

# Colorado CMAS Grade 6 English Language Arts Practice

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# Colorado Measures of Academic Success



## Grade 6

### English Language Arts/Literacy



Paper Practice Resource for Students

**Today you will research ancient cultures. You will read passages from *Ancient Egypt*, from *Ancient Greece*, and from *Ancient Roman Civilization*. As you read, you will gather information so you can write a response.**

Read the passage from *Ancient Egypt*. Then answer questions 1 and 2.

## from *Ancient Egypt*

by Andrew Langley

### **The Story of Ancient Egypt**

- 1 The first settlers came to Egypt about 15,000 years ago. They were probably cattle herders, who wandered across northern Africa in search of water and grazing for their animals. A large area of the country was green and hospitable, with good supplies of grass and low trees, and regular rainfall. The settlers learned to grow crops and found plenty of game to hunt. Then, about 12,000 years ago, the climate is believed to have changed. The rainfall dwindled, the streams dried up, and much of the region became desert.

### **The Gift of the River**

- 2 People were forced to move to the valley of the Nile River. This narrow strip of land hugging both sides of the river was still lush and fertile, thanks to the annual floods. Every July, the Nile was swollen by the rains that fell on hills and mountains far to the south. The river burst its banks and flooded the surrounding land, spreading a rich mud over the fields. By September the water was low enough for people to sow seeds, and the crops ripened so fast in the sunlight that they were ready to harvest in short and calculated periods of time.
- 3 Herodotus, the ancient Greek historian, described this natural miracle as the "Gift of the Nile." The early farmers were able to arrange their lives to fit in with the pattern of the flood. They could grow up to four different crops in a single year, one after the other. Besides this, the river gave them mud to make pots and bricks, as well as a supply of fish. Animals, such as gazelles and geese, were killed for meat.

## **Egypt United**

- 4 By about 5000 BCE, small villages had grown up along the Nile. Archaeologists have found pottery from this period, along with fine carvings in ivory and stone. This shows that farming was so easy that not everyone was needed to work in the fields. Some people developed craft skills, while others began trading goods with other communities.
- 5 Districts grew up with their own identity, their own leaders, and their own gods. These districts became bigger as they merged with, or conquered, one another until there were two main districts—Upper Egypt in the south, and Lower Egypt in the north. In around 3100 BCE, these two were gradually merged by King Menes of Upper Egypt.

## **The Old Kingdom**

- 6 Menes (or Narmer) was the first king of the First Dynasty of ancient Egypt. His people believed that he was descended from the gods, and so all the rulers who succeeded him must be gods as well. This belief gave the kings of Egypt total power over their subjects. Over the next 3,000 years there were to be more than 150 kings and queens, grouped into over 30 dynasties or families. Historians have divided these dynasties into three major periods. The first, called the Old Kingdom, lasted from 2686 BCE to about 2180 BCE. This was the age of the pyramids.

## **Governing Egypt**

- 7 The most famous legacy of the Old Kingdom is the pyramids. King Djoser, during the Third Dynasty, had the Step Pyramid built at Saqqara, and later kings built the three massive pyramids at Giza. The mere fact that these huge structures exist tells us a lot about early Egyptian society. It was obviously well organized, with a powerful ruler who could assemble a vast force to do the construction work.
- 8 The king's authority came from his status, but the daily government of the country was done by ministers and officials. The most important of these was the vizier, or prime minister, who was responsible for everything from the law courts and tax collection to building projects and grain storage. Egypt was divided into nomes, or districts, each governed by a local official called a nomarch.

## **Prosperity and Decline**

- 9 Most of the pyramid work force was made up of Egyptian agricultural workers and foreign prisoners. During the Fourth Dynasty, armies captured these prisoners during Egyptian invasions of Nubia and Libya. This period saw Egypt grow in power and wealth. The military expeditions brought control of important sources of minerals and luxury goods. Trade flourished, with Egyptian merchants buying gold, ebony, and skins in exchange for linen, honey, and oil.
- 10 Trouble was coming, however. By about 2180 BCE, many nomarchs had become independent, and they challenged the power of the king. Civil war broke out, and the unrest was made worse by famine. For a long and disastrous spell, the Nile did not rise to its normal flood levels, and crops failed.

## **The Middle Kingdom**

- 11 The Old Kingdom ended in civil war and chaos. Egypt went through a long period of instability until it was split up again into many small states with rulers who fought against each other. It was not until about 2061 BCE that Mentuhotep II defeated all rivals and united the country again. A new era of peace began, known as the Middle Kingdom.

## **New Rulers**

- 12 Mentuhotep came from the city of Thebes in Upper Egypt. This became the new center of power. He reestablished control over the regions and appointed Theban officials to govern them. He and later kings took a firm hand with the nomarchs, demanding taxes and troops from them.

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**1. Part A**

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

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

**Part B**

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

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

## 2. Part A

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

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

## Part B

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

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

Read the passage from Ancient Greece. Then answer questions 3 through 5.

## from *Ancient Greece*

by Christine Hatt

### **Archaeology and the Ancient Greeks**

- 1 Greece lies at the tip of the Balkan Peninsula, an area of southeast Europe that sticks out into the Mediterranean Sea. Humans have lived in this hot, dry land for more than 200,000 years, but the people now known as the ancient Greeks arrived much later. The first Greeks probably moved in from the north about 4,000 years ago. As more arrived, they spread south and, in a few hundred years, they had become the most powerful people in the region.
- 2 The Greeks were different from the peoples already in the area in two main ways. They spoke a new language—Greek—and they believed in a group of gods who had not been heard of in the region before. The Greeks also introduced new styles of house-building and pottery-making.

### **Greeks through the Ages**

- 3 Experts divide ancient Greek history into different periods. The earliest period began in about 1600 BCE. By then, the Greeks had founded several rich kingdoms. One of the wealthiest was at Mycenae, so the period is called the Mycenaean Period.
- 4 About 500 years later, after all its main sites were destroyed, the Mycenaean Period ended. Experts are not sure how or why this happened. Poverty and a decline in population followed, and so the next period, starting in 1100 BCE, is often known as the Dark Ages. However, recent research has shown that there were some strong communities in Greece during this period. Therefore many experts prefer to call it the Geometric Period, after the patterned pottery of the time.
- 5 From 750 BCE, the start of the Archaic Period, Greek cities and nearby villages began to form independent states. The largest was Athens. These city-states governed themselves, built temples, and encouraged the arts. From this time, the Greeks also set up colonies abroad.



## **The Classical Period**

- 6 In 490 BCE, the Persian Empire tried to invade Greece and war followed as Athens, Sparta, and other city-states fought off the attackers. Eventually, after defeating the Persians in 479 BCE, the Greeks proudly started to rebuild. This was the start of the Classical Period, the high point of ancient Greek civilization.
- 7 Classical Greek ways of life and thought have influenced much of the world. During the Classical Period, Athens was at the center of remarkable developments in architecture, sculpture, pottery, drama, and philosophy. The way that city-states were governed also changed during this period. Before, only the rich and powerful had an opportunity to rule. But from the late 6th century BCE, Athens and other city-states had begun to introduce democracy. This was a type of government in which many more adults were able to play an active part.

## **The Hellenistic Period**

- 8 In the 5th century BCE, Athens was defeated by Sparta in the Peloponnesian War. But Sparta was soon defeated by another city-state, Thebes. In 338 BCE, Macedonia, ruled by King Philip II, grew strong and defeated Athens. Philip united Greece, and his son, Alexander the Great, went on to build a huge empire. During the Hellenistic Period, which began with Alexander's death in 323 BCE, Greek ways of life continued in much of the empire. Greece was taken over by the Romans in the 2nd century BCE.

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### 3. Part A

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

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

### Part B

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

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

#### 4. Part A

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

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

#### Part B

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

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

5. Write the letters of **three** sentences in the box that should be included in an objective summary of the passage from *Ancient Greece*. The sentences may be placed in any order.

- A. The first Greeks moved to the Balkan Peninsula and eventually spread into other areas.
- B. The Greeks influenced others with their knowledge in the arts and government.
- C. The Greeks founded Mycenae, one of the wealthiest kingdoms of the time.
- D. The first Greeks were unique because they spoke a different language.
- E. The Greeks experienced many difficulties, such as war and poverty.

**Summary**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Read the passage from *Ancient Roman Civilization*. Then answer questions 6 and 7.

## from *Ancient Roman Civilization*

by Ike Scurman and John Malam

- 1 The civilization of the Romans spanned more than 1,000 years. From modest beginnings in a region of northern Italy, the Empire of the Romans spread out to cover many parts of Europe, North Africa and the Middle East. Within this vast area lived millions of people who came under Roman rule. Some had been conquered in battle by the Roman army; others had accepted the Romans without a struggle. The Romans spread their culture far and wide. Roman coins made in Britain or France could be spent in Spain and Greece, Israel and Egypt. The Roman language, Latin, became the first international tongue—just as English is today. It was in Latin that the myths of the Romans were first spoken and written, telling tales about the history of the Roman people and of Rome—the city that was the heart and soul of the Roman world.

### **Origins**

- 2 Italy is a country in the south of Europe. It is a peninsula, which means it is almost completely surrounded by sea. About 2,500 years ago, groups of people settled here. One group built their villages on a fertile plain along the west coast of central Italy. They were the Latins, whose cluster of hilltop villages grew into the city of Rome. In later years the Romans told a story about the founding of Rome in which they said the city began in 753 BCE. Rome became the greatest city of the ancient world, ruling an empire that spanned Europe and reached as far as the Middle East and Africa.

### **The Etruscans**

- 3 The Etruscans settled in the region of Etruria (modern Tuscany and Umbria) in about 800 BCE. They were cultured, civilized people and the Romans learned much from them. The alphabet came to the Romans from the Etruscans, as did gladiator fights, chariot races and some gods. For a time they were the most powerful people in central Italy, but from about 500 BCE their power gradually slipped away.

## **From Monarchy to Republic**

- 4 Rome was at the center of a region called Latium. To the north were the Etruscans, who took control of Rome and ruled there for 100 years. Under the Etruscans, Rome was ruled by kings. The town grew in prosperity, but the Latins were unhappy at being ruled by cruel “foreign” kings. In 510 BCE, the Latins rebelled and threw the Etruscans out. From then on, Rome was a republic, ruled by a group of its leading citizens.

From ANCIENT ROMAN CIVILIZATION by Ike Scurman and John Malam, published by The Rosen Publishing Group.  
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## 6. Part A

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

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

## Part B

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

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

7. Write the letters of **four** statements in the boxes in the correct order to create an objective summary of the passage from *Ancient Roman Civilization*.

- A. The Etruscans seized control from the Romans and ruled for almost 100 years.
- B. The Romans developed a republic because they refused to be ruled by Etruscan kings.
- C. The Romans enjoyed being able to use their money in other countries.
- D. The Latin language was used to tell interesting stories about the Romans.
- E. The original Romans settled along the coast of Italy.
- F. The Etruscans taught new skills to the Romans.

	Events
First	
Second	
Third	
Last	



Refer to the passages from *Ancient Egypt*, from *Ancient Greece*, and from *Ancient Roman Civilization*. Then answer question 8.

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

Details from Passages	
A.	Historians have divided the past of Ancient Egypt into three different periods.
B.	The great pyramids were one of the best-known accomplishments of Ancient Egypt.
C.	The Greeks introduced new ways of building houses and making pottery.
D.	King Philip II of Macedonia united Greece and built a huge empire.
E.	The Romans were ruled by the Etruscans for a long period of time.
F.	The Romans created a republic governed by a group of its leading citizens.

Passage	Supporting Detail
from <i>Ancient Egypt</i>	
from <i>Ancient Greece</i>	
from <i>Ancient Roman Civilization</i>	

Refer to the passages from *Ancient Egypt*, from *Ancient Greece*, and from *Ancient Roman Civilization*. Then answer question 9.

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

[illegible]

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

This image shows a single 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 pink border. The lines are evenly spaced and extend across the width of the page. The border is a thin pink line that frames the entire sheet.

Read the passage "Seashells on the Summit." Then answer questions 10 through 13.

## Seashells on the Summit

*by* Gretchen Noyes-Hull

- 1 People living high in the mountains of Nepal and the plateaus of Tibet collect seashells even though they have never seen a beach or the sea. Off in the distance looms Mount Everest, the highest mountain in the world. Its snow-covered peaks reveal layer upon layer of ocean-deposited sands, now hardened into rock. The Indian Ocean lies many miles to the southeast, 26,000 feet lower.
- 2 Some of the people must wonder how the shells got there. Maybe you do, too. Were ancient sea levels much higher? Did floodwater carry the shells there? Were the mountains very much lower? How can we find out?
- 3 What stories can the seashells tell us?

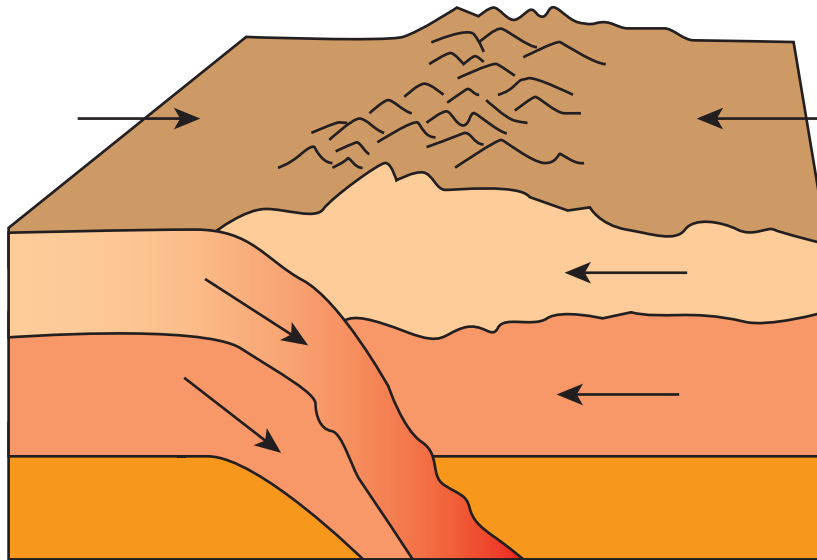
### **The Shells' Story**

- 4 Shells, like all fossils, tell many tales. Their chemical makeup tells scientists how long ago the animals were alive. Their positions tell whether they were buried alive, or whether the empty shells were carried in a stream. And the variety of shells gives us details about ancient habitats, including the temperature of the water.
- 5 The story that the shells and fossils of the Himalayan Mountains tell is a very old one. . . . It tells of a vast warm ocean separating Europe and Asia from an independent continent of India. Called the Tethys Sea, the ocean was home for a wide variety of creatures. For . . . years, layers of shells were preserved in the sands that settled to the bottom of its shallow, quiet waters.

### **Crashing Continents**

- 6 Then, just like now, the stiff outer crust of Earth was broken into many jigsaw pieces called tectonic plates. Tectonic plates are giant sheets of solid rock near Earth's surface. They slide along the top of a hotter, more liquid layer below them. The plates act like giant conveyor belts, constantly shifting the positions of the continents on the Earth's surface. When the animals in the seashells were alive, the land that is now called India was pushing northward on its own plate at the great speed of about 36 feet a century.

7 As India approached, most of the oceanic bottom between the continents was forced downward into Earth's mantle, but some small fragments were swept up against Asia. These fragments contained the fossil shells. Finally, . . . India rammed into Europe and Asia! The two continents fused together, forming a very thick continental crust. But *still* the plate was forcing India northward. The land crumpled under the immense pressure and was folded and lifted. Today the Himalayan Mountains and the Tibetan plateau are still rising, as India continues to squeeze against its northern neighbor. The movement isn't as rapid now, but the Himalayan Mountains, the highest in the world, become  $\frac{1}{5}$  inch higher each year. And so do the seashells!



As tectonic plates collide, their positions shift.

### Stories of Other Mountains

8 The Himalayas are not the only mountains with an oceanic history. Colliding continents also created the Alps. The crashing of Africa into Europe folded the crust and lifted up pieces of another ancient sea floor with the new mountains. High in the Alps, you can find fossil tracks left by beachcombing dinosaurs. Not far away are the fossilized remains of seashells and of coral reefs that grew in the ocean at about the same time.

9 The Rocky Mountains, the Andes, and the ancient Appalachians have their own seashell stories that tell of mountain making. A careful observer will find traces of marine life older than the mountains themselves, far above the level of the sea. The process isn't over—today's seashells tell stories of mountains still to come, as tectonic movement continues to change the shape of the land.

"Seashells on the Summit" by Gretchen Noyes-Hull from APPLESEEDS, October 1999. Copyright © 1999 Cricket Media. All rights reserved.



## 10. Part A

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

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

## Part B

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

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

## 11. Part A

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

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

## Part B

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

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

## 12. Part A

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

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

## Part B

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

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

- 13.** Read the quotations in the table. Write the letter for the central idea that is developed by the quotations in the correct location in the table. Not all ideas will be used. Ideas can be used only once.

- A. Much can be learned about the past from fossils.
- B. Mountains can contain ancient seashells.
- C. Shells buried in the sand are preserved.
- D. Tectonic plates have changed landscapes all over the world.

Quotations	Central Idea
"Their chemical makeup tells scientists how long ago the animals were alive." (paragraph 4)	_____
"The Rocky Mountains, the Andes, and the ancient Appalachians have their own seashell stories that tell of mountain making." (paragraph 9)	_____

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

**Today you will research elephants. You will read passages from three sources, “Wild Elephants Sleep for Only Two Hours at Night,” “Elephants Appear to Be Super Sniffers,” and “Elephant All-Wheel Drive.” As you review these sources, you will gather information about elephants so you can write a response.**

Read the passage from “Wild Elephants Sleep for Only Two Hours at Night.” Then answer questions 1 through 3.

## from “Wild Elephants Sleep for Only Two Hours at Night”

*by Susan Milius*

- 1 Wild African elephants may break sleep records for mammals. New data show that they seem to get by just fine on about two hours of shut-eye a night. Much of that snoozing took place while they were standing up. The animals lie down to sleep only once every three to four nights.
- 2 Trying to figure out how much wild elephants sleep just by watching them 24 hours a day is tricky, especially in the dark. Much of what scientists had known about sleeping elephants came from animals living in captivity, notes Paul Manger. He is a neuroscientist, or brain researcher, at the University of the Witwatersrand in Johannesburg, South Africa. In zoos and enclosures, elephants have been recorded snoozing from about three hours to nearly seven during a 24-hour period.
- 3 Using electronic monitors on African elephants in the wild, however, has turned up more extreme behavior. That two-hour average snooze is the least sleep recorded for any mammal species.
- 4 Game rangers familiar with wild African elephants had claimed these animals almost never slept. The new data seem to now confirm they were right.

### **What they learned**

- 5 Manger and his colleagues implanted activity monitors (similar to Fitbit trackers) in the trunks of two elephants. Both were matriarchs (female leaders) of their herds in the Chobe National Park. It lies in northern Botswana, a nation in southern Africa.
- 6 The trunk on these animals is “250 pounds of muscle,” Manger says. That’s why, he says, these moms would hardly have noticed the small tracker implants.

- 7 Trunks, like human hands, are important for exploring the world. Elephants rarely keep them still—unless sleeping. The researchers assumed that a trunk monitor that didn't move for at least five minutes likely meant its host was asleep. Neck collars helped researchers figure out whether animals were standing up or lying down.
- 8 The electronic devices tracked the animals over about a month. During that time, the elephants averaged just two hours of sleep a day. What's more, the elephants were able to skip a night's sleep without needing extra naps the next day.
- 9 Those trunk implants showed there were times the elephants went up to 46 hours without any sleep. A predator, poacher or a male elephant loose in the neighborhood might explain their restlessness, Manger says. Animals in captivity don't face the same dangers.

### **What to make of the findings**

- 10 There has been some thought that sleep restores or resets aspects of the brain for peak performance. But that can't explain animals, like the elephants, that skip sleep for a night without needing catch-up rest later, says Niels Rattenborg, who was not involved in the new research. He studies bird sleep.
- 11 The new data don't fit well with the notion that animals need sleep to store memories properly. "Elephants are usually not considered to be forgetful animals," Rattenborg observes. In fact, he notes, studies have found plenty of evidence that they can have long memories.
- 12 Until now, horses were the record-holders for needing the least sleep. They can get by with just 2 hours, 53 minutes of sleep, Manger says. At 3 hours, 20 minutes, donkeys weren't far behind.
- 13 These results join a growing body of data showing that wild animals don't need as much sleep as had been suggested by studies of animals in captivity, Rattenborg says. His monitoring of wild sloths, for instance, revealed they aren't nearly as slothful as captive members of their species.
- 14 It's unclear how these findings for two females will translate to entire elephant populations. But the data do fit a trend that links larger species with shorter sleep and smaller species with longer sleep, Manger says.

From "Wild Elephants Sleep for Only Two Hours at Night" by Susan Milius from SCIENCE NEWS FOR STUDENTS, April 3, 2017. Copyright © 2017 by Society for Science and the Public.

**1. Part A**

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

- Ⓐ away from humans
- Ⓑ under observation
- Ⓒ being confined
- Ⓓ feeling alert

**Part B**

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

- Ⓐ “. . . a neuroscientist, or brain researcher . . .” (paragraph 2)
- Ⓑ “In zoos and enclosures . . .” (paragraph 2)
- Ⓒ “Using electronic monitors . . .” (paragraph 3)
- Ⓓ “. . . more extreme behavior.” (paragraph 3)

2. Write the letters in the box of **three** details necessary for a summary of the passage from "Wild Elephants Sleep for Only Two Hours at Night." Details can be used only once.

**Details**

- A. Data collected from a one-month period showed that elephants required little sleep.
- B. Elephant trunks perform many of the same functions as human hands.
- C. Researchers used data from trunk implants as an important part of their study.
- D. Results of tracking two female elephants support the idea that large animals need less sleep.
- E. Evidence shows that animals must rest in order to restore memory.
- F. Observing elephants for extended periods of time is extremely difficult.

**Details Necessary for a Summary**

\_\_\_\_\_



### 3. Part A

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

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

### Part B

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

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

Read the passage from “Elephants Appear to Be Super Sniffers.” Then answer questions 4 through 6.

## from “Elephants Appear to Be Super Sniffers”

by Nsikan Akpan

- 1 Everyone knows that African elephants boast versatile snouts. They can toss logs, grab food and spray water. But the towering mammals also may be the world’s best smellers.
- 2 The team looked at bush elephants (*Loxodonta africana*). These are the larger of Africa’s two species. They tend to live in fairly open, grassy areas (hence the term “bush” in their common name). This species hosts some 2,000 different genes for sensing odors. Scientists refer to these sensors as *olfactory receptors*; olfaction (Oll-FAK-shun) refers to the sense of smell. These sensors are found on the outside of scent-sensing cells. They’re in a nasal cavity, near the top of the animal’s trunk.
- 3 Renowned sniffers like rats have around 1,200 genes for scent-sensing. Bloodhounds and other dogs get by with about 800 of these different genes. Humans and other primates possess relatively poor sniffers. They also have only about 40 olfactory genes.
- 4 The researchers think that long ago, when mammals split into a broad range of new species, the original smell-sensing gene began copying itself-and morphing somewhat—over and over again. This appears to have happened the most in ancestors of today’s elephants.
- 5 The elephant’s ability to detect a broad range of odors perhaps explains why scents play a big role in its behavior. African elephants, for instance, can communicate aggression via scents. And the animals also can distinguish people from two ethnic groups living near them in East Africa—the Maasai and Kamba. That’s helpful because the Maasai herders, in Kenya, hunt elephants. Mostly farmers, the Kamba pose no threat to the pachyderms.

“Elephants appear to be super sniffers” by Nsikan Akpan from SCIENCE NEWS FOR STUDENTS, July 30, 2014. Copyright © 2014 by Society for Science and the Public.

#### 4. Part A

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

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

#### Part B

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

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

**5. Part A**

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

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

**Part B**

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

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

**6.** Circle the correct answer in **each** box to complete the sentence.

The author of the passage from "Elephants Appear to Be Super Sniffers" uses \_\_\_\_\_ to organize the information in

comparison and contrast  
order of importance  
chronological order  
cause and effect

paragraphs 2 and 3 in order to emphasize the \_\_\_\_\_.

reasons for differences in species  
steps involved in elephant research  
importance of olfactory receptors  
unique ability of elephants

Read the passage from “Elephant All-Wheel Drive.” Then answer questions 7 and 8.

## from “Elephant All-Wheel Drive”

*by Stephen Ornes*

- 1 Elephants are hard to miss. Whether you’re strolling through the zoo, cruising through the African savanna or touring the jungles of Southeast Asia, they’re the largest of the living land animals. And like many other land animals, they’ve got four legs to move them around.
- 2 In a recent study, a team of scientists found a clever way to study the elephants’ walk. And it showed that the giant animals used their legs in a surprising way, a way unlike that used by most other four-legged animals, or quadrupeds.
- 3 Most quadrupeds push with their back legs and use their front legs as brakes. (One of the easiest animals to imagine moving in this way is a bunny.) Elephants, however, use all four legs to both move forward and slow down. John Hutchinson works at the Royal Veterinary College in London. And he sees a similarity to all-terrain vehicles, in which every wheel contributes equally.
- 4 Elephants “really do seem to act like four-wheel-drive vehicles, cruising along.” Hutchinson, along with other scientists, worked with elephant experts at the Thai Elephant Conservation Center in Lampang, Thailand.
- 5 Watching an elephant walk may seem like an easy afternoon. But finding a way to understand the science is anything but simple. It’s such a difficult study that until now, no one had ever looked closely. After all, if you watch an elephant, it’s tough to tell how much its legs are bending.
- 6 The scientists installed heavy-duty scales in the ground to keep track of how much of each elephant’s weight hit the ground as it ran. Then, they attached light-reflecting disks (similar to the ones on bicycles) to parts of the elephants’ legs and bodies. Finally, they sent the elephants walking over the scales—and used seven special cameras to record how those reflective disks moved.

- 7 The measurements showed that elephants use their front legs to move forward, which is different from most quadrupeds. Much different—the scientists actually found that elephants use their front legs in a way that’s similar to the way human beings walk. That was a surprising discovery, since scientists used to think that elephants’ legs were not very bendable.
- 8 “We think we can consider elephant limbs as a kind of big human limb,” says Lei Ren, a scientist at the University of Manchester in England who also worked on the study.

From “Elephant all-wheel drive” by Stephen Ornes from SCIENCE NEWS FOR STUDENTS, April 14, 2010. Copyright © 2010 by Society for Science and the Public.

## 7. Part A

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

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

## Part B

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

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



## 8. Part A

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

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

## Part B

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

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

Refer to the passages from “Wild Elephants Sleep for Only Two Hours at Night,” from “Elephants Appear to Be Super Sniffers,” and from “Elephant All-Wheel Drive.” Then answer question 9.

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

[illegible]

A blank sheet of lined paper with horizontal blue lines and a pink border. The paper is oriented vertically and contains 20 horizontal blue lines spaced evenly apart. The entire sheet is enclosed within a thin pink rectangular border.

This image shows a blank sheet of white paper designed for writing. It features a series of evenly spaced horizontal blue lines across its entire width. A single vertical red line runs down the left side, creating a margin. The paper is otherwise empty, with no text or other markings.

A blank sheet of lined paper with horizontal blue lines and a pink border. The paper is oriented vertically and contains 20 horizontal blue lines spaced evenly apart. The entire sheet is enclosed within a thin pink rectangular border.

Read the article, “Time to Standardize.” Then answer questions 10 through 13.

## Time to Standardize

*by Will Bremen*

- 1 Imagine that you live in the mid-1800s in an eastern city, and you are traveling by train to the Midwest. You check your pocket watch against the town clock, which is easily visible in a large tower overlooking the downtown. The time shown on the town clock reflects the town’s local time. The town clock keeps all the residents synchronized<sup>1</sup>.
- 2 The train arrives, and you board it. As you travel westward across the country, you adjust your watch to match the time of the major cities through which you pass. You are living in an era before standardized time zones, when each community had its own local time determined by the position of the sun in the sky. Your train ride might travel through 30 different local times—within a single state!

### **Railroads That Bind**

- 3 Before railroads, most Americans did not travel far from the places in which they settled. The methods of transportation—horseback or carriage—were expensive and time consuming. Most Americans also owned farms in the early 1800s, which required their daily attention. Farmers didn’t have clocks to tell them when to go to work—they got up with the sun and stopped working when it was too dark to see.
- 4 The growth of railways in the United States dramatically changed how Americans both traveled and measured time. By the 1850s, 9,000 miles of railroad lines had been built in the country. Railroads connected most of the major cities in the North and the Midwest. Americans began to travel farther and faster, but all those different local times complicated the journey for passengers—and for railroad companies.

<sup>1</sup>synchronized—on the same time

5 Railroad companies posted their trains' arrivals and departures at stations, but the schedules reflected each company's local time. A company's local time might be based on where it was headquartered or where its train had begun its journey. Stations that offered service for five railroad companies would have five different clocks to show each company's local time. Sound confusing? It was. Forget about trying to figure out which train was the right connection!

### **Timing Is Everything**

6 In the 1860s, to address the problem of too many local times for railroad travelers, Charles F. Dowd of Saratoga Springs, New York, proposed using national "time belts." The vertical time belts would divide the country into designated one-hour sections.

7 Railroad officials asked William Frederick Allen, a railroad engineer, to study the problem in 1872. By that time, the transcontinental railroad was complete, and 53,000 miles of track crisscrossed the country. Allen understood how important standardized time was for the business of railroads. He also worked to get local governments served by the railroads to agree.

8 Allen took Dowd's idea, added details and improvements, and got the railroads to support the concept in 1883. The final plan recommended four railroad time zones across the United States. Each zone would be determined by the central meridian<sup>2</sup> within it, and each meridian would be set one hour apart. Almost every railroad company agreed to Allen's proposal.

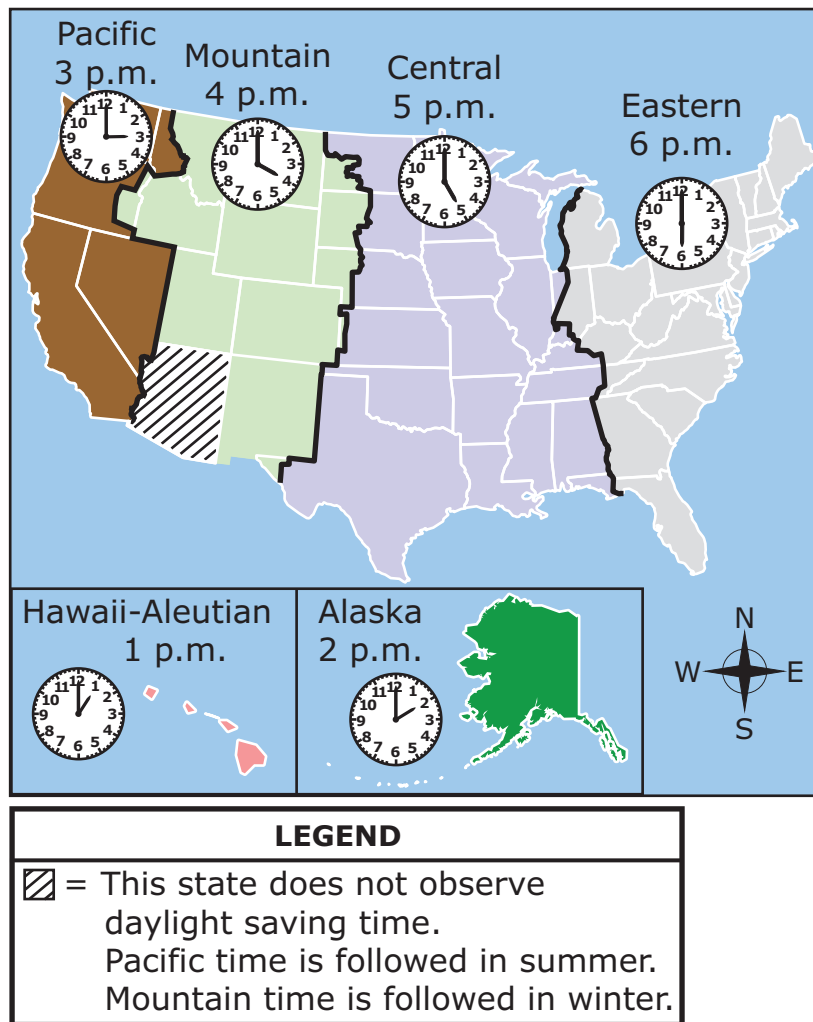
9 On November 18, 1883, at noon in New York City, standard railroad time went into effect. Railroad companies across the nation switched their clocks to the new times. Although the federal government did not recognize the railroad industry's decision, many people saw its benefits to travel and communication, and they began to accept railroad time as local time.

10 A few people resented the change. Residents of Detroit, Michigan, refused to comply at all. They insisted on using their own local time until 1905. The U.S. government took a while longer: Standard time did not become an official law until the passage of the Standard Time Act on March 19, 1918.

<sup>2</sup>meridian—imaginary north-south lines of longitude, measured in degrees, that divide the globe

- 11 In October 1884, more than 25 nations participated in the International Meridian Conference in Washington, D.C. They agreed to a universal prime meridian—a single reference point for international navigation and measurement—to be located at Great Britain’s Greenwich Royal Observatory. The Greenwich prime meridian was recognized as 0° longitude. Eventually, international time zones were measured in 15-degree increments east and west from Greenwich.

### Standard Time Zones of the United States



"Time To Standardize" by Will Bremen from COBBLESTONE, February 2017. Copyright © 2017 Cricket Media. All rights reserved.



## 10. Part A

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

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

## Part B

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

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

## 11. Part A

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

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

## Part B

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

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

- 12.** How does the author convey his point of view throughout the passage?  
Circle the correct answer in each box to complete an analysis.

The author clearly believes that standardizing time was \_\_\_\_\_

disruptive  
necessary  
timely

given the changes that society experienced when the railroads arrived.

In paragraph 4, the author mostly conveys this point of view by  
presenting \_\_\_\_\_ about the situation.

arguments  
stories  
facts

In the final paragraph, the author supports his point of view with  
\_\_\_\_\_ about the impact of standard time zones.

a direct statement  
more information  
a summary

### 13. Part A

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

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

### Part B

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

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

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

**Today you will read a passage from *The Wednesday Wars*. As you read, pay attention to the characters and events so that you can answer questions and write a narrative response.**

Read the passage from *The Wednesday Wars*. Then answer questions 1 through 5.

from *The Wednesday Wars*

by Gary D. Schmidt

- 1 It was the kind of place where you could sit for a while within the vines and watch the green world be green.
- 2 Then Mrs. Sidman hollered, "Holling Hoodhood!"
- 3 You already know what had happened, don't you?
- 4 Let me tell you, it wasn't my fault that Mrs. Baker had given me an old [back]pack. And it wasn't my fault that its seams were starting to split. And when you're hiking up a path that's pretty steep and hefting an old pack onto your shoulders, you don't feel stuff falling out.
- 5 "You didn't notice it was getting lighter?" said Mrs. Sidman.
- 6 "Well," I said, "I did notice it wasn't getting any heavier."
- 7 She held up a spoon. "This is our entire set of utensils," she said.
- 8 "We can stir the chili," I said.
- 9 "The can opener was in your pack, too," said Mrs. Sidman.
- 10 Mrs. Baker picked up four cans and handed two to me. "Come with me, Holling." We went down to the streambed. "Look for some large stones that are sharp at one end," she said.
- 11 And that's how we got the cans of chili opened. We smashed into them with rocks, which is what I think people did during the Westward Expansion. At first, the cans just bent over and started to collapse into themselves, but after a few blows they split open, and chili spattered out. By the time Mrs. Baker and I were done, we looked like someone had thrown a whole can over us both.

- 12 But from the way Mrs. Baker was laughing, you couldn't tell that anything was wrong.
- 13 Or that she hated camping.
- 14 Mrs. Sidman was grumbling more than a little by the time we got back, and it didn't help much that she cut up the ends of three of her fingers trying to get all the chili out of the battered cans, which were pretty jagged. Every time she cut one, she would glare at me, and I don't think she was thinking thoughts about nurturing one of her students in wisdom and learning.
- 15 Any lunch after a long hike tastes good. Especially if it's on a day off from school. And if you take two hot dogs and hold them together, one in each hand, you can scoop up the chili between them, and shovel it all up to your mouth. If you lean way over while you do this, most of it won't even drip onto you—which is something that Mrs. Sidman didn't seem to understand.
- 16 And again, it wasn't my fault that she was wearing her favorite sweater, and that streaks of chili don't exactly go with mango, which is a color that you shouldn't wear on a camping trip anyway.
- 17 I think this is why I was the one who ended up carrying all the pots and pans down to the stream to wash them.
- 18 Meryl Lee helped. She didn't have to, but she did. So it wasn't bad at all, scrubbing at the pots together and her splashing me a little and me splashing her a little until we finally gave up and splashed each other all over so that it looked like we had jumped in—which washed all of the chili off me. Which is more than I can say for Mrs. Sidman's mango sweater.

From THE WEDNESDAY WARS by Gary D. Schmidt, published by Clarion Books, a Houghton Mifflin Company imprint.  
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**1. Part A**

How does paragraph 14 contribute to the development of the plot in the passage from *The Wednesday Wars*?

- Ⓐ It highlights the conflict between two characters.
- Ⓑ It suggests the resolution of the passage.
- Ⓒ It establishes the setting.
- Ⓓ It implies the theme.

**Part B**

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

- Ⓐ The narrator has fun scrubbing pots and splashing with Meryl Lee.
- Ⓑ The narrator notes that it was a green, peaceful space.
- Ⓒ Mrs. Sidman doesn't learn to enjoy the moment.
- Ⓓ Mrs. Sidman glares at the narrator.

## 2. Part A

How does Mrs. Sidman respond to the events of the passage from *The Wednesday Wars*?

- Ⓐ She fails to see the humor in the situation as events get more comical.
- Ⓑ She remains unhappy and bitter throughout the camping trip.
- Ⓒ She does not get any angrier about her stained sweater.
- Ⓓ She becomes less critical of Holling Hoodhood.

## Part B

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

- Ⓐ “. . . our entire set of utensils . . .” (paragraph 7)
- Ⓑ “. . . we looked like someone had thrown a whole can over us both.” (paragraph 11)
- Ⓒ “. . . grumbling more than a little by the time we got back . . .” (paragraph 14)
- Ⓓ “. . . and that streaks of chili don’t exactly go with mango . . .” (paragraph 16)



### 3. Part A

Which statement **best** describes a theme of the passage from *The Wednesday Wars*?

- Ⓐ It is important to try to catch mistakes before they happen.
- Ⓑ Unfamiliar circumstances can leave people defenseless.
- Ⓒ Creativity can emerge when you have few resources.
- Ⓓ It is important to respect the adults in your life.

### Part B

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

- Ⓐ Mrs. Sidman cuts her fingers on the jagged lid of the can.
- Ⓑ The narrator loses the supplies in his backpack.
- Ⓒ Mrs. Sidman remains angry at the narrator.
- Ⓓ The hikers use rocks to open the cans.

#### 4. Part A

Which statement provides the **best** summary of the passage?

- Ⓐ Holling Hoodhood angers Mrs. Sidman because he lost the camping supplies, but he learns to focus on the present moment and is able to enjoy his hiking experience.
- Ⓑ Holling Hoodhood is defiant and disrespectful after losing the camping gear, but he ends the trip happily because he finds a friend and decides to be polite.
- Ⓒ Holling Hoodhood takes a break from school to go on a hiking adventure and learns how cooperation helps him to better appreciate his teachers.
- Ⓓ Holling Hoodhood discovers how two teachers react differently to the same situation and learns that Mrs. Sidman is not a kind person.

#### Part B

Select **two** details that **best** support the answer to Part A.

- Ⓐ when the two students splash each other in the river and have fun
- Ⓑ when Holling and Mrs. Baker open the cans with rocks
- Ⓒ when Holling gets defensive about losing the utensils
- Ⓓ when Mrs. Baker gives Holling a faulty backpack
- Ⓔ when Mrs. Sidman glares at her student
- Ⓕ when Meryl Lee offers to help

- 5.** Write a story with an alternative ending that tells what happens after Holling Hoodhood has to go down to the river to clean the pots and pans. You may include new difficulties, but be sure to include a beginning, a middle, and an end. In your story, use details you have learned about the characters from the passage.

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 pink border. The lines are evenly spaced and extend across the width of the page. The border is a thin pink line that frames the entire sheet.

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A blank sheet of lined paper with horizontal blue lines and a pink border. The paper is oriented vertically and contains 20 horizontal blue lines spaced evenly apart. The entire sheet is enclosed within a thin pink rectangular border.

**Today you will read a passage from *Hatchet* and the poem “A Letter in October” that show how people respond to nature. Then you will answer questions.**

Read the passage from *Hatchet*. Then answer questions 6 and 7.

from *Hatchet*

by Gary Paulsen

- 1 But perhaps more than his body was the change in his mind, or in the way he was—was becoming.
- 2 I am not the same, he thought. I see, I hear differently. He did not know when the change started, but it was there; when a sound came to him now he didn't just hear it but would know the sound. He would swing and look at it—a breaking twig, a movement of air—and know the sound as if he somehow could move his mind back down the wave of sound to the source.
- 3 He could know what the sound was before he quite realized he had heard it. And when he saw something—a bird moving a wing inside a bush or a ripple on the water—he would truly see that thing, not just notice it as he used to notice things in the city. He would see all parts of it; see the whole wing, the feathers, see the color of the feathers, see the bush, and the size and shape and color of its leaves. He would see the way the light moved with the ripples on the water and see that the wind made the ripples and which way that wind had to blow to make the ripples move in that certain way.
- 4 None of that used to be in Brian and now it was a part of him, a changed part of him, a grown part of him, and the two things, his mind and his body, had come together as well, had made a connection with each other that he didn't quite understand. When his ears heard a sound or his eyes saw a sight his mind took control of his body. Without his thinking, he moved to face the sound or sight, moved to make ready for it, to deal with it.
- 5 There were these things to do.
- 6 When the wood was done he decided to get a signal fire ready. He moved to the top of the rock ridge that comprised the bluff over his shelter and was pleased to find a large, flat stone area.

7 More wood, he thought, moaning inwardly. He went back to the fallen trees and found more dead limbs, carrying them up on the rock until he had enough for a bonfire. Initially he had thought of making a signal fire every day but he couldn't—he would never be able to keep the wood supply going. So while he was working he decided to have the fire ready and if he heard an engine, or even thought he heard a plane engine, he would run up with a burning limb and set off the signal fire.

8 Things to do.

9 At the last trip to the top of the stone bluff with wood he stopped, sat on the point overlooking the lake, and rested. The lake lay before him, twenty or so feet below, and he had not seen it this way since he had come in with the plane. Remembering the crash he had a moment of fear, a breath-tightening little rip of terror, but it passed and he was quickly caught up in the beauty of the scenery.

10 It was so incredibly beautiful that it was almost unreal. From his height he could see not just the lake but across part of the forest, a green carpet, and it was full of life.

From HATCHET by Gary Paulsen. Reprinted with the permission of Atheneum Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division. All rights reserved.



**6. Part A**

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

- Ⓐ lacking substance
- Ⓑ not genuine
- Ⓒ imaginary
- Ⓓ artificial

**Part B**

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

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

## 7. Part A

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

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

## Part B

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

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

Read the poem "A Letter in October." Then answer questions 8 and 9.

## A Letter in October

*by Ted Kooser*

Dawn comes later and later now,  
and I, who only a month ago  
could sit with coffee every morning  
watching the light walk down the hill  
5 to the edge of the pond and place  
a doe there, shyly drinking,

then see the light step out upon  
the water, sowing reflections  
to either side—a garden  
10 of trees that grew as if by magic—  
now see no more than my face,  
mirrored by darkness, pale and odd,

startled by time. While I slept,  
night in its thick winter jacket  
15 bridled the doe with a twist  
of wet leaves and led her away,  
then brought its black horse with harness  
that creaked like a cricket, and turned

the water garden under. I woke,  
20 and at the waiting window found  
the curtains open to my open face;  
beyond me, darkness. And I,  
who only wished to keep looking out,  
must now keep looking in.

"A Letter in October" from WEATHER CENTRAL by Ted Kooser, © 1994. All rights are controlled by the University of Pittsburgh Press, Pittsburgh, PA 15260. Reprinted by permission of the University of Pittsburgh Press.

8. Write the letters for the correct words that complete the paragraph to show how a change in the speaker is developed throughout the poem "A Letter in October."

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

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

9. Circle the correct response in each box to complete an analysis of how stanza 2 fits into the overall structure of the poem "A Letter in October."

Stanza 2 reveals the \_\_\_\_\_ the mornings before and

similarities between  
contrast between  
importance of

after the approach of winter. Before winter approaches, the light creates reflections on the pond; after winter arrives, the world is \_\_\_\_\_ and the speaker can only see his reflection. Stanza 2,

much colder  
in darkness  
forbidding

therefore, provides an important \_\_\_\_\_: the rest of the

turning point  
explanation  
conclusion

poem focuses on darkness and the speaker's sense of \_\_\_\_\_.

fear  
indifference  
reflection

Refer the the passage from *Hatchet* and the poem "A Letter in October."  
Then answer question 10.

### 10. Part A

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

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

### Part B

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

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

Refer to the passage from *Hatchet* and the poem "A Letter in October." Then answer question 11.

- 11.** Read each theme in the table and write an **X** in each row to select whether it is emphasized in the passage from *Hatchet*, in the poem "A Letter in October," or in both. Write only one **X** in each row.

Theme	From <i>Hatchet</i>	"A Letter in October"	Both
Nature changes a person.			
Nature can become a part of an individual.			
Nature moves a person to self-examination.			
Nature's seasonal changes affect a person powerfully.			

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



# Colorado Measures of Academic Success



## **Grade 6**

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

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

Part B

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

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

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

Item Set 1 – Question 2 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

Item Set 1 – Question 3 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

Item Set 1 – Question 4 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

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

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

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

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

Summary

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

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

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

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

Item Set 1 – Question 6 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

Item Set 1 – Question 7 (TEI Drag and Drop)

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

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

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

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

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

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

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

Details from Passages

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

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

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

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

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



*Item Set 1 – Question 9 (Constructed Response)*

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

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 38 for additional item information.**

*Item Set 1 – Question 10 (Selected Response)*

**Part A**

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

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

**Part B**

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

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

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

Item Set 1 – Question 11 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

*Item Set 1 – Question 12- (Selected Response)*

**Part A**

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

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

**Part B**

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

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

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

Item Set 1 – Question 13 (TEI Drag and Drop)

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

Mountains can contain ancient seashells.

Shells buried in the sand are preserved.

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

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

ANSWER KEY: ITEM SET 2

Item Set 2 – Question 1 (Selected Response)

Part A

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

☐

A. away from humans

☐

B. under observation

☒

C. being confined

☐

D. feeling alert

Part B

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

☐

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

☒

B. "In zoos and enclosures ... " (paragraph 2)

☐

C. "Using electronic monitors ... " (paragraph 3)

☐

D. "... more extreme behavior." (paragraph 3)

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

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

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

Details

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

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

Observing elephants for extended periods of time is extremely difficult.

Details Necessary for a Summary

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

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

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

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

Item Set 2 – Question 3 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

Item Set 2 – Question 4 (Selected Response)

**Part A**

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

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

**Part B**

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

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

Item Information		
Passage	Elephants Appear to Be Super Sniffers	
Part A Answer	D	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.3.a.i	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
P Value	0.71	



Item Set 2 – Question 5 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

Item Set 2 – Question 6 (TEI Inline Choice)

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

Item Information		
Passage	Elephants Appear to Be Super Sniffers	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.2.a.iii	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes).
P Value	0.407	

Item Set 2 – Question 7 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

Item Set 2 – Question 8 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

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

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

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 38 for additional item information.**

Item Set 2 – Question 10 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

Item Set 2 – Question 11 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

Item Set 2 – Question 12 (TEI Inline Choice)

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

The author clearly believes that standardizing time was necessary given the changes that society experienced when the railroads arrived. In paragraph 4, the author mostly conveys this point of view by presenting facts about the situation. In the final paragraph, the author supports his point of view with more information about the impact of standard time zones.

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



Item Set 2 – Question 13 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

ANSWER KEY: ITEM SET 3

Item Set 3 – Question 1 (Selected Response)

Part A

How does paragraph 14 contribute to the development of the plot in the passage from *The Wednesday Wars*?

☒

 A. It highlights the conflict between two characters.

☐

 B. It suggests the resolution of the passage.

☐

 C. It establishes the setting.

☐

 D. It implies the theme.

Part B

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

☐

 A. The narrator has fun scrubbing pots and splashing with Meryl Lee.

☐

 B. The narrator notes that it was a green, peaceful space.

☐

 C. Mrs. Sidman doesn't learn to enjoy the moment.

☒

 D. Mrs. Sidman glares at the narrator.

Item Information		
Passage	The Wednesday Wars	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS)	6.2.1.b.ii	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Evidence Outcome		
P Value	0.64	

Item Set 3 – Question 2 (Selected Response)

**Part A**

How does Mrs. Sidman respond to the events of the passage from *The Wednesday Wars*?

- ☐ A. She fails to see the humor in the situation as events get more comical.
- ☒ B. She remains unhappy and bitter throughout the camping trip.
- ☐ C. She does not get any angrier about her stained sweater.
- ☐ D. She becomes less critical of Holling Hoodhood.

**Part B**

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

- ☐ A. "... our entire set of utensils ... " (paragraph 7)
- ☐ B. "... we looked like someone had thrown a whole can over us both." (paragraph 11)
- ☒ C. "... grumbling more than a little by the time we got back ... " (paragraph 14)
- ☐ D. "... and that streaks of chili don't exactly go with mango ... " (paragraph 16)

Item Information		
Passage	The Wednesday Wars	
Part A Answer	B	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.1.a.iii	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
P Value	0.548	

Item Set 3 – Question 3 (Selected Response)

**Part A**

Which statement **best** describes a theme of the passage from *The Wednesday Wars*?

- ☐ A. It is important to try to catch mistakes before they happen.
- ☐ B. Unfamiliar circumstances can leave people defenseless.
- ☒ C. Creativity can emerge when you have few resources.
- ☐ D. It is important to respect the adults in your life.

**Part B**

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

- ☐ A. Mrs. Sidman cuts her fingers on the jagged lid of the can.
- ☐ B. The narrator loses the supplies in his backpack.
- ☐ C. Mrs. Sidman remains angry at the narrator.
- ☒ D. The hikers use rocks to open the cans.

Item Information		
Passage	The Wednesday Wars	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.1.a.ii	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
P Value	0.609	

Item Set 3 – Question 4 (Selected Response, Multiple Select)

**Part A**

Which statement provides the **best** summary of the passage?

- ☒ A. Holling Hoodhood angers Mrs. Sidman because he lost the camping supplies, but he learns to focus on the present moment and is able to enjoy his hiking experience.
- ☐ B. Holling Hoodhood is defiant and disrespectful after losing the camping gear, but he ends the trip happily because he finds a friend and decides to be polite.
- ☐ C. Holling Hoodhood takes a break from school to go on a hiking adventure and learns how cooperation helps him to better appreciate his teachers.
- ☐ D. Holling Hoodhood discovers how two teachers react differently to the same situation and learns that Mrs. Sidman is not a kind person.

**Part B**

Select **two** details that **best** support the answer to Part A.

- ☒ A. when the two students splash each other in the river and have fun
- ☐ B. when Holling and Mrs. Baker open the cans with rocks
- ☐ C. when Holling gets defensive about losing the utensils
- ☐ D. when Mrs. Baker gives Holling a faulty backpack
- ☒ E. when Mrs. Sidman glares at her student
- ☐ F. when Meryl Lee offers to help

Item Information		
Passage	The Wednesday Wars	
Part A Answer	A	
Part B Answer	A, E	
Colorado Academic Standards (CAS) Evidence Outcome	6.2.1.a.ii	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
P Value	0.357	

*Item Set 3 – Question 5 (Constructed Response)*

Write a story with an alternative ending that tells what happens after Holling Hoodhood has to go down to the river to clean the pots and pans. You may include new difficulties, but be sure to include a beginning, a middle, and an end. In your story, use details you have learned about the characters from the passage.

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 38 for additional item information.**

*Item Set 3 – Question 6 (Selected Response)*

**Part A**

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

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

**Part B**

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

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

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

Item Set 3 – Question 7 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

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

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

encourages reflects

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

Item Information

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

Item Set 3 – Question 9 (TEI Inline Choice)

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

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

Item Information

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



Item Set 3 – Question 10 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

Item Set 3 – Question 11 (TEI Multiple Select)

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

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

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

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

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

Narrative Task (NT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing</li> <li>establishes and maintains an <b>effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>mostly effectively</b> developed with narrative elements and is <b>mostly appropriate</b> to the task;</li> <li>is organized with <b>mostly clear and coherent</b> writing</li> <li>establishes and maintains a <b>mostly effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>demonstrates <b>some</b> organization with <b>somewhat coherent</b> writing;</li> <li>has a style that is <b>somewhat</b> effective.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>has a style that has <b>limited</b> effectiveness.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped and/or inappropriate</b> to the task;</li> <li><b>lacks</b> organization and coherence;</li> <li>has an <b>inappropriate</b> style.</li> </ul>
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

NOTE:

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

Item Set 1 – Question 9 (Constructed Response)

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

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

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

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

#### Anchor Paper 2 – Score Point 4

Sample Student Response:	<p>In each the <u>Ancient Egypt</u>, <u>Ancient Greece</u> and <u>Ancient Roman civilization</u> passages, a similar idea is showed. This is the idea that military conflict affected the empires. All three of the passages developed this idea in similar ways. They each talked about the history or origins of the civilization and then explained in some way how military conflict affected them.</p> <p>The first passage, <u>Ancient Egypt</u>, talked about the history of Egypt and then went on explaining how sometimes they had military conflict such as wars that affected the empire. For example the text says, "By about 2180 BCE, many nomarchs had become independent, and they challenged the power of the king. Civil war broke out, and unrest was made worse by famine." This shows how the article developed the similar idea because it was talking about some of the history of when things happened and what was happening a long time ago. It shows that there was war or military conflict and this then affected what there empire was going to be like. In addition to this, the passage says, "the Old Kingdom ended in civil war and chaos. Egypt went through a long period of instability until it was split up again into many small states with rulers who fought against each other." This demonstrates how the idea was developed because it again it shows what happened in the past. If Egypt went through a long, hard period because of the war that had happened with the Old Kingdom, this probably means that the military conflict was a big part of what happened to Egypt and this is shown by telling the history of ancient Egypt.</p> <p>The second passage, <u>Ancient Greece</u>, developed the idea that military conflict affected the empire in a very similar way by explaining the history and how Greece came to be as it is today. For instance the passage says, "Experts divide ancient Greece history into different periods. The earliest period began in about 1600 BCE." This proves that this passage was developing the idea by telling the history</p>
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	<p>because it is talking about how they divide the history and when the earliest part of this place began. They later talk about how the military conflict affected them but first explain the history of Greece. The text also says, "In the 5th century BCE, Athens was defeated by Sparta in the Peloponnesian War. But Sparta was soon defeated by another city-state, Thebes. In 338 BCE, Macedonia, ruled by King Philip II, grew strong and defeated Athens." This shows how the passage develops the idea because they go through explaining all of the wars that there were, when they were and who won. If there were this many wars that means that they must have played a big role in affecting the empire because the people that won kept changing.</p> <p>Finally, the <u>Ancient Roman Civilization</u> passage developed the idea in a similar way to the other two passages. This article explained the origins of Rome and what they did through the years. An example from the text is when it says, "Rome became the greatest city of the ancient world, ruling an empire that spanned Europe and reached as far as the Middle East and Africa." This shows how the passage developed the idea that military conflict because before talking about a lot of the conflict they introduce ancient Greece and talk about it a little bit. Then they talk about wars and other military conflict later. Another example of this in the text is when it says, "The town grew in prosperity, but the Latins were unhappy at being ruled by cruel "foreign" kings. In 510 BCE, the Latins rebelled and threw the Etruscans out. From then on, Rome was a republic, ruled by a group of its leading citizens." This demonstrates how the idea was developed because after introducing Greece and a little bit about what it was like and the history of it, they talked about the conflict or wars that they had. They also explained how this affected them after the wars.</p> <p>Each of these passages develops the idea that military conflict affected the empires in slightly different ways. However, they strategies were very similar and they all involved talking about or explaining the history of the ancient area.</p>
Annotation for Sample Student Response:	<p>The response demonstrates full comprehension of the task with accurate analysis of the how the impact of military conflict was developed in the passages (<i>They each talked about the history or origins of the civilization and then explained in some way how military conflict affected them</i>).</p> <p>The idea of how military conflict is developed in each text is covered comprehensively, with relevant textual evidence and explanations of why the evidence helps support ideas presented. The analysis of the Egyptian empire is the most effectively developed, but the topic is effectively analyzed for each empire. The analysis in the section on Rome erroneously mentions Greece instead of Rome once, but the message is clearly about how the author developed how military conflict impacted Rome.</p> <p>Overall development is effective and comprehensive and reasoning is clear with effective textual examples. Transitions are sufficient to be clear and effective and the response is organized, coherent, and consistently appropriate to the task.</p>

Anchor Paper 3 – Score Point 3	
Sample Student Response:	<p>In the passage <u>Ancient Egypt</u>, Egypt is effected bye military war when, many monarchs decided that they wanted to become independent, and they started a civil war with the king. Another way that Egypt was effected bye military is, the military expeditions were bringing in a lot of really useful resources like minerals and, luxury goods. I think that these expeditions were what really made a difference in the culture of the ancient Egyptians. As it says in the reading,</p> <p>"Trade flourished, with Egyptian merchants buying gold, ebony, and skins in exchange for linen, honey, and oil"-Paragraph 9. I believe that they were only able to get all of those resources, because of all of the military expeditions. This, is all of the proof that I have of how the military and wars effected Ancient Egypt, in both good ways, and bad. It was good, because when all of the military</p>

	<p>expeditions were over, the civilization would flourish, and it looked bad when, there was a civil war, and probably many people were dying.</p> <p>In the passage <u>Ancient Greece</u>, Greece is effected by war because, the Persian Empire tried to invade Greece, and were fought off. Soon afterwards however, the Athens and the Spartas decided that they were going to invade as well. I think that this war was absolutely crucial, and was what changed Greece into a great civilization. I feel like, if it was not for the Greeks being invaded, they never would have had the courage to build such an amazing civilization. After winning a war, I feel like a civilization will be confident, and think that they can do anything. This, will lead them into doing things that they never thought that they would be able to do, and taking risks without thinking. Right after the war ended, it even said,</p> <p>"This was the start of the Classical Period, the high point of ancient Greek civilization."-Paragraph 6</p> <p>In the passage <u>Ancient Roman Civilization</u>, the Ancient Romans are effected by war because, when they were taken over by the Etruscan, they wanted new leaders so, they started a war and threw out the Etruscans, turning themselves into an empire. Their civilization was always absolutely amazing, including when the Etruscans had taken over. It says,</p> <p>"Under the Etruscans, Rome was ruled by kings. The town grew in prosperity..."-Paragraph 4. However, even though all of the towns lived in prosperity, they did not want to be ruled by a foreign and cruel king. So, they decided that they wanted to rebel, and take back Rome. After they succeeded in taking Rome back from the Etruscans, they decided to become an empire, and were ruled by its leading citizens.</p> <p>As you can clearly see, all of the ancient civilizations were greatly effected by military, in good and, in bad. Ancient Egypt, Ancient Greece, and Ancient Rome, would not have been what it was if it were not for all of the wars that raged through each of them. This is a perfect example of how many little things, can make a</p> <p>difference. I feel like it is just like that today. Military conflict, also known as war, is really what decides how our current lives look, how our lives were in the beginning, and how they will turn out.</p>
Annotation for Sample Student Response:	<p>This response demonstrates comprehension of ideas stated in the three texts and exhibits a mostly accurate analysis of the ways in which the three empires were affected by military conflict. The way these ideas were developed in the passage are not discussed.</p> <p>The response begins by immediately discussing the Egyptian empire, without an introductory paragraph but overall, the response has a mostly organized presentation of ideas and ends with a concluding paragraph to summarize the idea of the impact of military conflict discussed. The development of ideas with mostly clear reasoning includes relevant text-based evidence and mostly accurate analysis of that evidence in showing the impacts of war. Language is mostly effective in clarifying the ideas presented.</p>

Anchor Paper 4 – Score Point 3	
Sample Student Response:	<p><b><u>Affects of Military Conflict</u></b></p> <p>Many civilizations have to face military conflict, that deeply affects their empires. The three articles "<u>Ancient Greece</u>," "<u>Ancient Egypt</u>," and "<u>Ancient Roman Civilization</u>," all had to face many military issues that dented their empire and civilization. Some civilizations get taken over and stay that way, but others can come back to a stable civilization after hard work to rebuild their empire.</p> <p>One civilization that was very affected by military conflict, was Egypt. According to the article, Egyptians came from Africa, in search for a change of civilization. They created a stable empire, and had a decent civilization. They had a variety of food and crops, and a large supply of tools and materials. Then, about 3,000 years later, people were forced to move to the valley of the Nile River. According</p>



	<p>to the article, every July, the river would flood high enough to water the valley's crops. Later in the year, when it was time to pick and eat their crops, they were ripened so fast in the sunlight, and were delicious. Now, everyone wanted to experience the "miracles" of the Nile, so people began to fight for Egypt. According to the article, by about 2180 BCE, many "nomarchs" had become independent, and wanted to challenge the king of Egypt for the throne. War broke out. The Nile didn't flood to water the crops, and many believed it was a "disastrous spell." When the war ended, the civilization of Egypt went downhill and the empire was very unstable. According to the article, Egypt split up again into more small states with more rulers who fought against each other. War and military conflict didn't have a good affect on Egypt. It made the empire split up, and created more war between rulers.</p> <p>Another civilization that was very affected by military conflict, was Greece. According to the article, The first Greeks moved from the north about 4,000 years. More people started coming, and Greeks slowly became the most powerful people in the region. Greece's earliest period began in about 1600 BCE. This was called the Mycenaean Period. This period lasted for about 500 years. Another major event occurred in 490 BCE. According to the article, the Persian Empire tried to invade Greece, and war was created when Athens, Sparta and other city-states joined the fight to fight off the attackers. The Greeks eventually defeated the Persians in 479 BCE, and they "proudly" started to rebuild. Their win was the start of the Classical Period. This was a high point of ancient Greek civilization. War and military conflict did have a very good affect on Greece's empire it was a turning point for them, and it made their civilization even stronger then before.</p> <p>One last civilization that was very affected by military conflict, was Roman. According to the article, the Roman's civilization spanned more than 1,000 years. Romans started out their civilization in Italy. A "country in the south of Europe." About 2,500 years ago, Romans came and settled in what they called Rome. Romans created the city of Rome in 753 BCE. It became the "greatest city of the ancient world." Another group of people later settled in the region of Etruria. They were called the Etruscan. The Romans learned many important things from the Etruscan, but didn't seem to know that all they wanted was to rule Rome. At around 500 BCE the Roman's power started to "slip away." The Etruscan took control of Rome, and successfully ran Rome for 100 years, but according to the article, the Romans were "unhappy at being ruled by cruel 'foreign' kings." This caused the Romans to "rebel" against the Etruscan, and overthrew them in 510 BCE. War and military conflict affected Rome and Roman's civilization in a positive way, by allowing them to reclaim the throne</p> <p>All civilizations from up above were affected by military conflict and war. Some civilizations improved because of it, and others collapsed under the defeat. Egypt's civilization was ruined because of war. Greed's civilization was hugely improved by war and military conflict. Roman's civilization was also improved by war and conflict. The same event can have different affects and outcomes based on the structure of the empire and civilization.</p>
<p>Annotation for Sample Student Response:</p>	<p>This response demonstrates comprehension of the ideas in the three passages by addressing both how the military conflict is developed in each of the three texts and how that military conflict affected the empires: the Egyptian (<i>It made the empire split up</i>), Greek (<i>made their civilization even stronger then before</i>), and Roman (<i>by allowing them to reclaim the throne</i>).</p> <p>The response is organized, with an introductory paragraph and conclusion, and effective transitions (<i>One civilization; Another civilization; One last civilization</i>) between paragraphs. The response demonstrates mostly effective development. It consists of summary of the military conflict in each empire and then a statement of what the impact of that conflict was. This is an example of mostly accurate analysis of the topic done with mostly effective development. The response is organized and mostly clear and coherent.</p>

**Anchor Paper 5 – Score Point 2**

Sample  
Student  
Response:

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

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

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

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

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

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

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

Annotation  
for Sample  
Student  
Response:

This response demonstrates a basic understanding of the passages and the task. While there is relevant text-based evidence about the military conflict in the three passages, the response does not address how military conflict affected the three different empires. Development of ideas consists of quotes with evidence and only brief statements of basic analysis (*This shows military conflict because one ruler is telling the other people what to do and he gained control over the military*). The response

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

Anchor Paper 7 – Score Point 2	
Sample Student Response:	<p>Ancient Egypt by Andrew Langley showed how the egyptions adapted to moving to the The Nile River and learning how to do pottery etc. Ancient Greece by Christine Hatt showses that they lived at the tip of the Balkan Peninsula and they spoke a different language and taught themselves how to do pottery. The Ancient Roman Civilisation by Ike Scruman and Jhon Malam talks about how they were an empire for about 1,000 years, they spoke a language called latin and Its almost completely surrounded by water.</p> <p>The Middle Kingdom was the war era for Ancient Egypt. "Egypt went through a long period of instability until it was split up into many small states with rulers who fought against each other." In other words, Egypt split up and they saw each other and went out to war. They finally found peace later which was known as The Middle Kingdom. This affected them because they split up and so they did not stay together and on top of that they fought each other.</p>

	<p>The classical period was the chaos period for Ancient Greece, "The Persian Empire tried to invade Greece and war followed as Athens, Sparta, and other city-states fought off the attackers. Eventually, after defeating the Persians in 479 BCE, the Greeks proudly started to rebuild. This was the start of the Classical Period, the high point of ancient Greek civilization." In other words, many cities went into war in the beginning and eventually the Greek defeated the Persians. Not long after that the Greek civilization proudly decided to rebuild. That was when the Classical era began. This affected the Greek because all their buildings were destroyed.</p> <p>The Monarchy to the Republic was not the place to be at that time. "To the North were the Etruscans who took control of Rome and ruled there for 100 years. Under the Etruscans, Rome was ruled by kings. The town grew in prosperity. But the Latins were unhappy being ruled cruel "foreign" kings. In 510 BCE, the Latins rebelled and threw the Etruscans out. This means the Latins did not like the Etruscans so they threw them out. This effected the Roman's because they couldn't rule there civilization the way they wanted to.</p> <p>In all the Egypt, Greece and Romans had a horrible time.</p>
Annotation for Sample Student Response:	<p>This response demonstrates some basic comprehension of the three passages by providing a general summary of each. Most of the details selected focus on the wars in each empire and the response addresses the prompt in its attempt to explain how military conflict affected the Egyptian empire (<i>This affected them because they split up and so they did not stay together</i>), the Greek empire (<i>This affected the Greek because all their buildings were destroyed</i>), and the Roman empire (<i>they couldn't rule there civilization the way they wanted to</i>).</p> <p>The response demonstrates some organization with somewhat coherent writing. Overall, this response demonstrates a basic understanding of the three passages with reasoning and evidence that is somewhat appropriate to the task.</p>

### Anchor Paper 8 – Score Point 1

Sample Student Response:	<p>Military conflict affected the Roman, Egyption, and Greek empires. Over different periods of time wars broke out and these empires broke apart and came back. Many different things affected Rome, Egypt, and Greece. They had many wars.</p> <p>Ancient Greece went through many wars and had lots of conflicts. A qoute from Ancient Romen Civilization to prove they had conflicts and hard times from paragraph 6 is, "In 490 BCE, the Persian Empire tried to invade Greece and war followed as Athens, Sparta and other city-states fought off the attackers. That clearly shows that they had war and conflict. " Another qoute from the forth paragraph is "Poverty and a decline in population followed..." That qoute talks about the Dark Ages which were very hard times. Even though they were an empire, Rome had wars, hard times, and conflicts.</p> <p>Acient Rome also had many wars and struggles. They expanded their empire though war and conquering. A qout from the text Ancient Roman Civilization is "Some had been conquered in battle by the Roman army." This first qoute proves that Rome had conflicts and had battles. A seconed qoute from the text is "gladiator fights..." That shows that they had fights, even for intertanment they used prisiners to fight in gladiator fights. Rome had lots of fights and wars.</p> <p>Egypt also had many stuggles, wars, and conflict. They fought all the time. A qoute from the passage Ancient Egypt in paragraph 5 is "conquered one another..." They clearly had fights, even among themselves. Another qoute is "Civil war broke out, and the unrest was made worse by famine." That also shows that they fought themselves and had lots of wars. They were a very strong empire, but they had many civil wars and conflicts.</p>
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	Obviously, these three empires had many wars, hard times, conflicts, and unrest. They even fought among themselves but didn't fall apart. They had conflicts, but staid strong, powerful, and feared empires for a long time.
Annotation for Sample Student Response:	<p>This response demonstrates limited comprehension of the three texts. It does address the prompt by providing textual quotes from each of the three passages to indicate where military conflict is addressed in each; however, no attempt is made to examine how the military conflict affected the empires.</p> <p>Each paragraph contains a statement about military conflict in the particular empire, quotes from the texts, and then a simple statement restating what the quotes showed in their own words. There is no further explanation or development of the topic.</p> <p>The response displays some organization and coherency in writing, but overall is an example of a minimal analysis that is limited in its appropriateness to the prompt.</p>

### Anchor Paper 9 – Score Point 1

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

### Anchor Paper 10 – Score Point 1

Sample Student Response:	They had military conflicts like the Romans split up and spread out and became friends with some of the other nations but were also weaker since they split up and got attacked often. Unlike Romans, the Egyptians did not split up but instestead got some bad people in governmernt and they broke out into "Civil war." Greek people were acctually taken down by the Roman people in the 2nd century by the leader of them named Alexander. Alexander died around 323 BCE yet the Romans did not stop, instead they took over Greece.
Annotation for Sample	This response demonstrates limited comprehension of all three source passages and of the prompt. There is a summary statement about military conflict in each empire, but includes no further

Student Response:	explanation or text-based support. The explanation is minimally accurate as it includes implicit commentary on the Romans and Greeks, and an inaccurate interpretation of Alexander being Roman, which does not detract from the score. This is an example a response provides a minimally accurate analysis.
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<b>Anchor Paper 11 – Score Point 0</b>	
Sample Student Response:	In the artical Ancient Egypt one of the paragraghs was about how they bild pyramids and some of them are very famous. And this is in the paragraph Governing Egypt and The Old Kingdom. In the Ancient greece they made pottery and crafted art. they also bilt temples. In Ancient Roman Civilization they were unhappy with there goverment and wanted a change. But they did share there religens with others and do pottery art.
Annotation for Sample Student Response:	This response addresses the stimulus material, but demonstrates no comprehension of the passages and makes no mention of either military conflict or its effects on empires/civilizations. It does include textual evidence from all three sources, but the response is undeveloped, and the statements become random details about each civilization. The response is inappropriate to the task.

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

Item Set 2 – Question 9 (Constructed Response)

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

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

**Anchor Paper 1 – Score Point 4**

Sample Student Response:	<p>In the texts "Wild Elephants Sleep for Only Two Hours at Night," "Elephants Appear to Be Super Sniffers," and "Elephant All Wheel Drive," studies done by scientists on elephants are mentioned. In each study, the scientists look at the different characteristics of elephants such as their sleeping habits, their nose and smelling ability, and the way they walk. The way the scientists do these studies vary.</p> <p>"Wild Elephants Sleep for Only Two Hours at Night" is about a study done by scientists to see how long elephants sleep. They noticed that the elephants can go through the day without any naps despite the fact that they only sleep about 2 hours every night. "Manager and his colleagues implanted activity monitors (similar to fit bit trackers) in the trunks of two elephants." (paragraph 5) When the trunks didn't move for more than 5 minutes, scientists assumed the elephants were sleeping. The data collected showed that elephants sleep for just about 2 hours every night. In this study, the scientists looked at the sleeping characteristic of elephants. This is a very interesting characteristic for scientists to study because they also proved that elephants sleep standing up most of the time. The way they studied this charecteristic was also interesting. They knew that an elephant moves their trunk a lot, so they put a monitor in their trunk to see when it wasn't moving. The characteristic of sleeping hadn't been studied on elephants specifically that much before this study. Before this study, scientists thought that "animals need to sleep to store memories properly." (paragraph 11) Now, they know that for some animals this is not the case. All in all, the characteristic of sleeping habits was studied on elephants using an activity monitor that showed that they only sleep for 2 hours a night.</p> <p>"Elephants Appear to Be Super Sniffers" talks about the study researchers have done on elephants to understand their smelling abilities. This is a characteristic studied about using the data of the amount of genes an animal has. The way the scientists studied this characteristic varies from the way they studied the sleeping habits. Instead of doing an experiment, they used data that had already been collected, amount of olfactory genes. Like the sleeping habits, this characteristic of an elephants nose is very interesting. One reason it is interesting is because "everyone knows that African elephants boast versatile snouts. They can toss logs, grab food, and spray water. But the towering mammals may also be the worlds best smellers." (paragraph 1) Usually when you think of an elephant, you don't think about their amazing ability to smell well. This characteristic of an elephant was important for scientists to study because it explained</p>
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	<p>"why scents play a big role in it's behavior." (paragraph 5) Therefore, elephants smell and nose was studied differently than some other charecteristics of an elephant and is very interesting and important to study.</p> <p>"Elephant All-Wheel Drive" is about the study of how elephants walk. The study was done with heavy duty scales in the ground and light reflecting disks which is more similar to the experimental way the scientists studied the sleeping habits than the smelling of elephants. This helped the scientists see that "elephants use their front legs to move forward, which is different from most quadrupeds." (paragraph 7) The scientists connected this discovery to a type of vehicle. All-Wheel drive vehicles. The scientists "sees a similarity to all-terrain vehicles, in which every wheel contributes equally." (paragraph 3) This study, like the one on sleeping, also proved something wrong that was thought before. Scientists used to think that elephants legs didn't bend much. Now they know that their legs in fact bend quite a bit. That is why the study of the characteristic of their walking is so important and interesting like the others. It grew our understanding of elephants in a way that we also grew our understanding of the elephants sleeping habits.</p> <p>In conclusion, the 3 texts each showed different characteristics of an elephant and how the scientists studied them. The way they studied the different characteristics varied a lot. With the study about smelling, they used data that had already been collected to draw conclusions. With the studies about sleeping and walking, the scientists used technology such as monitors and light reflecting disks and collected their own data to draw conclusions. All the studies were very important and interesting as well. Some of them even proved past thoughts wrong.</p>
Annotation for Sample Student Response:	<p>The response demonstrates full comprehension of the ideas in the passages though an accurate analysis of the studies made about the characteristics of elephants. The comprehensive development of the topic is formed through effective use of relevant text-based evidence about the studies, the methods used, and what the scientists learned from the studies. Each passage is fully addressed, and analysis of the process is included (<i>This characteristic of an elephant was important for scientists to study because it explained "why scents play a big role in it's behavior." (paragraph 5) Therefore, elephants smell and nose was studied differently than some other charecteristics ). This results in a response that is consistently appropriate to the task. The response is effectively organized as a whole and within paragraphs and uses an effective style that produces clear coherent writing.</i></p>

### Anchor Paper 2 – Score Point 3

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

### Anchor Paper 3 – Score Point 3

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

#### Anchor Paper 4 – Score Point 3

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

### Anchor Paper 5 – Score Point 2

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

### Anchor Paper 6 – Score Point 2

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

### Anchor Paper 7 – Score Point 2

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

### Anchor Paper 8 – Score Point 1

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

#### Anchor Paper 9 – Score Point 1

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

#### Anchor Paper 10 – Score Point 1

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

**Anchor Paper 11 – Score Point 0**

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

**Anchor Paper 12 – Score Point 0**

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

Item Set 3 – Question 5 (Constructed Response)

Write a story with an alternative ending that tells what happens after Holling Hoodhood has to go down to the river to clean the pots and pans. You may include new difficulties, but be sure to include a beginning, a middle, and an end. In your story, use details you have learned about the characters from the passage.

Item Information	
Passage	The Wednesday Wars
Answer	See Sample Student Responses & Annotations

Anchor Paper 1 – Score Point 4	
Sample Student Response:	<p>Meryl Lee and I finally sat down on the rocks by the shore, exhausted from slashing in the stream for so long. We let our feet rest in the water, occasionally kicking at the minnows that swam around. I finished with the pots I was supposed to be cleaning, and Meryl Lee finished with hers.</p> <p>As I trudged after Meryl Lee back up the hill I noticed something. There were some kind of animal footprints that lead deeper into the woods. I knew I was supposed to stay with the group, but my curiosity got the better of me. Besides, Mrs. Sidman was already mad at me, what could a little more do?</p> <p>I ditched the pots and pans I was carrying on a large stone so the others could easily find them and set off following the tracks.</p> <p>The thick undergrowth made it hard to walk through the forest, but the footprints plowed a steady path through leafy ferns and bracken. When I came to a large river I got disappointed, thinking that would be the end of the my small adventure.</p> <p>But I was determined, so I walked along the river bank until I found some stepping stones. On the other side, I managed to find the animal prints again and continued following them.</p> <p>I had no idea where the animal was heading. To it's home? To it's babies? To find food?</p> <p>The brush underfoot was getting denser, which slowed my progress. Brambles scraped my ankles as I walked past and dug into my skin. The pine trees in this part of the woods grew closer together, and were a lot bigger. They let in less sunlight, which only made it harder to watch where I was going.</p> <p>That was when I heard it. There was a loud rustling in the bushes behind me that I had just come out of. I froze, heart pumping so loudly I was sure whatever was in the bushes could hear it.</p> <p>I couldn't see it, as this part of the forest was completely washed in shadows. But I was certain it could see me.</p> <p>The animal was panting heavily, and for a moment stopped trying to break through. Then it went completely silent, and I wondered if it had gone away.</p> <p>But then it burst through, and it was standing right in front of me. Not it... She?</p> <p>"Mrs. Baker?" I asked, confused.</p> <p>Mrs. Baker rushed forward, and nearly winded me with her bone crushing hug. "Holling!" She exclaimed, close to tears. "We were so worried! Why did you run off like that?" Her tone didn't sound mad, just worried and anxious.</p> <p>I suddenly felt very guilty. I had been so caught up in being an adventurer, it hadn't even crossed my mind that the others might had been worried for me and my safety. I had just thought this would be another thing for Mrs. Sidman to get mad at me about.</p> <p>"I- I'm sorry," I stuttered, hugging her back. We just stood there for a second, catching our breaths and clinging to each other.</p> <p>Finally, Mrs. Baker pulled away and gently wiped away a stray tear from her cheek. "Well, why don't we get back to the campsite?" She asked. I nodded, suddenly no longer wanting to find the</p>

	<p>animal I was tracking.</p> <p>So Mrs. Baker and I set off, going the way I had come, hopefully to a Mrs. Sidman that would't scold me.</p>
Annotation for Sample Student Response:	<p>This response is effectively developed with narrative elements and is consistently appropriate to the task. Vivid descriptions of scenes (<i>We let our feet rest in the water, occasionally kicking at the minnows that swam around. . . . Brambles scraped my ankles as I walked past and dug into my skin. The pine trees in this part of the woods grew closer together, and were a lot bigger</i>) and events (<i>When I came to a large river I got disappointed, thinking it would be the end of the my small adventure. But I was determined, so I walked along the river bank until I found some stepping stones</i>) develop the story. Dialogue and further description illustrate characters' personalities (<i>Mrs. Baker rushed forward, and nearly winded me with her bone crushing hug. "Holling!" She exclaimed, close to tears. "We were so worried! Why did you run off like that?" Her tone didn't sound mad, just worried and anxious</i>). Organization with clear and coherent writing is demonstrated though events that are well-developed, building suspense and unfolding naturally. An effective style is established and maintained through precise word choice, natural sounding dialogue, and variety in sentence types and lengths.</p>

#### Anchor Paper 2 – Score Point 4

Sample Student Response:	<p>After we washed the dishes, I went back up towards the camping spot. The warm sun washed across my face, and I realized that I had left a pot down at the river. But, sure enough, Meryl Lee had been there to save the day. She slowly trudged back up towards me, carrying the pot that I had left.</p> <p>"Thanks! That was a big help," I called to Meryl Lee, "Sorry about that."</p> <p>"Anytime," she exclaimed as she reached me, "I am always happy to help out."</p> <p>Together, we walked back up to the top of the ridge, where we had set up camp for the night. Mrs. Sidman and Mrs. Baker sat in a tent, whispering something to each other. All that I heard was a few clips of "Lost! What?!" and "I knew that I shouldn't have come this year!!"</p> <p>What do you mean lost?? Like, totally and completely lost?? Or like sort of lost??Whatever kind of lost it was, all options pointed to... you guessed it! BAD.</p> <p>"Did you hear what they just said?" I asked Meryl in surprise.</p> <p>"I sure did, and that doesn't sound very good," she said. "Do you think that we will be able to find our way back?"</p> <p>Good question. I had no idea how we were going to make our way back home. We had to be at least ten miles outside of the parking lot. I decided that there was only one way to find out what we had to do: I was going to have to face the teachers.</p> <p>One step forward, then questioning whether or not I should really ask. After all, they didn't even know that I had heard them talking. One more step, then a few more, and <i>finally</i> I was at their tent. As I unzipped the it, Mrs. Sidman gave me a startled glance.</p> <p>"Hello Holling," Mrs. Baker said to me calmly.</p> <p>It seemed as though nothing was wrong. I wanted to work up the courage to ask her if we were really lost, but I didn't. In fact, I simply said hello as well and left.</p> <p>At dinner that night, Mrs. Baker made an announcement.</p> <p>"I am afraid to say that we are lost," she said. I gasped, even though I knew it was coming. "But," she said, "I have a G.P.S. (global positioning system) that can help us back home. So, I want everyone to get a good night's sleep because we have some serious backtracking to do."</p> <p>Now I was really wondering what to do, but decided to follow her directions. I got a good night's sleep and woke up with a fresh, clean slate.</p> <p>After breakfast, everyone packed up (Mrs. Sidman did a little more groaning) and we headed out. Mrs. Baker lead the way, stopping to let everyone catch their breath and to wait for Mrs. Sidman.</p> <p>We stopped for lunch at noon. It was the same as yesterday. Chili and hot dogs. But, they were still pretty good.</p> <p>Finally, at the end of the afternoon, we arrived at the parking lot. What a day! Sure, it had been difficult, but it was certainly fun. We loaded up and headed home. Goodbye woods!</p> <p>"Thanks for a great trip," I said. And I really meant it.</p>
Annotation	Through dialogue, that is effectively utilized to develop and show interactions between characters



for Sample Student Response:	<p><i>("Thanks! That was a big help," I called to Meryl Lee, "Sorry about that." "Anytime," she exclaimed as she reached me, "I am always happy to help out." . . . "Lost! What?!" and "I knew that I shouldn't have come this year!!"), along with detailed descriptions of characters, events, and settings (I had no idea how we were going to make our way back home. We had to be at least ten miles outside of the parking lot. I decided that there was only one way to find out what we had to do: I was going to have to face the teachers. One step forward, then questioning whether or not I should really ask), this response is effectively developed with narrative elements. The response picks up where the original story leaves off, quickly establishing the scene of Holling and Meryl Lee washing dishes and progressing through the realization they were lost and arriving back at the parking lot. Naturally sounding dialogue, precisely chosen vocabulary, and variety in sentence structure establish and maintain an effective style (She slowly trudged back up towards me, work up the courage to ask, I gasped, even though I knew it was coming).</i></p>
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Anchor Paper 3 – Score Point 4	
Sample Student Response:	<p>I start to run over to the river, happy to finally not having to worry about Mrs. Sidman saying something negative about me. As I run towards the river, the pots and pans on my back are clanking loudly, probably loud enough for everybody to know where I am. Finally, I get to the river, and it was beautiful. I look at it in awe, it's slow flow with the glassy appearance, the way the sun reflected off of it made it look like something you would see in a fairytale. And the fish, oh the fish. Dang, I thought. There were very little fins rising out of the water, he guessed maybe a hundred. All of a sudden, he could feel a presence of something else. Then it was on him before he even knew what was going on.</p> <p>He could see, about 100 feet away, upstream, he saw an enormous bear. It was slothing through the water, the fish darting away from its terror. I quickly ran into a bush in the brush, but I forgot how much noise the pots and pans made. I could see the bear out the corner of my eye looks around for the source of the noise. I was breathing hard, very hard. I tried to clear my mind, "Ok, ok, ok, ok, don't freak out." I said quietly. My instinct was to just run. I could do that, I thought. But, The bear would catch me, right? I remember a safety class that Mrs. Sidman taught us if we saw a bear. What was it, NOISE! I yelled in my head. You were supposed to make a lot of noise, and look big, yes that was it. I took a deep breath, trying to muster up all the courage I had, ready to jump out of the brush, yell, clang my pots and pans together like a crazy person. On three, "One, two THREE!"</p> <p>I sprint out of my hiding space, and into the open, I yell, "AAAAHHHHHH!" I start to clang my pots and pans together, and jump around as much as I can in the open. The bear looks at me, and then lowers itself, and runs out of the water into the other side of the brush. I then take a sigh of relief, but I am still on high alert if it comes back. I then approach the water, and start to clean the pots and pans. I think as I wash them, that bear isn't ever going to push me around, or anyone else. And I feel proud of myself.</p> <p>As I finish the pots and pans, there is still something in my mind that I can't get out. I look at the fish slowly gliding through the clear water. And I think, how would everyone like it if I bring back a fish for dinner. So I slowly get in the water, jeans rolled up. The fish don't seem to be startled by my movements. So I slowly reach for one.....GOT it. It tries to wiggle out of my grasp, but I place it in one of the pots for safekeeping. "Yes, yes YES!" I yell. This day has really turned around.</p> <p>As I wander back to the camp, I think about the face that Mrs. Sidman will make when I come back with the fish. I think Meryl Lee would congratulate me. I eventually find my way back, and Mrs. Sidman says, "What took you so long?" And all I do is hold up the fish in all its glory.</p>
Annotation for Sample Student Response:	<p>This response is effectively developed with narrative elements. Detailed descriptions of events (<i>He could see, about 100 feet away, upstream, he saw an enormous bear. It was slothing through the water, the fish darting away from its terror. I quickly ran into the bush in the brush</i>) and settings (<i>Finally, I get to the river, and it was beautiful. I looked at it in awe, it's slow flow with the glassy</i></p>

	<i>apereance, the way the sun reflected of of it made it look like something you would see in a fairytail)</i> develop scenes and characters. Although rarely used, dialogue, both internal ( <i>What was it, NOICE! I yelled in my head</i> ) and external ( <i>On three, "One, two THREE!" . . . "Yes, yes YES!" I yell</i> ), contribute to the development of the story and the unfolding of events. Events unfold naturally resulting in an even pacing, demonstrating clear and coherent writing. Precise word choice and variety in sentence structure establish and maintain an effective style.
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### Anchor Paper 4 – Score Point 3

Sample Student Response:	After I got back from the river dripping wet and with my arms full of pots and pans I dumped on a rock that looked relatively dirt free and sat down and closed my eyes letting the sun dry me off. After a little while meryl lee came over to me and said "we're all going on a hike want to come?" "sure!" I replied as we walked back to the group where I saw that Mrs Sidman was still glaring at me with her sweater still chili streaked. Then the group started walking and I followed along behind. After a while of hiking my legs started getting tired so I decided to stop for a second and catch my breath and drink some water. When I was finally done I got up and looked around and they were gone! I thought they would stay I thought to myself as I kept looking but after a while it became evident that they had left me here. As the full implications fell in I started to wonder if they are gone what will happen to me? Well I thought to myself I should probably think of where they had gone so I sat down and tried to think about where they had gone. Suddenly I slapped myself in the forehead! Of course there was only one way to go so I jumped up and started running along the trail forward but after a while I still didnt see them and I started to wonder if they went off trail until I heard voices! I started running towards the voices and caught up with them as they were talking. When I ran up to them they all turned and looked at me and there was a moment of silence until Mrs. Baker said "oh there you are we were just thinking of going to look for you!" "well now I'm here." I replied and the group started walking again and this time I made sure I would not be left behind!
Annotation for Sample Student Response:	Through mostly detailed descriptions to establish scenes ( <i>After I got back from the river dripping wet and with my arms full of pots and pans I dumped on a rock that looked relatively dirt free and sat down and closed my eyes letting the sun dry me off</i> ) and events ( <i>Suddenly I slapped myself in the forehead! Of course there was only one way to go so I jumped up and started running along the trail forward but after a while I still didnt see them</i> ), along with dialogue to aid in the progression of events ( <i>. . . "we're all going on a hike want to come?" "sure!" . . . "oh there you are we were just thinking of going to look for you"</i> ), this response demonstrates writing that is mostly effectively developed with narrative elements. Organization with mostly clear and coherent writing is shown through events that are mostly evenly developed and have a mostly natural pacing. Descriptive word choice ( <i>Mrs Sidman was still glaring at me with her sweater still chili streaked, as the full implications fell in I started to wonder</i> ) creates a style that is mostly effectively developed.

### Anchor Paper 5 – Score Point 3

Sample Student Response:	<p>After Meryl Lee and I got back from the river, Mrs. Sidman looked up and down at us and shook her head. "All you had to do is wash the pots and pans, not have a water balloon fight." she said. "Where is Mrs. Baker?" Meryl asked. "She's setting up the tents." Mrs. Sidman replied, "Why don't you two go help her."</p> <p>We walked over to where Mrs. Baker was setting up camp. When we were done putting the tents up, we started a fire. We started roasting marshmallows and telling scary stories. When Meryl Lee told a story, she did a jump scare and made me fling my marshmallow onto Mrs. Sidman. Boy, was she mad. She sent us to my tent and I stayed there the rest of the night.</p> <p>At one point I fell asleep. I woke up to growling. I peeked outside, but nothing was there, So I went back in. Then I saw a shadow outside, It was the shape of a bear!! I ran out of the tent as fast as I could, and ran to the fire where everyone else was. "Theres, a *wheeze* Be-bear outside *pant* my tent!" I yelled. "Wait, where is Mrs. Sidman?" then I heard growling right behind my and saw the outline of the bear. "AAAAAAAAGGGGGHH!!" I screamed. Then a cloth dropped and it was Mrs.</p>
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	<p>Sidman. She was laughing hysterically, she was rolling on the ground. "You should have seen your face!!!" Now everyone was was laughing except me.</p> <p>Apparently Mrs. made a bear costume for her son's play but it didn't fit him, then she brought it on the hike by accident. So she decided to scare "someone" (me). When I went back to sleep, I was still terrified. And I went to the bathroom but nothing happened, so I fell asleep knowing that bears will not come to our campsite,</p>
Annotation for Sample Student Response:	<p>This response demonstrates writing that is mostly effectively developed with narrative elements. Dialogue is natural sounding and aids in the progression of events (<i>"All you had to do is wash the pots and pans, not have a water balloon fight."</i> She said. <i>"Where is Mrs. Baker?"</i> Meryl asked. <i>"She's setting up the tents."</i> Mrs. Sidman replied, <i>"Why don't you two go help her"</i>). Descriptions of settings and events are mostly detailed (<i>At one point I fell asleep. I woke up to growling. I peeked outside, but nothing was there, So I went back in. There I saw a shadow outside, It was the shape of a bear!!</i>). The story begins where the original left off, quickly establishing a scene and orienting the reader. Events progress at a natural pace as Holling is sent to the tent, scared by the bear, and eventually realizes it was Mrs. Sidman – this demonstrates writing that is mostly clear and coherent. A mostly effective style is shown through variety in sentence types and well-chosen vocabulary (<i>she did a jump scare and made me fling my marshmallow onto Mrs. Sidman, laughing hysterically</i>).</p>

### Anchor Paper 6 – Score Point 3

Sample Student Response:	<p>We were own by the river, washing pots and pans, only a little wet from the cool, refreshing water. Or a lot wet from the cool, refreshing water, same thing. Why were we there and possibly maybe quite wet?</p> <p>Of course, Mrs. Sidman, who was currently a bit mad at me for loosing most of our camping supplies, had told me to go wash our pots and pans, saying "Holling Hoodhood, go wash these, will you?" and handed me the things I was to wash. I looked down at the pots in my hands. They were very messy, covered in chili from our crazy camp dinner of mess making chili. Meryl Lee had, even though she didn't have to, come to help with the washing. We would splash each other some, then some more, and then some more, until we were both soaked. After all of the chili was finally cleaned off of the pots (and me), we made our way back up to camp.</p> <p>By the time we made it back, soaked and laughing, the sun had almost gone down, time to head home. We got back to Mrs. Sidman and Mrs.Baker starting to pack up.</p> <p>"Finally, you're back," Mrs. Sidman grumbled, " And wet too, I see."</p> <p>"We, uh, fell in." I hurriedly explained, which was only partly a lie.</p> <p>"Right. Sure," said Mrs. Sidman grumpily.</p> <p>We all turned as we heard Mrs.Baker approaching, asking, "Is everyone ready?"</p> <p>Smiling and replying that I was, I handed her the pots and pans, which she strapped to her backpack. It was a good decision, because everything had fallen out of my pack earlier, which was part of the reason that Mrs. Sidman was so mad at me. The other part was that because of this, her favorite mango colored sweater had been covered in chili, which wasn't <i>really</i> my fault. Once we had packed everything up, (Everything that I hadn't lost, Mrs.Sidman had pointed out) we were on our way.</p> <p>Time seemed to pass slowly as we walked, the sound of birds and crickets filling my ears. Slowly, but not as slowly as it seemed to while we were hiking up the hill to get there. Part of it may have been that Meryl Lee and I were now able to talk about the fun we had had at the river, or it may have been that we were traveling downhill instead of up, but whatever the reason, this hike seemed much faster. I couldn't wait to get back, couldn't stop looking for our destination in the distance. Camping was fun, I had decided, but I couldn't wait to get back to normal life... without Mrs. Sidman so angry with me!</p>
Annotation for Sample Student Response:	<p>This response is mostly effectively developed with narrative elements including detailed descriptions of settings (<i>We were own by the river, washing pots and pans, only a little wet from the cool, refreshing water</i>) and characters' actions (<i>We all turned as we heard Mrs.Baker approaching . . . . Smiling and replying that I was, I handed her the pots and pans</i>), as well as dialogue as appropriate (<i>"Finally, you're back," Mrs. Sidman grumbled " And wet too, I see." "We, uh, fell in." I hurriedly</i></p>

	<i>explained</i> ). Transitions used to connect scenes and events, while also marking the passing of time ( <i>made our way back to camp. By the time we made it back, Time seemed to pass slowly as we walked</i> ), demonstrate organization with mostly clear and coherent writing. Descriptive word choice and varied sentence structure establish and maintain a mostly effective style ( <i>Time seemed to pass slowly as we walked, the sound of birds and crickets filling my ears</i> ).
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Anchor Paper 7 – Score Point 2	
Sample Student Response:	When i went down to the river to clean all of the pots and pans i saw something outof the corner of my eye, it was Meryl Lee she was a girl from my school i did not really talk to her much so i had no idea what she was doing down here. So i aksed her what she was doing she said " i just wsnted to get away from all of those crazy kids" then i relized that was probly a good idea. As we were washing the dishes in the river we did not talk very much much we would just splash echother and then it turned into i big water fight. We both walked back to camp soaking wet. As soon as we go to the camp grounds Mrs. Sidman was standing there waiting for us. We were about 2 feet away from her she said "what were you doing done there Meryl Lee." Meryl Lee had no idea what to say or do. Meryl Lee's eyes were water up. Mrs. Sidman started saying a bunch random things like "Holling was only supposed to be down there washing the pots and pans." she said it in a very mean tone and then started talking about the chilli and how it ruined her sweater and how my backpack had a hole in it and all of our essentials fell out. The while time whike i was listneing to her going off i was just thinking maybe she should not havee worn her favrite sweat CAMPING, and how if Mrs. baker did not give me a backpack that was slowing ripping apart then we would still have the can opener and not just a spoon. I felt so bad for Meryl Lee. I did not see her for the rest of the camping trip, and when we all got back and were back in school i saw her during passing periods and she wanted nothing tik do with me so i just let it be, and that was my camping trip. I learned that teachers can be super mean and they can have fun with you like you are there best friends, i also learned that you can be in big trouble and also have the best time with someone that you did not even knew went to your school.
Annotation for Sample Student Response:	This response, through the use of some dialogue and some descriptions of settings and events ( <i>When i went down to the river to clean all of the pots and pans i saw something outof the corner of my eye, it was Meryl Lee she was a girl from my school i did not really talk to her much so i had no idea what she was doing down here. So i aksed her what she was doing she said " i just wsnted to get away from all of those crazy kids"</i> ), demonstrates development of some narrative elements. However, there is an overreliance on describing events rather than allowing them to play out between characters through the use of dialogue or descriptions of thoughts and feelings ( <i>Mrs. Sidman started saying a bunch of random things . . . she said it in a very mean tone and then started talking about the chilli and how it ruined her sweater and how y backpack had a hole in it and all of our essentials fell out</i> ). The response picks up with Holling heading down to the river to clean the dishes and progresses through her interactions with Meryl Lee and the teachers, finally ending with their return to school. This progression demonstrates some organization and somewhat coherent writing. A somewhat effective style is shown through some variety in sentence structure and word choice.

Anchor Paper 8 – Score Point 2	
Sample Student Response:	After Meryl lee helped me clean the pots and pans, I decide that this trip is not about living and dwelling on the past it's about living in the moment. I realized it wasn't OK to keep dwelling on the fact that Mrs.Sidman was a bit grumpy, so after drying the pots and pans with Meryl Lee I decided to go and talk with Mrs.Sidman. I walked up to her while she rounded up the other students and said " I'm sorry that I lost the supplies when we were hiking I didn't mean to! I'm also sorry for being disrespectful to you." She responded and said " I'm also sorry for being grumpy to you; you didn't deserve that, and thank you for realizing your mistake and talking to me." Mrs. Backer and Meryl Lee come into view and say as though synchronized " We knew guys could work it out!" For the rest of the day my friends and I took turns carrying the [back]pack and watching over it... <b>And</b> it turns out that the chili stains in Mrs.Sidman's mango sweater washed out after all! :)
Annotation	This response is developed with some narrative elements, including establishing characters' motives

for Sample Student Response:	<i>(I decide that this trip is not about living and dwelling on the past it's about living in the moment. I realized it wasn't OK to keep dwelling on the fact that Mrs.Sidman was a bit grumpy) and dialogue as appropriate to develop characters ("I'm sorry that I lost the supplies when we were hiking I didn't mean to! I'm also sorry for being disrespectful to you." She responded and said "I'm also sorry for being grumpy to you; you didn't deserve that). The story focuses mostly on characters with little progression of events; however, the events that do take place have a somewhat natural pacing, demonstrating some organization with somewhat coherent writing. Dialogue is mostly natural sounding, and word choice is appropriate, creating a style that is somewhat effective.</i>
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Anchor Paper 9 – Score Point 2	
Sample Student Response:	<p>Beginning: After we were done cleaning the pots and pans we were ready to head to bed. In the morning we would go and climb down the mountain. So we really needed some rest.</p> <p>Middle: I had just woke up, and saw Mrs.Sidman collecting all of what we still had. I got up and took down the tent. I saw Mrs.Sidman still wearing that mango with chile stain sweater. "She must really love that sweater." I thought. While I was finishing taking down the tent. We talked for a bit, we said, "Good morning." Mrs.Sidman joked, " Now that were going downhill if the rest of our utensils fall out your bag then well still have them!"</p> <p>End: Now it was about miday, I had learned how to tell time by looking at the sun, thanks to Mrs.Sidman. We were towards the end of the hill, Mrs.Sidman was way more enthusiastic. She was in the teachers spirit and she was teaching me camping skills that I didn't even know were a thing. When we made it to the end Mrs.Sidman told me, "Apart from losing the utensils I had a pretty great experience." I thanked her for everything and even told her that this had been the grreatest experience of my life. Now that we were headed back to the school I knew that Mrs.Sidman was a great teacher.</p>
Annotation for Sample Student Response:	This response is developed with some narrative elements and is somewhat appropriate to the task. Both internal and external dialogue are used to show character's thoughts and interactions ( <i>"She ust really love that sweater." I thought. . . . Mrs.Sidman joked, " Now that were going downhill if the rest of our utensils fall out your bag then well still have them!"</i> ), and scenes are somewhat developed ( <i>Now it was about miday, I had learned how to tell time by looking at the sun</i> ). The response picks up where the original left off and establishes the camping scene; however, jumps between events are somewhat disjointed, even though they are marked by transitions ( <i>After we were done cleaning, I had just woke up, Now it was about miday</i> ), leading the response to read as three separate stories. General word choice ( <i>way more enthusiastic, didn't even know were a thing</i> ) and some variety in sentence structure establish a somewhat effective style.

Anchor Paper 10 – Score Point 1	
Sample Student Response:	I had to go down and clean the pots and pans because of my mistakes, we also lost about half the chili and everyone is starving. besides the fact that I have to clean and it is cold there are slimy fish swimming around. they keep jumping into the pots and I have to fish them out. looking at the fish I realize that they are the same type sold at the grocery store back in town. I decide to try to kill one and see if it will taste good cooked. turns out they are a lot harder to kill than catch because the second I take them out of the pan they jump out of my hands. I final manage to kill one by taking it out of the pot on dry land. I try to start a fire but that proves even harder than killing the fish. eventually just by luck I stumble across some matches left by other campers. I lite a fire and cut open the fish. my parents make a lot of fish and taught me how to gut one. I fry it then try it and it tastes decent so I catch and cook a few more. back at the tents I share my fish and people like them. almost everyone has forgotten the utensil accident.
Annotation for Sample Student	This response is minimally developed with few narrative elements. Events and settings are described ( <i>I decide to try to kill one and see if it will taste good cooked. turns out they are a lot harder to kill than catch because the second I take them out of the pan they jump out of my hands [and] . . . it is</i>

Response:	<i>cold there are slimy fish swimming around</i> ), but there is no use of dialogue, and characters are minimally developed. Minimal use of transitions signal a change in setting ( <i>I had to go down and clean the pots and pans, back at the tents</i> ), but events are logically sequenced, creating writing with limited organization and coherence. A style with limited effectiveness is established through simple word choice; however, there is some variety in sentence structure.
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#### Anchor Paper 11 – Score Point 1

Sample Student Response:	Meryl lee wanted to help me clean the pans and I wanted to go to swim but we had to wash the pots and pans and then go back to the camp site to help clean the food up. When we got back to the camp site we saw a mother raccoon and her four babies running off with the rest of the food and Meryl lee dropped the clean pots and pans and saw everything was a mess. Meryl lee was a good camper and had survived in a forest before and knew what to eat if he was lost he said he used to be in boy scouts and knew what to do. We went looking for food and we came across blue Barry Bush and we took a lot of blue barrys and put them into a pot and went back to the camp and ate and then we leaft to go home.
Annotation for Sample Student Response:	This response, while providing a unique narrative with an alternate ending, demonstrates only minimal development of few narrative elements. While dialogue is not utilized, there are descriptions of characters and events ( <i>When we got back to the camp site we saw a mother raccoon and her four babies running off with the rest of the food and Meryl lee dropped the clean pots and pans and saw everything was a mess</i> ). There is a natural progression to the events; however, organization is limited due to the minimal development of the events ( <i>When we got back, We went looking for food, went back to the camp, leaft to go home</i> ). Simple and repetitive word choice establishes a style that has limited effectiveness ( <i>Meryl lee wanted to help me clean, Meryl lee dropped the clean pots, Meryl lee was a good camper</i> ).

#### Anchor Paper 12 – Score Point 1

Sample Student Response:	Whe i was doe waschig all of the pots and pand i wet and put them in the bag I made sure the bag was closed and i told mrs.sidman that i was finished. She looked ate me whith her eyes squeted together like she was still mad at me,i kew she was but i wated tho think that she wasent. she asked me "why are you so wet" "umm meryl and me were splaching eachother" i said she walked away still upset. when we were o the buss going back to school it was so loud i the bus when we finily got back from the feild trip i told mrs.sidman sorry and she forgave me ad we went home and I stil had a great day.
Annotation for Sample Student Response:	This response is minimally developed with few narrative elements. Dialogue, as well as descriptions of characters and events, are included but are minimally developed ( <i>she asked me "why are you so wet" "umm meryl and me were splaching eachother"</i> [and] <i>She looked ate me whith her eyes squeted together like she was still made at me</i> ). Although underdeveloped, resulting in a pacing that feels rushed, there is an attempt to sequence events, demonstrating limited organization and coherence ( <i>Whe i was doe waschig all of the pots and pand i wet and put them in the bag . . . when we were o the buss going back to school . . . when we finily got back from the feild trip</i> ). Simple and repetitive word choice create a style that is limited in its effectiveness ( <i>Whe i was doe, i wet and put them in the bag I made sure the bag was closed and i told mrs.sidman that i was finished</i> ).

#### Anchor Paper 13 – Score Point 0

Sample Student Response:	me and meryl lee stayed wit each other for the remainder of the trip, and more things happened to mrs. sidman, such as tripping over holly's shoe and falling into the river, getting stepped on, and more. more and more punishment went to me, but wl stayed positive. THE END.
Annotation for Sample Student Response:	This response attempts to provide a unique narrative with an alternate ending but is undeveloped ( <i>me and meryl lee stayed wit each other for the remainder of the trip</i> ). Narrative elements, such as dialogue, are absent, and the attempt to describe scenes and characters is insufficient to demonstrate grade level skill ( <i>. . . and more things happened to mrs. Sidman, such as tripping over holly's shoe and falling into the river, getting stepped on, and more</i> ). Due to the lack of development,

	no organization, coherency, or an appropriate style is demonstrated.
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<b>Anchor Paper 14 – Score Point 0</b>	
Sample Student Response:	holling hoodhood was going on a hiking trip with Mrs. Sldman, and Mrs Barker. There only utensilis is a spoon. MRs baker shows holling how to pen a can of chili with a rock. Mrs Sidman cut her fingers three times trying open a differetn cup of chili. Holling had to wash the pots and pans at the stream. When she starts to walk down she hears birds chriping and looks up while walking and then she trips breaking the pan.
Annotation for Sample Student Response:	This response provides a summary of events from the original story and is inappropriate to the task ( <i>holling hoodhood was going on a hiking trip with Mrs. Sldman, and Mrs Barker. There only utensilis is a spoon. MRs baker shows holling how to pen a can of chili with a rock</i> ). No narrative elements are present. Through a retelling of events, rather than a unique narrative, no organization is demonstrated. Simple sentence constructions, along with the summary format, creates an inappropriate style.

<b>Anchor Paper 15 – Score Point 0</b>	
Sample Student Response:	I learned that some of the characters can be really mean and some can really nice and that like to enjoy hiking and enjoy spending time with their students and they also like enjoying time with there student and Mrs.sidman sounded very nice but then she turns out rally mean to that one student that had to go clean the pots or pans also Meryl lee is really because when the student had to go wash the pots and pans she offered to help him clean and they had a lot of while cleaning them.
Annotation for Sample Student Response:	This response is inappropriate to the task. Rather than providing an original narrative with an alternate ending, an essay about character emotions is provided with an attempt at analysis of events in the story ( <i>I learned that some of the characters can be really mean and some can really nice and that like to enjoy hiking and enjoy spending time with their students and they also like enjoying time with there student</i> ). No narrative elements are included, demonstrating an inappropriate style.