



# Colorado Measures of Academic Success



## Grade 4

### 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](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

In the passage from *The Lemonade War*, what do Evan's actions tell the reader about his character?

- A. The way Evan is silent when Jessie is at the stairs shows that he does not want to talk to her.
- B. The way Evan throws a baseball shows that he is trying to improve his throwing skills.
- C. The way Evan thinks about his mother shows that he does not want to help her.
- D. The way Evan acts in the basement shows that he is afraid of Jessie.

#### Part B

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

- A. "His arms stretched up to the ceiling." (paragraph 1)
- B. "He stopped throwing the ball to listen." (paragraph 2)
- C. "He heard footsteps fading to silence." (paragraph 5)
- D. "Evan held his breath." (paragraph 10)

Item Information		
Passage:	The Lemonade War	
Part A Answer:	A	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions).
P Value:	0.514	

Item Set 1 – Question 2 (Fill in the Blank)

Use the drop-down menus to choose the **best** options to complete the description of the basement in Evan's house.

Evan is spending his time in the basement because it is the best spot in the house to  .

It is a good location because not only is it  , but it is  as well.

Item Information		
Passage:	The Lemonade War	
Answer:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions).
P Value:	0.399	

*Item Set 1 – Question 3 (Selected Response)*

**Part A**

Which statement **best** explains the reason Evan stops moving when he hears the basement door open?

- A. He wants his mother to leave him alone, so he can continue playing.
- B. He does not want his mother to know he can hear her.
- C. He does not want Jessie to know he is there.
- D. He wants to surprise Jessie in the darkness.

**Part B**

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

- A. "... and then a long, loud scraping-groaning sound." (paragraph 2)
- B. "He'd been avoiding her for two days now, and it was getting harder by the minute." (paragraph 4)
- C. "Evan? You down there?" (paragraph 9)
- D. "... standing on the bottom step with daylight squirting all around her." (paragraph 11)

Item Information		
Passage:	The Lemonade War	
Part A Answer:	C	
Part B Answer:	B	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions).
P Value:	0.727	

Item Set 1 – Question 4 (TEI Drag and Drop)

Drag the sentence that states the theme of the passage into the Theme box. Then drag the three details from the passage that best support this theme to the Supporting Details box.

Theme

Avoiding a problem is no way to solve it.

Supporting Details

“Hopefully she wouldn’t ask him why he was hiding in the dark basement.” (paragraph 4)

“Evan? You down there?” (paragraph 9)

“He heard the door start to close—*long breath out*—but then it stopped and opened again.” (paragraph 11)

Theme

Every member of a family plays an important part.

Details

“His mother was dragging something heavy across the kitchen floor.” (paragraph 2)

“The Treskis had been walking around it all week.” (paragraph 3)

“She’d given up. *Probably the heat*, he thought.” (paragraph 5)

Item Information		
Passage:	The Lemonade War	
Answers:	See Image	
Colorado Academic Standards (CAS)	4.2.1.a.ii	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Evidence Outcome:		
P Value:	0.432	

Item Set 1 – Question 5 (Constructed Response)

In the middle of the passage from *The Lemonade War*, Evan thinks about going upstairs to the kitchen. Write an original story describing what would have happened if Evan had gone upstairs. In your story, be sure to include what you already know about Evan and his family. Use information from the passage in your answer.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 26 for additional item information.

Item Set 1 – Question 6 (Selected Response)

**Part A**

What is the meaning of **level** as it is used in paragraph 6?

- A. direct
- B. flat
- C. safe
- D. steady

**Part B**

According to the information in paragraphs 6–7, how does **level** land most help workers?

- A. They can hammer spikes into the rails more forcefully.
- B. They can move iron rails into place more carefully.
- C. They can create tunnels more easily.
- D. They can lay tracks more quickly.

Item Information		
Passage:	The First Railroads	
Part A Answer:	B	
Part B Answer:	D	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.3.c.i	Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
P Value:	0.595	

*Item Set 1 – Question 7 (Selected Response, Multiple Select)*

**Part A**

How does the author support the main idea of the section **Railroad Fever**?

- A. by describing how people migrated to new territories
- B. by explaining how railroad companies were formed
- C. by discussing the reasons why trains were needed
- D. by listing the goods that were made in factories

**Part B**

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

- A. "... cloth, glass, and iron." (paragraph 1)
- B. "... to find jobs in the factories ... " (paragraph 1)
- C. "Towns grew into busy cities." (paragraph 1)
- D. "Farmers had to send their crops to cities." (paragraph 2)
- E. "... wanted to travel across the country faster ... " (paragraph 2)

Item Information		
Passage:	The First Railroads	
Part A Answer:	C	
Part B Answer:	D,E	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.2.a.ii	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
P Value:	0.309	

Item Set 1 – Question 8 (Selected Response, Multiple Select)

**Part A**

How does the author organize the information in the section **Railroad Fever**?

A. by listing the steps involved in starting a railroad company

B. by contrasting life before and after railroads were built

C. by explaining reasons why railroads were needed

D. by identifying the effects of railroad companies

**Part B**

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

A. "Miners were digging up coal." (paragraph 1)

B. "Thousands of immigrants from other countries came to the United States. . . ." (paragraph 1)

C. ". . . settlers started moving west to less crowded places." (paragraph 2)

D. "As distances to travel increased, so did the need for better transportation." (paragraph 2)

E. ". . . businesspeople started forming railroad companies." (paragraph 2)

F. "By 1840, there were almost 3,000 miles of track." (paragraph 2)

Item Information		
Passage:	The First Railroads	
Part A Answer:	C	
Part B Answer:	C, D	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.2.b.ii	Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
P Value:	0.26	

Item Set 1 – Question 9 (Selected Response)

**Part A**

Why did railroad companies build tracks between small towns and big cities?

- A. to make it easier for factories to send goods to buyers
- B. to recover the enormous costs of making trains
- C. to help people find new places to live
- D. to help people start new businesses

**Part B**

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

- A. "... had to send their products to market." (paragraph 2)
- B. "... a great deal of money building bigger and better locomotives ..." (paragraph 2)
- C. "... ran from coal or iron mines to canals and rivers ..." (paragraph 3)
- D. "... seventeen days shorter than the trip by wagon." (paragraph 4)

Item Information		
Passage:	The First Railroads	
Part A Answer:	A	
Part B Answer:	A	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.2.a.iii	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
P Value:	0.534	

Item Set 1 – Question 10 (TEI Drag and Drop)

Move the steps into the boxes to show the steps workers followed to build a railroad. Not all steps will be used.

Shovel coal.

First	Choose a good route.
Second	Dig out a path.
Then	Lay wooden ties.
Next	Position iron rails.
Last	Hammer metal spikes.

Item Information		
Passage:	The First Railroads	
Answers:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.2.a.iii	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
P Value:	0.461	

*Item Set 1 – Question 11 (Selected Response)*

**Part A**

How does the author support the statement that it was difficult to lay tracks between the cities?

- A. by explaining what events created the need for railroads
- B. by providing examples of the type of work people did
- C. by explaining why many workers were needed
- D. by describing the process that was used

**Part B**

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

- A. paragraph 1
- B. paragraph 5
- C. paragraph 7
- D. paragraph 8

Item Information		
Passage:	The First Railroads	
Part A Answer:	D	
Part B Answer:	C	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.2.c.ii	Explain how an author uses reasons and evidence to support particular points in a text.
P Value:	0.28	

Item Set 1 – Question 12 (TEI Drag and Drop)

Move the reason for each railroad worker's action into the table.

Action	Reason
The brakeman turned wheels.	to stop his own train
The engineer blew a whistle.	to announce arrival
The fireman shoveled coal.	to make steam
The flagman waved a flag.	to stop another train

Item Information		
Passage:	The First Railroads	
Answers:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.2.a.iii	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
P Value:	0.704	

## ANSWER KEY: ITEM SET 2

### Item Set 2 – Question 1 (Selected Response)

#### Part A

Why does the author compare the snowflakes to “white parachutes” in paragraph 12 of the passage from *The Brilliant Fall of Gianna Z.* ?

- A. They are difficult to follow as they get closer to the ground.
- B. They are growing larger as they get closer to the ground.
- C. They seem to float in the wind.
- D. They blend in with the sky.

#### Part B

Which detail from paragraph 12 best supports the answer to Part A?

- A. “. . . get bigger . . .”
- B. “. . . fluffy ones that fall slowly . . .”
- C. “. . . all seem to land on my cheeks . . .”
- D. “. . . tracking them . . .”

Item Information		
Passage:	The Brilliant Fall of Giana Z.	
Part A Answer:	C	
Part B Answer:	B	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.3.d.i	Explain the meaning of simple similes and metaphors (for example, as pretty as a picture) in context.
P Value:	0.385	

Item Set 2 – Question 2 (Selected Response)

**Part A**

What is a theme of the passage from *The Brilliant Fall of Gianna Z.* ?

- A. Neighbors can provide helpful information.
- B. Simple things can bring people happiness.
- C. Differences of opinion can be confusing.
- D. Spending time on a hobby can be fun.

**Part B**

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

- A. “‘Why yes!’ She looks up at it, pleased. ‘It’s a Japanese maple.’” (paragraph 3)
- B. “I have the key to identify them later, but this way I’ll be sure.” (paragraph 9)
- C. “‘Well, she better get flipping, because it’s a honey locust, and she lied if she told you anything else.’” (paragraph 23)
- D. “I tip my head up to watch the big flakes drift in the streetlights. This was worth getting up for.” (paragraph 26)

Item Information		
Passage:	The Brilliant Fall of Giana Z.	
Part A Answer:	B	
Part B Answer:	D	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.1.a.ii	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
P Value:	0.27	

Item Set 2 – Question 3 (Selected Response)

**Part A**

What does the word **barely** mean as it is used in paragraph 3 of the passage from *President of the Whole Fifth Grade*?

- A. clearly
- B. gradually
- C. hardly
- D. possibly

**Part B**

Which idea from the passage helps the reader understand the meaning of the word **barely**?

- A. The narrator does not want to work.
- B. The lights in the kitchen are bright.
- C. The narrator is still dreaming.
- D. The sun has not fully risen.

Item Information		
Passage:	President of the Whole Fifth Grade	
Part A Answer:	C	
Part B Answer:	D	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.3.c.i	Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
P Value:	0.726	

Item Set 2 – Question 4 (Selected Response)

**Part A**

What is the result of the narrator’s discussion with her parents in the passage from *President of the Whole Fifth Grade*?

- A. The narrator realizes her job depends on continuing with her other responsibilities.
- B. The narrator hopes they will help her find the work she has always wanted to do.
- C. The narrator realizes she has to pay less attention to the school competition.
- D. The narrator becomes worried that her feelings about baking may change.

**Part B**

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

- A. “Who knew that to make it as a world-famous cupcake chef you had to get up at 5:00 a.m.” (paragraph 3)
- B. “They told me they were happy that I’d be getting a chance to be a real chef at Mrs. Wetzel’s bakery.” (paragraph 4)
- C. “They’d both given me the stern face and told me I’d still be expected to keep up with my schoolwork, homework, and chores.” (paragraph 5)
- D. “Had I let the idea of beating Jasmine Moon become more important than anything?” (paragraph 11)

Item Information		
Passage:	President of the Whole Fifth Grade	
Part A Answer:	A	
Part B Answer:	C	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character’s thoughts, words, or actions).
P Value:	0.536	

Item Set 2 – Question 5 (TEI Drag and Drop)

What does the narrator enjoy in the passage from *President of the Whole Fifth Grade*, and what worries her? Place each detail from the passage into the correct box.

Details

Things the Narrator Enjoys

“... baking cupcakes in a professional kitchen ...” (paragraph 6)

“... silver foil packaging glinting off bright overhead lights.” (paragraph 2)

Things That Worry the Narrator

“... tomorrow’s big trivia competition.” (paragraph 7)

“The cafeteria. Lunch with the It Squad.” (paragraph 9)

**Item Information**

Passage:	President of the Whole Fifth Grade	
Answer:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character’s thoughts, words, or actions).
P Value:	0.753	

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

**Part A**

How does the point of view in the passage from *The Brilliant Fall of Gianna Z.* compare to the point of view in the passage from *President of the Whole Fifth Grade*?

- A. The passage from *The Brilliant Fall of Gianna Z.* has a first-person narrator who shares only her own thoughts, while the passage from *President of the Whole Fifth Grade* has a third-person narrator who shares the thoughts of more than one character.
- B. The passage from *The Brilliant Fall of Gianna Z.* has a third-person narrator who shares all the characters' thoughts, while the passage from *President of the Whole Fifth Grade* has a first-person narrator who shares only her own thoughts.
- C. Both the passage from *The Brilliant Fall of Gianna Z.* and the passage from *President of the Whole Fifth Grade* have a third-person narrator who shares the thoughts of all the characters.
- D. Both the passage from *The Brilliant Fall of Gianna Z.* and the passage from *President of the Whole Fifth Grade* have a first-person narrator who shares only her own thoughts.

**Part B**

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

- A. "I look down in time to swerve so I don't crash into Mr. Nelson and Mr. Collins walking their dogs." (from *The Brilliant Fall of Gianna Z.*, paragraph 13)
- B. "Mr. Collins squints up at the tree and frowns." (from *The Brilliant Fall of Gianna Z.*, paragraph 17)
- C. "He takes the leash and walks off down the sidewalk." (from *The Brilliant Fall of Gianna Z.*, paragraph 23)
- D. "I inhaled and let my mind float away on a buttery cloud sprinkled with finely granulated sugar." (from *President of the Whole Fifth Grade*, paragraph 2)
- E. "Chunks of sweet Red Delicious apples and tart green Granny Smith apples churned and ground and blended in the food processor." (from *President of the Whole Fifth Grade*, paragraph 11)

Item Information		
Passages:	The Brilliant Fall of Giana Z. and President of the Whole Fifth Grade	
Part A Answer:	D	
Part B Answer:	A, D	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.1.b.iii	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
P Value:	0.334	

*Item Set 2 – Question 7 (Constructed Response)*

The passage from *The Brilliant Fall of Gianna Z.* and the passage from *President of the Whole Fifth Grade* have very different settings. Compare the two settings and explain the role each setting plays in its passage. Make sure to use details from both passages in your response.

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 26 for additional item information.**

Item Set 2 – Question 8 (Selected Response)

**Part A**

What does the word **collaboration** mean in paragraph 2 of the article?

- A. growth
- B. interest
- C. system
- D. teamwork

**Part B**

Which evidence from paragraph 2 supports the answer to Part A?

- A. "an exciting day"
- B. "many failures"
- C. "new ideas"
- D. "with each other"

Item Information		
Passage:	12 Seconds That Changed the World	
Part A Answer:	D	
Part B Answer:	D	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.2.b.i	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
P Value:	0.693	

Item Set 2 – Question 9 (Selected Response)

**Part A**

How does the timeline contribute to an understanding of the passage?

- A. It shows that the Wright brothers' success led to many other types of aircraft.
- B. It shows that the Wright brothers' aircraft was less useful than later aircraft.
- C. It shows that new ways of flying improved the lives of passengers.
- D. It shows that inventing new ways of flying is easy.

**Part B**

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

- A. "The plane looked like a giant kite with propellers." (paragraph 1)
- B. "They became experts at repairing and building bicycles." (paragraph 3)
- C. "When designing wings for their airplanes, they tried to copy the wing movements of birds." (paragraph 4)
- D. "They had perfected a system of airplane control that is still used today on modern jets." (paragraph 7)

Item Information		
Passage:	12 Seconds That Changed the World	
Part A Answer:	A	
Part B Answer:	D	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.2.c.i	Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
P Value:	0.52	

Item Set 2 – Question 10 (TEI Drag and Drop)

Show the effects of the actions taken by the Wright brothers by moving effects into the correct boxes in the table. Not all effects will be used.

They found a good location for testing.

They learned that even crashes could give valuable information.

Action Taken	Effect
They fixed and created machines.	They learned how to build an airplane engine by themselves.
They watched how birds flew in the air.	They learned how to design the wings of their airplanes.
They created a wind tunnel.	They could test the designs of their wings.
They flew kites and gliders.	They could control their airplane once it got into the air.

Item Information		
Passage:	12 Seconds That Changed the World	
Answer:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.2.a.iii	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
P Value:	0.311	

Item Set 2 – Question 11 (Selected Response)

**Part A**

How does the author support the idea that the Wright brothers' flight was the result of hard work?

- A. by showing how the Wright brothers acted as a team while building
- B. by describing the things the Wright brothers were good at fixing
- C. by listing the many experiments the Wright brothers performed
- D. by explaining the effect the Wright brothers had on others

**Part B**

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

- A. "This flight stunned the world." (paragraph 1)
- B. "They shared and discussed their ideas. . . ." (paragraph 2)
- C. ". . . they designed and built their own printing press." (paragraph 3)
- D. ". . . made about one thousand successful flights in three gliders." (paragraph 6)

Item Information		
Passage:	12 Seconds That Changed the World	
Part A Answer:	C	
Part B Answer:	D	
Colorado Academic Standards (CAS) Evidence Outcome:	4.2.2.c.ii	Explain how an author uses reasons and evidence to support particular points in a text.
P Value:	0.235	

# Grade 4

## 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 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.

Sample Responses & Annotations – ITEM SET 1

Item Set 1 – Question 5 (Constructed Response)

In the middle of the passage from *The Lemonade War*, Evan thinks about going upstairs to the kitchen. Write an original story describing what would have happened if Evan had gone upstairs. In your story, be sure to include what you already know about Evan and his family. Use information from the passage in your answer.

Item Information	
Passage:	The Lemonade War
Answer:	See Sample Responses & Annotations

Anchor Paper 1 – Score Point 3	
Sample Student Response:	"Mom!" Evan called out from the bottom of the stairs." What! oh Evan dear come and help me please." Evan hesitated. He didn't want Jessie to see him, but if his mom asked him to do something it wasn't a offer it was a command. Evan eventually made it up the stairs. Evan and his mom got the broken air conditioner down into the basement. When they came up stairs Jessie was watching TV. She asked "Where's Evan?" " He is- he was right behind me." She responded looking puzzled. Evan had already dove into the snack cupboard and was not moving. Then something fell off the shelf. It hit the floor with a loud <i>BANG</i> . Then it got quite. "Hey." Jessie said. " It came from the snack cupboard!" " Don't be silly" my mom says, "It came from that black cat next door." Evan let out a sigh of relief. Mistake. HUGE mistake. The snack cupboard door swung open and my mom says-" Evan Treskis! What are you doing in there?" Evan whispers to his mom " Pretend I am the dog me and Jessie are playing a game – I am the dog." Evans mom looks at Evan like he lost his marbles. Evan didn't wait for a response, he was already at the top of the stairs, with Jessie following him. What Evan was about to do was crazy. He ran into his room locked the door and tied a piece of long rope to his bed. Throwing the other end out his window he began to climb down. Once he got through the kitchen window he grabbed tree bag of Cheetos, a gallon of water some marshmallows a packet of pink lemonade dust, his water bottle his blanket , some new clothes that will last him a week, his base ball and a map of the house, ( Evan had drawn it him self.) and snuck back out the window and into the window that leads to the basement. He was never coming out of this basement. Not ever.
Annotation for Sample Student Response:	This response is effectively developed with narrative elements and is consistently appropriate to the task. The effective use of dialogue helps move the story through time ( <i>"Mom!" Evan called out from the bottom of the stairs."...She asked "Where's Evan?"...Evan Treskies! What are you doing in there?"</i> ). The writer effectively uses dialogue to clarify ideas and add description ( <i>Once he got through the kitchen window he grabbed tree bag of Cheetos, a gallon of water some marshmallows a packet of pink lemonade dust, his water bottle his blanket , some new clothes that will last him a week, his base ball and a map of the house...</i> ).

Anchor Paper 2 – Score Point 3	
Sample Student Response:	As Evan went up the creaky stairs, he hears another pair of foot steps and hears the door open and close( Jessie). He is safe to continue,"Creak, Creak, Creak" Evan thought to himself, " Why do I have to be so loud" as he walks up the crying in pain steps. He opens the wooden door and shuts it quiet so that his mom does not hear him. He walks in to the kitchen were his mother siting on the huge air conditioner,covered in sweat. Evan asks," Mother, do you need help?" "Yes plese my darling" mother said gasping for air. Evan and mother picked it up with no hesation and started to get it outside. Before Evan and mother were at the door Jessie walked in with some fresh herbs from the graden. Evan dropped the air conditiner on mother's foot without noticing and ran out the door, Shuting it angry.

	<p>Jessie knew where he went. So, she went out the door and chased after him. Evan was sitting by the river with his face in his knees all wet. Jessie sits next to him and Quietly says, "I'm sorry for everything." Evan says back in snifles, "I forgive you. You are my sister. I will always forgive you." Jessie helped Evan up and hugged him. Evan was calm again and they walked home silently. When they got through the door, they saw their mother icing her foot with the air conditioner not to be seen. Mom limps up to them and hugs them." I am sorry mom that I hurt your foot." Evan says. "No, Thank you for giving me the power to get that stupid air conditioner out of here. All of them did a group hug and lived in harmony.</p>
<p>Annotation for Sample Student Response:</p>	<p>This response is effectively developed with narrative elements and is consistently appropriate to the task. The writer effectively uses dialogue to establish why Evan moves upstairs (<i>Evan asks, "Mother, do you need help?" "Yes please my darling" mother said gasping for air.</i>) In addition, the response uses language to effectively describe (<i>As Evan went up the creaky stairs, he hears another pair of foot steps and hears the door open and close...</i>) which enhances the essay to the higher score point.</p>

### Anchor Paper 3 – Score Point 3

<p>Sample Student Response:</p>	<p>Evan decided to go help his mother. That air conditioner sounded heavy! He slowly crept up the stairs, listening for Jessie. He was trying to avoid her, so he made sure to not be anywhere where she was. All he heard was the long <i>Sc-c-crape</i> of the air conditioner being dragged across the floor. <i>Good</i>, Evan thought. <i>Jessie won't see me.</i> Evan shuffled up the rest of the way and emerged through the doorway. "Here, mom. let me give you a han-" Evan stopped. The person hauling the air conditioner was- "Jessie?" Evan froze, the hairs on the back of his neck standing straight out. Jessie looked surprised to, as though her eyes were going to pop out of her head. "Evan." She said, smiling. She stepped closer to him. "Evan, I am so sorry." Evan ran back to the basement without a word of forgiveness, or any words for that matter. Jessie called after him. "Evan!" she cried, but Evan wouldn't here a word about it. "Evan." she whimpered gently as she choked back her tears. "What?" Evan said, holding back his shouts of anger. "I'm sorry." she said again, then left the room.</p>
<p>Annotation for Sample Student Response:</p>	<p>This response is effectively developed with narrative elements and is consistently appropriate to the task. The writer's effective use of the literary element "onomatopoeia" adds description to the response (<i>All he heard was the long Sc-c-crape of the air conditioner being dragged across the floor. Good, Evan thought. Jessie won't see me.</i>) The essay is organized effectively with clear and coherent writing.</p>

### Anchor Paper 4 – Score Point 2

<p>Sample Student Response:</p>	<p>Evan went up stairs to see what his Mom was doing, so when he got there Jessie said, "Mind helping me carry the broken air conditioner to the trash can outside," Evan didn't answer "I new you were down stairs,I could hear the basketball," said Jessie, now lets get going. So Evan helped his mom carry it to the trash can outside. When he came back in he went back down to the basement to play with his ball. Later Jessie call his name so he came up all grumpy and stood there, "I need you to help me clean, we need to get the dust off the floor," said Jessie. When Evan and Jessie finished cleaning the floor Evan went back downstairs to play with his basketball again. A couple minutes later he was asleep when his mom called his name again, so he came up and stomped up the stairs all grumpy with a really mad face, "We have bad news, the new air conditioner broke and there is dust everywhere around the house now and I need your help to clean it up, I know you're tired of doing all of this stuff and i'm sorry but I really need your help and the house isn't that big. "Why are you all of the sudden worried and talking so fast,"Evan said grumpily. Because the new air conditioner exploded and we just got it, also we just cleaned the house and no there is dust everywhere Jessie yelled, so they got to it.Soon they cleaned that up and were done.</p>
<p>Annotation for Sample Student Response:</p>	<p>This response is developed with some narrative elements and is generally appropriate to the task. Language is mostly clear and coherent. The response exhibits some evidence of a logical sequence, (<i>So, Later</i>), but there is no clear introduction and conclusion.</p>

<b>Anchor Paper 5 – Score Point 2</b>	
Sample Student Response:	<p>Evan was still down in his basement after he heard the long scraping noise coming from up stairs.</p> <p>"Well I might as well come," mumbled Evan.</p> <p>He began to trudge up the stairs, "Hey sweetie!" said mom            " What were you doing down there?"            Evan shrugged as a sign of "I was not doing anything that would come to your interest."</p> <p>"Well do you mind helping me with this air conditioner?            "ye-" Evan began to say but he knew that as a result of saying "yes " he would be grounded.</p> <p>"I mean, no not at all I would be glad to help!"            Evan's mom signaled him to go on the opposite side in order to lift it.</p> <p>"1,2,3, lift!" said mom            and they slowly stood up with the conditioner. "Good work," encouraged mom "Yeah, sure, whatever"            grumbled Evan.</p> <p>Evan raced back down to the basement to continue throwing his ball. He never wanted to do that again.</p>
Annotation for Sample Student Response:	<p>This response is developed with some narrative elements and is generally appropriate to the task. The response contains narrative elements but is lacking in development. There is an attempt to develop a unique perspective through language. The response has order with a beginning, middle and end, however, the conclusion is abrupt and could have been more developed.</p>

<b>Anchor Paper 6 – Score Point 2</b>	
Sample Student Response:	<p>Evan was downstairs and distended to go upstairs to his room to play video games and he go's up stair and then his mom says, " Even come help me move this thing, please." Even says, "I have homework to do, ya." Then his sister Jessie stops him in his path and said, "It's Monday and you said you'ed turned you homework and there is no homework in your backpack. Now help mom!" Even helped his mom and them his mom gave him more things to do. Even yelled at Jessie and complained and as he did his chores and said, "Done, YOU HAPPY!!!!" His mom replied, "Yes I am pleased but don't yell at me like that so here are more chores and one more thing don't mess stuff up,if you mess stuff up, or complain or yell two more chores will be added, got it?" Even said, "yes." One hour later Even finally finished all his chores and went to play video games finally and his mom said, "No more chores more chores and you can relax and play games and eat junk food, OK?" Even said, "OK mom." and began playing while his sister did her homework and the rest of his chores.</p>
Annotation for Sample Student Response:	<p>This response is developed with some narrative elements and is generally appropriate to the task. However, details are lacking in parts which creates uneven development. The response has order, but the introduction and conclusion are only one sentence each and are blended into the story.</p>

<b>Anchor Paper 7 – Score Point 1</b>	
Sample Student Response:	<p>i stoped throwing the ball, i was going to head up stairs to help my mom. "oh, uh evan? could you please help me this weight is killin me" she groned</p> <p>"yea sure" i replied "3, 2, 1 LIFT" she leled "oh actully that was a lot easer than i thoght it would be" she said</p> <p>"your welcome mom" i was heading back to the basement but she said</p> <p>"wait do you want to go get icecreame for helping me?" she said</p> <p>"yea sure why not" i said happyly</p>

	<p style="text-align: center;"><b>10 minutes later</b></p> <p>"mom could i have rainbow shurbert? please." i smiled  "can we get one chunky monkey and a rainbow sherbert"  "yea that will be..... 7.47 at the first window"  <p style="text-align: center;"><b>the end</b></p> </p>
Annotation for Sample Student Response:	<p>This response is minimally developed with few narrative elements which is limited in appropriateness to the task. The response contains few ideas (<i>"oh, uh evan? could you please help me this weight is killin me" she groned... "wait do you want to go get icecreame for helping me?"</i>), with minimal details. There is no introduction and an abrupt conclusion (<i>"yea that will be..... 7.47 at the first window"</i>).</p>

**Anchor Paper 8 – Score Point 1**

Sample Student Response:	<p>Evan been down in the basement for two days. After a while Evan heard his mother jragging something heavy. So he thought he would go see what she was jragging. He was thinking it was the air heater that broke. But he wanted to be shure if it was what he thought. So he was going to the basement door so he could exit the basement. While he was slowly opening the door he heard his sister Jessie. But it didnt scared him because he didnt reconise the voise. but then he reconised it and went to the kichen. saw his mother there so he asked her if she needed help she said she needed a bit of help carying it outside so he went to go ask his sister to see if she was fine to help. she said she didnt want. he went to go help his mother instead of argueing with his sister. so they moved it outside so it could be thrown away. because its broken and no good so what is the point of even ceeping a broken heater. Also it could be recycled into something cool.</p>
Annotation for Sample Student Response:	<p>While the writer does address the prompt, the essay is mostly expository with very few narrative elements which limit its appropriateness. While most of the response is coherent, it contains mostly simple sentences to to express the writer’s ideas.</p>

**Anchor Paper 9 – Score Point 1**

Sample Student Response:	<p>Scra-a-a-ape. Evan stood up his mom was strong but is was a two person job so he walked out and helped his mom. " Why were you down there Evan?" she asked.</p> <p>" Just cause," Evan answered. Then Jessie came and asked  " Evan were have you been?"  " Oh no were," He said.  "Liar, well lets go play," she said.  "After I help mom," After he helped his mom he went back to the basement to keep throwing the baseball. And Jessie waited and waited and waited until Evan came out.</p>
Annotation for Sample Student Response:	<p>This response is minimally developed with few narrative elements which is limited in appropriateness to the task. The response contains some narrative elements (mostly dialogue) but is lacking in development and lacks concrete details as to why Evan is going upstairs to the kitchen (<i>Why were you down there Evan?" she asked. " Just cause," Evan answered.</i>). Some of the important details are vague (<i>" Evan were have you been?" " Oh no were," He said.</i>)The response is somewhat organized with mostly coherent writing.</p>

**Anchor Paper 10 – Score Point 0**

Sample Student Response:	<p>In my story I think he would get in alot of trouble because his mom and dad would be scared and mad.</p>
Annotation for Sample Student Response:	<p>The student response is underdeveloped and inappropriate to the task. The student fails to explain what would happen if Evan had gone upstairs. The response lacks organization and an idea is randomly presented and doesn’t develop into a cohesive idea (<i>...think he would get in alot of trouble because his mom and dad would be scared and mad.</i>)</p>

<b>Anchor Paper 11 – Score Point 0</b>	
Sample Student Response:	something bad might or could happen to him when he is upstairs.
Annotation for Sample Student Response:	The student response is underdeveloped and inappropriate to the task. The student fails to explain what would happen if Evan had gone upstairs. The response lacks organization and an idea is randomly presented and doesn't develop into a cohesive idea ( <i>something bad might or could happen to him when he is upstairs.</i> )

Sample Responses & Annotations - ITEM SET 2

Item Set 2 – Question 7 (Constructed Response)

The passage from *The Brilliant Fall of Gianna Z.* and the passage from *President of the Whole Fifth Grade* have very different settings. Compare the two settings and explain the role **each** setting plays in its passage. Make sure to use details from **both** passages in your response.

Item Information	
Passages:	The Brilliant Fall of Gianna Z. & President of the Whole Fifth Grade
Answer:	See Sample Responses & Annotations
Colorado Academic Standards (CAS) Evidence Outcome:	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character’s thoughts, words, or actions.)

Anchor Paper 1 – Score Point 4	
Sample Student Response:	<p>In the passages, "The Brilliant Fall of Gianna Z." by Kate Messner and "President of the Whole Fifth Grade" by Sherri Winston, they both have different settings that are both big roles in the stories. Both of the settings in the stories play pretty big roles in the stories. The setting in "The Brilliant Fall of Gianna Z." plays the role of where she runs every morning and where she gets to interact with her neighbors. The setting in "President of the Whole Fifth Grade" plays the role of where she gets to do her dream of becoming a chef and where she works.</p> <p>In the passage "The Brilliant Fall of Gianna Z.", the main setting is her neighborhood where she runs every morning and where she gets to interact with her neighbors. My first piece of text evidence is when she is getting ready to start running. "I take a deep breath and jog down the driveway. The air feels like little needles pricking into my lungs, but it's a good cold-" This shows that she gets to run in her neighborhood because she gets to start running down her driveway. My second piece of text is when she is talking to Mrs. Warren and asking what type of tree she has in her front yard. "I really like that tree in your front yard. Do you know what kind it is?" "Why yes! She looks up at it, pleased. "It's a Japanese maple." This shows that she gets to interact with her neighbors because she gets to talk to people and interact with them. My third piece of text is when she's talking to Mr. Collins and Mr. Nelson about the tree. "Hey Mr. Nelson, do you know what kind of tree this is?---Kentucky coffee tree, he whispers. Write it down." This shows that she gets to interact with her neighbors because Mr. Nelson and Mr. Collins were fighting about what type of tree it was. These three pieces of text shows that her neighborhood is a important setting because she gets to run around it and interact with her neighbors.</p> <p>In the passage, "President of the Whole Fifth Grade", the main setting is the bakery where she works and where she gets to do her dream of becoming a chef. My first piece of text is where she was thinking about the only thing that she sees at five in the morning. "The only thing I was used to seeing at this time of morning was my dream of becoming a chef." This shows that she gets to do her dream job because she always dreams of her dream job, but now she gets to do it. My second piece of text is when she is talking to her parents about her job and everything she has to keep up with. "They told me they were happy that I'd be getting a chance to be a real chef at Mrs. Wetzel's bakery." This shows that she works there because her parents told her they were happy for her when she got a job. My third piece of text is when she is thinking about the trivia competition. "I should have been having the time of my life. I was baking cupcakes in a professional kitchen, preparing to sell them. It was my dream come true!" This shows that she is happy doing her dream about becoming a chef. These three pieces of text show that the main setting is in the bakery doing working and doing her dream job.</p> <p>In all, these settings mean a lot to the characters because they get to do what they like and more.</p>
Annotation for Sample Student Response:	<p>This response demonstrates full comprehension of ideas stated in the text and provides an accurate analysis of the roles the settings have in both passages.</p> <p>The role of each is clearly identified (<i>...the main setting is her neighborhood where she runs every morning and where she gets to interact with her neighbors;</i> "<i>...the main setting is the bakery where she works and where she gets to do her dream of becoming a chef.</i>) For both settings there is effective and comprehensive</p>

	development of the topic through citing specific text evidence and clear reasoning of why that text-based evidence shows the role of the setting in the story. The clear organization and use of language effectively produce a clear coherent response that is consistently appropriate to the task.
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### Anchor Paper 2 – Score Point 4

Sample Student Response:	<p>I have recently read the passages <i>The Brilliant Fall of Gianna Z.</i>, and <i>President of the Whole Fifth grade</i>, in both passages the setting plays a very important part. In <i>The Brilliant Fall of Gianna Z.</i>, the narrator has the perfect environment to do her hobby, and in <i>President of the Whole Fifth Grade</i>, the narrator is in the setting she loves. In both stories the environments are things related to something they love.</p> <p>The setting's role in <i>Brilliant Fall of Gianna Z.</i>, is the narrators neighborhood. She can do her hobby there, and it is the perfect place for her to do it. Her setting lets her collect leaves when she goes out on a walk, her setting's role is to let her go on her walk, talk to the neighbors, and collect the leaves she collects. In the story after she talks to Mrs. Warren she gets a leaf from her tree, she grabs a leaf after meeting Mr. Webster and also after Mr. Nelson and Mr. Collins. Her neighborhood is a place she can do something she likes doing.</p> <p>The setting in the passage, <i>President of the Whole Fifth Grade</i>, Mr. Wetzel's bakery. The setting's role is to help her bake her sweets but also to let her think about the trivia competition and being in the bakery. In the story the narrator is baking cupcakes and thinks of the night before, and tomorrows trivia competition. The setting is a bakery and it's role is to let her think and bake.</p> <p>The settings in, <i>The Brilliant Fall of Gianna Z.</i>, and, <i>President of the Whole Fifth Grade</i>, both play important parts in the stories. Both settings let the narrators do things they love doing, their hobbies. The setting of a kitchen is perfect for someone who loves to bake, and the setting of a neighborhood with different trees is perfect for someone who collects leaves. In, <i>The Brilliant Fall Gianna Z.</i> paragraphs 3, "She takes her paper inside, and I dart up onto the lawn to snatch a leaf," and in paragraph 8, "I grab one of the leaves that's fallen in the road and keep running." In, <i>President of the Whole Fifth Grade</i>, paragraph 2, "The sweet soft scent of butter was all around me. I inhaled and let my mind float away on a buttery cloud sprinkled with finely granulated sugar, Rectangles of cream cheese blocks softened to room temperature their silver foil packaging glinting off bright overhead lights." Both settings help the narrator do what they need to do in the story.</p> <p>The settings in these two different stories are very different, but they both play very important parts in the stories. They let them do their hobbies, and let everything go smoothly in the storie. The two settings are part of something the narrator loves.</p>
Annotation for Sample Student Response:	<p>This response demonstrates full comprehension of ideas stated in the text and provides an accurate analysis of the roles the two settings have in the stories. For each passage the way the two environments are "related to something they love," is presented with effective and comprehensive development of how the characters use the setting. First there is clear reasoning about how the events in each story are connected to the setting where they take place, (... her setting's role is to let her go on her walk, talk to the neighbors, and collect the leaves she collects; ... setting's role is to help her bake her sweets but also to let her think about the trivia competition and being in the bakery). Then there is additional development through clear reasoning and relevant text-based evidence of why the setting is perfect for activity each character loves. The response is effectively organized and uses clear language, producing a response that is clear, coherent, and consistently appropriate to the task.</p>

### Anchor Paper 3 – Score Point 3

Sample Student Response:	<p>The setting in <i>The Brilliant Fall of Gianna Z.</i> is the sidewalk that Miss Zales is jogging on while the setting in <i>President of the Whole Fifth Grade</i> is a professional bakery where the girl is baking cupcakes preparing to sell them.</p> <p>The role that the neighborhood setting plays, in, <i>The Brilliant Fall of Gianna Z.</i> is: it is when Gianna Z. asks her neighbors about their trees and she admires the snow flakes while the role that the bakery setting plays, in, <i>President of the Whole Fifth Grade</i> is: it makes the girl happy because she wants to be a world-famous cupcake chef and working at the bakery, baking cupcakes, makes her feel like it is a dream come true, which is making her happy.</p> <p>My evidence from <i>The Brilliant Fall of Gianna Z.</i> is that Gianna has a tree decoder so I that's why I think she was asking her neighbors what kind of tree they have. I also think that those people were her neighbors because she knew their names. My evidence to prove that she admires the snowflakes is that she wanted to catch them in her mouth and at the end she said it was totally worth getting up so early as she looked up at the snowflakes.</p>
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	<p>My evidence from <i>President of the Whole Fifth Grade</i> is: I know the main character is in a bakery, because at the beginning it said that Mrs. Wetzel had a bakery and the girl could get a chance to work in it, and at the end, Mrs. Wetzel showed up so that is proof that the girl was making cupcakes in Mrs. Wetzel's bakery. I also know that the girl was making cupcakes because she wanted to be a world-famous cupcake chef so why would she not bake cupcakes for practice when she <i>does</i> become a world-famous cupcake chef. My evidence that she's preparing to sell the cupcakes is in paragraph six, it says she is baking cupcakes, preparing to sell them.</p>
Annotation for Sample Student Response:	<p>This response demonstrates comprehension of source material and the task by providing a mostly accurate analysis of the roles of the settings in the passages. Each setting and its role in the story are identified. Mostly effective development of that role comes through reasoning about what the details in the passages are saying about the setting ...<i>(at the beginning it said that Mrs. Wetzel had a bakery and the girl could get a chance to work in it, and at the end, Mrs. Wetzel showed up so that is proof that the girl was making cupcakes in Mrs. Wetzel's bakery)</i>. There is also some use of evidence from the text used as support. Even without a formal conclusion, the organization of the information and the language used produce a mostly clear and coherent response.</p>

**Anchor Paper 4 – Score Point 2**

Sample Student Response:	<p>Both "The Brilliant Fall of Gianna Z" and "President of the Whole Fifth Grade" have different settings, but both settings play an important role in the passage.</p> <p>The setting in "The Brilliant Fall of Gianna Z" is around the narrator's neighborhood, whereas "President of the Whole Fifth Grade" is in a bakery.</p> <p>The setting in "The Brilliant Fall of Gianna Z" affects the plot of the story because the narrator is focusing on her hobby: collecting leaves around her neighborhood, and learning about the trees there. The problem in the passage is also affected by the setting. The narrator's neighbor's argue because they are out in the same space at the same time. The trees are part of the setting, too, and much of the story is based around the narrator and their hobby.</p> <p>The setting in "President of the Whole Fifth Grade" affects the plot differently because the main character is thinking about school, the bakery, and their dream job, and although new characters are introduced throughout the passage, most of the plot is laid out in their head. The setting does affect the story, however, as they think about the stars, the sky, and the bakery. The reader is introduced to the narrators memories of the night before, with their parents and their room.</p> <p>In conclusion, although "The Brilliant Fall of Gianna Z" and "President of the Whole Fifth Grade" have different settings, both settings affect the story, characters, and plot.</p>
Annotation for Sample Student Response:	<p>This response demonstrates comprehension of source material and task through a mostly accurate analysis of the roles the settings have in the stories. The settings are identified as different places <i>(in the narrator's neighborhood; in a bakery)</i>, and then text based details are summarized as part of the reasoning in this mostly effective development of the topic. There are reasons given for to how the setting impacts various elements of the story that takes place in the neighborhood. For the story in the bakery, there is a summary of what the character thinks about and does as relevant to that setting. Language use in this response is mostly effective. The response is organized with mostly clear and coherent writing.</p>

**Anchor Paper 5 – Score Point 2**

Sample Student Response:	<p>The setting of "The Brilliant Fall of Gianna Z." is outside in a neighborhood, in "President of the Whole Fifth Grade" it is an indoor bakery. But the two stories both take place in the morning. "The Brilliant Fall of Gianna Z." setting is important to the story because it shows what time of year it is because of the snow, which helps put a picture in the readers mind. The story "President of the Whole Fifth Grade" setting is important because it explains why the narrator is doing certain things, like smelling ingredients, and it also helps the reader understand what she is currently doing, baking, because it doesn't say what the narrator is doing much until the end of the passage. That is what I think of the settings of these two stories.</p>
Annotation for Sample Student Response:	<p>This response demonstrates basic comprehension of the source material by comparing the two settings and identifying why they were important to the stories. There is a statement to describe the setting in each <i>(outside in a neighborhood; in an indoor bakery)</i>, and then how they are similar <i>(in the morning)</i>. There is single text-based statement for each about why the setting is important but provides no further explanation. This illustrates some reasoning and development of the topic with some organization. This response is somewhat appropriate to the task.</p>

### Anchor Paper 6 – Score Point 2

Sample Student Response:	<p>Hi, today I will talk about the two stories "The Brilliant Fall of Gianna Z." and " President of the whole Fifth Grade" so with out further a do lets get on with the story.</p> <p>First, I will talk about the story "The Brilliant Fall of Gianna Z." this setting takes place out side. I know this because the text says " But the <b>snowflakes get bigger. They,re the huge</b>, fluffy ones that fall slowly like little white parachutes.</p> <p>Then, I will talk about the story " President of the whole Fifth Grade" and unlike the other story this takes pace inside. I know that this story tackes place inside becuse of this evedenc"Last night, after dinner,mom and dad came to <b>my room</b>."</p> <p>Last, I talked abou how the two stories "The Brilliant Fall of Gianna Z." and " President of the whole Fifth Grade" and how there settings are very different well I hope you learned a lot.</p>
Annotation for Sample Student Response:	<p>This response demonstrates basic comprehension of the source material and task by providing a generally accurate analysis of the two settings, which includes a basic comparison, but does not address the roles they each have. A description of each setting is given, followed by some reasoning of how details in the text support that description, thus creating some development of the topic (<i>this story tackes place inside becuse of this evedenc"Last night, after dinner,mom and dad came to <b>my room</b>"</i>). The comparison is made by a statement (<i>unlike the other story, this takes place inside</i>) that indicates how they are different but does not develop that topic. There is organizational structure to the writing, and overall this response is somewhat appropriate to the task.</p>

### Anchor Paper 7 – Score Point 2

Sample Student Response:	<p>The setting in both passages are very different. In The Brilliant Fall of Gianna Z., the character was outside. And in President of the Whole Fifth Grade, the character was inside a bakery. Also, In the Brilliant Fall of Gianna Z., it was very cold. Where as in President of the Whole Fifth Grade he was in a nice warm bakery. Also in The Brilliant fall of Gianna Z., it was snowing. The settings were also different because there were no dogs in President of the Whole Fifth Grade. Also in the Brilliant Fall of Gianna Z., there were trees and the character collected a few leaves from each tree. The settings in both passages were very different.</p>
Annotation for Sample Student Response:	<p>This response demonstrates basic comprehension of source material, by providing a generally accurate analysis of how the two settings are different, but lacking analysis of the roles they have in the stories. The comparison is created by stating there are differences and providing several elements of the setting of one passage paired with a comparable element in the other that shows a difference. (<i>In the Brilliant Fall of Gianna Z., it was very cold. Where as in President of the Whole Fifth Grade he was in a nice warm bakery.</i>) No further explanation is provided. This type of organization and development results in a response that is somewhat clear and appropriate to the task.</p>

### Anchor Paper 8 – Score Point 1

Sample Student Response:	<p>The passages settings are very alike and different in many ways. For example the passage "The Brilliant fall" the character is taking a walk and all of a sudden she starts asking what kind of trees are in the peoples back yard and that probably means she is in her neighborhood.</p> <p>In the text "President of the whole fifth grade" she wants to be a cook and by context clues it sounds like the setting is at her school and at her house. From both settings to one bothare different.</p>
Annotation for Sample Student Response:	<p>The response demonstrates limited comprehension by providing a minimal analysis of the two settings. There is a statement that they are a different and then a brief explanation of how the details in the passage reveal the setting for each passage (<i>probably means she is in her neighborhood; sounds like the setting is at her school and at her house</i>). Without further explanation or development this analysis is only minimally appropriate to the task.</p>

**Anchor Paper 9 – Score Point 1**

Sample Student Response:	In "The Brilliant of Gianna Z." and "President of the Whole Fifth Grade" have very different settings. In "The Brilliant Fall of Gianna Z." the setting is outside on a cold morning air that makes the narrators "lungs feel like they have little needels picking at them" when she breathes in and when she breathes out it feels "like little clouds right in front of her face". In "President of the Whole Fifth Grade" the setting is inside at the narrator's new work at a famous chef's bakery as she is thinking about "the sweet soft smell of butter all around her".
Annotation for Sample Student Response:	The response demonstrates limited comprehension of the source material and task by providing a description the settings without addressing the roles they have in the stories. Each setting is identified ( <i>outside on a cold morning; inside... at a famous chef's bakery</i> ) and an additional description is cited from each text to provide some limited development. The settings are only compared by stating they are different without any explanation provided. Overall, this response is limited in its appropriateness to the task.

**Anchor Paper 10 – Score Point 1**

Sample Student Response:	both passage have different settings one setting is outside the other is inside.in the passage from the Brilliant Fall of Gianna setting is outside .the passage from president of the whole fifth grade is inside.
Annotation for Sample Student Response:	The response demonstrates limited comprehension by identifying the setting in each passage ( <i>inside; outside</i> ). This identification includes no further description but is correct according to the passages. With no additional explanation or development, this response is considered limited in its appropriateness to the task.

**Anchor Paper 11 – Score Point 0**

Sample Student Response:	what is the same of thee two texts is that they both tell the story in paragraphs. and both of the texts are based on a opinion and end with diffrent observations.
Annotation for Sample Student Response:	This response demonstrates no comprehension because it presents a comparison that is inappropriate to the task. The elements selected do not respond to the prompt, ( <i>they both tell the story in paragraphs</i> ).

**Anchor Paper 12 – Score Point 0**

Sample Student Response:	the setting of the brilliant fall of gianna Z. and the presidentof 5th grade. is that you dont have to to be the best chef just try your best and
Annotation for Sample Student Response:	This response demonstrates no comprehension. Even though there is an attempt to address the topic of setting, the information provided is not about setting ( <i>you dont have to to be the best chef just try your best and</i> ). This response is inappropriate to the task.