herron Taft" the author, Allida Black, shows how Helen Herron Taft went to become someone who was serious about her job. And although it doesn't go into full detail about the Japanese cherry trees, the author shows just how hard Helen worked, and went more into her personal life, so that we could get a better understanding of that hard work and dedication from the beginning. Taft got married, had children, and became the First Lady. The author shows in the first few paragraphs how long it took Helen to be at a place where she felt like she could help. In her term as the First Lady, she gave the administration "social brilliance." Taft also went on to get famous for social events. The author really shows in this passage how Helen wanted to help people, and how she did help people when she got the chance and power to do so.</p> <p>In the last passage, "Eliza Scidmore," the author wants to show the full life of Eliza, and how she became the icon she was. The author of the passage also wanted to show, in less detail, more about how she went to plant the trees, and her personal life. It shows how, from the beginning, Scidmore traveled many places and took a job that was focused on writing. The author most likely put this specific detail in the passage to show that Eliza was skilled in reaching out to people. The author also goes on to explain more of Eliza's personal life, so that we can feel more for her, and get a better understanding about the earlier challenges she faced, not just the ones that came with planting the Japanese cherry trees.</p> <p>Every author took a different approach in how they wanted to show these two women's bravery and strength in working hard for what they wanted. But, all of the authors went into the detail of what they thought was most important we learn about the women.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 3 Score Point 3</p> <p>The response demonstrates comprehension of ideas stated in the three texts, as well as the task in the prompt. There is a mostly accurate analysis of the writers' approaches (<i>The authors of the three sources though, took a different approach to show how these women fought for what they wanted. . . . But, all of the authors went into the detail of what they thought was most important we learn about the women</i>). This analysis is developed through relevant text-based evidence and explanations of the evidence included. The analysis shows understanding of key elements in the differences between the passages with mostly clear reasoning. The response is organized, and language and style are mostly effective in clarifying the ideas presented.</p>

Anchor Paper 4 – Score Point 3

Sample Student Response:	<p>Helen Herron Taft and Eliza Scidmore both use bravery to accomplish their achievements, but they accomplish them in different ways. In the text "A Century of Blossoms", Eliza Scidmore campaigned for the planting of Japanese cherry trees. While the text "Helen Herron Taft" is about Helen is someone who loves a challenge, handled a difficult role in manila and became secretary of treasury. The last text "Eliza Scidmore is about the story of fearless Eliza and how she faces many challenges and travels around the world. The authors take different approaches in describing the bravery and achievements Eliza Scidmore and Helen Herron Taft because, the authors want to show how unique each person is.</p> <p>The authors take different approaches in describing the bravery and achievements of Eliza Scidmore, the authors want to show how unique each person is. To start with, the text "Eliza Scidmore" paragraph 1 states "The Scidmore Glacier in Glacier Bay National Park is little noticed by visitors, but it's name is a testament to one of the area's most interesting and intrepid visitors: Eliza Ruhamah Scidmore". Next, the text "A Century of Blossoms" paragraphs 9 and 25 state "For more than 20 years, Eliza campaigned for the planting of Japanese cherry trees. Each new park superintendent said no...After decades of hard work and never giving up, Eliza Scidmore saw her dream come true. Washington, D.C., with its blossoming Japanese cherry trees, is indeed a beautiful place to visit." This shows that Eliza was a person who was fearless. She didn't give up no matter what, she was campaigning for more than 20 years for the planting of cherry blossom trees. Lastly Eliza wanted to go out into the world and she did it, Eliza did everything she wanted to do and that shows how she is brave and fearless.</p> <p>The authors take different approaches in describing the bravery and achievements of Helen Herron Taft because, the authors want to show how unique each person is. The text "Helen Herron Taft" Paragraph 1 states "...she had grown up in Cincinnati, Ohio, attending a private school in the city and studying music with enthusiasm". Paragraph 2 also states "...when she became Secretary of the Treasury!" Lastly, paragraph 3 states "In Manila she handled a difficult role with enthusiasm and tact;" This means that Helen wanted to be challenged. Helen went to private school studying music and she was in Manila handling a difficult role with enthusiasm. Helen also accomplished very awesome things, for example she became Secretary of the Treasury. In the end Helen was brave and accomplished incredible things.</p> <p>The authors take different approaches in describing the bravery and achievements of Helen Herron Taft and Eliza Scidmore because, the authors want to show how unique each person is.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 4 Score Point 3</p> <p>This response demonstrates comprehension of ideas stated in the three texts and task on the authors' approaches (<i>the authors want to show how unique each person is</i>) by addressing how each woman uses bravery differently to accomplish achievements.</p> <p>The development and analysis is slightly uneven as each woman is discussed in separate paragraphs and textual evidence from two sources is used for Eliza with the other source used for Helen, but the response provides sufficient development and mostly accurate analysis for the quotes provided on the different approaches the women took to be unique (<i>This shows that Eliza was a person who was fearless; This means that Helen wanted to be challenged</i>).</p> <p>The organization is mostly clear even if it repeats the claim (<i>The authors take different approaches . . . to show how unique each person is</i>) to introduce paragraphs. The response is appropriate to the task.</p>

Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>All of the texts address the achievements of Helen Herron Taft and Eliza Scidmore differently. They all do it effectively, but in their own ways. One of Eliza and Helen's biggest achievements was planting Japanese cherry trees at the U.S. capital.</p> <p>In the text "A Century of Blossoms", the author describes it in a way of trial and error. What that means is that they highlighted her fails to make her success seem bigger. The text states that, "Not giving up, she waited four years for a new park superintendent to be appointed." This shows that she didn't give up after she failed.</p> <p>In the text, "Helen Herron Taft", the author describes the achievements in the way of a biography, meaning they went through her life and highlighted the achievements. The text states that, "And the capital's famous Japanese cherry trees, planted around the Tidal Basin at her request." This is A highlight for when she had the cherry trees planted.</p> <p>In the text, "Eliza Scidmore" The the author shows her achievements in the way of a narrative story. This means that they wrote it like it was a journey. He highlights the achievements by telling like a adventure story. The text states that, "Scidmore's most visual legacy is the cherry trees in Washington." This shows how the author was telling a story and described past events.</p> <p>In conclusion, each text had it's own way of describing their achievements. In each text it described the cherry trees in Washington. I think that this is because it was the biggest achievment of theirs. This shows that you can do anything if you try.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 5 Score Point 2</p> <p>The response is somewhat developed and demonstrates basic comprehension of the ideas in the passages. For each passage there is a description of the way the author approaches showing the bravery of the woman discussed (<i>a way of trial and error... a biography...narrative</i>). The text evidence is somewhat relevant to the claim and the explanation of how it supports the claim shows a generally accurate analysis. The response is somewhat appropriate to the task.</p>

Anchor Paper 6 – Score Point 2

Sample Student Response:	<p>A Century of Blossoms, Helen Herron Taft, and Eliza Scidmore all have different ways their authors approach in describing the bravery and achievements of Helen Herron Taft and Eliza Scidmore.</p> <p>A Century of Blossoms' author, Patricia A. Miller has/had a different approach than the other authors in describing the bravery and achievements of Helen Herron Taft and Eliza Scidmore. In the text it says, "For more then 20 years, Eliza campaigned for the planting of the Japanese cherry trees," This shows that Eliza worked so hard for those trees to be planted. Also in the text it says, "After decades of hard work and never giving up, Eliza Scidmore saw her dream come true," This and the other quote for me show that after she put in all that work she was finally recognized by her work and that it paid off because in the end she was happy/proud.</p> <p>Helen Herron Taft's author, Allida Black has/had a different approach than the other authors in describing the bravery and achievements of Helen Herron Taft and Eliza Scidmore. In the text it says, "And the capital's famous Japanese cherry trees, planted around the Tidal Basin at her request, form a notable memorial," This shows that Allida Black says that Helen basically came up with the idea by herself and Allida Black doesnt say anything about Eliza and her accomplishments.</p> <p>Eliza Scidmore's author, (autobiography?) has/had a different approach than the other authors in describing the bravery and achievements of Helen Herron Taft and Eliza Scidmore. In the text it says, "Eliza worked with First Lady Helen Taft, the manager of Washington area parks, and representatives of Japan to plant cherry trees. The project faced many setbacks, but eventually succeeded," This shows that the author wants you to understand that Eliza and Helen worked together to make the cherry trees happen.</p> <p>A Century of Blossoms, Helen Herron Taft, and Eliza Scidmore's authors all took different approaches toward describing the bravery and achievements both Helen Herron Taft and Eliza Scidmore had thought their lives.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 6 Score Point 2</p> <p>The response demonstrates basic comprehension of the bravery each women displayed. Even though each paragraph states there is a difference in the approach of the authors, there is no clear identification or development of those differences. There is some development about the bravery of the women with a relevant quote followed by a somewhat effective statement of what the quote shows. The response demonstrates some organization and a somewhat effective style. Overall, the response is somewhat appropriate to the task.</p>

Anchor Paper 7 – Score Point 2

Sample Student Response:	<p>In the article "A Century Of blossoms" by Patricia A. miller, it shows how to the two women, Helen Herron Traft and Eliza Scidmore, showed bravery back then 1900s by showing that they never gave up when it says, "For more than 20 years, Eliza campanigned for the planting of Japanese cherry trees. Each new park superintendent said no." also it said, " On March 27,1912, Mrs. Traft and the wife of the Japanese ambassador, Viscountess Chinda, planted the friest two trees." This shows that both women didn' t care if people judged them for something that they wanted to commit to.</p> <p>In the passage " Helen Herron Taft" by Alida Black it shows how Helen showed bravery back then by showing/saying, " No woman could hope for such a career in that day, but Mrs.Taft welcomed each step in her husband"s: state judge..." This shows that she was committed to become someone that no would thought the frist lady would want to be if they already had mostly all of it.</p> <p>In the passage " Eliza Scidmore, from "Eliza Scidmore" it show how her life was something that she was committed to change throughout the years by saying, " Glacier Bay's scidmore Glacier is nestled on the side of the Fairweather Mountains. This small glacier commemorates a woman who shared the beauty she found in the world with others." This is important because it shows how her mind was setted to make the world a place where everyone would be to make others happy.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 7 Score Point 2</p> <p>The response demonstrates basic comprehension of ideas stated in each passage and addresses how each woman showed bravery. The response is somewhat developed by providing a quote and comment about the quote. Some of the quotes are not clearly relevant to the explanations. There is no difference in approach addressed, but the response provides a generally appropriate analysis about the bravery of the women that is somewhat organized and coherent.</p>

Anchor Paper 8 – Score Point 1

Sample Student Response:	<p>The authors of the sources take different approaches in describing the bravery and achievements of Helen Herron Taft and Eliza Scidmore because they did many things but each person did different things to have achievements and bravery.</p> <p>From the story " <u>A Century of Blossoms</u> " Helen Herron Taft had bravery and achievements by standing up for Eliza and putting cherry trees in one of the parks.</p> <p>Eliza Scidmore was brave and successful because in the story " <u>A Century of Blossoms</u> " because she asked two people but one said no and by asking a second person she got her wish.</p> <p>Helen Herron Taft was brave and successful in the story " <u>Hellen Herron Taft</u> " by becoming Secretary of the Treasury because most woman were not allowed to have such a job like that in the 1800s 1900s.</p> <p>Eliza Scidmore was known for her bravery and achievements because she did many things and achieved all of them for starters she had traveled to alaska,worked at a newspaper society, and made a book called " Alaska Travel Guide."</p> <p>As you can tell Helen Herron Taft and Eliza Scidmore had many achievements and was know for their bravery.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 8 Score Point 1</p> <p>The response demonstrates limited comprehension of the ideas contained in the three passages by providing minimally accurate analysis that applies to both women (<i>They all never gave up</i>) addressing the bravery portion of the prompt. The response is minimally developed with textual evidence from each passage (<i>in Century of Blossoms the girl never gave up until the trees were planted and in Eliza Scidmore she tried to help plant the trees and that is the same for Helen Herron Taft</i>). While limited in coherence and its appropriateness to the task, this approach is a minimally developed analysis.</p>

Anchor Paper 9 – Score Point 1

Sample Student Response:	<p>In all 3 passages the source takes different approaches in describing the bravery and achievements of Helen Herron Taft and Eliza Scidmore. In the passage Helen Herron it says "During four years famous for social events the most outstanding was an evening garden party for several thousands guests on the Taft silver wedding.</p> <p>In the passage a century of blossoms it shows bravery and achievements because in paragraph 11 it states "On April 5th, Eliza wrote to Mrs. Taft two days later Mrs. Taft replied. Mrs. Taft worked quickly and had all the available Japanese cherry trees purchased from local nurseries. In the last passage Eliza Scidmore it shows bravery and achievements because on paragraph 3 it says "Scidmore worked on projects of lasting importance. In 1890 she joined the new national Geographic Society." In conclusion these are my reasons that in all 3 passages it showed bravery and achievements.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 9 Score Point 1</p> <p>The response is limited in its appropriateness to the task. There is a somewhat relevant quote from each passage that was selected to show the bravery of the women. There is no further explanation beyond identifying them as reasons that the women were brave. This is considered a minimally accurate analysis of the topic.</p>

Anchor Paper 10 – Score Point 1

Sample Student Response:	<p>How the author from "A Century of Blossoms" shows that Eliza Scidmore wanted to get Japanese cherry trees to Washington D.C. she was turned down a lot but she never gave up and soon she succeeded in getting Japanese cherry trees in Washington.</p> <p>How the author from "Helen Herron Taft" shows how Helen Taft became the first woman was from hard work throughout her life and marrying Will Taft who had a lot of jobs before becoming the president.</p> <p>How the author from "Eliza Scidmore" shows how she got Alaska more tourists and became the first woman to join the new National Geographic Society and had Japanese cherry trees planted in Washington with help by Helen Taft hard work.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 10 Score Point 1</p> <p>The response demonstrates limited comprehension by identifying the accomplishments of each woman as described in the passages. No further analysis or development is provided. This is a minimally accurate analysis of the topic.</p>

Anchor Paper 11 – Score Point 0

Sample Student Response:	<p>The authors of the sources take different approaches by describing how Helen Herron Taft and Eliza Scidmore never gave up on their dream and kept going at it.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 11 Score Point 0</p> <p>The response is inappropriate to the task. There is an attempt to address the prompt, but it is undeveloped and the detail, "never gave up on their dream and kept going at it" is too vague to be considered text-based evidence.</p>

Anchor Paper 12 – Score Point 0

Sample Student Response:	They all talk about cherry trees and were they are going to plant them and where they they came from. Also japan and china....
Annotation for Sample Student Response:	Anchor Paper 12 Score Point 0 The response is inappropriate to the task. The undeveloped list of details from the passages is not presented in a way that provides any analysis or connection to the task.

Knowledge of Language and Conventions Sample Responses & Annotations

Anchor Paper 4 – Score Point 3

Sample Student Response:	<p>In all three of the stories, the authors talk about how Eliza, Helen and others went through obstacles to get what they wanted, but what the authors highlight is how they never gave up.</p> <p>In the first story, "A Century Of Blossoms" the author is doing what seems like an overview of the other stories and goes in depth about how everyone struggled to succeed at their dreams. The author is interested in the trees and how they got to be where they are today, not in the struggles of the women. Even though the author does not highlight the struggles, she does mention and explain them. It just wasn't the center of the story.</p> <p>In the story, "Helen Heron Taft" the author mainly focuses on Helen's achievements, not the achievement of the trees. The author prioritizes Helen and her life story and does a good job of making sure that they have covered how it was not easy for her, how she pursued her dreams, and how she worked hard to make sure she could have that happen.</p> <p>In the story, "Eliza Scidmore" The author focuses on Eliza's accomplishments, more than anything else. The author does a good job of explaining her struggles. The author goes is very in depth about her trip to Alaska. The author also explains how hard it was for Eliza to join the national geographic society, but it shows how she worked hard and made it to where she wanted to go.</p> <p>In all the stories these women have challenges, whether its planting cherry trees, being in the national geographic society, or being a secretary, for the Treasury. All the women worked very hard though, and that got them to where they wanted to be.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 4 Score Point 3</p> <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. Sentence formation is correct, and there are many examples of sentences with conjunctions. In addition, throughout the response there is a demonstration of the correct use of various skills in conventions, including various kinds of comma usage. Some minor errors are present, but the meaning is clear.</p>

Anchor Paper 3 – Score Point 2

Sample Student Response:	<p>The passage " A Century of Blossoms." highlights Eliza Scidmore's challenges and eventual success of planting the Japanese Cherry Blossoms. Some examples are the first superintendent who listened intently but still sent her on without the trees being planted. Then came the second Superintendent who listened but still wouldn't plant the trees. Then came the last superintendent who said yes initially but then changed her mind when she was told there were no cherries on the trees. So she waited until Helen Taft became first lady and the two women worked together to get the trees planted. The passage " Helen Herron Taft" was about the challenges and accomplishments of her life. Some examples are when she went to a sledding party and met William Taft and there friendship later became love then marriage. Also when they had to move to the Philippines with there three children Robert, Helen, and Charles. Another example is when she visited Japan and China. Lastly When she helped plant the Japanese Cherry Blossom trees in Washington D.C. The last Passage "Eliza Scidmore" highlighted challenges and accomplishments. Some examples are when she became a writer and most women at that time didn't do that job. Also when she was put on the board of the National Geographic Society. Another example is when she when out and explored Alaska and Japan. Lastly she was a big contributor to planting the Japanese Cherry Blossoms in D.C.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 3 Score Point 2</p> <p>The response demonstrates some command of the conventions of standard English at an appropriate level of complexity. Many sentences are formed correctly, including some examples of sentences with conjunctions. A few skills in conventions are demonstrated, but there are also errors present, including the lack of the use of commas. Occasionally the errors impede understanding, but</p>

	the meaning is generally clear.
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Anchor Paper 2 – Score Point 1

Sample Student Response:	<p>All authors take different approaches on writing articles. In A Century of Blossoms, From "Helen Herron Taft" & From "Eliza Scidomore" these authors take different approaches on telling you about these inspirational women.</p> <p>In A Century of Blossoms, it talks mainly about Eliza's struggles to have Japanese cherry blossoms planted in Washtion park. This took her nearly 20 years. Finally with the help of Mr. & Mrs. Taft, as well as Dr. Takamine her dream came true.</p> <p>In From "Helen Herron Taft", it talks about Helen's life and the struggles she went through to become fist lady. Her husband was a state judge, Solicitor General, federal corret judge and in 1900 he agreed to take charge of American Civil government in the Philipppines. She traveled with her husband the whole way supporting him to the end and becoming first lady.</p> <p>In, From "Eliza Scidomore", it talks about her major achievements. She has a glacier named after her and has visited Alaska and Japan many times. She published the first travel guide to Alaska. She also, was the one who campanged for the planting of Jappense cherry trees in D.C.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 2 Score Point 1</p> <p>The response demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There are many simple sentence structures, but there is an example of using a conjunction in a correct sentence. Some skills in conventions are demonstrated, and some errors are present.</p>

Anchor Paper 1 – Score Point 0

Sample Student Response:	<p>the auther is telling us not to argue over a tree and is the other passages it is telling us how to they got to washington and what it is like there also in the last passage it is telling us when they where born and where she was grown up at and also if she went to a privet school or a regular school and she is the fourth child the choildern names are robert , helen and charlies those are the other three children. In the passage eliza scriden she waa the indepented world traverler writer and also she was a sunstatuet she also got a ticket to go to alaska she wrote newspaper and magazined about where she traveled and why she traveled where ever she went her parents where very good they took her to where ever she wanted too go and she could of told us in the storey why she wanted to go there. Eliza visited japan for her first time ever and when she got home she was excited and she wouldnt stop talking about it and one thing was that is very fun and she got to make neew freinds and the sad thing is that she wouldnt be able to she her new freinds because they dont leave where she does so it will take them a long time to get to her and that is what this passage is about the other passages is almost the same but differnt thing they done so they are not magazine people and they dont travel where ever she did and that is what the authers is telling us about the passages also she went to see the rest of her family in alaska washinton and the other places she traveled to</p>
Annotation for Sample Student Response:	<p>Anchor Paper 1 Score Point 0</p> <p>The response does not demonstrate command of the conventions of standard English at the appropriate level of complexity. No demonstration of correct sentence formation is present. Frequent and varied errors impede understanding.</p>

Item Set 2 – Question 5 (Constructed Response)

How would the story be different if Min had noticed Tree-ear after paragraph 8? Write a new ending to the story beginning after paragraph 8. Be sure to use details about the characters and plot from the existing passage from *A Single Shard* as a basis for your story.

Item Information

- Passage – A Single Shard
- 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 or 4 points for written expression, and 3 points for writing conventions on this item. A student who Met expectations was likely to earn 2 points for written expression and 2 points for writing conventions on this item. A student who Approached expectations was likely to earn 1 point for written expression and 1 point for written expression.

Anchor Paper 1 – Score Point 4

<p>Sample Student Response:</p>	<p>Tree-ear began to watch in amazement as Min began to throw a new lump of clay upon his wheel, smoothing out the clay, caressing its moist surface with his weathered, wrinkled hands. His fingers rose over the clay, the tips sailing over the clay's surface like a group of fishing boats riding over the glassy ocean surface smoothly with the wind. As Tree-ear leaned closer toward Min, mesmerized with this calming and delightful process, he stumbled, almost falling out of the low, slim branches of the tree. He gasped, heart missing a beat, as he caught himself, steadying his body by grasping another branch above him. Breathing heavily, he tried to return to the same concealing position that he had been in before, but it was too late. The master potter was staring at him, eyes locked on Tree-ear, the unfaltering gaze piercing the once concealing leaves of the paulownia tree. "Who is that!?" Min called, the yell more a scolding than a question. His brow was furrowed into a hard expression. Tree-ear knew that he was done for if Min found that it was him. Tree-ear slipped out of the tree, and darted away into the thick bushes and grass, as quickly as one may see a lizard or beetle skitter away when they approach. But everyone knows that the only reason they do this is because they are afraid of predators. And the predator following this beetle was intent on catching its prey. As soon as Min's hawk-like eyes saw the leaves rustle as they bid goodbye to Tree-ear, he had stood up and chased him, bare feet pounding on the dirt path. Although Min was old, he ran steadily and quickly, like a wind passing by. In no time, he had cornered Tree-ear. "Well?" Min's eyes glared down at Tree-ear as his shoulder slumped, knowing he had lost this chase. "I'm sorry, sir," Tree-ear responded in defeat. Min's expression did not falter. "Why were you watching me from that tree?" He asked, as if the intrusion of his privacy was the worst offense one could commit. "I..." Tree-ear knew that if he told the truth, he would never again be able to see Min making his pots on throwing day. But, if he lied, Min would know immediately. "I just wanted to watch you make the pots." At his, the master potter's brow relaxed, his expression finally softening slightly. "Very well then. Be off now. And don't watch me again without telling me." Tree-ear walked briskly away, knowing how close the encounter had been. Suddenly, he pivoted around, calling out to Min. "Why did you destroy the pot?" He risked one more question. "Nothing is perfect the first time. Nothing," Min responded simply, and turning back towards his home, slowly vanished over the hill.</p>
<p>Annotation for Sample Student Response:</p>	<p>Anchor Paper 1 Score Point 4</p> <p>The narrative elements in this response are effectively developed through creating a new ending, by <u>establishing a new scene</u> at the beginning of the response (<i>Tree-ear began to watch in amazement....</i>) Narrative elements also include detailed descriptions of events, characters, and scenes (<i>Min began to throw a new lump of clay upon his wheel, smoothing out the clay...</i>), as well as appropriate dialogue; these elements are used to effectively develop the narrative. The narrative is organized through a logical sequence of events, as the story moves through time, with a beginning, middle, and end, and the use of transitional words and phrases (<i>As soon, Suddenly</i>) to manage the sequence of events. This narrative is clear and coherent, because the dialogue creates a consistent presentation of both characters. The response is focused on creating a new ending, which fosters the completeness of the narrative. Effective word choice and the use of figurative language help to clarify ideas (<i>His fingers rose over the clay, the tips sailing over the clay's surface like a group of fishing boats riding over the glassy ocean...</i>). Even though the events move quickly through time, the coherence of the writing, from sentence to sentence, creates an effective story. Overall, this student response is effectively developed and consistently appropriate to the task.</p>

Anchor Paper 2 – Score Point 4

<p>Sample Student Response:</p>	<p>Min suddenly turned his head around, as if he were looking for something. He appeared to be angry, or suspicious. Tree-ear caught his breath. Had Min seen him? Min's eyes suddenly settled on the paulownia tree -- he was looking in Tree-ear's direction. He slowly got up and started to walk towards it. Tree-ear stiffened and tried to remain as silent as possible. Maybe, just maybe if he stayed so still, Min with his keen eyes wouldn't notice him. His efforts, however, were in vain, for Min, just peeking behind the paulownia tree as he got there, saw him almost immediately. Tree-ear gasped as Min's eyes settled on him and stared. I was evident that Min knew he was spying. Min's gaze slowly morphed into an angry expression. Someone was there, hiding from him, spying on him as he worked? He wanted privacy, not someone to be there just watching him, probably judging him. "Why are you here?" Min asked Tree-ear. Tree-ear opened his mouth to speak, but just started shaking. He could still barely register that Min had found out he was watching him, and he would probably never be able to come here... ever again. "Answer me -- what brings you behind this tree?" Min asked, still manifestly angry. Tree-ear was fearful. "Um... Well..." Tree-ear started, still shocked. Finally, he said, "I came to... to watch you make pots. I always love to see you mold the pots and to see them... spin... on the wheel." he then looked down, ashamed. Min was still shocked and unhappy to find someone spying on him from behind a tree, keeping out of view, but appreciated Tree-ear's admiration for his work. Out of generosity, Min offered, "Maybe I could teach you how to make one pot. Just one, and then you can be on your way." Tree-ear hesitated, but eventually said, "Yes, please, thank you so much!" Min helped Tree-ear out from behind the tree and then led him over to where he was sitting. Tree-ear was ecstatic -- he was actually getting to make a pot with Min, the master potter! Min took a new lump of clay and helped Tree-ear make a pot the first time. Not being satisfied with how it looked, which still puzzled Tree-ear, Min threw it back on the wheel and they started again. The second time was seemingly good enough for him, and Tree-ear, as always, was amazed. His pot was nowhere as good as the one he had seen Min make, but he still took so much pride in it. Like Min's, it was like a flower, but it was slightly closer to the same in height and width. All the same, he loved it immensely. After it had dried, Min told Tree-ear to get going, and so Tree-ear thanked him and left. He hadn't gotten to see Min finish his first pot, but now Tree-ear had a pot of his own that Min had helped him make, and that meant the world to him. He walked away from the house, hugging his pot tight, and beaming with pride.</p>
<p>Annotation for Sample Student Response:</p>	<p>Anchor Paper 2 Score Point 4</p> <p>This narrative response is effectively developed by using various narrative elements to describe scenes and events to create a new ending. The situation is established in the beginning, as the first paragraph is a new descriptive scene in which Min notices Tree-ear for the first time, developing the characters' personalities, using dialogue and description. In addition, a sense of suspense is created, as the reader waits to see how Min will react to Tree-ear's spying. Additionally, this response effectively describes the thoughts and emotions of the characters (<i>I was evident that Min knew he was spying. Min's gaze slowly morphed into an angry expression. Someone was there...</i>). Effective organization is demonstrated through establishing a clear beginning, middle, and end. This narrative is clear and coherent, because the sequence of events and dialogue come together to create a unified story about why Tree-ear is watching Min. Precise word choices establish and maintain an effective style (Min's gaze slowly morphed into an angry expression, appreciated Tree-ear's admiration, generosity). While the narrative moves quickly, with very few scenes, this narrative skillfully implements a variety of narrative elements and is consistently appropriate to the task.</p>

Anchor Paper 3 – Score Point 3

<p>Sample Student Response:</p>	<p>Tree-ear stepped forward as to get a better view. Snap! Tree-ear looked down in shock to realize he stepped on a twig. Min jumped up quickly and said, "Who's there?" Tree-ear, realizing he was caught revealed himself to Min, "I am a boy named Treeear." "Why are you here?" Min asked of Tree-ear. "I am here because I have found passion in your pottery, I am interested in it." Tree-ear said, hoping he wouldn't get in trouble. "You are interested in my pottery?" Min said. "Come here." Tree-ear cautiously approached Min, expecting him to be mad. "I want to show you how it is made," Min said, "It would be nice to have another potter in the town." Tree-ear was overjoyed at these simple words. He could finally make a pot! It wouldn't be a good pot as it was his first time but he believed he had the potential after watching Min make pots for over a month. Tree-ear waked to Min, excited to learn, excited to make. Min told Tree-ear the proper form, how to sit, and everything Tree-ear needed to make a pot. Soon the moment of truth arrived. Min let Tree-ear make a pot! Tree-ear sat down and spun the table. Min dropped a bundle of clay on the table. Clunk! Tree-ear spun the table and put his hands on the clay to mold it into the elegant shape it was meant to be. After a minute Tree-ear was done. The pot could have been better but it was good for his first time. Min inspected the pot and Tree-ear waited for him to call out a bunch of mistakes. "This pot is very nice," Min said, "You could still use practice but for your first time you did outstandingly well." Tree-ear was overjoyed. He had made a god pot! Tree-ear looked at the time, it was 5:30. he would have to leave. "I have to leave," Tree-ear informed Min, "My mom likes me back home before 6." "I hope you can find time to come back," Min told Tree-ear, "It is nice to have another potter around, oh and by the way you almost forgot your pot." Tree-ear said goodbye to Min and walked back to his house with his pot. Treeear couldn't wait for the next day. He couldn't wait for more pottery with Min.</p>
<p>Annotation for Sample Student Response:</p>	<p>Anchor Paper 3 Score Point 3</p> <p>The narrative elements in this response are mostly effectively developed to create a new ending to the story. A new situation is established, at the beginning of the response, through the use of purposeful dialogue (<i>Tree-ear step forward as to get a better view</i>), and it includes some character development (<i>I am here because I have found passion in your pottery</i>). Dialogue between characters is used throughout the narrative. This response is organized in a logical sequential pattern, as events move through time, with a beginning, middle, and end. The narrative is mostly coherent; the beginning and end are well-developed, mostly through dialogue. However, the middle is not as developed, as evidenced in this scene (<i>Min told Tree-ear the proper form, how to sit, and everything Tree-ear needed to make a pot</i>), which creates uneven development of the narrative.</p>

Anchor Paper 4 – Score Point 3

Sample Student Response:	<p>Min then sighed and looked around as if he was looking for something to entertain him. As he came around paulownia tree, he couldnt help but notice that something was moving. It wasnt an animal, but a human. Tree-ear tried his hardest to not be spotted so he froze every bone in his body, trying to stay as still as possible. Min got up to get a closer look. "Hello? Is anyone in there?" asked Min shyly. Tree-ear tried to hide, bu there was no point. He slowly walked out turning his body to face Min. They stood there awkwardly in silence. Min was kind of scared that there was a stranger in his house, although he was very nice about it. "Hello, I'm Min." Min said, breaking the silence, "Whats your name?" "I'm Tree-ear." He responded. "What where you doing behind the tree." Tree-ear didnt answer and just mumbled. Min couldnt think of anything to say. He went back to his table and saw that Treeear was kind of lonely. "Would you like to help me make another vase." Min asked smiling at him. "Really?" Tree-ear's face lid up. "Of course." Min stated. Tree-ear walked over to Min thanking him for his offer. Hes always wanted to make one. He's watched over a hundred times and was just overjoyed that he was actually going to make one. Min explained every part of making a vase. He told Tree-ear that he starts by tossing it on the table to loosen the clay up so its easier to use. Tree-ear did exactly as told. He threw the large, surprisingly heavy, piece of clay at the center of the small round wheel, then picked it up and repeated. Min helped Tree-ear throughout the whole process and they had a great time together. Then Tree-ear confessed. "Im sorry I was in your house. I find your art very amazing and I just love to watch you make it." Min was surprised by that response. "It's fine, I had a great time anyway, so thank you." From that moment on they became great friends. Each day Tree-ear would meet up with Min and they would hangout here under the tree, sitting on the soft green grass. Tree-ear learned a lot more about pottery too. He started making pottery with Min all the time.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 4 Score Point 3</p> <p>This narrative response is mostly effectively developed. It includes the use of narrative elements, such as establishing a situation at the beginning to aid in the continuation of the story. descriptions of characters and their actions (<i>Min then sighed and looked around as if he was looking for something to entertain him. As he came around paulownia tree, he couldnt help but notice that something was moving.</i>) also add to the development of the response. Dialogue adds further development to the narrative and aids in the progression of events. The narrative is organized, through a quick series of events without transitions, though there is a clear beginning, middle, and end. This narrative is mostly coherent, and the style of the response is mostly effective, as a variety of sentence structures are used, but some word choice is general and lack precision (<i>he slowly walked out, he went back to his table, Hes always wanted to make one, He's watched over a hundred times, he told Tree-ear</i>).</p>

Anchor Paper 5 – Score Point 2

<p>Sample Student Response:</p>	<p>All of the sudden Tree-ear stepped on a stick and it cracked so loud he knew that Min had to hear it. Min looked over and told the boy to come out. Tree-ear came out and to his surprise, Min asked if he wanted to learn how to make vases like him. Tree-ear had expected for Min to get angry when he found out that he had been watching him but if he was he didn't show it. Tree-ear agreed very fast and the process that he had watched he finally got to do. The clay felt cold and firm but a little squishy. He had dreamed of this moment but never thought that it would come true. Tree-ear make a vase. It wasn't as good as Min's but he felt proud of it none the less. He stood up and inspected it. He didn't think it was that bad. It was a little lopsided and wasn't that tall. It kind of looked like a yoyo but it was his first one, what did Min expect? Then Treeear wondered why did he destroy all of the vases that he thought looked so good? He asked Min in a soft voice and Min replied to Tree-ear, "Practice makes perfect, and although the vase was good I wanted to try again until it was perfect. " The boy understood and he wanted to try to do the same thing. He threw his clay on the wheel like he had saw Min do. "Practice makes perfect." Tree-ear said. Min was Tree-ear's new idol because he truely understood him and wanted to be just like him. The rest of the day Min taught Tree-ear how to make a perfect vase and Tree-ear loved it. Every throwing day Tree-ear admired the work of Min and when he tried Min always gave him tips on how to make the vase better. Ten throwing days after that Tree-ear stood up and spectated his work. Min did the same to his work. Then they glanced at eachother's work and at the same time they both said, "Perfect!" The vases looked almost Identicall. Not to tall not to short a little round and smooth everywhere. Treeear's dream became a reality that day. Tree-ear knew that the time that he spent with Min could not have turned out any better than it did.</p>
<p>Annotation for Sample Student Response:</p>	<p>Anchor Paper 5 Score Point 2</p> <p>This response is developed with some narrative elements. It creates a new ending, by establishing a situation which includes descriptions of characters and events, and the use of some dialogue. This narrative is organized through a logical sequence of events, as the story moves through time, and the use of some linking words (<i>All of the sudden, Then</i>). The response is mostly coherent; however, events occurring at the beginning of the response are somewhat underdeveloped and list-like (<i>All of the sudden Tree-ear stepped on a stick and it cracked so loud he knew that Min had to hear it. Min looked over and told the boy to come out. Tree-ear came out and to his surprise, Min asked if he wanted to learn how to make vases like him</i>). Events become more developed when Tree-ear begins working with the clay. This brief event sequence is somewhat developed and only incorporates some narrative elements.</p>

Anchor Paper 6 – Score Point 2

<p>Sample Student Response:</p>	<p>Min saw something peaking outside, he went to investigate with his pot still on</p> <ul style="list-style-type: none"> • the wheel. • Tree-ear noticed this and panicked. "What am I going to do", he whispered. "I'll be caught for sure", he whispered. • Min heard something moving he walked towards it carefully. "Come out where ever you are", he said. • Tree-ear had a plan, he was going to sneak away and hide in the nearest bush. • He make a run for it using the tree as cover. He had seen one only a few meters away from him. He slowly tip-toed and made it to the bush. He did not know what would lurk in there. • Min went to the back of the tree just as Tree-ear made it to the bush. "Ah-ha" he said in a booming voice. Then he saw a small squirrel pass by him. He let out a sigh and said, "It was just a squirrel". He went back inside to make his pot. • "NO", Min said at the top of his lungs. He had forgotten that he left the pot on the wheel, it had collapsed and made a huge mess. • Tree-ear waited in the bush for a solid half an hour. He peaked out to see if Min was gone, he was, so he slowly tip-toed back to his spot. • Min was in the house making something what was he making. He made more clay to make his pot with. He saw as he kneaded it for hours upon hours to make sure that the mixture was perfect. • Tree-ear watched to see what he was using to make the clay. He watched taking notes using a stick to draw on dirt. Tree-ear waited till he was done with the mixture. He went back to his house he started to make the mixture on his own. • Then he went to the closest town to get a wheel to make vases. • Tree-ear would always come back to Min's house to see if he was making something new. He also now saw what Min saw, he saw why he kept redoing the vases. He wanted to get the right texture for the vase, then he saw that the vase was not just about shape and color it was also about the feel. What ever felt right for you was the way to go.
<p>Annotation for Sample Student Response:</p>	<p>Anchor Paper 6 Score Point 2</p> <p>This narrative response is developed with some narrative elements. It establishes a situation at the beginning by creating a new scene wherein Min investigates the noise he hears. There is some dialogue and descriptions of scenes and events; however, these descriptions are not developed. The narrative is organized through a logical sequence of events, with a clear beginning, middle, and end. While the beginning and middle are evenly developed, the ending is not.</p>

Anchor Paper 7 – Score Point 2

Sample Student Response:	Tree-ear opened his mouth to let out his breath not remembering to hold it in. When he does, Min stutters, messing up his work. Min was frustrated, he thought that he was going to finish that part. Min looked everywhere for what had caused him to mess up. After a couple of minutes with no success, he decided to go outside, get some fresh air, make sure that he wasn't crazy. When he went outside, he still could not see anything. So he checked the right side of his house. No still nothing there. He started to think that he really was going crazy, but at that very moment, he heard a small tap at the back of his house. That must be where it was coming from! He thought to himself. when he got there he could see a shady outline of something. As he grew closer, he started to realize who it was. It was Tree-ear! "So you've been taking an interest in my work have you not?" Said Min. "Y-yes sir." Tree-ear stuttered. "Well why not come in and take a look on how its done!" Min said enthusiastically. Once they got back into the house Min thought Tree-ear how he makes his pots and how it takes some time to get even one pot done. After a long day, Tree-ear said good by to Min and set of home. Counting the days on his fingers. He knew Min's routine well; it would be many days before another throwing day.
Annotation for Sample Student Response:	Anchor Paper 7 Score Point 2 This response is developed with some narrative elements such as establishing a situation to create a new ending and including some dialogue to move the storyline forward. While there is a logical sequence of events, this narrative is unevenly developed. The beginning is developed through the description of events, but the middle and end are not as developed. A variety of sentence structures establishes a somewhat effective style. <i>(He started to think that he really was going crazy, but at that very moment, he heard a small tap at the back of his house. That must be where it was coming from!)</i>

Anchor Paper 8 – Score Point 1

Sample Student Response:	Tree-ear thought that min was a bit weird but he sat and watched silently. when min was finally satisfied Tree-ear started to leave but was caught by Min. Min was not happy at all to see Tree-ear but Tree-ear was terrified. But Min made Tree-ear promises to not tell the other potters in there village, Tree-ear agreed. But then Min made him work for a couple days to get clay and wood for Min because he was spying on Min. But then Tree-ear becomes one of Min's new helpers to get clay and glaze for him every day. But Tree-ear has a friend that he lives with near a river. So when Treeear would go to help Min His friend would stay and carve wood or make baskets. Tree-ear was a good worker to every day he would help Min and every day Min's wife would give Tree-ear food.
Annotation for Sample Student Response:	Anchor Paper 8 Score Point 1 This narrative response is minimally developed with few narrative elements, although a new ending is created by establishing a situation at the beginning of the response. Descriptions minimally develop the characters <i>(Min was not happy at all to see Tree-ear but Tree-ear was terrified)</i> , and there is no use of dialogue. Events are minimally developed, and repetitious sentence beginnings result in a style with limited effectiveness <i>(But Min made Tree-ear, But then Tree-ear becomes, But Tree-ear has)</i> .

Anchor Paper 9 – Score Point 1

Sample Student Response:	Min looked up from the clay and spotted Tree-ear. "Hey, what are you doing here." he asked "Um, I was just watching you work." Tree-ear said nervously while looking at his hands. Min raised an eyebrow. "Do you watch me work often?" Min asked "Well, yes it's just amazing that you can make pots and vases and i've always wanted to learn how to." "Well why didn't you just ask me?" Min asked "I'll teach you right now if you want me to." Tree-ear's head snapped up. "Really!" Tree-ear asked excitedly. "Yeah, now come over here and i'll teach ya." Tree-ear ran over to Min and sat down. And Min started teaching Tree-ear the basics.
Annotation for Sample Student Response:	Anchor Paper 9 Score Point 1 This narrative response is minimally developed in its use of narrative elements, such as creating a new ending by establishing a new situation at the beginning. The response is mostly dialogue-based, without transitions, and descriptions are limited. There is limited development and coherence.

Anchor Paper 10 – Score Point 1

Sample Student Response:	Then, all of a sudden when Tree-ear shifted his wate to his other foot he stepped on a stick. Min looked for the cause of the sound but could not find it. Then he spotted Tree-ear just siting there starring at him. Min paused for a second. Then Min lept up and started to chase Tree-ear away. He chased him all the way into town! After about a month Min decided to move away to some place else and make pottery there instead.
Annotation for Sample Student Response:	Anchor Paper 10 Score Point 1 This narrative is minimally developed with few narrative elements. While dialogue is absent, the story includes a beginning (<i>Tree-ear shifted his wate to his other foot he stepped on a stick</i>), middle (<i>Then he spotted Tree-ear just siting there...Then Min lept up and started to chase Tree-ear away</i>), and end (<i>After about a month Min decided to move away</i>). The response has limited coherence.

Anchor Paper 11 – Score Point 0

Sample Student Response:	The story would be different because Min would show Tree-ear sonner to try something new. If i had to change the ending Min would teach Tree-ear sonner and Tree-ear would learn his lesson.
Annotation for Sample Student Response:	Anchor Paper 11 Score Point 0 The narrative response is both underdeveloped and inappropriate to the task , because the writing does not create a new ending. Although the response attempts to explain how the story would be different, if Min had noticed Tree-ear, the response takes the form of an expository essay and contains no narrative elements. Overall, this response does not fulfill the minimum requirements to be appropriate to the task.

Anchor Paper 12 – Score Point 0

Sample Student Response:	Tree-ear was pleasing min but when he was going to do the fourth one she didnt be so happy about it anymore so she just didnt do the same thing over again he changed it up and then min appreciated what he had done for him and then tree ear didnt have to watch what min was doing anymore because he leased him and felt like they can become friends instead of them not liking him so the can be happy and not have to worry about what each of them do.
Annotation for Sample Student Response:	Anchor Paper 12 Score Point 0 This response is both underdeveloped and inappropriate to the task , because the writing does not create a new ending. The response has no beginning, middle, or end; it lacks organization and coherence. Overall, this response does not fulfill the minimum requirements to be appropriate to the task.

Sample Responses & Annotations - ITEM SET 3

Item Set 3 – Question 9 (Constructed Response)

You have read three passages that demonstrate that military conflict affected empires. Write an essay that explains how this idea is developed in each passage. Be sure to use evidence from all **three** passages to support your response.

Item Information

- Passage – Ancient Egypt, Ancient Greece, and Ancient Roman Civilization
- Answer – See Sample Student Responses & Annotations
- Colorado Academic Standards (CAS) Evidence Outcome – 6.2.2.a.iii
 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
- Performance Level – A student who Exceeded expectations was likely to earn 3 or 4 points for written expression, and 3 points for writing conventions on this item. A student who Met expectations was likely to earn 2 points for written expression and 2 points for writing conventions on this item. A student who Approached expectations was likely to earn 1 point for written expression and 1 point for written expression.

Anchor Paper 1 – Score Point 4

Sample Student Response:	<p>An Empire is any long standing, far reaching area of great power that has made many cultural or political advances. The Three texts "Ancient Egypt" by Andrew Langley, "Ancient Greece" by Christine Hatt, and "Ancient Roman Civilization" by Ike scurman and John Malam are all about great empires that have made long lasting cultural and political decisions that have effected their empires. All three of the texts developed the idea that military conflict affects empires in many different ways such as a written time line, or a written cause and effect, while also using many literary devices.</p> <p>In The Text, "Ancient Egypt" by Andrew Langley, a time line is presented spanning the beginning of the Egyptian empire to the fall to conflict, and then on. As described through the text, when a civil war had erupted, there was no worse time for the Egyptian Empire. This is described in paragraph 10, when Langley writes, "Many nomarchs had become independent, and they challenged the power of the king. Civil war broke out, and the unrest was made worse by famine."(Langley, Paragraph 10.) When the author wrote, "the unrest was made worse," it implies that the civil war had already poorly affected the people of the Egyptian kingdom, and made the people already in shambles from the war suffer through a famine, caused by the war. This is proven to be long lasting on the empire in paragraph 11 when it is stated that Egypt was even worse affected from after the famine when the people of Egypt started to war against each others kingdoms, setting Egypt even further out of their previously prosperous empire. "Egypt went through a long period of instability until it was split up again into many small states with rulers that fought against each other."(Langley, paragraph 11.) By using a cause and effect time line like this, the author is easily able to demonstrate how the military conflict had affected the empire as a whole.</p> <p>In the text, Ancient Greece by Christine Hatt, a longer time line is written, explaining all of the events that develop the idea of Military conflict greatly effected empires. In Greece's case, military conflict and war ended giving the great prosperity. In Paragraph 6, it is explained that after being attacked by a Persian army, Greece only came back stronger, and more powerful. "Eventually, after defeating the Persians in 479BCE the Greeks proudly started to rebuild. This was the start of the Classical Period, the high point of the ancient Greek Civilization." (Hatt, paragraph 6) This piece of evidence shows that military conflict affected the Greek in a positive way, by using the phrase, "the high point," because the author is trying to explain how after war, the Greek prospered. in other words, the author developed the idea of war effecting an empire by explaining the effect the war had afterwards, in this case positive. there is also the matter of during the high point, when the conflict is reviled to have inspired common developments in modern government. "During the classical period, Athens was at the center of remarkable developments in architecture, sculpture, pottery, drama, and philosophy."(Hatt, paragraph 7) this is developmental to the idea of conflict affecting empires because it shows the after effect that the war had on the city of Athens</p> <p>The text, "Ancient Roman Civilization" by Ike Scurman and John Malam a written time line is used to show how war and conflict effected the empire of the Roman. In paragraph 4, it is shown that a conflict had erupted resulting in an unhappy Rome. " To the North were the Etruscans, who took control of Rome and ruled there for 100 years. The town grew in prosperity But the Latins were unhappy at being ruled by cruel 'foreign' Kings."(Scurman/Malam, paragraph 4) this text evidence helps develop the idea of military conflict affecting empires by showing that the new rulers who had 'taken' control of the Roman empire were not good to the people of Rome. this is described when the author used the word, "Cruel," describing the new leaders of Rome as unreasonably bad and unfair people. the idea is also developed through the authors choice of "prosperity," evidence that the new Roman leaders had effected Rome positively.</p> <p>For these ways and more, the idea that military conflict affects empires is developed in all passages. from ways of time lines, and causes and effects, the authors are able to develop the main idea of the three texts.</p>
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<p>Annotation for Sample Student Response:</p>	<p>Anchor Paper 1 Score Point 4</p> <p>This response demonstrates full comprehension of the passages by following a clear focus how the effect of military conflict is developed in the passages, as identified in the introductory paragraph (. . . <i>such as a written time line, or a written cause and effect</i>). Both how the idea of military conflict is developed in the three texts, and how military conflict affected the three empires are addressed in the analysis.</p> <p>The response shows how the time line is important, how it connects to developing the impacts of military conflict for each empire, and uses relevant text-based evidence as support. The response develops the Egyptian and Greek empires more fully than the Roman empire; however, relevant text-based evidence for all three source texts is supported throughout the response with clear reasoning. The response is well-organized around its topic, and uses a style and language appropriate to a research analysis task.</p>
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Anchor Paper 2 – Score Point 4

Sample Student Response:	<p>In each the <u>Ancient Egypt</u>, <u>Ancient Greece</u> and <u>Ancient Roman civilization</u> passages, a similar idea is showed. This is the idea that military conflict affected the empires. All three of the passages developed this idea in similar ways. They each talked about the history or origins of the civilization and then explained in some way how military conflict affected them.</p> <p>The first passage, <u>Ancient Egypt</u>, talked about the history of Egypt and then went on explaining how sometimes they had military conflict such as wars that affected the empire. For example the text says, "By about 2180 BCE, many nomarchs had become independent, and they challenged the power of the king. Civil war broke out, and unrest was made worse by famine." This shows how the article developed the similar idea because it was talking about some of the history of when things happened and what was happening a long time ago. It shows that there was war or military conflict and this then affected what there empire was going to be like. In addition to this, the passage says, "the Old Kingdom ended in civil war and chaos. Egypt went through a long period of instability until is was split up again into many small states with rulers who fought against each other." This demonstrates how the idea was developed because it again it shows what happened in the past. If Egypt went through a long, hard period because of the war that had happened with the Old Kingdom, this probably means that the military conflict was a big part of what happened to Egypt and this is shown by telling the history of ancient Egypt.</p> <p>The second passage, <u>Ancient Greece</u>, developed the idea that military conflict affected the empire in a very similar way by explaining the history and how Greece came to be as it is today. For instance the passage says, "Experts divide ancient Greece history into different periods. The earliest period began in about 1600 BCE." This proves that this passage was developing the idea by telling the history because it is talking about how they divide the history and when the earliest part of this place began. They later talk about how the military conflict affected them but first explain the history of Greece. The text also says, "In the 5th century BCE, Athens was defeated by Sparta in the Peloponnesian War. But Sparta was soon defeated by another city-state, Thebes. In 338 BCE, Macedonia, ruled by King Philip II, grew strong and defeated Athens." This shows how the passage develops the idea because they go through explaining all of the wars that there were, when they were and who won. If there were this many wars that means that they must have played a big role in affecting the empire because the people that won kept changing.</p> <p>Finally, the <u>Ancient Roman Civilization</u> passage developed the idea in a similar way to the other two passages. This article explained the origins of Rome and what they did through the years. An example from the text is when it says, "Rome became the greatest city of the ancient world, ruling an empire that spanned Europe and reached as far as the Middle East and Africa." This shows how the passage developed the idea that military conflict because before talking about a lot of the conflict they introduce ancient Greece and talk about it a little bit. Then they talk about wars and other military conflict later. Another example of this in the text is when it says, "The town grew in prosperity, but the Latins were unhappy at being ruled by cruel "foreign" kings. In 510 BCE, the Latins rebelled and threw the Etruscans out. From then on, Rome was a republic, ruled by a group of its leading citizens." This demonstrates how the idea was developed because after introducing Greece and a little bit about what it was like and the history of it, they talked about the conflict or wars that they had. They also explained how this affected them after the wars.</p> <p>Each of these passages develops the idea that military conflict affected the empires in slightly different ways. However, they strategies were very similar and they all involved talking about or explaining the history of the ancient area.</p>
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<p>Annotation for Sample Student Response:</p>	<p>Anchor Paper 2 Score Point 4</p> <p>The response demonstrates full comprehension of the task with accurate analysis of the how the impact of military conflict was developed in the passages (<i>They each talked about the history or origins of the civilization and then explained in some way how military conflict affected them</i>).</p> <p>The idea of how military conflict is developed in each text is covered comprehensively, with relevant textual evidence and explanations of why the evidence helps support ideas presented. The analysis of the Egyptian empire is the most effectively developed, but the topic is effectively analyzed for each empire. The analysis in the section on Rome erroneously mentions Greece instead of Rome once, but the message is clearly about how the author developed how military conflict impacted Rome.</p> <p>Overall development is effective and comprehensive and reasoning is clear with effective textual examples. Transitions are sufficient to be clear and effective and the response is organized, coherent, and consistently appropriate to the task.</p>
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Anchor Paper 3 – Score Point 3

Sample Student Response:	<p>In the passage <u>Ancient Egypt</u>, Egypt is effected bye military war when, many monarchs decided that they wanted to become independent, and they started a civil war with the king. Another way that Egypt was effected bye military is, the military expeditions were bringing in a lot of really useful resources like minerals and, luxury goods. I think that these expeditions were what really made a difference in the culture of the ancient Egyptians. As it says in the reading,</p> <p>"Trade flourished, with Egyptian merchants buying gold, ebony, and skins in exchange for linen, honey, and oil"-Paragraph 9. I believe that they were only able to get all of those resources, because of all of the military expeditions. This, is all of the proof that I have of how the military and wars effected Ancient Egypt, in both good ways, and bad. It was good, because when all of the military expeditions were over, the civilization would flourish, and it looked bad when, there was a civil war, and probably many people were dyeing.</p> <p>In the passage <u>Ancient Greece</u>, Greece is effected bye war because, the Persian Empire tried to invade Greece, and were fought off. Soon afterwards however, the Athens and the Spartas decided that they were going to invade as well. I think that this war was absolutely crucial, and was what changed Greece into a great civilization. I feel like, if it was not for the Greeks being invaded, they never would have had the courage to build such and amazing civilization. After winning a war, I feel like a civilization will be confident, and think that they can do anything. This, will lead them into doing things that they never thought that they would be able to do, and taking risks without thinking. Right after the war ended, it even said,</p> <p>"This was the start of the Classical Period, the high point of ancient Greek civilization."-Paragraph 6</p> <p>In the passage <u>Ancient Roman Civilization</u>, the Ancient Romans are effected bye war because, when they were taken over by the Etruscan, they wanted new leaders so, they started a war and threw out the Estuscans, turning themselves into an empire. There civilization was always absolutely amazing, including when the Estuscans had taken over. It says,</p> <p>"Under the Etruscans, Rome was ruled by kings. The town grew in prosperity..."-Paragraph 4. However, even though all of the towns lived in prosperity, they did not want to be ruled bye a foreign and cruel kings. So, they decided that they wanted to rebel, and take back Rome. After they succeeded in taking Rome back from the Etruscans, they decided to become an empire, and were ruled by its leading citizens.</p> <p>As you can clearly see, all of the ancient civilizations were greatly effected bye military, in good and, in bad. Ancient Egypt, Ancient Greece, and Ancient Rome, would not have been what it was if it were not for all of the wars that raged through each of them. This is a perfect example of how many little things, can make a</p> <p>difference. I feel like it is just like that today. Military conflict, also known as war, is really what decides how our curent lives looks, how are lives were in the beginning, and how they will turn out.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 3 Score Point 3</p> <p>This response demonstrates comprehension of ideas stated in the three texts and exhibits a mostly accurate analysis of the ways in which the three empires were affected by military conflict. The way these ideas were developed in the passage are not discussed.</p> <p>The response begins by immediately discussing the Egyptian empire, without an introductory paragraph but overall, the response has a mostly organized presentation of ideas and ends with a concluding paragraph to summarize the idea of the impact of military conflict discussed. The development of ideas with mostly clear reasoning includes relevant text-based evidence and mostly accurate analysis of that evidence in showing the impacts of war. Language is mostly effective in clarifying the ideas presented.</p>

Anchor Paper 4 – Score Point 3

Sample Student Response:	<p><u>Affects of Military Conflict</u></p> <p>Many civilizations have to face military conflict, that deeply affects their empires. The three articles "<i>Ancient Greece</i>," "<i>Ancient Egypt</i>," and "<i>Ancient Roman Civilization</i>," all had to face many military issues that dented their empire and civilization. Some civilizations get taken over and the stay that way, but others can come back to a stable civilization after hard work to rebuild their empire.</p> <p>One civilization that was very affected by military conflict, was Egypt. According to the article, Egyptians came Africa, in search for a change of civilization. They created a stable empire, and had a decent civilization. They had a variety of food and crops, and a large supply of tools and materials. Then, about 3,000 years later, people were forced to move to the valley of the Nile River. According to the article, every July, the river would flood high enough to water the valley's crops. Later in the year, when it was time to pick and eat their crops, they were ripened so fast in the sunlight, and were delicious. Now, everyone wanted to experience the "miracles" of the Nile, so people began to fight for Egypt. According to the article, by about 2180 BCE, many "nomarchs" had become independent, and wanted to challenge the king of Egypt for the throne. War broke out. The Nile didn't flood to water the crops, and many believed it was a "disastrous spell." When the war ended, the civilization of Egypt went downhill and the empire was very unstable. According to the article, Egypt split up again into more small states with more rulers who fought against each other. War and military conflict didn't have a good affect on Egypt. It made the empire split up, and created more war between rulers.</p> <p>Another civilization that was very affected by military conflict, was Greece. According to the article, The first Greeks moved from the north about 4,000 years. More people started coming, and Greeks slowly became the most powerful people in the region. Greece's earliest period began in about 1600 BCE. This was called the Mycenaean Period. This period lasted for about 500 years. Another major event occurred in 490 BCE. According to the article, the Persian Empire tried to invade Greece, and war was created when Athens, Sparta and other city-states joined the fight to fight off the attackers. The Greeks eventually defeated the Persians in 479 BCE, and they "proudly" started to rebuild. Their win was the start of the Classical Period. This was a high point of ancient Greek civilization. War and military conflict did have a very good affect on Greece's empire it was a turning point for them, and it made their civilization even stronger then before.</p> <p>One last civilization that was very affected by military conflict, was Roman. According to the article, the Roman's civilization spanned more than 1,000 years. Romans started out their civilization in Italy. A "country in the south of Europe." About 2,500 years ago, Romans came and settled in what they called Rome. Romans created the city of Rome in 753 BCE. It became the "greatest city of the ancient world." Another group of people later settled in the region of Etruria. They were called the Etruscan. The Romans learned many important things from the Etruscan, but didn't seem to know that all they wanted was to rule Rome. At around 500 BCE the Roman's power started to "slip away." The Etruscan took control of Rome, and successfully ran Rome for 100 years, but according to the article, the Romans were "unhappy at being ruled by cruel 'foreign' kings." This caused the Romans to "rebel" against the Etruscan, and overthrew them in 510 BCE. War and military conflict affected Rome and Roman's civilization in a positive way, by allowing them to reclaim the throne</p> <p>All civilizations from up above were affected by military conflict and war. Some civilizations improved because of it, and others collapsed under the defeat. Egypt's civilization was ruined because of war. Greed's civilization was hugely improved by war and military conflict. Roman's civilization was also improved by war and conflict. The same event can have different affects and outcomes based on the structure of the empire and civilization.</p>
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Annotation for Sample Student Response:	<p>Anchor Paper 4 Score Point 3</p> <p>This response demonstrates comprehension of the ideas in the three passages by addressing both how the military conflict is developed in each of the three texts and how that military conflict affected the empires: the Egyptian (<i>It made the empire split up</i>), Greek (<i>made their civilization even stronger than before</i>), and Roman (<i>by allowing them to reclaim the throne</i>).</p> <p>The response is organized, with an introductory paragraph and conclusion, and effective transitions (<i>One civilization; Another civilization; One last civilization</i>) between paragraphs. The response demonstrates mostly effective development. It consists of summary of the military conflict in each empire and then a statement of what the impact of that conflict was. This is an example of mostly accurate analysis of the topic done with mostly effective development. The response is organized and mostly clear and coherent.</p>
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Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>Military conflict is a plant, both can hurt badly and be very helpful. The passage <i>Ancient Egypt</i> by Andrew Langley is about Egypt being a great place to live then becoming dry and so the people move so they can become closer to the Nile River for water. The article <i>Ancient Greece</i> by Christine Hatt is about Ancient Greece having some time where it thrived and times when it was at war. The text <i>Ancient Roman Civilization</i> by Ike Scurman and John Malam is about Rome when it is first created and when the Etruscans take over Rome, but then Rome becomes a republic. There are many different ancient civilizations, some include Ancient Egypt, Ancient Greece, and Ancient Rome.</p> <p>Ancient Egypt is a place full of beauty and peace, but not all of the time especially when it has military conflict. To start off, one military conflict is fighting against each other. The text states, "...small states with rulers who fought against each other," (Langley 11). This proves that there was military conflict while they were all split up because the different rulers told their military to fight the other military. After that, there was military conflict when there were different rulers. The author quotes, "He reestablished control over the regions and appointed Theban officials to govern them," (Langley 12). This shows military conflict because one ruler is telling the other people what to do and he gained control over the military. Lastly, Mentuhotep shows military conflict when he starts demanding things. Langley states, "He and later kings took a firm hand with the nomarchs, demanding taxes and troops from them," (Langley 12). This exemplifies the military conflicts because he is taking troops from other people.</p> <p>Three reasons that Ancient Greece had military conflicts are Athens being defeated, Macedonia being ruled by a king, and being taken over by the Romans. First of all, Athens was defeated in the 5th century BCE. The text shows, "In the 5th century BCE, Athens was defeated by Sparta in the Peloponnesian War," (Hatt 8). This proves military conflict because Athens military was at war with Sparta military. Continuing, Macedonia was ruled by a king. The text states, "In 338 BCE, Macedonia, ruled by King Phillip II, grew strong and defeated Athens," (Hatt 8). This illustrates that there was military conflict Greece is taken over by Rome. The text proves this by stating, "Greece was taken over by the Romans in the 2nd century BCE," (Hatt 8). This explains military conflict because Rome's military defeated Greece's military in a war and conquered Greece.</p> <p>Ancient Rome has military conflicts for many reasons, some include the Etruscans, monarchy and republic, and origins. To begin, the Etruscans take over</p> <p>Rome. the text states, "To the north were the Etruscans, who took control of Rome and ruled there for 100 years," (Malam, Scurman 4). This proves military conflicts</p> <p>because they went to war and the Etruscans won. Afterwards, they changed from a monarchy to a republic. The authors share, " ... the Latins rebelled and threw the Etruscans out," (Malam, Scurman</p>
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	<p>4). This shows military conflict because the Romans threw the Etruscans out and declared themselves a republic. Lastly, there was military conflict in their origins. The authors wrote, "Rome became the greatest city of the ancient world, ruling an empire that spanned Europe and reached as far as the Middle East and Africa," (Malam, Scurman 2). This proves that there was military conflict because they had to go to war with the other countries to become so powerful.</p> <p>As proven, Ancient Egypt, Greece, and Rome all have military conflicts. Most definitely, military conflicts are like plants, hurtful and helpful. When two places go to war it can some times mean another country gets taken over or it can lead to peace.</p>
<p>Annotation for Sample Student Response:</p>	<p>Anchor Paper 5 Score Point 2</p> <p>This response demonstrates a basic understanding of the passages and the task. While there is relevant text-based evidence about the military conflict in the three passages, the response does not address how military conflict affected the three different empires. Development of ideas consists of quotes with evidence and only brief statements of basic analysis (<i>This shows military conflict because one ruler is telling the other people what to do and he gained control over the military</i>). The response is organized and coherent; however, this response demonstrates only basic comprehension by providing some analysis and addressing only the military conflict.</p>

Anchor Paper 6 – Score Point 2

Sample Student Response:	<p>Ancient Egyptians, Ancient Greeks, and Ancient Romans all had military conflict in their time. Ancient Egyptians captured enemies from Nubia and Libya, while Ancient Greeks defended their land from the Persians. Ancient Romans took back Rome from the Etruscans. Military conflict effected each of the ancient civilizations.</p> <p>For the Ancient Egyptians, military conflict helped them at first. They captured people from Nubia and Libya. The military expeditions brought control of important sources of minerals and luxury goods in the Fourth Dynasty. Then around 2180 BCE, lots of namarchs had become independant, and they challenged the power of the king. A civil war broke out, and was made worse by a drought of the Nile river, which caused famine. Luckily Mentuhotep II defeated all rivals and united Egypt.</p> <p>Ancient Greece was also effected by military conflict. Greek cities divided themselves into city-states, the largest being Athens. In 490 BCE, the Persian Empire attempted to invade Greece, and Athens, Sparta, and other city-states fought off the attackers. After the Greeks had defeated the Persians, the Classical Period began, and many developments were made. Then in the 5th century Athens was defeated by Sparta, and Sparta was defeated by Thebes soon after. Then King Philip united Greece, and led way to Alexander the Great building a huge Empire.</p> <p>Ancient Rome was another great civilization effected by military conflict. Rome was at the center of a Region named Latium. North from there was the Etruscans, who took control of Rome and ruled there for about 100 years. The town prospered, but the Latins did not like being ruled by Greeks. In 510 BCE, the Latins rebelled and threw the Etuscans out. From then on Rome was a republic, being ruled by its own citizens.</p> <p>Military conflict can negatively effect civilizations, but it can also positively effect civilizations. For instance, Rome was taken over by the Etuscans, but after the Latins took it back, they made a republic. Military conflict can, and will effect civilizations.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 6 Score Point 2</p> <p>The response demonstrates basic comprehension of the passage and provides a somewhat accurate analysis of the effects of miliary conflict on the three empires.</p> <p>For each empire there is paraphrased evidence from the passage about events that show the impact of military conflict. While no further analysis is provided, the organized fashion in which the passage details are reviewed provides a somewhat developed response to the prompt. The concluding paragraph provides a basic analysis of how military conflict impacts civilizations in general and references back to key details shared about two of the empires. Overall, the response is somewhat appropriate to the task.</p>

Anchor Paper 7 – Score Point 2

Sample Student Response:	<p>Ancient Egypt by Andrew Langley showed how the Egyptians adapted to moving to the Nile River and learning how to do pottery etc. Ancient Greece by Christine Hatt shows that they lived at the tip of the Balkan Peninsula and they spoke a different language and taught themselves how to do pottery. The Ancient Roman Civilization by Ike Scruman and Jhon Malam talks about how they were an empire for about 1,000 years, they spoke a language called Latin and it's almost completely surrounded by water.</p> <p>The Middle Kingdom was the war era for Ancient Egypt. "Egypt went through a long period of instability until it was split up into many small states with rulers who fought against each other." In other words, Egypt split up and they saw each other and went out to war. They finally found peace later which was known as The Middle Kingdom. This affected them because they split up and so they did not stay together and on top of that they fought each other.</p> <p>The classical period was the chaos period for Ancient Greece, "The Persian Empire tried to invade Greece and war followed as Athens, Sparta, and other city-states fought off the attackers. Eventually, after defeating the Persians in 479 BCE, the Greeks proudly started to rebuild. This was the start of the Classical Period, the high point of ancient Greek civilization." In other words, many cities went into war in the beginning and eventually the Greeks defeated the Persians. Not long after that the Greek civilization proudly decided to rebuild. That was when the Classical era began. This affected the Greeks because all their buildings were destroyed.</p> <p>The Monarchy to the Republic was not the place to be at that time. "To the North were the Etruscans who took control of Rome and ruled there for 100 years. Under the Etruscans, Rome was ruled by kings. The town grew in prosperity. But the Latins were unhappy being ruled by cruel "foreign" kings. In 510 BCE, the Latins rebelled and threw the Etruscans out. This means the Latins did not like the Etruscans so they threw them out. This affected the Romans because they couldn't rule there civilization the way they wanted to.</p> <p>In all the Egypt, Greece and Romans had a horrible time.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 7 Score Point 2</p> <p>This response demonstrates some basic comprehension of the three passages by providing a general summary of each. Most of the details selected focus on the wars in each empire and the response addresses the prompt in its attempt to explain how military conflict affected the Egyptian empire (<i>This affected them because they split up and so they did not stay together</i>), the Greek empire (<i>This affected the Greek because all their buildings were destroyed</i>), and the Roman empire (<i>they couldn't rule there civilization the way they wanted to</i>).</p> <p>The response demonstrates some organization with somewhat coherent writing. Overall, this response demonstrates a basic understanding of the three passages with reasoning and evidence that is somewhat appropriate to the task.</p>

Anchor Paper 8 – Score Point 1

Sample Student Response:	<p>Military conflict affected the Roman, Egyptian, and Greek empires. Over different periods of time wars broke out and these empires broke apart and came back. Many different things affected Rome, Egypt, and Greece. They had many wars.</p> <p>Ancient Greece went through many wars and had lots of conflicts. A quote from Ancient Roman Civilization to prove they had conflicts and hard times from paragraph 6 is, "In 490 BCE, the Persian Empire tried to invade Greece and war followed as Athens, Sparta and other city-states fought off the attackers. That clearly shows that they had war and conflict." Another quote from the fourth paragraph is "Poverty and a decline in population followed..." That quote talks about the Dark Ages which were very hard times. Even though they were an empire, Rome had wars, hard times, and conflicts.</p> <p>Ancient Rome also had many wars and struggles. They expanded their empire through war and conquering. A quote from the text Ancient Roman Civilization is "Some had been conquered in battle by the Roman army." This first quote proves that Rome had conflicts and had battles. A second quote from the text is "gladiator fights..." That shows that they had fights, even for entertainment they used prisoners to fight in gladiator fights. Rome had lots of fights and wars.</p> <p>Egypt also had many struggles, wars, and conflict. They fought all the time. A quote from the passage Ancient Egypt in paragraph 5 is "conquered one another..." They clearly had fights, even among themselves. Another quote is "Civil war broke out, and the unrest was made worse by famine." That also shows that they fought themselves and had lots of wars. They were a very strong empire, but they had many civil wars and conflicts.</p> <p>Obviously, these three empires had many wars, hard times, conflicts, and unrest. They even fought among themselves but didn't fall apart. They had conflicts, but stayed strong, powerful, and feared empires for a long time.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 8 Score Point 1</p> <p>This response demonstrates limited comprehension of the three texts. It does address the prompt by providing textual quotes from each of the three passages to indicate where military conflict is addressed in each; however, no attempt is made to examine how the military conflict affected the empires.</p> <p>Each paragraph contains a statement about military conflict in the particular empire, quotes from the texts, and then a simple statement restating what the quotes showed in their own words. There is no further explanation or development of the topic.</p> <p>The response displays some organization and coherency in writing, but overall is an example of a minimal analysis that is limited in its appropriateness to the prompt.</p>

Anchor Paper 9 – Score Point 1

Sample Student Response:	<p>Did you know that the Settlers of Egypt, Greeks, and Romans had power and wealth and also conflict with the military? It is imperative people know how the military conflict affected the empires by nomarchs becoming independent, invasions, and losing power.</p> <p>It is clear the Settlers of Egypt had conflict with the military because the nomarchs were becoming independent which led to a civil war which made people famine and made the crops fail I know this because in the text it states "Civil war broke out, and the unrest was made worse by famine". It also states "the Nile did not rise normal flood levels, and crops failed". This evidence proves my claim of how the Settlers had conflict with the military.</p> <p>It is also clear the Greeks had conflict with the government they had invasions which led to war I know this because in the text it states "the Persian empire tried to invade Greece and war followed as Athens, Sparta, and other city fought off the attackers.". This evidence proves my claim that Greeks had conflict with the government.</p> <p>Lastly it is clear the Romans had conflict with the military because they were losing power I know this because in the text it states "but from about 500 BCE their power gradually slipped away". This evidence proves my claim that the Romans had conflict with the military because they were losing power.</p> <p>In conclusion this evidence and last three paragraphs sum up the reason why all three had conflict with the military.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 9 Score Point 1</p> <p>This response demonstrates limited comprehension of ideas from the three sources. Each paragraph states evidence of military conflict, a quote from the passage, and a statement that the quote proves the statement. This approach minimally addresses the task. The ideas are organized, but the lack of development and analysis result in a response that is limited in its appropriateness to the task.</p>

Anchor Paper 10 – Score Point 1

Sample Student Response:	<p>They had military conflicts like the Romans split up and spread out and became friends with some of the other nations but were also weaker since they split up and got attacked often. Unlike Romans, the Egyptians did not split up but instead got some bad people in government and they broke out into "Civil war." Greek people were actually taken down by the Roman people in the 2nd century by the leader of them named Alexander. Alexander died around 323 BCE yet the Romans did not stop, instead they took over Greece.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 10 Score Point 1</p> <p>This response demonstrates limited comprehension of all three source passages and of the prompt. There is a summary statement about military conflict in each empire, but includes no further explanation or text-based support. The explanation is minimally accurate as it includes implicit commentary on the Romans and Greeks, and an inaccurate interpretation of Alexander being Roman, which does not detract from the score. This is an example a response provides a minimally accurate analysis.</p>

Anchor Paper 11 – Score Point 0

Sample Student Response:	In the artical Ancient Egypt one of the paragraghs was about how they bild pyramids and some of them are very famous. And this is in the paragraph Governing Egypt and The Old Kingdom. In the Ancient greece they made pottery and crafted art. they also bilt temples. In Ancient Roman Civilization they were unhappy with there goverment and wanted a change. But they did share there religens with others and do pottery art.
Annotation for Sample Student Response:	Anchor Paper 11 Score Point 0 This response addresses the stimulus material, but demonstrates no comprehension of the passages and makes no mention of either military conflict or its effects on empires/civilizations. It does include textual evidence from all three sources, but the response is undeveloped, and the statements become random details about each civilization. The response is inappropriate to the task.

Anchor Paper 12 – Score Point 0

Sample Student Response:	<p>How it is developed in the Ancient Egypt story is because. When The first settlers came to Egypt 15,000 years ago. They started off as cattle herders how i know that because in the text it says in paragraph 1. Then people were forced to move to the valley of the nile river when it was still lush and fertile. And every July, the nile river burst its banks and flooded the surrounding land spreading a rich mud over the fields.</p> <p>How It developed for the Ancient Greece story is because. Greece lies at the tip of the balken peninsula, an area of southeast Europe that sticks out into the Mediterranean Sea. I know this because in the text it staes this in paragraph 1. And The Greeks were different from the peoples already in the area in two main ways.</p> <p>How It developed for the Ancient Roman Civilization story is because. The civilization of the romans spanned more than 1,000 years. From modest beginnings in a region of northern italy, the Emipre of the Romans spread out to cover many parts of europe, North Africa and the Middle East. I know this because in the text it states this in paragraph 1. And Within this vast area lived millions of people who came under Roman rule</p>
Annotation for Sample Student Response:	Anchor Paper 12 Score Point 0 This response demonstrates no comprehension of the task or passages as the majority of the response is mostly copied from the first paragraph of all three sources. While there is an attempt at limited organization with introductory phrases about source selection and paragraph location, as well as conjunctions to connect phrases, the response is undeveloped and offers no analysis.