



Colorado Measures of Academic Success



Grade 7

English Language Arts/Literacy

Answer Key with Scoring Rubric, Sample Responses & Annotations

Practice Resource for Students

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ITEM INFORMATION

Colorado Academic Standard (CAS) Evidence Outcome

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

Evidence Statement

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

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

Subclaim

The reporting category of the associated CAS.

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

ITEM TYPES

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

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

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

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

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

Constructed Response:

Students construct an open-ended response.

STUDENT PERFORMANCE

P Value – Selected Response Only

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

Score Point Distribution – Constructed Response Only

The score point distribution provides the percentage of students who scored at each possible score point for constructed response questions.

In addition to score point distribution, the scoring guide, scoring rubric, and sample student responses at each score point are provided for constructed response items.

ANSWER KEY: ITEM SET 1

Item Set 1 – Question 1 (Selected Response)

Part A

In paragraph 8 of “Hello from Jupiter! . . .,” what is the meaning of the word **accelerates**?

- A. pushes to travel more quickly
- B. makes extremely dangerous
- C. shows the direction of
- D. shines brightly on

Part B

Which evidence from paragraph 9 **best** supports the answer to Part A?

- A. “. . . powerful radiation . . .”
- B. “. . . huge amounts of energy . . .”
- C. “. . . fast-moving particles . . .”
- D. “. . . a spacecraft’s instruments . . .”

| Item Information | | |
|---|--|--|
| Passage: | Hello from Jupiter! A Spacecraft Gets the Closest-Ever View of Our Solar System’s Largest Planet | |
| Part A Answer: | A | |
| Part B Answer: | C | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.3.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: | 0.837 | |

Item Set 1 – Question 2 (Selected Response)

Part A

Read the sentence from paragraph 1 of “Hello from Jupiter!”

On July 4, NASA (National Aeronautics and Space Administration) scientists nervously gathered in a mission control room in Pasadena, California.

Based on the information in the passage, why were the scientists so nervous?

- A. They were unsure about whether Juno would stay on course and go into orbit around Jupiter.
- B. They believed that Juno would probably undergo some damage in the atmosphere of Jupiter.
- C. They knew that Juno was likely to get closer to Jupiter than any other spacecraft had.
- D. They were excited to start receiving information about Jupiter from Juno.

Part B

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

- A. “But Juno will get much closer than any of these past missions, which weren’t designed to survive the dangerous conditions surrounding Jupiter.” (paragraph 7)
- B. “The biggest obstacle to getting close to Jupiter is the intense radiation around it.” (paragraph 8)
- C. “Before Juno went into orbit, its star tracker was shut off to prevent interference.” (paragraph 10)
- D. “That way Juno can avoid the most-intense patches of charged particles and limit the damage they are expected to cause.” (paragraph 11)

| Item Information | | |
|---|--|---|
| Passage: | Hello from Jupiter! A Spacecraft Gets the Closest-Ever View of Our Solar System’s Largest Planet | |
| Part A Answer: | A | |
| Part B Answer: | C | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.2.a.iii | Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). |
| P Value: | 0.346 | |

Item Set 1 – Question 3 (TEI Inline Choice)

Use the drop-down menus to complete an analysis of the author’s argument in “Jupiter’s Long-Lasting Storm.”

In the article, the author suggests that Marcus and Hassanzadeh’s study represents in our understanding of the Great Red Spot. The author supports this view by contrasting Marcus and Hassanzadeh’s new study to previous studies. The author explains that, unlike previous studies that produced results which , Marcus and Hassanzadeh’s study may have solved this problem because it provides a new explanation that .

| Item Information | | |
|---|------------------------------|--|
| Passage: | Jupiter’s Long-Lasting Storm | |
| Answers: | See Image | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.2.c.ii | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| P Value: | 0.331 | |

Item Set 1 – Question 4 (Selected Response, Multiple Select)

Part A

How does the author structure “Jupiter’s Long-Lasting Storm”?

- A. by explaining how scientists have tried to answer a difficult question about the storm
- B. by comparing the storm to phenomena that have been observed elsewhere
- C. by describing a timeline of scientists’ attempts to explain the storm
- D. by offering details to support a main claim about the storm

Part B

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

- A. “Its winds have churned at least since the storm was first observed.” (paragraph 1)
- B. “He is a computational physicist at the University of California, Berkeley.” (paragraph 2)
- C. “Their calculations may finally explain the spot’s longevity.” (paragraph 3)
- D. “Saturn, Jupiter and Earth all have jet streams.” (paragraph 5)
- E. “Previous studies have considered only winds that blow across the planet.” (paragraph 6)

| Item Information | | |
|---|------------------------------|--|
| Passage: | Jupiter’s Long-Lasting Storm | |
| Part A Answer: | A | |
| Part B Answer: | C, E | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.2.b.ii | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| P Value: | 0.246 | |

Item Set 1 – Question 5 (Selected Response)

Part A

How does the explanation of the Great Red Spot provided in “Hello from Jupiter! . . .” differ from the explanation in “Jupiter’s Long-Lasting Storm”?

- A. The author of “Hello from Jupiter! . . .” argues that the Great Red Spot is powered mainly by hydrogen and helium gases, while the author of “Jupiter’s Long-Lasting Storm” identifies contributions from other gases.
- B. The author of “Hello from Jupiter! . . .” claims that the Great Red Spot results from intense radiation around the planet, while the author of “Jupiter’s Long-Lasting Storm” fails to take radiation into account.
- C. The author of “Hello from Jupiter! . . .” states that the Great Red Spot is driven by winds that blow across the planet, while the author of “Jupiter’s Long-Lasting Storm” suggests that other winds contribute.
- D. The author of “Hello from Jupiter! . . .” says that the Great Red Spot functions as hurricanes do on Earth, while the author of “Jupiter’s Long-Lasting Storm” maintains that it acts more like a tornado.

Part B

Which paragraph from “Jupiter’s Long-Lasting Storm” provides evidence that challenges the explanation in “Hello from Jupiter! . . .”?

- A. paragraph 2
- B. paragraph 3
- C. paragraph 5
- D. paragraph 6

| Item Information | | |
|---|---|--|
| Passages: | Hello from Jupiter! A Spacecraft Gets the Closest-Ever View of Our Solar System’s Largest Planet and Jupiter’s Long-Lasting Storm | |
| Part A Answer: | C | |
| Part B Answer: | D | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.2.c.iii | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| P Value: | 0.295 | |

Item Set 1 – Question 6 (Selected Response, Multiple Select)

Part A

How does the author of the passage from “Juno’s Knocking on Jupiter’s Door” develop the idea that the interior of Jupiter remains a mystery to scientists?

- A. The author distinguishes the information a new probe may provide from what other spacecraft have shown about Jupiter.
- B. The author describes the way that traveling close to Jupiter has provided benefits to spacecraft.
- C. The author explains the effect that Jupiter’s atmosphere would most likely have on humans.
- D. The author offers details of what has been established as true about Jupiter.

Part B

Select **two** pieces of evidence that, taken together, support the answer to Part A.

- A. “The National Aeronautics and Space Administration, or NASA, launched its spacecraft. It will arrive at the giant world on July 4.” (paragraph 1)
- B. “In just a short while, he notes, ‘We’re going to see beneath the cloud tops for the very first time.’” (paragraph 2)
- C. “Even the Ulysses spacecraft, which was headed toward the sun, swung by Jupiter first.” (paragraph 5)
- D. “Jupiter is extreme in every way. ‘I often think of it as a planet on steroids,’ Bolton says.” (paragraph 8)
- E. “The weight of all that gas generates pressures near the planet’s center that are millions of times greater than anything people experience.” (paragraph 11)
- F. “Much of what scientists know about Jupiter comes from gazing at its cloud cover with telescopes and spacecraft.” (paragraph 13)

| Item Information | | |
|---|-----------------------------------|--|
| Passage: | Juno's Knocking on Jupiter's Door | |
| Part A Answer: | A | |
| Part B Answer: | B, F | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.2.a.ii | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| P Value: | 0.243 | |

Item Set 1 – Question 7 (Selected Response)

Part A

Which sentence **best** states the point of view of the author of the passage from “Juno’s Knocking on Jupiter’s Door” regarding our current knowledge of Jupiter?

- A. We would know more about Jupiter if more spacecraft had flown by the planet.
- B. We have far too little information about actual conditions inside Jupiter.
- C. We can understand pressure on Jupiter only in comparison to Earth.
- D. We need to make closer observations of Jupiter’s Great Red Spot.

Part B

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

- A. paragraph 7
- B. paragraph 9
- C. paragraph 11
- D. paragraph 13

| Item Information | | |
|---|-----------------------------------|--|
| Passage: | Juno’s Knocking on Jupiter’s Door | |
| Part A Answer: | B | |
| Part B Answer: | D | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.2.b.iii | Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| P Value: | 0.38 | |

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

Move **three** sentences into the box to provide the **best** summary of the passage from “Juno’s Knocking on Jupiter’s Door.”

Most probes that have approached Jupiter have been headed elsewhere.

The pressure of Jupiter’s atmosphere is similar to the weight of a thousand elephants.

A storm known as the Great Red Spot has been occurring for over a century on Jupiter.

Summary

Scientists hope the Juno spacecraft will succeed in studying Jupiter from orbit.

Jupiter is much larger than Earth and features particularly dangerous conditions.

The information provided by Juno may allow scientists to understand Jupiter’s structure.

| Item Information | | |
|---|-----------------------------------|--|
| Passage: | Juno’s Knocking on Jupiter’s Door | |
| Answers: | See Image | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.2.a.ii | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| P Value: | 0.487 | |

Item Set 1 – Question 9 (Constructed Response)

You have now read three passages about scientific research on the planet Jupiter: “Hello from Jupiter! . . .,” “Jupiter’s Long-Lasting Storm,” and a passage from “Juno’s Knocking on Jupiter’s Door.”

Write an essay in which you analyze how each passage shapes the reader’s understanding of the ways scientists explore and understand the planet Jupiter. In your essay, be sure to include specific examples of the different facts that are emphasized in each of the **three** passages.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 29 for additional item information.

Item Set 1 – Question 10 (Selected Response)

Part A

What does the author express by using the phrase **moon climbed into the sky** in paragraph 11 of the passage?

A. It was time to attack.

B. The party was over.

C. The city was still.

D. It was very late.

Part B

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

A. "... ate and drank until their bellies were hanging over their belts ..." (paragraph 11)

B. "... they staggered to their beds ..." (paragraph 11)

C. "... the belly of the horse swung open ..." (paragraph 12)

D. "... men crept through the silent streets ..." (paragraph 12)

| Item Information | | |
|---|----------------------------|--|
| Passage: | The Adventures of Achilles | |
| Part A Answer: | D | |
| Part B Answer: | B | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.3.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: | 0.575 | |

Item Set 1 – Question 11 (Selected Response)

Part A

Why did the Trojans fail to realize that the Greeks never left?

- A. The glare from the sun kept the Greeks from seeing clearly.
- B. The Trojans were impressed by the size of the Greeks' gift.
- C. The Trojans saw the condition of the Greeks' camp.
- D. The words on the horse confused the Trojans.

Part B

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

- A. "... dawn took her golden throne. . . ." (paragraph 3)
- B. "... the drifting smoke of the deserted camp . . ." (paragraph 5)
- C. "... towering dark against the shimmering waves of the sea." (paragraph 5)
- D. "... walked around it, staring at it, amazed." (paragraph 6)

| Item Information | | |
|---|----------------------------|--|
| Passage: | The Adventures of Achilles | |
| Part A Answer: | C | |
| Part B Answer: | B | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.1.a.iii | Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). |
| P Value: | 0.461 | |

Item Set 1 – Question 12 (Selected Response, Multiple Select)

Part A

How is the Greeks' point of view different from the Trojans' point of view?

- A. The Greeks are only pretending the war is over, while the Trojans believe it has actually ended.
- B. The Greeks are proud of the horse they built, while the Trojans are confused by its meaning.
- C. The Greeks are afraid of being captured, while the Trojans are bragging about their victory.
- D. The Greeks are quietly accepting the end of the war, while the Trojans enjoy a celebration.

Part B

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

- A. "... golden words were emblazoned on its flank." (paragraph 1)
- B. "... sailed along the coast, far out of sight of the city" (paragraph 2)
- C. "... they've given up and gone home." (paragraph 4)
- D. "... fear the anger of the goddess of war" (paragraph 8)
- E. "... tables were laden with food and drink." (paragraph 11)

| Item Information | | |
|---|----------------------------|---|
| Passage: | The Adventures of Achilles | |
| Part A Answer: | A | |
| Part B Answer: | B, C | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.1.b.iii | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| P Value: | 0.38 | |

Item Set 1 – Question 13 (TEI Multiple Select)

Determine which actions support the idea that the Greeks tricked the Trojans with an elaborate scheme. Select “Supports the Idea” or “Does Not Support the Idea” for each action.

| Action from the Passage | Supports the Idea | Does Not Support the Idea |
|---|----------------------------------|----------------------------------|
| The Trojans thought their enemy was gone. | <input checked="" type="radio"/> | <input type="radio"/> |
| The Trojans rushed to the seashore. | <input type="radio"/> | <input checked="" type="radio"/> |
| The Greeks hid inside the horse. | <input checked="" type="radio"/> | <input type="radio"/> |
| The Greeks moved their ships. | <input checked="" type="radio"/> | <input type="radio"/> |
| The Greeks lost a warrior. | <input type="radio"/> | <input checked="" type="radio"/> |

| Item Information | | |
|---|----------------------------|--|
| Passage: | The Adventures of Achilles | |
| Answers: | See Image | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.1.a.ii | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| P Value: | 0.603 | |

ANSWER KEY: ITEM SET 2

Item Set 2 – Question 1 (Selected Response)

Part A

Read this sentence from paragraph 18 of the passage from *The Road to You*.

"You two and your schemes," I say, pointing at them accusatorily.

Why does the author choose these words?

A. to show Bird's lightheartedness about her friends' actions

B. to show Bird's disappointment over her friends' actions

C. to show Bird's annoyance at her friends' actions

D. to show Bird's shock at her friends' actions

Part B

Which detail from paragraph 18 best supports the answer to Part A?

A. "... I lost my lucky rock ..."

B. "... swiped it when I wasn't looking."

C. "... encased it in silver wire ..."

D. "... the best gift I've ever gotten."

| Item Information | | |
|---|-----------------|--|
| Passage: | The Road to You | |
| Part A Answer: | A | |
| Part B Answer: | D | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.1.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 rhymes and other repetitions of sounds (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| P Value: | 0.446 | |

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

Part A

In the passage from *The Road to You*, which statement **best** represents how the author contrasts the points of view of Bird and Sam?

- A. Bird is excited about the visit from her friends and family, but Sam wants to focus on finishing his job.
- B. Bird has been expecting a visit from her friends and family, but Sam is surprised by their arrival.
- C. Bird has been supported by several people for some time, although Sam is new to her group.
- D. Bird is concerned about her appearance, while Sam appears to be confident in his abilities.

Part B

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

- A. "I look over the shoulder of my makeup artist, Sam . . ." (paragraph 2)
- B. "He pulled his mascara wand away faster than a hand on a hot stove . . ." (paragraph 2)
- C. "Oh my gosh, what are you doing here?" I scream . . ." (paragraph 3)
- D. ". . . the thousands—*thousands*—of people taking their seats in the arena . . ." (paragraph 6)
- E. ". . . Sam politely yet firmly leads me back to my makeup chair." (paragraph 9)
- F. "I turn toward the mirror and take myself in." (paragraph 13)
- G. ". . . just like the old days when we were touring together as the Barrett Family Band . . ." (paragraph 23)

| Item Information | | |
|---|-----------------|---|
| Passage: | The Road to You | |
| Part A Answer: | A | |
| Part B Answer: | C, E | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.1.b.iii | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| P Value: | 0.38 | |

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

Which three details in the passage from *The Road to You* best help the author develop the central idea? Drag three details into the box.

“I came to see your first professional football game,’ Stella teases, gesturing to the black line under my eye.” (paragraph 4)

“When I signed with Open Highway at the end of last summer, Dan paired me up with an established songwriter. . . .” (paragraph 11)

“You look amazing, Bird,’ Stella says as Sam finishes the touch-up.” (paragraph 12)

“Bird, it’s almost time,’ Jordan says, knocking on the door.” (paragraph 20)

Details

“I have people here—*my people*—and I’m ready to do this thing!” (paragraph 19)

“That’s how I met Stella, and honestly, I don’t know what I’d do without either of them.” (paragraph 11)

“. . . my dad answers as he walks into the room with my mom and brothers.” (paragraph 15)

Item Information

| | | |
|---|-----------------|--|
| Passage: | The Road to You | |
| Answers: | See Image | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.1.a.ii | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| P Value: | 0.357 | |

Item Set 2 – Question 4 (Selected Response)

Part A

In paragraph 7 of the passage from *Every Soul a Star*, Ally says, “the sun will get erased from the sky.” What feeling does this figurative language convey?

- A. Ally’s excitement about the people who will watch the eclipse
- B. Ally’s impatience while waiting for the upcoming eclipse
- C. Ally’s concern about what will happen after the eclipse
- D. Ally’s sense of wonder about the upcoming eclipse

Part B

Which evidence from the passage best supports the answer in Part A?

- A. “. . . people would travel to this exact spot to be a part of something. . . .” (paragraph 6)
- B. “. . . something that hasn’t happened in mainland America for over seventy-five years . . .” (paragraph 6)
- C. “. . . for one day, our two-square-mile campground would be the only patch of land in the entire country. . . .” (paragraph 7)
- D. “. . . the planets will come out to greet us, the birds will stop singing. . . .” (paragraph 7)

| Item Information | | |
|---|-------------------|---|
| Passage: | Every Soul a Star | |
| Part A Answer: | D | |
| Part B Answer: | D | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.3.b.i | Interpret figures of speech (for example: literary, biblical, and mythological allusions) in context. |
| P Value: | 0.338 | |

Item Set 2 – Question 5 (Selected Response)

Part A

Which statement **best** represents Ally's feelings about her home in the passage from *Every Soul a Star*?

- A. She knows more about the sky than other people her age do because of where she was raised.
- B. She is happy with where she lives and is unable to remember the place where she was born.
- C. She is proud of the campground and is excited about the people who will soon visit it.
- D. She regrets that she has spent most of her life in a place far from other people.

Part B

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

- A. "I know all the constellations because my father taught them to me. . . ." (paragraph 2)
- B. "Our town is not even on the map. It's not even a town. It's more of an *area* ." (paragraph 4)
- C. "The nearest real town is an hour away. Sure, maybe it gets lonely every now and then, but I love it here." (paragraph 4)
- D. "With hot springs and hot coffee and clean bathrooms and their choice of tents or cabins . . ." (paragraph 6)

| Item Information | | |
|--|-------------------|--|
| Passage: | Every Soul a Star | |
| Part A Answer: | B | |
| Part B Answer: | C | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.1.a.iii | Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). |
| P Value: | 0.388 | |

Item Set 2 – Question 6 (TEI Multiple Select)

Check the boxes to show how the authors of the passages from *The Road to You* and *Every Soul a Star* develop the characteristics of the narrators. Each row will have **at least** one check.

| | from <i>The Road to You</i> | from <i>Every Soul a Star</i> |
|-------------------------|-------------------------------------|-------------------------------------|
| dialogue between people | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| familiarity with nature | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| the passage of time | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| the setting | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

| Item Information | | |
|--|---------------------------------------|--|
| Passages: | The Road to You and Every Soul a Star | |
| Answer: | See Image | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.1.a.iii | Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). |
| P Value: | 0.704 | |

Item Set 2 – Question 7 (Constructed Response)

In the passage from *The Road to You* and the passage from *Every Soul a Star*, characters are central to the theme that people find happiness in different ways. Write an essay in which you analyze how the authors use the characters to develop this theme throughout **both** passages. Use details from **both** passages to support your response.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 29 for additional item information.

Item Set 2 – Question 8 (Selected Response)

Part A

What is the meaning of the phrase **take for granted** as it is used in paragraph 1 of the passage?

- A. produce efficiently
- B. fail to appreciate
- C. use extensively
- D. refuse to buy

Part B

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

- A. "... digital music players and cameras ..."
- B. "... too expensive for most people ..."
- C. "... always want the latest ..."
- D. "... the only thing we can be sure of ..."

| Item Information | | |
|---|----------------------------------|---|
| Passage: | Electronics: MP3s, TVs, and DVDs | |
| Part A Answer: | B | |
| Part B Answer: | C | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.2.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 a specific word choice on meaning and tone. |
| P Value: | 0.527 | |

Item Set 2 – Question 9 (Selected Response)

Part A

What effect did digital circuits have on how people communicate with one another?

- A. The amount of bandwidth needed to record music increased.
- B. The number of devices needed to take pictures increased.
- C. The amount of time needed to send messages decreased.
- D. The number of wires needed to transmit data decreased.

Part B

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

- A. "Sounds, photographs, and video clips can all be handled in the same way . . ." (paragraph 11)
- B. ". . . you needed lots of different machines, since . . . photographs were stored on film . . ." (paragraph 12)
- C. "It allows information to . . . be sent from place to place more quickly." (paragraph 13)
- D. ". . . information can be sent along a communications link, such as a cable or an optical fiber." (paragraph 14)

| Item Information | | |
|---|----------------------------------|--|
| Passage: | Electronics: MP3s, TVs, and DVDs | |
| Part A Answer: | C | |
| Part B Answer: | C | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.2.a.iii | Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events) |
| P Value: | 0.455 | |

Item Set 2 – Question 10 (TEI Inline Choice)

Use the drop-down menus to complete the sentences.

Inventors developed microchips because valves were too .

The microchip allowed inventors to develop devices that .

So one device can now .

| Item Information | | |
|---|----------------------------------|---|
| Passage: | Electronics: MP3s, TVs, and DVDs | |
| Answer: | See Image | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.2.a.iii | Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). |
| P Value: | 0.472 | |

Item Set 2 – Question 11 (Selected Response)

Part A

Why did the author include the section **What are electronics?**

- A. to argue that certain devices cost more than others
- B. to address the differences between two concepts
- C. to explain important events from the past
- D. to describe the appearance of electronics

Part B

Which other section has the same purpose as **What are electronics?**

- A. **Speed of change**
- B. **Electronic history**
- C. **Representing information**
- D. **Make the connection**

| Item Information | | |
|---|----------------------------------|--|
| Passage: | Electronics: MP3s, TVs, and DVDs | |
| Part A Answer: | B | |
| Part B Answer: | C | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.2.b.ii | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| P Value: | 0.407 | |

Item Set 2 – Question 12 (Selected Response)

Part A

How does the passage develop its central idea about electronics?

- A. by including examples of how electronics have changed over time
- B. by including a description of how electronics worked in the past
- C. by providing an explanation of how digital electronics work
- D. by providing details of how electronics collect data

Part B

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

- A. "... work using electric signals that represent something else ..."
(paragraph 4)
- B. "... the information is called an electric signal." (paragraph 5)
- C. "... been a switch from analog electronics to digital electronics."
(paragraph 10)
- D. "... it can be stored as files in memory, on hard drives ..."
(paragraph 11)

| Item Information | | |
|---|----------------------------------|--|
| Passage: | Electronics: MP3s, TVs, and DVDs | |
| Part A Answer: | A | |
| Part B Answer: | C | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.2.a.ii | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| P Value: | 0.443 | |

Grade 7

English Language Arts/Literacy

Prose Constructed Response Rubric, Sample Responses & Annotations

CMAS Scoring Rubric for Prose Constructed Response Items

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

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

CMAS Scoring Rubric for Prose Constructed Response Items

Narrative Task (NT)

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

NOTE:

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

Sample Responses & Annotations – ITEM SET 1

Item Set 1 – Question 9 (Constructed Response)

You have now read three passages about scientific research on the planet Jupiter: "Hello from Jupiter! . . .," "Jupiter's Long-Lasting Storm," and a passage from "Juno's Knocking on Jupiter's Door."

Write an essay in which you analyze how each passage shapes the reader's understanding of the ways scientists explore and understand the planet Jupiter. In your essay, be sure to include specific examples of the different facts that are emphasized in each of the three passages.

| Item Information | | |
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| Passages: | Hello from Jupiter! A Spacecraft Gets the Closest-Ever View of Our Solar System's Largest Planet, Jupiter's Long-Lasting Storm and Juno's Knocking on Jupiter's Door | |
| Answer: | See Sample Student Responses and Annotations | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.2.a.iii | Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). |

| Anchor Paper 1 – Score Point 4 | |
|--------------------------------|--|
| Sample Student Response: | <p style="text-align: center;">Jupiter Article Analyzation</p> <p>Although studying a planet as far away as Jupiter may seem like an impossible feat, scientists have found ways to explore and understand this gas giant. Three articles, "Hello from Jupiter! A Spacecraft Gets the Closest-Ever View of Our Solar System's Largest Planet" by Amy Barth, "Jupiter's Long-Lasting Storm" by Stephen Ornes, and "Juno's Knocking on Jupiter's Door" by Christopher Crockett all provide readers insight into how scientists accomplish the exploration of Jupiter. Amy Barth's article focuses on a spacecraft named Juno that was created to orbit Jupiter, giving information about its assigned planet, its struggles, and its functions. Stephen Ornes' passage centers around a storm on Jupiter called the Great Red Spot and scientists studying it, and Christopher Crockett gives another look at the Juno spacecraft but tells more about other aspects. All three articles enhance readers understanding of scientists exploring and understanding Jupiter in different ways.</p> <p>One strategy taken to inform about scientists and Jupiter is Amy Barth's "Hello from Jupiter!...", which tells about a spacecraft sent to Jupiter named Juno. This passage focuses on the extremes of Jupiter, the challenges Juno will face, and what the spacecraft's jobs are. Paragraph 6 provides a quote from Juno's project scientist Steven Levin, showing him saying that "'Everything about Jupiter is bigger and more extreme than other planets,' says Levin. 'It's surrounded by intense storms, and traveling into its clouds would be deadly.'" Levin's quote gives readers an idea of how this planet is unlike other planets in the solar system. Considering what's known by scientists about Jupiter's extreme size and conditions, it hints at how difficult it could be for Juno to carry out its mission. Paragraph 8 states that "The biggest obstacle to getting close to Jupiter is the intense radiation around it." Paragraph 9 then continues to say that "It's some of the most powerful radiation a spacecraft has ever encountered." These two statements show readers that scientists have had to work around obstacles in order to create a spaceship that can successfully orbit the planet. Lastly, the article informs about Juno's functions, saying in paragraph 12 that Juno will "peer below Jupiter's clouds and reveal the materials churning deep inside the planet." This explains that Juno is made to delve into the depths of Jupiter, revealing things to scientists about the planet that they hadn't known before. By explaining facts about Jupiter and Juno's struggles and functions, "Hello from Jupiter!..." shapes readers understanding of scientists exploring this planet by giving an in-depth description of one of their spacecrafts.</p> |

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| | <p>On the other hand, "Jupiter's Long-Lasting Storm" by Stephen Ornes focuses on a several hundred-year-old storm on Jupiter called the Great Red Spot and how scientists are working to understand how it's lasted so long. Paragraph 3 states that "Marcus and Pedram Hassanzadeh, a physicist at Harvard University, used math to build a computer model, or simulation, of the Great Red Spot. Their calculations may finally explain the spot's longevity." Informing readers about these scientists' calculations helps to give an understanding of the work put into understanding Jupiter. In order for them to explore such a faraway planet, they must conduct experiments mimicking Jupiter on Earth. Paragraph 5 states that "Astronomers once thought that the Great Red Spot -a giant vortex- gained energy by swallowing up smaller vortices spun off by jet stream. But studies in the last few decades had suggested that Jupiter's jet streams don't make enough vortices to power the big one." Ornes' inclusion of this segment shows that scientists go through trial and error when it comes to studying planets, and it can take decades to get things right. Overall this article provides readers with an understanding of how experimentation around Jupiter can go.</p> <p>Lastly, "Juno's Knocking on Jupiter's Door" by Christopher Crockett focuses on the Juno spacecraft, but talks about scientist's previous attempts at exploring Jupiter and the mystery behind it. Paragraph 2 gives a quote from Scott Bolton, a planetary scientist and head of the Juno Mission, showing him saying that "'We don't know what the inside of Jupiter is like at all.'" This means that scientists are branching out and trying to discover new things about Jupiter, and that the inside of the planet is a mystery to them. Paragraph 6 states that before Juno, "Galileo was the only spacecraft to orbit Jupiter. It reached the planet in 1995. But it had a few technical difficulties, These included a malfunctioning antenna and broken tape recorder." The way this passage highlights the ways that scientists have failed in the past shows readers again that trial and error is a big part of science. Understanding Jupiter has taken and is going to take many tries before all its secrets are revealed. "Juno's Knocking on Jupiter's Door" gives readers a look into how difficult tasks such as studying Jupiter can often seem like a shot in the dark.</p> <p>In conclusion, "Hello from Jupiter!..." by Amy Barth, "Jupiter's Long-Lasting Storm," by Stephen Ornes, and "Juno's Knocking on Jupiter's Door" by Christopher Crockett all contribute to a reader's understanding of the exploration and studying of Jupiter in different ways. Amy Barth focuses on the details of a Jupiter spacecraft, Stephen Ornes focuses on the trial and error of studying the longevity of the Great Red Spot, and Christopher Crockett focuses on the Juno spacecraft and how spacecraft expeditions to Jupiter have failed in the past. All of the points made in these passages contribute to the shaping of a reader's knowledge about scientists studying Jupiter.</p> |
| <p>Annotation for Sample Student Response:</p> | <p>The response fully addresses the prompt through an analysis of how the passages shape the reader's understanding of the ways scientists explore and understand Jupiter. The analysis connects evidence from the passages to the different ways the passages present information. The development of ideas is effective and clearly presented. The response provides an accurate analysis by comparing how each passage uses "different ways" to present information. The response includes effective and comprehensive development of these ideas by citing relevant text evidence and explaining how the evidence "show readers" how scientists explore and understand Jupiter. There is clear reasoning throughout the response. The response is effectively organized, and and coherent writing is evident through the use of effective transitions (<i>One strategy taken, On the other hand, This explains, All of the points made</i>). The clear writing and concise word choice help establish and maintain an effective writing style.</p> |

| <p>Anchor Paper 2 – Score Point 4</p> | |
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| <p>Sample Student Response:</p> | <p>Here on Earth, we have tornadoes, tsunamis, and earthquakes. Compared to Jupiter, these all look like a piece of cake to understand and handle. The three articles, "Hello from Jupiter!...", "Jupiter's Long-Lasting Storm," and "Juno's knocking on Jupiter's Door," help shape the reader's understanding of Jupiter through a scientist's eyes. Scientists are just beginning to be able to explore and understand Jupiter, but they are expecting to find detailed information, especially regarding the Great Red Spot.</p> <p>Much information regarding how and why the Juno spacecraft will be able to look closely at Jupiter is put forth in, "Hello from Jupiter!..." In paragraph seven, it states, "...Juno will get much closer than</p> |

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| | <p>any of these past missions, which weren't designed to survive the dangerous conditions surrounding Jupiter." This is important because it shows that, unlike other spacecraft, Juno is equipped to survive. Also, it tells the reader that scientists need to build a durable spacecraft in order to explore Jupiter. Paragraph 11 says, "... (Juno) can snap amazingly detailed pictures and capture valuable data." This is crucial to seeing how scientists understand Jupiter, because it brings to light the fact that much of the information they strive to behold is right on the surface. The article, "Hello from Jupiter!"... is important because it shows the reader how scientists hope to find data using a probe.</p> <p>"Jupiter's Long-Lasting Storm" helps the reader understand one of Jupiter's greatest mysteries, the Great Red Spot. Paragraph three says, "... (they built a) simulation... of the... Spot... (that) may finally explain the spot's longevity. This is notable because it explains one of the main reasons why scientists strive to explore more of Jupiter. "... nearby jet streams... (are constantly) plunging... into the storm... (which) may help keep the storm going..." says paragraph four. This article is crucial because it shows that scientists are itching to learn more about the spot and why it hasn't "fizzled out" yet.</p> <p>More information about the way scientists understand Jupiter's extreme pressure and other unknowns can be gleaned from "Juno's Knocking on Jupiter's Door." Paragraph two states that, "'We're going to see beneath the cloud tops for the very first time.'" This is important because it exposes the fact that most things the scientists expect to find are just that: expectations. "... imagine... a thousand elephants... standing on one heel (on your shoulders)..." says Fran Bagenal, and you'll be imagining the pressure deep inside Jupiter." This is important because it shows that although scientists may know what to expect on the surface because of other spacecraft, Juno's magnetometer will be mapping formerly uncharted territory.</p> <p>This is extremely necessary to scientists' understanding of the planet Jupiter, and what lurks inside.</p> <p>The inside, the outside, and the Great Red Spot are all components necessary to viewing, from a scientist's perspective, how NASA is exploring and beginning to understand Jupiter. The first article, "Hello from Jupiter!..." explains how Juno will capture important information to take home. The second, "Jupiter's Long-Lasting Storm" showcases the details of the Great Red Spot and why humankind wants to understand it. The excerpt from "Juno's Knocking on Jupiter's Door" explains how a more detailed exploration will banish many unknowns and replace them with lots of information, and how extreme the pressure at Jupiter's core is. All three articles are necessary to adopt a scientist's perspective to understand the unknowns and explorations of Jupiter.</p> |
| <p>Annotation for Sample Student Response:</p> | <p>The response fully addresses the prompt through an analysis that clearly analyzes how each passage shapes the reader's understanding of the ways scientists explore and understand the planet Jupiter. The response provides an accurate analysis of how the information is presented <i>"through a scientist's eyes."</i> This idea is effectively developed through the discussion for each passage. While the second passage is not as developed as the others, all passages use relevant text evidence with explanations as to why the evidence is important in showing the scientist's perspective. The response is effectively organized with clear and coherent writing.</p> |

| Anchor Paper 3 – Score Point 3 | |
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| <p>Sample Student Response:</p> | <p>It's clear that there are many things scientists have learned about Jupiter, and each of the three passages display a different aspect of this. Most are centered around the spacecraft Juno's mission to Jupiter, but offer a different perspective of the journey. The passages "Hello from Jupiter!...", "Jupiter's Long-Lasting Storm", and "Juno's Knocking on Jupiter's Door", each portray different scientific findings of Jupiter.</p> <p>"Hello from Jupiter!..." is the first of the texts to be analyzed. It describes Juno's mission to Jupiter, with the challenges the spacecraft may have to face. One of these challenges happens to be radiation, which by the author is said to be "[...] some of the most powerful radiation that a spacecraft has ever encountered." (Barth, 2016). Another aspect of Jupiter the passage explains is general information about the extreme conditions of the planet. Barth writes, "Everything about Jupiter is bigger and more extreme than other planets," says Levin. "It's surrounded by intense storms, and traveling into its</p> |

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| | <p>clouds would be deadly.'"(Barth, 2016). All of this information explains to the reader specific finding surrounding the planet.</p> <p>The second passage is named "Jupiter's Long-Lasting Storm", the only text that doesn't mention Juno. It begins by informing the reader of general knowledge about Jupiter's Great Red Spot. Stephen Ornes describes the storm as "[...] one of the largest known storms. Nearly twice as wide as Earth, this storm looks like a big, reddish-brown eye in Jupiter's southern hemisphere."(Ornes, 2013). After giving the basic information on the topic, the author follows this by detailing a theory of how the storm can be sustained for as long has it has been. He explains the notion like so, "Gases exit the swirling storm at both its top and bottom, their model suggests. These gases then pick up energy from nearby jet streams [...] before plunging back into the storm."(Ornes, 2013). Once again, this text gives the reader a different understanding of Jupiter than the others.</p> <p>The final passage provided is "Juno's Knocking on Jupiter's Door". Similar to the first work, it discusses the Juno spacecraft. However, it talks about the conditions of Jupiter itself rather than general knowledge of the planet and Juno's mission. First, it describes previous craft that have gotten near Jupiter, such as "[...] the Ulysses speacecraft, which was headed toward the sun, swung by Jupiter first."(Crockett, 2016). The main segment of the text is describing the affects the atmosphere has on humans. One of these affects happens to be "The weight of all that gas generates pressures near the planet's center that are millions of times greater than anything people experience."(Crockett, 2016). Giving the reader further knowledge of the planet.</p> <p>In conclusion, it has been established that each of the provided passages gives the rader insight on different aspects of Jupiter. Despite all the texts displaying the same general subject, they are able to give diverse knowledge on the topic. Because of the previous paragraphs, it's known that the articles "Hello from Jupiter!...", "Jupiter's Long-Lasting Storm," and "Juno's Knocking on Jupiter's Door", each show viewers different scientific findings of Jupiter.</p> |
| <p>Annotation for Sample Student Response:</p> | <p>The response provides mostly accurate analysis through describing how the passages “each portray different scientific findings of Jupiter.” The first passage describes “Juno’s mission to Jupiter, with the challenges the spacecraft may have to face” giving “general information about the extreme conditions of the planet.” The second passage provides “general knowledge about Jupiter’s Great Red Spot” and explains the “theory of how the storm can be sustained for as long has it has been.” While the third passage “discusses the Juno spacecraft. . . . it talks about the conditions of Jupiter rather than general knowledge of the planet and Juno’s mission.” Development of these ideas uses relevant text evidence and mostly clear reasoning by explaining how each passage informs the reader. While development is mostly effective and appropriate to the task, how each passage shapes the reader’s understanding consists of repetitive statements about how passages provide “a different understanding of Jupiter” and “further knowledge of the planet.” The response uses mostly coherent organization, stays focused on the task, resulting in clear writing.</p> |

| Anchor Paper 4 – Score Point 3 | |
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| <p>Sample Student Response:</p> | <p>After reading three passages that are all teaching us something new about Jupiter that we've never known before I realized just how magnificent and special Jupiter is. For example, in <u>Hello from Jupiter!</u> the author gave us an introduction about Jupiter and how it's climate will affect Juno's voyage. Another example is they talked about the Great Red Spot and all of the storms that are on Jupiter that affect the safety of the voyage. Finally, the author talked about the radiation and that it comes from "tiny charged particles emitted by the sun" and how Jupiter's force is much stronger then the force on Earth.</p> <p><u>Jupiter's Long-Lasting Storm</u> mostly talked about The Great Red Spot that is found on Jupiter. For example, this passage has taught us just how challenging/hard it is to analyze and understand how the storm came to be what it is today. For instance, the scientists have been studying for many years in order to find a way to understand just how The Great Red Spot got and is able to maintain it's power</p> |

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| | <p>for so long. This passage has always taught us about how they analyze the storm such as using using math and computer programs to test ideas or to use a simulation of the Great Red Spot.</p> <p>Finally, <u>Juno's Knocking on Jupiter's Door</u> has taught us just how difficult it is to have this space craft explore Jupiter closer than any other space craft has. For example, they talked about how almost everything that scientists know about Jupiter came from gazing from telescopes and spacecrafts, but never have they been able to go so close to Jupiter. Another example is how there's only been one space craft that's ever been able to orbit Jupiter, and it was only able to orbit it once because of many technical difficulties. Finally, they compared Jupiter with Earth and showed us just how big and extreme this planet is, because if Jupiter was hollow, it could fit about 1,000 earths.</p> <p>In conclusion, these three passages have all significantly shaped and helped readers like me understand more about Jupiter and just how spectacular it is. For example, not only is it big, but it contains massive storms that are bigger than anything that we'll ever be able to see on earth. These passages have also taught me just how important it is for Juno to be able to explore Jupiter and help us get a better understanding of this planet. Finally, this passage has taught me just how difficult it's to explore Jupiter and how truly magnificent this planet it. These passages have truly helped me have a better understanding of space and the biggest planet in space, Jupiter.</p> |
| <p>Annotation for Sample Student Response:</p> | <p>The response demonstrates comprehension of the ideas in an organized way. There is mostly accurate analysis for Ornes's passage about the Great Red Storm by describing how the passage taught the reader <i>"just how challenging/hard it is to analyze and understand how the storm came to be."</i> The response provides mostly effective development of the idea. The response includes a mostly accurate analysis of Crockett's passage by describing how it <i>"taught us just how difficult it is to have this space craft explore Jupiter closer than any other space craft has."</i> There is also mostly effective development of this idea and for both of these passages there is relevant text evidence. The discussion of Barth's passage provides what the reader learns from the passage but does not include explanation or analysis of the evidence selected. However, all passages were addressed and the analysis and development of the other two passages are sufficient to provide a response that is appropriate to the task.</p> |

| Anchor Paper 5 – Score Point 2 | |
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| <p>Sample Student Response:</p> | <p>Hello from Jupiter, Jupiter's Long-Lasting Storm, and Juno's Knocking of Jupiter's Door. The passages shown are examples of how scientists can perceive Jupiter. All three of these passages have one thing in common with one another. All three of these passages shown explain how scientists can study, understand, and explore as close to the surface of the planet Jupiter.</p> <p>The passage: Hello from Jupiter, explains how scientists have discovered Jupiter's radiation, and why many spacecrafts cannot handle that amount of radiation. In the text it says "It's some of the most powerful radiation a spacecraft has ever encountered. The radiation particles can interfere with a spacecrafts instruments, making it hard to control." This evidence proves that scientists understand the planet Jupiter's radiation and how they must create spacecrafts that can withstand said radiation.</p> <p>The passage: Jupiter's Long-Lasting Storm explains how scientists understand the planet Jupiter's "Red Spot". In the text it says "Gases exit the swirling storm at both its top and bottom, these gasses then pick up energy from nearby Jet Streams." This is evidence that scientists are learning to better understand how planet Jupiter's gas storm works.</p> <p>The passage: Juno's Knocking on Jupiter's door explains how scientists use the Juno spacecraft to explore the planet further. In the text it says that "Juno's probe left Earth on August 2011...If all goes well, Juno will measure how much water lurks beneath the planet's gas clouds. This proves that scientist have had 7 years (before Juno crashed in 2018) to study and gather data from the planet Jupiter.</p> <p>After reading these passages, it is clear to me that they show how scientists study and understand the planet Jupiter.</p> |
| <p>Annotation for Sample Student</p> | <p>The response provides a generally accurate analysis by identifying that they all <i>"explain how scientists can study, understand, and explore as close to the surface of the planet Jupiter."</i> There is some development of this idea; for each passage there is a general statement of the information that</p> |

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| Response: | passage provides, text evidence to support that statement, and a brief explanation of what that evidence proves. However, there is no additional development of the topic. Organization is mostly coherent and overall, this response is somewhat appropriate to the task. |
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| Anchor Paper 6 – Score Point 2 | |
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| Sample Student Response: | <p>All of the passage's main ideas are Jupiter, the unusual and astonishing giant Planet. but they focus on a few different points about the planet.</p> <p>In "Hello From Jupiter!", it mainly focuses on Juno, a new space craft built to withstand the extreme conditions of Jupiter. the passage explains the tasks Juno is to complete, like collecting visual data and record unseen forces.</p> <p>In "Juno's Knocking on Jupiter's Door," they also talk about Juno's journey. but they go more into the failed attempts of doing what only Juno could. and they talk more specifically about the timeline of trying to study Jupiter.</p> <p>In "Jupiter's Long Lasting Storm," they dont talk much about Juno specifically, but Jupiter, the planet they'd been trying to study and learn more about for so many years. it speaks in detail of Jupiter's Great red Spot, the storm on jupiter nearly 2x wider than the Earth. it has been going on and not stopping for longer than before they discovered it, around 200 years ago.</p> |
| Annotation for Sample Student Response: | The response provides a generally accurate analysis by comparing the passages and identifying how they “ <i>focus on a few different points about the planet.</i> ” There is some development of this idea. The first passage “ <i>explains the tasks Juno is to complete.</i> ” The passage by Crocket discusses “ <i>Juno’s journey</i> ” but “ <i>go more into the failed attempts of doing what only Juno could</i> ” and the “ <i>timeline.</i> ” The passage by Ornes discusses Jupiter and “ <i>speaks in detail of Jupiter’s Great red Spot, the storm on jupiter.</i> ” There is text evidence to support these statements; however, the development does not go beyond what is stated in the text evidence. Organization is mostly coherent, with an introduction that states the main idea, a paragraph for each passage that discusses the main point of that article. |

| Anchor Paper 7 – Score Point 2 | |
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| Sample Student Response: | <p>In the three passages it <i>Hello from Jupiter!...</i>, <i>Jupiter's Lng-Lasting Storm</i>, and p passage from <i>Juno's Knocking on Jupiter's Door</i>. They all can shape how one can understand Jupiters power and what we still need to learn. In <i>Hello from Jupiter!</i> It was telling how powerful it can be "It's some of the most powerful radiation a spacecrat has ever encountered" (source 9). The radiation is for particles that carry huge amounts of energy. This is not all that this passage is about it also shows us that Juno was sent off into orbit so they can understand the mistorys of this planet. When it was sent off it was showing that they had to make it go in and out of it so it didnt get too much radiation for that. In <i>Jupiter's Long-Lasting Storm</i>, This was showing us about this Big Red Dot (the storm) and how it came to be or how they belive it came to be. They have lots of sicientiest come in and give their resoning for this. They say it could keep spinning for as long as 800 years (source 6). They don't know when this started but they car finding new "ways" it could have started. they talk about more in this passage but as it says on it "<i>Jupiter's Long-Lasting Storm</i>" it reall has what its about in the name of the passage. Lastly <i>Juno's Knocking on Jupiter's Door</i>. Tells about how they all think of this some may say "And the bottem elephant is standing on one heel," says Bagenal (source 12) the all can show how they work in a better understanding for kids so they can understand and have a deperthinking on this topic and maybe just maybe one day they will unerdstand how this wors. and how it would suck to be stuck knowing that thim works different around there.</p> |
| Annotation for Sample Student Response: | The response provides a generally accurate analysis by comparing the passages and explaining how they “ <i>can shape how one can understand Jupiters power and what we still need to learn.</i> ” There is some development of this idea for the first two passages by discussing the purpose of Juno’s mission and identifying what is not known about the Big Red Dot. For the passage by Crockett, the response refers to the “ <i>elephant. . . standing on one heel,</i> ” but text evidence is minimal and not clearly connected to the analysis. However, there is text evidence for all three passages, and two of the passages include some development that is somewhat appropriate. Organization is mostly coherent, with an |

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| | introduction that states the main idea, a discussion of each passage in the body, and a conclusion that is minimally effective. |
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| Anchor Paper 8 – Score Point 1 | |
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| Sample Student Response: | Reading the three passages about Jupiter research shapes the understanding of readers in many ways. To start, some might think Jupiter's storm is just a spot, but it is really a storm. Some physicists try to explain the power and why it has lasted for a long time. For example "Winds gust across the planet at 640 km (400 mi) per hour-twice as strong as the most powerful hurricanes on Earth" (Hello from Jupiter! paragraph 5). Also, some people might think that Jupiter is cold because it is far from the sun, but temperatures near the Jovian core can exceed 20,000 degrees Celsius. There is also a lot of pressure if you are in Jupiter. For example, "pressure at the cloud tops would feel comfortable. But as you fell," "you'd plummet to crushing pressures. To imagine it, replace the four shoulder balancing people with a thousand elephants" (Juno's Knocking at Jupiter's Door paragraph 12). It is also the fastest spinning planet, one day lasts only about 10 hours. Jupiter is the most extreme planet in every way. All in all, these research passages probably shape the understanding of readers. |
| Annotation for Sample Student Response: | The response addresses the prompt by providing a specific topic that each article discusses but does not provide further development of the topic. The response restates the prompt: " <i>research shapes the understanding of readers in many ways.</i> " A text detail from each passage is provided. The information about physicists explaining the power of the storm is from the Ornes article; the other articles are cited. Some organization is evidence, but without analysis of the text evidence or further development of ideas, the response is limited in its appropriateness. |

| Anchor Paper 9 – Score Point 1 | |
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| Sample Student Response: | All the passages explain Jupiter's qualities and how people have explored it. In <i>Hello from Jupiter! A Spacecraft Gets the Closest-Ever View of Our Solar System's Largest Planet</i> and <i>Juno's Knocking on Jupiter's Door</i> the authors explain Juno a spacecraft that is going to orbit around Jupiter and find out what Jupiter is like under the clouds. In <i>Juno's Knocking on Jupiter's Door</i> the author also talks about previous missions to Jupiter and how they were unsuccessful. <i>Jupiter's Long-Lasting Storm</i> talks about scientist hypotheses about the Great Red Spot and when it will die. The passages all help readers understand Jupiter better. |
| Annotation for Sample Student Response: | The response addresses the prompt by stating that all three passages " <i>explain Jupiter's qualities and how people have explored it</i> " so they " <i>help readers understand Jupiter better.</i> " While this general statement is true, it does not go beyond a basic restatement of what the prompt asks. Evidence from two passages is included, but no explanation of that evidence is given. This response has limited analysis and development. |

| Anchor Paper 10 – Score Point 1 | |
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| Sample Student Response: | Each author explains something about Jupiter. Hello From Jupiter explains how scientists launch a probe and travel to Jupiter and explains how crazy the storm is on Jupiter. Jupiter's long lasting storm explains all the features Jupiter has and how big the storm on the planet is. Juno's Knocking on Jupiter's Door explains what life is like on Jupiter right when the probe enters the planet's clouds and explains how far the probe traveled. |
| Annotation for Sample Student Response: | The response addresses the prompt by providing one statement about what each passage explains about Jupiter. This shows minimal comprehension of the passages and task and provides minimal development of the topic. Overall, it is limited in its appropriateness to the task. |

| Anchor Paper 11 – Score Point 0 | |
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| Sample Student Response: | In these three paragraphs the author explains how the spacecraft Juno made its way toward Jupiter and how they got closer to Jupiter than any other mission. These passages shape the mind of the reader because they tell that if Jupiter was just a hollow shell you could fit 1,000 Earths inside. They say that the atmosphere is 318 times as thick as the Earth. If you were to fall from Jupiter's clouds you would keep falling because there would be no surface but a lot of pressure. |
| Annotation for Sample Student Response: | The response appears to be providing some analysis by providing text details that “shape the mind of the reader.” However, all the evidence is from one passage, “Juno’s Knocking on Jupiter’s Door.” A response that addresses only one passage is not appropriate to the task and receives a 0. |

| Anchor Paper 12 – Score Point 0 | |
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| Sample Student Response: | Jupiter has a gas field that is stronger than any spacecraft and has mini particles in it that help protect Jupiter from any human or anything that tries to enter. The spacecraft "Juno" did a good job on the central idea of surpassing the barrier and it orbited around Jupiter taking live footage and then making it into a video, after when Juno gets back to Earth, Juno will have some data on Jupiter and stuff about it. |
| Annotation for Sample Student Response: | The response is about topics in the passage, but it does not address the prompt. This random information is not appropriate to the task. |

Sample Responses & Annotations – ITEM SET 2

Item Set 2 – Question 7 (Constructed Response)

In the passage from *The Road to You* and the passage from *Every Soul a Star*, characters are central to the theme that people find happiness in different ways. Write an essay in which you analyze how the authors use the characters to develop this theme throughout both passages. Use details from both passages to support your response.

| Item Information | | |
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| Passages: | The Road to You and Every Soul a Star | |
| Answer: | See Sample Student Responses and Annotations | |
| Colorado Academic Standards (CAS) Evidence Outcome: | 7.2.1.a.ii | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |

Anchor Paper 1 – Score Point 4

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| Sample Student Response: | <p>Have you ever found that the place you find happiness is different from everyone else. This is the common theme that the two authors share between their writing. In <i>The Road to You</i>, the girls finds happiness when her family and friends arrive and feels relieved from pressure. In <i>Every Soul a Star</i>, the character finds happiness in her home in the middle of nowhere. In both passages, the authors develop the central theme that people find happiness in different ways. In <i>The Road To You</i>, the authors develops this theme through the characters thoughts and dialogue about her friends arrival, whereas in <i>Every Soul a Star</i>, the authors develops this through her thoughts about her home.</p> <p>In <i>The Road to You</i> the author develops the theme that people find happiness in different ways, through showing her happiness with her family and friends arrival, through her thoughts and dialogue. After her friends surprise arrival she realizes that it was just the thing "I needed to distract me from the ticking clock and thousands – <i>thousands</i> – of people taking their seats in the arena at this very moment" (Paragraph 6). This shows that when her friend arrived she was so excited that she forgot about the crowd and it helped her relax. Through the words "ticking clock" you can understand the amount of pressure she was under. When you understand that pressure you can understand how happy she was to be distracted from everything and enjoy the presence of her friends. In this moment, she is happy and for once relaxed before her big performance on stage. For her, this may have given her the confidence to have her friend their supporting her, no matter the outcome of the performance. For once, she is relaxed and prepared for the pressure. As she finishes preparing with her friend by her side, her family come to support her as well. She realizes that "my nerves have morphed into excited energy...I have people here – <i>my people</i> – and I'm ready to do this thing" (Paragraph 19). This shows that she feels relaxed with her family and friends by her side and has found a new confidence for her upcoming performance. Through the word "morphed" you can understand the big change in energy that she has experienced and is now happy and excited for her performance. Her "people" have given her the confidence she needs to get on stage and surprise the audience with her talent. Everyone is here to support her and celebrate her talent and the opportunity she has been given. This helps develop the theme because she found happiness with her friends and family where as many people would have felt more pressure to have to impress them as well. Through her thoughts and dialogue you can understand her new excitement and how she found happiness with her friends and family.</p> <p>Also, in <i>Every Soul a Star</i>, the author develops the common theme that people find happiness in different ways, through showing how content she was with her home through her thoughts and approval of her parents choice. When she is describing her home, she comes to the conclusion that "my house is as close to the middle of nowhere as a person can get and still be <i>somewhere</i>" (Paragraph 4). This shows that she understands that few people know where her house is. Despite her house being in the middle of</p> |
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| | <p>nowhere, she states this fact with confidence. She is proud of where she lives, and is not ashamed of it. Through the fact that she knows every inch of this land, it shows that she has taken the time and care to get to know her home, even if it is nowhere to some people. She takes pride in her home and feels happy where she is in her "area". This supports the theme because she finds happiness in her home, or middle of nowhere, where as other people would think it is boring and not appreciate it as much as her. Also, when she realizes how far everything is away from her home, she acknowledges that "maybe it gets lonely every now and then, but I love it here" (Paragraph 4). This shows that although it might get lonely, she loves her home. The words "now and then" show that yes, she has been lonely in the past, but she makes the most of her life here, and enjoys every part of it. This is important because she finds happiness in a place that few other people would. It is a unique place, and she take the time to explore and cherish every part of the place she loves, and the place she can call her home. Through the characters thoughts on her home, you can understand her happiness and how she approves her parents choice of moving her. This supports that theme that people find happiness in different ways.</p> |
| <p>Annotation for Sample Student Response:</p> | <p>The response demonstrates full comprehension by effectively describing how the authors use their characters to develop the theme that people find happiness in different ways. The effective and comprehensive development of the topic for each passage includes effective reasoning (<i>this supports the theme because... this shows that... this is important because..</i>) and relevant text evidence. Accurate analysis of how the author used the characters to show the theme is also included (<i>Through the characters thoughts on her home, you can understand her happiness and how she approves her parents choice of moving her.</i>). The information is effectively organized with clear coherent writing.</p> |

Anchor Paper 2 – Score Point 3

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| <p>Sample Student Response:</p> | <p>There are hundreds of ways to find joy within something. The happiness from that is what life is worth living for. In <i>The Road to You</i> by Alecia Whitaker the main character, Bird, has a big show and her family is there to support her in her special moment. <i>Every Soul a Star</i> by Wendy Mass has a main character that lives in a secluded area with her family. She is excited to have people come to watch the great eclipse at her family's camp ground that she loves. The authors of <i>The Road to You</i> and <i>Every Soul a Star</i> both use the characters to develop the theme of the stories.</p> <p>The author of <i>The Road to You</i> uses Bird and her actions and dialogue to support the theme of finding happiness. "I have people here-my people-and I'm ready to do this thing!" This line shows how excited she is to be supported at this time with her family and friends. She finds contentment within all of the support she has. "I turn toward the mirror and take myself in." As Bird looks at her self in the mirror the reader can tell that she is proud of where she has been and who she has become. The support she has makes her even happier to be in this exact place. She has a wonderful family that makes her so joyful. Alecia Whitaker uses Bird's emotions to relay a theme of finding joy within a situation. Bird is a perfect example that family is a way to have happiness in any situation.</p> <p>In <i>Every Soul a Star</i> by Wendy Mass, Ally lives in a place where not a lot of people live. Although it may not be a place where people would jump at the opportunity to live, Ally enjoys it. The author uses Ally's emotions within the text to help develop the theme. In the text it says, "Sure, maybe it gets lonely every now and then, but I love it here." This shows that Ally is grateful to be living in the place she is. Also, "...I know every tree and every rock and which foxes are friendly and which aren't..." This shows that Ally spends a lot of time outside. She is happy where she lives and finds many things to do that involve the place she lives. The author shows that Ally finds joy within her home using her emotions; which in return supports the theme of finding happiness in your life.</p> <p>Both authors of <i>The Road to You</i> and <i>Every Soul a Star</i> use the main character to show the theme of finding happiness in different ways. In <i>The Road to You</i> by Alecia Whitaker Bird, the main character, finds happiness within the support of her family and friends. In the story it tells how the group huddles up and her dad says a speech. Bird starts to cry with the overload of joy that she feels. Plus, the surprise visit of her friend Stella added to the excitement. In <i>Every Soul a Star</i> by Wendy Mass Ally finds contentment in where she lives. She doesn't have much friends since she moved to "...the middle of nowhere as a person can get and still be <i>somewhere</i>." She loves where she lives though it may not be the popular choice. The line, "And this flock, this <i>throng</i> of people, would need a comfortable, safe place to stay, wouldn't they?" shows that Ally is excited to finally have people come to her beloved home. Though the characters of <i>The Road to</i></p> |
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| | <p><i>You and Every Soul a Star</i> don't find joy in the same things both Bird and Ally have something in their lives that brings them happiness.</p> <p>In both <i>The Road to You</i> by Alecia Whitaker and <i>Every Soul a Star</i> by Wendy Mass, the authors use the characters to develop the theme of finding happiness in different things. Bird of <i>The Road to You</i> finds happiness in her family. Ally from <i>Every Soul a Star</i> discovers happiness in her home and the campgrounds her family owns. Both characters find happiness in some way. People find joy in many different things and ways. Just because it may be different doesn't mean that it is wrong. Finding happiness in something is the foundation to having a good life.</p> |
| Annotation for Sample Student Response: | <p>The response demonstrates full comprehension by describing how the authors shows the way the character in each story finds happiness to develop the theme. For the first passage, the author uses “actions and dialogue” and provides analysis of how these are used to reveal the character’s happiness. This is fully developed using text evidence that shows how dialogue indicates the character’s happiness. For the second passage, the author uses “emotions” to develop the theme and this is fully developed using text evidence. The response is consistently appropriate to the task as all the development about the characters leads to the idea that Bird and Ally “<i>don’t find joy in the same things.</i>” Effective organization and style produce coherent writing.</p> |

Anchor Paper 3 – Score Point 3

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| Sample Student Response: | <p>Many authors use happiness as a central theme in their works. Characters are crucial to developing this theme, so the author might try to incorporate it in different ways. <i>The Road to You</i> by Alecia Whitaker shows how her character, Bird, finds happiness when surrounded by her friends and family and doing what she loves, performing. In <i>Every Star a Soul</i> by Wendy Mass, Alpha, or Ally, finds happiness in the campground where she lives, even though it is isolated. She is proud and happy about her location.</p> <p><i>The Road to You</i> is a great example of how happiness is incorporated into a story. When Bird's friend Stella and her mom, Shannon, surprise her by coming to visit, you understand how elated Bird is to see them. <i>"Oh my gosh, what are you doing here? I scream when I see my best friend, who's supposed to be back in Tennessee, standing in the door of my dressing room, arms open wide."</i> Birds is also thrilled to be performing, and relaxes when she is surround by the people she loves, <i>"I realize that my nerves have morphed into excited energy. I feel revved up, ready, like a car gunning its engine at the starting line. I have people here-my people-and I'm ready to do this thing!"</i> The reader can already tell just how happy and excited Bird is, but the author also incorporates more feelings, like gratitude, which, although is a bit more emotional, still leads back to being happy, as it is found in paragraph 24. <i>"My eyes blur all of a sudden, and I look up, blinking rapidly, determined, as my dad goes on, not to cry, even if they are happy tears,"</i></p> <p>Another great example is <i>Every Soul a Star</i>, from which we learn, that even if we don't have everything, we can still be happy. <i>"Sure, maybe it gets lonely every now and then, but I love it here."</i> That's Alpha's take on her living situation (Alpha is the main character). Although the nearest town is an hour away, and she doesn't have any friends nearby, she is proud of her campsite, and enjoys living there. She gains happiness from everything her father taught her, <i>"I know all the constellations because my father taught them to me, and I know about the Alpha because it is also my name...There's the Moon Shadow Campground that my family owns, where I know every tree and every rock and which foxes are friendly and which aren't."</i> Alpha is very proud of her home, and is excited for the eclipse when maybe thousands of people will flock to their campground, even just for a day. <i>"They knew that decades later, hundreds, maybe thousands of people would travel to this exact spot to be a part of something that hasn't happened in mainland American for over seventy-five years and won't happen again for a hundred more."</i></p> <p>So, whether it be performing, surrounded by you friends and family, learning new things, or where you live, one can understand how authors such as Alecia Whitaker and Wendy Mass use their characters to think up creative solutions on how to develop happiness into their stories.</p> |
| Annotation for Sample Student Response: | <p>The response demonstrates comprehension by a mostly accurate analysis of how text details from the passages show how happiness is portrayed in the passages through the characters. There is more analysis in the first passage of how the authors used their characters to show this than in the second passage, which focuses more on how the character experiences happiness. The response is developed through multiple examples of evidence from each passage and has mostly effective reasoning of how they show the character is happy. This leads to the conclusion that the authors “<i>use their characters to think up creative</i></p> |

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| | <i>solutions on how to develop happiness into their stories.”</i> The response is organized and mostly coherent and is appropriate to the task. |
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Anchor Paper 4 – Score Point 3

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| Sample Student Response: | <p>Different people find happiness in different things. This is exactly what the the authors from <i>The Road to You</i> and <i>Every Soul a Star</i> show. Alpha, or Ally from <i>Every Soul a Star</i>, and Bird from <i>The Road to You</i> are two very different characters. They like different things and different things make them feel joy. These characters are the perfect example of the fact that different things make different people happy.</p> <p>In <i>The Road to You</i>, Bird is the main character. She is a pop-star and about to go out and do a concert. She is extremely nervous about going out to the arena and singing in front of thousands of people. While getting her makeup done, someone pops through the door. It's Stella, her best friend, and Stella's mom, a songwriter who helped Bird write her album. In time, her whole family comes through the doors. As stated in <i>The Road to You</i>, "I have people here-<i>my people</i>-and I'm ready to do this thing!" Bird finds happiness in being surrounded by the people she loves. With them, she feels comfortable. Her friends and family are her source of happiness. By using the way the author describes Bird seeing her family and friends and reacting to them being there, it shows how happy her family makes her.</p> <p>In <i>Every Soul a Star</i> the main character is Alpha, or Ally. She is a normal girl who lives with her mom, dad, and brother, Kenny. She moved from Iceland to a campground her parents own in America and enjoys learning about astrology from her father. Her family moved because of a plan they had. Her parents knew that the Great Eclipse would happen right above the campground. It was the only place completely in the center of the Great Eclipse and people would go there to see it. According to <i>Every Soul a Star</i>, "My parents knew that, for one day, out two-square mile campground will be the only patch of land in the entire country to lie smack dab in the path of the Great Eclipse when it passes overhead... the sun will get erased from the sky, the planets will come out to greet us, the birds will stop singing, and a glowing halo of light will flutter like angels' wings above our heads." Ally is happy because of the Great Eclipse. She enjoys astrology, so the Great Eclipse fills her with joy. By using the way Ally describes the eclipse, the author shows her excitement and elation over it.</p> <p>The authors have two different stories about two very different girls. Bird finds joy in being with her family and friends. Ally enjoys astrology and is excited about the Great Eclipse. Bird loves her friends and family and is happy that they came to support her. Both authors use the characters' descriptions of the events that made them feel good as a way to show what makes each of them happy.</p> |
| Annotation for Sample Student Response: | <p>The response shows comprehension and appropriateness to the task and by providing a mostly accurate analysis of the way the authors show how the characters find happiness. To support the theme that people find happiness in different ways, there is a developed description of the character and plot for each passage through relevant text evidence about the character's happiness and analysis of what the author did. A comparison of what authors did is included at the end (<i>Both authors use the characters' descriptions of the events that made them feel good as a way to show what makes each of them happy.</i>). The response is organized and uses a mostly effective style.</p> |

Anchor Paper 5 – Score Point 2

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| Sample Student Response: | <p>In the passage <i>The Road to You</i> and in <i>Every Soul a Star</i>, the characters are essential to the main idea that people find happiness in different ways. In the passage from <i>The Road to You</i>, the plot line is about a girl, Bird, going on stage to perform a concert. His family and friends come to surprise him just before going on stage and encourage him to be brave and eventually he goes out on stage with confidence. "I realized that my nerves have morphed into excited energy. I feel revved up, ready, like a car gunning its engine at the starting line. I have people here-<i>my people</i>-and I'm ready to do this thing!(Paragraph 19)" In this passage, the main character, Bird, finds happiness in his family being there to support him and eventually breaks out into tears of joy.</p> <p>The main character, Ally, from <i>Every Soul a Star</i> has lived in the middle of nowhere almost all her life. She then learns about why her parents moved there and started a camp, it was because there location of the camp was, "Smack dab in the path of the Great Eclipse when it passes over head.(Paragraph 7)" She finds happiness and energy from knowing that soon civilization will come and visit her in the hundreds and</p> |
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| | <p>maybe even thousands. These two characters in these passages bring out the central idea that people find happiness in different ways.</p> <p>Also, Bird from <i>The Road to You</i> finds happiness with being around lots of people like family and friends. "My eyes blur all of a sudden, and I look up, blinking rapidly, determined not to cry, even if they are happy tears.(Paragraph 24)" Ally in <i>Every Soul a Star</i> finds happiness in being alone sometimes but at the same time is exhilarated in how many people are going to come when the Eclipse comes by. "Sure, maybe it gets lonely every now and then, but I love it here. (Paragraph 4)"</p> <p>In conclusion, these two characters are very different and they both show that happiness is achieved in different ways either that's excited to be surrounded by people like your family or just getting to know thousands of strangers, Or even better, being engulfed in civilization, or living by yourself in solitude.</p> |
| Annotation for Sample Student Response: | The response demonstrates basic comprehension by explaining how the character in each passage finds happiness in order to show that people find happiness in different ways. There is some development of topic for each passage through a summary of the story, an example from the text, and an explanation of how the character finds happiness. There is no analysis of how the authors use the characters to develop the theme, so the response remains somewhat appropriate to the task. |

Anchor Paper 6 – Score Point 2

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| Sample Student Response: | <p>In the passages, the theme people find happiness in different ways is shown many times in both passages. In the passage, <i>The Road to You</i>, it is shown when her best friends and her family arrive to surprise her. In the passage, <i>Every Soul a Star</i>, it is shown when she thinks about her town being in the middle of nowhere.</p> <p>In the passage, <i>The Road to You</i>, Bird finds happiness when her best friends come in to surprise her. She is so happy. " Stella's giant hug is just the thing I need to distract me from the ticking clock and the thousands – <i>thousands</i> – of people taking their seats in the arena at this very moment" (Whitaker). This quote means that she found happiness in her people and took away her nervousness and anxiety. That is the way she finds happiness, through her people.</p> <p>In the passage, <i>Every Soul a Star</i>, the theme is shown when she thinks about her town in the middle of nowhere." The nearest real town is an hour away. Sure, maybe it gets a little lonely every now and then, but I love it here" (Mass). This quote means that she doesn't need people to make her happy, she just needs to think about where she lives and that makes her happy.</p> <p>In the two passages, the theme people find happiness in different ways, is shown multiple times. It is shown in the first passage when Bird gets to see her friends. It is shown in the second passage when she gets to look around her and enjoy her home and her camp.</p> |
| Annotation for Sample Student Response: | This response demonstrates basic comprehension by explaining how the characters in each passage find happiness as support to the theme people find happiness in different ways. Some development is provided through quoted text evidence and generally accurate analysis of what the evidence shows about the character's happiness (Bird: <i>That is the way she finds happiness, through her people...</i> Ally: <i>she just needs to think about where she lives and that makes her happy</i>). The response demonstrates some organization and somewhat appropriate to the task. |

Anchor Paper 7 – Score Point 2

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| Sample Student Response: | <p>Everyone has something that makes them happy. Often it's different for lots of people. In the two stories <i>Every Soul A Star</i> by Wendy Mass and <i>The Road to You</i> by Alecia Whitaker the authors use the characters to show the theme that people find happiness different ways.</p> <p>In the passage from <i>The Road to You</i> by Alecia Whitaker Bird, the main character, gets surprised by her old friends. She seems to find happiness being around people and having company. Another part to it is she's a singer and performs in front of thousands of people and that's also where she is happiest at. For some people being surrounded by others makes them happy. The passage says, "She helped me pen a lot of the songs on Wildflower and really took me under her wing. That's how I met Stella, and honestly, I don't know what I'd do without either of them" (paragraph 11). Bird surrounds herself with people she cares about and that's where she finds her happiness.</p> <p>In the next passage from <i>Every Soul a Star</i> by Wendy Mass it's all about a girl named Ally. Ally lives somewhere far away from any other civilizations. She loves where she lives and her surroundings but, Ally</p> |
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| | <p>doesn't have many friends because she's home schooled and lives far from where any other people really go. Ally loves the sky. She loves the stars. She loves constellations, all of which are amazing where she lives. Ally finds happiness in being with herself and her surroundings.</p> <p>In both things I read the characters have different ways they find happiness but both achieve it. The authors give the theme of happiness through there characters.</p> |
| Annotation for Sample Student Response: | <p>The response demonstrates a basic comprehension by providing a generally accurate analysis of the theme by showing that the characters find happiness in different ways. For the first passage there is relevant text examples of what makes Bird happy and generally accurate analysis that <i>"being surrounded by others makes them happy."</i> For the second passage, there are text-based details of different things the character loves followed by a concluding analysis that <i>"Ally finds happiness in being with herself and her surroundings."</i> Overall, there is some development and organization present and the response is somewhat appropriate to the task.</p> |

Anchor Paper 8 – Score Point 1

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| Sample Student Response: | <p>In <i>Every Soul a Star</i> the characters are central to the theme because Ally is very happy that she lives in this place that many people would not want to live in, but she is also very happy because her family is hosting a big event and there is going to be a lot of people there. In the text it says, "They knew that a decade later, hundreds, maybe thousands of people would travel...for a hundred more." She is happy that a bunch of people are going to be traveling to this exact spot to see the Great Eclipse.</p> <p>In <i>The Road to You</i> the characters are central to the theme because Bird is really happy because her best friend surprised her by coming down to her performance and she feels amazingly happy when her friends and family are around. In the text it says, " Stella's giant hug is just the thing I need to distract me from the ticking clock and the thousands-<i>thousands</i>- of people taking their seats..." She is happy that Stella is here to calm her nerves. People make them both very happy.</p> |
| Annotation for Sample Student Response: | <p>The response demonstrates limited comprehension by identifying how the characters find happiness but does not address how they find happiness in different ways. There is minimal development of the topic for each passage through a description of why the main character is happy and a quote of text evidence for support. At the end there is a single statement that they both find happiness through people, but this comparison is limited in its appropriateness to the task of addressing the theme how people find happiness in different ways.</p> |

Anchor Paper 9 – Score Point 1

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| Sample Student Response: | <p>First-off, In "<u>from The Road to You</u>" the narrator states "I realize that my nerves have morphed into excited energy. I feel revved up, ready, like a car gunning its engine at the starting line. I have people here-- my people--and I'm ready to do this thing!"(19) This shows the way that Bird shows happiness is when she is with family.</p> <p>Lastly, Stated in the passage "<u>from Every Soul a Star</u>" it quotes "I don't really have any friends. Not within hundreds of miles, anyway. And it's not because I am unlikable or smell bad or anything like that. In fact, I take a bath every single day in the hot spring outside our house, and everyone knows that the minerals in the hot springs make you smell like fresh air all day long"(3) This bit of textual evidence shows that Ally expresses happiness because she like where she lives. In conclusion, Happiness can be expressed in many different ways.</p> |
| Annotation for Sample Student Response: | <p>The response demonstrates limited comprehension by identifying how the characters find happiness. For each passage a relevant quote is provided and a statement of what that evidence shows about the character's happiness. This minimal development results in a response that is limited in appropriateness to the task.</p> |

Anchor Paper 10 – Score Point 1

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| Sample Student Response: | In <i>The Road to You</i> she finds happiness with her friends and family, and also singing. She performs in front of lots of people, and her friends and family help her. And in <i>Every Soul a Star</i> she gets happiness from living in the middle of nowhere. She knows that soon people will start coming to her family's place. |
| Annotation for Sample Student Response: | The response attempts to address the theme but is a single statement with no references to the passages. It is undeveloped and inappropriate to the task. |

Anchor Paper 11 – Score Point 0

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| Sample Student Response: | It seems like in the passages that the author uses the characters to develop the theme by making the people in the story might have the same feelings as in the other passage. |
| Annotation for Sample Student Response: | The response attempts to address the theme but is a single statement with no references to the passages. It is undeveloped and inappropriate to the task. |

Anchor Paper 12 – Score Point 0

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| Sample Student Response: | first from the road. in the text it says, " oh gosh, what are you doing here i scream when i see my best friend who's so posed to be in tense." next from e every soul a star in the text it says," the plant will come and great us the birds will stop singing." last from the road. in the text it States," oh bird its good to see you." |
| Annotation for Sample Student Response: | The response does not show comprehension because there is only a quote from each passage provided, but no explanations or connection to the prompt. This attempt to answer is inappropriate to the task. |