



Colorado Measures of Academic Success



Grade 3

English Language Arts/Literacy

Answer Key with Scoring Rubrics, Sample Responses & Annotations

Practice Resource for Students

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ITEM INFORMATION

Colorado Academic Standards (CAS) Evidence Outcome

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

Evidence Statement

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

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

Subclaim

The reporting category of the associated CAS.

- English Language Arts/Literacy
 - Subclaim 1 – Reading: Literary Text
 - Subclaim 2 – Reading: Informational Text
 - Subclaim 3 – Reading: Vocabulary
 - Subclaim 4 – Writing: Written Expression
 - Subclaim 5 – Writing: Knowledge and Use of Language Conventions

ITEM TYPES

Items are questions that appear on the assessments. They are presented in three different ways.

Selected Response (Multiple Choice, Multiple Response, and Fill in the Blank)

For multiple choice and multiple response items, students select a correct answer out of provided choices. For fill in the blank items, students type/write their answer in a blank box.

Technology-Enhanced (Bar Graph, Drag and Drop, Inline Choice, Hot Spot, and Match Table Grid)

Students show their answer using technology, such as by creating a bar graph using a template provided by the online testing system or on the paper-based test. Drag and drop items require students to drag answer choices into correct answer bays (draw lines or write corresponding letters for paper-based testing). Inline choice items require students to select their answer from a drop-down menu (circle answer from a list of choices for paper-based testing) to complete a sentence or sentences. Hot spot items require students to select the correct response from its location in an image (write corresponding letters or circle answer for paper-based testing). Match table grid items require students to check checkboxes in cells to indicate a match between the column and row labels.

Constructed Response

Students construct an open-ended response.

STUDENT PERFORMANCE

P Value – Selected Response Only

The P value represents the percentage of students who answered each selected response question correctly. For example, if the P value associated with a question is 0.64, then 64% of students responded to the question with the correct answer.

Sample Student Responses and Annotations – Prose Constructed Response Only

Sample student responses are provided at each score point for constructed response items. Sample responses include annotations that provide reasoning for the score. Note: Scoring rubrics are provided for prose constructed response items, including the Research Simulation Task (RST) and Literary Analysis Task (LAT) rubric and the Narrative Task (NT) rubric.

Note: P values are only available for released items (i.e., questions that previously appeared on CMAS assessments administered statewide). Items without this information were developed as sample items.

ANSWER KEY: ITEM SET 1

Item Set 1 – Question 1 (Selected Response)

Part A

When the Pinkley family **chugged onward** in paragraph 7 of the passage from “Doodlebug & Dandelion: Faerie Glen,” what did they do?

- ☒ A. continued going in the same direction
- ☐ B. looked for the road they should be on
- ☐ C. started the bus engine again
- ☐ D. agreed to work together

Part B

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

- ☐ A. “. . . almost like a cheer.” (paragraph 5)
- ☒ B. “Let’s keep driving. . . .” (paragraph 6)
- ☐ C. “. . . rounded a curve . . .” (paragraph 7)
- ☐ D. “He was right.” (paragraph 8)

Item Information		
Passage	Doodlebug & Dandelion: Faerie Glen	
Part A Answer	A	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.3.e	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
P Value	0.582	

Part A

In the passage from “Doodlebug & Dandelion: Treasure Hunting,” how do the details explain why it is good to face your fears?

- ☐ A. by listing the people in Rudyard’s family whom he misses
- ☐ B. by including information about Rudyard’s stuffed animal
- ☒ C. by naming new things Rudyard discovers about himself
- ☐ D. by recalling the questions Rudyard asks his cousin

Part B

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

- ☐ A. “. . . he couldn’t see his mom anymore.” (paragraph 2)
- ☐ B. “He clutched Pinx, his tiny toy ninja bunny.” (paragraph 2)
- ☐ C. “‘What about mosquitoes?’ Rudyard asked.” (paragraph 7)
- ☒ D. “. . . Rudyard found he had a hidden skill in archery.” (paragraph 14)

Item Information		
Passage	Doodlebug & Dandelion: Faerie Glen	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standards (CAS)	3.2.1.a.iii	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)
Evidence Outcome		
P Value	0.45	

Item Set 1 – Question 3 (TEI Drag and Drop)

Rudyard has many feelings when he goes to camp for the first time. At night, Rudyard feels **lonely** without his parents. Pinx helps Rudyard feel more **comfortable** about sleeping at camp. Some of the activities make Rudyard feel **nervous** at first, but when he wins a contest, he feels **happy**.

Item Information		
Passage	Doodlebug & Dandelion: Faerie Glen	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.a.vi	Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)
P Value	0.475	

Item Set 1 – Question 4 (Fill in the Blank)

Select the correct responses from the drop-down menus to complete the sentences about the passage from “Doodlebug & Dandelion: Faerie Glen” and the passage from “Doodlebug & Dandelion: Treasure Hunting.”

In the passage from “Doodlebug & Dandelion: Faerie Glen,” the Pinkleys

enjoy their picnic , even though they

get lost in the woods .

In the passage from “Doodlebug & Dandelion: Treasure Hunting,” Rudyard does not want to go to camp, but he learns to enjoy

trying new things .

These details support the central message that people should

give adventure a chance .

Item Information		
Passage	Doodlebug & Dandelion: Faerie Glen	
Answer	See Image	
Colorado Academic Standards (CAS)	3.2.1.a.iii	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)
Evidence Outcome		
P Value	0.506	

Item Set 1 – Question 5 (TEI Drag and Drop)

Compare the plots of the passage from “Doodlebug & Dandelion: Faerie Glen” and the passage from “Doodlebug & Dandelion: Treasure Hunting.” Move each plot detail into the correct box. Use each detail **one** time.

from “Doodlebug & Dandelion: Faerie Glen”	Both Passages	from “Doodlebug & Dandelion: Treasure Hunting”
All the action happens in one afternoon.	The action begins on a bus.	A worried character stops being afraid.
The plot includes a mystery.	The plot has a happy ending.	Every day gets a little better.

Item Information		
Passage	Doodlebug & Dandelion: Faerie Glen	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.c.ii	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). (CCSS: RL.3.9)*
P Value	0.298	

Item Set 1 – Question 6 (Constructed Response)

Write a response that compares the setting of the passage from “Doodlebug & Dandelion: Faerie Glen” and the setting of the passage from “Doodlebug & Dandelion: Treasure Hunting.” Support your response with details from **both** passages.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 34 for additional item information.

Part A

What does the word **expert** mean as it is used in paragraph 6?

- ☐ A. a person who collects items found in nature
- ☒ B. a person who knows a lot about something
- ☐ C. someone who teaches about animals
- ☐ D. someone who works in a park

Part B

Which detail about Monty Maldonado shows that he is an **expert**?

- ☒ A. He shares many facts about pinecones.
- ☐ B. He talks about bears and people.
- ☐ C. He speaks for the government.
- ☐ D. He speaks with the narrator.

Item Information		
Passage	Treasures in a Pinecone	
Part A Answer	B	
Part B Answer	A	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.b.i	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
P Value	0.773	

Part A

What made the narrator want to know more about pinecones?

- ☒ A. She wondered why pinecones looked different sometimes.
- ☐ B. She saw a pinecone being eaten by an animal.
- ☐ C. She looked at a pinecone for several months.
- ☐ D. She learned about pinecones at school.

Part B

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

- ☐ A. "Those seeds would be a tasty treat for a squirrel, I thought."
(paragraph 1)
- ☒ B. "I realized that pinecones were not always open like this one."
(paragraph 2)
- ☐ C. "I read about pinecones in books and on the Internet." (paragraph 3)
- ☐ D. "I watched them for over a year." (paragraph 3)

Item Information		
Passage	Treasures in a Pinecone	
Part A Answer	A	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.c.ii	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)*
P Value	0.581	

Part A

What is happening when the pinecones make a crackling sound?

- ☐ A. The pinecones are dropping from the trees.
- ☒ B. The pinecones are releasing the seeds.
- ☐ C. The raindrops are falling on the seeds.
- ☐ D. The seeds are landing on hard earth.

Part B

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

- ☐ A. “When it’s cold or wet . . .” (paragraph 4)
- ☐ B. “This protects the seeds. . . .” (paragraph 4)
- ☒ C. “. . . cones popping open.” (paragraph 5)
- ☐ D. “. . . then fall to the ground.” (paragraph 5)

Item Information		
Passage	Treasures in a Pinecone	
Part A Answer	B	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.a.iv	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)*
P Value	0.59	

Item Set 1 – Question 10 (Fill in the Blank)

Select “closed” or “open” from the drop-down menus to show how the pinecones react in each weather condition.

cold

dry

warm

wet

Item Information		
Passage	Treasures in a Pinecone	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.a.ii	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)*
P Value	0.789	

Part A

In the section **See for Yourself!**, why should the pinecones be left outside for a long time?

- ☐ A. to see what happens when they fall to the ground
- ☒ B. to find out how different seasons affect them
- ☐ C. to see what they look like before they open
- ☐ D. to understand how other animals eat them

Part B

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

- ☐ A. "Take a photo or draw a picture of your pinecones. . . ." (paragraph 10)
- ☒ B. ". . . keep track of changes in the weather." (paragraph 10)
- ☐ C. "You may see signs that a squirrel or another small animal . . ." (paragraph 11)
- ☐ D. ". . . has torn your pinecones apart, looking for seeds to eat." (paragraph 11)

Item Information		
Passage	Treasures in a Pinecone	
Part A Answer	B	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.a.iv	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)*
P Value	0.558	

ANSWER KEY: ITEM SET 2

Item Set 2 – Question 1 (Selected Response)

Part A

What is the meaning of the word **plunging** in paragraph 2 of the passage from *Amazing Animals: Dolphins*?

- ☐ A. breathing
- ☐ B. chewing
- ☒ C. diving
- ☐ D. racing

Part B

Which detail from paragraph 2 **best** helps the reader understand the meaning of the word **plunging**?

- ☐ A. "... inhale quickly ..."
- ☒ B. "... back into the water."
- ☐ C. "... two to four times a minute ..."
- ☐ D. "... their surroundings ..."

Item Information		
Passage	Amazing Animals: Dolphins	
Part A Answer	C	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.3.c.i	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)*
P Value	0.649	

In the passage from *Amazing Animals: Dolphins*, the information is organized using headings. Complete the chart by dragging each fact about dolphins to the box with the correct heading.

Dolphins Are Not Fish!

Dolphins have hair.

Swimming

Smooth skin helps dolphins glide through the water.

Fishy Food

Orcas hunt blue whales and sea turtles.

Item Information		
Passage	Amazing Animals: Dolphins	
Answer	See Image	
Colorado Academic Standards (CAS)	3.2.2.b.ii	Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)
Evidence Outcome:		
P Value	0.81	

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

Use the drop-down menus to complete the sentences about the information from *Amazing Animals: Dolphins*.

Because dolphins do not have gills, they

cannot get oxygen from the water



.

As they reach the surface, dolphins must first

exhale through their blowholes



.

Only after that can dolphins

breathe air into their lungs



.

Item Information		
Passage	Amazing Animals: Dolphins	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.a.iv	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)*
P Value	0.446	

Part A

What is the meaning of the word **prey** as it is used in paragraph 6 of the passage from *The World's Smartest Animals: Dolphins*?

- ☒ A. an animal caught by another animal for food
- ☐ B. a special kind of food eaten by some whales
- ☐ C. an animal that can live underwater
- ☐ D. a part of the body of some whales

Part B

Which detail from paragraph 6 **best** helps the reader understand the meaning of the word **prey**?

- ☐ A. "... by swallowing big mouthfuls of water."
- ☐ B. "... filter tiny ocean creatures out of the water ..."
- ☐ C. "... animals such as dolphins, orcas, porpoises ..."
- ☒ D. "... animals are hunters."

Item Information		
Passage	The World's Smartest Animals: Dolphins	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.b.i	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
P Value	0.659	

Part A

How does the story in paragraphs 1 and 2 in the passage from *The World's Smartest Animals: Dolphins* support the idea stated in the passage's title?

- ☐ A. It shows that certain types of dolphins are more clever than other types of dolphins.
- ☐ B. It shows that dolphins are both quicker and braver than human beings.
- ☒ C. It shows that dolphins can figure things out and solve problems.
- ☐ D. It shows that dolphins and great white sharks do not get along.

Part B

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

- ☐ A. "This amazing event happened in New Zealand in 2004."
- ☐ B. "The swimmers weren't protected by a team of brave lifeguards, however."
- ☐ C. "Their rescuers were seven bottlenose dolphins!"
- ☒ D. "The dolphins seemed to understand that the swimmers needed help."

Item Information		
Passage	The World's Smartest Animals: Dolphins	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.a.ii	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)*
P Value	0.417	

Item Set 2 – Question 6 (Constructed Response)

Today you read passages from *Amazing Animals: Dolphins* and *The World's Smartest Animals: Dolphins*. Think about how some of the ideas in the passages are different.

Write an essay that contrasts the important details in the passages. Use specific details and examples from **both** passages to support your ideas.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 34 for additional item information.

Part A

In paragraph 12, what does Bean mean when she says “it was just sort of an emergency”?

- ☐ A. She is saying they could not help going into Mrs. Trantz’s garden because it looked like a fun adventure.
- ☒ B. She is claiming that a serious problem made it necessary for them to break Mrs. Trantz’s rule.
- ☐ C. She is trying to convince Mrs. Trantz not to take her garden so seriously all the time.
- ☐ D. She is arguing that she had no idea that going into Mrs. Trantz’s garden was wrong.

Part B

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

- ☐ A. “Ivy and Bean climbed over the stone wall and dropped down onto her lawn.” (paragraph 1)
- ☒ B. “It was very long, and there was no way to go around it.” (paragraph 2)
- ☐ C. “But Mrs. Trantz was home.” (paragraph 5)
- ☐ D. “She smiled in an unfriendly way.” (paragraph 13)

Item Information		
Passage	Ivy and Bean	
Part A Answer	B	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.b.i	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)*
P Value	0.3	

Part A

How does paragraph 13 add to the ideas in paragraph 4?

- ☐ A. by showing Bean changing her mind about what she said
- ☐ B. by proving that Bean was wrong about what she said
- ☒ C. by providing an example of what Bean mentioned
- ☐ D. by solving a problem that Bean mentioned

Part B

Which other paragraph builds on paragraph 4 in the same way?

- ☐ A. paragraph 5
- ☐ B. paragraph 9
- ☒ C. paragraph 11
- ☐ D. paragraph 12

Item Information		
Passage	Ivy and Bean	
Part A Answer	C	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.b.iii	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5)
P Value	0.227	

Part A

What is the central message of the passage?

- ☒ A. Children can avoid trouble by doing what they are told.
- ☐ B. Children need to stay out of other people's yards.
- ☐ C. Adults care too much about following silly rules.
- ☐ D. Adults need to earn children's respect.

Part B

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

- ☐ A. "Closer, please, Bernice." (paragraph 7)
- ☐ B. "Well, Ivy, children are not allowed in my garden." (paragraph 11)
- ☐ C. "Because Bernice does not seem to be able to remember it by herself." (paragraph 11)
- ☒ D. "If you were sorry, you wouldn't keep coming into my garden when I have asked you not to." (paragraph 13)

Item Information		
Passage	Ivy and Bean	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS)	3.2.1.a.iii	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)
Evidence Outcome		
P Value	0.357	

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

Drag **three** phrases that describe how Mrs. Trantz feels in the passage, and drop them in the box labeled Mrs. Trantz.

scared of the girls

unsure about what to do

Mrs. Trantz

angry at the girls

protective of her yard

unhappy about being bothered

Item Information		
Passage	Ivy and Bean	
Answers	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.a.vi	Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)
P Value	0.737	

ANSWER KEY: ITEM SET 3

Item Set 3 – Question 1 (Selected Response)

Part A

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

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

Part B

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

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

Item Information		
Passage	“Don’t Eat Me!”	
Part A Answer	D	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.b.i	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
P Value	0.66	

Part A

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

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

Part B

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

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

Item Information		
Passage	“Don’t Eat Me!”	
Part A Answer	B	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.a.ii	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2) *
P Value	0.606	

Part A

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

Bobtail squids must taste good.

Which sentence **best** explains this statement?

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

Part B

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

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

Item Information		
Passage	Cloaked in Starlight	
Part A Answer	D	
Part B Answer	A	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.c.ii	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8) *
P Value	0.43	

Item Set 3 – Question 4 (TEI Multiple Select)

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

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

Item Information		
Passage	“Don’t Eat Me!”	
Answer	See Image	
Colorado Academic Standards (CAS)	3.2.2.a.ii	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2) *
Evidence Outcome		
P Value	0.648	

Item Set 3 – Question 5 (Constructed Response)

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

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 34 for additional item information.

Part A

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

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

Part B

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

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

Item Information		
Passage	The Year of the Dog	
Part A Answer	A	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.3.c.i	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a) *
P Value	0.693	

Item Set 3 – Question 7 (Fill in the Blank)

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

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

Melody .

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

.

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

.

Item Information		
Passage	The Year of the Dog	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.a.vi	Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)
P Value	0.255	

Part A

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

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

Part B

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

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

Item Information		
Passage	The Year of the Dog	
Part A Answer	A	
Part B Answer	A, E	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.b.iii	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5)
P Value	0.267	

Item Set 3 – Question 9 (TEI Drag and Drop)

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

Central Messages

Things are not always what they seem to be.

Eating healthy food is important.

Details

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

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

Central Message

Different families do things
in different ways.

Supporting Details

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

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

Item Information		
Passage	The Year of the Dog	
Answer	See Image	
Colorado Academic Standards (CAS)	3.2.1.a.iii	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)
Evidence Outcome		
P Value	0.344	

Grade 3

English Language Arts/Literacy

Prose Constructed Response Rubric, Sample Responses & Annotations

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

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

Narrative Task (NT)

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

NOTE:

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

Item Set 1 – Question 6 (Constructed Response)

Write a response that compares the setting of the passage from “Doodlebug & Dandelion: Faerie Glen” and the setting of the passage from “Doodlebug & Dandelion: Treasure Hunting.” Support your response with details from **both** passages.

Item Information		
Passage	Doodlebug & Dandelion: Faerie Glen	
Answer	See Sample Student Responses and Annotations	
Colorado Academic Standards (CAS)	3.2.1.c.ii	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). (CCSS: RL.3.9) *
Evidence Outcome		

Anchor Paper 1 – Score Point 3	
Sample Student Response:	<p>The setting in <i>Doodlebug and Dandelion: Faerie Glen</i> and the setting from <i>Doodlebug and Dandelion: Treasure Hunting</i> are similar in many ways. One way the stories settings are similar is they both take place outside. One piece of evidence I found from each story were," a frog filtered down though the tree limbs, and the chilly January air held a strange perfume" from <i>Faerie Glen</i>. A frog would not be inside, and you can not feel fresh air directly when you are inside so, they must be outside. I also found," 'and have camp fires in the woods!' ". The woods are not inside, so again, they must be outside. Another way the stories settings are similar is the stories both take place away from their houses. A piece of evidence from <i>Faerie Glen</i> is," 'I think we're lost,' Mr. Pinkley said, squinting through the windshield of the Burpmobile, the Pinkleys' big green bus." When Mr. Pinkley said,"I think we're lost" they would not be lost in their house because that's where they live so it would be crazy if they did not know their own house so, this must mean they are away from their house. I also found,"But Rudyard had never slept away from home-except at his cousins' houses-ever."</p> <p>This proves that he is going to be sleeping away from his home, not at his home. In conclusion, the settings take place in very similar and different places.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 1 Score Point 3</p> <p>This response demonstrates full comprehension of the passages and prompt. Clear and relevant text-based details appropriately describe and explain the similarities in the settings. Acceptable similar settings are identified (<i>both take place outside; away from their houses</i>), relevant text-based support is offered from both passages, and the student effectively develops ideas through the explanations of how the text-based evidence connects to the identified similar settings. Linking words and phrases are used throughout the response (<i>so; I also found; so again; Another way; because; so, this must mean; This proves that</i>) to create a coherent and cohesive response.</p>

Anchor Paper 2 – Score Point 3	
Sample Student Response:	In the stories, "Doodlebug & Dandelion Faerie Glen" and "Doodlebug & Dandelion Treasure hunting" the author states how the setting of the passage from Doodlebug & Dandelion Faerie Glen and the setting of the passage from Doodlebug & Dandelion Treasure Hunting are alike and different. To begin with, the two stories Doodlebug & Dandelion Faerie Glen and Doodlebug and Dandelion Treasure Hunting are alike and different in many ways. If you haven't noticed the two stories both start of in buses. Faerie Glen starts in the Pinkley family's bus and Treasure Hunting starts in the camp bus. And both buses drive into a forest at some point in time in the passage. It is most likely daytime at the beginning of the story. In Faerie Glen the Pinkley family is most likely in the woods because they are going camping. Therefore, in both stories they are going to camp. Moving on, the stories Doodlebug & Dandelion Faerie Glen and Doodlebug & Dandelion Treasure Hunting are as different as they are alike. One seasonal difference is, in Faerie Glen it is January and in Treasure Hunting it is most likely sometime in summer because who would go to a camp in winter? I sure wouldn't! Did you notice that Faerie Glen is mostly in the Pinkley family's bus and Treasure Hunting is mostly at camp? Clearly, "Doodlebug & Dandelion Faerie Glen" and "Doodlebug & Dandelion Treasure Hunting" both have their similarities and differences.
Annotation for Sample Student Response:	<p>Anchor Paper 2 Score Point 3</p> <p>This response demonstrates full comprehension of the passages and prompt. Clear and relevant text-based details appropriately describe and explain some similarities (and differences) in the settings. Acceptable similar settings are identified (<i>in buses; drive into a forest; going to camp</i>), relevant text-based support is offered from both passages, and the student develops ideas through the explanations of how the text-based evidence connects to the identified similarity or difference in settings. Linking words (<i>and; because; Therefore</i>), phrases (<i>To begin with: moving on</i>), and rhetorical questions (<i>who would go to a camp in winter?</i>) are used, throughout, to create a coherent and cohesive response.</p>

Anchor Paper 3 – Score Point 2	
Sample Student Response:	"Doodlebug and Dandelion:Faerie Glen" and "Doodlebug and Dandelion:Treasure Hunting" have similar settings because "Doodlebug and Dandelion:Faerie Glen" and "Doodlebug And Dandelion:Treasure Hunting" have settings that are outside in the woods or outside in the forest. First of all, in the text of "Doodlebug and Dandelion:Faerie Glen" it tells you that the Pinkly family was outside of the redwood forest that was screaming of animal life. This was outside in the woods or forest, they kept on driving then they came to a picnic area where it had mysterious stuff like a fancy blue hat that was hanging on a bush, a flag they didn't reconize, a sign that said "Faerie Glen," and another sign that said "Racoon Road." Also there very mysterious things out there. Next, in the text of "Doodlebug and Dandelion:Treasure Hunting" it says that Doodlebug and Rudyard are going to a camp named "Camp Wonkytonka. This was also in the woods or forest. Lastly, when Rudyard was leaving the house he was very scared and he couldn't see his mother anymore when he was drivingaway. After a half hour they were finally at the campsite. Rudyard was nervous when he got there. Then they meet this camp counsler named Wavy Dave. After they meet Wavy Dave they explored a little and Rudyard got used to the campsite
Annotation for Sample Student Response:	<p>Anchor Paper 3 Score Point 2</p> <p>An accurate similar setting (<i>outside in the woods or outside in the forest</i>) is identified in this response. Some of the text-based details are relevant and tie back to the setting, while some are not clearly relevant. There is not any additional explanation provided about how these details are similar between passages. This response is considered generally appropriate, and it does demonstrate comprehension of the prompt and passages.</p>

Anchor Paper 4 – Score Point 2	
Sample Student Response:	I can compare the two storys called, Faerie Glen, and, Treasure Hunting by the setting in the two areas. In the story Faerie Glen the Pinkley family gets lost in their van on a road trip. The setting of this story is in the wilderness / or the wild. the giant trees in the picture show this, the text says, "...was the most giant redwood tree any of them had ever seen." In the story, Treasure Hunting, the setting is also in the wilderness. I know this because in the story, the text said, "... he'd seen two deer in the woods,..." The word "woods" tells me that the boy in this story, was in the wilderness. I can compare these two storys by how both the storys were taken place in the wilderness. I think that both of these storys were taken place in the wilderness because of all these facts leading up to the characters in these two storys being in the wilderness
Annotation for Sample Student Response:	Anchor Paper 4 Score Point 2 This response identifies an accurate similar setting (<i>in the wilderness</i>), and relevant text-based support is included. The student attempts to explain how they are similar but does not present clear reasoning beyond the fact that these details show the stories took place in the wilderness. There is some organization, and the response is generally appropriate to the task.

Anchor Paper 5 – Score Point 2	
Sample Student Response:	I am comparing the setting of the stories Doodlebug & Dandelion: Faerie Glen and Doodlebug & Dandelion: Treasure Hunting. In the story Doodlebug & Dandelion: Faerie Glen in took place in the redwood forest and a nice grassy field. In the story Doodlebug & Dandelion: Treasure Hunting in took place on the bus and at Camp Wonkytonka. The setting in the two stories Doodlebug & Dandelion: Treasure Hunting and Doodlebug & Dandelion: Faerie Glen are vary different because Doodlebug & Dandelion: Faerie Glens setting is in the redwood forest and Doodlebug & Dandelion: Treasure Hunting is at a camp and those are so different. As you can see the two stories settings are vary different. I hope you see how the stories setting are different.
Annotation for Sample Student Response:	Anchor Paper 5 Score Point 2 This response demonstrates comprehension and identifies accurate setting from each of the passages (<i>in the redwood forest and a nice grassy field; on a bus and at Camp Wonkytonka</i>). These relevant text-based details are used in an attempt to demonstrate how the settings are different (contrast), but there is no additional development beyond stating that they are different. The response is generally organized and coherent.

Anchor Paper 6 – Score Point 2	
Sample Student Response:	What is the same about "Doodlebug & Dandelion: Faerie Glen" settings and doodlebug & Dandelion: Treasure Hunting" setting is that in Faerie Glen the setting is in the redwood forest.In the text it states,"Outside, the redwood forest was screaming with animal life of every kind, but the thick growth hid every noisy critter from sight".But in Treasure Hunting the setting is in camp Wonkytonka.In the text it says,"the thought of spending four whole nights at Wonkytonka filled him with dread.they are the same because most of the time camp is mostly outside. That is how those two settings are compared.
Annotation for Sample Student Response:	Anchor Paper 6 Score Point 2 This response identifies an accurate setting from each of the passages (<i>the redwood forest; camp Wonkytonka</i>) and states that they are similar, as they are both " <i>outside</i> ." Relevant text-based evidence from both passages is used, but no explanation is provided. This is an example of some development that is generally appropriate to the task.

Anchor Paper 7 – Score Point 1	
Sample Student Response:	Today I will tell you about the differences in the settings in the dollarbug and Daniel the Faerie Glen and the dollarbug and Daniel the Treasure Hunt. In the dollarbug and Daniel the Faerie Glen the setting is a redwood Foret.because in the text it states that they drove through a redwood tree that was Hollow because if was in the middle of a road and the text said"outsid the redwood forest was screaming with animals ."as you can see the setting in the dollarbug and Daniel the Faerie Glen is every interesting . in the Doerbug and Daniel the treasure hunt the setting is at a camp .the text states that because dolor went to archery and swimming in the lake .the text says that dolor had fun at archery at camp .is clear now, that the setting in door and Daniel Treasure Hunt is very different than dollar and Daniel Faerie Glen.
Annotation for Sample Student Response:	Anchor Paper 7 Score Point 1 This response uses text-based details in the accurate identification of the settings in each passage. Though the response states that there are differences, there is no comparison , and the student does not use linking words or comparative language to identify the differences.

Anchor Paper 8 – Score Point 1	
Sample Student Response:	in the story : Doodlebug and Dandelion:Faerie Glen and Doodlebug and Dandelion:Treasure Hunting both of the setting can be compared by being it the outdoor in the woods and being on a bus and having Doodlebug in both of the stories and they both have family members too.
Annotation for Sample Student Response:	Anchor Paper 8 Score Point 1 This response includes a list of similarities between the two passages, including two similar settings (<i>both of the setting can be compared by being it the <u>outdoor in the woods</u> and being <u>on a bus</u></i>). This is sufficient to show limited comprehension of the passages and task.

Anchor Paper 9 – Score Point 1	
Sample Student Response:	In the first story the setting was on the road and out in the wild. How i know that is because the athor gave me details like tharer was a redwood and thay wnet under it. In the secound story the setting was at camp. How i know that is in the story welcome to Camp Wonkytonka.
Annotation for Sample Student Response:	Anchor Paper 9 Score Point 1 This response identifies an accurate setting from each of the passages (<i>on the road and out in the wild; at a camp</i>) and includes specific/identifying text details from both passages (<i>a redwood and thay went under it; welcome to Camp Wonkytonka</i>). However, there is no similarity (or difference) mentioned. Responses must compare (identify a similarity) or contrast (differences) setting details to demonstrate more than limited comprehension of the prompt and passages.

Anchor Paper 10 – Score Point 0	
Sample Student Response:	The first thing that are both the same is that the setting are both in the woods. The next thing that they are both the same is that some of the character are nervous. The third thing that are the same is that both story are going camping.
Annotation for Sample Student Response:	Anchor Paper 10 Score Point 1 This response provides a shared similar setting, from the passages (<i>the setting are both in the woods</i>). This response addresses the prompt, but it is limited in its appropriateness to the task and includes limited text-based details.

Anchor Paper 11 – Score Point 0	
Sample Student Response:	the books both have advenr. some thing is crazy in both. there funny in both.
Annotation for Sample Student Response:	Anchor Paper 11 Score Point 0 This response does not demonstrate comprehension of the passages or prompt, as there is no mention of the settings or anything that is specific to the passages. This is inappropriate to the task.

Anchor Paper 12 – Score Point 0	
Sample Student Response:	this story name is Doodlebug & Dandelion.It is a car it gos on filld chrip and this is what it sed in the story.Outsind, the redwood forest was screaming with animal life of every kind, but the thick growth hi every noisy critter from sight.It was a bit spooky, even for a wintry late afternoon.
Annotation for Sample Student Response:	Anchor Paper 12 Score Point 0 This response is mostly copied from just one of the passages. There is no comparison made, as there are no “Treasure Hunting” setting details identified. As such, this response does not demonstrate comprehension of the passages and prompt and is inappropriate to the task and purpose.

Item Set 2 – Question 6 (Constructed Response)

Today you read passages from *Amazing Animals: Dolphins* and *The World's Smartest Animals: Dolphins*. Think about how some of the ideas in the passages are different.

Write an essay that contrasts the important details in the passages. Use specific details and examples from **both** passages to support your ideas.

Item Information		
Passage	Amazing Animals: Dolphins	
Answer	See Sample Student Responses and Annotations	
Colorado Academic Standards (CAS)	3.2.2.c.iii	Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9) *
Evidence Outcome		

Anchor Paper 1 – Score Point 3	
Sample Student Response:	<p>The two stories I read were different. In the first story, "Amazing Animals: Dolphins" the main idea is all about the animals features. While the story, "The World's Smartest Animals: Dolphins" is about the skills and kinds of dolphins. The main ideas are different. The first, story states, "The skin of dolphins is smooth, firm, and rubbery.". It also says, "Most dolphins have dorsal fins that stick up from the center of their backs.". Both of these text evidence <i>prove</i> that the main idea is about the features of a dolphin. My second s text says, "Some dolphins can even do math!". It also says, "There are many different types of dolphins.". <i>That</i> text evidence provides the prove that it was the main idea. That is how the main ideas or different. They are also different because the first story is mare of a fact paper for the whole thing, while the second one is more of a fun paper at the beginning. My first story says, "Dolphins mostly eat fish, which puts them in a group called carnivores.". It also says, "Dolphins spend much of their tome hunting for food or eating.". Both of these sentences are facts. My other text says, "Several people are having fun swimming in the ocean.". It also says, "Suddenly, one of the swimmers spots a great white shark.". Both of <i>those</i> sentences are not really a full of fact page, mostly a fun page at the beginning. That is how the two stories are different.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 1 Score Point 3</p> <p>This response demonstrates full comprehension of both passages and provides an accurate contrast of the details contained in each.</p> <p>The response includes details from both passages throughout the discussion of two main points of contrast: the main ideas are different, and the type of information (facts versus fun) included is different.</p> <p>Development of ideas is clear in the way the student presents and idea and the provides supporting information to develop it further. For example, <i>"The main ideas are different. The first, story states. . . Both of these text evidence prove that. . . My second text says, . . . That text evidence provides the prove. That is how the main ideas are different."</i></p> <p>Ideas are organized and the language used is effective to communicate the message. Overall, this addresses the prompt effectively and is consistently appropriate to the task.</p>

Anchor Paper 2 – Score Point 3	
Sample Student Response:	<p>In the articles, "From Amazing Animals: Dolphins" by Sarah Albee and "From The World's Smartest Animals: Dolphins" by Ruth Owen, the important details are different. They are different because "From Amazing Animals: Dolphins" talks about how dolphins live and breath, and "From The World's Smartest Animals: Dolphins" talks about how dolphins can learn to help people. In "From Amazing Animals: Dolphins", paragraph 1, it says "Although dolphins swim in water, they are not fish. Fish breath through gills and are able to use oxygen in the water to live. Dolphins are mammals. They have lungs and come to the surface to breath air. They breath through their blowholes." This shows that they are talking about how dolphins live and breath because they were talking about how dolphins come to the surface to inhale. And in "From The World's Smartest Animals: Dolphins" paragraph 2 it says that "This amazing event happened in New Zealand in 2004. The swimmers, weren't protected by a team of brave lifeguards, however. Their rescuers were seven bottlenose dolphins!" This shows that they are talking about how dolphins have learned to rescue people because it was telling us how seven dolphins were smart enough to help a group of swimmers. In the articles "From Dolphins: The World's Smartest Animals" by Ruth Owen and "From Amazing Animals: Dolphins" by Sarah Albee, the important details are different because "From Dolphins: Amazing Animals" tells us about how dolphins live and breath, and "From The World's Smartest Animals: Dolphins" tells us about how dolphins can learn to rescue people.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 2 Score Point 3</p> <p>This response demonstrates full comprehension of both passages and provides an accurate contrast of the details contained in each.</p> <p>The response utilizes information from both passages throughout the discussion that Amazing Animals Dolphins talks about how dolphins live and breathe and the World's Smartest Animals: Dolphins talks about how dolphins can learn to help people. Evidence from the passages, as well as commentary from the student, develop the contrast between these two focuses. This response is cohesive and organized and relevant details from both passages are used. Overall, this addresses the prompt effectively and is consistently appropriate to the task.</p>

Anchor Paper 3 – Score Point 3	
Sample Student Response:	<p>Using both articles, I will write a essay that contrasts the important details in both articles. To start, I will talk about the article "Amazing animals: Dolphins. First, Dolphins eat other fish in the sea which makes them carnivores. In addition, Unlike article 1, article 2 doesn't talk about what dolphins eat and if they are carnivores or not, It only says HOW they get their food. Also, dolphins breath out of blow holes on the top of their head. To go on, Unlike article 1, article 2 doesn't talk about how dolphins breathe. This article only talks about other things that are different from this topic. To move on, I will talk about the article " World's Smartest Animals: Dolphins." Additionally, dolphins can do math and get the answers correct 80 percent of the time. And unlike article 2, article 1 only talks their personality, and not learning math. Furthermore, Dolphins communicate with one another and teach each other new things. Finally, Unlike article 2, article 1 talks about dolphins on their own or in other words, individually. As you can now see, using both articles, I will type a essay that contrasts the important details in the articles.</p> <p>BONUS: Both articles have the main idea on dolphins and are both informational texts. Thank you for reading this small bonus sentence(s).</p>
Annotation for Sample Student Response:	<p>Anchor Paper 3 Score Point 3</p> <p>This response demonstrates full comprehension of both passages and provides an accurate contrast of the details contained in each.</p> <p>The method used in this response is to point out a detail that one passage has and then show that the other passage does not have that detail, but rather talks about something else. This is an effective reasoning which clearly uses the information from both passages to show contrast (<i>Unlike article 1, article 2 doesn't talk about what dolphins eat and if they are carnivores or not, It only says HOW they get their food</i>). Although the transitions are not always skillful, the essay is organized and coherent and includes both introductory and closing statements. The bonus information included does not impact the evaluation of this essay. Overall, this response addresses the prompt effectively and is consistently appropriate to the task.</p>

Anchor Paper 4 – Score Point 2	
Sample Student Response:	<p>the things that are different about each passage are: well one thing the author said in from amazing animals: dolphins the author says "dolphins eat fish so they are called carnivores" but they don't say that in the world's smartest animals: dolphins. Also in from amazing animals: dolphins they say "although they can dive as deep as 1500 feet (457 m) dolphins usually stay within 150 feet (46 m) of the ocean's surface but it doesn't say that in from the world's smartest animals: dolphins.</p> <p>now I will tell you stuff that is different in from amazing animals: dolphins. In from the world's smartest animals: dolphins the author says that some dolphins can do math! but it doesn't say that in from amazing animals: dolphins. also the author says dolphins belong in a group called cetaceans but it doesn't say that in from amazing animals: dolphins</p>
Annotation for Sample Student Response:	<p>Anchor Paper 4 Score Point 2</p> <p>This response demonstrates comprehension of both passages and does address the task of contrasting the details in them. Statements from one passage are provided, followed by “but they don’t say that in the . . .” Organizing the response this way is appropriate to show there is a contrast, but no additional information is provided about what is discussed instead. The response does lack some development as each detail is presented separately and not connected into a cohesive analysis of how the passages contrast. Overall, the response is generally appropriate to the task.</p>

Anchor Paper 5 – Score Point 2	
Sample Student Response:	<p>Amazing Animals and The World's Smartest Animal are different in many ways. First of all, Amazing Animals is about Dolphins nature. The text states, "However, the dives of some types of dolphins have been measured at 1,500 feet (457 m) deep!" Also, it says that Dolphins use a blowhole to get air into their lungs! This demonstrates that the texts are different because this one is about their facts while the other one is about their intellect.</p> <p>Secondly, The World's Smartest Animal is about their intelligence. The text states, "Some dolphins can even do math!... Some dolphins answered correctly 80% of the time." Also, scientists believed the dolphins knew to help! This proves that the texts are different because this one is about their smartness not their nature. Obviously, that is how the 2 articles differ.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 5 Score Point 2</p> <p>This response demonstrates comprehension of both passages and does address the task of contrasting the details in them. Each passage is discussed separately, identifying a main idea about dolphins that the passage addresses (<i>nature... intelligence</i>) and then some text details as support. There are statements of contrast, (<i>this one is about their facts while the other one is about their intellect..... this one is about their smartness not their nature</i>) that are sufficient to show a mostly clear contrast between the two passages. Organization is established through simple transitions. Overall, this response is mostly coherent about what is being contrasted and is generally appropriate to the task.</p>

Anchor Paper 6 – Score Point 2	
Sample Student Response:	<p>The passages have different ideas in many ways. First, in "Dolphins" it explains how there are not any other animals. For example, dolphins are not fish! Next, in "the world's smartest animal dolphins" it explains how they are heroes. For example, "ocean heroes." Last, it also talks about how dolphins are very smart. For example, "some dolphins can even do math. These are many ways how the two texts have different ideas."</p>
Annotation for Sample Student Response:	<p>Anchor Paper 6 Score Point 2</p> <p>This response demonstrates comprehension of both passages and does address the task of contrasting the details in them.</p> <p>This response talks about each passage separately and simply states at the beginning and end that they are different. There is no commentary or connections made between the details of the two passages to clearly show the reader the contrast. However, this response does demonstrate knowledge of simple development of ideas. (<i>Next, in "the world's smartest animal dolphins" it explains how they are heroes. For example, "ocean heroes". Last, it also talks about how dolphins are very smart. For example, "some dolphins can even do math."</i>). Some organization is present through the introductory and closing sentence and the use of simple transitions. As a result, this response is mostly coherent and is generally appropriate for the task and purpose.</p>

Anchor Paper 7 – Score Point 1	
Sample Student Response:	" Amazing Animals: Dolphins" tells how dolphins are not fish, how they swim, and what they eat. Dolphins swim by using there flippers and by moving there flukes,also dolphins steer by using there dorsal fins. Dolfins eat fish, squid, shrimp, crab, jellyfish, and octopus. " The Woorld's Smartest Animals: Dolphins" explains how dolphins are smart and how they survive in the wild. One reason dolphins are smart is that they can communicate with humons. Also some dolphins can do math, scientists in Florida found this out when they gave dolphins a number test. Dolphins are in a group called cetaceans, it includes whales and porpoises This is how the two storys are different.
Annotation for Sample Student Response:	Anchor Paper 7 Score Point 1 In this response a list of details about dolphins found in each passage is provided a long with the the single statement at the end. (<i>This is how the two storys are different</i>). With no direct comparison of these lists of details, or any explanation of the contrast, there is only a limited appropriateness to the task and limited development.

Anchor Paper 8 – Score Point 1	
Sample Student Response:	In The Smartest Animals:Dolphins in the first and second paragaphs it describes how a dolphin can save a human being from a great white shark.And how they swim in circles arond you until the shark goes away.Also it tells where some of them live. And in Amazing Animals:Dolphins it tells about that dolphins are not fish.And how they breath out with there blowholes.It also tells you about how deep they can go
Annotation for Sample Student Response:	Anchor Paper 8 Score Point 1 The title, as well as several details from both passages are given. No student commentary is included. Because the prompt asks for contrast of important details, the selection of a detail from each passage demonstrates limited comprehension of both prompt and passages.

Anchor Paper 9 – Score Point 1	
Sample Student Response:	The storys are diffrent because in one they said they can go 15,00 feet down in to the water and they also said they con hold ther air in for 6 to 20 minites.They are smart because the saved people by a shark in 2004 they also got a 80 persent in math.
Annotation for Sample Student Response:	Anchor Paper 9 Score Point 1 This response states the stories are different and then provides a detail from each of the passages. While neither passage title is provided, it is clear that one detail comes from one of the passages and the other detail comes from the other. A selection of a detail rom each passage is sufficient to demonstrate limited comprehension of this prompt and the passages.

Anchor Paper 10 – Score Point 0	
Sample Student Response:	So this story is mostly about dolphis are not fish so dolphins can hold there breath more than 20min and 6min and like other maules and dolphins keep thier body tempaute the same. Dolphins also have hair.Dolphins baisbsdrink milk from there mother.
Annotation for Sample Student Response:	Anchor Paper 10 Score Point 0 This response is a list of some details from the <i>text Amazing Animals: Dolphins</i> . Since there are details from only one of the passages, this is not sufficient to show comprehension of the passage and prompt

Anchor Paper 11 – Score Point 0	
Sample Student Response:	<p>The stories <i>Amazing Animals: Dolphins</i> and <i>The World's Smartest Animals: Dolphins</i> both say that Dolphins are amazing animals. One of the things that the passages both list is that they are very smart.</p> <p>The example of this in <i>Amazing Animals: Dolphins</i> is that some Dolphins were shown some Whiteboards, all with a different amount of dots on them, and they had to identify the one with the least amount of dots on them. 80 percent got it rite.</p> <p>The example in <i>The World's Smartest Animals: Dolphins</i> is when some swimmers spot a Great White Shark. The Dolphins could feel that the swimmers were in trouble and they bravely formed a circle around the swimmers to fend the Shark off. They held back the Shark for 40 munites before it went away.</p> <p>Dolphins are not only smart, they can be brave, too!</p>
Annotation for Sample Student Response:	<p>Anchor Paper 11 Score Point 0</p> <p>This response names both of the passages and attempts to provide details; however, the details all come from the passage “The World’s Smartest Animals: Dolphins. The statements that “both say that dolphins are amazing animals” and “both list that they are very smart” is incorrect since both passages do not talk about those subjects. This demonstrates a lack of understanding of the passage and so the ideas of <i>amazing</i> and <i>smart</i> cannot receive credit in this response as a detail from each passage.</p>

Anchor Paper 12 – Score Point 0	
Sample Student Response:	<p>The things that are the same are there both talking about dolphins. The thing that is different about them is they are are talking about different facts about dolphins</p>
Annotation for Sample Student Response:	<p>Anchor Paper 12 Score Point 0</p> <p>The comparison that the two passages both talk about dolphins or that they have “<i>different facts about dolphins</i>” is too vague for this task and does not receive credit.</p>

Item Set 3 – Question 5 (Constructed Response)

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

Item Information		
Passages	Don’t Eat Me!	
Answer	See Sample Student Responses and Annotations	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.c.i	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)

Anchor Paper 1 – Score Point 3

Sample Student
Response:

In the stories "Don't Eat Me !" and "Cloaked in Starlight" many different animals protect them self by using many different ways. I am going to talk to you about those ways they protect them self. I am going to start off with "Don't Eat Me !". Many animals have many different ways to protect them self. The frogs in this book do defenses like screaming or biting and many more defenses. For example imagine if you could puff up like a rococo toad or have your skin poisonous like the redbelly toad, wouldnt that be cool. Well for these frogs and toads it's just how you are, for them there not special but to us it is. Like for the South American bullfrog it has to scream and squirt a sticky substance. Or for the redbelly toad it flips over and have bright colors to back away predators, but theres many types of frogs and many types of squids, so lets talk about the Bobtail squid.

The bobtail squid has 3 things it has to do to get away from predators. If it's in plain water it will shoot out a black substance that's shaped like squid to fool predators, turn invisible, and escape. If it is in the sand it will snuggle in to the sea floor, put sand on it, and it's sticky tentacles will hold on to the sea floor. For these animals they have to be able to do this very quick to hide from animals like barracuda or seals because they are very full of flavor. These animals must have a fun life because they can light up with bacteria in there pockets. I would want to light up like that ! As you can see these animals are packed with amazing things. I would want to be an animal!

In these books the pictures explain how animals do this. In "Don't Eat Me!" it shows a picture of a rococo toad being non-puffed up and puffed up. In "Cloaked in Starlight" the pictures show a bobtail squid hiding in the sand and a bobtail squid with it's lights on made by the bacteria. That is how animals do many things and that's why I like them.

Annotation for
Sample Student
Response:

**Anchor Paper 1
Score Point 3**

This response demonstrates full comprehension of both passages and provides an accurate explanation of how the animals in the passages protect themselves. The response effectively integrates analysis of how each animal protects itself in its natural environment, and then additionally incorporates information about how the pictures add to the information being presented in the passages (*In these books the pictures explain how animals do this...In "Cloaked in Starlight" the pictures show....*)

Development of ideas is effective and clear, with several examples of protection and transitions between the various examples being presented. Effective reasoning and language also help successfully develop the response (*If it's in plain water it will shoot out a black substance that's shaped like a squid to fool predators...if it is in the sand it will snuggle into the sea floor.*). The response is effectively organized and clear and coherent in addressing the task.

Anchor Paper 2 – Score Point 3

Sample Student Response:	The illustrations and the text support the idea of "Don't Eat Me!". One illustration shows the rococo toad puffing up like a balloon, so predators will think it is too big to eat. The text says, "Some frogs protect themselves with poisonous skin." This proves that the rococo toad has many defenses, including poison and puffing up. One other defense is in paragraph 16 and it talks about toads playing dead, so predators think it isn't food. The illustrations and the text support the idea of "Cloaked in Starlight". One illustration shows the bobtail squid with its beaming light on, this causes predators to be blinded by the rays of light. The text says, "When the sun goes down, the bobtails' cloaking skills really shine." This proves that the bobtail squid has many defenses, like cloaking in the sand, and beaming rays of light. The last defense is when a predator swims near the bobtail squid when the squid is in open water, the bobtail squirts ink in the shape of a squid, and the squid becomes almost invisible, so the bobtail has enough time to swim to safety.
Annotation for Sample Student Response:	Anchor Paper 2 Score Point 3 This response demonstrates full comprehension of both passages and provides an accurate explanation of how the animals in the passages protect themselves. The response effectively integrates text evidence and information from the illustrations from <i>both</i> passages to support the student's ideas. The student discusses what the pictures show (<i>puffing up like a balloon</i>), and how that depiction links to the idea of the animal protecting itself. This idea is further supported by a line of text evidence and an explanation of what the evidence shows. Development of ideas is effective and clear, with an example of protection and then how that mode of protection can prevent predators from eating them. A logical format of organization is used, with text support tying the ideas about protection back to the illustrations and quotes from the passage. Overall, this addresses the prompt effectively and is consistently appropriate to the task.

Anchor Paper 3 – Score Point 2

Sample Student Response:	The animals from the passages "Don't Eat Me!" and "Cloaked in Starlight" both protect themselves from predators in many different ways. Bobtail squids protect themselves from predators in many ways. Sometimes they will snuggle with the sea floor, flip sand on their bodies, and their sticky skin keeps the sand on its body. In the text, it says, "By day, bobtail squids snuggle into the sea floor. Their tentacles flip sand on their back to make them blend in with the sea floor. Their sticky skin holds the sand in place." South American bullfrogs protect themselves from predators in many ways. Sometimes they will let out a startling cry. Sometimes they release sticky slime from their body so that their predator will drop the bullfrog and not be able to pick it up again. In the text, it says, "The frog screams to defend itself against animals that want to eat it. The predator is surprised and drops the frog, just as I had."
Annotation for Sample Student Response:	Anchor Paper 3 Score Point 2 The response demonstrates comprehension of both passages. There is no discussion of the illustrations, but by describing how animals protect themselves the response is generally appropriate to the task. This response demonstrates some general development about the unique protections of the frog and squid with brief, but accurate descriptions of these animals followed by text evidence from the passage to support the statements. Overall, the response is organized with mostly clear and coherent writing.

Anchor Paper 4 – Score Point 2

Sample Student Response:	<p>The way that frogs protect themselves .Is that some are poisions some frogs are good at playing dead also some frogs are great at postring.The author also said , "The Rococo toad puffs up and looks to big to eat".This proves that frogs can defend themselves in many difrent ways.</p> <p>The way bobtail sqiuds protect themselefes.Is they snuggle in the sand and sand sticks to them. They also spray ink in the water and turn the inks color Then the bobtail sqid swims to saftey.The text says,"By day bobtail sqids snugle into the sea floor in the waters off the coast of Hawaii".This proves that bobtail squids are safe.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 4 Score Point 2</p> <p>This response demonstrates comprehension of both passages and addresses the task of explaining how the animals protect themselves with mostly clear and coherent writing. Development and organization of the ideas include identifying an animal and then describing what the animal does for protection, which is then supported by text-based evidence. This is followed by a mostly accurate explanation statement of what the evidence proves. Even without addressing the illustrations, the response is generally appropriate to the task.</p>

Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>In the story "Don't Eat Me" here are some ways that animals use their defenses.</p> <p>First, the bullfrog makes a loud yelling sound that sound like yeowwww! That sound scares prretedors off. Next, the rococo frog puffs up as it's defense. It puffs up two times as it's real size so the predator thinks it's to big to eat. Last, a poi sines frog such as a poison dart frog are extremely poisons so if you see one back off.</p> <p>Their bright colors warns predator that their poi sines. That is how frogs use their defenses.</p> <p>In "Cloaked in Starlight" here are ways the bobtail squid uses their defense.</p> <p>First, they cover their selves in sand so no predators can see them. They use their arms to do that. Next, they also squirt ink out that is black. The ink looks like it is as big as the real squid. Finally, their body glows while it's night time. No predetors can see them when they glow. That is how squid use their defenses.</p>
Annotation for Sample Student Response:	<p>Anchor Paper 5 Score Point 2</p> <p>This response is mostly appropriate to the task by describing the protection methods of animal from both passages. Some development is evident through the use of relevant text -based evidence and the explanations of why the protective methods works, (<i>...so the predator thinks it to big to eat...no predetors can see them when they glow...</i>) The response is mostly clear and coherent and demonstrations comprehension of the passages.</p>

Anchor Paper 6 – Score Point 2

Sample Student Response:	Animals protect themselves in different ways. One way frogs protect themselves is by screaming. Another way they protect themselves is playing dead. Frogs protect themselves because they don't want to be eaten. This is called instinct and it's what frogs are using. These squids protect themselves by shooting ink to make an illusion to a predator not see them. Another way they hide is burying themselves with sand. They hide from predators and they can also become see through. They don't want to be found. This is instinct to protect themselves.
Annotation for Sample Student Response:	Anchor Paper 6 Score Point 2 This response demonstrates comprehension of both passages and addresses the task of explaining how animals protect themselves with mostly clear and coherent writing. Accurate details from both passages are included and the topic is further developed with mostly effective reasoning (<i>Another way they protect themselves is playing dead. Frogs protect themselves because they don't want to get eaten. This is called instinct and it's what the frogs are using.</i>) Although the student does not address the illustrations or text, the student provides some development of the topic of how the two animals protect themselves that is generally appropriate to the task.

Anchor Paper 7 – Score Point 1

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

Anchor Paper 8 – Score Point 1

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

Anchor Paper 9 – Score Point 1

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

Anchor Paper 10 – Score Point 1

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

Anchor Paper 11 – Score Point 0

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

Anchor Paper 12 – Score Point 0

Sample Student Response:	Don’t eat me is about how frogs protect themselves from pretetors, And cloaked in starlight is about how fish protec themselves too. In concloution, this to storys are the same and different.
Annotation for Sample Student Response:	Anchor Paper 12 Score Point 0 There is an attempt at describe the focuses of the passages, but there are no details from either passage. Statements that only repeat that frogs or squids “protect themselves” without including any details about how they protect themselves are not appropriate to the task.