

# Colorado CMAS Grade 3 English Language Arts Practice

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# Colorado Measures of Academic Success



## Grade 3

### English Language Arts/Literacy



Paper Practice Resource for Students

**Today you will research dolphins. You will read one passage from *Amazing Animals: Dolphins* and one passage from *The World's Smartest Animals: Dolphins*. As you review these two passages, you will gather information about dolphins so you can write a response.**

Read the passage from *Amazing Animals: Dolphins*. Then answer questions 1 through 3.

## from *Amazing Animals: Dolphins*

by Sarah Albee

### **Dolphins Are Not Fish!**

- 1 Although dolphins swim in water, they are not fish. Fish breathe through gills and are able to use the oxygen in water to live. Dolphins are mammals. They have lungs and come to the surface to breathe air. They breathe through their blowholes.
- 2 Dolphins exhale as they reach the water's surface and inhale quickly before plunging back into the water. They usually breathe two to four times a minute, coming to the surface each time. Dolphins often stay underwater for six minutes. But they can hold their breath as long as 20 minutes. Like other mammals, dolphins keep their body temperature the same, no matter how hot or cold their surroundings are. Dolphin babies drink milk from their mothers, just as other baby mammals do. Dolphins also have hair. That is another sign of being a mammal.

### **Swimming**

- 3 Dolphins push themselves through the water with their flippers and by moving their flukes up and down. Fish swim by moving their tails from side to side.
- 4 Most dolphins have dorsal fins that stick up from the center of their backs. These fins help the dolphins steer as they swim. You can sometimes see the dorsal fin above the water when a dolphin swims close to the surface.
- 5 The skin of dolphins is smooth, firm, and rubbery. It helps them glide smoothly through the water. A layer of blubber under their skin keeps dolphins warm in cold water.
- 6 Dolphins usually dive only between 10 and 150 feet (3 and 46 m) to catch their food. However, the dives of some types of dolphins have been measured at 1,500 feet (457 m) deep!

## **Fishy Food**

- 7 Dolphins mostly eat fish, which puts them in a group of animals called carnivores. Carnivores eat other animals. Dolphins' favorite fish are herring, mackerel, cod, and sardines. Many dolphins also eat squid, shrimp, crab, jellyfish, and octopus. One kind of dolphin, the orca, eats blue whales, other dolphins, seals, penguins, salmon, and sea turtles. The orca is known as the killer whale. River dolphins also eat fruit that has fallen into the water.
- 8 Dolphins spend much of their time hunting for food or eating. Some types eat where the water is shallow. Others cruise the open ocean for food. Although they can dive as deep as 1,500 feet (457 m), dolphins usually stay within 150 feet (46 m) of the ocean's surface.
- 9 Dolphins use their teeth for grasping, not chewing. They swallow their food whole. When a dolphin hunts larger fish, it may stun them with its tail flukes before eating them. A dolphin will swat a fish with its tail so that the fish flies up into the air. When it falls back to the water, stunned, the dolphin simply scoops it up into its mouth.

From AMAZING ANIMALS: DOLPHINS by Sarah Albee. Copyright © 2010 by Gareth Stevens Inc. Original edition copyright © 2006 by Reader's Digest Young Families.

**1. Part A**

What is the meaning of the word **plunging** in paragraph 2 of the passage from *Amazing Animals: Dolphins*?

- Ⓐ breathing
- Ⓑ chewing
- Ⓒ diving
- Ⓓ racing

**Part B**

Which detail from paragraph 2 **best** helps the reader understand the meaning of the word **plunging**?

- Ⓐ “. . . inhale quickly . . .”
- Ⓑ “. . . back into the water.”
- Ⓒ “. . . two to four times a minute . . .”
- Ⓓ “. . . their surroundings . . .”

2. In the passage from *Amazing Animals: Dolphins*, the information is organized using headings. Write the letter of each fact about dolphins on the correct line under each heading.

A.

Orcas hunt blue whales and sea turtles.

B.

Smooth skin helps dolphins glide through the water.

C.

Dolphins have hair.

**Dolphins Are Not Fish!**

\_\_\_\_\_

**Swimming**

\_\_\_\_\_

**Fishy Food**

\_\_\_\_\_

3. Circle **one** choice in each box to complete the sentences about the information from *Amazing Animals: Dolphins*.

Because dolphins do not have gills, they  
\_\_\_\_\_.

cannot inhale above the ocean surface  
cannot get oxygen from the water  
do not need oxygen to stay alive

As they reach the surface, dolphins must first  
\_\_\_\_\_.

keep their body temperature the same  
exhale through their blowholes  
look around for danger

Only after that can dolphins  
\_\_\_\_\_.

hold their breath for 20 minutes  
breathe air into their lungs  
feed milk to their young

Read the passage from *The World's Smartest Animals: Dolphins*. Then answer questions 4 and 5.

## from *The World's Smartest Animals: Dolphins*

by Ruth Owen

### **Ocean Heroes**

- 1 Several people are having fun swimming in the ocean. Suddenly, one of the swimmers spots a great white shark. They are in great danger! Just then, seven rescuers speed toward the swimmers. The brave rescuers circle the swimmers. For 40 minutes, they keep the shark away until a rescue boat arrives.
- 2 This amazing event happened in New Zealand in 2004. The swimmers weren't protected by a team of brave lifeguards, however. Their rescuers were seven bottlenose dolphins! The dolphins seemed to understand that the swimmers needed help.
- 3 Scientists still have a lot to learn about dolphins, but they know dolphins can communicate with each other. Dolphins can teach each other new things and even solve problems. Scientists also know that these helpful ocean heroes are very smart!
- 4 Some dolphins can even do math! At the Dolphin Research Center in Florida, dolphins were trained to do a numbers test. They were shown pairs of blackboards with white dots on them. The dolphins had to choose the board with the fewest dots. Some dolphins answered correctly 80 percent of the time.

### **All about Dolphins**

- 5 Dolphins belong to an animal group called cetaceans. This group includes whales, dolphins, and porpoises. All cetaceans are mammals.
- 6 Cetaceans are divided into baleen whales and toothed whales. Baleen whales are animals such as blue whales and gray whales. These animals feed by swallowing big mouthfuls of water. Then they filter tiny ocean creatures out of the water using body parts called baleen plates. The toothed whales group includes animals such as dolphins, orcas, porpoises, and sperm whales. These animals are hunters. They grab their prey using their teeth.



7 There are many different types of dolphins. Some dolphins live in the ocean. Others live in rivers. The best-known type of dolphin is the smiley-faced bottlenose dolphin!

From THE WORLD'S SMARTEST ANIMALS: DOLPHINS by Ruth Owen. Copyright © 2012 Ruby Tuesday Books Ltd.  
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#### 4. Part A

What is the meaning of the word **prey** as it is used in paragraph 6 of the passage from *The World's Smartest Animals: Dolphins*?

- Ⓐ an animal caught by another animal for food
- Ⓑ a special kind of food eaten by some whales
- Ⓒ an animal that can live underwater
- Ⓓ a part of the body of some whales

#### Part B

Which detail from paragraph 6 **best** helps the reader understand the meaning of the word **prey**?

- Ⓐ "... by swallowing big mouthfuls of water."
- Ⓑ "... filter tiny ocean creatures out of the water ..."
- Ⓒ "... animals such as dolphins, orcas, porpoises ..."
- Ⓓ "... animals are hunters."

## 5. Part A

How does the story in paragraphs 1 and 2 in the passage from *The World's Smartest Animals: Dolphins* support the idea stated in the passage's title?

- (A) It shows that certain types of dolphins are more clever than other types of dolphins.
- (B) It shows that dolphins are both quicker and braver than human beings.
- (C) It shows that dolphins can figure things out and solve problems.
- (D) It shows that dolphins and great white sharks do not get along.

## Part B

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

- (A) "This amazing event happened in New Zealand in 2004."
- (B) "The swimmers weren't protected by a team of brave lifeguards, however."
- (C) "Their rescuers were seven bottlenose dolphins!"
- (D) "The dolphins seemed to understand that the swimmers needed help."

Refer to the passages from *Amazing Animals: Dolphins* and *The World's Smartest Animals: Dolphins*. Then answer question 6.

- 6.** Today you read passages from *Amazing Animals: Dolphins* and *The World's Smartest Animals: Dolphins*. Think about how some of the ideas in the passages are different.

Write an essay that contrasts the important details in the passages. Use specific details and examples from **both** passages to support your ideas.

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A blank sheet of lined paper with 20 horizontal blue lines and a green border. The lines are evenly spaced and extend across the width of the page. The green border is a thin line that frames the entire page.

Read the passage from *Ivy and Bean*. Then answer questions 7 through 10.

from *Ivy and Bean*

by Annie Barrows

- 1 Mrs. Trantz was next. Getting into her yard was no problem. Ivy and Bean climbed over the stone wall and dropped down onto her lawn. Everything in Mrs. Trantz's yard was perfectly neat. Her tulips were lined up in rows. Her apple tree was tied so that its branches grew flat. Her birdbath had no birds in it.
- 2 "If Mrs. Trantz sees us, she's going to be really mad," said Bean. Bean knew this garden. It was very long, and there was no way to go around it.
- 3 "Is she going to throw rocks at us?" asked Ivy. She looked a little scared.
- 4 "No. She just talks, but it's worse than throwing rocks." Bean sighed. "Maybe she's not home."
- 5 But Mrs. Trantz was home. They were halfway across her perfect yard when she came outside. She stood on her patio and glared at them. "Bernice," she said in a high voice. "Come here."
- 6 Bean took a few steps toward the patio.
- 7 "Closer, please, Bernice. It seems that we need to have another one of our little talks."
- 8 Ivy came and stood beside Bean next to the patio.
- 9 "Who are you?" said Mrs. Trantz, frowning at Ivy's face.
- 10 "My name is Ivy," said Ivy.
- 11 "Well, Ivy, children are not allowed in my garden. Maybe you can teach your friend Bernice that." Mrs. Trantz gave a short, dry laugh. "Because Bernice does not seem to be able to remember it by herself. Do you, Bernice?"
- 12 "I remember, Mrs. Trantz, but it was just sort of an emergency," said Bean. "I'm sorry."

- 13 Usually when you say you're sorry, people say something nice back to you. Not Mrs. Trantz. She said, "I don't think you're sorry, Bernice. If you were sorry, you wouldn't keep coming into my garden when I have asked you not to. Do I need to call your mother again?" She smiled in an unfriendly way.

From IVY AND BEAN (BOOK 1) by Annie Barrows, Spotlight. Copyright © 2006 by Annie Barrows. All rights reserved.

## 7. Part A

In paragraph 12, what does Bean mean when she says “it was just sort of an emergency”?

- Ⓐ She is saying they could not help going into Mrs. Trantz’s garden because it looked like a fun adventure.
- Ⓑ She is claiming that a serious problem made it necessary for them to break Mrs. Trantz’s rule.
- Ⓒ She is trying to convince Mrs. Trantz not to take her garden so seriously all the time.
- Ⓓ She is arguing that she had no idea that going into Mrs. Trantz’s garden was wrong.

## Part B

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

- Ⓐ “Ivy and Bean climbed over the stone wall and dropped down onto her lawn.” (paragraph 1)
- Ⓑ “It was very long, and there was no way to go around it.” (paragraph 2)
- Ⓒ “But Mrs. Trantz was home.” (paragraph 5)
- Ⓓ “She smiled in an unfriendly way.” (paragraph 13)



**8. Part A**

How does paragraph 13 add to the ideas in paragraph 4?

- ☐ Ⓐ by showing Bean changing her mind about what she said
- ☐ Ⓑ by proving that Bean was wrong about what she said
- ☐ Ⓒ by providing an example of what Bean mentioned
- ☐ Ⓓ by solving a problem that Bean mentioned

**Part B**

Which other paragraph builds on paragraph 4 in the same way?

- ☐ Ⓐ paragraph 5
- ☐ Ⓑ paragraph 9
- ☐ Ⓒ paragraph 11
- ☐ Ⓓ paragraph 12

## 9. Part A

What is the central message of the passage?

- Ⓐ Children can avoid trouble by doing what they are told.
- Ⓑ Children need to stay out of other people's yards.
- Ⓒ Adults care too much about following silly rules.
- Ⓓ Adults need to earn children's respect.

## Part B

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

- Ⓐ "'Closer, please, Bernice.'" (paragraph 7)
- Ⓑ "'Well, Ivy, children are not allowed in my garden.'" (paragraph 11)
- Ⓒ "'Because Bernice does not seem to be able to remember it by herself.'" (paragraph 11)
- Ⓓ "'If you were sorry, you wouldn't keep coming into my garden when I have asked you not to.'" (paragraph 13)

- 10.** Write the letters for **three** phrases in the box labeled Mrs. Trantz that describe how Mrs. Trantz feels in the passage. Phrases can be used only once.

- A.
- B.
- C.
- D.
- E.

<p style="text-align: center;"><b>Mrs. Trantz</b></p> <p>_____</p>
--

**This is the end of Item Set 1.**

**Today you will read a passage from “Don’t Eat Me!” and a passage “Cloaked in Starlight.” As you read these texts, you will gather information and answer questions about the passages so that you can write a response.**

Read the passage from, “Don’t Eat Me!” about frogs. Then answer questions 1 and 2.

### from “Don’t Eat Me!”

by Martha L. Crump, PhD

- 1 “Do you hear that *whooooop, whoooooop, whoooooop* coming from the swamp?”
- 2 “Yes,” I said. “What is it?” I was a young biology<sup>1</sup> student, new to the rain forest of eastern Ecuador.
- 3 “It’s a South American bullfrog,” whispered Bill Duellman, an expert on frogs. “Let’s catch it. I’d like to photograph it.”

#### **Surprise!**

- 4 We followed the *whooooops* until Bill whispered, “There it is. I’ll shine my flashlight in its eyes so it won’t jump. You sneak up behind it. When you get close, catch it with both hands.”
- 5 “OK.” I tiptoed up behind the frog and gently picked it up.
- 6 “Yeowwww!” bellowed the bullfrog.
- 7 I dropped it, and it hopped into a tangle of vines and disappeared.
- 8 “I’m sorry I lost the frog,” I said.
- 9 Bill chuckled. “I knew you would drop it,” he said.
- 10 I had fallen for Bill’s trick. This frog screams to defend itself against animals that want to eat it. The predator<sup>2</sup> is surprised and drops the frog, just as I had.
- 11 “How are your hands?” he asked.

<sup>1</sup>biology—the study of life

<sup>2</sup>predator—an animal that lives mostly by eating other animals

12 “Slimy.” I held out my gooey palms.

13 That turned out to be another part of the frog’s defense<sup>3</sup>. “Even if you could still see the frog, you wouldn’t want to catch it again, right?”

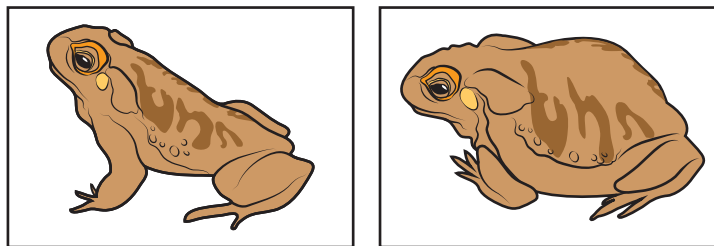
14 “Right,” I said, trying to wipe off my sticky hands. Yuck.

### **Other Defenses Work, Too**

15 Since that first field trip to Ecuador, I’ve seen many other ways that frogs defend themselves.

16 In Chile, I placed a little brown-and-green Darwin’s frog on a leaf to take its picture. It quickly flipped over onto its back, flopped its legs out to the side, and played dead. When a frog stays still, a predator might not recognize it as food.

17 Years ago, my seven-year-old daughter was helping me count rococo toads in Argentina. Karen picked up a toad, and it puffed its body to nearly twice its normal size. (When a toad puffs up, a predator might think the animal is too big to eat.) . . . She quickly put the toad back on the ground. The toad’s defense had worked.



The rococo toad puffs up and looks too big to eat.

18 Once, a horned tree frog from Ecuador opened its bright-orange mouth at me. That’s odd, I thought. Most frogs don’t bite to defend themselves. I wiggled my finger near its mouth. *Chomp!* It was my turn to bellow “Yeowwww!” This unusual frog had just bitten me with two fang-like teeth in its bottom jaw.

19 Some frogs protect themselves with poisonous skin. Many of these frogs are brightly colored as a warning to predators: “Don’t eat me!”

<sup>3</sup>defense—the way an animal protects itself

- 20 Other poisonous frogs, like the redbelly toad, are brown and blend in with their surroundings. But they have brightly colored undersides. In Argentina, a redbelly toad flipped over and arched its back when I bent down to look at it. By showing its bright-red belly, the toad warned: "Don't touch. I'm poisonous."
- 21 Just because frogs and toads don't have shells or claws or beaks, don't think they can't protect themselves. They can—and they do.

"Don't Eat Me!" by Martha L. Crump, PhD from HIGHLIGHTS FOR CHILDREN, April 2005. Copyright © 2005 Highlights for Children Inc.

**1. Part A**

What does **bellowed** mean as it is used in paragraph 6 of the passage from “Don’t Eat Me!”?

- Ⓐ whispered quietly
- Ⓑ jumped clumsily
- Ⓒ moved painfully
- Ⓓ yelled loudly

**Part B**

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

- Ⓐ “I tiptoed up behind the frog. . . .” (paragraph 5)
- Ⓑ “I dropped it. . . .” (paragraph 7)
- Ⓒ “This frog screams to defend itself. . . .” (paragraph 10)
- Ⓓ “The predator is surprised. . . .” (paragraph 10)

## 2. Part A

Which sentence is a main idea of the passage from “Don’t Eat Me!”?

- Ⓐ Children should not be afraid of frogs because they are harmless.
- Ⓑ Frogs have developed many ways to defend against threats.
- Ⓒ Frogs all over the world are in danger from predators.
- Ⓓ Even scientists need to be careful around frogs.

## Part B

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

- Ⓐ ““I’ll shine my flashlight in its eyes so it won’t jump.”” (paragraph 4)
- Ⓑ ““Even if you could still see the frog, you wouldn’t want to catch it again, right?”” (paragraph 13)
- Ⓒ “Years ago, my seven-year-old daughter was helping me count rococo toads in Argentina.” (paragraph 17)
- Ⓓ “Just because frogs and toads don’t have shells or claws or beaks, don’t think they can’t protect themselves.” (paragraph 21)

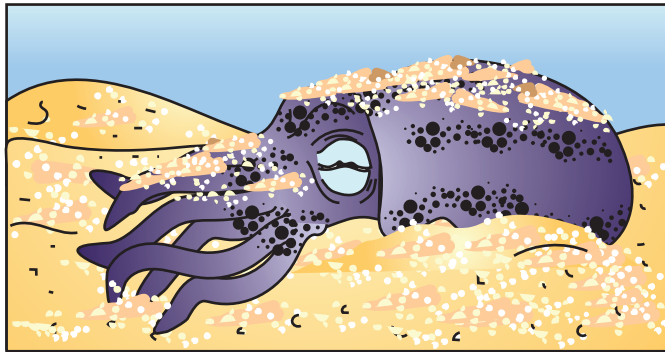


Read the passage “Cloaked in Starlight.” Then answer question 3.

## Cloaked in Starlight

by Dan Risch

- 1 Bobtail squids must taste good. During the day, barracuda<sup>1</sup> try to find and eat them. At night, seals try to gobble them up. So what’s a little squirt like a bobtail squid to do?
- 2 Become invisible!
- 3 By day, bobtail squids snuggle into the sea floor in the waters off the coast of Hawaii. They use their tentacles to flip sand onto their backs. Their sticky skin holds the sand in place. Not even sharp-eyed barracuda will spot a sand-covered bobtail squid.



a bobtail squid hiding in the  
ocean sand

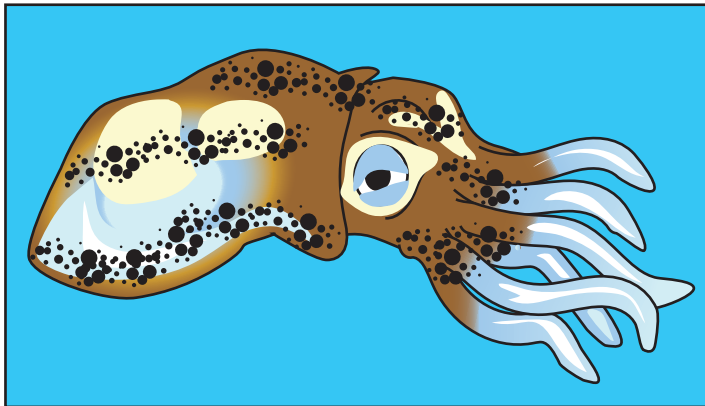
- 4 But what if a bobtail squid is attacked in open water, with no place to hide? Then, the squid disappears a different way. It squirts out ink. The ink hangs in the water in the shape and size of the squid. At the instant the ink shoots out, the bobtail changes color. It becomes almost see-through. The predator<sup>2</sup> bites the inky squid shape. The nearly invisible real squid swims to safety.

<sup>1</sup>barracuda—a fish that has strong jaws and sharp teeth

<sup>2</sup>predator—an animal that lives mostly by eating other animals

## Time to Shine

- 5 When the sun goes down, the bobtail's cloaking<sup>3</sup> skills really shine.
- 6 At night, the bobtails swim through the water eating worms and shrimp. The moon and stars light up the water. Predators look up from below to see the dark outlines of prey in the starlit water. But they can't see the bobtail squids.
- 7 The squids have light-making bacteria living inside their bodies. The bacteria make light much like a firefly does. But the bacteria don't live just anywhere in the squid. The bottom of the squid has many tiny pockets. Inside the pockets, the bacteria eat, grow, and shine brightly.
- 8 As bobtail squids swim at night, predators don't see their dark outlines. They don't see the bobtail squids at all. With their . . . pockets shining with bacteria, bobtails swim around, safely cloaked in their own starlight.



a bobtail squid with its lights on

"Cloaked in Starlight" by Dan Risch from HIGHLIGHTS FOR CHILDREN, June 2012. Copyright © 2012 Highlights for Children Inc.

<sup>3</sup>cloaking—hiding

### 3. Part A

Read the sentence from paragraph 1 of the passage "Cloaked in Starlight."

Bobtail squids must taste good.

Which sentence **best** explains this statement?

- Ⓐ Bobtail squids eat the food that sea creatures like.
- Ⓑ Bobtail squids look like they are full of flavor.
- Ⓒ Bobtail squids make ink that predators like.
- Ⓓ Bobtail squids are prey to many animals.

### Part B

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

- Ⓐ "During the day, barracuda try to find and eat them." (paragraph 1)
- Ⓑ "Then, the squid disappears a different way." (paragraph 4)
- Ⓒ "The predator bites the inky squid shape." (paragraph 4)
- Ⓓ "Inside the pockets, the bacteria eat, grow, and shine brightly." (paragraph 7)

Refer to the passage from “Don’t Eat Me!” and the passage “Cloaked in Starlight.” Then answer question 4.

4. Based on the passage from “Don’t Eat Me!” and the passage “Cloaked in Starlight,” write an **X** in each row of the table to show whether each detail describes frogs, squids, or both. Write only one **X** in each row.

Detail	Frogs	Squids	Both
blend in with surroundings			
use lights to hide from prey			
shoot ink to disappear			
have poisonous skin			

Refer to the passage from “Don’t Eat Me!” and the passage “Cloaked in Starlight.” Then answer question 5.

- 5.** The passage from “Don’t Eat Me!” and the passage “Cloaked in Starlight” describe how animals protect themselves. Write a response that explains how the illustrations and the text support this idea. Support your response with details from **both** passages.

[illegible]

A blank sheet of lined paper with 20 horizontal blue lines and a green border. The lines are evenly spaced and extend across the width of the page. The green border is a thin line that frames the entire page.

Read the passage from *Deep Diving Adventures*. Then answer questions 6 through 10.

## from *Deep Diving Adventures*

by Sue Vander Hook

### Exploring in Deep Waters

- 1 Any dive more than 100 feet (30 meters) is a deep dive. People usually make deep dives in oceans. The four major oceans<sup>1</sup> of the world are the Pacific, Atlantic, Indian, and Arctic Oceans.
- 2 Scuba divers sometimes make deep dives. Scuba stands for “self-contained underwater breathing apparatus.” Scuba divers use tanks filled with air to breathe underwater.
- 3 Scuba divers who make deep dives are called technical divers. They can reach depths of more than 350 feet (100 meters). But technical divers need special training and equipment. They may use rebreather equipment. This equipment allows technical divers to breathe underwater for longer periods of time than other scuba divers. Scuba divers with rebreather equipment can stay underwater for 4 to 6 hours. Scuba divers without this equipment can only stay underwater for about 90 minutes.
- 4 People often use submersibles<sup>2</sup> to make deep dives. Submersibles can travel several thousand feet or meters underwater. Some submersibles have cameras. Divers use cameras to take pictures of ocean life. Submersibles also may have mechanical arms. Divers can use the arms to collect ocean life. They then can study the ocean life when they return to the surface.
- 5 Deep divers have made many important discoveries. They have learned that oceans have similarities to land. Both have plains, cliffs, caves, and mountains. Plains are areas of flat land. Some underwater mountains rise out of the ocean’s surface to form islands. Vents also exist underwater. These openings in the earth’s surface are similar to volcanoes. But vents shoot out hot gases and boiling water instead of melted rock called lava. Underwater earthquakes are common. These earthquakes sometimes form deep cracks in the ocean floor. One of these cracks is the Mariana Trench.

<sup>1</sup>four major oceans—In 2000, the Southern Ocean was established as the fifth ocean.

<sup>2</sup>submersibles—small ships that can travel under water

- 6 Deep divers also have learned a great deal about ocean life. They have learned that some deep-sea fish are luminous. Chemicals in these fish make some of their body parts glow. Some scientists believe the light attracts prey. These animals are hunted by other animals for food.

### **Dangers of the Deep**

- 7 Cold water is one of the greatest dangers to deep divers. The temperature near the bottom of all oceans remains at about 32 degrees Fahrenheit (0 degrees Celsius) all year. Divers in cold water may get hypothermia. This condition occurs when a person's body temperature becomes too low. It may cause divers to become confused.
- 8 Deep divers must protect themselves from the cold. Scuba divers wear wet suits. These rubber suits allow a thin layer of water to enter between a diver's skin and the suit. The diver's body heat warms the water. This keeps the diver warm. The insides of submersibles are heated. This helps keep divers inside the submersibles comfortable.
- 9 Divers also may run out of air. Scuba divers carry air tanks on their backs. These tanks supply divers with enough air to breathe for about 90 minutes. Scuba divers must be aware of how much air is left in their tanks. They must save enough air to return to the surface. Scuba divers use underwater pressure gauges. These devices show how much air is in the air tanks. Scuba divers also may use underwater dive computers. These computers show the depth of a diver's location. They also show how long it will take a diver to reach the surface safely.

From DEEP DIVING ADVENTURES by Sue Vander Hook. Copyright © 2001 Capstone Press. All rights reserved.



**6. Part A**

What does the word **devices** mean as it is used in paragraph 9?

- Ⓐ clothing
- Ⓑ places
- Ⓒ problems
- Ⓓ tools

**Part B**

Which detail from the passage **best** helps the reader understand the meaning of the word **devices**?

- Ⓐ "Scuba divers wear wet suits." (paragraph 8)
- Ⓑ "The insides of submersibles are heated." (paragraph 8)
- Ⓒ ". . . must be aware of how much air is left . . ." (paragraph 9)
- Ⓓ ". . . use underwater pressure gauges." (paragraph 9)

**7. Part A**

What makes submersibles important for the study of ocean life?

- Ⓐ how quickly they can get to the top of the water
- Ⓑ how much equipment they can hold
- Ⓒ how many divers they can carry
- Ⓓ how far down they can explore

**Part B**

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

- Ⓐ "Scuba divers sometimes make deep dives." (paragraph 2)
- Ⓑ "... several thousand feet or meters underwater." (paragraph 4)
- Ⓒ "These devices show how much air is in the air tanks." (paragraph 9)
- Ⓓ "... how long it will take a diver to reach the surface safely." (paragraph 9)

8. Circle the correct answer in each box to describe the ocean floor and dry land.

As divers have gone deeper and deeper into the ocean, they have learned many new facts about how the ocean and the land are the same and different. For example, there are large, flat places on the ocean floor that look the same as \_\_\_\_\_ on dry land.

caves  
cliffs  
plains

They have also learned that \_\_\_\_\_ come up from the ocean floor

cliffs  
mountains  
rocks

and can reach all the way to the ocean's surface. The tops then become \_\_\_\_\_ .

islands  
lava  
vents

Finally, divers have learned that the ocean floor has  
\_\_\_\_\_ that are much like volcanoes.

cracks

earthquakes

vents

## 9. Part A

Which sentence **best** describes why divers are important for science?

- Ⓐ Divers can use wet suits and other equipment to dive deeper underwater.
- Ⓑ Divers are able to gather information about life and land underwater.
- Ⓒ Divers are able to look at types of fish that glow underwater.
- Ⓓ Divers can use different air tanks when they go underwater.

## Part B

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

- Ⓐ "Scuba divers use tanks filled with air to breathe underwater." (paragraph 2)
- Ⓑ "But technical divers need special training and equipment." (paragraph 3)
- Ⓒ "They have learned that oceans have similarities to land." (paragraph 5)
- Ⓓ "Deep divers also have learned a great deal about ocean life." (paragraph 6)
- Ⓔ "These tanks supply divers with enough air to breathe for about 90 minutes." (paragraph 9)

- 10.** Write an **X** in each row to show which main idea each detail **best** supports from the passage. Write only one **X** in each row.

<b>Detail</b>	<b>Making Important Discoveries</b>	<b>Keeping Divers Safe</b>
Divers use cameras to take pictures underwater.		
Divers use mechanical arms to gather things.		
Mountains can be found on the ocean floor.		
The suit lets water in to warm the diver.		
Divers can see how much air is left in the tank.		
Divers use computers to find out how long it will take to return to the surface.		

**This is the end of Item Set 2.**

**Today you will read the passage “The Glockentown Clock Caper” and a passage from *The Haunted Clock Tower Mystery*. As you read, pay attention to the characters and action so you can answer questions and write a response.**

Read the passage “The Glockentown Clock Caper.” Then answer questions 1 through 3.

## The Glockentown Clock Caper

by Julia Quay

- 1 Detective Raclette pedaled his bicycle over the muddy hills toward Glockentown. *This had better be worth postponing my afternoon nap*, he thought, turning the last corner into the town square.
- 2 To his great surprise, all the villagers were standing in the square—from old Englebert, who never came out of his house, to Frau<sup>1</sup> Becker, still in her baker’s apron and cap.
- 3 Herr<sup>2</sup> Stoppen, the town clockmaker, ran to Raclette’s side, waving his hands wildly. “Raclette! You are the only one who can save the town from ruin! But *shhh!* It’s almost two o’clock! Listen!”
- 4 Silence fell over the square. Every man, woman, and child looked with great anticipation at the town clock.
- 5 Understand, Glockentown is famous for its clock. Designed and built by Stoppen’s grandfather many years ago, the clock proudly faces the square, keeping the world’s most accurate time. Most impressive of all, each hour after chiming the time, the clock plays a delicate 10-minute music-box concert, and a family of fairy figurines pops out and dances in time to the music. People come from miles around just to see this amazing feat of clockmaking workmanship.
- 6 *BONG! BONG!* Two deep chimes interrupted Raclette’s thoughts. Two o’clock on the nose. What was the problem?
- 7 And then—*BLAAAT! BLAAAAAT!* Raclette looked up in surprise. *That’s definitely not a music box*, he thought. It sounded more like a trumpet with a wet rag stuck inside it.

<sup>1</sup>Frau—title of a married woman in German, like “Mrs.”

<sup>2</sup>Herr—title of a man in German, like “Mr.”

8 BRAAAAAAP! BRAAAAAAP!

9 The awful screeching and *wah-wah*-ing continued throughout the entire 10-minute music-box concert.

10 Stoppen yanked at his beard. "I'll be ruined! Who will buy a clock from anyone in the Stoppen family now?"

11 "It's making the cheese turn sour!" groaned Appenzeller, the town's cheesemaker.

12 "And none of my bread will rise!" cried Frau Becker, returning to her shop with a slam of the door.

13 "Those figurines' motions are based on sound. A few more blasts like that and they might break off completely." Stoppen grabbed Raclette by the vest. "You must figure out why this is happening! Has someone tinkered with the clock? Has an elephant taken up residence in the clock tower?"

14 Reluctantly, Raclette followed Stoppen to the clock tower. They climbed several rickety staircases until they reached the inside of the great clock. They found no sign of elephants. No footprints, no peanuts, not a thing out of place.

15 "We really are high up here, aren't we," observed Raclette, peeking out from behind the front face of the clock at the town square far below.

16 "Indeed we are!" said Stoppen. "Look over there. The music echoes off that mountaintop and is heard throughout the land. We must fix this problem right away."

17 *Right away?* thought Raclette. *So much for my afternoon nap!*

18 Back in town, Raclette settled in at a café to sort out the facts of the case. He was just taking the first sip of his hot chocolate when he heard music. An alpenhorn player stood outside the café, entertaining passersby with his songs. A sign next to the performer read *Professor Berg, Alpenhorn Player. Lessons available.*

19 Raclette took two more thoughtful sips, then went out to meet the musician.

20 "I'd like to take a lesson from you, Professor," Raclette said.

21 "I'm delighted to hear of your interest," the horn player said.



- 22 "Tell me," Raclette continued, "what kind of advice do you give your students about practicing?"
- 23 "Well, for beginners, it's best not to get discouraged. I tell them to pick a time—the same time every day—and just make sound for 10 minutes. That really develops the mouth muscles, you know."
- 24 Raclette felt a surge of excitement. "I see. Do you recommend practicing indoors?"
- 25 "Of course not! You set up your horn in the highest possible place outside. Preferably a mountaintop if you can get there—"
- 26 Raclette was off and running, to the top of the mountain behind the town clock. To the lone house at the very top! Raclette knocked on the door, and a young man answered.
- 27 "Sorry to disturb you," said Raclette. "But do you play the alpenhorn?"
- 28 "Every day at two o'clock," the young man said proudly.
- 29 Raclette smiled. "We would hear your practices better at two thirty. Would you be willing to adjust your schedule?"
- 30 "With pleasure!" the young man said, thrilled to know he had an audience.
- 31 And at last, Raclette went home to enjoy his afternoon nap.

"The Glockentown Clock Caper" by Julia Quay from HIGHLIGHTS FOR CHILDREN, June 2016. Copyright © 2016 by Highlights for Children, Inc. All rights reserved.

**1. Part A**

What does the phrase **on the nose** mean as it is used in paragraph 6 of “The Glockentown Clock Caper”?

- ☐ Ⓐ not pleasant to hear
- ☐ Ⓑ exactly correct
- ☐ Ⓒ much too clear
- ☐ Ⓓ bad smelling

**Part B**

Which detail from the passage **best** helps the reader understand the meaning of **on the nose**?

- ☐ Ⓐ Raclette hears an awful screeching noise.
- ☐ Ⓑ The clock chimes at the expected time.
- ☐ Ⓒ The front of the clock looks like a face.
- ☐ Ⓓ Raclette looks up in surprise.

## 2. Part A

In “The Glockentown Clock Caper,” what happens as a result of Raclette’s talk with Professor Berg?

- Ⓐ Professor Berg offers to help Raclette learn to play a musical instrument.
- Ⓑ Professor Berg gives Raclette the clue that helps him solve the mystery.
- Ⓒ Professor Berg tells Raclette how to become a better horn player.
- Ⓓ Professor Berg gives Raclette an excuse to leave the café.

## Part B

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

- Ⓐ “Raclette took two more thoughtful sips, then went out to meet the musician.” (paragraph 19)
- Ⓑ ““I’d like to take a lesson from you, Professor,” Raclette said.” (paragraph 20)
- Ⓒ ““I tell them to pick a time—the same time every day—and just make sound for 10 minutes.”” (paragraph 23)
- Ⓓ ““That really develops the mouth muscles, you know.”” (paragraph 23)

3. Circle the correct answer in each box to complete a description of the characters in "The Glockentown Clock Caper."

"I'll be ruined! Who will buy a clock from anyone in the Stoppen family now?" Stoppen says in paragraph 10. This shows he is worried that \_\_\_\_\_.

the problem will hurt his business  
visitors will stop coming  
people will blame him

Details in paragraphs \_\_\_\_\_ show that other people in the

2-3  
4-5  
11-12

town feel much the same way. Paragraph 1, though, shows that Raclette is \_\_\_\_\_,

excited to see everyone  
bothered by the case  
eager to help others

and he \_\_\_\_\_.

would rather be doing something else  
thinks of an easy solution  
wants to prove himself

Read the passage from *The Haunted Clock Tower Mystery*. Then answer questions 4 and 5.

from *The Haunted Clock Tower Mystery*

by Gertrude Chandler Warner

- 1 Just then the clock chimed loudly.
- 2 "It's almost time for the evening concert," said Ezra. "Would you kids like to watch me play the carillon?"
- 3 "You bet!" cried Benny. "Is that it?" He pointed to the large wooden console<sup>1</sup> in the center of the room.
- 4 "Yes, that's the carillon," Ezra said. "The bells are upstairs. We'll go up in a minute so you can see them. They're the best part—you won't believe how big they are."
- 5 The children had never seen anything quite like the carillon before. It reminded them a little bit of their upright piano at home. Just like their piano, it had a music stand on the front. Underneath the stand, instead of a keyboard, there were two long horizontal rows of wooden knobs sticking out. Down near the floor was a row of wooden pedals, and up above the carillon was a row of wires leading up through the ceiling.
- 6 "How does it work?" Jessie asked.
- 7 "You sit on this bench to play it," Ezra said as he sat down. "When you press down a knob or a pedal, a bell rings. Like this," he said, pressing down on the far-left knob. The children heard a bell chime above them.
- 8 "That's really neat," said Henry.
- 9 "Can I try?" Benny asked.
- 10 "Sure," Ezra said.
- 11 Benny carefully pressed down one of the knobs in the middle. Again the Aldens heard a bell ringing over their heads.
- 12 "Now let's go see the bells," Ezra suggested.

<sup>1</sup>console—a desk-like structure that contains the keys and pedals needed to play an organ

- 13 The Aldens followed Ezra out of the tower room. A small dark stairway took them to the floor above, where the bells were housed. There were two rows of large heavy bells on the bottom and two rows of smaller bells hanging above.
- 14 "That one on the end is bigger than me!" Benny cried.
- 15 "And it weighs a lot more, too," said Ezra. "It weighs more than forty-five hundred pounds! Would you like to go inside it?"
- 16 Benny's eyes grew wide. "Can I really?"
- 17 "Sure," Ezra said.
- 18 Benny bent down and ducked underneath the edge of the heavy bell. When he stood up inside, all the others could see were his legs sticking out at the bottom. "Hello out there!" he called. His voice had a strange muffled sound from inside the bell. Finally he ducked down, and came back out. "I've never stood inside a bell before," he said.

From THE HAUNTED CLOCK TOWER MYSTERY created by Gertrude Chandler Warner. Copyright © 2001 by Albert Whitman & Company. All rights reserved.

#### 4. Part A

What does the word **carillon** mean as it is used in paragraph 5 of the passage from *The Haunted Clock Tower Mystery*?

- Ⓐ a huge toy made from wood
- Ⓑ a machine that tells time
- Ⓒ a musical instrument
- Ⓓ a type of game

#### Part B

Which detail from the passage **best** helps the reader understand the meaning of the word **carillon**?

- Ⓐ "Just then the clock chimed loudly." (paragraph 1)
- Ⓑ "'It's almost time for the evening concert,' said Ezra." (paragraph 2)
- Ⓒ "'... you won't believe how big they are.'" (paragraph 4)
- Ⓓ "... there were two long horizontal rows of wooden knobs sticking out." (paragraph 5)

## 5. Part A

Read paragraph 4 of the passage from *The Haunted Clock Tower Mystery*.

“Yes, that’s the carillon,” Ezra said. “The bells are upstairs. We’ll go up in a minute so you can see them. They’re the best part—you won’t believe how big they are.”

How do paragraphs 5–7 add to the ideas in paragraph 4?

- Ⓐ They explain why Ezra wants to play the carillon for the children.
- Ⓑ They explain how the carillon actually makes a sound.
- Ⓒ They explain why the carillon’s bells must be so large.
- Ⓓ They explain how Ezra learned to use the carillon.

## Part B

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

- Ⓐ “The children had never seen anything quite like the carillon before.” (paragraph 5)
- Ⓑ “It reminded them a little bit of their upright piano. . . .” (paragraph 5)
- Ⓒ “Down near the floor was a row of wooden pedals, and up above the carillon was a row of wires leading up through the ceiling.” (paragraph 5)
- Ⓓ “‘You sit on this bench to play it,’ Ezra said. . . .” (paragraph 7)
- Ⓔ “The children heard a bell chime above them.” (paragraph 7)



Refer to the passage “The Glockentown Clock Caper” and the passage from *The Haunted Clock Tower Mystery*. Then answer question 6.

6. Write the letter of **one** statement that is a central message of “The Glockentown Clock Caper” in the correct box. Then write the letter of **one** statement that is a central message of the passage from *The Haunted Clock Tower Mystery* in the correct box. Not all statements will be used.

**“The Glockentown  
Clock Caper”**

\_\_\_\_\_

**from *The Haunted Clock  
Tower Mystery***

\_\_\_\_\_

### Central Messages

A.

Trying new things can be exciting.

B.

Do not let your fears hold you back.

C.

Taking care of your things can help keep  
problems away.

D.

The cause of a problem is not always what it  
first appears to be.

Refer to the passage “The Glockentown Clock Caper” and the passage from *The Haunted Clock Tower Mystery*. Then answer question 7.

- 7.** You have read “The Glockentown Clock Caper” and the passage from *The Haunted Clock Tower Mystery*. Write an essay that describes the two main characters, Detective Raclette and Benny. Be sure to support your ideas with details from **both** passages.

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A blank sheet of lined paper with 20 horizontal blue lines and a green border. The lines are evenly spaced and extend across the width of the page. The green border is a thin line that frames the entire page.

Read the passage from, *The Year of the Dog*. Then answer the questions 8 through 11.

from *The Year of the Dog*

by Grace Lin

- 1 It was fun going to Melody's house. She had the best room. One whole wall of her room was a picture of jungle animals. There was a lion staring in the grass and monkeys climbing the trees. There was even a pink flamingo.
- 2 "How did you get your wall like that?" I asked, impressed.
- 3 "It came that way," Melody said. "If you look close you can see that it's a kind of wallpaper, not painted."
- 4 I looked really closely and I could see a tiny line down the side. It was like a huge ceiling-to-floor poster. We tried to draw all the animals in Melody's notebook. I couldn't copy the lion very well, but Melody thought my elephant drawing was exactly like the one on the wall. Melody's brothers, Benji and Felix, came in and drew, too. We drew Melody riding the giraffe and Felix swinging from a vine. Benji and Felix weren't too bad, for boys.
- 5 After Benji drew himself feeding bananas to the monkeys, he said, "I'm hungry, let's go get some real bananas."
- 6 That's when we realized we were all hungry, so we went downstairs to eat.
- 7 In my house, Mom always had cookies or chocolate or cheese and crackers in the cupboards. If we didn't have those, there was always fruit in a can that I could eat, too. But Melody didn't have any of those things. Mom told me Melody's mother was very "nutritious<sup>1</sup>." So in her cupboards there were only plain rice cakes that tasted like paper. There were nuts that were still in the shells and didn't have any salt on them. But there weren't any bananas.
- 8 "Don't you have any candy?" I asked.

From *THE YEAR OF THE DOG* by Grace Lin, published by Little, Brown and Company. Copyright © 2006 by Grace Lin. All rights reserved.

<sup>1</sup>nutritious—healthy

**8. Part A**

What does the word **impressed** mean as it is used in paragraph 2 of the passage?

- ☐ Ⓐ amazed
- ☐ Ⓑ confused
- ☐ Ⓒ disappointed
- ☐ Ⓓ satisfied

**Part B**

Which detail from the passage **best** demonstrates why the narrator was **impressed**?

- ☐ Ⓐ "It was fun going to Melody's house." (paragraph 1)
- ☐ Ⓑ "She had the best room." (paragraph 1)
- ☐ Ⓒ "... it's a kind of wallpaper, not painted." (paragraph 3)
- ☐ Ⓓ "... I could see a tiny line down the side." (paragraph 4)

9. Circle the **best** descriptions of the characters based on information in the passage.

Melody's opinions about the narrator's drawing in paragraph 4 show that Melody

has an idea for a new drawing  
is supportive of her friend  
enjoys doing art projects

Benji's drawing of himself feeding the monkeys in paragraph 5 shows that he

is trying to copy Melody  
has a good imagination  
cares about animals

The narrator's question in paragraph 8 shows that she is

unsure about food in Melody's house  
wishing she was at her own house  
tired of eating nuts and fruit

## 10. Part A

How do paragraphs 7 and 8 build on what happens earlier in the passage?

- Ⓐ They show how the narrator changes from feeling excited about the special things in Melody's house to missing the things she is used to at home.
- Ⓑ They show that although the narrator is disappointed at first by the food in Melody's kitchen, she learns why it is important to try new things.
- Ⓒ They show that although the narrator likes being Melody's friend, she would rather have Melody come play at her house.
- Ⓓ They show why the narrator should not have judged Melody's brothers before she got to know them better.

## Part B

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

- Ⓐ "One whole wall of her room was a picture of jungle animals." (paragraph 1)
- Ⓑ "'It came that way,' Melody said." (paragraph 3)
- Ⓒ "Benji and Felix weren't too bad, for boys." (paragraph 4)
- Ⓓ "Mom told me Melody's mother was very 'nutritious.'" (paragraph 7)
- Ⓔ "'Don't you have any candy?' I asked." (paragraph 8)

- 11.** Write the letter for **one** central message of the passage in the Central Message box. Then write the letters for **two** details that support that central message in the Supporting Details box.

Central Messages

- A. Different families do things in different ways.
- B. Things are not always what they seem to be.
- C. Eating healthy food is important.

Details

- W. "There was a lion staring in the grass. . . ." (paragraph 1)
- X. ". . . let's go get some real bananas." (paragraph 5)
- Y. ". . . Mom always had cookies or chocolate. . . ." (paragraph 7)
- Z. ". . . Melody didn't have any of those things." (paragraph 7)

Central Message

_____
-------

Supporting Details

_____	_____
-------	-------

**This is the end of Item Set 3.**





# Colorado Measures of Academic Success



## **Grade 3**

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

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

Practice Resource for Students

ANSWER KEY: ITEM SET 1

Item Set 1 – Question 1 (Selected Response)

Part A

What is the meaning of the word **plunging** in paragraph 2 of the passage from *Amazing Animals: Dolphins*?

- ☐ A. breathing
- ☐ B. chewing
- ☒ C. diving
- ☐ D. racing

Part B

Which detail from paragraph 2 **best** helps the reader understand the meaning of the word **plunging**?

- ☐ A. "... inhale quickly ..."
- ☒ B. "... back into the water."
- ☐ C. "... two to four times a minute ..."
- ☐ D. "... their surroundings ..."

Item Information		
Passage	Amazing Animals: Dolphins	
Part A Answer	C	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.3.c.i	Use sentence-level context as a clue to the meaning of a word or phrase.
P Value	0.676	

Item Set 1 – Question 2 (Drag and Drop)

In the passage from *Amazing Animals: Dolphins*, the information is organized using headings. Complete the chart by dragging each fact about dolphins to the box with the correct heading.

Dolphins Are Not Fish!	Swimming	Fishy Food
Dolphins have hair.	Smooth skin helps dolphins glide through the water.	Orcas hunt blue whales and sea turtles.

Item Information		
Passage	Amazing Animals: Dolphins	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.b.ii	Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
P Value	0.854	

Item Set 1 – Question 3 (Fill in the Blank)

Use the drop-down menus to complete the sentences about the information from *Amazing Animals: Dolphins*.

Because dolphins do not have gills, they

cannot get oxygen from the water

As they reach the surface, dolphins must first

exhale through their blowholes

Only after that can dolphins

breathe air into their lungs

Item Information		
Passage	Amazing Animals: Dolphins	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.a.iv	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
P Value	0.43	

Item Set 1 – Question 4 (Selected Response)

**Part A**

What is the meaning of the word **prey** as it is used in paragraph 6 of the passage from *The World's Smartest Animals: Dolphins*?

- ☒ A. an animal caught by another animal for food
- ☐ B. a special kind of food eaten by some whales
- ☐ C. an animal that can live underwater
- ☐ D. a part of the body of some whales

**Part B**

Which detail from paragraph 6 **best** helps the reader understand the meaning of the word **prey**?

- ☐ A. "... by swallowing big mouthfuls of water."
- ☐ B. "... filter tiny ocean creatures out of the water ..."
- ☐ C. "... animals such as dolphins, orcas, porpoises ..."
- ☒ D. "... animals are hunters."

Item Information		
Passage	The World's Smartest Animals: Dolphins	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.b.i	Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
P Value	0.684	

Item Set 1 – Question 5 (Selected Response)

**Part A**

How does the story in paragraphs 1 and 2 in the passage from *The World's Smartest Animals: Dolphins* support the idea stated in the passage's title?

- ☐ A. It shows that certain types of dolphins are more clever than other types of dolphins.
- ☐ B. It shows that dolphins are both quicker and braver than human beings.
- ☒ C. It shows that dolphins can figure things out and solve problems.
- ☐ D. It shows that dolphins and great white sharks do not get along.

**Part B**

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

- ☐ A. "This amazing event happened in New Zealand in 2004."
- ☐ B. "The swimmers weren't protected by a team of brave lifeguards, however."
- ☐ C. "Their rescuers were seven bottlenose dolphins!"
- ☒ D. "The dolphins seemed to understand that the swimmers needed help."

Item Information		
Passage	The World's Smartest Animals: Dolphins	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.a.ii	Determine the main idea of a text; recount the key details and explain how they support the main idea.
P Value	0.43	

*Item Set 1 – Question 6 (Constructed Response)*

Today you read passages from *Amazing Animals: Dolphins* and *The World's Smartest Animals: Dolphins*. Think about how some of the ideas in the passages are different.

Write an essay that contrasts the important details in the passages. Use specific details and examples from **both** passages to support your ideas.

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 33 for additional item information.**

*Item Set 1 – Question 7 (Selected Response)*

**Part A**

In paragraph 12, what does Bean mean when she says “it was just sort of an emergency”?

- ☐ A. She is saying they could not help going into Mrs. Trantz’s garden because it looked like a fun adventure.
- ☒ B. She is claiming that a serious problem made it necessary for them to break Mrs. Trantz’s rule.
- ☐ C. She is trying to convince Mrs. Trantz not to take her garden so seriously all the time.
- ☐ D. She is arguing that she had no idea that going into Mrs. Trantz’s garden was wrong.

**Part B**

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

- ☐ A. “Ivy and Bean climbed over the stone wall and dropped down onto her lawn.” (paragraph 1)
- ☒ B. “It was very long, and there was no way to go around it.” (paragraph 2)
- ☐ C. “But Mrs. Trantz was home.” (paragraph 5)
- ☐ D. “She smiled in an unfriendly way.” (paragraph 13)

Item Information		
Passage	Ivy and Bean	
Part A Answer	B	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.b.i	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
P Value	0.286	



Item Set 1 – Question 8 (Selected Response)

**Part A**

How does paragraph 13 add to the ideas in paragraph 4?

- ☐ A. by showing Bean changing her mind about what she said
- ☐ B. by proving that Bean was wrong about what she said
- ☒ C. by providing an example of what Bean mentioned
- ☐ D. by solving a problem that Bean mentioned

**Part B**

Which other paragraph builds on paragraph 4 in the same way?

- ☐ A. paragraph 5
- ☐ B. paragraph 9
- ☒ C. paragraph 11
- ☐ D. paragraph 12

Item Information		
Passage	Ivy and Bean	
Part A Answer	C	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.b.iii	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
P Value	0.217	

Item Set 1 – Question 9 (Selected Response)

**Part A**

What is the central message of the passage?

- ☒ A. Children can avoid trouble by doing what they are told.
- ☐ B. Children need to stay out of other people's yards.
- ☐ C. Adults care too much about following silly rules.
- ☐ D. Adults need to earn children's respect.

**Part B**

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

- ☐ A. "Closer, please, Bernice." (paragraph 7)
- ☐ B. "Well, Ivy, children are not allowed in my garden." (paragraph 11)
- ☐ C. "Because Bernice does not seem to be able to remember it by herself." (paragraph 11)
- ☒ D. "If you were sorry, you wouldn't keep coming into my garden when I have asked you not to." (paragraph 13)

Item Information		
Passage	Ivy and Bean	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.a.iii	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
P Value	0.375	

Item Set 1 – Question 10 (Drag and Drop)

Drag **three** phrases that describe how Mrs. Trantz feels in the passage, and drop them in the box labeled Mrs. Trantz.

scared of the girls

unsure about what to do

Mrs. Trantz

angry at the girls

unhappy about being bothered

protective of her yard

Item Information		
Passage	Ivy and Bean	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.a.vi	Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
P Value	0.737	

## ANSWER KEY: ITEM SET 2

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

#### Part A

What does **bellowed** mean as it is used in paragraph 6 of the passage from “Don’t Eat Me!”?

- ☐ A. whispered quietly
- ☐ B. jumped clumsily
- ☐ C. moved painfully
- ☒ D. yelled loudly

#### Part B

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

- ☐ A. “I tiptoed up behind the frog. . . .” (paragraph 5)
- ☐ B. “I dropped it. . . .” (paragraph 7)
- ☒ C. “This frog screams to defend itself. . . .” (paragraph 10)
- ☐ D. “The predator is surprised. . . .” (paragraph 10)

Item Information		
Passage	Don’t Eat Me!	
Part A Answer	D	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.b.i	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
P Value	0.66	

Item Set 2 – Question 2 (Selected Response)

**Part A**

Which sentence is a main idea of the passage from “Don’t Eat Me!”?

- ☐ A. Children should not be afraid of frogs because they are harmless.
- ☒ B. Frogs have developed many ways to defend against threats.
- ☐ C. Frogs all over the world are in danger from predators.
- ☐ D. Even scientists need to be careful around frogs.

**Part B**

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

- ☐ A. “I’ll shine my flashlight in its eyes so it won’t jump.” (paragraph 4)
- ☐ B. “Even if you could still see the frog, you wouldn’t want to catch it again, right?” (paragraph 13)
- ☐ C. “Years ago, my seven-year-old daughter was helping me count rococo toads in Argentina.” (paragraph 17)
- ☒ D. “Just because frogs and toads don’t have shells or claws or beaks, don’t think they can’t protect themselves.” (paragraph 21)

Item Information		
Passage	Don’t Eat Me!	
Part A Answer	B	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome:	3.2.2.a.ii	Determine the main idea of a text; recount the key details and explain how they support the main idea.
P Value	0.606	

Item Set 2 – Question 3 (Selected Response)

**Part A**

Read the sentence from paragraph 1 of the passage “Cloaked in Starlight.”

Bobtail squids must taste good.

Which sentence **best** explains this statement?

- ☐ A. Bobtail squids eat the food that sea creatures like.
- ☐ B. Bobtail squids look like they are full of flavor.
- ☐ C. Bobtail squids make ink that predators like.
- ☒ D. Bobtail squids are prey to many animals.

**Part B**

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

- ☒ A. “During the day, barracuda try to find and eat them.” (paragraph 1)
- ☐ B. “Then, the squid disappears a different way.” (paragraph 4)
- ☐ C. “The predator bites the inky squid shape.” (paragraph 4)
- ☐ D. “Inside the pockets, the bacteria eat, grow, and shine brightly.” (paragraph 7)

Item Information		
Passage	Cloaked in Starlight	
Part A Answer	D	
Part B Answer	A	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.c.ii	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence).
P Value	0.43	

*Item Set 2 – Question 4 (TEI Multiple Select)*

Based on the passage from “Don’t Eat Me!” and the passage “Cloaked in Starlight,” select whether each detail describes frogs, squids, or both.

Detail	Frogs	Squids	Both
blend in with surroundings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
use lights to hide from prey	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
shoot ink to disappear	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
have poisonous skin	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Item Information		
Passage	“Don’t Eat Me!” And “Cloaked in Starlight.”	
Answer	See Image	
Colorado Academic Standards (CAS)	3.2.2.a.ii	Determine the main idea of a text; recount the key details and explain how they support the main idea.
Evidence Outcome		
P Value	0.648	

*Item Set 2 – Question 5 (Constructed Response)*

The passage from “Don’t Eat Me!” and the passage “Cloaked in Starlight” describe how animals protect themselves. Write a response that explains how the illustrations and the text support this idea. Support your response with details from both passages.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 33 for additional item information.

Item Set 2 – Question 6 (Selected Response)

**Part A**

What does the word **devices** mean as it is used in paragraph 9?

- ☐ A. clothing
- ☐ B. places
- ☐ C. problems
- ☒ D. tools

**Part B**

Which detail from the passage **best** helps the reader understand the meaning of the word **devices**?

- ☐ A. "Scuba divers wear wet suits." (paragraph 8)
- ☐ B. "The insides of submersibles are heated." (paragraph 8)
- ☐ C. "... must be aware of how much air is left . . ." (paragraph 9)
- ☒ D. "... use underwater pressure gauges." (paragraph 9)

Item Information		
Passage	Deep Diving Answers	
Part A Answer	D	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.3.c.i	Use sentence-level context as a clue to the meaning of a word or phrase.
P Value	0.595	



Item Set 2 – Question 7 (Selected Response)

**Part A**

What makes submersibles important for the study of ocean life?

- ☐ A. how quickly they can get to the top of the water
- ☐ B. how much equipment they can hold
- ☐ C. how many divers they can carry
- ☒ D. how far down they can explore

**Part B**

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

- ☐ A. "Scuba divers sometimes make deep dives." (paragraph 2)
- ☒ B. "... several thousand feet or meters underwater." (paragraph 4)
- ☐ C. "These devices show how much air is in the air tanks." (paragraph 9)
- ☐ D. "... how long it will take a diver to reach the surface safely." (paragraph 9)

Item Information		
Passage	Deep Diving Adventures	
Part A Answer	D	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.a.iv	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
P Value	0.504	

Item Set 2 – Question 8 (TEI Fill in the Blank)

Select the correct answer in each drop-down menu to describe the ocean floor and dry land.

As divers have gone deeper and deeper into the ocean, they have learned many new facts about how the ocean and the land are the same and different. For example, there are large, flat places on the ocean floor that look the same as  on dry land. They have also learned that  come up from the ocean floor and can reach all the way to the ocean's surface. The tops then become . Finally, divers have learned that the ocean floor has  that are much like volcanoes.

Item Information		
Passage	Deep Diving	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.a.ii	Determine the main idea of a text; recount the key details and explain how they support the main idea.
P Value	0.426	

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

**Part A**

Which sentence **best** describes why divers are important for science?

- ☐ A. Divers can use wet suits and other equipment to dive deeper underwater.
- ☒ B. Divers are able to gather information about life and land underwater.
- ☐ C. Divers are able to look at types of fish that glow underwater.
- ☐ D. Divers can use different air tanks when they go underwater.

**Part B**

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

- ☐ A. "Scuba divers use tanks filled with air to breathe underwater."  
(paragraph 2)
- ☐ B. "But technical divers need special training and equipment."  
(paragraph 3)
- ☒ C. "They have learned that oceans have similarities to land."  
(paragraph 5)
- ☒ D. "Deep divers also have learned a great deal about ocean life."  
(paragraph 6)
- ☐ E. "These tanks supply divers with enough air to breathe for about 90 minutes."  
(paragraph 9)

Item Information		
Passage	Deep Diving Adventures	
Part A Answer	B	
Part B Answer	C, D	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.2.a.iv	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
P Value	0.497	

Item Set 2 – Question 10 (Multiple Select)

For each detail, choose the main idea from the passage it **best** supports.

Detail	Making Important Discoveries	Keeping Divers Safe
Divers use cameras to take pictures underwater.	<input checked="" type="radio"/>	<input type="radio"/>
Divers use mechanical arms to gather things.	<input checked="" type="radio"/>	<input type="radio"/>
Mountains can be found on the ocean floor.	<input checked="" type="radio"/>	<input type="radio"/>
The suit lets water in to warm the diver.	<input type="radio"/>	<input checked="" type="radio"/>
Divers can see how much air is left in the tank.	<input type="radio"/>	<input checked="" type="radio"/>
Divers use computers to find out how long it will take to return to the surface.	<input type="radio"/>	<input checked="" type="radio"/>

Item Information		
Passage	Deep Diving Adventures	
Answers	See Image	
Colorado Academic Standards (CAS)	3.2.2.a.ii	Determine the main idea of a text; recount the key details and explain how they support the main idea.
Evidence Outcome		
P Value	0.788	

ANSWER KEY: ITEM SET 3

Item Set 3 – Question 1 (Selected Response)

Part A

What does the phrase **on the nose** mean as it is used in paragraph 6 of “The Glockentown Clock Caper”?

- ☐ A. not pleasant to hear
- ☒ B. exactly correct
- ☐ C. much too clear
- ☐ D. bad smelling

Part B

Which detail from the passage **best** helps the reader understand the meaning of **on the nose**?

- ☐ A. Raclette hears an awful screeching noise.
- ☒ B. The clock chimes at the expected time.
- ☐ C. The front of the clock looks like a face.
- ☐ D. Raclette looks up in surprise.

Item Information		
Passage	The Glockentown Clock Caper	
Part A Answer	B	
Part B Answer	B	
Colorado Academic Standards (CAS)	3.2.3.d.i	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps).
Evidence Outcome		
P Value	0.411	

Item Set 3 – Question 2 (Selected Response)

**Part A**

In “The Glockentown Clock Caper,” what happens as a result of Raclette’s talk with Professor Berg?

- ☐ A. Professor Berg offers to help Raclette learn to play a musical instrument.
- ☒ B. Professor Berg gives Raclette the clue that helps him solve the mystery.
- ☐ C. Professor Berg tells Raclette how to become a better horn player.
- ☐ D. Professor Berg gives Raclette an excuse to leave the café.

**Part B**

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

- ☐ A. “Raclette took two more thoughtful sips, then went out to meet the musician.” (paragraph 19)
- ☐ B. “‘I’d like to take a lesson from you, Professor,’ Raclette said.” (paragraph 20)
- ☒ C. “‘I tell them to pick a time—the same time every day—and just make sound for 10 minutes.’” (paragraph 23)
- ☐ D. “‘That really develops the mouth muscles, you know.’” (paragraph 23)

Item Information		
Passage	The Glockentown Clock Caper	
Part A Answer	B	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.a.vi	Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
P Value	0.333	

Item Set 3 – Question 3 (TEI Fill in the Blank)

Use the drop-down menus to complete a description of the characters in “The Glockentown Clock Caper.”

“I’ll be ruined! Who will buy a clock from anyone in the Stoppen family now?”

Stoppen says in paragraph 10. This shows he is worried that

the problem will hurt his business ▼

. Details in paragraphs

11–12 ▼

show that other people in the town feel much the same way. Paragraph 1,

though, shows that Raclette is

bothered by the case ▼

, and he

would rather be doing something else ▼ .

Item Information		
Passage	The Glockentown Clock Caper	
Answers	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.a.vi	Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
P Value	0.399	

Item Set 3 – Question 4 (Selected Response)

**Part A**

What does the word **carillon** mean as it is used in paragraph 5 of the passage from *The Haunted Clock Tower Mystery*?

- ☐ A. a huge toy made from wood
- ☐ B. a machine that tells time
- ☒ C. a musical instrument
- ☐ D. a type of game

**Part B**

Which detail from the passage **best** helps the reader understand the meaning of the word **carillon**?

- ☐ A. "Just then the clock chimed loudly." (paragraph 1)
- ☒ B. "It's almost time for the evening concert," said Ezra." (paragraph 2)
- ☐ C. "... you won't believe how big they are." (paragraph 4)
- ☐ D. "... there were two long horizontal rows of wooden knobs sticking out." (paragraph 5)

Item Information		
Passage	The Haunted Clock Tower Mystery	
Part A Answer	C	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.3.c.i	Use sentence-level context as a clue to the meaning of a word or phrase.
P Value	0.423	



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

**Part A**

Read paragraph 4 of the passage from *The Haunted Clock Tower Mystery*.

"Yes, that's the carillon," Ezra said. "The bells are upstairs. We'll go up in a minute so you can see them. They're the best part—you won't believe how big they are."

How do paragraphs 5–7 add to the ideas in paragraph 4?

- ☐ A. They explain why Ezra wants to play the carillon for the children.
- ☒ B. They explain how the carillon actually makes a sound.
- ☐ C. They explain why the carillon's bells must be so large.
- ☐ D. They explain how Ezra learned to use the carillon.

**Part B**

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

- ☐ A. "The children had never seen anything quite like the carillon before." (paragraph 5)
- ☐ B. "It reminded them a little bit of their upright piano. . . ." (paragraph 5)
- ☒ C. "Down near the floor was a row of wooden pedals, and up above the carillon was a row of wires leading up through the ceiling." (paragraph 5)
- ☐ D. "'You sit on this bench to play it,' Ezra said. . . ." (paragraph 7)
- ☒ E. "The children heard a bell chime above them." (paragraph 7)

Item Information		
Passage	The Haunted Clock Tower Mystery	
Part A Answer	B	
Part B Answer	C, E	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.b.iii	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
P Value	0.218	

### Item Set 3 – Question 6 (Drag and Drop)

Choose **one** statement that is a central message of “The Glockentown Clock Caper” and **one** statement that is a central message of the passage from *The Haunted Clock Tower Mystery*. Drag and drop the statements into the correct boxes.

“The Glockentown Clock Caper”

The cause of a problem is not always what it first appears to be.

from *The Haunted Clock Tower Mystery*

Trying new things can be exciting.

Central Messages

Do not let your fears hold you back.

Taking care of your things can help keep problems away.

Item Information		
Passage	The Glockentown Clock Caper and The Haunted Clock Tower Mystery	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.a.iii	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
P Value	0.447	

### Item Set 3 – Question 7 (Constructed Response)

You have read “The Glockentown Clock Caper” and the passage from *The Haunted Clock Tower Mystery*. Write an essay that describes the two main characters, Detective Raclette and Benny. Be sure to support your ideas with details from **both** passages.

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 33 for additional item information.**

Item Set 3 – Question 8 (Selected Response)

**Part A**

What does the word **impressed** mean as it is used in paragraph 2 of the passage?

- ☒ A. amazed
- ☐ B. confused
- ☐ C. disappointed
- ☐ D. satisfied

**Part B**

Which detail from the passage **best** demonstrates why the narrator was **impressed**?

- ☐ A. "It was fun going to Melody's house." (paragraph 1)
- ☒ B. "She had the best room." (paragraph 1)
- ☐ C. "... it's a kind of wallpaper, not painted." (paragraph 3)
- ☐ D. "... I could see a tiny line down the side." (paragraph 4)

Item Information		
Passage	The Year of the Dog	
Part A Answer	A	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.b.i	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
P Value	0.693	

Item Set 3 – Question 9 (TEI Inline Choice)

Use the drop-down menus to choose the **best** descriptions of the characters based on information in the passage.

Melody's opinions about the narrator's drawing in paragraph 4 show that Melody 

is supportive of her friend

 .

Benji's drawing of himself feeding the monkeys in paragraph 5 shows that he 

has a good imagination

 .

The narrator's question in paragraph 8 shows that she is 

unsure about food in Melody's house

 .

Item Information		
Passage	The Year of the Dog	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.a.vi	Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
P Value	0.255	

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

**Part A**

How do paragraphs 7 and 8 build on what happens earlier in the passage?

- ☒ A. They show how the narrator changes from feeling excited about the special things in Melody's house to missing the things she is used to at home.
- ☐ B. They show that although the narrator is disappointed at first by the food in Melody's kitchen, she learns why it is important to try new things.
- ☐ C. They show that although the narrator likes being Melody's friend, she would rather have Melody come play at her house.
- ☐ D. They show why the narrator should not have judged Melody's brothers before she got to know them better.

**Part B**

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

- ☒ A. "One whole wall of her room was a picture of jungle animals." (paragraph 1)
- ☐ B. "'It came that way,' Melody said." (paragraph 3)
- ☐ C. "Benji and Felix weren't too bad, for boys." (paragraph 4)
- ☐ D. "Mom told me Melody's mother was very 'nutritious.'" (paragraph 7)
- ☒ E. "'Don't you have any candy?' I asked." (paragraph 8)

Item Information		
Passage	The Year of the Dog	
Part A Answer	A	
Part B Answer	A, E	
Colorado Academic Standards (CAS) Evidence Outcome	3.2.1.b.iii	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
P Value	0.267	

Item Set 3 – Question 11 (Drag and Drop)

Drag and drop **one** central message of the passage into the Central Message box. Then drag **two** details that support that central message and drop them into the Supporting Details box.

**Central Messages**

Things are not always what they seem to be.

Eating healthy food is important.

**Details**

“There was a lion staring in the grass. . . .”  
(paragraph 1)

“ . . . let’s go get some real bananas.” (paragraph 5)

**Central Message**

Different families do things in different ways.

**Supporting Details**

“ . . . Mom always had cookies or chocolate. . . .”  
(paragraph 7)

“ . . . Melody didn’t have any of those things.” (paragraph 7)

Item Information		
Passage	The Year of the Dog	
Answers	See Image	
Colorado Academic Standards (CAS)	3.2.1.a.iii	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Evidence Outcome		
P Value	0.344	

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

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

## CMAS Scoring Rubric for Prose Constructed Response Items

### Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing</li> <li>uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>is organized with <b>mostly coherent</b> writing;</li> <li>uses language in a way that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li><b>lacks</b> organization and coherence;</li> <li><b>does not</b> use language to express ideas with clarity.</li> </ul>
Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be errors</b> in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be errors</b> in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

#### NOTE:

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



Item Set 1 – Question 6 (Constructed Response)

Today you read passages from *Amazing Animals: Dolphins* and *The World's Smartest Animals: Dolphins*. Think about how some of the ideas in the passages are different.

Write an essay that contrasts the important details in the passages. Use specific details and examples from **both** passages to support your ideas.

Item Information		
Passage	Amazing Animals: Dolphins and The World's Smartest Animals: Dolphins	
Answer	See Sample Responses & Annotations	
Colorado Academic Standards (CAS)	3.2.2.c.iii	Compare and contrast the most important points and key details presented in two texts on the same topic.
Evidence Outcome		

Anchor Paper 1 – Score Point 3	
Sample Student Response:	<p>The two stories I read were different. In the first story, "<i>Amazing Animals: Dolphins</i>" the main idea is all about the animals features. While the story, "<i>The World's Smartest Animals: Dolphins</i>" is about the skills and kinds of dolphins. The main ideas are different. The first, story states, "The skin of dolphins is smooth, firm, and rubbery.". It also says, "Most dolphins have <b>dorsal fins</b> that stick up from the center of their backs.". Both of these text evidence <i>prove</i> that the main idea is about the features of a dolphin. My second s text says, "Some dolphins can even do math!.". It also says, "There are many different types of dolphins.". <i>That</i> text evidence provides the prove that it was the main idea. That is how the main ideas or different. They are also different because the first story is mare of a fact paper for the whole thing, while the second one is more of a fun paper at the beginning. My first story says, "Dolphins mostly eat fish, which puts them in a group called carnivores.". It also says, "Dolphins spend much of their tome hunting for food or eating.". Both of these sentences are facts. My other text says, "Several people are having fun swimming in the ocean.". It also says, "Suddenly, one of the swimmers spots a great white shark.". Both of <i>those</i> sentences are not really a full of fact page, mostly a fun page at the beginning. That is how the two stories are different.</p>
Annotation for Sample Student Response:	<p>This response demonstrates full comprehension of both passages and provides an accurate contrast of the details contained in each.</p> <p>The response includes details from both passages throughout the discussion of two main points of contrast: the main ideas are different, and the type of information (facts versus fun) included is different.</p> <p>Development of ideas is clear in the way the student presents and idea and the provides supporting information to develop it further. For example,  <i>"The main ideas are different. The first, story states. . . Both of these text evidence prove that. . . My second text says, . . . That text evidence provides the prove. That is how the main ideas are different."</i></p> <p>Ideas are organized and the language used is effective to communicate the message. Overall, this addresses the prompt effectively and is consistently appropriate to the task.</p>

Anchor Paper 2 – Score Point 3	
Sample Student Response:	<p>In the articles, "From Amazing Animals: Dolphins" by Sarah Albee and "From The World's Smartest Animals: Dolphins" by Ruth Owen, the important details are different. They are different because "From Amazing Animals: Dolphins" talks about how dolphins live and breath, and "From The World's Smartest Animals: Dolphins" talks about how dolphins can learn to help people. In "From Amazing Animals: Dolphins", paragraph 1, it says "Although dolphins swim in water, they are not fish. Fish breath through gills and are able to use oxygen in the water to live. Dolphins are mammals. They have lungs and come to the surface to breath air. They breath through their blowholes." This shows that they are talking about how dolphins live and breath because they were talking about how dolphins come to the surface to inhale. And in "From The World's Smartest Animals: Dolphins" paragraph 2 it says that "This amazing event happened in New Zealand in 2004. The swimmers, weren't protected by a team of brave lifeguards, however. Their rescuers were seven bottlenose dolphins!" This shows that they are talking about how dolphins have learned to rescue people because it was telling us how seven dolphins were smart enough to help a group of swimmers. In the articles "From Dolphins: The World's Smartest Animals" by Ruth Owen and "From Amazing Animals: Dolphins" by Sarah Albee, the important details are different because "From Dolphins: Amazing Animals" tells us about how dolphins live and breath, and "From The World's Smartest Animals: Dolphins" tells us about how dolphins can learn to rescue people.</p>
Annotation for Sample Student Response:	<p>This response demonstrates full comprehension of both passages and provides an accurate contrast of the details contained in each.</p> <p>The response utilizes information from both passages throughout the discussion that Amazing Animals Dolphins talks about how dolphins live and breathe and the World's Smartest Animals: Dolphins talks about how dolphins can learn to help people. Evidence from the passages, as well as commentary from the student, develop the contrast between these two focuses. This response is cohesive and organized and relevant details from both passages are used. Overall, this addresses the prompt effectively and is consistently appropriate to the task.</p>

Anchor Paper 3 – Score Point 3	
Sample Student Response:	<p>Using both articles, I will write a essay that contrasts the important details in both articles. To start, I will talk about the article "Amazing animals: Dolphins. First, Dolphins eat other fish in the sea which makes them carnivores. In addition, Unlike article 1, article 2 doesn't talk about what dolphins eat and if they are carnivores or not, It only says HOW they get their food. Also, dolphins breath out of blow holes on the top of their head. To go on, Unlike article 1, article 2 doesn't talk about how dolphins breathe. This article only talks about other things that are different from this topic. To move on, I will talk about the article " World's Smartest Animals: Dolphins." Additionally, dolphins can do math and get the answers correct 80 percent of the time. And unlike article 2, article 1 only talks their personality, and not learning math. Furthermore, Dolphins communicate with one another and teach each other new things. Finally, Unlike article 2, article 1 talks about dolphins on their own or in other words, individually. As you can now see, using both articles, I will type a essay that contrasts the important details in the articles.</p> <p>BONUS: Both articles have the main idea on dolphins and are both informational texts. Thank you for reading this small bonus sentence(s).</p>
Annotation for Sample Student Response:	<p>This response demonstrates full comprehension of both passages and provides an accurate contrast of the details contained in each.</p> <p>The method used in this response is to point out a detail that one passage has and then show that the other passage does not have that detail, but rather talks about something else. This is an effective reasoning which clearly uses the information from both passages to show contrast (<i>Unlike article 1, article 2 doesn't talk about what dolphins eat and if they are carnivores or not, It only says HOW they get their food</i>). Although the transitions are not always skillful, the essay is organized and coherent and includes both introductory and closing statements. The bonus information included does not</p>

	impact the evaluation of this essay. Overall, this response addresses the prompt effectively and is consistently appropriate to the task.
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Anchor Paper 4 – Score Point 2	
Sample Student Response:	<p>the things that are different about each passage are: well one thing the author said in from amazing animals: dolphins the author says "dolphins eat fish so they are called carnivores" but they don't say that in the world's smartest animals: dolphins. Also in from amazing animals: dolphins they say "although they can dive as deep as 1500 feet (457 m) dolphins usually stay within 150 feet (46 m) of the ocean's surface but it doesn't say that in from the world's smartest animals: dolphins.</p> <p>now I will tell you stuff that is different in from amazing animals: dolphins. In from the world's smartest animals: dolphins the author says that some dolphins can do math! but it doesn't say that in from amazing animals: dolphins. also the author says dolphins belong in a group called cetaceans but it doesn't say that in from amazing animals: dolphins</p>
Annotation for Sample Student Response:	This response demonstrates comprehension of both passages and does address the task of contrasting the details in them. Statements from one passage are provided, followed by "but they don't say that in the . . ." Organizing the response this way is appropriate to show there is a contrast, but no additional information is provided about what is discussed instead. The response does lack some development as each detail is presented separately and not connected into a cohesive analysis of how the passages contrast. Overall, the response is generally appropriate to the task.

Anchor Paper 5 – Score Point 2	
Sample Student Response:	<p>Amazing Animals and The World's Smartest Animal are different in many ways. First of all, Amazing Animals is about Dolphins nature. The text states, "However, the dives of some types of dolphins have been measured at 1,500 feet (457 m) deep!" Also, it says that Dolphins use a blowhole to get air into their lungs! This demonstrates that the texts are different because this one is about their facts while the other one is about their intellect.</p> <p>Secondly, The World's Smartest Animal is about their intelligence. The text states, "Some dolphins can even do math!... Some dolphins answered correctly 80% of the time." Also, scientists believed the dolphins knew to help! This proves that the texts are different because this one is about their smartness not their nature. Obviously, that is how the 2 articles differ.</p>
Annotation for Sample Student Response:	This response demonstrates comprehension of both passages and does address the task of contrasting the details in them. Each passage is discussed separately, identifying a main idea about dolphins that the passage addresses ( <i>nature... intelligence</i> ) and then some text details as support. There are statements of contrast, ( <i>this one is about their facts while the other one is about their intellect..... this one is about their smartness not their nature</i> ) that are sufficient to show a mostly clear contrast between the two passages. Organization is established through simple transitions. Overall, this response is mostly coherent about what is being contrasted and is generally appropriate to the task.

Anchor Paper 6 – Score Point 2	
Sample Student Response:	The passages have different ideas in many ways. First, in "Dolphins" it explains how there not another animal. For example, dolphins are not fish! Next, in "the world's smartest animal dolphins" it explains how they are heroes. For example, "ocean heroes. Last, it also talks about how dolphins are very smart. For example, "some dolphins can even do math. These are many ways how the two texts have different ideas.
Annotation for Sample Student Response:	<p>This response demonstrates comprehension of both passages and does address the task of contrasting the details in them.</p> <p>This response talks about each passage separately and simply states at the beginning and end that they are different. There is no commentary or connections made between the details of the two passages to clearly show the reader the contrast. However, this response does demonstrate knowledge of simple development of ideas. (<i>Next, in 'the world's smartest animal dolphins' it explains</i></p>

	<p>how they are heroes. For example, "ocean heroes". Last, it also talks about how dolphins are very smart. For example, "some dolphins can even do math." ). Some organization is present through the introductory and closing sentence and the use of simple transitions. As result, this response is mostly coherent and is generally appropriate for the task and purpose.</p>
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Anchor Paper 7 – Score Point 1	
Sample Student Response:	<p>" Amazing Animals: Dolphins" tells how dolphins are not fish, how they swim, and what they eat. Dolphins swim by using there flippers and by moving there flukes,also dolphins steer by using there dorsal fins. Dolfins eat fish, squid, shrimp, crab, jellyfish, and octopus. "</p> <p>The Woorld's Smartest Animals: Dolphins" explains how dolphins are smart and how they survive in the wild. One reason dolphins are smart is that they can communicate with humons. Also some dolphins can do math, scientists in Florida found this out when they gave dolphins a number test. Dolphins are in a group called cetaceans, it includes whales and porpoises This is how the two storys are different.</p>
Annotation for Sample Student Response:	<p>In this response a list of details about dolphins found in each passage is provided a long with the the single statement at the end. (<i>This is how the two storys are different</i>). With no direct comparison of these lists of details, or any explanation of the contrast, there is only a limited appropriateness to the task and limited development.</p>

Anchor Paper 8 – Score Point 1	
Sample Student Response:	<p>In The Smartest Animals:Dolphins in the first and second paragraphs it describes how a dolphin can save a human being from a great white shark.And how they swim in circles arond you until the shark goes away.Also it tells where some of them live.</p> <p>And in Amazing Animals:Dolphins it tells about that dolphins are not fish.And how they breath out with there blowholes.It also tells you about how deep they can go</p>
Annotation for Sample Student Response:	<p>The title, as well as several details from both passages are given. No student commentary is included. Because the prompt asks for contrast of important details, the selection of a detail from each passage demonstrates limited comprehension of both prompt and passages.</p>

Anchor Paper 9 – Score Point 1	
Sample Student Response:	<p>The storys are diffrent because in one they said they can go 15,00 feet down in to the water and they also said they con hold ther air in for 6 to 20 minites.They are smart because the saved people by a shark in 2004 they also got a 80 percent in math.</p>
Annotation for Sample Student Response:	<p>This response states the stories are different and then provides a detail from each of the passages. While neither passage title is provided, it is clear that one detail comes from one of the passages and the other detail comes from the other. A selection of a detail rom each passage is sufficient to demonstrate limited comprehension of this prompt and the passages.</p>

Anchor Paper 10 – Score Point 0	
Sample Student Response:	<p>So this story is mostly about dolphis are not fish so dolphins can hold there breath more than 20min and 6min and like other maules and dolphins keep thier body tempaute the same. Dolphins also have hair.Dolphins baisbsdrink milk from there mother.</p>
Annotation for Sample Student Response:	<p>This response is a list of some details from the <i>text Amazing Animals: Dolphins</i>. Since there are details from only one of the passages, this is not sufficient to show comprehension of the passage and prompt</p>

**Anchor Paper 11 – Score Point 0**

Sample Student Response:	<p>The stories <i>Amazing Animals: Dolphins</i> and <i>The World's Smartest Animals: Dolphins</i> both say that Dolphins are amazing animals. One of the things that the passages both list is that they are very smart.</p> <p>The example of this in <i>Amazing Animals: Dolphins</i> is that some Dolphins were shown some Whiteboards, all with a different amount of dots on them, and they had to identify the one with the least amount of dots on them. 80 percent got it rite.</p> <p>The example in <i>The World's Smartest Animals: Dolphins</i> is when some swimmers spot a Great White Shark. The Dolphins could feel that the swimmers were in trouble and they bravely formed a circle around the swimmers to fend the Shark off. They held back the Shark for 40 munites before it went away.</p> <p>Dolphins are not only smart, they can be brave, too!</p>
Annotation for Sample Student Response:	<p>This response names both of the passages and attempts to provide details; however, the details all come from the passage “The World’s Smartest Animals: Dolphins. The statements that “both say that dolphins are amazing animals” and “both list that they are very smart” is incorrect since both passages do not talk about those subjects. This demonstrates a lack of understanding of the passage and so the ideas of <i>amazing</i> and <i>smart</i> cannot receive credit in this response as a detail from each passage.</p>

**Anchor Paper 12 – Score Point 0**

Sample Student Response:	<p>The things that are the same are there both talking about dolphins. The thing that is different about them is they are are talking about different facts about dolphins</p>
Annotation for Sample Student Response:	<p>The comparison that the two passages both talk about dolphins or that they have “<i>different facts about dolphins</i>” is too vague for this task and does not receive credit.</p>

Item Set 2 – Question 5 (Constructed Response)

The passage from "Don't Eat Me!" and the passage "Cloaked in Starlight" describe how animals protect themselves. Write a response that explains how the illustrations and the text support this idea. Support your response with details from both passages.

Item Information		
Passage	Don't Eat Me! and Clocked in Starlight	
Answer	See Sample Responses & Annotations	
Colorado Academic Standards (CAS)	3.2.2.c.i	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur).
Evidence Outcome		

Anchor Paper 1 – Score Point 3	
Sample Student Response:	<p>In the stories "Dont Eat Me !" and "Cloaked in Starlight" many different animals protect them self by using many different ways. I am going to talk to you about those ways they protect them self. I am going to start off with "Don't Eat Me !". Many animals have many different ways to protect them self. The frogs in this book do defenses like screaming or biting and many more defenses. For example imagine if you could puff up like a rococo toad or have your skin poisonous like the redbelly toad, wouldnt that be cool. Well for these frogs and toads it's just how you are, for them there not special but to us it is. Like for the South American bullfrog it has to scream and squirt a sticky substance. Or for the redbelly toad it flips over and have bright colors to back away predators, but theres many types of frogs and many types of squids, so lets talk about the Bobtail squid.</p> <p>The bobtail squid has 3 things it has to do to get away from predators. If it's in plain water it will shoot out a black substance that's shaped like squid to fool predators, turn invisible, and escape. If it is in the sand it will snuggle in to the sea floor, put sand on it, and it's sticky tentacles will hold on to the sea floor. For these animals they have to be able to do this very quick to hide from animals like barracuda or seals because they are very full of flavor. These animals must have a fun life because they can light up with bacteria in there pockets. I would want to light up like that ! As you can see these animals are packed with amazing things. I would want to be an animal!</p> <p>In these books the pictures explain how animals do this. In "Don't Eat Me!" it shows a picture of a rococo toad being non-puffed up and puffed up. In "Cloaked in Starlight" the pictures show a bobtail squid hiding in the sand and a bobtail squid with it's lights on made by the bacteria. That is how animals do many things and that's why I like them.</p>
Annotation for Sample Student Response:	<p>This response demonstrates full comprehension of both passages and provides an accurate explanation of how the animals in the passages protect themselves. The response effectively integrates analysis of how each animal protects itself in its natural environment, and then additionally incorporates information about how the pictures add to the information being presented in the passages (<i>In these books the pictures explain how animals do this...In "Cloaked in Starlight" the pictures show....</i>)</p> <p>Development of ideas is effective and clear, with several examples of protection and transitions between the various examples being presented. Effective reasoning and language also help successfully develop the response (<i>If it's in plain water it will shoot out a black substance that's shaped like a squid to fool predators...if it is in the sand it will snuggle into the sea floor.</i>). The response is effectively organized and clear and coherent in addressing the task.</p>

Anchor Paper 2 – Score Point 3	
Sample Student Response:	The illustrations and the text support the idea of "Don't Eat Me!". One illustration shows the rococo toad puffing up like a balloon, so predators will think it is too big to eat. The text says, "Some frogs protect themselves with poisonous skin." This proves that the rococo toad has many defenses, including poison and puffing up. One other defense is in paragraph 16 and it talks about toads playing dead, so predators think it isn't food. The illustrations and the text support the idea of "Cloaked in Starlight". One illustration shows the bobtail squid with its beaming lights on, this causes predators to be blinded by the rays of light. The text says, "When the sun goes down, the bobtails' cloaking skills really shine." This proves that the bobtail squid has many defenses, like cloaking in the sand, and beaming rays of light. The last defense is when a predator swims near the bobtail squid when the squid is in open water, the bobtail squirts ink in the shape of a squid, and the squid becomes almost invisible, so the bobtail has enough time to swim to safety.
Annotation for Sample Student Response:	<p>This response demonstrates full comprehension of both passages and provides an accurate explanation of how the animals in the passages protect themselves. The response effectively integrates text evidence and information from the illustrations from <i>both</i> passages to support the student's ideas. The student discusses what the pictures show (<i>puffing up like a balloon</i>), and how that depiction links to the idea of the animal protecting itself. This idea is further supported by a line of text evidence and an explanation of what the evidence shows.</p> <p>Development of ideas is effective and clear, with an example of protection and then how that mode of protection can prevent predators from eating them. A logical format of organization is used, with text support tying the ideas about protection back to the illustrations and quotes from the passage. Overall, this addresses the prompt effectively and is consistently appropriate to the task.</p>

Anchor Paper 3 – Score Point 2	
Sample Student Response:	<p>The animals from the passages "Don't Eat Me!" and "Cloaked in Starlight" both protect themselves from predators in many different ways.</p> <p>Bobtail squids protect themselves from predators in many ways. Sometimes they will snuggle with the sea floor, flip sand on their bodies, and their sticky skin keeps the sand on its body. In the text, it says, "By day, bobtail squids snuggle into the sea floor. Their tentacles flip sand on their back to make them blend in with the sea floor. Their sticky skin holds the sand in place."</p> <p>South American bullfrogs protect themselves from predators in many ways. Sometimes they will let out a startling cry. Sometimes they release sticky slime from their body so that their predator will drop the bullfrog and not be able to pick it up again. In the text, it says, "The frog screams to defend itself against animals that want to eat it. The predator is surprised and drops the frog, just as I had."</p>
Annotation for Sample Student Response:	The response demonstrates comprehension of both passages. There is no discussion of the illustrations, but by describing how animals protect themselves the response is generally appropriate to the task. This response demonstrates some general development about the unique protections of the frog and squid with brief, but accurate descriptions of these animals followed by text evidence from the passage to support the statements. Overall, the response is organized with mostly clear and coherent writing.

Anchor Paper 4 – Score Point 2	
Sample Student Response:	<p>The way that frogs protect themselves is that some are poisonous some frogs are good at playing dead also some frogs are great at postring. The author also said, "The Rococo toad puffs up and looks too big to eat". This proves that frogs can defend themselves in many different ways.</p> <p>The way bobtail squids protect themselves is they snuggle in the sand and sand sticks to them. They also spray ink in the water and turn the ink's color. Then the bobtail squid swims to safety. The text says, "By day bobtail squids snuggle into the sea floor in the waters off the coast of Hawaii". This proves that bobtail squids are safe.</p>

Annotation for Sample Student Response:	This response demonstrates comprehension of both passages and addresses the task of explaining how the animals protect themselves with mostly clear and coherent writing. Development and organization of the ideas include identifying an animal and then describing what the animal does for protection, which is then supported by text-based evidence. This is followed by a mostly accurate explanation statement of what the evidence proves. Even without addressing the illustrations, the response is generally appropriate to the task.
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Anchor Paper 5 – Score Point 2	
Sample Student Response:	<p>In the story "Don't Eat Me" here are some ways that animals use their defenses.</p> <p>First, the bullfrog makes a loud yelling sound that sound like yeowwww! That sound scares prretedors off. Next, the rococo frog puffs up as it's defense. It puffs up two times as it's real size so the predator thinks it's to big to eat. Last, a poi sines frog such as a poison dart frog are extremely poisons so if you see one back off.</p> <p>Their bright colors warns predator that their poi sines. That is how frogs use their defenses.</p> <p>In "Cloaked in Starlight" here are ways the bobtail squid uses their defense.</p> <p>First, they cover their selves in sand so no predators can see them. They use their arms to do that. Next, they also squirt ink out that is black. The ink looks like it is as big as the real squid. Finally, their body glows while it's night time. No predetors can see them when they glow. That is how squid use their defenses.</p>
Annotation for Sample Student Response:	This response is mostly appropriate to the task by describing the protection methods of animal from both passages. Some development is evident through the use of relevant text -based evidence and the explanations of why the protective methods works, ( <i>...so the predator thinks it to big to eat...no predetors can see them when they glow...</i> ) The response is mostly clear and coherent and demonstrations comprehension of the passages.

Anchor Paper 6 – Score Point 2	
Sample Student Response:	<p>Animals protect themselves in different ways. One way frogs protect themselves is by screaming. Another way they protect themselves is playing dead. Frogs protect themselves because they don't want to be eaten. This is called instinct and it's what frogs are using. These squids protect themselves by shooting ink to make an illusion to a predator not see them. Another way they hide is berrying themselves with sand. They hide from predators and they can also become see through. They don't want to be found. This is instinct to protect themselves.</p>
Annotation for Sample Student Response:	This response demonstrates comprehension of both passages and addresses the task of explaining how animals protect themselves with mostly clear and coherent writing. Accurate details from both passages are included and the topic is further developed with mostly effective reasoning ( <i>Another way they protect themselves is playing dead. Frogs protect themselves because they don't want to get eaten. This is called instinct and it's what the frogs are using.</i> ) Although the student does not address the illustrations or text, the student provides some development of the topic of how the two animals protect themselves that is generally appropriate to the task.



Anchor Paper 7 – Score Point 1	
Sample Student Response:	In both stories it explains how creators protect themselves. In <u><i>Don't Eat Me</i></u> the picture shows how a frog is protecting itself. The story tells what it is doing. In <u><i>Cloaked in Starlight</i></u> the pictures show the squid hiding in sand, and the other shows it using the light it makes to protect itself. So, both stories it gives you information and pictures to look at closeley.
Annotation for Sample Student Response:	This response includes an accurate description of both of the pictures of the squid passage and what it is doing to protect itself ( <i>the squid hiding in the sand</i> ) and ( <i>the other shows it using the light it makes to protect itself</i> ). The information about the picture of the frog lacks detail but is accurate. Holistically, there is evidence of a limited understanding of how the illustrations explain protection for the animals. This is sufficient for a score point 1.

Anchor Paper 8 – Score Point 1	
Sample Student Response:	The illustrations and the text help me understand because it tells me why they do that and how they protect them. Like the bobtail squid protected himself or herself by hiding in the sand and the frog protect himself or herself by puffing up. thats how the text and the illustrations help in both storys.
Annotation for Sample Student Response:	This response includes a general statement about the role of illustrations and then an example of the protection methods described in each passage. There is no further explanation of how the illustrations help readers understand what the text says. This is an example of limited development and organization.

Anchor Paper 9 – Score Point 1	
Sample Student Response:	In both stories they both have to protect themselves in “Don’t Eat Me!” a man named Bill tried to catch frog but sience frogs hangs were slimey he was able to get away. In “Cloaked in Starlight”, barracuda tried to eat bobtail squid so bobtail squid turned invisible.
Annotation for Sample Student Response:	This response addresses the prompt and shows limited comprehension by providing one text-based example from each passage of how animals protect themselves. There is no further development of the topic and so this response is limited in appropriateness to the task.

Anchor Paper 10 – Score Point 1	
Sample Student Response:	Some frogs are poisiness. Bobtail squids turn invisible.
Annotation for Sample Student Response:	This response addresses the prompt topic by giving two examples of how animals protect themselves. Even though the passage names are not mentioned there is one relevant example selected from each passage. There is no further development of task, and so this response is limited in appropriateness to the task.

Anchor Paper 11 – Score Point 0	
Sample Student Response:	The illustrations show how it happens and the text tells how it happens.
Annotation for Sample Student Response:	The attempt to respond is inappropriate to the task since it is a simple general statement about illustrations and text. There is no detail that can be connected to the passages. The response is undeveloped and demonstrates no comprehension of ideas in the passages.

Anchor Paper 12 – Score Point 0	
Sample Student Response:	Don't eat me is about how frogs protect themselves from pretetors, And cloaked in starlight is about how fish protec themselves too. In concloution, this to storys are the same and different.
Annotation for Sample Student Response:	There is an attempt at describe the focuses of the passages, but there are no details from either passage. Statements that only repeat that frogs or squids "protect themselves" without including any details about how they protect themselves are not appropriate to the task.

Item Set 3 – Question 7 (Constructed Response)

You have read “The Glockentown Clock Caper” and the passage from *The Haunted Clock Tower Mystery*. Write an essay that describes the two main characters, Detective Raclette and Benny. Be sure to support your ideas with details from **both** passages.

Item Information		
Passages	The Glockentown Clock Caper and The Haunted Clock Tower Mystery	
Answer	See Sample Responses & Annotations	
Colorado Academic Standards (CAS)	3.2.1.a.vi	Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Evidence Outcome		

Anchor Paper 1 – Score Point 3

Sample Student Response:	<p>I am here to describe two of the main characters from the stories, Detective Raclette from the story "The Glockentown Clock Caper" and Benny from a different story called "The Haunted Clock Tower Mystery". They are both very different characters.</p> <p>I would describe Detective Raclette as a kid who likes his afternoon naps, based on what he thought in the beginning of the story, <i>This had better be worth postponing my afternoon nap</i> when he made it into town square. I would also describe Detective Raclette as a person who likes to solve problems because he goes by the name "Detective" Raclette. And detectives are people who solve problems for people and help them. Another way I would describe Detective Raclette is as a kid who is good at solving problems. After all, he did find out the problem and solve it before any of the adults did. Finally, I would describe Detective Raclette as a boy. In the beginning of the story it said that <u>he</u> peddled his bike over the muddy hills of Glockentown. That is how I would describe Detective Raclette.</p> <p>I would describe Benny as a boy because Ezra called them children and in paragraph 18 said that <u>he</u> called out to the other who were with him. I would also describe Benny as a kid because in paragraph 2 Ezra asked them, "Would you <u>kids</u> like to watch me play the carillon?". Another way I would describe Benny is a curious person because he asked a lot of questions. I would describe Benny as a handful because he always wants to do stuff. Finally, I would describe Benny as loud. I would describe him like this because in the story he is always shouting and crying out to the others that are with them and Ezra. That is how I would describe Benny.</p> <p>That is how I would describe the 2 different characters, Detective Raclette from the story "The Glockentown Clock Caper" and Benny from the story "The Haunted Clock Tower Mystery".</p>
Annotation for Sample Student Response:	<p>This response demonstrates full comprehension by providing accurate descriptions of the two characters. Various characteristics for each are included and are effectively developed through clear reasoning about the details in the passages (<i>I would also describe Detective Raclette as a person who likes to solve problems because he goes by the name "Detective" Raclette. And detectives are people who solve problems for people and help them.</i></p> <p>The development of the descriptions also includes clear text-based evidence as support (<i>I would also describe Benny as a kid because in paragraph 2 Ezra asked them, "Would you <u>kids</u> like to watch me play the carillon?"</i>)</p> <p>A clear organizational structure is used as well as effective language to produce clear coherent writing that is consistently appropriate to the task.</p>

**Anchor Paper 2 – Score Point 3**

Sample Student Response:	First of all, in "The Haunted Clock Tower Mystery", a couple character traits that describe Benny are fascinated and respectful. I think Benny is fascinated because his dialogue and shows it. For example, in paragraph 5, it establishes, "The children had never seen anything quite like the carillon before." This is proof that in this story, Benny possesses a character trait of fascination. Also, in paragraph 9, it authorizes, "Can I try?" Benny asked. This is also well-fitted evidence for this particular trait because it shows that Benny is so fascinated by Ezra's interest and ginormous instrument that he wants to try it. Also, a trait that I brought up was respectful, I explained that this trait is one that Benny owns because I noticed that when Ezra was explaining cool stuff about the carillon, Benny never interrupted or started talking to Jessie or Henry while Ezra was talking. On the other hand, in "The Glockentown Clock Caper", I believe that a few character traits for Raclette in this story are focused and observant. I noticed he was focusing because he was not focused on his best friend Betsy's favorite color, he was focused on what the case of the weird noise in the clock was. In paragraph 19, it states, "Raclette took two more thoughtful sips, then went out to meet the musician." This shows that he was focused because he did not take his sweet time to finish his beverage, he stayed focused and went outside to do what he needed to do so he can successfully solve the problem. Also, I came up with observant as a character trait that Detective Raclette has because he is very observant. In paragraph 15, it establishes, "We are really high up here aren't we," observed Raclette. This shows he is very observant because he is asking so many questions and making observations about bundles of things. Those were some character traits about the main character in two stories about a clock tower
Annotation for Sample Student Response:	This response demonstrates full comprehension by providing accurate descriptions of the two characters. The description of each character is developed by identifying two traits, ( <i>Benny: fascinated and respectful. Raclette: focused and observant</i> ). There is effective development for each trait through a reason that trait was selected, a reference from the text as relevant support, and an explanation of why that detail illustrates the trait. The response has a clear organizational structure and utilizes effective language to produce clear coherent writing that is consistently appropriate to the task.

**Anchor Paper 3 – Score Point 3**

Sample Student Response:	<p>The main character of "The Glockentown Clock Caper" was Detective Raclette. The main character of the passage from <i>The Haunted Clock Tower Mystery</i> was Benny. Details from both passages describes both of the main characters.</p> <p>Benny from <i>The Clock Tower Mystery</i> is a very curious person, he likes to hear new sounds from instruments and likes seeing new instruments that he has never seen. Also he is like a person who never gives up and tries to play the carillon or any type of instrument. By the wording the passage had him say makes him look like he loves seeing what is inside of things like that huge bell that is bigger than him. And by the punctuation in the passage, every time he says something it makes him look like he likes being silly and curious.</p> <p>Detective Raclette from "The Glocktown Clock Carper" is a very kind person. By the look of his actions, he is very calm and surprised person. He is always ready to solve a mystery even when it is time for his afternoon nap. When Detective Raclette asks questions he is very polite and not rude. When someone or something is interrupting his thoughts he does not get mad and frustrated he either ignores it or sees what is wrong in the town square. Also he is not like most people trying to solve a mystery, he finds someone first and then asks questions and does not just blame it on someone and then asks questions.</p> <p>Every one is unique in their special kind of way like how Detective Raclette and Benny are very different they are still similar in a kind of way.</p>
Annotation for Sample Student Response:	This response demonstrates full comprehension by providing detailed descriptions of the two characters. Each character is accurately described through identification of traits, text-based details, and reasoning based on text details ( <i>When someone or something is interrupting his</i>

	<i>thoughts he does not get mad and frustrated he either ignores it or sees what is wrong in the town square.). This provides an accurate description that is consistently appropriate to the task. An organizational structure is present, and the language used effectively clarifies meaning.</i>
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#### Anchor Paper 4 – Score Point 2

Sample Student Response:	<p>Benny And Detective Raclette</p> <p>These are the ways that I will describe Benny from <u>The Haunted Clock Tower Mystery</u>. First, Benny is curious. I believe that Benny is curious because he wanted to go inside the bell in paragraph sixteen and Ezra let him. Next, I believe he is excited. I believe that because in paragraph three Benny was like " You bet!" cried Benny. "Is that it?" He pointed to the large wooden console in the center of the room." Finally, Benny is funny. Benny is funny because in paragraph 18 he said "Hello out there!" Now you know how I believe Benny is described.</p> <p>These are the the ways I will describe Detective Raclette from <u>The Glockentown Clock caper</u> First, I believe he is smart. I believe he is smart because he is always thinking about the mystery. Next, I believe he is helpful. I believe he is helpful because he solved the mystery. Finally, I think he observed things well. I think that because in paragraph 15 he said " We really are high up here, arent we, " observed Raclette peeking out from behind the front face of the clock". Now you know how I described Raclette.</p>
Annotation for Sample Student Response:	This response demonstrates comprehension and is generally appropriate to the task by providing mostly accurate descriptions of Detective Raclette and Benny. Some development is present as various traits are selected for each character and are supported by evidence from the passage; but no further explanation is provided ( <i>Finally, Benny is funny. Benny is funny because in paragraph 18 he said "Hello out there!"</i> ). The information organized with mostly coherent writing.

#### Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>Do you what words describe Raclette and Benny?There are three ways you can describe them by:actions,feelings and thoughts.</p> <p>First,there actions can help you describe them.For example,you can tell that Benny is lively cause it says Benny's eyes grew wide.In fact,you can tell that Raclette is a problem solver cause it says we must figure this out right away.</p> <p>Secondly,their feelings help too.For instance,you can tell that Raclette likes breaks cause it says Raclette took two more thoughtful sips.Also, that Benny likes to volunteer cause it says can i try?Benny said.</p> <p>Lastly,you can describe by their thoughts.For example,you can tell that benny has never been in a clock cause it says that one on the end is bigger then me Benny said.In fact,you can tell that Raclette does not like to work cause it says right away?thought Raclette so much for my afternoon nap.</p> <p>Now you know how to describe Raclette and Benny:actions,feelings and thoughts.Do you agree?</p>
Annotation for Sample Student Response:	This response demonstrates comprehension and is generally appropriate to the task by providing mostly accurate descriptions of Detective Raclette and Benny through examining the characters' thoughts, feelings, and actions, as presented in the passages. These descriptions are developed through connecting each statement of description to a relevant text-based detail. The information is presented in an organized way ( <i>First; For example; In fact; Secondly; For instance; Also; Lastly; Now</i> ) and uses mostly effective language to produce mostly coherent writing.

**Anchor Paper 6 – Score Point 2**

Sample Student Response:	<p>Today I will describe the main character in the story <i>The Haunted Clock Tower Mystery</i>, Benny. First of all, Benny is excited to watch the evening concert because his friend Ezra is going to play the carillon in the concert. Second, he really likes the carillon and I think he might play it someday. Last, I think Benny is happy because he is around something he obviously loves, music. That is how I would describe Benny.</p> <p>Now I will describe the main character in <i>The Glockentown Clock Caper</i>, Detective Raclette. One trait for Detective Raclette is clever because he figured out that the sound wasn't coming from the clock tower. Next, Detective Raclette is tired because solving the mystery interrupted his afternoon nap. Finally, organized because the first thing he did after he and Stoppen looked in the clock tower was sit down to sort the clues and facts. This is the description that I think best describes Detective Raclette.</p>
Annotation for Sample Student Response:	This response addresses the prompt and demonstrates some comprehension by providing a description of each character. Some development is present since each character is described through various traits and each trait is supported by a text-based detail. No further explanations are provided, but description of the characters is mostly coherent and clear and presented in an organized way.

**Anchor Paper 7 – Score Point 1**

Sample Student Response:	Detective Raclette and Benny are the main characters in <u>The Glockentown Clock Caper</u> and <u>The Haunted Clock Tower Mystery</u> . I would describe Detective Raclette knowledgeable because he decided he would go find out what was making a different noise at the town clock instead of just leaving it be. I would describe Benny as a risk-taker because he always wants to try new things like going inside of a bell or making bells ring with a musical instrument. That is what I would describe Detective Raclette and Benny as.
Annotation for Sample Student Response:	This student response demonstrates limited comprehension by describing each character with a single trait ( <i>knowledgeable; a risk taker</i> ). There is a minimally developed reason connected to details in the passage for each character trait. The response does not develop or explain the description beyond the single statement for each character and so it is limited in the appropriateness to the task.

**Anchor Paper 8 – Score Point 1**

Sample Student Response:	<p>I will be telling you about the two main characters Detective Raclette and Benny. I will be telling you what they are doing in each story and why they are the main characters.</p> <p>First, Detective Raclette, he is really concerned about the big clock being broken and not getting his afternoon nap. he is also wanting the clock to get fixed as fast as possible.</p> <p>Second, Benny, he is very amazed about the carillon and he wants to know more. he is also super surprised when he saw the size of the bells and how he got to get in one.</p>
Annotation for Sample Student Response:	This student response demonstrates limited comprehension and appropriateness to the task by including details about what the two characters were doing (Roclette: <i>really concerned about not getting his afternoon nap and wanting the clock to get fixed as fast as possible</i> . Benny: <i>amazed about the carillon and wanting to learn more</i> ). These details provide a minimal description of each. Beyond listing these details there is no explanation or development of ideas; however, there is limited organization and coherence to the information presented.

**Anchor Paper 9 – Score Point 1**

Sample Student Response:	Detective Raclette is a person that solves mysteries. Benny is a kid who is always wondering things.
Annotation for Sample Student Response:	This response demonstrates limited comprehension by addressing the prompt in a minimal matter. There is a simple accurate statement to describe each of the two characters mentioned in the prompt ( <i>a person who solves mysteries: a kid who is always wondering things</i> ). There is no text support or development of the ideas included, which results in a limited response.

**Anchor Paper 10 – Score Point 0**

Sample Student Response:	well i think that the main caractere in the glockentown clock caper is raclette becus he gos throw out the glockentown clock caper. and how i think the main caractere of the haunted clock tower mystery is benny is becus he is seen throw owt the story.
Annotation for Sample Student Response:	This response does not demonstrate comprehension and is inappropriate to the task. The response consists of the titles of the two passages, the characters' names, and vague references to their existence within the stories ( <i>he gos throw out the glockentown clock caper; he is seen throw owt the story</i> ). Neither reference provides a description of the character.

**Anchor Paper 11 – Score Point 0**

Sample Student Response:	A detail from the story the glockentown clock casper one is that the chime interrupted raclette thots.in the story the Hanted clock tower mistory a detail is that ezra is been really nice to Benny because she gave him a longer tern than her.
Annotation for Sample Student Response:	This response demonstrates a lack of comprehension and appropriateness to the task. There is a detail from each passage that references the main character but does not address the task of describing the characters.

**Anchor Paper 12 – Score Point 0**

Sample Student Response:	The main characters are Ezra and Benny in The Haunted Clock Mystery. The main characters in from Glockentown Clock Caper. InThe haunted Clock Mystery they saw a huge clock witch was haunted In The Glockentown they were curious about the vilagersmaking a sqare.
Annotation for Sample Student Response:	This response demonstrates a lack of comprehension, appropriateness, and coherence. The undeveloped list of details does not attempt to describe the character in either passage.