



Colorado Measures of Academic Success



Grade 6

English Language Arts/Literature

Answer Key

with

Scoring Rubrics

Practice Resource for Students

ANSWER KEY - ITEM SET 1

Item Set 1 – Question 1 (Selected Response; Multiple Select)

Part A

The author makes the claim that steps have been taken to help endangered tigers. Select the main strategy used throughout the article to develop the claim.

- A. The author explains a problem and then presents solutions.
- B. The author details the cause and effect of an event or action.
- C. The author shares important events or actions in their order of importance.
- D. The author presents a detailed list of problems.

Part B

Select three pieces of evidence that support the answer to Part A.

- A. "They're also special to visitors who travel to Cleveland Metroparks Zoo in Ohio for a glimpse of these rare cubs."
- B. "But today three subspecies—the Balinese, Caspian, and Javan tigers—are now extinct, and a fourth—the South China tiger—is almost extinct."
- C. "They keep a computerized family tree of zoo tigers that helps match males and females for breeding."
- D. "Tatja, whom zookeeper Steve Gove describes as 'a mellow tiger,' gets along well with Gaia and likes watching his cubs play."
- E. "Grooming lessons come in handy for playful cubs who can't resist rolling in the mud."
- F. "One hundred thousand tigers belonging to eight different subspecies prowled the forests and jungles of the world."
- G. "The World Wildlife Fund (WWF) and other organizations are working with the Russian government to set aside protected areas for these big cats."

Part A

What is the author's main purpose in "The Stripes Will Survive"?

- A. to describe the different lessons Gaia teaches her cubs
- B. to explain recent changes in how zoos raise Siberian tigers
- C. to explain the efforts being made to preserve Siberian tigers
- D. to describe how Danya and Dasha interact with their parents

Part B

Which sentence from the article supports the answer to Part A?

- A. "It doesn't seem like a very smart game, considering Mom is a Siberian tigress!"
- B. "Only about 400 of those are Siberian tigers, which are the largest, lightest-colored, and longest-furred tigers."
- C. "And only 500 Siberian tigers live in zoos."
- D. "Rangers patrol for poachers, and educational programs help the local people understand the need to protect Siberian tigers."

Part A

Read the sentence from paragraph 14 of the passage “The Zoos Go Wild.”

Housing animals in spaces that were as close to the animals’ habitats as the designers could make them was an important step in the struggle to save endangered species.

What does the word **endangered** mean as it is used in the sentence?

- A. distant
- B. aggressive
- C. frightened
- D. threatened

Part B

Which detail from paragraph 14 of the passage supports the answer to Part A?

- A. “. . . large-scale redesigning of zoos didn’t begin until the 1960s”
- B. “. . . dwindled to the point of vanishing.”
- C. “Zoo designers traveled to the animals’ natural habitats in faraway places”
- D. “. . . how the animals used the space and behaved in it.”

Part A

Which detail from the passage "The Zoos Go Wild" supports the idea that Willie changed after being moved into his new home?

- A. the comparison of the grassy area to Willie's African home
- B. the mention of Willie's large size and magnificent appearance
- C. the description of Willie's behavior with his companions
- D. the comparison of Willie to gorillas that live in the wild

Part B

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

- A. paragraph 7
- B. paragraph 9
- C. paragraph 10
- D. paragraph 11

Item Set 1 – Question 5 (Selected Response; TEI Drag and Drop)

Part A

Which central idea is developed in both "The Stripes Will Survive" and "The Zoos Go Wild"?

- A. Zoos are sometimes responsible for caring for animals that people have abandoned.
- B. One responsibility of a zoo is to prevent the extinction of species by breeding them.
- C. Zoos are constantly changing exhibits to keep visitors interested in the animals.
- D. Zookeepers are changing the way they approach caring for animals.

Part B

Move one detail from each passage that supports the answer to Part A into the box.

Details from the Passages

"In 1981, the American Zoo and Aquarium Association (AZA) started the Species Survival Plan (SSP) to make sure that threatened and endangered animal species don't disappear." (paragraph 4)

"Thousands of other zoo animals throughout the world have been moved into new homes that replaced the old, cramped cages in which they lived before." (paragraph 11)

Part A

What is the meaning of **novel** as it is used in paragraph 2?

- A. lengthy
- B. unique
- C. solid
- D. textured

Part B

Which phrase from paragraph 2 supports the answer to Part A?

- A. "wear-and-tear"
- B. "twenty foot sections"
- C. "new and fun"
- D. "little feet healthy"

Part A

What is the author's main purpose in "Our Beautiful Macaws and Why They Need Enrichment"?

- A. to describe the different tasks zookeepers are required to perform
- B. to explain why some pet Macaws eventually live in zoos
- C. to explain how a zoo is providing a stimulating environment for Macaws
- D. to describe why zookeepers include specific equipment in new exhibits

Part B

Which sentence from the article best supports the answer to Part A?

- A. "The ACCR team combed through a handful of creative ideas to give the Macaw Exhibit a new, fresh look."
- B. "This way the birds get a bit of a 'different look' with their perching without the keepers having to make any permanent rearrangements."
- C. "A behaviorally unhealthy bird may become aggressive, destructive, or even sick."
- D. "Add to this the fact that Blue and Gold Macaws can live for over 60 years, and the bird often becomes an unbearable burden even for well-intentioned owners."

Item Set 1 – Question 8 (Selected Response; Multiple Select)

Part A

Which sentence describes how central ideas are introduced in “The Stripes Will Survive” and “Our Beautiful Macaws and Why They Need Enrichment”?

- A. “The Stripes Will Survive” provides details about a particular zoo habitat, while “Our Beautiful Macaws and Why They Need Enrichment” describes the daily duties of zookeepers.
- B. “The Stripes Will Survive” explains one animal’s background, while “Our Beautiful Macaws and Why They Need Enrichment” details the research carried out at one zoo.
- C. “The Stripes Will Survive” tells an anecdote about a particular animal family, while “Our Beautiful Macaws and Why They Need Enrichment” describes the zookeepers’ role in updating the habitat for the birds.
- D. “The Stripes Will Survive” explains the importance of the American Zoo and Aquarium Association in protecting animals in zoos, while “Our Beautiful Macaws and Why They Need Enrichment” describes the beautiful colors of the birds in a particular zoo.

Part B

Select one detail from each text that supports the answer to Part A.

- A. “Danya nips his mother’s furry back over and over” (paragraph 1, “The Stripes Will Survive”)
- B. “They’re also special to visitors who travel to Cleveland Metroparks Zoo” (paragraph 2, “The Stripes Will Survive”)
- C. “A hundred years ago, no one worried that the world might run out of tigers.” (paragraph 3, “The Stripes Will Survive”)
- D. “The zoo’s flock of Blue and Gold Macaws recently got a healthy dose of extra enrichment.” (paragraph 2, “Our Beautiful Macaws and Why They Need Enrichment”)
- E. “With some resourceful alterations to the ends of the rope, the keepers are able to move the ropes to different angles” (paragraph 2, “Our Beautiful Macaws and Why They Need Enrichment”)
- F. “The keepers responsible for the daily care of our Macaws” (paragraph 6, “Our Beautiful Macaws and Why They Need Enrichment”)

Item Set 1 – Question 9 (Constructed Response)

You have read three texts that claim that the role of zoos is to protect animals. Write an essay that compares and contrasts the evidence each source uses to support this claim. Be sure to use evidence from all three sources to support your response.

Item Set 1 – Question 10 (Selected Response; TEI Hot Spot)

Part A

What is the meaning of **congested** as it is used in paragraph 1?

- A. crowded
- B. excited
- C. varied
- D. populated

Part B

Select **two** pieces of evidence in paragraph 1 that support the answer to Part A.

1 When the Erie Canal opened in 1825, things really began moving in New York. The canal allowed the transportation of goods and people to and from the city to the state's and the nation's agricultural interior. It sparked a commercial business boom in the port of New York (present-day Manhattan). In the mid-1800s, most New Yorkers lived in the lower third of the nearly 13.5-mile-long island, where access to shipping and the Atlantic Ocean were greatest. In the decades that followed, the southern tip of the island city grew increasingly congested with inhabitants and businesses.

Scoring Note: Credit is awarded for two of the correct highlighted pieces of evidence.

Item Set 1 – Question 11 (Selected Response; Selected Response)

Part A

Read the sentence from paragraph 3.

They were mostly private enterprises that were largely unregulated by any single overseeing body.

How does this sentence contribute to the development of an idea in the passage?

- A. It shows that there was no group that monitored vehicle production, which led to too many different types of transportation on the roads.
- B. It shows that there were too many transportation businesses using the crowded streets, which made it difficult for the businesses to succeed.
- C. It shows that there were too many small businesses competing in a busy market, which made transportation less profitable than it is today.
- D. It shows that there was no group established to control traffic flow, which made transportation more hazardous than it is today.

Part B

Which other sentence from paragraph 3 contributes to the same idea described in Part A?

- A. "The first forms of urban transportation relied on horsepower."
- B. "The organization of city streets today, with signal lights and signs at intersections to direct traffic flow, and with crosswalks offering pedestrians a safe place to cross a street, didn't exist in the 1800s."
- C. "Today's familiar gas-powered cars weren't mass produced until 1908."
- D. "Here's a look at some of the early forms of transportation in New York City before the first subway tracks were laid."

Item Set 1 – Question 12 (Selected Response; Selected Response)

Part A

What central idea do the details in paragraphs 7 and 8 support?

- A. Electric power had many more advantages than other forms of power.
- B. Steam power made it possible for rails to be safely placed in the streets.
- C. Electric-powered cable cars were not considered when the city was originally designed.
- D. Steam-powered cable cars were not fast enough to keep up with the demands of a growing city.

Part B

Which sentence best supports the answer to Part A?

- A. "The first cable car in New York City was incorporated as part of the design for the newly constructed Brooklyn Bridge, which opened in 1883." (paragraph 7)
- B. "Like horsecars, cable cars ran on rails embedded in the streets, but they were powered by steam-driven machines at either end of the line that moved the cars along a long, looped cable." (paragraph 7)
- C. "The development of electricity as a power source in the late 1800s changed the future of transportation." (paragraph 8)
- D. "Power was fed through cables that ran either above the trolleys or underground through conduits along the trolley track line on the street." (paragraph 8)

Item Set 1 – Question 13 (Selected Response; Selected Response)

Part A

What is the author's main purpose in writing the passage?

- A. to inform the reader how public transportation developed through the 19th century in New York City
- B. to persuade the reader that current technology has improved public transportation in New York City
- C. to entertain the reader with examples of early public transportation in New York City
- D. to convince the reader that regulating public transportation is an important part of keeping street traffic moving in New York City

Part B

Which sentence from the passage is an example of the author's purpose?

- A. "Lacking the means or desire to move any farther, many of these immigrants settled where they landed—in New York City." (paragraph 2)
- B. "They were mostly private enterprises that were largely unregulated by any single overseeing body." (paragraph 3)
- C. "Here's a look at some of the early forms of transportation in New York City before the first subway tracks were laid." (paragraph 3)
- D. "Electric trolleys were smooth, quiet, and emitted less pollution than steam-powered cable cars." (paragraph 8)

ANSWER KEY – ITEM SET 2

Item Set 2 - Question 1 (Selected Response; Selected Response)

Part A

Which statement **best** states a theme in the passage?

- A. Difficult journeys are best taken with a friend.
- B. Nature can be appreciated despite being unpredictable.
- C. People have the ability to adapt to unpleasant situations.
- D. Adults may struggle to understand the challenge of being young.

Part B

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

- A. "As if we didn't have enough troubles!" groaned Mrs. Chipley. "There it goes and rains on us!"
- B. "But Mrs. Chipley strode purposefully on, as if she had no time to notice small discomforts."
- C. "The two of them had come all the way across the city on the bus, and during the ride the sky had darkened and the street lights had bloomed all at once."
- D. "A few days, and I'll have my daughter straightened around and come back."

Item Set 2 - Question 2 (Selected Response; Multiple Select)

Part A

How does Sally's attitude change during the passage?

- A. At first she is unhappy, but then she becomes satisfied.
- B. At first she is distrustful, but then she becomes confident.
- C. At first she is scared, but then she becomes a little curious.
- D. At first she is angry, but then she becomes slightly daring.

Part B

Which two sentences from the passage, when taken together, best support the answer to Part A?

- A. "Sally, clinging to Mrs. Chipley's plump hand, was almost running to keep up with her."
- B. "As they stepped off the bus, the branches of the tall trees rattled like bones in the wind."
- C. "Rain flew into Sally's eyes and even into her mouth, and it dribbled unpleasantly beneath the collar of her coat."
- D. "And yet Sally, at least, was not feeling brave at all."
- E. "And it was your own ma left her name in case of an emergency."
- F. "I wonder what she's like," Sally said."

Item Set 2 - Question 3 (Selected Response; Selected Response)

Part A

How does the storm in paragraph 5 contribute to the passage?

- A. It develops the weather as a villain character type.
- B. It introduces Sally's concern about bad weather.
- C. It establishes a conflict between the characters.
- D. It represents Sally's fear of her changing situation.

Part B

Which sentence from paragraph 5 best supports the answer to Part A?

- A. "It splashed and flew about them as they hurried along the gloomy street, as if the faster they went the more they stirred up the fury of the night."
- B. "Their coattails snapped behind them."
- C. "Raindrops hitting a large mailbox echoed like drumbeats down the street."
- D. "Sally's long red hair, fluttering bannerlike behind her, gave their small procession a brave look."

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

Which details from the passage would be important to include in a summary?
Drag and drop into the chart four details in chronological order.

STEPS IN PROCESS	DETAILS
First	Mrs. Chipley and Sally ride across town on a bus.
Second	Mrs. Chipley and Sally are caught in a sudden rainstorm.
Third	Mrs. Chipley explains why they are traveling to Aunt Sarah's house.
Fourth	Sally wonders aloud about what her Aunt Sarah is like.

Item Set 2 - Question 5 (Constructed Response)

In the passage from *Magic Elizabeth*, the author creates a vivid setting and two distinct characters, Mrs. Chipley and Sally. Think about the details the author uses to establish the setting and the characters.

Write an original story about what happens when Sally arrives at Aunt Sarah's house. In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.

Part A

What is the meaning of the word **surmises** as it is used in paragraph 8?

- A. descriptions
- B. calculations
- C. orders
- D. conclusions

Part B

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

- A. "... the little bowsprit suggesting a jib ..." (paragraph 7)
- B. "... were trifles not likely to meet his approval." (paragraph 7)
- C. "He commanded me ..." (paragraph 8)
- D. "This curtailed my anticipated sport ..." (paragraph 8)

Item Set 2 - Question 7 (Selected Response; Selected Response)

Part A

What is a theme in the passage from *The Story of a Bad Boy*?

- A. Boys who like adventure want to become sailors.
- B. Boys who appreciate the sea usually journey far from home.
- C. Boys who buy boats must be careful and responsible.
- D. Boys who grow up near the sea are naturally drawn to it.

Part B

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

- A. "Every Rivermouth boy looks upon the sea as being in some way mixed up with his destiny." (paragraph 1)
- B. "The gables and roofs of the houses facing eastward are covered with red rust, like the flukes of old anchors. . . ." (paragraph 2)
- C. "I am afraid I required but slight urging to join in the investment." (paragraph 5)
- D. "He commanded me, in the most emphatic terms, never to go out in the *Dolphin* without leaving the mast in the boat-house." (paragraph 8)

Item Set 2 - Question 8 (Selected Response; Selected Response)

Part A

What is the meaning of **tempest** as it is used in line 17 of the song in the passage from *The Life of a Ship from the Launch to the Wreck*?

- A. noisy ship
- B. calm breeze
- C. fierce storm
- D. foreign sailor

Part B

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

- A. "full and round" (line 14)
- B. "shout from shore" (line 15)
- C. "awful roar" (line 18)
- D. "foreign shore" (line 20)

Item Set 2 - Question 9 (Selected Response; Selected Response)

Part A

What is the relationship between the song at the beginning of the passage from *The Life of a Ship from the Launch to the Wreck* and the story that comes after it?

- A. It sets the tone for how Davy feels about the sea.
- B. It gives the reader information about Davy's life.
- C. It helps the reader understand the symbolism of sea travel.
- D. It establishes the perspective Davy's family has about the sea.

Part B

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

- A. "Davy was a fisher boy; and Davy was a very active little boy. . . ." (paragraph 1)
- B. ". . . he used to wade in it, and catch crabs in it, and gather shells on the shore. . . ." (paragraph 1)
- C. ". . . for there was not a breath of wind to fill their sails." (paragraph 2)
- D. "I wonder if I shall ever sail away beyond that line yonder, far, far away. . . ." (paragraph 3)

Item Set 2 - Question 10 (Selected Response; Selected Response)

Part A

How does the author develop Davy's point of view in the passage from *The Life of a Ship from the Launch to the Wreck*?

- A. by describing his relationship with his mother
- B. by describing how he develops from a child to a man
- C. by describing how he and his father spend their days
- D. by describing his family background and childhood dreams

Part B

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

- A. "... his grandfather had been a fisherman..."
- B. "... ran home to his mother ..."
- C. "... as he grew older ..."
- D. "... harbour near his father's cottage."

Part A

How do the boys' attitudes about the sea emphasize a common central idea of both stories?

- A. Both view the sea as an adventurous place.
- B. Both think of the sea as a highly dangerous place.
- C. Both consider the seashore a good place to raise a family.
- D. Both look at the sea as a place to earn a living as a fisherman.

Part B

Select one detail from each passage that best supports the answer to Part A. Drag and drop your details into the chart.

from *The Story of a Bad Boy*

“... he burns for the time when he shall stand on the quarter-deck. . . .”
(paragraph 1)

from *The Life of a Ship from the Launch to the Wreck*

“... constantly sailing away from the harbour. . . .”
(paragraph 1)



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>

CMAS Scoring Rubric for Prose Constructed Response Items

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 may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- 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.