



# Colorado Measures of Academic Success



## Grade 6

### 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

What is the meaning of the phrase in **captivity** as it is used in paragraph 2 of the passage from "Wild Elephants Sleep for Only Two Hours at Night"?

- A. away from humans
- B. under observation
- C. being confined
- D. feeling alert

#### Part B

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

- A. "... a neuroscientist, or brain researcher ..." (paragraph 2)
- B. "In zoos and enclosures ..." (paragraph 2)
- C. "Using electronic monitors ..." (paragraph 3)
- D. "... more extreme behavior." (paragraph 3)

Item Information		
Passage:	Wild Elephants Sleep for Only Two Hours at Night	
Part A Answer:	C	
Part B Answer:	B	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.2.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
P Value:	0.401	

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

Choose three details necessary for a summary of the passage from “Wild Elephants Sleep for Only Two Hours at Night” and drag them into the box. The choices can be placed in any order.

**Details**

Elephant trunks perform many of the same functions as human hands.

Evidence shows that animals must rest in order to restore memory.

Observing elephants for extended periods of time is extremely difficult.

**Details Necessary for a Summary**

Data collected from a one-month period showed that elephants required little sleep.

Researchers used data from trunk implants as an important part of their study.

Results of tracking two female elephants support the idea that large animals need less sleep.

Item Information		
Passage:	Wild Elephants Sleep for Only Two Hours at Night	
Answers:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.2.a.ii	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
P Value:	0.542	

Item Set 1 – Question 3 (Selected Response)

**Part A**

In the passage from “Wild Elephants Sleep for Only Two Hours at Night,” how does paragraph 2 contribute to the meaning of the passage?

- A. It explains why the belief that animals need sleep to restore their brains must be incorrect.
- B. It suggests that it is easier to study animals in a zoo than animals in their natural habitat.
- C. It supports the claim that some animals can sleep standing upright during the night.
- D. It implies that some animals can survive on much less sleep than other animals.

**Part B**

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

- A. “. . . African elephants may break sleep records for mammals.” (paragraph 1)
- B. “The animals lie down to sleep only once every three to four nights.” (paragraph 1)
- C. “Trying to figure out how much wild elephants sleep just by watching them 24 hours a day is tricky, especially in the dark.” (paragraph 2)
- D. “. . . elephants have been recorded snoozing from about three hours to nearly seven during a 24-hour period.” (paragraph 2)

Item Information		
Passage:	Wild Elephants Sleep for Only Two Hours at Night	
Part A Answer:	B	
Part B Answer:	C	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.2.b.ii	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
P Value:	0.352	

Item Set 1 – Question 4 (Selected Response)

**Part A**

What does the word **nasal** mean as it is used in paragraph 2 of the passage from “Elephants Appear to Be Super Sniffers”?

A. coming from careful research

B. coming from a distant place

C. relating to the teeth

D. relating to the nose

**Part B**

Which detail from paragraph 2 **best** supports the answer to Part A?

A. “The team looked at bush elephants. . . .”

B. “Scientists refer to these sensors as . . .”

C. “. . . refers to the sense of smell.”

D. “. . . cavity, near the top . . .”

Item Information		
Passage:	Elephants Appear to Be Super Sniffers	
Part A Answer:	D	
Part B Answer:	C	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.3.a.i	Use context (for example: the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
P Value:	0.71	

Item Set 1 – Question 5 (Selected Response)

**Part A**

Which sentence **best** states the central idea of the passage from “Elephants Appear to Be Super Sniffers”?

- A. Bush elephants mainly use their trunks to communicate aggression.
- B. Bush elephants have many unusually sensitive olfactory receptors.
- C. Bush elephants are one of two types of elephants native to Africa.
- D. Bush elephants use their trunks for many different purposes.

**Part B**

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

- A. “They can toss logs, grab food and spray water.” (paragraph 1)
- B. “These are the larger of Africa’s two species.” (paragraph 2)
- C. “This species hosts some 2,000 different genes for sensing odors.” (paragraph 2)
- D. “This appears to have happened the most in ancestors of today’s elephants.” (paragraph 4)

Item Information		
Passage:	Elephants Appear to Be Super Sniffers	
Part A Answer:	B	
Part B Answer:	C	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.2.a.ii	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
P Value:	0.496	

Item Set 1 – Question 6 (TEI Inline Choice)

The author of the passage from “Elephants Appear to Be Super Sniffers” uses  to organize the information in paragraphs 2 and 3 in order to emphasize the .

Item Information		
Passage:	Elephants Appear to Be Super Sniffers	
Answers:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.2.a.iii	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes).
P Value:	0.407	

Item Set 1 – Question 7 (Selected Response)

**Part A**

Which statement **best** describes why a scientist compares elephants to a certain type of vehicle in the passage from “Elephant All-Wheel Drive”?

- A. Elephants rarely use their front and back legs at the same time.
- B. Elephants are able to travel through different landscapes.
- C. Elephants use all four legs for moving and stopping.
- D. Elephants rarely use their front legs as brakes.

**Part B**

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

- A. “. . . cruising through the African savanna or touring the jungles of Southeast Asia . . .” (paragraph 1)
- B. “. . . a team of scientists found a clever way to study the elephants’ walk.” (paragraph 2)
- C. “. . . he sees a similarity to all-terrain vehicles, in which every wheel contributes equally.” (paragraph 3)
- D. “. . . the scientists actually found that elephants use their front legs in a way that’s similar to the way human beings walk.” (paragraph 7)

Item Information		
Passage:	Elephant All-Wheel Drive	
Part A Answer:	C	
Part B Answer:	C	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.2.a.iii	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes).
P Value:	0.601	

Item Set 1 – Question 8 (Selected Response)

**Part A**

Which phrase **best** describes the author’s purpose in the passage from “Elephant All-Wheel Drive”?

- A. to describe the difference between elephants and other quadrupeds
- B. to demonstrate how elephants and all-terrain vehicles are similar
- C. to provide details about a new study on how elephants walk
- D. to show how elephants and humans use their legs similarly

**Part B**

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

- A. “And it showed that the giant animals used their legs in a surprising way, a way unlike that used by most other four-legged animals, or quadrupeds.” (paragraph 2)
- B. “Elephants, however, use all four legs to both move forward and slow down.” (paragraph 3)
- C. “Elephants ‘really do seem to act like four-wheel-drive vehicles, cruising along.’” (paragraph 4)
- D. “Finally, they sent the elephants walking over the scales—and used seven special cameras to record how those reflective disks moved.” (paragraph 6)

Item Information		
Passage:	Elephant All-Wheel Drive	
Part A Answer:	C	
Part B Answer:	D	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.2.b.iii	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
P Value:	0.275	

*Item Set 1 – Question 9 (Constructed Response)*

You have read a passage from “Wild Elephants Sleep for Only Two Hours at Night,” a passage from “Elephants Appear to Be Super Sniffers,” and a passage from “Elephant All-Wheel Drive.” Write an essay in which you explain the various ways scientists studied the different characteristics of elephants. Use details from **all three** passages in your response.

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 27 for additional item information.**

Item Set 1 – Question 10 (Selected Response)

**Part A**

What is the meaning of **comply** as it is used in paragraph 10?

- A. to consider the needs of others
- B. to note a change in process
- C. to learn something new
- D. to follow a command

**Part B**

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

- A. "On November 18, 1883, at noon in New York City, standard railroad time went into effect." (paragraph 9)
- B. "Although the federal government did not recognize the railroad industry's decision . . ." (paragraph 9)
- C. "They insisted on using their own local time until 1905." (paragraph 10)
- D. "Standard time did not become an official law until the passage of the Standard Time Act. . . ." (paragraph 10)

Item Information		
Passage:	Time to Standardize	
Part A Answer:	D	
Part B Answer:	C	
Colorado Academic Standards (CAS) Evidence Outcomes:	6.2.3.a.i	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	6.2.2.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
P Value:	0.4	

Item Set 1 – Question 11 (Selected Response)

**Part A**

How does the author support the claim that train passengers experienced confusion?

- A. by showing how different life had been before the expansion of the railroads
- B. by discussing how many railroad lines had been built by midcentury
- C. by describing stations that posted many different local times at once
- D. by illustrating the difficulties that the railroad companies also faced

**Part B**

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

- A. "Most Americans also owned farms in the early 1800s, which required their daily attention." (paragraph 3)
- B. "The growth of railways in the United States dramatically changed how Americans both traveled and measured time." (paragraph 4)
- C. "Forget about trying to figure out which train was the right connection!" (paragraph 5)
- D. "Allen understood how important standardized time was for the business of railroads." (paragraph 7)

Item Information		
Passage:	Time to Standardize	
Part A Answer:	C	
Part B Answer:	C	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.2.c.ii	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
P Value:	0.36	

Item Set 1 – Question 12 (TEI Inline Choice)

How does the author convey his point of view throughout the passage?  
Select the correct answers from the drop-down menus to complete an analysis.

The author clearly believes that standardizing time was  given the changes that society experienced when the railroads arrived. In

paragraph 4, the author mostly conveys this point of view by presenting  about the situation. In the final paragraph, the author supports his point of view with  about the impact of standard time zones.

Item Information		
Passage:	Time to Standardize	
Answers:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.2.b.iii	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
P Value:	0.421	

Item Set 1 – Question 13 (Selected Response)

**Part A**

How does the map support the central idea from the passage?

- A. It demonstrates what time it is in all the other zones when it is 6 p.m. eastern time.
- B. It reveals a state that refused to comply with standardized time.
- C. It illustrates the need for a universal prime meridian.
- D. It displays the exact boundaries of the time zones.

**Part B**

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

- A. "The final plan recommended four railroad time zones across the United States." (paragraph 8)
- B. "Railroad companies across the nation switched their clocks to the new times." (paragraph 9)
- C. "In October 1884, more than 25 nations participated in the International Meridian Conference in Washington, D.C." (paragraph 11)
- D. "The Greenwich prime meridian was recognized as 0° longitude." (paragraph 11)

Item Information		
Passage:	Time to Standardize	
Part A Answer:	D	
Part B Answer:	A	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.2.c.i	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
P Value:	0.296	

## ANSWER KEY: ITEM SET 2

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

#### Part A

How does paragraph 14 contribute to the development of the plot in the passage from *The Wednesday Wars*?

- A. It highlights the conflict between two characters.
- B. It suggests the resolution of the passage.
- C. It establishes the setting.
- D. It implies the theme.

#### Part B

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

- A. The narrator has fun scrubbing pots and splashing with Meryl Lee.
- B. The narrator notes that it was a green, peaceful space.
- C. Mrs. Sidman doesn't learn to enjoy the moment.
- D. Mrs. Sidman glares at the narrator.

Item Information		
Passage:	The Wednesday Wars	
Part A Answer:	A	
Part B Answer:	D	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.1.b.ii	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
P Value:	0.64	

Item Set 2 – Question 2 (Selected Response)

**Part A**

How does Mrs. Sidman respond to the events of the passage from *The Wednesday Wars*?

- A. She fails to see the humor in the situation as events get more comical.
- B. She remains unhappy and bitter throughout the camping trip.
- C. She does not get any angrier about her stained sweater.
- D. She becomes less critical of Holling Hoodhood.

**Part B**

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

- A. "... our entire set of utensils ... " (paragraph 7)
- B. "... we looked like someone had thrown a whole can over us both." (paragraph 11)
- C. "... grumbling more than a little by the time we got back ... " (paragraph 14)
- D. "... and that streaks of chili don't exactly go with mango ... " (paragraph 16)

Item Information		
Passage:	The Wednesday Wars	
Part A Answer:	B	
Part B Answer:	C	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.1.a.iii	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
P Value:	0.548	

Item Set 2 – Question 3 (Selected Response)

**Part A**

Which statement **best** describes a theme of the passage from *The Wednesday Wars*?

- A. It is important to try to catch mistakes before they happen.
- B. Unfamiliar circumstances can leave people defenseless.
- C. Creativity can emerge when you have few resources.
- D. It is important to respect the adults in your life.

**Part B**

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

- A. Mrs. Sidman cuts her fingers on the jagged lid of the can.
- B. The narrator loses the supplies in his backpack.
- C. Mrs. Sidman remains angry at the narrator.
- D. The hikers use rocks to open the cans.

Item Information		
Passage:	The Wednesday Wars	
Part A Answer:	C	
Part B Answer:	D	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.1.a.ii	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
P Value:	0.609	

Item Set 2 – Question 4 (Selected Response, Multiple Select)

**Part A**

Which statement provides the **best** summary of the passage?

- A. Holling Hoodhood angers Mrs. Sidman because he lost the camping supplies, but he learns to focus on the present moment and is able to enjoy his hiking experience.
- B. Holling Hoodhood is defiant and disrespectful after losing the camping gear, but he ends the trip happily because he finds a friend and decides to be polite.
- C. Holling Hoodhood takes a break from school to go on a hiking adventure and learns how cooperation helps him to better appreciate his teachers.
- D. Holling Hoodhood discovers how two teachers react differently to the same situation and learns that Mrs. Sidman is not a kind person.

**Part B**

Select **two** details that **best** support the answer to Part A.

- A. when the two students splash each other in the river and have fun
- B. when Holling and Mrs. Baker open the cans with rocks
- C. when Holling gets defensive about losing the utensils
- D. when Mrs. Baker gives Holling a faulty backpack
- E. when Mrs. Sidman glares at her student
- F. when Meryl Lee offers to help

Item Information		
Passage:	The Wednesday Wars	
Part A Answer:	A	
Part B Answer:	A, E	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.1.a.ii	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
P Value:	0.357	

*Item Set 2 – Question 5 (Constructed Response)*

Write a story with an alternative ending that tells what happens after Holling Hoodhood has to go down to the river to clean the pots and pans. You may include new difficulties, but be sure to include a beginning, a middle, and an end. In your story, use details you have learned about the characters from the passage.

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 27 for additional item information.**

Item Set 2 – Question 6 (Selected Response)

**Part A**

What does the word **unreal** convey as it is used in paragraph 10 of the passage from *Hatchet*?

- A. lacking substance
- B. not genuine
- C. imaginary
- D. artificial

**Part B**

Which detail from paragraph 10 **best** supports the answer to Part A?

- A. "incredibly beautiful"
- B. "almost"
- C. "a green carpet"
- D. "full of life"

Item Information		
Passage:	Hatchet	
Part A Answer:	C	
Part B Answer:	A	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.3.b.iii	Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: stingy, scrimping, economical, unwasteful, thrifty).
P Value:	0.562	

Item Set 2 – Question 7 (Selected Response)

**Part A**

Which statement **best** expresses a theme of the passage from *Hatchet*?

- A. Being alone leads to a greater appreciation of nature.
- B. Nature is better faced with others rather than alone.
- C. A person makes better choices when alone.
- D. Time by oneself leads to self-reflection.

**Part B**

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

- A. "I am not the same, he thought." (paragraph 2)
- B. "When his ears heard a sound or his eyes saw a sight his mind took control of his body." (paragraph 4)
- C. "When the wood was done he decided to get a signal fire ready." (paragraph 6)
- D. "Remembering the crash he had a moment of fear, a breath-tightening little rip of terror, but it passed and he was quickly caught up in the beauty of the scenery." (paragraph 9)

Item Information		
Passage:	Hatchet	
Part A Answer:	D	
Part B Answer:	A	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.1.a.ii	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
P Value:	0.353	

Item Set 2 – Question 8 (TEI Drag and Drop)

Move words into the paragraph to show how a change in the speaker is developed throughout the poem "A Letter in October."

encourages reflects

In stanza 1, the speaker remembers looking out the window, observing the beauty of nature, and maybe watching a deer drink at the pond. However, time passes. By the end of stanza 2, the mornings are dark and the speaker cannot see out the window, which now resembles a mirror. By the final stanza, this circumstance forces the speaker to think about personal issues rather than about the outside world.

Item Information

Passage:	A Letter in October	
Answers:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.1.a.iii	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
P Value:	0.448	

Item Set 2 – Question 9 (TEI Inline Choice)

Select the correct responses from the drop-down menus to complete an analysis of how stanza 2 fits into the overall structure of the poem "A Letter in October."

Stanza 2 reveals the contrast between the mornings before and after the approach of winter. Before winter approaches, the light creates reflections on the pond; after winter arrives, the world is in darkness and the speaker can only see his own reflection. Stanza 2, therefore, provides an important turning point: the rest of the poem focuses on darkness and the speaker's sense of reflection.

Item Information

Passage:	A Letter in October	
Answers:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.1.b.ii	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
P Value:	0.358	

Item Set 2 – Question 10 (Selected Response)

**Part A**

There is an important difference between Brian's relationship with nature in the passage from *Hatchet* and the speaker's relationship with nature in the poem "A Letter in October." Which statement **best** describes that difference?

- A. Brian's feelings for nature remain the same, while the speaker's feelings for nature change.
- B. Brian's interaction with nature is temporary, while the speaker's interaction is permanent.
- C. Brian experiences nature firsthand, while the speaker observes nature from a distance.
- D. Brian sees nature as cruel, while the speaker sees nature as neutral.

**Part B**

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

- A. Brian is living in nature, while the speaker watches nature through glass.
- B. Brian is using his ears and eyes, while the speaker is using his eyes only.
- C. Brian has to work hard, while the speaker observes at his leisure.
- D. Brian needs to be rescued, while the speaker is physically safe.

Item Information		
Passages:	Hatchet and A Letter in October	
Part A Answer:	C	
Part B Answer:	A	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.1.c.ii	Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
P Value:	0.444	

Item Set 2 – Question 11 (TEI Multiple Select)

Read each theme in the table and select whether it is emphasized in the passage from *Hatchet*, in the poem "A Letter in October," or in both. Select one box per row.

Theme	From <i>Hatchet</i>	"A Letter in October"	Both
Nature changes a person.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Nature can become a part of an individual.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nature moves a person to self-examination.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Nature's seasonal changes affect a person powerfully.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Item Information		
Passages:	Hatchet and A Letter in October	
Answer:	See Image	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.1.c.ii	Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
P Value:	0.321	

# Grade 6

## 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
<b>Reading Comprehension and Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>full</b> comprehension of ideas stated explicitly and inferentially by providing an <b>accurate</b> analysis;</li> <li>addresses the prompt and provides <b>effective and comprehensive</b> development of the claim or 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 claim or topic;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>establishes and maintains an <b>effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates comprehension 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 claim or topic that is <b>mostly 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 claim or topic;</li> <li>is organized with <b>mostly clear and coherent</b> writing;</li> <li>establishes and maintains a <b>mostly effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>basic</b> comprehension 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 claim or 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 claim or topic;</li> <li>demonstrates <b>some</b> organization with <b>somewhat</b> coherent writing;</li> <li>has a style that is <b>somewhat</b> effective.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>limited</b> comprehension of ideas stated explicitly and/or inferentially by providing a <b>minimally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>minimal</b> development of claim or 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>has a style that is <b>minimally</b> effective.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>no</b> comprehension of ideas by providing an <b>inaccurate or no</b> analysis;</li> <li>is <b>undeveloped and/or inappropriate</b> to 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>has an <b>inappropriate</b> style.</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 <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 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> <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>establishes and maintains an <b>effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>mostly effectively</b> developed with narrative elements and is <b>mostly appropriate</b> to the task;</li> <li>is organized with <b>mostly clear and coherent</b> writing</li> <li>establishes and maintains a <b>mostly effective</b> style.</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>demonstrates <b>some</b> organization with <b>somewhat coherent</b> writing;</li> <li>has a style that is <b>somewhat</b> effective.</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>has a style that has <b>limited</b> effectiveness.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped and/or inappropriate</b> to the task;</li> <li><b>lacks</b> organization and coherence;</li> <li>has an <b>inappropriate</b> style.</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 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>maybe</b> errors 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>maybe</b> errors 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.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1- 4 for writing.
- Tone is not assessed in grade 6.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements: establishing a context, situating events in a time and place, developing a point of view, and developing characters' motives. The elements to be assessed are expressed in grade-level standards 3 for writing.

## Sample Responses & Annotations - ITEM SET 1

### Item Set 1 – Question 9 (Constructed Response)

You have read a passage from "Wild Elephants Sleep for Only Two Hours at Night," a passage from "Elephants Appear to Be Super Sniffers," and a passage from "Elephant All-Wheel Drive." Write an essay in which you explain the various ways scientists studied the different characteristics of elephants. Use details from all three passages in your response.

Item Information		
Passages:	Wild Elephants Sleep for Only Two Hours at Night, Elephants Appear to Be Super Sniffers, and Elephant All-Wheel Drive	
Answer:	See Sample Student Responses & Annotations	
Colorado Academic Standards (CAS) Evidence Outcome:	6.2.2.a.ii	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Anchor Paper 1 – Score Point 4	
Sample Student Response:	<p>In the texts "Wild Elephants Sleep for Only Two Hours at Night," "Elephants Appear to Be Super Sniffers," and "Elephant All Wheel Drive," studies done by scientists on elephants are mentioned. In each study, the scientists look at the different characteristics of elephants such as their sleeping habits, their nose and smelling ability, and the way they walk. The way the scientists do these studies vary.</p> <p>"Wild Elephants Sleep for Only Two Hours at Night" is about a study done by scientists to see how long elephants sleep. They noticed that the elephants can go through the day without any naps despite the fact that they only sleep about 2 hours every night. "Manager and his colleagues implanted activity monitors (similar to fit bit trackers) in the trunks of two elephants." (paragraph 5) When the trunks didn't move for more than 5 minutes, scientists assumed the elephants were sleeping. The data collected showed that elephants sleep for just about 2 hours every night. In this study, the scientists looked at the sleeping characteristic of elephants. This is a very interesting characteristic for scientists to study because they also proved that elephants sleep standing up most of the time. The way they studied this charecteristic was also interesting. They knew that an elephant moves their trunk a lot, so they put a monitor in their trunk to see when it wasn't moving. The characteristic of sleeping hadn't been studied on elephants specifically that much before this study. Before this study, scientists thought that "animals need to sleep to store memories properly." (paragraph 11) Now, they know that for some animals this is not the case. All in all, the characteristic of sleeping habits was studied on elephants using an activity monitor that showed that they only sleep for 2 hours a night.</p> <p>"Elephants Appear to Be Super Sniffers" talks about the study researchers have done on elephants to understand their smelling abilities. This is a characteristic studied about using the data of the amount of genes an animal has. The way the scientists studied this characteristic varies from the way they studied the sleeping habits. Instead of doing an experiment, they used data that had already been collected, amount of olfactory genes. Like the sleeping habits, this characteristic of an elephants nose is very interesting. One reason it is interesting is because "everyone knows that African elephants boast versatile snouts. They can toss logs, grab food, and spray water. But the towering mammals may also be the worlds best smellers." (paragraph 1) Usually when you think of an elephant, you don't think about their amazing ability to smell well. This characteristic of an elephant was important for scientists to study because it explained</p>

	<p>"why scents play a big role in it's behavior." (paragraph 5) Therefore, elephants smell and nose was studied differently than some other charecteristics of an elephant and is very interesting and important to study.</p> <p>"Elephant All-Wheel Drive" is about the study of how elephants walk. The study was done with heavy duty scales in the ground and light reflecting disks which is more similar to the experimental way the scientists studied the sleeping habits than the smelling of elephants. This helped the scientists see that "elephants use their front legs to move forward, which is different from most quadrupeds." (paragraph 7) The scientists connected this discovery to a type of vehicle. All-Wheel drive vehicles. The scientists "sees a similarity to all-terrain vehicles, in which every wheel contributes equally." (paragraph 3) This study, like the one on sleeping, also proved something wrong that was thought before. Scientists used to think that elephants legs didn't bend much. Now they know that their legs in fact bend quite a bit. That is why the study of the characteristic of their walking is so important and interesting like the others. It grew our understanding of elephants in a way that we also grew our understanding of the elephants sleeping habits.</p> <p>In conclusion, the 3 texts each showed different characteristics of an elephant and how the scientists studied them. The way they studied the different characteristics varied a lot. With the study about smelling, they used data that had already been collected to draw conclusions. With the studies about sleeping and walking, the scientists used technology such as monitors and light reflecting disks and collected their own data to draw conclusions. All the studies were very important and interesting as well. Some of them even proved past thoughts wrong.</p>
<p>Annotation for Sample Student Response:</p>	<p>The response demonstrates full comprehension of the ideas in the passages though an accurate analysis of the studies made about the characteristics of elephants. The comprehensive development of the topic is formed through effective use of relevant text-based evidence about the studies, the methods used, and what the scientists learned from the studies. Each passage is fully addressed, and analysis of the process is included (<i>This characteristic of an elephant was important for scientists to study because it explained "why scents play a big role in it's behavior." (paragraph 5) Therefore, elephants smell and nose was studied differently than some other charecteristics</i> ). This results in a response that is consistently appropriate to the task. The response is effectively organized as a whole and within paragraphs and uses an effective style that produces clear coherent writing.</p>

**Anchor Paper 2 – Score Point 3**

<p>Sample Student Response:</p>	<p>In the passages "Wild Elephants Sleep for Only Two Hours at Night", "Elephants Appear to Be Super Sniffers", and "Elephant All-Wheel Drive", scientists and researchers come to their conclusions using different techniques.</p> <p>In "Wild Elephants Sleep For Only Two Hours at Night" the scientists used two different activity monitors, one on the elephants' necks and the other in the elephants' trunks, and their knowledge on how elephants move their trunks. When the elephants are asleep, their trunks do not move at all, but when they are awake they are almost constantly moving their trunks. The monitor in the trunk was used to capture how much the elephants' moved their trunks. The collar on the neck of the elephant was to monitor when the elephants were laying down when sleeping. They took all of the information that they collected from two female matriarch, or leaders of herds, and came to the conclusion wild elephants can survive with very little sleep, so little sleep that they break the record for the mammal that can survive with the least amount of sleep.</p> <p>In the passage "Elephants Appear to Be Super Sniffers" researchers didn't explain any tests that they may have done on elephants to prove their data, unlike "Wild Elephants Sleep for Only Two ours at Night". When researchers were collecting their data, they looked at bush elephants and their nasal cavities which hold the scent-sensing cells called <i>olfactory receptors</i>. The researchers looked at these cells and concluded that elephants have 2,000 different genes for sensing smells. Other animals don't come close to the massive amount of <i>olfactory receptors</i> elephants have. The</p>
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	<p>researchers concluded, based on the data they collected, that elephants have one of the best senses of smell out of the species on Earth.</p> <p>The scientists in the passage "Elephant All-Wheel Drive" conduct their experiments differently from the researchers in the other two passages. Due to the fact that an elephants walk is a very hard thing thing to study, the scientists had to use a lot of equipment in order to come to a conclusion. The scientists used scales that could support the elephant's weight to measure how much of the elephants weight hit the ground as it ran. They used reflective disks to record how the elephants' body moved as it ran by attaching the disks to different parts of the elephants' legs and bodies. The scientists used special cameras to record how the disks moved. The scientists came to the conclusion that elephants are not like most other quadrupeds when they walk and run. Elephants use all of their legs equally and use their front legs to move forward, unlike other quadrupeds who use their back legs, like a rabbit for example.</p> <p>All of the scientists or researches in the passages did their experiments differently, some relied on data while others relied on experiments, but in the end, all of the data and conclusions turned out great.</p>
<p>Annotation for Sample Student Response:</p>	<p>The response demonstrates comprehension by providing a mostly accurate analysis of the different methods of studying elephants described in the passages. For each passage a review of the methods used is developed through explanation based on text-based details and some analysis of how the methods were used (<i>They took all of the information that they collected...and came to the conclusion ...researchers didn't explain any tests that they may have done on elephants to prove their data... scientists had to use a lot of equipment in order to come to a conclusion</i>). The response is organized with mostly clear and coherent writing.</p>

**Anchor Paper 3 – Score Point 3**

<p>Sample Student Response:</p>	<p>In the articles "Wild Elephants Sleep for Only Two Hours at Night", "Elephants Appear to Be Super Sniffers", and "Elephant All-Wheel Drive" they explain and show the different studies scientist have been using to figure out the characteristics of elephants. These scientists all use a variety of ways to figure this out.</p> <p>In "Wild Elephants Sleep for Only Two Hours at Night" scientists from the southern part of Africa wanted to figure out the amount of sleep that elephants normally get, so they have implanted activity monitors into elephants trunks. Due to the importance of elephants trunks they move them so often so when the activity monitor didn't show any activity for at least five minutes that would generally mean that a elephant was sleeping. These scientist would also use neck collars to see if the elephants were laying down while sleeping or standing up. After the scientist used both of the trackers for at least a month they gathered all the data they received and it showed that an elephant will only get about two hours and fifty minutes of sleep or that they wouldn't sleep for about forty-eight hours. They also figured out that animals in captivity get more sleep then animals in the wild.</p> <p>The article "Elephants Appear to Be Super Sniffers" focuses on a study about elephants nasal cavity and how strong their smelling is unlike the other two articles that focus on different aspects of elephants and different studies to figure those out. For these scientist to figure out how strong and powerful elephants smelling was they studied elephants nasal cavity which is near the top of their trunk. Scientist then later on figured out that the elephants smell with olfactory receptors(the word olfaction refers to smell). The also went and looked at the history of when mammal species were really starting to split into a broad range of spieces. The research that they found from looking at this made scientist believe that elephants smell is so strong because they think that this smelling gene keeps morphing and copying itself. In this study of elephant smell scientist tried to use different tactics to figure out more about elephants.</p> <p>"Elephant All-Wheel Drive" this article explains and gives details on how elephants walk differently from other quadrupeds. During this study scientist used a more involved technique to figure out how elephants walking is different from other animals by being more interactive with the elephants. Throughout this study scientist figured out that elephants slow down and speed</p>
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	<p>up with both of their legs. To figure out how much weight elephants put down when they run scientist decided to implant scales into the ground to see how much pressure they would put down as they ran across them. Then scientist wanted to figure out how much elephants legs bent when they run/walk because when they do run or walk it doesn't look like elephants legs bend at all. To figure out how much their legs bend when they run/walk scientist decided to put reflective discs on parts of the elephants legs and body that would show bending. Then they had the elephants run across the scales again as multiple cameras took lots of pictures as the discs bent. At the end of this research project the scientist figured out that elephants front legs move forward unlike rarely any other quadrupeds and that they kind of walk like humans.</p> <p>In these three article scientist use different approaches to figure out the characteristics of elephants whether or not they are looking at research, attaching monitors to the elephants, or doing interactive experiments with them. Scientist are still able to figure out the different characteristics of elephants so that we are able to be more knowledgeable about how they work in a variety of ways.</p>
<p>Annotation for Sample Student Response:</p>	<p>The response demonstrates comprehension by explaining the different methods used to figure out the characteristics of elephants. For each passage, the main topic the scientists wanted to study is identified as well as the main method used for the study. Development of the topic includes relevant text-based details to explain how the study was done and the results found, thus producing a mostly accurate analysis of the topic. The response is organized as are the ideas in each paragraph; the writing is mostly coherent.</p>

**Anchor Paper 4 – Score Point 3**

<p>Sample Student Response:</p>	<p>Elephants have many features that stand out, such as their large ears and trunks, but they also have many amazing features that don't always meet the eye. New studies have shown that elephants can survive with the littlest sleep, have the best sense of smell, and use their legs differently than other quadrupeds. These new discoveries may lead to scientists finding how the elephant evolved and why it has adapted this way.</p> <p>In the first article, author Susan Milius wrote about African elephants strange sleep patterns. After the experiment was finished, scientists found that elephants in captivity slept from around three to seven hours in a twenty-four hour period, but elephants in the wild slept on average about two hours in a twenty four hour period. Scientists used tiny trunk implants that could track how much sleep an elephant got on two females. These trunk implants showed that on sometimes the elephants would go for up to 46 hours without sleep. Evidence showed that these elephants could skip a night of sleep and still function properly without needing any naps the day after. Elephants in the wild may have these odd sleeping schedules because of dangers like poachers and predators.</p> <p>In the second passage, author Nsikan Akpan wrote about a new study that shows elephant's unique smelling abilities. Akpan compared the elephant's 2000 different genes used for sensing odors (olfactory receptors) to known smell sensing animals like rats and bloodhounds. Rats had 1200 olfactory receptors while bloodhounds and other dogs only have 800. The researchers think that when mammals began to split into lots of new species, the original smell-sensing gene copied and morphed over and over again. This theory appears to have happened in many of modern elephant's ancestors. Researchers believe that elephants having this extraordinary sense of smell plays a big part in elephant's behaviors. African elephants can communicate aggression with smells, and elephants can also distinguish different ethnic groups living near them.</p> <p>In the last passage, author Stephen Ornes wrote about elephant's way of walking. In a new study, a team of scientists found a way to look at how elephants walk. Most quadrupeds, or four-legged animals use their front legs as brakes and use their back legs to propel them forward. In this study, scientists used heavy-duty scales, light reflecting discs, and seven special cameras to find how elephants walk. The information they gathered from this experiment showed that elephants use all four legs to move forward and slow down. The information also showed that elephants walk similarly to how human beings walk.</p>
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	In conclusion, elephants have evolved very uniquely to be best fitted to their environment and way of life. Elephants are very special, and many of their characteristics stand out. Elephants are very interesting animals, and more studies will most likely be done in the future to learn more about them.
Annotation for Sample Student Response:	The response demonstrates comprehension of the ideas by providing an explanation of the studies discussed in each passage. The mostly effective development includes text-based details about the studies being done, the methods used in the studies and the results of each study. This approach is appropriate to the task and demonstrates a mostly accurate analysis of the topic. The response is organized and mostly coherent.

**Anchor Paper 5 – Score Point 2**

Sample Student Response:	<p>Scientists seem very fascinated about elephants. They can study them in many different ways. The stories "Wild Elephants Sleep for Only Two Hours at Night", "Elephants Appear to Be Super Sniffers", and "Elephant All-Wheel Drive" all show various ways to study elephants and their behavior.</p> <p>In the story, "Wild Elephants Sleep for Only Two Hours at Night" the scientists study the elephants on sleeping behavior by implanting activity monitors in the trunk of two African Elephants. The article directly states, "...implanted activity monitors in the trunks of two elephants." They had tracked the animals for about a month and got the results that the elephants only get two hours of sleep a night. The elephants could go 46 hours without any sleep at the most.</p> <p>In the article, "Elephants Appear to Be Super Sniffers" the scientists studied the bush elephants (<i>Loxodonta africana</i>) by inferring about how the sensing genes copied and why they had so many now. In paragraph 4 of the article it says, "The researchers think that long ago, when mammals split into a broad range of new species, the original smell-sensing gene began copying itself and morphing somewhat over and over again." That is what scientists believe why they have 2,000 different genes for sensing odors.</p> <p>In the story, "Elephant All-Wheel Drive" the elephants were studied by installing scales in the ground to track the elephants weight hit as it ran or walked. In paragraph 6 it exactly says, "The scientists installed heavy-duty scales in the ground to keep track of how much of each elephant's weight hit the ground as it ran." After testing the heavy-duty scales the results show, "The measurements showed that elephants use their front legs to move forward, which is different from most quadrupeds." The elephants actually use all four legs instead of their front legs as brakes and their backs legs to push like most quadrupeds.</p> <p>In conclusion, these various ways to study elephant behavior are very different and unique. The all are very smart ways to study the elephant. They are very helpful and provide information most humans won't get without machines. The elephant study is very fascinating.</p>
Annotation for Sample Student Response:	The response demonstrates basic comprehension of ideas stated by identifying and explaining the ways the scientists in passage study elephants. For each passage the principle method is identified ( <i>by implanting activity monitors in the trunk...by inferring about how the sensing genes copied...the elephants were studied by installing scales in the ground</i> ). Some development comes through citation of text to show that information comes from that passage and then a summary of the result of the study. This provides generally accurate explanation of the methods used. Some organization overall and the response is written in somewhat coherent writing.

**Anchor Paper 6 – Score Point 2**

Sample Student Response:	<p>Scientists have studied animals in many different ways. Specifically elephants. As I read in "Wild Elephants Sleep for Only Two Hours at Night," "Elephants Appear to Be Super Sniffers," and "Elephant All-Wheel Drive", scientists have studied them in many different ways.</p> <p>For example, from "Wild Elephants Sleep for Only Two Hours at Night" scientists studied them by using electronic monitors on African elephants and they put them in their trunks. I know this</p>
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	<p>because the text states, "Using electronic monitors on African elephants in the wild,..." This shows me that they put a monitor into the elephants to get evidence for their theory.</p> <p>Another example is, from the passage "Elephants Appear to Be Super Sniffers" I know that scientists studied their sniffing characteristics. Scientists know that the elephants have 2,000 different genes for sensing odors, while us humans only have about 40 olfactory genes.</p> <p>My last example is in the passage, "Elephant All-Wheel Drive" scientists studied them by installing-heavy duty scales in the ground to track how much the elephant runs. They also attached light-reflecting disks to different parts of the elephant. Then, they made the elephants run over the scales and used cameras to record the disk. The scientists came to the conclusion that the elephants front legs move much like human legs and the scientists also thought that their legs couldn't bend like that.</p> <p>Those are a few ways that scientists studied elephants characteristics in "Wild Elephants Sleep for Only Two Hours at Night," "Elephants Appear to Be Super Sniffers," and "Elephant All-Wheel Drive".</p>
<p>Annotation for Sample Student Response:</p>	<p>The response demonstrates basic understanding of the passages and the task by providing a generally accurate explanation of the methods used to study elephants. For the first passage the information is somewhat repetitive, but there is some development of the method used in the study through a text-based quote and explanation of what that evidence shows. For the second passage the topic and conclusion of the study about smell is identified. For the third passage there is a summary of the method used to study how elephants walk. This provides some development of the topic that is somewhat appropriate to the task. The organization and language used produce somewhat coherent writing.</p>

### Anchor Paper 7 – Score Point 2

<p>Sample Student Response:</p>	<p>In "Wild Elephants Sleep for Only Two Hours at Night", they are researching how long wild and domesticated elephants sleep. They do so by monitoring the elephants with something like a fit bit to track the amount of sleep. In the passage it also states how the sleep amount from elephants in a zoo is different than wild elephants. Their studies proved that wild elephants sleep "...almost never..." (paragraph 4).</p> <p>In "Elephants Appear to Be Super Sniffers", the researchers are studying the elephants sense, or should I say senses, of smells. Their mission was to prove that elephants have an amazing sense of smell. This passage proves that not only do elephants use their trunks for food, touch, and drinking, but also how it works and how it smells. The elephants use their <i>olfactory receptors</i> to smell. Those sensors are near a "...nasal cavity, near the top of the animals trunk." (paragraph 2). It shows that elephants really do have an amazing sense of smell.</p> <p>In the passage "Elephant All-Wheel Drive", it is trying to show how elephants move their front and back legs. It shows that elephants are similar to all-wheel drive automobiles because of the way that all four legs work and move at the same time doing equal amounts of work. They go into the reasons the elephants move that way and also how they compare to human function.</p>
<p>Annotation for Sample Student Response:</p>	<p>The response demonstrates basic understanding through a generally accurate analysis of the study in each passage. Some development and reasoning about each passage are shown through statements that explain the methods used, statements of what the studies prove, and relevant text-based details. The writing is somewhat coherent and overall is somewhat appropriate to the task.</p>

**Anchor Paper 8 – Score Point 1**

Sample Student Response:	<p>Scientist have been studying elephants. They studied how they walk,sleep and smell odors. These scientist have found amazing facts about elephants.</p> <p>These scientist have found amazing facts about elephants because in their studies, they found out that wild elephants sleep of only two hours a night. According to Wild Elephants Sleep for Only Two Hours at Night by Susan Milius, "Those trunk implants showed there were times the elephants went up to 46 hours without any sleep."</p> <p>These scientist have found amazing facts about elephants because in their studies, they found out that Elephants use all four legs to walk. According to Elephant All-Wheel Drive by Stephen Ornes " Elephants, however, use all four legs to both move forward and slow down."</p> <p>These scientist have found amazing facts about elephants because in their studies, they found out that elephants have a very good sense of smell. The passage from Elephants Appear to Be Super Sniffers explains that bush elephants can smell 2,00 diffrent genes for sensing odors.</p> <p>Although scientist have found out some amazing facts about elephants, there is still more that scientist have to find out about elephants.</p>
Annotation for Sample Student Response:	The response provides limited comprehension by identifying an amazing fact in each passage about elephants discovered from studies. This is limited in its appropriateness to the task. There is an attempt to include a text-based support for each statement, but the response remains undeveloped and limited.

**Anchor Paper 9 – Score Point 1**

Sample Student Response:	Through reading "Wild elephants sleep of only two hours at night", "Elephants Appear to Be super sniffers", and 'Elephant all- wheel drive", it seems that elephants have unique characteristics. One example would be how in "Wild elephants sleep of only two hours at night", elephants only need approximately 2 hours of sleep, and can go a full 48 hours without sleep, which beats the record. Another example could be from "Elephants Appear to be super sniffers", Elephants have some 2,000 genes, just for sensing odors. One last example from "Elephants all wheel drive" could be that Elephants are different from other quadrupeds and are more similar to all-terrain vehicles since elephants use all 4 legs to go forward and to break, like cars, while quadrupeds push with their back legs and break with their front. This concluding that elephants have many unique characteristics that make up who they are today.
Annotation for Sample Student Response:	The response demonstrates limited comprehension of the ideas contained in the three passages by providing a description of an elephant’s characteristic discussed in each. These text-based details are presented with some limited organization ( <i>one example would be; another example could be</i> ) which produces a response that is minimally developed. With no additional explanation to connect these details to the task, this response remains limited in its appropriateness to the task.

**Anchor Paper 10 – Score Point 1**

Sample Student Response:	All three passages have different ways of studying and observing the elephants. In "Wild Elephants Sleep for Only Two Hours at Night" they watched the elephants by using electronic monitors on the elephants. In "Elephant All-Wheel Drive" the scientists watched them from a distance and recorded the information they found. In "Elephants Appear to Be Supper Sniffers" they did the same thing as they did in "Elephant All-Wheel Drive."
Annotation for Sample Student Response:	The response demonstrates limited understanding of the texts by identifying a method from each passage that scientists used to study elephants. This is an attempt to address the task; without any explanations or text evidence to develop the topic, this response remains limited in its appropriateness to the task.

**Anchor Paper 11 – Score Point 0**

Sample Student Response:	Scientists studied the different characteristics of elephants because they wanted to know more about the live of and how they use there back legs and use there front legs and how the sleep.
Annotation for Sample Student Response:	The response demonstrates no comprehension. The response is a single statement that lists characteristics of elephants that the scientists want to study. No explanation or text support is provided. This response remains undeveloped and is considered inappropriate to the task.

**Anchor Paper 12 – Score Point 0**

Sample Student Response:	they compare them because they wanna see why do they always sniff stuff i think elephents sniff a lot because every were they go they are careful for the animals near them.
Annotation for Sample Student Response:	The response demonstrates no comprehension. The attempt to address the topic in the prompt is undeveloped and inappropriate to the task.

## Sample Responses & Annotations - ITEM SET 2

### Item Set 2 – Question 5 (Constructed Response)

Write a story with an alternative ending that tells what happens after Holling Hoodhood has to go down to the river to clean the pots and pans. You may include new difficulties, but be sure to include a beginning, a middle, and an end. In your story, use details you have learned about the characters from the passage.

#### Item Information

Passage:	The Wednesday Wars
Answer:	See Sample Student Responses & Annotations

#### Anchor Paper 1 – Score Point 4

Sample Student Response:	<p>Meryl Lee and I finally sat down on the rocks by the shore, exhausted from slashing in the stream for so long. We let our feet rest in the water, occasionally kicking at the minnows that swam around. I finished with the pots I was supposed to be cleaning, and Meryl Lee finished with hers.</p> <p>As I trudged after Meryl Lee back up the hill I noticed something. There were some kind of animal footprints that lead deeper into the woods. I knew I was supposed to stay with the group, but my curiosity got the better of me. Besides, Mrs. Sidman was already mad at me, what could a little more do?</p> <p>I ditched the pots and pans I was carrying on a large stone so the others could easily find them and set off following the tracks.</p> <p>The thick undergrowth made it hard to walk through the forest, but the footprints plowed a steady path through leafy ferns and bracken. When I came to a large river I got disappointed, thinking that would be the end of the my small adventure.</p> <p>But I was determined, so I walked along the river bank until I found some stepping stones. On the other side, I managed to find the animal prints again and continued following them.</p> <p>I had no idea where the animal was heading. To it's home? To it's babies? To find food?</p> <p>The brush underfoot was getting denser, which slowed my progress. Brambles scraped my ankles as I walked past and dug into my skin. The pine trees in this part of the woods grew closer together, and were a lot bigger. They let in less sunlight, which only made it harder to watch where I was going.</p> <p>That was when I heard it. There was a loud rustling in the bushes behind me that I had just come out of. I froze, heart pumping so loudly I was sure whatever was in the bushes could hear it.</p> <p>I couldn't see it, as this part of the forest was completely washed in shadows. But I was certain it could see me.</p> <p>The animal was panting heavily, and for a moment stopped trying to break through. Then it went completely silent, and I wondered if it had gone away.</p> <p>But then it burst through, and it was standing right in front of me. Not it... She?</p> <p>"Mrs. Baker?" I asked, confused.</p> <p>Mrs. Baker rushed forward, and nearly winded me with her bone crushing hug. "Holling!" She exclaimed, close to tears. "We were so worried! Why did you run off like that?" Her tone didn't sound mad, just worried and anxious.</p> <p>I suddenly felt very guilty. I had been so caught up in being an adventurer, it hadn't even crossed my mind that the others might had been worried for me and my safety. I had just thought this would be another thing for Mrs. Sidman to get mad at me about.</p> <p>"I- I'm sorry," I stuttered, hugging her back. We just stood there for a second, catching our breaths and clinging to each other.</p> <p>Finally, Mrs. Baker pulled away and gently wiped away a stray tear from her cheek. "Well, why don't we get back to the campsite?" She asked. I nodded, suddenly no longer wanting to find the</p>
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	<p>animal I was tracking.</p> <p>So Mrs. Baker and I set off, going the way I had come, hopefully to a Mrs. Sidman that would't scold me.</p>
<p>Annotation for Sample Student Response:</p>	<p>This response is effectively developed with narrative elements and is consistently appropriate to the task. Vivid descriptions of scenes (<i>We let our feet rest in the water, occasionally kicking at the minnows that swam around. . . . Brambles scraped my ankles as I walked past and dug into my skin. The pine trees in this part of the woods grew closer together, and were a lot bigger</i>) and events (<i>When I came to a large river I got disappointed, thinking it would be the end of the my small adventure. But I was determined, so I walked along the river bank until I found some stepping stones</i>) develop the story. Dialogue and further description illustrate characters' personalities (<i>Mrs. Baker rushed forward, and nearly winded me with her bone crushing hug. "Holling!" She exclaimed, close to tears. "We were so worried! Why did you run off like that?" Her tone didn't sound mad, just worried and anxious</i>). Organization with clear and coherent writing is demonstrated though events that are well-developed, building suspense and unfolding naturally. An effective style is established and maintained through precise word choice, natural sounding dialogue, and variety in sentence types and lengths.</p>

<b>Anchor Paper 2 – Score Point 4</b>	
<p>Sample Student Response:</p>	<p>After we washed the dishes, I went back up towards the camping spot. The warm sun washed across my face, and I realized that I had left a pot down at the river. But, sure enough, Meryl Lee had been there to save the day. She slowly trudged back up towards me, carrying the pot that I had left.</p> <p>"Thanks! That was a big help," I called to Meryl Lee, "Sorry about that."</p> <p>"Anytime," she exclaimed as she reached me, "I am always happy to help out."</p> <p>Together, we walked back up to the top of the ridge, where we had set up camp for the night. Mrs. Sidman and Mrs. Baker sat in a tent, whispering something to each other. All that I heard was a few clips of "Lost! What?!" and "I knew that I shouldn't have come this year!!"</p> <p>What do you mean lost?? Like, totally and completely lost?? Or like sort of lost??Whatever kind of lost it was, all options pointed to... you guessed it! BAD.</p> <p>"Did you hear what they just said?" I asked Meryl in surprise.</p> <p>"I sure did, and that doesn't sound very good," she said. "Do you think that we will be able to find our way back?"</p> <p>Good question. I had no idea how we were going to make our way back home. We had to be at least ten miles outside of the parking lot. I decided that there was only one way to find out what we had to do: I was going to have to face the teachers.</p> <p>One step forward, then questioning whether or not I should really ask. After all, they didn't even know that I had heard them talking. One more step, then a few more, and <i>finally</i> I was at their tent. As I unzipped the it, Mrs. Sidman gave me a startled glance.</p> <p>"Hello Holling," Mrs. Baker said to me calmly.</p> <p>It seemed as though nothing was wrong. I wanted to work up the courage to ask her if we were really lost, but I didn't. In fact, I simply said hello as well and left.</p> <p>At dinner that night, Mrs. Baker made an announcement.</p> <p>"I am afraid to say that we are lost," she said. I gasped, even though I knew it was coming. "But," she said, "I have a G.P.S. (global positioning system) that can help us back home. So, I want everyone to get a good night's sleep because we have some serious backtracking to do."</p> <p>Now I was really wondering what to do, but decided to follow her directions. I got a good night's sleep and woke up with a fresh, clean slate.</p> <p>After breakfast, everyone packed up (Mrs. Sidman did a little more groaning) and we headed out. Mrs. Baker lead the way, stopping to let everyone catch their breath and to wait for Mrs. Sidman.</p> <p>We stopped for lunch at noon. It was the same as yesterday. Chili and hot dogs. But, they were still pretty good.</p> <p>Finally, at the end of the afternoon, we arrived at the parking lot. What a day! Sure, it had been difficult, but it was certainly fun. We loaded up and headed home. Goodbye woods!</p> <p>"Thanks for a great trip," I said. And I really meant it.</p>
<p>Annotation</p>	<p>Through dialogue, that is effectively utilized to develop and show interactions between characters</p>

<p>for Sample Student Response:</p>	<p><i>("Thanks! That was a big help," I called to Meryl Lee, "Sorry about that." "Anytime," she exclaimed as she reached me, "I am always happy to help out." . . . "Lost! What?!" and "I knew that I shouldn't have come this year!!"), along with detailed descriptions of characters, events, and settings (I had no idea how we were going to make our way back home. We had to be at least ten miles outside of the parking lot. I decided that there was only one way to find out what we had to do: I was going to have to face the teachers. One step forward, then questioning whether or not I should really ask), this response is effectively developed with narrative elements. The response picks up where the original story leaves off, quickly establishing the scene of Holling and Meryl Lee washing dishes and progressing through the realization they were lost and arriving back at the parking lot. Naturally sounding dialogue, precisely chosen vocabulary, and variety in sentence structure establish and maintain an effective style (She slowly trudged back up towards me, work up the courage to ask, I gasped, even though I knew it was coming).</i></p>
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**Anchor Paper 3 – Score Point 4**

<p>Sample Student Response:</p>	<p>I start to run over to the river, happy to finally not having to worry about Mrs. Sidman saying something negative about me. As I run towards the river, the pots and pans on my back are clanking loudly, probably loud enough for everybody to know where I am. Finally, I get to the river, and it was beautiful. I look at it in awe, it's slow flow with the glassy appearance, the way the sun reflected off of it made it look like something you would see in a fairytale. And the fish, oh the fish. Dang, I thought. There were very little fins rising out of the water, he guessed maybe a hundred. All of a sudden, he could feel a presence of something else. Then it was on him before he even knew what was going on.</p> <p>He could see, about 100 feet away, upstream, he saw an enormous bear. It was sloth through the water, the fish darting away from its terror. I quickly ran into a bush in the brush, but I forgot how much noise the pots and pans made. I could see the bear out the corner of my eye looks around for the source of the noise. I was breathing hard, very hard. I tried to clear my mind, "Ok, ok, ok, ok, don't freak out." I said quietly. My instinct was to just run. I could do that, I thought. But, The bear would catch me, right? I remember a safety class that Mrs. Sidman taught us if we saw a bear. What was it, NOISE! I yelled in my head. You were supposed to make a lot of noise, and look big, yes that was it. I took a deep breath, trying to muster up all the courage I had, ready to jump out of the brush, yell, clang my pots and pans together like a crazy person. On three, "One, two THREE!"</p> <p>I sprint out of my hiding space, and into the open, I yell, "AAAAHHHHHH!" I start to clang my pots and pans together, and jump around as much as I can in the open. The bear looks at me, and then lowers itself, and runs out of the water into the other side of the brush. I then take a sigh of relief, but I am still on high alert if it comes back. I then approach the water, and start to clean the pots and pans. I think as I wash them, that bear isn't ever going to push me around, or anyone else. And I feel proud of myself.</p> <p>As I finish the pots and pans, there is still something in my mind that I can't get out. I look at the fish slowly gliding through the clear water. And I think, how would everyone like it if I bring back a fish for dinner. So I slowly get in the water, jeans rolled up. The fish don't seem to be startled by my movements. So I slowly reach for one.....GOT it. It tries to wiggle out of my grasp, but I place it in one of the pots for safekeeping. "Yes, yes YES!" I yell. This day has really turned around.</p> <p>As I wander back to the camp, I think about the face that Mrs. Sidman will make when I come back with the fish. I think Meryl Lee would congratulate me. I eventually find my way back, and Mrs. Sidman says, "What took you so long?" And all I do is hold up the fish in all its glory.</p>
<p>Annotation for Sample Student Response:</p>	<p>This response is effectively developed with narrative elements. Detailed descriptions of events (<i>He could see, about 100 feet away, upstream, he saw an enormous bear. It was sloth through the water, the fish darting away from its terror. I quickly ran into the bush in the brush</i>) and settings (<i>Finally, I get to the river, and it was beautiful. I looked at it in awe, it's slow flow with the glassy</i></p>

	<p><i>apereance, the way the sun reflected of of it made it look like something you would see in a fairytail)</i> develop scenes and characters. Although rarely used, dialogue, both internal (<i>What was it, NOICE! I yelled in my head</i>) and external (<i>On three, "One, two THREE!" . . . "Yes, yes YES!" I yell</i>), contribute to the development of the story and the unfolding of events. Events unfold naturally resulting in an even pacing, demonstrating clear and coherent writing. Precise word choice and variety in sentence structure establish and maintain an effective style.</p>
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**Anchor Paper 4 – Score Point 3**

<p>Sample Student Response:</p>	<p>After I got back from the river dripping wet and with my arms full of pots and pans I dumped on a rock that looked relatively dirt free and sat down and closed my eyes letting the sun dry me off. After a little while meryl lee came over to me and said "we're all going on a hike want to come?" "sure!" I replied as we walked back to the group where I saw that Mrs Sidman was still glaring at me with her sweater still chili streaked. Then the group started walking and I followed along behind. After a while of hiking my legs started getting tired so I decided to stop for a second and catch my breath and drink some water. When I was finally done I got up and looked around and they were gone! I thought they would stay I thought to myself as I kept looking but after a while it became evident that they had left me here. As the full implications fell in I started to wonder if they are gone what will happen to me? Well I thought to myself I should probably think of where they had gone so I sat down and tried to think about where they had gone. Suddenly I slapped myself in the forehead! Of course there was only one way to go so I jumped up and started running along the trail forward but after a while I still didnt see them and I started to wonder if they went off trail until I heard voices! I started running towards the voices and caught up with them as they were talking. When I ran up to them they all turned and looked at me and there was a moment of silence until Mrs. Baker said "oh there you are we were just thinking of going to look for you!" "well now I'm here." I replied and the group started walking again and this time I made sure I would not be left behind!</p>
<p>Annotation for Sample Student Response:</p>	<p>Through mostly detailed descriptions to establish scenes (<i>After I got back from the river dripping wet and with my arms full of pots and pans I dumped on a rock that looked relatively dirt free and sat down and closed my eyes letting the sun dry me off</i>) and events (<i>Suddenly I slapped myself in the forehead! Of course there was only one way to go so I jumped up and started running along the trail forward but after a while I still didnt see them</i>), along with dialogue to aid in the progression of events (<i>. . . "we're all going on a hike want to come?" "sure!" . . . "oh there you are we were just thinking of going to look for you</i>), this response demonstrates writing that is mostly effectively developed with narrative elements. Organization with mostly clear and coherent writing is shown through events that are mostly evenly developed and have a mostly natural pacing. Descriptive word choice (<i>Mrs Sidman was still glaring at me with her sweater still chili streaked, as the full implications fell in I started to wonder</i>) creates a style that is mostly effectively developed.</p>

**Anchor Paper 5 – Score Point 3**

<p>Sample Student Response:</p>	<p>After Meryl Lee and I got back from the river, Mrs. Sidman looked up and down at us and shook her head. "All you had to do is wash the pots and pans, not have a water balloon fight." she said. "Where is Mrs. Baker?" Meryl asked. "She's setting up the tents." Mrs. Sidman replied, "Why don't you two go help her."</p> <p>We walked over to where Mrs. Baker was setting up camp. When we were done putting the tents up, we started a fire. We started roasting marshmallows and telling scary stories. When Meryl Lee told a story, she did a jump scare and made me fling my marshmallow onto Mrs. Sidman. Boy, was she mad. She sent us to my tent and I stayed there the rest of the night.</p> <p>At one point I fell asleep. I woke up to growling. I peeked outside, but nothing was there, So I went back in. Then I saw a shadow outside, It was the shape of a bear!! I ran out of the tent as fast as I could, and ran to the fire where everyone else was. "Theres, a *wheeze* Be-bear outside *pant* my tent!" I yelled. "Wait, where is Mrs. Sidman?" then I heard growling right behind my and saw the outline of the bear. "AAAAAAAAGGGGGH!!" I screamed. Then a cloth dropped and it was Mrs.</p>
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	<p>Sidman. She was laughing hysterically, she was rolling on the ground. "You should have seen your face!!!" Now everyone was was laughing except me.</p> <p>Apparently Mrs. made a bear costume for her son's play but it didn't fit him, then she brought it on the hike by accident. So she decided to scare "someone" (me). When I went back to sleep, I was still terrified. And I went to the bathroom but nothing happened, so I fell asleep knowing that bears will not come to our campsite,</p>
Annotation for Sample Student Response:	<p>This response demonstrates writing that is mostly effectively developed with narrative elements. Dialogue is natural sounding and aids in the progression of events (<i>"All you had to do is wash the pots and pans, not have a water balloon fight."</i> She said. <i>"Where is Mrs. Baker?"</i> Meryl asked. <i>"She's setting up the tents."</i> Mrs. Sidman replied, <i>"Why don't you two go help her"</i>). Descriptions of settings and events are mostly detailed (<i>At one point I fell asleep. I woke up to growling. I peeked outside, but nothing was there, So I went back in. There I saw a shadow outside, It was the shape of a bear!!</i>). The story begins where the original left off, quickly establishing a scene and orienting the reader. Events progress at a natural pace as Holling is sent to the tent, scared by the bear, and eventually realizes it was Mrs. Sidman – this demonstrates writing that is mostly clear and coherent. A mostly effective style is shown through variety in sentence types and well-chosen vocabulary (<i>she did a jump scare and made me fling my marshmallow onto Mrs. Sidman, laughing hysterically</i>).</p>

### Anchor Paper 6 – Score Point 3

Sample Student Response:	<p>We were own by the river, washing pots and pans, only a little wet from the cool, refreshing water. Or a lot wet from the cool, refreshing water, same thing. Why were we there and possibly maybe quite wet?</p> <p>Of course, Mrs. Sidman, who was currently a bit mad at me for loosing most of our camping supplies, had told me to go wash our pots and pans, saying "Holling Hoodhood, go wash these, will you?" and handed me the things I was to wash. I looked down at the pots in my hands. They were very messy, covered in chili from our crazy camp dinner of mess making chili. Meryl Lee had, even though she didn't have to, come to help with the washing. We would splash each other some, then some more, and then some more, until we were both soaked. After all of the chili was finally cleaned off of the pots (and me), we made our way back up to camp.</p> <p>By the time we made it back, soaked and laughing, the sun had almost gone down, time to head home. We got back to Mrs. Sidman and Mrs.Baker starting to pack up.</p> <p>"Finally, you're back," Mrs. Sidman grumbled, " And wet too, I see."</p> <p>"We, uh, fell in." I hurriedly explained, which was only partly a lie.</p> <p>"Right. Sure," said Mrs. Sidman grumpily.</p> <p>We all turned as we heard Mrs.Baker approaching, asking, "Is everyone ready?"</p> <p>Smiling and replying that I was, I handed her the pots and pans, which she strapped to her backpack. It was a good decision, because everything had fallen out of my pack earlier, which was part of the reason that Mrs. Sidman was so mad at me. The other part was that because of this, her favorite mango colored sweater had been covered in chili, which wasn't <i>really</i> my fault. Once we had packed everything up, (Everything that I hadn't lost, Mrs.Sidman had pointed out) we were on our way.</p> <p>Time seemed to pass slowly as we walked, the sound of birds and crickets filling my ears. Slowly, but not as slowly as it seemed to while we were hiking up the hill to get there. Part of it may have been that Meryl Lee and I were now able to talk about the fun we had had at the river, or it may have been that we were traveling downhill instead of up, but whatever the reason, this hike seemed much faster. I couldn't wait to get back, couldn't stop looking for our destination in the distance. Camping was fun, I had decided, but I couldn't wait to get back to normal life... without Mrs. Sidman so angry with me!</p>
Annotation for Sample Student Response:	<p>This response is mostly effectively developed with narrative elements including detailed descriptions of settings (<i>We were own by the river, washing pots and pans, only a little wet from the cool, refreshing water</i>) and characters' actions (<i>We all turned as we heard Mrs.Baker approaching . . . . Smiling and replying that I was, I handed her the pots and pans</i>), as well as dialogue as appropriate (<i>"Finally, you're back," Mrs. Sidman grumbled " And wet too, I see." "We, uh, fell in." I hurriedly</i></p>

	<i>explained</i> ). Transitions used to connect scenes and events, while also marking the passing of time ( <i>made our way back to camp. By the time we made it back, Time seemed to pass slowly as we walked</i> ), demonstrate organization with mostly clear and coherent writing. Descriptive word choice and varied sentence structure establish and maintain a mostly effective style ( <i>Time seemed to pass slowly as we walked, the sound of birds and crickets filling my ears</i> ).
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**Anchor Paper 7 – Score Point 2**

Sample Student Response:	When i went down to the river to clean all of the pots and pans i saw something outof the corner of my eye, it was Meryl Lee she was a girl from my school i did not really talk to her much so i had no idea what she was doing down here. So i aksed her what she was doing she said " i just wsnted to get away from all of those crazy kids" then i relized that was probly a good idea. As we were washing the dishes in the river we did not talk very much much we would just splash echother and then it turned into i big water fight. We both walked back to camp soaking wet. As soon as we go to the camp grounds Mrs. Sidman was standing there waiting for us. We were about 2 feet away from her she said "what were you doing done there Meryl Lee." Meryl Lee had no idea what to say or do. Meryl Lee's eyes were water up. Mrs. Sidman started saying a bunch random things like "Holling was only supposed to be down there washing the pots and pans." she said it in a very mean tone and then started talking about the chilli and how it ruined her sweater and how my backpack had a hole in it and all of our essentials fell out. The while time whike i was listneing to her going off i was just thinking maybe she should not havee worn her favrite sweat CAMPING, and how if Mrs. baker did not give me a backpack that was slowing ripping apart then we would still have the can opener and not just a spoon. I felt so bad for Meryl Lee. I did not see her for the rest of the camping trip, and when we all got back and were back in school i saw her during passing periods and she wanted nothing tik do with me so i just let it be, and that was my camping trip. I learned that teachers can be super mean and they can have fun with you like you are there best friends, i also learned that you can be in big trouble and also have the best time with someone that you did not even knew went to your school.
Annotation for Sample Student Response:	This response, through the use of some dialogue and some descriptions of settings and events ( <i>When i went down to the river to clean all of the pots and pans i saw something outof the corner of my eye, it was Meryl Lee she was a girl from my school i did not really talk to her much so i had no idea what she was doing down here. So i aksed her what she was doing she said " i just wsnted to get away from all of those crazy kids"</i> ), demonstrates development of some narrative elements. However, there is an overreliance on describing events rather than allowing them to play out between characters through the use of dialogue or descriptions of thoughts and feelings ( <i>Mrs. Sidman started saying a bunch of random things . . . she said it in a very mean tone and then started talking about the chilli and how it ruined her sweater and how y backpack had a hole in it and all of our essentials fell out</i> ). The response picks up with Holling heading down to the river to clean the dishes and progresses through her interactions with Meryl Lee and the teachers, finally ending with their return to school. This progression demonstrates some organization and somewhat coherent writing. A somewhat effective style is shown through some variety in sentence structure and word choice.

**Anchor Paper 8 – Score Point 2**

Sample Student Response:	After Meryl lee helped me clean the pots and pans, I decide that this trip is not about living and dwelling on the past it's about living in the moment. I realized it wasn't OK to keep dwelling on the fact that Mrs.Sidman was a bit grumpy, so after drying the pots and pans with Meryl Lee I decided to go and talk with Mrs.Sidman. I walked up to her while she rounded up the other students and said " I'm sorry that I lost the supplies when we were hiking I didn't mean to! I'm also sorry for being disrespectful to you." She responded and said " I'm also sorry for being grumpy to you; you didn't deserve that, and thank you for realizing your mistake and talking to me." Mrs. Backer and Meryl Lee come into view and say as though synchronized " We knew guys could work it out!" For the rest of the day my friends and I took turns carrying the [back]pack and watching over it... <b>And</b> it turns out that the chili stains in Mrs.Sidman's mango sweater washed out after all! :)
Annotation for Sample	This response is developed with some narrative elements, including establishing characters' motives ( <i>I decide that this trip is not about living and dwelling on the past it's about living in the moment. I</i>

Student Response:	<i>realized it wasn't OK to keep dwelling on the fact that Mrs.Sidman was a bit grumpy)</i> and dialogue as appropriate to develop characters ( <i>"I'm sorry that I lost the supplies when we were hiking I didn't mean to! I'm also sorry for being disrespectful to you."</i> <i>She responded and said "I'm also sorry for being grumpy to you; you didn't deserve that).</i> The story focuses mostly on characters with little progression of events; however, the events that do take place have a somewhat natural pacing, demonstrating some organization with somewhat coherent writing. Dialogue is mostly natural sounding, and word choice is appropriate, creating a style that is somewhat effective.
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<b>Anchor Paper 9 – Score Point 2</b>	
Sample Student Response:	<p>Beginning: After we were done cleaning the pots and pans we were ready to head to bed. In the morning we would go and climb down the mountain. So we really needed some rest.</p> <p>Middle: I had just woke up, and saw Mrs.Sidman collecting all of what we still had. I got up and took down the tent. I saw Mrs.Sidman still wearing that mango with chile stain sweater. "She must really love that sweater." I thought. While I was finishing taking down the tent. We talked for a bit, we said, "Good morning." Mrs.Sidman joked, " Now that were going downhill if the rest of our utensils fall out your bag then well still have them!"</p> <p>End: Now it was about miday, I had learned how to tell time by looking at the sun, thanks to Mrs.Sidman. We were towards the end of the hill, Mrs.Sidman was way more enthusiastic. She was in the teachers spirit and she was teaching me camping skills that I didn't even know were a thing. When we made it to the end Mrs.Sidman told me, "Apart from losing the utensils I had a pretty great experience." I thanked her for everything and even told her that this had been the greatest experience of my life. Now that we were headed back to the school I knew that Mrs.Sidman was a great teacher.</p>
Annotation for Sample Student Response:	<p>This response is developed with some narrative elements and is somewhat appropriate to the task. Both internal and external dialogue are used to show character's thoughts and interactions (<i>"She ust really love that sweater." I thought. . . . Mrs.Sidman joked, " Now that were going downhill if the rest of our utensils fall out your bag then well still have them!"</i>), and scenes are somewhat developed (<i>Now it was about miday, I had learned how to tell time by looking at the sun</i>). The response picks up where the original left off and establishes the camping scene; however, jumps between events are somewhat disjointed, even though they are marked by transitions (<i>After we were done cleaning, I had just woke up, Now it was about miday</i>), leading the response to read as three separate stories. General word choice (<i>way more enthusiastic, didn't even know were a thing</i>) and some variety in sentence structure establish a somewhat effective style.</p>

<b>Anchor Paper 10 – Score Point 1</b>	
Sample Student Response:	<p>I had to go down and clean the pots and pans because of my mistakes, we also lost about half the chili and everyone is starving. besides the fact that I have to clean and it is cold there are slimy fish swimming around. they keep jumping into the pots and I have to fish them out. looking at the fish I realize that they are the same type sold at the grocery store back in town. I decide to try to kill one and see if it will taste good cooked. turns out they are a lot harder to kill than catch because the second I take them out of the pan they jump out of my hands. I final manage to kill one by taking it out of the pot on dry land. I try to start a fire but that proves even harder than killing the fish. eventually just by luck I stumble across some matches left by other campers. I lite a fire and cut open the fish. my parentsmake a lot of fish and taught me how to gut one. I fry it then try it and it tastes decent so I catch and cook a few more. back at the tents I share my fish and people like them. almost everyone has forgotten the utensil accident.</p>
Annotation for Sample Student Response:	<p>This response is minimally developed with few narrative elements. Events and settings are described (<i>I decide to try to kill one and see if it will taste good cooked. turns out they are a lot harder to kill than catch because the second I take them out of the pan they jump out of my hands [and] . . . it is cold there are slimy fish swimming around</i>), but there is no use of dialogue, and characters are</p>

	minimally developed. Minimal use of transitions signal a change in setting ( <i>I had to go down and clean the pots and pans, back at the tents</i> ), but events are logically sequenced, creating writing with limited organization and coherence. A style with limited effectiveness is established through simple word choice; however, there is some variety in sentence structure.
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<b>Anchor Paper 11 – Score Point 1</b>	
Sample Student Response:	Meryl lee wanted to help me clean the pans and I wanted to go to swim but we had to wash the pots and pans and then go back to the camp site to help clean the food up. When we got back to the camp site we saw a mother raccoon and her four babies running off with the rest of the food and Meryl lee dropped the clean pots and pans and saw everything was a mess. Meryl lee was a good camper and had survived in a forest before and knew what to eat if he was lost he said he used to be in boy scouts and knew what to do. We went looking for food and we came across blue Barry Bush and we took a lot of blue barrys and put them into a pot and went back to the camp and ate and then we leaft to go home.
Annotation for Sample Student Response:	This response, while providing a unique narrative with an alternate ending, demonstrates only minimal development of few narrative elements. While dialogue is not utilized, there are descriptions of characters and events ( <i>When we got back to the camp site we saw a mother raccoon and her four babies running off with the rest of the food and Meryl lee dropped the clean pots and pans and saw everything was a mess</i> ). There is a natural progression to the events; however, organization is limited due to the minimal development of the events ( <i>When we got back, We went looking for food, went back to the camp, leaft to go home</i> ). Simple and repetitive word choice establishes a style that has limited effectiveness ( <i>Meryl lee wanted to help me clean, Meryl lee dropped the clean pots, Meryl lee was a good camper</i> ).

<b>Anchor Paper 12 – Score Point 1</b>	
Sample Student Response:	Whe i was doe waschig all of the pots and pand i wet and put them in the bag I made sure the bag was closed and i told mrs.sidman that i was finished. She looked ate me whith her eyes squeted together like she was still mad at me,i kew she was but i wated tho think that she wasent. she asked me "why are you so wet" "umm meryl and me were splaching eachother" i said she walked away still upset. when we were o the buss going back to school it was so loud i the bus when we finily got back from the feild trip i told mrs.sidman sorry and she forgave me ad we went home and I stil had a great day.
Annotation for Sample Student Response:	This response is minimally developed with few narrative elements. Dialogue, as well as descriptions of characters and events, are included but are minimally developed ( <i>she asked me "why are you so wet" "umm meryl and me were splaching eachother"</i> [and] <i>She looked ate me whith her eyes squeted together like she was still made at me</i> ). Although underdeveloped, resulting in a pacing that feels rushed, there is an attempt to sequence events, demonstrating limited organization and coherence ( <i>Whe i was doe waschig all of the pots and pand i wet and put them in the bag . . . when we were o the buss going back to school . . . when we finily got back from the feild trip</i> ). Simple and repetitive word choice create a style that is limited in its effectiveness ( <i>Whe i was doe, i wet and put them in the bag I made sure the bag was closed and i told mrs.sidman that i was finished</i> ).

<b>Anchor Paper 13 – Score Point 0</b>	
Sample Student Response:	me and meryl lee stayed wit each other for the remainder of the trip, and more things happened to mrs. sidman, such as tripping over holly's shoe and falling into the river, getting stepped on, and more more and more punishment went to me, but wl stayed positive. THE END.
Annotation for Sample Student Response:	This response attempts to provide a unique narrative with an alternate ending but is undeveloped ( <i>me and meryl lee stayed wit each other for the remainder of the trip</i> ). Narrative elements, such as dialogue, are absent, and the attempt to describe scenes and characters is insufficient to demonstrate grade level skill ( <i>. . . and more things happened to mrs. Sidman, such as tripping over holly's shoe and falling into the river, getting stepped on, and more</i> ). Due to the lack of development, no organization, coherency, or an appropriate style is demonstrated.

<b>Anchor Paper 14 – Score Point 0</b>	
Sample Student Response:	holling hoodhood was going on a hiking trip with Mrs. Sldman, and Mrs Barker. There only utensilis is a spoon. MRs baker shows holling how to pen a can of chili with a rock. Mrs Sidman cut her fingers three times trying open a differetn cup of chili. Holling had to wash the pots and pans at the stream. When she starts to walk down she hears birds chriping and looks up while walking and then she trips breaking the pan.
Annotation for Sample Student Response:	This response provides a summary of events from the original story and is inappropriate to the task ( <i>holling hoodhood was going on a hiking trip with Mrs. Sidman, and Mrs Barker. There only utensilis is a spoon. MRs baker shows holling how to pen a can of chili with a rock</i> ). No narrative elements are present. Through a retelling of events, rather than a unique narrative, no organization is demonstrated. Simple sentence constructions, along with the summary format, creates an inappropriate style.

<b>Anchor Paper 15 – Score Point 0</b>	
Sample Student Response:	I learned that some of the characters can be really mean and some can really nice and that like to enjoy hiking and enjoy spending time with their students and they also like enjoying time with there student and Mrs.sidman sounded very nice but then she turns out rally mean to that one student that had to go clean the pots or pans also Meryl lee is really because when the student had to go wash the pots and pans she offered to help him clean and they had a lot of while cleaning them.
Annotation for Sample Student Response:	This response is inappropriate to the task. Rather than providing an original narrative with an alternate ending, an essay about character emotions is provided with an attempt at analysis of events in the story ( <i>I learned that some of the characters can be really mean and some can really nice and that like to enjoy hiking and enjoy spending time with their students and they also like enjoying time with there student</i> ). No narrative elements are included, demonstrating an inappropriate style.