



Colorado Measures of Academic Success



Grade 4

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

Why does the author use the phrase **stomach rumbled** in paragraph 4 of the passage “Market Day”?

- ☐ A. to show that Balam enjoys the different colors of the foods
- ☐ B. to show that Balam likes how the foods are arranged
- ☒ C. to show that Balam feels the need to eat some food
- ☐ D. to show that Balam likes purchasing food

Part B

Which detail from paragraph 4 supports the answer to Part A?

- ☒ A. “. . . ripe fruit, incense, and cooking.”
- ☐ B. “. . . a rainbow of colors.”
- ☐ C. “Next to a pile of turkeys . . .”
- ☐ D. “I spent one cacao bean. . . .”

Item Information		
Passage	Market Day	
Part A Answer	C	
Part B Answer	A	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.1.b.i	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example: Herculean). (CCSS: RL.4.4)
P Value	0.629	

Item Set 1 – Question 2 (Selected Response)

Part A

Which sentence is the **best** summary of “Market Day”?

- ☐ A. Balam arrives at a market with his father and brother, but he is disappointed that he cannot remain with them.
- ☒ B. Balam visits a market with his father and brother, and he then searches the market for a gift for his sister.
- ☐ C. Balam visits a market with his father and brother, and he uses cacao beans to make different purchases.
- ☐ D. Balam arrives at a market with his father and brother, but he becomes confused when he is on his own.

Part B

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

- ☒ A. “Buy a gift for your baby sister. . . .” (paragraph 3)
- ☐ B. “He and my brother went to trade jaguar furs. . . .” (paragraph 3)
- ☐ C. “. . . women wore their hair like little horns. . . .” (paragraph 5)
- ☐ D. “. . . saw clothes of every color and pattern.” (paragraph 5)

Item Information		
Passage	Market Day	
Part A Answer	B	
Part B Answer	A	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.1.a.ii	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)
P Value	0.74	

Part A

What does the author suggest by using the metaphor **swallowed a ball of thunder** in paragraph 9 of the passage from *Suki's Kimono*?

- ☐ A. Suki's interest in being a musician
- ☐ B. Suki's fear of the musicians
- ☒ C. the loudness of the music
- ☐ D. the beauty of the music

Part B

Which detail from paragraph 9 supports the answer to Part A?

- ☐ A. "to the stage"
- ☐ B. "drummers performed"
- ☐ C. "her whole insides"
- ☒ D. "quaked and quivered"

Item Information		
Passage	Suki's Kimono	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standard (CAS)	4.2.3.d.i	Explain the meaning of simple similes and metaphors (for example, as pretty as a picture) in context. (CCSS: L.4.5a)
Evidence Outcome		
P Value	0.602	

Item Set 1 – Question 4 (TEI Inline Choice)

Suki's sisters are by Suki's choice of clothing. They want her to be . Suki refuses to give in because the kimono is . When it is time to go to school, Suki's mother . Suki and her sisters leave for school, and the sisters Suki.

Item Information		
Passage	Suki's Kimono	
Part A Answer	See Image	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (CCSS: RL.4.3)
P Value	0.679	

Item Set 1 – Question 5 (Selected Response, Multiple Select)

Part A

How does the point of view in “Market Day” compare to the point of view in the passage from *Suki’s Kimono*?

- ☐ A. A third-person narrator tells the story in “Market Day,” but Suki’s mother tells the story in the passage from *Suki’s Kimono*.
- ☐ B. Balam’s father tells the story in “Market Day,” but a third-person narrator tells the story in the passage from *Suki’s Kimono*.
- ☐ C. A third-person narrator tells the story in “Market Day,” but Suki tells the story in the passage from *Suki’s Kimono*.
- ☒ D. Balam tells the story in “Market Day,” and a third-person narrator tells the story in the passage from *Suki’s Kimono*.

Part B

Select **one** detail from **each** passage that supports the answer to Part A. Select **two** total responses.

- ☐ A. “Some people painted their faces, and others had tattoos.” (paragraph 5, “Market Day”)
- ☐ B. “The market officers hustled the man to court.” (paragraph 7, “Market Day”)
- ☒ C. “It was the perfect gift for my sister.” (paragraph 8, “Market Day”)
- ☒ D. “Her sisters did not approve.” (paragraph 1, from *Suki’s Kimono*)
- ☐ E. “You can’t wear that. . . .” (paragraph 2, from *Suki’s Kimono*)
- ☐ F. “You need something cool.” (paragraph 5, from *Suki’s Kimono*)

Item Information		
Passage	Market Day	
Part A Answer	D	
Part B Answer	C, D	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.1.b.iii	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)
P Value	0.502	

Item Set 1 – Question 6 (Constructed Response)

The characters in the passage “Market Day” and the passage from *Suki’s Kimono* experience special events. Write a response explaining how the characters’ experiences during these special events are similar and how they are different. Be sure to use examples from **both** passages in your response.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 38 for additional item information.

Part A

What does the word **crashed** mean as it is used in paragraph 1?

- ☐ A. added numbers together
- ☐ B. made a connection
- ☒ C. stopped working
- ☐ D. sped up

Part B

Which phrase from paragraph 1 **best** supports the answer to Part A?

- ☐ A. "... one of its programs."
- ☐ B. "... in the middle of a game."
- ☒ C. "... got an error message ..."
- ☐ D. "... tried to go to a website."

Item Information		
Passage	Eek! There's a Bug in My Computer!	
Part A Answer	C	
Part B Answer	C	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.3.e	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (for example: quizzed, whined, stammered) and that are basic to a particular topic (for example: wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6)
P Value	0.747	

Steps of Grace Hopper’s Discovery

First

Hopper and her team were running a program on the Mark II computer.

Next

Hopper noticed that the Mark II computer was not giving correct information.

Then

Hopper took apart the Mark II computer.

Last

Hopper found a moth that was blocking holes on a paper strip in the Mark II computer.

Item Information		
Passage	Eek! There's a Bug in My Computer!	
Answer	See Image	
Colorado Academic Standard (CAS)	4.2.2.a.iii	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)
Evidence Outcome		
P Value	0.441	

Part A

What does the word **translated** mean as it is used in paragraph 3?

- ☒ A. expressed in a new or different way
- ☐ B. made a new or important discovery
- ☐ C. went in the opposite direction
- ☐ D. worked at a slow pace

Part B

Which phrase from paragraph 3 **best** supports the answer in Part A?

- ☐ A. "... by reading instructions from a long strip of paper ..."
- ☐ B. "... with holes punched in it."
- ☒ C. "... patterns of holes into the math problems ..."
- ☐ D. "... was supposed to solve."

Item Information		
Passage	Eek! There's a Bug in My Computer!	
Part A Answer	A	
Part B Answer	C	
Colorado Academic Standard (CAS)	4.2.3.c.i	Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4)
Evidence Outcome		
P Value	0.464	

Part A

According to the passage, which statement **best** explains why the solution to the computer's problem was special?

- ☐ A. The people working on the computer problem took notes about what they did.
- ☐ B. The team worked on the parts inside of the computer to fix it.
- ☐ C. A computer read holes in strips of paper to get information.
- ☒ D. An insect was the cause of the computer problem.

Part B

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

- ☐ A. "The Mark II worked by reading instructions from a long strip of paper with holes punched in it." (paragraph 3)
- ☐ B. "They finally ended up taking the Mark II apart, looking for problems." (paragraph 4)
- ☒ C. "She thought it was funny that it was a real bug." (paragraph 6)
- ☐ D. "Her team kept a logbook of everything they did." (paragraph 7)

Item Information		
Passage	Eek! There's a Bug in My Computer!	
Part A Answer	D	
Part B Answer	C	
Colorado Academic Standard (CAS)	4.2.2.a.iii	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)
Evidence Outcome		
P Value	0.47	

Part A

How is the information in the passage **mainly** organized?

- ☐ A. by listing problems in order of importance
- ☐ B. by showing a series of causes and effects
- ☐ C. by comparing how two things are similar
- ☒ D. by explaining a problem and its solution

Part B

Which set of paragraphs from the passage supports the answer to Part A?

- ☐ A. paragraphs 1, 2, and 3
- ☐ B. paragraphs 3 and 4
- ☒ C. paragraphs 4 and 5
- ☐ D. paragraphs 5, 6, and 7

Item Information		
Passage	Eek! There's a Bug in My Computer!	
Part A Answer	D	
Part B Answer	C	
Colorado Academic Standard (CAS)	4.2.2.b.ii	Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)
Evidence Outcome		
P Value	0.296	

ANSWER KEY: ITEM SET 2

Item Set 2 – Question 1 (Selected Response)

Part A

Which sentence **best** represents Pierre’s thoughts in paragraphs 1–7 of the passage from *Pickle Impossible*?

- ☐ A. He is worried about what people think of him.
- ☐ B. He knows he is faster than other runners.
- ☒ C. He hopes he may actually win the race.
- ☐ D. He is afraid of running in the race.

Part B

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

- ☐ A. paragraph 2
- ☒ B. paragraph 3
- ☐ C. paragraph 4
- ☐ D. paragraph 6

Item Information		
Passage	Pickle Impossible	
Part A Answer	C	
Part B Answer	B	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character’s thoughts, words, or actions). (CCSS: RL.4.3)
P Value	0.572	

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

Use the drop-down menus to complete an explanation of what the details in the passage show about Pierre's character.

The gym teacher's comments in paragraph 13 show that

people do not expect much from Pierre



This same view is supported by

what the girl says about Pierre in paragraph 17



Item Information		
Passage	Pickle Impossible	
Answer	See Image	
Colorado Academic Standard (CAS)	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (CCSS: RL.4.3)
Evidence Outcome		
P Value	0.319	

Part A

Which sentence **best** describes the girl in the passage from *Pickle Impossible*?

- ☐ A. She is disappointed in how Pierre runs the race.
- ☐ B. She goes against her grandfather's wishes.
- ☒ C. She is observing a particular runner.
- ☐ D. She hopes Pierre will win the race.

Part B

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

- ☐ A. "Each time it was the same." (paragraph 15)
- ☐ B. "She lowered her high-powered surveillance camera . . ." (paragraph 16)
- ☐ C. ". . . and spoke into a walkie-talkie." (paragraph 16)
- ☒ D. "'Do you want me to keep following him?'" (paragraph 17)

Item Information		
Passage	Pickle Impossible	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standard (CAS)	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (CCSS: RL.4.3)
Evidence Outcome		
P Value	0.549	

Part A

Which phrase **best** describes the setting of the passage from *Pickle Impossible*?

- ☐ A. on a playground
- ☒ B. at a track
- ☐ C. on a field
- ☐ D. in a gym

Part B

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

- ☒ A. "... he was in the middle lane. . . ." (paragraph 2)
- ☐ B. "... dust flew from his feet." (paragraph 4)
- ☐ C. "The gym teacher walked over . . ." (paragraph 11)
- ☐ D. "... just over the fence and behind a hedge . . ." (paragraph 16)

Item Information		
Passage	Pickle Impossible	
Part A Answer	B	
Part B Answer	A	
Colorado Academic Standard (CAS)	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (CCSS: RL.4.3)
Evidence Outcome		
P Value	0.652	

Item Set 2 – Question 5 (Constructed Response)

You have read about Pierre and an unnamed girl in the passage from *Pickle Impossible*. Think about the actions of Pierre and the girl at the end of the passage. Using details from the passage, continue the story and tell what might happen next.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 38 for additional item information.

Part A

What does the word **chisel** mean as it is used in paragraph 1 of the passage from “Pond Family”?

- ☒ A. cut
- ☐ B. peel
- ☐ C. pull
- ☐ D. shove

Part B

Which sentence provides the **best** support for the answer to Part A?

- ☒ A. “After a few minutes of chomping, the tree falls.” (paragraph 1)
- ☐ B. “Mother Beaver drags it to the water.” (paragraph 1)
- ☐ C. “She paddles with her powerful hind feet and steers with her tail.” (paragraph 2)
- ☐ D. “She pushes the tree in between other logs.” (paragraph 3)

Item Information		
Passage	“Pond Family”	
Part A Answer	A	
Part B Answer	A	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.3.e	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (for example: quizzed, whined, stammered) and that are basic to a particular topic (for example: wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6)
P Value	0.815	

Part A

According to the passage from “Pond Family,” which statement is true?

- ☐ A. Beavers build dams to keep themselves apart from other animals.
- ☐ B. Beavers use dams to help them move around more easily.
- ☐ C. Beavers build dams so they can have a place to swim.
- ☒ D. Beavers take great care when building their dams.

Part B

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

- ☒ A. “He sets it at the bottom of the dam, where it braces the logs and branches.” (paragraph 3)
- ☐ B. “. . . the beavers changed this landscape by building a dam across a stream.” (paragraph 5)
- ☐ C. “. . . underwater channels in and around the pond to make swimming from place to place easier.” (paragraph 7)
- ☐ D. “By the time they swim back to the surface, the bear has gone.” (paragraph 8)

Item Information		
Passage	“Pond Family”	
Part A Answer	D	
Part B Answer	A	
Colorado Academic Standard (CAS)	4.2.2.a.iii	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)
Evidence Outcome		
P Value	0.264	

Item Set 2 – Question 8 (Selected Response, Multiple Select)

Part A

In the passage from “Pond Family,” how does the author **mainly** show the importance of Mother Beaver?

- ☐ A. by describing how Mother Beaver slaps her tail on the water
- ☐ B. by describing how Mother Beaver drags trees to the dam
- ☐ C. by describing how kits learn to eat from Mother Beaver
- ☒ D. by describing the different jobs Mother Beaver has

Part B

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

- ☐ A. “Mother Beaver climbs out of her pond.” (paragraph 1)
- ☒ B. “Her sharp front teeth chisel through the tree’s trunk.” (paragraph 1)
- ☐ C. “Her mate has brought a large stone.” (paragraph 3)
- ☐ D. “When they hear running water, they know they must repair a leak.” (paragraph 6)
- ☒ E. “Mother Beaver slaps her wide, flat tail on the water to warn of danger.” (paragraph 7)
- ☐ F. “Now the beavers are ready to eat.” (paragraph 9)

Item Information		
Passage	“Pond Family”	
Part A Answer	D	
Part B Answer	B, E	
Colorado Academic Standard (CAS)	4.2.2.c.ii	Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
Evidence Outcome		
P Value	0.51	

Part A

In the passage from *The Beaver's Lodge*, what is the main idea of the section **Home at the Lodge**?

- ☐ A. Beaver colonies use branches and mud for their lodges.
- ☐ B. Beavers make their lodges to avoid predators on land.
- ☒ C. Beaver colonies live and work together in their lodges.
- ☐ D. Beavers sleep in their lodges during the day.

Part B

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

- ☐ A. "... beavers often build their home in the middle of a pond."
(paragraph 3)
- ☐ B. "They pile up the materials until they are higher than the surface ..."
(paragraph 3)
- ☒ C. "Inside the lodge, a beaver colony lives in one large room. ..."
(paragraph 4)
- ☐ D. "The resting beavers huddle together in warm, dry nests ..."
(paragraph 4)

Item Information		
Passage	The Beaver's Lodge	
Part A Answer	C	
Part B Answer	C	
Colorado Academic Standard (CAS)	4.2.2.a.ii	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
Evidence Outcome		
P Value	0.326	

Item Set 2 – Question 10 (Fill in the Blank)

Choose the **best** word in each sentence to complete a summary of the passage from *The Beaver's Lodge*.

A beaver family, also known as a , builds a dam by gathering branches, logs, and mud. The blocked water behind the dam forms a . Next, the family builds a to stay safe from predators. The , where the beaver family sleeps, sits above the water. Beavers work hard raising their young, gathering materials, and repairing to prevent leaks in the lodge.

Item Information		
Passage	The Beaver's Lodge	
Answer	See Image	
Colorado Academic Standard (CAS)	4.2.2.a.ii	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
Evidence Outcome		
P Value	0.643	

Item Set 2 – Question 11 (TEI Multiple Select)

Select the correct column to show which ideas are found in the passage from “Pond Family,” which ideas are found in the passage from *The Beaver’s Lodge*, or which ideas are found in **both** passages.

Idea	“Pond Family”	Both	<i>The Beaver’s Lodge</i>
Beavers protect themselves from predators.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Beavers gnaw on trees to make them fall.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beavers work together to finish a job.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Lodges are important to beavers.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Item Information		
Passages	“Pond Family” and The Beaver’s Lodge	
Answer	See Image	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.2.c.iii	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)
P Value	0.505	

Item Set 2 – Question 12 (Selected Response, TEI Multiple Select)

Part A

Which behavior of beavers is described in **both** the passage from “Pond Family” and the passage from *The Beaver’s Lodge*?

- ☐ A. Beavers go underwater to hide from predators.
- ☐ B. Beavers sleep near one another to stay warm.
- ☐ C. Beavers are excellent swimmers.
- ☒ D. Beavers are hard workers.

Part B

Select the correct column to indicate whether each sentence supports or does not support the answer to Part A.

Text Evidence	Supports	Does Not Support
“She paddles with her powerful hind feet and steers with her tail.” (from “Pond Family,” paragraph 2)	<input type="radio"/>	<input checked="" type="radio"/>
“They bring trees, stones, and mud to plug the hole.” (from “Pond Family,” paragraph 6)	<input checked="" type="radio"/>	<input type="radio"/>
“They dive down to a ditch or channel on the pond bottom.” (from “Pond Family,” paragraph 7)	<input type="radio"/>	<input checked="" type="radio"/>
“Instead, they make them using water from a river or stream.” (from <i>The Beaver’s Lodge</i> , paragraph 1)	<input type="radio"/>	<input checked="" type="radio"/>
“They pile up the materials until they are higher than the surface of the water.” (from <i>The Beaver’s Lodge</i> , paragraph 3)	<input checked="" type="radio"/>	<input type="radio"/>
“The resting beavers huddle together in warm, dry nests . . .” (from <i>The Beaver’s Lodge</i> , paragraph 4)	<input type="radio"/>	<input checked="" type="radio"/>

Item Information

Passages	“Pond Family” and The Beaver’s Lodge	
Part A Answer	D	
Part B Answer	See Image	
Colorado Academic Standard (CAS)	4.2.2.c.iii	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)
Evidence Outcome		
P Value	0.547	

ANSWER KEY: ITEM SET 3

Item Set 3 – Question 1 (Selected Response)

Part A

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

☒

A. The way Evan is silent when Jessie is at the stairs shows that he does not want to talk to her.

☐

B. The way Evan throws a baseball shows that he is trying to improve his throwing skills.

☐

C. The way Evan thinks about his mother shows that he does not want to help her.

☐

D. The way Evan acts in the basement shows that he is afraid of Jessie.

Part B

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

☐

A. "His arms stretched up to the ceiling." (paragraph 1)

☐

B. "He stopped throwing the ball to listen." (paragraph 2)

☐

C. "He heard footsteps fading to silence." (paragraph 5)

☒

D. "Evan held his breath." (paragraph 10)

Item Information		
Passage	The Lemonade War	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character’s thoughts, words, or actions). (CCSS: RL.4.3)
P Value	0.514	

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

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

Evan is spending his time in the basement because it is the best spot in the house to stay out of sight .

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

Item Information		
Passage	The Lemonade War	
Answer	See Image	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (CCSS: RL.4.3)
P Value	0.399	

Item Set 3 – Question 3 (Selected Response)

Part A

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

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

Part B

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

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

Item Information		
Passage	The Lemonade War	
Part A Answer	C	
Part B Answer	B	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (CCSS: RL.4.3)
P Value	0.727	

Item Set 3 – Question 4 (TEI Drag and Drop)

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

Theme	Supporting Details
Avoiding a problem is no way to solve it.	<p>“Hopefully she wouldn’t ask him why he was hiding in the dark basement.” (paragraph 4)</p> <p>“Evan? You down there?” (paragraph 9)</p> <p>“He heard the door start to close—<i>long breath out</i>—but then it stopped and opened again.” (paragraph 11)</p>

Theme
Every member of a family plays an important part.

Details
<p>“His mother was dragging something heavy across the kitchen floor.” (paragraph 2)</p> <p>“The Treskis had been walking around it all week.” (paragraph 3)</p> <p>“She’d given up. <i>Probably the heat</i>, he thought.” (paragraph 5)</p>

Item Information		
Passage	The Lemonade War	
Answer	See Image	
Colorado Academic Standard (CAS)	4.2.1.a.ii	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)
Evidence Outcome		
P Value	0.432	

Item Set 3 – Question 5 (Constructed Response)

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

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 38 for additional item information.

Item Set 3 – Question 6 (Selected Response)

Part A

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

☐

A. direct

☒

B. flat

☐

C. safe

☐

D. steady

Part B

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

☐

A. They can hammer spikes into the rails more forcefully.

☐

B. They can move iron rails into place more carefully.

☐

C. They can create tunnels more easily.

☒

D. They can lay tracks more quickly.

Item Information		
Passage	The First Railroad	
Part A Answer	B	
Part B Answer	D	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.3.c.i	Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4)
P Value	0.595	

Item Set 3 – Question 7 (Selected Response, Multiple Select)

Part A

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

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

Part B

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

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

Item Information		
Passage	The First Railroads	
Part A Answer	C	
Part B Answer	D,E	
Colorado Academic Standard (CAS)	4.2.2.a.ii	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
Evidence Outcome		
P Value	0.309	

Item Set 3 – Question 8 (Selected Response, Multiple Select)

Part A

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

- ☐ A. by listing the steps involved in starting a railroad company
- ☐ B. by contrasting life before and after railroads were built
- ☒ C. by explaining reasons why railroads were needed
- ☐ D. by identifying the effects of railroad companies

Part B

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

- ☐ A. "Miners were digging up coal." (paragraph 1)
- ☐ B. "Thousands of immigrants from other countries came to the United States. . . ." (paragraph 1)
- ☒ C. ". . . settlers started moving west to less crowded places." (paragraph 2)
- ☒ D. "As distances to travel increased, so did the need for better transportation." (paragraph 2)
- ☐ E. ". . . businesspeople started forming railroad companies." (paragraph 2)
- ☐ F. "By 1840, there were almost 3,000 miles of track." (paragraph 2)

Item Information		
Passage	The First Railroads	
Part A Answer	C	
Part B Answer	C, D	
Colorado Academic Standard (CAS)	4.2.2.b.ii	Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)
Evidence Outcome		
P Value	0.26	

Item Set 3 – Question 9 (Selected Response)

Part A

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

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

Part B

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

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

Item Information		
Passage	The First Railroads	
Part A Answer	A	
Part B Answer	A	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.2.a.iii	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)
P Value	0.534	

Item Set 3 – Question 10 (TEI Drag and Drop)

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

Shovel coal.

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

Item Information		
Passage	The First Railroads	
Answer	See Image	
Colorado Academic Standard (CAS)	4.2.2.a.iii	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)
Evidence Outcome		
P Value	0.461	

Item Set 3 – Question 11 (Selected Response)

Part A

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

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

Part B

Which paragraph best supports the answer to Part A?

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

Item Information		
Passage	The First Railroads	
Part A Answer	D	
Part B Answer	C	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.2.c.ii	Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
P Value	0.28	

Item Set 3 – Question 12 (TEI Drag and Drop)

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

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

Item Information		
Passage	The First Railroads	
Answer	See Image	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.2.a.iii	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)
P Value	0.704	

Grade 4

English Language Arts/Literacy

Prose Constructed Response Rubric, Sample Responses & Annotations

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

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis; 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 of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of the topic that is appropriate to task, purpose, and audience; uses mostly clear reasoning supported by relevant text-based evidence in the development of the topic; is organized with mostly clear and coherent writing uses language that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of the topic that is somewhat appropriate to task, purpose, and audience; uses some reasoning and text-based evidence in the development of the topic; demonstrates some organization with somewhat coherent writing; uses language to express ideas with some clarity. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas by providing a minimally accurate analysis; 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"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis. 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.

Sample Responses & Annotations - ITEM SET 1

Item Set 1 – Question 6 (Constructed Response)

The characters in the passage “Market Day” and the passage from *Suki’s Kimono* experience special events. Write a response explaining how the characters’ experiences during these special events are similar and how they are different. Be sure to use examples from **both** passages in your response.

Item Information		
Passages	Market Day	
Answer	See Sample Student Responses and Annotations	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.1.c.ii	Compare and contrast the treatment of similar themes and topics (for example: opposition of good and evil) and patterns of events (for example: the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)

Anchor Paper 1 – Score Point 4	
Sample Student Response:	<p>I think that the characters special events are similar because they each bought something for someone or someone bought something for them to make them happy so they can never forget that moment. The events are different to each character because they were in totally different settings that meant a certain thing to them. First, the characters special events are similar because they each bought something for someone or someone bought something for them so that they never forget that place. From the passage Market Day the little girl wanted to buy something for her little sister so that she will never forget that place. For example the text states, "And then I saw it: a necklace made of tiny beads. It was perfect for my little sister". And from the passage Suki's Kimono she ended up getting a kimono which is Japanese clothes that are like robes with widened sleeves from her obachan which is another word for grandmother, when they went to a street festival so that she can always remember their special moment together. For example the text states, "There were many to choose from, but her obachan found the prettiest thing of all—a handkerchief of pale pink linen, decorated with tiny maple leaves and cheery blooms". Both of these pieces of evidence prove, that the characters' events are similar because they either received something from someone or they bought something for someone so that they would always remember their special moment together. Next, the characters' special events were different because their events from each story took place in different settings. From the passage Suki's Kimono her story was mostly taking place at a street festival with her grandmother. For example the text states, "Suki's obachan had given her the kimono. The first time Suki wore it, her obachan took her to a street festival". And from the passage Market Day the setting was obviously taking place at a market according to the title and the events in the story. For example the text states, "Thousands of people filled with canoes that would take us to the great Aztec market of Tlatelolco". Both of these pieces of evidence prove, that both of the characters' events take place in different settings throughout both of the stories or text. To wrap up this essay all up, The characters' special events are similar and different because they both are buying something for someone or someone is buying something for them so that they can always remember their special moment together. They are different because they each have their events taking place in their setting. I hope you like it whoever is reading my essay!!!! PS thank you. THE END!!!</p>
Annotation for Sample Student Response:	<p>Score Point 4</p> <p>The response answers all components of the prompt by clearly addressing the similarities and differences of the characters’ experiences. The response begins with an introduction that explains the similarities (<i>each bought or someone bought for them</i>) and differences (<i>settings</i>) of the two passages. These comparisons are fully developed through the inclusion of relevant text evidence and explanations of how the passages are different. The response is organized, and explanations are clear, demonstrating clarity of ideas.</p>

Anchor Paper 2 – Score Point 4

Sample Student Response: In the passages, "Market Day" and Suki's Kimono, the main characters experience special events. The events meant a lot to them and they found out, those special things have changed them in some way. Even if it was small way, it still changed them. The character's experiences were different and similar in some ways. In this piece, you will find out how the character's experiences during the events were similar and different. Some similarities in the two passages were hard to find. Some were out in the open. But they all lead to the same thing. New experiences can change people. Some of the things that are similar show this. For example, in "Market Day", paragraph 8, it says, "I wanted to get her something special, something that could be found only at the great Aztec market of Tlatelolco. I walked past sellers of jade, gold, feather jewelry, [and] pottery.... And then I saw it: a necklace made of tiny copper beads." This shows that finding that changed her perspective of the market because in the beginning it says "I struggled to catch up with my father. My neck ached from carrying the heavy basket of salt. Why did my brother get to carry the feathers?" This shows she was most likely not happy about going to the market because she had to carry a heavy basket of salt. Then, in Suki's Kimono, paragraph ten, it says, "There was so many things to choose from, but her obachan found the prettiest thing of all—a handkerchief of pale pink linen, decorated with tiny maple leaves and cherry blossoms. When she gave it to Suki, she said, "This will help you remember our day." This shows that she felt happy and good at the end of the festival. I know that because in paragraph nine, it says, "Suki sat so close to the stage that when the taiko drummers performed, bom-bom-bom-bom, she felt like she'd swallowed a ball of thunder and her whole insides quaked and quivered." This shows that she was shaking, and not having the best time. The passages were very alike, but also very different. We know this because, in "Market Day", paragraphs one and two, it says, "Hurry, Balam!" I struggled to catch up with my father. My neck ached from carrying the heavy basket of salt." This shows that in the passage "Market Day", Balam had to work to get to the great Aztec market of Tlatelolco, while in Suki's Kimono, paragraph seven, it says, Suki's obachan had given her the kimono. The first time Suki wore it, her obachan took her to a street festival" this shows that Suki did not have to work to go to the street festival. Another difference in the passages is that the Suki was given the food, and the gifts. I know that because paragraph 7 and paragraph 10 of the passage Suki's Kimono, it says, "The first time Suki had worn it, her obachan took her to a street festival where they slurped bowls of slippery, cold somen noodles and shared a cone of crunchy, shaved ice topped with a sweet red bean sauce." and "Before they left the festival, Suki and her obachan stopped at a souvenir stand. There were many things to choose from, but her obachan found the prettiest thing of all—a handkerchief of pale pink linen decorated with tiny maple leaves and cherry blossoms. When she gave it to Suki, she said, "This will help you remember our day." While in the passage, "Market Day" Balam has to buy everything herself. I know this because in paragraph four, it says, "Next to a pile of turkeys, I spotted someone selling tamales. I spent one coin on my snack." This shows that while Suki's grandma gives everything to Suki, Balam buys everything herself. All of this shows that both of the passages have similarities and differences, but they both lead to the same message. New experiences can change people.

Annotation for Sample Student Response: Score Point 4

The response answers all components of the prompt by clearly addressing multiple similarities and differences of the characters' experiences. The ideas as to what is similar and different are developed through relevant text evidence and effective explanations of how that evidence shows the analysis being made. This demonstrates accurate analysis of the passages that is appropriate to the task.

Anchor Paper 3 – Score Point 3

Sample Student Response:	Although Market Day and Suki's Kimono are both very good books they do have some similarities and some differences. The first similaritie is they both involve something that means a lot to them for e example in Market Day I can tell that buying that present for his little sister means a lot to him because the passages states paragraph 8" I spent the rest of my cacao beans on a cup of chocolate. The quetzal feathers would be enough to buy my sister's gift. I wanted to get her something special." That shows me that he really cares. And in Suki's kimono the passage states paragraph 10 " When she gave it to Suki she said, "This will help you remember our day." That tells me that her and her obachan made a lot of fun memories that day and was important to them. The next simalaritie is both of the stories involve family love because in Market day paragraph 8 it states " I walked past sellers of jade,gold,feather jewelry and pottery ... And then I saw it : a necklace made of tiny copper beads. It was the perfect gift for my sister." That tells me that he has a lot of love for his sister. And in Suki's Kimono paragraph 7 it states" Suki's obachan had given her the kimono. The first time she wore it her obachan took her to a street festival where they slurped bowls of slippery , cold somen noodles and shared a cone of crunchy shaved ice topped with a sweet red bean sauce". They made lot's of loving memories A difference between the two is on is receiving a present and one is giving a present. In Market Day paragraph 3 it says "Buy a gift for your baby sister." And in Suki's kimono paragraph 7 it states" Suki's obachan had given her the kimono." Another reason they are different is because they are at different settings Market Day is at a Market and Suki's kimono is at a festival. These are both very good books but they do have a lot of similarities and differences.
Annotation for Sample Student Response:	Score Point 3 The response is accurately developed with commentary and evidence. The short introduction is appropriate to the task. The first two paragraphs address similarities (<i>they both involve something that means a lot to them; both of the stories involve family love,</i>). The third and fourth paragraphs address the differences (<i>one is receiving a present and one is giving a present...</i>). The reasoning for the comparisons is accurate. Identified similarities are supported with relevant text-based evidence. The differences are stated, but not supported by text-based evidence or student commentary. Overall, this is a mostly accurate analysis of the comparison required in the prompt.

Anchor Paper 4 – Score Point 3

Sample Student Response:	Suki and Balam's experiences are similar because they were both special in some way to the character. Suki's experience was special because it was the first time she wore her Kimono and she went with her obachan. In the text Suki's Kimono it states, " Suki's obachan had given her the kimono. The first time Suki wore it, her obachan had took her to a street festival..." This evidence proves my point because if it was the first time she had worn her favorite thing, it must have been special. Also, she went with someone she loved. Balam's experience was special because he probably only got to go to the market every once in a while and that is pretty special. The text " Market Day" states, " Thousands of people filled the canoes that would take us to the great Aztec market of Tlatelolco." This evidence proves my point because if thousands of people came it was probably an every once in a while type of thing. And that makes it pretty special to go. Suki and Balam's experiences are similar because they are both special. Balam and Suki's experiences are different because Suki receives a gift from her obachan at the festival. And Balam buys a gift for his sister at the market. In the text Suki's Kimono it states, " a handkerchief of pale pink linen, decorated with tiny maple leaves and cherry blossoms. When she gave it to Suki..." This evidence proves my point because Suki's obachan gave her a handkerchief to remember that day. Therefore, Suki got a gift. In the text "Market Day" it states, " a necklace made of tiny copper beads. It was perfect for my sister." This proves Balam was buying a gift for his sister because he found a necklace that he wanted to give to his sister. That proves it was a gift for his sister. Balam and Suki's experiences are different because Suki receives a gift and Balam buys or gives a gift.
Annotation for Sample Student Response:	Score Point 3 This response demonstrates comprehension of each character's experiences at their special event. The similarity of their experiences is identified as <i>"both special in some way to the character."</i> This idea is developed through relevant text-based evidence from each passage and an explanation of how the evidence helps prove the point. A difference is identified (one receives a gift and the other buys a gift). This idea is supported through relevant text-based evidence, followed by a statement that the evidence proves the point. This type of development provides mostly accurate analysis.

Anchor Paper 5 – Score Point 2

Sample Student Response:	These were both great passages, with adventure with Suki and Balam! But these characters have things in common and thing that are not very common. See the things both these characters have a like is that both of them are going somewhere or exploring. See in "Market Day" Balam is exploring the Aztec Market Of Tlateoclo, and trying to find her sister the right gift! In "Suki's Kimono" Suki is trying find the right outfit for her first day of school, and comes a cross her Kimono. But her sisters don't approve, but then she rembers what she did with her grandmother! So basically these two paragraphs are alike because Suki travels back in time and rembers what she did. And Balam is exploring the Market to find her sister the right outfit! We know that there are similarities, but think there might be some differences. How these two passages are different is in "Suki's Kimono" Suki is remembering what happened but still kind adventuring. So she is basically just going back in time and remembering what happened. In "Market Day" Balam is not going back in time but she is exploring the market to get her sister something that is special! Now we come to a conclusion. So after all both of these passages have something in common and they both have something that is different.
Annotation for Sample Student Response:	Score Point 2 The response displays basic comprehension of the passages. It attempts to find the similarities (<i>both of them are going somewhere or exploring</i>) and differences of the characters' experiences (<i>Suki is remembering what happened but still kind adventuring. So she is basically just going back in time and remembering what happened. In "Market Day" Balam is not going back in time</i>). The response only includes some basic explanations and statements that do not further develop ideas. Differences and similarities are stated but not developed. Ideas are occasionally restated. There is some evidence of organization. Overall, this is a generally accurate analysis.

Anchor Paper 6 – Score Point 2

Sample Student Response:	They are similar because in each of them they are making decisions. In Suki's Kimono she is making a decision on what to wear. In Market Day he is making a decision on what to buy for his little sister. They are also the same when they each split up. In Market Day they split up when Balam goes to buy a present for his little sister. In Suki's Kimono they split up when they are walking to school. They are different because in Market Day they are actually in the market but in Suki's Kimono they are not in the actual market she is just remembering that time. They are also different because one is about what she is going to wear on the first day of school, and the other is about when they are going to the market. The next difference is that they are in two different places in the Market they are at the Aztec market and in Suki's Kimono they are at her house in Japan. The second last difference is that in one he is very scared from what the book said when the guy was sort of robbing and she was happy the whole time in Suki's Kimono. The last difference is that in one had to take a boat and in the other they had to walk to where they wanted to be.
Annotation for Sample Student Response:	Score Point 2 The response demonstrates basic comprehension of both passages. There are two similarities identified, (<i>making decisions, each split up</i>). There is text-based evidence regarding the decision made and when the characters split from family members in each passage. The differences are simply listed as specific details; so, the differences are implied, though not stated. This response develops a generally accurate analysis as indicated in the task.

Anchor Paper 7 – Score Point 2

Sample Student Response:	The characters from "Market Day" and "Suki's Kimono" experience special events that are similar because they get to seek other opportunities. For example, in (paragraph 5) of "Market Day" it states that "Balam had never seen so many people from so many places." and in (paragraph 8) of "Suki's Kimono" it states that "Suki watched all the different women and children dance." The characters from the passages experience special events that are different because the things that they do aren't similar. For example, (paragraphs 2-8) of "Market Day" states that "Balam is at the Aztec market," and in (paragraphs 7-10) of "Suki's Kimono" it states that "Suki is at a street festival." These examples show how, the special events that the characters experienced are similar and different.
Annotation for Sample Student Response:	Score Point 2 The response demonstrates basic comprehension of the prompt and passages. It attempts to find similarities (<i>to seek other opportunities</i>) and provide some reasoning (<i>"Balam had never seen so many people from so many places..." "Suki watched all the different women and children dance."</i>). The different experience lacks clear explanation, but text evidence does provide some clarity (<i>...different because the things that they do aren't similar. For example, ... "Balam is at the Aztec market," and... "Suki is at a street festival."</i>). There is some evidence of organization, but the language used only provides some clarity. This response develops an analysis that is somewhat appropriate to the task.

Anchor Paper 8 – Score Point 1

Sample Student Response:	The characters' experiences are similar because they are both with family members. Another reason their experiences are similar is because there are both kids. Their experiences are also similar because they both eat food. Balam eats tamales and Suki eats somen noodles. A reason their experiences are different is because Market Day is about giving gifts and Suki's Kimono is about receiving gifts. Another way their experiences are different is Suki is with her obachan and Balam is by himself. Their experiences are also different because Yuki's obachan is looking for something for Yuki and Balam is looking for something for his little sister.
Annotation for Sample Student Response:	Score Point 1 This response provides a list of various elements that are similar and different between the two passages. There is sufficient evidence from the passages included to demonstrate a minimally accurate analysis of comparison for the two passages.

Anchor Paper 9 – Score Point 1

Sample Student Response:	The characters in the passage " Market Day" and Suki's Kimono have differences like the character from Market Day went to the great Aztec market of Tlatelolco. And the character in Suki's Kimono went to a street festival. The characters were a like because in the text Suki's kimono Suki sees lots of people from places all around and in the text market day the character sees people from all around just like Suki. The two passages have a lot of similarities and differences.
Annotation for Sample Student Response:	Score Point 1 The response demonstrates limited comprehension of the passages and task. There is a comparison of the characters made, with an identified similarity and difference, and brief paraphrased text-based evidence. The use of language provides minimal clarity of ideas.

Anchor Paper 10 – Score Point 1

Sample Student Response:	They are the same because they both went to festivals and thy both experienced many things. They ar different because suki received a gift but balam bought a gift for her little sister.
Annotation for Sample Student Response:	Score Point 1 This response provides one statement of similarity and one statement of difference. The details included are specific enough to be connected to each of the passages. This brief comparison is sufficient to be considered a minimally accurate analysis.

Anchor Paper 11 – Score Point 0

Sample Student Response:	in the stories one similarite is that they each had fun in the places that they went. another simalarite is that they were both with some of there family.one different thing about the stories is that they are in differnt places. those are some of the simalarites and differences.
Annotation for Sample Student Response:	Score Point 0 The response attempts to provide differences and similarities, but none of the statements are specific enough to show clear connections to the passages. This response is undeveloped and inappropriate to the task.

Anchor Paper 12 – Score Point 0

Sample Student Response:	There both about buying something for eatch other.
Annotation for Sample Student Response:	Score Point 0 The response is undeveloped and too vague to clearly be connected to the passages. There is an attempt to identify a similarity, but " <i>buying something for each other</i> " is too vague to show comprehension of these two passages. The details included must be specific enough to connect to a particular passage.

Item Set 2 – Question 5 (Constructed Response)

You have read about Pierre and an unnamed girl in the passage from *Pickle Impossible*. Think about the actions of Pierre and the girl at the end of the passage. Using details from the passage, continue the story and tell what might happen next.

Item Information	
Passage	Pickle Impossible
Answer	See Sample Responses & Annotations
Colorado Academic Standard (CAS) Evidence Outcome	Narrative Writing

Anchor Paper 1 – Score Point 3	
Sample Student Response:	<p>Meanwhile, the girl's grandfather was watching the race from her surveillance camera. He was angry at her for doubting his orders! "Of course! How many times have I told you not to doubt me!" he heard her voice crackle and pop over the cheap walkie-talkie, "But Grandfather!". That girl made him so mad! "You do as I say girl, or I'll..." he trailed off, lost in thought. "Or you'll-" she said as the line went dead. The grandfather smiled with glee. I just love it when I do that, he thought to himself. But his gleeful grin was soon replaced with a dark scowl. "How dare she go against my orders! I told her no!" he fumed. Then, he heard a knock on the door. "Who is it?" he inquired darkly. "It's me, sir." said his beautiful secretary, Golda. "Oh, uh, Golda, um, come in.", he sputtered, finding himself wondering if he looked okay. "Sir, your granddaughter says she's sorry she got all sassy, and she'll keep following him, as you asked."</p> <p>But the girl had other plans, "Ha," she said loudly, "he'll never guess where we are." Even she was pleased at her cunning, and she was difficult to please. The machines around her swished and whistled. All of the sudden, she found herself wondering if it would matter if she chose. a more, well, quiet place. "Will you all just SHUT UP?" she yelled, and to her surprise, they all shut up. "I guess I do got a little tricks up my sleeve," she said with something of swagger. Again, she found that she was pleased with herself. "Like always," she sassed, "With no one around to tell, me to shut up, I'll just talk to myself" she smirked, happy with her cleverness. "Who said there was no one around" said an eerie voice, followed by a menacing cackle. That's when it all went black.</p>
Annotation for Sample Student Response:	<p>Score Point 3</p> <p>The response demonstrates effective organization as the first sentence establishes the situation (<i>Meanwhile, the girl's grandfather was watching the race from her surveillance camera.</i>)</p> <p>Transition words and phrases (<i>meanwhile, but, then, all of the sudden, again</i>) are skillfully and consistently woven throughout the text to manage the sequence of events.</p> <p>Descriptive details help elaborate the setting and characters to convey atmosphere (<i>But his gleeful grin was soon replaced with a dark scowl.; "Sir, your granddaughter says she's sorry she got all sassy, and she'll keep following him, as you asked."; Even she was pleased at her cunning, and she was difficult to please. The machined around her swished and whistled; ... I'll just talk to myself" she smirked, happy with her cleverness.</i>)</p> <p>Language is effectively enhanced by a variety of both simple and complex sentence structures. Overall, the student response is effectively developed and is consistently appropriate to the task.</p>

Anchor Paper 2 – Score Point 3	
Sample Student Response:	<p>A few seconds later the girl nodded and replied to the walkie-talkie "Yes."</p> <p>Pierre walked to history class and slid into his seat. His dreams of being a professional runner were not over, but this was the last time he could take it. For the rest of the afternoon Pierre could barely focus on his work. All he could think about was running. He imagined running through a field of sweet smelling grass all the other boys far behind him soon the field turned into a track and the crowd cheered for no else but him. "PIERRE!" Mrs.Molly demanded, "ARE YOU HEARING ME?" Pierre shook awake and answered in a small voice "Yes mam."</p> <p>For the rest of the afternoon Pierre sat drearily as Mrs.Molly blabbered on about the Constitution. At the end of the day Pierre went to his locker and dragged out his stuff. He opened to school door and walked out. He jogged on the sidewalk before turning onto the dusty lane that leads up to his house. Suddenly, he heard a thump. He turned around and could see nothing so he went back to jogging. But for off the girl sat watching him quietly. She grabbed her High-powered surveillance camera off the ground and whispered "Sorry" as she dusted it off. Suddenly he walkie-talkie rang. "Grandfather?" she said worriedly. She nodded again and said "I followed him all day." "Good," a raspy voice answered, "What did you find?" "Yes of corse." the girl said once again, "He doesnt look like a threat, but if you think so, I've noticed that he loves running." "Hmmm" the raspy voice replied, "thats good" "Yes" The girl answered, "I'll watch him tomorrow too." "Good."the raspy voice said. Then the walkie-talkie shut off.</p>
Annotation for Sample Student Response:	<p>Score Point 3</p> <p>The response is effectively developed with narrative elements. The writing establishes the situation from the beginning (<i>Pierre walked to history class and slid into his seat</i>).</p> <p>Dialogue is used to demonstrate how characters relate to one another ("<i>PIERRE!</i>" <i>Mrs. Molly demanded. "ARE YOU HEARING ME?"</i>; "<i>Good,</i>" <i>a raspy voice answered, "What did you find?"</i>).</p> <p>Descriptive details (<i>He imagined running through a field of sweet smelling grass all the other boys far behind soon the field turned into a track and the crowd cheered for no else but him</i>) provide the reader insight into the character's experiences and events.</p> <p>The response provides clear and coherent writing in which the development and organization are consistently appropriate to the task.</p>

Anchor Paper 3 – Score Point 3	
Sample Student Response:	<p>"You may if you wish to do so. It is your decision." replied the walkie-talkie. The girl ran off to see the upset racer. She wished that he was the boy her grandfather talked so much about.</p> <p>"Are you Pierre?" the girl asked.</p> <p>"Yes I am. Who would like to know?"</p> <p>"My name is Wendy. My brother goes to this school."</p> <p>That was not a lie. Wendy's brother did go to this school. This particular boy that Wendy was talking to was, as her grandfather put it, a bad man. Pierre's grandfather had threatened to tell Wendy's mother all that she knew not about. Two weeks later, Pierre's grandfather sadly passed on, but Pierre's father knew about it too. Wendy's grandfather thought that Pierre might know about the threat as well.</p> <p>"Why would you threaten my grandfather you no good runner? He did nothing to your grandpa!" screamed Wendy. She stared with tears in her eyes at Pierre. He held her stare for several seconds then replied, "What are you talking about? My family hasn't threatened a soul."</p> <p>Wendy stared. "Wendy! Wendy, come in," said the walkie-talkie. "Guess what? Pierre's grandfather never threatened me."</p> <p>"Wait," said Wendy. "If he didn't threaten you than who did?"</p> <p>"April Fools!" yelled the walkie talkie. Wendy's cheeks turned red.</p> <p>"I'm so sorry." she said to Pierre and ran off into the distance.</p>
Annotation for Sample Student Response:	<p>Score Point 3</p> <p>This response is effectively developed with narrative elements and establishes the situation within the first paragraph (<i>"You may if you wish....The girl ran off to see the upset racer. She wished.....talked about so much about."</i>)</p> <p>The writer uses dialogue to advance the plot of the story and in the middle of the response creates a back story to inform the present events of the story (<i>That was not a lie. Wendy's brother....Wendy's grandfather thought that Pierre might know about the threat as well.</i>)</p> <p>Description of scenes (<i>She stared with tears in her eyes at Pierre. He held her stare for several seconds.....My family hasn't threatened a soul."</i>), add to the effectiveness of the response.</p> <p>Overall, the student response is effectively developed and is consistently appropriate to the task.</p>

Anchor Paper 4 – Score Point 2	
Sample Student Response:	<p>"Yes," said the gruff voice of the grandfather. "just to be sure."</p> <p>The next day Pierre was on the track. Again, 14.25 seconds. The girl was behind the hedge with her camera and walkie-talkie. "Nothing to report. He could use some help though. Pierre is constantly getting the same time: 14.25.", said the granddaughter. Same thing the next day, 14.25 seconds, girl, camera, walkie-talkie. But today, things changed. Pierre went over to the girl, asked her name and what she was doing. "Keesha. I was just passing by after school and I come here every day to watch the track runners." "Yeah, but with a camera and walkie-talkie?" asked Pierre. "Those are for, um, ugh, my grandfather wanted me to watch you.", murmured Keesha. "But why? Do you want me for something?" "Yes, actually, come to this address after you're done. I'll be there." she said. The address read: "5442321 W. Park Drive"</p> <p>After track was over Pierre was there. The house was beautiful and had a bigfield in the back. There was a neat garden out front and trimmed grass all around the front.</p> <p>It turns out that the grandfather just wanted to coach one of the track runners that were not doing as well. The next few weeks, with the extra training, Pierre beat his score and got a 12.34. He made it to huge championships and won many races thanks to Keesha and her grandfather.</p>
Annotation for Sample Student Response:	<p>Score Point 2</p> <p>The narrative is generally appropriate to the task, immediately establishing a situation by continuing the story directly from where it left off (<i>"Yes," said the gruff voice of the grandfather. "just to be sure."</i>). There is evidence of an organizational pattern, and transitions help move the story through time which enhance coherence (<i>The next day; Same thing the next day: But today: After track; The next few weeks</i>). The dialogue does help the story progress; however, the events move quickly through time without sufficient development, so the paper lacks a sense of wholeness. This is an example of a mostly effective narrative.</p>

Anchor Paper 5 – Score Point 2	
Sample Student Response:	<p>"Yes I want you to keep watching him I see a lot of talent in him". " OK I will but I just dont see what you see in him". The next race came and the boy comes out onto the track and starts stretching. The girl asks " are you sure you want me to keep following him" " Yes I am sure just watch him maybe he will do better than before" said the grandfather. The coach says to start the boy seems a little faster today. As he gets in the lead I start to think maybe he is better than I thought he was. I was watching the speedometer and he has improved by 0.2 seconds. He got faster, smarter, and more determined. I feel happy about what happened today. The next day there is another race and the boy comes out he starts talking to himself to motivate himself to go faster. He starts to pull ahead of the other racers and he is going 6 seconds faster than before. He wins the race and he seems to have more motivation than before now. The boy gets into the championship he starts off weak there runners from all different states that are faster than him. Then, right when I was about to leave I see him pull ahead and get into second place. I watch him pull into first place and I get a little hope that he will win. There's people cheering for him and also people booing him. I here people saying boo you stink,but it didn't phase the boy he got first in the championship. I talk to him I say" how would you like to be on our relay team we go to national championships we race on a national stage you could become famous". He says yes " but I have to call my parents to ask if its all right". The mom says " as long as you keep getting stronger and faster and train every day". The boy says " I promise I will". I say " you have to eat salads for lunch and dinner no matter what". The boy says "I will do anything anything to keep racing". I want you to meet me at your school every night and that is where we practice,but first I want you to meet the team so I can see if you have any chemistry together before I can let you join. The next day he comes to practice and seems to have a little chemistry with the team. I get his jersey and shorts. He starts to get to know the team a little better but he needs to get to know them more. He starts to communicate with the team I think he is ready. The next day there is a race I want him to start in. The teams start our teams in first the boy is the last runner he gets the button and gets ahead of all the racers and wins the race for us. The next practice I tell him that he is going to have to get a plane ticket to California. The next race we win and he improved. I am glad we have him on the team.</p>
Annotation for Sample Student Response:	<p>Score Point 2</p> <p>This response is mostly appropriate to the task with some narrative elements. The writing begins by generally establishing a situation (<i>The next race came and the boy comes out onto the track and starts stretching.</i>) and introduces both characters (grandfather and girl) in the introduction through dialogue.</p> <p>However, clarity is weakened as the writer shifts from a third person to first person perspective (<i>The next day there is another race and the boy comes out he starts talking to himself to motivate himself to go faster.</i>)</p> <p>As the writer quickly moves through time over several days, there is a lack of development with the plot and characters. Overall, the response provides mostly coherent writing and is an example of a score point 2.</p>

Anchor Paper 6 – Score Point 2	
Sample Student Response:	"Yes"said grandfather trough the walkie-talkie "okay" said the girl. Pierre walked away quickly from the meet trying to fight the back tears " I was so close " he yelled, then it happened tears strolled down his cheeks like waterfall. The girl was close behind she felt sorry for him but she had keep following him, no matter how much sympathy came out of her. Perrie heard something behind him was he being watched he ran as fast as could to his house. When he was home he locked the front door and ran to his bedroom and called his mom off the home phone but no one answered. The gril called in grandfater saying " I lost visual of the boy, sorry grandpa".
Annotation for Sample Student Response:	<p>Score Point 2</p> <p>This response continues the story and incorporates various narrative elements, including describing a scene, (<i>Pierre walked away quickly from the meet trying to fight the back tears " I was so close " he yelled, then it happened tears strolled down his cheeks like waterfall.</i>) and character development, (<i>The girl was close behind she felt sorry for him but she had keep following him, no matter how much sympathy came out of her.</i>).</p> <p>There is also the inclusion of dialogue. The sequence of events is logical, and although not fully developed, it is generally appropriate to the task</p>

Anchor Paper 7 – Score Point 1	
Sample Student Response:	"Who is that girl and why is she watching me,"I said. She picked up her camera and walki talki and started walking towards me. I ran right back into the school building. Once she had got closer I noticed her she was my best friend Kyra."Haha you fell for it,"she laughed. " Uuugghh not funny," I screamed. " You did pretty good out there," she said. " Why thanks," I said breathing hard. RING!!!! "I have math class so see ya later," I said as I walked away. "Bye Pierre," she yelled.
Annotation for Sample Student Response:	<p>Score Point 1</p> <p>This response is limited in its appropriateness to the task. While the response has some narrative elements such as dialogue between characters and a slight sequence of events, there is not sufficient development to demonstrate grade level narrative writing. Overall, the response demonstrates limited appropriateness to the task.</p>

Anchor Paper 8 – Score Point 1	
Sample Student Response:	"Yes",grandfather said. "If you do then you might win for the next time" said grandfather.Ok grandfather" said Pierre.The runners where getting ready to begin the next race.The gym teacher said go and the runners started the race Pierre was in first place then Pierre could see the finish line in sight.Pierre was nervous then other runners were cathing up.A runner was on front of her.Pierre knew she couldn't lose the race so she took one more push and was in first place.Pierre crost the finish line next to another runner and the gym said that Pierre won.Pierre started jumping with her friends.The gym teacher told Pierre her time and said "11.45 seconds good job"gym teacher, explaimed.Then she went home and said to her grandfather that she won the race.
Annotation for Sample Student Response:	<p>Score Point 1</p> <p>This response is limited in its appropriateness to the task. While the response has a few narrative elements such as dialogue and sequence, this is only a limited continuation of the story since both characters, Pierre and the girl, are treated as the same character. In addition, there is very little development with the plot or characters. Overall, the response demonstrates limited organization and appropriateness to the task.</p>

Anchor Paper 9 – Score Point 1	
Sample Student Response:	well the girl might help him win and get better at running so then he can actualy win a race.Also so they might become freinds .eventally he will meet the grandparent that is help the girl that is watching him when he runs.That's what i think will happen.Also they might have her run to and the boy will teach her and she will get better.And then the grandpa will watch them and help them improv the running skills so they both become good runners.
Annotation for Sample Student Response:	Score Point 1 This response is limited in its appropriateness to task. The response is expository in nature, rather than narrative, giving the reader a list of things that might happen to characters, but failing to create a story. However, there is a logical series of events included about how the girl would run, Pierre would teach her, they would run together and the grandfather would watch them improve. This inclusion of a series of events is sufficient to be considered as a limited appropriateness to the narrative task.

Anchor Paper 10 – Score Point 0	
Sample Student Response:	I think the unnamed girl will follow Pierre.She told her grangfather "he doesnt look like much of a treat" and she also said " do youwant me to keep following him".So,thats whey I think shes gonna follow him.
Annotation for Sample Student Response:	Score Point 0 The response is both underdeveloped and inappropriate to the task due to the fact the writer does not continue the story. There is an attempt at an expository response of what might happen; however, there is no new narrative element from the student included. The dialogue is directly copied from the passage and cannot be considered as a narrative element from the student. Overall, this response does not fulfill the minimum requirements to be appropriate to the task.

Anchor Paper 11 – Score Point 0	
Sample Student Response:	I think that Pierre will find out that the girl is observing him and the girl will have to find a way to hide that she's observing Pierre.
Annotation for Sample Student Response:	Score Point 0 The response is both underdeveloped and inappropriate to the task due to the fact the writer does not continue the story. There is an attempt at an expository response of what might happen, however, the response does not include any clear narrative elements.

Anchor Paper 12 – Score Point 0	
Sample Student Response:	This is about how pierce feels after the race. he feels sad because because he wants to beat his old record but his record stayed 14.25 seconds.
Annotation for Sample Student Response:	Score Point 0 The response is inappropriate to the task because the writer attempts to provide a brief summary of the character Pierre’s feelings after the race in an expository format which does not address the demands of the prompt to continue the story.

Sample Responses & Annotations – ITEM SET 3

Item Set 3 – Question 5 (Constructed Response)

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

Item Information	
Passage	The Lemonade War
Answer	See Sample Responses & Annotations
Colorado Academic Standard (CAS) Evidence Outcome	Narrative Writing

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

Anchor Paper 2 – Score Point 3	
Sample Student Response:	As Evan went up the creaky stairs, he hears another pair of foot steps and hears the door open and close(Jessie). He is safe to continue,"Creak, Creak, Creak" Evan thought to himself, " Why do I have to be so loud" as he walks up the crying in pain steps. He opens the wooden door and shuts it quiet so that his mom does not hear him. He walks in to the kitchen were his mother siting on the huge air conditioner,covered in sweat. Evan asks," Mother, do you need help?" "Yes plesse my darling" mother said gasping for air. Evan and mother picked it up with no hesation and started to get it outside. Before Evan and mother were at the door Jessie walked in with some fresh herbs from the graden. Evan dropped the air conditiner on mother's foot without noticing and ran out the door, Shuting it angry. Jessie knew were he went. So, she went out the door and chased after him. Evan was sitting by the river with his face in his knees all wet. Jessie sits next to him and Quietly says," I'm sorry for everything." Evan says back in snifles, " I forgive you. You are my sister. I will always forgive you." Jessie helped Evan up and huged him. Evan was calm again and they walked home silantly. when they got through the door. they saw their mother icing her foot with the air conditioner not to be seen. Mom limbs up to them and hugs them." I am sorry mom that I hurt your foot." Evan says. "No, Thank you for giving me the power to get that stupid air conditioner out of here. All of them did a group hug and lived in harmony.
Annotation for Sample Student Response:	<p>Score Point 3</p> <p>This response is effectively developed with narrative elements and is consistently appropriate to the task. The writer effectively uses dialogue to establish why Evan moves upstairs (<i>Evan asks, " Mother, do you need help?" "Yes plesse my darling" mother said gasping for air.</i>) In addition, the response uses language to effectively describe (<i>As Evan went up the creaky stairs, he hears another pair of foot steps and hears the door open and close...</i>) which enhances the essay to the higher score point.</p>

Anchor Paper 3 – Score Point 3	
Sample Student Response:	Evan decided to go help his mother. That air conditioner sounded heavy! He slowly crept up the stairs, listening for Jessie. He was trying to avoid her, so he made sure to not be anywhere where she was. All he heard was the long <i>Sc-c-crape</i> of the air conditioner being dragged across the floor. <i>Good</i> , Evan thought. <i>Jessie won't see me.</i> Evan shuffled up the rest of the way and emerged through the door way. "Here, mom. let me give you a han-" Evan stopped. The person hauling the air conditioner was- "Jessie?" Evan froze, the hairs on the back of his neck standing strait out. Jessie looked surprised to, as though her eyes were going to pop out of her head. "Evan." She said, smiling. She stepped closer to him. "Evan, I am so sorry." Evan ran back to the basement without a word of forgiveness, or any words for that matter. Jessie called after him. "Evan!" she cried, but Evan wouldn't here a word about it. "Evan." she whimpered gently as she choked back her tears. "What?" Evan said, holding back his shouts of anger. I'm sorry." she said again, than left the room.
Annotation for Sample Student Response:	<p>Score Point 3</p> <p>This response is effectively developed with narrative elements and is consistently appropriate to the task. The writer's effective use of the literary element "onomatopoeia" adds description to the response (<i>All he heard was the long Sc-c-crape of the air conditioner being dragged across the floor. Good, Evan thought. Jessie won't see me.</i>) The essay is organized effectively with clear and coherent writing.</p>

Anchor Paper 4 – Score Point 2	
Sample Student Response:	Evan went up stairs to see what his Mom was doing, so when he got there Jessie said, "Mind helping me carry the broken air conditioner to the trash can outside," Evan didn't answer "I new you were down stairs,I could hear the basketball," said Jessie, now lets get going. So Evan helped his mom carry it to the trash can outside. When he came back in he went back down to the basement to play with his ball. Later Jessie call his name so he came up all grumpy and stood there, "I need you to help me clean, we need to get the dust off the floor," said Jessie. When Evan and Jessie finished cleaning the floor Evan went back downstairs to play with his basketball again. A couple minutes later he was asleep when his mom called his name again, so he came up and stomped up the stairs all grumpy with a really mad face, "We have bad news, the new air conditioner broke and there is dust everywhere around the house now and I need your help to clean it up, I know you're tired of doing all of this stuff and i'm sorry but I really need your help and the house isn't that big. "Why are you all of the sudden worried and talking so fast,"Evan said grumpily. Because the new air condiioner exploded and we just got it, also we just cleand the house and no there is dust everywhere Jessie yelled, so they got to it.Soon they cleaned that up and were done.
Annotation for Sample Student Response:	<p>Score Point 2</p> <p>This response is developed with some narrative elements and is generally appropriate to the task. Language is mostly clear and coherent. The response exhibits some evidence of a logical sequence, (<i>So, Later</i>), but there is no clear introduction and conclusion.</p>

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

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

Anchor Paper 7 – Score Point 1	
Sample Student Response:	<p>i stoped throwing the ball, i was going to head up stairs to help my mom. "oh, uh evan? could you please help me this weight is killin me" she groned</p> <p>"yea sure" i replied "3, 2, 1 LIFT" she leled "oh actully that was a lot easier than i thoght it would be" she said</p> <p>"your welcome mom" i was heading back to the basement but she said</p> <p>"wait do you want to go get icecreame for helping me?" she said</p> <p>"yea sure why not" i said happyly</p> <p style="text-align: center;">10 minutes later</p> <p>"mom could i have rainbow shurbert? please." i smiled</p> <p>"can we get one chunky monkey and a rainbow sherbert"</p> <p>"yea that will be..... 7.47 at the first window"</p> <p style="text-align: center;">the end</p>
Annotation for Sample Student Response:	<p>Score Point 1</p> <p>This response is minimally developed with few narrative elements which is limited in appropriateness to the task. The response contains few ideas ("<i>oh, uh evan? could you please help me this weight is killin me" she groned... "wait do you want to go get icecreame for helping me?"</i>"), with minimal details. There is no introduction and an abrupt conclusion ("<i>yea that will be..... 7.47 at the first window</i>").</p>

Anchor Paper 8 – Score Point 1	
Sample Student Response:	Evan been down in the basement for two days. After a while Evan heard his mother jragging something heavy. So he thought he would go see what she was jragging. He was thinking it was the air heater that broke. But he wanted to be shure if it was what he thought. So he was going to the basement door so he could exit the basement. While he was slowly opening the door he heard his sister Jessie. But it didnt scared him because he didnt reconise the voise. but then he reconised it and went to the kichen. saw his mother there so he asked her if she needed help she said she needed a bit of help carying it outside so he went to go ask his sister to see if she was fine to help. she said she didnt want. he went to go help his mother instead of argueing with his sister. so they moved it outside so it could be thrown away. because its broken and no good so what is the point of even ceeping a broken heater. Also it could be recycled into something cool.
Annotation for Sample Student Response:	<p>Score Point 1</p> <p>While the writer does address the prompt, the essay is mostly expository with very few narrative elements which limit its appropriateness. While most of the response is coherent, it contains mostly simple sentences to to express the writer’s ideas.</p>

Anchor Paper 9 – Score Point 1	
Sample Student Response:	<p>Scra-a-a-ape. Evan stood up his mom was strong but is was a two person job so he walked out and helped his mom. " Why were you down there Evan?" she asked.</p> <p>" Just cause," Evan answered. Then Jessie came and asked</p> <p>" Evan were have you been?"</p> <p>" Oh no were," He said.</p> <p>"Liar, well lets go play," she said.</p> <p>"After I help mom," After he helped his mom he went back to the basement to keep throwing the baseball. And Jessie waited and waited and waited until Evan came out.</p>
Annotation for Sample Student Response:	<p>Score Point 1</p> <p>This response is minimally developed with few narrative elements which is limited in appropriateness to the task. The response contains some narrative elements (mostly dialogue) but is lacking in development and lacks concrete details as to why Evan is going upstairs to the kitchen (<i>Why were you down there Evan?</i> she asked. <i>" Just cause," Evan answered.</i>). Some of the important details are vague (<i>" Evan were have you been?" " Oh no were," He said.</i>)The response is somewhat organized with mostly coherent writing.</p>

Anchor Paper 10 – Score Point 0	
Sample Student Response:	In my story I think he would get in alot of trouble because his mom and dad would be scared and mad.
Annotation for Sample Student Response:	<p>Score Point 0</p> <p>The student response is underdeveloped and inappropriate to the task. The student fails to explain what would happen if Evan had gone upstairs. The response lacks organization and an idea is randomly presented and doesn’t develop into a cohesive idea (<i>...think he would get in alot of trouble because his mom and dad would be scared and mad.</i>)</p>

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