



Colorado Measures of Academic Success



Grade 7

English Language Arts/Literacy

Answer Key with Scoring Rubrics, Sample Responses & Annotations

Practice Resource for Students

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ITEM INFORMATION

Colorado Academic Standard (CAS) Evidence Outcome

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

Evidence Statement

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

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

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

In paragraph 8 of “Hello from Jupiter! . . . ,” what is the meaning of the word **accelerates**?

☒

A. pushes to travel more quickly

☐

B. makes extremely dangerous

☐

C. shows the direction of

☐

D. shines brightly on

Part B

Which evidence from paragraph 9 **best** supports the answer to Part A?

☐

A. “. . . powerful radiation . . .”

☐

B. “. . . huge amounts of energy . . .”

☒

C. “. . . fast-moving particles . . .”

☐

D. “. . . a spacecraft’s instruments . . .”

Item Information		
Passage	Hello from Jupiter! . . .	
Part A Answer	A	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.3.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.7.4a)
P Value	0.837	

Part A

Read the sentence from paragraph 1 of “Hello from Jupiter!”

On July 4, NASA (National Aeronautics and Space Administration) scientists nervously gathered in a mission control room in Pasadena, California.

Based on the information in the passage, why were the scientists so nervous?

- ☒ A. They were unsure about whether Juno would stay on course and go into orbit around Jupiter.
- ☐ B. They believed that Juno would probably undergo some damage in the atmosphere of Jupiter.
- ☐ C. They knew that Juno was likely to get closer to Jupiter than any other spacecraft had.
- ☐ D. They were excited to start receiving information about Jupiter from Juno.

Part B

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

- ☐ A. “But Juno will get much closer than any of these past missions, which weren’t designed to survive the dangerous conditions surrounding Jupiter.” (paragraph 7)
- ☐ B. “The biggest obstacle to getting close to Jupiter is the intense radiation around it.” (paragraph 8)
- ☒ C. “Before Juno went into orbit, its star tracker was shut off to prevent interference.” (paragraph 10)
- ☐ D. “That way Juno can avoid the most-intense patches of charged particles and limit the damage they are expected to cause.” (paragraph 11)

Item Information		
Passage	Hello from Jupiter! . . .	
Part A Answer	A	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.2.a.iii	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
P Value	0.346	

Item Set 1 – Question 3 (TEI Inline Choice)

Use the drop-down menus to complete an analysis of the author’s argument in “Jupiter’s Long-Lasting Storm.”

In the article, the author suggests that Marcus and Hassanzadeh’s study represents in our understanding of the Great

Red Spot. The author supports this view by contrasting Marcus and Hassanzadeh’s new study to previous studies. The author explains that, unlike previous studies that produced results which

, Marcus and Hassanzadeh’s study

may have solved this problem because it provides a new explanation that

.

Item Information		
Passage	Jupiter's Long-Lasting Storm	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.2.c.ii	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (CCSS: RI.7.8)
P Value	0.331	

Item Set 1 – Question 4 (Selected Response, Multiple Select)

Part A

How does the author structure “Jupiter’s Long-Lasting Storm”?

- ☒ A. by explaining how scientists have tried to answer a difficult question about the storm
- ☐ B. by comparing the storm to phenomena that have been observed elsewhere
- ☐ C. by describing a timeline of scientists’ attempts to explain the storm
- ☐ D. by offering details to support a main claim about the storm

Part B

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

- ☐ A. “Its winds have churned at least since the storm was first observed.” (paragraph 1)
- ☐ B. “He is a computational physicist at the University of California, Berkeley.” (paragraph 2)
- ☒ C. “Their calculations may finally explain the spot’s longevity.” (paragraph 3)
- ☐ D. “Saturn, Jupiter and Earth all have jet streams.” (paragraph 5)
- ☒ E. “Previous studies have considered only winds that blow *across* the planet.” (paragraph 6)

Item Information		
Passage	Jupiter's Long-Lasting Storm	
Part A Answer	A	
Part B Answer	C, E	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.2.b.ii	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5)
P Value	0.246	

Item Set 1 – Question 5 (Selected Response)

Part A

How does the explanation of the Great Red Spot provided in “Hello from Jupiter! . . .” differ from the explanation in “Jupiter’s Long-Lasting Storm”?

- ☐ A. The author of “Hello from Jupiter! . . .” argues that the Great Red Spot is powered mainly by hydrogen and helium gases, while the author of “Jupiter’s Long-Lasting Storm” identifies contributions from other gases.
- ☐ B. The author of “Hello from Jupiter! . . .” claims that the Great Red Spot results from intense radiation around the planet, while the author of “Jupiter’s Long-Lasting Storm” fails to take radiation into account.
- ☒ C. The author of “Hello from Jupiter! . . .” states that the Great Red Spot is driven by winds that blow across the planet, while the author of “Jupiter’s Long-Lasting Storm” suggests that other winds contribute.
- ☐ D. The author of “Hello from Jupiter! . . .” says that the Great Red Spot functions as hurricanes do on Earth, while the author of “Jupiter’s Long-Lasting Storm” maintains that it acts more like a tornado.

Part B

Which paragraph from “Jupiter’s Long-Lasting Storm” provides evidence that challenges the explanation in “Hello from Jupiter! . . .”?

- ☐ A. paragraph 2
- ☐ B. paragraph 3
- ☐ C. paragraph 5
- ☒ D. paragraph 6

Item Information		
Passage	Hello from Jupiter! . . .	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.2.c.iii	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (CCSS: RI.7.9)
P Value	0.295	

Item Set 1 – Question 6 (Selected Response, Multiple Select)

Part A

How does the author of the passage from “Juno’s Knocking on Jupiter’s Door” develop the idea that the interior of Jupiter remains a mystery to scientists?

- ☒ A. The author distinguishes the information a new probe may provide from what other spacecraft have shown about Jupiter.
- ☐ B. The author describes the way that traveling close to Jupiter has provided benefits to spacecraft.
- ☐ C. The author explains the effect that Jupiter’s atmosphere would most likely have on humans.
- ☐ D. The author offers details of what has been established as true about Jupiter.

Part B

Select **two** pieces of evidence that, taken together, support the answer to Part A.

- ☐ A. “The National Aeronautics and Space Administration, or NASA, launched its spacecraft. It will arrive at the giant world on July 4.” (paragraph 1)
- ☒ B. “In just a short while, he notes, ‘We’re going to see beneath the cloud tops for the very first time.’” (paragraph 2)
- ☐ C. “Even the Ulysses spacecraft, which was headed toward the sun, swung by Jupiter first.” (paragraph 5)
- ☐ D. “Jupiter is extreme in every way. ‘I often think of it as a planet on steroids,’ Bolton says.” (paragraph 8)
- ☐ E. “The weight of all that gas generates pressures near the planet’s center that are millions of times greater than anything people experience.” (paragraph 11)
- ☒ F. “Much of what scientists know about Jupiter comes from gazing at its cloud cover with telescopes and spacecraft.” (paragraph 13)

Item Information		
Passages	Juno's Knocking on Jupiter's Door	
Part A Answer	A	
Part B Answer	B, F	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.2.a.ii	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)
P Value	0.243	

Item Set 1 – Question 7 (Selected Response)

Part A

Which sentence **best** states the point of view of the author of the passage from “Juno’s Knocking on Jupiter’s Door” regarding our current knowledge of Jupiter?

- ☐ A. We would know more about Jupiter if more spacecraft had flown by the planet.
- ☒ B. We have far too little information about actual conditions inside Jupiter.
- ☐ C. We can understand pressure on Jupiter only in comparison to Earth.
- ☐ D. We need to make closer observations of Jupiter’s Great Red Spot.

Part B

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

- ☐ A. paragraph 7
- ☐ B. paragraph 9
- ☐ C. paragraph 11
- ☒ D. paragraph 13

Item Information		
Passage	Juno’s Knocking on Jupiter’s Door	
Part A Answer	B	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.2.b.iii	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (CCSS: RI.7.6)
P Value	0.38	

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

Move **three** sentences into the box to provide the **best** summary of the passage from “Juno’s Knocking on Jupiter’s Door.”

Most probes that have approached Jupiter have been headed elsewhere.

The pressure of Jupiter’s atmosphere is similar to the weight of a thousand elephants.

A storm known as the Great Red Spot has been occurring for over a century on Jupiter.

Summary

Scientists hope the Juno spacecraft will succeed in studying Jupiter from orbit.

Jupiter is much larger than Earth and features particularly dangerous conditions.

The information provided by Juno may allow scientists to understand Jupiter’s structure.

Item Information		
Passage	Juno’s Knocking on Jupiter’s Door	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.2.a.ii	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)
P Value	0.487	

Item Set 1 – Question 9 (Constructed Response)

You have now read three passages about scientific research on the planet Jupiter: “Hello from Jupiter! . . .,” “Jupiter’s Long-Lasting Storm,” and a passage from “Juno’s Knocking on Jupiter’s Door.”

Write an essay in which you analyze how each passage shapes the reader’s understanding of the ways scientists explore and understand the planet Jupiter. In your essay, be sure to include specific examples of the different facts that are emphasized in each of the **three** passages.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 43 for additional item information.

Part A

Read the dictionary entry.

shake: v. **1.** to cause to tremble or quiver **2.** to make something less strong, powerful, or confident **3.** to disturb or alarm emotionally **4.** to free oneself of, to get rid of

Which definition **best** describes the word **shaking** as it is used in paragraph 22?

- ☐ A. definition 1
- ☐ B. definition 2
- ☐ C. definition 3
- ☒ D. definition 4

Part B

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

- ☐ A. "... she made suggestions. . . ." (paragraph 22)
- ☐ B. "... a bunch of different subjects . . ." (paragraph 22)
- ☐ C. "In my defence . . ." (paragraph 23)
- ☒ D. "... wanted the torture to end." (paragraph 23)

Item Information		
Passage	Speechless	
Part A Answer	D	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.3.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.7.4a)
P Value	0.374	

Item Set 1 – Question 11 (Selected Response, Multiple Select)

Part A

What effect does Griffin allowing his mother to help him with his speech have on the plot of the passage?

- ☒ A. It leads Griffin to make a commitment he soon regrets.
- ☐ B. It causes Griffin to think about an earlier experience.
- ☐ C. It makes Griffin more aware of his shortcomings.
- ☐ D. It prompts Griffin to ask a friend for advice.

Part B

Select **two** pieces of evidence from the passage that **best** support the answer to Part A.

- ☐ A. “It was our first time doing speeches and when our English teacher, Miss Harlan, gave us the assignment . . .” (paragraph 8)
- ☐ B. “Like I hadn’t heard that before—maybe a couple of thousand times.” (paragraph 16)
- ☐ C. “‘Uh, that’s okay,’ I said.” (paragraph 18)
- ☒ D. “. . . even stupider than mentioning it in the first place: I gave in.” (paragraph 22)
- ☒ E. “. . . when the confusion lifted from my brain I discovered that the topic I’d agreed to was *not*, as I’d thought, interplanetary travel.” (paragraph 23)

Item Information		
Passage	Speechless	
Part A Answer	A	
Part B Answer	D, E	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.1.a.iii	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
P Value	0.416	

Item Set 1 – Question 12 (TEI Drag and Drop)

Move **five** statements into the boxes in the correct order to create the most accurate summary of the passage.

Griffin describes his father's reaction to the news that he will be giving a speech.

Griffin describes telling a friend about what happened with his mother.

- | | |
|----|---|
| 1. | Griffin explains that the way others tend to view him is generally accurate. |
| 2. | Griffin describes his response to receiving an assignment for a presentation. |
| 3. | Griffin explains how his first mistake was mentioning his assignment at home. |
| 4. | Griffin recalls that his mother expressed an uninvited interest in helping him. |
| 5. | Griffin expresses annoyance about the process of choosing a topic and the topic itself. |

Item Information		
Passage	Speechless	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.1.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)
P Value	0.236	

Part A

What is a theme of the passage?

- ☒ A. Gestures intended to be helpful may not be welcome.
- ☐ B. Family relationships are difficult but worthwhile.
- ☐ C. Doing well in school provides lasting benefits.
- ☐ D. Asking for advice is not a simple process.

Part B

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

- ☐ A. “. . . I found my hands getting clammy. . . .” (paragraph 6)
- ☐ B. “. . . all I did was ask my sister, Kellie, who’s one grade ahead of me. . . .” (paragraph 9)
- ☐ C. “. . . ‘I used to get really good marks in English. . . .’” (paragraph 15)
- ☒ D. “. . . forced me to listen to sample paragraphs . . .” (paragraph 22)

Item Information		
Passage	Speechless	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.1.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)
P Value	0.323	

ANSWER KEY: ITEM SET 2

Item Set 2 – Question 1 (Selected Response)

Part A

In paragraph 4 of the passage from *Harris and Me*, what does the use of the word **prehistoric** suggest about the narrator?

- ☐ A. He is surprised by the appearance of the horses' eyes.
- ☐ B. He is fascinated by the gentleness of the horses.
- ☒ C. He is amazed at the sheer size of the horses.
- ☐ D. He is impressed by the horses' strength.

Part B

Which detail from the passage **best** supports the meaning of the word **prehistoric**?

- ☒ A. "... hair-covered dinosaurs ..." (paragraph 4)
- ☐ B. "... great bulges of muscles." (paragraph 4)
- ☐ C. "... heads that lowered to nuzzle Knute's hand ..." (paragraph 5)
- ☐ D. "... soulful brown eyes ..." (paragraph 5)

Item Information		
Passage	Harris and Me	
Part A Answer	C	
Part B Answer	A	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.1.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)
P Value	0.567	

Part A

How does seeing the horses' eyes affect the narrator of the passage from *Harris and Me*?

- ☐ A. He becomes confused about how the horses knew to return home.
- ☒ B. He begins to develop an affectionate attitude toward the horses.
- ☐ C. He is reminded that horses are similar to other animals he likes.
- ☐ D. He realizes that the horses are mostly focused on their food.

Part B

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

- ☐ A. "He went to the back double-opening door and said quietly, 'Bill, Bob, come on in now.'" (paragraph 1)
- ☒ B. ". . . that somehow made me want to hug the giants." (paragraph 5)
- ☐ C. "Knut turned and walked back into the barn and the horses followed like puppies." (paragraph 6)
- ☐ D. "Knut took the collars down and put them around the horses' necks while they were eating . . ." (paragraph 8)

Item Information		
Passage	Harris and Me	
Part A Answer	B	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.1.a.iii	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
P Value	0.69	

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

Choose **one** statement that **best** describes a central idea of the passage from *Harris and Me* and drag it into the “Central Idea” box. Then choose **two** details from the passage that **best** support this central idea and drag them into the “Supporting Details” box.

Possible Central Ideas

Good friends help each other out.

Hard work is a good way to build character.

Details

“... we had only been there a few moments when Knute came inside.”
(paragraph 1)

“Knute took the collars down and put them around the horses’ necks while they were eating ...”
(paragraph 8)

“Knute hooked their trace chains into a big crosspiece of wood ...”
(paragraph 12)

Central Idea

New experiences can be intimidating.

Supporting Details

“... rather than climb up onto a horse as big as most trucks, I would definitely rather be left behind.”
(paragraph 18)

“... which I had seen earlier but hadn’t understood and didn’t want to ask about because I was sick of looking stupid.”
(paragraph 7)

Item Information		
Passage	Harris and Me	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.1.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)
P Value	0.548	

Part A

In paragraph 11 of the passage from *The Horse Road*, what does the author's use of the phrase **volley of rushing speed** suggest?

- ☐ A. The rider is experiencing the pure delight and excitement that comes from victory.
- ☒ B. The riders are moving so swiftly they seem to be practically flying through the air.
- ☐ C. The horses have lost control and are surging dangerously down the hill.
- ☐ D. The rapid pace of the event is exciting, but it is also a bit overwhelming.

Part B

Which detail from paragraph 11 of the passage **best** supports the answer to Part A?

- ☐ A. "We plunged through the valley."
- ☒ B. "... we were arrows let loose ..."
- ☐ C. "I was laughing, yelling, feeling the summer morning fill me with joy."
- ☐ D. "... my stallion burst past the horse ahead, its tail whipping ..."

Item Information		
Passage	The Horse Road	
Part A Answer	B	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.1.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)
P Value	0.451	

Part A

How does the structure of the passage from *The Horse Road* contribute to its meaning?

- ☐ A. By describing the setting before describing Gryphon's appearance, the author emphasizes that Gryphon is far from home.
- ☐ B. By showing an argument between the narrator and Batu through their conversation, the author reveals the main conflict.
- ☒ C. By waiting to show the start of the race until midway through the passage, the author creates a tone of anticipation.
- ☐ D. By starting the passage with the narrator's dialogue, the author establishes why the narrator wants to win the race.

Part B

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

- ☐ A. "Steady now, steady,' I muttered . . ." (paragraph 1)
- ☒ B. "We were like arrows, held against quivering bowstrings . . ." (paragraph 2)
- ☐ C. "You'll be running in Gryphon's dust!' I cried . . ." (paragraph 4)
- ☐ D. "Beyond the valley the foothills lay like dropped fabric . . ." (paragraph 5)

Item Information		
Passage	The Horse Road	
Part A Answer	C	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.1.a.iii	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
P Value	0.354	

Item Set 2 – Question 6 (TEI Inline Choice)

Use the drop-down menus to complete the statements comparing the points of view of the narrators in the passages from *Harris and Me* and from *The Horse Road*.

The narrator of the passage from *Harris and Me* mostly views Harris and Knute's actions (paragraph 9) with , while the narrator of the passage from *The Horse Road* views Batu's actions (paragraph 2) with .

The narrator of the passage from *Harris and Me* views his situation (paragraph 18) with , while the narrator of the passage from *The Horse Road* approaches her situation (paragraph 11) with .

Item Information		
Passages	Harris and Me and The Horse Road	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.1.b.iii	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)
P Value	0.472	

Item Set 2 – Question 7 (Constructed Response)

Both the passage from *Harris and Me* and the passage from *The Horse Road* explore the theme of how people respond to challenges. Write an essay in which you compare the way the authors develop this theme over the course of **each** passage. Be sure to use specific examples from **both** passages in your response.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 43 for additional item information.

Part A

What is the meaning of **encountered** as it is used in paragraph 11?

- ☒ A. accidentally discovered
- ☐ B. found artifacts from
- ☐ C. studied in detail
- ☐ D. mostly ignored

Part B

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

- ☐ A. “. . . the perfect place for learning about people of the past . . .” (paragraph 10)
- ☐ B. “. . . found fur clothing made from hide and cloth . . .” (paragraph 10)
- ☐ C. “. . . was left unchanged . . .” (paragraph 11)
- ☒ D. “. . . not widely aware of . . .” (paragraph 11)

Item Information		
Passage	Mesa Verde	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.3.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.7.4a)
P Value	0.598	

Item Set 2 – Question 9 (Selected Response, Multiple Select)

Part A

Which sentence states the central idea of the passage?

- ☐ A. Many experts, such as linguists and doctors, have helped archaeologists learn about the Puebloans.
- ☒ B. As a result of living in a permanent settlement, the Puebloans made many advancements.
- ☐ C. Innovations, such as in pottery and basketmaking, made life easier for the Puebloans.
- ☐ D. After the Puebloans settled in permanent dwellings, their population grew.

Part B

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

- ☒ A. "Farming meant that their lifestyle changed drastically." (paragraph 2)
- ☐ B. "This is because some of the main evidence of their culture is the baskets they made." (paragraph 3)
- ☒ C. "Making pottery suited their new lifestyle now that carrying heavy breakable pots was not an issue." (paragraph 4)
- ☐ D. "Mesa Verde has generated population estimates ranging from 5,000 to 30,000." (paragraph 6)
- ☐ E. "Today, you can visit their deserted villages." (paragraph 8)
- ☐ F. "A geologist, who studies Earth and its rocks, can help determine where the clay in a particular pot came from." (paragraph 9)

Item Information		
Passage	Mesa Verde	
Part A Answer	B	
Part B Answer	A, C	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.2.a.ii	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)
P Value	0.321	

Item Set 2 – Question 10 (TEI Inline Choice)

Select the correct choice from each drop-down menu to explain how settling in Mesa Verde changed the Puebloans' way of life.

According to details in , the Puebloans were originally nomadic because they .

By developing at Mesa Verde, however, the Puebloans no longer had to be constantly on the move.

Consequently, during the Classic period, they were able to develop .

Item Information		
Passage	Mesa Verde	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.2.a.iii	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
P Value	0.485	

Part A

Which statement **best** describes the author’s point of view in the passage?

- ☐ A. She finds it interesting that socializing was so important to the Puebloans.
- ☐ B. She is surprised by how much experts have learned about the Puebloans.
- ☐ C. She feels regret about the disappearance of the Puebloans.
- ☒ D. She is impressed by the advancements Puebloans made.

Part B

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

- ☐ A. “. . . Mesa Verde had become a civilization that survived through cooperation.” (paragraph 7)
- ☒ B. “. . . learned to craft beautiful pottery, jewelry, and woven items.” (paragraph 8)
- ☐ C. “Where did they go? And why?” (paragraph 8)
- ☐ D. “Every item tells a part of the story of the Ancestral Puebloan people.” (paragraph 10)

Item Information		
Passage	Mesa Verde	
Part A Answer	D	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.2.b.iii	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (CCSS: RI.7.6)
P Value	0.37	

Part A

Which statement describes the main reason that the Mesa Verde settlements were excellent sources of information about the Pueblos?

- ☐ A. The Pueblos changed the environment in which they lived.
- ☐ B. The Pueblos began creating more durable objects.
- ☒ C. The Puebloan possessions were well preserved.
- ☐ D. The Puebloan society lasted hundreds of years.

Part B

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

- ☐ A. “They used simple tools to create farms on the mesa top.” (paragraph 4)
- ☐ B. “The Ancestral Puebloan people managed to build a stable year-round community with a thriving culture. . . .” (paragraph 8)
- ☐ C. “Archaeologists look for things that early people left behind, such as dwellings, clothing, pottery, baskets, rock paintings, and etchings. . . .” (paragraph 9)
- ☒ D. “The dry climate keeps artifacts from rotting and molding.” (paragraph 10)

Item Information		
Passage	Mesa Verde	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.2.a.iii	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
P Value	0.341	

Item Set 2 – Question 13 (TEI Multiple Select)

The passage claims that when the Puebloans settled in the Four Corners area, they changed their way of life to survive there.

Select the button to show whether each detail from the passage supports or does not support the claim.

Details from the Passage	Supports the Claim	Does Not Support the Claim
They transported their food and supplies.	<input type="radio"/>	<input checked="" type="radio"/>
They learned how to weave baskets.	<input type="radio"/>	<input checked="" type="radio"/>
They developed farming techniques.	<input checked="" type="radio"/>	<input type="radio"/>
They built homes on Mesa Verde.	<input checked="" type="radio"/>	<input type="radio"/>
They worked on specific jobs.	<input checked="" type="radio"/>	<input type="radio"/>

Item Information		
Passage	Mesa Verde	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.2.c.ii	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (CCSS: RI.7.8)
P Value	0.446	

ANSWER KEY: ITEM SET 3

Item Set 3 – Question 1 (Selected Response)

Part A

Read this sentence from paragraph 18 of the passage from *The Road to You*.

"You two and your schemes," I say, pointing at them accusatorily.

Why does the author choose these words?

- ☒ A. to show Bird's lightheartedness about her friends' actions
- ☐ B. to show Bird's disappointment over her friends' actions
- ☐ C. to show Bird's annoyance at her friends' actions
- ☐ D. to show Bird's shock at her friends' actions

Part B

Which detail from paragraph 18 best supports the answer to Part A?

- ☐ A. "... I lost my lucky rock. ..."
- ☐ B. "... swiped it when I wasn't looking."
- ☐ C. "... encased it in silver wire ..."
- ☒ D. "... the best gift I've ever gotten."

Item Information		
Passage	The Road to You	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.1.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)
P Value	0.446	

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

Part A

In the passage from *The Road to You*, which statement **best** represents how the author contrasts the points of view of Bird and Sam?

- ☒ A. Bird is excited about the visit from her friends and family, but Sam wants to focus on finishing his job.
- ☐ B. Bird has been expecting a visit from her friends and family, but Sam is surprised by their arrival.
- ☐ C. Bird has been supported by several people for some time, although Sam is new to her group.
- ☐ D. Bird is concerned about her appearance, while Sam appears to be confident in his abilities.

Part B

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

- ☐ A. "I look over the shoulder of my makeup artist, Sam" (paragraph 2)
- ☐ B. "He pulled his mascara wand away faster than a hand on a hot stove . . ." (paragraph 2)
- ☒ C. "'Oh my gosh, what are you doing here?' I scream . . ." (paragraph 3)
- ☐ D. ". . . the thousands—*thousands*—of people taking their seats in the arena . . ." (paragraph 6)
- ☒ E. ". . . Sam politely yet firmly leads me back to my makeup chair." (paragraph 9)
- ☐ F. "I turn toward the mirror and take myself in." (paragraph 13)
- ☐ G. ". . . just like the old days when we were touring together as the Barrett Family Band . . ." (paragraph 23)

Item Information		
Passage	The Road to You	
Part A Answer	A	
Part B Answer	C, E	
Colorado Academic Standards (CAS)	7.2.1.b.iii	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)
Evidence Outcome		
P Value	0.38	

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

Which **three** details in the passage from *The Road to You* **best** help the author develop the central idea? Drag **three** details into the box.

“‘I came to see your first professional football game,’ Stella teases, gesturing to the black line under my eye.” (paragraph 4)

“When I signed with Open Highway at the end of last summer, Dan paired me up with an established songwriter. . . .” (paragraph 11)

“‘You look amazing, Bird,’ Stella says as Sam finishes the touch-up.” (paragraph 12)

“‘Bird, it’s almost time,’ Jordan says, knocking on the door.” (paragraph 20)

Details

“I have people here—*my people*—and I’m ready to do this thing!” (paragraph 19)

“That’s how I met Stella, and honestly, I don’t know what I’d do without either of them.” (paragraph 11)

“. . . my dad answers as he walks into the room with my mom and brothers.” (paragraph 15)

Item Information		
Passage	The Road to You	
Answer	See Image	
Colorado Academic Standards (CAS)	7.2.1.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)
Evidence Outcome		
P Value	0.357	

Part A

In paragraph 7 of the passage from *Every Soul a Star*, Ally says, “the sun will get erased from the sky.” What feeling does this figurative language convey?

- ☐ A. Ally's excitement about the people who will watch the eclipse
- ☐ B. Ally's impatience while waiting for the upcoming eclipse
- ☐ C. Ally's concern about what will happen after the eclipse
- ☒ D. Ally's sense of wonder about the upcoming eclipse

Part B

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

- ☐ A. “. . . people would travel to this exact spot to be a part of something. . . .” (paragraph 6)
- ☐ B. “. . . something that hasn't happened in mainland America for over seventy-five years . . .” (paragraph 6)
- ☐ C. “. . . for one day, our two-square-mile campground would be the only patch of land in the entire country. . . .” (paragraph 7)
- ☒ D. “. . . the planets will come out to greet us, the birds will stop singing. . . .” (paragraph 7)

Item Information		
Passage	Every Soul a Star	
Part A Answer	D	
Part B Answer	D	
Colorado Academic Standards (CAS)	7.2.3.b.i	Interpret figures of speech (for example: literary, biblical, and mythological allusions) in context. (CCCS: L.7.5a)
Evidence Outcome		
P Value	0.338	

Part A

Which statement **best** represents Ally's feelings about her home in the passage from *Every Soul a Star*?

- ☐ A. She knows more about the sky than other people her age do because of where she was raised.
- ☒ B. She is happy with where she lives and is unable to remember the place where she was born.
- ☐ C. She is proud of the campground and is excited about the people who will soon visit it.
- ☐ D. She regrets that she has spent most of her life in a place far from other people.

Part B

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

- ☐ A. "I know all the constellations because my father taught them to me. . . ." (paragraph 2)
- ☐ B. "Our town is not even on the map. It's not even a town. It's more of an area ." (paragraph 4)
- ☒ C. "The nearest real town is an hour away. Sure, maybe it gets lonely every now and then, but I love it here." (paragraph 4)
- ☐ D. "With hot springs and hot coffee and clean bathrooms and their choice of tents or cabins . . ." (paragraph 6)

Item Information		
Passage	Every Soul a Star	
Part A Answer	B	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.1.a.iii	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
P Value	0.388	

Item Set 3 – Question 6 (TEI Multiple Select)

Check the boxes to show how the authors of the passages from *The Road to You* and *Every Soul a Star* develop the characteristics of the narrators. Each row will have **at least one** check.

	from <i>The Road to You</i>	from <i>Every Soul a Star</i>
dialogue between people	<input checked="" type="checkbox"/>	<input type="checkbox"/>
familiarity with nature	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the passage of time	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
the setting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Item Information		
Passages	The Road to You and Every Soul a Star	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.1.a.iii	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
P Value	0.704	

Item Set 3 – Question 7 (Constructed Response)

In the passage from *The Road to You* and the passage from *Every Soul a Star*, characters are central to the theme that people find happiness in different ways. Write an essay in which you analyze how the authors use the characters to develop this theme throughout both passages. Use details from both passages to support your response.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 43 for additional item information.

Part A

What is the meaning of the phrase **take for granted** as it is used in paragraph 1 of the passage?

- ☐ A. produce efficiently
- ☒ B. fail to appreciate
- ☐ C. use extensively
- ☐ D. refuse to buy

Part B

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

- ☐ A. "... digital music players and cameras ..."
- ☐ B. "... too expensive for most people ..."
- ☒ C. "... always want the latest ..."
- ☐ D. "... the only thing we can be sure of ..."

Item Information		
Passage	Electronics: MP3s, TVs, and DVDs	
Part A Answer	B	
Part B Answer	C	
Colorado Academic Standards (CAS)	7.2.2.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
Evidence Outcome		
P Value	0.527	

Part A

What effect did digital circuits have on how people communicate with one another?

- ☐ A. The amount of bandwidth needed to record music increased.
- ☐ B. The number of devices needed to take pictures increased.
- ☒ C. The amount of time needed to send messages decreased.
- ☐ D. The number of wires needed to transmit data decreased.

Part B

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

- ☐ A. "Sounds, photographs, and video clips can all be handled in the same way . . ." (paragraph 11)
- ☐ B. "... you needed lots of different machines, since . . . photographs were stored on film . . ." (paragraph 12)
- ☒ C. "It allows information to . . . be sent from place to place more quickly." (paragraph 13)
- ☐ D. "... information can be sent along a communications link, such as a cable or an optical fiber." (paragraph 14)

Item Information		
Passage	Electronics: MP3s, TVs, and DVDs	
Part A Answer	C	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.2.a.iii	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
P Value	0.455	

Item Set 3 – Question 10 (TEI Inline Choice)

Use the drop-down menus to complete the sentences.

Inventors developed microchips because valves were too .

The microchip allowed inventors to develop devices that .

So one device can now .

Item Information		
Passage	Electronics: MP3s, TVs, and DVDs	
Answer	See Image	
Colorado Academic Standards (CAS)	7.2.2.a.iii	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
Evidence Outcome		
P Value	0.472	

Part A

Why did the author include the section **What are electronics?**

- ☐ A. to argue that certain devices cost more than others
- ☒ B. to address the differences between two concepts
- ☐ C. to explain important events from the past
- ☐ D. to describe the appearance of electronics

Part B

Which other section has the same purpose as **What are electronics?**

- ☐ A. Speed of change
- ☐ B. Electronic history
- ☒ C. Representing information
- ☐ D. Make the connection

Item Information		
Passage	Electronics: MP3s, TVs, and DVDs	
Part A Answer	B	
Part B Answer	C	
Colorado Academic Standards (CAS)	7.2.2.b.ii	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
Evidence Outcome		(CCSS: RI.7.5)
P Value	0.407	

Part A

How does the passage develop its central idea about electronics?

- ☒ A. by including examples of how electronics have changed over time
- ☐ B. by including a description of how electronics worked in the past
- ☐ C. by providing an explanation of how digital electronics work
- ☐ D. by providing details of how electronics collect data

Part B

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

- ☐ A. "... work using electric signals that represent something else ..."
(paragraph 4)
- ☐ B. "... the information is called an electric signal." (paragraph 5)
- ☒ C. "... been a switch from analog electronics to digital electronics."
(paragraph 10)
- ☐ D. "... it can be stored as files in memory, on hard drives ..."
(paragraph 11)

Item Information		
Passage	Electronics: MP3s, TVs, and DVDs	
Part A Answer	A	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.2.a.ii	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)
P Value	0.443	

Grade 7

English Language Arts/Literacy

Prose Constructed Response Rubric, Sample Responses & Annotations

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

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

Narrative Task (NT)

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

NOTE:

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

Sample Responses & Annotations - ITEM SET 1

Item Set 1 – Question 9 (Constructed Response)

You have now read three passages about scientific research on the planet Jupiter: "Hello from Jupiter! . . .," "Jupiter's Long-Lasting Storm," and a passage from "Juno's Knocking on Jupiter's Door."

Write an essay in which you analyze how each passage shapes the reader's understanding of the ways scientists explore and understand the planet Jupiter. In your essay, be sure to include specific examples of the different facts that are emphasized in each of the three passages.

Item Information		
Passages	Hello from Jupiter! A Spacecraft Gets the Closest-Ever View of Our Solar System's Largest Planet, Jupiter's Long-Lasting Storm, and Juno's Knocking on Jupiter's Door	
Answer	See Sample Student Responses and Annotations	
Colorado Academic Standards (CAS) Evidence Outcome	7.2.2.a.iii	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)

Anchor Paper 1 – Score Point 4	
Sample Student Response:	<p style="text-align: center;">Jupiter Article Analyzation</p> <p>Although studying a planet as far away as Jupiter may seem like an impossible feat, scientists have found ways to explore and understand this gas giant. Three articles, "Hello from Jupiter! A Spacecraft Gets the Closest-Ever View of Our Solar System's Largest Planet" by Amy Barth, "Jupiter's Long-Lasting Storm" by Stephen Ornes, and "Juno's Knocking on Jupiter's Door" by Christopher Crockett all provide readers insight into how scientists accomplish the exploration of Jupiter. Amy Barth's article focuses on a spacecraft named Juno that was created to orbit Jupiter, giving information about its assigned planet, its struggles, and its functions. Stephen Ornes' passage centers around a storm on Jupiter called the Great Red Spot and scientists studying it, and Christopher Crockett gives another look at the Juno spacecraft but tells more about other aspects. All three articles enhance readers understanding of scientists exploring and understanding Jupiter in different ways.</p> <p>One strategy taken to inform about scientists and Jupiter is Amy Barth's "Hello from Jupiter!...", which tells about a spacecraft sent to Jupiter named Juno. This passage focuses on the extremes of Jupiter, the challenges Juno will face, and what the spacecraft's jobs are. Paragraph 6 provides a quote from Juno's project scientist Steven Levin, showing him saying that "'Everything about Jupiter is bigger and more extreme than other planets,' says Levin. 'It's surrounded by intense storms, and traveling into its clouds would be deadly.'" Levin's quote gives readers an idea of how this planet is unlike other planets in the solar system. Considering what's known by scientists about Jupiter's extreme size and conditions, it hints at how difficult it could be for Juno to carry out its mission. Paragraph 8 states that "The biggest obstacle to getting close to Jupiter is the intense radiation around it." Paragraph 9 then continues to say that "It's some of the most powerful radiation a spacecraft has ever encountered." These two statements show readers that scientists have had to work around obstacles in order to create a spaceship that can successfully orbit the planet. Lastly, the article informs about Juno's functions, saying in paragraph 12 that Juno will "peer below Jupiter's clouds and reveal the materials churning deep inside the planet." This explains that Juno is made to delve into the depths of Jupiter, revealing things to scientists about the planet that they hadn't known before. By explaining facts about Jupiter and Juno's struggles and functions, "Hello from Jupiter!..." shapes readers understanding of scientists exploring this planet by giving an in-depth description of one of their spacecrafts.</p>

	<p>On the other hand, "Jupiter's Long-Lasting Storm" by Stephen Ornes focuses on a several hundred-year-old storm on Jupiter called the Great Red Spot and how scientists are working to understand how it's lasted so long. Paragraph 3 states that "Marcus and Pedram Hassanzadeh, a physicist at Harvard University, used math to build a computer model, or simulation, of the Great Red Spot. Their calculations may finally explain the spot's longevity." Informing readers about these scientists' calculations helps to give an understanding of the work put into understanding Jupiter. In order for them to explore such a faraway planet, they must conduct experiments mimicking Jupiter on Earth. Paragraph 5 states that "Astronomers once thought that the Great Red Spot -a giant vortex- gained energy by swallowing up smaller vortices spun off by jet stream. But studies in the last few decades had suggested that Jupiter's jet streams don't make enough vortices to power the big one." Ornes' inclusion of this segment shows that scientists go through trial and error when it comes to studying planets, and it can take decades to get things right. Overall this article provides readers with an understanding of how experimentation around Jupiter can go.</p> <p>Lastly, "Juno's Knocking on Jupiter's Door" by Christopher Crockett focuses on the Juno spacecraft, but talks about scientist's previous attempts at exploring Jupiter and the mystery behind it. Paragraph 2 gives a quote from Scott Bolton, a planetary scientist and head of the Juno Mission, showing him saying that "'We don't know what the inside of Jupiter is like at all.'" This means that scientists are branching out and trying to discover new things about Jupiter, and that the inside of the planet is a mystery to them. Paragraph 6 states that before Juno, "Galileo was the only spacecraft to orbit Jupiter. It reached the planet in 1995. But it had a few technical difficulties, These included a malfunctioning antenna and broken tape recorder." The way this passage highlights the ways that scientists have failed in the past shows readers again that trial and error is a big part of science. Understanding Jupiter has taken and is going to take many tries before all its secrets are revealed. "Juno's Knocking on Jupiter's Door" gives readers a look into how difficult tasks such as studying Jupiter can often seem like a shot in the dark.</p> <p>In conclusion, "Hello from Jupiter!..." by Amy Barth, "Jupiter's Long-Lasting Storm," by Stephen Ornes, and "Juno's Knocking on Jupiter's Door" by Christopher Crockett all contribute to a reader's understanding of the exploration and studying of Jupiter in different ways. Amy Barth focuses on the details of a Jupiter spacecraft, Stephen Ornes focuses on the trial and error of studying the longevity of the Great Red Spot, and Christopher Crockett focuses on the Juno spacecraft and how spacecraft expeditions to Jupiter have failed in the past. All of the points made in these passages contribute to the shaping of a reader's knowledge about scientists studying Jupiter.</p>
Annotation for Sample Student Response:	<p>The response fully addresses the prompt through an analysis of how the passages shape the reader's understanding of the ways scientists explore and understand Jupiter. The analysis connects evidence from the passages to the different ways the passages present information. The development of ideas is effective and clearly presented. The response provides an accurate analysis by comparing how each passage uses "<i>different ways</i>" to present information. The response includes effective and comprehensive development of these ideas by citing relevant text evidence and explaining how the evidence "<i>show readers</i>" how scientists explore and understand Jupiter. There is clear reasoning throughout the response. The response is effectively organized, and and coherent writing is evident through the use of effective transitions (<i>One strategy taken, On the other hand, This explains, All of the points made</i>). The clear writing and concise word choice help establish and maintain an effective writing style.</p>

Anchor Paper 2 – Score Point 4

Sample Student Response:	<p>Here on Earth, we have tornadoes, tsunamis, and earthquakes. Compared to Jupiter, these all look like a piece of cake to understand and handle. The three articles, "Hello from Jupiter!...", "Jupiter's Long-Lasting Storm," and "Juno's knocking on Jupiter's Door," help shape the reader's understanding of Jupiter through a scientist's eyes. Scientists are just beginning to be able to explore and understand Jupiter, but they are expecting to find detailed information, especially regarding the Great Red Spot.</p> <p>Much information regarding how and why the Juno spacecraft will be able to look closely at Jupiter is put forth in, "Hello from Jupiter!..." In paragraph seven, it states, "...Juno will get much closer than any of these past missions, which weren't designed to survive the dangerous conditions surrounding Jupiter." This is important because it shows that, unlike other spacecraft, Juno is equipped to survive. Also, it tells the reader that scientists need to build a durable spacecraft in order to explore Jupiter. Paragraph 11 says, "... (Juno) can snap amazingly detailed pictures and capture valuable data." This is crucial to seeing how scientists understand Jupiter, because it brings to light the fact that much of the information they strive to behold is right on the surface. The article, "Hello from Jupiter!..." is important because it shows the reader how scientists hope to find data using a probe.</p> <p>"Jupiter's Long-Lasting Storm" helps the reader understand one of Jupiter's greatest mysteries, the Great Red Spot. Paragraph three says, "... (they built a) simulation... of the... Spot... (that) may finally explain the spot's longevity. This is notable because it explains one of the main reasons why scientists strive to explore more of Jupiter. "... nearby jet streams... (are constantly) plunging... into the storm... (which) may help keep the storm going..." says paragraph four. This article is crucial because it shows that scientists are itching to learn more about the spot and why it hasn't "fizzled out" yet.</p> <p>More information about the way scientists understand Jupiter's extreme pressure and other unknowns can be gleaned from "Juno's Knocking on Jupiter's Door." Paragraph two states that, "'We're going to see beneath the cloud tops for the very first time.'" This is important because it exposes the fact that most things the scientists expect to find are just that: expectations. "... imagine... a thousand elephants... standing on one heel (on your shoulders)..." says Fran Bagenal, and you'll be imagining the pressure deep inside Jupiter." This is important because it shows that although scientists may know what to expect on the surface because of other spacecraft, Juno's magnetometer will be mapping formerly uncharted territory.</p> <p>This is extremely necessary to scientists' understanding of the planet Jupiter, and what lurks inside.</p> <p>The inside, the outside, and the Great Red Spot are all components necessary to viewing, from a scientist's perspective, how NASA is exploring and beginning to understand Jupiter. The first article, "Hello from Jupiter!..." explains how Juno will capture important information to take home. The second, "Jupiter's Long-Lasting Storm" showcases the details of the Great Red Spot and why humankind wants to understand it. The excerpt from "Juno's Knocking on Jupiter's Door" explains how a more detailed exploration will banish many unknowns and replace them with lots of information, and how extreme the pressure at Jupiter's core is. All three articles are necessary to adopt a scientist's perspective to understand the unknowns and explorations of Jupiter.</p>
Annotation for Sample Student Response:	<p>The response fully addresses the prompt through an analysis that clearly analyzes how each passage shapes the reader's understanding of the ways scientists explore and understand the planet Jupiter. The response provides an accurate analysis of how the information is presented "<i>through a scientist's eyes.</i>" This idea is effectively developed through the discussion for each passage. While the second passage is not as developed as the others, all passages use relevant text evidence with explanations as to why the evidence is important in showing the scientist's perspective. The response is effectively organized with clear and coherent writing.</p>

Anchor Paper 3 – Score Point 3

Sample Student Response:	<p>It's clear that there are many things scientists have learned about Jupiter, and each of the three passages display a different aspect of this. Most are centered around the spacecraft Juno's mission to Jupiter, but offer a different perspective of the journey. The passages "Hello from Jupiter!...", "Jupiter's Long-Lasting Storm", and "Juno's Knocking on Jupiter's Door", each portray different scientific findings of Jupiter.</p> <p>"Hello from Jupiter!..." is the first of the texts to be analyzed. It describes Juno's mission to Jupiter, with the challenges the spacecraft may have to face. One of these challenges happens to be radiation, which by the author is said to be "[...] some of the most powerful radiation that a spacecraft has ever encountered." (Barth, 2016). Another aspect of Jupiter the passage explains is general information about the extreme conditions of the planet. Barth writes, "Everything about Jupiter is bigger and more extreme than other planets," says Levin. "It's surrounded by intense storms, and traveling into its clouds would be deadly." (Barth, 2016). All of this information explains to the reader specific finding surrounding the planet.</p> <p>The second passage is named "Jupiter's Long-Lasting Storm", the only text that doesn't mention Juno. It begins by informing the reader of general knowledge about Jupiter's Great Red Spot. Stephen Ornes describes the storm as "[...] one of the largest known storms. Nearly twice as wide as Earth, this storm looks like a big, reddish-brown eye in Jupiter's southern hemisphere." (Ornes, 2013). After giving the basic information on the topic, the author follows this by detailing a theory of how the storm can be sustained for as long as it has been. He explains the notion like so, "Gases exit the swirling storm at both its top and bottom, their model suggests. These gases then pick up energy from nearby jet streams [...] before plunging back into the storm." (Ornes, 2013). Once again, this text gives the reader a different understanding of Jupiter than the others.</p> <p>The final passage provided is "Juno's Knocking on Jupiter's Door". Similar to the first work, it discusses the Juno spacecraft. However, it talks about the conditions of Jupiter itself rather than general knowledge of the planet and Juno's mission. First, it describes previous craft that have gotten near Jupiter, such as "[...] the Ulysses spacecraft, which was headed toward the sun, swung by Jupiter first." (Crockett, 2016). The main segment of the text is describing the affects the atmosphere has on humans. One of these affects happens to be "The weight of all that gas generates pressures near the planet's center that are millions of times greater than anything people experience." (Crockett, 2016). Giving the reader further knowledge of the planet.</p> <p>In conclusion, it has been established that each of the provided passages gives the rader insight on different aspects of Jupiter. Despite all the texts displaying the same general sudject, they are able to give diverse knowledge on the topic. Because of the previous paragraphs, it's known that the articles "Hello from Jupiter!...", "Jupiter's Long-Lasting Storm," and "Juno's Knocking on Jupiter's Door", each show viewers different scientific findings of Jupiter.</p>
Annotation for Sample Student Response:	<p>The response provides mostly accurate analysis through describing how the passages <i>"each portray different scientific findings of Jupiter."</i> The first passage describes <i>"Juno's mission to Jupiter, with the challenges the spacecraft may have to face"</i> giving <i>"general information about the extreme conditions of the planet."</i> The second passage provides <i>"general knowledge about Jupiter's Great Red Spot"</i> and explains the <i>"theory of how the storm can be sustained for as long as it has been."</i> While the third passage <i>"discusses the Juno spacecraft. . . . it talks about the conditions of Jupiter rather than general knowledge of the planet and Juno's mission."</i> Development of these ideas uses relevant text evidence and mostly clear reasoning by explaining how each passage informs the reader. While development is mostly effective and appropriate to the task, how each passage shapes the reader's understanding consists of repetitive statements about how passages provide <i>"a different understanding of Jupiter"</i> and <i>"further knowledge of the planet."</i> The response uses mostly coherent organization, stays focused on the task, resulting in clear writing.</p>

Anchor Paper 4 – Score Point 3

Sample Student Response:	<p>After reading three passages that are all teaching us something new about Jupiter that we've never known before I realized just how magnificent and special Jupiter is. For example, in <u>Hello from Jupiter!</u> the author gave us an introduction about Jupiter and how it's climate will affect Juno's voyage. Another example is they talked about the Great Red Spot and all of the storms that are on Jupiter that affect the safety of the voyage. Finally, the author talked about the radiation and that it comes from "tiny charged particles emitted by the sun" and how Jupiter's force is much stronger then the force on Earth.</p> <p><u>Jupiter's Long-Lasting Storm</u> mostly talked about The Great Red Spot that is found on Jupiter. For example, this passage has taught us just how challenging/hard it is to analyze and understand how the storm came to be what it is today. For instance, the scientists have been studying for many years in order to find a way to understand just how The Great Red Spot got and is able to maintain it's power for so long. This passage has always taught us about how they analyze the storm such as using using math and computer progams to test ideas or to use a simulation of the Great Red Spot.</p> <p>Finally, <u>Juno's Knocking on Jupiter's Door</u> has taught us just how difficult it is to have this space craft explore Jupiter closer then any other space craft has. For example, they talked about how almost everything that scientists know about Jupiter came from gazing from telescpes and spacecrafts, but never have they been able to go so close to Jupiter. Another example is how there's only been one space craft that's ever been able to orbit Jupiter, and it was only able to orbit it once because of many technical difficulties. Finally, they compared Jupiter with Earth and showed us just how big and extreme this planet is, because if Jupiter was hollow, it could fit about 1,000 earths.</p> <p>In conclusion, these three passages have all significantly shaped and helped readers like me understand more about Jupiter and just how spectaclar it is. For example, not only is it big, but it contains massive storms that are bigger then anything that we'll ever be able to see on earth. These passages have also taught me just how important it is for Juno to be able to explore Jupiter and help us get a better understanding of this planet. Finally, this passage has taught me just how difficult it's to explore Jupiter and how truly magneficent this planet it. These passages have truly helped me have a better understanding of space and the biggest planet in space, Jupiter.</p>
Annotation for Sample Student Response:	<p>The response demonstrates comprehension of the ideas in an organized way. There is mostly accurate analysis for Ornes's passage about the Great Red Storm by describing how the passage taught the reader "<i>just how challenging/hard it is to analyze and understand how the storm came to be.</i>" The response provides mostly effective development of the idea. The response includes a mostly accurate analysis of Crockett's passage by describing how it "<i>taught us just how difficult it is to have this space craft explore Jupiter closer then any other space craft has.</i>" There is also mostly effective development of this idea and for both of these passages there is relevant text evidence. The discussion of Barth's passage provides what the reader learns from the passage but does not include explanation or analysis of the evidence selected. However, all passages were addressed and the analysis and development of the other two passages are sufficient to provide a response that is appropriate to the task.</p>

Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>Hello from Jupiter, Jupiter's Long-Lasting Storm, and Juno's Knocking of Jupiter's Door. The passages shown are examples of how scientists can perceive Jupiter. All three of these passages have on thing in common with one another. All three of these passages shown explain how scientists can study, understand, and explore as close to the surface of the planet Jupiter.</p> <p>The passage:Hello from Jupiter, explains how scientists have discovered Jupiter's radiation, and why many spacecrafts cannot handle that amount of radiation. In the text it says "It's some of the most powerful radiation a spacecraft has ever encountered. The radiation particles can interfere with a spacecrafts instruments, making it hard to control." This evidence proves that scientists understand the planet Jupiter's radiation and how they must create spacecrafts that can withstand said radiation.</p> <p>The passage: Jupiter's Long-Lasting Storm explains how scientists understand the planet Jupiter's "Red Spot". In the text it says "Gases exit the swirling storm at both its top and bottom, these gasses then pick up energy from nearby Jet Streams." This is evidence that scientists are learning to better understand how planet Jupiter's gas storm works.</p> <p>The passage: Juno's Knocking on Jupiter's door explains how scientists use the Juno spacecraft to explore the planet further. In the text it says that "Juno's probe left Earth on August 2011...If all goes well, Juno will measure how much water lurks beneath the planet's gas clouds. This proves that scientist have had 7 years (before Juno crashed in 2018) to study and gather data from the planet Jupiter.</p> <p>After reading these passages, it is clear to me that they show how scientists study and understand the planet Jupiter.</p>
Annotation for Sample Student Response:	<p>The response provides a generally accurate analysis by identifying that they all <i>"explain how scientists can study, understand, and explore as close to the surface of the planet Jupiter."</i> There is some development of this idea; for each passage there is a general statement of the information that passage provides, text evidence to support that statement, and a brief explanation of what that evidence proves. However, there is no additional development of the topic. Organization is mostly coherent and overall, this response is somewhat appropriate to the task.</p>

Anchor Paper 6 – Score Point 2	
Sample Student Response:	<p>All of the passage's main ideas are Jupiter, the unusual and astonishing giant Planet. but they focus on a few different points about the planet.</p> <p>In "Hello From Jupiter!", it mainly focuses on Juno, a new space craft built to withstand the extreme conditions of Jupiter. the passage explains the tasks Juno is to complete, like collecting visual data and record unseen forces.</p> <p>In "Juno's Knocking on Jupiter's Door," they also talk about Juno's journey. but they go more into the failed attempts of doing what only Juno could. and they talk more specifically about the timeline of trying to study Jupiter.</p> <p>In "Jupiter's Long Lasting Storm," they dont talk much about Juno specifically, but Jupiter, the planet they'd been trying to study and learn more about for so many years. it speaks in detail of Jupiter's Great red Spot, the storm on jupiter nearly 2x wider than the Earth. it has been going on and not stopping for longer than before they discovered it, around 200 years ago.</p>
Annotation for Sample Student Response:	<p>The response provides a generally accurate analysis by comparing the passages and identifying how they <i>"focus on a few different points about the planet."</i> There is some development of this idea. The first passage <i>"explains the tasks Juno is to complete."</i> The passage by Crockett discusses <i>"Juno's journey"</i> but <i>"go more into the failed attempts of doing what only Juno could"</i> and the <i>"timeline."</i> The passage by Ornes discusses Jupiter and <i>"speaks in detail of Jupiter's Great red Spot, the storm on jupiter."</i> There is text evidence to support these statements; however, the development does not go beyond what is stated in the text evidence. Organization is mostly coherent, with an introduction that states the main idea, a paragraph for each passage that discusses the main point of that article.</p>

Anchor Paper 7 – Score Point 2	
Sample Student Response:	<p>In the three passages it <i>Hello from Jupiter!...</i>, <i>Jupiter's Lng-Lasting Storm</i>, and p passage from <i>Juno's Knocking on Jupiter's Door</i>. They all can shape how one can understand Jupiters power and what we still need to learn. In <i>Hello from Jupiter!</i> It was telling how powerful it can be "It's some of the most powerful radiation a spacecrat has ever encountered" (source 9). The radiation is for particles that carry huge amounts of energy. This is not all that this passage is about it also shows us that Juno was sent off into orbit so they can understand the mistorys of this planet. When it was sent off it was showing that they had to make it go in and out of it so it didnt get too much radiation for that. In <i>Jupiter's Long-Lasting Storm</i>, This was showing us about this Big Red Dot (the storm) and how it came to be or how they belive it came to be. They have lots of sicientiest come in and give their resoning for this. They say it could keep spinning for as long as 800 years (source 6). They don't know when this started but they car finding new "ways" it could have started. they talk about more in this passage but as it says on it <i>"Jupiter's Long-Lasting Storm"</i> it reall has what its about in the name of the passage. Lastly <i>Juno's Knocking on Jupiter's Door</i>. Tells about how they all think of this some may say "And the bottem elephant is standing on one heel," says Bagenal (source 12) the all can show how they work in a better understanding for kids so they can understand and have a deperthinking on this topic and maybe just maybe one day they will unerdstand how this wors. and how it would suck to be stuck knowing that thim works different around there.</p>
Annotation for Sample Student Response:	<p>The response provides a generally accurate analysis by comparing the passages and explaining how they <i>"can shape how one can understand Jupiters power and what we still need to learn."</i> There is some development of this idea for the first two passages by discussing the purpose of Juno's mission and identifying what is not known about the Big Red Dot. For the passage by Crockett, the response refers to the <i>"elephant. . . standing on one heel,"</i> but text evidence is minimal and not clearly connected to the analysis. However, there is text evidence for all three passages, and two of the passages include some development that is somewhat appropriate. Organization is mostly coherent, with an introduction that states the main idea, a discussion of each passage in the body, and a conclusion that is minimally effective.</p>

Anchor Paper 8 – Score Point 1	
Sample Student Response:	Reading the three passages about Jupiter research shapes the understanding of readers in many ways. To start, some might think Jupiter's storm is just a spot, but it is really a storm. Some physicists try to explain the power and why it has lasted for a long time. For example "Winds gust across the planet at 640 km (400 mi) per hour-twice as strong as the most powerful hurricanes on Earth" (Hello from Jupiter! paragraph 5). Also, some people might think that Jupiter is cold because it is far from the sun, but temperatures near the Jovian core can exceed 20,000 degrees Celsius. There is also a lot of pressure if you are in Jupiter. For example, "pressure at the cloud tops would feel comfortable. But as you fell," "you'd plummet to crushing pressures. To imagine it, replace the four shoulder balancing people with a thousand elephants" (Juno's Knocking at Jupiter's Door paragraph 12). It is also the fastest spinning planet, one day lasts only about 10 hours. Jupiter is the most extreme planet in every way. All in all, these research passages probably shape the understanding of readers.
Annotation for Sample Student Response:	The response addresses the prompt by providing a specific topic that each article discusses but does not provide further development of the topic. The response restates the prompt: <i>"research shapes the understanding of readers in many ways."</i> A text detail from each passage is provided. The information about physicists explaining the power of the storm is from the Ornes article; the other articles are cited. Some organization is evidence, but without analysis of the text evidence or further development of ideas, the response is limited in its appropriateness.

Anchor Paper 9 – Score Point 1	
Sample Student Response:	All the passages explain Jupiter's qualities and how people have explored it. In <i>Hello from Jupiter! A Spacecraft Gets the Closest-Ever View of Our Solar System's Largest Planet</i> and <i>Juno's Knocking on Jupiter's Door</i> the authors explain Juno a spacecraft that is going to orbit around Jupiter and find out what Jupiter is like under the clouds. In <i>Juno's Knocking on Jupiter's Door</i> the author also talks about previous missions to Jupiter and how they were unsuccessful. <i>Jupiter's Long-Lasting Storm</i> talks about scientist hypotheses about the Great Red Spot and when it will die. The passages all help readers understand Jupiter better.
Annotation for Sample Student Response:	The response addresses the prompt by stating that all three passages <i>"explain Jupiter's qualities and how people have explored it"</i> so they <i>"help readers understand Jupiter better."</i> While this general statement is true, it does not go beyond a basic restatement of what the prompt asks. Evidence from two passages is included, but no explanation of that evidence is given. This response has limited analysis and development.

Anchor Paper 10 – Score Point 1	
Sample Student Response:	Each author explains something about Jupiter. Hello From Jupiter explains how scientists launch a probe and travel to Jupiter and explains how crazy the storm is on Jupiter. Jupiter's long lasting storm explains all the features Jupiter has and how big the storm on the planet is. Juno's Knocking on Jupiter's Door explains what life is like on Jupiter right when the probe enters the planet's clouds and explains how far the probe traveled.
Annotation for Sample Student Response:	The response addresses the prompt by providing one statement about what each passage explains about Jupiter. This shows minimal comprehension of the passages and task and provides minimal development of the topic. Overall, it is limited in its appropriateness to the task.

Anchor Paper 11 – Score Point 0	
Sample Student Response:	In these three paragraphs the author explains how the spacecraft juno made it's way tword jupiter and how they got closer to jupiter than any other mission. These passages shape the mind of the reader because they tell that if jupiter was just a hollow shell you could fit 1,000 earths inside. They say that the atmospher is 318 times as the sun. If you were to fall from jupiters clouds you would keep falling because there would be no surface but a lot of preasure.
Annotation for Sample Student Response:	The response appears to be providing some analysis by providing text details that “shape the mind of the reader.” However, all the evidence is from one passage, “Juno’s Knocking on Jupiter’s Door.” A response that addresses only one passage is not appropriate to the task and receives a 0.

Anchor Paper 12 – Score Point 0	
Sample Student Response:	Jupiter has a gas field that is stronger than any spacecraft and has mini particles in it that help portect Jupiter from any human or anything that tries to enter. The spacecraft "Judo" did a good job on the entral idea of sirpassing the barrer and it orbited around jupiter taking live fotage and then making it into a video, after when Judo gets back to earth, Judo will have some data on Jupiter and stuff about it.
Annotation for Sample Student Response:	The response is about topics in the passage, but it does not address the prompt. This random information is not appropriate to the task.

Item Set 2 – Question 7 (Constructed Response)

Both the passage from *Harris and Me* and the passage from *The Horse Road* explore the theme of how people respond to challenges. Write an essay in which you compare the way the authors develop this theme over the course of **each** passage. Be sure to use specific examples from **both** passages in your response.

Item Information		
Passages	Harris and Me and The Horse Road	
Answer	See Sample Responses & Annotations	
Colorado Academic Standards (CAS)	7.2.1.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
Evidence Outcome		(CCSS: RL.7.2)

Anchor Paper 1 – Score Point 4	
Sample Student Response:	<p>Challenges are something that we, as humans, face every day, no matter how small they are. Both the author of <i>Harris and Me</i> and the author of <i>The Horse Road</i> develop themes that have to do with how people deal with their challenges. The way they do this, however, is drastically different. First off, after reading <i>Harris and Me</i>, it seems pretty clear that the author wanted to establish a theme of how new experiences can be intimidating, but one should always be open to facing their fears. At the beginning of the passage, the narrator is astounded by the two horses Bill and Bob. He describes them as "prehistoric," "like hair covered dinosaurs," and "massive." His word choice not only shows that he is in complete awe of the animals, but that he is also slightly intimidated by them because of their size. Furthermore, he makes no attempts to touch or come near the horses, while his friend Harris eagerly helps Knute, the caretaker of the horses, harness them up. One reason for why he does this is because he does not know at first what the harnesses are, and doesn't want to look stupid for not knowing how to put one on a horse. Evidence for this is the phrase "...which I had seen earlier but hadn't understood and didn't want to ask about because I was sick of looking stupid." from paragraph seven. By using these techniques, the author conveys to the reader that working with horses is a new experience for the narrator, and that he is intimidated by this. Then, later on in the story, he is challenged by Harris to face this new experience when Harris tells him " 'Come on, '... 'Get up on Bill. You want to be left behind?' " The narrator responds to this challenge by, while still very hesitant, climbing up onto the horse because, as he describes in paragraph 18, his "pride won out." In the end, the narrator was able to face his fears and try something new.</p> <p>The author of <i>The Horse Road</i> develops her theme of responding to challenges much differently. For one thing, Kalli, the main character, is much more confident with riding horses than the narrator of <i>Harris of Me</i> is. It's something that she has done for a long time, judging from the fact that she has her own horse, and it's a source of joy for her. The challenge in this passage is not so much about trying new things, but more about overcoming challenges that you set for yourself. In this case, Kalli's challenge is to participating in a horse race that travels down what to her seems like an "impossibly steep" valley. However, unlike the narrator of <i>Harris and Me</i>, she looks forward to her challenge with giddy anticipation. The reader can feel the tension of the situation when the author uses phrases like "I couldn't hold him much longer..." and "...as he dragged at his reins and grew more excited." When the author uses the simile "We were like arrows, held against the quivering bowstrings before the moment of the release," she especially establishes how much anticipation the characters are feeling about facing the hard yet exciting challenge. Then, after all of the buildup before the race, the writing</p>

	<p>that describes the actual race is written in longer sentences and seems to flow more. The author purposefully did this to show that Kalli is taking on her challenge smoothly and without stress. In fact, she enjoys it, as paragraph 11 says that "I was laughing, yelling, feeling the summer morning feill me with joy."</p> <p>Challenges can come in all different shapes and sizes, and so can the way people face them. While both the characters in <i>Harris and Me</i> and <i>The Horse Road</i> have their own challenges, the authors of each passage used different ways to describe how each character chose to respond to their challenge. In the end, I think that the overall message that both of them were trying to get across was that you should always try to overcome your obstacles, whether that means taking it on headfirst with confidence or with just oen small step at a time.</p>
Annotation for Sample Student Response:	<p>The response demonstrates full comprehension of the passages by providing an accurate comparison of how the authors develop the theme of how people respond to challenges.</p> <p>It effectively and consistently contrasts how the author in Harris and Me develops the theme through the characters' actions with how it is done for the main character in The Horse Road. Evidence from both passages is provided to show these ideas, and throughout the response there is analysis how the author develops that (<i>His word choice not only shows,...By using these tenchinques, the author conveys...When the author uses phrases like...When the author uses this simile...The author purposely did this to...</i>)</p> <p>The response is well-organized with an effective introduction that sets up the comparisons and a conclusion that sums up the comparisons. Most transitions are effective. The writing is clear and coherent with an effective style.</p>

Anchor Paper 2 – Score Point 4

Sample Student Response:	<p>Confidence and curiosity are two completely different things, but each correspond with one another. You must have <i>curiosity</i> to explore the unknown and with the information you gathered from exploring you will be more <i>confident</i> in how you approach the situation next time the opportunity rolls around. That being said both confidence and curiosity are reactions to a new scenario, which you choose is up to you based on past knowledge. In both <i>Harris and me</i> and <i>The Horse Road</i> the characters are faced with a new setting/experience that they must overcome, one putting forth a face of bravery and courage while the other is more cautious and weary of the new event. Both authors portray these feeling in different ways but the theme remains the same at all times.</p> <p>In the story <i>Harris and Me</i> the main character is clearly on some sort of ranch or farm with a friend (Harris). They seem as though they are lost and don't really fit in with the lifestyle even at one point saying, "which I had seen earlier but hadn't understood and didn't want to ask about because I was sick of looking stupid." This is implying that it was not the first question he/she had and even shared his/she concerns with the others, but now feels as though he/she has asked too many questions. Later on in the story the character must ride one of the horses (Bill) that he/she was almost fearful of stating in the beginning, "They weren't just big, they were almost prehistoric.." again implying that she/he was scared of the sheer size of these creatures. The main character was hesitant at first but obliged and climbed on Bill but then the story ends leaving us to wonder if the character cowardly climbed off or braved through it and remained strong, we'll never know.</p> <p>The second story <i>The Horse Road</i> is about a character named Kalli who is riding a horse named Gryphon, a Persian horse to be more specific. Her and what i'm assuming are her friends/tribe are riding down a steep valley to reach their home Ershi, but it is not an easy ride. Not only are they having a race but they're also facing rough terrain that could leave them badly injured if not maneuvered through carefully. Though the dangers are clear our main character Kalli shows no fear and is anxiously waiting to glide down the hill with her stallion. In the first paragraph she explains her anxiety building up through a metaphor stating, "We were like arrows, held against quivering bowstrings before the moment of release." Even as the character sprints off down the valley with Gryphon she shows no fear as she dodges boulders and being tipped by the narrow valley. Then as</p>
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	<p>the story comes to an end she continues on comparing herself to a centaur in Greek mythology, stating, "I was only half girl; the other half of me was all running horse: long sinews, big heart, pride."</p> <p>Both authors (very talented might I say) portrayed the characters in a similar style, using first person to show what ran through their minds as the story continued and the threat escalated. In <i>Harris and Me</i> it is clear that the character is scared of the magnificent beasts and is too prideful to tell. While in <i>The Horse Road</i> the character is so thrilled by the act and has such confidence that she will survive, that she completes the task with ease. Another thing the authors had in common was that they were very good at describing the setting and the way it affected the character, but one thing is <i>The Horse Road's</i> structure was more thrilling and exciting making everything seem rough and dangerous while the setting in <i>Harris and Me</i> was more serene, quiet, peaceful. For example in <i>The Horse Road</i> it says, "Beneath us the valley plunged downwards through the mountains," words like plunged giving it that extra excitement. Meanwhile in <i>Harris and Me</i> they use, "sulfur brown eyes that somehow made me want to hug the giants," words like soulful giving it a calmer tone.</p> <p>Both of these stories were absolute master pieces in the way that described the feelings and setting of each character, providing the reader with enough information to assume the true feelings each had. Curiosity and confidence, both so different but necessary to the others interpretation.</p>
<p>Annotation for Sample Student Response:</p>	<p>The response demonstrates full comprehension through an accurate comparison of how <i>"both authors portray these feelings in different ways but the theme remains the same at all times"</i>.</p> <p>While the response does not state the theme from the prompt, it effectively and consistently compares how the authors develop the theme of how people respond to challenges (<i>"... the characters are faced with a new setting/experience that they must overcome, one putting forth a face of bravery and courage while the other is more cautious and weary of the new event"</i>).</p> <p>The writing uses clear reasoning and relevant text to support ideas about the feelings each character experienced in face of the described challenge. For <i>Harris and Me</i>, the idea of being cautious is supported when describing the <i>"prehistoric"</i> size of the horses and how <i>"the character must ride one of the horses"</i> but was <i>"scared of the sheer size of these creatures."</i> For <i>The Horse Road</i>, the ideas of bravery and courage are supported in the discussion of how <i>"they're also facing rough terrain that could leave them badly injured,"</i> but <i>"Kalli shows no fear and is anxiously waiting to glide down the hill."</i></p> <p>While there is a minor lapse in focus when discussing the setting, overall the response is coherent and clear in addressing the task. An effective style is established and maintained throughout. Overall, this response demonstrates full comprehension of the passages and provides effective and comprehensive development of the idea expressed.</p>

Anchor Paper 3 – Score Point 3

Sample
Student
Response:

The authors of both *Harris and Me* and *The Horse Road* explore the theme of how people respond to challenges, and they are both similar. To start off, the author of *Harris and Me*, Gary Paulsen, places the narrator in a barn scene where there are two ginormous horses! The narrator, obviously has never seen horses as big as these, and is somewhat frightened. The narrator quietly observes, as he does not want to ask questions that would make him look stupid: "loops of leather and chain... I had seen earlier but hadn't understood and didn't want to ask about because I was sick of looking stupid"(7). When his comrade encourages him to climb on one of the horses, his instinct is to run away from anything related to them: "rather than climb up onto a horse as big as most trucks, I would definitely rather be left behind"(18). Eventually, he gains the courage to climb up onto a horse, but is still frightened. The narrator states that "I hesitantly made my way onto the mower in back of the left horse" but that "the ground seemed miles away"(18-19). The narrator showed courage even when he was challenged with not knowing anything that was happening. The author developed the theme of how people responded to challenges by building up with "mini" challenges, then throwing a curveball and hitting the narrator with something very hard to do. On the other hand, Troon Harrison, the author of *The Horse Road*, paints a picture in which Kalli, our narrator, is anxious to let his horse run and start the race. Kalli states that "we were like arrows, held against quivering bowstrings before the moment of release"(2). As Kalli waits more and more, the anticipation builds, and it gets harder for him and his horse to wait: "I gripped tighter, felt [the stallion's] muscles straining beneath me as he longed to run down that shadowy valley"(7). After a long wait, Kalli and his stallion are eventually allowed to run. Kalli says that "now we were arrows let loose, a volley of rushing speed"(11). Kalli, when faced with a challenge, staying still and patient until the race started, handled it almost perfectly. To develop the theme of people responding to challenges like this, the author builds up with anticipation to the climax, giving examples on how it was hard to wait to start, then releases it and lets Kalli finally run. All in all, both authors from both passages explored the theme of how people respond to challenges by building complications for the character, then making the climax a big challenge.

Annotation
for Sample
Student
Response:

The response demonstrates an understanding of the theme, *how people respond to challenge*, and provides a mostly accurate comparison of how the authors develop that theme (*. . . both authors from both passages explored the theme of how people respond to challenges by building complications for the character, then making the climax a big challenge*).

Relevant textual evidence is selected to show the challenge presented to each character, followed by an explanation of how the author showed the character's response to the challenge and how the theme had been developed (*...by building up with "mini" challenges, then throwing a curveball and hitting the narrator with something very hard to do..build up the anticipation the climax, giving examples on how it was had to wait to start, then releases and lets Kalli finally run.*) This provides a mostly effective development of the ideas and the response is organized with mostly clear and coherent writing.

Anchor Paper 4 – Score Point 3

Sample
Student
Response:

There are different ways one can handle a situation in which people are counting on them to complete a certain task, from being peer pressured into doing it or confidently taking the lead. In articles *Harris and Me* and *The Horse Road*, characters describe how they feel about their horses and how they responded when having to ride them. Both of the authors develop a theme that everyone responds differently in certain scenarios.

In passage *Harris and Me*, the main character was nervous around the horses, describing them as "almost prehistoric- like two hair-covered dinosaurs walking slowly up from the river" (paragraph 4). The main character might've never seen a horse up close and been frightened by the size of it whereas none of the other characters seemed to have any problem with the horses. When asked to ride the horses, they claimed they "would definitely rather be left behind" (paragraph 18). Eventually they "hesitantly make [their] way onto the mower in back of the left horse" (paragraph 18) and was shocked to notice that their "legs seemed to go straight out to either side and could feel him breathing" (paragraph 18). Unfortunately, they didn't seem to calm themselves after getting on the horse because they "grabbed desperately for the horned things around the collar" (paragraph 19) despite Harris saying that he couldn't be driven with him "sitting on the reins" (paragraph 19).

In passage *The Horse Road*, the main character is not nervous around their horse, but happy excited. They were going to race against their friend based on the conversation they had saying "You ready to lose? You ready to run in dust?" (paragraph 3) Their racetrack was "impossibly steep, strewn with stones and low-growing shrubs" (paragraph 5) but this did not seem to matter since they were enjoying it by "laughing, yelling, feeling the summer morning" (paragraph 11). If the main character from *Harris and Me* was told to race on that track, they wouldn't have been able to do it.

Overall, exposure to a certain lifestyle can cause someone to react differently to a different form of lifestyle than they would to their own. When asked to do something that one would typically do in that lifestyle, they most likely would be nervous and peer pressured into doing it, where the person who had been exposed to that lifestyle for many years would just take the lead.

Annotation
for Sample
Student
Response:

The response demonstrates comprehension of the theme by noting the "*different ways one can handle a situation*" and how "*everyone responds differently in certain scenarios.*" The mostly accurate analysis of *Harris and Me* is supported by relevant textual evidence and emphasizes how the narrator faced the challenge by being nervous. The analysis and support for *The Horse Road* is somewhat uneven because it does not clearly connect to how Kalli responds to the challenge. However, the response contrasts the way the two characters respond to their challenges (*If the main character from Harris and Me was told to race on that track, they wouldn't have been able to do it*) meaning Kalli was better able to respond to a challenge. The final discussion of "*lifestyle*" provides the comparison how the two narrators' lifestyles created different experiences, which resulted in different responses to their challenges. Overall, the response demonstrates a mostly accurate analysis of the two passages in way that is mostly appropriate to the task.

Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>In the passages, <i>Harris and Me</i> the theme is trying something new can be difficult. Whereas in <i>The Horse Road</i> the theme is 'challenges might have to be faced to complete something.'</p> <p>In <i>Harris and Me</i>, the author uses the main characters to present the new task of riding a horse to present the theme. The theme is shown when Bill is asked to ride the horse he says, "I would definitely rather be left behind." This example shows how Bill is nervous about riding the horse and is not looking into trying something new. Therefore the theme is devolped to show that trying new things can be difficult and uses more obvious statements to describe the theme of being nercous to ride the horse, which he has never done before.</p> <p>However the theme in <i>The Horse Road</i>, challenges might have to be faced to complete somthing, is completely different than in <i>Harris and Me</i>. Starting with how the main character, is already used to riding a horse, but the racing track that is being used, is right in nature and is hard for some of the racers to navigate through. This is when the author devolps the theme because the main character is struggling through the terrian of the mountains. "Beneath us, the valley plunged downwards through the mountians. It seemed impossibly steep, strewn with stones and low-growing shrubs." this represents the main characters feelings for the rough geography outside and is facing the struggle of racing her horse. Futhermore, the theme is developed through small details, in which, make-up the theme.</p>
Annotation for Sample Student Response:	<p>The response shows basic comprehension by stating a related theme for each passage (. . .in <i>Harris and Me</i> the theme is trying something new can be difficult. Whereas in <i>The Horse Road</i> the theme is 'challenges might have to be faced to complete something'). For each passage there is a generally accurate analysis of the character's response to a challenge and how the selected theme is developed in the passage. The discussion on <i>Harris and Me</i> includes some reasoning and uses minimal text-based evidence (<i>The theme is shown when Bill is nervous about riding the horse and is not looking into trying something new. . . . trying new things can be difficult</i>). Development for the theme in <i>The Horse Road</i> is somewhat appropriate and includes text-based evidence (. . . the racing track that is being uses. . . is hard for some of the racers to navigate through. . . . the main character is stuggling through the terrain of the mountains).</p> <p>There is some organization and coherence with the use of transitions (<i>Whereas, This example shows, However, This is when</i>). Style is only somewhat effective due to a lack of clarity (<i>'challenges might have to be faced to complete something'</i>). Overall, this response demonstrates some development of a topic that is somewhat appropriate to the task.</p>

Anchor Paper 6 – Score Point 2

Sample
Student
Response:

The passage from *Harris and Me* and *The Horse Road* both show the theme of how people respond to challenges. However, they do it in different ways. *Harris and Me* shows it with uncertainty, while *The Horse Road* shows it with confidence.

First, both narrators present the theme of how people respond to challenges. In both passages, both narrators are riding a horse. This is the challenge both narrators face. This shows they both present the theme of how people respond to challenges. Both narrators are getting the challenge of riding a horse, and they will respond to that challenge.

Next, the passage from *Harris and Me* shows the theme of how people respond to challenges with uncertainty. In the passage, the narrator states, "...rather than climb up onto a horse as big as most trucks, I would definitely rather be left behind." and "I hesitantly made my way onto the mower in the back of the left horse, Bill, and took one careful step after another to climb the tongue until I could pull myself up on his shoulders." This shows the passage shows the theme with uncertainty. The narrator is careful and hesitant because he is uncertain that it is completely safe.

Finally, the passage from *The Horse Road* shows the theme of how people respond to challenges with confidence. The narrator of the passage states "'you'll be running in Gryphon's dust!'" and "'Run, Gryphon!' I cried, and my stallion burst ahead... Gryphon dodged a boulder; we swerved past it like one creature..." This shows the passage shows the theme of how people respond to challenges with confidence. The narrator shouts "you'll be running in Gryphon's dust!" to show she is confident she is going to win, and how she shouts "Run, Gryphon!" Shows she is confident they will swerve past any boulder in their way.

In conclusion, both passages present the theme of how people respond to challenges. However, they both do it in different ways. How would you respond to a challenge like riding a horse?

Annotation
for Sample
Student
Response:

The response demonstrates a basic comprehension of the passages and provides a generally accurate analysis of the theme by contrasting the way the two characters respond to their challenges (*Harris and Me shows it with uncertainty, while The Horse Road shows it with confidence*).

Some development of the claim is provided through relevant textual support, analysis, and partial reasoning. For each passage there are relevant passage quotes provided with the statement that the quote shows the theme, followed by a basic explanation of what that means in the story (*The narrator is careful and hesitant because he is uncertain that it is completely safe....Shows she is confident they will swerve past any boulder in their way*).

The comparison is present through a statement that they show different responses, but there is no further explanation provided. There is evidence of organization with the use of simple transitions between paragraphs (*First, Next, Finally, In conclusion*). Occasional variance in sentence length aids in establishing and maintaining a style that is somewhat effective. This is a generally accurate analysis of the two passages that is somewhat appropriate to the task.

Anchor Paper 7 – Score Point 2

Sample
Student
Response:

In both the text from "Harris and me" and from "The Horse Road" the authors, develop a theme of how people respond to challenges, though they both do this in different ways witch makes their pieces unique and fun to read.

First off, the way the author of "Harris and Me" develops the theme of how people respond to challenges, is trough the main characters uncertainty of this new thing, and how the character handles it. For the first piece of evidence, it comes from this quote in the text "rather than climb up onto a horse as big as mos trucks, i would defiantly rather be left behind" This quote shows how the main character is scared of this new thing, and of this change. The second piece of evidence, comes from this quote in the text " I hear a sudden mechanical clanking and the horses moved slightly." This quote shows how Harris got over the change of him being afraid of the horse, and finally got on it.

Second off, the author of "The Horse Road" develops a theme of how people respond to challenges, by showing how the main character handles this race with confidence, and integrity. For the first piece of evidence, it comes from this quote in the text "We plunged trough the valley. Now we were arrows let loose a volley of rushing speed." This quote show how the main character handles the challenge of this race head on. The second piece of supporting evidence is from this quote "I was only half a girl; the other half of me was all running horse: long sinews, bug heart, pride" This quote shows how after the character faced her challenge, she was able to reflect, on how this changed her.

To conclude both the authors of "Harris and Me" and "The Horse Road" develop a theme of how people respond to challenges, whether that be getting over one, or facing it head on.

Annotation
for Sample
Student
Response:

The response demonstrates basic comprehension by providing a generally accurate comparison (. . . *the authors, develop a theme of how people respond to challenges, though they both do this in different ways*). For each passage there is some text-based evidence and a statement of what that evidence shows about how the character faced the challenge (*finally got on it.... face it head on*). No further development of the ideas is present, The comparison is communicated through stating there is a difference in the beginning and then concluding with the statement "...both the authors... develop a theme of how people respond to challenges, whether if betting over one, or facing it head on." This provides a generally accurate analysis with some development. Organization is mostly clear with simple transitions (*First off, This quote, Second off, To conclude*). Style is somewhat effective with the use of varied sentences. Overall, this response demonstrates a basic comprehension of the task and is somewhat appropriate to the task.

Anchor Paper 8 – Score Point 1	
Sample Student Response:	<p>Both of the narrators from each of the passages respond to their situation in different ways. To begin, in the passage "Harris and Me" the narrator responds in a completely different way than the narrator in "The Horse Road".</p> <p>Firstly, in the passage "The Horse Road" the narrator responds to her situation like a toddler waiting to go in a bounce house. They were excited and determined to win the horse race. The way the narrator responded is very different and diverse from the response from the narrator from the other passage.</p> <p>Secondly, in the passage "Harris and Me" the narrator responds to his/her situation as curious and kind of nervous. This compares to the other response from the other passage because they are kind of opposites. This is because from "Harris and Me" he is thinking about the horses in his head wondering about them, and he is kind of nervous when getting on the horse. This contrasts from the other narrator because she is determined to win, and excited to run down the valley.</p> <p>All in all, the two responses from the two narrators in the passages "Harris and Me" and "The Horse Road" are very different from each other because the two narrators' character traits seem very different from each other.</p>
Annotation for Sample Student Response:	<p>The response demonstrates limited comprehension of the passages and task. The response addresses the theme by identifying how a character from each passage responds to a challenge (<i>excited and determined</i>) and (<i>curious and kind of nervous</i>). These responses are appropriate to the challenges from each passage; however, there is only a minimal reference to details in each passage as support (<i>thinking about the horses in his head wondering about them...excited to run down the valley</i>). There are repeated statements that the two characters respond differently, but there is no further development or explanation. There is some organization evident, but overall the response is minimally developed and minimally appropriate to the task.</p>

Anchor Paper 9 – Score Point 1	
Sample Student Response:	<p>The passage from <i>Harris and me</i> and the passage from <i>The Horse Road</i> explore the theme of how people respond to challenges in different ways from each other.</p> <p>The passage from <i>Harris and Me</i> explores how people respond to challenges by showing us that people can be nervous. It shows us that people can be nervous in paragraph 18 when the narrator says "As a matter of fact I was thinking that exact thing just now- that rather than climb up onto a horse as big as most trucks, I would definitely rather be left behind."</p> <p>The passage from <i>The Horse Road</i> can be confident when the need to respond to challenges. In paragraph 11 it shows us that the narrator is confident by saying "We plunged through the valley. Now we were arrows let loose, a volley of rushign speed."</p> <p>The passage from <i>Harris and Me</i> and the passage from <i>The Horse Road</i> explore the theme fo how people handle conflict in difernt ways.</p>
Annotation for Sample Student Response:	<p>The response demonstrates limited comprehension of the passages and task. There is a minimal analysis of "of how people respond to challenges in different ways". For each passage the character's response to a challenge is identified (<i>nervous, confident</i>). A relevant quote from each passage is provided, but there is no further explanation or development of how that evidence demonstrates the identified response to a challenge. This is considered minimal development, and overall this response demonstrates limited appropriateness to the task.</p>

Anchor Paper 10 – Score Point 1	
Sample Student Response:	Both stories show how people respond to challenges by having the main character from <i>Harris and Me</i> , experience a horse for the first time and riding one which made him feel nervous about, while in <i>The Horse Road</i> , there is Kalli who is in a race trying to win which can be a challenge to him. Evidence to support this is when Harris told the main character to climb on the horse making him feel nervous because it was his first time making it a challenge for him and in <i>The Horse Road</i> , Kalli is in a race trying to win which is also a challenge because there are many obstacles and people to through in order to win.
Annotation for Sample Student Response:	The response demonstrates limited comprehension of the passages and task by identifying the characters' responses to a challenge. Relevant details from each passage are shared to support that choice, but there is no additional explanation provided to develop those ideas. There is also no comparison of how the themes were developed. This is an example of a response that provides minimally accurate analysis and is limited in appropriateness to the task.

Anchor Paper 11 – Score Point 0	
Sample Student Response:	<p>Both the <i>Harris and Me</i> and the passage <i>The Horse Road</i> explore the theme of how people respond to challenges the authors are different over the course of each passage.</p> <p>First in the article <i>Harris and Me</i> got to see a horse and saw the most amazing thing he thought, in the article it says, "they weren't just big there were almost prehistoric like two hair covered dinosaurs walking slowly up from the river." This proves that he saw something that he thought was amazing. In the same article it also says, "and when they moved closer I could see that very little of their bulk was fat." This proves that what he saw before wasn't it he saw even more that he thought was interesting.</p> <p>Next, in the article <i>The Horse Road</i> it says, "beneath us, the valley plunged downwards through the mountains. It seemed impossibly steep, strewn with stones and low growing shrubs." This proves that they saw something different than the other article saw.</p> <p>In conclusion, both articles are talking about horses but each one experienced something different. So that's how the authors are developing different themes in the stories.</p>
Annotation for Sample Student Response:	This response attempts to compare how the authors develop the theme, but the evidence and analysis is irrelevant to the theme of how the characters responded to a challenge. While there is some organization, the response remains irrelevant to the task.

Anchor Paper 12 – Score Point 0	
Sample Student Response:	<u><i>Harris and Me</i></u> and <u><i>The Horse Road</i></u> they are both the same because they have the same author and almost the same kind of story and the same kind of character. The author made this story because they want the world to know how the story was inspired.
Annotation for Sample Student Response:	The response demonstrates no comprehension of the task to compare how authors develop the theme. The comparison of the passages as having the "same author and almost the same kind of story and the same kind of character" is not accurate, and it is not appropriate to the task. Organization and style are not demonstrated due to the brevity of the response.

Item Set 3 – Question 7 (Constructed Response)

In the passage from *The Road to You* and the passage from *Every Soul a Star*, characters are central to the theme that people find happiness in different ways. Write an essay in which you analyze how the authors use the characters to develop this theme throughout both passages. Use details from both passages to support your response.

Item Information		
Passages	The Road to You and Every Soul a Star	
Answer	See Sample Student Responses and Annotations	
Colorado Academic Standards (CAS)	7.2.1.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)
Evidence Outcome		

Anchor Paper 1 – Score Point 4	
Sample Student Response:	<p>Have you ever found that the place you find happiness is different from everyone else. This is the common theme that the two authors share between their writing. In <i>The Road to You</i>, the girls finds happiness when her family and friends arrive and feels relieved from pressure. In <i>Every Soul a Star</i>, the character finds happiness in her home in the middle of nowhere. In both passages, the authors develop the central theme that people find happiness in different ways. In <i>The Road To You</i>, the authors develops this theme through the characters thoughts and dialogue about her friends arrival, whereas in <i>Every Soul a Star</i>, the authors develops this through her thoughts about her home.</p> <p>In <i>The Road to You</i> the author develops the theme that people find happiness in different ways, through showing her happiness with her family and friends arrival, through her thoughts and dialogue. After her friends surprise arrival she realizes that it was just the thing "I needed to distract me from the ticking clock and thousands - <i>thousands</i> - of people taking their seats in the arena at this very moment" (Paragraph 6). This shows that when her friend arrived she was so excited that she forgot about the crowd and it helped her relax. Through the words "ticking clock" you can understand the amount of pressure she was under. When you understand that pressure you can understand how happy she was to be distracted from everything and enjoy the presence of her friends. In this moment, she is happy and for once relaxed before her big performance on stage. For her, this may have given her the confidence to have her friend their supporting her, no matter the outcome of the performance. For once, she is relaxed and prepared for the pressure. As she finishes preparing with her friend by her side, her family come to support her as well. She realizes that "my nerves have morphed into excited energy...I have people here - <i>my people</i> - and I'm ready to do this thing" (Paragraph 19). This shows that she feels relaxed with her family and friends by her side and has found a new confidence for her upcoming performance. Through the word "morphed" you can understand the big change in energy that she has experienced and is now happy and excited for her performance. Her "people" have given her the confidence she needs to get on stage and surprise the audience with her talent. Everyone is here to support her and celebrate her talent and the opportunity she has been given. This helps develop the theme because she found happiness with her friends and family where as many people would have felt more pressure to have to impress them as well. Through her thoughts and dialogue you can understand her new excitement and how she found happiness with her friends and family.</p>

	<p>Also, in <i>Every Soul a Star</i>, the author develops the common theme that people find happiness in different ways, through showing how content she was with her home through her thoughts and approval of her parents choice. When she is describing her home, she comes to the conclusion that "my house is as close to the middle of nowhere as a person can get and still be <i>somewhere</i>" (Paragraph 4). This shows that she understands that few people know where her house is. Despite her house being in the middle of nowhere, she states this fact with confidence. She is proud of where she lives, and is not ashamed of it. Through the fact that she knows every inch of this land, it shows that she has taken the time and care to get to know her home, even if it is nowhere to some people. She takes pride in her home and feels happy where she is in her "area". This supports the theme because she finds happiness in her home, or middle of nowhere, where as other people would think it is boring and not appreciate it as much as her. Also, when she realizes how far everything is away from her home, she acknowledges that "maybe it gets lonely every now and then, but I love it here" (Paragraph 4). This shows that although it might get lonely, she loves her home. The words "now and then" show that yes, she has been lonely in the past, but she makes the most of her life here, and enjoys every part of it. This is important because she finds happiness in a place that few other people would. It is a unique place, and she take the time to explore and cherish every part of the place she loves, and the place she can call her home. Through the characters thoughts on her home, you can understand her happiness and how she approves her parents choice of moving her. This supports that theme that people find happiness in different ways.</p>
Annotation for Sample Student Response:	<p>The response demonstrates full comprehension by effectively describing how the authors use their characters to develop the theme that people find happiness in different ways. The effective and comprehensive development of the topic for each passage includes effective reasoning (<i>this supports the theme because... this shows that... this is important because..</i>) and relevant text evidence. Accurate analysis of how the author used the characters to show the theme is also included (<i>Through the characters thoughts on her home, you can understand her happiness and how she approves her parents choice of moving her.</i>). The information is effectively organized with clear coherent writing.</p>

Anchor Paper 2 – Score Point 3	
Sample Student Response:	<p>There are hundreds of ways to find joy within something. The happiness from that is what life is worth living for. In <i>The Road to You</i> by Alecia Whitaker the main character, Bird, has a big show and her family is there to support her in her special moment. <i>Every Soul a Star</i> by Wendy Mass has a main character that lives in a secluded area with her family. She is excited to have people come to watch the great eclipse at her family's camp ground that she loves. The authors of <i>The Road to You</i> and <i>Every Soul a Star</i> both use the characters to develop the theme of the stories.</p> <p>The author of <i>The Road to You</i> uses Bird and her actions and dialogue to support the theme of finding happiness. "I have people here-my people-and I'm ready to do this thing!" This line shows how excited she is to be supported at this time with her family and friends. She finds contentment within all of the support she has. "I turn toward the mirror and take myself in." As Bird looks at her self in the mirror the reader can tell that she is proud of where she has been and who she has become. The support she has makes her even happier to be in this exact place. She has a wonderful family that makes her so joyful. Alecia Whitaker uses Bird's emotions to relay a theme of finding joy within a situation. Bird is a perfect example that family is a way to have happiness in any situation.</p> <p>In <i>Every Soul a Star</i> by Wendy Mass, Ally lives in a place where not a lot of people live. Although it may not be a place where people would jump at the opportunity to live, Ally enjoys it. The author uses Ally's emotions within the text to help develop the theme. In the text it says, "Sure, maybe it gets lonely every now and then, but I love it here." This shows that Ally is grateful to be living in the place she is. Also, "...I know every tree and every rock and which foxes are</p>

	<p>friendly and which aren't..." This shows that Ally spends a lot of time outside. She is happy where she lives and finds many things to do that involve the place she lives. The author shows that Ally finds joy within her home using her emotions; which in return supports the theme of finding happiness in your life.</p> <p>Both authors of <i>The Road to You</i> and <i>Every Soul a Star</i> use the main character to show the theme of finding happiness in different ways. In <i>The Road to You</i> by Alecia Whitaker Bird, the main character, finds happiness within the support of her family and friends. In the story it tells how the group huddles up and her dad says a speech. Bird starts to cry with the overload of joy that she feels. Plus, the surprise visit of her friend Stella added to the excitement. In <i>Every Soul a Star</i> by Wendy Mass Ally finds contentment in where she lives. She doesn't have much friends since she moved to "...the middle of nowhere as a person can get and still be <i>somewhere</i>." She loves where she lives though it may not be the popular choice. The line, "And this flock, this <i>throng</i> of people, would need a comfortable, safe place to stay, wouldn't they?" shows that Ally is excited to finally have people come to her beloved home. Though the characters of <i>The Road to You</i> and <i>Every Soul a Star</i> don't find joy in the same things both Bird and Ally have something in their lives that brings them happiness.</p> <p>In both <i>The Road to You</i> by Alecia Whitaker and <i>Every Soul a Star</i> by Wendy Mass, the authors use the characters to develop the theme of finding happiness in different things. Bird of <i>The Road to You</i> finds happiness in her family. Ally from <i>Every Soul a Star</i> discovers happiness in her home and the campgrounds her family owns. Both characters find happiness in some way. People find joy in many different things and ways. Just because it may be different doesn't mean that it is wrong. Finding happiness in something is the foundation to having a good life.</p>
Annotation for Sample Student Response:	<p>The response demonstrates full comprehension by describing how the authors shows the way the character in each story finds happiness to develop the theme. For the first passage, the author uses "actions and dialogue" and provides analysis of how these are used to reveal the character's happiness. This is fully developed using text evidence that shows how dialogue indicates the character's happiness. For the second passage, the author uses "emotions" to develop the theme and this is fully developed using text evidence. The response is consistently appropriate to the task as all the development about the characters leads to the idea that Bird and Ally "<i>don't find joy in the same things.</i>" Effective organization and style produce coherent writing.</p>

Anchor Paper 3 – Score Point 3

Sample Student Response:	<p>Many authors use happiness as a central theme in their works. Characters are crucial to developing this theme, so the author might try to incorporate it in different ways. <i>The Road to You</i> by Alecia Whitaker shows how her character, Bird, finds happiness when surrounded by her friends and family and doing what she loves, performing. In <i>Every Star a Soul</i> by Wendy Mass, Alpha, or Ally, finds happiness in the campground where she lives, even though it is isolated. She is proud and happy about her location.</p> <p><i>The Road to You</i> is a great example of how happiness is incorporated into a story. When Bird's friend Stella and her mom, Shannon, surprise her by coming to visit, you understand how elated Bird is to see them. <i>"Oh my gosh, what are you doing here?" I scream when I see my best friend, who's supposed to be back in Tennessee, standing in the door of my dressing room, arms open wide.</i>" Bird is also thrilled to be performing, and relaxes when she is surrounded by the people she loves, <i>"I realize that my nerves have morphed into excited energy. I feel revved up, ready, like a car gunning its engine at the starting line. I have people here-my people-and I'm ready to do this thing!"</i> The reader can already tell just how happy and excited Bird is, but the author also incorporates more feelings, like gratitude, which, although is a bit more emotional, still leads back to being happy, as it is found in paragraph 24. <i>"My eyes blur all of a sudden, and I look up, blinking rapidly, determined, as my dad goes on, not to cry, even if they are happy tears,"</i></p> <p>Another great example is <i>Every Soul a Star</i>, from which we learn, that even if we don't have everything, we can still be happy. <i>"Sure, maybe it gets lonely every now and then, but I love it here."</i> That's Alpha's take on her living situation (Alpha is the main character). Although the nearest town is an hour away, and she doesn't have any friends nearby, she is proud of her campsite, and enjoys living there. She gains happiness from everything her father taught her, <i>"I know all the constellations because my father taught them to me, and I know about the Alpha because it is also my name...There's the Moon Shadow Campground that my family owns, where I know every tree and every rock and which foxes are friendly and which aren't."</i> Alpha is very proud of her home, and is excited for the eclipse when maybe thousands of people will flock to their campground, even just for a day. <i>"They knew that decades later, hundreds, maybe thousands of people would travel to this exact spot to be a part of something that hasn't happened in mainland America for over seventy-five years and won't happen again for a hundred more."</i></p> <p>So, whether it be performing, surrounded by your friends and family, learning new things, or where you live, one can understand how authors such as Alecia Whitaker and Wendy Mass use their characters to think up creative solutions on how to develop happiness into their stories.</p>
Annotation for Sample Student Response:	<p>The response demonstrates comprehension by a mostly accurate analysis of how text details from the passages show how happiness is portrayed in the passages through the characters. There is more analysis in the first passage of how the authors used their characters to show this than in the second passage, which focuses more on how the character experiences happiness. The response is developed through multiple examples of evidence from each passage and has mostly effective reasoning of how they show the character is happy. This leads to the conclusion that the authors <i>"use their characters to think up creative solutions on how to develop happiness into their stories."</i> The response is organized and mostly coherent and is appropriate to the task.</p>

Anchor Paper 4 – Score Point 3

Sample Student Response:	<p>Different people find happiness in different things. This is exactly what the the authors from The Road to You and Every Soul a Star show. Alpha, or Ally from Every Soul a Star, and Bird from The Road to You are two very different characters. They like different things and different things make them feel joy. These characters are the perfect example of the fact that different things make different people happy.</p> <p>In The Road to You, Bird is the main character. She is a pop-star and about to go out and do a concert. She is extremely nervous about going out to the arena and singing in front of thousands of people. While getting her makeup done, someone pops through the door. It's Stella, her best friend, and Stella's mom, a songwriter who helped Bird write her album. In time, her whole family comes through the doors. As stated in The Road to You, "I have people here-<i>my people</i>-and I'm ready to do this thing!" Bird finds happiness in being surrounded by the people she loves. With them, she feels comfortable. Her friends and family are her source of happiness. By using the way the author describes Bird seeing her family and friends and reacting to them being there, it shows how happy her family makes her.</p> <p>In Every Soul a Star the main character is Alpha, or Ally. She is a normal girl who lives with her mom, dad, and brother, Kenny. She moved from Iceland to a campground her parents own in America and enjoys learning about astrology from her father. Her family moved because of a plan they had. Her parents knew that the Great Eclipse would happen right above the campground. It was the only place completely in the center of the Great Eclipse and people would go there to see it. According to Every Soul a Star, "My parents knew that, for one day, out two-square mile campground will be the only patch of land in the entire country to lie smack dab in the path of the Great Eclipse when it passes overhead... the sun will get erased from the sky, the planets will come out to greet us, the birds will stop singing, and a glowing halo of light will flutter like angels' wings above out heads." Ally is happy because of the Great Eclipse. She enjoys astrology, so the Great Eclipse fills her with joy. By using the way Ally describes the eclipse, the author shows her excitement and elation over it.</p> <p>The authors have two different stories about two very different girls. Bird finds joy in being with her family and friends. Ally enjoys astrology and is excited about the Great Eclipse. Bird loves her friends and family and is happy that they came to support her. Both authors use the characters' descriptions of the events that made them feel good as a way to show what makes each of them happy.</p>
Annotation for Sample Student Response:	<p>The response shows comprehension and appropriateness to the task and by providing a mostly accurate analysis of the way the authors show how the characters find happiness. To support the theme that people find happiness in different ways, there is a developed description of the character and plot for each passage through relevant text evidence about the character's happiness and analysis of what the author did. A comparison of what authors did is included at the end (<i>Both authors use the characters' descriptions of the events that made them feel good as a way to show what makes each of them happy.</i>). The response is organized and uses a mostly effective style.</p>

Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>In the passage <i>The Road to You</i> and in <i>Every Soul a Star</i>, the characters are essential to the main idea that people find happiness in different ways. In the passage from <i>The Road to You</i>, the plot line is about a girl, Bird, going on stage to preform a concert. His family and friends come to surprise him just before going on stage and encourage him to be brave and eventually he goes out on stage with confidence. "I realized that my nerves have morphed into excited energy. I feel revved up, ready, like a car gunning its engine at the starting line. I have people here-<i>my people</i>- and I'm ready to do this thing!(Paragraph 19)" In this passage, the main character, Bird, finds happiness in his family being there to support him and eventually breaks out into tears of joy.</p> <p>The main character, Ally, from <i>Every Soul a Star</i> has lived in the middle of nowhere almost all her life. She then learns about why her parents moved there and started a camp, it was because there location of the camp was, "Smack dab in the path of the Great Eclipse when it passes over head.(Paragraph 7)" She finds happiness and energy from knowing that soon civilization will come and visit her in the hundreds and maybe even thousands. These two characters in these passages bring out the central idea that people find happiness in different ways.</p> <p>Also, Bird from <i>The Road to You</i> finds happiness with being around lots of people like family and friends. "My eyes blur all of a sudden, and I look up, blinking rapidly, determined not to cry, even if they are happy tears.(Paragraph 24)" Ally in <i>Every Soul a Star</i> finds happiness in being alone sometimes but at the same time is exhilarated in how many people are going to come when the Eclipse comes by. "Sure, maybe it gets lonely every now and then, but I love it here. (Paragraph 4)"</p> <p>In conclusion, these two characters are very different and they both show that happiness is achieved in different ways either that's excited to be surrounded by people like your family or just getting to know thousands of strangers, Or even better, being engulfed in civilization, or living by yourself in solitude.</p>
Annotation for Sample Student Response:	<p>The response demonstrates basic comprehension by explaining how the character in each passage finds happiness in order to show that people find happiness in different ways. There is some development of topic for each passage through a summary of the story, an example from the text, and an explanation of how the character finds happiness. There is no analysis of how the authors use the characters to develop the theme, so the response remains somewhat appropriate to the task.</p>

Anchor Paper 6 – Score Point 2

Sample Student Response:	<p>In the passages, the theme people find happiness in different ways is shown many times in both passages. In the passage, <i>The Road to You</i>, it is shown when her best friends and her family arrive to surprise her. In the passage, <i>Every Soul a Star</i>, it is shown when she thinks about her town being in the middle of nowhere.</p> <p>In the passage, <i>The Road to You</i>, Bird finds happiness when her best friends come in to surprise her. She is so happy. "Stella's giant hug is just the thing I need to distract me from the ticking clock and the thousands - <i>thousands</i> - of people taking their seats in the arena at this very moment" (Whitaker). This quote means that she found happiness in her people and took away her nervousness and anxiety. That is the way she finds happiness, through her people.</p> <p>In the passage, <i>Every Soul a Star</i>, the theme is shown when she thinks about her town in the middle of nowhere. "The nearest real town is an hour away. Sure, maybe it gets a little lonely every now and then, but I love it here" (Mass). This quote means that she doesn't need people to make her happy, she just needs to think about where she lives and that makes her happy.</p> <p>In the two passages, the theme people find happiness in different ways, is shown multiple times. It is shown in the first passage when Bird gets to see her friends. It is shown in the second passage when she gets to look around her and enjoy her home and her camp.</p>
Annotation for Sample Student Response:	<p>This response demonstrates basic comprehension by explaining how the characters in each passage find happiness as support to the theme people find happiness in different ways. Some development is provided through quoted text evidence and generally accurate analysis of what the evidence shows about the character's happiness (Bird: <i>That is the way she finds happiness, through her people...</i> Ally: <i>she just needs to think about where she lives and that makes her happy</i>). The response demonstrates some organization and somewhat appropriate to the task.</p>

Anchor Paper 7 – Score Point 2

Sample Student Response:	<p>Everyone has something that makes them happy. Often it's different for lots of people. In the two stories <i>Every Soul A Star</i> by Wendy Mass and <i>The Road to You</i> by Alecia Whitaker the authors use the characters to show the theme that people find happiness different ways.</p> <p>In the passage from <i>The Road to You</i> by Alecia Whitaker Bird, the main character, gets surprised by her old friends. She seems to find happiness being around people and having company. Another part to it is she's a singer and performs in front of thousands of people and that's also where she is happiest at. For some people being surrounded by others makes them happy. The passage says, "She helped me pen a lot of the songs on Wildflower and really took me under her wing. That's how I met Stella, and honestly, I don't know what I'd do without either of them" (paragraph 11). Bird surrounds herself with people she cares about and that's where she finds her happiness.</p> <p>In the next passage from <i>Every Soul a Star</i> by Wendy Mass it's all about a girl named Ally. Ally lives somewhere far away from any other civilizations. She loves where she lives and her surroundings but, Ally doesn't have many friends because she's home schooled and lives far from where any other people really go. Ally loves the sky. She loves the stars. She loves constellations, all of which are amazing where she lives. Ally finds happiness in being with herself and her surroundings. In both things I read the characters have different ways they find happiness but both achieve it. The authors give the theme of happiness through there characters.</p>
Annotation for Sample Student Response:	<p>The response demonstrates a basic comprehension by providing a generally accurate analysis of the theme by showing that the characters find happiness in different ways. For the first passage there is relevant text examples of what makes Bird happy and generally accurate analysis that "<i>being surrounded by others makes them happy.</i>" For the second passage, there are text-based details of different things the character loves followed by a concluding analysis that "<i>Ally finds happiness in being with herself and her surroundings.</i>" Overall, there is some development and organization present and the response is somewhat appropriate to the task.</p>

Anchor Paper 8 – Score Point 1

Sample Student Response:	<p>In <i>Every Soul a Star</i> the characters are central to the theme because Ally is very happy that she lives in this place that many people would not want to live in, but she is also very happy because her family is hosting a big event and there is going to be a lot of people there. In the text it says, "They knew that a decade later, hundreds, maybe thousands of people would travel...for a hundred more." She is happy that a bunch of people are going to be traveling to this exact spot to see the Great Eclipse.</p> <p>In <i>The Road to You</i> the characters are central to the theme because Bird is really happy because her best friend surprised her by coming down to her performance and she feels amazingly happy when her friends and family are around. In the text it says, "Stella's giant hug is just the thing I need to distract me from the ticking clock and the thousands-<i>thousands</i>- of people taking their seats..." She is happy that Stella is here to calm her nerves. People make them both very happy.</p>
Annotation for Sample Student Response:	The response demonstrates limited comprehension by identifying how the characters find happiness but does not address how they find happiness in different ways. There is minimal development of the topic for each passage through a description of why the main character is happy and a quote of text evidence for support. At the end there is a single statement that they both find happiness through people, but this comparison is limited in its appropriateness to the task of addressing the theme how people find happiness in different ways.

Anchor Paper 9 – Score Point 1

Sample Student Response:	<p>First-off, In "<i>from The Road to You</i>" the narrator states "I realize that my nerves have morphed into excited energy. I feel revved up, ready, like a car gunning its engine at the starting line. I have people here--<i>my people</i>--and I'm ready to do this thing!"(19) This shows the way that Bird shows happiness is when she is with family.</p> <p>Lastly, Stated in the passage "<i>from Every Soul a Star</i>" it quotes "I don't really have any friends. Not within hundreds of miles, anyway. And it's not because I am unlikable or smell bad or anything like that. In fact, I take a bath every single day in the hot spring outside our house, and everyone knows that the minerals in the hot springs make you smell like fresh air all day long"(3) This bit of textual evidence shows that Ally expresses happiness because she like where she lives. In conclusion, Happiness can be expressed in many different ways.</p>
Annotation for Sample Student Response:	The response demonstrates limited comprehension by identifying how the characters find happiness. For each passage a relevant quote is provided and a statement of what that evidence shows about the character's happiness. This minimal development results in a response that is limited in appropriateness to the task.

Anchor Paper 10 – Score Point 1

Sample Student Response:	In <i>The Road to You</i> she finds happiness with her friends and family, and also singing. She preforms infront of lots of people, and her friends and family help her. And in <i>Every Soul a Star</i> she gets happiness from living in the middle of nowhere. She knows that soon people will start comming to her familys place.
Annotation for Sample Student Response:	The response attempts to address the theme but is a single statement with no references to the passages. It is undeveloped and inappropriate to the task.

Anchor Paper 11 – Score Point 0

Sample Student Response:	It seems like in the passages that the author uses the characters to develop the theme by making the people in the story might have the same feelings as in the other passage.
Annotation for Sample Student Response:	The response attempts to address the theme but is a single statement with no references to the passages. It is undeveloped and inappropriate to the task.

Anchor Paper 12 – Score Point 0	
Sample Student Response:	first from the road. in the text it says," oh gosh, what are you doing here i scream when i see my best friend who's so posed to be in tense." next from e every soul a star in the text it says," the plant will come and great us the birds will stop singing." last from the road. in the text it States," oh bird its good to see you."
Annotation for Sample Student Response:	The response does not show comprehension because there is only a quote from each passage provided, but no explanations or connection to the prompt. This attempt to answer is inappropriate to the task.