



# Colorado Measures of Academic Success



## **Grade 6**

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

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

Practice Resource for Students



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## ITEM INFORMATION

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

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

### *Evidence Statement*

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

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

How do paragraphs 3–4 contribute to the passage?

- ☐ A. by establishing a conflict between two characters
- ☐ B. by providing an unexpected turn in the plot
- ☐ C. by describing the high point of the plot
- ☒ D. by describing the concealed setting

#### Part B

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

- ☒ A. “Min’s house backed onto the beginnings of the foothills and their brushy growth. . . .” (paragraph 3)
- ☐ B. “. . . was there now, his gray head bent over the wheel, chanting . . .” (paragraph 3)
- ☐ C. “Tree-ear made his way cautiously to his favorite spot. . . .” (paragraph 4)
- ☐ D. “. . . was just beginning a new pot.” (paragraph 4)

Item Information		
Passage	A Single Shard	
Part A Answer	D	
Part B Answer	A	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.1.b.ii	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
P Value	0.462	

**Part A**

How does the author develop the narrator's point of view in the passage?

- ☐ A. by emphasizing how Tree-ear feels less important than Min
- ☐ B. by revealing how Min closely guards his privacy
- ☐ C. by describing the flaws in Min's craftsmanship
- ☒ D. by revealing Tree-ear's awe of Min's work

**Part B**

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

- ☐ A. "After one last throw he sat down and stared at the clay for a moment." (paragraph 5)
- ☒ B. "To his eyes the vase had been perfect, its width half its height, its curves like those of a flower petal." (paragraph 8)
- ☐ C. "Each of the four efforts had looked identical to Tree-ear, but something about the fourth pleased Min." (paragraph 9)
- ☐ D. "As Tree-ear crept away, he counted the days on his fingers." (paragraph 10)

Item Information		
Passage	A Single Shard	
Part A Answer	D	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.1.b.iii	Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)
P Value	0.478	

Item Set 1 – Question 3 (TEI Inline Choice)

Use the drop-down menus to show how the characters respond as the plot moves along.

In paragraphs 3–4, Tree-ear  approaches Min's house.

When Tree-ear finds that Min is throwing a pot in paragraph 4, Tree-ear becomes more  .

After watching Min in paragraphs 7–8, Tree-ear becomes  by Min's actions.

Item Information		
Passage	A Single Shard	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.1.a.iii	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
P Value	0.492	



### Part A

Which sentence **best** expresses a theme of the passage?

- ☐ A. Observation of an expert can be helpful when learning a new skill.
- ☐ B. Privacy is a comfort that many people take for granted.
- ☐ C. Art can help people work through emotional struggles.
- ☒ D. Perfecting a craft often means making mistakes.

### Part B

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

- ☐ A. “Tree-ear made his way cautiously to his favorite spot. . . .” (paragraph 4)
- ☐ B. “Turning the wheel slowly with his knee, he inspected the graceful shape . . .” (paragraph 7)
- ☒ C. “He shook his head and in a single motion of disgust scooped up the clay . . .” (paragraph 7)
- ☐ D. “This day Tree-ear was able to watch the clay rise and fall . . .” (paragraph 9)

Item Information		
Passage	A Single Shard	
Part A Answer	D	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.1.a.ii	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
P Value	0.414	

*Item Set 1 – Question 5 (Constructed Response)*

How would the story be different if Min had noticed Tree-ear after paragraph 8? Write a new ending to the story beginning after paragraph 8. Be sure to use details about the characters and plot from the existing passage from *A Single Shard* as a basis for your story.

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 41 for additional item information.**

**Part A**

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

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

**Part B**

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

- ☒ A. “incredibly beautiful”
- ☐ B. “almost”
- ☐ C. “a green carpet”
- ☐ D. “full of life”

Item Information		
Passage	Hatchet	
Part A Answer	C	
Part B Answer	A	
Colorado Academic Standards (CAS)	6.2.3.b.iii	Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: stingy, scrimping, economical, unwasteful, thrifty). (CCSS: L.6.5c)
Evidence Outcome		
P Value	0.562	

**Part A**

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

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

**Part B**

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

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

Item Information		
Passage	Hatchet	
Part A Answer	D	
Part B Answer	A	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.1.a.ii	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
P Value	0.353	

Item Set 1 – Question 8 (TEI Drag and Drop)

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

encourages

reflects

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

Item Information		
Passage	A Letter in October	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.1.a.iii	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
P Value	0.448	

Item Set 1 – Question 9 (TEI Inline Choice)

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

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

Item Information		
Passage	A Letter in October	
Answer	See Image	
Colorado Academic Standards (CAS)	6.2.1.b.ii	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
Evidence Outcomes		
P Value	0.358	

### Part A

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

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

### Part B

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

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

Item Information		
Passage	Hatchet	
Part A Answer	C	
Part B Answer	A	
Colorado Academic Standards (CAS)	6.2.1.c.ii	Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (CCSS: RL.6.9)
Evidence Outcomes		
P Value	0.444	

Item Set 1 – Question 11 (TEI Multiple Select)

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

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

Item Information		
Passage	Hatchet	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.1.c.ii	Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (CCSS: RL.6.9)
P Value	0.321	



ANSWER KEY: ITEM SET 2

Item Set 2 – Question 1 (Selected Response)

Part A

What does the word **hospitable** mean as it is used in paragraph 1 of the passage from *Ancient Egypt*?

- ☒ A. favorable
- ☐ B. occupied
- ☐ C. unstable
- ☐ D. untamed

Part B

Which detail from paragraph 1 helps the reader understand the meaning of **hospitable**?

- ☐ A. "... in search of water ..."
- ☐ B. "... large area of the country ..."
- ☒ C. "... good supplies of grass and low trees ..."
- ☐ D. "... settlers learned to grow crops ..."

Item Information		
Passage	Ancient Egypt	
Part A Answer	A	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
P Value	0.578	

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

**Part A**

What is the central idea of the passage from *Ancient Egypt*?

- ☐ A. The government of ancient Egypt became rich through trade with merchants.
- ☐ B. Easy access to quality land was necessary for the success of ancient Egypt.
- ☐ C. The kings of ancient Egypt needed many soldiers to rule the people.
- ☒ D. Ancient Egypt faced challenges but still grew into a strong country.

**Part B**

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

- ☐ A. "... water was low enough for people to sow seeds. . . ." (paragraph 2)
- ☐ B. "... the river gave them mud to make pots and bricks. . . ." (paragraph 3)
- ☐ C. "... small villages had grown up along the Nile." (paragraph 4)
- ☐ D. "Historians have divided these dynasties into three major periods." (paragraph 6)
- ☒ E. "This period saw Egypt grow in power and wealth." (paragraph 9)
- ☒ F. "... war broke out, and the unrest was made worse by famine." (paragraph 10)
- ☒ G. "A new era of peace began, known as the Middle Kingdom." (paragraph 11)

Item Information		
Passage	Ancient Egypt	
Part A Answer	D	
Part B Answer	E,F,G	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.a.ii	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
P Value	0.393	

Item Set 2 – Question 3 (Selected Response, Multiple Select)

**Part A**

What is the **best** meaning of **Classical Period** as it is used in paragraph 6 of the passage from *Ancient Greece*?

- ☒ A. a time of progress and growth
- ☐ B. a time of repairing damages
- ☐ C. a time of violence and war
- ☐ D. a time of strong emperors

**Part B**

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

- ☐ A. "... city-states fought off the attackers." (paragraph 6)
- ☐ B. "... after defeating the Persians . . ." (paragraph 6)
- ☒ C. "... Greeks proudly started to rebuild." (paragraph 6)
- ☒ D. "... center of remarkable developments . . ." (paragraph 7)
- ☐ E. "... only the rich and powerful had an opportunity to rule." (paragraph 7)
- ☒ F. "... city-states had begun to introduce democracy." (paragraph 7)

Item Information		
Passage	Ancient Greece	
Part A Answer	A	
Part B Answer	C,D,F	
Colorado Academic Standards (CAS)	6.2.2.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
Evidence Outcome		
P Value	0.337	

### Part A

In the passage from *Ancient Greece*, what is the author's purpose?

- ☒ A. to provide details about how Greece's society developed over time
- ☐ B. to compare Greece's culture to other cultures of the region
- ☐ C. to explain why the Greeks fought in so many wars
- ☐ D. to describe the location where the Greeks lived

### Part B

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

- ☐ A. "Greece lies at the tip of the Balkan Peninsula, an area of southeast Europe . . ." (paragraph 1)
- ☐ B. ". . . were different from the peoples already in the area . . ." (paragraph 2)
- ☒ C. "The way that city-states were governed also changed during this period." (paragraph 7)
- ☐ D. ". . . Athens was defeated by Sparta in the Peloponnesian War." (paragraph 8)

Item Information		
Passage	Ancient Greece	
Part A Answer	A	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.b.iii	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RI.6.6)
P Value	0.664	

Item Set 2 – Question 5 (TEI Drag and Drop)

Drag and drop **three** sentences into the box that should be included in an objective summary of the passage from *Ancient Greece*. The sentences may be placed in any order.

The Greeks founded Mycenae, one of the wealthiest kingdoms of the time.

The first Greeks were unique because they spoke a different language.

**Summary**

The first Greeks moved to the Balkan Peninsula and eventually spread into other areas.

The Greeks influenced others with their knowledge in the arts and government.

The Greeks experienced many difficulties, such as war and poverty.

Item Information		
Passage	Ancient Greece	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.a.ii	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
P Value	0.537	

### Part A

What is the meaning of **monarchy** as it is used in the heading **From Monarchy to Republic** in the passage from *Ancient Roman Civilization*?

- ☒ A. a government controlled by one leader at a time
- ☐ B. an important city for visitors from the north
- ☐ C. a revolution caused by mistreating others
- ☐ D. an attack by a neighboring village

### Part B

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

- ☐ A. “. . . was at the center of a region . . .”
- ☒ B. “. . . Rome was ruled by kings.”
- ☐ C. “. . . the Latins were unhappy . . .”
- ☐ D. “. . . threw the Etruscans out.”

Item Information		
Passage	Ancient Roman Civilization	
Part A Answer	A	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
P Value	0.586	

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

Drag and drop **four** statements into the boxes in the correct order to create an objective summary of the passage from *Ancient Roman Civilization*.

The Romans enjoyed being able to use their money in other countries.

The Latin language was used to tell interesting stories about the Romans.

	Events
First	The original Romans settled along the coast of Italy.
Second	The Etruscans taught new skills to the Romans.
Third	The Etruscans seized control from the Romans and ruled for almost 100 years.
Last	The Romans developed a republic because they refused to be ruled by Etruscan kings.

Item Information		
Passage	Ancient Roman Civilization	
Answer	See Image	
Colorado Academic Standards (CAS)	6.2.2.a.ii	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
Evidence Outcome		
P Value	0.301	

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

All three passages present the central idea that each civilization made great cultural and political contributions to future generations. Choose **one** detail from each passage that supports this central idea. Drag and drop each detail into the appropriate box in the chart.

Details from Passages

Historians have divided the past of Ancient Egypt into three different periods.

King Philip II of Macedonia united Greece and built a huge empire.

The Romans were ruled by the Etruscans for a long period of time.

Passage	Supporting Detail
from Ancient Egypt	The great pyramids were one of the best-known accomplishments of Ancient Egypt.
from Ancient Greece	The Greeks introduced new ways of building houses and making pottery.
from Ancient Roman Civilization	The Romans created a republic governed by a group of its leading citizens.

Item Information		
Passage	Ancient Egypt	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.a.ii	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
P Value	0.452	



*Item Set 2 – Question 9 (Constructed Response)*

You have read three passages that demonstrate that military conflict affected empires. Write an essay that explains how this idea is developed in each passage. Be sure to use evidence from all **three** passages to support your response.

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 41 for additional item information.**

**Part A**

What does the word **habitats** mean as it is used in paragraph 4?

- ☒ A. places where plants and animals live
- ☐ B. shapes and sizes of land
- ☐ C. types of animals
- ☐ D. signs of life

**Part B**

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

- ☐ A. "... like all fossils ..." (paragraph 4)
- ☐ B. "... empty shells ..." (paragraph 4)
- ☐ C. "... independent continent ..." (paragraph 5)
- ☒ D. "... the ocean was home. ..." (paragraph 5)

Item Information		
Passage	Seashells on the Summit	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS)	6.2.2.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
Evidence Outcome		
P Value	0.687	

### Part A

How do paragraphs 1–3 **mainly** contribute to the development of the passage?

- ☒ A. by introducing the idea that seashells can be found atop mountains
- ☐ B. by describing the distance between the mountains and the sea
- ☐ C. by showing why people are interested in gathering seashells
- ☐ D. by explaining how soil left by the sea can change over time

### Part B

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

- ☒ A. “People living high in the mountains of Nepal and the plateaus of Tibet collect seashells even though they have never seen a beach or the sea.” (paragraph 1)
- ☐ B. “Off in the distance looms Mount Everest, the highest mountain in the world.” (paragraph 1)
- ☐ C. “Its snow-covered peaks reveal layer upon layer of ocean-deposited sands, now hardened into rock.” (paragraph 1)
- ☐ D. “What stories can the seashells tell us?” (paragraph 3)

Item Information		
Passage	Seashells on the Summit	
Part A Answer	A	
Part B Answer	A	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.b.ii	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
P Value	0.485	

Item Set 2 – Question 12 (Selected Response)

**Part A**

Why does the author include information about dinosaurs in paragraph 8?

- ☐ A. to show how plants and animals living in an area might have increased in number over time
- ☐ B. to build on the idea that landmasses around the world have the exact same features
- ☒ C. to support the claim that fossils found in the mountains can reveal Earth's history
- ☐ D. to offer more evidence that Earth's tectonic plates continue to shift today

**Part B**

Which other detail from the passage is used in the same way as the dinosaurs are used in Part A?

- ☐ A. The Tethys Sea separated the continents of Asia and Europe.
- ☐ B. The Himalayan Mountains continue to grow taller each year.
- ☐ C. India still pushes against the tectonic plate to its north.
- ☒ D. In the Alps, traces of coral reefs were found.

Item Information		
Passage	Seashells on the Summit	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.c.ii	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)
P Value	0.414	

Item Set 2 – Question 13 (TEI Drag and Drop)

Read the quotations in the table. Move the central idea that is developed by the quotations into the correct location in the table. Not all ideas will be used.

- Mountains can contain ancient seashells.
- Shells buried in the sand are preserved.

Quotations	Central Idea
“Their chemical makeup tells scientists how long ago the animals were alive.” (paragraph 4)	<div>Much can be learned about the past from fossils.</div>
“The Rocky Mountains, the Andes, and the ancient Appalachians have their own seashell stories that tell of mountain making.” (paragraph 9)	<div>Tectonic plates have changed landscapes all over the world.</div>

Item Information		
Passage	Seashells on the Summit	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.a.ii	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
P Value	0.545	

ANSWER KEY: ITEM SET 3

Item Set 3 – Question 1 (Selected Response)

Part A

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

☐

A. away from humans

☐

B. under observation

☒

C. being confined

☐

D. feeling alert

Part B

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

☐

A. “. . . a neuroscientist, or brain researcher . . .” (paragraph 2)

☒

B. “In zoos and enclosures . . .” (paragraph 2)

☐

C. “Using electronic monitors . . .” (paragraph 3)

☐

D. “. . . more extreme behavior.” (paragraph 3)

Item Information		
Passage	Wild Elephants Sleep for Only Two Hours at Night	
Part A Answer	C	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
P Value	0.401	

Item Set 3 – Question 2 (TEI Drag and Drop)

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

**Details**

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

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

Observing elephants for extended periods of time is extremely difficult.

**Details Necessary for a Summary**

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

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

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

Item Information		
Passage	Wild Elephants Sleep for Only Two Hours at Night	
Answer	See Image	
Colorado Academic Standards (CAS)	6.2.2.a.ii	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
Evidence Outcome		
P Value	0.542	

Item Set 3 – Question 3 (Selected Response)

**Part A**

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

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

**Part B**

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

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

Item Information		
Passage	Wild Elephants Sleep for Only Two Hours at Night	
Part A Answer	B	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.b.ii	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
P Value	0.352	



**Part A**

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

- ☐ A. coming from careful research
- ☐ B. coming from a distant place
- ☐ C. relating to the teeth
- ☒ D. relating to the nose

**Part B**

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

- ☐ A. “The team looked at bush elephants. . . .”
- ☐ B. “Scientists refer to these sensors as . . .”
- ☒ C. “. . . refers to the sense of smell.”
- ☐ D. “. . . cavity, near the top . . .”

Item Information		
Passage	Elephants Appear to Be Super Sniffers	
Part A Answer	D	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.3.a.i	Use context (for example: the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
	6.2.2.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
P Value	0.71	

**Part A**

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

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

**Part B**

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

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

Item Information		
Passage	Elephants Appear to Be Super Sniffers	
Part A Answer	B	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.a.ii	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
P Value	0.496	

Item Set 3 – Question 6 (TEI Inline Choice)

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

Item Information		
Passage	Elephants Appear to Be Super Sniffers	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.a.i	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CSSS: RI.6.1)
P Value	0.407	

**Part A**

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

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

**Part B**

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

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

Item Information		
Passage	Elephant All-Wheel Drive	
Part A Answer	C	
Part B Answer	C	
Colorado Academic Standards (CAS)	6.2.2.a.iii	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
Evidence Outcome		
P Value	0.601	

Item Set 3 – Question 8 (Selected Response)

**Part A**

Which phrase **best** describes the author's purpose in the passage from "Elephant All-Wheel Drive"?

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

**Part B**

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

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

Item Information		
Passage	Elephant All-Wheel Drive	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.b.iii	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RI.6.6)
P Value	0.275	

*Item Set 3 – Question 9 (Constructed Response)*

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

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 41 for additional item information.**

Item Set 3 – Question 10 (Selected Response)

**Part A**

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

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

**Part B**

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

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

Item Information		
Passage	Time to Standardize	
Part A Answer	D	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcomes	6.2.3.a.i	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
	6.2.2.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
P Value	0.4	

Item Set 3 – Question 11 (Selected Response)

**Part A**

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

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

**Part B**

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

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

Item Information		
Passage	Time to Standardize	
Part A Answer	C	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.c.ii	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)
P Value	0.36	



Item Set 3 – Question 12 (TEI Inline Choice)

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

The author clearly believes that standardizing time was 

necessary

given the changes that society experienced when the railroads arrived. In paragraph 4, the author mostly conveys this point of view by presenting 

facts

 about the situation. In the final paragraph, the author supports his point of view with 

more information

 about the impact of standard time zones.

Item Information		
Passage	Time to Standardize	
Answer	See Image	
Colorado Academic Standards (CAS)	6.2.2.b.iii	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RI.6.6)
Evidence Outcome		
P Value	0.421	

Item Set 3 – Question 13 (Selected Response)

**Part A**

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

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

**Part B**

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

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

Item Information		
Passage	Time to Standardize	
Part A Answer	D	
Part B Answer	A	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.c.i	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
P Value	0.296	

# Grade 6

## 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</b> comprehension of ideas stated explicitly and inferentially by providing an <b>accurate</b> analysis;</li> <li>addresses the prompt and provides <b>effective and comprehensive</b> development of the claim or topic that is <b>consistently appropriate</b> to task, purpose, and audience;</li> <li>uses <b>clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the claim or topic;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>establishes and maintains an <b>effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis;</li> <li>addresses the prompt and provides <b>mostly effective</b> development of claim or topic that is <b>mostly appropriate</b> to task, purpose, and audience;</li> <li>uses <b>mostly clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the claim or topic;</li> <li>is organized with <b>mostly clear and coherent</b> writing;</li> <li>establishes and maintains a <b>mostly effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>basic</b> comprehension of ideas stated explicitly and/or inferentially by providing a <b>generally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>some</b> development of claim or topic that is <b>somewhat appropriate</b> to task, purpose, and audience;</li> <li>uses <b>some</b> reasoning and text-based evidence in the development of the claim or topic;</li> <li>demonstrates <b>some</b> organization with <b>somewhat</b> coherent writing;</li> <li>has a style that is <b>somewhat</b> effective.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>limited</b> comprehension of ideas stated explicitly and/or inferentially by providing a <b>minimally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>minimal</b> development of claim or topic that is <b>limited in its appropriateness</b> to task, purpose, and audience;</li> <li>uses <b>limited</b> reasoning and text-based evidence;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>has a style that is <b>minimally</b> effective.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>no</b> comprehension of ideas by providing an <b>inaccurate or no</b> analysis;</li> <li>is <b>undeveloped and/or inappropriate</b> to task, purpose, and audience;</li> <li>includes <b>little to no</b> text-based evidence;</li> <li><b>lacks</b> organization and coherence;</li> <li>has an <b>inappropriate</b> style.</li> </ul>
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 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing</li> <li>establishes and maintains an <b>effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>mostly effectively</b> developed with narrative elements and is <b>mostly appropriate</b> to the task;</li> <li>is organized with <b>mostly clear and coherent</b> writing</li> <li>establishes and maintains a <b>mostly effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>demonstrates <b>some</b> organization with <b>somewhat coherent</b> writing;</li> <li>has a style that is <b>somewhat</b> effective.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>has a style that has <b>limited</b> effectiveness.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped and/or inappropriate</b> to the task;</li> <li><b>lacks</b> organization and coherence;</li> <li>has an <b>inappropriate</b> style.</li> </ul>
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements: establishing a context, situating events in a time and place, developing a point of view, and developing characters' motives. The elements to be assessed are expressed in grade-level standards 3 for writing.

Item Set 1 – Question 5 (Constructed Response)

How would the story be different if Min had noticed Tree-ear after paragraph 8? Write a new ending to the story beginning after paragraph 8. Be sure to use details about the characters and plot from the existing passage from *A Single Shard* as a basis for your story.

Item Information	
Passage	A Single Shard
Answer	See Sample Student Responses and Annotations
Colorado Academic Standards (CAS)	Narrative Writing
Evidence Outcome	

**Anchor Paper 1 – Score Point 4**

Sample Student Response:

Tree-ear began to watch in amazement as Min began to throw a new lump of clay upon his wheel, smoothing out the clay, caressing its moist surface with his weathered, wrinkled hands. His fingers rose over the clay, the tips sailing over the clay's surface like a group of fishing boats riding over the glassy ocean surface smoothly with the wind. As Tree-ear leaned closer toward Min, mesmerized with this calming and delightful process, he stumbled, almost falling out of the low, slim branches of the tree. He gasped, heart missing a beat, as he caught himself, steadying his body by grasping another branch above him. Breathing heavily, he tried to return to the same concealing position that he had been in before, but it was too late. The master potter was staring at him, eyes locked on Tree-ear, the unfaltering gaze piercing the once concealing leaves of the paulownia tree. "Who is that!?" Min called, the yell more a scolding than a question. His brow was furrowed into a hard expression. Tree-ear knew that he was done for if Min found that it was him. Tree-ear slipped out of the tree, and darted away into the thick bushes and grass, as quickly as one may see a lizard or beetle skitter away when they approach. But everyone knows that the only reason they do this is because they are afraid of predators. And the predator following this beetle was intent on catching its prey. As soon as Min's hawk-like eyes saw the leaves rustle as they bid goodbye to Tree-ear, he had stood up and chased him, bare feet pounding on the dirt path. Although Min was old, he ran steadily and quickly, like a wind passing by. In no time, he had cornered Tree-ear. "Well?" Min's eyes glared down at Tree-ear as his shoulder slumped, knowing he had lost this chase. "I'm sorry, sir," Tree-ear responded in defeat. Min's expression did not falter. "Why were you watching me from that tree?" He asked, as if the intrusion of his privacy was the worst offense one could commit. "I..." Tree-ear knew that if he told the truth, he would never again be able to see Min making his pots on throwing day. But, if he lied, Min would know immediately. "I just wanted to watch you make the pots." At his, the master potter's brow relaxed, his expression finally softening slightly. "Very well then. Be off now. And don't watch me again without telling me." Tree-ear walked briskly away, knowing how close the encounter had been. Suddenly, he pivoted around, calling out to Min. "Why did you destroy the pot?" He risked one more question. "Nothing is perfect the first time. Nothing," Min responded simply, and turning back towards his home, slowly vanished over the hill.

Annotation for Sample Student Response:

**Score Point 4**

The narrative elements in this response are effectively developed through creating a new ending, by establishing a new scene at the beginning of the response (*Tree-ear began to watch in amazement....*) Narrative elements also include detailed descriptions of events, characters, and scenes (*Min began to throw a new lump of clay upon his wheel, smoothing out the clay...*), as well as appropriate dialogue; these elements are used to effectively develop the narrative. The narrative is organized through a logical sequence of events, as the story moves through time, with a beginning, middle, and end, and the use of transitional words and phrases (*As soon, Suddenly*) to manage the sequence of events. This narrative is clear and coherent, because the dialogue creates a consistent presentation of both characters. The response is focused on creating a new ending, which fosters the completeness of the narrative. Effective word choice and the use of figurative language help to clarify ideas (*His fingers rose over the clay, the tips sailing over the clay's surface like a group of fishing boats riding over the glassy ocean...*). Even though the events move quickly through time, the coherence of the writing, from sentence to sentence, creates an effective story. Overall, this student response is effectively developed and consistently appropriate to the task.

**Anchor Paper 2 – Score Point 4**

Sample Student Response:

Min suddenly turned his head around, as if he were looking for something. He appeared to be angry, or suspicious. Tree-ear caught his breath. Had Min seen him? Min's eyes suddenly settled on the paulownia tree -- he was looking in Tree-ear's direction. He slowly got up and started to walk towards it. Tree-ear stiffened and tried to remain as silent as possible. Maybe, just maybe if he stayed so still, Min with his keen eyes wouldn't notice him. His efforts, however, were in vain, for Min, just peeking behind the paulownia tree as he got there, saw him almost immediately. Tree-ear gasped as Min's eyes settled on him and stared. It was evident that Min knew he was spying. Min's gaze slowly morphed into an angry expression. Someone was there, hiding from him, spying on him as he worked? He wanted privacy, not someone to be there just watching him, probably judging him. "Why are you here?" Min asked Tree-ear. Tree-ear opened his mouth to speak, but just started shaking. He could still barely register that Min had found out he was watching him, and he would probably never be able to come here... ever again. "Answer me -- what brings you behind this tree?" Min asked, still manifestly angry. Tree-ear was fearful. "Um... Well..." Tree-ear started, still shocked. Finally, he said, "I came to... to watch you make pots. I always love to see you mold the pots and to see them... spin... on the wheel." he then looked down, ashamed. Min was still shocked and unhappy to find someone spying on him from behind a tree, keeping out of view, but appreciated Tree-ear's admiration for his work. Out of generosity, Min offered, "Maybe I could teach you how to make one pot. Just one, and then you can be on your way." Tree-ear hesitated, but eventually said, "Yes, please, thank you so much!" Min helped Tree-ear out from behind the tree and then led him over to where he was sitting. Tree-ear was ecstatic -- he was actually getting to make a pot with Min, the master potter! Min took a new lump of clay and helped Tree-ear make a pot the first time. Not being satisfied with how it looked, which still puzzled Tree-ear, Min threw it back on the wheel and they started again. The second time was seemingly good enough for him, and Tree-ear, as always, was amazed. His pot was nowhere as good as the one he had seen Min make, but he still took so much pride in it. Like Min's, it was like a flower, but it was slightly closer to the same in height and width. All the same, he loved it immensely. After it had dried, Min told Tree-ear to get going, and so Tree-ear thanked him and left. He hadn't gotten to see Min finish his first pot, but now Tree-ear had a pot of his own that Min had helped him make, and that meant the world to him. He walked away from the house, hugging his pot tight, and beaming with pride.

Annotation for Sample Student Response:

**Score Point 4**

This narrative response is **effectively developed** by using various narrative elements to describe scenes and events to create a new ending. The situation is established in the beginning, as the first paragraph is a new descriptive scene in which Min notices Tree-ear for the first time, developing the characters' personalities, using dialogue and description. In addition, a sense of suspense is created, as the reader waits to see how Min will react to Tree-ear's spying. Additionally, this response effectively describes the thoughts and emotions of the characters (*I was evident that Min knew he was spying. Min's gaze slowly morphed into an angry expression. Someone was there...*). **Effective organization** is demonstrated through establishing a clear beginning, middle, and end. This narrative is **clear and coherent**, because the sequence of events and dialogue come together to create a unified story about why Tree-ear is watching Min. Precise word choices establish and maintain an effective style (Min's gaze slowly morphed into an angry expression, appreciated Tree-ear's admiration, generosity). While the narrative moves quickly, with very few scenes, this narrative skillfully implements a variety of narrative elements and is **consistently appropriate to the task**.



**Anchor Paper 3 – Score Point 3**

Sample Student Response:	<p>Tree-ear stepped forward as to get a better view. Snap! Tree-ear looked down in shock to realize he stepped on a twig. Min jumped up quickly and said, "Who's there?" Tree-ear, realizing he was caught revealed himself to Min, "I am a boy named Treeear." "Why are you here?" Min asked of Tree-ear. "I am here because I have found passion in your pottery, I am interested in it." Tree-ear said, hoping he wouldn't get in trouble. "You are interested in my pottery?" Min said. "Come here." Tree-ear cautiously approached Min, expecting him to be mad. "I want to show you how it is made," Min said, "It would be nice to have another potter in the town." Tree-ear was overjoyed at these simple words. He could finally make a pot! It wouldn't be a good pot as it was his first time but he believed he had the potential after watching Min make pots for over a month. Tree-ear waked to Min, excited to learn, excited to make. Min told Tree-ear the proper form, how to sit, and everything Tree-ear needed to make a pot. Soon the moment of truth arrived. Min let Tree-ear make a pot! Tree-ear sat down and spun the table. Min dropped a bundle of clay on the table. Clunk! Tree-ear spun the table and put his hands on the clay to mold it into the elegant shape it was meant to be. After a minute Tree-ear was done. The pot could have been better but it was good for his first time. Min inspected the pot and Tree-ear waited for him to call out a bunch of mistakes. "This pot is very nice," Min said, "You could still use practice but for your first time you did outstandingly well." Tree-ear was overjoyed. He had made a god pot! Tree-ear looked at the time, it was 5:30. he would have to leave. "I have to leave," Tree-ear informed Min, "My mom likes me back home before 6." "I hope you can find time to come back," Min told Tree-ear, "It is nice to have another potter around, oh and by the way you almost forgot your pot." Tree-ear said goodbye to Min and walked back to his house with his pot. Treeear couldn't wait for the next day. He couldn't wait for more pottery with Min.</p>
Annotation for Sample Student Response:	<p><b>Score Point 3</b></p> <p>The narrative elements in this response are <b>mostly effectively developed</b> to create a new ending to the story. A new situation is established, at the beginning of the response, through the use of purposeful dialogue (<i>Tree-ear step forward as to get a better view</i>), and it includes some character development (<i>I am here because I have found passion in your pottery</i>). Dialogue between characters is used throughout the narrative. This response is <b>organized</b> in a logical sequential pattern, as events move through time, with a beginning, middle, and end. The narrative is mostly coherent; the beginning and end are well-developed, mostly through dialogue. However, the middle is not as developed, as evidenced in this scene (<i>Min told Tree-ear the proper form, how to sit, and everything Tree-ear needed to make a pot</i>), which creates uneven development of the narrative.</p>

**Anchor Paper 4 – Score Point 3**

Sample Student Response:	<p>Min then sighed and looked around as if he was looking for something to entertain him. As he came around paulownia tree, he couldnt help but notice that something was moving. It wasnt an animal, but a human. Tree-ear tried his hardest to not be spotted so he froze every bone in his body, trying to stay as still as possible. Min got up to get a closer look. "Hello? Is anyone in there?" asked Min shyly. Tree-ear tried to hide, bu there was no point. He slowly walked out turning his body to face Min. They stood there awkwardly in silence. Min was kind of scared that there was a stranger in his house, although he was very nice about it. "Hello, I'm Min." Min said, breaking the silence, "Whats your name?" "I'm Tree-ear." He responded. "What where you doing behind the tree." Tree-ear didnt answer and just mumbled. Min couldnt think of anything to say. He went back to his table and saw that Treeear was kind of lonely. "Would you like to help me make another vase." Min asked smiling at him. "Really?" Tree-ear's face lid up. "Of course." Min stated. Tree-ear walked over to Min thanking him for his offer. Hes always wanted to make one. He's watched over a hundred times and was just overjoyed that he was actually going to make one. Min explained every part of making a vase. He told Tree-ear that he starts by tossing it on the table to loosen the clay up so its easier to use. Tree-ear did exactly as told. He threw the large, surprisingly heavy, piece of clay at the center of the small round wheel, then picked it up and repeated. Min helped Tree-ear throughout the whole process and they had a great time together. Then Tree-ear confessed. "Im sorry I was in your house. I find your art very amazing and I just love to watch you make it." Min was surprised by that response. "It's fine, I had a great time anyway, so thank you." From that moment on they became great friends. Each day Tree-ear would meet up with Min and they would hangout here under the tree, sitting on the soft green grass. Tree-ear learned a lot more about pottery too. He started making pottery with Min all the time.</p>
Annotation for Sample Student Response:	<p><b>Score Point 3</b></p> <p>This narrative response is mostly effectively developed. It includes the use of narrative elements, such as establishing a situation at the beginning to aid in the continuation of the story. descriptions of characters and their actions (<i>Min then sighed and looked around as if he was looking for something to entertain him. As he came around paulownia tree, he couldnt help but notice that something was moving.</i>) also add to the development of the response. Dialogue adds further development to the narrative and aids in the progression of events. The narrative is organized, through a quick series of events without transitions, though there is a clear beginning, middle, and end. This narrative is mostly coherent, and the style of the response is mostly effective, as a variety of sentence structures are used, but some word choice is general and lack precision (<i>he slowly walked out, he went back to his table, Hes always wanted to make one, He's watched over a hundred times, he told Tree-ear</i>).</p>

**Anchor Paper 5 – Score Point 2**

Sample Student Response:	<p>All of the sudden Tree-ear staped on a stick and it cracked so loud he knew that Min had to hear it. Min looked over and told the boy to come out. Tree-ear came out and to his surprise, Min asked if he wanted to learn how to make vases like him. Tree-ear had expected for Min to get angry when he found out that he had been watching him but if he was he didn't show it. Tree-ear agreed very fast and the process that he had watched he finally got to do. The clay felt cold and firm but a little squishy. He had dreamed of this moment but never thought that it would come true. Tree-ear make a vase. It wasn't as good as Min's but he felt proud of it none the less. He stood up and inspected it. He didn't think it was that bad. It was a little lopsided and wasn't that tall. It kind of looked like a yoyo but it was his first one, what did Min expect? Then Treeear wondered why did he destroy all of the vases that he thought looked so good? He asked Min in a soft voice and Min replied to Tree-ear, "Practice makes perfect, and although the vase was good I wanted to try again until it was perfect. " The boy understood and he wanted to try to do the same thing. He threw his clay on the wheel like he had saw Min do. "Practice makes perfect." Tree-ear said. Min was Tree-ear's new idol because he truely understood him and wanted to be just like him. The rest of the day Min taught Tree-ear how to make a perfect vase and Tree-ear loved it. Every throwing day Tree-ear admired the work of Min and when he tried Min always gave him tips on how to make the vase better. Ten throwing days after that Tree-ear stood up and spectated his work. Min did the same to his work. Then they glanced at eachother's work and at the same time they both said, "Perfect!" The vases looked almost Identicall. Not to tall not to short a little round and smooth everywhere. Treeear's dream became a reality that day. Tree-ear knew that the time that he spent with Min could not have turned out any better than it did.</p>
Annotation for Sample Student Response:	<p><b>Score Point 2</b></p> <p>This response is developed with some narrative elements. It creates a new ending, by establishing a situation which includes descriptions of characters and events, and the use of some dialogue. This narrative is organized through a logical sequence of events, as the story moves through time, and the use of <b>some</b> linking words (<i>All of the sudden, Then</i>). The response is mostly coherent; however, events occurring at the beginning of the response are somewhat underdeveloped and list-like (<i>All of the sudden Tree-ear staped on a stick and it cracked so loud he knew that Min had to hear it. Min looked over and told the boy to come out. Tree-ear came out and to his surprise, Min asked if he wanted to learn how to make vases like him</i>). Events become more developed when Tree-ear begins working with the clay. This brief event sequence is somewhat developed and only incorporates some narrative elements.</p>

**Anchor Paper 6 – Score Point 2**

Sample  
Student  
Response:

Min saw something peaking outside, he went to investigate with his pot still on

- the wheel.
- Tree-ear noticed this and panicked. "What am I going to do", he whispered. "I'll be caught for sure", he whispered.
- Min heard something moving he walked towards it carefully. "Come out where ever you are", he said.
- Tree-ear had a plan, he was going to sneak away and hide in the nearest bush.
- He make a run for it using the tree as cover. He had seen one only a few meters away from him. He slowly tip-toed and made it to the bush. He did not know what would lurk in there.
- Min went to the back of the tree just as Tree-ear made it to the bush. "Ah-ha" he said in a booming voice. Then he saw a small squirrel pass by him. He let out a sigh and said, "It was just a squirrel". He went back inside to make his pot.
- "NO", Min said at the top of his lungs. He had forgotten that he left the pot on the wheel, it had collapsed and made a huge mess.
- Tree-ear waited in the bush for a solid half an hour. He peaked out to see if Min was gone, he was, so he slowly tip-toed back to his spot.
- Min was in the house making something what was he making. He made more clay to make his pot with. He saw as he kneaded it for hours upon hours to make sure that the mixture was perfect.
- Tree-ear watched to see what he was using to make the clay. He watched taking notes using a stick to draw on dirt. Tree-ear waited till he was done with the mixture. He went back to his house he started to make the mixture on his own.
- Then he went to the closest town to get a wheel to make vases.
- Tree-ear would always come back to Min's house to see if he was making something new. He also now saw what Min saw, he saw why he kept redoing the vases. He wanted to get the right texture for the vase, then he saw that the vase was not just about shape and color it was also about the feel. What ever felt right for you was the way to go.

Annotation  
for Sample  
Student  
Response:

**Score Point 2**

This narrative response is developed with some narrative elements. It establishes a situation at the beginning by creating a new scene wherein Min investigates the noise he hears. There is some dialogue and descriptions of scenes and events; however, these descriptions are not developed. The narrative is organized through a logical sequence of events, with a clear beginning, middle, and end. While the beginning and middle are evenly developed, the ending is not.

**Anchor Paper 7 – Score Point 2**

Sample Student Response:	Tree-ear opened his mouth to let out his breath not remembering to hold it in. When he does, Min stutters, messing up his work. Min was frustrated, he thought that he was going to finish that part. Min looked everywhere for what had caused him to mess up. After a couple of minutes with no success, he decided to go outside, get some fresh air, make sure that he wasn't crazy. When he went outside, he still could not see anything. So he checked the right side of his house. No still nothing there. He started to think that he really was going crazy, but at that very moment, he heard a small tap at the back of his house. That must be where it was coming from! He thought to himself. when he got there he could see a shady outline of something. As he grew closer, he started to realize who it was. It was Tree-ear! "So you've been taking an interest in my work have you not?" Said Min. "Y-yes sir." Tree-ear stuttered. "Well why not come in and take a look on how its done!" Min said enthusiastically. Once they got back into the house Min thought Tree-ear how he makes his pots and how it takes some time to get even one pot done. After a long day, Tree-ear said good by to Min and set of home. Counting the days on his fingers. He knew Min's routine well; it would be many days before another throwing day.
Annotation for Sample Student Response:	<b>Score Point 2</b>  This response is developed with some narrative elements such as establishing a situation to create a new ending and including some dialogue to move the storyline forward. While there is a logical sequence of events, this narrative is unevenly developed. The beginning is developed through the description of events, but the middle and end are not as developed. A variety of sentence structures establishes a somewhat effective style. ( <i>He started to think that he really was going crazy, but at that very moment, he heard a small tap at the back of his house. That must be where it was coming from!</i> )

**Anchor Paper 8 – Score Point 1**

Sample Student Response:	Tree-ear thought that min was a bit weird but he sat and watched silently. when min was finally satisfied Tree-ear started to leave but was caught by Min. Min was not happy at all to see Tree-ear but Tree-ear was terrified. But Min made Tree-ear promises to not tell the other potters in there village, Tree-ear agreed. But then Min made him work for a couple days to get clay and wood for Min because he was spying on Min. But then Tree-ear becomes one of Min's new helpers to get clay and glaze for him every day. But Tree-ear has a friend that he lives with near a river. So when Treeear would go to help Min His friend would stay and carve wood or make baskets. Tree-ear was a good worker to every day he would help Min and every day Min's wife would give Tree-ear food.
Annotation for Sample Student Response:	<b>Score Point 1</b>  This narrative response is minimally developed with few narrative elements, although a new ending is created by establishing a situation at the beginning of the response. Descriptions minimally develop the characters ( <i>Min was not happy at all to see Tree-ear but Tree-ear was terrified</i> ), and there is no use of dialogue. Events are minimally developed, and repetitious sentence beginnings result in a style with limited effectiveness ( <i>But Min made Tree-ear, But then Tree-ear becomes, But Tree-ear has</i> ).

Anchor Paper 9 – Score Point 1	
Sample Student Response:	Min looked up from the clay and spotted Tree-ear. "Hey, what are you doing here." he asked "Um, I was just watching you work." Tree-ear said nevously while looking at his hands. Min raised an eyebrow. "Do you watch me work often?" Min asked "Well, yes it's just amazing that you can make pots and vases and i've always wanted to learn how to. "Well why didn't you just ask me?" Min asked "I'll teach you right now if you want me to." Tree-ear's head snapped up. "Really!" Tree-ear asked excitedly. "Yeah, now come over here and i'll teach ya." Tree-ear ran over to Min and sat down. And Min started teaching Tree-ear the basics.
Annotation for Sample Student Response:	<b>Score Point 1</b>  This narrative response is minimally developed in its use of narrative elements, such as creating a new ending by establishing a new situation at the beginning. The response is mostly dialogue-based, without transitions, and descriptions are limited. There is limited development and coherence.

Anchor Paper 10 – Score Point 1	
Sample Student Response:	Then, all of a sudden when Tree-ear shifted his wate to his other foot he stepped on a stick. Min looked for the cause of the sound but could not find it. Then he spotted Tree-ear just siting there starring at him. Min paused for a second. Then Min lept up and started to chase Tree-ear away. He chased him all the way into town! After about a month Min decided to move away to some place else and make pottery there instead.
Annotation for Sample Student Response:	<b>Score Point 1</b>  This narrative is minimally developed with few narrative elements. While dialogue is absent, the story includes a beginning ( <i>Tree-ear shifted his wate to his other foot he stepped on a stick</i> ), middle ( <i>Then he spotted Tree-ear just siting there...Then Min lept up and started to chase Tree-ear away</i> ), and end ( <i>After about a month Min decided to move away</i> ). The response has limited coherence.

Anchor Paper 11 – Score Point 0	
Sample Student Response:	The story would be different because Min would show Tree-ear sonner to try something new. If i had to change the ending Min would teach Tree-ear sonner and Tree-ear would learn his lesson.
Annotation for Sample Student Response:	<b>Score Point 0</b>  The narrative response is both <b>underdeveloped</b> and <b>inappropriate to the task</b> , because the writing does not create a new ending. Although the response attempts to explain how the story would be different, if Min had noticed Tree-ear, the response takes the form of an expository essay and contains no narrative elements. Overall, this response does not fulfill the minimum requirements to be appropriate to the task.

Anchor Paper 12 – Score Point 0	
Sample Student Response:	Tree-ear was pleasing min but when he was going to do the fourth one she didnt be so happy about it anymore so she just didnt do the same thing over again he changed it up and then min appreciated what he had done for him and then tree ear didnt have to watch what min was doing anymore because he leased him and felt like they can become friends instead of them not liking him so the can be happy and not have to worry about what each of them do.
Annotation for Sample Student Response:	<b>Score Point 0</b>  This response is both <b>underdeveloped</b> and <b>inappropriate to the task</b> , because the writing does not create a new ending. The response has no beginning, middle, or end; it lacks organization and coherence. Overall, this response does not fulfill the minimum requirements to be appropriate to the task.

Item Set 2 – Question 9 (Constructed Response)

You have read three passages that demonstrate that military conflict affected empires. Write an essay that explains how this idea is developed in each passage. Be sure to use evidence from all **three** passages to support your response.

Item Information		
Passages	Ancient Egypt, Ancient Greece, and Ancient Roman Civilization	
Answer	See Sample Student Responses & Annotations	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.a.iii	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)

Anchor Paper 1 – Score Point 4	
Sample Student Response:	<p>An Empire is any long standing, far reaching area of great power that has made many cultural or political advances. The Three texts "Ancient Egypt" by Andrew Langley, "Ancient Greece" by Christine Hatt, and "Ancient Roman Civilization" by Ike scurman and John Malam are all about great empires that have made long lasting cultural and political decisions that have effected their empires. All three of the texts developed the idea that military conflict affects empires in many different ways such as a written time line, or a written cause and effect, while also using many literary devices.</p> <p>In The Text, "Ancient Egypt" by Andrew Langley, a time line is presented spanning the beginning of the Egyptian empire to the fall to conflict, and then on. As described through the text, when a civil war had erupted, there was no worse time for the Egyptian Empire. This is described in paragraph 10, when Langley writes, "Many nomarchs had become independent, and they challenged the power of the king. Civil war broke out, and the unrest was made worse by famine." (Langley, Paragraph 10.) When the author wrote, "the unrest was made worse," it implies that the civil war had already poorly affected the people of the Egyptian kingdom, and made the people already in shambles from the war suffer through a famine, caused by the war. This is proven to be long lasting on the empire in paragraph 11 when it is stated that Egypt was even worse affected from after the famine when the people of Egypt started to war against each others kingdoms, setting Egypt even further out of their previously prosperous empire. "Egypt went through a long period of instability until it was split up again into many small states with rulers that fought against each other." (Langley, paragraph 11.) By using a cause and effect time line like this, the author is easily able to demonstrate how the military conflict had affected the empire as a whole.</p> <p>In the text, Ancient Greece by Christine Hatt, a longer time line is written, explaining all of the events that develop the idea of Military conflict greatly effected empires. In Greece's case, military conflict and war ended giving the great prosperity. In Paragraph 6, it is explained that after being attacked by a Persian army, Greece only came back stronger, and more powerful. "Eventually, after defeating the Persians in 479BCE the Greeks proudly started to rebuild. This was the start of the Classical Period, the high point of the ancient Greek Civilization." (Hatt, paragraph 6) This piece of evidence shows that military conflict affected the Greek in a positive way, by using the phrase, "the high point," because the author is trying to explain how after war, the Greek prospered. in other words, the author developed the idea of war effecting an empire by explaining the effect the war had afterwords, in this case positive. there is also the matter of during the high point, when the conflict is reviled to have inspired common developments in modern government. "During the classical period, Athens was at the center of remarkable developments in architecture, sculpture, pottery, drama, and</p>

	<p>philosophy."(Hatt, paragraph 7) this is developmental to the idea of conflict affecting empires because it shows the after effect that the war had on the city of Athens</p> <p>The text, "Ancient Roman Civilization" by Ike Scurman and John Malam a written time line is used to show how war and conflict effected the empire of the Roman. In paragraph 4, it is shown that a conflict had erupted resulting in an unhappy Rome. " To the North were the Etruscans, who took control of Rome and ruled there for 100 years. The town grew in prosperity But the Latins were unhappy at being ruled by cruel 'foreign' Kings."(Scurman/Malam, paragraph 4) this text evidence helps develop the idea of military conflict affecting empires by showing that the new rulers who had 'taken' control of the Roman empire were not good to the people of Rome. this is described when the author used the word, "Cruel," describing the new leaders of Rome as unreasonably bad and unfair people. the idea is also developed through the authors choice of "prosperity," evidence that the new Roman leaders had effected Rome positively.</p> <p>For these ways and more, the idea that military conflict affects empires is developed in all passages. from ways of time lines, and causes and effects, the authors are able to develop the main idea of the three texts.</p>
Annotation for Sample Student Response:	<p><b>Score Point 4</b></p> <p>This response demonstrates full comprehension of the passages by following a clear focus how the effect of military conflict is developed in the passages, as identified in the introductory paragraph ( . . . <i>such as a written time line, or a written cause and effect</i>). Both how the idea of military conflict is developed in the three texts, and how military conflict affected the three empires are addressed in the analysis.</p> <p>The response shows how the time line is important, how it connects to developing the impacts of military conflict for each empire, and uses relevant text-based evidence as support. The response develops the Egyptian and Greek empires more fully than the Roman empire; however, relevant text-based evidence for all three source texts is supported throughout the response with clear reasoning. The response is well-organized around its topic, and uses a style and language appropriate to a research analysis task.</p>

Anchor Paper 2 – Score Point 4	
Sample Student Response:	<p>In each the <u>Ancient Egypt</u>, <u>Ancient Greece</u> and <u>Ancient Roman civilization</u> passages, a similar idea is showed. This is the idea that military conflict affected the empires. All three of the passages developed this idea in similar ways. They each talked about the history or origins of the civilization and then explained in some way how military conflict affected them.</p> <p>The first passage, <u>Ancient Egypt</u>, talked about the history of Egypt and then went on explaining how sometimes they had military conflict such as wars that affected the empire. For example the text says, "By about 2180 BCE, many nomarchs had become independent, and they challenged the power of the king. Civil war broke out, and unrest was made worse by famine." This shows how the article developed the similar idea because it was talking about some of the history of when things happened and what was happening a long time ago. It shows that there was war or military conflict and this then affected what there empire was going to be like. In addition to this, the passage says, "the Old Kingdom ended in civil war and chaos. Egypt went through a long period of instability until it was split up again into many small states with rulers who fought against each other." This demonstrates how the idea was developed because it again it shows what happened in the past. If Egypt went through a long, hard period because of the war that had happened with the Old Kingdom, this probably means that the military conflict was a big part of what happened to Egypt and this is shown by telling the history of ancient Egypt.</p> <p>The second passage, <u>Ancient Greece</u>, developed the idea that military conflict affected the empire in a very similar way by explaining the history and how Greece came to be as it is today. For instance</p>



	<p>the passage says, "Experts divide ancient Greece history into different periods. The earliest period began in about 1600 BCE." This proves that this passage was developing the idea by telling the history because it is talking about how they divide the history and when the earliest part of this place began. They later talk about how the military conflict affected them but first explain the history of Greece. The text also says, "In the 5th century BCE, Athens was defeated by Sparta in the Peloponnesian War. But Sparta was soon defeated by another city-state, Thebes. In 338 BCE, Macedonia, ruled by King Philip II, grew strong and defeated Athens." This shows how the passage develops the idea because they go through explaining all of the wars that there were, when they were and who won. If there were this many wars that means that they must have played a big role in affecting the empire because the people that won kept changing.</p> <p>Finally, the <u>Ancient Roman Civilization</u> passage developed the idea in a similar way to the other two passages. This article explained the origins of Rome and what they did through the years. An example from the text is when it says, "Rome became the greatest city of the ancient world, ruling an empire that spanned Europe and reached as far as the Middle East and Africa." This shows how the passage developed the idea that military conflict because before talking about a lot of the conflict they introduce ancient Greece and talk about it a little bit. Then they talk about wars and other military conflict later. Another example of this in the text is when it says, "The town grew in prosperity, but the Latins were unhappy at being ruled by cruel "foreign" kings. In 510 BCE, the Latins rebelled and threw the Etruscans out. From then on, Rome was a republic, ruled by a group of its leading citizens." This demonstrates how the idea was developed because after introducing Greece and a little bit about what it was like and the history of it, they talked about the conflict or wars that they had. They also explained how this affected them after the wars.</p> <p>Each of these passages develops the idea that military conflict affected the empires in slightly different ways. However, they strategies were very similar and they all involved talking about or explaining the history of the ancient area.</p>
<p>Annotation for Sample Student Response:</p>	<p><b>Score Point 4</b></p> <p>The response demonstrates full comprehension of the task with accurate analysis of the how the impact of military conflict was developed in the passages (<i>They each talked about the history or origins of the civilization and then explained in some way how military conflict affected them</i>).</p> <p>The idea of how military conflict is developed in each text is covered comprehensively, with relevant textual evidence and explanations of why the evidence helps support ideas presented. The analysis of the Egyptian empire is the most effectively developed, but the topic is effectively analyzed for each empire. The analysis in the section on Rome erroneously mentions Greece instead of Rome once, but the message is clearly about how the author developed how military conflict impacted Rome.</p> <p>Overall development is effective and comprehensive and reasoning is clear with effective textual examples. Transitions are sufficient to be clear and effective and the response is organized, coherent, and consistently appropriate to the task.</p>

**Anchor Paper 3 – Score Point 3**

Sample  
Student  
Response:

In the passage Ancient Egypt, Egypt is effected bye military war when, many monarchs decided that they wanted to become independent, and they started a civil war with the king. Another way that Egypt was effected bye military is, the military expeditions were bringing in a lot of really useful resources like minerals and, luxury goods. I think that these expeditions were what really made a difference in the culture of the ancient Egyptians. As it says in the reading,

"Trade flourished, with Egyptian merchants buying gold, ebony, and skins in exchange for linen, honey, and oil"-Paragraph 9. I believe that they were only able to get all of those resources, because of all of the military expeditions. This, is all of the proof that I have of how the military and wars effected Ancient Egypt, in both good ways, and bad. It was good, because when all of the military expeditions were over, the civilization would flourish, and it looked bad when, there was a civil war, and probably many people were dyeing.

In the passage Ancient Greece, Greece is effected bye war because, the Persian Empire tried to invade Greece, and were fought off. Soon afterwards however, the Athens and the Spartas decided that they were going to invade as well. I think that this war was absolutely crucial, and was what changed Greece into a great civilization. I feel like, if it was not for the Greeks being invaded, they never would have had the courage to build such and amazing civilization. After winning a war, I feel like a civilization will be confident, and think that they can do anything. This, will lead them into doing things that they never thought that they would be able to do, and taking risks without thinking. Right after the war ended, it even said,

"This was the start of the Classical Period, the high point of ancient Greek civilization."-Paragraph 6

In the passage Ancient Roman Civilization, the Ancient Romans are effected bye war because, when they were taken over by the Etruscan, they wanted new leaders so, they started a war and threw out the Estuscans, turning themselves into an empire. There civilization was always absolutely amazing, including when the Estuscans had taken over. It says,

"Under the Etruscans, Rome was ruled by kings. The town grew in prosperity..."-Paragraph 4. However, even though all of the towns lived in prosperity, they did not want to be ruled bye a foreign and cruel kings. So, they decided that they wanted to rebel, and take back Rome. After they succeeded in taking Rome back from the Etruscans, they decided to become an empire, and were ruled by its leading citizens.

As you can clearly see, all of the ancient civilizations were greatly effected bye military, in good and, in bad. Ancient Egypt, Ancient Greece, and Ancient Rome, would not have been what it was if it were not for all of the wars that raged through each of them. This is a perfect example of how many little things, can make a

difference. I feel like it is just like that today. Military conflict, also known as war, is really what decides how our curent lives looks, how are lives were in the beginning, and how they will turn out.

Annotation  
for Sample  
Student  
Response:

**Score Point 3**

This response demonstrates comprehension of ideas stated in the three texts and exhibits a mostly accurate analysis of the ways in which the three empires were affected by military conflict. The way these ideas were developed in the passage are not discussed.

The response begins by immediately discussing the Egyptian empire, without an introductory paragraph but overall, the response has a mostly organized presentation of ideas and ends with a concluding paragraph to summarize the idea of the impact of military conflict discussed. The development of ideas with mostly clear reasoning includes relevant text-based evidence and mostly accurate analysis of that evidence in showing the impacts of war. Language is mostly effective in clarifying the ideas presented.

**Anchor Paper 4 – Score Point 3**

Sample  
Student  
Response:

**Affects of Military Conflict**

Many civilizations have to face military conflict, that deeply affects their empires. The three articles "Ancient Greece," "Ancient Egypt," and "Ancient Roman Civilization," all had to face many military issues that dented their empire and civilization. Some civilizations get taken over and the stay that way, but others can come back to a stable civilization after hard work to rebuild their empire.

One civilization that was very affected by military conflict, was Egypt. According to the article, Egyptians came Africa, in search for a change of civilization. They created a stable empire, and had a decent civilization. They had a variety of food and crops, and a large supply of tools and materials. Then, about 3,000 years later, people were forced to move to the valley of the Nile River. According to the article, every July, the river would flood high enough to water the valley's crops. Later in the year, when it was time to pick and eat their crops, they were ripened so fast in the sunlight, and were delicious. Now, everyone wanted to experience the "miracles" of the Nile, so people began to fight for Egypt. According to the article, by about 2180 BCE, many "nomarchs" had become independent, and wanted to challenge the king of Egypt for the throne. War broke out. The Nile didn't flood to water the crops, and many believed it was a "disastrous spell." When the war ended, the civilization of Egypt went downhill and the empire was very unstable. According to the article, Egypt split up again into more small states with more rulers who fought against each other. War and military conflict didn't have a good affect on Egypt. It made the empire split up, and created more war between rulers.

Another civilization that was very affected by military conflict, was Greece. According to the article, The first Greeks moved from the north about 4,000 years. More people started coming, and Greeks slowly became the most powerful people in the region. Greece's earliest period began in about 1600 BCE. This was called the Mycenaean Period. This period lasted for about 500 years. Another major event occurred in 490 BCE. According to the article, the Persian Empire tried to invade Greece, and war was created when Athens, Sparta and other city-states joined the fight to fight off the attackers. The Greeks eventually defeated the Persians in 479 BCE, and they "proudly" started to rebuild. Their win was the start of the Classical Period. This was a high point of ancient Greek civilization. War and military conflict did have a very good affect on Greece's empire it was a turning point for them, and it made their civilization even stronger then before.

One last civilization that was very affected by military conflict, was Roman. According to the article, the Roman's civilization spanned more than 1,000 years. Romans started out their civilization in Italy. A "country in the south of Europe." About 2,500 years ago, Romans came and settled in what they called Rome. Romans created the city of Rome in 753 BCE. It became the "greatest city of the ancient world." Another group of people later settled in the region of Etruria. They were called the Etruscan. The Romans learned many important things from the Etruscan, but didn't seem to know that all they wanted was to rule Rome. At around 500 BCE the Roman's power started to "slip away." The Etruscan took control of Rome, and successfully ran Rome for 100 years, but according to the article, the Romans were "unhappy at being ruled by cruel 'foreign' kings." This caused the Romans to "rebel" against the Etruscan, and overthrew them in 510 BCE. War and military conflict affected Rome and Roman's civilization in a positive way, by allowing them to reclaim the throne

All civilizations from up above were affected by military conflict and war. Some civilizations improved because of it, and others collapsed under the defeat. Egypt's civilization was ruined because of war. Greed's civilization was hugely improved by war and military conflict. Roman's civilization was also improved by war and conflict. The same event can have different affects and outcomes based on the structure of the empire and civilization.

<p>Annotation for Sample Student Response:</p>	<p><b>Score Point 3</b></p> <p>This response demonstrates comprehension of the ideas in the three passages by addressing both how the military conflict is developed in each of the three texts and how that military conflict affected the empires: the Egyptian (<i>It made the empire split up</i>), Greek (<i>made their civilization even stronger then before</i>), and Roman (<i>by allowing them to reclaim the throne</i>).</p> <p>The response is organized, with an introductory paragraph and conclusion, and effective transitions (<i>One civilization; Another civilization; One last civilization</i>) between paragraphs. The response demonstrates mostly effective development. It consists of summary of the military conflict in each empire and then a statement of what the impact of that conflict was. This is an example of mostly accurate analysis of the topic done with mostly effective development. The response is organized and mostly clear and coherent.</p>
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**Anchor Paper 5 – Score Point 2**

Sample  
Student  
Response:

Military conflict is a plant, both can hurt badly and be very helpful. The passage *Ancient Egypt* by Andrew Langley is about Egypt being a great place to live then becoming dry and so the people move so they can become closer to the Nile River for water. The article *Ancient Greece* by Christine Hatt is about Ancient Greece having some time where it thrived and times when it was at war. The text *Ancient Roman Civilization* by Ike Scurman and John Malam is about Rome when it is first created and when the Etruscans take over Rome, but then Rome becomes a republic. There are many different ancient civilizations, some include Ancient Egypt, Ancient Greece, and Ancient Rome.

Ancient Egypt is a place full of beauty and peace, but not all of the time especially when it has military conflict. To start off, one military conflict is fighting against each other. The text states, "...small states with rulers who fought against each other," (Langley 11). This proves that there was military conflict while they were all split up because the different rulers told their military to fight the other military. After that, there was military conflict when there were different rulers. The author quotes, "He reestablished control over the regions and appointed Theban officials to govern them," (Langley 12). This shows military conflict because one ruler is telling the other people what to do and he gained control over the military. Lastly, Mentuhotep shows military conflict when he starts demanding things. Langley states, "He and later kings took a firm hand with the nomarchs, demanding taxes and troops from them," (Langley 12). This exemplifies the military conflicts because he is taking troops from other people.

Three reasons that Ancient Greece had military conflicts are Athens being defeated, Macedonia being ruled by a king, and being taken over by the Romans. First of all, Athens was defeated in the 5th century BCE. The text shows, "In the 5th century BCE, Athens was defeated by Sparta in the Peloponnesian War," (Hatt 8). This proves military conflict because Athens military was at war with Sparta military. Continuing, Macedonia was ruled by a king. The text states, "In 338 BCE, Macedonia, ruled by King Phillip II, grew strong and defeated Athens," (Hatt 8). This illustrates that there was military conflict Greece is taken over by Rome. The text proves this by stating, "Greece was taken over by the Romans in the 2nd century BCE," (Hatt 8). This explains military conflict because Rome's military defeated Greece's military in a war and conquered Greece.

Ancient Rome has military conflicts for many reasons, some include the Etruscans, monarchy and republic, and origins. To begin, the Etruscans take over

Rome. the text states, "To the north were the Etruscans, who took control of Rome and ruled there for 100 years," (Malam, Scurman 4). This proves military conflicts

because they went to war and the Etruscans won. Afterwards, they changed from a monarchy to a republic. The authors share, "... the Latins rebelled and threw the Etruscans out," (Malam, Scurman 4). This shows military conflict because the Romans threw the Etruscans out and declared themselves a republic. Lastly, there was military conflict in their origins. The authors wrote, "Rome became the greatest city of the ancient world, ruling an empire that spanned Europe and reached as far as the Middle East and Africa," (Malam, Scurman 2). This proves that there was military conflict because they had to go to war with the other countries to become so powerful.

As proven, Ancient Egypt, Greece, and Rome all have military conflicts. Most definitely, military conflicts are like plants, hurtful and helpful. When two places go to war it can some times mean another country gets taken over or it can lead to peace.

Annotation for Sample Student Response:	<p><b>Score Point 2</b></p> <p>This response demonstrates a basic understanding of the passages and the task. While there is relevant text-based evidence about the military conflict in the three passages, the response does not address how military conflict affected the three different empires. Development of ideas consists of quotes with evidence and only brief statements of basic analysis (<i>This shows military conflict because one ruler is telling the other people what to do and he gained control over the military</i>). The response is organized and coherent; however, this response demonstrates only basic comprehension by providing some analysis and addressing only the military conflict.</p>
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<b>Anchor Paper 6 – Score Point 2</b>	
Sample Student Response:	<p>Ancient Egyptians, Ancient Greeks, and Ancient Romans all had military conflict in their time. Ancient Egyptians captured enemies from Nubia and Libya, while Ancient Greeks defended their land from the Persians. Ancient Romans took back Rome from the Etruscans. Military conflict effected each of the ancient civilizations.</p> <p>For the Ancient Egyptians, military conflict helped them at first. They captured people from Nubia and Libya. The military expeditions brought control of important sources of minerals and luxury goods in the Fourth Dynasty. Then around 2180 BCE, lots of namarchs had become independant, and they challenged the power of the king. A civil war broke out, and was made worse by a drought of the Nile river, which caused famine. Luckily Mentuhotep II defeated all rivals and united Egypt.</p> <p>Ancient Greece was also effected by military conflict. Greek cities divided themselves into city-states, the largest being Athens. In 490 BCE, the Persian Empire attempted to invade Greece, and Athens, Sparta, and other city-states fought off the attackers. After the Greeks had defeated the Persians, the Classical Period began, and many developments were made. Then in the 5th century Athens was defeated by Sparta, and Sparta was defeated by Thebes soon after. Then King Philip united Greece, and led way to Alexander the Great building a huge Empire.</p> <p>Ancient Rome was another great civilization effected by military conflict. Rome was at the center of a Region named Latium. North from there was the Etruscans, who took control of Rome and ruled there for about 100 years. The town prospered, but the Latins did not like being ruled by Greeks. In 510 BCE, the Latins rebelled and threw the Etuscans out. From then on Rome was a republic, being ruled by its own citizens.</p> <p>Military conflict can negatively effect civilizations, but it can also positively effect civilizations. For instance, Rome was taken over by the Etuscans, but after the Latins took it back, they made a republic. Military conflict can, and will effect civilizations.</p>
Annotation for Sample Student Response:	<p><b>Score Point 2</b></p> <p>The response demonstrates basic comprehension of the passage and provides a somewhat accurate analysis of the effects of miliary conflict on the three empires. For each empire there is paraphrased evidence from the passage about events that show the impact of military conflict. While no further analysis is provided, the organized fashion in which the passage details are reviewed provides a somewhat developed response to the prompt. The concluding paragraph provides a basic analysis of how military conflict impacts civilizations in general and references back to key details shared about two of the empires. Overall, the response is somewhat appropriate to the task.</p>

**Anchor Paper 7 – Score Point 2**

Sample  
Student  
Response:

Ancient Egypt by Andrew Langley showed how the Egyptians adapted to moving to the Nile River and learning how to do pottery etc. Ancient Greece by Christine Hatt shows that they lived at the tip of the Balkan Peninsula and they spoke a different language and taught themselves how to do pottery. The Ancient Roman Civilisation by Ike Scruman and Jhon Malam talks about how they were an empire for about 1,000 years, they spoke a language called Latin and it's almost completely surrounded by water.

The Middle Kingdom was the war era for Ancient Egypt. "Egypt went through a long period of instability until it was split up into many small states with rulers who fought against each other." In other words, Egypt split up and they saw each other and went out to war. They finally found peace later which was known as The Middle Kingdom. This affected them because they split up and so they did not stay together and on top of that they fought each other.

The classical period was the chaos period for Ancient Greece, "The Persian Empire tried to invade Greece and war followed as Athens, Sparta, and other city-states fought off the attackers. Eventually, after defeating the Persians in 479 BCE, the Greeks proudly started to rebuild. This was the start of the Classical Period, the high point of ancient Greek civilization." In other words, many cities went into war in the beginning and eventually the Greeks defeated the Persians. Not long after that the Greek civilization proudly decided to rebuild. That was when the Classical era began. This affected the Greeks because all their buildings were destroyed.

The Monarchy to the Republic was not the place to be at that time. "To the North were the Etruscans who took control of Rome and ruled there for 100 years. Under the Etruscans, Rome was ruled by kings. The town grew in prosperity. But the Latins were unhappy being ruled by cruel "foreign" kings. In 510 BCE, the Latins rebelled and threw the Etruscans out. This means the Latins did not like the Etruscans so they threw them out. This affected the Romans because they couldn't rule their civilization the way they wanted to.

In all the Egypt, Greece and Romans had a horrible time.

Annotation  
for Sample  
Student  
Response:

**Score Point 2**

This response demonstrates some basic comprehension of the three passages by providing a general summary of each. Most of the details selected focus on the wars in each empire and the response addresses the prompt in its attempt to explain how military conflict affected the Egyptian empire (*This affected them because they split up and so they did not stay together*), the Greek empire (*This affected the Greek because all their buildings were destroyed*), and the Roman empire (*they couldn't rule their civilization the way they wanted to*).

The response demonstrates some organization with somewhat coherent writing. Overall, this response demonstrates a basic understanding of the three passages with reasoning and evidence that is somewhat appropriate to the task.

**Anchor Paper 8 – Score Point 1**

Sample  
Student  
Response:

Military conflict affected the Roman, Egyptian, and Greek empires. Over different periods of time wars broke out and these empires broke apart and came back. Many different things affected Rome, Egypt, and Greece. They had many wars.

Ancient Greece went through many wars and had lots of conflicts. A quote from Ancient Roman Civilization to prove they had conflicts and hard times from paragraph 6 is, "In 490 BCE, the Persian Empire tried to invade Greece and war followed as Athens, Sparta and other city-states fought off the attackers. That clearly shows that they had war and conflict." Another quote from the fourth paragraph is "Poverty and a decline in population followed..." That quote talks about the Dark Ages which were very hard times. Even though they were an empire, Rome had wars, hard times, and conflicts.

Ancient Rome also had many wars and struggles. They expanded their empire through war and conquering. A quote from the text Ancient Roman Civilization is "Some had been conquered in battle by the Roman army." This first quote proves that Rome had conflicts and had battles. A second quote from the text is "gladiator fights..." That shows that they had fights, even for entertainment they used prisoners to fight in gladiator fights. Rome had lots of fights and wars.

Egypt also had many struggles, wars, and conflict. They fought all the time. A quote from the passage Ancient Egypt in paragraph 5 is "conquered one another..." They clearly had fights, even among themselves. Another quote is "Civil war broke out, and the unrest was made worse by famine." That also shows that they fought themselves and had lots of wars. They were a very strong empire, but they had many civil wars and conflicts.

Obviously, these three empires had many wars, hard times, conflicts, and unrest. They even fought among themselves but didn't fall apart. They had conflicts, but stayed strong, powerful, and feared empires for a long time.

Annotation  
for Sample  
Student  
Response:

**Score Point 1**

This response demonstrates limited comprehension of the three texts. It does address the prompt by providing textual quotes from each of the three passages to indicate where military conflict is addressed in each; however, no attempt is made to examine how the military conflict affected the empires.

Each paragraph contains a statement about military conflict in the particular empire, quotes from the texts, and then a simple statement restating what the quotes showed in their own words. There is no further explanation or development of the topic.

The response displays some organization and coherency in writing, but overall is an example of a minimal analysis that is limited in its appropriateness to the prompt.



<b>Anchor Paper 9 – Score Point 1</b>	
Sample Student Response:	<p>Did you know that the Settlers of Egypt, Greeks, and Romans had power and wealth and also conflict with the military? It is imperative people know how the military conflict affected the empires by nomarchs becoming independent, invasions, and loosing power.</p> <p>It is clear the Settlers of Egypt had conflict with the military because the nomarchs were becoming independent which lead to a civil war which made people famine and made the crops fail I know this because in the text it states "Civil war broke out, and the unrest was made worse by famine". It also states "the Nile did not rise normal flood levels, and crops failed". This evidence proves my claim of how the Settlers had conflict with the military.</p> <p>It is also clear the Greeks had conflict with the government they had invasions which led to war I know this because in the text it states "the Persian empire tried to invade Greece and war followed as Athens, Sparta, and other city fought off the attackers.". This evidence proves my claim that Greeks had conflict with the government.</p> <p>Lastly it is clear the Romans had conflict with the military because they were loosing power I know this because in the text it states "but from about 500 BCE their power gradually slipped away". This evidence proves my claim that the Romans had conflict with the military because they were loosing power.</p> <p>In conclusion this evidence and last three paragraphs sum up the reason why all three had conflict with the military.</p>
Annotation for Sample Student Response:	<p><b>Score Point 1</b></p> <p>This response demonstrates limited comprehension of ideas from the three sources. Each paragraph states evidence of military conflict, a quote from the passage, and a statement that the quote proves the statement. This approach minimally addresses the task. The ideas are organized, but the lack of development and analysis result in a response that is limited in its appropriateness to the task.</p>

<b>Anchor Paper 10 – Score Point 1</b>	
Sample Student Response:	<p>They had military conflicts like the Romans split up and spread out and became friends with some of the other nations but were also weaker since they split up and got attacked often. Unlike Romans, the Egyptians did not split up but instead got some bad people in government and they broke out into "Civil war." Greek people were actually taken down by the Roman people in the 2nd century by the leader of them named Alexander. Alexander died around 323 BCE yet the Romans did not stop, instead they took over Greece.</p>
Annotation for Sample Student Response:	<p><b>Score Point 1</b></p> <p>This response demonstrates limited comprehension of all three source passages and of the prompt. There is a summary statement about military conflict in each empire, but includes no further explanation or text-based support. The explanation is minimally accurate as it includes implicit commentary on the Romans and Greeks, and an inaccurate interpretation of Alexander being Roman, which does not detract from the score. This is an example a response provides a minimally accurate analysis.</p>

<b>Anchor Paper 11 – Score Point 0</b>	
Sample Student Response:	In the artical Ancient Egypt one of the paragraghs was about how they bild pyramids and some of them are very famous. And this is in the paragragh Governing Egypt and The Old Kingdom. In the Ancient greece they made pottery and crafted art. they also bilt temples. In Ancient Roman Civilization they were unhappy with there goverment and wanted a change. But they did share there religens with others and do pottery art.
Annotation for Sample Student Response:	<p><b>Score Point 0</b></p> <p>This response addresses the stimulus material, but demonstrates no comprehension of the passages and makes no mention of either military conflict or its effects on empires/civilizations. It does include textual evidence from all three sources, but the response is undeveloped, and the statements become random details about each civilization. The response is inappropriate to the task.</p>

<b>Anchor Paper 12 – Score Point 0</b>	
Sample Student Response:	<p>How it is developed in the Ancient Egypt story is because. When The first settlers came to Egypt 15,000 years ago. They started off as cattle herders how i know that because in the text it says in paragraph 1. Then people were forced to move to the valley of the nile river when it was still lush and fertile. And every July, the nile river burst its banks and flooded the surrounding land spreading a rich mud over the fields.</p> <p>How It developed for the Ancient Greece story is because. Greece lies at the tip of the balken peninsula, an area of southeast Europe that sticks out into the Mediterranean Sea. I know this because in the text it staes this in paragraph 1. And The Greeks were different from the peoples already in the area in two main ways.</p> <p>How It developed for the Ancient Roman Civilization story is because. The civilization of the romans spanned more than 1,000 years. From modest beginnings in a region of northern italy, the Emipre of the Romans spread out to cover many parts of europe, North Africa and the Middle East. I know this because in the text it states this in paragraph 1. And Within this vast area lived millions of people who came under Roman rule</p>
Annotation for Sample Student Response:	<p><b>Score Point 0</b></p> <p>This response demonstrates no comprehension of the task or passages as the majority of the response is mostly copied from the first paragraph of all three sources. While there is an attempt at limited organization with introductory phrases about source selection and paragraph location, as well as conjunctions to connect phrases, the response is undeveloped and offers no analysis.</p>

Item Set 3 – Question 9 (Constructed Response)

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

Item Information		
Passages	Wild Elephants Sleep for Only Two Hours at Night, Elephants Appear to Be Super Sniffers, and Elephant All-Wheel Drive	
Answer	See Sample Student Responses & Annotations	
Colorado Academic Standards (CAS)	6.2.2.a.ii	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
Evidence Outcome		

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

	<p>well. This characteristic of an elephant was important for scientists to study because it explained "why scents play a big role in it's behavior." (paragraph 5) Therefore, elephants smell and nose was studied differently than some other charecteristics of an elephant and is very interesting and important to study.</p> <p>"Elephant All-Wheel Drive" is about the study of how elephants walk. The study was done with heavy duty scales in the ground and light reflecting disks which is more similar to the experimental way the scientists studied the sleeping habits than the smelling of elephants. This helped the scientists see that "elephants use their front legs to move forward, which is different from most quadrupeds." (paragraph 7) The scientists connected this discovery to a type of vehicle. All-Wheel drive vehicles. The scientists "sees a similarity to all-terrain vehicles, in which every wheel contributes equally." (paragraph 3) This study, like the one on sleeping, also proved something wrong that was thought before. Scientists used to think that elephants legs didn't bend much. Now they know that their legs in fact bend quite a bit. That is why the study of the characteristic of their walking is so important and interesting like the others. It grew our understanding of elephants in a way that we also grew our understanding of the elephants sleeping habits.</p> <p>In conclusion, the 3 texts each showed different characteristics of an elephant and how the scientists studied them. The way they studied the different characteristics varied a lot. With the study about smelling, they used data that had already been collected to draw conclusions. With the studies about sleeping and walking, the scientists used technology such as monitors and light reflecting disks and collected their own data to draw conclusions. All the studies were very important and interesting as well. Some of them even proved past thoughts wrong.</p>
<p>Annotation for Sample Student Response:</p>	<p><b>Score Point 4</b></p> <p>The response demonstrates full comprehension of the ideas in the passages though an accurate analysis of the studies made about the characteristics of elephants. The comprehensive development of the topic is formed through effective use of relevant text-based evidence about the studies, the methods used, and what the scientists learned from the studies. Each passage is fully addressed, and analysis of the process is included (<i>This characteristic of an elephant was important for scientists to study because it explained "why scents play a big role in it's behavior." (paragraph 5) Therefore, elephants smell and nose was studied differently than some other charecteristics</i> ). This results in a response that is consistently appropriate to the task. The response is effectively organized as a whole and within paragraphs and uses an effective style that produces clear coherent writing.</p>

**Anchor Paper 2 – Score Point 3**

Sample Student Response:	<p>In the passages "Wild Elephants Sleep for Only Two Hours at Night", "Elephants Appear to Be Super Sniffers", and "Elephant All-Wheel Drive", scientists and researchers come to their conclusions using different techniques.</p> <p>In "Wild Elephants Sleep For Only Two Hours at Night" the scientists used two different activity monitors, one on the elephants' necks and the other in the elephants' trunks, and their knowledge on how elephants move their trunks. When the elephants are asleep, their trunks do not move at all, but when they are awake they are almost constantly moving their trunks. The monitor in the trunk was used to capture how much the elephants' moved their trunks. The collar on the neck of the elephant was to monitor when the elephants were laying down when sleeping. They took all of the information that they collected from two female matriarch, or leaders of herds, and came to the conclusion wild elephants can survive with very little sleep, so little sleep that they break the record for the mammal that can survive with the least amount of sleep.</p> <p>In the passage "Elephants Appear to Be Super Sniffers" researchers didn't explain any tests that they may have done on elephants to prove their data, unlike "Wild Elephants Sleep for Only Two ours at Night". When researchers were collecting their data, they looked at bush elephants and their nasal cavities which hold the scent-sensing cells called <i>olfactory receptors</i>. The researchers looked at these cells and concluded that elephants have 2,000 different genes for sensing smells. Other animals don't come close to the massive amount of <i>olfactory receptors</i> elephants have. The researchers concluded, based on the data they collected, that elephants have one of the best senses of smell out of the species on Earth.</p> <p>The scientists in the passage "Elephant All-Wheel Drive" conduct their experiments differently from the researchers in the other two passages. Due to the fact that an elephants walk is a very hard thing thing to study, the scientists had to use a lot of equipment in order to come to a conclusion. The scientists used scales that could support the elephant's weight to measure how much of the elephants weight hit the ground as it ran. They used reflective disks to record how the elephants' body moved as it ran by attaching the disks to different parts of the elephants' legs and bodies. The scientists used special cameras to record how the disks moved. The scientists came to the conclusion that elephants are not like most other quadrupeds when they walk and run. Elephants use all of their legs equally and use their front legs to move forward, unlike other quadrupeds who use their back legs, like a rabbit for example.</p> <p>All of the scientists or researches in the passages did their experiments differently, some relied on data while others relied on experiments, but in the end, all of the data and conclusions turned out great.</p>
Annotation for Sample Student Response:	<p><b>Score Point 3</b></p> <p>The response demonstrates comprehension by providing a mostly accurate analysis of the different methods of studying elephants described in the passages. For each passage a review of the methods used is developed through explanation based on text-based details and some analysis of how the methods were used (<i>They took all of the information that they collected...and came to the conclusion ...researchers didn't explain any tests that they may have done on elephants to prove their data... scientists had to use a lot of equipment in order to come to a conclusion</i>). The response is organized with mostly clear and coherent writing.</p>

**Anchor Paper 3 – Score Point 3**

Sample Student Response:	<p>In the articles "Wild Elephants Sleep for Only Two Hours at Night", "Elephants Appear to Be Super Sniffers", and "Elephant All-Wheel Drive" they explain and show the different studies scientist have been using to figure out the characteristics of elephants. These scientists all use a variety of ways to figure this out.</p> <p>In "Wild Elephants Sleep for Only Two Hours at Night" scientists from the southern part of Africa wanted to figure out the amount of sleep that elephants normally get, so they have implanted activity monitors into elephants trunks. Due to the importance of elephants trunks they move them so often so when the activity monitor didn't show any activity for at least five minutes that would generally mean that a elephant was sleeping. These scientist would also use neck collars to see if the elephants were laying down while sleeping or standing up. After the scientist used both of the trackers for at least a month they gathered all the data they received and it showed that an elephant will only get about two hours and fifty minutes of sleep or that they wouldn't sleep for about forty-eight hours. They also figured out that animals in captivity get more sleep then animals in the wild.</p> <p>The article "Elephants Appear to Be Super Sniffers" focuses on a study about elephants nasal cavity and how strong their smelling is unlike the other two articles that focus on different aspects of elephants and different studies to figure those out. For these scientist to figure out how strong and powerful elephants smelling was they studied elephants nasal cavity which is near the top of their trunk. Scientist then later on figured out that the elephants smell with olfactory receptors(the word olfaction refers to smell). The also went and looked at the history of when mammal species were really starting to split into a broad range of spieces. The research that they found from looking at this made scientist believe that elephants smell is so strong because they think that this smelling gene keeps morphing and copying itself. In this study of elephant smell scientist tried to use different tactics to figure out more about elephants.</p> <p>"Elephant All-Wheel Drive" this article explains and gives details on how elephants walk differently from other quadrupeds. During this study scientist used a more involved technique to figure out how elephants walking is different from other animals by being more interactive with the elephants. Throughout this study scientist figured out that elephants slow down and speed up with both of their legs. To figure out how much weight elephants put down when they run scientist decided to implant scales into the ground to see how much pressure they would put down as they ran across them. Then scientist wanted to figure out how much elephants legs bent when they run/walk because when they do run or walk it doesn't look like elephants legs bend at all. To figure out how much their legs bend when they run/walk scientist decided to put reflective discs on parts of the elephants legs and body that would show bending. Then they had the elephants run across the scales again as multiple cameras took lots of pictures as the discs bent. At the end of this research project the scientist figured out that elephants front legs move forward unlike rarely any other quadrupeds and that they kind of walk like humans.</p> <p>In these three article scientist use different approaches to figure out the characteristics of elephants whether or not they are looking at research, attaching monitors to the elephants, or doing interactive experiments with them. Scientist are still able to figure out the different characteristics of elephants so that we are able to be more knowledgeable about how they work in a variety of ways.</p>
Annotation for Sample Student Response:	<p><b>Score Point 3</b></p> <p>The response demonstrates comprehension by explaining the different methods used to figure out the characteristics of elephants. For each passage, the main topic the scientists wanted to study is identified as well as the main method used for the study. Development of the topic includes relevant text-based details to explain how the study was done and the results found, thus producing a mostly accurate analysis of the topic. The response is organized as are the ideas in each paragraph; the writing is mostly coherent.</p>

**Anchor Paper 4 – Score Point 3**

Sample Student Response:	<p>Elephants have many features that stand out, such as their large ears and trunks, but they also have many amazing features that don't always meet the eye. New studies have shown that elephants can survive with the littlest sleep, have the best sense of smell, and use their legs differently than other quadrupeds. These new discoveries may lead to scientists finding how the elephant evolved and why it has adapted this way.</p> <p>In the first article, author Susan Milius wrote about African elephants strange sleep patterns. After the experiment was finished, scientists found that elephants in captivity slept from around three to seven hours in a twenty-four hour period, but elephants in the wild slept on average about two hours in a twenty four hour period. Scientists used tiny trunk implants that could track how much sleep an elephant got on two females. These trunk implants showed that on sometimes the elephants would go for up to 46 hours without sleep. Evidence showed that these elephants could skip a night of sleep and still function properly without needing any naps the day after. Elephants in the wild may have these odd sleeping schedules because of dangers like poachers and predators.</p> <p>In the second passage, author Nsikan Akpan wrote about a new study that shows elephant's unique smelling abilities. Akpan compared the elephant's 2000 different genes used for sensing odors (olfactory receptors) to known smell sensing animals like rats and bloodhounds. Rats had 1200 olfactory receptors while bloodhounds and other dogs only have 800. The researchers think that when mammals began to split into lots of new species, the original smell-sensing gene copied and morphed over and over again. This theory appears to have happened in many of modern elephant's ancestors. Researchers believe that elephants having this extraordinary sense of smell plays a big part in elephant's behaviors. African elephants can communicate aggression with smells, and elephants can also distinguish different ethnic groups living near them.</p> <p>In the last passage, author Stephen Ornes wrote about elephant's way of walking. In a new study, a team of scientists found a way to look at how elephants walk. Most quadrupeds, or four-legged animals use their front legs as brakes and use their back legs to propel them forward. In this study, scientists used heavy-duty scales, light reflecting discs, and seven special cameras to find how elephants walk. The information they gathered from this experiment showed that elephants use all four legs to move forward and slow down. The information also showed that elephants walk similarly to how human beings walk.</p> <p>In conclusion, elephants have evolved very uniquely to be best fitted to their environment and way of life. Elephants are very special, and many of their characteristics stand out. Elephants are very interesting animals, and more studies will most likely be done in the future to learn more about them.</p>
Annotation for Sample Student Response:	<p><b>Score Point 3</b></p> <p>The response demonstrates comprehension of the ideas by providing an explanation of the studies discussed in each passage. The mostly effective development includes text-based details about the studies being done, the methods used in the studies and the results of each study. This approach is appropriate to the task and demonstrates a mostly accurate analysis of the topic. The response is organized and mostly coherent.</p>

**Anchor Paper 5 – Score Point 2**

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



**Anchor Paper 6 – Score Point 2**

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

**Anchor Paper 7 – Score Point 2**

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

**Anchor Paper 8 – Score Point 1**

Sample Student Response:	<p>Scientist have been studying elephants. They studied how they walk,sleep and smell odors. These scientist have found amazing facts about elephants.</p> <p>These scientist have found amazing facts about elephants because in their studies, they found out that wild elephants sleep of only two hours a night. According to Wild Elephants Sleep for Only Two Hours at Night by Susan Milius, "Those trunk implants showed there were times the elephants went up to 46 hours without any sleep."</p> <p>These scientist have found amazing facts about elephants because in their studies, they found out that Elephants use all four legs to walk. According to Elephant All-Wheel Drive by Stephen Ornes " Elephants, however, use all four legs to both move forward and slow down."</p> <p>These scientist have found amazing facts about elephants because in their studies, they found out that elephants have a very good sense of smell. The passage from Elephants Appear to Be Super Sniffers explains that bush elephants can smell 2,00 diffrent genes for sensing odors.</p> <p>Although scientist have found out some amazing facts about elephants, there is still more that scientist have to find out about elephants.</p>
Annotation for Sample Student Response:	<p><b>Score Point 1</b></p> <p>The response provides limited comprehension by identifying an amazing fact in each passage about elephants discovered from studies. This is limited in its appropriateness to the task. There is an attempt to include a text-based support for each statement, but the response remains undeveloped and limited.</p>

**Anchor Paper 9 – Score Point 1**

Sample Student Response:	Through reading "Wild elephants sleep of only two hours at night", "Elephants Appear to Be super sniffers", and 'Elephant all- wheel drive", it seems that elephants have unique characteristics. One example would be how in "Wild elephants sleep of only two hours at night", elephants only need approximately 2 hours of sleep, and can go a full 48 hours without sleep, which beats the record. Another example could be from "Elephants Appear to be super sniffers", Elephants have some 2,000 genes, just for sensing odors. One last example from "Elephants all wheel drive" could be that Elephants are different from other quadrupeds and are more similar to all-terrain vehicles since elephants use all 4 legs to go forward and to break, like cars, while quadrupeds push with their back legs and break with their front. This concluding that elephants have many unique characteristics that make up who they are today.
Annotation for Sample Student Response:	<b>Score Point 1</b>  The response demonstrates limited comprehension of the ideas contained in the three passages by providing a description of an elephant's characteristic discussed in each. These text-based details are presented with some limited organization ( <i>one example would be; another example could be</i> ) which produces a response that is minimally developed. With no additional explanation to connect these details to the task, this response remains limited in its appropriateness to the task.

**Anchor Paper 10 – Score Point 1**

Sample Student Response:	All three passages have different ways of studying and observing the elephants. In "Wild Elephants Sleep for Only Two Hours at Night" they watched the elephants by using electronic monitors on the elephants. In "Elephant All-Wheel Drive" the scientists watched them from a distance and recorded the information they found. In "Elephants Appear to Be Supper Sniffers" they did the same thing as they did in "Elephant All-Wheel Drive."
Annotation for Sample Student Response:	<b>Score Point 1</b>  The response demonstrates limited understanding of the texts by identifying a method from each passage that scientists used to study elephants. This is an attempt to address the task; without any explanations or text evidence to develop the topic, this response remains limited in its appropriateness to the task.

**Anchor Paper 11 – Score Point 0**

Sample Student Response:	Scientists studied the differnent characteristics of elephants because they wanted to know more about the live of and how they use there back legs and use there front legs and how the sleep.
Annotation for Sample Student Response:	<b>Score Point 0</b>  The response demonstrates no comprehension. The response is a single statement that lists characteristics of elephants that the scientists want to study. No explanation or text support is provided. This response remains undeveloped and is considered inappropriate to the task.

**Anchor Paper 12 – Score Point 0**

Sample Student Response:	they compare them because they wanna see why do they always sniff stuff i think elephthents sniff a lot because every were they go they are careful for the animals near them.
Annotation for Sample Student Response:	<b>Score Point 0</b>  The response demonstrates no comprehension. The attempt to address the topic in the prompt is undeveloped and inappropriate to the task.