



# Colorado Measures of Academic Success



## **Grade 5**

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

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

Practice Resource for Students

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## 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

How does Alex's point of view affect how science is described?

- A. by showing how science allows people to make discoveries together
- B. by making science seem like the most detailed subject in school
- C. by showing the fun and creative side of studying science
- D. by making science seem like a good way to earn a living

#### Part B

Which detail best supports the answer to Part A?

- A. Alex exclaims that his improved spaceship is almost complete.
- B. Alex describes an experiment about squirrels' eating habits.
- C. Alex explains how he passes notes to Zoe during study hall.
- D. Alex provides details about Zoe's winning project.

| Item Information                                    |  |   |
|---|--|---|
| Passage:  | Gravity Buster: Journal #2 of a Cardboard Genius |   |
| Part A Answer:                                      | C  |   |
| Part B Answer:                                      | A  |   |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.1.c.iii                                      | Describe how a narrator's or speaker's point of view influences how events are described. |
| P Value:  | 0.463  |   |

Item Set 1 – Question 2 (TEI Inline Choice)

Based on the information in the passage, use the drop-down menus to show how Alex and Zoe are the same and how they are different.

Alex and Zoe are alike when it comes to  . They are different when it comes to  .

| Item Information                                    |  |   |
|---|--|---|
| Passage:  | Gravity Buster: Journal #2 of a Cardboard Genius |   |
| Answers:  | See Image  |   |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.1.b.iii                                      | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). |
| P Value:  | 0.761  |   |

Item Set 1 – Question 3 (Selected Response)

**Part A**

Based on the information in the passage, what is the difference between the events recorded in Alex's first journal and his second?

- A. The first journal contained information about the destruction of the spacecraft.
- B. The first journal focused mainly on drawings of the spacecraft.
- C. The first journal explained how the spacecraft would operate.
- D. The first journal included fewer details about the spacecraft.

**Part B**

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

- A. "... writing with a leaky pen in a notebook I bought at Cheap-Mart for less than a dollar." (paragraph 1)
- B. "... destined to become part of the most monumental manuscript in the history ... ." (paragraph 1)
- C. "... how I designed and built the world's first intergalactic spaceship." (paragraph 6)
- D. "... a blow-by-blow account of how that amazing spacecraft was destroyed ... ." (paragraph 6)

| Item Information                                    |  |   |
|---|--|---|
| Passage:  | Gravity Buster: Journal #2 of a Cardboard Genius |   |
| Part A Answer:                                      | A  |   |
| Part B Answer:                                      | D  |   |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.1.b.iii                                      | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). |
| P Value:  | 0.451  |   |

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

Drag and drop one statement that expresses a theme of the passage into the box labeled Theme. Then drag and drop two details that support the theme into the box labeled Supporting Details.

**Possible Themes**

Working with animals gets the best results.

**Details**

A study of guinea pig drinking habits wins first place in the statewide Science Fair.

A study of squirrels' eating habits can lead to a better understanding of their health.

**Theme**

A setback can lead to a greater achievement.

**Supporting Details**

A pillow fight causes the destruction of the first intergalactic spaceship.

A Star Jumper with a new design is nearly complete.

| Item Information                                    |  |   |
|---|--|---|
| Passage:  | Gravity Buster: Journal #2 of a Cardboard Genius |   |
| Answer:   | See Image  |   |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.1.b.ii                                       | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| P Value:  | 0.526  |   |

Item Set 1 – Question 5 (Constructed Response)

Retell the story from Zoe’s point of view and reveal her thoughts about Alex’s intergalactic spaceship project. Be sure to use details from the passage to support your story.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 25 for additional item information.

Item Set 1 – Question 6 (Selected Response)

Part A

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

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

Part B

Which detail supports the answer to Part A?

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

| Item Information                                    |                                      |   |
|---|--------------------------------------|---|
| Passage:  | Angus MacMouse Brings Down the House |   |
| Part A Answer:                                      | A                                    |   |
| Part B Answer:                                      | B                                    |   |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.1.c.i                            | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| P Value:  | 0.506                                |   |

Item Set 1 – Question 7 (TEI Drag and Drop)

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

Rosemary tells Angus she is twelve years old.

Angus hopes for cake.

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

| Item Information                                    |                                      |   |
|---|--------------------------------------|---|
| Passage:  | Angus MacMouse Brings Down the House |   |
| Answers:  | See Image                            |   |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.1.b.ii                           | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| P Value:  | 0.5                                  |   |

Item Set 1 – Question 8 (Selected Response)

**Part A**

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

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

**Part B**

Which detail supports the answer to Part A?

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

| Item Information                                    |                                      |   |
|---|--------------------------------------|---|
| Passage:  | Angus MacMouse Brings Down the House |   |
| Part A Answer:                                      | B                                    |   |
| Part B Answer:                                      | C                                    |   |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.1.c.iii                          | Describe how a narrator's or speaker's point of view influences how events are described. |
| P Value:  | 0.427                                |   |

Item Set 1 – Question 9 (Selected Response)

**Part A**

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

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

**Part B**

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

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

| Item Information                                    |                            |   |
|---|----------------------------|---|
| Passage:  | The Wonderful Wizard of Oz |   |
| Part A Answer:                                      | C                          |   |
| Part B Answer:                                      | B                          |   |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.3.i.i                  | Interpret figurative language, including similes and metaphors, in context. |
| P Value:  | 0.788                      |   |

Item Set 1 – Question 10 (Selected Response, Multiple Select)

**Part A**

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

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

**Part B**

Which two details best support the answer to Part A?

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

| Item Information                                    |                            |   |
|---|----------------------------|---|
| Passage:  | The Wonderful Wizard of Oz |   |
| Part A Answer:                                      | B                          |   |
| Part B Answer:                                      | A, E                       |   |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.1.b.iii                | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). |
| P Value:  | 0.403                      |   |

Item Set 1 – Question 11 (Selected Response, Multiple Select)

**Part A**

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

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

**Part B**

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

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

| Item Information                                    |   |   |
|---|---|---|
| Passages:   | Angus MacMouse Brings Down the House and The Wonderful Wizard of Oz |   |
| Part A Answer:                                      | A   |   |
| Part B Answer:                                      | C, E  |   |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.1.d.ii  | Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics. |
| P Value:  | 0.459   |   |

Item Set 1 – Question 12 (TEI Multiple Select)

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

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

**Item Information**

|   |   |   |
|---|---|---|
| Passages:   | Angus MacMouse Brings Down the House and The Wonderful Wizard of Oz |   |
| Answer:   | See Image   |   |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.1.d.ii  | Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics. |
| P Value:  | 0.767   |   |

## ANSWER KEY: ITEM SET 2

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

#### Part A

What does the word **estimate** mean as it is used in paragraph 4 of the passage from “Bowhead Whales with Talent!”?

- A. description
- B. guess
- C. measurement
- D. total

#### Part B

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

- A. “. . . a minimum . . .”
- B. “. . . thought to be . . .”
- C. “. . . is important . . .”
- D. “. . . ever been reported . . .”

| Item Information                                    |                            |   |
|---|----------------------------|---|
| Passage:  | Bowhead Whales with Talent |   |
| Part A Answer:                                      | B                          |   |
| Part B Answer:                                      | B                          |   |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.3.d.i                  | Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| P Value:  | 0.626                      |   |

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

**Part A**

Which pair of sentences represents main ideas of the passage from "Bowhead Whales with Talent"?

- A. The bowhead whale is the only baleen whale that can survive in the Arctic throughout the year.  
Bowhead whales eat tiny crustaceans along with some fish.
- B. The Inuit are still allowed to hunt a limited number of bowhead whales.  
Bowhead whales can make both high-pitched and low-pitched sounds at the same time.
- C. People use parts of the bowhead whale to create a variety of products.  
Bowhead whales sing complex songs throughout the day.
- D. Bowhead whales produce different sounds for many reasons.  
Bowhead whales that live near Spitsbergen are an endangered group.

**Part B**

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

- A. "It doesn't sound like anything you would attribute to a whale," says Dr. Kate Stafford. . . ." (paragraph 2)
- B. "We know there are a minimum of 66 singers." (paragraph 4)
- C. "Scientists think the loud, continuous singing of complex songs means the whales are gathering . . ." (paragraph 5)
- D. "This group was thought to be extinct until rare sightings began to increase in the 1980s." (paragraph 6)
- E. "It stays under the ice during the winters, using its huge head to break breathing holes through eight-inch-thick ice . . ." (paragraph 7)
- F. "Dr. Stafford says the whales have different call types for different purposes." (paragraph 12)

| Item Information                                       |                            |   |
|--|----------------------------|---|
| Passage:   | Bowhead Whales with Talent |   |
| Part A Answer:   | D                          |   |
| Part B Answer:   | D, F                       |   |
| Colorado Academic Standards (CAS)<br>Evidence Outcome: | 5.2.2.a.ii                 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| P Value:   | 0.393                      |   |

Item Set 2 – Question 3 (TEI Multiple Select)

Based on the passage from “Bowhead Whales with Talent!,” use the table to select which details describe how bowhead whales are similar to other baleen whales and which details describe how bowhead whales are different than other baleen whales.

| Details from the Passage  | Similar                          | Different                        |
|---|----------------------------------|----------------------------------|
| “... sing with two voices ...” (paragraph 2)                                      | <input type="radio"/>            | <input checked="" type="radio"/> |
| “... the diversity of songs sung in a single winter is greater ...” (paragraph 4) | <input type="radio"/>            | <input checked="" type="radio"/> |
| “... can live in the Arctic all year round.” (paragraph 7)                        | <input type="radio"/>            | <input checked="" type="radio"/> |
| “... has no teeth.” (paragraph 8)   | <input checked="" type="radio"/> | <input type="radio"/>            |
| “... catching large numbers of tiny crustaceans ...” (paragraph 8)                | <input checked="" type="radio"/> | <input type="radio"/>            |
| “... bringing them to near extinction.” (paragraph 9)                             | <input checked="" type="radio"/> | <input type="radio"/>            |

| Item Information                                    |                            |  |
|---|----------------------------|--|
| Passage:  | Bowhead Whales with Talent |  |
| Answers:  | See Image                  |  |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.2.c.ii                 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| P Value:  | 0.652                      |  |

Item Set 2 – Question 4 (TEI Inline Choice)

Use the drop-down menus to complete a summary of the passage from "Bowhead Whales with Talent!"

Dr. Kate Stafford and her co-workers used underwater microphones in Fram Strait for one year to  
record the sounds made by bowhead whales .

Now that scientists know where bowhead whales like to gather ,  
they can begin to protect this endangered species.

| Item Information                                    |                            |   |
|---|----------------------------|---|
| Passage:  | Bowhead Whales with Talent |   |
| Answers:  | See Image                  |   |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.2.a.ii                 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| P Value:  | 0.476                      |   |

Item Set 2 – Question 5 (Selected Response)

**Part A**

What does the phrase *according to instinct* mean as it is used in paragraph 9 of the passage from *Humpback Whales*?

A. a behavior that is learned

B. a behavior that is shared

C. a natural behavior

D. a clever behavior

**Part B**

Which detail from paragraph 9 provides the **best** clue for the meaning of the phrase *according to instinct*?

A. "... sign of intelligence ..."

B. "... as they grow up ..."

C. "... from birth ..."

D. "... from each other ..."

| Item Information                                    |                 |  |
|---|-----------------|--|
| Passage:  | Humpback Whales |  |
| Part A Answer:                                      | C               |  |
| Part B Answer:                                      | C               |  |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.2.b.i       | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| P Value:  | 0.525           |  |

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

**Part A**

In the passage from *Humpback Whales*, how does the author support the claim that humpback whales are intelligent creatures?

- A. by comparing the behaviors of humpback whales with the behaviors of dolphins
- B. by highlighting the different patterns in the songs of humpback whales
- C. by describing human encounters with humpback whales
- D. by describing how humpback whales learn new songs

**Part B**

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

- A. Humpback mothers and calves make sounds to each other. (paragraph 1)
- B. The singing of humpback whales is described as beautiful. (paragraph 3)
- C. Male humpbacks frequently sing to attract mates. (paragraph 4)
- D. Humpback whales in the same area have similar songs. (paragraph 5)
- E. Like humans, humpback whales create, learn, and pass on their songs. (paragraph 5)
- F. Humpback whales learn new songs and new methods of hunting from each other. (paragraph 9)

| Item Information                                    |                 |  |
|---|-----------------|--|
| Passage:  | Humpback Whales |  |
| Part A Answer:                                      | D               |  |
| Part B Answer:                                      | E, F            |  |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.2.c.ii      | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| P Value:  | 0.36            |  |

Item Set 2 – Question 7 (TEI Drag and Drop)

Complete the chart in order to compare the text structure used in the passage from “Bowhead Whales with Talent!” to the text structure of the passage from *Humpback Whales*.

|  |  |   |
|--|--|---|
| <b>Structure</b>   | <b>from “Bowhead Whales with Talent!”</b>  | <b>from Humpback Whales</b>   |
| uses compare/contrast to show how dolphins and whales are similar  | Finding the whales in Fram Strait is “a step toward saving the endangered Spitsbergen bowheads.” (paragraph 6) | Humpback whales enjoy slapping “the water surface with their flippers.” (paragraph 2) |
| uses chronological order to explain why whales are being protected | People who live in the area “are still permitted to hunt a limited number of bowheads.” (paragraph 10)         | Humpback whales have smaller brains than “humans, chimps, or dolphins.” (paragraph 7) |
| uses problem/solution to explain why whale behavior has changed    |  |   |

| Passage                            | Structure   | Support  |
|------------------------------------|---|--|
| from “Bowhead Whales with Talent!” | uses details to show how scientists make new discoveries about whales | Recordings help researchers “count the number of singing bowheads and to study their songs.” (paragraph 3) |
| from <i>Humpback Whales</i>        | uses examples to demonstrate how intelligent whales are               | Humpback whales are able to “create, learn, and pass on their songs.” (paragraph 5)                        |

| Item Information                                       |   |   |
|--|---|---|
| Passages:  | Bowhead Whales with Talent, Humpback Whales |   |
| Answers:   | See Image                                   |   |
| Colorado Academic Standards (CAS)<br>Evidence Outcome: | 5.2.2.b.ii                                  | Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| P Value:   | 0.5   |   |

Item Set 2 – Question 8 (Selected Response)

**Part A**

What is the meaning of the phrase **traced the practice** as it is used in paragraph 3 of the passage from “The Social Lives of Whales”?

- A. to show how dolphins protect themselves
- B. to describe where dolphins hunt for food
- C. to illustrate the sharing of skills
- D. to look for clues in the past

**Part B**

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

- A. “. . . wrapped their beaks . . .” (paragraph 1)
- B. “. . . near the seafloor.” (paragraph 1)
- C. “. . . almost 180 years . . .” (paragraph 3)
- D. “. . . act as instructors . . .” (paragraph 3)

| Item Information                                    |                            |   |
|---|----------------------------|---|
| Passage:  | The Social Lives of Whales |   |
| Part A Answer:                                      | D                          |   |
| Part B Answer:                                      | C                          |   |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.3.d.i                  | Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| P Value:  | 0.494                      |   |

Item Set 2 – Question 9 (TEI Drag and Drop)

Complete the chart by dragging an idea shared by the passage from *Humpback Whales* and the passage from “The Social Lives of Whales” into the appropriate box. Then drag details that support the shared ideas into the appropriate boxes.

**Ideas**

Whales use music to calm each other.

Whales use their bodies for a variety of reasons.

**Evidence from *Humpback Whales***

Whales breach by jumping out of the water and splashing down again.

The brains of humpbacks are smaller than human brains.

**Evidence from “The Social Lives of Whales”**

Scientists believe that the food supply for whales has changed.

| Shared Ideas                                   | Evidence from <i>Humpback Whales</i>                               | Evidence from “The Social Lives of Whales”                               |
|--|--|--|
| Whales are intelligent creatures.              | Scientists think that whales may understand language and emotions. | Humpbacks learn a new way to get food by watching other humpbacks.       |
| Whales appear to have a shared social culture. | Whales create and share new songs.                                 | Sponging dolphins are likely to spend time with other sponging dolphins. |

| Item Information                                    |   |  |
|---|---|--|
| Passages:   | Humpback Whales, and The Social Lives of Whales |  |
| Answers:  | See Image                                       |  |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.2.c.iii                                     | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| P Value:  | 0.494   |  |

*Item Set 2 – Question 10 (Constructed Response)*

You have read three passages about whales. Write an essay explaining what scientists have learned about whale behavior and communication. Use details from all three passages to support your response.

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 25 for additional item information.**

# Grade 5

## 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.

Item Set 1 – Question 5 (Constructed Response)

Retell the story from Zoe’s point of view and reveal her thoughts about Alex’s intergalactic spaceship project. Be sure to use details from the passage to support your story.

| Item Information |  |
|------------------|--|
| Passage:         | Gravity Buster: Journal #2 of a Cardboard Genius |
| Answer:          | See Sample Responses & Annotations               |

| Anchor Paper 1 – Score Point 3          |   |
|---|---|
| Sample Student Response:                | <p>I was at school in study hall and I passed a note to one of my closes friends, Alex. The note said, "Sorry, Alex, but I can't come over to your house today after school. I have to stay home and work on my science fair project." Alex wrote me back but in a cool way. He put the note in a empty ball point pen and his note read, "That's okay. I have an IMPORTANT PROJECT I have to work on this afternoon anyway."</p> <p>Alex and I have different opinions about what topic we want to experiment on because he likes space and astrophysics and I like to experiment on animals and see how there health changes and what happens if they eat or do something differently. Alex is currently working on a new and improved star jumper because... I'm not supposed to tell but... he was having a pillow fight with his brother named Jonathan and his old space craft got destroyed. Oh no, I spilled the beans!</p> <p>I personally think that Alex's experiment is going to win because of the creative thinking he does, and the work that he puts into his project. I am really excited to see Alex win the science fair and him be so happy because he'll finally win and be proud of what he did and what he made. It was probably a struggle to build and do this as Alex's experiment because he made a first intergalactic spaceship with a journal called the Journal of a Cardboard Genius that describes how he designed and built the world's first intergalactic spaceship!</p> <p>I was really excited to go to Alex's house today after school but I had to work on my experiment about gray squirrels and peanut butter mixed with different things in it. One peanut butter is going to be salty, the second peanut butter is going to be plain, and the third peanut butter is going to sweet. I am going to see which one they like the best and how it effects there health.</p> <p>I love that Alex is getting back up and making a new Star Jumper and writing a journal of a Cardboard Genius. Alex has failed many times and things haven't gone the right way but he never gives up and always tries again. I hope either one of us wins the science fair.</p> |
| Annotation for Sample Student Response: | <p>This response effectively presents the story from Zoe’s point of view. The writer uses narrative elements to skillfully change the perspective of the original scene. Maintaining Zoe’s point of view, the writer’s description of the characters add to the effectiveness of the response. <i>(Alex and I have different opinions about what topic we want to experiment on because he likes space and astrophysics and I like to experiment on animals and see how there health changes and what happens if they eat or do something differently).</i> In addition, the writer also reveals what Zoe thinks about Alex’s intergalactic spaceship project <i>(I personally think that Alex’s experiment is going to win because of the creative thinking he does, and the work that he puts into his project).</i></p>  |

### Anchor Paper 2 – Score Point 3

|   |  |
|---|--|
| Sample Student Response:                | <p>Right now I'm in study hall. The person to the left of me is reading some book. The person to the right of me is playing with paper figures he made. The person in front of me is asking our study hall teacher, Mr. Howard, a question. My friend Alex who is behind me is writing in his journal that's destined to become part of the most monumental manuscript in the history of mankind. Me? I'm preparing for my new science project. It's about gray squirrels and what kinds of peanut butter they like, and how it affects their health as well as their eating habits. I enjoy doing science that involves animals.</p> <p>I was planning on going to Alex's house, but I still have to work on my project. I write him a note explaining what's going on, "sorry, Alex, but I can't come over to your house today. I have to stay at home and work on my science fair project. -Z"</p> <p>I look to see if Mr. Howard is looking, then roll the balled-up paper under my chair, to Alex. I hope he won't be too sad I can't go. I go back to planning my project while I wait for his response.</p> <p>After a while Alex rolls me an empty ballpoint pen. I open it and it reads, "that's okay. I have an IMPORTANT PROJECT I have to work on anyway. -A" I'm glad he's not sad and I think I know what this 'important project' is.</p> <p>A while ago, Alex made an intergalactic spaceship out of cardboard. I actually really liked it. I could tell he put a lot of time and effort into making the ship. But then, the next week, he told me, "Me and Jonathan had a random, senseless pillow fight, so that's good. The bad news is, the Star Jumper was broken down tremendously." Then two days later he told me he had started on a new one. I have a feeling this one will blow the other one out of the water in the awesomeness factor, and will be done soon</p> |
| Annotation for Sample Student Response: | <p>This response is skillful in changing the narrative to Zoe's perspective and implementing elements of narrative writing. Student response contains effective use of language (<i>Me? I'm preparing for my new science project. It's about gray squirrels and what kinds of peanut butter they like, and how it affects their health as well as their eating habits. I enjoy doing science that involves animals</i>). The writer also reveals what Zoe thinks about Alex's intergalactic spaceship project (<i>A while ago, Alex made an intergalactic spaceship out of cardboard. I actually really liked it. I could tell he put a lot of time and effort into making the ship</i>). Overall, there is coherence to this story and it is an example of effective use of narrative elements to retell this story from Zoe's point of view.</p>   |

### Anchor Paper 3 – Score Point 3

|                          |  |
|--------------------------|--|
| Sample Student Response: | <p>Im sitting in study hall and my friend named Alex is sitting right behind me. I turn around quickly and look at his journal. He is writing in his brown notebook. Alex has told me that he thinks that his journal is going to be in a museam one day. I told him there was no way that would happen enless he was a novel writer at the age of 11. I take out a piece of paper from my notebook and write down, "Sorry Alex, but I cant come over to your house today after school. I have to stay home and work on my science fair project. – Z". He slips a empty ball point pen near my desk and I pick it up and pull out the sheet of paper thats in it. "That okay. I have and IMPORTANT PROJECT I have to work on this afternoon any way -A" It said. I thought about what the Important Project was then I realized it was the star jumper he had made last year.</p> <p>I think the starjumper was really cool ... and really funny to. See his brother and him were having a careless pillow fight and then pow his brother smacked the star jumper with the pillow and it knocked over and fell and broke. But he was telling me about the Important Project and he said he had gotten new plans for it and he is building the new and improved Star Jumper! He is so exited for when he is done with it.</p> |
|--------------------------|--|

|  |   |
|--|---|
|  | <p>The science fair is going to be so much fun. Last year I won with the study of the drinking habits of Guinea pigs. This year I will have three gray squirrels and I will be giving one of the salty peanut butter another normal plain peanut butter and the last one sweet peanut butter. After I give them the peanut butter I'm gonna record their health and behavior. I think that the squirrel with the salty peanut butter is going to have some reaction with its stomach and it might start freaking out. I think the one with the normal peanut butter is going to stay the same. I think the squirrel that got the sweet peanut butter is going to get really hyper and start running all over the place because the sugar in the sweet peanut butter might be too much for it to handle. I'm so excited I can't wait I look behind me and see Alex is done writing so I throw a note at him saying, "Good luck on the fair!" in big bold letters.</p> <p>I think that Alex is a pretty nice boy and he is like my best friend (even though I'm a girl) we love to hang out a lot. I hope that my project is going to be pretty easy but probably not. I have to make the squirrels eat the peanut butter if they are even interested and then record the results. Science is my favorite subject. I get it pretty well and I learn new things every day. If we had the choice I would have a science all day party and I would rock it!</p> <p>I wonder what the squirrels will do in my project. Probably won't work the first time I will try it but it will work (I hope). I wonder if study hall will let me work on my project in here let me go ask Mr. Howard. Okay that was a fail. I asked him, Hey can I work on my science... and he just said no right in the middle of my sentence! Sometimes I think study hall is a great use of your time but sometimes I think why do I have to be here. The bell just rang and it's time to go to science see you later diary. Till next time!</p> |
| <p>Annotation for Sample Student Response:</p> | <p>This response skillfully changes to Zoe's point of view and demonstrates skills in various elements of narrative writing. For example, there is effective use of internal dialogue to show Zoe's perspective (<i>I think that Alex is a pretty nice boy and he is like my best friend (even though I'm a girl)</i>). The writer also reveals Zoe's thoughts about Alex's intergalactic spaceship project (<i>I think the starjumper was really cool...and really funny to. See his brother and him were having a careless pillow fight and then pow...</i>). Overall, this response demonstrates effective writing that is consistently appropriate to the task.</p>   |

| <b>Anchor Paper 4 – Score Point 2</b>          |  |
|--|--|
| <p>Sample Student Response:</p>                | <p>As the time I am writing this I am at school in the study hall. I just dropped a crumpled piece of paper behind me so it was close to my best friend's left foot. Hopefully the teacher won't see. Today I have to work on my science project after school. So I can't go over to his house. His note to me was a tiny slip of paper in an empty ballpoint pen that he rolled onto the floor so it rolled near my desk. The note was barely readable but I could make it out. It said, That's okay, I have an IMPORTANT PROJECT this afternoon anyway. I think it's his star jumper project. He had already finished it but it got destroyed in a crazy pillow fight with his brother Jonathon. But he is recreating it with an even better design now. Hopefully it does not get destroyed again. My project this year is on gray squirrels. I am going to offer them 3 kinds of peanut butter 1 plain 1 sweet one salty and see which they like best and how it affects them. Last year I won in the statewide Science Fair with my study on drinking habits of guinea pigs. But this year I bet Alex's star jumper will win. Even though I like animals. And experiments with them. His spaceship is pretty cool and I am sure that all the judges will like it.</p> |
| <p>Annotation for Sample Student Response:</p> | <p>This response successfully changes the point of view to that of Zoe, and implements some narrative elements to retell the story. The response is mostly made up of the retell. However, there are new original ideas added to help elevate the response to a SP2 (<i>The note was barely readable but I could make it out.; Hopefully it does not get destroyed again.</i>). The writer also reveals what Zoe thinks about Alex's project (<i>But this year I bet Alex's star jumper will win. Even though I like animals. And experiments with them. His spaceship is pretty cool and I am sure that all the judges will like it.</i>). Overall, this response demonstrates effective writing that is consistently appropriate to the task.</p>  |

### Anchor Paper 5 – Score Point 2

|   |   |
|---|---|
| Sample Student Response:                | <p>Right now I'm in study hall. I can't go over to Alex's house today. (So sad) I going to stay home to work on my science fair project, about gray squirrels. There is this kid behind Alex and he keeps taping his foot on Alex's chair and its so annoying. Alex is writing in his journal like usual. He thinks that he is going to de world famous and stuff like that. It's crazy important to him.</p> <p>I going to pass a note to Alex saying: Sorry, Alex, but I can't come over to your house today after school. I have to stay home and work on my science fair project. -Z</p> <p>I think it will do the trick! I crumble it up check if our study hall teacher Mr. Howard isn't looking and secretly throw it to his feet. I wonder what he will say. Next to me there is Alex's ball point pen. I open it up and inside there is a note saying:</p> <p>That's okay. I have an IMPORTANT PROJECT I have to work on this afternoon anyway. -A</p> <p>I bet that Alex has to work on his Star Jumper. The Star Jumpers a spaceship. I'm not really into that sort of stuff, I'm more into animals. I won first place in the statewide Science Fair, but I don't like to brag. I'm so excited to work on my project later cause it's almost finished!</p> |
| Annotation for Sample Student Response: | <p>This response successfully changes the point of view to that of Zoe, and implements some narrative elements to retell the story. There is some internal dialogue that helps to retell the story from Zoe's perspective (<i>Right now I'm in study hall. I can't go over to Alex's house today. (So sad) I going to stay home to work on my science fair project, about gray squirrels</i>). The writer does reveal some of Zoe's thoughts about Alex's intergalactic spaceship project (<i>I bet that Alex has to work on his Star Jumper. The Star Jumpers a spaceship. I'm not really into that sort of stuff, I'm more into animals</i>), but they are not developed enough to elevate this response to a score point 3. Overall this response is mostly coherent and mostly effective in retelling the story from Zoe's point of view.</p>   |

### Anchor Paper 6 – Score Point 2

|   |  |
|---|--|
| Sample Student Response:                | <p>I'm in study hall right now working on a note to Alex, the boy who sits behind me. He wanted me to come over to his house after school today but I have to work on my Science Fair project.</p> <p>I'm doing an expierement with squirrels were I give them three different types of peanut butter and see wich ones they like the best. Also, I see how they affect the health os the squirrels. Last year I won first place with a project about guinea pigs wich is kind of like the project I'm doing this year so I hope this one also wins first place.</p> <p>Apparently Alex is also working on a project after school. He said he's making an intergalactic spaceship wich sounds pretty neat. I think he really has a great mind for building things. He also has a great imagination for names since he is calling his spaceship the Star Jumper. I think his idea is pretty cool and will play out really well!</p> |
| Annotation for Sample Student Response: | <p>This response successfully retells the story from Zoe's point of view. There are some narrative elements present in this response, such as describing a scene with Zoe (<i>I'm in study hall right now working on a note to Alex, the boy who sits behind me. He wanted me to come over to his house after school today but I have to work on my Science Fair project</i>), and a logical sequence of events. The writer does reveal some of Zoe's thoughts about Alex's intergalactic spaceship project (<i>He said he's making an intergalactic spaceship wich sounds pretty neat. I think he really has a great mind for building things. He also has a great imagination for names since he is calling his spaceship the Star Jumper. I think his idea is pretty cool and will play out really well!</i>). However, this response would need more development and description overall to elevate it to a score point 3.</p> |

### Anchor Paper 7 – Score Point 1

|                          |   |
|--------------------------|---|
| Sample Student Response: | <p>Right now I'm writing a note to the boy who sits behind me. Alex.he asked me to come over this afternoon to work on his new and improved "<i>spaceship</i>",(his last one got destroyed in a pillow fight with his brother) but I have to work on my science fair project. it's about how different typs of penutbutter can afect a gray squirrel. last year I won first place in the satewide science fair for the study of drinking habits of guinea pigs.</p> |
|--------------------------|---|

|   |  |
|---|--|
| Annotation for Sample Student Response: | The response does change the perspective to Zoe’s point of view, but is minimally developed with limited narrative elements of writing. There is a sequence of events, and the writer does reveal some of Zoe’s thoughts about Alex’s intergalactic spaceship project ( <i>Alex he asked me to come over this afternoon to work on his new and improved “spaceship”</i> ). However, the thoughts are minimal and could be more developed. This is an example of a retelling where the just the pronouns have been changed. Overall, there is not enough development of the plot or characters to elevate this response to a score point 2. |
|---|--|

**Anchor Paper 8 – Score Point 1**

|   |  |
|---|--|
| Sample Student Response:                | One day I was sitting at my desk and I was thinking about what I had to do after school.I told alex I was going to come over but, then I remembered my science fair project. So I wrote on a peice of paper I couldn't come over.I was hoping he wouldn't get mad. Then I got a note back saying " That's okay. I have an IMPORTANT PROJECT I have to work on anyway.I was so relieved he wasn't mad.  |
| Annotation for Sample Student Response: | The response does change the perspective to Zoe’s point of view, but is minimally developed with limited narrative elements of writing. This is an example of a retelling where just the pronouns have been changed enough to cover most of the story. The response does retell enough of the span of the original story line to be considered a limited retell. There is no mention of Zoe’s thoughts about Alex’s intergalactic spaceship project. |

**Anchor Paper 9 – Score Point 1**

|   |  |
|---|--|
| Sample Student Response:                | I am just thinking about animals and I realize that I wont be able to visit alex's house because i need to use my time to work on my science fair project so i write a note to alex saying that icant visit and I put it on her desk leg. she writes back that she to do her's. I have won in first place in the science fair last year. |
| Annotation for Sample Student Response: | The response does change the perspective to Zoe’s point of view, but is minimally developed with limited narrative elements of writing. The response does cover enough of the span of the original story line to be considered a limited retell. There is no mention of Zoe’s thoughts about Alex’s intergalactic spaceship project.     |

**Anchor Paper 10 – Score Point 0**

|   |   |
|---|---|
| Sample Student Response:                | Zoe throws a note to Alex saying that she can't make it to his house because she has a science fair project to work on. Then, she recieved a not from Alex saying that it was okay that she couldnt make it because he has a project to work on too. I think that Zoe thinks that her project is better than Alex's project because hers involves animals and nature and health and Alex's project only involves space and planets. |
| Annotation for Sample Student Response: | This response has no narrative elements, and does not retell the story from Zoe’s point of view. The writer merely summarizes the story, and gives their opinion on what Zoe might think of Alex’s intergalactic spaceship project.   |

**Anchor Paper 11 – Score Point 0**

|   |   |
|---|---|
| Sample Student Response:                | Zoe's point of view is that Alex and her had plans that zoe could go to alex house to do something I don't now what it is because it didn't tell but Zoe said that she "could not go to his house because she had to do a science fair project".<br>Alex point of view is that he said "That's okay I have an important project I have to work on it in the afternoon anyway".So he is saying that he had lots of work to do. |
| Annotation for Sample Student Response: | This response gives a summary of both Zoe and Alex’s points of view. However, it is not written in the form of a narrative, and does not contain any narrative elements.  |

**Anchor Paper 12 – Score Point 0**

|   |  |
|---|--|
| Sample Student Response:                | So Alex and Zoe are friends and they made a plan to meet at Alex house after school. Then Zoe told Alex that she cant go to her house in a paper than Zoe put the paper under Alex feet. Then Alex saw the the letter and then Alex sayed in the paper that was ok because she got plans after school too so Zoe did not went to Alex house. |
| Annotation for Sample Student Response: | This response is a summary of the original text. It is not written as a narrative, and does not contain any narrative elements.  |

Item Set 2 – Question 10 (Constructed Response)

You have read three passages about whales. Write an essay explaining what scientists have learned about whale behavior and communication. Use details from all three passages to support your response.

| Item Information                                    |   |  |
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| Passages:   | Bowhead Whales with Talent, Humpback Whales, and The Social Lives of Whales |  |
| Answer:   | See Sample Responses & Annotations  |  |
| Colorado Academic Standards (CAS) Evidence Outcome: | 5.2.2.c.ii  | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

**Anchor Paper 1 – Score Point 4**

Sample Student Response:

In the three passages, "Bowhead Whales with Talent!", *Humpback Whales*, and "The Social Lives of Whales", all texts mention what scientists have learned about whale behavior and communication. They state examples such as complex communication, hunting methods, and how whales often tend to learn from other whales, as things scientists have learned. The texts in each passages mention this in some place or another, from one sentence, to more than a paragraph. They explain how scientists learned about the behavior and communication of whales, from giving examples of things they used to study, what they studied, and even some of their thoughts on these topics.

In "Bowhead Whales with Talent!", the text talks about how scientists learned and what they learned about the Bowhead Whale species. In paragraph two, the text says, "Scientists say bowhead whales sing with two voices because they can make both high-pitched and low-pitched sounds at the same time.," which leads us to paragraph three, that states how they learned this statement. According to the text, "To find some of those whales, Dr. Stafford and her co-workers used underwater microphones, called hydrophones, to record whale sounds in Fram Strait for a full year. They used the recordings to count the number of singing Bowheads and study their songs." With this information, we can infer how scientists have learned about the Bowhead's communication: by using underwater microphones.

The next passage, *Humpback Whales*, text talks about singing and learning of the humpback whales. How did they learn about this behavior? Well, the answer is built up in multiple paragraphs. In paragraph two, the text says, "Humpbacks are very good at breaching. This is when they leap out of the water and then crash back down. They also slap the water surface with their flippers." This part of the passage obviously shows the scientists watch the whales in their natural habitats. In the next paragraph, it talks about "whalesong." From "Bowhead Whales with Talent!", we know the scientists used hydrophones to learn about whale sounds, which is probably what they did here to learn about the humpback whale's singing. In the part named, "**How Intelligent Are Humpback Whales**" the first sentence says, "Intelligence is a hard thing to measure, especially in animals." Next, it compares whales and dolphin intelligence with other animals' intelligence, like the animals: chimps, orangutans, crows, and elephants. The last sentence says, "Humpback whales, like other whales, have been seen doing some very clever things." The word "seen" proves the statement that watching whales is something they did to study the whale's intelligence and behavior. From this, it talks about how the whales learn from other whales, which wraps up the passage. With the given examples, you can infer that people watched whales to learn about their behavior.

The last provided passage, "The Social Lives of Whales", concludes the ways that scientists have learned about whale behavior and communication. The first paragraph talks about how dolphins being studied were noticed rubbing their beaks with basket sponges. This again shows researches and

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|  | <p>scientists watch whales to record and learn about their behaviors. Later, in paragraph four, the text says, "...they borrowed a technique used to study social networks in humans.," which shows yet another way people learn about whale behavior. The whole paragraph five contributes to the behavior of whales studied by scientists. "Sponging, Mann and her co-authors now conclude, is much like human subculture. They liken it to skateboarders who prefer to hang out with other skateboarders." From this paragraph, it gives yet another example of how scientists study and learn the behavior of whales: Comparing their behavior to human behavior. The rest of the text provides more examples of watching to learn.</p> <p>In conclusion, I strongly believe that scientists learn about whale and dolphin communication in multiple ways. They listen to their songs, and watch them thrive and hunt in the wild. Every text shows at least an example of this, and every text shows a different method. With this information, I can state: scientists learn about whales in many different ways.</p> |
| <p>Annotation for Sample Student Response:</p> | <p>The student response demonstrates full comprehension of ideas stated by providing an accurate analysis addressing the prompt. All three passages are accurately addressed and there is effective and comprehensive development of the topic of whale behavior and communication that is consistently appropriate to task. For each passage there is both reasoning and relevant text-based evidence explaining what scientists have learned about whale behavior and communication.</p>  |

| <b>Anchor Paper 2 – Score Point 4</b> |  |
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| <p>Sample Student Response:</p>       | <p>Whales are incredibly amazing creatures. Unlike most fish, cephalopods, and crustaceans, they don't just swim around looking for food. Instead, they come up with new hunting techniques, perform beautifully haunting "songs" to communicate, leap out of the water in a fantastic feat of nature, and learn from their peers. In the Fram Strait of Greenland and the Svalbard Islands (belonging to Norway), people started to spot the Spitsbergen bowhead whale, thought to be extinct until around the 1980s. Dr. Katie Stafford spent a full year in the arctic studying these whales. They are still critically endangered, but are making a comeback. "We know there is a minimum of 66 singers," she says. There could possibly be up to 33 more.</p> <p>Now, we go back in time to 180 years ago, to around the year 1840. A female bottlenose dolphin has recently discovered that she can put a basket sponge on her beak to prevent injury while searching for food among the rocks and coral, and is now teaching it to her sons and daughters. Fast-forward back to 2018, and now that dolphin's children have taught it to their children, and their children have taught it to their children, and so on. Scientists appropriately call this behavior "sponging". Six years ago in 2012, Sophie Mann and her colleagues found that dolphins that do sponge tend to group less with non-spongers. They say that it's like how skateboarders prefer to hang out with other skateboarders.</p> <p>It's now been realized that baleen whales also teach and come up with food-finding strategies. Bubble-netting is when a whale blows a bubble into a school of fish. The fish huddle up and the whale chomps them right up. However, a new variation started to emerge. Before blowing the bubble, the whale whacked the water with its tail, a process called lobtailing. People first observed this in 1980. Within less than 10 years, almost half of the whale population lobtails the water. At first, scientists didn't know why whales started lobtailing. Then, Luke Rendell and his colleagues in Scotland found that since the population of herring was driven down because of the whales, they started to eat a fish called the sand lance. But there was a problem The lances weren't as easily frightened by the bubble, so one crafty whale decided that a sudden disturbance in the water might just do the trick. And it did! Other whales witnessed this whale slapping the water and decided to try it for themselves. Now, it's a technique that saved a species.</p> <p>Whales are also very smart. Although their brain is smaller than a human's, or even a chimpanzee's, their brain has a similar shape to ours – folded, with multiple layers. Scientists have found cells called spindle cells in whales' brains. It's commonly believed that they are used to understand language and emotions.</p> |

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|   | Yes, whales are extremely intelligent, innovative, and downright incredible. But what haven't we learned yet? Are there other species that we thought were extinct but are really alive, like the Spitsbergen? Could there possibly be more strategies that we haven't been able to witness yet? Only time will tell.   |
| Annotation for Sample Student Response: | The response demonstrates full comprehension of the ideas stated providing an accurate analysis of whale communication and behavior.. Relevant text-based evidence from all three passages is included in the effective and comprehension development of the topic. The response is effectively organized and cohesive and provides the analysis of the topic that is consistently appropriate to the task. |

**Anchor Paper 3 – Score Point 3**

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| Sample Student Response:                | <p><b><i>The scientists have studied a lot about whale behavior and communication in the past.</i></b></p> <p><b><i>In the text "Bowhead Whales with Talent!" in paragraph two it states that "Scientists say that bowhead whales sing with two voices because they can make both high-pitched and low-pitched sounds at the same time. This is one way they can communicate. In that same text in paragraph five it states that "Scientists think that the loud, continuous singing of complex songs means the whales are gathering in those cold waters. This is communication and behavior because they move and listen to the sounds and communicate.</i></b></p> <p><b><i>In the text "from Humpback Whales" it states that in paragraph one it says that Humpbacks seem to communicate with each other by making grunting and whistling sounds. If they didnt do this how would they know if they were in danger. Also in paragraph one it says that Humpbacks also make whooping noises when they are bubble-net feeding, perhaps to scare the fish. This is not the same as the "singing" that male humpbacks are known for. This is how they fish and they wouldnt have any food if they didnt know how to do this.</i></b></p> <p><b><i>In the text "The Social Lives of Whales" it states that in paragraph one it says that A few years back, the researchers noticed that some dolphins wrapped their beaks with basket sponges before they went hunting for nutritious fish near the seafloor. If they didnt do this their beaks would be injured. In paragraph three it states that Females appear to act as instructors, teaching the skill to their daughters- and occasionally to their sons. They have very good communicating skills because if they didnt they young ones wouldnt know how to use the sponges.</i></b></p> <p><b><i>These whales behavior and communication skills are well studied and well known. The researchers obviously care about them. Whales should not go extinct.</i></b></p> |
| Annotation for Sample Student Response: | The student response demonstrates comprehension of ideas stated by providing a mostly accurate analysis of whale communication and behavior. For each passage there is a whale behavior or communication practice identified and some relevant text-based evidence used to provide a mostly effective development of the topic. The response is presented in a mostly effective organization and overall, provides a mostly accurate analysis of the topic.   |

### Anchor Paper 4 – Score Point 3

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| Sample Student Response:                | <p>After reading the passages from, "Bowhead Whales with Talent," "Humpback Whales," and, "The Social Lives of Whales," I found out that some whales do have certain communication and behavior, kind of similar to specific other animals and humans. But the scientists were the first to find this out. They found out that some whales actually sing songs to communicate, some follow other whales behavior to find food, and sometimes, whales can be so intelligent, that when they need to have their beaks protected from the sea, they can actually find good objects and have a protected beak.</p> <p>First of all, scientists have learned that some species of whales can sing songs to communicate. I know this because of the text, "Scientists think the loud, continuous singing of complex songs means the whales are gathering in those cold waters." This text shows me that Bowhead whales can sing to communicate because if the singing means that "the whales are gathering" right there, that does count as communicating.</p> <p>Secondly, scientists have learned that some whales even follow other whale's behavior to find food. This text, "Adult humpbacks also learn things from each other, such as new songs and new methods of hunting," from the "Humpback Whales" passage, shows me that these whales do learn other things from each other, like finding food, just what scientists figured out.</p> <p>The final thing that scientists found out about specific species of whales, is that they are very intelligent. What I found to support that whales are so intelligent, was, "This 'sponging,' as the scientists called it, allowed the animals to forage among sharp rocks and corals, without risking injury. These sponges protected the dolphins' beaks as they roused fish from their hideouts." That supporting evidence showed me that the whales, also known as dolphins, were intelligent enough to find something that protected their beaks, which is really cool.</p> <p>All in all, whales are awesome creatures. Especially with the three things that scientists found out about how they behave and communicate: Bowhead Whales sing songs to communicate or talk to each other, Humpback Whales can follow each others' actions and strategies to find food, and best of all, whales are so intelligent! I mean, what's not to love about a whale?</p> |
| Annotation for Sample Student Response: | For each passage there is a behavior or communication skill identified, relevant text evidence provided as support, and a statement of analysis of what that evidence shows about the selected topic. Overall, the response is organized and is developed enough to be provide an accurate analysis of the topic.  |

### Anchor Paper 5 – Score Point 2

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| Sample Student Response: | <p>Scientists have learned a lot about whale behavior and communication</p> <p>they have learned that whales have different types of singing, and that whales can learn.</p> <p>Whales are very smart creatures they learn from other whales I know this because in "<i>The Social Lives of Whales</i>" it states, " Even Baleen whales long thought to be solitary will teach each other new skills." I think this means that even the most solitary whales will learn from and teach other whales. I think whales also problem solve and adapt to new situations. I think this because In "<i>The Social Lives of Whales</i>" it states, " A few years back the researchers noticed that some dolphins wrapped their beaks with basket sponges before they went hunting for nutritious fish near the seafloor." I think that this means that the dolphins (technically classified as whales) used the sponges as a tool to protect their beaks from rocks when they went hunting. This means that the dolphins were smart enough to use sponges as tools which is very impressive!</p> <p>Whales are renowned for their singing which is told to be haunting and eerie. They sometimes sing for the purpose of underwater navigation. I know this because in "<i>Bonehead Whales with Talent</i>" it states that, "For example they make simple sounds called ""upsweeps""and listen for the echoes to help them navigate through dark, icy waters." I think that this means that whales use some form of</p> |
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|  | <p>underwater echolocation to navigate. Whales also use their singing for the purpose mating. I know this because in "<i>Humpback whales</i>" it states that,"It is almost always that male humpbacks sing during the mating season" I think this means that the singing during mating season has something to do with mating.</p> <p>In conclusion I have talked about whale singing types and whale learning I hope you now know more about both subjects. <b>The End</b></p> |
| <p>Annotation for Sample Student Response:</p> | <p>The student response demonstrates basic comprehension of ideas stated by providing generally accurate analysis of the prompt. For each passage there is a statement identifying a whale behavior, a relevant quote of text-based evidence, and a statement of somewhat accurate analysis of what the evidence shows that basically repeats what the quote stated. Overall there is some organization, and the response is somewhat appropriate to the task.</p>              |

### Anchor Paper 6 – Score Point 2

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| <p>Sample Student Response:</p>                | <p>Whales are very unique creatures. They have many different ways of behavior and communication. They also have many reasons.</p> <p>Humpback whales have a very interesting behavior of how they hunt. They use a skill called bubble-net-feeding, which is when the whales blow bubbles to confuse and scare their prey, which are schools of fish. When their food supply died down, the whales went after a different fish, the sand lance, which is not as confused, or scared of the bubbles. Since the Humpback whales are so intelligent, they created a different way. Before they blew the bubbles, the humpbacks smacked the water with it's tail, then the sand lance got into the same bubble netting-technique, just with an added step.</p> <p>Bowhead Whales have a special behavior. They communicate with each other by singing. These noises had some scientists confused. This doesn't sound like any whale noise. The different groups of whales would each have a song, and when one whale figured out a new add on to the song, the other whales would catch on. These songs are mostly made by males, and they could be used as mating songs.</p> <p>Humpback whales also have similar way of communicating. They normally are made by mothers and calves communicating, or the members of the pod. The noises are usually grunting and whistling sounds. However this isn't the same as the males singing.</p> <p>These are some examples of what scientists have learned about whale communicaton and behavior.</p> |
| <p>Annotation for Sample Student Response:</p> | <p>The response demonstrates basic comprehension of the ideas about whale behavior and communication. For each passage there is a somewhat developed discussion of the topic with references to relevant text-based evidence. Overall the organized shows some organization and is somewhat appropriate to the task.</p>   |

### Anchor Paper 7 – Score Point 2

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| <p>Sample Student Response:</p> | <p>In the story from "<i>Bowhead whales with talent!</i>" by Laura Lane. Scientist learned that Bowhead whales use music to communicate. According to the author "<i>Scientists think the loud, continuous singing of complex songs means the whales are gathering in those cold waters.</i>" Also scientists knew almost nothing about where whales are when its winter. there songs revealed the important winter habitat. Humpback whales and baleen whales dont have teeth. So they have a material in there mouth called baleen. the whales swim around with there mouth open catching large amounts of little tiny fish then they just swallow them.</p> <p>In th text from "<i>The social lives of whales</i>" by Eric Wagner. Scientists learned</p> |
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|  | <p>that the bottlenose dolphin is a type of whale. According to the author " Humpbacks, a type of baleen whales, often engage in a practice known as "bubble-netting". The animals swim below schools of fish and then blow clouds of bubbles. These bubbles panic the fish, which prompts them to cluster into a tight ball." in 1980, a whale catcher saw a whale a modified version of this behavior.</p> <p>In the text from " Humpback whales" by Anna Claybourne. Scientists learned that humpback whales communicate with each other by making grunting and whistling sounds. According to the text " these sounds are mostly made by mothers and calves calling to each other, but members of a pod also communicate with each other".</p> |
| <p>Annotation for Sample Student Response:</p> | <p>The response demonstrates generally accurate analysis. For each passage there is some reasoning and relevant text-based details about whale communication and behavior. The response demonstrates some organization, and the overall development of the topic is somewhat appropriate to the task.</p>  |

**Anchor Paper 8 – Score Point 1**

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| <p>Sample Student Response:</p>                | <p>In the texts I think scientists have learned that humpback wales can talk to each other. I think this because in the text it talks about how wale's can communicate to each other by making sounds ."Humpbacks seem to communicate with each other by making grunting and whistling sounds".I also think scientists have learned that wales and dolphins are relatively because they do some of the same things wale's do."Even baleen walesd long thought to be relatively solitary will teach each other new skills scientists are finding".The last thing i think scientists have learned is that wale's learn different ways to hunt by watching wale's hunting."Adult Humpbacks learn things from each other such ans new songs and new methods of hunting". That is why i think scientists have learned how wale's hunt and how they talk to each other and how they are relative to dolphins.</p> |
| <p>Annotation for Sample Student Response:</p> | <p>The response provides minimal analysis of the topic of whale communication by stating what each passage teaches about the topic and providing a corresponding quote of text evidence. There is limited organization and development.</p>   |

**Anchor Paper 9 – Score Point 1**

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| <p>Sample Student Response:</p>                | <p>In "<u>Bowhead Whales with Talent!</u>" scientists learned that bowhead whales make a noise that you wouldn't attribute to a whale. Evidence: ' "It doesn't sound like anything you would attribute to a whale," Says Dr. Kate Stafford' They also learned that there is a minimum of 66 singers (whales) that they recorded. Evidence: ' "We know there are a minimum of 66 singers." '</p> <p>In "<u>Humpback Whales</u>" scientists learned that male humpbacks mainly sing during mating season. They think it seems to have something to do with courtship. Evidence: "It is almost always male humpbacks that sing during the mating season. So it seems to do with courtship"</p> <p>In "<u>The Social Lives of Whales</u>" scientists learned that bottlenose dolphins wrapped their beaks with basket spongers. Evidence: "A few years back, the researchers noticed that some dolphins wrapped their beaks with basket spongers"</p> |
| <p>Annotation for Sample Student Response:</p> | <p>The response provides a minimally accurate analysis by providing a statement about whale communication and a corresponding quote from each passage. There is not further development of the topic.</p>   |

| <b>Anchor Paper 10 – Score Point 1</b>  |   |
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| Sample Student Response:                | Humpback whales and bow head whales both use different sounds and songs to communicate. Humpback whales use a tail slap method (also known as lobtailing) as well as a bubble netting method to catch food. Bowhead Whales use a bubble netting method to catch fish also. Humpback whales are a type of bayleean whale as well as bowhead whales. Bow head whales do not have teeth. Humpback whales do not have teeth. Whales sometimes make up their own songs and those songs get passed on to other whales. Whales some times make up their own actions and that action can be spread to other whales. |
| Annotation for Sample Student Response: | The response demonstrates limited analysis of the prompt topic. There is a relevant detail about whale communication from each text, but there is no further development of the topic.  |

| <b>Anchor Paper 11 – Score Point 0</b>  |   |
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| Sample Student Response:                | How whales communicate is by singing. Although scientists don't know what type of singing they communicate by. they also think that singing is also behavioral. I thinkg that it's behavioral because they use it to make their something like mating calls, or they could be used to sare off other male whales. that's all I have to say. |
| Annotation for Sample Student Response: | Response attempts to connect whale behavior and communication, "singing is also behavioral," however the response is very vague and undeveloped.  |

| <b>Anchor Paper 12 – Score Point 0</b>  |  |
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| Sample Student Response:                | what scientists learned about whales behavior and communication is in.story one pg.2 it says,"   |
| Annotation for Sample Student Response: | The student response demonstrates no comprehension of the ideas in the passages. The response merely begins to restate what is asked in the prompt, then fails to complete the task. |