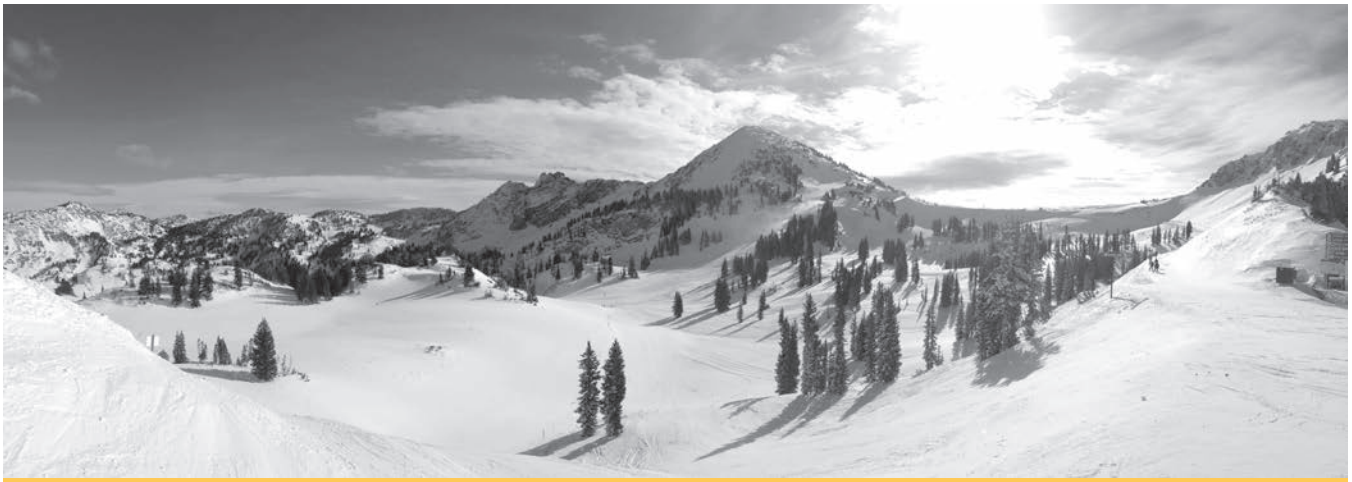
COLORADO TESTS
BY COLORADO TEACHERS

Colorado Measures of Academic Success



Grade 7
Reading and Writing
English Language Arts
Answer Key with Scoring Rubrics, Sample Responses & Annotations

Practice Resource for Students

1174503 1 2 3 4 5 A B C D E Printed in the USA ISD43770

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ITEM INFORMATION

Colorado Academic Standard (CAS) Evidence Outcome

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

Evidence Statement

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

Subclaim

The reporting category of the associated CAS.

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

ITEM TYPES

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

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

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

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

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

Constructed Response

Students construct an open-ended response.

STUDENT PERFORMANCE

P Value – Selected Response Only

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

Sample Student Responses and Annotations – Prose Constructed Response Only

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

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

ANSWER KEY: ITEM SET 1

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

Complete an analysis of how the author organizes information in the passage from "The Deep Seas Are Alive with Light" by moving the heading that **best** describes the content of each section to its appropriate place in the table.

Section in the Passage	Appropriate Heading
paragraphs 3–13	The Extent of Bioluminescence in the Ocean
paragraphs 14–18	Researching Bioluminescence
paragraphs 19–24	A Variety of Bioluminescent Creatures

Item Information

- Passage – The Deep Seas Are Alive with Light
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.2.b.ii
    - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5)
- P Value – 0.2509
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Met expectations was likely to earn 1 point.

Item Set 1 – Question 2 (Selected Response)

Part A

In which sentence of the passage from "Eyes on the Depths" does the author express a reasoned judgment?

- (●) A. "So, if you want to understand Planet Earth, you have to understand its oceans." (paragraph 3)
- ( ) B. "The Deep Scope team began its expedition with a tanklike submersible called the Johnson-Sea-Link II." (paragraph 7)
- ( ) C. "Sometimes, for example, they cheered for a 12-foot-long sixgill shark that made occasional appearances." (paragraph 12)
- ( ) D. "Scientists believe that sea creatures use this light for everything from scaring away predators to finding food in dark waters." (paragraph 15)

Part B

Which sentence from the passage provides support for the reasoned judgment expressed in the answer to Part A?

- (●) A. "Water covers most of the Earth, and the oceans are thousands of feet deep in most spots." (paragraph 3)
- ( ) B. "Exploring the deepest parts of the sea, however, is challenging if you're limited to the equipment that scientists have generally used for the task." (paragraph 4)
- ( ) C. "The Johnson-Sea-Link II allowed the researchers to explore the depths and watch deep-sea animals that were not scared away by the machine." (paragraph 8)
- ( ) D. "Though only a very few animals, such as fireflies, do it above water, most animals in the ocean bioluminesce." (paragraph 14)

Item Information

- Passage – Eyes on the Depths
- Part A Answer – A
- Part B Answer – A
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.2.c.ii
    - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (CCSS: RI.7.8)
- P Value – 0.5388
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Partially expectations was likely to earn 1 point.

Item Set 1 – Question 3 (Selected Response)

Part A

What does the phrase "swallowed up" in paragraph 3 of the passage from "Going Off the (Really) Deep End" communicate to readers?

- ○ A. the difficulty of measuring the ocean floor
- ○ B. the dullness of the exploration work
- ◉ C. the extreme depth of the trench
- ○ D. the large size of the ocean

Part B

Which sentence from paragraph 3 **best** supports the answer to Part A?

- ○ A. "The explorers spent four years crisscrossing the globe, sailing 70,000 miles (112,654 kilometers)—one-third of the distance to the moon."
- ○ B. "Sail about 200 miles (322 kilometers), drop a weighted rope into the water."
- ○ C. "This expedition was a total snooze fest, until a day in 1875 about 200 miles off the coast of Guam."
- ◉ D. "The *Challenger's* crew had discovered a 'hole' in the ocean floor."

Item Information

- Passage – Going Off the (Really) Deep End
- Part A Answer – C
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.3.b.i
  - Interpret figures of speech (for example: literary, biblical, and mythological allusions) in context. (CCCS: L.7.5a)
- P Value – 0.5844
- 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 (Selected Response)

Part A

What does the phrase "swallowed up" in paragraph 3 of the passage from "Going Off the (Really) Deep End" communicate to readers?

- ○ A. the difficulty of measuring the ocean floor
- ○ B. the dullness of the exploration work
- ◉ C. the extreme depth of the trench
- ○ D. the large size of the ocean

Part B

Which sentence from paragraph 3 **best** supports the answer to Part A?

- ○ A. "The explorers spent four years crisscrossing the globe, sailing 70,000 miles (112,654 kilometers)—one-third of the distance to the moon."
- ○ B. "Sail about 200 miles (322 kilometers), drop a weighted rope into the water."
- ○ C. "This expedition was a total snooze fest, until a day in 1875 about 200 miles off the coast of Guam."
- ◉ D. "The *Challenger's* crew had discovered a 'hole' in the ocean floor."

Item Information

- Passage – Going Off the (Really) Deep End
- Part A Answer – C
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.3.b.i
  - Interpret figures of speech (for example: literary, biblical, and mythological allusions) in context. (CCCS: L.7.5a)
- P Value – 0.5844
- Performance Level – A student who Approached expectations was likely to earn 2 points on this item. A student who Partially met expectations was likely to earn 1 point.

Item Set 1 – Question 5 (Selected Response)

Part A

What does the author of the passage from "Going Off the (Really) Deep End" likely consider to have been the biggest problem with the *Trieste* expedition?

- ○ A. The explorers endured uncomfortable temperatures during their trip.
- ○ B. The explorers had to work in a space that was extremely small.
- ○ C. The ship took more than four hours to reach the ocean floor.
- ◉ D. The engines made the water cloudy by stirring up silt.

Part B

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

- ○ A. "Called the *Trieste*, their ship weighed 150 tons, including fuel, and was almost 60 feet (18 meters) long." (paragraph 5)
- ○ B. "That's about the same amount of room per person that you'd find inside a refrigerator." (paragraph 5)
- ◉ C. "Unfortunately, during the 20 minutes they spent at the ocean bottom, the two hydronauts couldn't see much." (paragraph 6)
- ○ D. "But even though the *Trieste* didn't have the ability to take pictures outside the cabin, Piccard and Walsh got a chance to take the first deep-sea selfie." (paragraph 6)

Item Information

- Passage – Going Off the (Really) Deep End
- Part A Answer – D
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.2.b.iii
  - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (CCSS: RI.7.6)
- P Value – 0.343
- Performance Level – A student at the high end of Met expectations or higher was likely to earn 2 points on this item. A student at the lower end of Met expectations was likely to earn 1 point.

Item Set 1 – Question 6 (Selected Response, Multiple Select)

Part A

In the passage from "Going Off the (Really) Deep End," what is the central idea of the section **THERE AND BACK AGAIN**?

- ○ A. Cameron led an expedition to try to determine which animals live in the deepest part of the Mariana Trench.
- ○ B. Cameron's experiences as a film director and an undersea explorer were valuable to the expedition.
- ○ C. Cameron's submersible ship was much more advanced than the one that Piccard and Walsh used.
- ◉ D. Cameron went on a recent solo expedition into the Challenger Deep to film and research the area.

Part B

Which **two** pieces of evidence **best** support the answer to Part A? Select one piece of evidence from paragraph 7 and one from paragraph 8.

- ☐ A. ". . . half the time to reach the bottom . . ." (paragraph 7)
- ☐ B. ". . . in a ship that weighed less than one-tenth what the *Trieste* did." (paragraph 7)
- ☑ C. ". . . spent three hours filming and taking scientific samples." (paragraph 7)
- ☑ D. ". . . filmed some of the deepest-dwelling creatures in existence . . ." (paragraph 8)
- ☐ E. ". . . a giant amoeba-like xenophyophore . . ." (paragraph 8)
- ☐ F. ". . . a unique sea cucumber." (paragraph 8)

Item Information

- Passage – Going Off the (Really) Deep End
- Part A Answer – D
- Part B Answer – C; D
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.2.a.ii
    - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)
- P Value – 0.2926
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Met expectations was likely to earn 1 point.

Item Set 1 – Question 7 (TEI Inline Choice)

Which points of view do the authors reveal in the passages from "The Deep Seas Are Alive with Light," from "Eyes on the Depths," and from "Going Off the (Really) Deep End"? Choose the correct responses from the drop-down menus to complete each sentence.

1. The author of the passage from "The Deep Seas Are Alive with Light" seems to most value [Steven H. D. Haddock's research] .
2. The author of the passage from "Eyes on the Depths" seems to most appreciate the ability of the [EITS] to advance undersea research.
3. The author of the passage from "Going Off the (Really) Deep End" appears to especially respect the courageousness of [Piccard and Walsh] .

Item Information

- Passage – The Deep Seas Are Alive with Light
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.2.b.iii
    - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (CCSS: RI.7.6)
- P Value – 0.353
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 1 – Question 8 (Constructed Response)

You have read passages from "The Deep Seas Are Alive with Light," from "Eyes on the Depths," and from "Going Off the (Really) Deep End."

Studying deep ocean animal life has many challenges. Write an essay explaining some of those challenges and how scientists have overcome them by using special equipment designed for underwater research. Support your essay with evidence from all **three** passages.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 38 for additional item information.

Item Set 1 – Question 9 (Selected Response)

Part A

Read the dictionary entry.

> **shake:** *v.* **1.** to cause to tremble or quiver **2.** to make something less strong, powerful, or confident **3.** to disturb or alarm emotionally **4.** to free oneself of, to get rid of

Which definition **best** describes the word **shaking** as it is used in paragraph 22?

- ○ A. definition 1
- ○ B. definition 2
- ○ C. definition 3
- ◉ D. definition 4

Part B

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

- ○ A. ". . . she made suggestions. . . ." (paragraph 22)
- ○ B. ". . . a bunch of different subjects . . ." (paragraph 22)
- ○ C. "In my defence . . ." (paragraph 23)
- ◉ D. ". . . wanted the torture to end." (paragraph 23)

Item Information

- Passage – Speechless
- Part A Answer – D
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.3.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.7.4a)
- P Value – 0.374
- 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 10 (Selected Response, Multiple Select)

Part A

What effect does Griffin allowing his mother to help him with his speech have on the plot of the passage?

- (●) A. It leads Griffin to make a commitment he soon regrets.
- ( ) B. It causes Griffin to think about an earlier experience.
- ( ) C. It makes Griffin more aware of his shortcomings.
- ( ) D. It prompts Griffin to ask a friend for advice.

Part B

Select **two** pieces of evidence from the passage that **best** support the answer to Part A.

- [ ] A. "It was our first time doing speeches and when our English teacher, Miss Harlan, gave us the assignment . . ." (paragraph 8)
- [ ] B. "Like I hadn't heard that before—maybe a couple of thousand times." (paragraph 16)
- [ ] C. "'Uh, that's okay,' I said." (paragraph 18)
- [x] D. ". . . even stupider than mentioning it in the first place: I gave in." (paragraph 22)
- [x] E. ". . . when the confusion lifted from my brain I discovered that the topic I'd agreed to was *not*, as I'd thought, interplanetary travel." (paragraph 23)

Item Information

- Passage – Speechless
- Part A Answer – A
- Part B Answer – D, E
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.1.a.iii
    - Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
- P Value – 0.416
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

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

Move **five** statements into the boxes in the correct order to create the most accurate summary of the passage.

1.	Griffin explains that the way others tend to view him is generally accurate.
2.	Griffin describes his response to receiving an assignment for a presentation.
3.	Griffin explains how his first mistake was mentioning his assignment at home.
4.	Griffin recalls that his mother expressed an uninvited interest in helping him.
5.	Griffin expresses annoyance about the process of choosing a topic and the topic itself.

Item Information

- Passage – Speechless
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.1.a.ii
    - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)
- P Value – 0.253
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Met expectations was likely to earn 1 point.

Item Set 1 – Question 12 (Selected Response)

Part A

What is a theme of the passage?

- ◉ A. Gestures intended to be helpful may not be welcome.
- ○ B. Family relationships are difficult but worthwhile.
- ○ C. Doing well in school provides lasting benefits.
- ○ D. Asking for advice is not a simple process.

Part B

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

- ○ A. ". . . I found my hands getting clammy. . . ." (paragraph 6)
- ○ B. ". . . all I did was ask my sister, Kellie, who's one grade ahead of me. . . ." (paragraph 9)
- ○ C. ". . . 'I used to get really good marks in English. . . .'" (paragraph 15)
- ◉ D. ". . . forced me to listen to sample paragraphs . . ." (paragraph 22)

Item Information

- Passage – Speechless
- Part A Answer – A
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.1.a.ii
  - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)
- P Value – 0.323
- 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.

ANSWER KEY: ITEM SET 2

Item Set 2 – Question 1 (TEI Inline Choice)

Use the drop-down menus to complete the table by identifying synonyms and antonyms of words as they are used in the passage from *In Search of Goliathus Hercules*.

Word	Synonym	Antonym
keen (paragraph 21)	sharp	dull
clustered (paragraph 23)	grouped	scattered
hovering (paragraph 24)	floating	falling

Item Information

- Passage – In Search of Goliathus Hercules
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.3.b.iii
    - Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b)
- P Value – 0.805
- Performance Level – A student who Partially met expectations or higher was likely to earn 2 points on this item. A student who Did not yet meet expectations was likely to earn 1 point.

Item Set 2 – Question 2 (TEI Inline Choice)

How does the author develop different points of view between Henri and Robin in the passage from *In Search of Goliathus Hercules*? Move the characters' names into the correct boxes to complete the sentences.

At the beginning of the passage, [Henri] wants to form a friendship with [Robin], while [Robin] seems more interested in learning about the fleas.

When communicating with the fleas, [Henri] regards them as close friends, while [Robin] worries about making the right impression.

Outside the circus tent, [Robin] is eager to test the butterflies, while [Henri] becomes concerned about attracting attention.

Item Information

- Passage – In Search of Goliathus Hercules
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.1.b.iii
    - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)
- P Value – 0.638
- Performance Level – A student who Approached expectations or higher was likely to earn 2 points on this item. A student who Did not yet meet expectations was likely to earn 1 point.

Item Set 2 – Question 3 (Selected Response)

Part A

Read the sentence from paragraph 9 of the passage from *Water for Elephants*.

> The other horses watch, dancing on the spot.

What effect does the use of the word **dancing** have on the passage?

- ○ A. It creates the impression that the horses possess a special quality.
- ○ B. It suggests that the horses are spirited and wild creatures.
- ○ C. It emphasizes how well Marlena has trained the horses.
- ◉ D. It makes the horses seem graceful and humanlike.

Part B

Which other phrase from the passage also has the effect described in the answer to Part A?

- ○ A. ". . . their hooves up on the rim." (paragraph 7)
- ○ B. ". . . presses his muzzle . . ." (paragraph 8)
- ○ C. ". . . legs and pawing the air . . ." (paragraph 9)
- ◉ D. "With Midnight still bowing . . ." (paragraph 9)

Item Information

- Passage – Water for Elephants
- Part A Answer – D
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.1.b.i
    - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)
- P Value – 0.292
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 2 – Question 4 (TEI Drag and Drop)

What are the main ideas of paragraphs 8, 9, and 10 in the passage from *Water for Elephants*? Complete the table by placing the correct main idea for each paragraph into the appropriate box.

Paragraph	Main Idea
8	Midnight is a unique horse that has a special relationship with Marlena.
9	Midnight follows Marlena's commands to do extraordinary tricks.
10	Marlena and Midnight triumphantly lead the other horses away.

Item Information

- Passage – Water for Elephants
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.1.a.ii
    - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)
- P Value – 0.484
- 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 (TEI Hot Spot)

Complete the table by showing which methods Henri and Marlena use to encourage animals to perform extraordinary feats in the passages from *In Search of Goliathus Hercules* and from *Water for Elephants*.

Methods	Henri	Marlena	Both Henri and Marlena
Physically signal to the animals.	○	◉	○
Listen to the animals.	◉	○	○
Speak directly to the animals.	○	○	◉
Touch the animals.	○	◉	○

Item Information

- Passage – In Search of Goliathus Hercules
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.1.a.iii
    - Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
- P Value – 0.511
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Partially met expectations was likely to earn 1 point.

Item Set 2 – Question 6 (Selected Response, Multiple Select)

Part A

How do the authors of the passages from *In Search of Goliathus Hercules* and from *Water for Elephants* develop similar themes about animals?

- ○ A. by emphasizing the idea that animals are more interesting than people
- ○ B. by demonstrating the responsibility people have to protect animals
- ○ C. by revealing that animals have many of the same feelings as people
- ◉ D. by highlighting close relationships between people and animals

Part B

Which **two** pieces of evidence from the passages support the answer to Part A? Choose **one** piece of evidence from **each** passage.

- ☐ A. "'They have very immediate needs, food being the primary one.'" (paragraph 9, from *In Search of Goliathus Hercules*)
- ☐ B. "'Right! It's like learning the customs in another country,' said Henri." (paragraph 11, from *In Search of Goliathus Hercules*)
- ☑ C. "She sought out each of the fleas with Henri's help and asked each of them if they were hungry." (paragraph 19, from *In Search of Goliathus Hercules*)
- ☐ D. "She moves only minimally, her pink sequins shimmering under the bright lights." (paragraph 5, from *Water for Elephants*)
- ☑ E. "She says something else, and they turn and step up so their front hooves are on the ring curb." (paragraph 7, from *Water for Elephants*)
- ☐ F. "He is a magnificent black, all Arabian fire with a perfect white diamond on his forehead." (paragraph 8, from *Water for Elephants*)

Item Information

- Passage – In Search of Goliathus Hercules
- Part A Answer – D
- Part B Answer – C, E
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.1.a.ii
    - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)
- P Value – 0.461
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Partially met expectations was likely to earn 1 point.

Item Set 2 – Question 7 (Constructed Response)

The passages from *In Search of Goliathus Hercules* and from *Water for Elephants* both explore the theme of human communication with animals. Write an essay in which you contrast the differences in how the two passages develop this theme.

Be sure to support your response with evidence from **both** passages.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 38 for additional item information.

Item Set 2 – Question 8 (Selected Response)

Part A

What is the meaning of **encountered** as it is used in paragraph 11?

- (●) A. accidentally discovered
- ( ) B. found artifacts from
- ( ) C. studied in detail
- ( ) D. mostly ignored

Part B

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

- ( ) A. ". . . the perfect place for learning about people of the past . . ." (paragraph 10)
- ( ) B. ". . . found fur clothing made from hide and cloth . . ." (paragraph 10)
- ( ) C. ". . . was left unchanged . . ." (paragraph 11)
- (●) D. ". . . not widely aware of . . ." (paragraph 11)

Item Information

- Passage – Mesa Verde
- Part A Answer – A
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.3.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.7.4a)
- P Value – 0.598
- Performance Level – A student who Approached expectations or higher was likely to earn 2 points on this item. A student who Partially met expectations was likely to earn 1 point.

Item Set 2 – Question 9 (Selected Response, Multiple Select)

Part A

Which sentence states the central idea of the passage?

- ○ A. Many experts, such as linguists and doctors, have helped archaeologists learn about the Puebloans.
- ◉ B. As a result of living in a permanent settlement, the Puebloans made many advancements.
- ○ C. Innovations, such as in pottery and basketmaking, made life easier for the Puebloans.
- ○ D. After the Puebloans settled in permanent dwellings, their population grew.

Part B

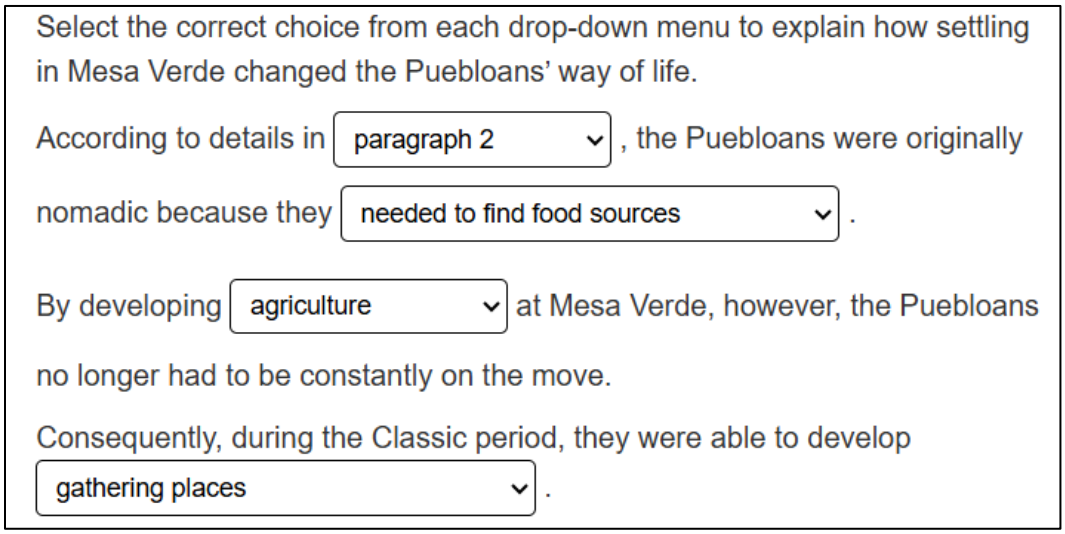
Which **two** sentences from the passage **best** support the answer to Part A?

- ☑ A. "Farming meant that their lifestyle changed drastically." (paragraph 2)
- ☐ B. "This is because some of the main evidence of their culture is the baskets they made." (paragraph 3)
- ☑ C. "Making pottery suited their new lifestyle now that carrying heavy breakable pots was not an issue." (paragraph 4)
- ☐ D. "Mesa Verde has generated population estimates ranging from 5,000 to 30,000." (paragraph 6)
- ☐ E. "Today, you can visit their deserted villages." (paragraph 8)
- ☐ F. "A geologist, who studies Earth and its rocks, can help determine where the clay in a particular pot came from." (paragraph 9)

Item Information

- Passage – Mesa Verde
- Part A Answer – B
- Part B Answer – A, C
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.2.a.ii
    - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)
- 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.

Item Set 2 – Question 10 (TEI Inline Choice)



Item Information

- Passage – Mesa Verde
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.2.a.iii
    - Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
- P Value – 0.415
- Performance Level – A student who Exceeded expectations was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 2 – Question 11 (Selected Response)

Part A

Which statement **best** describes the author's point of view in the passage?

- ○ A. She finds it interesting that socializing was so important to the Puebloans.
- ○ B. She is surprised by how much experts have learned about the Puebloans.
- ○ C. She feels regret about the disappearance of the Puebloans.
- ◉ D. She is impressed by the advancements Puebloans made.

Part B

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

- ○ A. ". . . Mesa Verde had become a civilization that survived through cooperation." (paragraph 7)
- ◉ B. ". . . learned to craft beautiful pottery, jewelry, and woven items." (paragraph 8)
- ○ C. "Where did they go? And why?" (paragraph 8)
- ○ D. "Every item tells a part of the story of the Ancestral Puebloan people." (paragraph 10)

Item Information

- Passage – Mesa Verde
- Part A Answer – D
- Part B Answer – B
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.2.b.iii
  - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (CCSS: RI.7.6)
- P Value – 0.37
- 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 12 (Selected Response)

Part A

Which statement describes the main reason that the Mesa Verde settlements were excellent sources of information about the Puebloans?

- ○ A. The Puebloans changed the environment in which they lived.
- ○ B. The Puebloans began creating more durable objects.
- ◉ C. The Puebloan possessions were well preserved.
- ○ D. The Puebloan society lasted hundreds of years.

Part B

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

- ○ A. "They used simple tools to create farms on the mesa top." (paragraph 4)
- ○ B. "The Ancestral Puebloan people managed to build a stable year-round community with a thriving culture. . . ." (paragraph 8)
- ○ C. "Archaeologists look for things that early people left behind, such as dwellings, clothing, pottery, baskets, rock paintings, and etchings. . . ." (paragraph 9)
- ◉ D. "The dry climate keeps artifacts from rotting and molding." (paragraph 10)

Item Information

- Passage – Mesa Verde
- Part A Answer – C
- Part B Answer – D
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.2.a.iii
  - Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
- P Value – 0.341
- Performance Level – A student at the high end of Met expectations or higher was likely to earn 2 points on this item. A student at the lower end of Met expectations was likely to earn 1 point.

Item Set 2 – Question 13 (TEI Hot Spot)

The passage claims that when the Puebloans settled in the Four Corners area, they changed their way of life to survive there.

Select the button to show whether each detail from the passage supports or does not support the claim.

Details from the Passage	Supports the Claim	Does Not Support the Claim
They transported their food and supplies.	○	◉
They learned how to weave baskets.	○	◉
They developed farming techniques.	◉	○
They built homes on Mesa Verde.	◉	○
They worked on specific jobs.	◉	○

Item Information

- Passage – Mesa Verde
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.2.c.ii
    - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (CCSS: RI.7.8)
- P Value – 0.425
- 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.

ANSWER KEY: ITEM SET 3

Item Set 3 – Question 1 (Selected Response)

Part A

What is the meaning of the phrase **take for granted** as it is used in paragraph 1 of the passage?

- ○ A. produce efficiently
- ◉ B. fail to appreciate
- ○ C. use extensively
- ○ D. refuse to buy

Part B

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

- ○ A. ". . . digital music players and cameras . . ."
- ○ B. ". . . too expensive for most people . . ."
- ◉ C. ". . . always want the latest . . ."
- ○ D. ". . . the only thing we can be sure of . . ."

Item Information

- Passage – Electronics: MP3s, TVs, and DVDs
- Part A Answer – B
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.2.b.i
    - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
- P Value – 0.527
- Performance Level – A student who Approached expectations or higher was likely to earn 2 points on this item. A student who Did not yet meet expectations was likely to earn 1 point.

Item Set 3 – Question 2 (Selected Response)

Part A

What effect did digital circuits have on how people communicate with one another?

- A. The amount of bandwidth needed to record music increased.
- B. The number of devices needed to take pictures increased.
- C. The amount of time needed to send messages decreased.
- D. The number of wires needed to transmit data decreased.

Part B

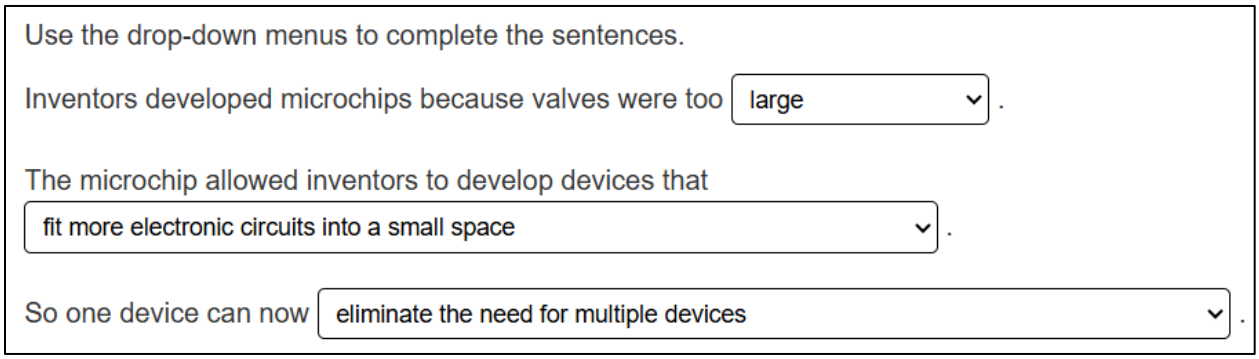
Which detail from the passage **best** supports the answer to Part A?

- A. "Sounds, photographs, and video clips can all be handled in the same way . . ." (paragraph 11)
- B. ". . . you needed lots of different machines, since . . . photographs were stored on film . . ." (paragraph 12)
- C. "It allows information to . . . be sent from place to place more quickly." (paragraph 13)
- D. ". . . information can be sent along a communications link, such as a cable or an optical fiber." (paragraph 14)

Item Information

- Passage – Electronics: MP3s, TVs, and DVDs
- Part A Answer – C
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.2.a.iii
    - Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
- P Value – 0.455
- 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 3 (TEI Inline Choice)



Item Information

- Passage – Electronics: MP3s, TVs, and DVDs
- Answer – See Image
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.2.a.iii
    - Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
- P Value – 0.472
- Performance Level – A student who Met expectations or higher was likely to earn 2 points on this item. A student who Approached expectations was likely to earn 1 point.

Item Set 3 – Question 4 (Selected Response)

Part A

Why did the author include the section **What are electronics?**

- A. to argue that certain devices cost more than others
- B. to address the differences between two concepts
- C. to explain important events from the past
- D. to describe the appearance of electronics

Part B

Which other section has the same purpose as **What are electronics?**

- A. **Speed of change**
- B. **Electronic history**
- C. **Representing information**
- D. **Make the connection**

Item Information

- Passage – Electronics: MP3s, TVs, and DVDs
- Part A Answer – B
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.2.b.ii
    - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5)
- P Value – 0.407
- 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 5 (Selected Response)

Part A

How does the passage develop its central idea about electronics?

- (●) A. by including examples of how electronics have changed over time
- ( ) B. by including a description of how electronics worked in the past
- ( ) C. by providing an explanation of how digital electronics work
- ( ) D. by providing details of how electronics collect data

Part B

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

- ( ) A. ". . . work using electric signals that represent something else . . ." (paragraph 4)
- ( ) B. ". . . the information is called an electric signal." (paragraph 5)
- (●) C. ". . . been a switch from analog electronics to digital electronics." (paragraph 10)
- ( ) D. ". . . it can be stored as files in memory, on hard drives . . ." (paragraph 11)

Item Information

- Passage – Electronics: MP3s, TVs, and DVDs
- Part A Answer – A
- Part B Answer – C
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.2.a.ii
  - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)
- P Value – 0.443
- 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.

Grade 7

Reading and Writing
English Language Arts

Prose Constructed Response Rubric, Sample Responses & Annotations

CMAS Scoring Rubric for Prose Constructed Response Items

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

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehen-sion and Written Expression	The student response • demonstrates **full** comprehension of ideas stated explicitly and 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 andmaintains an **effective** style.	The student response • demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis; • addresses the prompt and provides **mostly effective** development of claim or topic that is **mostly appropriate** to task, purpose, and audience; • uses **mostly clear** reasoning supportedby **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.	The student response • demonstrates **basic** comprehension of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis; • addresses the prompt and provides **some** development of 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.	The student response • 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.	The student response • 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		The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may be a few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may be errors** in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear.**	The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may be errors** in mechanics, grammar, and usage that **often impede understanding.**	The student response to the prompt **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

CMAS Scoring Rubric for Prose Constructed Response Items

Narrative Task (NT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response • is **effectively** developed with narrative elements and is **consistently appropriate** to the task; • is **effectively** organized with **clear and coherent** writing • establishes and maintains an **effective** style.	The student response • 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.	The student response • 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.	The student response • 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.	The student response • is **undeveloped and/or inappropriate** to the task; • **lacks** organization and coherence; • has an **inappropriate** style.
Knowledge of Language and Conventions		The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There maybe a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding**.	The student response to the prompt **does not demonstrate command** of the conventions of standard English at theappropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- 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 passages from "The Deep Seas Are Alive with Light," from "Eyes on the Depths," and from "Going Off the (Really) Deep End."
>
> Studying deep ocean animal life has many challenges. Write an essay explaining some of those challenges and how scientists have overcome them by using special equipment designed for underwater research. Support your essay with evidence from all **three** passages.

Item Information

- Passage – The Deep Seas Are Alive with Light
- Answer – See Sample Student Responses and Annotations
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.2.a.iii
    - Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
- P Value – 0.3203
- 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 writing conventions. A student who Partially met expectations was likely to earn 1 point for written expression.

Reading Comprehension and Written Expression Sample Responses & Annotations

Anchor Paper 1 – Score Point 4

Sample Student Response:	Have you ever wondered what really goes on beneath the surface of the ocean, or how scientists observe and study all the creatures, living in the depths of the oceans across planet Earth? Well, there is more life under the oceans than initially meets the eye. The ocean makes up most of life on earth and is by far the biggest ecosystem on our planet. The articles "The Deep Seas Are Alice with Light" by William J. Broad, "Eyes on the Depths" by Mark Schrope, and "Going Off the (Really) Deep End" by Carrie Clickard, all outline challenges faced by scientists when studying deep ocean animal life and how scientists use special equipment to overcome those challenges. First, Broad explains how scientists face the challenge of observing animals and ocean life, specifically bio luminescent ocean life, in such a unique and large environment and how they overcome that challenge by using robots and cameras under the water to discretely observe ocean creatures in the article "The Deep Seas Are Alive with Light". Steven H. D. Haddock is a researcher and author at the Aquarium Research Institute in California. Starting in 1999 he conducted 240 dives by himself to observe ocean lie in Monterey Bay. In the article in paragraph 16 Broad states, "The 240 dives used to perform this survey were all research trips he had conducted personally since arriving in 1999 at the institute. Sailing out from Moss Landing, the cruises ranges up to 180 miles offshore and covered an area roughly the size of Ireland". This was a challenge because it took him many years to explore just a small part of the area. By himself it was very difficult to conduct mass research. In order to overcome this challenge Haddock used robots with sensitive cameras in waterproof cases to take video of the animals. It states in the article, "Sensitive cameras on the vehicles let the scientist conduct wide visual hunts." By using this technology Haddock and his team could conduct way more research in way less time underwater. Second, in the article "Eyes on the Depths" Schrope details the challenge scientists faced of having limited equipment which resulted in not seeing or being able to study very many animals. To overcome this challenge deep Sea Biologist Edith Widder used a special submarine that didn't scare away animals to conduct the most research possible. When using big heavy submarines, the loud noises often scare away animals making them very hard to track down and study. The solution to this challenge was the use of a new submarine called the Johnson Sea-Link II. Schrope says in paragraph 8, "The Johnson-Sea-Link II allowed researchers to explore the depths and watch deep-sea animals that were not scared away by the machine." Another solution that worked even better was an underwater camera called the EITS that could take footage without even being noticed by the deep sea creatures. It also states in the article, "[EITS] films with red light which most animals can't see, so they don't get scared away." To overcome the challenge of animals being scared away by big loud submarines researcher used the Johnson-Sea-Link II and the EITS to study animals without the animals even noticing. Finally, the article "Going Off the (Really) Deep End" outlines the challenge of stirring up the ocean floor when exploring the ocean floor and the solution of using a lighter, smaller submarine to better analyze and explore the Mariana Trench. The Mariana Trench was discovered in 1875. The first explorers to go down into the Trench were in the 1960's. Unfortunately when these two explorers made it to the bottom of the trench the large engines stirred up the ocean floor and they were not able to see anything. It states in paragraph 6 of the article, "Unfortunately during a101b the 20 minutes they spent at the ocean bottom, the two hydronauts couldn't see much." The solution to this problem came in 2012. In order to over come the challenge of stirring up silt on the ocean floor a ship was designed to be lighter and smaller. The solution is shown in paragraph 7 where it says, "It took him half the time to reach the bottom, two and a half hours, and he did it in a ship that weighed less than 1/10 what the Trieste did." Trieste is the name of the ship that originally attempted to venture into the deepest part of challenger deep. The fact that more than 60 years later, a successful dive was completed, shows that in order to

	overcome this challenge scientists had to design a more modern model of a ship that was lighter in order to make it the bottom of Challenger Deep, the deepest part of the trench, and study life in the depths. Sometimes the newest innovation is all thats need to overcome a challenge. In conclusion there are many different challenges faced when exploring the depths of the many oceans across the planet, but there are also many smart, creative scientist to come up with solutions and new equipment and technology to overcome those challenges and complete successful underwater research.
Annotation for Sample Student Response:	**Anchor Paper 1** **Score Point 4** The response illustrates full comprehension and an accurate analysis of the challenges of studying deep ocean animal life and how scientists have overcome them by using special equipment. Development is effective and appropriate to the task by identifying the challenges faced by scientists and the solutions that are discussed in passage. **Alive with Lights**: *By himself it was very difficult to conduct mass research… Haddock used robots with sensitive cameras in waterproof cases to take video of the* animals) **Eyes on the Depths:** *the loud noises often scare away animals making them very hard to track down and study… used a special submarine that didn't scare away* animals,*).* **Going off the (Really) Deep End**: *the large engines stirred up the ocean floor and they were not able to see anything. … a ship was designed to be lighter and smaller* For each passage there is use of relevant text-based evidence and reasoning/explanation to develop a clear analysis of the problem and solution in each passage. The response is effectively organized through the use of a clear introduction and conclusion. Style is demonstrated through an effective use of language (*observe, unique, conduct, limited*).

Anchor Paper 2 – Score Point 4

Sample Student Response:	Throughout the past few decades, the way that different sets of scientific data are gathered has been further developed to support discoveries that shape how humans interact with the world around them. Because a large portion of Earth is made up of water in the planet's oceans, there has been high focus on the different species that roam the ocean and how those species shape not only their ocean environments, but the entire planet of which they reside in. New discoveries have been made possible by improvements in the technology used for underwater research and scientific research in general. In the time research has grown, scientists have overcome the challenges of studying deep ocean animal life through using special equipment designed for underwater research. Scientists have done this by using technology to capture areas in the deep ocean that cannot be captured by basic technology used on land, using technology to send special signals of light and sound throughout the oceans, and by taking technology from scientific research in the past and building new equipment based off of that older technology. To begin, scientists have overcome challenges of studying life in the deep ocean by using technology to capture phenomenons in the ocean that cannot be captured by technology used on land. William J. Broad's "The Deep Seas Are Alive with Light" states, "During 240 research dives in the Pacific, [scientists] recorded every occurrence and kind of glowing sea creature--more than 500 types living down as deep as two miles." This evidence demonstrates that by using technology made specifically to record life in the ocean, scientists have overcome challenges of identifying bio-luminescence in the ocean, which was the main focus of Broad's article. This equipment has allowed bio-luminescence to be studied and observed, as the data collected would have not been possible with traditional camera equipment used for research on dry land. In conclusion, challenges of studying deep ocean life have been overcome by scientists by using ocean geared technology that capture ocean life far greater than any technology used on land. Additionally, struggles of deep ocean life research have also been solved through the

	use of technology used to send signals to ocean life that cannot be sent by basic technology. Mark Schrope's "Eyes of the Depths" states, "On the Deep Scope expedition, Widder and Raymond programmed the light system to flash in different patterns. They were ecstatic to find that when the lure flashed in certain ways, some animals flashed back." This text demonstrates how challenges of identifying the use of bio-lumiescense has been solved using ocean technology through the use of sending signals and different patterns of light. Ocean equipment has allowed research that was previously nearly impossible to gain, and has therefore played a large role in underwater research. Overall, scientists have overcome challenges of deep ocean life through underwater equipment by using equipment to communicate with ocean life through sending signals of light. Moreover, scientists have overcome challenges of underwater life studies using underwater equipment by modeling underwater equipment off of older underwater equipment that was primarily successful even if it included flaws. Carrie Clickard's "Going Off the (Really) Deep End" states, "It took [James Cameron] half the time to reach the bottom [of the ocean], two-and-a-half-hours, and he did it in a ship that weighed less than one-tenth what the Trieste a102b did." This excerpt explains a ship used for an underwater expedition in 2012, which was a remake of the Trieste, a submersible ship used to explore a trench in the ocean in 1960. The expedition in 1960 was unsuccessful, and that challenge was overcome around half and century later with new technology made off of the equipment in 1960. To conclude, challenges in underwater research have been overcome by technology modeled off of older, "failed" technology. Ocean discoveries play a large role in science and research of life on Earth, and so it is heavily important that ocean research continues. Special equipment and technology has been developed in all scientific fields, and it is key that that technology continues to be produced to continue gain knowledge of the secrets of planet Earth. Challenges described by William J. Broad, Mark Schrope, and Carrie Clickard are only a small portion of challenges experienced by scientists in underwater research and research of life on Earth in general. These challenges are solved through ways such as capturing life through technology designed for underwater research, using technology to send signals to gather evidence to support research, and by using technology modeled off of older technology and equipment used in the past. Overall, deep ocean research is extremely important and should be continued with the support of special equipment.
Annotation for Sample Student Response:	**Anchor Paper 2** **Score Point 4** The response illustrates full comprehension and an accurate analysis of the challenges of studying deep ocean animal life and how scientists have overcome them by using special equipment. There is a comprehensive development of how each passage illustrates a way technology has solved these challenges. The effective use of relevant text-based evidence and explanations of the same produces accurate analysis of the material as required in the prompt. The response is organized through addressing the use of technology, and for each passage there is a challenge and solution identified. **Alive with Lights***: using technology made specifically to record life in the ocean.. scientists have overcome challenges of identifying bio-luminescence in the ocean* **Eyes on the Depths:** *challenges of identifying the use of bio-lumiescense has been solved using ocean technology through the use of sending signals and different patterns of light* **Going off the (Really) Deep End**: *The expedition in 1960 was unsuccessful, and that challenge was overcome around half and century later with new technology made off of the equipment in 1960* An effective introduction and conclusion add to the accurate analysis and development. The overall organization of the response is clear, and the use of transitions within each paragraph creates a coherent and clear analysis of each point.

Anchor Paper 3 – Score Point 3

Sample Student Response:	Going into dangerous environments on planet Earth can be stressfull and harsh but with the technology it can help you understand the way life is sustained in those different environments. Technology such as cameras, lights, and submersible have helped develop scientist's ideas wether there may be different types of animals in the ocean environment. To begin, cameras have overcome the challenge of not knowing what lays at the bottom of the ocean. Cameras help take photos to let us know what other animal species live on the deep ends of the ocean. The passage "Eyes on the Depths" says, "During the Deep Scope 2007 expedetion, Widder and graduate student Erika Raymond ocasinally left EITS on the seafloor for a day at a time. Later, when the two researchers watched the tape, they yelped with joy every time they saw something interesting." This evidence reveals how cameras help with forming scientific ideas of how life works in the deep ends of oceans. Therefore, cameras help scientists know what goes on in oceans. Secondly, lights help overcome the challenge of knowing how animals in the deep ocean interact or communicate with each other. The passage "The Deep Seas Are Alive with Light" states, "Scientists judge their startling brilliance to be a way to scare off predators." This evidence demonstrates how animals communicate with other animals to warn them to not get close and move away. Therefore, lights help understand the way of communication of many animals in the dark parts of the ocean. Lastly, submersibles and other underwater vehicles help confirm the living of many animals or landmarks by taking humans to deep places in the ocean. The passage "Going Off the (Really) Deep End" quotes, "In 1960, two brave explorers, Jacques Piccard and Lt. Don Walsh, became the first human beings to see the trench with their own eyes." This quote shows how humans can confirm landmarks to be true and can help scientists understand why or how that landmark came to form. Threfore, submersibles and other vehicles can help understand the way some events on planet Earth happen. In conclusion, technology can help scientists overcome challenges they themselves could have performed due to it being dangerous. This can help all of human beings understand how many things on planet Earth formed.
Annotation for Sample Student Response:	**Anchor Paper 3** **Score Point 3** The response identifies three different technologies used in deep sea exploration (*cameras, lights, and submersible*). For two of the technologies (*cameras and lights*) there is a developed analysis of how it is a solution. The development is built through a statement of what challenge it overcomes, text-based evidence from the corresponding passage, some explanation of why that evidence supports the claim, and then a restatement of the purpose of the special equipment for deep sea exploration. For the technology sumersibles, the focus is on what the equipment accomplishes without identifying the challenge it solves, but this topic is connected to the task of identifying the equipment that scientist use. Overall, there is sufficient development and reasoning to be mostly effective in analyzing the passages as the prompt requests. Organization is mostly clear, and the writing is coherent with an introduction and conclusion as well as some transitions that help support clear writing. The response has an style that includes appropriate word choice for the topic.

Anchor Paper 4 – Score Point 3

Sample Student Response:	Humans love to find new things, new ideas, and to explore every single inch of our universe. However, people know more about other space 'attractions' than even our ocean! Some people say we only have explored seven percent of it. Scientists are now embracing the wonders of our ocean and are also trying to reverse this trend. Unfortunately, exploring our ocean and the living creatures in it is anything but easy. Scientists now have invented new and sophisicated ways to explore our world, wether it be by recording with new cameras, improving submersibles, or just taking an oldfashioned dive. The ocean is filled with natural wonders that eat, glow, grow, breath water, and just about anything anyone can think of. One of the best ways to experience this is to come to it in a form of a real person. Some of the most useful expeditons are the ones with divers. In paragraph six of "The Deep Seas are Alive with Light", it states "During the 240 research dives in the Pacific, they recorded every occurence and kind of glowing sea creature-more than 500 types lying down as deep as two miles". From all those 240 dives they learned that biouminescence was no rare concept. In fact, 76 percent of sea life made their own light. Another way to explore the beauty of the ocean is to go in a submersable. This concept mostly defeats having to worry about the hard ocean pressure, James Camron led the second human expedition into the Challenger Deep. "With six high-definition cameras, Cameron and his team filmed some of the deepest dwelling creatures in existance, including a giant amoeba-like xenophyophore four inches (10 centimeters) wide and a unique sea cucumber" [paragraph 8 Going Off the (Really) Deep End]. Even though submersibles can gather countless amounts of incredible information, they lose countless more pieces of the puzzle by scaring off local sea creatures. Finally, the most (argueably) efficent way to explore and learn about sea life is through underwater cameras. These cameras can withhold an increadible amount of underwater pressure while letting the local inhabtince live a peaceful life. It can also stay underwater longer than any scientist can. "... a special camera system called the Eye-in-the-Sea, or EITS. The system has a video camera inside a waterproof case, The camera sits on a metal tripod that is about 6 feet tall. It films with red light which most deep-sea animals can't see, so they don't get scared away" (paragraph 10 Eyes on the Depths) In conclution, there have been many ways sociaty can see the sea, and many waiting to be discovered. Scientists have invented many ways to explore our world, recording with underwater cameras, improving submersibles, taking an dive. But what other ways will people soon see the world like in the future?
Annotation for Sample Student Response:	**Anchor Paper 4** **Score Point 3** The response demonstrates comprehension of the task and a mostly accurate analysis of three technologies that scientists use in deep sea exploration (*wether it be by recording with new cameras, improving submersibles, or just taking an old-fashioned dive.*). The response is organized by discussing each of these ways of exploring the ocean. The development for each topic includes relevant text-based evidence from the corresponding passage and an explanation of how the technology impacts deep sea research. In some topics there is a reference to a challenge and in others there is not. The organization is present through the introduction, conclusion and transitions which connect the ideas into mostly coherent whole. Overall, the response develops a mostly accurate analysis of the technologies used to study the deep sea.

Anchor Paper 5 – Score Point 2

Sample Student Response:	Scientists across the world have had many challenges in trying to solve "questions that are centuries old" (-Dr. Haddock from The Deep Seas Are ALive with Light). Between the three passages their apears to be some contradictory to one of the many challenges. That challenge being: the limited amount of resources for the technology needed to explore the oceans many mystories. Eyes on the Depths stongly states how impactful the technology is to their studies. How artificial the submersibles appear to be to underwater animals are greatly influencing the Deep Scopes expedition. Edith Widder had similar experiences and said, "What we've been doing is like driving a tank through Yellowstone [National] Park and hopping to see elk and bear." The animals are frightened by the amount of sound and light submersibles produce and naturally hide, however the shear size of the ocean makes finding some species extremely difficult. Mark Schrope (the author) believes that understanding and exploring the ocean especially the deep sea is near impossible with the technology that scientists are limited to today. William Beebe from The Deep Seas Are Alive with Light did not seem to have that problem. In fact in the first paragraph of the passage it states, "Later, he described an unfamiliar world of dancing lights, pale glows and beguiling shimmers." Then later in paragraph 15, Dr. Haddock included several dramatic images of bioluminescence. From Going Off the (Really) Deep End, the Trieste created murky water making any observations impossible. Even though this is a great problem to scientists they are slowly solving the problem. The Deep Scope expedition placed cameras programmed with lights that represented bioluminescense on the bottom of the ocean capturing lots of imagry, James Cameron (Going Off the (Really) Deep End) used highdefinition cameras, and Dr. Haddock (The Deep Seas Are Alive with Light) used robots.
Annotation for Sample Student Response:	**Anchor Paper 5** **Score Point 2** The response indicates the main challenge for all of the passages (*That challenge being: the limited amount of resources for the technology* needed). The response provides a somewhat developed analysis of that challenge as presented in each passage. **Eyes on the Depths:** *The animals are frightened by the amount of sound and light submersibles produce and naturally hide, however the shear size of the ocean makes finding some species extremely difficult* [and] *exploring… the deep sea is near impossible with the technology that scientists are limited to today*). **Going off the (Really) Deep End**: *the Trieste created murky water making any observations impossible*. **Alive with Light**: the analysis is that the scientist did not have the same challenges because he was able to produce images bioluminescence. At the end of the response the solutions of *cameras* and *robots* are listed. Organization is somewhat clear and overall the response demonstrates a basic understanding the passage and task.

Anchor Paper 6 – Score Point 2

Sample Student Response:	In this essay I will be explaining what the challenges were in these three pasages and what they did to overcome them. First in the passage"The Deep Seas Are Alive with Light" the challenge was that they had to do 240 reserch dives in a cramped sub. Which they brought to an conclusion to put less people into one sub. Next off we have the passage of "Eyes on the Depths". This missions challenge was that the subs were to loud when going through the water. For example in paragraph five it says that, "What we've been doing is like driving a tank through Yellowstone National park and hoping to see elk or bear". Which means that the sub is a comparison of a tank but going through the water. Which leads to that organism to move away leading to less discoveries. They created a sub called the Johnson-Sea-Link 2 which did not scare away the fish and also had a robotic arm to pick up samples. Finnaly the passage of "Going Off the (Really) Deep End". For example 5 it states that" The two hydronauts would spend their journy in a round capsule only six feet in diameter. That's about the same amount of room per person that you'd find inside a refridgerater". The fixed that over the years by making bigger capsule and putting high definition cameras on the outside. These are the promblems and soulutions for these three pasages.
Annotation for Sample Student Response:	**Anchor Paper 6** **Score Point 2** The response addresses the prompt by identifying the challenges the scientists face and solutions used in all three passages. **Deep Seas are alive**: *. . . a cramped sub . . . put less people into one sub.* ***Eyes of the Depths:*** *subs were to loud when going through the water… They created a sub called the Johnson-Sea-Link 2 which did not scare away the fish.* **Going off the (Really) Deep End:** *The two hydronauts would spend their journy in a round capsule only six feet in diameter. . .by making bigger capsule and putting high definition cameras on the outside*. While for the first and last passages the challenge and solution are only stated, for the second passage there is some development of the idea of the challenge and solution through explanation and use of texted-based evidence. There is some organization demonstrated through introduction and conclusion sentences and basic transitions to help move through the progression of ideas. This is an example of a response that provides a generally accurate analysis that is somewhat appropriate to the task.

Anchor Paper 7 – Score Point 2

Sample Student Response:	Studying deep sea life comes with some problems. One of the problems is that the submersibles are kind of like ocean tanks and they scare most the creatures away, as stated by paragraph three in "Eyes of the Depths". They overcame this problem by dropping off an underwater camera that records one out of every five minutes, The creatures aren't afraid of the camera so they swim by it without noticing it which lets the camera crew go down and pick it up, and then they come back to the surface to analyze the footage to see what has swum by. They get excited by creatures like a 12-foot-long sixgill shark as stated in paragraph 12 in "Eyes on the Depths". Another problem that they have found is that if the engines on the boat swirl up a bunch of sand then the researchers can't see anything like in paragraph six of "Going Off the (Really) Deep End" when the hydronauts on the Trieste arrived at the bottom of the Challenger Deep and the engine of the Triesteswirled up so much silt from the bottom that they couldn't see anything. Scientists have avoided this by either staying far enough away from the ocean floor to not stir up any silt, or by turning their engines off, or running them at a super low power to avoid must of the silt being turned up and that that does will stay underneath the submersible.
Annotation for Sample Student Response:	**Anchor Paper 7** **Score Point 2** The response addresses the prompt by identifying the challenges and how they were overcome for at least two of the passages. For each there is some progression of ideas about the topic using text-based evidence. **Eyes on the Depths**: *submersibles are kind of like ocean tanks and they scare most the creatures away. . . by dropping off an underwater camera that records one out of every five minutes, The creatures aren't afraid of the camera*. **Going Off the (Really) Deep End**: *engines on the boat swirl up a bunch of sand then the researchers can's see anything*. The solution provided is not text-based. The response provides a generally accurate analysis that has some development of ideas and some organization.

Anchor Paper 8 – Score Point 1

Sample Student Response:	Scientists have to overcome some problems because there work space and equipment aren't what they want al the time. Some challenges that the scientists in "The Deep Seas Are Alive with Light" have to over come are the small spaces, glowing equipment, cameras,boats/submarines, and the ocean water. They had to lower robots into dark, icy water to explore the deep sea. In "Eyes on the Depths," the scientists had to go on an 11 day expedition to the Bahamas and some problems they had were darkness, limited equipment, and noisy tanks. The noisy tanks scared off most animals away and they had to get a new sub, The Johnson-Sea-Link 2. The scientists think that the animals use bioluminescence,a type of light, to look for food in dark waters. In "Going Off the (Really) Deep End," the scientists had to work in murky waters. The engines would stir the water and silt from the ocean floor and create murky water. The scientists couldn't see much and they had to stay there for 20 minutes because of It.
Annotation for Sample Student Response:	**Anchor Paper 8** **Score Point 1** This response identifies the challenges to deep sea exploration that are discussed in each passage. A brief mention of a solution is made for two of the passages (*lower robots, get a new sub)*. This is an example of a minimally developed response.

Anchor Paper 9 – Score Point 1

Sample Student Response:	In te the text The Deep Seas Are Alive with Light one of the cllanges they scientst faced as that they ocean was very icy, cold and dangerous. So he fixed the problem with lowering robots into the ocean with cameras instead. In the text Eyes on the Depths a challange faced was just diving into the deep oceans for a long period of time, so the used a sub instead. In the book Going Off the (Really) Deep End and a challange they faced was sailing 200 miles and doing it again and again. "Using sonar (an instrment that sends out sound waves and mesures how long it takes to come back)."
Annotation for Sample Student Response:	**Anchor Paper 9** **Score Point 1** For each passage there is a problem and solution identified. There is no further development of ideas or evidence provided. This is an example of an example that is minimally appropriate to the task.

Anchor Paper 10 – Score Point 1

Sample Student Response:	In all passages they had used special equipment to complete their mission and they overcame the challenges by using the best submeribles avaliable and using the best resources they could. They also used many different stratigies like in "Going Off the(Really)Deep End" They tried using a rope to test out how far down the rope would go to down measuring the distance of the ocean. Also, in the passage "Eyes on the Depths" they used red lights because the fish would not be able to see it which made for easy inspections. Lastly, "The Deeps Seas Are Alive With Light" used sensitive cameras to detect and see everything. That is how all three passages used special equipment to overcome challenges.
Annotation for Sample Student Response:	**Anchor Paper 10** **Score Point 1** This addresses the task by identifying how special equipment was used to overcome challenges. There is a description of a solution or strategy to explore deep sea described in each passage. There is no explanation of the challenges or any other development of the topic. This is an example of a response that is limited in its appropriateness to the task.

Anchor Paper 11 – Score Point 0

Sample Student Response:	The scientist overcome the challages is that they were not scare of them and belive in thereself. On evidence is that, " he said of one luminous creature." Another evidence is that, " most of the Earth, and the oceans are thousand of feet deep in most spots." A last evidence is that, " a spot miles under the suface of the Pacific Ocean called the Mariana Trench."
Annotation for Sample Student Response:	**Anchor Paper 11** **Score Point 0** This response does mention scientists overcoming challenges and provides quotes that are not relevant to that topic. This response does not demonstrate comprehension of the task and passages and is inappropriate to the task.

Anchor Paper 12 – Score Point 0

Sample Student Response:	underwater exploration is a challange because you need to have the correct skills to do it. Not just anyone can go in the ocean and study how marine life works. scientists have designed special things to go under the sea instead.
Annotation for Sample Student Response:	**Anchor Paper 12** **Score Point 0** This response uses the words from the prompt but does not provide any details that demonstrate understanding of the passages.

Knowledge of Language and Conventions Sample Responses & Annotations

Anchor Paper 4 – Score Point 3

Sample Student Response:	Studying and examining ocean life is a very difficult task. Scientists have tirelessly worked on developing technology to overcome problems such as being able to view the ocean, how expansive the ocean is, or how to observe the animals behaviour. Although the ocean can have smooth and clear waters, that was not the case for Jacques Piccard and Lt. Don Walsh. After years of designing a submersible ship that will not be crushed in the intense weight of the ocean and having to wait for hours to descend into the trench, they both got a very murky view of the ocean. "Unfortunately, during the 20 minutes they spent at the ocean bottom, the two hydronauts couldn't see much. The engines on the Trieste stirred up silt from the ocean floor and turned the water into what they described as swirling milk." (p 6) This shows the problem of how the rudders interacted with the ocean. Even though they could not see much, they did not give up. In "Eyes on the Depths" A machine called EITS was used to seamlessly capture information of the deep sea using a camera. "The system has a video camera inside a waterproof case. The camera sits on a metal tripod that is about 6 feet tall. It films with red light, which most deep-sea animals can't see, so they don't get scared away." Specially designing the camera to not scare off animals or cover up the view shows how scientists created technology for underwater research. Their determination led to a better result, with better images of the ocean, and its animals. This solves the mystery said in "The Deep Seas Are Alive with Light" where people for years have been asking the question of light in the sea. After centuries of research, they have managed to gain technology that allows scientists to view bioluminescent animals. "A lot of these questions are centuries old," Dr. Haddock said. "You see sparks in the water and have no idea what they represent." This shows the extent of how far people are willing to go to solve a mystery and how far technology has come for underway
Annotation for Sample Student Response:	**Anchor Paper 4** **Score Point 3** The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. Sentence formation is correct, and there are many examples of the use of conjunctions to form compound sentences. In addition, there is demonstration of the correct use of various skills throughout the response. Some minor errors are present, but the meaning is clear.

Anchor Paper 3 – Score Point 2

Sample Student Response:	There are many challenges to exploring deep sea life. The first of which being that most technologies scare the animals away. According to deep sea biologist Edith Widder, "What we've been doing is like driving through Yellowstone [National] Park and hoping to see elk and bear." and that is referring to how the machinery scares many of the animals away. Another large problem is vision. Engines can kick up silt and make the already dark waters even harder to see in. This happened to Jacques Piccard and Lt. Don Walsh as the first people to go down into the Mariana Trench. *Going Off the (Really) Deep End* states that when Jacques and Lt. Don finally got down after almost five hours the engines kicked up too much silt to be able to see. On the Other hand there are new solutions coming to these problems. For example according to *The Deep Seas Are Alive with Light* bio luminescence authority Dr. Haddock and some colleagues lowered robots on tethers and saw over 350,000 sightings of deep sea life. This helps avoid both of the problems above. In the end, research tools will always be improving and we will always be discovering more about this planet that we live on
Annotation for Sample Student Response:	**Anchor Paper 3** **Score Point 2** The response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. Many sentences are formed correctly and some have conjunctions. There are

	some skills in conventions demonstrated. Occasionally errors impede understanding, but the meaning is generally clear.

Anchor Paper 2 – Score Point 1

Sample Student Response:	There are many hard things that the people have to overcome in the passages. In the passage The deep seas are alive with light explains what yoy have to do To see all of the animals in the deeps seas. It is vary hard because you have to makes something to be in that can hold the prusure of the water but is also not load so that you do not scare the animals away. The is why it is so hard to go to the deeps of the seas. In the passgae Eyes on the Depths it is also about going into the deeps of the seas. It explains how people look at the animals for a long period of time. They have to have cameras that can go in the water because they are small and the camera won't scare the animals away. In the last passage it axplains how deep the water is and how much water there is on the world. In the passage it says that they world that we live on is mostly water. Some of the water is almost five miles down. They also explain how hard it is to get to the bottom of the seas. In the end all three passage is about the seas and how hard it is to go deep down into them.
Annotation for Sample Student Response:	**Anchor Paper 2** **Score Point 1** The response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There are many simple sentence structures, but there is an example of a correct sentence with a conjunction. Some skills in conventions are demonstrated, and some errors are present, some of which impede meaning.

Anchor Paper 1 – Score Point 0

Sample Student Response:	Three main problems in "Eyes on the Depths" "The Deep Seas Are Alive with light" "going off the Really Deep end" one problem from The Deep Seas Are Alive with Light is that the sea is very big and they can see that well and they use cameras to help them with seeing these creatures "Sensitive cameras on the vehicle lets scientists conduct very wide view. A problem from Eyes of the depth is that the old vehicle are very loud and they have a light that sacerse the animal away o they use "Johnson sea link 11" it dosent make that much noses one problem from the going really deep is ts that they had really bad cameras then "six high definitions cameras" that is the 3 prblems
Annotation for Sample Student Response:	**Anchor Paper 1** **Score Point 0** The response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. No demonstration of correct sentence formation is present. Frequent and varied errors impede understanding.

Sample Responses & Annotations - ITEM SET 2

Item Set 2 – Question 7 (Constructed Response)

> The passages from *In Search of Goliathus Hercules* and from *Water for Elephants* both explore the theme of human communication with animals. Write an essay in which you contrast the differences in how the two passages develop this theme.
>
> Be sure to support your response with evidence from **both** passages.

Item Information

- Passage – In Search of Goliathus Hercules
- Answer – See Sample Student Responses and Annotations
- Colorado Academic Standards (CAS) Evidence Outcome – 7.2.1.a.ii
    - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)
- 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 Partially met expectations was likely to earn 1 point for written expression 1 point for writing conventions.

Reading Comprehension and Written Expression Sample Responses & Annotations

Anchor Paper 1 – Score Point 4

Sample Student Response:	In the passages In Search of Goliathus Hercules and Water for Elephants, the main characters share a unique relationship with the animals they work with. Henri has an army of intelligent fleas, and Marlena has a special bond with her herd of horses. Although they have these unusual friendships, the communication between the circus celebrities and the animal all-stars is contrasted between the two characters. In the passage In Search of Goliathus Hercules by Jennifer Angus, Henri communicates to his microscopic comrades with his voice. Henri tells Robin how he talks to his flea friends to make them do their unbelievable tricks. In the passage, it says "'It's like learning the customs in another country' said Henri," (Angus 11). This shows that Henri learns the language of the fleas to better communicate with them. Since he learned this language, he understands what the fleas are saying. This builds a better relationship with the fleas, as he can comprehend what they are feeling. Henri also communicates with little to no instruction. In the passage, it says "And Henri made a short combination of hisses and clicks... Henri made a few barely perceptible sounds that Robin wouldn't have otherwise noticed at all," (Angus 15, 23). Henri's commands are very short, and probably easier for the insects to recognize. This would also be a build a better status with the bugs, since his communication is easier to understand. Lastly, the fleas seem to show polite gestures. In the passage, it says "Robin was quite charmed as Sophia and Maria curtseyed to her and the boys, in turn, bowed. Liora, who was still attached to the high trapeze, waved to her," (Angus 5). This proves that Henri has good communication skills with the fleas because he might have taught the fleas manners, to be in a better relationship with visiting guests too. All in all, Henri has a very good relationship with his bug friends by communicating with them in his unique way. Marlena is the main character in Water for Elephants by Sara Gruen, and she has an important role in her horses herd as the leader. Her communication involves sharp and swift movements from her whips. In the passage, it says "She walks in a small circle in the center of the ring, flicking the whips in combinations of signals," (Gruen 5). Using the whips proves dominance, which would create a strong relationship with the horses. The fact that Marlena is just using the whips as signals and directions and not harming the horses in any way would also show to the horses that she does is not going to hurt them. Marlena also uses a technique of touch. In the passage, it says "She speaks to him, taking both whips in one hand, and offering him her other palm. He presses his muzzle into it, his neck arched and his nostrils flared," (Gruen 8). This shows that she is calm in this moment, and that the horse should be calm too. She obviously has a strong relationship with Midnight, and putting the whips in one hand shows that she will let Midnight relax until she instructs a new manuver. Unlike Henri, Marlena does not use her voice as her main use of communication. In the passage, it says "She shouts something now-the first time she has raised her voice-and strides backward," (Gruen 9). This shows that she has a strong bond with the horses because she doesn't even need her voice to work with the horses. The horses know what they need to do without Marlena shouting at them, which proves that they have learned what Marlena is like and what kind of person she is, just like how you would introduce yourself to someone. Marlena may have different strategies to communicate with her colleagues than Henri, but she still has a strong sense of communication with her horses. Communication is very important when working with animals. Henri uses his special language to consult with his buggy friends, and Marlena proves her dominance over her horses with her whips. Though both techniques are very different and unique in their own ways, Henri and Marlena both have very strong bonds with their animals thanks to communication. My response is that both story are a little diffrent, the story of 'In Search of Goliathus Hercules" talk about a guy his name is Henri that can speak to insect and understand what

	they are saying. The story of "Water of Elephants" there was this girl name Marlena she ride Horses around a track to win and she'd understand other animal's**.**
Annotation for Sample Student Response:	**Anchor Paper 1** **Score Point 4** The response uses clear reasoning and relevant text-based evidence to develop an effective and comprehensive essay detailing how the two passages develop the character's communication with animals differently. Henri communicates by learning the language and customs of the fleas, while Marlena communicates using "*sharp and swift movements from her whips*" and "*a technique of touch*." The response analyzes each passage with effective and comprehensive development. Henri's ability to speak the language of fleas helps him understand them and "*builds a better relationship with the fleas, as he can comprehend what they are feeling*." Marlena's communication results in a "*strong bond with the horses because she doesn't even need her voice. . . The horses know what they need to do*." The response is organized with clear and coherent writing. The use of effective language (*army of intelligent fleas, circus celebrities, microscopic comrades, buggy friends*) and varied complex sentences establishes an effective style. The response is consistently appropriate to the task.

Anchor Paper 2 – Score Point 4

Sample Student Response:	In the two passages I have read today, Search of Goliathus Hercules by Jennifer Angus and Water for Elephants written by Sara Gruen I believe that these three examples from the text thoroughly demonstrate the different ways Henri from Search of Goliathus Hercules and Marlena from Water for Elephants communicate with the particular animals in the two passages. Henri uses a series of almost inaudible whistles, clicks, and hisses to communicate with a variety of insects while Marlena uses hand motions and occasional words to provide instructions for her horses, Henri can understand what the insects he works with want and say while Marlena is having a one-sided "conversation" with herself doing the communicating or commanding, and Henri was able to teach is skill set to somebody else (Robin) while I feel that it would be extremely difficult for Marlena to teach anybody how to do exactly what she does. To start off, I believe that the first reason to explain how the two types of communication are different lies in how exactly they are communicating. Henri uses types of whistles, clicks, and hisses while Marlena uses different hand motions with her whips and occasional words to communicate. Marlena performs with horses and uses whips to provide instructions for them. Whenever Marlena makes a particular movement with the whips the horses know what that exact command means from being taught what to do whilst training. For example, "...she wiggles the whip. The black horses speed up until each is trotting beside a white horse," This indicates that with Marlena's instruction the horses know what to do. So, Marlena has basically taught the horses what to do with simple motions creating a standard type of communication between both "parties". However, Henri communicates with insects in a very different way. At the beginning of the passage in paragraphs 15-18 Henri teaches Robin how to say something to the fleas using insect clicks and hisses, or using the "words" a flea would use when communicating to another flea. Basically, Henri is speaking in the language of the fleas or insects. While Henri does command insects like Marlena can, he also is able to speak their language which is one way the two types of communication differ from each other in the two passages. The next reason why the two variations of communication of the passages develop the theme of human communication to animals is that Henri can understand what the insects he works with want and are saying while Marlena is having a one-sided "conversation" with herself doing the communicating or commanding. Henri is clearly able to understand exactly what the fleas he trains are saying. For example, in the text Henri talks to the fleas in which Robin asks a flea if she is hungry when she hears a small chirp back, but does not know what it means. Henri steps in telling Robin what exactly the flea said. This hereby

	proves that even while Henri can communicate with the insects, he can also understand what they are saying back and is able to understand them which Marlena can not do. Marlena is able to tell her horses what to do and "how" to do it but she would not beable to understand what a horse is saying if it were to make a noise. The horses follow Marlena's instruction but unlike Henri are not able to communicate back to Marlena and have her understand what they would be trying to say. Finally, the last reason why the two types of communication are very different and are laid out with different set ups is because Henri was able to teach somebody his form of communication very easily while it wold be very difficult for Marlena to do the same. Henri taught Robin exactly what to say to be able to communicate with the fleas very easily as it did not take very long. Robin was able to communicate with the fleas after Henri taught her. However, even though it was easy for Henri it would be extremely difficult for Marlena to do the same. With Marlena's skill and precision it would be very hard to teach anyone how to command her horses the profound way she is able to. This makes Henri and Marlena's two types of communication incredibly different through ease and skill levels as two different people. Clearly, in the two passages Search of Goliathus Hercules by Jennifer Angus and Water for Elephants written by Sara Gruen I believe that these three examples from the text thoroughly demonstrate the different ways Henri from Search of Goliathus Hercules and Marlena from Water for Elephants communicate with the particular animals in the two passages. Henri uses a series of almost inaudible whistles, clicks, and hisses to communicate with a variety of insects while Marlena uses hand motions and occasional words to provide instructions for her horses, Henri can understand what the insects he works with want and say while Marlena is having a one-sided "conversation" with herself doing the communicating or commanding, and Henri was able to teach is skill set to somebody else (Robin) while I feel that it would be extremely difficult for Marlena to teach anybody how to do exactly what she does. The two passages were extremely enjoyable to read and I learned a lot through the themes that both passages clearly displayed.
Annotation for Sample Student Response:	**Anchor Paper 2** **Score Point 4** The response identifies three different ways the two passages develop the theme of human communication with animals. It discusses (1) how "*Henri uses a series of almost inaudible whistles, clicks, and hisses. . . while Marlena uses hand motions and occasional words,*" (2) "*Henri can understand what the insects he works with want and say. . . Marlena is having a one-sided "conversation" with herself*," and (3) Henri taught Robin how to speak to the fleas, but "*it would be extremely difficult for Marlena to teach anybody how to*" train horses. There is clear reasoning and comprehensive development of the differences using effective and relevant text-based evidence and providing an analysis for each difference. The response is effectively organized with clear and coherent writing. The response is consistently appropriate to the task.

Anchor Paper 3 – Score Point 3

Sample Student Response:	In the two passages from *In Search of Goliathus Hercules,* and *Water for Elephants,* there is a theme of human communication and connection with animals. However, there is a difference in the two stories as to how this theme is developed. In *In Search of Goliathus Hercules,* the theme is developed through Henri teaching Robin about his connection with insects, and how you must value insects as insects; but in *Water for Elephants,* the theme is developed through someone watching, and adoring Marlena and her skill with horses, and her communication and understanding with the horses. In *In Search of Goliathus Hercules,* the theme is developed through humans interacting with insects. Robin is astonished at Henri's ability to control and communicate with fleas, and because of that, Robin is very interested. Henri tells Robin "'I told you. I talk to them.' Henri had to ask himself why he was telling her the truth." This is evidence of the fact that Henri has formed a bond with insects, and Robin is now interested in the bond between insect and Henri, so she tries to learn how to form that bond herself. In paragraph 8 Robin asks "'Why don't you teach me how to say hello in insect language?'" which attests to the fact that she wants to have her own bond with the insects. In *Water for Elephants,* the theme is developed through a person narrating a show with a woman named Marlena, who has a special bond with horses; Marlena has an ability to communicate with horses, through movements, touch, and listening to them. She through movements, and some noises, or touch, has the horses perform a dance-like routine for the audience. Then there is a specific horse that she shares a special bond with named Midnight. "She speaks to him, taking both whips in one hand, and offering him her other palm. He presses his muzzle into it, his neck arched and nostrils flared." from paragraph 8. This is an example of how Marlena has formed a bond with her horses, and how they communicate with each other. In the two passages from *In Search of Goliathus Hercules,* and *Water for Elephants,* there is a theme of humans communicating with animals. In the two passages, though the theme is portrayed differently; as shown in the paragraphs above, the theme is the same, no matter how it is brought into the story.
Annotation for Sample Student Response:	**Anchor Paper 3** **Score Point 3** The response demonstrates comprehension of how the passages develop the theme of human communication with animals differently. (*Henri teaching Robin about his connection with insects, and how you must value insects as insects…through someone watching, and adoring Marlena and her skill with horses, and her communication and understanding with the horses*.) The mostly accurate analysis of each passage is developed through relevant text evidence and explanations of the form of communication identified in the statement of contrast in the introduction. The response is organized and maintains a mostly effective style. It is appropriate to the task.

Anchor Paper 4 – Score Point 3

Sample Student Response:	In the passages "In Search of Goliathus Hercules" by Jennifer Angus and "Water for Elephants" by Sara Gruen, they display the theme of human communication with animals. "In Search of Goliathus Hercules" explains how humans can use animal noises to communicate with creatures. Whereas "Water for Elephants" leans more on using physical motions and activities to communicate with animals. Both passages use the same theme in two different perspectives. In the article "In Search of Goliathus Hercules", it describes the theme through speaking to animals. In paragraph 15 of the text, Henri demonstrates how to speak to fleas by making "...a short combination of hisses and clicks." This shows how Henri uses noises and speaking to communicate with the fleas. Also shown in paragraph 23 of the passage, "Henri made a few barely perceptible sounds that Robin wouldn't have otherwise noticed at all. Rising en masse from the flowers the butterflies began to fly in tight formation around Robin's head." This piece explains how through a few short noises the butterflies follow Henri's directions and play out the trick. "In search of Goliathus Hercules" displays the theme by human communication verbally to animals. In the passage "Water for Elephants" the theme is shown through physical motions and activities. In the article, paragraph four, Marlena "...slaps the air lightly. The horses start circling the ring at a trot." This section displays how Marlena uses a simple motion, like cracking a whip and the horses recognize the motion, responding by doing the trick. In paragraph eight, Midnight, the horse, "presses his muzzle into it, his neck arched and nostrils flared." This is an example of how physical touch is used as a motion or signal. By Midnight putting his muzzle on Marlena's hand it displays trust and could be a sign to the horse that he is doing good. The passage uses physical motions and touch to communicate with the horses. Each text used different types of communication to develop their theme. "Water for Elephants" used physical actions, while "In Search of Goliathus Hercules" used verbal communication. Even though both texts have the same theme, the theme is portrayed in different ways.
Annotation for Sample Student Response:	**Anchor Paper 4** **Score Point 3** The response addresses the prompt and provides a mostly accurate analysis of the difference between how the two characters communicate with animals (*Use animal noises…. Leans more on using physical motions and activities*). The analysis of each is developed using relevant evidence from the text and mostly clear explanation and reasoning of how it shows the identified way of communication. (*This is an example of how physical touch is used as a motion or signal. By Midnight putting his muzzle on Marlena's hand it displays trust and could be a sign to the horse that he is doing good*.) The response is organized and written in a mostly effective style. It is appropriate to the task.

Anchor Paper 5 – Score Point 2

Sample Student Response:	The passages, "In Search of Goliathus Hercules" and "Water for Elephants" both have similarities and differences. They both have communication to animals, but one shows it in a different way. "In Search of Goliathus Hercules" and "Water for Elephants" have many similarities. "In Search of Goliathus Hercules" used insects for his performance, in paragraph 1 it says, "she appeared in the flea circus tent for the final show." "Water for Elephants" uses horses for a show too, in paragraph 4 it says, "Once she's in the center of the ring, she slaps the air lightly. The horses start circling the ring at a trot" This shows that they use their ability to communicate to animals for people to see. Another example that the passages are similar is that they are friends with the animals. "In Search of Goliathus Hercules" has this example in paragraph 5, it says,"One by one, he introduced Robin to the fleas". In "Water for Elephants" Marlena shows connection in paragraph 8, the passage says, "She speaks to him, taking both whips in one hand, and offering him her other palm. He presses his muzzle into it, his neck arched and nostrils flared**."** This example shows that they don't only talk to them but they connect to them. Both passages also have differences. For example, "In Search for Goliathus Hercules", Henri actually talks to the insects, in paragraph 25, it says, "Henri decided the perhaps she was attracting a little too much attention. A faint whisper from his lips, and the butterflies stopped following Robin and began their flight back to the meadow." In "Water for Elephants" Marlena shows through her actions, in paragraph 5 and 6, it says, "She walks a small circle in the center of the ring, flicking the whips in combinations of signals. The horses continue circling, with the white horses passing the black horses and then the black horses passing the white horses, with the end result always being alternating colors." These examples show that they communicate differently. Another difference between the passages is that one passage was a show and one was about sharing their secret. "In Search of Goliathus Hercules" is about proving Henri's secret, in paragraph 21, he asked, "Do you need more proof?". In "Water for Elephants" the passage was showing the perspective of a audience member, in paragraph 2, it says, "Uncle Al announces her, and she steps inside. She spins, holding both whips high in the air**."** As you can tell, "Water for Elephants" is a show performance and "In Search of Goliathus Hercules" is about proving a secret. In conclusion, "In Search for Goliathus Hercules" and "Water for Elephants" both have similarities and differences.
Annotation for Sample Student Response:	**Anchor Paper 5** **Score Point 2** The response provides a generally accurate analysis of the how the theme of communication with animals is shown differently in the two passages. The similarities are established first (communicate with animals in performance and friends with animals) and then the differences (talk to insects versus actions with horses… sharing secret of communication versus showing perspective). For each there are quotes from the passages followed by a statement with some basic explanation (*This example shows that they don't only talk to them but they connect to them*). This does address the prompt with some development and is somewhat appropriate to the task.

Anchor Paper 6 – Score Point 2

Sample Student Response:	In the stories In Search of Goliathus Hercules and from Water for Elephants they both are different stories in many ways. In Search of Goliathus story was about a girl named Robin and a boy named Henri meeting at a Flea-Circus. Henri claims that he can speak to insects but Robin thinks otherwise. He shows Robin what the language is and how to say it so she gives it a try. It works! She believes him but she was having fun! Robin goes out side with Henri to the butterflies. He quietly makes a sound and the butterflies circle around Robins head. I think this passage is about talking to insects! In Water for Elephants, this story is about a girl named Marlena that trains horses to act and dance with her. She slaps the air with a whip lightly in the air calling the horses to act with her. There are five horses that come out in a sequence. She continues the slap the air with the whip, ordering around the horse to do different tricks. Suddenly the main horse Midnight comes out and wows the crowd. The tricks were more advanced with Midnight. These make the audience cheer tremendously. Soon the horses and Marlena bow for the audience, and Midnight takes everyone off the stage. In conclusion I think that they have differences. I say that because In Search of Goliathus Hercules is more based off of trying to show what Henri can actually do with insects and what his connection is with them. Also, Water for Elephants is about Marlena being able to control horses in a way a lot of people haven't seen before.
Annotation for Sample Student Response:	**Anchor Paper 6** **Score Point 2** The response demonstrates basic comprehension of how each passage addresses the theme of human communication with animals and provides a contrast. There is some text-based evidence from both passages when it describes how each of the characters communicates with animals. The analysis of the difference in how each passage develops the theme is found in the conclusion "*what Henri can actually do with insects and what his connection is with them*" compared to "*Marlena being able to control horses*." There is some organization and some coherence. This response is somewhat appropriate the task.

Anchor Paper 7 – Score Point 2

Sample Student Response:	We all know that both of these storys have one thing in commen, and that is that they are both interacting with some sort of animal. What we need to know is how the 2 storys are diffrent from each other. For example,one way they are diffrent from each other is that they talk to diffrent animals. To exsplain, In the story from in search of Goilathus Hercules they talk to insects. Such as fleas and butterflies. On the other hand in the story from Water for Elephants, the girl communicates to horses. Another way they are diffrent is that they communicat to their animals in diffrent ways. To be more spaciface in the story In Search or Goliathus Hercules Heri and Robin talk to insects by using "insect language". They use noises like hissing churping and much more, but when it comes to the story Water for Elephants they communicate in very diffrent ways. In water for Elephants Marlena uses sings and signals for the horses. For example she uses rope to get there attention. Lastly, They are both in a completely diffrent environment. Foer example, Heri and Robin dont want anyone to know that they can talk to insects. On the other hand Marlena wants evryone to know how talented her and her horses are. Marlena does hours shows for a living and to make money, but Heri and Robin just talk to insects for fun. To conclude, these 2 storys have there simalaritys and diffreces, But they are both equaly good storys.
Annotation for Sample Student Response:	**Anchor Paper 7** **Score Point 2** The response demonstrates basic comprehension of the passages and task by providing three different ways in which the passages are different in the way the characters communicate with animals. For each difference (*different animals…. Communicate with animals in different ways….completely different environment*) there are specific examples from both texts to show the difference. The contrast is pointed out, (… *but when it comes to…on the other hand*) but no further explanation or development of the topic is provided. There is some organization to the response and some coherence. Overall, this response is somewhat appropriate to the task.

Anchor Paper 8 – Score Point 1

Sample Student Response:	In the passage in search of Goliathus Hercules we have Henri and in the passage water for elephants we have Marlena. One of their differences is in the passage in search of Goliathus Hercules Henri gets to talk to insects and in water for elephants it doesn't talk to the animals. Also, in the passage water for elephants they use differnet animals to use. They also have differences in places where they happen like the passage Goliathus hercules happened on the circus and on the other passage Water for elephants was occur on a different place. Also water for elephants had like different characters. In the passage In search of Goliathus hercules has more writting then Water for elphants. they also have different scene. Overall in my opinion they have a lot of differences and are definetly not the same they might have a little bit of similarities but not the exact same.
Annotation for Sample Student Response:	**Anchor Paper 8** **Score Point 1** The response provides a difference between how the passages develop the theme by explaining how "*Henri gets to talk to insects and on water for elephants* [she] *doesn't talk to the animals*." Additional contrasts are stated, each without further development. There is some organization with an introductory and concluding statement. This is minimal development and limited appropriateness to the prompt.

Anchor Paper 9 – Score Point 1

Sample Student Response:	In the paragraph, " In Search of Goliathus Hercules," Henri makes a connection and is able to communicate with the animals because he speaks to them and understands them. In the passage, it says multiple times that he understands the fleas and that they understand him and also that he communicates with them with a special talking method that he has learned overtime. In the paragraph, " Water for Elephants," Marlena is able to connect with the horses because she does certain hand motions and hand gestures so they can understand what she is saying and also what she is telling them to do. In the passage, it says that she has a special connection and bond with the horses and that they have all learned to understand what she is saying and what to do.
Annotation for Sample Student Response:	**Anchor Paper 9** **Score Point 1** The response attempts to address the prompt by briefly describing how the character in each passage communicates with animals but there is only minimal development. No explanation of the difference is provided. This response remains only minimally appropriate to the task.

Anchor Paper 10 – Score Point 1

Sample Student Response:	Marlena uses whips to command the horses, Henri speaks to the fleas to command them and build relationships with them. Both stories share this theme because both owners share their compassion to their animals.
Annotation for Sample Student Response:	**Anchor Paper 10** **Score Point 1** The response addresses the theme in both of the passages by stating what each character does to communicate with animals (*uses whips to command horses… speaks to the fleas*). These specific details and the connection that they share a theme demonstrate a minimal comprehension of the passages. This is considered limited appropriateness to the task.

Anchor Paper 11 – Score Point 0

Sample Student Response:	Both of the storys develpe in to ways in one of them they where phyiclly telling them what to do when the other one was talking to them.
Annotation for Sample Student Response:	**Anchor Paper 11** **Score Point 0** The response attempts to address the difference between the development in the two passages; however, there are no specific details from either passage. The statements are too general to be considered evidence from the texts. This response undeveloped and is inappropriate to the task.

Anchor Paper 12 – Score Point 0

Sample Student Response:	both of them are talking to animals and helping outher poeple do it to
Annotation for Sample Student Response:	**Anchor Paper 12** **Score Point 0** The response repeats the theme (*both of them are talking with animals*) but does not provide any more development of the idea or specific details from either passage. This response is inappropriate to the task.

Knowledge of Language and Conventions Sample Responses & Annotations

Anchor Paper 4 – Score Point 3

Sample Student Response:	In the passage "In Search of Goliathus Hercules" it discusses how Henri has a secret. Based on evidence and events that's occurred he most likely has the power to communicate with insects. For example, in paragraph 23, it states how Henri made "a few perceptible sounds that Robin wouldn't have otherwise noticed at all". In other words this means he is able to make certain noises that the insects understand. In paragraphs 17-20, it states how Robin did not believe Henri so he taught her how to greet the fleas. After Robin was able to figure out how to replicate what Henri was saying or doing the fleas started to interact with her. Though she was barely able to hear the faint sounds, she was able to hear them enough to believe Henri. In the second passage or text called "Water for Elephants", a woman or girl named Marlena is able to connect or interact with her horses. Marlena did use words to communicate with her horses but she mostly used body language or sound. An example of Marlena using body language is in paragraph saying, "She spins, holding both whips high in the air. She flicks one and takes a few steps backward. The two groups of horses hurry in behind her." Marlena does us words to communicate with her horses also, such as in paragraph 7, it says, "She calls out and they stop. She says something else, and they turn and step up so their front hooves are on the ring curb." Though in both stories they use their voices and interact almost the same with there animals or insects there are differences between both the characters and the passages. Marlean uses body language a lot to get her animals to do what she wants or needs, while Henri only uses his voice really. Another difference is that in the story they are using insects and in the other they are using animals. Not only are there ways of communicating different than each other, but so is the way they say or do it. Henri literally can talk to his insects while Marlena can really only signal to them. In conclusion, they have the same concept but not the same abilities or stratigies.
Annotation for Sample Student Response:	**Anchor Paper 4** **Score Point 3** The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. Sentence formation is correct, and there are many examples of the use of conjunctions to form compound sentences. In addition, there is demonstration of the correct use of various skills throughout the response. Some minor errors are present, but the meaning is clear.

Anchor Paper 3 – Score Point 2

Sample Student Response:	In these two passages from in search Goliathus Hercules and from Water to Elephants, there is a very similar theme that both Henri and Marlena can speak to animals in some way but there are very different reasons why they got there. There are many differences which make these passages very different, in passage 1 from in search of Goliathus Hercules Henri talks to flea's with hisses and clicks and makes a faint whisper that commands butterflies to circle around Robin's head and repeats that to command them to stop. Henri also talks to insects and has learned to understand them and speak to them. In passage 2 from Water to Elephants Marlena uses a slight gesture and Midnight's name to command to do a trick. Midnight has also had very much training in order to do this performance and knows the order that that Marlena has set for him. but unlike Henri she can not understand the horse she can really only command him to do what she wants. These passages have very similar themes but very different ways to communicate with animals. over all these two passages have very similar themes but they are very different
Annotation for Sample Student Response:	**Anchor Paper 3** **Score Point 2** The response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. Many sentences are formed correctly, some using conjunctions. Some skills in conventions are demonstrated, and some errors are present. Occasionally errors impede understanding, but the meaning is generally clear.

Anchor Paper 2 – Score Point 1

Sample Student Response:	In the passage "In Search of Goliathus Hercules" Henri knows how to talk to instects. He uses is skills in a circus to make fleas do tricks. Robin a clown wanted to learn how he talks to the fleas and other insects. Henri actacts the other insects by voice. In the passage "Water for Elephants" Marlena is a horse racer. The story takes place when she is at a race. Her favorite hourse, Midnight, is who she is racing. Marlena is comunitating to the hourses through a wipe. Both Henri and Marlena know how to communicate to the hourses in different ways, and we see in both ways the animals respond and respect them.
Annotation for Sample Student Response:	**Anchor Paper 2** **Score Point 1** The response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There are 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.

Anchor Paper 1 – Score Point 0

Sample Student Response:	they are both similar in different ways but one thing that is is their actions in both text it has a similar meaning and the same message they are trying to put out acting diffret in a pass of text but the charecters were really simallar and i think it help it out a lot we explaning the text both stories were really good and in joyable one was more intresting then the other but the other one coul have had more detial bur human communican with animals is very important and it is showed in both stories that it can help both the animals and humans a lot
Annotation for Sample Student Response:	**Anchor Paper 1** **Score Point 0** The response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. No demonstration of correct sentence formation is present. Frequent and varied errors impede understanding.