



Colorado Measures of Academic Success



Grade 3

English Language Arts/Literacy

Answer Key with Scoring Rubric, Sample Responses & Annotations

Practice Resource for Students

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ITEM INFORMATION

Colorado Academic Standard (CAS) Evidence Outcome

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

Evidence Statement

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

http://cde.state.co.us/assessment/cmas_testdesign.

Subclaim

The reporting category of the associated CAS.

- English Language Arts/Literacy
 - 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.

Score Point Distribution – Constructed Response Only

The score point distribution provides the percentage of students who scored at each possible score point for constructed response questions.

In addition to score point distribution, the scoring guide, scoring rubric, and sample student responses at each score point are provided for constructed response items.

ANSWER KEY: ITEM SET 1

Item Set 1 – Question 1 (Selected Response)

Part A

What does **bellowed** mean as it is used in paragraph 6 of the passage from “Don’t Eat Me!”?

- A. whispered quietly
- B. jumped clumsily
- C. moved painfully
- D. yelled loudly

Part B

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

- A. “I tiptoed up behind the frog. . . .” (paragraph 5)
- B. “I dropped it. . . .” (paragraph 7)
- C. “This frog screams to defend itself. . . .” (paragraph 10)
- D. “The predator is surprised. . . .” (paragraph 10)

Item Information		
Passage:	“Don’t Eat Me!”	
Part A Answer:	D	
Part B Answer:	C	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.2.b.i	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
P Value:	0.66	

Item Set 1 – Question 2 (Selected Response)

Part A

Which sentence is a main idea of the passage from “Don’t Eat Me!”?

- A. Children should not be afraid of frogs because they are harmless.
- B. Frogs have developed many ways to defend against threats.
- C. Frogs all over the world are in danger from predators.
- D. Even scientists need to be careful around frogs.

Part B

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

- A. “I’ll shine my flashlight in its eyes so it won’t jump.” (paragraph 4)
- B. “Even if you could still see the frog, you wouldn’t want to catch it again, right?” (paragraph 13)
- C. “Years ago, my seven-year-old daughter was helping me count rococo toads in Argentina.” (paragraph 17)
- D. “Just because frogs and toads don’t have shells or claws or beaks, don’t think they can’t protect themselves.” (paragraph 21)

Item Information		
Passage:	“Don’t Eat Me!”	
Part A Answer:	B	
Part B Answer:	D	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.2.a.ii	Determine the main idea of a text; recount the key details and explain how they support the main idea.
P Value:	0.606	

Item Set 1 – Question 3 (Selected Response)

Part A

Read the sentence from paragraph 1 of the passage “Cloaked in Starlight.”

Bobtail squids must taste good.

Which sentence **best** explains this statement?

- A. Bobtail squids eat the food that sea creatures like.
- B. Bobtail squids look like they are full of flavor.
- C. Bobtail squids make ink that predators like.
- D. Bobtail squids are prey to many animals.

Part B

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

- A. “During the day, barracuda try to find and eat them.” (paragraph 1)
- B. “Then, the squid disappears a different way.” (paragraph 4)
- C. “The predator bites the inky squid shape.” (paragraph 4)
- D. “Inside the pockets, the bacteria eat, grow, and shine brightly.” (paragraph 7)

Item Information		
Passage:	“Cloaked in Starlight”	
Part A Answer:	D	
Part B Answer:	A	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.2.c.ii	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence).
P Value:	0.43	

Item Set 1 – Question 4 (TEI Multiple Select)

Based on the passage from “Don’t Eat Me!” and the passage “Cloaked in Starlight,” select whether each detail describes frogs, squids, or both.

Detail	Frogs	Squids	Both
blend in with surroundings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
use lights to hide from prey	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
shoot ink to disappear	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
have poisonous skin	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Item Information

Passages:	“Don’t Eat Me!” And “Cloaked in Starlight”	
Answer:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.2.a.ii	Determine the main idea of a text; recount the key details and explain how they support the main idea.
P Value:	0.648	

Item Set 1 – Question 5 (Constructed Response)

The passage from “Don’t Eat Me!” and the passage “Cloaked in Starlight” describe how animals protect themselves. Write a response that explains how the illustrations and the text support this idea. Support your response with details from both passages.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 23 for additional item information.

Item Set 1 – Question 6 (Selected Response)

Part A

What does the word **devices** mean as it is used in paragraph 9?

- A. clothing
- B. places
- C. problems
- D. tools

Part B

Which detail from the passage **best** helps the reader understand the meaning of the word **devices**?

- A. "Scuba divers wear wet suits." (paragraph 8)
- B. "The insides of submersibles are heated." (paragraph 8)
- C. "... must be aware of how much air is left" (paragraph 9)
- D. "... use underwater pressure gauges." (paragraph 9)

Item Information		
Passage:	Deep Diving Adventures	
Part A Answer:	D	
Part B Answer:	D	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.3.c.i	Use sentence-level context as a clue to the meaning of a word or phrase.
P Value:	0.595	

Item Set 1 – Question 7 (Selected Response)

Part A

What makes submersibles important for the study of ocean life?

- A. how quickly they can get to the top of the water
- B. how much equipment they can hold
- C. how many divers they can carry
- D. how far down they can explore

Part B

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

- A. "Scuba divers sometimes make deep dives." (paragraph 2)
- B. "... several thousand feet or meters underwater." (paragraph 4)
- C. "These devices show how much air is in the air tanks." (paragraph 9)
- D. "... how long it will take a diver to reach the surface safely." (paragraph 9)

Item Information		
Passage:	Deep Diving Adventures	
Part A Answer:	D	
Part B Answer:	B	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.2.a.iv	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
P Value:	0.504	

Item Set 1 – Question 8 (TEI Fill in the Blank)

Select the correct answer in each drop-down menu to describe the ocean floor and dry land.

As divers have gone deeper and deeper into the ocean, they have learned many new facts about how the ocean and the land are the same and different. For example, there are large, flat places on the ocean floor that look the same as on dry land. They have also learned that come up from the ocean floor and can reach all the way to the ocean's surface. The tops then become . Finally, divers have learned that the ocean floor has that are much like volcanoes.

Item Information		
Passage:	Deep Diving Adventures	
Answers:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.2.a.ii	Determine the main idea of a text; recount the key details and explain how they support the main idea.
P Value:	0.426	

Item Set 1 – Question 9 (Selected Response, Multiple Select)

Part A

Which sentence **best** describes why divers are important for science?

- A. Divers can use wet suits and other equipment to dive deeper underwater.
- B. Divers are able to gather information about life and land underwater.
- C. Divers are able to look at types of fish that glow underwater.
- D. Divers can use different air tanks when they go underwater.

Part B

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

- A. "Scuba divers use tanks filled with air to breathe underwater." (paragraph 2)
- B. "But technical divers need special training and equipment." (paragraph 3)
- C. "They have learned that oceans have similarities to land." (paragraph 5)
- D. "Deep divers also have learned a great deal about ocean life." (paragraph 6)
- E. "These tanks supply divers with enough air to breathe for about 90 minutes." (paragraph 9)

Item Information		
Passage:	Deep Diving Adventures	
Part A Answer:	B	
Part B Answer:	C, D	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.2.a.iv	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
P Value:	0.497	

Item Set 1 – Question 10 (Multiple Select)

For each detail, choose the main idea from the passage it best supports.

Detail	Making Important Discoveries	Keeping Divers Safe
Divers use cameras to take pictures underwater.	<input checked="" type="radio"/>	<input type="radio"/>
Divers use mechanical arms to gather things.	<input checked="" type="radio"/>	<input type="radio"/>
Mountains can be found on the ocean floor.	<input checked="" type="radio"/>	<input type="radio"/>
The suit lets water in to warm the diver.	<input type="radio"/>	<input checked="" type="radio"/>
Divers can see how much air is left in the tank.	<input type="radio"/>	<input checked="" type="radio"/>
Divers use computers to find out how long it will take to return to the surface.	<input type="radio"/>	<input checked="" type="radio"/>

Item Information		
Passage:	Deep Diving Adventures	
Answers:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.2.a.ii	Determine the main idea of a text; recount the key details and explain how they support the main idea.
P Value:	0.788	

ANSWER KEY: ITEM SET 2

Item Set 2 – Question 1 (Selected Response)

Part A

What does the phrase **on the nose** mean as it is used in paragraph 6 of “The Glockentown Clock Caper”?

- A. not pleasant to hear
- B. exactly correct
- C. much too clear
- D. bad smelling

Part B

Which detail from the passage **best** helps the reader understand the meaning of **on the nose**?

- A. Raclette hears an awful screeching noise.
- B. The clock chimes at the expected time.
- C. The front of the clock looks like a face.
- D. Raclette looks up in surprise.

Item Information		
Passage:	The Glockentown Clock Caper	
Part A Answer:	B	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.3.d.i	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps).
P Value:	0.411	

Item Set 2 – Question 2 (Selected Response)

Part A

In “The Glockentown Clock Caper,” what happens as a result of Raclette’s talk with Professor Berg?

- A. Professor Berg offers to help Raclette learn to play a musical instrument.
- B. Professor Berg gives Raclette the clue that helps him solve the mystery.
- C. Professor Berg tells Raclette how to become a better horn player.
- D. Professor Berg gives Raclette an excuse to leave the café.

Part B

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

- A. “Raclette took two more thoughtful sips, then went out to meet the musician.” (paragraph 19)
- B. “‘I’d like to take a lesson from you, Professor,’ Raclette said.” (paragraph 20)
- C. “‘I tell them to pick a time—the same time every day—and just make sound for 10 minutes.’” (paragraph 23)
- D. “‘That really develops the mouth muscles, you know.’” (paragraph 23)

Item Information		
Passages:	The Glockentown Clock Caper & The Haunted Clock Tower Mystery	
Part A Answer:	B	
Part B Answer:	C	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.1.a.vi	Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
P Value:	0.333	

Item Set 2 – Question 3 (TEI Fill in the Blank)

Use the drop-down menus to complete a description of the characters in “The Glockentown Clock Caper.”

“I’ll be ruined! Who will buy a clock from anyone in the Stoppen family now?” Stoppen says in paragraph 10. This shows he is worried that . Details in paragraphs show that other people in the town feel much the same way. Paragraph 1, though, shows that Raclette is , and he .

Item Information		
Passage:	The Glockentown Clock Caper	
Answers:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.1.a.vi	Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
P Value:	0.399	

Item Set 2 – Question 4 (Selected Response)

Part A

What does the word **carillon** mean as it is used in paragraph 5 of the passage from *The Haunted Clock Tower Mystery*?

- A. a huge toy made from wood
- B. a machine that tells time
- C. a musical instrument
- D. a type of game

Part B

Which detail from the passage **best** helps the reader understand the meaning of the word **carillon**?

- A. "Just then the clock chimed loudly." (paragraph 1)
- B. "It's almost time for the evening concert," said Ezra." (paragraph 2)
- C. "... you won't believe how big they are." (paragraph 4)
- D. "... there were two long horizontal rows of wooden knobs sticking out." (paragraph 5)

Item Information		
Passage:	The Haunted Clock Tower Mystery	
Part A Answer:	C	
Part B Answer:	B	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.3.c.i	Use sentence-level context as a clue to the meaning of a word or phrase.
P Value:	0.423	

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

Part A

Read paragraph 4 of the passage from *The Haunted Clock Tower Mystery*.

“Yes, that’s the carillon,” Ezra said. “The bells are upstairs. We’ll go up in a minute so you can see them. They’re the best part—you won’t believe how big they are.”

How do paragraphs 5–7 add to the ideas in paragraph 4?

- A. They explain why Ezra wants to play the carillon for the children.
- B. They explain how the carillon actually makes a sound.
- C. They explain why the carillon’s bells must be so large.
- D. They explain how Ezra learned to use the carillon.

Part B

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

- A. “The children had never seen anything quite like the carillon before.” (paragraph 5)
- B. “It reminded them a little bit of their upright piano. . . .” (paragraph 5)
- C. “Down near the floor was a row of wooden pedals, and up above the carillon was a row of wires leading up through the ceiling.” (paragraph 5)
- D. “‘You sit on this bench to play it,’ Ezra said. . . .” (paragraph 7)
- E. “The children heard a bell chime above them.” (paragraph 7)

Item Information		
Passage:	The Haunted Clock Tower Mystery	
Part A Answer:	B	
Part B Answer:	C, E	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.1.b.iii	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
P Value:	0.218	

Item Set 2 – Question 6 (Drag and Drop)

Choose one statement that is a central message of “The Glockentown Clock Caper” and one statement that is a central message of the passage from *The Haunted Clock Tower Mystery*. Drag and drop the statements into the correct boxes.

“The Glockentown Clock Caper”

The cause of a problem is not always what it first appears to be.

from *The Haunted Clock Tower Mystery*

Trying new things can be exciting.

Central Messages

Do not let your fears hold you back.

Taking care of your things can help keep problems away.

Item Information		
Passages:	The Glockentown Clock Caper & The Haunted Clock Tower Mystery	
Answer:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.1.a.iii	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
P Value:	0.447	

Item Set 2 – Question 7 (Constructed Response)

You have read “The Glockentown Clock Caper” and the passage from *The Haunted Clock Tower Mystery*. Write an essay that describes the two main characters, Detective Raclette and Benny. Be sure to support your ideas with details from **both** passages.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 23 for additional item information.

Item Set 2 – Question 8 (Selected Response)

Part A

What does the word **impressed** mean as it is used in paragraph 2 of the passage?

- A. amazed
- B. confused
- C. disappointed
- D. satisfied

Part B

Which detail from the passage **best** demonstrates why the narrator was **impressed**?

- A. "It was fun going to Melody's house." (paragraph 1)
- B. "She had the best room." (paragraph 1)
- C. "... it's a kind of wallpaper, not painted." (paragraph 3)
- D. "... I could see a tiny line down the side." (paragraph 4)

Item Information		
Passage:	The Year of the Dog	
Part A Answer:	A	
Part B Answer:	B	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.1.b.i	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
P Value:	0.693	

Item Set 2 – Question 9 (TEI Inline Choice)

Use the drop-down menus to choose the **best** descriptions of the characters based on information in the passage.

Melody's opinions about the narrator's drawing in paragraph 4 show that Melody .

Benji's drawing of himself feeding the monkeys in paragraph 5 shows that he .

The narrator's question in paragraph 8 shows that she is .

Item Information		
Passage:	The Year of the Dog	
Answers:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.1.a.vi	Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
P Value:	0.255	

Item Set 2 – Question 10 (Selected Response, Multiple Select)

Part A

How do paragraphs 7 and 8 build on what happens earlier in the passage?

- A. They show how the narrator changes from feeling excited about the special things in Melody's house to missing the things she is used to at home.
- B. They show that although the narrator is disappointed at first by the food in Melody's kitchen, she learns why it is important to try new things.
- C. They show that although the narrator likes being Melody's friend, she would rather have Melody come play at her house.
- D. They show why the narrator should not have judged Melody's brothers before she got to know them better.

Part B

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

- A. "One whole wall of her room was a picture of jungle animals." (paragraph 1)
- B. "It came that way," Melody said." (paragraph 3)
- C. "Benji and Felix weren't too bad, for boys." (paragraph 4)
- D. "Mom told me Melody's mother was very 'nutritious.'" (paragraph 7)
- E. "Don't you have any candy?" I asked." (paragraph 8)

Item Information		
Passage:	The Year of the Dog	
Part A Answer:	A	
Part B Answer:	A, E	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.1.b.iii	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
P Value:	0.267	

Item Set 2 – Question 11 (Drag and Drop)

Drag and drop **one** central message of the passage into the Central Message box. Then drag **two** details that support that central message and drop them into the Supporting Details box.

Central Messages

Things are not always what they seem to be.

Eating healthy food is important.

Details

“There was a lion staring in the grass. . . .”
(paragraph 1)

“ . . . let’s go get some real
bananas.” (paragraph 5)

Central Message

Different families do things
in different ways.

Supporting Details

“ . . . Mom always had
cookies or chocolate. . . .”
(paragraph 7)

“ . . . Melody didn’t have any
of those things.” (paragraph
7)

Item Information		
Passage:	The Year of the Dog	
Answers:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.1.a.iii	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
P Value:	0.344	

Grade 3

English Language Arts/Literacy

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

CMAS Scoring Rubric for Prose Constructed Response Items

Narrative Task (NT)

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

NOTE:

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

Sample Responses & Annotations - ITEM SET 1

Item Set 1 – Question 5 (Constructed Response)

The passage from "Don't Eat Me!" and the passage "Cloaked in Starlight" describe how animals protect themselves. Write a response that explains how the illustrations and the text support this idea. Support your response with details from both passages.

Item Information		
Passages:	Don't Eat Me! & Cloaked in Starlight	
Answer:	See Sample Responses & Annotations	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.2.c.i	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur).

Anchor Paper 1 – Score Point 3	
Sample Student Response:	<p>In the stories "Dont Eat Me !" and "Cloaked in Starlight" many different animals protect them self by using many different ways. I am going to talk to you about those ways they protect them self.I am going to start off with "Don't Eat Me !". Many animals have many different ways to protect them self. The frogs in this book do defenses like screaming or biting and many more defenses. For example imagine if you could puff up like a rococo toad or have your skin poisonous like the redbelly toad, wouldnt that be cool. Well for these frogs and toads it's just how you are, for them there not special but to us it is. Like for the South American bullfrog it has to scream and squirt a sticky substance. Or for the redbelly toad it flips over and have bright colors to back away predators, but theres many types of frogs and many types of squids, so lets talk about the Bobtail squid.</p> <p>The bobtail squid has 3 things it has to do to get away from predators. If it's in plain water it will shoot out a black substance that's shaped like squid to fool predators, turn invisible, and escape. If it is in the sand it will snuggle in to the sea floor, put sand on it, and it's sticky tentacles will hold on to the sea floor. For these animals they have to be able to do this very quick to hide from animals like barracuda or seals because they are very full of flavor. These animals must have a fun life because they can light up with bacteria in there pockets. I would want to light up like that ! As you can see these animals are packed with amazing things. I would want to be an animal!</p> <p>In these books the pictures explain how animals do this. In "Don't Eat Me!" it shows a picture of a rococo toad being non-puffed up and puffed up. In "Cloaked in Starlight" the pictures show a bobtail squid hiding in the sand and a bobtail squid with it's lights on made by the bacteria. That is how animals do many things and that's why I like them.</p>
Annotation for Sample Student Response:	<p>This response demonstrates full comprehension of both passages and provides an accurate explanation of how the animals in the passages protect themselves. The response effectively integrates analysis of how each animal protects itself in its natural environment, and then additionally incorporates information about how the pictures add to the information being presented in the passages (<i>In these books the pictures explain how animals do this...In "Cloaked in Starlgih" the pictures show....</i>)</p> <p>Development of ideas is effective and clear, with several examples of protection and transitions between the various examples being presented. Effective reasoning and language also help successfully develop the response (<i>If it's in plain water it will shoot out a black substance that's</i></p>

	<i>shaped like a squid to fool predators...if it is in the sand it will snuggle into the sea floor.</i>). The response is effectively organized and clear and coherent in addressing the task.
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Anchor Paper 2 – Score Point 3

Sample Student Response:	The illustrations and the text support the idea of "Don't Eat Me!". One illustration shows the rococo toad puffing up like a balloon, so predators will think it is too big to eat. The text says, "Some frogs protect themselves with poisonous skin." This proves that the rococo toad has many defenses, including poison and puffing up. One other defense is in paragraph 16 and it talks about toads playing dead, so predators think it isn't food. The illustrations and the text support the idea of "Cloaked in Starlight". One illustration shows the bobtail squid with its beaming light on, this causes predators to be blinded by the rays of light. The text says, "When the sun goes down, the bobtails' cloaking skills really shine." This proves that the bobtail squid has many defenses, like cloaking in the sand, and beaming rays of light. The last defense is when a predator swims near the bobtail squid when the squid is in open water, the bobtail squirts ink in the shape of a squid, and the squid becomes almost invisible, so the bobtail has enough time to swim to safety.
Annotation for Sample Student Response:	<p>This response demonstrates full comprehension of both passages and provides an accurate explanation of how the animals in the passages protect themselves. The response effectively integrates text evidence and information from the illustrations from <i>both</i> passages to support the student's ideas. The student discusses what the pictures show (<i>puffing up like a balloon</i>), and how that depiction links to the idea of the animal protecting itself. This idea is further supported by a line of text evidence and an explanation of what the evidence shows.</p> <p>Development of ideas is effective and clear, with an example of protection and then how that mode of protection can prevent predators from eating them. A logical format of organization is used, with text support tying the ideas about protection back to the illustrations and quotes from the passage. Overall, this addresses the prompt effectively and is consistently appropriate to the task.</p>

Anchor Paper 3 – Score Point 2

Sample Student Response:	<p>The animals from the passages "Don't Eat Me!" and "Cloaked in Starlight" both protect themselves from predators in many different ways.</p> <p>Bobtail squids protect themselves from predators in many ways. Sometimes they will snuggle with the sea floor, flip sand on their bodies, and their sticky skin keeps the sand on its body. In the text, it says, "By day, bobtail squids snuggle into the sea floor. Their tentacles flip sand on their back to make them blend in with the sea floor. Their sticky skin holds the sand in place."</p> <p>South American bullfrogs protect themselves from predators in many ways. Sometimes they will let out a startling cry. Sometimes they release sticky slime from their body so that their predator will drop the bullfrog and not be able to pick it up again. In the text, it says, "The frog screams to defend itself against animals that want to eat it. The predator is surprised and drops the frog, just as I had."</p>
Annotation for Sample Student Response:	The response demonstrates comprehension of both passages. There is no discussion of the illustrations, but by describing how animals protect themselves the response is generally appropriate to the task. This response demonstrates some general development about the unique protections of the frog and squid with brief, but accurate descriptions of these animals followed by text evidence from the passage to support the statements. Overall, the response is organized with mostly clear and coherent writing.

Anchor Paper 4 – Score Point 2

Sample Student Response:	The way that frogs protect themselves is that some are poisonous some frogs are good at playing dead also some frogs are great at postring. The author also said, "The Rococo toad puffs up and looks too big to eat". This proves that frogs can defend themselves in many different ways.
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	The way bobtail squids protect themselves. Is they snuggle in the sand and sand sticks to them. They also spray ink in the water and turn the ink's color. Then the bobtail squid swims to safety. The text says, "By day bobtail squids snuggle into the sea floor in the waters off the coast of Hawaii". This proves that bobtail squids are safe.
Annotation for Sample Student Response:	This response demonstrates comprehension of both passages and addresses the task of explaining how the animals protect themselves with mostly clear and coherent writing. Development and organization of the ideas include identifying an animal and then describing what the animal does for protection, which is then supported by text-based evidence. This is followed by a mostly accurate explanation statement of what the evidence proves. Even without addressing the illustrations, the response is generally appropriate to the task.

Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>In the story "Don't Eat Me" here are some ways that animals use their defenses.</p> <p>First, the bullfrog makes a loud yelling sound that sound like yeowwww! That sound scares predators off. Next, the rococo frog puffs up as it's defense. It puffs up two times as it's real size so the predator thinks it's too big to eat. Last, a poi sines frog such as a poison dart frog are extremely poisons so if you see one back off.</p> <p>Their bright colors warns predator that their poi sines. That is how frogs use their defenses.</p> <p>In "Cloaked in Starlight" here are ways the bobtail squid uses their defense.</p> <p>First, they cover their selves in sand so no predators can see them. They use their arms to do that. Next, they also squirt ink out that is black. The ink looks like it is as big as the real squid. Finally, their body glows while it's night time. No predators can see them when they glow. That is how squid use their defenses.</p>
Annotation for Sample Student Response:	This response is mostly appropriate to the task by describing the protection methods of animal from both passages. Some development is evident through the use of relevant text-based evidence and the explanations of why the protective methods works, (<i>...so the predator thinks it to big to eat...no predators can see them when they glow...</i>) The response is mostly clear and coherent and demonstrates comprehension of the passages.

Anchor Paper 6 – Score Point 2

Sample Student Response:	Animals protect themselves in different ways. One way frogs protect themselves is by screaming. Another way they protect themselves is playing dead. Frogs protect themselves because they don't want to be eaten. This is called instinct and it's what frogs are using. These squids protect themselves by shooting ink to make an illusion to a predator not see them. Another way they hide is berrying themselves with sand. They hide from predators and they can also become see through. They don't want to be found. This is instinct to protect themselves.
Annotation for Sample Student Response:	This response demonstrates comprehension of both passages and addresses the task of explaining how animals protect themselves with mostly clear and coherent writing. Accurate details from both passages are included and the topic is further developed with mostly effective reasoning (<i>Another way they protect themselves is playing dead. Frogs protect themselves because they don't want to get eaten. This is called instinct and it's what the frogs are using.</i>) Although the student does not address the illustrations or text, the student provides some development of the topic of how the two animals protect themselves that is generally appropriate to the task.

Anchor Paper 7 – Score Point 1	
Sample Student Response:	In both stories it explains how creators protect themselves. In <i>Don't Eat Me</i> the picture shows how a frog is protecting itself. The story tells what it is doing. In <i>Cloaked in Starlight</i> the pictures show the squid hiding in sand, and the other shows it using the light it makes to protect itself. So, both stories it gives you information and pictures to look at closeley.
Annotation for Sample Student Response:	This response includes an accurate description of both of the pictures of the squid passage and what it is doing to protect itself (<i>the squid hiding in the sand</i>) and (<i>the other shows it using the light it makes to protect itself</i>). The information about the picture of the frog lacks detail but is accurate. Holistically, there is evidence of a limited understanding of how the illustrations explain protection for the animals. This is sufficient for a score point 1.

Anchor Paper 8 – Score Point 1	
Sample Student Response:	The illustrations and the text help me understand because it tells me why they do that and how they protect them. Like the bobtail squid protected himself or herself by hiding in the sand and the frog protect himself or herself by puffing up. thats how the text and the illustrations help in both storys.
Annotation for Sample Student Response:	This response includes a general statement about the role of illustrations and then an example of the protection methods described in each passage. There is no further explanation of how the illustrations help readers understand what the text says. This is an example of limited development and organization.

Anchor Paper 9 – Score Point 1	
Sample Student Response:	In both stories they both have to protect themselves in "Don't Eat Me!" a man named Bill tried to catch frog but sience frogs hangs were slimey he was able to get away. In "Cloaked in Starlight", barracuda tried to eat bobtail squid so bobtail squid turned invisible.
Annotation for Sample Student Response:	This response addresses the prompt and shows limited comprehension by providing one text-based example from each passage of how animals protect themselves. There is no further development of the topic and so this response is limited in appropriateness to the task.

Anchor Paper 10 – Score Point 1	
Sample Student Response:	Some frogs are poisiness. Bobtail squids turn invisible.
Annotation for Sample Student Response:	This response addresses the prompt topic by giving two examples of how animals protect themselves. Even though the passage names are not mentioned there is one relevant example selected from each passage. There is no further development of task, and so this response is limited in appropriateness to the task.

Anchor Paper 11 – Score Point 0	
Sample Student Response:	The illustrations show how it happens and the text tells how it happens.
Annotation for Sample Student Response:	The attempt to respond is inappropriate to the task since it is a simple general statement about illustrations and text. There is no detail that can be connected to the passages. The response is undeveloped and demonstrates no comprehension of ideas in the passages.

Anchor Paper 12 – Score Point 0	
Sample Student Response:	Don't eat me is about how frogs protect themselves from predators, And cloaked in starlight is about how fish protect themselves too. In conclusion, these two stories are the same and different.
Annotation for Sample Student Response:	There is an attempt to describe the focuses of the passages, but there are no details from either passage. Statements that only repeat that frogs or squids "protect themselves" without including any details about how they protect themselves are not appropriate to the task.

Sample Responses & Annotations - ITEM SET 2

Item Set 2 – Question 7 (Constructed Response)

You have read “The Glockentown Clock Caper” and the passage from *The Haunted Clock Tower Mystery*. Write an essay that describes the two main characters, Detective Raclette and Benny. Be sure to support your ideas with details from **both** passages.

Item Information		
Passages:	The Glockentown Clock Caper & The Haunted Clock Tower Mystery	
Answer:	See Sample Responses & Annotations	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.1.a.vi	Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Anchor Paper 1 – Score Point 3

Sample Student Response:	<p>I am here to describe two of the main characters from the stories, Detective Raclette from the story "The Glockentown Clock Caper" and Benny from a different story called "The Haunted Clock Tower Mystery". They are both very different characters.</p> <p>I would describe Detective Raclette as a kid who likes his afternoon naps, based on what he thought in the beginning of the story, <i>This had better be worth postponing my afternoon nap</i> when he made it into town square. I would also describe Detective Raclette as a person who likes to solve problems because he goes by the name "Detective" Raclette. And detectives are people who solve problems for people and help them. Another way I would describe Detective Raclette is as a kid who is good at solving problems. After all, he did find out the problem and solve it before any of the adults did. Finally, I would describe Detective Raclette as a boy. In the beginning of the story it said that <u>he</u> peddled his bike over the muddy hills of Glockentown. That is how I would describe Detective Raclette.</p> <p>I would describe Benny as a boy because Ezra called them children and in paragraph 18 said that <u>he</u> called out to the other who were with him. I would also describe Benny as a kid because in paragraph 2 Ezra asked them, "Would you <u>kids</u> like to watch me play the carillon?". Another way I would describe Benny is a curious person because he asked a lot of questions. I would describe Benny as a handful because he always wants to do stuff. Finally, I would describe Benny as loud. I would describe him like this because in the story he is always shouting and crying out to the others that are with them and Ezra. That is how I would describe Benny.</p> <p>That is how I would describe the 2 different characters, Detective Raclette from the story "The Glockentown Clock Caper" and Benny from the story "The Haunted Clock Tower Mystery".</p>
Annotation for Sample Student Response:	<p>This response demonstrates full comprehension by providing accurate descriptions of the two characters. Various characteristics for each are included and are effectively developed through clear reasoning about the details in the passages (<i>I would also describe Detective Raclette as a person who likes to solve problems because he goes by the name "Detective" Raclette. And detectives are people who solve problems for people and help them.</i>)</p> <p>The development of the descriptions also includes clear text-based evidence as support (<i>I would also describe Benny as a kid because in paragraph 2 Ezra asked them, "Would you <u>kids</u> like to watch me play the carillon?"</i>)</p> <p>A clear organizational structure is used as well as effective language to produce clear coherent writing that is consistently appropriate to the task.</p>

Anchor Paper 2 – Score Point 3

Sample Student Response:	<p>First of all, in "The Haunted Clock Tower Mystery", a couple character traits that describe Benny are fascinated and respectful. I think Benny is fascinated because his dialogue and shows it. For example, in paragraph 5, it establishes, "The children had never seen anything quite like the carillon before." This is proof that in this story, Benny possesses a character trait of fascination. Also, in paragraph 9, it authorizes, "Can I try?" Benny asked. This is also well-fitted evidence for this particular trait because it shows that Benny is so fascinated by Ezra's interest in and ginormous instrument that he wants to try it. Also, a trait that I brought up was respectful, I explained that this trait is one that Benny owns because I noticed that when Ezra was explaining cool stuff about the carillon, Benny never interrupted or started talking to Jessie or Henry while Ezra was talking. On the other hand, in "The Glockentown Clock Caper", I believe that a few character traits for Raclette in this story are focused and observant. I noticed he was focused because he was not focused on his best friend Betsy's favorite color, he was focused on what the case of the weird noise in the clock was. In paragraph 19, it states, "Raclette took two more thoughtful sips, then went out to meet the musician." This shows that he was focused because he did not take his sweet time to finish his beverage, he stayed focused and went outside to do what he needed to do so he can successfully solve the problem. Also, I came up with observant as a character trait that Detective Raclette has because he is very observant. In paragraph 15, it establishes, "We are really high up here aren't we," observed Raclette. This shows he is very observant because he is asking so many questions and making observations about bundles of things. Those were some character traits about the main character in two stories about a clock tower</p>
Annotation for Sample Student Response:	<p>This response demonstrates full comprehension by providing accurate descriptions of the two characters. The description of each character is developed by identifying two traits, (<i>Benny: fascinated and respectful. Raclette: focused and observant</i>). There is effective development for each trait through a reason that trait was selected, a reference from the text as relevant support, and an explanation of why that detail illustrates the trait. The response has a clear organizational structure and utilizes effective language to produce clear coherent writing that is consistently appropriate to the task.</p>

Anchor Paper 3 – Score Point 3

Sample Student Response:	<p>The main character of "The Glockentown Clock Caper" was Detective Raclette. The main character of the passage from <i>The Haunted Clock Tower Mystery</i> was Benny. Details from both passages describes both of the main characters.</p> <p>Benny from <i>The Clock Tower Mystery</i> is a very curious person, he likes to hear new sounds from instruments and likes seeing new instruments that he has never seen. Also he is like a person who never gives up and tries to play the carillon or any type of instrument. By the wording the passage had him say makes him look like he loves seeing what is inside of things like that huge bell that is bigger than him. And by the punctuation in the passage, every time he says something it makes him look like he likes being silly and curious.</p> <p>Detective Raclette from "The Glocktown Clock Carper" is a very kind person. By the look of his actions, he is very calm and surprised person. He is always ready to solve a mystery even when it is time for his afternoon nap. When Detective Raclette asks questions he is very polite and not rude. When someone or something is interrupting his thoughts he does not get mad and frustrated he either ignores it or sees what is wrong in the town square. Also he is not like most people trying to solve a mystery, he finds someone first and then asks questions and does not just blame it on someone and then asks questions.</p> <p>Every one is unique in their special kind of way like how Detective Raclette and Benny are very different they are still similar in a kind of way.</p>
Annotation for Sample Student Response:	<p>This response demonstrates full comprehension by providing detailed descriptions of the two characters. Each character is accurately described through identification of traits, text-based details, and reasoning based on text details (<i>When someone or something is interrupting his</i></p>

	<i>thoughts he does not get mad and frustrated he either ignores it or sees what is wrong in the town square.</i>). This provides an accurate description that is consistently appropriate to the task. An organizational structure is present, and the language used effectively clarifies meaning.
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Anchor Paper 4 – Score Point 2

Sample Student Response:	<p>Benny And Detective Raclette</p> <p>These are the ways that I will describe Benny from <u>The Haunted Clock Tower Mystery</u>. First, Benny is curious. I believe that Benny is curious because he wanted to go inside the bell in paragraph sixteen and Ezra let him. Next, I believe he is excited. I believe that because in paragraph three Benny was like " You bet!" cried Benny. "Is that it?" He pointed to the large wooden console in the center of the room." Finally, Benny is funny. Benny is funny because in paragraph 18 he said "Hello out there!" Now you know how I believe Benny is described.</p> <p>These are the the ways I will describe Detective Raclette from <u>The Glockentown Clock caper</u> First, I believe he is smart. I believe he is smart because he is always thinking about the mystery. Next, I believe he is helpful. I believe he is helpful because he solved the mystery. Finally, I think he observed things well. I think that because in paragraph 15 he said " We really are high up here, arent we, " observed Raclette peeking out from behind the front face of the clock". Now you know how I described Raclette.</p>
Annotation for Sample Student Response:	This response demonstrates comprehension and is generally appropriate to the task by providing mostly accurate descriptions of Detective Raclette and Benny. Some development is present as various traits are selected for each character and are supported by evidence from the passage; but no further explanation is provided (<i>Finally, Benny is funny. Benny is funny because in paragraph 18 he said "Hello out there!"</i>). The information organized with mostly coherent writing.

Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>Do you what words describe Raclette and Benny?There are three ways you can describe them by:actions,feelings and thoughts.</p> <p>First,there actions can help you describe them.For example,you can tell that Benny is lively cause it says Benny's eyes grew wide.In fact,you can tell that Raclette is a problem solver cause it says we must figure this out right away.</p> <p>Secondly,their feelings help too.For instance,you can tell that Raclette likes breaks cause it says Raclette took two more thoughtful sips.Also, that Benny likes to volunteer cause it says can i try?Benny said.</p> <p>Lastly,you can describe by their thoughts.For example,you can tell that benny has never been in a clock cause it says that one on the end is bigger then me Benny said.In fact,you can tell that Raclette does not like to work cause it says right away?thought Raclette so much for my afternoon nap.</p> <p>Now you know how to describe Raclette and Benny:actions,feelings and thoughts.Do you agree?</p>
Annotation for Sample Student Response:	This response demonstrates comprehension and is generally appropriate to the task by providing mostly accurate descriptions of Detective Raclette and Benny through examining the characters' thoughts, feelings, and actions, as presented in the passages. These descriptions are developed through connecting each statement of description to a relevant text-based detail. The information is presented in an organized way (<i>First; For example; In fact; Secondly; For instance; Also; Lastly; Now</i>) and uses mostly effective language to produce mostly coherent writing.

Anchor Paper 6 – Score Point 2

Sample Student Response:	<p>Today I will describe the main character in the story <i>The Haunted Clock Tower Mystery</i>, Benny. First of all, Benny is excited to watch the evening concert because his friend Ezra is going to play the carillon in the concert. Second, he really likes the carillon and I think he might play it someday. Last, I think Benny is happy because he is around something he obviously loves, music. That is how I would describe Benny.</p> <p>Now I will describe the main character in <i>The Glockentown Clock Caper</i>, Detective Raclette. One trait for Detective Raclette is clever because he figured out that the sound wasn't coming from the clock tower. Next, Detective Raclette is tired because solving the mystery interrupted his afternoon nap. Finally, organized because the first thing he did after he and Stoppen looked in the clock tower was sit down to sort the clues and facts. This is the description that I think best describes Detective Raclette.</p>
Annotation for Sample Student Response:	This response addresses the prompt and demonstrates some comprehension by providing a description of each character. Some development is present since each character is described through various traits and each trait is supported by a text-based detail. No further explanations are provided, but description of the characters is mostly coherent and clear and presented in an organized way.

Anchor Paper 7 – Score Point 1

Sample Student Response:	Detective Raclette and Benny are the main characters in <u>The Glockentown Clock Caper</u> and <u>The Haunted Clock Tower Mystery</u> . I would describe Detective Raclette knowledgeable because he decided he would go find out what was making a different noise at the town clock instead of just leaving it be. I would describe Benny as a risk-taker because he always wants to try new things like going inside of a bell or making bells ring with a musical instrument. That is what I would describe Detective Raclette and Benny as.
Annotation for Sample Student Response:	This student response demonstrates limited comprehension by describing each character with a single trait (<i>knowledgeable; a risk taker</i>). There is a minimally developed reason connected to details in the passage for each character trait. The response does not develop or explain the description beyond the single statement for each character and so it is limited in the appropriateness to the task.

Anchor Paper 8 – Score Point 1

Sample Student Response:	<p>I will be telling you about the two main characters Detective Raclette and Benny. I will be telling you what they are doing in each story and why they are the main characters.</p> <p>First, Detective Raclette, he is really concerned about the big clock being broken and not getting his afternoon nap. he is also wanting the clock to get fixed as fast as possible.</p> <p>Second, Benny, he is very amazed about the carillon and he wants to know more. he is also super surprised when he saw the size of the bells and how he got to get in one.</p>
Annotation for Sample Student Response:	This student response demonstrates limited comprehension and appropriateness to the task by including details about what the two characters were doing (Roclette: <i>really concerned about not getting his afternoon nap and wanting the clock to get fixed as fast as possible</i> . Benny: <i>amazed about the carillon and wanting to learn more</i>). These details provide a minimal description of each. Beyond listing these details there is no explanation or development of ideas; however, there is limited organization and coherence to the information presented.

Anchor Paper 9 – Score Point 1

Sample Student Response:	Detective Raclette is a person that solves mysteries. Benny is a kid who is always wondering things.
Annotation for Sample Student Response:	This response demonstrates limited comprehension by addressing the prompt in a minimal matter. There is a simple accurate statement to describe each of the two characters mentioned in the prompt (<i>a person who solves mysteries: a kid who is always wondering things</i>). There is no text support or development of the ideas included, which results in a limited response.

Anchor Paper 10 – Score Point 0

Sample Student Response:	well i think that the main caractere in the glockentown clock caper is raclette becus he gos throw out the glockentown clock caper. and how i think the main caractere of the haunted clock tower mystery is benny is becus he is seen throw owt the story.
Annotation for Sample Student Response:	This response does not demonstrate comprehension and is inappropriate to the task. The response consists of the titles of the two passages, the characters' names, and vague references to their existence within the stories (<i>he gos throw out the glockentown clock caper; he is seen throw owt the story</i>). Neither reference provides a description of the character.

Anchor Paper 11 – Score Point 0

Sample Student Response:	A detail from the story the glockentown clock casper one is that the chime interupted raclette thots.in the story the Hanted clock tower mistory a detail is that ezra is been really nice to Benny because she gave him a longer tern than her.
Annotation for Sample Student Response:	This response demonstrates a lack of comprehension and appropriateness to the task. There is a detail from each passage that references the main character but does not address the task of describing the characters.

Anchor Paper 12 – Score Point 0

Sample Student Response:	The main characters are Ezra and Benny in The Haunted Clock Mystery. The main characters in from Glockentown Clock Caper. InThe haunted Clock Mystery they saw a huge clock witch was haunted In The Glockentown they were curious about the vilagersmaking a sqare.
Annotation for Sample Student Response:	This response demonstrates a lack of comprehension, appropriateness, and coherence. The undeveloped list of details does not attempt to describe the character in either passage.