

# Colorado CMAS Grade 8 English Language Arts Practice

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# Colorado Measures of Academic Success



## Grade 8

### English Language Arts/Literacy



Paper Practice Resource for Students

**Today you will research genetics. You will read three passages, from *Mendel's Peas to Genetic Fingerprinting: Discovering Inheritance*, from "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and from "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence." As you review these sources, you will gather information about genetics so you can write a response.**

Read the passage from *Mendel's Peas to Genetic Fingerprinting: Discovering Inheritance*. Then answer questions 1 and 2.

from *Mendel's Peas to Genetic Fingerprinting:  
Discovering Inheritance*

by Sally Morgan

**Proving Inheritance**

- 1 The first steps in the understanding of inheritance date back to the time of Gregor Mendel, who lived in the 1800s. He was a monk who worked as a teacher in a monastery in Brno, in what is now the Czech Republic. His research with pea plants provided the basis for the study of inheritance. His breakthrough was all the more amazing because his studies took place long before the discovery of chromosomes and genes.
- 2 Mendel had read the work of Jean Baptiste Lamarck, a French naturalist. Lamarck thought that living things changed their behavior in response to changes in their environment. For example, Lamarck believed that a giraffe gained its extra-long neck and front legs because it had to stretch up and reach leaves on high branches. Over time, this lengthened its neck and legs. Its offspring then inherited these characteristics. Mendel decided to investigate how inheritance worked.

**Working with plants**

- 3 During the 1850s Mendel started a series of experiments with garden peas. He noticed that the pea plants had different characteristics. For example, some seeds were wrinkled and others were smooth. Some had purple flowers and others had white ones. He decided to study seven of these characteristics:
  1. purple or white flower color
  2. flowers at the top of the stem or on the side of the stem

3. inflated or constricted seed pod
  4. yellow or green pod color
  5. yellow or green seed color
  6. round or wrinkled seeds
  7. long or short stems
- 4 He grew many pea plants and then chose two of them to study. He collected seeds from these two parent plants. Then he grew a new generation of pea plants. He counted how many of the plants had features of one parent, and how many had features of the other.

### **Inheriting characteristics**

- 5 Mendel's first experiments showed that a pea plant's offspring kept its parents' characteristics. This disproved Lamarck's ideas about living things being changed by their environment.
- 6 For example, Mendel looked at the inheritance of yellow and green seeds. He crossed a pea plant that produced yellow seeds with a pea plant that produced green seeds. He collected the seeds and germinated them. These first-generation seeds grew into plants that all had yellow seeds. Then he crossed two of these plants to produce the second generation. In the second generation, three-quarters of the plants had yellow seeds and one-quarter had green seeds.

### **Dominant or recessive?**

- 7 When the plants were crossed there was no blending of the colors. The plants had either green seeds or yellow seeds, and no greenish-yellow seeds. Mendel therefore concluded that one characteristic must be dominant, and the other must be recessive. A dominant characteristic will mask a recessive one. For example, do you have ear lobes? This is a dominant characteristic. If you do not have ear lobes, you are recessive for this characteristic. In Mendel's experiments, there were no green seeds in the first generation of plants because yellow was the dominant color in the parent generation. The yellow masked the presence of the green color.

## **Lucky choice**

- 8 Mendel's decision to use garden peas was very lucky because the seven characteristics that he selected gave clear results. Pea flowers are also easy to pollinate and they produce many seeds. He grew thousands of plants and this meant that his results were more reliable. By the time his experiments were completed, he had examined about 10,000 plants.
- 9 Mendel carried on with his research, but this time using a plant called the milkweed. This plant behaved very differently from the garden pea. Mendel was disappointed by the results he got with milkweed, and gave up his studies.

## **What are Mendel's factors?**

- 10 We now know that the factors described by Mendel are genes. A gene controls a particular characteristic, such as flower color, or whether or not a person has ear lobes. Genes exist in different forms. These forms are called alleles. For example, the gene controlling flower color in peas comes in two forms, one for purple and one for white. The purple allele is dominant, while the white one is recessive.

From MENDEL'S PEAS TO GENETIC FINGERPRINTING: DISCOVERING INHERITANCE by Sally Morgan. Copyright © 2006 Heinemann Library, a division of Reed Elsevier Inc. All rights reserved.

**1. Part A**

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

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

**Part B**

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

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

2. Circle a word or a phrase in each of the boxed lists to show the connection between ideas in the passage from *Mendel's Peas to Genetic Fingerprinting: Discovering Inheritance*.

The author mentions ear lobes to show how

\_\_\_\_\_.

second-generation traits can differ  
environment can influence traits  
some traits are inherited

A person with ear lobes displays the \_\_\_\_\_ trait,

dominant  
recessive

just as Mendel's pea plants with \_\_\_\_\_

yellow seeds  
green seeds

and \_\_\_\_\_ display the same trait.

purple flowers  
white flowers

Read the passage from “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?” Then answer questions 3 and 4.

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

*by Anne Underwood*

- 1 If any child seemed destined to grow up afraid of her shadow and just about anything else that moved, it was 2-year-old Marjorie. She was so painfully shy that she wouldn't talk to or look at a stranger. She was even afraid of friendly cats and dogs. When Jerome Kagan, a Harvard professor who discovered that shyness has a strong genetic component, sent a clown to play with Marjorie, she ran to her mother. “It was as if a cobra entered that room,” Kagan says. His diagnosis: Marjorie showed every sign of inherited shyness, a condition in which the brain somehow sends out messages to avoid new experiences. But as Kagan continued to examine her over the years, Marjorie's temperament changed. When she started school, she gained confidence from ballet classes and her good grades, and she began to make friends. Her parents even coaxed her into taking horseback-riding lessons. Marjorie may have been born shy, but she has grown into a bubbly second grader.



- 2 For Marjorie, then, biology—more specifically, her genetic inheritance—was not her destiny. And therein lies our tale. In the last few years scientists have identified genes that appear to predict all sorts of emotional behavior, from happiness to aggressiveness to risk-taking. The age-old question of whether nature or nurture determines temperament seems finally to have been decided in favor of Mother Nature and her ever-deepening gene pool. But the answer may not be so simple after all. Scientists are beginning to discover that genetics and environment work together to determine personality as intricately as Astaire and Rogers<sup>1</sup> danced. “If either Fred or Ginger moves too fast, they both stumble,” says Stanley Greenspan, a pediatric<sup>2</sup> psychiatrist at George Washington University and the author of “The Growth of the Mind.” “Nature affects nurture affects nature and back and forth. Each step influences the next.” Many scientists now believe that some experiences can actually alter the structure of the brain. An aggressive toddler, under the right circumstances, can essentially be rewired to channel his energy more constructively. Marjorie can overcome her shyness—forever. No child need be held captive to her genetic blueprint. The implications for child rearing—and social policy—are profound.
- 3 While Gregor Mendel’s pea plants did wonders to explain how humans inherit blue eyes or a bald spot, they turn out to be an inferior model for analyzing something as complex as the brain. Genes control the brain’s neurotransmitters and receptors, which deliver and accept mental messages like so many cars headed for their assigned parking spaces. But there are billions of roads to each parking lot, and those paths are highly susceptible<sup>3</sup> to environmental factors.

From “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?” by Anne Underwood from NEWSWEEK, 2/28/97.  
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<sup>1</sup>Astaire and Rogers—Fred Astaire and Ginger Rogers were famous dance partners who appeared in movies in the 1930s and 1940s.

<sup>2</sup>pediatric—specializing in children

<sup>3</sup>susceptible—likely to be influenced by

### 3. Part A

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

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

### Part B

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

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

4. Write the letter of **one** main idea of the passage from “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?” into the “Main Idea” box. Then write the numbers of **two** details that support the main idea into the “Supporting Details” box.

### Main Ideas

- A. Genetics and life experiences both have roles in determining behavior.
- B. Nurturing parents can help children overcome genetic tendencies.
- C. Personality traits like shyness have genetic links.

### Supporting Details

- 1. Scientists have discovered genes that are connected to how people behave.
- 2. Gregor Mendel’s experiments with pea plants illustrate how heredity works.
- 3. Scientists once believed that genetics alone determined brain structure.
- 4. People’s genes can predict their emotional responses.
- 5. Marjorie changed after she started attending school.

**Main Idea**

\_\_\_\_\_

**Supporting Details**

\_\_\_\_\_

Read the passage from “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence.” Then answer questions 5 and 6.

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

*by Carl Zimmer*

- 1 In a significant advance in the study of mental ability, a team of European and American scientists announced . . . that they had identified 52 genes linked to intelligence in nearly 80,000 people.
- 2 These genes do not determine intelligence, however. Their combined influence is minuscule, the researchers said, suggesting that thousands more are likely to be involved and still await discovery. Just as important, intelligence is profoundly shaped by the environment.
- 3 Still, the findings could make it possible to begin new experiments into the biological basis of reasoning and problem-solving, experts said. They could even help researchers determine which interventions would be most effective for children struggling to learn.
- 4 “This represents an enormous success,” said Paige Harden, a psychologist at the University of Texas, who was not involved in the study.
- 5 For over a century, psychologists have studied intelligence by asking people questions. Their exams have evolved into batteries of tests, each probing a different mental ability, such as verbal reasoning or memorization.
- 6 In a typical test, the tasks might include imagining an object rotating, picking out a shape to complete a figure, and then pressing a button as fast as possible whenever a particular type of word appears.
- 7 Each test-taker may get varying scores for different abilities. But over all, these scores tend to hang together—people who score low on one measure tend to score low on the others, and vice versa. Psychologists sometimes refer to this similarity as general intelligence.
- 8 It’s still not clear what in the brain accounts for intelligence. Neuroscientists have compared the brains of people with high and low test scores for clues, and they’ve found a few.

- 9 Brain size explains a small part of the variation, for example, although there are plenty of people with small brains who score higher than others with bigger brains.
- 10 Other studies hint that intelligence has something to do with how efficiently a brain can send signals from one region to another.
- 11 Danielle Posthuma, a geneticist at Vrije University Amsterdam and senior author of the new paper, first became interested in the study of intelligence in the 1990s. “I’ve always been intrigued by how it works,” she said. “Is it a matter of connections in the brain, or neurotransmitters that aren’t sufficient?”
- 12 Dr. Posthuma wanted to find the genes that influence intelligence. She started by studying identical twins who share the same DNA. Identical twins tended to have more similar intelligence test scores than fraternal twins, she and her colleagues found.
- 13 Hundreds of other studies have come to the same conclusion, showing a clear genetic influence on intelligence. But that doesn’t mean that intelligence is determined by genes alone.
- 14 Our environment exerts its own effects, only some of which scientists understand well. In places where food doesn’t contain iodine, giving supplements to children can raise scores.
- 15 Advances in DNA sequencing technology raised the possibility that researchers could find individual genes underlying differences in intelligence test scores. Some candidates were identified in small populations, but their effects did not reappear in studies on larger groups.
- 16 So scientists turned to what’s now called the genome<sup>1</sup>-wide association study: They sequence bits of genetic material scattered across the DNA of many unrelated people, then look to see whether people who share a particular condition—say, a high intelligence test score—also share the same genetic marker.
- 17 Standard intelligence tests can take a long time to complete, making it hard to gather results on huge numbers of people. Scientists can try combining smaller studies, but they often have to merge different tests together, potentially masking the effects of genes.

<sup>1</sup>genome—a full set of chromosomes

- 18 As a result, the first generation of genome-wide association studies on intelligence failed to find any genes. Later studies managed to turn up promising results, but when researchers turned to other groups of people, the effect of the genes again disappeared.
- 19 But in the past couple of years, larger studies relying on new statistical methods finally have produced compelling evidence that particular genes really are involved in shaping human intelligence.
- 20 “There’s a huge amount of real innovation going on,” said Stuart J. Ritchie, a geneticist at the University of Edinburgh who was not involved in the new study.
- 21 Dr. Posthuma and other experts decided to merge data from 13 earlier studies, forming a vast database of genetic markers and intelligence test scores. After so many years of frustration, Dr. Posthuma was pessimistic it would work.
- 22 “I thought, ‘Of course we’re not going to find anything,’” she said.
- 23 She was wrong. To her surprise, 52 genes emerged with firm links to intelligence. A dozen had turned up in earlier studies, but 40 were entirely new.
- 24 But all of these genes together account for just a small percentage of the variation in intelligence test scores, the researchers found; each variant raises or lowers I.Q. by only a small fraction of a point.
- 25 “It means there’s a long way to go, and there are going to be a lot of other genes that are going to be important,” Dr. Posthuma said.
- 26 Christopher F. Chabris, a co-author of the new study at Geisinger Health System in Danville, Pa., was optimistic that many of those missing genes would come to light, thanks to even larger studies involving hundreds of thousands, perhaps millions, of people.
- 27 “It’s just like astronomy getting better with bigger telescopes,” he said.

From “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence” by Carl Zimmer from THE NEW YORK TIMES, May 22, 2017. Copyright © 2017 The New York Times Company.

## 5. Part A

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

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

## Part B

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

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

## 6. Part A

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

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

## Part B

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

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



Refer to the passages “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?” and “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence”. Then answer question 7.

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

### Methods and Results

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

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

\_\_\_\_\_

**Both Passages**

\_\_\_\_\_

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

\_\_\_\_\_

Refer to the passages from “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?” and “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence”. Then answer question 8.

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

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

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

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. A thin green border surrounds the entire sheet of paper. There is no handwriting or other markings on the page.

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

Read the passage from “It’s Raining Pistachios!” Then answer questions 9 through 12.

## from “It’s Raining Pistachios!”

by Gretchen Maurer

- 1 With rubber mallets, we whacked at the trunks of the young trees until pistachio nuts dropped down around us, thumping the tarp beneath our feet. I plucked one off the ground, peeled off the hull, and pried the shell open. The raw nut tasted like fresh air and sun-warmed earth. It was worth the eight-year wait.
- 2 Before I was born, my parents lived in Turkey. They ate a lot of Turkish pistachios and loved the rich flavor. My dad dreamed of owning a pistachio farm. Later, he and a friend bought 11 acres near the Russian River in northern California. The climate and soil conditions there were perfect for growing pistachios.

### Getting Started

- 3 On a spring morning when I was 12, my family and I piled out of our truck with picks and shovels, ready to plant the first of 1,500 pistachio trees. As I tamped<sup>1</sup> the earth around one particularly spindly tree, I thought, *No way are these dead-looking sticks going to grow anything!*
- 4 Pistachio trees take 7 to 10 years to produce nuts. For the first 3 years, we watered our trees by hand, using buckets we filled from a 300-gallon water tank hauled around on the back of a truck. Later, we dug a pond and installed a water-saving sprinkler system. During the dry season, it sprays hairlike streams of water between the trees.

### Our First Harvest

- 5 After eight years, our trees produced our first pistachio harvest. Because young trees are fragile, we couldn’t use a machine to shake the nuts from the trees. Instead, we whacked the trunks with rubber-tipped harvesting mallets that looked like giant cotton swabs. A few hundred pounds of pistachios fell onto tarps under the trees during that first harvest.

<sup>1</sup>tamped—made more compact

## **Going Organic**

- 6 A few years later, we decided to grow our pistachios organically. Growing organic pistachios means that we do not use pesticides, herbicides, or man-made fertilizers. This requires a lot of work and creative thinking.
- 7 To produce healthy nuts, pistachio trees need nitrogen, so we add it to the soil with organic fertilizers. We add a ground-up fish solution to the sprinkling system, and we mix shovels full of composted chicken feathers or manure into the soil.
- 8 We also plant red clover around the trees; it takes nitrogen from the air and stores it in its roots. Over time, the nitrogen in the roots leaches into the soil and fertilizes the trees.
- 9 To control weeds that would steal nutrients from our trees, we hoe around each tree by hand and plow between rows.
- 10 We've even had to weed the pond! When weeds threatened to choke our water source, we paddled out in a canoe and pulled the tangly plants into the boat. Sometimes we've drained the water to let goats chomp on the intruding plants.
- 11 Crows would devour our pistachios if we let them. So we frighten them away with scarecrows and with screeching sounds made by noise machines. The screeches mimic the calls of hawks, which prey on crows.

## **10,000 Pounds of Pistachios**

- 12 Pistachio trees produce a heavy crop of nuts one year and a light crop the next. A good harvest for us these days is 500 times what it was that first year—roughly the weight of a full-grown elephant!
- 13 Now that our trees are mature, we can collect the pistachios with a mechanical shaker. Its padded arm clamps onto the trunk of the tree and vibrates it. For about 30 seconds, the branches become a wild blur. Nuts rain down onto a tarp, which rolls up and dumps them onto a conveyor belt. The belt carries them to a large bin. Later, another machine removes the pistachios' rosy outer hulls and dries the nuts.

- 14 We haul the hulled nuts to a large processing plant where they're sorted, roasted, and salted. The sorting machine has an electric eye that detects any dark-stained shells and, with a jet of air, blows them into a separate bin. Finally, bagged, labeled, and ready to munch, our pistachios are sold at farmers' markets and in stores.

From "It's Raining Pistachios!" by Gretchen Maurer from HIGHLIGHTS FOR CHILDREN, August 2010. Copyright © 2010 Highlights for Children Inc.



## 9. Part A

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

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

## Part B

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

- (A) “. . . clamps onto the trunk . . .”
- (B) “For about 30 seconds . . .”
- (C) “Nuts rain down. . . .”
- (D) “. . . onto a conveyor belt.”

## 10. Part A

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

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

## Part B

Which detail supports the answer to Part A?

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

## 11. Part A

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

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

## Part B

Which sentence supports the answer to Part A?

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

- 12.** Write an **X** to select the claims by the author that are supported by evidence in the passage.

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

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

**Today you will research William Shakespeare. You will read excerpts from three passages: from *William Shakespeare: Playwright & Poet*, from “The Screenwriter for *Anonymous* Defends His Controversial Movie,” and from “Who Wrote Shakespeare’s Plays? Debate Goes On.” As you review these sources, you will gather information about William Shakespeare so you can write a response.**

Read the passage from *William Shakespeare: Playwright & Poet*. Then answer question 1.

## from *William Shakespeare: Playwright & Poet*

by Emma Carlson Berne

- 1 William Shakespeare was an Elizabethan playwright who wrote some of the most widely praised dramas in the English language. His surviving works include 38 plays and 154 sonnets, as well as a number of other poems. His masterpieces include such works as *Hamlet*, *Macbeth*, *Romeo and Juliet*, *The Merchant of Venice*, and *Twelfth Night*. His plays continue to be performed long after his death. They are studied in classrooms everywhere and are made into films.
- 2 Despite Shakespeare’s fame, little is known about him. What is known for certain about Shakespeare could be written in a few paragraphs. Yet great, thick biographies have been written about the poet for centuries.

### **SHAKESPEARE SCHOLARS**

- 3 Some historical figures document every event of their lives and leave scholars with diaries, letters, essays, and musings on their innermost thoughts. Shakespeare historians have none of these. The greatest Western dramatist in history left no letters and no diaries—he did not even sign some of his plays. One of the only personal documents he left behind was his will. This lack of documentation has made Shakespeare’s activities difficult to trace. However, it is not surprising that there is so little historical record left of Shakespeare. He lived 400 years ago, during a time when record keeping was scarce or careless.
- 4 Scholars look to Shakespeare’s legal and church documents to learn about his life. These documents show things such as births, deaths, marriages, and land purchases. Scholars also read his plays and poems for clues about what Shakespeare might have been thinking and feeling at different stages of his life. In addition, scholars look at the letters and writings of Shakespeare’s friends and associates for mentions of him.

5 With this information, scholars then study the customs of the time. They research the lives of other people of Shakespeare's social class and occupation. They look for information regarding his friends and close companions. All these things are indicators of what Shakespeare would have been doing and who he would have been doing those things with. Despite the lack of formal documentation, many Shakespeare scholars are fairly certain of Shakespeare's activities during his life.

### **THE AUTHORSHIP DEBATE**

6 Some scholars have questioned whether Shakespeare actually wrote the works that are attributed to him. Shakespeare left few personal documents, letters, or notes. This lack of documentation has led some scholars to argue that there is little or no proof that Shakespeare wrote the works attributed to him.

7 This view is controversial; most scholars believe there is no reason to doubt that Shakespeare is the author of his famous plays.

8 Other scholars have suggested a variety of people who might actually be the author of Shakespeare's work: the playwright and poet Christopher Marlowe, the philosopher Francis Bacon, and a playwright, poet, and earl named Edward de Vere. Some have hypothesized that a countess named Mary Sidney or even Queen Elizabeth was the real "Shakespeare."

9 These are only theories, however. The author of Shakespeare's work is still assumed to be Shakespeare.

### **THE MYSTERY**

10 Scholars continue to study the life of William Shakespeare. They try to uncover the mysteries of his life to learn more about the man who produced so many great works of literature. There are several periods in Shakespeare's life of which almost nothing is known at all. The mystery surrounding Shakespeare's life only adds to its intrigue.

11 What was Shakespeare doing during those blank periods? What inspired him? What were his feelings for his wife and children? And perhaps most importantly: Who was William Shakespeare?

From WILLIAM SHAKESPEARE: PLAYWRIGHT & POET by Emma Carlson Berne. Copyright © 2008 by Abdo Consulting Group, Inc. All rights reserved.

## 1. Part A

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

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

## Part B

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

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

Read the passage from “The Screenwriter for *Anonymous* Defends His Controversial Movie.” Then answer questions 2 and 3.

## from “The Screenwriter for *Anonymous* Defends His Controversial Movie”

by Robert Levin

- 1 The Shakespearean authorship question has been a 20-year obsession for screenwriter John Orloff. His two-decade quest of researching and writing about it comes to an end with today’s theatrical release of *Anonymous*, a costume drama<sup>1</sup> centered on that never-ending debate over who actually wrote Shakespeare’s plays.
- 2 The film adopts the “Oxfordian” theory, crediting Edward de Vere—the 17th Earl of Oxford and most frequently promoted alternate candidate—as the true author of the masterworks.
- 3 Here, Orloff speaks about his interest in the subject.

### **What’s spurred your obsession with the Shakespearean authorship question?**

- 4 I was very tenuous<sup>2</sup> at first and unconvinced, as many people are. And then I kept on reading and reading and reading, and the more I read, the more convinced I became, and the more interested I became in all Elizabethan culture, not just Shakespeare’s plays.
- 5 I guess I sort of felt, I’ll be honest with you, it was two pronged: On one hand [I felt] if Shakespeare didn’t write the plays, what a tragedy it’d been that this other person wasn’t recognized. But even more importantly, whether Shakespeare did write the plays or didn’t write the plays, we’re being taught a lot of bunk about William Shakespeare. I bristle when people teach me things and present them as facts when in fact they are not facts. That alone was enough to make me want to make this movie.

<sup>1</sup>costume drama—movie in which actors wear historical costumes

<sup>2</sup>tenuous—unenthusiastic



### **What sold you on the notion that Shakespeare wasn't the author?**

- 6 For me, you have to start off with the fact that there's no evidence he wrote the plays. . . . There's no first-hand documentary evidence. You start there. Then you go to the ability to write these plays, which we all know are so amazing and beautiful and filled with so many metaphors about so many things, like falconry and lawn bowling and tennis. . . . One has to make the leap that this young man from Stratford-upon-Avon, brilliant though he may have been, would have had [to have had] one heck of an education to write these things. And yet there's no record of him having attended any school, anywhere, ever.
- 7 So, I follow Mark Twain<sup>3</sup>, who wrote a book about this issue [*Is Shakespeare Dead?*] and said, he, Mark Twain could never have written about the Mississippi had he not been a Mississippi riverboat pilot. . . . I happen to believe that Shakespeare didn't have the life to draw from to write about court intrigue, to write about the things I was just mentioning, the images that are filled through these plays. It just was not the life of a commoner.

### **What about the argument that Shakespeare could have written about nobility without being a noble?**

- 8 There's no Internet in 1600. He had no library. No books. There were no public libraries. You cannot write about 16th century law accurately because you're gifted. You can only do that because you understand 16th century law. I just don't believe the genius theory. It's different than music, where you only have to learn a certain amount of notes and then you go [and play or compose]. It's different with writing. That's why Walt Whitman, why Henry James, why James Joyce, why all of these writers in particular don't believe Shakespeare wrote the plays. They know what it is to write.

### **You've said elsewhere that the film was controversial when it was being cast, attracting ire from Judi Dench<sup>4</sup> and others. What did you make of that?**

- 9 I was fascinated by it, actually, that people take it so incredibly seriously. I'm sure those very same people loved the play *Amadeus*, which has absolutely no basis in fact whatsoever. Or maybe they love *Shakespeare in Love*. Clearly Judi Dench had no problem with the fantasy that is *Shakespeare in Love*. It's a lovely film but there's not one millisecond that has anything to do with historical accuracy.

<sup>3</sup>Mark Twain—a famous American author who wrote in the late 1800s and early 1900s

<sup>4</sup>**Judi Dench**—a widely respected English actress

- 10 I don't know why Judi Dench had no issue being in that film; I guess because it glorified Shakespeare rather than not glorifying him. I think Simon Callow<sup>5</sup> also had a rather upset reaction when we approached him. People get very upset about this. It's a mystery to me why they get so passionate about it above and beyond all other things.

**All the attention and controversy has to be a positive in terms of getting people to talk about and see the film, right?**

- 11 Certainly [it helps get people] talking about the film. We'll see about getting them to see it. I hope it does. They're pretty upset, particularly over in Britain. The whole county of Warwickshire, Shakespeare's birthplace, is really up in arms. They're protesting the movie quite loudly.

**In crafting your characters and the narrative, how were you able to find the right balance between historical fact, fiction, and speculation?**

- 12 Ultimately, Shakespeare himself was our guide. The Shakespeare histories are not really histories. They're dramas. He compresses time. He adds characters that have been dead by the time the events are occurring. He'll invent characters out of whole cloth, like [Sir John] Falstaff in the history plays. First and foremost it's a drama, and just like Shakespeare we're creating drama.

From "The Screenwriter for ANONYMOUS Defends His Controversial Movie" by Robert Levin from THE ATLANTIC, October 28, 2011. Copyright © 2011 by The Atlantic Monthly Group. All rights reserved.

<sup>5</sup>Simon Callow—an English actor who starred in the film *Amadeus*

## 2. Part A

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

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

## Part B

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

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

3. Write the letter of **one** central idea of the passage from “The Screenwriter for *Anonymous* Defends His Controversial Movie” in the box labeled **Central Idea**. Then write the numbers of **two** pieces of evidence that support that central idea in the box labeled **Supporting Evidence**.

#### Central Ideas

- A. According to John Orloff, the movie *Anonymous* has much in common with Shakespeare’s plays.
- B. According to John Orloff, his interest in the authorship debate about Shakespeare’s plays led to the movie *Anonymous*.
- C. According to John Orloff, people are upset about the movie *Anonymous* because they want to protect Shakespeare’s legacy.

#### Evidence

1. “The Shakespearean authorship question has been a 20-year obsession. . . .” (paragraph 1)
2. “. . . two-decade quest of researching and writing about it comes to an end with today’s theatrical release . . .” (paragraph 1)
3. “I was very tenuous at first and unconvinced, as many people are.” (paragraph 4)
4. “. . . I guess because it glorified Shakespeare rather than not glorifying him.” (paragraph 10)
5. “Ultimately, Shakespeare himself was our guide.” (paragraph 12)

Central Idea	Supporting Evidence
_____	_____

Read the passage from “Who Wrote Shakespeare’s Plays? Debate Goes On.”  
Then answer questions 4 through 6.

## from “Who Wrote Shakespeare’s Plays? Debate Goes On”

by Renee Montagne

- 1 “We have been able to discover, over many generations, about 70 documents that are related to William Shakespeare of Stratford-upon-Avon, but none of them are literary,” says Daniel Wright, an English professor who directs the Shakespeare Authorship Research Centre at Oregon’s Concordia University.
- 2 “They all speak to the activity of a man who is principally a businessman; a man who is delinquent in paying his taxes; who was cited for hoarding grain during a famine,” Wright adds. “We don’t have anyone attesting to him as a playwright, as a poet. And he’s the only presumed writer of his time for whom there is no contemporary evidence of a writing career. And many of us find that rather astonishing.”

### **Records Raise Questions**

- 3 There are playbills<sup>1</sup> that show Shakespeare appearing as an actor in small parts and legal documents relating to his stake in the Globe Theater. He left a will distributing his precious possessions, including, famously, his second-best bed.
- 4 But there’s no record that this Shakespeare owned any books, wrote any letters, and the half-dozen signatures attributed to him are on legal documents only.
- 5 “If there were a signature related to *Hamlet*, we wouldn’t be having this debate,” says Diana Price, who wrote . . . the meticulously researched *Shakespeare’s Unorthodox Biography*.
- 6 In it, she details all that Shakespeare would have had to know and be able to use effortlessly in metaphors and intricate puns: archery, astronomy, medicine, technical terms for falconry and royal tennis. The list is long.

<sup>1</sup>playbills—posters that announce theatrical performances

7 To link any writer conclusively to the plays, Price argues, “we would certainly have to be able to support how he learned his languages, how he received his education, how he gained his exposure to the lifestyle of the rich and famous, how he had access to the court. And I don’t mean as a servant in the court, but someone who actually was in there when the power-playing was going on. We cannot support any of that for Shakespeare.”

### **Mark Twain Wasn’t Buying It**

8 Mainstream academics mostly deride efforts of independent scholars like Price. It’s a tad bit harder to shrug off challenges put—with great wit—by the likes of Mark Twain.

9 The American humorist never could reconcile what was known about the man from Stratford with the writer who penned “such stuff as dreams are made on.”

10 Twain even wrote a pamphlet in 1909 poking fun at the Bard<sup>2</sup>, called *Is Shakespeare Dead?* The following is an excerpt:

It is surmised by the biographers that the young Shakespeare got his vast knowledge of the law and his familiar and accurate acquaintance with the manners and customs and shop-talk of lawyers through being for a time the CLERK OF A STRATFORD COURT: just as a bright lad like me, reared in a village on the banks of the Mississippi, might become perfect in knowledge of the Behring Strait whale-fishery and the shop-talk of the veteran exercisers of that adventure-bristling trade through catching catfish with a “trot-line” Sundays.

### **For Bard Backer, Proof’s in the Name**

11 Stephen Greenblatt, a professor at Harvard and author of the best-selling biography of the Bard, *Will in the World*, is one of America’s most esteemed Shakespeare scholars.

12 “Like most scholars, I think it’s reasonably clear that the man from Stratford wrote the plays,” he says. “But it’s certainly a subject that doesn’t go away. He does seem like he did drop in from another planet. The level of achievement is remarkable.”

13 Remarkable, says Greenblatt, but possible, even for a village lad if he were a genius. Greenblatt has little use for those who question the authorship of Shakespeare’s works.

<sup>2</sup>the Bard—a name used for William Shakespeare that literally means “the Poet”

- 14 He says the most powerful evidence of authorship is the simplest: that the name William Shakespeare appeared on some of the plays published during his lifetime.
- 15 “It’s nothing that gives you the kind of certainty that can never be called into question,” Greenblatt says. “Anything can be called into question. But you’d have to have a very strong reason to believe that there was skullduggery<sup>3</sup> or an alternative account.
- 16 “It’s true . . . that there are no manuscripts and no letters, but we’re talking about something a very long time ago.”

From “Who Wrote Shakespeare’s Plays? Debate Goes On” by Renee Montagne from MORNING EDITION, July 3, 2008.  
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<sup>3</sup>skullduggery—trickery

**4. Part A**

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

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

**Part B**

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

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



## 5. Part A

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

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

## Part B

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

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

## 6. Part A

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

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

## Part B

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

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

Refer to the passages from “The Screenwriter for *Anonymous* Defends His Controversial Movie,” and from “Who Wrote Shakespeare’s Plays? Debate Goes On.” Then answer question 7.

## 7. Part A

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

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

## Part B

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

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

Refer to the passages from “The Screenwriter for *Anonymous* Defends His Controversial Movie” and from “Who Wrote Shakespeare’s Plays? Debate Goes On.” Then answer question 8.

8. Compare the passage from “The Screenwriter for *Anonymous* Defends His Controversial Movie” with the passage from “Who Wrote Shakespeare’s Plays? Debate Goes On.” Write the letters of **two** details in the box that indicate a disagreement between John Orloff and Stephen Greenblatt.

- A. The name of Shakespeare on some of the plays proves he was the writer.
- B. There are few historical documents that provide evidence of Shakespeare’s life.
- C. It is possible that a young man from Stratford-upon-Avon could have written the plays.
- D. A person would need to have proof of Shakespeare’s education.

**Disagreement**

\_\_\_\_\_

Refer to the passages from *William Shakespeare: Playwright & Poet*, from “The Screenwriter for *Anonymous* Defends His Controversial Movie,” and from “Who Wrote Shakespeare’s Plays? Debate Goes On.” Then answer question 9.

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

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

[illegible]

A large rectangular box with a green border, containing 20 horizontal blue lines for writing. The lines are evenly spaced and extend across the width of the box.

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. A thin green border surrounds the entire sheet of paper. There is no handwriting or other markings on the page.

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



Read the passage from “Trouble Sleeping? Go Camping.” Then answer questions 10 through 13.

## from “Trouble Sleeping? Go Camping”

by Joel N. Shurkin

- 1 Throughout most of human history, humans went to bed shortly after the sun went down and woke up in the morning as it rose. There were candles and later oil lamps, but the light was not very bright so people still went to bed early.
- 2 Then came Thomas Edison and the incandescent light bulb and everything changed, including our sleeping habits. . . .
- 3 Scientists at the University of Colorado Boulder found that if you live by the sun’s schedule, you are more likely to go to bed at least an hour earlier, wake up an hour earlier, and be less groggy, because your internal clock and external reality are more in sync. The sun adjusts your clock to what may be its natural state, undoing the influence of light bulbs.
- 4 The work is published in the current issue of the journal *Current Biology*.
- 5 The disconnect between the outside environment and sleep is one reason why even native Alaskans have problems sleeping in the almost endless days of the Arctic summers. . . .
- 6 The subjects in the Colorado study lived more normal lives.
- 7 “We weren’t studying people who had sleep difficulties,” said Kenneth Wright, an integrative psychologist at Boulder. “The amount of sleep they got did not change. What changed was the timing of their sleep and the timing of their [internal] clock relative to when they slept.”
- 8 The researchers took eight adults, average age around 30, and followed them around the normal course of their lives for a week. The subjects spent most of their time indoors while working, studying, eating, and sleeping. Most of the light they encountered was artificial. Then, they sent the same people out camping.
- 9 Sleep and light were measured daily and the hormone melatonin every hour across 24 hours, once after the week of living at home, going to work, school, and then after a week of camping.

- 10 Melatonin is the “hormone of darkness,” said Namni Goel, a psychologist and sleep researcher at the University of Pennsylvania in Philadelphia. Scientists use the hormone to measure photoperiods, or the physiological response that organisms have to cycles of daylight and darkness.
- 11 “It rises at night naturally, and falls during the day, suppressed by light,” said Goel.
- 12 Melatonin also drops the body’s core temperature, making it easier to sleep. . . .
- 13 After the week’s study indoors, the Colorado subjects went camping in the Rockies. Instead of artificial lighting, they had only sunshine during the day and campfires at night. Wright estimates the light from the sun was four times as intense as what they experienced indoors. The nature of the light also changed during the day. Think of the bright white light of midday and the golden glow that often precedes sunset.
- 14 After their week of camping, researchers measured the subjects’ melatonin levels again.
- 15 The researchers found that the onset of melatonin shifted two hours earlier, and the subjects’ actual sleep shifted more than an hour earlier. Their bodies were recalibrating themselves, Wright explained.
- 16 When they woke in the morning in their normal lives, the melatonin and the external time were in conflict. They were waking up, but the melatonin in their bodies was telling them they should still be asleep. That might account for their still feeling sleepy, Wright said.
- 17 When they were out in the outdoors, the melatonin levels and the sun cycle were more aligned—the levels went down as the sun rose and before they woke up. They were subject to more light—sunlight—for the majority of the day.
- 18 The relationship between light and sleep and how much sleep a person needs has been the subject of several classic experiments.
- 19 . . . The average amount of time our bodies consider a day comes to 24.3 hours, Goel said.

20 Goel and other Colorado scientists agree that the experiment was small, with only eight subjects, which limits what can be concluded. Nonetheless, the findings justify more experiments like it.

21 And more camping.

"Trouble Sleeping? Go Camping" by Joel N. Shurkin from INSIDE SCIENCE NEWS, August 2, 2013. Copyright © 2013 American Institute of Physics. Used by permission of American Institute of Physics.

## 10. Part A

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

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

## Part B

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

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

- 11.** Write an **X** in the correct box in each row to show the structure used in each section of the passage. Write only one **X** in each row.

Section from the Passage	Compare and Contrast	Sequence of Events	Problem and Solution
Paragraphs 2 and 3			
Paragraphs 8 and 9			
Paragraphs 16 and 17			

## 12. Part A

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

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

## Part B

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

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

**13.** Indicate the author’s purpose for including each detail by writing one letter in each box in the chart. Not all purposes will be used.

- A. 

to show that the research that was conducted is reliable
- B. 

to explain why the nature of light changes during the day
- C. 

to show the need for more research into the effects of artificial light on sleep
- D. 

to show that not all scientific studies work out the way researchers expect
- E. 

to emphasize that humans cannot control how natural light affects their bodies

Detail	Author’s Purpose
The study was published in an important science magazine. (paragraph 4)	_____
People who live in Alaska often have trouble sleeping during the summer. (paragraph 5)	_____
The conclusions that can be drawn from the study are limited. (paragraph 20)	_____

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

**Today you will read a passage from “Gilray’s Flower-Pot” and the poem “See It Through.” As you read these texts, you will gather information about where good intentions may lead so that you can create a written response.**

Read the passage from “Gilray’s Flower-Pot.” Then answer the questions 1 and 2.

## from “Gilray’s Flower-Pot”

*by J. M. Barrie*

- 1 As Gilray had owned his flower-pot for several months, during which time (I take him at his word) he had watered it daily, he must have known he was misleading me. . . . Of course, if I had been living in Gilray’s rooms with the thing always before my eyes I might have done so. I proposed to take it into my chambers at the time, but he would not hear of that. . . . Besides, if he was so proud of the plant he should have stayed at home and watered it himself.
- 2 He says that I never meant to water it, which is not only a mistake, but unkind. My plan was to run downstairs immediately after dinner every evening and give it a thorough watering. One thing or another, however, came in the way. I often remembered about the chrysanthemum while I was in the office; but even Gilray could hardly have expected me to ask leave of absence merely to run home and water his plant. You must draw the line somewhere, even in a government office. When I reached home I was tired, inclined to take things easily, and not at all in a proper condition for watering flower-pots. Then Arcadians would drop in. I put it to any sensible man or woman, could I have been expected to give up my friends for the sake of a chrysanthemum? Again, it was my custom of an evening, if not disturbed, to retire . . . into my cane chair, and there pass the hours communing with great minds, or, when the mood was on me, trifling with a novel. Often when I was in the middle of a chapter Gilray’s flower-pot stood up before my eyes crying for water. He does not believe this, but it is the solemn truth. At those moments it was touch and go, whether I watered his chrysanthemum or not. Where I lost myself was in not hurrying to his rooms at once with a tumbler<sup>1</sup>. I said to myself that I would go when I had finished . . . , but by that time the flower-pot has escaped my memory. This may have been weakness; all I know is that I should have saved myself much annoyance if I had risen and watered the chrysanthemum there and then. . . .

<sup>1</sup>tumbler—another term for a drinking glass

- 3 All the three weeks he was away, Gilray kept pestering me with letters about his chrysanthemum. He seemed to have no faith in me—a detestable thing in a man who calls himself your friend. I had promised to water his flower-pot; and between friends a promise is surely sufficient. It is not so, however, when Gilray is one of them. I soon hated the sight of my name in his handwriting. It was not as if he said outright that he wrote entirely to know whether I was watering his plant. His references to it were introduced with all the appearance of after-thoughts. Often they took the form of postscripts: “By the way, are you watering my chrysanthemum?” or, “The chrysanthemum ought to be a beauty by this time;” or, “You must be quite an adept now at watering plants.” Gilray declares now that, in answer to one of these ingenious epistles<sup>2</sup>, I wrote to him saying that “I had just been watering his chrysanthemum.” My belief is that I did no such thing; or, if I did, I meant to water it as soon as I had finished my letter. He has never been able to bring this home to me, he says, because he burned my correspondence. As if a business man would destroy such a letter. It was yet more annoying when Gilray took to post-cards. To hear the postman’s knock and then discover, when you are expecting an important communication, that it is only a post-card about a flower-pot—that is really too bad. And then I consider that some of the post-cards bordered upon insult. One of them said, “What about chrysanthemum?—reply at once.” This was just like Gilray’s overbearing way; but I answered politely, and so far as I knew, truthfully, “Chrysanthemum all right.”
- 4 Knowing that there was no explaining things to Gilray, I redoubled my exertions<sup>3</sup> to water his flower-pot as the day for his return drew near. . . . To show how honestly anxious I was to fulfil my promise, I need only add that I was several times awakened in the watches of the night by a haunting consciousness that I had forgotten to water Gilray’s flower-pot. On these occasions I spared no trouble to remember again in the morning. I reached out of bed to a chair and turned it upside down, so that the sight of it when I rose might remind me that I had something to do. With the same object I crossed the tongs and poker on the floor. Gilray maintains that instead of playing “fool’s tricks” like these (“fool’s tricks!”) I should have got up and gone at once to his rooms with my water-bottle. What? and disturbed my neighbors? Besides, could I reasonably be expected to risk catching my death of cold for the sake of a wretched chrysanthemum? . . .

<sup>2</sup>epistles—letters

<sup>3</sup>exertions—intense efforts



5 I come now to the day prior to Gilray's return. I had just reached the office when I remembered about the chrysanthemum. It was my last chance. If I watered it once I should be in a position to state that, whatever condition it might be in, I had certainly been watering it. I jumped into a hansom<sup>4</sup>, told the cabby to drive to the inn, and twenty minutes afterward had one hand on Gilray's door, while the other held the largest water-can in the house. Opening the door I rushed in. The can nearly fell from my hand. There was no flower-pot! I rang the bell. "Mr. Gilray's chrysanthemum!" I cried. What do you think William John said? He coolly told me that the plant was dead, and had been flung out days ago.

From "Gilray's Flower-Pot" by J.M. Barrie—Public Domain

<sup>4</sup>hansom—a two-wheeled horse-drawn carriage

**1. Part A**

In the passage from “Gilray’s Flower-Pot,” what do the narrator’s actions in paragraph 2 **best** reveal about the narrator’s character?

- Ⓐ The narrator is an unreliable person who regrets what he did.
- Ⓑ The narrator is a likable person but is easily distracted.
- Ⓒ The narrator is a respectable person but acts conceited.
- Ⓓ The narrator is an intelligent person and open to change.

**Part B**

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

- Ⓐ “. . . not at all in a proper condition for watering flower-pots.”
- Ⓑ “. . . could I have been expected to give up my friends . . . ?”
- Ⓒ “. . . pass the hours communing with great minds . . .”
- Ⓓ “I said to myself that I would go when I had finished. . . .”

2. Write the letter for **one** sentence in each box of the table in the correct order to create the **best** summary of the passage from "Gilray's Flower-Pot."

- A. The narrator remembers the plant while doing other tasks and then forgets to water it.
- B. The narrator decides to water the plant one day before Gilray returns and finds that it has died.
- C. The narrator receives letters and post-cards from Gilray, who is checking on the plant.
- D. The narrator enjoys visiting with friends and reading novels in the evening.
- E. The narrator is tasked with watering Gilray's plant while he is out of town.

1.	_____
2.	_____
3.	_____

Read the poem "See It Through." Then answer questions 3 and 4.

## See It Through

*by Edgar A. Guest*

When you're up against a trouble,  
Meet it squarely, face to face;  
Lift your chin and set your shoulders,  
Plant your feet and take a brace.  
5 When it's vain to try to dodge it,  
Do the best that you can do;  
You may fail, but you may conquer,  
See it through!

10 Black may be the clouds about you  
And your future may seem grim,  
But don't let your nerve desert you;  
Keep yourself in fighting trim.  
If the worst is bound to happen,  
Spite of all that you can do,  
15 Running from it will not save you,  
See it through!

Even hope may seem but futile,  
When with troubles you're beset<sup>1</sup>,  
But remember you are facing  
20 Just what other men have met.  
You may fail, but fall still fighting;  
Don't give up, whate'er you do;  
Eyes front, head high to the finish.  
See it through!

"See It Through" by Edgar A. Guest—Public Domain

<sup>1</sup>beset—surrounded

### 3. Part A

What does the word **futile** mean as it is used in line 17 of the poem "See It Through"?

- Ⓐ abnormal
- Ⓑ dissatisfied
- Ⓒ imperfect
- Ⓓ pointless

### Part B

Which detail from the poem is an example of the answer to Part A?

- Ⓐ "Do the best that you can do;" (line 6)
- Ⓑ "You may fail, but you may conquer," (line 7)
- Ⓒ "Running from it will not save you," (line 15)
- Ⓓ "But remember you are facing" (line 19)

**4. Part A**

Which sentence **best** describes the theme of the poem "See It Through"?

- ☐ Ⓐ Stay determined even when faced with difficulties.
- ☐ Ⓑ There is a benefit to staying in good shape.
- ☐ Ⓒ Self-awareness will lead to great success.
- ☐ Ⓓ Being unsuccessful is a natural part of life.

**Part B**

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

- ☐ Ⓐ "Keep yourself in fighting trim." (line 12)
- ☐ Ⓑ "Spite of all that you can do," (line 14)
- ☐ Ⓒ "Just what other men have met." (line 20)
- ☐ Ⓓ "You may fail, but fall still fighting;" (line 21)

Refer to the passages “Gilray’s Flower-Pot” and “See It Through.” Then answer question 5.

5. Compare the structure of the passage from “Gilray’s Flower-Pot” and the structure of the poem “See It Through.” Write an “X” in **each** row for the structure.

Structure	from “Gilray’s Flower-Pot”	See It Through	Both
uses figurative language			
contains a specific setting			
has a theme related to helping			
lists general advice for various life situations			

Refer to the passages “Gilray’s Flower-Pot” and “See It Through.” Then answer question 6.

6. You have read the passage from “Gilray’s Flower-Pot” and the poem “See It Through.” Describe how a character in the passage from “Gilray’s Flower-Pot” and the speaker from the poem “See It Through” demonstrate personal responsibility. Use details and examples from **both** texts to support your response.

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 horizontal blue lines and a green border. The lines are evenly spaced and run across the width of the page. The green border is a thin line that frames the entire page.

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. A thin green border surrounds the entire sheet of paper. There is no handwriting or other markings on the page.

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

The narrator, a man from nineteenth-century Connecticut, has been captured by a medieval knight. A young boy who serves the knight has arrived to guard the narrator. Read the passage from *A Connecticut Yankee in King Arthur's Court*. Then answer questions 7 through 12.

from *A Connecticut Yankee in King Arthur's Court*

by Mark Twain

1 "Now tell me, honest and true, where am I?"

2 "*In King Arthur's Court.*"

3 I waited a minute, to let that idea shudder its way home, and then said:

4 "And according to your notions, what year is it now?"

5 "528—nineteenth of June."

6 I felt a mournful sinking at the heart, and muttered: "I shall never see my friends again—never, never again. They will not be born for more than thirteen hundred years yet."

7 I seemed to believe the boy, I didn't know why. *Something* in me seemed to believe him—my consciousness, as you may say; but my reason didn't. My reason straightway began to clamor; that was natural. I didn't know how to go about satisfying it, because I knew that the testimony of men wouldn't serve. . . . But all of a sudden I stumbled on the very thing, just by luck. I knew that the only total eclipse of the sun in the first half of the sixth century occurred on the 21st of June, A.D. 528, and began at 3 minutes after 12 noon. I also knew that no total eclipse of the sun was due in what to *me* was the present year—i.e., 1879. So, if I could keep my anxiety and curiosity from eating the heart out of me for forty-eight hours, I should then find out for certain whether this boy was telling me the truth or not.

- 8 Wherefore, being a practical Connecticut man, I now shoved this whole problem clear out of my mind till its appointed day and hour should come, in order that I might turn all my attention to the circumstances of the present moment, and be alert and ready to make the most out of them that could be made. One thing at a time, is my motto—and just play that thing for all it is worth. . . . I made up my mind: . . . I would boss the whole country inside of three months; for I judged I would have the start of the best-educated man in the kingdom by a matter of thirteen hundred years and upward. I'm not a man to waste time after my mind's made up and there's work on hand; so I said to the page<sup>1</sup>:
- 9 "Now, Clarence, my boy—if that might happen to be your name—I'll get you to post me up a little if you don't mind. What is the name of that apparition<sup>2</sup> that brought me here?"
- 10 "My master and thine? That is the good knight and great lord Sir Kay the Seneschal, foster brother to our liege the king."
- 11 "Very good; go on, tell me everything."
- 12 He made a long story of it; but the part that had immediate interest for me was this: He said I was Sir Kay's prisoner, and that in the due course of custom I would be flung into a dungeon and left there . . . until my friends ransomed me—unless I chanced to rot, first. I saw that the last chance had the best show, but I didn't waste any bother about that; time was too precious. The page said, further, that dinner was about ended in the great hall by this time, and that as soon as the sociability . . . should begin, Sir Kay would have me in and exhibit me before King Arthur and his illustrious knights seated at the Table Round, and would brag about his exploit in capturing me, and would probably exaggerate the facts a little, but it wouldn't be good form for me to correct him, and not over safe, either; and when I was done being exhibited, then ho for the dungeon; but he, Clarence, would find a way to come and see me every now and then, and cheer me up, and help me get word to my friends.
- 13 Get word to my friends! I thanked him; I couldn't do less; and about this time a lackey<sup>3</sup> came to say I was wanted; so Clarence led me in and took me off to one side and sat down by me.

<sup>1</sup>page—a boy attendant

<sup>2</sup>apparition—the appearance of something remarkable or unexpected

<sup>3</sup>lackey—a servant

14 Well, it was a curious kind of spectacle, and interesting. It was an immense place, . . . yes, and full of loud contrasts. It was very, very lofty; so lofty that the banners depending from the arched beams and girders away up there floated in a sort of twilight; there was a stone-railed gallery at each end, high up, with musicians in the one, and women, clothed in stunning colors, in the other. The floor was of big stone flags laid in black and white squares, rather battered by age and use, and needing repair. As to ornament, there wasn't any, strictly speaking; though on the walls hung some huge tapestries which were probably taxed as works of art; battle-pieces, they were, with horses shaped like those which children cut out of paper or create in gingerbread; with men on them in scale armor whose scales are represented by round holes—so that the man's coat looks as if it had been done with a biscuit-punch. There was a fireplace big enough to camp in; and its projecting sides and hood, of carved and pillared stonework, had the look of a cathedral door. Along the walls stood men-at-arms, . . . rigid as statues; and that is what they looked like.

15 In the middle of this . . . vaulted public square was an oaken table which they called the Table Round.

From A CONNECTICUT YANKEE IN KING ARTHUR'S COURT by Mark Twain—Public Domain

## 7. Part A

What is the relationship between the words **immense** and **lofty** as they are used in paragraph 14?

- Ⓐ They describe the importance of the people.
- Ⓑ They describe the significance of the event.
- Ⓒ They describe the elegance of the castle.
- Ⓓ They describe the size of the space.

## Part B

Which detail from paragraph 14 **best** supports the answer to Part A?

- Ⓐ “. . . yes, and full of loud contrasts.”
- Ⓑ “. . . depending from the arched beams and girders away up there floated in a sort of twilight . . .”
- Ⓒ “. . . women, clothed in stunning colors, in the other.”
- Ⓓ “. . . big stone flags laid in black and white squares, rather battered by age and use, and needing repair.”

## 8. Part A

How does the conversation with Clarence about the current year **most** affect the narrator's actions?

- Ⓐ It encourages the narrator to disregard what his sense tells him is true.
- Ⓑ It prompts the narrator to use his situation to his advantage.
- Ⓒ It causes the narrator to question the page further.
- Ⓓ It sends the narrator into a state of hopelessness.

## Part B

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

- Ⓐ "I felt a mournful sinking at the heart. . . ." (paragraph 6)
- Ⓑ "My reason straightway began to clamor; that was natural." (paragraph 7)
- Ⓒ "I made up my mind: . . . I would boss the whole country inside of three months. . . ." (paragraph 8)
- Ⓓ "'Very good; go on, tell me everything.'" (paragraph 11)



9. How do the differences in what the narrator knows and what Clarence knows create suspense within the passage? Circle the correct phrase in **each** box to complete the sentences.

Throughout the passage, the reader knows that the narrator is \_\_\_\_\_ ,

planning to escape  
from the future  
telling lies

but Clarence does not know this. This creates a feeling of \_\_\_\_\_

dread  
frustration  
tension

because the reader knows that the narrator is going to try to use his \_\_\_\_\_

advanced education  
time-traveling skills  
great strength

to his advantage.

## 10. Part A

How is the theme of staying calm and being patient in a crisis developed over the course of the passage?

- Ⓐ through the description Clarence provides of his master
- Ⓑ through the story Clarence tells about what is to come
- Ⓒ through the gratitude the narrator shows to the page
- Ⓓ through the details of the plan the narrator designs

## Part B

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

- Ⓐ "I didn't know how to go about satisfying it, because I knew that the testimony of men wouldn't serve." (paragraph 7)
- Ⓑ "So, if I could keep my anxiety and curiosity from eating the heart out of me for forty-eight hours, I should then find out for certain. . . ." (paragraph 7)
- Ⓒ "'What is the name of that apparition that brought me here?'" (paragraph 9)
- Ⓓ ". . . and would probably exaggerate the facts a little, but it wouldn't be good form for me to correct him . . ." (paragraph 12)

## 11. Part A

How does the setting help develop a central idea of the passage?

- Ⓐ The setting is during a historical era, which develops the central idea that the narrator has traveled back through time.
- Ⓑ The setting is during a unique event, which develops the central idea that the narrator is destined for greatness.
- Ⓒ The setting is in an underground jailhouse, which develops the central idea that the narrator is doomed.
- Ⓓ The setting is in a royal court, which develops the central idea that the narrator is an important person.

## Part B

Which evidence from the passage **best** supports the central idea identified in Part A?

- Ⓐ ““I shall never see my friends again—never, never again. They will not be born for more than thirteen hundred years yet.””  
(paragraph 6)
- Ⓑ “. . . in the due course of custom I would be flung into a dungeon and left there until my friends ransomed me—unless I chanced to rot, first.” (paragraph 12)
- Ⓒ “. . . Sir Kay would have me in and exhibit me before King Arthur and his illustrious knights seated at the Table Round. . . .”  
(paragraph 12)
- Ⓓ “Well, it was a curious kind of spectacle, and interesting.”  
(paragraph 14)

- 12.** Write **one** letter in each box to correctly show how events in the passage are similar to familiar literary events. Not all events will be used.

**Familiar Literary Events**

- A.  A character defeats an evil leader.
- B.  A character climbs to a position of power.
- C.  A character undertakes a heroic quest.
- D.  A character is thrust into a new world.
- E.  A character performs a noble feat.
- F.  A character finds someone to trust.

Events in Passage	Familiar Literary Events
The narrator travels back in time.	<input type="text"/>
The narrator makes a plan to use his superior knowledge.	<input type="text"/>
The narrator questions Clarence.	<input type="text"/>

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



# Colorado Measures of Academic Success



## **Grade 8**

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

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

Practice Resource for Students

ANSWER KEY: ITEM SET 1

Item Set 1 – Question 1 (Selected Response)

Part A

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

☐

A. superior in quality

☒

B. visually prevailing

☐

C. being specialized

☐

D. more authentic

Part B

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

☐

A. “. . . there was no blending of the colors.”

☐

B. “. . . had either green seeds or yellow seeds, and no greenish-yellow seeds.”

☐

C. “. . . there were no green seeds in the first generation . . .”

☒

D. “. . . yellow masked the presence of the green . . .”

Item Information		
Passages	Mendel’s Peas to Genetic Fingerprinting: Discovering Inheritance	
Part A Answer	B	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.3.a.i	Use context (for example: the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
P Value	0.287	

Item Set 1 – Question 2 (TEI Inline Choice)

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

The author mentions ear lobes to show how

some traits are inherited ▼.

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

Mendel's pea plants with yellow seeds ▼ and purple flowers ▼

display the same trait.

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

Item Set 1 – Question 3 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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



### Item Set 1 – Question 4 (TEI Drag and Drop)

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

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

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

Item Set 1 – Question 5 (Selected Response)

**Part A**

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

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

**Part B**

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

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

Item Information		
Passage	“In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence”	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.3.a.i	Use context (for example: the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
P Value	0.538	

Item Set 1 – Question 6 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

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

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

**Methods and Results**

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

supported the influence of environment over genetic dispositions

**Both Passages**

involved the observation of a person’s actions

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

quantified a scientific connection using statistics

yielded no significant connection between genes and test scores

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

*Item Set 1 – Question 8 (Constructed Response)*

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

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

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 40 for additional item information.**

Item Set 1 – Question 9 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

Item Set 1 – Question 10 (Selected Response)

**Part A**

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

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

**Part B**

Which detail supports the answer to Part A?

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

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

Item Set 1 – Question 11 (Selected Response)

**Part A**

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

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

**Part B**

Which sentence supports the answer to Part A?

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

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



*Item Set 1 – Question 12 (TEI Multiple Select)*

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

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

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

## ANSWER KEY: ITEM SET 2

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

#### Part A

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

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

#### Part B

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

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

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

Item Set 2 – Question 2 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

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

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

Central Ideas	Evidence
<p>According to John Orloff, the movie <i>Anonymous</i> has much in common with Shakespeare's plays.</p> <p>According to John Orloff, people are upset about the movie <i>Anonymous</i> because they want to protect Shakespeare's legacy.</p>	<p>“I was very tenuous at first and unconvinced, as many people are.” (paragraph 4)</p> <p>“... I guess because it glorified Shakespeare rather than not glorifying him.” (paragraph 10)</p> <p>“Ultimately, Shakespeare himself was our guide.” (paragraph 12)</p>
Central Idea	Supporting Evidence
<p>According to John Orloff, his interest in the authorship debate about Shakespeare's plays led to the movie <i>Anonymous</i>.</p>	<p>“The Shakespearean authorship question has been a 20-year obsession. . . .” (paragraph 1)</p> <p>“... two-decade quest of researching and writing about it comes to an end with today's theatrical release . . .” (paragraph 1)</p>

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

Item Set 2 – Question 4 (Selected Response)

**Part A**

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

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

**Part B**

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

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

Item Information		
Passage	Who Wrote Shakespeare’s Plays? Debate Goes On.	
Part A Answer	A	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.3.a.i	Use context (for example: the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
P Value	0.331	

Item Set 2 – Question 5 (Selected Response, Multiple Select)

**Part A**

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

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

**Part B**

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

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

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

Item Set 2 – Question 6 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

Item Set 2 – Question 7 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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



Item Set 2 – Question 8 (TEI Drag and Drop)

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

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

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

Disagreement

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

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

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

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

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

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

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 40 for additional item information.**

Item Set 2 – Question 10 (Selected Response)

**Part A**

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

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

**Part B**

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

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

Item Information		
Passage	Trouble Sleeping? Go Camping	
Part A Answer	D	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.2.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
P Value	0.539	

Item Set 2 – Question 11 (TEI Multiple Select)

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

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

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

Item Set 2 – Question 12 (Selected Response)

**Part A**

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

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

**Part B**

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

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

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

Item Set 2 – Question 13 (TEI Drag and Drop)

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

to explain why the nature of light changes during the day

to show that not all scientific studies work out the way researchers expect

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

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

## ANSWER KEY: ITEM SET 3

### Item Set 3 – Question 1 (Selected Response)

#### Part A

In the passage from “Gilray’s Flower-Pot,” what do the narrator’s actions in paragraph 2 **best** reveal about the narrator’s character?

- ☐ A. The narrator is an unreliable person who regrets what he did.
- ☒ B. The narrator is a likable person but is easily distracted.
- ☐ C. The narrator is a respectable person but acts conceited.
- ☐ D. The narrator is an intelligent person and open to change.

#### Part B

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

- ☐ A. “. . . not at all in a proper condition for watering flower-pots.”
- ☐ B. “. . . could I have been expected to give up my friends . . . ?”
- ☐ C. “. . . pass the hours communing with great minds . . .”
- ☒ D. “I said to myself that I would go when I had finished. . . .”

Item Information		
Passage	Gilray’s Flower-Pot	
Part A Answer	B	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.a.iii	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
P Value	0.342	

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

Choose **three** sentences that create the **best** summary of the passage from "Gilray's Flower-Pot." Move them into the correct order.

The narrator receives letters and post-cards from Gilray, who is checking on the plant.

The narrator enjoys visiting with friends and reading novels in the evening.

1.

The narrator is tasked with watering Gilray's plant while he is out of town.

2.

The narrator remembers the plant while doing other tasks and then forgets to water it.

3.

The narrator decides to water the plant one day before Gilray returns and finds that it has died.

Item Information		
Passage	Gilray's Flower-Pot	
Answer	See Image	
Colorado Academic Standards (CAS)	8.2.1.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Evidence Outcome		
P Value	0.676	



Item Set 3 – Question 3 (Selected Response)

**Part A**

What does the word **futile** mean as it is used in line 17 of the poem "See It Through"?

- ☐ A. abnormal
- ☐ B. dissatisfied
- ☐ C. imperfect
- ☒ D. pointless

**Part B**

Which detail from the poem is an example of the answer to Part A?

- ☐ A. "Do the best that you can do," (line 6)
- ☐ B. "You may fail, but you may conquer," (line 7)
- ☒ C. "Running from it will not save you," (line 15)
- ☐ D. "But remember you are facing" (line 19)

Item Information		
Passage	See It Through	
Part A Answer	D	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
P Value	0.531	

Item Set 3 – Question 4 (Selected Response)

**Part A**

Which sentence **best** describes the theme of the poem “See It Through”?

- ☒ A. Stay determined even when faced with difficulties.
- ☐ B. There is a benefit to staying in good shape.
- ☐ C. Self-awareness will lead to great success.
- ☐ D. Being unsuccessful is a natural part of life.

**Part B**

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

- ☐ A. “Keep yourself in fighting trim.” (line 12)
- ☐ B. “Spite of all that you can do,” (line 14)
- ☐ C. “Just what other men have met.” (line 20)
- ☒ D. “You may fail, but fall still fighting;” (line 21)

Item Information		
Passage	See It Through	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
P Value	0.793	

*Item Set 3 – Question 5 (TEI Multiple Select)*

Compare the structure of the passage from “Gilray’s Flower-Pot” and the structure of the poem “See It Through.” Select one structure in each row.

Structure	from “Gilray’s Flower-Pot”	See It Through	Both
uses figurative language	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
contains a specific setting	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
has a theme related to helping	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
lists general advice for various life situations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**Item Information**

Passages	Gilray’s Flower-Pot and See It Through	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.b.ii	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
P Value	0.463	

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

You have read the passage from “Gilray’s Flower-Pot” and the poem “See It Through.” Describe how a character in the passage from “Gilray’s Flower-Pot” and the speaker from the poem “See It Through” demonstrate personal responsibility. Use details and examples from both texts to support your response.

**See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 40 for additional item information.**

Item Set 3 – Question 7 (Selected Response)

**Part A**

What is the relationship between the words **immense** and **lofty** as they are used in paragraph 14?

- ☐ A. They describe the importance of the people.
- ☐ B. They describe the significance of the event.
- ☐ C. They describe the elegance of the castle.
- ☒ D. They describe the size of the space.

**Part B**

Which detail from paragraph 14 **best** supports the answer to Part A?

- ☐ A. "... yes, and full of loud contrasts."
- ☒ B. "... depending from the arched beams and girders away up there floated in a sort of twilight ..."
- ☐ C. "... women, clothed in stunning colors, in the other."
- ☐ D. "... big stone flags laid in black and white squares, rather battered by age and use, and needing repair."

Item Information		
Passage	A Connecticut Yankee in King Arthur's Court	
Part A Answer	D	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.3.b.ii	Use the relationship between particular words to better understand each of the words.
P Value	0.231	

Item Set 3 – Question 8 (Selected Response)

**Part A**

How does the conversation with Clarence about the current year **most** affect the narrator's actions?

- ☐ A. It encourages the narrator to disregard what his sense tells him is true.
- ☒ B. It prompts the narrator to use his situation to his advantage.
- ☐ C. It causes the narrator to question the page further.
- ☐ D. It sends the narrator into a state of hopelessness.

**Part B**

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

- ☐ A. "I felt a mournful sinking at the heart. . . ." (paragraph 6)
- ☐ B. "My reason straightway began to clamor; that was natural." (paragraph 7)
- ☒ C. "I made up my mind: . . . I would boss the whole country inside of three months. . . ." (paragraph 8)
- ☐ D. "Very good; go on, tell me everything." (paragraph 11)

Item Information		
Passage	A Connecticut Yankee in King Arthur's Court	
Part A Answer	B	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.a.iii	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
P Value	0.357	

Item Set 3 – Question 9 (TEI Inline Choice)

How do the differences in what the narrator knows and what Clarence knows create suspense within the passage? Use the drop-down menus to correctly complete the sentences.

Throughout the passage, the reader knows that the narrator is

from the future



, but Clarence does not know this. This creates

a feeling of

tension



because the reader knows that the narrator

is going to try to use his

advanced education



to his advantage.

Item Information		
Passage	A Connecticut Yankee in King Arthur's Court	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.b.iii	Analyze how differences in the points of view of the characters and the audience or reader (for example: created through the use of dramatic irony) create such effects as suspense or humor.
P Value	0.488	

Item Set 3 – Question 10 (Selected Response)

**Part A**

How is the theme of staying calm and being patient in a crisis developed over the course of the passage?

- ☐ A. through the description Clarence provides of his master
- ☐ B. through the story Clarence tells about what is to come
- ☐ C. through the gratitude the narrator shows to the page
- ☒ D. through the details of the plan the narrator designs

**Part B**

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

- ☐ A. "I didn't know how to go about satisfying it, because I knew that the testimony of men wouldn't serve." (paragraph 7)
- ☒ B. "So, if I could keep my anxiety and curiosity from eating the heart out of me for forty-eight hours, I should then find out for certain. . . ." (paragraph 7)
- ☐ C. "What is the name of that apparition that brought me here?" (paragraph 9)
- ☐ D. ". . . and would probably exaggerate the facts a little, but it wouldn't be good form for me to correct him . . ." (paragraph 12)

Item Information		
Passage	A Connecticut Yankee in King Arthur's Court	
Part A Answer	D	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
P Value	0.271	

Item Set 3 – Question 11 (Selected Response)

**Part A**

How does the setting help develop a central idea of the passage?

- ☒ A. The setting is during a historical era, which develops the central idea that the narrator has traveled back through time.
- ☐ B. The setting is during a unique event, which develops the central idea that the narrator is destined for greatness.
- ☐ C. The setting is in an underground jailhouse, which develops the central idea that the narrator is doomed.
- ☐ D. The setting is in a royal court, which develops the central idea that the narrator is an important person.

**Part B**

Which evidence from the passage **best** supports the central idea identified in Part A?

- ☒ A. "I shall never see my friends again—never, never again. They will not be born for more than thirteen hundred years yet." (paragraph 6)
- ☐ B. "... in the due course of custom I would be flung into a dungeon and left there until my friends ransomed me—unless I chanced to rot, first." (paragraph 12)
- ☐ C. "... Sir Kay would have me in and exhibit me before King Arthur and his illustrious knights seated at the Table Round. ... ." (paragraph 12)
- ☐ D. "Well, it was a curious kind of spectacle, and interesting." (paragraph 14)

Item Information		
Passage	A Connecticut Yankee in King Arthur's Court	
Part A Answer	A	
Part B Answer	A	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
P Value	0.532	



Item Set 3 – Question 12 (TEI Drag and Drop)

Show how events in the passage are similar to familiar literary events. Move events into the correct locations in the chart. Not all events will be used.

Familiar Literary Events

A character defeats an evil leader.

A character undertakes a heroic quest.

A character performs a noble feat.

Events in Passage	Familiar Literary Events
The narrator travels back in time.	A character is thrust into a new world.
The narrator makes a plan to use his superior knowledge.	A character climbs to a position of power.
The narrator questions Clarence.	A character finds someone to trust.

Item Information		
Passage	A Connecticut Yankee in King Arthur’s Court	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.c.ii	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
P Value	0.396	

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 maybe 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.

## Sample Responses & Annotations - ITEM SET 1

### Item Set 1 – Question 8 (Constructed Response)

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

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

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

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

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

**Anchor Paper 2 – Score Point 4**

Sample  
Student  
Response:

We're discovering more and more about genetics every day, but the more we research it, the more confusing or complicated it becomes. That's why we need every form of research we can use to discover more about how life here on Earth works. Take "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" by Anne Underwood and "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence" by Carl Zimmer; two passages with two different studies about how both genetics and our environment affect our environment. Each one uses a widely differing method for studying genetics and behavior, yet they both provide groundbreaking results.

"Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" by Anne Underwood begins by taking us through the early life of a girl named Marjorie in 1997. She was described blatantly as "so painfully shy that she wouldn't talk to or look at a stranger." (paragraph 1) Our research of genetics up to that point would dictate she would be destined to be completely reserved her entire life, but that proved to be far from the truth. Jerome Kagan, a Harvard professor, examined how Marjorie developed in the next few years, and found that as she went into school and started to take classes, she grew more confident and social. This finding; that "genetics and environment work together to determine personality" (paragraph 2); completely turned the tables for our knowledge on genetics. It also weakened Gregor Mendel's prior research on the discovery of genetics. "[T]hey turn[ed] out to be an inferior model for analyzing something as complex as the brain. Genes control the brain's neurotransmitters and receptors, which deliver and accept mental messages like so many cars headed for their assigned parking spaces. But there are billions of roads to each parking lot, and those paths are highly susceptible to environmental factors." (paragraph 3)

"In 'Enormous Success,' Scientists tie 52 Genes to Human Intelligence". This passage, by Carl Zimmer in 2017, is exceptional at displaying just how difficult discovering genetics can be, and it took a dozen years to find just 52 genes linked to intelligence. Scientists believe there must be thousands playing a part. "[E]ach variant raises or lowers I.Q. by only a small fraction of a point." Scientists discovered these genes by producing insanely large test-group studies, and merging data from 13 different previous studies to find a correlation between 52 specific genetics and intelligence. Make scientists, including Dr. Posthuma, was doubtful any tests would prove anything. Yet, miraculously, a study in the past few years turned up some amazing new results. It was a miracle that we were able to find full-proof evidence after so many failed tests, and it was insanely difficult. However, with growing technology and wider communication, this process can only become easier.

Both of these tests; observing unique individuals and testing masses; yield stellar results. It can draw unknown ties between genetics and behavior, or discover that there isn't as much tie between genetics and behavior as we believe. Every day, our knowledge of genetics grows more complicated, but with better technology, we're beginning to be able to learn more about our lives. We know now that behavior is directly linked to both genetics and our experiences, but that's almost the extent of our knowledge. We're learning more every day, and we use unique experiments to do so!

Annotation  
for Sample  
Student  
Response:

The response demonstrates full comprehension of the two passages and develops its thesis from its introductory paragraph, (*Each one uses a widely differing method for studying genetics and behavior, yet both provide groundbreaking results.*) For both passages there is text- based evidence and explanation to support that claim.

The analysis provided for the first passage is accurate (*This finding ... completely turned the tables for our knowledge on genetics. It also weakened Gregor Mendel's prior research on the discovery of genetics.*), The analysis for the second passage is less effective, but does focus on the experiments used(*This passage by Carl Zimmer in 2017, is exceptional at displaying just how difficult discovering genetics can be.*) However, the concluding paragraph ties into purpose of the prompt with its overall analysis. The response is well organized, with a strong introductory paragraph and concluding paragraph and uses a style appropriate to a research analysis task.

**Anchor Paper 3 – Score Point 3**

Sample Student Response:	<p>In the passages "Shyness, Sadness, Curiosity, Joy. Is it Nature or Nurture?" and "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence" both include experiments and studies to prove or disprove the on going argument of nature, or nurture. However, the ways in which the passages state their sides of the argument tend to differ.</p> <p>To start, in "Shyness, Sadness, Curiosity, Joy. Is it Nature or Nurture?" the author clearly believed that nurture had something to do with behavior, more so than genetics did. In this passage, the idea of nurture over nature was expressed by using a real life example of a girl, Marjorie, who is two years old, and suffers with shyness. Many thought that this characteristic was genetic, however after a few ballet classes, and going to school, Marjorie turned into a more "bubbly" girl, as the author described. In paragraph 1 the author states, "When she started school, she gained confidence from ballet classes and her good grades, and she began to make friends. Her parents even coaxed her into taking horseback-riding lessons. Marjorie may have been born shy, but she has grown into a bubbly second grader." This therefore proves that even though Marjorie was born shy, does not mean that she can not be taught to become quite the opposite by fighting the genetics she portrays in her DNA. The experiment that occurred to prove this was a real life test, where a little girl who was very shy, soon turned into a outgoing person, due to proper nurture.</p> <p>However, on the other hand, in the passage "In 'Enormous Success.' Scientists Tie 52 Genes to Human Intelligence" the author is swaying towards a different message, that nature may overpower nurture. As multiple tests took play in this experiment, the study of mental ability team had found that 52 genes linked to intelligence in about 80,000 people. This means that intelligent people have 52 genetic based DNA that can help in one's intelligence. Some tests were taken that include competing activity such as, imagining an object rotating, pinking out a shape to complete a certain figure, and pressing a button as fast as possible when a certain word appears. In paragraph 19, the author includes, "But in the past couple of years, larger studies relying on new statistical methods have finally produced compelling evidence that particular genes really are involved in shaping human intelligence." This is stating that genetics do play a role in the way that someone is conducted, in this case intelligence. The experiment that proved nature over nurture was a test on several different people, that tested their intelligence levels, and then recorded the genes of those we "passed" the test.</p> <p>Overall, both passages and experiments that were conducted provided an extreme amount of evidence as to why nature may over power nurture, or nurture may over power nature. However either way, both of the experiments held were backed up with many facts, and evidence that made both passages believable and strong.</p>
Annotation for Sample Student Response:	<p>The response demonstrates comprehension of the passages and has a mostly accurate analysis of how the experiments discussed in each passage helped each author's purpose <i>"to prove or disprove an ongoing argument of nature or nurture."</i> This is done by establishing which side of argument the authors are, describing the experiment(s) discussed in the passage, including a text quote about the results, and then providing some analysis of what that the results mean and what the experiment helped prove. This is an example of mostly effective development of the topic with mostly accurate analysis. The response is mostly organized, clear, and coherent.</p>

**Anchor Paper 4 – Score Point 3**

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

Anchor Paper 5 – Score Point 2	
Sample Student Response:	<p>In "Shyness, Sadness, Joy. Is It Nature or Nurture?" and "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence," The authors purpose is to show how genetics can affect you.</p> <p>In "Shyness, Sadness, Joy. Is It Nature or Nurture?" by Anne Underwood her purpose is to show how genetics affect you but cannot determine who you are. This is shown in the text when it says, "But as Kagan continued to examine her over the years, Marjorie's temperament changed." This shows how her genes made her shy but then once you get to know her she isn't so shy. Showing that the genes she has does not overall affect her making her shy. Also in the passage it says, "Marjorie may have been born shy, but she has grown into a bubbly second grader." This evidence shows how after she gains confidence she is able to change into an outgoing person instead of having her genes dictate her.</p> <p>In "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence," by, Carl Zimmer his purpose is to show the reader genes can affect your intelligence. This is shown when he writes, "These genes do not determine intelligence," This shows the reader that genes do not determine your intelligence they only affect it. Also it shows that you have the choice to explore your own intelligence. Also Zimmer writes, "To her surprise, 52 genes emerged with firm links to intelligence. A</p>



	dozen had turned up in earlier studies, but 40 were entirely new." This shows that there are many genes that affect your intelligence but they do not make you smart or dumb.
Annotation for Sample Student Response:	<p>The response demonstrates basic comprehension of the purpose of both passages and provides a somewhat accurate analysis of how the information about the experiments helps support that purpose.</p> <p>For each passage the purpose is identified, text evidence is provided, and some explanation is given for what that evidence shows. The connections between the quotes and explanation are not always fully developed, and sometimes basically repeat what was in the quote; but overall, they are generally accurate. The response demonstrates some organization with somewhat coherent writing.</p>

### Anchor Paper 6 – Score Point 2

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

### Anchor Paper 7 – Score Point 2

Sample Student Response:	<p>The author's purposes for both passages "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and "In Enormous Success, Scientists Tie 52 Genes to Human intelligence" is test whether genes had something do with human actions and intelligence.</p> <p>The passage "Shyness, Sadness, Curiosity, joy. Is It Nature or Nurture?" states, "In the last few years scientists have identified genes that appear to predict all sorts of emotional behavior, from happiness to aggressiveness to risk-taking." This quote shows that the one of the author's purpose in the passage was to explain how genes can control human emotions/actions.</p> <p>The passage "In Enormous Success, Scientists Tie 52 Genes to Human Intelligence" states, "In a significant advance in the study of mental ability, a team of European and American scientists announced... that they had identified 52 genes linked to intelligence in nearly 80,000 people." This quote shows that one of the author's purpose in the passage was to explain how genes could be connected with human intelligence.</p> <p>Furthermore, the authors purposes in the passages "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and "In Enormous Success, Scientists Tie 52 Genes to human Intelligence" was to explain genes can have something to do with human emotions/actions and human intelligence.</p>
Annotation for Sample	<p>This response demonstrates basic comprehension of ideas in the passages and prompt. The purposes of the authors of the passages is identified (<i>test whether genes had something to do with the humans</i></p>

Student Response:	<i>actions and intelligence</i> ) For each passage there is a quote from the passage followed by an explanation of how this quote demonstrates one of the stated purposes. No further development of the topic is provided. This is an example of generally accurate analysis with some development.
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<b>Anchor Paper 8 – Score Point 1</b>	
Sample Student Response:	The author's purpose in the passage " Shyness,Sadness, Curiosity,Joy. Is it Nature or Nurture" was to persuade the reader to think/realize most genes can affect you're actions. The purpose in the passage" In Enormus Sucess', Scientists tie 52 Genes to Human Intelligence" as to Persuade the reader to think genes don't influence intelligence.
Annotation for Sample Student Response:	The response shows limited comprehension of the ideas contained in the two passages. A statement of author's purpose is given for both passages, but no text-based evidence or explanation is provided. This is sufficient to show limited appropriateness to the task.

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

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

<b>Anchor Paper 11 – Score Point 0</b>	
Sample Student Response:	<p>The author has many different purposes in preforming this article and also to change people's lives in how society feels about knowledge.</p> <p>People in society have had different thoughts about how pleople think and if it has to do with brain cells and genes or with just how different people have different ways of soaking up knowledge and taking it in. Many people have different ways of studying and test strategies.</p> <p>Secondly, scientists have made desicions on how to study different topics to see what the mos common way for students to learn is whether it's private schooling, home schooling, or public schooling.</p>

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

Item Set 2 – Question 9 (Constructed Response)

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

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

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

Anchor Paper 1 – Score Point 4

Sample Student Response:	<p>The Shakespeare authorship issue is extremely important to the authors of the text, each author utilizes evidence from the time of Shakespeare to support their claims.</p> <p>In a passage from <i>William Shakespeare: Playwright &amp; Poet</i> by Emma Carlson Berne, Berne demonstrates how important the Shakespeare authorship issue is by describing how in depth the work done on him has been, and supports her claims about Shakespeare by pointing out a lack of evidence. Berne begins this passage by pointing out a lack of knowledge about Shakespeare but writes, however, that "great, thick biographies have been written about the poet for centuries." This demonstrates the importance of Shakespeare and the authorship debate to the author. She uses diction with words like "great" and "thick" to demonstrate the expansive and important knowledge gathered on Shakespeare and this debate. This large expanse of work alone demonstrates how important this issue is. Berne uses lack of knowledge to support a claim about Shakespeare not being the author when she writes that, "This lack of documentation has led some scholars to argue that there is little or no proof that Shakespeare wrote the works attributed to him." Here Berne focuses on a lack of knowledge about Shakespeare to support a claim. By focusing on this lack she demonstrates the possibility that Shakespeare did not write his plays.</p> <p>In a passage from "The Screenwriter for <i>Anonymous</i> Defends His Controversial Movie" by Robert Levin, Levin demonstrates the severity of the level of importance of the Shakespeare issue, he then further supports his opinion by alluding to famous and respected authors with the same opinion. John Orloff is a researcher and writer who has been studying this topic. He was a part of the controversial movie <i>Anonymous</i>, a film centered around the theory that Shakespeare did not write his plays. Levin demonstrates the importance of the Shakespeare authorship issue when Levin writes, "The Shakespearean authorship question has been a 20-year obsession for screenwriter John Orloff." Here the authorship uses diction to demonstrate how the issue is of the utmost importance to Orloff. The uses of words such as "obsession" combines with the time frame of 20 years to demonstrate the extreme importance of this issue to the authors. Orloff supports his theory about the debate when using the author Mark Twain as an example. He writes, "Mark Twain could never have written about the Mississippi had he not been a Mississippi</p>
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	<p>riverboat pilot.... I happen to believe that Shakespeare didn't have the life to draw from to write about court intrigue," Here he juxtaposes Mark Twain's experiences and Shakespeare's to support his opinion. By contrasting Twain experience with what he wrote about to Shakespeare's lack there of he demonstrates how Shakespeare may not have been the author.</p> <p>In a passage from <u>Who Wrote Shakespeare's Plays? Debate Goes on</u> by Renee Montagne, Montagne demonstrates how important the issue is by showing how redound authors debate on the issue, she the supports her claim by pointing evidence directly from Shakespeare. Montagne writes about how the redound author Mark Twain wrote on this. She summarizes his writing as "Mark Twain Wasn't Buying It". This demonstrates the importance of the issue. Not only does this allude to how long the debate has been going on but also demonstrates how it is so important even the most redound engage in it. She then proceeds to support a claim by writing about evidence directly from the hand of Shakespeare proves he wrote it. she writes that the "name William Shakespeare appeared on some of the plays published during his lifetime." Here by demonstrating how there is documented proof of Shakespeare being the author of the works attributed to him.</p> <p>Overall, the issue of Shakespearean authorship is of the utmost importance and is demonstrated by the mass amount of work done on it, the obsession over it, and the time in which the debate has gone on. Authors support there claims on whether Shakespeare authored his own works by alluding to famous authors and direct evidence from Shakespeare.</p>
Annotation for Sample Student Response:	<p>Full comprehension is demonstrated through the accurate analysis of both how the authors use evidence to support their claims as well as show the Shakespeare authorship issue is important to them. For each passage there is a comprehensive evaluation of how the author used evidence which is done through relevant text-based details, clear reasoning, and accurate analysis (<i>She uses diction with words like "great" and "thick... Here he juxtaposes Mark Twain's experiences and Shakespeare's to support his opinion... She then proceeds to support a claim by writing about evidence directly from the hand of Shakespeare proves he wrote it.</i>). Included in the discussion of each is how this evidence demonstrates the importance of the issue to that author. The effective organization and use of language result in clear coherent writing and is consistently appropriate to the task.</p>

#### Anchor Paper 2 – Score Point 4

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

### Anchor Paper 3 – Score Point 3

Sample Student Response:	<p>The issue of the Shakespeare authorship is of great importance to the writers of <i>William Shakespeare: Playwright &amp; Poet</i>, "The Screenwriter for Anonymous Defends His Controversial Movie", and "Who Wrote Shakespeare's Plays? Debate Goes On". The authorship is important to them because they believe that William Shakespeare couldn't have written the extraordinary plays and sonnets he was so thought to have written. These authors portray the importance through different ways.</p> <p>In the first article <i>William Shakespeare: Playwright &amp; Poet</i> that author shows the reader how important the authorship of Shakespeare is by giving theories on different ideas people have about who could've written Shakespeare's plays. For example in the text it reads, "Other scholars have suggested a variety of people who might actually be the author of Shakespeare's work: the playwright and poet Christopher Marlowe, the philosopher Francis Bacon, and a playwright, poet, and earl named Edward de Vere." This quote is showing that the people have different ideas about who other than Shakespeare could've written the plays. In conclusion the author shows the reader how important the authorship of Shakespeare is by giving different theories on who might've written the plays.</p> <p>In the second article "The Screenwriter for Anonymous Defends His Controversial Movie" the author shows the readers how the important the authorship of Shakespeare is by speaking with screenwriter John Orloff who believes Shakespeare isn't the writer of the plays. For example in the text it reads, "...One has to make the leap that this young man from Stratford-upon-Avon, brilliant</p>
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	<p>though he may have been, would have had [to have had] one heck of an education to write these things." . in this quote it shows how the screenwriter doesn't believe Shakespeare could've written the plays because of his lack of education. In conclusion the author demonstrates the importance of the authorship of Shakespeare by speaking with a screenwriter who, because of his disbelief, made a film on how Shakespeare was not the writer of the famous plays.</p> <p>In the final article, "Who Wrote Shakespeare's Plays? Debate Goes On", the author shows the readers the importance of the authorship of Shakespeare by having different opinions brought into the article to provide insight to the different ways the debate could go. For example, in the text it reads, "'Like most scholars, I think it's reasonably clear that the man from Stratford wrote the plays.'" In this the quote explains how Stephen Greenblatt believes Shakespeare wrote the plays. Adding on in the same text it reads, "we Would certainly have to be able to support how he learned his languages, how he received his education, how he gained his exposure to the lifestyle of the rich and famous, how he had access to the court...We cannot support any of that for Shakespeare." In this quote it's explaining how this person believes Shakespeare wouldn't have had the knowledge to be able to write the plays he was thought to write. In conclusion, the author shows how important the authorship of Shakespeare is by having people give their different opinions on the topic.</p> <p>Overall the three authors show the importance of the authorship of Shakespeare by giving different opinions throughout each article.</p>
Annotation for Sample Student Response:	<p>The response provides mostly accurate analysis of how the Shakespeare authorship issue is important to the three authors. The mostly effective development of the topic for each passage includes a statement of the type of evidence included in the passage, a cited statement from the passage as support, an explanation of what the quote is saying, and then a statement of analysis of how that shows the importance of the topic to the author. There is some repetition in the information provided, but it is mostly effective. This approach is appropriate to the task, and the organization and use of the language result in mostly clear and coherent response.</p>

#### Anchor Paper 4 – Score Point 3

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

### Anchor Paper 5 – Score Point 2

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



**Anchor Paper 6 – Score Point 2**

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

**Anchor Paper 7 – Score Point 2**

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

Response:	authorship issue ( <i>appears to assume that Shakespeare did write everything... immediately assumes Shakespeare did not write everything ... takes a far more neutral approach</i> ). For each passage, there is some development through a statement of that opinion, what kind of evidence was used and then relevant text evidence support, but no further explanation is provided. The importance of the issue to the authors is not addressed. There is some organization with somewhat coherent writing.
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### Anchor Paper 8 – Score Point 1

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

### Anchor Paper 9 – Score Point 1

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

### Anchor Paper 10 – Score Point 1

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

#### Anchor Paper 11 – Score Point 0

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

#### Anchor Paper 12 – Score Point 0

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

Item Set 3 – Question 6 (Constructed Response)

You have read the passage from "Gilray's Flower-Pot" and the poem "See It Through." Describe how a character in the passage from "Gilray's Flower-Pot" and the speaker from the poem "See It Through" demonstrate personal responsibility. Use details and examples from both texts to support your response.

Item Information		
Passages	Gilray's Flower-Pot and See It Through	
Answer	See Sample Student Responses and Annotations	
Colorado Academic Standards (CAS) Evidence Outcome	8.2.1.c.ii	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

**Anchor Paper 1 – Score Point 4**

Sample Student Response:	<p>In both the passage, "Gilray's Flower-Pot" and the poem, "See It Through", the characters demonstrate the impact of personal responsibility (or lack thereof). Although both of the characters had good intentions, the outcome of these good intentions proved to be anything but similar. Even if the intention is good, without a sense of personal responsibility the efforts to succeed are in vain.</p> <p>In Gilray's Flower Pot, the character is given the responsibility of watering a flower pot while his friend Gilray is away. The character had good intention to do it, but was easily distracted. He also lacked personal responsibility, and tended to make excuses or blame others for his actions. In the passage, the character states, "One thing or another, however, came in the way." (Barrie 2). His good intentions to water the plant ended up in his failure because he lacked personal responsibility and easily made excuses. He states that watering the plant, "...has escaped my memory. This may have been weakness; all I know is that I should have saved myself much annoyance if I had risen and watered the chrysanthemum there and then." (Barrie 2). This is one of the rare moments within the passage in which he shows regret towards what he had done. The main character in the passage didn't realize that it would have helped him greatly to just take a minute each day to water the plant, as he promised. Instead he wrote to Gilray, "I had just been watering his chrysanthemum" and "Chrysanthemum all right" even though he hadn't been doing so. (Barrie 3). These lies only dug him into a deeper hole. Once it became closer to Gilray's return, he tried to cover up his mistake instead of taking accountability for it and admitting he hadn't done what he was responsible for. He said, "It was my last chance. If I watered it once I should be in a position to state that, whatever condition it may be in, I had certainly been watering it." (Barrie 5). The mindset that he was in was that he didn't really have to water the plant, even though he had told Gilray he had been doing it. Later, his neighbor told him the unfortunate outcome of his lack of responsibility. "He coolly told me that the plant was dead, and had been flung out days ago." (Barrie 5). This shows the impact of his lack of personal responsibility. If he could have done what he had promised or even admitted to his mistake, he wouldn't be in such a dilemma that he was in now.</p> <p>The character in Gilray's flower pot would have greatly benefited from the poem, "See It Through" by Edgar A. Guest. The title itself, "See It Through" supports the message of each verse. It preaches hope when it says, "You may fail, but you may conquer." (Guest 7). This displays that the speaker believes in taking risks, you have to try even though you may fail because there is hope you can succeed. The speaker in the poem talks about difficult times and how they may seem hopeless and grim, but how</p>
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	<p>you must finish what you start. This also reveals the strong, overlying theme of personal responsibility, also shown in the title. It shows how when you have personal responsibility, great things can emerge. This is a very different ending from the other passage because it supports a good intention with accountability. It demonstrates how both are needed for success. "But remember you are facing just what other men have met.", the passage says, urging a sense of possibility on the impossible. (Guest 20-21). It also says, "You may fail, but fall still fighting" and, "do the best what you can do". This displays a deeper connection to having personal responsibility in showing that if you are doing your best and trying your most, you cannot lack personal responsibility and you will have a hope of succeeding. The overarching theme of this piece was that personal responsibility can be demonstrated through accountability, willpower, resilience, and determination.</p> <p>"Gilray's Flower-Pot" and "See It Through" both have similar messages regarding personal responsibility, despite possessing vastly different plots and various methods of conveying the message. Both illustrate that good intention must be backed by personal responsibility to have the impact desired.</p>
Annotation for Sample Student Response:	<p>This response demonstrates full comprehension of the two passages and fully addresses the prompt through a comprehensive description of how the character and narrator demonstrate <i>"the impact of personal responsibility (or lack thereof). The idea that "Even if the intention is good, without a sense of personal responsibility the efforts to succeed are in vain,"</i> is effectively developed through the discussion of both passages.</p> <p>The character is "Gilray's Flower-Pot" is identified as as having good intentions but no personal responsibility. This topic is effectively developed through a comprehensive description of the the situation and experience of the character, which is analyzed through the use of relevant text evidence and clear reasoning to demonstrate how he consistently chose not to be responsible, which resulted in a dilemma that could have been avoided.</p> <p>The discussion of the poem "See It Through" effectitvely continues the topic by stating <i>"The character n Gilray's flower pot would have greatly beenfited from the poem, "See it Through."</i> The topic is then continues to be developed as different lines of the poem are accurately analyzed to discuss how the poem <i>"supports good intention with accountability."</i> The analysis of the poem shows that <i>"you cannot lack personal responsiblity is you have hope of succeeding."</i> The response is effectively organized with clear and coherent writing, which is consistently appropriate to the task.</p>

Anchor Paper 2 – Score Point 4	
Sample Student Response:	<p>Both characters from "See It through, and from "Gilray's Flower Pot" demonstrate some kind of personal responsibility. One being responsible and the other not at all.</p> <p>More over, in this case the narrator in "Gilray's Flower Pot" clearly show us that he's a very irresponsible person. Throughout the story we come to find out that Gilray, the narrator's friend left him in charge of a plant called "chrysanthemum". Clearly he wasn't responsible enough to consistently water a plant, and like all plants with no water plants eventually en up dying off. In source, (Gilray's Flower Pot, paragraph 4) its states, " I was several times awakened in the watches of the night by a haunting consciousness that I had forgotten to water Gilray's flower-pot." In this piece of evidence it clearly demonstrates, how irresponsible the narrator was. He knew that he needed to water that plant but his lazyness didn't help too much. Myabe if he wouldv'e forgotten once or twice it wouldn't be as bad, but he knew what he had to do, and still let time go on without watering the plant. Another piece of evidence that helps me prove that the narratator is an irresponsible person is on the same source (paragraph 5) it states, "There was no Flower-pot! I rang the bell. Mr. Gilray's chysanthemum! I cried . What do you think William John said ? He croolly told me that the plant was dead, and had been flung out days ago." This clearly shows us that, if you leave eveything at the last minute things mght not go as planned. We see how the narrator would remember about the plant throughout the story but</p>

	<p>would still ignore the fact that he had to water it. He decided to water the plant at the very last minute which as we see, he can't get too because the plant ends up dying because of lack of water.</p> <p>Additionally we see in "See It Through" a poem that overall brings a really positive environment. The poem talks about never giving up and topics of that sort. Now with this source we get an idea that the character in this poem is very responsible and positive person. the source states, "Do the best you can do; You may fail, but you may conquer." this piece of evidence brings to mind, the thought of someone that is trying hard to follow whatever he's meant to do with his life. Which somehow connects with being responsible, because being responsible always opens more opportunity's, in a way that benefits yourself. Another piece of evidence that follows up with the character being responsible is, "Don't give up, whatever you do; Eyes front, head high to finish." This piece of evidence somehow seems to show responsibility, I mean continuing to do what you think is best for you shows some kind of personal responsibility. If you let yourself get caught up with other than what you really want and dream of, than it shows the lack of responsibility you carry.</p> <p>The character from both story's have shown differences towards responsibility. We see how one character seems to know exactly what he wants while the other character overall just lacks on what the definition of responsibility is.</p>
Annotation for Sample Student Response:	<p>This response demonstrates full comprehension of the two passages and fully addresses the prompt by comprehensive description of how the character and narrator demonstrate personal responsibility. The character is "Gilray's Flower-Pot" is identified as irresponsible and there is effective and comprehensive development of that idea through the use of clear reasoning and relevant text-based evidence. This produces an accurate analysis of the character and how he demonstrates irresponsibility. The narrator of "See It Through" is identified as an example of a responsible person. This idea is effectively and comprehensively developed through an accurate analysis of how different lines of the poem indicate it is written by a responsible person. The response is effectively organized with clear and coherent writing which is consistently appropriate to the task.</p>

### Anchor Paper 3 – Score Point 3

Sample Student Response:	<p>Taking personal responsibility is a very important aspect in life. It is something everyone needs to be successful. Personal responsibility can appear in many ways or forms, such as caring for yourself. The passages "Gilray's Flower Pot" and "See It Through" both describe personal responsibility with self care, duties, and trust.</p> <p>The main theme of the poem "See It Through" is about taking responsibility about trouble your way. Taking responsibility and dealing with a person's own trouble is also about taking care of yourself. In the passage, lines one and two reads, "When you're up against a trouble, Meet is squarely, face to face," (Guest). This means that it is one's own responsibility to take care of himself by facing his troubles and obstacles. The passage "Gilray's Flower-Pot" includes examples of lack of care. The passage reads, "I said to myself that I would go when I had finished..., but by that time the flower-pot has escaped my memory," (Barrie 2). This quote from the passage shows the lack of care given by the narrator to the plant, in which the plant then dies at the end of the passage.</p> <p>Duties are the core to personal responsibility, and neither of the two passages fall short of emphasizing this. In the passage "Gilray's Flower-Pot", the duties of both main characters show. The narrators duty being to water the chrysanthemum and Gilray's to enforce the narrators duty. The quote "It was not as if he said outright that he wrote entirely to know whether I was watering his plant," (Barrie 3) shows the reader about Gilray's duty, despite being a minor character in the passage. The final part of self responsibility shown in the two passages is trust. Trust truly shines in the passage "Gilray's Flower-Pot". Although the narrator shows his annoyance with Gilray's cautious attitude towards the narrator, shown with the quote "He seemed to have no faith in me-a detestable thing in a man who calls himself your friend," (Barrie 3), Gilray shows his trust towards the narrator many times throughout the passage. One such way is that the narrator is Gilray's top pick to entrust him with his</p>
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	<p>precious flower, only to then have his trust betrayed when, "...the plant was dead, and had been flung out days ago," (Barrie 5)</p> <p>Self responsibility is a big thing to talk about, indirectly such as "Gilray's Flower-Pot", or directly such as "See It Through". Both of the passages however, talk about personal responsibility in different scenario. The passages, with its end, ask the reader with a simple question; "How does a person utilizes personal responsibility?"</p>
Annotation for Sample Student Response:	<p>The response demonstrates comprehension of the two passages. The response addresses the prompt by discussing three areas of personal responsibility: self care, duties, and trust. The ideas are developed through the use of relevant text-based evidence from both passages as well as explanations of how the evidence supports and demonstrates the selected topic. This provides a mostly accurate analysis of the topic, even if there are some areas of less clarity. The writing is mostly clear and the response maintains a mostly effective writing style. The organization is mostly clear with an introduction followed by a discussion of each point established and a brief conclusion. Overall, the response is mostly appropriate to the task.</p>

#### Anchor Paper 4 – Score Point 3

Sample Student Response:	<p>The characters/narrators in both "<u>Gilray's Flower-Pot</u>" and "<u>See It Through</u>", demonstrates personal responsibility, and the struggle of responsibility, in many ways. From killing a flower, to giving advise, they both are very helpful in teaching how to deal with personal responsibility.</p> <p>To begin, "<u>Gilray's Flower-Pot</u>" written by <i>J. M. Barrie</i>, tells us of the struggle the character/narrator goes through, as he is trying to remember to water his friend's chrysanthemum. This is a personal responsibility, because he promised his friend, Gilray that he would water his flower. The main character/narrator in this story had a very hard/challenging time trying to balance all of his responsibilities. He had work and hanging out with his friends to worry about, along with the flower he had to water every, single, day. The fact that he had so much other stuff to worry about, leads to the flower dying by the end of this story. He, like many people, struggled with procrastination(not going to do it right away). He did not want to just get up and take care of his responsibility, but instead he wanted to just worry about him and do what he wants. Procrastination has many consequences, like in this instance, his friend's flower dying or at other times getting an F on your homework. Whatever the circumstance, NEVER procrastinate.</p> <p>Leading us to the next source, the poem "<u>See It Through</u>", written by <i>Edgar A. Guest</i>, tells how to not procrastinate, helping us to avoid those dreaded consequences. This poem touched on a lot of the same ideas as the passage, "<u>Gilray's Flower-Pot</u>". The author talks about how you must not procrastinate, but instead, meet your responsibility, face to face. In this poem the author tells us in many ways, that we need to not hold off on our responsibilities but, just go for it, and do it when we think about it. He also tells a lot about trying and not giving up. For example, he writes, "You may fail, but fall fighting; Don't give up, whate'er you do;". This really tells us to persevere and keep trying.</p> <p>To conclude, both of the sources, "<u>Gilray's Flower-Pot</u>" and "<u>See It Through</u>", both tell us about personal responsibility and how to avoid those consequences. The poem gives good motivation to keep trying, while the passage tells you to never procrastinate, especially when is comes to your responsibilities. Therefore, being helpful in teaching our society today, how to deal with personal responsibility.</p>
Annotation for Sample Student Response:	<p>The response demonstrates comprehension of the two passages and addresses the prompt by describing what the character and narrator demonstrate about personal responsibility. The ideas are presented through mostly effective development of the topic which utilizes relevant text-based evidence and mostly accurate analysis of the topic of personal responsibility. (<i>He, like many people, struggled with procrastination (not going to do it right away)...Procrastination has many consequences, like in this instance, his friend's flower dying or at other times getting an F on your homework</i>). Overall, the writing is mostly clear with a mostly clear organization of ideas appropriate to the task.</p>

**Anchor Paper 5 – Score Point 2**

Sample Student Response:	<p>The character in the passage from "Gilray's Flower-Pot" and the speaker from the poem "See It Through" demonstrates personal responsibility, because the character in "Gilray's Flower-Pot" tends to do things by telling himself that he would do it later, and forget. Though he was responsible for watering Gilray's chrysanthemum, "I said to myself that I would go when I had finished...", but by that time the flower-pot has escaped my memory". Though Gilray was sending him many letters about his flower-pot, the main character often forgot it, and based on the context's writing when he mentions what Gilray said his mistakes were, that tells the reader that the watering did not go well. So, it demonstrates personal responsibility because the character lost his trust from his friend because he was irresponsible.</p> <p>In the poem "See It Through", the speaker is telling the reader to have courage in themselves and stand with purpose. When the speaker says "You may fail, but fall still fighting; Don't give up, whatever you do; Eyes front, head high to the finish. See it through!" Throughout the poem, the speaker never mentions about getting help from others, she is telling one to protect themselves, and to be responsible about themselves. This poem demonstrates personal responsibility because it tells one to be responsible about yourself, and don't expect others to help you.</p>
Annotation for Sample Student Response:	<p>The response demonstrates basic comprehension of the passages and addresses the prompt by describing how personal responsibility is demonstrated in each passage. The response is organized into two paragraphs, once about each passage. Some generally accurate analysis is provided (<i>So, it demonstrates personal responsibility because the character lost his trust from his friend because he was irresponsible...This poem demonstrates personal responsibility because it tells one to be responsible about yourself, and don't expect others to help you.</i>) The response uses some relevant text-based evidence in its development and provides quotes from both passages. The response demonstrates some organization and a somewhat effective writing style.</p>

**Anchor Paper 6 – Score Point 2**

Sample Student Response:	<p>"Although you can show personal responsibility these are why is important."</p> <p>Even though the stories are different they show responsibilities in 2 ways.</p> <p>To Begin, In the article "Gilray's Flower-Pot" it shows how Mr. Gilray left the responsibility with someone else to water the plant everyday and expected him to take care of it and make sure it was perfectly fine but id not do what responsibility was given to him. In the article it states. "When I reached home i was tired, inclined to take things easily, and not at all in a proper condition for watering flower-pots." this quote shows how he did not take his time to do a very simple task that eh was just asked to do, this shows he is not responsible.</p> <p>Also, in the poem See It Through it shows how a man is trying to defend himself and stand his ground. On line 7 it shows. "You may fail, but you may conquer," this line shows how when surrounded by someone else he tries to do what he can and responsibly take care of his self and fight for his own life. this man shows responsibility because he will do what it takes to take care of what he needs to do.</p> <p>In Conclusion, Comparing the article and poem, the poem shows responsibility when the article does not in anyway show responsibility.</p>
Annotation for Sample Student Response:	<p>The response demonstrates basic comprehension of both passages by presenting some generally accurate analysis about how personal responsibility is shown in each. The ideas are developed through a description of the situation, some text-based evidence and then explanation of what the evidence shows (<i>this quote shows how he did not...this shows he is not responsible...this line shows how ...this man shows responsibility because...</i>). The response demonstrates some organization.</p>



<b>Anchor Paper 7 – Score Point 2</b>	
Sample Student Response:	Both the passage from "Gilray's Flower-Pot" and the poem "See It Through" demonstrate personal responsibility in different ways. In "Gilray's Flower Pot" the narrator puts off his responsibilities until the last second, and he is punished for doing so, where the flower has been thrown out because the narrator has put it off for so long. In "See It Through", the message of the narrator is that if you just face your problems, it accomplishes much more than just hiding and running from them, even if you fail. The message is that you should see everything through, and follow through on your goals. This is further supported by the line "You may fail, but fall still fighting." From both of these passages, readers can learn that it is very important to be a reliable person when it comes to responsibilities, and it is better to face challenges than to run from them.
Annotation for Sample Student Response:	The response demonstrates basic comprehension of both passages by describing the situation in each passage and what the character/narrator demonstrates about personal responsibility. Some development is provided through incorporating text-based details in the description. There is generally accurate analysis about the topic given at the end ( <i>From both of these passages, readers can learn that it is very important to be a reliable person when it comes to responsibilities, and it is better to face challenges than to run from them.</i> ) The response demonstrates some organization and a somewhat effective writing style.

<b>Anchor Paper 8 – Score Point 1</b>	
Sample Student Response:	The narrator from "gilray's Flower-Pot" shows personal responsibility when at the end he realizes that he had failed the task in which he was asked to do, "It was my last chance" but he does take accountability. The speaker from "See it Through" shows personal responsibility by not backing down or being a coward, the speaker stands their ground and fights "Keep yourself in fighting trim"(12).
Annotation for Sample Student Response:	The response demonstrates limited comprehension of the two passages and addresses the prompt by identifying how personal responsibility is demonstrated in each. For each passage a line of text-evidence is included for support. No further development of the topic is provided. This response is limited in its appropriateness to the task.

<b>Anchor Paper 9 – Score Point 1</b>	
Sample Student Response:	In Gilrays flowerpot, Gilray showed personal responsibility when he watered his flower every day. William John also showed personal responsibility when he flung out the dead plant because the character forgot to water the plant while Gilray wwas gone. See it through also shows personal responsibilty by saying that you should meet your problems head on and see your tasks through.
Annotation for Sample Student Response:	The response demonstrates limited comprehension of the two passages and addresses the prompt by identifying how personal responsibility is demonstrated in each. Despite a misconception that Gilray actually watered the flower (... <i>showed personal responsibility when he watered his flower every day.</i> ), the analysis of each passage is minimally accurate. No text evidence or further development of the topic is provided. This response is limited in its appropriateness to the task.

<b>Anchor Paper 10 – Score Point 1</b>	
Sample Student Response:	<p>The character in the passage "Gilray's flower-pot" demonstrates personal responsibility by having the responsibility to water a plant, but is procrastinating.</p> <p>The speaker in "See It Through" demonstrates personal responsibility by seeing trough difficulty.</p>
Annotation for Sample Student Response:	The response demonstrates limited comprehension of the two passages and minimally addresses the prompt of. There is one statement about each passage to identify how personal responsibility is demonstrated through the character/narrator. There is no further development of the topic. This response is limited in appropaitaness to the task.

<b>Anchor Paper 11 – Score Point 0</b>	
Sample Student Response:	In the text "See It Through" the speaker demonstrate personal responsibility by persevering through a bad day or where ether you have to stick up for yourself. "
Annotation for Sample Student Response:	The response only mentions the meaning of the poem "See It Through" and never makes a connection back to "Gilray's Flower-Pot." This response is underdeveloped and inappropriate to the task.

<b>Anchor Paper 12 – Score Point 0</b>	
Sample Student Response:	The way to best describe the character are like that they were super friendly and they were cool characters.The characters were super nice and friendly for example they helped make gilray's flower-pot.
Annotation for Sample Student Response:	The response demonstrates no comprehension of either passage. There are only generalities about the characters which is not relevant to the passages or prompt.