



Colorado Measures of Academic Success



Grade 8

English Language Arts/Literacy

Answer Key with Scoring Rubrics, Sample Responses & Annotations

Practice Resource for Students

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ITEM INFORMATION

Colorado Academic Standards (CAS) Evidence Outcome

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

Evidence Statement

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

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

Subclaim

The reporting category of the associated CAS.

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

ITEM TYPES

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

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

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

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

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

Constructed Response

Students construct an open-ended response.

STUDENT PERFORMANCE

P Value – Selected Response Only

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

Sample Student Responses and Annotations – Prose Constructed Response Only

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

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

ANSWER KEY: ITEM SET 1

Item Set 1 – Question 1 (Selected Response)

Part A

In the passage from *Stay! Keeper’s Story*, what does Keeper’s gulp in paragraph 4 reveal about his character?

- ☒ A. He was worried, his past would be uncovered.
- ☐ B. He was afraid Emily had misunderstood him.
- ☐ C. He was ashamed of his old owner’s actions.
- ☐ D. He was frightened around Emily’s mother.

Part B

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

- ☐ A. “Despite my mother’s admonitions so long ago . . .” (paragraph 2)
- ☐ B. “Emily was correct about my smile.” (paragraph 4)
- ☐ C. “. . . I had made a conscious effort to maintain a pleasant, cheerful . . .” (paragraph 4)
- ☒ D. “I did not under any circumstances want her to recall *where*.” (paragraph 6)

Item Information		
Passage	Stay! Keeper’s Story	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.a.iii	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)
P Value	0.51	

Part A

What is the meaning of **tenure** in paragraph 7 of the passage from *Stay! Keeper's Story*?

- ☒ A. time spent in a particular place
- ☐ B. chance of a negative outcome
- ☐ C. hesitation about the future
- ☐ D. observation of changes

Part B

Which phrase in paragraph 7 helps the reader **best** understand the meaning of **tenure**?

- ☐ A. "... was not certain ..."
- ☒ B. "... allow me to remain."
- ☐ C. "... brings about a no."
- ☐ D. "... began to be hints ..."

Item Information		
Passage	Stay! Keeper's Story	
Part A Answer	A	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.3.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.8.4a)
P Value	0.358	

Part A

In paragraph 5 of the passage from *Forever*, what does the phrase **a prisoner of discipline and ritual** say about Bran?

- ☐ A. He felt trapped by the routines he had to follow each night.
- ☐ B. He learned to appreciate the way his family cared for him.
- ☐ C. He was forced to eat the scraps his family gave him.
- ☒ D. He knew he had to follow the rules of the house.

Part B

Which detail from paragraph 5 demonstrates that Bran was **a prisoner of discipline and ritual**?

- ☐ A. “. . . understood and thanked her . . .”
- ☒ B. “. . . he must wait his turn.”
- ☐ C. “. . . went to his bowl . . .”
- ☐ D. “. . . until everything was gone.”

Item Information		
Passage	Forever	
Part A Answer	D	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.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 specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)
P Value	0.438	

Item Set 1 – Question 4 (TEI Inline Choice)

Use the drop-down menus to complete the sentences analyzing how the setting of the passage from *Forever* supports its theme.

When Robert and his mother take trips to Belfast, they go for . Belfast is described as , which reinforces the idea that Robert is always to return to their home.

Item Information		
Passage	Forever	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2)
P Value	0.552	

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

Part A

Which statement **best** describes the main difference between the structures of the passage from *Stay! Keeper's Story* and the passage from *Forever*?

- ☒ A. The passage from *Stay! Keeper's Story* tells a story about a character who feels unsure of his place in the family, while the passage from *Forever* is about a character who feels comfortable in his place.
- ☐ B. The passage from *Stay! Keeper's Story* describes the similarities between the characters, while the passage from *Forever* describes the differences between the characters.
- ☐ C. The passage from *Stay! Keeper's Story* is told through dialogue between two characters, while the passage from *Forever* is mostly one character's thoughts.
- ☐ D. The passage from *Stay! Keeper's Story* reports events as they are happening, while the passage from *Forever* uses multiple flashbacks to earlier events.

Part B

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

- ☐ A. "Doesn't he have a nice face?" Emily said to her mother."
(from *Stay! Keeper's Story*, paragraph 3)
- ☐ B. "You see it occasionally when a dog scratches a certain place on his own side and an inadvertent smile appears." (from *Stay! Keeper's Story*, paragraph 6)
- ☒ C. "For the first weeks I was not certain whether, in fact, Emily's mother would allow me to remain." (from *Stay! Keeper's Story*, paragraph 7)
- ☐ D. "But it was never his street, the Carsons' street." (from *Forever*, paragraph 1)
- ☐ E. "The trip home from Belfast always filled Robert with relief and expectation." (from *Forever*, paragraph 3)
- ☒ F. "Then he too went over to the boy's mother and fell to the flagstones before her, thankful and content, licking the last spicy remnants from his chops." (from *Forever*, paragraph 5)

Item Information		
Passage	Stay! Keeper's Story	
Part A Answer	A	
Part B Answer	C, F	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.b.ii	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (CCSS: RL.8.5)
P Value	0.457	

Item Set 1 – Question 6 (TEI Multiple Select)

For each row, select the box to show whether the structure contributes to the meaning of the passage from *Stay! Keeper's Story*, the passage from *Forever*, or **both** passages.

Structure of the Passage	from <i>Stay! Keeper's Story</i>	from <i>Forever</i>	Both Passages
The internal thoughts of a character establish him as an outsider who begins to fit in.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chronological structure reinforces the idea that the characters follow a routine.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
The description of past events explains the relationships between characters.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The use of imagery creates a peaceful tone throughout the passage.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
The description of events creates a feeling of belonging.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The dialogue between characters shows how they feel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Item Information		
Passage	Stay! Keeper's Story	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.b.ii	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (CCSS: RL.8.5)
P Value	0.428	

Item Set 1 – Question 7 (Constructed Response)

In the passages from *Stay! Keeper's Story* and *Forever*, the dogs' points of view are different from those of their owners.

Write an essay analyzing how the dogs' points of view reveal their relationships with the people in their families. Remember to use details from **both** passages to support your ideas.

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 **on the tip of your tongue** as it is used in paragraph 7 of the passage?

- ☐ A. troubled by thoughts
- ☐ B. expecting answers
- ☐ C. wanting to speak
- ☒ D. almost recalling

Part B

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

- ☐ A. “. . . I remember little. . . .”
- ☐ B. “. . . nuisance to my mind.”
- ☒ C. “. . . nearly remembered . . .”
- ☐ D. “. . . hope by some chance . . .”

Item Information		
Passage	The Snow Child	
Part A Answer	D	
Part B Answer	C	
Colorado Academic Standards (CAS)	8.2.3.b.i	Interpret figures of speech (for example: verbal irony, puns) in context. (CCSS: L.8.5a)
Evidence Outcome		
P Value	0.659	

Part A

Why do Mabel's dreams in paragraph 1 provoke her to write to her sister?

- ☐ A. Her dreams make her want to do things she and her sister did in childhood.
- ☒ B. Her dreams remind her of an old book that might be in her sister's house.
- ☐ C. Her dreams are disturbing, so she wants to reconnect with her sister.
- ☐ D. Her dreams are confusing, so she wants to ask for her sister's advice.

Part B

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

- ☒ A. "... if her sister found it and sent it to her, Mabel was certain it would be of consequence." (paragraph 4)
- ☐ B. "Dearest sister, I hope this letter finds you well." (paragraph 5)
- ☐ C. "She asked about her sister's children, now grown, and the family home." (paragraph 6)
- ☐ D. "Mabel also asked if her sister could send some new pencils, as she intended to pick up her former pastime. . . ." (paragraph 8)

Item Information		
Passage	The Snow Child	
Part A Answer	B	
Part B Answer	A	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.a.iii	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)
P Value	0.517	

Item Set 1 – Question 10 (TEI Drag and Drop)

Determine how the author develops Mabel's character by moving **one** trait into the correct box and **one** piece of supporting evidence into the correct box.

Traits

distracted and confused

shy and frightened

Evidence

“She sat down at the table, a loaf of bread baking in the oven, and was comforted by the act of writing.”
(paragraph 4)

“She sealed the letter, set it aside, and went to the stove.”
(paragraph 9)

Mabel’s Character Trait

curious and determined

Supporting Evidence

“She asked Esther about children who lived nearby.”
(paragraph 2)

Item Information		
Passage	The Snow Child	
Answer	See Image	
Colorado Academic Standards (CAS)	8.2.1.a.iii	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)
Evidence Outcome		
P Value	0.555	

Item Set 1 – Question 11 (TEI Drag and Drop)

Read the central idea. Then move **two** quotations into the box that **best** help develop the central idea.

“Either the book was there or it wasn’t. . . .” (paragraph 4)

“She went on to describe the snow and mountains and their new friends. . . .” (paragraph 6)

“The child was motionless.” (paragraph 11)

Central Idea: A woman struggles to determine the truth.

“She had sought reasonable explanations.” (paragraph 2)

“If there was such a book, could there be such a child?” (paragraph 1)

Item Information		
Passage	The Snow Child	
Answer	See Image	
Colorado Academic Standards (CAS)	8.2.1.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2)
Evidence Outcome		
P Value	0.566	

Part A

How does the author use the points of view of the characters to create suspense for the reader?

- ☐ A. by showing that Mabel is more concerned about the girl than Jack is
- ☐ B. by showing that Mabel can remember old stories, but Jack cannot
- ☐ C. by showing that Mabel is seeking answers, but Jack is not
- ☒ D. by showing that Mabel sees the girl before Jack does

Part B

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

- ☐ A. “She urged Jack to inquire in town.” (paragraph 2)
- ☐ B. “The book would tell her the fate of the old man and woman, and the child they had borne of snow.” (paragraph 4)
- ☐ C. “It was one of my favorites for some years of my childhood.” (paragraph 7)
- ☒ D. “Jack hadn’t noticed her.” (paragraph 10)

Item Information		
Passage	The Snow Child	
Part A Answer	D	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.b.iii	Analyze how differences in the points of view of the characters and the audience or reader (for example: created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)
P Value	0.294	

Part A

How does the snow child made by the couple support a theme of the passage?

- ☐ A. By resembling a book character, the snow child supports the idea that memories can be soothing.
- ☐ B. By remaining outdoors, the snow child supports the idea that the wilderness can be dangerous.
- ☒ C. By disappearing, the snow child supports the idea that imagination can be a powerful force.
- ☐ D. By being little, the snow child supports the idea that small things can create big problems.

Part B

Which paragraph from the passage **best** develops the theme from Part A?

- ☒ A. paragraph 1
- ☐ B. paragraph 4
- ☐ C. paragraph 7
- ☐ D. paragraph 9

Item Information		
Passage	The Snow Child	
Part A Answer	C	
Part B Answer	A	
Colorado Academic Standards (CAS)	8.2.1.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2)
Evidence Outcome		
P Value	0.251	

ANSWER KEY: ITEM SET 2

Item Set 2 – Question 1 (Selected Response)

Part A

What is the meaning of **dominant** as it is used in paragraph 7 of the passage from *Mendel’s Peas to Genetic Fingerprinting: Discovering Inheritance*?

- ☐ A. superior in quality
- ☒ B. visually prevailing
- ☐ C. being specialized
- ☐ D. more authentic

Part B

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

- ☐ A. “. . . there was no blending of the colors.”
- ☐ B. “. . . had either green seeds or yellow seeds, and no greenish-yellow seeds.”
- ☐ C. “. . . there were no green seeds in the first generation . . .”
- ☒ D. “. . . yellow masked the presence of the green . . .”

Item Information		
Passage	Mendel’s Peas to Genetic Fingerprinting: Discovering Inheritance	
Part A Answer	B	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.3.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.8.4a)
P Value	0.287	

Item Set 2 – Question 2 (TEI Inline Choice)

Select from the drop-down menus to show the connection between ideas in the passage from *Mendel's Peas to Genetic Fingerprinting: Discovering Inheritance*.

The author mentions ear lobes to show how

some traits are inherited

A person with ear lobes displays the dominant trait, just as

Mendel's pea plants with yellow seeds and purple flowers

display the same trait.

Item Information		
Passage	Mendel's Peas to Genetic Fingerprinting: Discovering Inheritance	
Answer	See Image	
Colorado Academic Standards (CAS)	8.2.2.a.iii	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)
Evidence Outcome		
P Value	0.661	

Part A

Which statement **best** reflects the author’s point of view in the passage from “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?”

- ☐ A. She warns that parents should use caution when attempting to change what genetics have determined in their children.
- ☒ B. She believes that good results can come from using a variety of experiences to overcome genetic dispositions.
- ☐ C. She feels concern for children who have negative experiences as a result of their genetic code.
- ☐ D. She considers it essential to eliminate negative genetic tendencies in children.

Part B

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

- ☐ A. “She was so painfully shy that she wouldn’t talk to or look at a stranger.” (paragraph 1)
- ☐ B. “Her parents even coaxed her into taking horseback-riding lessons.” (paragraph 1)
- ☐ C. “Nature affects nurture affects nature and back and forth.” (paragraph 2)
- ☒ D. “Many scientists now believe that some experiences can actually alter the structure of the brain.” (paragraph 2)

Item Information		
Passage	“Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?”	
Part A Answer	B	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.2.b.iii	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)
P Value	0.546	

Item Set 2 – Question 4 (TEI Drag and Drop)

Drag and drop **one** main idea of the passage from “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?” into the “Main Idea” box. Then drag and drop **two** details that support the main idea into the “Supporting Details” box.

Main Ideas	Supporting Details
<div>Nurturing parents can help children overcome genetic tendencies.</div> <div>Personality traits like shyness have genetic links.</div>	<div>Gregor Mendel’s experiments with pea plants illustrate how heredity works.</div> <div>Scientists once believed that genetics alone determined brain structure.</div> <div>People’s genes can predict their emotional responses.</div>
<div>Main Idea</div> <div>Genetics and life experiences both have roles in determining behavior.</div>	<div>Supporting Details</div> <div>Marjorie changed after she started attending school.</div> <div>Scientists have discovered genes that are connected to how people behave.</div>

Item Information		
Passage	“Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?”	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.2.a.ii	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)
P Value	0.437	

Part A

What is the meaning of the word **pessimistic** as it is used in paragraph 21 of the passage from “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence”?

- ☐ A. full of confidence
- ☐ B. lacking the proof
- ☒ C. lacking in hope
- ☐ D. able to predict

Part B

Which detail from paragraph 21 **best** supports the answer to Part A?

- ☐ A. “. . . decided to merge data . . .”
- ☐ B. “. . . forming a vast database . . .”
- ☐ C. “. . . intelligence test scores.”
- ☒ D. “. . . so many years of frustration . . .”

Item Information		
Passage	“In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence”	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.3.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.8.4a)
P Value	0.538	

Part A

How does the reference to astronomy in paragraph 27 of the passage from “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence” relate to the author’s topic?

- ☒ A. by emphasizing how broader studies can yield more finely tuned results
- ☐ B. by explaining the problems associated with conducting genetic studies
- ☐ C. by explaining how the proper technology can make up for human flaws
- ☐ D. by emphasizing how the size of genes makes them difficult to study

Part B

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

- ☐ A. “A dozen had turned up in earlier studies. . . .” (paragraph 23)
- ☐ B. “. . . each variant raises or lowers I.Q. by only a small fraction of a point.” (paragraph 24)
- ☐ C. “‘It means there’s a long way to go. . . .’” (paragraph 25)
- ☒ D. “. . . many of those missing genes would come to light, thanks to even larger studies . . .” (paragraph 26)

Item Information		
Passage	“In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence”	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.2.a.iii	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)
P Value	0.484	

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

In the passage from “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?” and the passage from “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence,” the authors discuss different scientific methods and results related to genes and heredity. Drag and drop **each** method or result into the correct box to show where the information appears.

Methods and Results

Passage from “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?”

supported the influence of environment over genetic dispositions

Both Passages

involved the observation of a person’s actions

Passage from “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence”

quantified a scientific connection using statistics

yielded no significant connection between genes and test scores

Item Information		
Passages	“Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?” and “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence”	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.2.c.iii	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS: RI.8.9)
P Value	0.256	

Item Set 2 – Question 8 (Constructed Response)

Write an essay in which you explain the authors' purposes in the passage from "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and the passage from "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence."

Explain how the authors discuss different experiments or procedures in order to support their purposes. Use details from **both** passages in your response.

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

Part A

Which sentence **best** describes the relationship between the words **mature** and **mechanical** in paragraph 13?

- ☐ A. The word mature indicates the pounds of nuts that are collected with the mechanical shaker.
- ☒ B. The word mature indicates the strength required to use a mechanical shaker during harvesting.
- ☐ C. The word mature indicates that other machines besides the mechanical shaker are needed.
- ☐ D. The word mature indicates the amount of time the mechanical shaker is used for harvesting.

Part B

Which detail from paragraph 13 supports the answer to Part A?

- ☒ A. "... clamps onto the trunk ..."
- ☐ B. "For about 30 seconds ..."
- ☐ C. "Nuts rain down. ..."
- ☐ D. "... onto a conveyor belt."

Item Information		
Passage	"It's Raining Pistachios!"	
Part A Answer	B	
Part B Answer	A	
Colorado Academic Standards (CAS)	8.2.3.b.ii	Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)
Evidence Outcome		
P Value	0.489	

Item Set 2 – Question 10 (Selected Response)

Part A

Based on information in the passage, how has the family's process of harvesting pistachios changed?

- ☐ A. They use a different method of harvesting for organic pistachios than for nonorganic pistachios.
- ☐ B. They originally fertilized the pistachios by hand, but now machines perform this action.
- ☐ C. They originally watered the trees by hand, but now they have a sprinkler system.
- ☒ D. They use different types of equipment based on the age of the trees.

Part B

Which detail supports the answer to Part A?

- ☐ A. "... we watered our trees by hand. . . ." (paragraph 4)
- ☒ B. "Because young trees are fragile, we couldn't use a machine to shake the nuts from the trees." (paragraph 5)
- ☐ C. "A few years later, we decided to grow our pistachios organically." (paragraph 6)
- ☐ D. "... machine removes the pistachios' rosy outer hulls . . ." (paragraph 13)

Item Information		
Passage	"It's Raining Pistachios!"	
Part A Answer	D	
Part B Answer	B	
Colorado Academic Standards (CAS)	8.2.2.a.iii	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)
Evidence Outcome		
P Value	0.312	

Part A

How does the author **best** indicate her wariness of how successfully the trees would grow?

- ☐ A. The author describes years in which the farm experiences smaller crops of pistachios.
- ☐ B. The author states that the farm switches to an organic method of farming.
- ☒ C. The author is not impressed by the appearance of the young trees.
- ☐ D. The author is unsure if the trees will receive enough water.

Part B

Which sentence supports the answer to Part A?

- ☒ A. “As I tamped the earth around one particularly spindly tree, I thought, *No way are these dead-looking sticks going to grow anything!*” (paragraph 3)
- ☐ B. “During the dry season, it sprays hairlike streams of water between the trees.” (paragraph 4)
- ☐ C. “Growing organic pistachios means that we do not use pesticides, herbicides, or man-made fertilizers.” (paragraph 6)
- ☐ D. “Pistachio trees produce a heavy crop of nuts one year and a light crop the next.” (paragraph 12)

Item Information		
Passage	“It’s Raining Pistachios!”	
Part A Answer	C	
Part B Answer	A	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.2.b.iii	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)
P Value	0.334	

Item Set 2 – Question 12 (TEI Multiple Select)

Select the claims by the author that are supported by evidence in the passage.

Claim	Supported by Evidence in the Passage
Nitrogen is necessary to help trees produce healthy pistachios.	<input checked="" type="checkbox"/>
Multiple obstacles can inhibit the growth of the pistachio trees.	<input checked="" type="checkbox"/>
Pistachios are easy to grow.	<input type="checkbox"/>
Juvenile pistachio trees can break easily.	<input checked="" type="checkbox"/>
Pistachios have a mild flavor.	<input type="checkbox"/>

Item Information		
Passage	"It's Raining Pistachios!"	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.2.c.ii	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8)
P Value	0.629	

ANSWER KEY: ITEM SET 3

Item Set 3 – Question 1 (Selected Response)

Part A

Which argument is **best** supported by the author’s reasoning in the passage from *William Shakespeare: Playwright & Poet*?

- ☒ A. The accepted belief is that Shakespeare is the author of his plays despite some uncertainty.
- ☐ B. People are in agreement about which of Shakespeare’s plays represents his best work.
- ☐ C. The lack of formal evidence about Shakespeare’s life is an uncommon occurrence.
- ☐ D. Scholars will find more information about Shakespeare as they study his work.

Part B

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

- ☐ A. “. . . figures document every event of their lives and leave scholars with diaries, letters . . .” (paragraph 3)
- ☐ B. “Scholars also read his plays and poems for clues . . .” (paragraph 4)
- ☒ C. “. . . most scholars believe there is no reason to doubt that Shakespeare is the author . . .” (paragraph 7)
- ☐ D. “They try to uncover the mysteries of his life to learn more about the man who produced so many great works of literature.” (paragraph 10)

Item Information		
Passage	William Shakespeare: Playwright & Poet	
Part A Answer	A	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.2.c.ii	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8)
P Value	0.354	

Part A

In paragraph 11 of the passage from “The Screenwriter for *Anonymous* Defends His Controversial Movie,” what does the phrase **up in arms** suggest?

- ☐ A. People enjoy the honor that comes with living in the county where Shakespeare was born.
- ☐ B. People prefer other movies that have been made about the life of Shakespeare.
- ☒ C. People are angry about the theory that Shakespeare did not write the plays.
- ☐ D. People are upset that Shakespeare is not celebrated in the movie.

Part B

Which evidence from paragraph 11 **best** supports the answer to Part A?

- ☐ A. “. . . talking about the film.”
- ☐ B. “We’ll see about getting them to see it.”
- ☐ C. “. . . whole county of Warwickshire . . .”
- ☒ D. “They’re protesting the movie quite loudly.”

Item Information		
Passage	The Screenwriter for <i>Anonymous</i> Defends His Controversial Movie	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standards (CAS)	8.2.3.b.i	Interpret figures of speech (for example: verbal irony, puns) in context. (CCSS: L.8.5a)
Evidence Outcome		
P Value	0.518	

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

Drag and drop a central idea of the passage from “The Screenwriter for *Anonymous* Defends His Controversial Movie” into the box labeled **Central Idea**. Then drag and drop **two** pieces of evidence that support that central idea into the box labeled **Supporting Evidence**.

Central Ideas

According to John Orloff, the movie *Anonymous* has much in common with Shakespeare's plays.

According to John Orloff, people are upset about the movie *Anonymous* because they want to protect Shakespeare's legacy.

Evidence

“I was very tenuous at first and unconvinced, as many people are.” (paragraph 4)

“... I guess because it glorified Shakespeare rather than not glorifying him.” (paragraph 10)

“Ultimately, Shakespeare himself was our guide.” (paragraph 12)

Central Idea

According to John Orloff, his interest in the authorship debate about Shakespeare's plays led to the movie *Anonymous*.

Supporting Evidence

“The Shakespearean authorship question has been a 20-year obsession. . . .” (paragraph 1)

“... two-decade quest of researching and writing about it comes to an end with today's theatrical release . . .” (paragraph 1)

Item Information		
Passage	The Screenwriter for <i>Anonymous</i> Defends His Controversial Movie	
Answer	See Image	
Colorado Academic Standards (CAS)	8.2.2.a.ii	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)
Evidence Outcome		
P Value	0.368	

Item Set 3 – Question 4 (Selected Response)

Part A

What is the meaning of **reconcile** as it is used in paragraph 9 of the passage from “Who Wrote Shakespeare’s Plays? Debate Goes On”?

- ☒ A. confirm the facts about
- ☐ B. learn to appreciate
- ☐ C. agree to study
- ☐ D. find humor in

Part B

Which detail from paragraph 8 **best** supports the answer to Part A?

- ☐ A. “Mainstream academics . . .”
- ☐ B. “. . . efforts of independent scholars . . .”
- ☒ C. “. . . shrug off challenges . . .”
- ☐ D. “. . . with great wit . . .”

Item Information		
Passage	Who Wrote Shakespeare’s Plays? Debate Goes On.	
Part A Answer	A	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.3.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.8.4a)
P Value	0.331	

Item Set 3 – Question 5 (Selected Response, Multiple Select)

Part A

In the passage from "Who Wrote Shakespeare's Plays? Debate Goes On," which statement **best** represents Diana Price's and Stephen Greenblatt's feelings about Shakespeare?

- ☒ A. Diana Price argues that Shakespeare did not have the necessary experience to write the plays, but Stephen Greenblatt suggests Shakespeare may have been a genius.
- ☐ B. Diana Price focuses on Shakespeare's ability to run a company, but Stephen Greenblatt pays more attention to Shakespeare's great writing skills.
- ☐ C. Diana Price and Stephen Greenblatt agree that Shakespeare's work experience played an important role in helping him become a great writer.
- ☐ D. Diana Price and Stephen Greenblatt agree that Shakespeare had sufficient exposure to the lifestyle of the people in the plays.

Part B

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

- ☐ A. "They all speak to the activity of a man who is principally a businessman. . . ." (paragraph 2)
- ☒ B. ". . . he's the only presumed writer of his time for whom there is no contemporary evidence of a writing career." (paragraph 2)
- ☐ C. "He left a will distributing his precious possessions" (paragraph 3)
- ☐ D. ". . . be able to use effortlessly in metaphors and intricate puns: archery, astronomy, medicine . . ." (paragraph 6)
- ☐ E. ". . . his familiar and accurate acquaintance with the manners and customs and shop-talk of lawyers . . ." (paragraph 10)
- ☒ F. "The level of achievement is remarkable." (paragraph 12)

Item Information		
Passage	Who Wrote Shakespeare's Plays? Debate Goes On.	
Part A Answer	A	
Part B Answer	B, F	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.2.a.iii	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)
P Value	0.371	

Item Set 3 – Question 6 (Selected Response)

Part A

How does Mark Twain's opinion in paragraph 10 of the passage from "Who Wrote Shakespeare's Plays? Debate Goes On" help develop and refine Diana Price's claim?

- ☐ A. by comparing his schooling to Shakespeare's
- ☐ B. by using his knowledge of Shakespeare
- ☐ C. by referring to other researchers' work
- ☒ D. by describing personal experiences

Part B

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

- ☐ A. "... is surmised by the biographers ..."
- ☐ B. "... the manners and customs and shop-talk of lawyers ..."
- ☐ C. "... through being for a time the CLERK OF A STRATFORD COURT ..."
- ☒ D. "... just as a bright lad like me, reared in a village on the banks of the Mississippi ..."

Item Information		
Passage	Who Wrote Shakespeare's Plays? Debate Goes On.	
Part A Answer	D	
Part B Answer	D	
Colorado Academic Standards (CAS)	8.2.2.b.ii	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (CCSS: RI.8.5)
Evidence Outcome		
P Value	0.231	

Part A

In the passage from “Who Wrote Shakespeare’s Plays? Debate Goes On,” Stephen Greenblatt says Shakespeare could have written his plays, even if he were just a “village lad.” Based on the passage from “The Screenwriter for *Anonymous* Defends His Controversial Movie,” how would John Orloff likely respond to this claim?

- ☒ A. Genius is insufficient to explain the depth of Shakespeare’s knowledge.
- ☐ B. People have been misinterpreting Shakespeare’s life for centuries.
- ☐ C. What really matters is the entertainment value of the plays.
- ☐ D. This theory is only partially supported by evidence.

Part B

Which detail of the passage from “The Screenwriter for *Anonymous* Defends His Controversial Movie” **best** supports the answer to Part A?

- ☐ A. “. . . then I kept on reading and reading and reading, and the more I read, the more convinced I became. . . .” (paragraph 4)
- ☐ B. “. . . whether Shakespeare did write the plays or didn’t write the plays, we’re being taught a lot of bunk about William Shakespeare.” (paragraph 5)
- ☒ C. “. . . Mark Twain could never have written about the Mississippi had he not been a Mississippi riverboat pilot. . . .” (paragraph 7)
- ☐ D. “. . . it’s a drama, and just like Shakespeare we’re creating drama.” (paragraph 12)

Item Information		
Passages	The Screenwriter for <i>Anonymous</i> Defends His Controversial Movie and Who Wrote Shakespeare’s Plays? Debate Goes On.	
Part A Answer	A	
Part B Answer	C	
Colorado Academic Standards (CAS)	8.2.2.c.iii	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS: RI.8.9)
Evidence Outcome		
P Value	0.253	

Item Set 3 – Question 8 (TEI Drag and Drop)

Compare the passage from “The Screenwriter for *Anonymous* Defends His Controversial Movie” with the passage from “Who Wrote Shakespeare’s Plays? Debate Goes On.” Decide which **two** details indicate a disagreement between John Orloff and Stephen Greenblatt then drag and drop them into the box.

There are few historical documents that provide evidence of Shakespeare’s life.

A person would need to have proof of Shakespeare’s education.

Disagreement

The name of Shakespeare on some of the plays proves he was the writer.

It is possible that a young man from Stratford-upon-Avon could have written the plays.

Item Information		
Passages	The Screenwriter for <i>Anonymous</i> Defends His Controversial Movie and Who Wrote Shakespeare’s Plays? Debate Goes On.	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.2.c.ii	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.9)
P Value	0.446	

Item Set 3 – Question 9 (Constructed Response)

You have read passages from *William Shakespeare: Playwright & Poet*, “The Screenwriter for *Anonymous* Defends His Controversial Movie,” and “Who Wrote Shakespeare’s Plays? Debate Goes On.”

Write an essay in which you evaluate how important the Shakespeare authorship issue is to the authors. Explain how the authors use evidence to support their claims about Shakespeare. Include details from **all three** passages to support your response.

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

Part A

What does **recalibrating** mean as it is used in paragraph 15?

- ☐ A. starting to function again
- ☐ B. changing into a new form
- ☐ C. becoming more efficient
- ☒ D. getting adjusted again

Part B

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

- ☐ A. "... measured the subjects' melatonin levels ..." (paragraph 14)
- ☐ B. "The researchers found ..." (paragraph 15)
- ☒ C. "... the onset of melatonin shifted. ..." (paragraph 15)
- ☐ D. "When they woke in the morning ..." (paragraph 16)

Item Information		
Passage	Trouble Sleeping? Go Camping	
Part A Answer	D	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.2.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 specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
P Value	0.539	

Item Set 3 – Question 11 (TEI Multiple Select)

Complete the chart to show the structure used in each section of the passage.

Section from the Passage	Compare and Contrast	Sequence of Events	Problem and Solution
Paragraphs 2 and 3	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Paragraphs 8 and 9	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Paragraphs 16 and 17	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Item Information		
Passage	Trouble Sleeping? Go Camping	
Answer	See Image	
Colorado Academic Standards (CAS)	8.2.2.b.ii	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (CCSS: RI.8.5)
Evidence Outcome		
P Value	0.319	

Part A

Which statement **best** explains how the people in the study were affected by camping?

- ☐ A. The amount of melatonin in their bodies increased earlier in the day while working inside than it did while camping.
- ☒ B. Working indoors led to falling asleep later in the day, while camping led to falling asleep earlier in the day.
- ☐ C. The amount of melatonin in their bodies decreased while working inside and increased while camping.
- ☐ D. Working indoors led to more time spent sleeping, while camping led to less time spent sleeping.

Part B

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

- ☐ A. "The disconnect between the outside environment and sleep is one reason. . . ." (paragraph 5)
- ☒ B. "'What changed was the timing of their sleep and the timing of their [internal] clock relative to when they slept.'" (paragraph 7)
- ☐ C. "Wright estimates the light from the sun was four times as intense as what they experienced indoors." (paragraph 13)
- ☐ D. "The relationship between light and sleep and how much sleep a person needs has been the subject of several classic experiments.'" (paragraph 18)

Item Information		
Passage	Trouble Sleeping? Go Camping	
Part A Answer	B	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.2.a.iii	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)
P Value	0.354	

Item Set 3 – Question 13 (TEI Drag and Drop)

In the chart, indicate the author's purpose for including each detail by moving a purpose into the correct location. Not all purposes will be used.

- to explain why the nature of light changes during the day
- to show that not all scientific studies work out the way researchers expect

Detail	Author's Purpose
The study was published in an important science magazine. (paragraph 4)	to show that the research that was conducted is reliable
People who live in Alaska often have trouble sleeping during the summer. (paragraph 5)	to emphasize that humans cannot control how natural light affects their bodies
The conclusions that can be drawn from the study are limited. (paragraph 20)	to show the need for more research into the effects of artificial light on sleep

Item Information		
Passage	Trouble Sleeping? Go Camping	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.2.b.iii	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)
P Value	0.425	

Grade 8

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.

Item Set 1 – Question 7 (Constructed Response)

In the passages from *Stay! Keeper's Story* and *Forever*, the dogs' points of view are different from those of their owners.

Write an essay analyzing how the dogs' points of view reveal their relationships with the people in their families. Remember to use details from **both** passages to support your ideas.

Item Information		
Passage	Stay! Keeper's Story	
Answer	See Sample Student Responses and Annotations	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.b.iii	Analyze how differences in the points of view of the characters and the audience or reader (for example: created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)

Anchor Paper 1 – Score Point 4	
Sample Student Response:	<p>The texts "Stay! Keeper's Story" and "Forever" both include the story of a dog, though they are told from different views, making it less obvious. Keeper's story is described from Keeper the dog's view, whereas Forever is described from a third person's view looking down on Bran (the dog) and his family. The dog's views are different from their owner's because their owners like it when they act a certain way, even though it is not how the dog would normally act. Keeper, the dog from "Stay! Keeper's Story", always acts happy and content with his new family. In the text he says that he does this partly because "it was a pleasant and cheerful household", but mostly because "I didn't want them to recognize me" (Lowry). His owner and her mother believe that he just likes to "smile". The fact that Keeper feels the need to pretend to be happier than he is tells the reader that Keeper is not entirely comfortable with his new family and is afraid they will get rid of him if he does not act like the happiest dog they have ever met. Keeper likes his new home much better than his old home and is most likely afraid of being taken back there. His owners seem to be fond of him, and he is fond of them, as shown in paragraphs 8 when the text says "Emily said again, "Isn't he great?"" and then on paragraph 9 when it says "Her mother laughed and nodded, agreeing tacitly to my greatness. Then she said, "I guess he's a keeper" (Lowry). In these examples, Keeper seems to be beginning a great relationship with his owners, but that could change if they realize who he is and decide to take him back to his first home. Thereafter Keeper's story came "Forever", which is about the dog named Bran, though it is not very evident since Bran doesn't seem to be a very big part of the story. Bran is not ever formally introduced, he is simply included in a description in the beginning and then slowly works his way into the story. This makes it hard to understand what role he plays in the family at first because it seems as though he could be a human, but eventually it is more obvious. The fact that the author made the dog a more inconspicuous character also shows that he is more ignored and the family either doesn't pay an extreme amount of attention to him or they do not give him loving affection in the way that most families do with their pets. When the mother (Mrs. Carson), son (Robert), and Bran go to the market, the differences between the people and the dog are first shown when the narrator says "Naturally Robert and his mother preferred the company of the fishmonger, Bran, however, much preferred the butcher, although that dour man never once offered him a hunk of stripped bone" (Hamill). Later in the text the author writes of the family at dinner and tells that "Bran always remained still, a prisoner of discipline and ritual, knowing he must wait his turn" (Hamill). Both pieces of evidence show that Bran wasn't included in the family like another human being would be, or even a dog in most families would be. Though the family feeds him, they feed him</p>

	<p>their scraps, and though he is grateful, he is trained to be. He does not seem to have a very good relationship with his family. After reading both stories, it is obvious that both dogs feel some sort of discomfort in their relationship with their owners, but both dogs also have their own ways of being content in their situations. Keeper is worried about misstepping and being kicked out of his new home and sent back to his first home, but he is also happy being in his new home because he likes his new owners and the way that they treat him. Bran also appears to be worried about misstepping because he is trained to be disciplined, but he is happy with being fed lots and getting to go places with two of his owners. In comparison, both dogs have many things in common and many things different. Keeper's original owner made him act disciplined and unnaturally perfect and now that he is away from that, he doesn't want to go back, whereas Bran is still in a home where he must act perfect and most likely doesn't know that he could be happier somewhere else since he has been trained to act this way for so long. Their relationships with their humans differ from extremely affectionate and loving, to rarely affectionate, but still loving in their own nonchalant ways. a101-b In conclusion to the evidence presented about Bran and Keeper and how their views reveal their relationships with their families, they both are expected to act differently from how they would normally act under circumstances where they were entirely comfortable. Keeper maintains a happy and loving manner at all times so that his new owners will continue to love him back and will not send him back to his old home where he was forced to act like Bran is forced to. By that, I mean that Bran is forced to stay out of the way as much as possible, and he must remain collected and have a strict manner in order to keep the few gifts he is given, like large meals. The dogs cannot simply act like dogs in their positions, which puts a strain on their relationships with their families, even if the humans do not seem to notice it.</p>
<p>Annotation for Sample Student Response:</p>	<p>Score Point 4</p> <p>This response demonstrates full comprehension of the passages and develops its thesis (<i>The dog's views are different from their owner's because their owners like it when they act a certain way, even though it is not how the dog would normally act.</i>). Accurate analysis is fully developed using effective textual evidence to discuss the point of view of both dogs and what is revealed about their relationships with their families. This analysis leads to an overall conclusion (<i>The dogs cannot simply act like dogs in their positions, which puts a strain on their relationships with their families, even if the humans do not seem to notice it.</i>). The response is effectively organized, and the precise language provides clarity throughout the response.</p>

Anchor Paper 2 – Score Point 4

Sample
Student
Response:

There are several places in the passages *Stay! Keeper's Story* by Lois Lowry and *Forever* by Pete Hamill where the dogs' points of view reveal their relationships with their families. These dogs experience several different moments in these passages that show their views and the relationships between characters. We can see Keeper has a different relationship from hoping to gain trust to get away from his past life, Bran has a different relationship from having two-faced views about his owners, and how they both have the views for respect that creating another relationship that both dogs have. When looking at the differences and similarities of these relationships, we can see the relationships built with the people in these families. First, Keeper has an interesting relationship with his family in *Stay! Keeper's Story*. We see that Keeper is asking for a family who seems kind to take him in. His point of view is that he is hiding from his past and hoping to move forward with a different family. This builds the relationship of a sanctuary with the people he has moved in with and a sense of happiness. He puts up a fake smile so they won't discover who he is. Lowry states, "I did not under any circumstances want her to recall where." (from *Stay! Keeper's Story*, paragraph 6). We can see Keeper doesn't want to be associated with his past and wants to start new and be accepted into a new home. The family let's him in, starting a fresh, fun, and better relationship with his new family than his last family. Next, Bran from *Forever* has a two-faced relationship with his owners. His point of view is that he can be more playful with the mother and the son, but the father should be respected and the rules should strictly be followed around him. He has fun and roams around when it is daylight and when he is with his younger owner and his mother. Bran runs around and barks and makes sure everything is enjoyable. As soon as the father comes home, Bran becomes serious and respectful. Hamill states, "Bran always remained still, a prisoner of discipline and ritual, knowing he must wait his turn." (from *Forever*, paragraph 5). We can see how the dog changes the way he behaves around different owners. This shows that he has a two-faced relationship with his owners from his views of how each owner had different standards and behaviors. Finally, we can see that there are similarities between the relationships of the dogs and the people in their families. Both dogs are respectful of their owners and how they treat them, building a respectable relationship with the point of view that the owner has the authority. Keeper knows not to beg at the table in order for him to stay with the new family that he wants. Lowry states, "'If he begged,' her mother said, 'I'd send him outdoors. I can't stand a dog who begs during meal. But it's hard to scold him when he's just sitting there like that.'" (from *Stay! Keeper's Story*, paragraph 1). We can see the respect he gives to his hopefully future owners by not begging at the table. We can also see that Bran has high respect for his owners at the dinner table as well. Hamill states, "Then he too went over to the boy's mother and fell to the flagstones before her, thankful and content..." (from *Forever*, paragraph 5). We can see Bran giving his respects to his owners for giving him food. Both dogs have built a respectable relationship with their owners with their views that owners equal authority. In conclusion, both dogs' points of view show different pieces of their relationships with the people in their families. We see Keeper's point of view point of view of wanting to get away from his past and enjoy a life with a better family, creating a fun and fresh relationship. Next, Bran's point of view that the mother and son were more relaxed and the father was more strict, creating a two-faced relationship. Finally, we saw that both dogs have the point of view that the owner has the authority, making a respectable relationship. This is how the points of view from the dogs', reveal the relationships between them and their families.

Annotation
for Sample
Student
Response:

Score Point 4

This response demonstrates full comprehension of the two passages and develops an accurate analysis of the differences and similarities of the relationships the dogs have with their families to fully explain *"how the dogs point of view shows different pieces of their relationships with the people in their families."* Accurate analysis is developed through the inclusion of effective textual evidence and student commentary. The response is effectively organized and cohesive. The use of precise language results in clear meaning.

Anchor Paper 3 – Score Point 3	
Sample Student Response:	<p>Many families have a family dog. Dogs will have different relationships with families depending on the personality of the dog and the personality of the humans. In Stay! Keeper's Story and Forever, the stories are told from the dog's perspective, which gives more insight on how the dogs relationships are with the family. In Stay! Keeper's Story by Lois Lowry, the dog is hopeful that he will be able to stay in the family and puts extra effort into being a good dog so the family will like him. After Emily and her mother talk about how they dislike it when dogs beg at the table, Keeper thinks to himself, "I was glad to overhear her, because it prevented me from indulging in that appalling behavior" The dog wants to make sure he isn't doing anything that the family dislikes and that might make the family not want to keep him. Later, keeper says that he "had made a conscious effort to maintain a pleasant, cheerful countenance." Keeper figures that if he looks friendly and happy, the family will like him more. He is always making sure everything he does is something that the family would like. The dog doesn't know if he's going to get to stay with the family for a while, and he wants to make sure he does stay. In Forever, by Pete Hamill, the dog, Bran is well trained and loved by everyone in the family. On the walk home from the market, the mother in the family "sing[s] a song, accented by Bran's sharp barks." This shows that the family has a good relationship with the dog because the dog likes to sing with them when they sing. The dog is almost seen as a person in this way because of his singing along with others. However, he is not seen as a person completely, because he is a well trained dog who isn't too spoiled. Although everyone in the family "saved something for Bran," after dinner he knows that he can only eat it "when the humans are finished" Because the dog is well trained it shows that the family and the dog have a permanent relationship and that they get along well. They also love him a lot because they give him food from when they're cooking and after they've eaten. In conclusion, dogs in different families are treated in different ways and the family dynamic is different. In Stay! Keeper's Story, Keeper doesn't have a very strong or permanent relationship with the family, while in Forever, Bran is an important part of the family who is treated well.</p>
Annotation for Sample Student Response:	<p>Score Point 3</p> <p>The response demonstrates comprehension of the two passages by analyzing how each dog's perspective gives more insight to the relationship with the family. For both passages those ideas are mostly developed through relevant text-based examples and explanations of what that evidence reveals about the relationships between the dogs and their families</p> <p>Keeper: <i>He is always making sure everything he does is something that the family would like. The dog doesn't know if he's going to get to stay with the family for a while, and he wants to make sure he does stay.</i></p> <p>Bran: <i>The dog is almost seen as a person in this way because of his singing along with others. However, he is not seen as a person completely, because he is a well trained dog who isn't too spoiled.</i></p> <p>The use of transitions makes the organization mostly clear, and the response maintains a mostly effective writing style.</p>

Anchor Paper 4 – Score Point 3	
Sample Student Response:	<p>Both dogs have relationships with their owners but, the two relationships are very different. In "Stay! Keeper's Story" by Lois Lowry, Keeper didn't feel at home right away because he wasn't sure Emily's mother would allow him to stay. Keeper tried to do everything right to fit in and to make sure they wouldn't find out about his past. Towards the end of the passage he starts to feel at home but, he still is trying to keep his smile so that the family does not notice him as the dog on movies from Madison, Wisconsin. In "Forever" by Pete Hamill, Bran automatically felt at home. The tone in the story gives you a sense of a relaxed and calm life. When you start the passage you understand that Bran is a good dog and that he always listens to his owners. You can automatically tell that Bran is more like a family member than a pet in this family. They take him on trips and let him eat dinner with the family. The dog takes in a human role when he finishes his dinner and walks toward the mom to tell her "thank you" in his own way. "Forever" gives you a sense of belonging because of how well Bran fit in with his family. You could say that his family and him was a perfect match because he fit in with the family's routine. He didn't mess up the routine he just followed along with it but, Keeper was not able to just fit in like Bran did. Both dogs have good relationships with their owners but, Bran has an automatic relationship with his owners from the beginning. On the other hand, Keeper does not have such an automatic relationship because he starts out with a secret that he does not want the family to find out about so he is not as close with his owners as Bran is with his. Bran is more like family and Keeper is more like a pet in the two passages. While "Stay! Keeper's Story", you feel like Keeper wants to belong to a family and wants to be apart of a family, but he also doesn't want his past to be found out so, he keeps his emotions a secret and hides all of his emotions behind a smile.</p>
Annotation for Sample Student Response:	<p>Score Point 3</p> <p>This response demonstrates comprehension of the passages by providing a mostly accurate analysis of how the two dogs have different relationships with their families (<i>Keeper didn't feel at home right away ...Bran automatically felt at home...Keeper was not able to just fit in like Bran did... Bran is more like family and Keeper is more like a pet</i>.) Relevant text-based evidence and reasoning are used to develop these ideas. The response is organized and, overall, mostly appropriate to the task.</p>

Anchor Paper 5 – Score Point 2	
Sample Student Response:	The dogs point of view reveals the relationships they have with their families because he sees all of you differently and respects and loves you for different things. The dog in both passages tries to live up to it's full potential and do everything they can to make the family love them. We see this in the passage from "Stay! Keeper's story" when the dog is talking about maintaining a pleasant, cheerful countenance. The dog sees simple things such as smiling but the humans see so much more making that relationship stronger. This act of living up to the dogs full potential is also demonstrated in the passage from "Forever" when it talks about the dog waiting to eat until the family is finished eating. The dog sees this as something he must do to earn his food and this point of view makes the relationship stronger between the dog and the family. Respect is another point of view that can reveal relationships between a dog and its family. When the dog respects the family, he feels a sense of pride and when the dog feels respected by the family, the relationship between them grows stronger. This is shown in "Forever" when the dog finishes eating and "went over to the boy's mother and fell to the flagstones before her, thankful and content." This shows both the respect the dog has for the mom, and the love that they have for each other. The way a dog sees something can be different from the way their owners see it and this difference can help reveal the relationships the dogs have with the people in their families.
Annotation for Sample Student Response:	<p>Score Point 2</p> <p>The response demonstrates basic comprehension of the passages and provides some generally accurate analysis about the relationships the dogs have with their families. The response addresses the themes of love, respect, and a dog living up to its full potential. Some analysis about how these themes is present regarding both Bran's and Keeper's relationship with their families (<i>the humans see so much more making that relationship stronger...This shows both the respect the dog has for the mom, and the love that they have for each other</i>). The response uses some relevant text-based evidence in its development. There is some organization and a somewhat effective writing style.</p>

Anchor Paper 6 – Score Point 2	
Sample Student Response:	In "Stay! Keeper's Story" the dog is new and the family is deciding if they were going to keep him. He is keeping up an act to make sure they don't find out who he really was but in "Forever" the dog is already accepted into the family with no worries. The dog in "Stay! Keeper's Story" says that he is afraid that the people deciding if they were going to keep him would find out who he really is. This causes him to get in the habit of smiling all the time. In the end it turns out okay with the family giving him the name Keeper and deciding to keep him. In "Forever" the dog is already comfortable with the family. He has a routine with them and tries to learn about them. He is happy and sure of the family while Keeper is worried through most of the passage that he will not be accepted.
Annotation for Sample Student Response:	<p>Score Point 2</p> <p>The response demonstrates basic comprehension of the prompt and passages. It provides some generally accurate analysis of the dogs' relationships with their families (<i>one dog is new and one dog is already accepted</i>). Text-based evidence is used to support those ideas, but there is only some explanation of that evidence. Without further development of these ideas, the response remains only somewhat appropriate to the task.</p>

Anchor Paper 7 – Score Point 2	
Sample Student Response:	in the passage "Stay! Keeper's Story" by Lois Lowry it has a first person point of view for the dog and it shows how he is not trying to show emotion so he can fit in and be accepted. the story says "the real reason for my perpetual grin-was that i didnt want them to recognize me.' this shows how he was afraid that if they knew who he really was they wouldnt want him. in the story "Forever" by Pete Hamill it has a third person limited point of view where you can only know the dogs feeling and it shows how he knows his routine and he belongs. the story also shows "Bran always remained still, a prisoner of discipline and ritual." this shows how he know how to wait and he knows how he is suppose to do things and that he belongs.
Annotation for Sample Student Response:	<p>Score Point 2</p> <p>This response demonstrates basic comprehension of both passages by identifying a point of view, for each dog, that is connected to their relationship with their families. There is some development through the inclusion of text-based evidence and a basic explanation of what the evidence shows. The response demonstrates some organization with somewhat coherent writing.</p>

Anchor Paper 8 – Score Point 1	
Sample Student Response:	Well since we are hearing the dogs piont of view we can tell in both passages that they have different feelings from a new dog in a new home like in "Stay! Keeper's Story." It shows that it is different being a new pup in a new family than being a dog that has been in that family for a while. Like in "Forever." But in the end they both know that their lifes could not get any better than what they have.
Annotation for Sample Student Response:	<p>Score Point 1</p> <p>The response connects to the prompt by attempting to compare the feelings and experiences of the two dogs' families, but it uses limited text-based evidence, and it demonstrates limited comprehension and development.</p>

Anchor Paper 9 – Score Point 1	
Sample Student Response:	In Stay! Keeper's Story the dog's point of view semt like he was new to the family becausehe wasn't sure how to act to certain things. He wasn't in a close relationship to his family yet but he was trying to be.In the story Stay! their dogs point of view showed an a lot closer relationship story because he knew the everyday routine and how much he loved his family.
Annotation for Sample Student Response:	<p>Score Point 1</p> <p>This response demonstrates limited comprehension of prompt and passages by identifying the perspective of each dog's view of their relationship with their family. Without any further development, this analysis demonstrates only a limited appropriateness to the task.</p>

Anchor Paper 10 – Score Point 1	
Sample Student Response:	The dogs point of view reveal their reationship with their owners because in "Stay! Keeper's Story" the dog was afraid of emily's mother and she wouldnt want uim anymore. Emily was talking to her mom while e dog overheard them talking baout him and how she hates how dogs beg when they want food at the dinner table. In "from Forever" the kid loves how his mom makes delicious meals and get tp eat them with his dad, but feels lonley becasue he has no one to play with. So later in the story the family get a dog .
Annotation for Sample Student Response:	<p>Score Point 1</p> <p>The response demonstrates limited comprehension of the prompt and passages. For the first passage, there is some limited analysis of the relationship, and textual support is provided. However, the text reference provided for the second passage is irrelevant, and there is no analysis presented. The response provides minimally accurate analysis and is limited in its appropriateness to the task.</p>

Anchor Paper 11 – Score Point 0	
Sample Student Response:	The two stories of "Stay! Keepers story" and "Forever" describe the events upon the two animals that shape them. Both are inanimate which controls their ability to say stuff in real life. The two dogs are observers who respond by their actions that are meant to appease their owners.
Annotation for Sample Student Response:	Score Point 0 The response does not demonstrate comprehension of the prompt and passages, as it includes only vague and undeveloped analysis (<i>The two dogs are observers who respond by their actions that [are meant] to appease their owners</i>). Without any development, context, or clarity of this statement, the response is insufficient and inappropriate to the task.

Anchor Paper 12 – Score Point 0	
Sample Student Response:	That the dogs from all the story's love their owners and their family.
Annotation for Sample Student Response:	Score Point 0 This response attempts to answer the prompt, but it is too vague and undeveloped to demonstrate comprehension of the prompt and passages.

Item Set 2 – Question 8 (Constructed Response)

Write an essay in which you explain the authors' purposes in the passage from "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and the passage from "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence."

Explain how the authors discuss different experiments or procedures in order to support their purposes. Use details from **both** passages in your response.

Item Information		
Passages	"Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence"	
Answer	See Sample Student Responses and Annotations	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.2.b.iii	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)

Anchor Paper 1 – Score Point 4	
Sample Student Response:	<p>In both "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence." both explain experiments of people's genes connected to behavior and what it means toward them. Genes are the genetic make up of characteristics in someone such as eye color, hair color, and height. Genes are passed down through inheritance and through environment can change. In "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" it explains the experiment of behavior over time and environment, in "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence." it explains the experiment of genes and environment connecting to intelligence, and similarly in both texts it explains the experiment of genes and environment on your behavior.</p> <p>First, in "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" it explains the experiment of a 2 year old Marjorie and her extreme shyness until she reached school where her environment changed her behavior. In the text it mentioned, "But as Karen continued to examine her over the years, Marjorie's temperament changed. When she started school, she gained confidence from ballet classes and her good grades, she began to make friends." Anne Underwood (the author) makes the claim that environment and genes have a effect on behavior. Through using the example of Marjorie she supported her claim with the environment showing an affect on how Marjorie was affected. Her experiment on Marjorie was that she would be changed from her environment and be encouraged to make friends and stop her shy habits and to a success, the environment rewired her brain into being socially active and to step out of her comfort zone which is how it supports the authors thinking.</p> <p>Next, in "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence." it explains the experiment of nearly 80,000 people being tested on the type of genes and environment they had and their intelligence. In the text it demonstrates, "In a significant advance in the study of mental ability, a team of European and American scientists announced...that they had identified 52 genes linked to intelligence in nearly 80,000 people. Carl Zimmer (the author) makes a claim that genes and environment must have a affect on people's intelligence. He adds this experiment to inform his claim is correct because he sees that the experiments results say that there is genes and behavior connecting to intelligence level. The experiment supports the authors claim by giving a example</p>

	<p>that there has been proven genes connected to intelligence and specifically uses this experiment because of the large number of people used in it to give a even better proven data that is claim is true.</p> <p>Finally, both texts "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence." it explains how they used experiments to prove their claim in their writing. In the text of "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence." it describes, "Hundreds of other studies have come to the same conclusion showing a clear genetic influence on intelligence. But that doesn't mean that intelligence is determined by genes alone. Our environment exerts its own effects, only some of which scientists understand well." Both authors have the claim of genes and environment affecting behavior. The behavior might be the way they act to how smart they might be, but both are</p> <p>behavior being affected by the environment and genes. The environment, the people they are with, the way they are treated, the areas they live in all have a proven connection to their behavior. The authors know that this is true and that they take these experiments because it supports them, what they are trying to explain is being described and backed up so more people will be informed and know that it isn't an opinion but a fact that the author is explaining.</p> <p>Genes and environments both affect our behavior and intelligence through making us more used to our surroundings and our genetic make up from our parents. Both authors explain their ideas and claims of what they think and have to support it. Through the experiments it explains the various number of people that are explained with different backgrounds and environments and how it affects their behavior and intelligence. The authors add these experiments because without them it might be a text of someone else explaining it which we will see as an opinion. To get people to truly understand the authors add the experiment like facts to help us understand it is true. Environments depending and genes depending all affects what you will act like and the level of understanding and intelligence you have. However, your environment can also change your genes of intelligence or behavior which then makes your offspring have the same characteristics.</p>
<p>Annotation for Sample Student Response:</p>	<p>Score Point 4</p> <p>This response demonstrates full comprehension of the passages and develops its thesis from its introductory paragraph <i>Both explain experiments of people's genes connected to behavior and what it means toward them.</i>). Relevant and comprehensive text-based evidence addresses both parts of the prompt by explaining the authors' purposes in each passage and explaining how the authors discuss different experiments/procedures to support their purposes.</p> <p>The response is explicitly connected to the prompt. The analysis provided for the first passage is comprehensive, (<i>Through using the example of Marjorie she supported her claim with the environment showing... her experiment was.... Which is how it supports the authors' thinking</i>)</p> <p>The analysis for the second passage is comprehensive, (<i>He adds this experiment to inform his claim is correct because... The experiment supports the authors claim by ... and uses this experiment because....</i>).</p> <p>The student presents additional analysis in the third body paragraph, (<i>Both authors have the claim ...so more people will be informed and know that it isn't an opinion but a fact that the author is explaining.</i>).</p> <p>The response is well organized with an effective introductory paragraph and concluding paragraph. Paragraphs within the body of the response show effective transitions between them, (<i>First; Next; Finally</i>), with each connecting to the previous and uses a style appropriate to a research analysis task.</p>

Anchor Paper 2 – Score Point 4	
Sample Student Response:	<p>We're discovering more and more about genetics every day, but the more we research it, the more confusing or complicated it becomes. That's why we need every form of research we can use to discover more about how life here on Earth works. Take "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" by Anne Underwood and "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence" by Carl Zimmer; two passages with two different studies about how both genetics and our environment affect our environment. Each one uses a widely differing method for studying genetics and behavior, yet they both provide groundbreaking results.</p> <p>"Shyness, Sadness, Curiosity, Joy. Is it Nature or Nurture?" by Anne Underwood begins by taking us through the early life of a girl named Marjorie in 1997. She was described blatantly as "so painfully shy that she wouldn't talk to or look at a stranger." (paragraph 1) Our research of genetics up to that point would dictate she would be destined to be completely reserved her entire life, but that proved to be far from the truth. Jerome Kagan, a Harvard professor, examined how Marjorie developed in the next few years, and found that as she went into school and started to take classes, she grew more confident and social. This finding; that "genetics and environment work together to determine personality" (paragraph 2); completely turned the tables for our knowledge on genetics. It also weakened Gregor Mendel's prior research on the discovery of genetics. "[T]hey turn[ed] out to be an inferior model for analyzing something as complex as the brain. Genes control the brain's neurotransmitters and receptors, which deliver and accept mental messages like so many cars headed for their assigned parking spaces. But there are billions of roads to each parking lot, and those paths are highly susceptible to environmental factors." (paragraph 3)</p> <p>"In 'Enormous Success,' Scientists tie 52 Genes to Human Intelligence". This passage, by Carl Zimmer in 2017, is exceptional at displaying just how difficult discovering genetics can be, and it took a dozen years to find just 52 genes linked to intelligence. Scientists believe there must be thousands playing a part. "[E]ach variant raises or lowers I.Q. by only a small fraction of a point." Scientists discovered these genes by producing insanely large test-group studies, and merging data from 13 different previous studies to find a correlation between 52 specific genetics and intelligence. Make scientists, including Dr. Posthuma, was doubtful any tests would prove anything. Yet, miraculously, a study in the past few years turned up some amazing new results. It was a miracle that we were able to find full-proof evidence after so many failed tests, and it was insanely difficult. However, with growing technology and wider communication, this process can only become easier.</p> <p>Both of these tests; observing unique individuals and testing masses; yield stellar results. It can draw unknown ties between genetics and behavior, or discover that there isn't as much tie between genetics and behavior as we believe. Every day, our knowledge of genetics grows more complicated, but with better technology, we're beginning to be able to learn more about our lives. We know now that behavior is directly linked to both genetics and our experiences, but that's almost the extent of our knowledge. We're learning more every day, and we use unique experiments to do so!</p>
Annotation for Sample Student Response:	<p>Score Point 4</p> <p>The response demonstrates full comprehension of the two passages and develops its thesis from its introductory paragraph, (<i>Each one uses a widely differing method for studying genetics and behavior, yet both provide groundbreaking results.</i>) For both passages there is text- based evidence and explanation to support that claim.</p> <p>The analysis provided for the first passage is accurate (<i>This finding ... completely turned the tables for our knowledge on genetics. It also weakened Gregor Mendel's prior research on the discovery of genetics.</i>), The analysis for the second passage is less effective, but does focus on the experiments used(<i>This passage by Carl Zimmer in 2017, is exceptional at displaying just how difficult discovering genetics can be.</i>) However, the concluding paragraph ties into purpose of the prompt with its overall analysis. The response is well organized, with a strong introductory paragraph and concluding paragraph and uses a style appropriate to a research analysis task.</p>

Anchor Paper 3 – Score Point 3

Sample
Student
Response:

In the passages "Shyness, Sadness, Curiosity, Joy. Is it Nature or Nurture?" and "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence" both include experiments and studies to prove or disprove the on going argument of nature, or nurture. However, the ways in which the passages state their sides of the argument tend to differ.

To start, in "Shyness, Sadness, Curiosity, Joy. Is it Nature or Nurture?" the author clearly believed that nurture had something to do with behavior, more so than genetics did. In this passage, the idea of nurture over nature was expressed by using a real life example of a girl, Marjorie, who is two years old, and suffers with shyness. Many thought that this characteristic was genetic, however after a few ballet classes, and going to school, Marjorie turned into a more "bubbly" girl, as the author described. In paragraph 1 the author states, "When she started school, she gained confidence from ballet classes and her good grades, and she began to make friends. Her parents even coaxed her into taking horseback-riding lessons. Marjorie may have been born shy, but she has grown into a bubbly second grader." This therefore proves that even though Marjorie was born shy, does not mean that she can not be taught to become quite the opposite by fighting the genetics she portrays in her DNA. The experiment that occurred to prove this was a real life test, where a little girl who was very shy, soon turned into a outgoing person, due to proper nurture.

However, on the other hand, in the passage "In 'Enormous Success.' Scientists Tie 52 Genes to Human Intelligence" the author is swaying towards a different message, that nature may overpower nurture. As multiple tests took place in this experiment, the study of mental ability team had found that 52 genes linked to intelligence in about 80,000 people. This means that intelligent people have 52 genetic based DNA that can help in one's intelligence. Some tests were taken that include competing activity such as, imagining an object rotating, picking out a shape to complete a certain figure, and pressing a button as fast as possible when a certain word appears. In paragraph 19, the author includes, "But in the past couple of years, larger studies relying on new statistical methods have finally produced compelling evidence that particular genes really are involved in shaping human intelligence." This is stating that genetics do play a role in the way that someone is conducted, in this case intelligence. The experiment that proved nature over nurture was a test on several different people, that tested their intelligence levels, and then recorded the genes of those who "passed" the test.

Overall, both passages and experiments that were conducted provided an extreme amount of evidence as to why nature may overpower nurture, or nurture may overpower nature. However either way, both of the experiments held were backed up with many facts, and evidence that made both passages believable and strong.

Annotation
for Sample
Student
Response:

Score Point 3

The response demonstrates comprehension of the passages and has a mostly accurate analysis of how the experiments discussed in each passage helped each author's purpose *"to prove or disprove an ongoing argument of nature or nurture."* This is done by establishing which side of argument the authors are, describing the experiment(s) discussed in the passage, including a text quote about the results, and then providing some analysis of what that the results mean and what the experiment helped prove. This is an example of mostly effective development of the topic with mostly accurate analysis. The response is mostly organized, clear, and coherent.

Anchor Paper 4 – Score Point 3	
Sample Student Response:	<p>Genetics are sets of complicated codes in the human body. They decide physical characteristics like having brown hair. This was all information that scientists, such as Gregor Mendel learned after endless experiments carried out with pea plants. What they didn't know was that genes also determine mental characteristics such as being shy or aggressive. The two articles, <i>Shyness, Sadness, Curiosity, Joy. Is it Nature or Nurture</i> and <i>In 'Enormous Success,' scientists Tie 52 Genes to Human Intelligence</i>, describes the new proof supporting that it is genes and environment that work together to determine the mental capabilities of a person. The authors discuss different experiments or procedures in order to support their purpose in writing there articles.</p> <p><i>Shyness, Sadness, Curiosity, Joy. Is it Nature or Nurture</i> uses only one study to support their purpose. This helps the reader understand the big picture easily . The authors discusses how a girl that was born shy could change her behavior because of th environment she lived in. Using a real life example like this links the reader to a deeper connection with the story, and may seem more convincing. The text, "Scientists are beginning to discover that genetics and environment work together to determine personality," is supporting the authors purpose by backing up theri claim with reliable evidence. Anne Underwood uses an inspiring story of a girl that overcomes being shy to pull at the reader's heart strings and further convices them to trust the evidence.</p> <p>The passage, <i>In 'Enormous Success,' scientists Tie 52 Genes to Human Intelligence</i>, the author uses multiple sources pf evidence to back up his pupose. By doing this, Carl Zimmer, the author gives the eader no choice but to trust his evidence becasue of the quantity stated in the article. I paragraph 26, the author describes the success of a new study carried out by a reliable person from the Geisinger Health System in Danville, Pa.. This evidence supports the main idea of the essay becasue it displays relavance. The author provides evidence from someone that has experience in the work field that is surrounded by Carl Zimmer's topic.</p> <p>Scientists, such as Gregor Mendel were trail blazers when they set out to find the mysteries of what makes up the human body. What they didn't know was that genes also determine mental characteristics. The two articles, <i>Shyness, Sadness, Curiosity, Joy. Is it Nature or Nurture</i> and <i>In 'Enormous Success,' scientists Tie 52 Genes to Human Intelligence</i>, describes the new proof supporting that it is genes and environment that work together to determine the mental capabilities of a person. The authors discuss different experiments or procedures in order to support their purpose, and create a structured and reliable essay.</p>
Annotation for Sample Student Response:	<p>Score Point 3</p> <p>The response demonstrates comprehension of ideas stated in the two passages. The authors' purpose is stated (<i>The two articles ... describes the new proof supporting that it is genes and environment that work together to determine mental capabilities of a person.</i>).</p> <p>For the first passage, sufficient and mostly effective development by referencing the study discussed in the passage and reasons why the author would have included that example.</p> <p>Development for the second passage includes references to information int eh passage sand some reasons why the author included it which are not always developed fully.</p> <p>The response is organized with clear introduction and conclusion. It is mostly effective in analyzing the authors' purposes.</p>

Anchor Paper 5 – Score Point 2	
Sample Student Response:	<p>In "Shyness, Sadness, Joy. Is It Nature or Nurture?" and "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence," The authors purpose is to show how genetics can affect you.</p> <p>In "Shyness, Sadness, Joy. Is It Nature or Nurture?" by Anne Underwood her purpose is to show how genetics affect you but cannot determine who you are. This is shown in the text when it says, "But as Kagan continued to examine her over the years, Marjorie's temperament changed." This shows how her genes made her shy but then once you get to know her she isn't so shy. Showing that the genes she has does not overall affect her making her shy. Also in the passage it says, "Marjorie may have been born shy, but she has grown into a bubbly second grader." This evidence shows how after she gains confidence she is able to change into an outgoing person instead of having her genes dictate her.</p> <p>In "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence," by, Carl Zimmer his purpose is to show the reader genes can affect your intelligence. This is shown when he writes, "These genes do not determine intelligence," This shows the reader that genes do not determine your intelligence they only affect it. Also it shows that you have the choice to explore your own intelligence. Also Zimmer writes, "To her surprise, 52 genes emerged with firm links to intelligence. A dozen had turned up in earlier studies, but 40 were entirely new." This shows that there are many genes that affect your intelligence but they do not make you smart or dumb.</p>
Annotation for Sample Student Response:	<p>Score Point 2</p> <p>The response demonstrates basic comprehension of the purpose of both passages and provides a somewhat accurate analysis of how the information about the experiments helps support that purpose.</p> <p>For each passage the purpose is identified, text evidence is provided, and some explanation is given for what that evidence shows. The connections between the quotes and explanation are not always fully developed, and sometimes basically repeat what was in the quote; but overall, they are generally accurate. The response demonstrates some organization with somewhat coherent writing.</p>

Anchor Paper 6 – Score Point 2	
Sample Student Response:	<p>In "Shyness, Sadness, Curiosity, Joy. Is It nature or Nurture?" the experiment was about the two year old little Marjorie who was shy, she was afraid of cats and dogs. She was put in a room with a clown and she ran as if a cobra entered the room. the test was about genetic inheritance, inherited genes that predict emotional behavior, and "Marjorie showed every sign of inherited shyness, a condition in which the brain somehow sens out messages to avoid new experiences." (paragraph 1) but as time went on, Marjorie went to school and changed, she was no longer shy, 'her genetic inheritance was not her destiny." (paragraph 2) This experiment showed that people can have the genes that can cause different emotional behavior, but that certain experiments can change the way someone experiences emotional behavior. For the Enormous success experiment, scientists used data from multiple studies on genetic intelligence, and this found the 52 genes that were associated in genetic intelligence. the experiment showed that certain genes for inelegance could raise or lower IQ, but only by a small bit. The experiments showed results that proved that there is a connect with genes and intelligence and a connection between genes and behavior.</p>
Annotation for Sample Student Response:	<p>Score Point 2</p> <p>The response demonstrates basic comprehension of ideas stated in both passages. The response consists of mostly summary. It does address the explanation of the authors' experiments/procedures but does not address author's purpose. For the first passage, quotes are provided and then followed by a summary statement of what that evidence showed. For the second passage, there is a brief summary of the results of the experiments and a basic explanation of what those results proved. This is an example of generally accurate analysis that is somewhat appropriate to the task. The response demonstrates some organization and somewhat coherent writing.</p>

Anchor Paper 7 – Score Point 2	
Sample Student Response:	<p>The author's purposes for both passages "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and "In Enormous Success, Scientists Tie 52 Genes to Human Intelligence" is test whether genes had something do with human actions and intelligence.</p> <p>The passage "Shyness, Sadness, Curiosity, joy. Is It Nature or Nurture?" states, "In the last few years scientists have identified genes that appear to predict all sorts of emotional behavior, from happiness to aggressiveness to risk-taking." This quote shows that the one of the author's purpose in the passage was to explain how genes can control human emotions/actions.</p> <p>The passage "In Enormous Success, Scientists Tie 52 Genes to Human Intelligence" states, "In a significant advance in the study of mental ability, a team of European and American scientists announced... that they had identified 52 genes linked to intelligence in nearly 80,000 people." This quote shows that one of the author's purpose in the passage was to explain how genes could be connected with human intelligence.</p> <p>Furthermore, the authors purposes in the passages "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and "In Enormous Success, Scientists Tie 52 Genes to human Intelligence" was to explain genes can have something to do with human emotions/actions and human intelligence.</p>
Annotation for Sample Student Response:	<p>Score Point 2</p> <p>This response demonstrates basic comprehension of ideas in the passages and prompt. The purposes of the authors of the passages is identified (<i>test whether genes had something to do with the humans actions and intelligence</i>) For each passage there is a quote from the passage followed by an explanation of how this quote demonstrates one of the stated purposes. No further development of the topic is provided. This is an example of generally accurate analysis with some development.</p>

Anchor Paper 8 – Score Point 1	
Sample Student Response:	<p>The author's purpose in the passage " Shyness, Sadness, Curiosity, Joy. Is it Nature or Nurture" was to persuade the reader to think/realize most genes can affect you're actions. The purpose in the passage " In Enormous Success', Scientists tie 52 Genes to Human Intelligence" as to Persuade the reader to think genes don't influence intelligence.</p>
Annotation for Sample Student Response:	<p>Score Point 1</p> <p>The response shows limited comprehension of the ideas contained in the two passages. A statement of author's purpose is given for both passages, but no text-based evidence or explanation is provided. This is sufficient to show limited appropriateness to the task.</p>

Anchor Paper 9 – Score Point 1	
Sample Student Response:	<p>In the passage, "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture." by Anne Underwood, she talk about how genes are very complex on how they work. She explains how genes affect the brain and the way people work. The main idea of her passage is how the mind can change the gene if it wants to.</p> <p>In the passage, "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence" by Carl Zimmer, He talks about how genes can help the human brain. He goes into depth on how it can help the brain function. The main idea was telling us how genes dont only affect us on how we look.</p>
Annotation for Sample Student Response:	<p>Score Point 1</p> <p>The response demonstrates limited comprehension of the two passages. There is a limited analysis demonstrated by providing statements about what the author includes in each passage and what is the main idea, relevant to the role of genes. This is limited to the appropriateness of the task but does demonstrate a limited understanding of passages and prompt.</p>

Anchor Paper 10 – Score Point 1	
Sample Student Response:	The author is taking about a little girl that is 2 year old her name is Marjorie. Marjorie is afraid of her own shadow and almost anything that moves, Shes afraid of friendly cats and dogs, Marjorie is so painfully shy. The other story is about mental ability people make test so they can find out what are their strath this is a lot of time and work to know what you are doing to the mental people.
Annotation for Sample Student Response:	Score Point 1 The response shows limited comprehension of the ideas contained in the two passages. The response summarizes the experiments in each passage but provides no further explanation or analysis. This is sufficient to demonstrate limited understanding of passages and prompt.

Anchor Paper 11 – Score Point 0	
Sample Student Response:	<p>The author has many different purposes in preforming this article and also to change people's lives in how society feels about knowledge.</p> <p>People in society have had different thoughts about how pleople think and if it has to do with brain cells and genes or with just how different people have different ways of soaking up knowledge and taking it in. Many people have different ways of studying and test strategies.</p> <p>Secondly, scientists have made desicions on how to study different topics to see what the mos common way for students to learn is whether it's private schooling, home schooling, or public schooling.</p>
Annotation for Sample Student Response:	Score Point 0 The response demonstrates no comprehension of ideas in the passages and is inappropriate to the task. There is a vague reference to experiments or procedures, but neither text-based evidence nor the name of any of the passages is provided. The response is undeveloped and offers no analysis.

Anchor Paper 12 – Score Point 0	
Sample Student Response:	The authors use different experiments because one is in the past and has tried some that may not work, while others are more in the future and know what happened at that certain time frame in which it would work, because it wouldn't make sense to do the exact thing over and over again for the same exact experiment.
Annotation for Sample Student Response:	Score Point 0 There is a vague reference to experiments but neither text-based evidence nor clear reference to any of the passages is provided. The response is undeveloped and offers no analysis.

Sample Responses & Annotations - ITEM SET 3

Item Set 3 – Question 9 (Constructed Response)

You have read passages from *William Shakespeare: Playwright & Poet*, "The Screenwriter for *Anonymous* Defends His Controversial Movie," and "Who Wrote Shakespeare's Plays? Debate Goes On."

Write an essay in which you evaluate how important the Shakespeare authorship issue is to the authors. Explain how the authors use evidence to support their claims about Shakespeare. Include details from all three passages to support your response.

Item Information		
Passages	William Shakespeare: Playwright & Poet, The Screenwriter for <i>Anonymous</i> Defends His Controversial Movie, and Who Wrote Shakespeare's Plays? Debate Goes On.	
Answer	See Sample Student Responses and Annotations	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.2.c.ii	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8)

Anchor Paper 1 – Score Point 4	
Sample Student Response:	<p>The Shakespeare authorship issue is extremely important to the authors of the text, each author utilizes evidence from the time of Shakespeare to support their claims.</p> <p>In a passage from <u>William Shakespeare: Playwrite & Poet</u> by Emma Carlson Berne, Berne demonstrates how important the Shakespeare authorship issue is by describing how in depth the the work done on him has been, and supports her claims about Shakespeare by pointing out a lack of evidence. Berne begins this passage by pointing out a lack of knowledge about Shakespeare but writes, however, that "great, thick biographies have been written about the poet for centuries." This demonstrates the importance of Shakespeare and the authorship debate to the author. She uses diction with words like "great" and "thick" to demonstrate the expansive and important knowledge gathered on Shakespeare and this debate. This large expanse of work alone demonstrates how important this issue is. Berne uses lack of knowledge to support a claim about Shakespeare not being the author when she writes that, "This lack of documentation has led some scholars to argue that there is little or no proof that Shakespeare wrote the works attributed to him." Here Berne focuses on a lack of knowledge about Shakespeare to support a claim. By focusing on this lack she demonstrates the possibility that Shakespeare did not write his plays.</p> <p>In a passage from <u>"The Screenwriter for Anonymous Defends His Controversial Movie"</u> by Robert Levin, Levin demonstrates the severity of the level of importance of the Shakespeare issue, he then further supports his opinion by alluding to famous and respected authors with the same opinion. John Orloff is a researcher and writer who has been studying this topic. He was a part of the controversial movie <i>Anonymous</i>, a film centered around the theory that Shakespeare did not write his plays. Levin demonstrates the importance of the Shakespeare authorship issue when Levin writes, "The Shakespearean authorship question has been a 20-year obsession for screenwriter John Orloff." Here the authorship uses diction to demonstrate how the issue is of the utmost importance to Orloff. The uses of words such as "obsession" combines with the time frame of 20 years to demonstrate the extreme importance of this issue to the authors. Orloff supports his theory about the debate when using the author Mark Twain as an example. He</p>

	<p>writes, "Mark Twain could never have written about the Mississippi had he not been a Mississippi riverboat pilot.... I happen to believe that Shakespeare didn't have the life to draw from to write about court intrigue," Here he juxtaposes Mark Twain's experiences and Shakespeare's to support his opinion. By contrasting Twain experience with what he wrote about to Shakespeare's lack there of he demonstrates how Shakespeare may not have been the author.</p> <p>In a passage from <u>Who Wrote Shakespeare's Plays? Debate Goes on</u> by Renee Montagne, Montagne demonstrates how important the issue is by showing how redound authors debate on the issue, she the supports her claim by pointing evidence directly from Shakespeare. Montagne writes about how the redound author Mark Twain wrote on this. She summarizes his writing as "Mark Twain Wasn't Buying It". This demonstrates the importance of the issue. Not only does this allude to how long the debate has been going on but also demonstrates how it is so important even the most redound engage in it. She then proceeds to support a claim by writing about evidence directly from the hand of Shakespeare proves he wrote it. she writes that the "name William Shakespeare appeared on some of the plays published during his lifetime." Here by demonstrating how there is documented proof of Shakespeare being the author of the works attributed to him.</p> <p>Overall, the issue of Shakespearean authorship is of the utmost importance and is demonstrated by the mass amount of work done on it, the obsession over it, and the time in which the debate has gone on. Authors support there claims on whether Shakespeare authored his own works by alluding to famous authors and direct evidence from Shakespeare.</p>
Annotation for Sample Student Response:	<p>Score Point 4</p> <p>Full comprehension is demonstrated through the accurate analysis of both how the authors use evidence to support their claims as well as show the Shakespeare authorship issue is important to them. For each passage there is a comprehensive evaluation of how the author used evidence which is done through relevant text-based details, clear reasoning, and accurate analysis (<i>She uses diction with words like "great" and "thick... Here he juxtaposes Mark Twain's experiences and Shakespeare's to support his opinion... She then proceeds to support a claim by writing about evidence directly from the hand of Shakespeare proves he wrote it.</i>). Included in the discussion of each is how this evidence demonstrates the importance of the issue to that author. The effective organization and use of language result in clear coherent writing and is consistently appropriate to the task.</p>

Anchor Paper 2 – Score Point 4

Sample Student Response:	<p>In all three of the passages, the Shakespeare authorship issue is very important to the authors. In "Playwright & Poet" Emma Carlson Berne explains how there is a debate on if Shakespeare really was the author of all the great plays, poems and everything else. She also explains about Shakespeare scholars. She never states her opinion on if Shakespeare was the author or not but she seems to be leaning towards that he is not the author. In "The Screenwriter for Anonymous Defends His Controversial Movie" John Orloff has a very strong opinion that Shakespeare was not the author. He is telling Robert Levin about how and why he wrote the movie. In "Who Wrote Shakespeare's Plays? Debate Goes On" it talks about evidence from both sides, about how there were no records or how that he was simply genius. The author in this passage also does not state their opinion but gives information to support both sides of the story.</p> <p>In "Playwright & Poet" the author (Emma Carlson Berne) talks about what scholars are and what some are doing to find more about Shakespeare. She exclaims that there is little known about Shakespeare. Emma then introduces the authorship debate about if Shakespeare really did write everything but she gives way more information about how he isn't the author rather than evidence hinting that he was. This made me think that she was leaning more towards the debate that he is not the author. She states that there is a lack of documentation for one of her reasons why Shakespeare could not be the author. I think the Shakespeare authorship issue is very important to Emma since she has spent lots of time studying the topic.</p> <p>In "The Screenwriter for Anonymous Defends His Controversial Movie" John Orloff made a movie about how Shakespeare was not the author. He has found lots of evidence supporting his claim like that there is no evidence supporting that Shakespeare did write the plays or that there is no first-hand documentary evidence. He goes on to explain about his film and why he did what he did. The film had lots of controversial effects from it but John did not care. The Shakespeare authorship issue is extremely important to him since he has spent 20 years on the subject and made a movie too.</p> <p>In "Who Wrote Shakespeare's Plays Debate Goes On" Renee gives reasons why people think that he is not the author and reasons why people think she is the author. One of her reasons that people didn't think that he was the author is that there was no evidence of education but for his writings he would have had to have an education. She then brings in a scholar named Stephen Greenblatt to discuss why he is the author. He stated that the evidence is simply that Shakespeare's name appeared on some of the plays published during his lifetime. The Shakespeare authorship issue is important to Renee since she is wanting to learn more about the topic and it is also important to Greenblatt since he has spent years studying and has a strong opinion on the matter.</p> <p>Since the Shakespeare authorship issue is important to all of the authors in all of the passages, they give lots of information to the reader about the issue. In the first passage Emma states more evidence pointing towards the fact that he was not the author like that he left very few documentation behind. In the second passage John states that he fully does not think that he was not the author simply due to the fact that there is no evidence. In the third passage the author states information towards that he is the author and that he isn't. Ultimately the subject of Shakespeare being the author is undecisive but a very important issue.</p>
Annotation for Sample Student Response:	<p>Score Point 4</p> <p>Full comprehension is demonstrated in the response through the accurate analysis of both how the evidence is used by the authors and how that shows the importance of the Shakespeare authorship issue to them. For each passage there is effective and comprehensive development of the topic through relevant text-based evidence and clear reasoning to provide a review of the author's argument, an evaluation of the type of evidence used, what that reveals about the author's opinion on the subject, and an analysis of why the passage shows this topic is important to the author. Overall, the response is consistently appropriate to the task, is effectively organized and is written in a clear, coherent style.</p>

Anchor Paper 3 – Score Point 3

Sample Student
Response:

The issue of the Shakespeare authorship is of great importance to the writers of *William Shakespeare: Playwright & Poet*, "The Screenwriter for Anonymous Defends His Controversial Movie", and "Who Wrote Shakespeare's Plays? Debate Goes On". The authorship is important to them because they believe that William Shakespeare couldn't have written the extraordinary plays and sonnets he was so thought to have written. These authors portray the importance through different ways.

In the first article *William Shakespeare: Playwright & Poet* that author shows the reader how important the authorship of Shakespeare is by giving theories on different ideas people have about who could've written Shakespeare's plays. For example in the text it reads, "Other scholars have suggested a variety of people who might actually be the author of Shakespeare's work: the playwright and poet Christopher Marlowe, the philosopher Francis Bacon, and a playwright, poet, and earl named Edward de Vere." This quote is showing that the people have different ideas about who other than Shakespeare could've written the plays. In conclusion the author shows the reader how important the authorship of Shakespeare is by giving different theories on who might've written the plays.

In the second article "The Screenwriter for Anonymous Defends His Controversial Movie" the author shows the readers how the important the authorship of Shakespeare is by speaking with screenwriter John Orloff who believes Shakespeare isn't the writer of the plays. For example in the text it reads, "...One has to make the leap that this young man from Stratford-upon-Avon, brilliant though he may have been, would have had [to have had] one heck of an education to write these things." In this quote it shows how the screenwriter doesn't believe Shakespeare could've written the plays because of his lack of education. In conclusion the author demonstrates the importance of the authorship of Shakespeare by speaking with a screenwriter who, because of his disbelief, made a film on how Shakespeare was not the writer of the famous plays.

In the final article, "Who Wrote Shakespeare's Plays? Debate Goes On", the author shows the readers the importance of the authorship of Shakespeare by having different opinions brought into the article to provide insight to the different ways the debate could go. For example, in the text it reads, "Like most scholars, I think it's reasonably clear that the man from Stratford wrote the plays." In this the quote explains how Stephen Greenblatt believes Shakespeare wrote the plays. Adding on in the same text it reads, "we Would certainly have to be able to support how he learned his languages, how he received his education, how he gained his exposure to the lifestyle of the rich and famous, how he had access to the court...We cannot support any of that for Shakespeare." In this quote it's explaining how this person believes Shakespeare wouldn't have had the knowledge to be able to write the plays he was thought to write. In conclusion, the author shows how important the authorship of Shakespeare is by having people give their different opinions on the topic.

Overall the three authors show the importance of the authorship of Shakespeare by giving different opinions throughout each article.

Annotation for
Sample Student
Response:

Score Point 3

The response provides mostly accurate analysis of how the Shakespeare authorship issue is important to the three authors. The mostly effective development of the topic for each passage includes a statement of the type of evidence included in the passage, a cited statement from the passage as support, an explanation of what the quote is saying, and then a statement of analysis of how that shows the importance of the topic to the author. There is some repetition in the information provided, but it is mostly effective. This approach is appropriate to the task, and the organization and use of the language result in mostly clear and coherent response.

Anchor Paper 4 – Score Point 3

Sample Student Response:	<p>Emma Carlson Berne, Robert Levin, and Renee Montagne all show a way of saying that Shakespeare might not have been who everyone thinks he is. Everyone thinks that Shakespeare was amazing and wrote all these wonderful plays, sonnets, and poems ,but in reality very little is known about him even being documented and many think that he is not the author of the plays, sonnets, and poems.</p> <p>Emma Carlson Berne feels that there is little to no documentation of William Shakespeare's life and that he might not have been the writer of such amazing work. Emma Carlson Berne believes that Shakespeare had not written everything because of how little to no documentation there is. The text from "William Shakespeare: Playwright & Poet" states,"Despite Shakespeare's fame, little is known about him. What is known for certain about Shakespeare could be written in a few paragraphs. Yet great, thick biographies have been written about the poet for centuries."</p> <p>Although this quote states that great thick biographies have been written about Shakespeare, these biographies are about his so called "work" which make Shakespeare's life not such a big deal which also means he was not accurately documented. This is basically saying that Emma Carlson Berne claims to not believe that the work is that of Shakespeare's.</p> <p>Robert Levin writes about how the screenwriter John Orloff speaks about how his movie is based off of his opinion that Shakespeare had not written the plays or created all the other masterpieces. John Orloff believes that Shakespeare is not the author and here is why. The text "The Screenwriter for Anonymous Defends His Controversial Movie" states,"For me, you have to start off with the fact that there's no evidence he wrote the plays.... There's no first-hand documentary evidence." This proves that John Orloff believes that Shakespeare had not written them because if he had written them, Shakespeare would have had some type of documentation or some type of evidence that he wrote all of the plays, poems, and sonnets.</p> <p>Renee Montagne writes about how William Shakespeare had no record of having had written the poems, plays, sonnets or created any of the other masterpieces. Renee Montagne believes that a man from such a culture like Shakespeare could not have written such wonderful things or even have a writing career. The text from "Who Wrote Shakespeare's Plays? Debate Goes On" states,"They all speak to the activity of a man who is principally a businessman; a man who is delinquent in paying his taxes; who was cited for hoarding grain during a famine... whom there is no contemporary evidence of a writing career. And many of us find that rather astonishing." This proves that Renee believes that someone like Shakespeare did not have a writing career to be able to write or create things like the ones he is put up to, she believes that someone like him who was a delinquent and hoarder, does not have the ability to write as amazing as this writing is put as.</p>
Annotation for Sample Student Response:	<p>Score Point 3</p> <p>In this response comprehension and mostly accurate analysis is demonstrated by explaining how the evidence shows the opinion of each author on this issue. The importance of the issue to the authors is not directly addressed, but for all three passages there is development of the opinion of the author which includes relevant textual evidence and mostly clear reasoning of how that evidence reveals the author's opinion (<i>This proves that Renee believes that someone like Shakespeare did not have a writing career to be able to write or create things like the ones he is put up to...</i>). The response is mostly appropriate the task and the organization and language used produce a mostly clear and coherent response.</p>

Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>In the passages "William Shakespeare: Playwright & Poet", "The Screenwriter for Anonymous Defends His Controversial Movie", and "Who Wrote Shakespeare's Plays? The Debate Goes On", the authors give a theory that Shakespeare was not the person who wrote his plays.</p> <p>The first author focuses on the lack of documents about Shakespeare's life. In "William Shakespeare: Playwright & Poet", the text states, "The greatest Western dramatist in history left no letters and no diaries- he did not even sign some of his plays." This quote shows that there is little evidence to support the idea that Shakespeare was the author to some of his plays.</p> <p>The second author interviews a screenwriter who says that there are no records of Shakespeare having an education, and that he would need one to write the plays with the metaphors that he did. In "The Screenwriter for Anonymous Defends His Controversial Movie", the text states, "And yet there's no record of him having attended any school, anywhere." This quote shows that Shakespeare may not have gotten the education he would have needed to write the plays that he did.</p> <p>The third author mentions both. In "Who Wrote Shakespeare's Plays? Debate Goes On", the quotes "And he's the only presumed writer of his time for whom there is no contemporary evidence of a writing career," and "Remarkable...even for a village lad if he were a genius," show that there is little evidence supporting the idea that Shakespeare wrote his plays by showing how there are few documents and showing that he was a village boy, likely unable to have such a high level of education.</p> <p>Clearly, the authors give theories that Shakespeare was not the one to write his plays.</p>
Annotation for Sample Student Response:	<p>Score Point 2</p> <p>This response demonstrates a basic understanding by explaining how the evidence in each passage supports the author's opinion that Shakespeare was not the real author. For each passage there is some development of the topic through a statement of the author's theory, a cited statement from the text for support, and an explanation of what that evidence shows about the topic (<i>This quote shows that Shakespeare may not have gotten the education he would have needed to write the plays that he did.</i>). This demonstrates generally appropriate analysis of the topic; however, the topic of the importance of the topic to the author's is not addressed. There is some organization in a somewhat effective style. The response is somewhat appropriate to the task.</p>

Anchor Paper 6 – Score Point 2

Sample Student Response:	<p>There is no one in America that hasn't heard of the great writer, William Shakespeare. You may think of all his different plays, from <i>Hamlet</i>, to <i>Romeo and Juliet</i>. But wait, what if Shakespeare didn't actually write those magnificent playbook stories. A debate has gone on for years questioning his authorship. Many scholars have very voiced opinions on this subject.</p> <p>There are many scholars who take their time studying Shakespeare, nonetheless, the author from <i>William Shakespeare: Playwrite and Poet</i>, states that little is actually known about the author. Scholars have looked at his legal documentations, and read his poems for clues.</p> <p>In the second article, the screenwriter of a Shakespearean movie tries to defend his historical movie, which is all about who wrote Shakespeare's plays. He has battled with this historical debate for twenty years, and was so intrigued that he wrote a movie about it.</p> <p>In the third article, the author argues with others on Shakespeare's actual connection to the play composing. He uses lots of research and evidence to support his claim and argue with the other side. He also wrote a book, <i>Will in the World</i>, to help support his claim. That right there is dedication if you ask me.</p> <p>As you can see, while this doesn't seem like a huge deal to us, to many others it is. People spend decades researching, writing, and looking at historical documentations to try and prove that in fact, Shakespeare was the big mastermind that we all believe him to be.</p>
Annotation for Sample Student Response:	<p>Score Point 2</p> <p>This response demonstrates a basic understanding and is somewhat appropriate to the task by discussing the evidence in each passage about the Shakespeare authorship issue. Some development is provided through a brief summary of what evidence each author provides, and for the second and third article there is some analysis of that evidence (<i>tries to defend his historical movie...That right there is dedication if you ask me</i>). Some organization is present, and the style is somewhat effective.</p>

Anchor Paper 7 – Score Point 2	
Sample Student Response:	<p>In, "William Shakespeare: Playwright and poet", Emma Carlson appears to assume that Shakespeare did write everything, and rather goes into to detail of how his history is being uncovered. She does this by citing the many ways Shakespeare's background can be looked into. For example, she states, "Scholars look to Shakespeare's legal and church documents to learn about his life." as well as "Scholars continue to study the life of William Shakespeare. They try to uncover mysteries of his life to learn more about the man who produced so many great works of literature."</p> <p>In, "The Screenwriter for Anonymous Defends His Controversial Movie.", Robert immediately assumes Shakespeare did not write everything, and uses various resources to show how he concluded this. For example, He states, "I was very tenuous at first and unconvinced, as many people are. And then I kept reading and reading and reading, and the more I read, the more convinced I became" and "For me, you have to start off with the fact that there's no evidence he wrote the plays." Robert gives many reasons as to why Shakespeare couldn't have possibly known all he did without a formal education (of which he does not have).</p> <p>In, "Who Wrote Shakespeare's Plays? Debate Goes On" Renee takes a far more neutral approach, and instead cites what others think of the Shakespeare debate. Throughout the text, she is constantly quoting what Mark Twain has said, as well as what Prof. Greenblatt has said. After giving us information from both sides, Renee leaves us to make our own decision on the matter.</p>
Annotation for Sample Student Response:	<p>Score Point 2</p> <p>The response demonstrates basic understanding and is somewhat appropriate to the task by providing a generally accurate analysis on the opinion of each author on the Shakespeare authorship issue (<i>appears to assume that Shakespeare did write everything... immediately assumes Shakespeare did not write everything ... takes a far more neutral approach</i>). For each passage, there is some development through a statement of that opinion, what kind of evidence was used and then relevant text evidence support, but no further explanation is provided. The importance of the issue to the authors is not addressed. There is some organization with somewhat coherent writing.</p>

Anchor Paper 8 – Score Point 1	
Sample Student Response:	<p>Shakespeare's authorship is an important issue to other authors because it is a heavily debated topic. "One of the only personal documents he left behind was his will. This lack of documentation has made Shakespeare's activities difficult to trace."</p> <p>Shakespeare didn't leave anything about himself so people don't know much about him.</p> <p>"Whether Shakespeare did write the plays or didn't write the plays, we're being taught a lot of bunk about William Shakespeare." Robert believes that Shakespeare didn't write the plays and if we all believed he did than it would be a shame for the person actually wrote all of them. "But there's no record that this Shakespeare owned any books, wrote letters, and the half-dozen signatures attributed to him are legal documents only." People don't have any proof that Shakespeare actually wrote all the things that he's famous for. This issue is important to other writers because it is a heavily debated topic all around.</p>
Annotation for Sample Student Response:	<p>Score Point 1</p> <p>The response demonstrates limited comprehension.</p> <p>There is minimal analysis of the topic by stating that it is important because it is "<i>heavily debated</i>." This idea is not further developed. What is provided is a cited statement about Shakespeare from each text followed by a restatement of what that information is saying. No further development or reasoning is provided. The limited development and organization result in a response that is limited in appropriateness to the task.</p>

Anchor Paper 9 – Score Point 1

Sample Student Response:	<p>In all three of the passages about shakespeare talk about how he didn't even right his poems and plays that someone else did.</p> <p>In the passage "William Shakespeare: Playwright & Poet ", they talk about how shakespeare didn't really have a documentery and how shakespeare's life was hidden in a way, but no one acually knows his life before and after he became a playwrighter and a poet.</p> <p>In the passage "The Screenwriter for Anonymous Defends his Controversial Movie", they talk about how Shakespeare did't really write all the poems and the plays that are under his name. They were wondering how a guy like him with a not so good education is now one of the most known poet and playwrighter in the world.</p> <p>In the passage "Who Wrote shakespeare's Plays? Debate Goes On" also talks about how William Shakespeare didn't wright the poems and the plays that he made. They said that Shakespeare didn't wright any letters, read or even buy any books, and the only thing that they found him wright was some signatures on legal documents.</p> <p>That is all the different ways that people don't agree with how William Shakespeare is being thought of now.</p>
Annotation for Sample Student Response:	<p>Score Point 1</p> <p>The response demonstrates limited comprehension. For each passage there is a summary of the information included about opinions of Shakespeare and authorship. No explanation or further analysis of the information is provided. This response is limited in its appropriateness of the task.</p>

Anchor Paper 10 – Score Point 1

Sample Student Response:	<p>Each passage describes and elaborates on who wrote the Shakespeare plays. It seems to matter very much, and they give their strong opinions. In <i>William Shakespeare: Playwright & Poet</i>, it describes reasoning to why people deny that Shakespeare wrote the plays, saying the lack of documents or letters lead to the controversy. But they also state there is true reason to deny his authorship.</p> <p>In "The Screenwriter for Anonymous Defends his Controversial Movie," he explains why de doubts that Shakespeare was the author, elaborating on evidence. He says there's no documented evidence, and he couldn't have had a high enough education to be able to write with his skill level.</p> <p>In "Who Wrote Shakespeare's Plays? Debate Goes On," they explain he couldn't have had the education, and he was never documented as a writer. There were no records stating that he wrote any letters or owned any books. They also state it was completely possible for him to have written the plays, but quite astonishing at the writing level they are at.</p>
Annotation for Sample Student Response:	<p>Score Point 1</p> <p>The response demonstrates limited comprehension of the passages and task. In the beginning there a minimally accurate statement of analysis (<i>It seems to matter very much, and they give their strong opinions.</i>), which is not further developed. For each passage, there is a summary of what information is included without any additional explanation. There is limited organization. Overall, this response is limited in its appropriateness to the task.</p>

Anchor Paper 11 – Score Point 0

Sample Student Response:	In Playwrite & Poet it says that "Scholars continue to study the life of William Shakespeare. They try to uncover the mysteries of his life to learn more about the man who produced so many great works of literature." This means that no one really knows that much about him.
Annotation for Sample Student Response:	Score Point 0 The response is not appropriate to the task as it attempts to address the prompt but is an undeveloped response with information from only one passage.

Anchor Paper 12 – Score Point 0

Sample Student Response:	in all three passages it talks about how nobody knows everything about Shakespeare and one talked about how you could probably write a couple of paragraphs about him.
Annotation for Sample Student Response:	Score Point 0 The response is not appropriate to the task as it is a single sentence that attempts to address the topic of what is in the passages. The information is undeveloped and demonstrate little or no comprehension.