



# Colorado Measures of Academic Success



## **Grade 5**

### **English Language Arts/Literacy**

# **Answer Key with Scoring Rubric, Sample Responses & Annotations**

Practice Resource for Students

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## ANSWER KEY - ITEM SET 1

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

#### Part A

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

- A. command
- B. courage
- C. feeling
- D. success

#### Part B

Which detail supports the answer to Part A?

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

Item Information		
Passage:	from Angus MacMouse Brings Down the House	
Part A Answer:	A	
Part B Answer:	B	
Colorado Academic Standards (CAS)	5.2.1.b.i	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Evidence Outcomes:	5.2.1.c.i	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
P Value:	0.506	

Item Set 1 - Question 2 (TEI Drag and Drop)

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

Rosemary tells Angus she is twelve years old.

Angus hopes for cake.

First	Rosemary brings Angus home.
Next	Rosemary tells Angus he is welcome to use her dollhouse.
Then	Rosemary leaves to find food for Angus.
Last	Angus quickly falls asleep.

Item Information		
Passage:	from Angus MacMouse Brings Down the House	
Answers:	See Image	
Colorado Academic Standards (CAS)	5.2.1.b.i	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Evidence Outcomes:	5.2.1.b.ii	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, summarizes the text.
P Value:	0.5	

Item Set 1 - Question 3 (Selected Response, Selected Response)

**Part A**

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

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

**Part B**

Which detail supports the answer to Part A?

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

Item Information		
Passage:	from Angus MacMouse Brings Down the House	
Part A Answer:	B	
Part B Answer:	C	
Colorado Academic Standards (CAS)	5.2.1.b.i	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Evidence Outcomes:	5.2.1.c.iii	Describe how a narrator's or speaker's point of view influences how events are described.
P Value:	0.427	

Item Set 1 - Question 4 (Selected Response; Selected Response)

**Part A**

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

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

**Part B**

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

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

Item Information		
Passage:	from <i>The Wonderful Wizard of Oz</i>	
Part A Answer:	C	
Part B Answer:	B	
Colorado Academic Standards (CAS)	5.2.3.i.i	Interpret figurative language, including similes and metaphors, in context.
Evidence Outcomes:	5.2.1.b.i	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
P Value:	0.788	

Item Set 1 - Question 5 (Selected Response; Multiple Select)

**Part A**

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

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

**Part B**

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

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

Item Information		
Passage:	from <i>The Wonderful Wizard of Oz</i>	
Part A Answer:	B	
Part B Answers:	A, E	
Colorado Academic Standards (CAS)	5.2.1.b.i	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Evidence Outcomes:	5.2.1.b.iii	Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact.)
P Value:	0.403	

Item Set 1 - Question 6 (Selected Response; Multiple Select)

**Part A**

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

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

**Part B**

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

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

Item Information		
Passage:	from Angus MacMouse Brings Down the House & from The Wonderful Wizard of Oz	
Part A Answer:	A	
Part B Answers:	C, E	
Colorado Academic Standards (CAS)	5.2.1.b.i	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Evidence Outcomes:	5.2.1.d.ii	Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics.
P Value:	0.459	



Item Set 1 - Question 7 (Multiple Select)

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

Theme	Passage from <i>Angus MacMouse Brings Down the House</i>	Passage from <i>The Wonderful Wizard of Oz</i>
People sometimes must rely on the help of friends.	<input checked="" type="radio"/>	<input type="radio"/>
People sometimes escape dangerous situations unharmed.	<input type="radio"/>	<input checked="" type="radio"/>
People are most content when doing something they like.	<input checked="" type="radio"/>	<input type="radio"/>
People can find unfamiliar surroundings beautiful to look at.	<input type="radio"/>	<input checked="" type="radio"/>

Item Information		
Passage:	from Angus MacMouse Brings Down the House & from The Wonderful Wizard of Oz	
Answers:	See Image	
Colorado Academic Standards (CAS)	5.2.1.b.i	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Evidence Outcomes:	5.2.1.d.ii	Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics.
P Value:	0.767	

# **Grade 5**

## **English Language Arts/Literacy**

### **Prose Constructed Response Rubric**



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

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

## CMAS Scoring Rubric for Prose Constructed Response Items

### Narrative Task (NT)

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

#### NOTE:

- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

The constructed response item sets for ELA Grade 5 are currently unavailable, but will be added at a later date.