



# Colorado Measures of Academic Success



## **Grade 5**

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

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

Practice Resource for Students



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## ITEM INFORMATION

### *Colorado Academic Standard (CAS) Evidence Outcome*

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

### *Evidence Statement*

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

[http://cde.state.co.us/assessment/cmas\\_testdesign](http://cde.state.co.us/assessment/cmas_testdesign).

### *Subclaim*

The reporting category of the associated CAS.

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

## ITEM TYPES

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

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

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

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

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

### *Constructed Response*

Students construct an open-ended response.

## STUDENT PERFORMANCE

### *P Value – Selected Response Only*

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

### *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

What is the meaning of **rural** as it is used in paragraph 3 of the passage from *The Renaissance*?

- ☐ A. appealing to the people
- ☒ B. related to the country
- ☐ C. dedicated to growth
- ☐ D. full of opportunity

Part B

Which detail from the passage is evidence that “Europe became less rural during the Renaissance”?

- ☐ A. the popularity of Greek and Roman cultures
- ☐ B. the development of a new social class
- ☐ C. the change in the population
- ☒ D. the rise of cities and towns

Item Information		
Passage	The Renaissance	
Part A Answer	B	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.2.b.i	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
P Value	0.362	

Item Set 1 – Question 2 (TEI Inline Choice)

Select the correct choice from each drop-down menu to complete the ideas represented in the passage from *The Renaissance*.

During the Renaissance, people were influenced by

Greek and Roman ▼ cultures. Artists' creations

showed a realistic view of the world ▼ , and more citizens learned to

read ▼ .

Item Information		
Passage	The Renaissance	
Part A Answer	See Image	
Colorado Academic Standards (CAS)	5.2.2.a.iii	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)
Evidence Outcome		
P Value	0.455	

### Part A

Which **two** statements express main ideas from the passage from *The Renaissance*?

- ☒ A. The Renaissance allowed new opportunities for people to thrive.
- ☐ B. The Renaissance had a negative effect on rich people.
- ☐ C. The Renaissance took place in many parts of Europe.
- ☐ D. The Renaissance spanned several hundred years.
- ☒ E. The Renaissance produced advances in art.

### Part B

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

- ☐ A. "... lasted from the fourteenth to the seventeenth century." (paragraph 1)
- ☒ B. "... creating sculptures in marble ..." (paragraph 1)
- ☐ C. "... wealthy landowners to control most of the population ..." (paragraph 2)
- ☒ D. "... asking for more rights and trying new trades." (paragraph 2)
- ☐ E. "... spread to France, England, Germany, and Spain." (paragraph 4)

Item Information		
Passage	The Renaissance	
Part A Answer	A, E	
Part B Answer	B, D	
Colorado Academic Standards (CAS)	5.2.2.a.ii	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
Evidence Outcome		
P Value	0.497	



Item Set 1 – Question 4 (Selected Response)

**Part A**

According to the passage from *Leonardo da Vinci*, why did Leonardo's father bring him to the master artist?

- ☐ A. He brought Leonardo to the master out of frustration with other masters.
- ☐ B. He thought that Leonardo could be an asset to the master's work.
- ☐ C. He wanted the master's opinion of Leonardo's artistic skills.
- ☒ D. He trusted in the master's reputation to train Leonardo.

**Part B**

Which detail from paragraph 3 supports the answer to Part A?

- ☐ A. "... noticed his amazing artistic talent."
- ☒ B. "... most successful workshops in the city."
- ☐ C. "... designed costumes and sets ..."
- ☐ D. "... worked and lived with ..."

Item Information		
Passage	Leonardo da Vinci	
Part A Answer	D	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.2.a.iii	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)
P Value	0.209	

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

**Part A**

How did Verrocchio's apprentices improve the city of Florence?

- ☒ A. They constructed items needed at buildings and for safety.
- ☐ B. They filled orders for items of fine metals and statues.
- ☐ C. They provided artistic services to the wealthy.
- ☐ D. They served as educators in the fine arts.

**Part B**

Which **two** details from paragraph 3 support the answer to Part A?

- ☐ A. "... listen to the talk of the other apprentices ..."
- ☐ B. "... come in to have their portraits painted."
- ☐ C. "... items of silver and gold, armor and coats of arms ..."
- ☒ D. "... even made bells for churches ..."
- ☒ E. "... cannons used to guard the town."

Item Information		
Passage	Leonardo da Vinci for Kids: His Life and Ideas	
Part A Answer	A	
Part B Answer	D, E	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.2.a.iii	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)
P Value	0.314	

**Part A**

In paragraph 3 of the passage from *Leonardo da Vinci for Kids: His Life and Ideas*, why does the author say “those years flew by”?

- ☒ A. to emphasize that Leonardo experienced days that went by quickly because he was busy
- ☐ B. to emphasize that Leonardo had trouble adjusting to daily life as an apprentice
- ☐ C. to point out that Leonardo matured at a surprisingly quick rate
- ☐ D. to point out that Leonardo grew tired of doing the same tasks

**Part B**

Which detail from paragraph 3 supports the answer to Part A?

- ☐ A. “. . . grew up to be a handsome and strong young man.”
- ☒ B. “. . . worked long days . . .”
- ☐ C. “. . . did nothing but sweep the floor . . .”
- ☐ D. “. . . work was done by the older apprentices.”

Item Information		
Passage	Leonardo da Vinci for Kids: His Life and Ideas	
Part A Answer	A	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.3.i.i	Interpret figurative language, including similes and metaphors, in context. (CCSS.L.5.5.a)
P Value	0.537	

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

**Part A**

According to the passage from *Leonardo da Vinci* and the passage from *Leonardo da Vinci for Kids: His Life and Ideas*, why did a maestro take on apprentices?

- ☐ A. He valued new ideas and creative differences.
- ☒ B. He had multiple projects and tasks each day.
- ☐ C. He viewed it as a responsibility to the public.
- ☐ D. He needed the money to pay for supplies.

**Part B**

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

- ☐ A. "... paid the master a fee . . ." (paragraph 3, from *Leonardo da Vinci*)
- ☒ B. "... ran errands, swept the studio, and cleaned paintbrushes." (paragraph 5, from *Leonardo da Vinci*)
- ☐ C. "... supplies were not available in shops. . . ." (paragraph 6, from *Leonardo da Vinci*)
- ☐ D. "... sketches and plans of works in progress." (paragraph 1, from *Leonardo da Vinci for Kids: His Life and Ideas*)
- ☒ E. "... daily task of grinding pigments to make paint." (paragraph 4, from *Leonardo da Vinci for Kids: His Life and Ideas*)
- ☐ F. "... had to figure out a way to install it on the top of the cathedral!" (paragraph 5, from *Leonardo da Vinci for Kids: His Life and Ideas*)

Item Information		
Passage	Leonardo da Vinci	
Part A Answer	B	
Part B Answer	B, E	
Colorado Academic Standards (CAS)	5.2.2.c.i	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7)
Evidence Outcome		
P Value	0.363	

Item Set 1 – Question 8 (TEI Multiple Select)

What do the authors of the passage from *Leonardo da Vinci* and the passage from *Leonardo da Vinci for Kids: His Life and Ideas* reveal about the relationship between apprentice and master? Select the correct button in each row to indicate in which passage the information appears.

	from <i>Leonardo da Vinci</i>	from <i>Leonardo da Vinci for Kids: His Life and Ideas</i>
Apprentices participated on designs for private citizens and for public projects.	<input type="radio"/>	<input checked="" type="radio"/>
Apprentices developed friendships with each other when working for a master.	<input type="radio"/>	<input checked="" type="radio"/>
Masters only allowed apprentices to take off one day per week.	<input checked="" type="radio"/>	<input type="radio"/>
Masters charged fees for apprentices' living expenses.	<input checked="" type="radio"/>	<input type="radio"/>
Apprentices could eventually become masters.	<input checked="" type="radio"/>	<input type="radio"/>

Item Information		
Passage	Leonardo da Vinci	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.2.a.iii	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)
P Value	0.488	

Item Set 1 – Question 9 (TEI Drag and Drop)

According to the passage from *Leonardo da Vinci* and the passage from *Leonardo da Vinci for Kids: His Life and Ideas*, apprentices fulfilled many responsibilities for a maestro. Move examples of apprentices' jobs into the boxes that **best** match each skill.

**Jobs Requiring Precision**

installing a globe on a cathedral

developing architectural plans

**Jobs Requiring Creativity**

designing coats of arms

painting backgrounds of pictures

**Jobs Requiring Basic Skills**

polishing statues

preparing materials for painting

Item Information		
Passage	Leonardo da Vinci	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.2.c.i	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7)
P Value	0.456	

*Item Set 1 – Question 10 (Constructed Response)*

You have read a passage from *Leonardo da Vinci* and a passage from *Leonardo da Vinci for Kids: His Life and Ideas*. Discuss Verrocchio's relationship with his apprentices. Use details from **both** passages to support your response.

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 37 for additional item information.**

## ANSWER KEY: ITEM SET 2

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

#### Part A

What is a theme of the passage?

- ☐ A. People should share in the work of a community.
- ☐ B. People should look for the best in all situations.
- ☐ C. People should learn to control their feelings.
- ☒ D. People should be cautious in new situations.

#### Part B

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

- ☐ A. the way Ramo shows excitement when he sees the ship
- ☐ B. the way the narrator scolds Ramo about digging roots
- ☐ C. the way the women gather at the shore
- ☒ D. the way the narrator and the men hide

Item Information		
Passage	Island of the Blue Dolphins	
Part A Answer	D	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.b.ii	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)
P Value	0.403	



Item Set 2 – Question 2 (Selected Response)

**Part A**

What is the main way paragraph 7 contributes to the passage?

- ☒ A. by describing the actions of the villagers
- ☐ B. by describing how the cove is protected
- ☐ C. by describing the movement of the ship
- ☐ D. by describing how the narrator feels

**Part B**

Which detail from paragraph 7 **best** supports the answer to Part A?

- ☐ A. "... the Aleut ship had sailed around the wide kelp bed . . ."
- ☐ B. "... between the two rocks that guard Coral Cove."
- ☐ C. "Word of its coming had already reached the village . . ."
- ☒ D. "Our men sped along the trail . . ."

Item Information		
Passage	Island of the Blue Dolphins	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.c.ii	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5)
P Value	0.407	

Item Set 2 – Question 3 (Selected Response)

**Part A**

Which statement represents a difference between the narrator and Ramo?

- ☐ A. The narrator worries more about the ship than Ramo does but pretends she is not interested.
- ☐ B. Ramo is nervous about the ship's arrival, while the narrator is more interested in food.
- ☒ C. The narrator is as excited about the ship as Ramo is but prefers to hide her emotions.
- ☐ D. Ramo is anxious about the ship's arrival, while the narrator has no desire to see it.

**Part B**

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

- ☐ A. "And it is I who will eat them . . ." (paragraph 2)
- ☐ B. "... bigger than all of our canoes . . ." (paragraph 4)
- ☐ C. "... he tossed the root in the air and was gone . . ." (paragraph 5)
- ☒ D. "I kept on gathering roots, but my hands trembled . . ." (paragraph 6)

Item Information		
Passage	Island of the Blue Dolphins	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.b.iii	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)
P Value	0.314	

Item Set 2 – Question 4 (TEI Inline Choice)

Select the correct choice from each drop-down menu to compare the events in the passage from *Island of the Blue Dolphins*.

At the beginning of the passage, Ramo and the narrator are participating in an activity that is .

The event the author describes in paragraph 7 brings  to the people, while the event the narrator witnesses in the final paragraph is .

Item Information		
Passage	Island of the Blue Dolphins	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.b.iii	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)
P Value	0.313	

Item Set 2 – Question 5 (Constructed Response)

Think about how this passage would be different if it were told from Ramo's point of view. Write a story from Ramo's point of view that describes what he is doing and thinking as the ship comes closer to the island.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 37 for additional item information.

Item Set 2 – Question 6 (TEI Inline Choice)

Use the drop-down menus to correctly complete the sentence to tell about an event in the passage.

In paragraph 11 of "The Precious Jewel," the author uses the word **anticipating** to show that the merchant  to sell the jewel, and that he feels  about the idea of selling it.

Item Information		
Passage	The Precious Jewel	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.3.j	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (for example: however, although, nevertheless, similarly, moreover, in addition). (CCSS: L.5.6)
P Value	0.556	

**Part A**

In paragraphs 5–10 of “The Precious Jewel,” what is the **main** difference between the man and the merchant?

- ☐ A. The merchant worries about the happiness of others, and the man does not.
- ☐ B. The merchant remembers a dream, and the man does not remember.
- ☐ C. The merchant wants to make a trade, and the man is not willing.
- ☒ D. The merchant cares about possessions, and the man does not.

**Part B**

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

- ☐ A. “I too met a man . . . but not a man such as yourself.” (paragraph 7)
- ☐ B. “I traded with him for a rare and precious jewel.” (paragraph 7)
- ☐ C. “Oh you must mean THIS. . . .” (paragraph 8)
- ☒ D. “But here, if you wish to have it, take it, it is yours. . . .” (paragraph 10)

Item Information		
Passage	The Precious Jewel	
Part A Answer	D	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.b.iii	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)
P Value	0.406	

Item Set 2 – Question 8 (TEI Inline Choice)

Use the drop-down menus to complete the sentences about “The Precious Jewel.”

The merchant’s dream leads him to  .

This action causes a series of events in the story that develop the theme that  .

Item Information		
Passage	The Precious Jewel	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.b.ii	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)
P Value	0.632	

**Part A**

In paragraph 3 of the passage from “A Tale of Three Brothers,” what does the “foul, smelly water” represent?

- ☐ A. anger
- ☐ B. failure
- ☒ C. greed
- ☐ D. illness

**Part B**

Which detail from the passage provides evidence to support the answer to Part A?

- ☒ A. “. . . could think only of retrieving that treasure of silver and gold.” (paragraph 2)
- ☐ B. “. . . screaming that his stomach hurt.” (paragraph 2)
- ☐ C. “. . . but did he have a surprise coming!” (paragraph 3)
- ☐ D. “. . . the middle brother trudged home in great discontent.” (paragraph 3)

Item Information		
Passage	A Tale of Three Brothers	
Part A Answer	C	
Part B Answer	A	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.3.i.i	Interpret figurative language, including similes and metaphors, in context. (CCSS: L.5.5)
P Value	0.521	

### Part A

How does the illustration **best** contribute to the meaning of the passage from “A Tale of Three Brothers”?

- ☒ A. by showing how the middle brother reacts to the jugs of water
- ☐ B. by showing where the middle brother finds the jugs of water
- ☐ C. by showing the clothing the middle brother is wearing
- ☐ D. by showing the size and age of the middle brother

### Part B

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

- ☐ A. “All three brothers were of course elated.” (paragraph 1)
- ☐ B. “I’ll be all right after I have a chance to rest quietly at home.” (paragraph 2)
- ☒ C. “. . . now really feeling that stomachache that he had faked before . . .” (paragraph 3)
- ☐ D. “. . . his heart did a flip when he heard his elder brother’s words. . . .” (paragraph 5)

Item Information		
Passage	A Tale of Three Brothers	
Part A Answer	A	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.d.i	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, poem). (CCSS: RL.5.7)
P Value	0.698	



**Part A**

Which set of sentences provides the **best** summary of the passage from “A Tale of Three Brothers”?

- ☒ A. After three brothers find jugs full of silver and gold, one brother tries to steal the jugs but finds they are full of smelly water. Later, he learns a lesson when his brothers bring the treasure to share with him.
- ☐ B. When three brothers are walking to the district capital, they find three jugs full of silver and gold. The middle brother pretends to have a stomachache and decides to go back home.
- ☐ C. While three brothers are at the district capital, one pretends to get sick because he wants to get home early. His brothers bring him a jug full of silver and gold as a gift.
- ☐ D. Three brothers are walking when they find something interesting. One brother lies and does not get what he wants, but the other brothers get what they want.

**Part B**

Which detail from the passage provides the **best** conclusion to the summary in Part A?

- ☐ A. “They would retrieve their treasure on the way back home from the district capital.” (paragraph 1)
- ☐ B. “But when his brothers returned to the tree on their way back from the district capital, they found the three jugs where they had left them, still full of silver and gold.” (paragraph 4)
- ☐ C. “When he saw that the jugs his brothers carried somehow now held silver and gold once again, his heart filled anew with greed.” (paragraph 5)
- ☒ D. “From that day forward, the middle brother changed his greedy ways.” (paragraph 7)

Item Information		
Passage	A Tale of Three Brothers	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.b.ii	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)
P Value	0.54	

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

**Part A**

How is a shared theme developed in **both** "The Precious Jewel" and the passage from "A Tale of Three Brothers"?

- ☐ A. The actions of characters show that good people treat others with understanding.
- ☒ B. The actions of characters show that generosity is more important than wealth.
- ☐ C. An event suggests that strangers can soon become friends.
- ☐ D. An event suggests that hard work leads to success.

**Part B**

Which **two** details support the answer to Part A? Select **one** detail from **each** story.

- ☐ A. "... traded for the jewel securing terms that would assure him a handsome profit." (paragraph 4, "The Precious Jewel")
- ☐ B. "He came to the golden cottonwood tree, and there he found the man sitting. . . ." (paragraph 12, "The Precious Jewel")
- ☒ C. "'... what I wish for is to learn from you what allowed you to give it away to me so freely.'" (paragraph 15, "The Precious Jewel")
- ☐ D. "... felt that their good fortune was reward for their kind ways and hardworking natures." (paragraph 1, from "A Tale of Three Brothers")
- ☐ E. "... each took one jug in hand and helped each other carry the remaining jug." (paragraph 4, from "A Tale of Three Brothers")
- ☒ F. "'Here, my brother, is your jug full of silver and gold.'" (paragraph 6, from "A Tale of Three Brothers")

Item Information		
Passages	The Precious Jewel and A Tale of Three Brothers	
Part A Answer	B	
Part B Answer	C, F	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.d.ii	Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)
P Value	0.429	

ANSWER KEY: ITEM SET 3

Item Set 3 – Question 1 (Selected Response)

Part A

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

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

Part B

Which detail best supports the answer to Part A?

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

Item Information		
Passage	Gravity Buster: Journal #2 of a Cardboard Genius	
Part A Answer	C	
Part B Answer	A	
Colorado Academic Standards (CAS)	5.2.1.c.iii	Describe how a narrator’s or speaker’s point of view influences how events are described. (CCSS: RL.5.6)
Evidence Outcome		
P Value	0.463	

Item Set 3 – Question 2 (TEI Inline Choice)

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

Alex and Zoe are alike when it comes to

how creative their projects are



. They are different when it

comes to the type of science they enjoy



.

Item Information		
Passage	Gravity Buster: Journal #2 of a Cardboard Genius	
Answer	See Image	
Colorado Academic Standards (CAS)	5.2.1.b.iii	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)
Evidence Outcome		
P Value	0.761	

Item Set 3 – Question 3 (Selected Response)

**Part A**

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

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

**Part B**

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

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

Item Information		
Passage	Gravity Buster: Journal #2 of a Cardboard Genius	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.b.iii	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)
P Value	0.451	

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

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

**Possible Themes**

Working with animals gets the best results.

**Details**

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

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

**Theme**

A setback can lead to a greater achievement.

**Supporting Details**

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

A Star Jumper with a new design is nearly complete.

Item Information		
Passage	Gravity Buster: Journal #2 of a Cardboard Genius	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.b.ii	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)
P Value	0.526	

Item Set 3 – Question 5 (Constructed Response)

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

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 37 for additional item information.

Item Set 3 – Question 6 (Selected Response)

Part A

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

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

Part B

Which detail supports the answer to Part A?

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

Item Information		
Passage	Angus MacMouse Brings Down the House	
Part A Answer	A	
Part B Answer	B	
Colorado Academic Standards (CAS)	5.2.1.c.i	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)
Evidence Outcome		
P Value	0.506	



Item Set 3 – Question 7 (TEI Drag and Drop)

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

Rosemary tells Angus she is twelve years old.

Angus hopes for cake.

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

Item Information		
Passage	Angus MacMouse Brings Down the House	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.b.ii	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)
P Value	0.5	

Item Set 3 – Question 8 (Selected Response)

**Part A**

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

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

**Part B**

Which detail supports the answer to Part A?

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

Item Information		
Passage	Angus MacMouse Brings Down	
Part A Answer	B	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.c.iii	Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)
P Value	0.427	

Item Set 3 – Question 9 (Selected Response)

**Part A**

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

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

**Part B**

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

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

Item Information		
Passage	The Wonderful Wizard of Oz	
Part A Answer	C	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.3.i.i	Interpret figurative language, including similes and metaphors, in context. (CCSS: L.5.5)
P Value	0.788	

Item Set 3 – Question 10 (Selected Response, Multiple Select)

**Part A**

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

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

**Part B**

Which two details best support the answer to Part A?

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

Item Information		
Passage	The Wonderful Wizard of Oz	
Part A Answer	B	
Part B Answer	A, E	
Colorado Academic Standards (CAS)	5.2.1.b.iii	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)
Evidence Outcome		
P Value	0.403	

Item Set 3 – Question 11 (Selected Response, Multiple Select)

**Part A**

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

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

**Part B**

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

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

Item Information		
Passages	Angus MacMouse Brings Down the House and The Wonderful Wizard of Oz	
Part A Answer	A	
Part B Answer	C, E	
Colorado Academic Standards (CAS)	5.2.1.d.ii	Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)
Evidence Outcome		
P Value	0.459	

Item Set 3 – Question 12 (TEI Multiple Select)

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

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

Item Information		
Passages	Angus MacMouse Brings Down the House and The Wonderful Wizard of Oz	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.d.ii	Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)
P Value	0.767	

# Grade 5

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



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

**NOTE:**

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

Sample Responses & Annotations - ITEM SET 1

Item Set 1 – Question 10 (Constructed Response)

You have read a passage from *Leonardo da Vinci* and a passage from *Leonardo da Vinci for Kids: His Life and Ideas*. Discuss Verrocchio's relationship with his apprentices. Use details from **both** passages to support your response.

Item Information		
Passage	Leonardo da Vinci	
Answer	See Sample Student Responses and Annotations	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.2.a.iii	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)

Anchor Paper 1 – Score Point 4	
Sample Student Response:	<p>In both texts "Leonardo da Vinci" and "Leonardo da Vinci For Kids: His life and Ideas", both texts describe the relationship between the apprentices and the maestro Verrocchio. I will explain this idea in both texts. Both texts have different ideas that I will touch on. I will also compare them at the end of the response. In the first text "Leonardo da Vinci", it is very apparent that Verrocchio had a great relationship with the apprentices. There are multiple instances. Here they are. First, the apprentices see Verrocchio as a mentor for the arts and to become a great artist. Not some cruel artist that has apprentices that do most of the work for him. Yes, he is strict. But kind. All apprentices get every Sunday off and meals with a small fee from the apprentices family. Next, Verrocchio saw the apprentices has helpful servants. But also, people aspiring to be a artist. Yes, he views them as helpful servants for his work. But he also wants to be able to teach these apprentices the ways of the arts. I mean, that's what apprentices are here for in the first place! And finally, both the apprentices and Verrocchio saw each other has acquaintances. They never fought over anything. There was no punishment to know about, and the apprentices followed his orders with no problem whatsoever. This shows that the apprentices trusted Verrocchio and vice versa. All of these instances show that Verrocchio maintained a great relationship with his apprentices. In the second text, "Leonardo da Vinci For Kids: His Life and Ideas" this idea is also extremely present. Like the first text, there are multiple instances that prove that Verrocchio has a great relationship with the apprentices. The first instance is also ;like in the last text, Verrocchio was able to direct the apprentices so easily. This also shows the bond between both the apprentices and Verrocchio. Another example is also how the apprentices were treated. From the looks of it, the apprentices were treated with respect, and the apprentices respected Verrocchio. This is exhibited by the idea that the apprentices thought he was strict, but kind. And how he doesn't ultra over work them. Now, the last exhibit is shown when Verrocchio gets a large commission from the Florence Cathedral. It was almost finished after almost 200 years of construction The last part needed was a giant bronze globe on the top of the it. And..... Verrocchio trusted all of his apprentices enough to help him build this bronze globe! This shows how trustworthy the apprentices were. Which also proves the great relationship of both the apprentices and Verrocchio! Now, the last thing is to compare the ideas between both texts. Each texts has it's own ideas on the relationship of the apprentices and Verrocchio. But, they also share a few too. The first one is how the apprentices had a great relationship with Verrocchio. It's show by various ideas and is very obvious in both texts. The next one is how there was never any conflict between the apprentices and Verrocchio. Not once was there a problem mentioned in either text. And the last idea is the teamwork that let them do great things! Earlier in the texts, it mentioned how Verrocchio and his apprentices would build cannons and protection for Florence. And, how Verrocchio and his apprentices built the bronze globe atop the cathedral! This proves that Verrocchio had a great relationship with his apprentices and that there was never any conflict between them! This is shown by their teamwork, respect and perseverance! All examples of the relationship between Verrocchio and the apprentice show that they sustained a great relationship! In both different ideas and similar ideas.</p>
Annotation for Sample Student Response:	<p><b>Score Point 4</b></p> <p>This response answers all components of the prompt by using details from both passages to discuss Verrocchio’s relationship with his apprentices. Effective student commentary explains inferences that clearly connect to evidence provided from the passages through precise word choice. The writing demonstrates <b>full comprehension</b> of the prompt and passages by making logical text-based inferences to explain that Verrocchio’s relationship with his apprentices was one of mentorship based on respect and teamwork. <b>Accurate analysis</b> and <b>clear reasoning</b> connect the <b>relevant text-based evidence</b> to the inferences made about Verrocchio’s relationship with the apprentices (Hall: <i>“This shows that the apprentices trusted Verrocchio and vice versa.”</i> Herbert: <i>“From the looks of it, the apprentices were treated with respect, and the apprentices respected Verrocchio”</i>). The development of the topic is <b>consistently appropriate</b> to the task as the evidence, inferences, and commentary directly relate to Verrocchio’s relationship with his apprentices. This response is <b>effectively</b> organized with an introduction, body, and conclusion that contain <b>clear</b> and <b>coherent</b> writing that uses language <b>effectively</b> to clarify the strength of Verrocchio’s relationship with his apprentices.</p>

Anchor Paper 2 – Score Point 4	
Sample Student Response:	<p>In the passages Leonardo da Vinci, and Leonardo da Vinci for Kids: His Life and Ideas, They both discuss the relationship between Verrocchio and his apprentices. These details help the reader comprehend what the life of an apprentice was like. Each passage has different information about the topic, and when combined you get a final result. In the passage Leonardo da Vinci it gives many details concerning the relationship between Verrocchio and his apprentices. One detail it gives is that he always explained his techniques when he was working. This shows that he was very committed to teach his apprentices all that he knew. Another detail that it gives is that he worked his apprentices very hard, in fact he made them work 12 hours a day on every day but Sunday. This shows that he was very strict teacher. In the passage Leonardo da Vinci for Kids: His Life and Ideas there are also many details about the relationship between Verrocchio and his apprentices. One place in which it shows this is when it says "For the first few months Leonardo did nothing but sweep the floor" this shows that Verrocchio wanted to make sure that everyone did work based on their capability. Another detail is that Verrocchio thought of his apprentices as equals. This is shown because Verrocchio always had everyone help on all the assignments that were given to him. In both the passages clues were given on how Verrocchio interacted with his apprentices. In Leonardo da Vinci it showed that Verrocchio always was trying to teach his apprentices, but he was very strict. In Leonardo da Vinci for Kids: His Life and Ideas it shows that Verrocchio always gave assignments to everyone, but made sure to give assignments based on the capability of them. When you add these clues together you see that Verrocchio's relationship with his apprentices was a nice teacher who was always working his hardest to teach his apprentices about art, but he was was very strict. He wanted to see everyone working so he always made sure everyone had a job to do, but he also wanted everyone only to be doing what they were capable of doing so that meant the people who were just starting to become apprentices had boring jobs like sweeping. In the passages Leonardo da Vinci and Leonardo da Vinci for Kids: His Life and Ideas there were many details that showed how Verrocchio interacted with his apprentices. When these details were put together you got a final result on what relationship Verrocchio had with his apprentices. That final relationship was that he was a nice teacher who was always working his hardest to teach his apprentices about art, but he was was very strict. He wanted to see everyone working so he always made sure everyone had a job to do, but he also wanted everyone only to be doing what they were capable of doing so that meant the people who were just starting to become apprentices had boring jobs like sweeping. This gives you a deeper comprehension on what Leonardo's life was like.</p>
Annotation for Sample Student Response:	<p><b>Score Point 4</b></p> <p>The response demonstrates <b>full comprehension</b> by providing <b>accurate analysis</b> and <b>clear reasoning</b> that effectively connects evidence from both passages to the inferences that show Verrocchio as a dedicated teacher who created an environment of inclusion (Hall: <i>"One detail it gives is that he always explained his techniques when he was working. This shows that he was very committed to teach his apprentices all that he knew."</i> Herbert: <i>"This is shown because Verrocchio always had everyone help on all the assignments that were given to him"</i>). The response is <b>consistently</b> appropriate to the task and is <b>effectively organized</b>. Language is used <b>effectively</b> to compile a text-based explanation of Verrocchio's relationship to his apprentices.</p>

Anchor Paper 3 – Score Point 3	
Sample Student Response:	<p>In the youth of Leonardo DA Vinci, he was an apprentice to a master. He and all apprentices developed a relationship in the short time that they had together. There are many things that contribute to how the relationship between the apprentices and the master works. First and foremost, one of the things that contributes to the relationship between the master is "Maestro Verrocchio was kind but strict, and his apprentices worked very hard. For the first few months Leonardo did nothing but sweep the floor, clean paintbrushes." pg 3 Herbert. This clearly shows that in the start the master was still getting to know these kids and gave them basic chores. But then after year or two the master started bonding and gained trust leading the master to give them higher ranks faster, not only because they did good. Then because the apprentices lived in the studio and ate there, this made it a bit less like just a class but a bit like a home away from home. All of the evidence can prove that in fact some sort of bonding happened between the apprentices and master. To continue, another way that the master bonded with the apprentices is that "Most apprentices worked for their masters for about six years. They started by doing the most minor chores, and each year they took on more responsibility. Eventually, a hard-working apprentice could become a master." as you can see each year meant more chores and stuff like that for the apprentice, but the master of DA Vinci who had a lot of trust for the boys, gave them better ranks as shown earlier. Then comes the part about the apprentice becoming a master, Just like how a sports coach can train a future all-star at the sport happened with DA Vinci's master when we stated getting better. that feeling of happiness that you made them who they are better than you could imagine making the bond of Passion stronger. This also proves the bond between the master and apprentices and how it forms a relationship. There are many things that contribute to how the relationship between the apprentices and master works</p>
Annotation for Sample Student Response:	<p><b>Score Point 3</b></p> <p>Student writing demonstrates comprehension of the prompt and passages by providing <b>mostly accurate</b> analysis. The response uses text-based evidence to draw conclusions about Verrocchio's relationship with his apprentices but does not directly connect the inference to the evidence (<i>Just like how a sports coach can train a future all-star at the sport happened with DA Vinci's master when we stated getting better. that feeling of happiness that you made them who they are better than you could imagine making the bond of Passion stronger</i>). The sports coach analogy provides <b>mostly clear reasoning</b> but fails to directly connect the analogy to the passages. The response is <b>mostly organized</b>, with the use of transitions, and the writing is <b>mostly</b> clear and coherent.</p>

Anchor Paper 4 – Score Point 3	
Sample Student Response:	<p>Verrocchio was a very famous artist who also took apprentices. His relationship with his apprentices was even and not too strict. He was kind, but still a teacher, and his students could discuss their ideas with him or around him with no fear. To begin, Verrocchio didn't force his apprentices, but rather he taught them slowly. In "Leonardo da Vinci," M. C. Hall stated, "Most apprentices work for their master for about six years. They started by doing the most minor chores, and each year they took on more responsibility." I infer that this means that Verrocchio never pressured his apprentices and was kind. Putting more responsibility on a person little by little helps them construct an understanding on harder work. Also, Verrocchio's tiny bit of a teacher attitude disciplined and taught his students. Janis Herbert stated, "He learned how to make paintbrushes." I infer that this means that da Vinci learned things from Verrocchio and he didn't even now he must do it as an artist. Like creating paintbrushes, for instance. Lastly, the students could talk around and with Verrocchio with little or no fear. The author of "Leonardo da Vinci for Kids: His Life and Ideas" wrote, "The young men often argued about their ideas, teased each other about their progress, and taught each other new techniques." I infer that this means that the apprentices could speak to each other, around Verrocchio, like friends. They also spoke to each other like any normal human being. In conclusion, Verrocchio had a teacher-like relationship with his apprentices. He was caring, thoughtful, and a friend to them.</p>
Annotation for Sample Student Response:	<p><b>Score Point 3</b></p> <p>This response analyzes Verrocchio's relationship with his apprentices as being <i>even and not too strict</i>, "<i>he was kind, still a teacher, and his students could discuss their ideas with him around him with no fear.</i>" For each of these ideas there is relevant text evidence as well as some student commentary describing student inferences in relation to the prompt. This response provides <b>mostly</b> developed reasoning about the relationship between Verrocchio and his apprentices. It is organized through the use of transitions and is mostly clear and coherent writing.</p>

Anchor Paper 5 – Score Point 2	
Sample Student Response:	<p>I believe that Andrea del Verrocchio has a similar relationship with his apprentices than that of a student and teacher's. I think this because they act toward him as a student would, and also because Verrocchio instructs in a way much like a teacher's and his apprentices work on projects and assignments as if at school. First, Verrocchio's apprentices treat him like a teacher or instructor. The apprentices will listen and watch Verrocchio to learn new art techniques. The text even refers to the apprentices as "his students ...". From Leonardo da Vinci for Kids: His Life and Ideas; Paragraph 4. Verrocchio would often teach his apprentice before they could assist in anything more important. One example is that Leonardo learned how to make paintbrushes before he painted with them. (from Leonardo da Vinci paragraph 6). Verrocchio teaches his apprentices similar to how a teacher teaches their students. They often work on projects together and they learn in groups. One example of this from the text is that the apprentices and Verrocchio worked on the bronze globe together (from Leonardo da Vinci for Kids: His Life and Ideas). The project took a lot of time and workers to complete and install. Ultimately, Andrea del Verrocchio has a relationship similar to a teacher and student's with his apprentices. I hope that you have come to the same conclusion as I have after reading.</p>
Annotation for Sample Student Response:	<p><b>Score Point 2</b></p> <p>Student writing addresses the analysis portion of the prompt by using details from both passages to demonstrate that Verrocchio's relationship with his apprentices is one of teacher to student. The response demonstrates <b>basic comprehension</b> of inferential ideas through generally accurate analysis. Student writing paraphrases text-based evidence to provide <b>some</b> reasoning that is <b>somewhat appropriate</b> to the task (<i>Verrocchio would often teach his apprentice before they could assist in anything more important. One example is that Leonardo learned how to make paintbrushes before he painted with them.</i>). This response contains <b>some</b> organization with an introduction, body, and conclusion.</p>

Anchor Paper 6 – Score Point 2	
Sample Student Response:	<p>"Leonardo da Vinci" by M. C. Hall and "Leonardo da Vinci for Kids: His Life and Ideas" by Janis Herbert are both informational articles. These articles are about Leonardo da Vinci when he was a kid and his life. In the first article Leonardo da Vinci's family noticed his amazing artistic talent. His father explained to Ser Piero that his son had artistic talent. They brought him to Florence to study in one of the best shops, owned by Andrea del Verrocchio. He was know for sculptures that he made. The student were his apprentices. According to the text, "They worked and lived with their master to learn a trade." His relationship was good with his apprentices because he taught them how to be a good artist and also he moved them up step by step in the skill of what they were helping him with or working. In the second article "Leonardo da Vinci for Kids: His Life and Ideas" Leonardo was in the studio of Verrocchio for the first time. According to the text, "Young Leonardo was now an apprentice to the great artist." Leonardo will spend many years listening to the directions of the master. When Leonardo grew up he worked long days and slept with the other apprentices. The Master was kind but also strict, and the people who worked for him worked hard all day. When he first went to work for him the only things that he did was sweep and clean paintbrushes. As he worked more and more for him he got better jobs such as, making silver and gold, armor and coats, furniture, and other things. Leonardo eventually got the job of grinding pigments into paint. In both of the articles I would say that overall Verrocchio had a good relationship with his apprentices, here are some of the reasons why. One of them is because he had a lot of apprentices. Also because the apprentices could get work done for him. He probably wanted to be an influence and teach them to be a great artist just like him. All of his apprentices well at least Leonardo knew that he was a great artist and wanted to learn all of his techniques. If he did not have a good relationship with them he probaly would not have that many of them because it says "Playing children and their dogs ran through the rooms." The last reason is because he would not have kept his apprentices for as long as Leonardo worked for him and the other apprentices. In conclusion I think that he has a decent relationship with his apprentices.</p>
Annotation for Sample Student Response:	<p><b>Score Point 2</b></p> <p>The response demonstrates <b>basic comprehension</b> using <b>some</b> text-based evidence to attempt to explain that Leonardo Da Vinci was an apprentice of Verrocchio and what type of relationship Verrocchio had with his apprentices. The response provides a review of the information in each passage and includes some reasoning and evidence to develop the idea that Verrocchio had a good relationship with his apprentices. The response demonstrates some organization. Overall, the response provides some development of a generally accurate analysis of the topic.</p>

Anchor Paper 7 – Score Point 2	
Sample Student Response:	<p>Verrocchios relationship with his apprentices was a relationship were the apprentices worked hard and learned how to be an artists and Verrocchios needed them to do the necessary chores . I know this because the text states " Verrocchios was kind but strict, and his apprentices worked very hard." in Leonardo da Vinci for Kids: His Life and ideas and " They ran errands, swept the studio, and cleaned paintbrushes " from Leonardo da Vinci. The first quote proves that the apprentices worked very hard and that Verrocchios was in charge of there work. And the second quote proves that they did the nessicary chores for Verrocchios. Another quote from Leonardo da Vinci "They would also watch their master at work and listen as he explained his techniques "shows that the apprentices get something out of it two. that as you can see Verrocchios relationship was a kind of relationship that both people benefit from.</p>
Annotation for Sample Student Response:	<p><b>Score Point 2</b></p> <p>The response provides <b>generally accurate analysis</b> by presenting text-based evidence and paraphrasing the evidence to discuss Verrocchio's relationship with the apprentices. The last sentence of the prompt demonstrates <b>some reasoning</b> as it determines that the quote from the passage shows Verrocchio and the apprentices each benefit from one another (<i>that as you can see Verrocchios relationship was a kind of relationship that both people benefit from</i>). The response uses <b>somewhat coherent</b> writing to express ideas with <b>some clarity</b>.</p>

Anchor Paper 8 – Score Point 1	
Sample Student Response:	Verrocchio's relationship between his apprentices was kind but strict. An example of this is that according to Leonardo da Vinci for Kids: His Life and Ideas It says "Maestro Verrocchio was kind but strict, and his apprentices worked very hard." Another example is that according to Leonardo da Vinci It says that "Leonardo and the other apprentices were kept busy 12 hours a day and worked every day but Sunday." A final example according to the text Leonardo da Vinci for Kids: His Life and Ideas it says " For the first few months Leonardo did nothing but sweep the floor, clean paintbrushes, and listen to the other apprentices and craftsmen." Those are the reasons Verrocchio and his apprentices have a kind but strict relationship.
Annotation for Sample Student Response:	<b>Score Point 1</b> The response identifies the relationship between Verrocchio and his apprentices, as kind but strict, and provides three quoted examples from the passages to demonstrate that relationship, but there is no further development or explanation provided. This results in a <b>minimally developed</b> response that is <b>limited</b> in its appropriateness to the task.

Anchor Paper 9 – Score Point 1	
Sample Student Response:	Verrocchio's relationship with his students was that on Sunday they got a day off and when they got the day off they would watch there master at work and listen as he explains techniques. In passage 2 it talked about how Verrocchio would be in the middle of the activity and direct the work of his sudents. It also said that Verrocchio was kind but strict.
Annotation for Sample Student Response:	<b>Score Point 1</b> This response is <b>limited</b> in its appropriateness of the task, as it only provides text-based examples of what Verrocchio did with his apprentices but provides no further explanation or development of how that illustrates the relationships. This is a <b>minimally</b> developed response.

Anchor Paper 10 – Score Point 1	
Sample Student Response:	Verrocchio's relationship with his apprentices where very interesting it states in the passage from leonardo da vinci for kids: his life and ideas on paragraph six how leonardo was used to pose for a statue. also, in the passage from leonardo da vinci on paragraph five how they worked twelve hours a day. last, it explains on the passage leonardo da vinci for kids: his life and ideas on paragraph three how verrocchio was very kind but strict. so in conclusion verrocchio made his apprentices work hard and was kind but strict.
Annotation for Sample Student Response:	<b>Score Point 1</b> The response attempts to address the task by identifying relevant details from the text, concluding, "...verrocchio made his apprentices work had was strict and kind." However, there is no further explanation or development of the topic, as analysis is <b>minimal</b> .

Anchor Paper 11 – Score Point 0	
Sample Student Response:	Verrocchio`s relationship with his apprentices were good and his child Leonardo was a good kid and when he first opened his eyes he saw Verrocchio`s studio and he got surprised when he saw it. Also Leonardo grew up to be handsome and a strong young man. Next he also cleaned swept and he even had a daily task to paint. He polished bronze statues and prepared wooden panels for painting.
Annotation for Sample Student Response:	<b>Score Point 0</b> This response includes details from the passages that do not connect to any aspect of the prompt, which makes the response <b>inappropriate</b> to the task.



Anchor Paper 12 – Score Point 0	
Sample Student Response:	I will be telling you about how Leo helps out in the shop. There were many ways he could help one was cleaning paint brushes. cleaning paint brushes would help because if paint brushes werent clean it may lead to haveing other colors that arent nesisary.
Annotation for Sample Student Response:	<b>Score Point 0</b> The response provides text details of how Leonardo helped around the shop, rather than discussing Verrocchio’s relationship with the apprentices. With no further relevant explanation or development, this response is <b>inappropriate</b> to the task.

Item Set 2 – Question 5 (Constructed Response)

Think about how this passage would be different if it were told from Ramo's point of view. Write a story from Ramo's point of view that describes what he is doing and thinking as the ship comes closer to the island.

Item Information	
Passage	Island of the Blue Dolphins
Answer	See Sample Responses & Annotations
Colorado Academic Standards (CAS) Evidence Outcome	Narrative Writing

Anchor Paper 1 – Score Point 3	
Sample Student Response:	<p>I stood, watching the calm foaming sky blue sea, bouncing every so often onto one foot then the other eagerly. I danced on the grassy dirt, almost tripping over my own exited feet. As i watched the Huge Canoe sail closer i felt like exploding, it was so cool. well my sister said it was a ship, but she had never seen one either, so it was a Huge canoe. I jumped in a little circle and looked at my sister, Feeling a bit disappointed in her decision to work instead of watch the Canoe or even go see it up close.</p> <p>``While you gaze at the sea,`` My sister mumbled, sounding annoyed, ``I dig roots, and it is I who will eat them and you who will not. ``</p> <p>I picked up a root, examining it for a second, it was a short stubby root, with little hair like things sicking out of it. The root was coered in a good half inch of dit and gunck. I didnt like work, i would rather have fun, or go see the Canoe, Play with my friends, instead my sister drags me out here to pick up roots, <i>Boring</i>. I was about to drop the dirt covered root into the basket and help my sister out a bit so she would seem a bit more happy, when something out of the corner of my eye caught my attention. A Huge red Canoe, the size of all the Canoes in the village put together. I opened my mouth, about to yell, but it was like i couldnt breath, no words escaped. I closed my mouth, swallowing my excitement, though it seemed to come back up.</p> <p>``A Canoe!`` I shouted not able to contain myself any longer, ``A Great one, bigger than all of our canoes together. and red!`` i gaped, pointing at the huge red floating mass. My sister looked over at me and rolled her eyes, looking not the slight most amused.</p> <p>The very next breath after saying that i chucked the root into the air, it spun and twirled scattering bits of earth and root around. I heard it fall somewhere far behind me now. I came Crashing through the bushes, snapping twigs, breaking branches. I needed to see this boat thing now, it was way too cool to miss out on seeing. I shouted, hoping for my sister to follow but she stayed where she was collecting roots on her hands and knees. She looked at me and smiled a bit before turning back to work. I shouted again, stopping in place, i jumped up and down. She didnt respond so, With a huff, I bolted off once more.</p>
Annotation for Sample Student Response:	<p><b>Score Point 3</b></p> <p>This response skillfully changes the point of view and demonstrates skill in various elements of narrative writing.</p> <p>For example, there is an effective and correct change in the following scene to reflect how Ramo would have seen it. (<i>“I shouted, hoping for my sister to follow but she stayed where she was collecting roots on</i></p>

	<p><i>her hands and knees. She looked at me and smiled a bit before turning back to work. I shouted again, stopping in place, i jumped up and down. She didnt respond so, With a huff, I bolted off once more.”)</i></p> <p>There is evidence of character development (<i>The root was covered in a good half inch of dirt and gunck. I didn’t like work, I would rather have fun, or go see the Canoe, Play with my friends, instead my sister drags me out here to pick up roots, Boring.</i>)</p> <p>Also, vivid description of a scene (<i>I stood, watching the calm foaming sky blue sea, bouncing every so often onto one foot then the other eagerly. I danced on the grassy dirt, almost tripping over my own exited feet. As i watched the Huge Canoe sail closer i felt like exploding, it was so cool.</i>)</p> <p>Overall, this response demonstrates effective writing that is consistently appropriate to the task.</p>
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Anchor Paper 2 – Score Point 3	
Sample Student Response:	<p>I excitedly hopped onto one foot, then the other, for I was distracted by a big canoe that was slowly drifting towards the village of Ghalas-at. "A canoe!" I impatiently exclaimed. "This canoe is greater than all of our's! And it is red, too!"</p> <p>"Ramo!" My sister angrily called. "While I dig roots, you stare the ocean. And I will eat these roots, as you will not." I sighed and pulled a root from the earth. But, just as I was about to deposit the root into the basket, I threw it over my head and ran towards the big ship to get a better look at it, crashing through the field that led to the beach. By the time I had finished my journey through the brush, the massive canoe had reached the wide kelp bed that surrounds our island. It had also sailed between the two boulders that guard our village. The news of the ships' coming had spread quickly, as a nervous murmur had settled over the land. Many men and women had gathered and were waiting for the ship to arrive. I looked up and saw my sister hiding among the toyon bushes, an anxious look on her face. "I am so much braver than she is." I thought. "Otherwise, why would I be standing so close to the men?"</p> <p>"Stay back, Ramo," A voice called from behind me. It was my father. He grabbed my shoulders and pulled me into the sea of villagers. "Their could be danger on this ship." He strode past me and joined the other men standing at the tide. "Hey!" I yelled back to him. "It's not a ship! It's a big ca-" Just as I was about to finish, a small boat left the great canoe. Six men started rowing toward Coral Cove. Their long oars slapping the water as they got closer with every row.</p>
Annotation for Sample Student Response:	<p><b>Score Point 3</b></p> <p>This response is skillful in changing the narrative to the perspective of Ramo and implementing elements of narrative writing.</p> <p>There is effective use of dialogue, (<i>"Their could be danger on this ship." He strode past me and joined the other men standing at the tide. "Hey!" I yelled back to him. "It's not a ship! It's a big ca-"</i>).</p> <p>An additional scene is effectively created and described (<i>"Stay back, Ramo," A voice called from behind me. It was my father. He grabbed my shoulders and pulled me into the sea of villagers.</i>).</p> <p>Character development is found Ramo’s reflection (<i>"I am so much braver than she is." I thought. "Otherwise, why would I be standing so close to the men?"</i>).</p> <p>The use of descriptive phrases and sentences develops the scenes and helps in the progression of the narrative (<i>for I was distracted by a big canoe that was slowly drifting towards the village of Ghalas-at ...a The news of the ships' coming had spread quickly, as a nervous murmur had settled over the land.</i>).</p> <p>Overall, there is coherence to this story and is an example of effective use of narrative elements to retell this story.</p>

Anchor Paper 3 – Score Point 3	
Sample Student Response:	<p>A far away boat loomed in the distance out on the sea. It looked like a dot because it was so far away. My sister dug roots to feed the people of the island, I watched the tranquil waves crash along the shore, Coral Cove gleaming in the sunlight. A faint dot bobbed in the distance, growing ever so slowly.</p> <p>"While you gaze at the sea," my sister said, "I dig roots. And it is I who will eat them and you who will not."</p> <p>I was surprised at her words and didn't want to starve, I slowly picked up a dry root and raised it to toss in the basket. When I saw the dot out of the corner of my eye. It was not a dot no more, but a massive canoe!</p> <p>"A canoe!" I cried. "A great big one, bigger than all of our canoes together. And red!"</p> <p>I threw the root in the air not caring the slightest if I got it in the basket or not. I rushed towards the large red canoe shouting hoping to alarm the people of Ghalas-at to come down to the shore too. My sister watched with a disgusted look as I sprinted towards the ocean she went back to pulling roots for the villagers.</p> <p>As I neared the boat I saw the men of my village rush to the edge of Coral Cove seeing the canoe as well, spears in their hands and awed looks on their faces. I rushed towards them as they marched to the edge of the sea. The canoe getting ever so closer. I looked up at the village at the top of the cliff and saw my sister crouching in the toyon bushes, anxious and confused looks painting her face. I waved, she either didn't notice, or ignored me, too focused on the massive canoe. A small boat left the large canoe with six men rowing it towards our island. The canoe had halted as the small canoe paddled towards our island.</p>
Annotation for Sample Student Response:	<p><b>Score Point 3</b></p> <p>This response successfully changes point of view and skillfully implements elements of narrative writing as evidenced by the clear understanding of the original text and how to change the perspective a scene (<i>I looked up at the village at the top of the cliff and saw my sister crouching in the toyon bushes, anxious and confused looks painting her face. I waved, she either didn't notice, or ignored me, too focused on the massive canoe.</i>)</p> <p>Various elements of narrative writing are used. There is effective description to establish a scene (<i>A far away boat loomed in the distance out on the sea. It looked like a dot because it was so far away. My sister dug roots to feed the people of the island, I watched the tranquil waves crash along the shore, Coral Cove gleaming in the sunlight. A faint dot bobbed in the distance, growing ever so slowly.</i>).</p> <p>Also, some clear character development of both Ramo and the sister (<i>I was surprised at her words and didn't want to starve, I slowly picked up a dry root and raised it to toss in the basket... My sister watched with a disgusted look as I sprinted towards the ocean she went back to pulling roots for the villagers</i>).</p> <p>The sequence is logical and results in a coherent story in which there is clear evidence of skillful command of narrative writing.</p>

Anchor Paper 4 – Score Point 2	
Sample Student Response:	<p>As I was digging through the plants and getting the roots I thought I saw something in the distance. As it got closer I could say that it was a huge canoe coming straight for our island. It was bigger then all of our canoes combined and could fit way more people on it. I have never seen one so big before. I dropped all of my roots and started running towards it. I was surprised to me my sister standing still and collecting more roots. Once I reached the wide kelp I had realized that there was six men coming to us on an oar boat.</p> <p>Once the men had reached shore they said that they come in peace and didn't come looking for a fight. They said that while they were traveling something had broke on there boat and that they come here to fix it. All of the villagers in my town looked nervous as they were fixing the boat. Once they were done they left right away and never came here again. I wondered were my sister was and I looked up only to find her hiding in a bush staring down at the village. I went back up to her and we finished pulling our roots. All of our people have settled back down and the village had become peaceful again. Since then i have never seen a ship come near here again. My sister had told me that was not a canoe but it was a giant ship. After awhile everybody had forgot about it and didn't seem to care about it anymore</p>
Annotation for Sample Student Response:	<p><b>Score Point 2</b></p> <p>This response successfully changes the narrative to be told from Ramo’s point of view. It is appropriate for scenes that are not in the original passage as long as they could realistically be part of the original story. In this case, the student narrative includes what happened when the men came onto the island, which was something that could realistically happen in the original story. The sequence of events moves logically from action to action, but does not develop or describe them (<i>They said that while they were traveling something had broke on there boat and that they come here to fix it. All of the villagers in my town looked nervous as they were fixing the boat. Once they were done they left right away and never came here again.</i>). This retell is coherent, but does not incorporate many of the elements of narrative writing beyond establishing the situation and sequencing events. It is an example of writing that is generally appropriate to the task.</p>

Anchor Paper 5 – Score Point 2	
Sample Student Response:	<p>I stood there in the forest picking roots. My brother talking but I didn't care I was focused on something in the distance. I didn't know what it was? Head cocked to the side wondering what was in the distance. Was it a ship, canoe or just a big rock.</p> <p>As it got closer, I knew it wasn't a rock because they don't move. It was a canoe a big one and red. Yelled and told the villagers and than ran to the shore. We waited for a while. Men got out of the boat and on to a smaller one.</p> <p>They then they started paddling. I didn't know at first what they were friends or foes. As they got closer I make out some of the faces. But I still none of us could identify who they we're, where they were from, or what they where doing. Almost half of the village was there.</p> <p>Most of the men were holding spears, bows, and few held axes. I said to the man next to me what was happening he said," I don't know but I'm pretty scared."</p> <p>I started looking for my brother. I couldn't find him so I gave up. He was probably at the village or exploring somewhere.</p>
Annotation for Sample Student Response:	<p><b>Score Point 2</b></p> <p>This response successfully retells the story from the point of view of Ramo. Most of the response is not lifted from the passage and implements various elements of narrative writing. New dialogue is included, (<i>"I don't know but I'm pretty scared."</i>). There is effective description to establish a scene (<i>As they got closer I make out some of the faces. But I still none of us could identify who they we're, where they were from, or what they where doing... Most of the men were holding spears, bows, and few held axes</i>).</p>

Anchor Paper 6 – Score Point 2	
Sample Student Response:	<p>I was on my left foot then I hoped to my right foot, watching a ship sail to our island. My brother said in a low voice "You stare at the sea while I dig the roots, and I shall be the one who gets to eat them." I did not want to be the one who eat's the left overs. So, I picked up a root and was about to put it in the basket when I saw a canoe? No, this could not be a canoe this was like 10 times the size of our canoe's.</p> <p>"Look it is a canoe!" I shouted on the top of my lungs. The citizens of our village heard me and were running to the shore of our island.</p> <p>I was going to beat them to the shore I had to! I wanted to be the first one who got to shake hands with the people who were coming. I almost forgot the rules of our village we were to stay hidden and not be seen. So, if they were intruders we could kick them off our island. I went to my tree where I was assigned to hide if there was going to be a attack. I could see my brother from here in his hiding spot. I turned around to see a boat with 6 men with long oars 100 meters from our islands shore...</p>
Annotation for Sample Student Response:	<p><b>Score Point 2</b></p> <p>This response successfully changes the point of view in the response and implements some narrative elements to retell the story. There is added description, "said in a low voice,"), new dialogue ("<i>Look it is a canoe!</i>" <i>I shouted on the top of my lungs.</i>), and development of character and logical sequence of events (<i>I was going to beat them to the shore I had to! I wanted to be the first one who got to shake hands with the people who were coming. I almost forgot the rules of our village we were to stay hidden and not be seen.</i>). Overall this response is mostly coherent and mostly effective in telling the story from Ramo's point of view.</p>

Anchor Paper 7 – Score Point 1	
Sample Student Response:	<p style="text-align: center;"><u>Ramo's point of view</u></p> <p>Ramo had never seen a ship but his sister had heard of it. He was curious and so was his sister but she didn't let it out because she knew her village needed the roots that they were digging. So he decided to take a closer look at the "canoe" so he ran to the shore and so did a bunch of other people and some of the people came armed just in case the people who were in the "canoe" came to fight. Ramo didn't know what was happening so he stood and waited to see what would happen next. He couldn't wait to see what happened. Also he didn't know his sister was also watching at the edge of the cilff but she was still picking up the roots. He was thinking of how big the "canoe" was. They both watched as the the people on the ship were getting on a small boat and start rowing/paddling thier way to the island.</p>
Annotation for Sample Student Response:	<p><b>Score Point 1</b></p> <p>The response retells the story in third person. Most of the retell is told as if the narrator is telling Ramo's perspective, although in some cases it switches to the sister's perspective (<i>but she didn't let it out because she knew her village needed the roots that they were digging</i>). There is sufficient story retold; however, there is only limited use of narrative elements beyond providing a sequence of events. Overall, this is limited in appropriateness to the task.</p>

Anchor Paper 8 – Score Point 1	
Sample Student Response:	<p>I was standing watching a great, big canoe enclose toward our island.</p> <p>"While you gaze at the sea," my sister exclaimed, "I dig roots. And it is I who will eat them you who will not."</p> <p>I continued to pick roots with her. I looked up again to see the enormous canoe. It was getting closer! "A canoe!" I preached to my sister. "A great one, bigger than all of our canoes together. And red!"</p> <p>As quick as a cheetah I raced in the direction the large canoe was coming in from. It was the largest thing I had ever seen. The canoe soared as high as the birds and clouds. I thought my sister would follow, but she did not. The canoe sailed around the wide kelp that enclosed our island. It continued through the two rocks that guard Coral Cove.</p> <p>After, many villagers came to join me and look at the magnificent red canoe. They gathered at the edge to watch the on coming canoe. Then a much smaller canoe left, with six men aboard it each with a long oar.</p>
Annotation for Sample Student Response:	<p><b>Score Point 1</b></p> <p>This response successfully changes the point of view by correctly changing references to Ramos to "I" and references to the original narrator to "my sister." Much of the response is lifted from the original passage, but there are some new narrative elements added by the student to indicate some of Ramo's perspective (<i>I continued to pick roots with her. I looked up again to see the enormous canoe. It was getting closer! ... As quick as a cheetah I raced in the direction the large canoe was coming in from. It was the largest thing I had ever seen.</i>). There is sufficient evidence of the change of perspective to be considered minimally appropriate to the task.</p>

Anchor Paper 9 – Score Point 1	
Sample Student Response:	<p>I was gathering roots when I saw what looked like a big canoe. I was standing on one foot, and then the other watching the big canoe come closer and closer. "A canoe!" I cried. "A great one, bigger than all of our canoes together. And red!" I suddenly threw my roots up in the air and I was gone! I was crashing through the brush, shouting as I ran. I kept watching and watching! It was incredible! But that's when I realized that the people on the ship were not coming to us to be friendly.</p>
Annotation for Sample Student Response:	<p><b>Score Point 1</b></p> <p>This response successfully changes the pronouns to "I" to indicate a change in point of view. While brief, the account given covers the span of the original text. This is an example of a response that shares enough of the story to be considered a minimal retell.</p>

Anchor Paper 10 – Score Point 0	
Sample Student Response:	<p>I was standing on one foot then another watching ships coming in and out. Then I saw a canoe a big one bigger than all of ours and it was red but is wan't that exciting. Then I kept digging for roots.</p>
Annotation for Sample Student Response:	<p><b>Score Point 0</b></p> <p>This response provides too minimal of an account to be considered a retell of the original text. While there is a correct change in point of view, it retells only the opening scene. This is too undeveloped to be appropriate to the task.</p>

Anchor Paper 11 – Score Point 0	
Sample Student Response:	<p>I was standing on one foot and then the other, watching the ship coming, which I didn't know the ship was coming because i've never seen one. " I dig roots. And it is I who will eat them and you who will not." I picked up a root and was about to drop it in the basket. suddenly, my mouth opened wide and closed it again. "A canoe!" I cried. " A great one, bigger than all of our canoes together. And red!"</p> <p>A canoe or a ship, it didn't matter. In my very next breath I tossed the root in the air and was gone crashing through the brush, shouting as I went. I kept gathering roots but my hands trembled as I dug in the earth, for i was more exited than my brother. I knew that it was a ship on the sea and not a big canoe. and that a ship could mean many things. I wanted to drop the stick and run too, but I went on digging roots because they were needed in the village.by the time I filled up the basket, the Aleut ship had sailed across the wide kelp bed that encloses our island and between the two rocks that guard coral cove. our men and women were gathering there things at the edge of our mesa.</p> <p>I made my way through the heavy brush and, moving swiftly, down the ravine until I came to the sea cliff's there I crouched on my hand and knees. below me lay the cove. halve the men from our village stood at the waters edge. the rest were concealed among the rocks at the foot of the trail, ready to attack the intruders should they prove unfriendly.</p> <p>As I crouched there in the toyon bushes trying not to fall over the cliff, trying to keep myself hidden and yet to see and hear what went on below me. six men with long oars were rowing.</p>
Annotation for Sample Student Response:	<p><b>Score Point 0</b></p> <p>This response begins to retell the story with a change in point of view, noted by the "I", used in the first paragraph. However, starting with the second sentence in the second paragraph, the response becomes a direct copy from the passage, reverting back to the original narrator. This shift is confusing and is inappropriate to the task. The amount of writing that was told in Ramo's point of view is not sufficient to be a retell of the story.</p>

Anchor Paper 12 – Score Point 0	
Sample Student Response:	<p>The passage "<i>Island of the Blue Dolphins</i>" would be different if it was told from Ramo's point of view because it would be from what he says and doing. Ramo would probably talk more about what he was doing, and how the ship looked like. He would talk about how he felt for seeing a ship for the first time. He'll explain what he would have done to see one for the first time, or if he would just watch it and inspect it. Ramo might talk about how scary it was to kind of be on the edge of the cliff.</p>
Annotation for Sample Student Response:	<p><b>Score Point 0</b></p> <p>This response is not a retell of the story, but rather an essay about what would be different if told in Ramo's point of view. Since there is no narrative writing to be evaluated, this response is inappropriate to the task.</p>



Item Set 3 – Question 5 (Constructed Response)

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

Item Information	
Passage	Gravity Buster: Journal #2 of a Cardboard Genius
Answer	See Sample Responses & Annotations
Colorado Academic Standards (CAS) Evidence Outcome	Narrative Writing

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

Anchor Paper 2 – Score Point 3	
Sample Student Response:	<p>Right now I'm in study hall. The person to the left of me is reading some book. The person to the right of me is playing with paper figures he made. The person in front of me is asking our study hall teacher, Mr. Howard, a question. My friend Alex who is behind me is writing in his journal that's destined to become part of the most monumental manuscript in the history of mankind. Me? I'm preparing for my new science project. It's about gray squirrels and what kinds of peanut butter they like, and how it affects their health as well as their eating habits. I enjoy doing science that involves animals.</p> <p>I was planning on going to Alex's house, but I still have to work on my project. I write him a note explaining what's going on, "sorry, Alex, but I can't come over to your house today. I have to stay at home and work on my science fair project. -Z"</p> <p>I look to see if Mr. Howard is looking, then roll the balled-up paper under my chair, to Alex. I hope he won't be too sad I can't go. I go back to planning my project while I wait for his response.</p> <p>After a while Alex rolls me an empty ballpoint pen. I open it and it reads, "that's okay. I have an IMPORTANT PROJECT I have to work on anyway. -A" I'm glad he's not sad and I think I know what this 'important project' is.</p> <p>A while ago, Alex made an intergalactic spaceship out of cardboard. I actually really liked it. I could tell he put a lot of time and effort into making the ship. But then, the next week, he told me, "Me and Jonathan had a random, senseless pillow fight, so that's good. The bad news is, the Star Jumper was broken down tremendously." Then two days later he told me he had started on a new one. I have a feeling this one will blow the other one out of the water in the awesomeness factor, and will be done soon</p>
Annotation for Sample Student Response:	<p><b>Score Point 3</b></p> <p>This response is skillful in changing the narrative to Zoe's perspective and implementing elements of narrative writing. Student response contains effective use of language (<i>Me? I'm preparing for my new science project. It's about gray squirrels and what kinds of peanut butter they like, and how it affects their health as well as their eating habits. I enjoy doing science that involves animals</i>).</p> <p>The writer also reveals what Zoe thinks about Alex's intergalactic spaceship project (<i>A while ago, Alex made an intergalactic spaceship out of cardboard. I actually really liked it. I could tell he put a lot of time and effort into making the ship</i>). Overall, there is coherence to this story and it is an example of effective use of narrative elements to retell this story from Zoe's point of view.</p>

Anchor Paper 3 – Score Point 3	
Sample Student Response:	<p>Im sitting in study hall and my friend named Alex is sitting right behind me. I turn around quickly and look at his journal. He is writing in his brown notebook. Alex has told me that he thinks that his journal is going to be in a museam one day. I told him there was no way that would happen enless he was a novel writer at the age of 11. I take out a piece of paper from my notebook and write down, "Sorry Alex, but I cant come over to your house today after school. I have to stay home and work on my science fair project. – Z". He slips a empty ball point pen near my desk and I pick it up and pull out the sheet of paper thats in it. "That okay. I have and IMPORTANT PROJECT I have to work on this afternoon any way -A" It said. I thought about what the Important Project was then I reailized it was the star jumper he had made last year.</p> <p>I think the starjumper was really cool ... and really funny to. See his brother and him were having a careless pillow fight and then pow his brother smacked the star jumper with the pillow and it knocked over and fell and broke. But he was telling me about the Important Project and he said he had gotten new plans for it and he is building the new and improved Star Jumper! He is so exited for when he is done with it.</p> <p>The scinece fair is going to be so much fun. Last year I won with the study of the drinking habbits of Guinea pigs. This year I will have three gray squirrels and I will be giving one of the salty penut butter another normal plain peanut butter and the last one sweet peanut butter. After I give them the peanut butter im gonna record thier health and behavior. I think that the squirrel with the salty peanut butter is going to have some reation with its stomach and it might start freaking out. I think the one with the normal peanut butter is gonig to stay the same. I think the squirrel that got the sweet peanut butter is goning to get really hyper and start running all over the place because the sugar in the sweet peanut butter mighth be to much for it to handle. Im so excited I cant wait I look behind me and see Alex is done writing so I throw a note at him saying, "Good luck on the fair!" in big bold letters.</p> <p>I think that Alex is a pretty nice boy and he is like my best friend(even though im a girl) we love to hang out a lot. I hope that my project is going to be pretty easy but probably not. I have to make the squirrels eat the peanut butter if they are even intrusted and then record the results. Science is my favorite subject. I get it pretty well and I learn new things evryday. If we had the choice I would have an science all day party and I would rock it!</p> <p>I wonder what the squirrels will do in my project. Probably wont work the first time I will try it but It will work (I hope). I wonder if study hall will let me work on my project in here let me go ask Mr.Howard. Okay that was a fail. I asked him, Hey can I work on my science... and he just said no right in the middle of my sentece! Sometimes I think study hall is a great use of your time but sometimes I think why do I have to be here. The bell just rang and its time to go to science see you later daiary. Till next time!</p>
Annotation for Sample Student Response:	<p><b>Score Point 3</b></p> <p>This response skillfully changes to Zoe’s point of view and demonstrates skills in various elements of narrative writing. For example, there is effective use of internal dialogue to show Zoe’s perspective (<i>I think that Alex is a pretty nice boy and he is like my best friend (even though im a girl)</i>). The writer also reveals Zoe’s thoughts about Alex’s intergalactic spaceship project (<i>I think the starjumper was really cool...and really funny to. See his brother and him were having a careless pillow fight and then pow...</i>). Overall, this response demonstrates effective writing that is consistently appropriate to the task.</p>

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

Anchor Paper 5 – Score Point 2	
Sample Student Response:	<p>Right now I'm in study hall. I can't go over to Alex's house today. (So sad) I going to stay home to work on my science fair project, about gray squirrels. There is this kid behind Alex and he keeps taping his foot on Alex's chair and its so annoying. Alex is writing in his journal like usual. He thinks that he is going to de world famous and stuff like that. It's crazy important to him.</p> <p>I going to pass a note to Alex saying: Sorry, Alex, but I can't come over to your house today after school. I have to stay home and work on my science fair project. -Z</p> <p>I think it will do the trick! I crumble it up check if our study hall teacher Mr. Howard isn't looking and secretly throw it to his feet. I wonder what he will say. Next to me there is Alex's ball point pen. I open it up and inside there is a note saying:</p> <p>That's okay. I have an IMPORTANT PROJECT I have to work on this afternoon anyway. -A</p> <p>I bet that Alex has to work on his Star Jumper. The Star Jumpers a spaceship. I'm not really into that sort of stuff, I'm more into animals. I won first place in the statewide Science Fair, but I don't like to brag. I'm so excited to work on my project later cause it's almost finished!</p>
Annotation for Sample Student Response:	<b>Score Point 2</b> This response successfully changes the point of view to that of Zoe, and implements some narrative elements to retell the story. There is some internal dialogue that helps to retell the story from Zoe's perspective ( <i>Right now I'm in study hall. I can't go over to Alex's house today. (So sad) I going to stay home to work on my science fair project, about gray squirrels</i> ). The writer does reveal some of Zoe's thoughts about Alex's intergalactic spaceship project ( <i>I bet that Alex has to work on his Star Jumper. The Star Jumpers a spaceship. I'm not really into that sort of stuff, I'm more into animals</i> ), but they are not developed enough to elevate this response to a score point 3. Overall this response is mostly coherent and mostly effective in retelling the story from Zoe's point of view.

**Anchor Paper 6 – Score Point 2**

Sample Student Response:	<p>I'm in study hall right now working on a note to Alex, the boy who sits behind me. He wanted me to come over to his house after school today but I have to work on my Science Fair project.</p> <p>I'm doing an expierement with squirrels were I give them three different types of peanut butter and see wich ones they like the best. Also, I see how they affect the health os the squirrels. Last year I won first place with a project about guinea pigs wich is kind of like the project I'm doing this year so I hope this one also wins first place.</p> <p>Apparently Alex is also working on a project after school. He said he's making an intergalactic spaceship wich sounds pretty neat. I think he really has a great mind for building things. He also has a great imagination for names since he is calling his spaceship the Star Jumper. I think his idea is pretty cool and will play out really well!</p>
Annotation for Sample Student Response:	<p><b>Score Point 2</b></p> <p>This response successfully retells the story from Zoe's point of view. There are some narrative elements present in this response, such as describing a scene with Zoe (<i>I'm in study hall right now working on a note to Alex, the boy who sits behind me. He wanted me to come over to his house after school today but I have to work on my Science Fair project</i>), and a logical sequence of events. The writer does reveal some of Zoe's thoughts about Alex's intergalactic spaceship project (<i>He said he's making an intergalactic spaceship wich sounds pretty neat. I think he really has a great mind for building things. He also has a great imagination for names since he is calling his spaceship the Star Jumper. I think his idea is pretty cool and will play out really well!</i>). However, this response would need more development and description overall to elevate it to a score point 3.</p>

**Anchor Paper 7 – Score Point 1**

Sample Student Response:	<p>Right now I'm writing a note to the boy who sits behind me. Alex.he asked me to come over this afternoon to work on his new and improved "<b>spaceship</b>",(his last one got destroyed in a pillow fight with his brother) but I have to work on my science fair project. it's about how different typs of penutbutter can afect a gray squirrel. last year I won first place in the satewide science fair for the study of drinking habits of guinea pigs.</p>
Annotation for Sample Student Response:	<p><b>Score Point 1</b></p> <p>The response does change the perspective to Zoe's point of view, but is minimally developed with limited narrative elements of writing. There is a sequence of events, and the writer does reveal some of Zoe's thoughts about Alex's intergalactic spaceship project (<i>Alex he asked me to come over this afternoon to work on his new and improved "spaceship"</i>). However, the thoughts are minimal and could be more developed. This is an example of a retelling where the just the pronouns have been changed. Overall, there is not enough development of the plot or characters to elevate this response to a score point 2.</p>

**Anchor Paper 8 – Score Point 1**

Sample Student Response:	<p>One day I was sitting at my desk and I was thinking about what I had to do after school.I told alex I was going to come over but, then I remembered my science fair project. So I wrote on a peice of paper I couldn't come over.I was hoping he wouldn't get mad. Then I got a note back saying " That's okay. I have an IMPORTANT PROJECT I have to work on anyway.I was so relieved he wasn't mad.</p>
Annotation for Sample Student Response:	<p><b>Score Point 1</b></p> <p>The response does change the perspective to Zoe's point of view, but is minimally developed with limited narrative elements of writing. This is an example of a retelling where just the pronouns have been changed enough to cover most of the story. The response does retell enough of the span of the original story line to be considered a limited retell. There is no mention of Zoe's thoughts about Alex's intergalactic spaceship project.</p>

**Anchor Paper 9 – Score Point 1**

Sample Student Response:	I am just thinking about animals and I realize that I wont be able to visit alex's house because i need to use my time to work on my science fair project so i write a note to alex saying that icant visit and I put it on her desk leg. she writes back that she to do her's. I have won in first place in the science fair last year.
Annotation for Sample Student Response:	<b>Score Point 1</b>  The response does change the perspective to Zoe’s point of view, but is minimally developed with limited narrative elements of writing. The response does cover enough of the span of the original story line to be considered a limited retell. There is no mention of Zoe’s thoughts about Alex’s intergalactic spaceship project.

**Anchor Paper 10 – Score Point 0**

Sample Student Response:	Zoe throws a note to Alex saying that she can't make it to his house because she has a science fair project to work on. Then, she recieved a not from Alex saying that it was okay that she couldnt make it because he has a project to work on too. I think that Zoe thinks that her project is better than Alex's project because hers envolves animals and nature and health and Alex's project only envolves space and planets.
Annotation for Sample Student Response:	<b>Score Point 0</b>  This response has no narrative elements, and does not retell the story from Zoe’s point of view. The writer merely summarizes the story, and gives their opinion on what Zoe might think of Alex’s intergalactic spaceship project.

**Anchor Paper 11 – Score Point 0**

Sample Student Response:	Zoe's point of view is that Alex and her had plans that zoe could go to alex house to do something I don't now what it is because it did't tell but Zoe said that she "could not go to his house because she had to do a science fair project".  Alex point of view is that he said "That's okay I have an important project I have to work on it in the afternoon anyway".So he is saying that he had lots of work to do.
Annotation for Sample Student Response:	<b>Score Point 0</b>  This response gives a summary of both Zoe and Alex’s points of view. However, it is not written in the form of a narrative, and does not contain any narrative elements.

**Anchor Paper 12 – Score Point 0**

Sample Student Response:	So Alex and Zoe are friends and they made a plan to meet at Alex house after school.Then Zoe told Alex that she cant go to her house in a paper than Zoe put the paper under Alex feet.Then Alex saw the the letter and then Alex sayed in the paper that was ok because she got plans after school too so Zoe did not went to Alex house.
Annotation for Sample Student Response:	<b>Score Point 0</b>  This response is a summary of the original text. It is not written as a narrative, and does not contain any narrative elements.