

COLO RADO

Student Assessment Program



2004

**Released Passages, Items, and Prompts
with Anchor Papers**

for

Escritura: Grades 3 and 4;

Mathematics: Grades 5-10;

Science: Grade 8; and

Writing: Grades 3, 4; 5, 6, 7, 8, 9 and 10;

C

CSAP

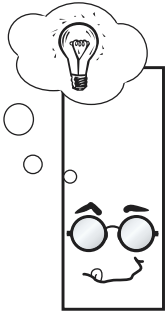
2004 CSAP Released Items

Grade 3 Escritura

Escritura

1

Escribe un párrafo en que **describas** algo bueno que tú hiciste o que viste hacer a otra persona y **por qué** tú piensas que esa fue una buena acción.



Puedes usar el espacio de abajo para planear tu párrafo.



Empieza tu párrafo aquí. Usa todas las líneas que necesites.

Lined writing area with 20 horizontal lines.

Item 1:

This item appeared at only one grade level.

Grade 3

Standard 2: Students write and speak for a variety of purposes and audiences.

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Subcontent Area: paragraph writing

SECTION 2 Writing
SHORT CONSTRUCTED RESPONSE
Item 36 (Pages 18 and 19)

Escribe un párrafo en que **describas** algo bueno que tu hiciste o que viste hacer a otra persona y **por qué** tú piensas que ésa fue una buena acción.

Puedes usar el espacio de abajo para planear tu párrafo.

Empieza tu párrafo aquí. Usa todas las líneas que necesites.

Score Points: Apply 5-point analytic rubric

- up to 2 points for Content (Standard 2)
- up to 1 point for Organization (Standard 2)
- up to 1 point for Style & Fluency (Standard 2)
- up to 1 point for Language Usage (Standard 3)

This item appeared at only one grade level.

Grade 3

Standard 2: Students write and speak for a variety of purposes and audiences.

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Subcontent Area: paragraph writing

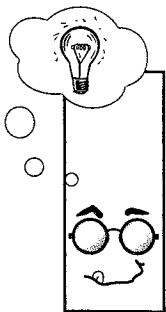
Grado 3 - Rúbrica Analítica para la Escritura

(Para los estudiantes)

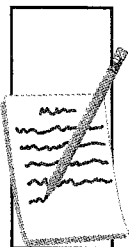
Una Respuesta Breve				
El Tema	¡Has dado en el blanco!	¡Vas llegando al blanco!	Todavía no estás en el blanco	¡Ay, no!
El Contenido: (Incluye: el foco y el desarrollo)	La escritura: <ul style="list-style-type: none"> ○ tiene una idea principal ○ tiene detalles interesantes y que le interesan al lector ○ tiene ideas que están relacionadas ○ se mantiene dentro del tema 	La escritura: <ul style="list-style-type: none"> ○ tiene una idea principal ○ tiene ideas ordinarias que otros ya saben ○ las ideas están relacionadas la mayor parte del tiempo ○ se mantiene en el tema la mayor parte del tiempo 	La escritura: <ul style="list-style-type: none"> ○ no tiene una idea principal ○ no tiene muchos detalles o los detalles están limitados ○ las ideas no están relacionadas ○ el tema no es claro 	La escritura no recibe ningún punto si no está relacionada al tema o es difícil de leer
		¡Has dado en el blanco!	Todavía no estás en el blanco	
La Organización: (Incluye: el orden o el arreglo de las ideas)		La escritura: <ul style="list-style-type: none"> ○ tiene ideas que están en orden y tienen sentidos 	La escritura: <ul style="list-style-type: none"> ○ tiene ideas que no están en un mejor orden 	
El estilo y la fluidez: (Incluye: la voz, el uso del lenguaje, el vocabulario, y flujo de las oraciones)		La escritura: <ul style="list-style-type: none"> ○ tiene oraciones completas ○ muestra un interés en el tema ○ usa palabras diferentes para empezar una oración ○ tiene ideas que expresan con claridad los pensamientos del autor 	La escritura: <ul style="list-style-type: none"> ○ tiene oraciones incompletas ○ tiene oraciones que siguen y siguen ○ muestra muy poco interés o no interés en el tema ○ usa las mismas palabras para empezar la mayoría de las oraciones ○ tiene ideas con palabras confusas 	
El uso de lenguaje		La escritura: <ul style="list-style-type: none"> ○ tiene letras mayúsculas y puntuación correcta en todos los lugares apropiados ○ tiene casi todas las palabras deletreadas correctamente. ○ tiene sujetos y verbos que están relacionados y tienen sentidos 	La escritura: <ul style="list-style-type: none"> ○ le faltan muchas letras mayúsculas y puntuación en las partes apropiadas ○ tiene muchos errors de ortografía ○ tiene sujetos y verbos que no van juntos Y no suenan bien 	

36

Escribe un párrafo en que **describas** algo bueno que tú hiciste o que viste hacer a otra persona y **por qué** tú piensas que esa fue una buena acción.

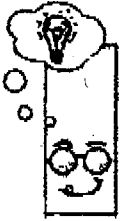


Puedes usar el espacio de abajo para planear tu párrafo.



Empieza tu párrafo aquí. Usa todas las líneas que necesites.

Escribe un párrafo en que describas algo bueno que tú hiciste o que viste hacer a otra persona y por qué tú piensas que esa fue una buena acción.



Puedes usar el espacio de abajo para planear tu párrafo.

I. Ayudar a mi hermano.

- a. Mi hermano se cayó.
b. Le ayudé.

II. Llora

- a. Mi hermano llora.
b. Le hice cosquillas para dejar de llorar.

III. Una buena acción -

- a. Feliz mi hermano por ayudarlo.
b. Me dio un premio.



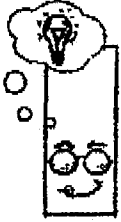
Empieza tu párrafo aquí. Usa todas las líneas que necesites.

Yo ayudé a mi hermano cuando se cayó. Yo lo ayudé porque se lastimó y le salió poquita sangre. Mi hermano estaba llorando mucho como si cañera agua. Cuando estaba llorando le hice cosquillas y para llorando. Yo creo que era una buena acción porque mi hermano se sintió feliz y ya no lloró.

2, 1, 1, 1 anchor

36

Escribe un párrafo en que describas algo bueno que tú hiciste o que viste hacer a otra persona y por qué tú piensas que esa fue una buena acción.



Puedes usar el espacio de abajo para planear tu párrafo.



Empieza tu párrafo aquí. Usa todas las líneas que necesites.

Yo ayudo a mi papá a arreglar la camioneta. Yo ayudo a mi papá a arreglar la camioneta porque necesitaba agua para ponerla al motor. Cuando se la acababa necesitaba ir por más agua. Cuando terminé de arreglar la camioneta.

1, 1, 1, 1 anchor
page 1

famos a la varla al car was
y comprar un perfume para parf
rsele para que huela como una
flor. Si empre cuando ayudo a
mi papa me canso mucho.

1,1,1,1 Anchor
page 2

Escribe un párrafo en que describas algo bueno que tú hiciste o que viste hacer a otra persona y por qué tú piensas que esa fue una buena acción.



Puedes usar el espacio de abajo para planear tu párrafo.

Comienzo	en medio	Final
El policía extraño a un malante	Estaba yo en la tienda y vi a un policía que traía a una señora que tenía robado en la tienda.	Los Policias llevaron a la señora a la carcel por lo par.

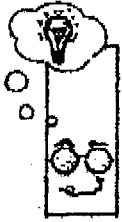


Empieza tu párrafo aquí. Usa todas las líneas que necesites.

Un día yo fui a la tienda con mi mamá y mi papá y una señora estaba saliendo de la tienda y sonó la alarma de la tienda que cuando suena no pagastes algo. La señora que cuida llamo a la Policia y fue la Policia y fue la Policia le dio un telefono y llamo a su mamá. Y la Policia llevo a la señora a la carcel.

O, l, l, l Anchor

Escribe un párrafo en que describas algo bueno que tú hiciste o que viste hacer a otra persona y por qué tú piensas que esa fue una buena acción.



Puedes usar el espacio de abajo para planear tu párrafo.

Esto pienso que mi
respuesta correcta
es que comió si

II x vi a mi mamá
a hacer algo Bueno
y a mi mamá



Empieza tu párrafo aquí. Usa todas las líneas que necesites.

Mi mamá y mi hermano
hace algo Bueno porque
ella no se cae
mi mamá se me hace
bueno porque ella no se
caído en ninguna casa
por eso es buena
en ninguna cosa se caído
por eso es muy buena.

O, O, O, O anchor

2004 CSAP Released Items

Grade 4 Escritura

2

Imagínate que tus padres planean ir de vacaciones muy temprano por la mañana. Cuando todos están listos para partir, recuerdas que olvidaste tu juego favorito que planeabas llevar en la casa de un amigo. Escribe una historia de lo que sucede después de que descubres lo que se te olvidó.

Usa la página siguiente para planear tu escrito.

This item appeared at only one grade level.

Grade 4

Standard 2: Students write and speak for a variety of purposes and audiences.

Benchmark 2.a: Generate topics and develop ideas for a variety of writing.

Subcontent Area: extended writing

SESSION 1 Writing
WRITING PROMPT
Item 1 (Page 2)

Imagínate que tus padres planean ir de vacaciones muy temprano por la mañana. Cuando todos están listos para partir, recuerdas que olvidaste tu juego favorito que planeabas llevar en la casa de un amigo. Escribe una historia de lo que sucede después de que descubres lo que se te olvidó.

Usa la página siguiente para planear tu escrito.

The final copy of the student's essay begins on page 7. It is scored as follows:

Score Points: Apply 11 point analytic rubric

- up to 4 points for Content & Organization (Standard 2)
- up to 4 points for Style & Fluency (Standard 2)
- up to 2 points for Language Usage (Standard 3)
- up to 1 point for evidence of planning on page (Standard 2)

SCORING NOTE: For the planning point, any relevant words, sentences, or pictures get full credit.

This item appeared at only one grade level.

Grade 4

Standard 2: Students write and speak for a variety of purposes and audiences.

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Subcontent Area: extended writing

VERSIÓN FINAL



Después de leer y revisar tu primera versión, escribe la versión final en las líneas de abajo.



Usa todas las líneas que necesites.

Alguna vez se te a olvidado algo, pues esta es una historia de lo que me paso cuando era joven.

Un hermoso día de viaje estamos distando todo lo que llevaríamos a casa de tía Lupita. Estaba tan emocionada que olvide mi Barbie. Echamos las maletas al carro y nos fuimos en el carro. A medio camino me di cuenta de que se me habia olvidado mi Barbie favorita. Estaba muy triste y aburr. da pero mamá me

4-4-2 anchor

page 1

Convensio de que para que
me pusiera tan triste. Me
anime un poco y voltie por
la ventana y vi un caballo
blanco corriendo tan fuerte
como un cometa listo
para despegar. Relinchaba
tan fuerte como un perro
que se preparaba para morder.
Al poco rato me quede
profundamente dormida, cuando
desperté vi una casa
benorme con azul a los
lados de la ventana.
al lado de la casa vi
a unos caballos negros,

4-4-2 anchor
page 2

cafes y blancos...

¡llegamosi grito mi hermana viviana. Cuando nos metimos a la casa estaban mis tios y mis primos. Mis primas me preguntaron que si podia jugar con ellas y les conteste triste- mente que lo habia olvidado mi Barbie. Ellas dijeron que podiamos hacer nuestra propia Barbie de carton esa si era una solucion contenta. Asi que se fueron a comprar carton y dibujamos a las Barbies y cortamos el carton jugamos todo el dia hasta que finalmente nos fuimos a casa.

4-4-2 anchor

page 3

VERSIÓN FINAL

3

Después de leer y revisar tu primera versión, escribe la versión final en las líneas de abajo.

Usa todas las líneas que necesites.



El Viaje

Un día fuimos de viaje pero se me olvidó mi juego de matemáticas. Al principio íbamos al rancho mi mamá, mi papa y yo. Ese día yo iba a jugar con Israel y con mis papas pero no tenía el juego de matemáticas. Yo le dije a mi mamá que me llevara de regreso a la casa por mi juego de matemáticas. Ella me lleva y empezamos a jugar, primero mis papas ganaron. Luego yo gane y Israel no pudo ganar. Al siguiente juego me di cuenta de que nadie podía ganar porque teníamos las mismas pizas. Finalmente jugamos

y nos divertimos mi mamá, mi papa, Israel y yo en el rancho de México.

3-3-2 anchor

VERSIÓN FINAL



Después de leer y revisar tu primera versión, escribe la versión final en las líneas de abajo.



Usa todas las líneas que necesites.

Ha le dije a mi papa que regresara mas

mi papa. Me dijo que no por que

Ha casi llega vamos a la casa

de un amigo de mi papa.

un niño i su familia que iban

de vacaciones i a la mañana se le

olvido su juguete favorito

Le dijo a su papa que regresara

por su juguete favorito su papa

le dijo que no por que Ha casi

llegaron a casa de un amigo de su papa

2-2-1 anchor

VERSIÓN FINAL

Después de leer y revisar tu primera versión, escribe la versión final en las líneas de abajo.

Usa todas las líneas que necesites.

PAPA YA VA MONOS. ESTABIA BIEN.
CUANTO FALTA PARA LLEGAR.
DIEC MINUTOS. ¡SI! YA HAN SE
A JUGAR. PERO NO TENEMOS
NADA PARA JUGAR. VAN A
A LOS JUEGOS. SI PAPA, PERO
CORREN LEI. POTE POR LA RES BARRA
INA. SI ¡IIII! PAPA ¡IIII!
HERMANO SE CAIIO. VAMOS A VER
SE QUE BRO LAMANO. FIN

1-1-1
Anchor

VERSIÓN FINAL

Después de leer y revisar tu primera versión, escribe la versión final en las líneas de abajo.

Usa todas las líneas que necesites.

era un día PUNAMOS I Y DEBIA DE
PERO AL MISO SE LE VIA EL DIBUJO SU
GUGETE PERO HA I BON MUI LEGOS
YU PA PAI LE DIGO QUE NO SE PODEA REGESON
Y CUANDO
HEGAREN LE DIGO LE IDA A PAM PRAR UN
GUGETE Y IGUALITO.
SI I MA JANTIFERRE BOMOS TAVEV-
LHA POR IGUGETE O LA COSA PER NOTIENE
SASEHINA PUES DEICHAHKEE TAMPOCO TEN
DORO DIENRO PERO ESTOMUI LEGOS
PARA SOTACNE'S CERO PER NOTIENOGAS
PUES JANTIFERRE PERO NO TENGO DIENRO
PUES DE LA CASO

2-0-0
anchar

VERSIÓN FINAL



Después de leer y revisar tu primera versión, escribe la versión final en las líneas de abajo.



Usa todas las líneas que necesites.

Yo voy al Lunche como y lo e go
voy a jugar con mis 5 amigas
Juegos en los Cullipeon's los
juegos de 1, 2, 3, 4, 5 estan
muy grandes pero de Ece
y Kinder entan chikitos. y
Tambies los baños estan
chikitos de 1, 2, 3, y los baños
de 4, 5 estan grandes

0-1-1
anchor

2004 CSAP Released Items

Grade 4 Escritura

Instrucciones

Lee este párrafo que trata del arco iris. El párrafo tiene seis partes subrayadas.

- 3** Las palabras o frases subrayadas pueden tener errores de gramática, puntuación, ortografía o en el uso de las mayúsculas. Fíjate cuidadosamente en cada palabra o frase subrayada. Si hay un error, usa un lápiz para hacer la corrección en el espacio arriba de la palabra o frase subrayada. Si no hay un error, escribe “correcto” en el espacio arriba de la palabra o frase subrayada.

Para recibir el puntaje mínimo por este ejercicio, tienes que hacer correctamente por lo menos una de las seis partes del ejercicio.

el arco iris se forma con las gotas de lluvia. La luz del sol entra en cada gota y se refleja en la parte de atrás de las gotas. Los colores del arco iris son fragmento de luz. La luz del sol es una mezcla de colores que al pasar por las gotas de lluvia se transforman en los hermosas colores del arco iris y forma un arco en el cielo.

Item 3:

EDITING TASK (ARCO IRIS)

Score Points: 6 Points Possible

	Item	Benchmark	Subcontent Area
• 1 point for changing <u>el</u> to <u>El</u>	[3.a]	[3.c capitalization]	{mechanics}
• 1 point for changing <u>gotas Los</u> to <u>gotas. Los</u>	[3.b]	[3.c punctuation]	{mechanics}
• 1 point for changing <u>fragmento</u> to <u>fragmentos</u>	[3.c]	[3.d spelling]	{mechanics}
• 1 point for changing <u>mescla</u> to <u>mezcla</u>	[3.d]	[3.d spelling]	{mechanics}
• 1 point for changing <u>hermosas</u> to <u>hermosos</u>	[3.e]	[3.b correct modifiers]	{grammar and usage}
• 1 point for changing <u>forma</u> to <u>forman</u>	[3.f]	[3.a subject/verb agreement]	{grammar and usage}

Scoring Note: Each target word (or words) should be considered as a separate, dichotomously scored item. Give credit for alternative changes that also correct the error. Ignore changes made to any nontargeted word.

This item appeared at only one grade level.

Grade 4

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

CSAP
Escritura

Instrucciones

Lee este párrafo que trata del arco iris. El párrafo tiene seis partes subrayadas.

2

Las palabras o frases subrayadas pueden tener errores de gramática, puntuación, ortografía o en el uso de las mayúsculas. Fíjate cuidadosamente en cada palabra o frase subrayada. Si hay un error, usa un lápiz para hacer la corrección en el espacio arriba de la palabra o frase subrayada. Si no hay un error, escribe “correcto” en el espacio arriba de la palabra o frase subrayada.

Para recibir el puntaje mínimo por este ejercicio, tienes que hacer correctamente por lo menos una de las seis partes del ejercicio.

El
el arco iris se forma con las gotas de lluvia. La luz del
sol entra en cada gota y se refleja en la parte de atrás de
gotas, los
las gotas *Los* colores del arco iris son fragmento *fragmentos* de luz. La
luz del sol es una mezcla *mezcla* de colores que al pasar por las
gotas de lluvia se transforman en los hermosas *hermosos* colores del
arco iris y forma *forman* un arco en el cielo.

6 point anchor



Instrucciones

Lee este párrafo que trata del arco iris. El párrafo tiene seis partes subrayadas.

2

Las palabras o frases subrayadas pueden tener errores de gramática, puntuación, ortografía o en el uso de las mayúsculas. Fíjate cuidadosamente en cada palabra o frase subrayada. Si hay un error, usa un lápiz para hacer la corrección en el espacio arriba de la palabra o frase subrayada. Si no hay un error, escribe "correcto" en el espacio arriba de la palabra o frase subrayada.

Para recibir el puntaje mínimo por este ejercicio, tienes que hacer correctamente por lo menos una de las seis partes del ejercicio.

El

el arco iris se forma con las gotas de lluvia. La luz del

sol entra en cada gota y se refleja en la parte de atrás de

gotas. Los

las gotas Los colores del arco iris son fragmento de luz. La

correcto

luz del sol es una mezcla de colores que al pasar por las

gotas de lluvia se transforman en los hermosas colores del

forman

arco iris y forma un arco en el cielo.

5 point anchor

Instrucciones

Lee este párrafo que trata del arco iris. El párrafo tiene seis partes subrayadas.

2

Las palabras o frases subrayadas pueden tener errores de gramática, puntuación, ortografía o en el uso de las mayúsculas. Fíjate cuidadosamente en cada palabra o frase subrayada. Si hay un error, usa un lápiz para hacer la corrección en el espacio arriba de la palabra o frase subrayada. Si no hay un error, escribe “correcto” en el espacio arriba de la palabra o frase subrayada.

Para recibir el puntaje mínimo por este ejercicio, tienes que hacer correctamente por lo menos una de las seis partes del ejercicio.

El

el arco iris se forma con las gotas de lluvia. La luz del

sol entra en cada gota y se refleja en la parte de atrás de

las gotas. ^{Los} Los colores del arco iris son fragmento ^{fragmentos} de luz. La

luz del sol es una mezcla ^{correcto} de colores que al pasar por las

gotas de lluvia se transforman en los hermosas ^{hermosos} colores del

arco iris y forma ^{Correcto} un arco en el cielo.

4 point anchor

Instrucciones

Lee este párrafo que trata del arco iris. El párrafo tiene seis partes subrayadas.

2

Las palabras o frases subrayadas pueden tener errores de gramática, puntuación, ortografía o en el uso de las mayúsculas. Fíjate cuidadosamente en cada palabra o frase subrayada. Si hay un error, usa un lápiz para hacer la corrección en el espacio arriba de la palabra o frase subrayada. Si no hay un error, escribe "correcto" en el espacio arriba de la palabra o frase subrayada.

Para recibir el puntaje mínimo por este ejercicio, tienes que hacer correctamente por lo menos una de las seis partes del ejercicio.

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correcto

gotas de lluvia se transforman en los hermosas colores del

correcto

arco iris y forma un arco en el cielo.

forman

3 point anchor

CSAP
Escritura

Instrucciones

Lee este párrafo que trata del arco iris. El párrafo tiene seis partes subrayadas.

2

Las palabras o frases subrayadas pueden tener errores de gramática, puntuación, ortografía o en el uso de las mayúsculas. Fíjate cuidadosamente en cada palabra o frase subrayada. Si hay un error, usa un lápiz para hacer la corrección en el espacio arriba de la palabra o frase subrayada. Si no hay un error, escribe “correcto” en el espacio arriba de la palabra o frase subrayada.

Para recibir el puntaje mínimo por este ejercicio, tienes que hacer correctamente por lo menos una de las seis partes del ejercicio.

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correcto
luz del sol es una mescla de colores que al pasar por las
hermosos
gotas de lluvia se transforman en los hermosas colores del
forma
arco iris y forma un arco en el cielo.

2 point anchor



Instrucciones

Lee este párrafo que trata del arco iris. El párrafo tiene seis partes subrayadas.

2

Las palabras o frases subrayadas pueden tener errores de gramática, puntuación, ortografía o en el uso de las mayúsculas. Fíjate cuidadosamente en cada palabra o frase subrayada. Si hay un error, usa un lápiz para hacer la corrección en el espacio arriba de la palabra o frase subrayada. Si no hay un error, escribe “correcto” en el espacio arriba de la palabra o frase subrayada.

Para recibir el puntaje mínimo por este ejercicio, tienes que hacer correctamente por lo menos una de las seis partes del ejercicio.

El

el arco iris se forma con las gotas de lluvia. La luz del sol entra en cada gota y se refleja en la parte de atrás de las gotas ^{los} Los colores del arco iris son fragmento ^{correcto} de luz. La luz del sol es una mezcla ^{correcto} de colores que al pasar por las gotas de lluvia se transforman en los hermosas ^{correcto} colores del arco iris y forma ^{correcto} un arco en el cielo.

1 point anchor

2004 CSAP Released Items

Grade 5 Mathematics

- 1** During the summer, Henry earns \$5 per hour babysitting and \$4 per hour mowing lawns.

Part A Henry babysat a total of 48 hours. How much money did he earn babysitting? In the space below, show your work and write your answer on the line.

\$ _____

Part B Including the 48 hours of babysitting, Henry earned a total of \$308 by the end of summer. How many hours did he spend mowing lawns? In the space below, show your work and write your answer on the line.

_____ hours

CSAP Mathematics Scoring Guide

Item 1:

Rubric

Exemplary Response

Part A

- \$240

AND

- $48 \text{ hours} \times \$5 = 240$

Part B

- 17 hours

AND

- $\$308 - 240 = 68$

$$68 \div \$4 = 17$$

OR

- Other valid process

Score Points: Apply 2-point holistic rubric.

This item appeared at only one grade level.

Grade 5

Standard 6.2c: Operations and Calculations

Subcontent Area: not classified

49

During the summer, Henry earns \$5 per hour babysitting and \$4 per hour mowing lawns.

Part A Henry babysat a total of 48 hours. How much money did he earn babysitting? In the space below, show your work and write your answer on the line.


$ \begin{array}{r} 48 \\ \hline 2 \overline{) 240} \\ \underline{40} \\ 40 \\ \underline{40} \\ 0 \end{array} $	5
\$ <u>240</u>	

Part B Including the 48 hours of babysitting, Henry earned a total of \$308 by the end of summer. How many hours did he spend mowing lawns? In the space below, show your work and write your answer on the line.

$ \begin{array}{r} 308 \\ - 240 \\ \hline 68 \end{array} $	$ \begin{array}{r} 4 \overline{) 68} \\ \underline{40} \\ 28 \\ \underline{20} \\ 8 \\ \underline{8} \\ 0 \end{array} $
<u>17</u> hours	

2 Point Anchor

Part A: Correct Process and Answer.
Part B: Correct Process and Answer.

2pts


5M-3301

49

During the summer, Henry earns \$5 per hour babysitting and \$4 per hour mowing lawns.

Part A Henry babysat a total of 48 hours. How much money did he earn babysitting? In the space below, show your work and write your answer on the line.

$$\begin{array}{r} 48 \\ \times 5 \\ \hline 240 \end{array}$$

\$ 240

Part B Including the 48 hours of babysitting, Henry earned a total of \$308 by the end of summer. How many hours did he spend mowing lawns? In the space below, show your work and write your answer on the line.

$$\begin{array}{r} 77 \\ 4 \overline{)308} \\ \underline{28} \\ 28 \\ \underline{28} \\ 00 \end{array}$$

77 hours

1 Point Anchor

Part A: Correct Process and Answer.
Part B: Incorrect Process and Answer.

1 pt
CM

5M-3302

49

During the summer, Henry earns \$5 per hour babysitting and \$4 per hour mowing lawns.

Part A Henry babysat a total of 48 hours. How much money did he earn babysitting? In the space below, show your work and write your answer on the line.

$\begin{array}{r} 5 \\ \times 4 \\ \hline 20 \\ + 48 \\ \hline 68 \end{array}$
\$ <u>68</u>

Part B Including the 48 hours of babysitting, Henry earned a total of \$308 by the end of summer. How many hours did he spend mowing lawns? In the space below, show your work and write your answer on the line.

$\begin{array}{r} 210 \\ \times 48 \\ \hline 1680 \\ + 420 \\ \hline 2608 \end{array}$
<u>210</u> hours

0 Point Anchor

Part A: Incorrect Process and Answer.

Part B: Incorrect Process and Answer.

anchor
Opt
CM

5M-3312

2004 CSAP Released Items

Grade 5 Mathematics

(This Item is also shared at Grade 6)

2

The table below shows the amounts of money Vince receives for selling bunches of flowers at the farmers' market.

Flower Sales

Number of Bunches	20	25	30	35
Amounts of Money	\$120	\$150	\$180	

Part A Complete the table to show the amount of money Vince receives for selling 35 bunches of flowers.

Part B On the lines below, explain the rule used in the pattern.

Part C Vince pays \$45 each day for a place at the farmers' market. One day, he sold 8 bunches of flowers. Did Vince receive enough money to pay for his place that day?

In the space below, show your work and explain your reasoning, and write your answer on the line.

Did Vince receive enough money? _____

Item 2:

Rubric

Exemplary Response

Part A

- **Flower Sales**

Number of Bunches	20	25	30	35
Amounts of Money	\$120	\$150	\$180	\$210

Part B

- The money that was made increases by \$30 with every 5 bunches of flowers sold.

OR

- Multiply each number of bunches of flowers by 6 to get the money made.

OR

- Other valid explanation

Part C

- Did Vince receive enough money? **Yes**
- Vince did make enough money to pay for his place. He makes \$6 for each bunch, so if he sold 8 bunches, he made $\$6 \times 8 = \48 . If his place is \$45, Vince had enough plus a little extra.

OR

- Other valid explanation

Score Points: Apply 3-point holistic rubric.

This item appeared at two adjacent grade levels.

Grade 5

Standard 2.5a: Patterns, Functions, and Algebra

Subcontent Area: patterns

Grade 6

Standard 2.5a: Patterns, Functions, and Algebra

Subcontent Area: patterns



The table below shows the amounts of money Vince receives for selling bunches of flowers at the farmers' market.

Flower Sales

Number of Bunches	20	25	30	35
Amounts of Money	\$120	\$150	\$180	210

335
1 4/10

Part A Complete the table to show the amount of money Vince receives for selling 35 bunches of flowers.

Part B On the lines below, explain the rule used in the pattern.

The rule used in the pattern is
multiply the number of bunches by
6 and you get the amount of money.

Part C Vince pays \$45 each day for a place at the farmers' market. One day, he sold 8 bunches of flowers. Did Vince receive enough money to pay for his place that day?

In the space below, show your work and explain your reasoning, and write your answer on the line.

$\begin{array}{r} \times 8 \\ 6 \\ \hline 48 \end{array}$	$48 > 45$
Did Vince receive enough money? <u>Yes</u>	

3 Pts.

Handwritten initials

*OK
3 pts
anchor*

5M-1301

31

The table below shows the amounts of money Vince receives for selling bunches of flowers at the farmers' market.

Flower Sales

Number of Bunches	20	25	30	35
Amounts of Money	\$120	\$150	\$180	\$210

Part A Complete the table to show the amount of money Vince receives for selling 35 bunches of flowers.

Part B On the lines below, explain the rule used in the pattern.

The rule used in the pattern was the number of bunches went up by 5 while the amounts of money went up by \$30.

Part C Vince pays \$45 each day for a place at the farmers' market. One day, he sold 8 bunches of flowers. Did Vince receive enough money to pay for his place that day?

In the space below, show your work and explain your reasoning, and write your answer on the line.

~~8 x 25 = 200~~ ~~8 x 25 = 200~~ \$45 \$ = per day

~~8 x 25 = 200~~

~~8 x 25 = 200~~

0 9 1
- 180
45
75

25 x 8 = 200

Did Vince receive enough money? NO

GM
OK 2pt anch

2 Pts.

5M-1302



The table below shows the amounts of money Vince receives for selling bunches of flowers at the farmers' market.

Flower Sales

Number of Bunches	20	25	30	35
Amounts of Money	\$120	\$150	\$180	\$210

Part A Complete the table to show the amount of money Vince receives for selling 35 bunches of flowers.

Part B On the lines below, explain the rule used in the pattern.

The pattern would be adding 30 to the money amount

Part C Vince pays \$45 each day for a place at the farmers' market. One day, he sold 8 bunches of flowers. Did Vince receive enough money to pay for his place that day?

In the space below, show your work and explain your reasoning, and write your answer on the line.

Did Vince receive enough money? no

1 Pt.

CM
1st anchor

5M-1303

31

The table below shows the amounts of money Vince receives for selling bunches of flowers at the farmers' market.

Flower Sales

Number of Bunches	20	25	30	35
Amounts of Money	\$120	\$150	\$180	111

Part A Complete the table to show the amount of money Vince receives for selling 35 bunches of flowers.

Part B On the lines below, explain the rule used in the pattern.

The rule is add 3 to each one.

Part C Vince pays \$45 each day for a place at the farmers' market. One day, he sold 8 bunches of flowers. Did Vince receive enough money to pay for his place that day?

In the space below, show your work and explain your reasoning, and write your answer on the line.

$\begin{array}{r} 111 \\ 111 \\ \hline 222 \end{array}$	<p>Because, he would have 222</p>
<p>Did Vince receive enough money? <u>yes</u></p>	

CFM
OK opt
anchor

0 Pts.

5M-1304

2004 CSAP Released Items

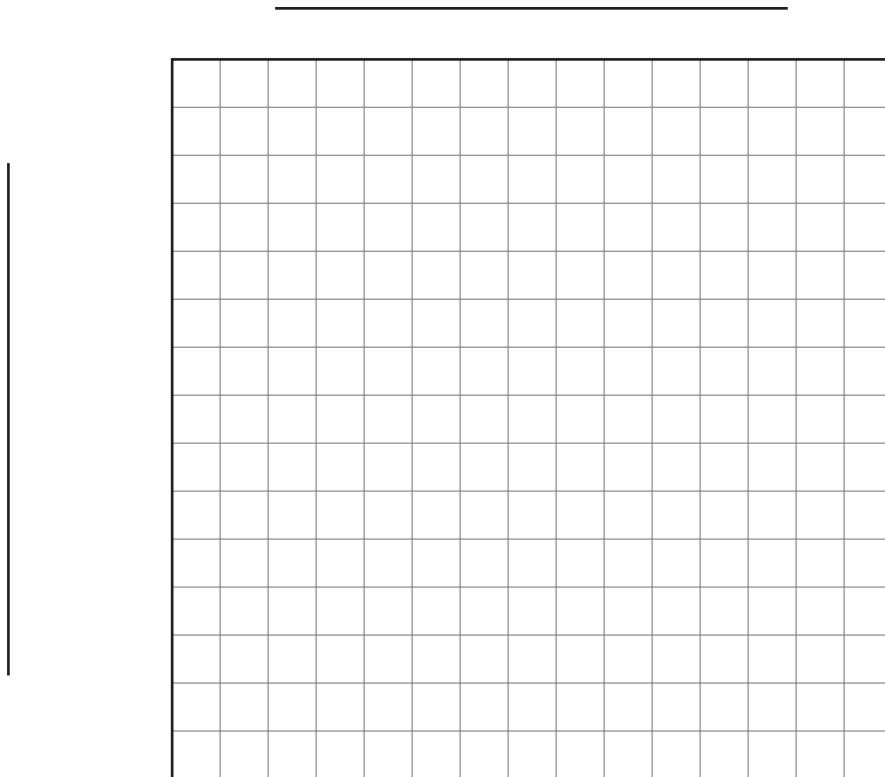
Grade 6 Mathematics

- 3 The table below shows the number of visitors to Bent’s Fort from March through September.

Visitors to Bent’s Fort

Month	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.
Number of Visitors (rounded to nearest hundred)	1,600	3,200	4,100	4,300	6,100	3,300	2,400

Part A On the grid below, construct a **bar graph** to show the information from the table.



Use information from the graph on page 6 to answer the following questions.

Part B According to the months shown, what were the three most popular months to visit Bent's Fort?

1) _____

2) _____

3) _____

Part C Which month had the greatest change in the number of visitors compared to the previous month?

Part D On the lines below, describe the month-to-month change in the number of visitors from March through September.

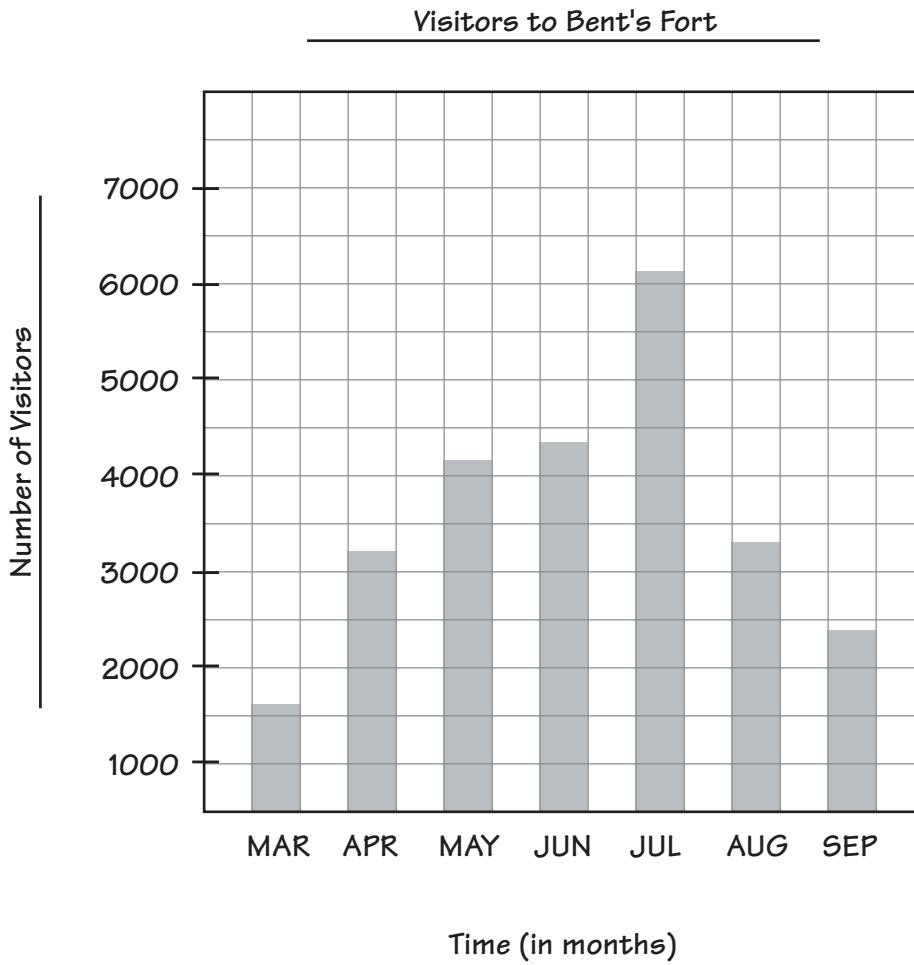
Item 3:

Rubric

Exemplary Response

Part A

-



Part B

- 1) May
- 2) June
- 3) July

Part C

- August

Part D

- The number of visitors increased each month from March through July, decreased sharply in August, and continued to fall in September.

OR

- Other valid statement

Score Points: Apply 4-point holistic rubric.

This item appeared at only one grade level.

Grade 6

Standard 3.1a: Data Analysis, Probability, and Statistics

Subcontent Area: not classified

Rater Severity Study 2004

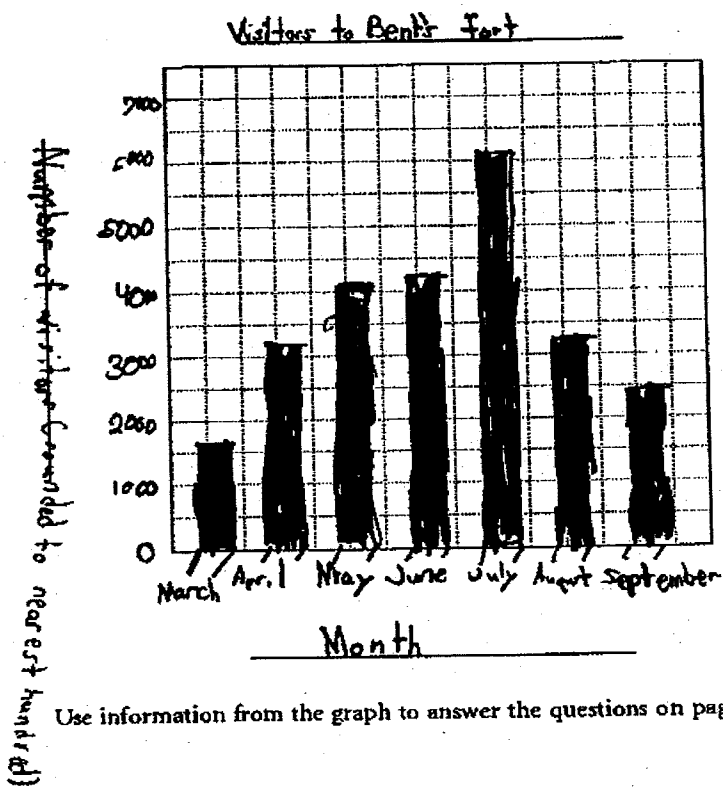
49

The table below shows the number of visitors to Bent's Fort from March through September.

Visitors to Bent's Fort

Month	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.
Number of Visitors (rounded to nearest hundred)	1,600	3,200	4,100	4,300	6,100	3,300	2,400

Part A On the grid below, construct a bar graph to show the information from the table.



Use information from the graph to answer the questions on page 31.

4/10/02

4 point
anchor

J. Hollister

Part B According to the months shown, what were the three most popular months to visit Bent's Fort?

1) May

2) June

3) July

Part C Which month had the greatest change in the number of visitors compared to the previous month?

August

Part D On the lines below, describe the month-to-month change in the number of visitors from March through September.

March started real low at 1600 people then
April started the big rise along with May and
June. Then July topped up with 6,100
people. In the later months (August, September)
The number began to decrease

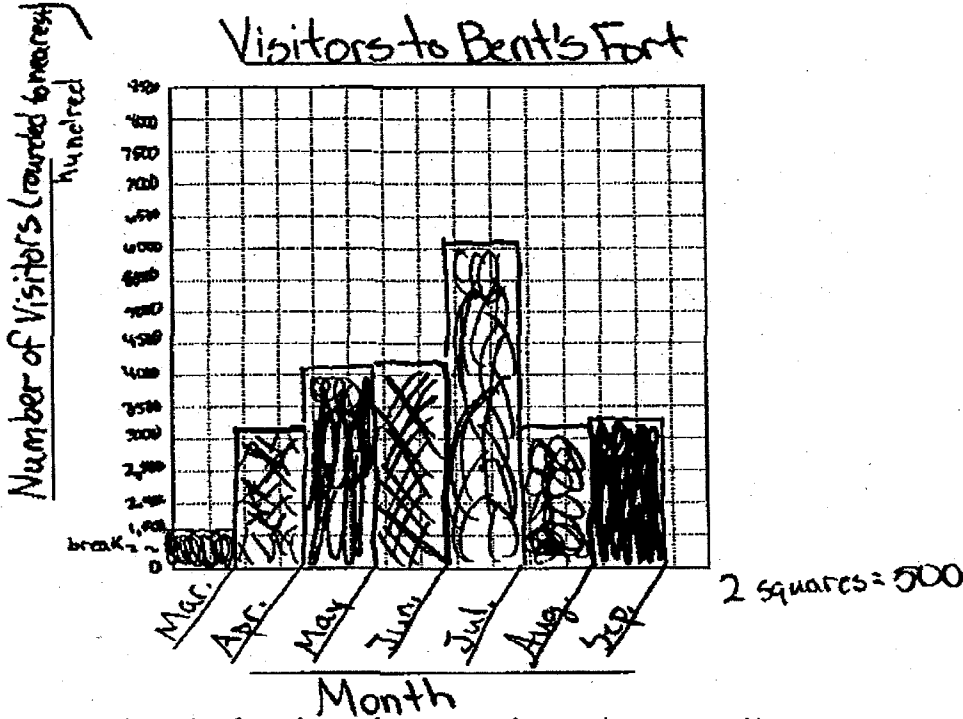


The table below shows the number of visitors to Bent's Fort from March through September.

Visitors to Bent's Fort

Month	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.
Number of Visitors (rounded to nearest hundred)	1,600	3,200	4,100	4,300	6,100	3,300	2,400

Part A On the grid below, construct a bar graph to show the information from the table.



Use information from the graph to answer the questions on page 31.

4/10/02

3 point anchor
paper

J. Holler

Part B According to the months shown, what were the three most popular months to visit Bent's Fort?

- 1) July
- 2) May
- 3) June

Part C Which month had the greatest change in the number of visitors compared to the previous month?

April

Part D On the lines below, describe the month-to-month change in the number of visitors from March through September.

In March it started out at 1,600, then in
April it boosted up to 3,200. In May there
were 4,100 visitors and in June 4,300. In
July there was the highest amount which
was 6,100, and in August it decreased to
3,300. In September it decreased even
more to 2,400.

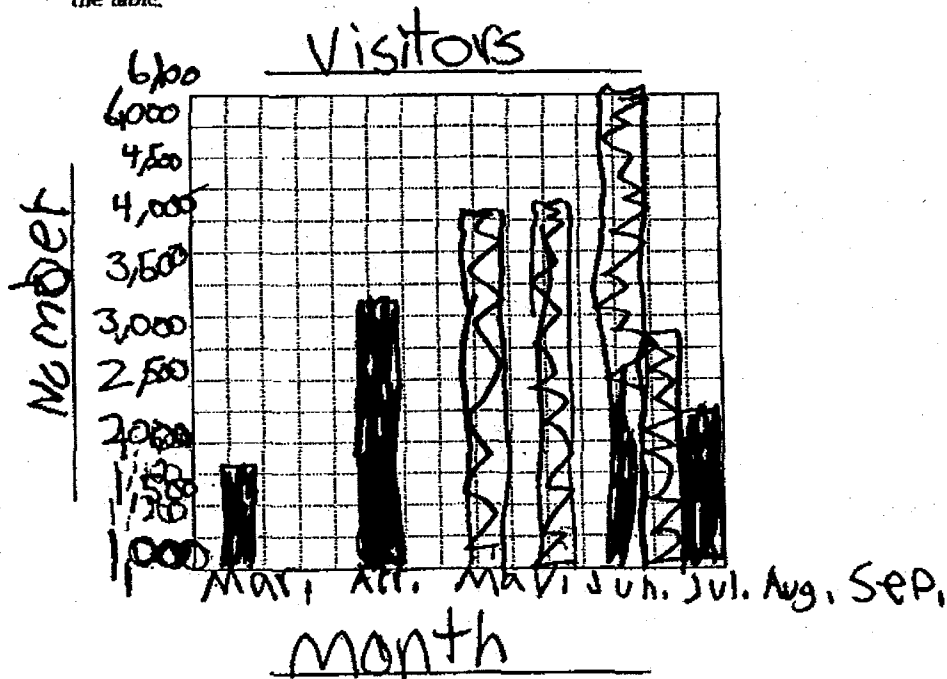


The table below shows the number of visitors to Bent's Fort from March through September.

Visitors to Bent's Fort

Month	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.
Number of Visitors (rounded to nearest hundred)	1,600	3,200	4,100	4,300	6,100	3,300	2,400

Part A On the grid below, construct a bar graph to show the information from the table.



2 pt anchor
 J. Galliker
 4/10/02

Part B According to the months shown, what were the three most popular months to visit Bent's Fort?

- 1) July
- 2) June
- 3) May

Part C Which month had the greatest change in the number of visitors compared to the previous month?

July

Part D On the lines below, describe the month-to-month change in the number of visitors from March through September.

because it is warmer
in the summer.

*2 point anchor
paper*

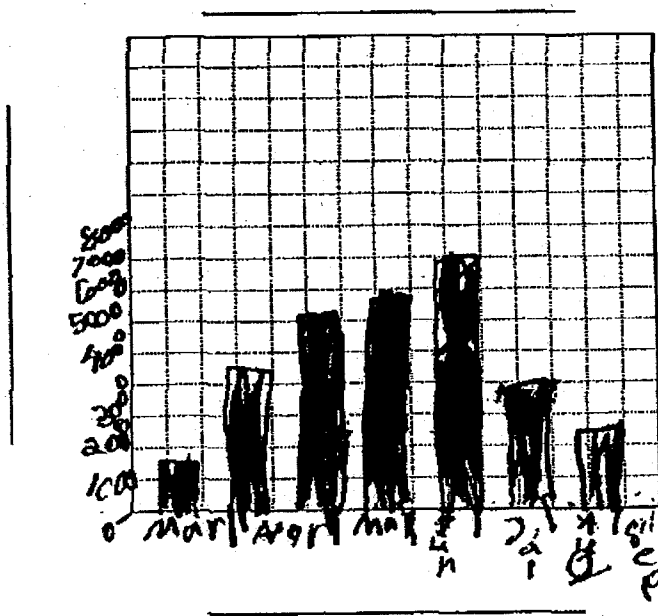


The table below shows the number of visitors to Bent's Fort from March through September.

Visitors to Bent's Fort

Month	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.
Number of visitors (rounded to nearest hundred)	1,600	3,200	4,100	4,300	6,100	3,300	2,400

Part A On the grid below, construct a bar graph to show the information from the table.



Use information from the graph to answer the questions on page 31.

1 pt anchor
J. Hollibaugh
 4/10/02

Part B According to the months shown, what were the three most popular months to visit Bent's Fort?

- 1) 2
- 2) 1
- 3) 3

Part C Which month had the greatest change in the number of visitors compared to the previous month?

15

Part D On the lines below, describe the month-to-month change in the number of visitors from March through September.

I think it is 15.

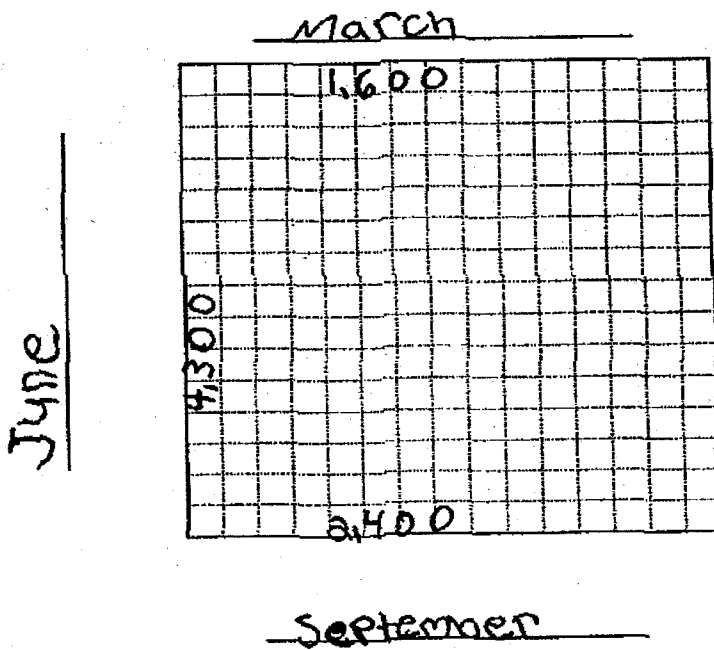


The table below shows the number of visitors to Bent's Fort from March through September.

Visitors to Bent's Fort

Month	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.
Number of Visitors (rounded to nearest hundred)	1,600	3,200	4,100	4,300	6,100	3,300	2,400

Part A On the grid below, construct a bar graph to show the information from the table.



Opt anchor
J. Gallivan
4/10/02

Part B According to the months shown, what were the three most popular months to visit Bent's Fort?

1) _____

2) _____

3) _____

Part C Which month had the greatest change in the number of visitors compared to the previous month?

July _____

Part D On the lines below, describe the month-to-month change in the number of visitors from March through September.

2004 CSAP Released Items

Grade 7 Mathematics

(This Item is also shared at Grade 8)

- 4** The Denver Broncos played 16 games in the 1999 regular season. The table below shows the total points scored by the Broncos for each game.

**Denver Broncos
Points Scored in 1999 Season**

Game	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Points	36	42	33	22	19	21	44	21	30	27	38	38	38	31	7	38

The mean of the points scored by the Broncos in 1999 is 30 points (rounded to the nearest whole number).

Part A Find the median of the points scored per game in the 1999 season. In the space below, show your work and write your answer on the line.

Median of points _____

Part B Find the mode of points scored per game in the 1999 season. In the space below, show your work and write your answer on the line.

Mode of points _____

Part C Find the range of points scored in the 1999 season. In the space below, show your work and write your answer on the line.

Range of points _____

Part D Carmen is writing an article about the Broncos for the school newspaper. She will use one measure of central tendency from the 1999 season to describe as accurately as possible the Broncos' ability to score points. On the lines below, write the measure of central tendency (mean, median, or mode) she should use and explain your thinking.

Item 4:

Rubric

Exemplary Response

Part A

- Median of points **32**

AND

- The points scored arranged from lowest to highest are 7, 19, 21, 21, 22, 27, 30, 31, 33, 36, 38, 38, 38, 38, 42, 44 points and the middle two numbers are 31 and 33, and the mean of 31 and 33 is 32.

Part B

- Mode of points **38**

AND

- The score 38 appears 4 times and is the most frequent score.

Part C

- Range of points **37**

OR

- Range of points **7 to 44**

AND

- The low score is 7 and the high score is 44, and the difference is 37.

Part D

- Carmen should use the median of points scored to most accurately describe the ability of the Broncos to score points. The mean includes an uncharacteristic low score of 7 points. The mode of 38 is too high a score to be an accurate description.

OR

- Other valid response

Score Points: Apply 3-point holistic rubric.

This item appeared at two adjacent grade levels.

Grade 7

Standard 3.2a: Data Analysis, Probability, and Statistics

Subcontent Area: not classified

Grade 8

Standard 3.2a: Data Analysis, Probability, and Statistics

Subcontent Area: not classified

Item 35

The Denver Broncos played 16 games in the 1999 regular season. Study the table below, which shows the total points scored by the Broncos for each game.

**Denver Broncos
Points Scored in 1999 Season**

Game	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Points	7	19	21	22	27	30	31	33	36	38	38	38	38	42	44	44

The mean of the points scored by the Broncos in 1999 is 30 points (rounded to the nearest whole number).

Part A Find the median of the points scored per game in the 1999 season. In the space below, show your work and write your answer on the line.

median = middle

7, 19, 21, 21, 22, 27, 30, 31, ~~33~~, 36, 38, 38, 38, 38, 42, 44

$$\begin{array}{r} 31 \\ +37 \\ \hline 68 \\ \hline 2 \end{array}$$

Median of points 32 points

Part B Find the mode of points scored per game in the 1999 season. In the space below, show your work and write your answer on the line.

mode = # most often

7, 19, 21, 21, 22, 27, 30, 31, 33, 36, (38, 38, 38, 38), 42, 44

38 4 times

Mode of points 38 points

Part C Find the range of points scored in the 1999 season. In the space below, show your work and write your answer on the line.

Range = highest pts - lowest pts
highest = 44 lowest = 7

$$\begin{array}{r} 44 \\ - 7 \\ \hline 37 \end{array}$$

Range of points 37 pts

Part D Carmen is writing an article about the Broncos in the school newspaper. She will use one measure of central tendency from the 1999 season to describe as accurately as possible the Broncos' ability to score points. On the lines below, write the measure of central tendency (mean, median, or mode) she should use and explain your thinking.

She should use the mode. That way, she will know the number of points the Broncos score most often without including numbers that are too high or too low and might throw off her answer.

CSAP 2004

Rib 1- Item 35

Denver Broncos Scoring Analysis - 1999

3 Point Anchor

The student effectively communicates a mathematical understanding of the task by showing a correct median, mode and range of points with support. In part D, the student selects mode and provides support for their selection.

Item 35

The Denver Broncos played 16 games in the 1999 regular season. Study the table below, which shows the total points scored by the Broncos for each game.

Denver Broncos
Points Scored in 1999 Season

Game	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Points	36	42	33	22	19	21	44	21	30	27	38	38	38	31	7	38

The mean of the points scored by the Broncos in 1999 is 30 points (rounded to the nearest whole number).

Part A Find the median of the points scored per game in the 1999 season. In the space below, show your work and write your answer on the line.

7, 19, 21, 21, 22, 27, 30, 31, 33, 36, 38, 38, 38, 38
42, 44

Median of points 44

Part B Find the mode of points scored per game in the 1999 season. In the space below, show your work and write your answer on the line.

7, 19, 21, 21, 22, 27, 30, 31, 33, 36, 38, 38, 38, 38, 40, 44

Mode of points 38

Part C Find the range of points scored in the 1999 season. In the space below, show your work and write your answer on the line.

$\begin{array}{r} 34 \\ 44 \\ \hline 7 \\ \hline 37 \end{array}$
Range of points <u>37</u>

Part D Carmen is writing an article about the Broncos in the school newspaper. She will use one measure of central tendency from the 1999 season to describe as accurately as possible the Broncos' ability to score points. On the lines below, write the measure of central tendency (mean, median, or mode) she should use and explain your thinking.

I think Carmen should write her
article on the mode because that's
the number that they mostly got.

CSAP 2004	Rib 1- Item 35
Denver Broncos Scoring Analysis - 1999	
2 Point Anchor	
The student shows some evidence of understanding by completing part of the task when showing a correct mode and range of points. The student shows lack of understanding in computing the median. Student selects and defines mode in part D.	

Item 35

The Denver Broncos played 16 games in the 1999 regular season. Study the table below, which shows the total points scored by the Broncos for each game.

**Denver Broncos
Points Scored in 1999 Season**

Game	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Points	36	42	33	22	19	21	44	21	30	27	38	38	38	31	7	38

The mean of the points scored by the Broncos in 1999 is 30 points (rounded to the nearest whole number).

Part A Find the median of the points scored per game in the 1999 season. In the space below, show your work and write your answer on the line.

Median of points ~~30~~ 21

Part B Find the mode of points scored per game in the 1999 season. In the space below, show your work and write your answer on the line.

Mode of points ~~22pts & 38pts~~

Part C Find the range of points scored in the 1999 season. In the space below, show your work and write your answer on the line.

7, 19, 21, 21, 22, 27, 30, 31, 33, 36, 38, 38, 38, 38, 42, 44

Range of points 7-44

Part D Carmen is writing an article about the Broncos in the school newspaper. She will use one measure of central tendency from the 1999 season to describe as accurately as possible the Broncos' ability to score points. On the lines below, write the measure of central tendency (mean, median, or mode) she should use and explain your thinking.

CSAP 2004 Rib 1- Item 35
Denver Broncos Scoring Analysis - 1999
1 Point Anchor
The student demonstrates some mathematical understanding of the task by computing a correct range of points. The student shows lack of understanding for median and mode and does not attempt to address part D.

Item 35

The Denver Broncos played 16 games in the 1999 regular season. Study the table below, which shows the total points scored by the Broncos for each game.

Denver Broncos
Points Scored in 1999 Season

Game	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Points	36	42	33	22	19	21	44	21	30	27	38	38	38	31	7	38

The mean of the points scored by the Broncos in 1999 is 30 points (rounded to the nearest whole number).

Part A Find the median of the points scored per game in the 1999 season. In the space below, show your work and write your answer on the line.

$$\begin{array}{r} 38 \\ - 36 \\ \hline 2 \end{array}$$

I took the two ends
and subtracted

Median of points 2 points

Part B Find the mode of points scored per game in the 1999 season. In the space below, show your work and write your answer on the line.

$$\begin{array}{r} 38 \\ - 20 \\ \hline 18 \end{array}$$

Mode of points 18

Part C Find the range of points scored in the 1999 season. In the space below, show your work and write your answer on the line.

Handwritten student work for Part C. The work shows a number line with the values $4\frac{1}{2}$, $24\frac{1}{2}$, and $21-30$. A double-headed arrow is drawn between $24\frac{1}{2}$ and $21-30$. Below the number line, the student has written "Range of points $24\frac{1}{2}$ points".

Part D Carmen is writing an article about the Broncos in the school newspaper. She will use one measure of central tendency from the 1999 season to describe as accurately as possible the Broncos' ability to score points. On the lines below, write the measure of central tendency (mean, median, or mode) she should use and explain your thinking.

Carmen, you should tell the people that the Broncos median is 2 pts. The mode for them is 18 pts. The range is about 24. If you don't understand any of this, I will send my work, with this letter.

CSAP 2004 Rib 1- Item 35
Denver Broncos Scoring Analysis - 1999
0 Point Anchor
The student demonstrates no mathematical understanding of the task by showing incorrect values and processes for median, mode and range of points. The student does not select a measurement in part D.

0 ANCHOR

8M-I35-0304a

2004 CSAP Released Items

Grade 8 Mathematics

- 5** Sam will mix together green, blue, and white paint. He mixes 5 pints of green paint and 7 pints of blue paint. He will make the mixture 25 percent white paint.

How many pints of white paint should Sam add to the mixture? In the space below, show your work and write your answer on the line.

_____ pints of white paint

Item 5:

Rubric

Exemplary Response

- 4 pints of white paint

AND

- The mixture before adding white contained 12 pints of paint. If 2 pints of white paint are added, the percent of white paint is $\frac{2}{14} = 14.3$ percent, which is not 25 percent. If 3 pints of white paint are added, the percent of white paint is $\frac{3}{15} = 20$ percent, which is not 25 percent. By adding 4 pints of white paint, the mixture total is 16 pints, and the percent of white paint is $\frac{4}{16} = 25$ percent.

OR

- Other valid response

Score Points: Apply 2-point holistic rubric.

This item appeared at only one grade level.

Grade 8

Standard 1.4a: Number Sense

Subcontent Area: proportional thinking



Sam will mix together green, blue, and white paint. He mixes 5 pints of green paint and 7 pints of blue paint. He will make the mixture 25 percent white paint.

How many pints of white paint should Sam add to the mixture? In the space below, show your work and write your answer on the line.

$$\frac{75}{100} = \frac{12}{x}$$

$$75x = 1200$$

$$x = 16$$

$$3 \overline{) 48} \begin{array}{r} 16 \\ 48 \\ \hline 0 \end{array}$$

$\frac{16}{12}$

4 pints of white paint



2 Point Anchor

4/12/04

48

Sam will mix together green, blue, and white paint. He mixes 5 pints of green paint and 7 pints of blue paint. He will make the mixture 25 percent white paint.

How many pints of white paint should Sam add to the mixture? In the space below, show your work and write your answer on the line.

$\frac{1}{40}$ $\frac{12}{100}$
 ~~$\frac{12}{100}$~~
 $\frac{1240}{300}$

_____ 3 _____ pints of white paint



1 pt. Anchor

8M-1401

SB 4/12/04



Sam will mix together green, blue, and white paint. He mixes 5 pints of green paint and 7 pints of blue paint. He will make the mixture 25 percent white paint.

How many pints of white paint should Sam add to the mixture? In the space below, show your work and write your answer on the line.

$$\begin{array}{r} 125 \\ 105 \\ \hline 20 \end{array}$$

5 pints - green
7 pints - blue

13 pints

want 25% of white

20 pints of white paint

ok

~~0 Point Backup Anchor~~

PSD

4/12/04

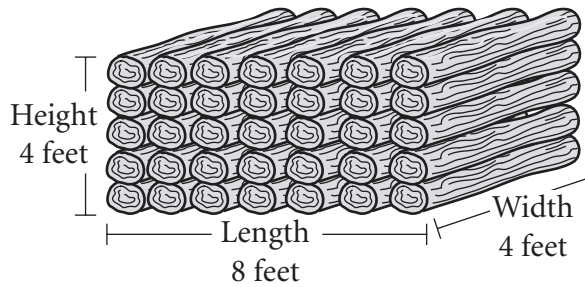
0 Pt. Anchor

8M-1421

2004 CSAP Released Items

Grade 8 Mathematics

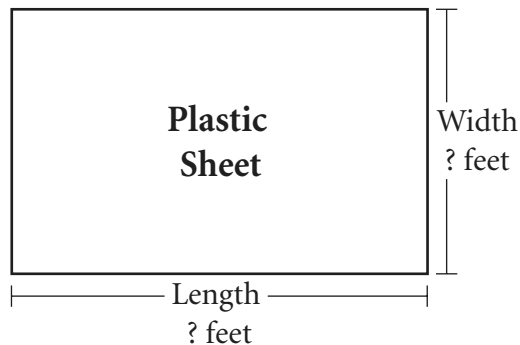
- 6 Carl has a stack of wood with the measurements shown below. He will cover the top and all 4 sides of the stack with a plastic sheet.



Part A What is the total surface area the plastic sheet must cover? In the space below, show your work and write your answer on the line.

_____ square feet

The diagram below represents a plastic sheet with unknown measurements.



Part B What are the dimensions of the smallest rectangular plastic sheet that can be used to cover the stack of wood? In the space below, show your work and write your answers on the lines.

Width _____ Length _____
--

Part C Carl added more logs to his stack of wood, increasing the length of the stack by 2 feet and increasing the height of the stack by 3 feet. By how many square feet did the area of the top and all four sides of the stack **increase**? In the space below, show your work and write your answer on the line.

Increase _____ square feet

CSAP Mathematics Scoring Guide

Item 6:

Rubric

Exemplary Response

Part A

- 128 square feet

AND

- Long sides = $(8\text{ft} \times 4\text{ft}) \times 2 = 64\text{ ft}^2$
Top = $8\text{ft} \times 4\text{ft} = 32\text{ ft}^2$
Short sides = $(4\text{ft} \times 4\text{ft}) \times 2 = 32\text{ ft}^2$
Surface area plastic sheet must cover = $64\text{ft}^2 + 32\text{ft}^2 + 32\text{ft}^2 = 128\text{ ft}^2$

OR

- Other valid response

Part B

- Width 12 (feet) Length 16 (feet)

Part C

- Increase **108** square feet

AND

- The new area is:
Long sides = $(10\text{ft} \times 7\text{ft}) \times 2 = 140\text{ft}^2$
Top = $10\text{ft} \times 4\text{ft} = 40\text{ft}^2$
Short sides = $(4\text{ft} \times 7\text{ft}) \times 2 = 56\text{ft}^2$
Total (new) Area = $140\text{ft}^2 + 40\text{ft}^2 + 56\text{ft}^2 = 236\text{ft}^2$
Total Increase in Area = $236\text{ft}^2 - 128\text{ft}^2 = 108\text{ft}^2$

OR

- Other valid response

Score Points: Apply 4-point holistic rubric.

This item appeared at only one grade level.

Grade 8

Standard 4.5a: Geometry and Spatial Sense

Subcontent Area: geometry



Sam will mix together green, blue, and white paint. He mixes 5 pints of green paint and 7 pints of blue paint. He will make the mixture 25 percent white paint.

How many pints of white paint should Sam add to the mixture? In the space below, show your work and write your answer on the line.

$\begin{array}{r} 125 \\ 105 \\ \hline 20 \end{array}$	$\begin{array}{l} 5 \text{ pints - green} \\ 7 \text{ pints - blue} \\ \hline 13 \text{ pints} \end{array}$	<p>want 25% of white</p>
<p><u>20</u> pints of white paint</p>		

ok

~~0 Point Backup Anchor~~

PSD

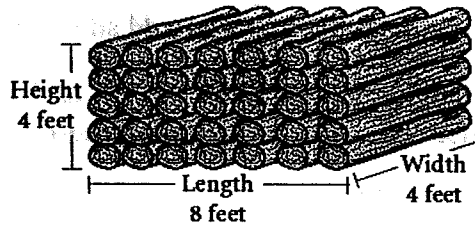
4/12/04

0 Pt. Anchor

8M-1421

60

Carl has a stack of wood with the measurements shown below. He will cover the top and all 4 sides of the stack with a plastic sheet.



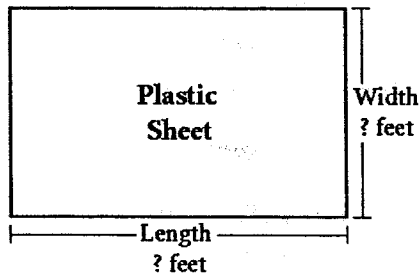
Part A What is the total surface area the plastic sheet must cover? In the space below, show your work and write your answer on the line.

Handwritten work for Part A:

$$\begin{array}{r} 2 \times \text{face } 8 \times 4 = 32 \text{ ft} \\ 2 \times \text{Side } 4 \times 4 \quad 16 \times 2 = 32 \text{ ft} \\ \text{Top } 8 \times 4 \quad 32 = \underline{32 \text{ ft}} \\ \hline 128 \text{ ft} \end{array}$$

128 square feet

The diagram below represents a plastic sheet with unknown measurements.



4 pt Anchor

4/12/04
[Signature]

8M-1001

Part B What are the dimensions of the smallest rectangular plastic sheet that can be used to cover the stack of wood? In the space below, show your work and write your answers on the lines.

$$4 + 8 + 4 = 16$$

$$4 + 4 + 4 = 12$$

Width 12 Length 16

Part C Carl added more logs to his stack of wood, increasing the length of the stack by 2 feet and increasing the height of the stack by 3 feet. By how many square feet did the area of the top and all four sides of the stack increase? In the space below, show your work and write your answer on the line.

$$\begin{array}{r} 28 \\ 7 \\ \hline 56 \\ - 236 \\ \hline 108 \end{array}$$

FR + BK $10 \times 7 = 70$
 $\times 2$
140

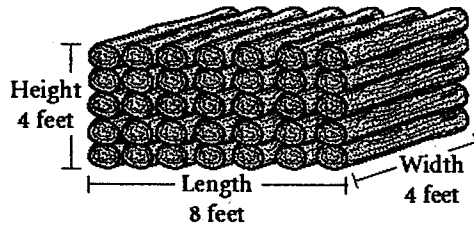
2 si $4 \times 7 = 28 \times 2$
56

Top = 40 ft²
 2 SIDE = 56 ft²
 F + 2 BK = 140 ft²
236

Increase 108 square feet

4/11/16
BA

Carl has a stack of wood with the measurements shown below. He will cover the top and all 4 sides of the stack with a plastic sheet.



Part A What is the total surface area the plastic sheet must cover? In the space below, show your work and write your answer on the line.

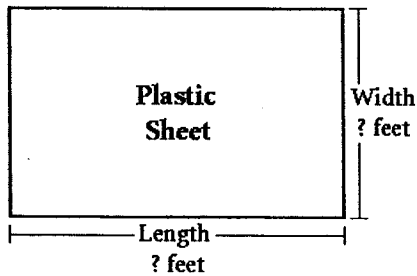
$front = 32ft^2$
 $back = 32ft^2$
 $side R = 16ft^2$
 $side L = 16ft^2$
 $top = 32ft^2$

128

128

_____ square feet

The diagram below represents a plastic sheet with unknown measurements.



4/12/04
B2

Part B What are the dimensions of the smallest rectangular plastic sheet that can be used to cover the stack of wood? In the space below, show your work and write your answers on the lines.

Width _____ 4 _____ Length _____ 8 _____

Part C Carl added more logs to his stack of wood, increasing the length of the stack by 2 feet and increasing the height of the stack by 3 feet. By how many square feet did the area of the top and all four sides of the stack increase? In the space below, show your work and write your answer on the line.

Front = 70
 Back = 70
 Side L = 28
 Side R = 28
 top = 40

 236
 - 128

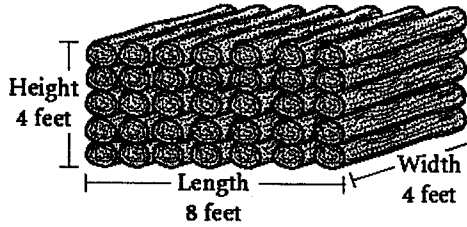
 108

Increase _____ 108 _____ square feet

4/12/14
B2

60

Carl has a stack of wood with the measurements shown below. He will cover the top and all 4 sides of the stack with a plastic sheet.



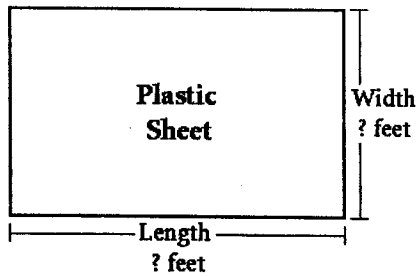
Part A What is the total surface area the plastic sheet must cover? In the space below, show your work and write your answer on the line.

32
 32
 16
 16

 96

128 square feet

The diagram below represents a plastic sheet with unknown measurements.



~~2 pt Backup Anchor~~

BA
4/12/04

8M-1019

60

Part B What are the dimensions of the smallest rectangular plastic sheet that can be used to cover the stack of wood? In the space below, show your work and write your answers on the lines.

$4 \uparrow$ $8 \rightarrow$ $t=16$ $4 \downarrow$

$76 \overline{)128}$
 128

Width 16 ft. Length 8 ft. *not a factor.*

Part C Carl added more logs to his stack of wood, increasing the length of the stack by 2 feet and increasing the height of the stack by 3 feet. By how many square feet did the area of the top and all four sides of the stack increase? In the space below, show your work and write your answer on the line.

$2 \cdot 4 = 8$
 $3 \cdot 10 = 30$
 $\frac{38}{38}$

Increase 38 square feet

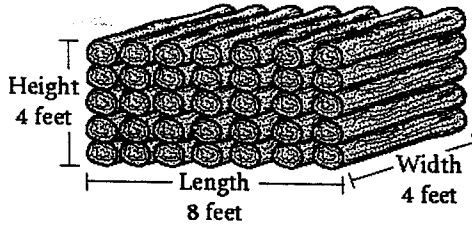
CSAP 2004 8th Grade Math Item 60
 Covering a Stack of Logs
 Score Point 2
 The response lacks adequate evidence of the learning and strategic tools that are needed to complete the task. Part of the task is accomplished.
 a) correct with work shown
 b) ~~incorrect~~ *part of work correct*
 c) ~~incorrect~~ *needs more instruction*

~~2 pts Backup Anchor~~

BA 4/12/04

8M-1019

Carl has a stack of wood with the measurements shown below. He will cover the top and all 4 sides of the stack with a plastic sheet.



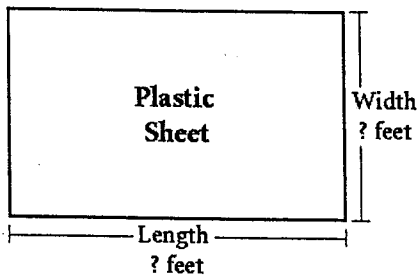
Part A What is the total surface area the plastic sheet must cover? In the space below, show your work and write your answer on the line.

Include bottom

1	4.4 = 16
2	4.4 = 16
3	4.8 = 20
4	4.8 = 20
5	5.4 = 22
6	5.4 = 22
Total	
160	

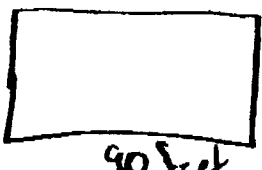
_____ 160 _____ square feet

The diagram below represents a plastic sheet with unknown measurements.



*1 pt. BJD
4/12/04
Anchor*

Part B What are the dimensions of the smallest rectangular plastic sheet that can be used to cover the stack of wood? In the space below, show your work and write your answers on the lines.



70 feet

90 feet

length is bigger because it's a rectangle

Width 70 feet Length 90 feet

Part C Carl added more logs to his stack of wood, increasing the length of the stack by 2 feet and increasing the height of the stack by 3 feet. By how many square feet did the area of the top and all four sides of the stack increase? In the space below, show your work and write your answer on the line.

$3 \cdot 2 = 6$

Increase 6 square feet

correctly demonstrates SA finds SA

a) makes an attempt at process but includes ~~the~~ ~~side~~ ~~face~~ ~~bottom~~

b) incorrect

c) incorrect

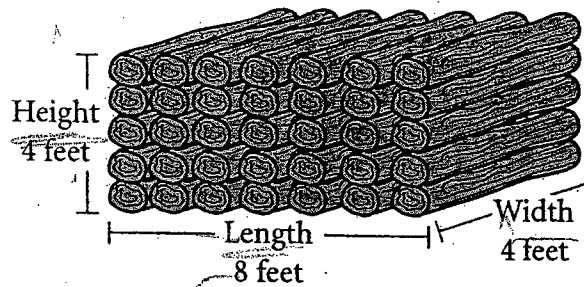
ft.

Anchor

[Signature]

4/12/04

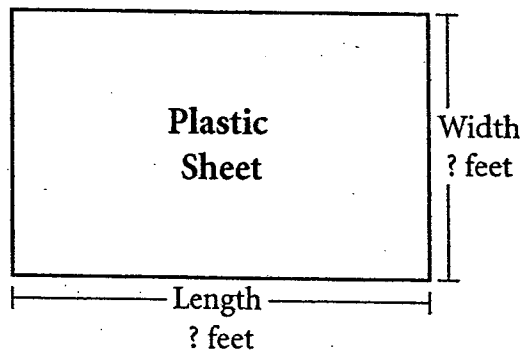
Carl has a stack of wood with the measurements shown below. He will cover the top and all 4 sides of the stack with a plastic sheet.



Part A What is the total surface area the plastic sheet must cover? In the space below, show your work and write your answer on the line.

512 _____ square feet

The diagram below represents a plastic sheet with unknown measurements.



Part B What are the dimensions of the smallest rectangular plastic sheet that can be used to cover the stack of wood? In the space below, show your work and write your answers on the lines.

Width 18,002 Length 18

Part C Carl added more logs to his stack of wood, increasing the length of the stack by 2 feet and increasing the height of the stack by 3 feet. By how many square feet did the area of the top and all four sides of the stack increase? In the space below, show your work and write your answer on the line.

Increase there would now be 56 logs.

2004 CSAP Released Items

Grade 9 Mathematics

7

Paul is interested in buying a new car. The table below shows the prices for the last 8 cars sold by each of two local car dealers.

Dealer A	Dealer B
\$16,500	\$16,150
\$16,450	\$16,000
\$17,200	\$16,400
\$16,200	\$16,950
\$17,400	\$17,250
\$16,050	\$17,250
\$17,000	\$16,200
\$15,850	\$16,500

Part A Each dealer claims to have the best prices in town. Show one way that the information in the table can be used to support each dealer's claim. In the space below, show your work. Then write your explanation on the lines on the next page.

Part B Another car dealer, Dealer C, claims that his median price for cars is 5% less than any other car dealer’s median price. Compared to Dealers A and B, what is the median price Dealer C will charge for a car? In the space below, show your work and write your answer on the line.

\$ _____

Item 7:

Rubric

Exemplary Response

Part A

- Dealer A mean:
$$\frac{(\$16,500 + \$16,450 + \$17,200 + \$16,200 + \$17,400 + \$16,050 + \$17,000 + \$15,850)}{8} = \$16,581.25$$

Dealer A median: $\frac{(\$16,500 + \$16,450)}{2} = \$16,475$

Dealer B mean:
$$\frac{(\$16,150 + \$16,000 + \$16,400 + \$16,950 + \$17,250 + \$17,250 + \$16,200 + \$16,500)}{8} = \$16,587.50$$

Dealer B median: $\frac{(\$16,400 + \$16,500)}{2} = \$16,450$

OR

- Other valid response

AND

- Dealer A has a lower mean price.

OR

- Dealer A has the lowest price.

AND

- Dealer B has a lower median price.

Part B

- \$15,627.50

AND

- $\$16,450 \times 0.05 = \822.50

AND

- $\$16,450 - \$822.50 = \$15,627.50$

OR

- $\$16,450 \times 0.95 = \$15,627.50$

OR

- Other valid process

Score Points: Apply 3-point holistic rubric.

This item appeared at only one grade level.

Grade 9

Standard 3.2c: Data Analysis, Probability, and Statistics

Subcontent Area: not classified

9m-5301



Paul is interested in buying a new car. The table below shows the prices for the last 8 cars sold by each of two local car dealers.

	Dealer A	Dealer B
5	\$16,500 ✓	\$16,150 ✓
4	\$16,450 ✓	\$16,000 ✓
3	\$17,200 ✓	\$16,400 ✓
2	\$16,200 ✓	\$16,950 ✓
1	\$17,400 ✓	\$17,250 ✓
0	\$16,050 ✓	\$17,250 ✓
-1	\$17,000 ✓	\$16,200 ✓
-2	\$15,850 ✓	\$16,500 ✓

Part A Each dealer claims to have the best prices in town. Show one way that the information in the table can be used to support each dealership's claim. In the space below, show your work. Then write your explanation on the lines.

Dealer A $132650/8$ Mean = 16581.25 Median = 16,475	Dealer B $132700/8$ Mean = 16587.5 Median = 16450
--	--

Dealer A can claim to have the best prices because they have the best Mean.
 Dealer B can claim to have the best prices because they have the better Median.
 Dealer A actually has the best best prices because they have the better average.

9m-0641

3 pt Anchor

9m 5301a

Part B Another car dealer, Dealer C, claims that his median price for cars is 5% less than any other car dealer's median price. Compared to Dealers A and B, what is the median price Dealer C will charge for a car? In the space below, show your work and write your answer on the line.

<p>Dealer B</p> $\frac{5}{100} = \frac{x}{16450}$ $100x = 82250$ $x = 822.5$ $16450 - 822.5$ 15627.5 $\$ \underline{15639.38}$	<p>Dealer A</p> $\frac{5}{100} = \frac{x}{16475}$ $100x = 82375$ $x = 823.75$ $16475 - 823.75$ 15651.25
---	---

3/11/04

9m-0041a

9M-5302



Paul is interested in buying a new car. The table below shows the prices for the last 8 cars sold by each of two local car dealers.

Dealer A	Dealer B
\$16,500	\$16,150
\$16,450	\$16,000
\$17,200	\$16,400
\$16,200	\$16,950
\$17,400	\$17,250
\$16,050	\$17,250
\$17,000	\$16,200
\$15,850	\$16,500

Part A Each dealer claims to have the best prices in town. Show one way that the information in the table can be used to support each dealership's claim. In the space below, show your work. Then write your explanation on the lines.

16,500 > 16,150
16,450 > 16,000
17,200 > 16,400
16,200 < 16,950
17,400 > 17,250
16,050 < 17,250
17,000 > 16,200
15,850 < 16,500

Comparison

It shows that it depends on the car because for some of the car Dealer A's car is more expensive than dealer B's, but for others it is Dealer B's cars which are more expensive.

9M-0042

2 pt Anchor

9M-5302a

Part B Another car dealer, Dealer C, claims that his median price for cars is 5% less than any other car dealer's median price. Compared to Dealers A and B, what is the median price Dealer C will charge for a car? In the space below, show your work and write your answer on the line.

A = 15,850; 16,050; 16,200; 16,450; 16,500; 16,800; 17,200; 17,400

B = 16,000; 16,150; 16,200; 16,400; 16,500; 16,950; 17,250; 17,300

16,475
16,450

$$\begin{array}{r} 16,450 \\ - \quad 5\% \\ \hline \end{array} \qquad \begin{array}{r} 16,450 \\ \quad .05 \\ \hline 822.5 \end{array}$$

16,450
- 822.5

\$ 15,427.50

[Handwritten signature]

9M-0042a

9M-53a3



Paul is interested in buying a new car. The table below shows the prices for the last 8 cars sold by each of two local car dealers.

Dealer A	Dealer B
\$16,500	\$16,150
\$16,450	\$16,000
\$17,200	\$16,400
\$16,200	\$16,950
\$17,400	\$17,250
\$16,050	\$17,250
\$17,000	\$16,200
\$15,850	\$16,500

131,800

115,450

Part A Each dealer claims to have the best prices in town. Show one way that the information in the table can be used to support each dealership's claim. In the space below, show your work. Then write your explanation on the lines.

total Amount of money made for:
 Dealer A = \$131,800 Dealer B = \$115,450
 Amount of difference = \$16,350

Dealer B has better prices than Dealer A. This shows just by looking at the purchases of the 8 cars and comparing the two and by adding up all the money that was made. Dealer B made about 1/2 as much as A.

9M-0043

1 pt Anchor

9M-5303a

Part B Another car dealer, Dealer C, claims that his median price for cars is 5% less than any other car dealer's median price. Compared to Dealers A and B, what is the median price Dealer C will charge for a car? In the space below, show your work and write your answer on the line.

Dealer B = $\frac{16,950 + 17,250}{2} = 17,100$ $\frac{33,600}{2} = 16,800$	$34,200 \div 2 = 17,100$ $17,100 \times .05 = 855$ $16,800 \times .05 = 840$
$\frac{16,200 + 17,400}{2} = 16,800$	
$\$ \underline{\quad 847.5 \quad}$	

[Handwritten signature]

9M-0043a

9M-5364



Paul is interested in buying a new car. The table below shows the prices for the last 8 cars sold by each of two local car dealers.

	Dealer A	Dealer B
	\$16,500	\$16,150
50	\$16,450	\$16,000
-750	\$17,200	\$16,400
1000	\$16,200	\$16,950
-1200	\$17,400	\$17,250
1350	\$16,050	\$17,250
-950	\$17,000	\$16,200
1150	\$15,850	\$16,500

Part A Each dealer claims to have the best prices in town. Show one way that the information in the table can be used to support each dealership's claim. In the space below, show your work. Then write your explanation on the lines.

a	b
1	difference = 350
2	450
3	800
4	750
5	150
6	200
7	800
8	650

9M-0044
Opt Anchor

9m 5304a

Part B Another car dealer, Dealer C, claims that his median price for cars is 5% less than any other car dealer's median price. Compared to Dealers A and B, what is the median price Dealer C will charge for a car? In the space below, show your work and write your answer on the line

\$ _____

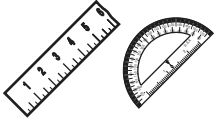
[Handwritten signature]

9m-0044a

2004 CSAP Released Items

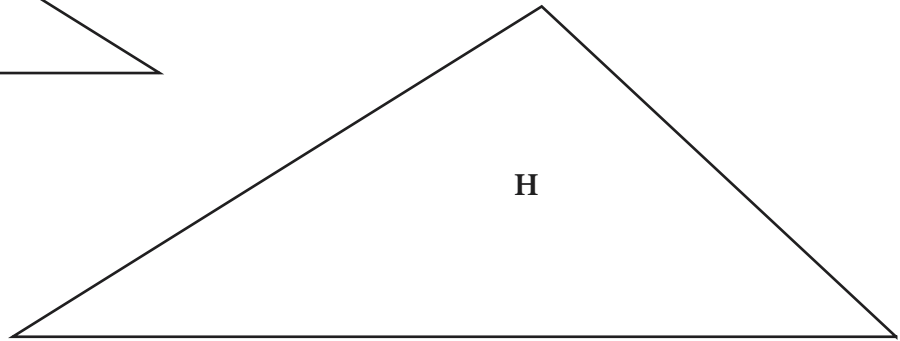
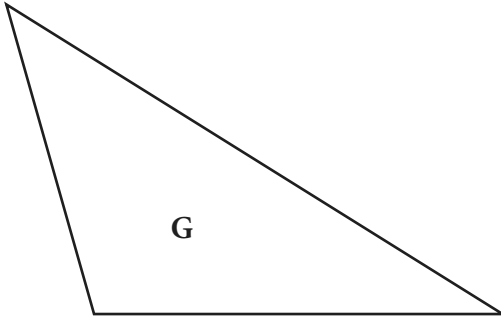
Grade 10 Mathematics

8



Use your punch-out tools to help you solve this problem.

Study Triangle G and Triangle H below.



Are the triangles similar? Write your answer on the line. _____

In the space below, explain whether or not the triangles are similar. Use measurements to justify your answer and label the triangles with the measurements you used.

Item 8:

Rubric

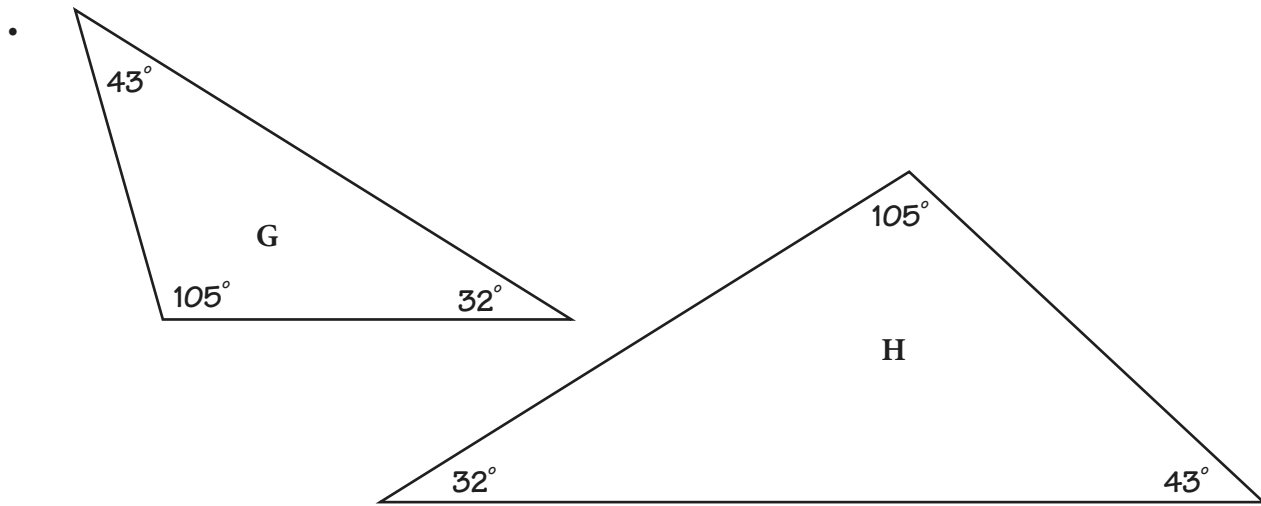
Exemplary Response

- Are the triangles similar? *Yes*

AND

- I measured the angles of both triangles. The angle measures in each triangle are the same, so the triangles are similar.

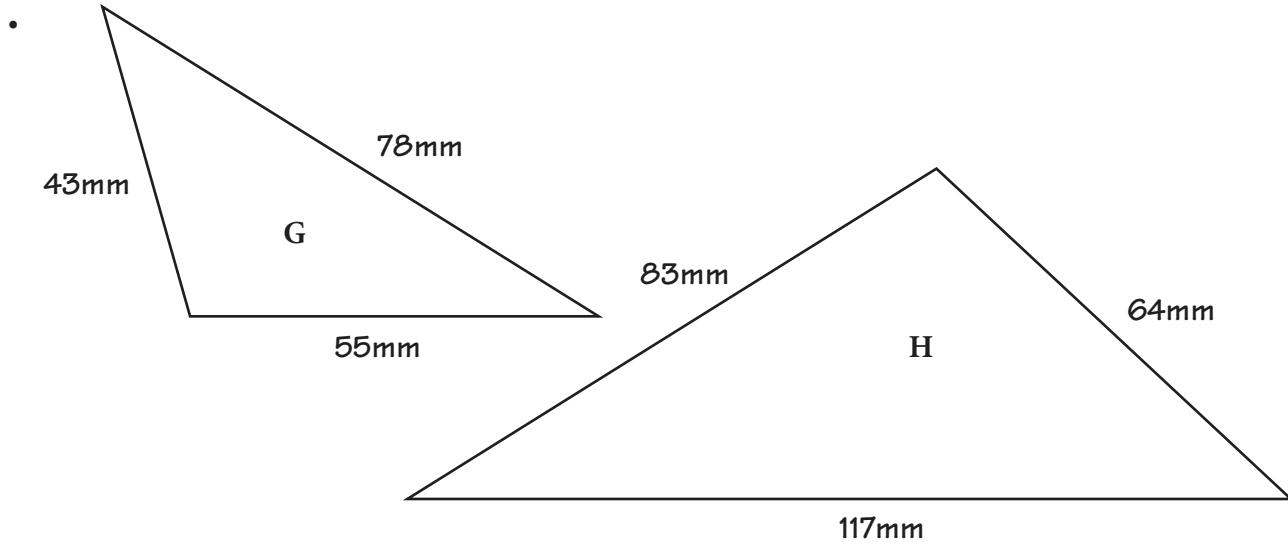
AND



OR

- I measured the lengths of each of the sides of both triangles. Each side of Triangle H was 1.5 times the length of the corresponding side of Triangle G, so the triangles are similar.

AND



OR

- Other valid response based on accepted similarity proofs (AA, SSS, ASA, SAS) with corresponding labels on the triangles

Score Points: Apply 2-point holistic rubric.

This item appeared at only one grade level.

Grade 10

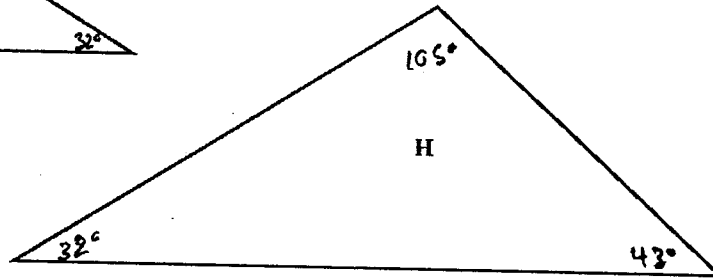
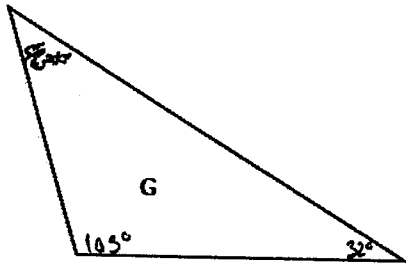
Standard 4.3a: Geometry and Spatial Sense

Subcontent Area: not classified



Use your punch-out tools to help you solve this problem.

Study Triangle G and Triangle H below.



Are the triangles similar? Write your answer on the line. Yes

In the space below, explain whether or not the triangles are similar. Use measurements to justify your answer and label the triangles with the measurements you used.

$\triangle G$ is similar to $\triangle H$ because they have the same \angle measurements compared to each other by AAA.

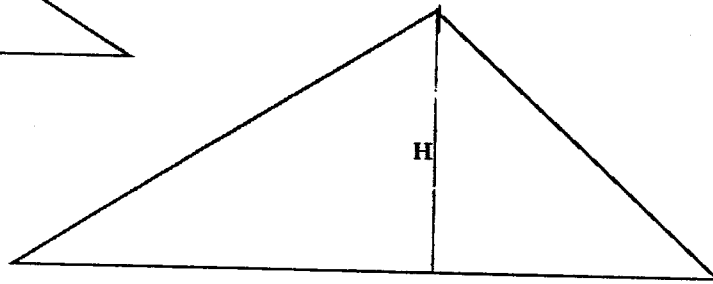
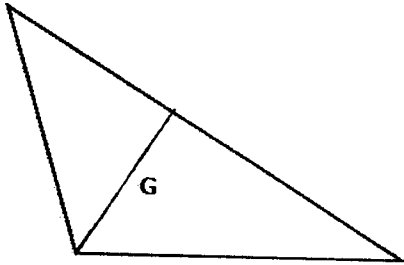
The diagram shows two triangles side-by-side. The left triangle is labeled with angles 43° at the top, 105° at the bottom-left, and 32° at the bottom-right. The right triangle is labeled with angles 43° at the top, 105° at the bottom-left, and 32° at the bottom-right.

KK
4/12



Use your punch-out tools to help you solve this problem.

Study Triangle G and Triangle H below.



Are the triangles similar? Write your answer on the line. yes

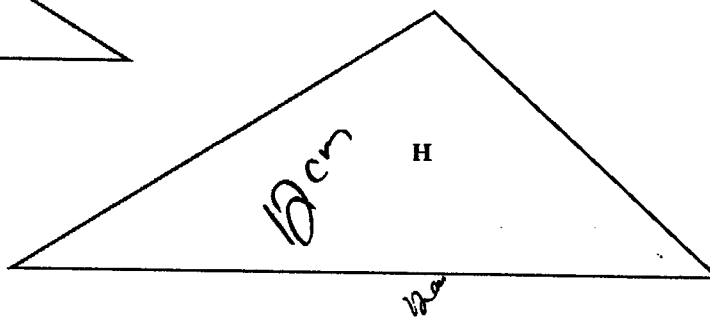
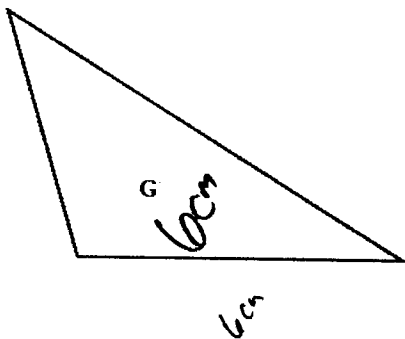
In the space below, explain whether or not the triangles are similar. Use measurements to justify your answer and label the triangles with the measurements you used.

The triangles are similar because their angles have the same measurements.



Use your punch-out tools to help you solve this problem.

Study Triangle G and Triangle H below.



Are the triangles similar? Write your answer on the line. NO

In the space below, explain whether or not the triangles are similar. Use measurements to justify your answer and label the triangles with the measurements you used.

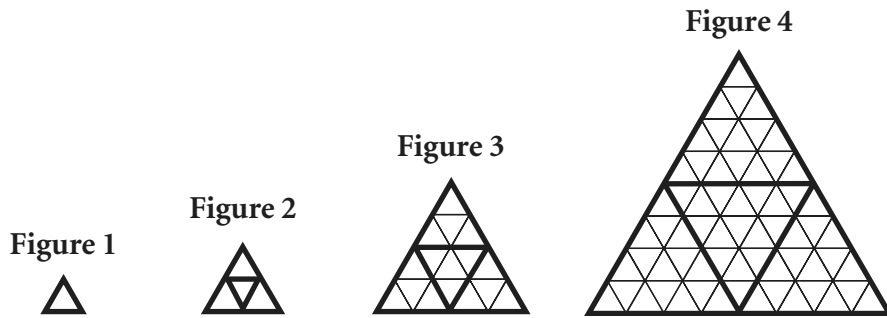
Triangle H = 12cm
Triangle G = 6cm
Triangle G = $\frac{1}{2}$ OF H
NO

KH
4/17

2004 CSAP Released Items

Grade 10 Mathematics

- 9 Each figure in the pattern below is made from equilateral triangles with sides that are 1 unit in length.



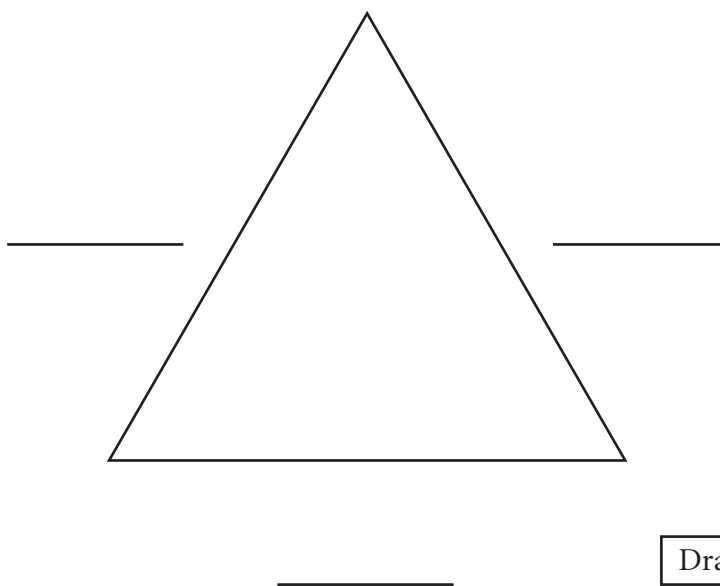
Part A Complete the table below to show the perimeter and area of each figure.

Figure	Perimeter	Area
1	3	$\frac{1}{4}\sqrt{3}$
2	6	$\sqrt{3}$
3	12	$4\sqrt{3}$
4		
5		
6		
7		

Part B On the lines below, describe the pattern of change in the perimeters of the figures.

Part C The outline of Figure 12 is shown below. Label the lengths of each side on the lines provided.

Figure 12



Part D Find the perimeter and area of Figure 12. On the lines below, write your answers.

Perimeter _____ Area _____

Part E On the lines below, explain how you found the area of Figure 12.

Item 9:

Rubric

Exemplary Response

Part A

•

Figure	Perimeter	Area
1	3	$\frac{1}{4}\sqrt{3}$
2	6	$\sqrt{3}$
3	12	$4\sqrt{3}$
4	24	$16\sqrt{3}$
5	48	$64\sqrt{3}$
6	96	$256\sqrt{3}$
7	192	$1024\sqrt{3}$

Part B

- The difference between each perimeter is the same as the previous perimeter. This pattern causes the perimeter of every figure to double.

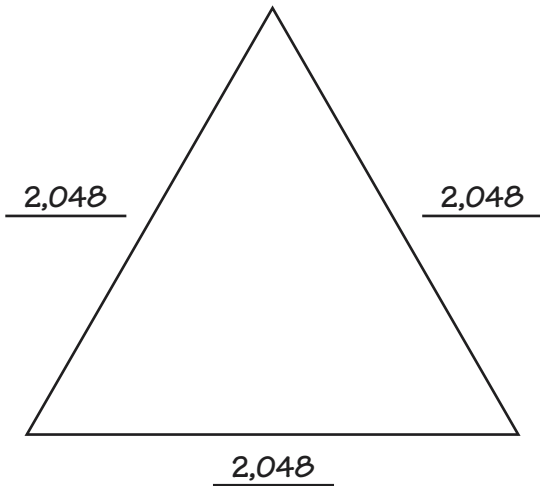
OR

- Other valid explanation

Part C

-

Figure 12



Part D

- Perimeter $6,144$ Area $1,048,576\sqrt{3}$

Part E

- The areas of the triangles increase by a factor of 4 each time. To get the area of the next triangle, I just multiplied the previous triangle's area times 4. Since the area of Figure 7 was $1,024\sqrt{3}$, I just multiplied that by 4 five times.

OR

- Other valid explanations

Score Points: Apply 4-point holistic rubric.

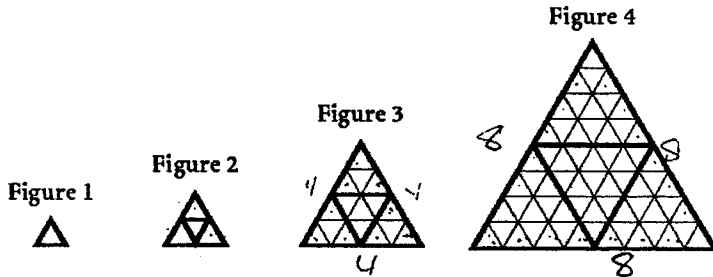
This item appeared at only one grade level.

Grade 10

Standard 2.2a: Patterns, Functions, and Algebra

Subcontent Area: not classified

Each figure in the pattern below is made from equilateral triangles with sides that are 1 unit in length.



Part A Complete the table below to show the perimeter and area of each figure.

Figure	Perimeter	Area
1	3	$\frac{1}{4}\sqrt{3}$
2	6	$\sqrt{3}$
3	12	$4\sqrt{3}$
4	24	$16\sqrt{3}$
5	48	$64\sqrt{3}$
6	96	$256\sqrt{3}$
7	192	$1024\sqrt{3}$

Handwritten calculations for area:

$$\begin{array}{r} 148 \\ 2 \\ \hline 196 \\ 2 \\ \hline 192 \end{array}$$

$$\begin{array}{r} 216 \\ 4 \\ \hline 64 \\ 4 \\ \hline 256 \\ 4 \\ \hline 1024 \\ 4 \\ \hline 4096 \\ 4 \\ \hline 16384 \\ 4 \\ \hline 65536 \end{array}$$

Part B On the lines below, describe the pattern of change in the perimeters of the figures.

The perimeter of the figures double from the figure above it. You multiply by 2.

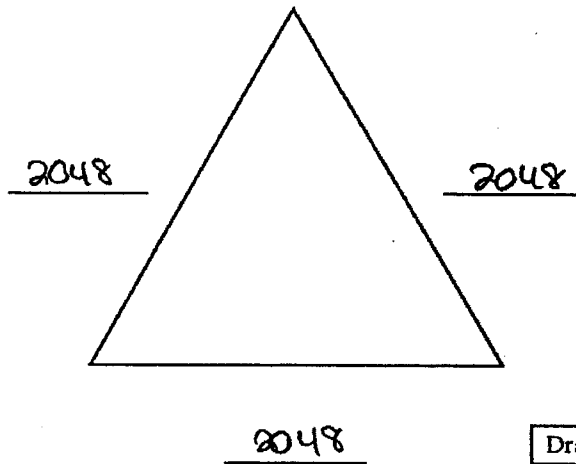
Handwritten note: ~~4/12~~ 4/12

Part C The outline of Figure 12 is shown below. Label the lengths of each side on the lines provided.

$$\begin{array}{r}
 192 \\
 2 \\
 \hline
 8) 384 \\
 \underline{2} \\
 8) 376 \\
 \underline{8} \\
 10) 1636 \\
 \underline{2} \\
 11) 3072 \\
 \underline{2} \\
 12) 6144 \\
 \underline{2048} \\
 3) 6144 \\
 \underline{21} \\
 \underline{14} \\
 \underline{12} \\
 24
 \end{array}$$

$$\begin{array}{r}
 10) 26536 \\
 \underline{4} \\
 11) 262144 \\
 \underline{4} \\
 1048576
 \end{array}$$

Figure 12



Drawing not to scale

Part D Find the perimeter and area of Figure 12. On the lines below, write your answers.

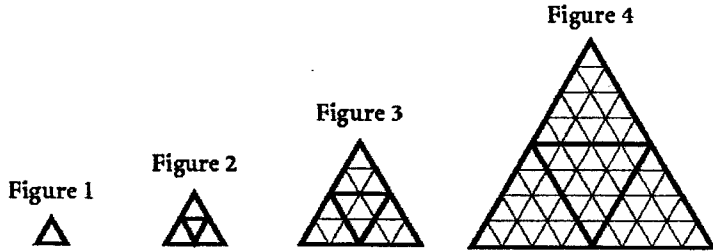
Perimeter 6144

Area $1048576\sqrt{3}$

Part E On the lines below, explain how you found the area of Figure 12.

I just kept multiplying by 4.

Each figure in the pattern below is made from equilateral triangles with sides that are 1 unit in length.



Part A Complete the table below to show the perimeter and area of each figure.

$$\begin{array}{r} 1381 \\ + 1381 \\ + 1381 \\ \hline 4143 \end{array}$$

$$\begin{array}{r} 8 \quad 1034 \\ 9 \quad 4752 \\ 10 \quad 26544 \\ 11 \quad 159264 \\ 12 \quad 955584 \\ 13 \quad 5728512 \\ 14 \quad 34971072 \\ 15 \quad 214812096 \\ 16 \quad 1317572608 \\ 17 \quad 8107051648 \\ 18 \quad 49423820096 \\ 19 \quad 296542920576 \\ 20 \quad 1815867723648 \\ 21 \quad 11036806342016 \\ 22 \quad 67476879612096 \\ 23 \quad 410477277672576 \\ 24 \quad 2515005266051584 \\ 25 \quad 15468782662822272 \\ 26 \quad 93212696000933248 \\ 27 \quad 563856376005800576 \\ 28 \quad 3398739216034923584 \\ 29 \quad 20616475296197542016 \\ 30 \quad 123858851777185252096 \\ 31 \quad 742853110663111512576 \\ 32 \quad 4457118664078669075488 \\ 33 \quad 26742712004466014252992 \\ 34 \quad 160876332027912085518080 \\ 35 \quad 967258002167472513109248 \\ 36 \quad 5783548013004835078655488 \\ 37 \quad 34701288078029010471952992 \\ 38 \quad 20820772846817406283171776 \\ 39 \quad 12492463708090443769903072 \\ 40 \quad 74954782248542662619458432 \\ 41 \quad 44972869349125597571675072 \\ 42 \quad 269837216094753585430050304 \\ 43 \quad 1619023296568521512580301824 \\ 44 \quad 9714139779411129075497811072 \\ 45 \quad 57264838676466774452986866432 \\ 46 \quad 33758903205880064671792121856 \\ 47 \quad 20255341923528038803077293248 \\ 48 \quad 121532051541168232818463760000 \\ 49 \quad 71119230924680939691078256000 \\ 50 \quad 41471538554808563814646950400 \\ 51 \quad 23682923132885138288788170240 \\ 52 \quad 13409753879731082973272902400 \\ 53 \quad 79258523278386497839637414400 \\ 54 \quad 46555114007011898703800428800 \\ 55 \quad 267330684042071392222802572800 \\ 56 \quad 154401410425242835333681544320 \\ 57 \quad 89640846255145699199996928000 \\ 58 \quad 517845077530874195199981504000 \\ 59 \quad 29666684651852451711998880000 \\ 60 \quad 162000107910914710271997248000 \\ 61 \quad 912000647465488281627983360000 \\ 62 \quad 518400388479292968975989824000 \\ 63 \quad 285120213087375781185195776000 \\ 64 \quad 156960117850425468711117248000 \\ 65 \quad 87936064667754973226669728000 \\ 66 \quad 49728036796412978935980224000 \\ 67 \quad 27552020853627169914985619200 \\ 68 \quad 14707211690056000000000000000 \\ 69 \quad 79968064704313600000000000000 \\ 70 \quad 43984035202560000000000000000 \\ 71 \quad 23990419321344000000000000000 \\ 72 \quad 12794410320704000000000000000 \\ 73 \quad 67968057603840000000000000000 \\ 74 \quad 34972830721920000000000000000 \\ 75 \quad 17986415360960000000000000000 \\ 76 \quad 89932076804800000000000000000 \\ 77 \quad 44966038402400000000000000000 \\ 78 \quad 22483019201200000000000000000 \\ 79 \quad 10241509600600000000000000000 \\ 80 \quad 49207548003000000000000000000 \\ 81 \quad 23523624001500000000000000000 \\ 82 \quad 10761812000750000000000000000 \\ 83 \quad 49207548003000000000000000000 \\ 84 \quad 23523624001500000000000000000 \\ 85 \quad 10761812000750000000000000000 \\ 86 \quad 49207548003000000000000000000 \\ 87 \quad 23523624001500000000000000000 \\ 88 \quad 10761812000750000000000000000 \\ 89 \quad 49207548003000000000000000000 \\ 90 \quad 23523624001500000000000000000 \\ 91 \quad 10761812000750000000000000000 \\ 92 \quad 49207548003000000000000000000 \\ 93 \quad 23523624001500000000000000000 \\ 94 \quad 10761812000750000000000000000 \\ 95 \quad 49207548003000000000000000000 \\ 96 \quad 23523624001500000000000000000 \\ 97 \quad 10761812000750000000000000000 \\ 98 \quad 49207548003000000000000000000 \\ 99 \quad 23523624001500000000000000000 \\ 100 \quad 10761812000750000000000000000 \end{array}$$

Figure	Perimeter	Area
1	3	$\frac{1}{4}\sqrt{3}$
2	6	$\sqrt{3}$
3	12	$4\sqrt{3}$
4	24	$16\sqrt{3}$
5	48	$64\sqrt{3}$
6	96	$256\sqrt{3}$
7	192	$1024\sqrt{3}$

$$\begin{array}{r} 8 \quad 192 \\ 9 \quad 384 \\ 10 \quad 768 \\ 11 \quad 1536 \\ 12 \quad 3072 \\ 13 \quad 6144 \\ 14 \quad 12288 \\ 15 \quad 24576 \\ 16 \quad 49152 \\ 17 \quad 98304 \\ 18 \quad 196608 \\ 19 \quad 393216 \\ 20 \quad 786432 \\ 21 \quad 1572864 \\ 22 \quad 3145728 \\ 23 \quad 6291456 \\ 24 \quad 12582912 \\ 25 \quad 25165824 \\ 26 \quad 50331648 \\ 27 \quad 100663296 \\ 28 \quad 201326592 \\ 29 \quad 402653184 \\ 30 \quad 805306368 \\ 31 \quad 1610612736 \\ 32 \quad 3221225472 \\ 33 \quad 6442450944 \\ 34 \quad 12884901888 \\ 35 \quad 25769803776 \\ 36 \quad 51539607552 \\ 37 \quad 103079215104 \\ 38 \quad 206158430208 \\ 39 \quad 412316860416 \\ 40 \quad 824633720832 \\ 41 \quad 1649267441664 \\ 42 \quad 3298534883328 \\ 43 \quad 6597069766656 \\ 44 \quad 13194139533312 \\ 45 \quad 26388279066624 \\ 46 \quad 52776558133248 \\ 47 \quad 105553116266496 \\ 48 \quad 211106232532992 \\ 49 \quad 422212465065984 \\ 50 \quad 844424930131968 \\ 51 \quad 1688849860263936 \\ 52 \quad 3377699720527872 \\ 53 \quad 6755399441055744 \\ 54 \quad 13510798882111488 \\ 55 \quad 27021597764222976 \\ 56 \quad 54043195528445952 \\ 57 \quad 108086391056891904 \\ 58 \quad 216172782113783808 \\ 59 \quad 432345564227567616 \\ 60 \quad 864691128455135232 \\ 61 \quad 1729382256910270464 \\ 62 \quad 3458764513820540928 \\ 63 \quad 6917529027641081856 \\ 64 \quad 13835058055282163712 \\ 65 \quad 27670116110564327424 \\ 66 \quad 55340232221128654848 \\ 67 \quad 11068046444225730976 \\ 68 \quad 22136092888451461952 \\ 69 \quad 44272185776902923904 \\ 70 \quad 88544371553805847808 \\ 71 \quad 177088743107611695616 \\ 72 \quad 354177486215223391232 \\ 73 \quad 708354972430446782464 \\ 74 \quad 1416709944860893564928 \\ 75 \quad 2833419889721787129856 \\ 76 \quad 5666839779443574259712 \\ 77 \quad 11333679558887148519424 \\ 78 \quad 22667359117774297038848 \\ 79 \quad 45334718235548594077696 \\ 80 \quad 90669436471097188155392 \\ 81 \quad 181338872942194376310784 \\ 82 \quad 362677745884388752621568 \\ 83 \quad 725355491768777505243136 \\ 84 \quad 1450710983537555010486272 \\ 85 \quad 2901421967075110020972544 \\ 86 \quad 5802843934150220041945088 \\ 87 \quad 11605687868300440083890176 \\ 88 \quad 23211375736600880167780352 \\ 89 \quad 46422751473201760335560704 \\ 90 \quad 92845502946403520671121408 \\ 91 \quad 185691005892807041342242816 \\ 92 \quad 371382011785614082684485632 \\ 93 \quad 742764023571228165368971264 \\ 94 \quad 1485528047142456330737942528 \\ 95 \quad 2971056094284912661475885056 \\ 96 \quad 5942112188569825322951770112 \\ 97 \quad 11884224377139650645903540224 \\ 98 \quad 23768448754279301291807080448 \\ 99 \quad 47536897508558602583614160896 \\ 100 \quad 95073795017117205167228321792 \end{array}$$

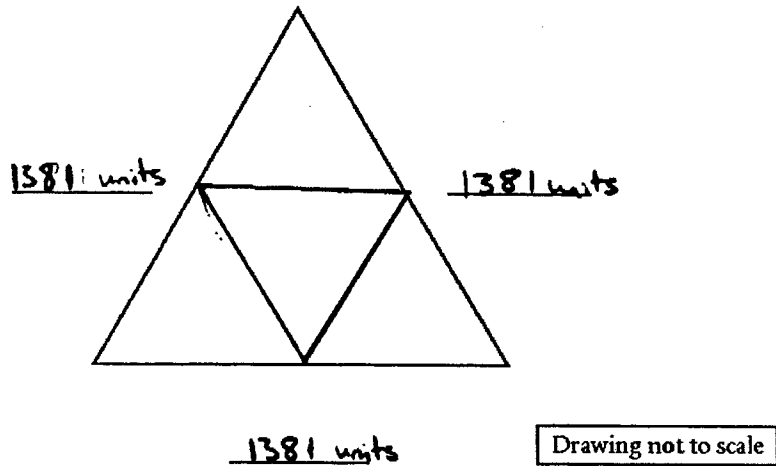
Part B On the lines below, describe the pattern of change in the perimeters of the figures.

The pattern of change in perimeters of the figures is 2. For example, figure 3's perimeter is 12. For figure 4's perimeter is $12 \times 2 = 24$. This is the way for all perimeters for these triangles.

KA
4/12

Part C The outline of Figure 12 is shown below. Label the lengths of each side on the lines provided.

Figure 12



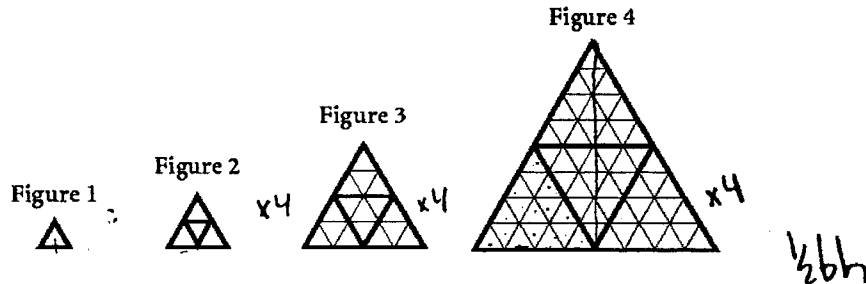
Part D Find the perimeter and area of Figure 12. On the lines below, write your answers.

Perimeter 4144 Area 1058816

Part E On the lines below, explain how you found the area of Figure 12.

I found the area for by using the same pattern
as I used before by multiplying the area of the
figure before by 4.

Each figure in the pattern below is made from equilateral triangles with sides that are 1 unit in length.



Part A Complete the table below to show the perimeter and area of each figure.

Figure	Perimeter	Area
1	3	$\frac{1}{4}\sqrt{3}$
2	6	$\sqrt{3}$
3	12	$4\sqrt{3}$
4	24	24
5	48	48
6	96	96
7	192	192

Handwritten calculations and notes surrounding the table:

- Top right: $\frac{1}{2}bh$
- Right side: Vertical list of numbers 8, 9, 10, 11, 12 with associated calculations: $\frac{192}{2} = 96$, $\frac{384}{2} = 192$, $\frac{768}{2} = 384$, $\frac{1536}{2} = 768$, $\frac{3072}{2} = 1536$, $\frac{6144}{2} = 3072$.
- Right side: A circled calculation $\frac{1}{2} \cdot 16 \cdot 2 = 16$.
- Right side: $\frac{1024}{2048}$
- Right side: $\frac{2048}{2048} = 1$
- Right side: $\frac{2048}{6144} = \frac{1}{3}$
- Right side: $\frac{192}{24} = 8$
- Left side: $\frac{48}{96} = \frac{1}{2}$, $\frac{96}{192} = \frac{1}{2}$

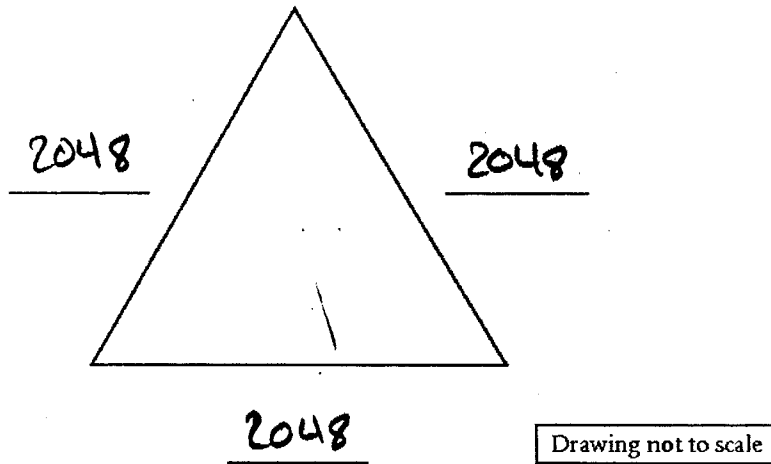
Part B On the lines below, describe the pattern of change in the perimeters of the figures.

The perimeters of the figures are multiplied by 2 to get the next figures perimeter.

4/12

Part C The outline of Figure 12 is shown below. Label the lengths of each side on the lines provided.

Figure 12



Part D Find the perimeter and area of Figure 12. On the lines below, write your answers.

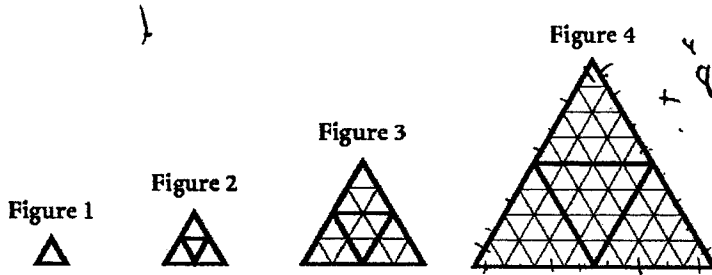
Perimeter 6144 Area ? 1024 x 2048

Part E On the lines below, explain how you found the area of Figure 12.

I didn't $\frac{1}{2} b \times h$, 1024×2048

10M-5232a

Each figure in the pattern below is made from equilateral triangles with sides that are 1 unit in length.



Part A Complete the table below to show the perimeter and area of each figure.

Figure	Perimeter	Area
1	3	$\frac{1}{4}\sqrt{3}$
2	6	$\sqrt{3}$
3	12	$4\sqrt{3}$
4	24	$16\sqrt{3}$
5	48	$64\sqrt{3}$
6	96	$256\sqrt{3}$
7	192	$1024\sqrt{3}$

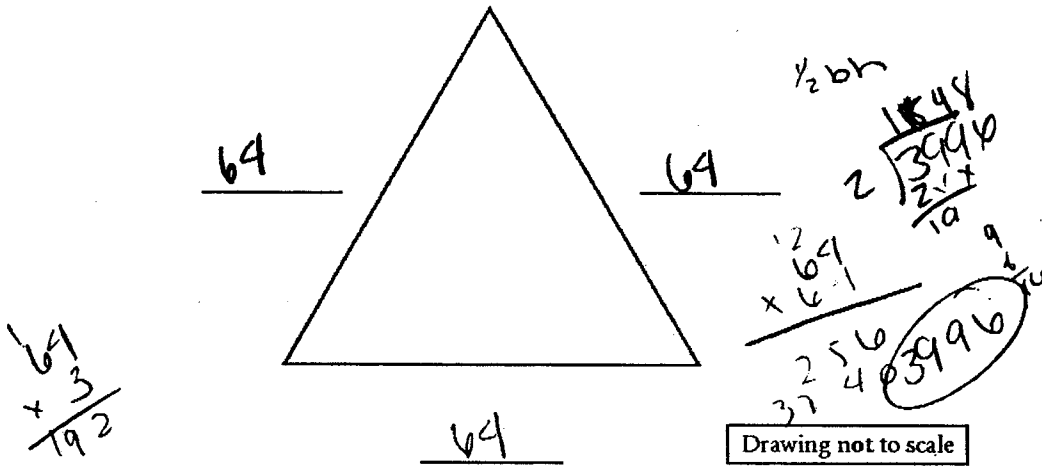
Handwritten notes on the left side of the table:
 112
 24
 96
 192

Part B On the lines below, describe the pattern of change in the perimeters of the figures.

The perimeter of the triangle always
 doubled.

Part C The outline of Figure 12 is shown below. Label the lengths of each side on the lines provided.

Figure 12



Part D Find the perimeter and area of Figure 12. On the lines below, write your answers.

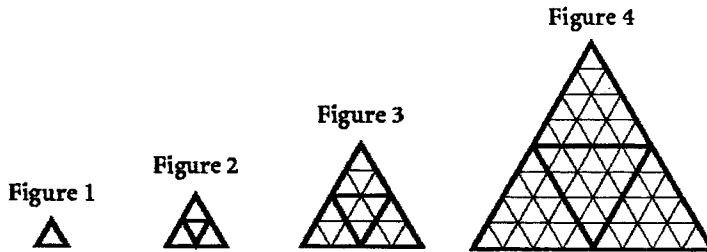
Perimeter 192 Area 1848

Part E On the lines below, explain how you found the area of Figure 12.

I multiplied the base and the height then
divided it by 2

40

Each figure in the pattern below is made from equilateral triangles with sides that are 1 unit in length.



Part A Complete the table below to show the perimeter and area of each figure.

Figure	Perimeter	Area
1	3	$\frac{1}{4}\sqrt{3}$
2	6	$\sqrt{3}$
3	12	$4\sqrt{3}$
4	15	$\sqrt{4}$
5	18	$5\sqrt{4}$
6	21	$\sqrt{5}$
7	24	$6\sqrt{5}$

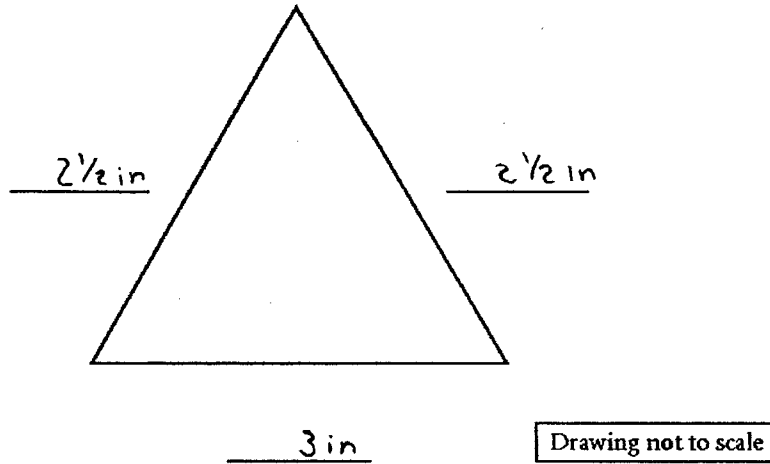
Part B On the lines below, describe the pattern of change in the perimeters of the figures.

the perimeter and the area
both go up 3 times of
what they were.

4/17

Part C The outline of Figure 12 is shown below. Label the lengths of each side on the lines provided.

Figure 12



Part D Find the perimeter and area of Figure 12. On the lines below, write your answers.

Perimeter 13 in Area $6\frac{1}{2}$ in

Part E On the lines below, explain how you found the area of Figure 12.

you do length times the width
so you go $3 \times 2\frac{1}{2}$ so its $6\frac{1}{2}$ in

2004 CSAP Released Items

Grade 8 Science

1 Complete the table below to show how different rocks are formed.

Example of Rock	Type of Rock	Description of how rock formed
sandstone	sedimentary	
gneiss		heat and pressure changed an existing rock
granite		

CSAP Grade 8 Science Scoring Guide

Item 1:

Rubric

Key Elements:

Example of Rock	Type of Rock	Description of how rock formed
sandstone	sedimentary	<i>sand/sediments/deposits were compacted/cemented together</i>
gneiss	metamorphic	heat and pressure changed an existing rock
granite	igneous	<i>magma/melted rock cooled and hardened/solidified/crystallized</i>

Score Points

- 2 points 3 or 4 cells correctly filled
- 1 point 2 cells correctly filled
- 0 points other

Standard 4: Earth and Space Science
Benchmark 4.1.1: Explaining how minerals, rocks, and soils form.
Subcontent Area: earth science



Complete the table below to show how different rocks are formed.

Example of Rock	Type of Rock	Description of how rock formed
sandstone	sedimentary	sediments are moved together and cemented together
gneiss	metamorphic	heat and pressure changed an existing rock
granite	igneous	volcanic lava is melted and hardened into rocks.

2 Point Anchor

8S-2201

DM
4/12/04



Complete the table below to show how different rocks are formed.

Example of Rock	Type of Rock	Description of how rock formed
sandstone	sedimentary	heat and pressure on sand or dirt to form a rock
gneiss	metamorphic	heat and pressure changed an existing rock
granite	igneous	volcanic stuff pressed into rocks

1 Point Anchor

8S-2202

DM
4/12/04



Complete the table below to show how different rocks are formed.

Example of Rock	Type of Rock	Description of how rock formed
sandstone	sedimentary	sediments are cemented and compacted together.
gneiss	igneous	heat and pressure changed an existing rock
granite	metamorphic	weathering and erosion

0 Point Anchor

8S-2203

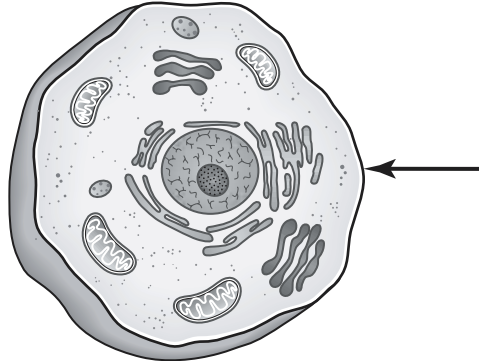
DM
4/12/04

2004 CSAP Released Items

Grade 8 Science

2

An animal cell is shown below.



Which cell part is indicated by the arrow?

What is **one** function of this cell part?

CSAP Grade 8 Science Scoring Guide

Item 2:

Rubric

Key Elements:

cell membrane

one of the following:

- controls what enters and leaves the cell
 - protects the cell
 - acts as a boundary/keeps the parts together
-

Score Points

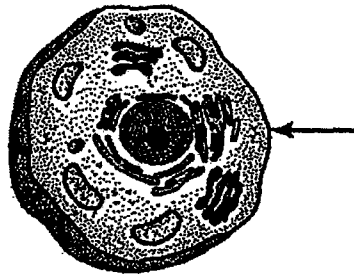
2 points	two key elements
1 point	one key element
0 points	other

Standard 3: Life Science

Benchmark 3.3.1: Describing the observable components and functions of a cell.

Subcontent Area: not assigned

66 An animal cell is shown below.



Which cell part is indicated by the arrow?

Cell membrane

What is one function of this cell part?

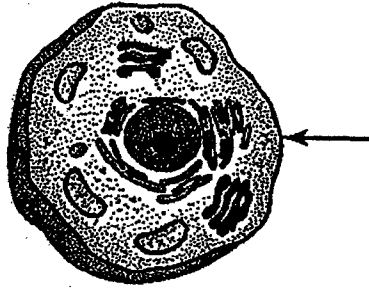
to control what goes in & out
of the cell

2 Point Anchor

8S-2501

DM
4/12/04

66 An animal cell is shown below.



Which cell part is indicated by the arrow?

cell wall

What is one function of this cell part?

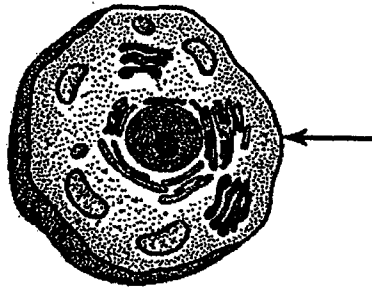
The cell wall protects the inside of the cell.

1 Point Anchor

8S-2502

JM
4/2/04

66 An animal cell is shown below.



Which cell part is indicated by the arrow?

the outer layer

What is one function of this cell part?

nucleus

0 Point Anchor

8S-2503

JM
4/12/04

2004 CSAP Released Items

Grade 8 Science

CSAP

Science

Directions

Three high school students wanted to investigate how far they could drive if the gas tanks of their cars were full of gasoline. To do this, the students went to the same gas station to fill the tanks of their cars. They then drove their cars until the gas tanks were nearly empty.

The table below shows all the information the students collected during their investigation. Study the table. Then do Numbers 3 and 4.

Miles Driven by Different Cars

Student	Type of Car	Speed Driven (miles per hour)	Gallons of Gasoline Tank Can Hold	Type of Road	Miles Driven
1	Trans W	20	12	city streets	380
2	Mark 2002	40	15	country roads	310
3	Apex GXE	60	14	highway	420

- 3** Based on their investigation, the students concluded that they could drive farther on a full tank of gasoline in an Apex GXE than they could in the other cars. Give **one** reason their conclusion may be incorrect.

Item 3:

Rubric

Key Elements:

one of the following:

- Experimental conditions for the cars were not the same.
 - any answer that indicates the conclusion may be incorrect due to uncontrolled variables (e.g., amount of gasoline, speed, type of road, etc.)
-

Score Points

1 point	one key element
0 points	other

Standard 1: Scientific Investigations

Benchmark 1.6: Interpreting and evaluating data in order to formulate conclusions.

Subcontent Area: experimental design and investigation

Directions

Three high school students wanted to investigate how far they could drive if their cars' tanks were full of gasoline. To do this, the students went to the same gas station to fill their cars' gas tanks. They then drove their cars until their gas tanks were nearly empty.

The table below shows all the information the students collected during their investigation. Study the table. Then do Numbers 65 and 66.

MILES DRIVEN BY DIFFERENT CARS

Student	Make of Car	Speed Driven (miles per hour)	Gallons of Gasoline Tank Can Hold	Type of Road	Miles Driven
1	Trans W	20	12	city streets	380
2	Nimbus 2000	40	15	country roads	310
3	Apex GXE	60	14	highway	420

- 67 Based on their investigation, the students concluded that they could drive farther on a full tank of gasoline in an Apex GXE than they could in the other cars. Give one reason their conclusion may be incorrect.

They didn't test each car under the same conditions.

1 point + Anchor

Directions

Three high school students wanted to investigate how far they could drive if their cars' tanks were full of gasoline. To do this, the students went to the same gas station to fill their cars' gas tanks. They then drove their cars until their gas tanks were nearly empty.

The table below shows all the information the students collected during their investigation. Study the table. Then do Numbers 65 and 66.

MILES DRIVEN BY DIFFERENT CARS

Student	Type of Car	Speed Driven (miles per hour)	Gallons of Gasoline Tank Can Hold	Type of Road	Miles Driven
1	Trans W	20	12	city streets	380
2	Nimbus 2000	40	15	country roads	310
3	Apex GXE	60	14	highway	420

- 67 Based on their investigation, the students concluded that they could drive farther on a full tank of gasoline in an Apex GXE than they could in the other cars. Give one reason their conclusion may be incorrect.

one reason this is correct is because that
car went the farthest on its tank of gas.

point anchor

8S-1651

2004 CSAP Released Items

Grade 8 Science

4 Describe **three** specific changes the students could make to improve their experiment.

- 1) _____

- 2) _____

- 3) _____

CSAP Grade 8 Science Scoring Guide

Item 4:

Rubric

Key Elements:

Drive the cars at the same speed.

Drive the cars on the same road.

Put the same amount of gasoline in each car.

Monitor the amount of gasoline more closely (students may define when the tank is considered empty).

Conduct more trials of the experiment to obtain more reliable data.

Have the same person drive each car.

Score Points

3 points	three key elements
2 points	two key elements
1 point	one key element
0 points	other

Standard 1: Scientific Investigations

Benchmark 1.1: Identifying and evaluating alternative explanations and procedures.

Subcontent Area: experimental design and investigation

Directions

Three high school students wanted to investigate how far they could drive if their cars' tanks were full of gasoline. To do this, the students went to the same gas station to fill their cars' gas tanks. They then drove their cars until their gas tanks were nearly empty.

The table below shows all the information the students collected during their investigation. Study the table. Then do Numbers 65 and 66.

MILES DRIVEN BY DIFFERENT CARS

Student	Type of Car	Speed Driven (miles per hour)	Gallons of Gasoline Tank Can Hold	Type of Road	Miles Driven
1	Trans W	20	12	city streets	380
2	Nimbus 2000	40	15	country roads	310
3	Apex GXE	60	14	highway	420

68

Describe three specific changes the students could make to improve their experiment.

- 1) Use the same route for all three cars, so that their data will be more accurate.
- 2) Do a lot more trials than just one, so that the data will be more accurate.
- 3) Use the same speed for every car, because so cars use up more gas when they go faster.

8S-1850

3 Point Anchor

Directions

Three high school students wanted to investigate how far they could drive if their cars' tanks were full of gasoline. To do this, the students went to the same gas station to fill their cars' gas tanks. They then drove their cars until their gas tanks were nearly empty.

The table below shows all the information the students collected during their investigation. Study the table. Then do Numbers 65 and 66.

MILES DRIVEN BY DIFFERENT CARS

Student	Type of Car	Speed Driven (miles per hour)	Gallons of Gasoline Tank Can Hold	Type of Road	Miles Driven
1	Trans W	20	12	city streets	380
2	Nimbus 2000	40	15	country roads	310
3	Apex GXE	60	14	highway	420

68

Describe three specific changes the students could make to improve their experiment.

- 1) All drive on the same type of road.
- 2) All drive at the same speed.
- 3) All get the same kind of car, only with different sized tanks.

2 Point Anchor

8S-1851

Directions

Three high school students wanted to investigate how far they could drive if their cars' tanks were full of gasoline. To do this, the students went to the same gas station to fill their cars' gas tanks. They then drove their cars until their gas tanks were nearly empty.

The table below shows all the information the students collected during their investigation. Study the table. Then do Numbers 65 and 66.

MILES DRIVEN BY DIFFERENT CARS

Student	Type of Car	Speed Driven (miles per hour)	Gallons of Gasoline Tank Can Hold	Type of Road	Miles Driven
1	Trans W	20	12	city streets	380
2	Nimbus 2000	40	15	country roads	310
3	Apex GXE	60	14	highway	420

68

Describe three specific changes the students could make to improve their experiment.

- 1) First they could go the same speed.
- 2) Make a line graph
- 3) Put some other cars mileage.

Directions

Three high school students wanted to investigate how far they could drive if their cars' tanks were full of gasoline. To do this, the students went to the same gas station to fill their cars' gas tanks. They then drove their cars until their gas tanks were nearly empty.

The table below shows all the information the students collected during their investigation. Study the table. Then do Numbers 65 and 66.

MILES DRIVEN BY DIFFERENT CARS

Student	Type of Car	Speed Driven (miles per hour)	Gallons of Gasoline Tank Can Hold	Type of Road	Miles Driven
1	Trans W	20	12	city streets	380
2	Nimbus 2000	40	15	country roads	310
3	Apex GXE	60	14	highway	420

68

Describe three specific changes the students could make to improve their experiment.

- 1) They could stop using so much gas.
- 2) No drive so much
- 3) Not use so much gas up

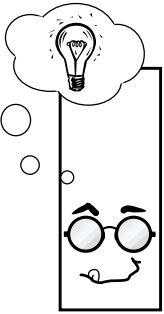
2004 CSAP Released Items

Grade 3 Writing

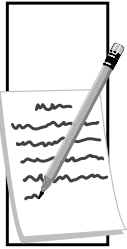
CSAP
Writing

1

What makes you happy? Write a paragraph in which you describe something that makes you happy and explain **why** it makes you happy.



You **may** use the space below to plan your writing.



Begin your paragraph here. Use as many lines as you need.





Item 1:

This item appeared at only one grade level.

Grade 3

Standard 2: Students write and speak for a variety of purposes and audiences.

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Subcontent Area: paragraph writing

SESSION 1 Writing
SHORT CONSTRUCTED RESPONSE
Item 12 (Pages 8 and 9)

What makes you happy? Write a paragraph in which you describe something that makes you happy and explain **why** it makes you happy.

You **may** use the space below to plan your writing.

Begin your paragraph here. Use as many lines as you need.

Score Points: Apply 5-point analytic rubric

- up to 2 points for content (Standard 2)
- up to 1 point for organization (Standard 2)
- up to 1 point for style and fluency (Standard 2)
- up to 1 point for language usage (Standard 3)

This item appeared at only one grade level.

Grade 3

Standard 2: Students write and speak for a variety of purposes and audiences.

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Subcontent Area: paragraph writing

3 Writing
ANCHOR REVIEW MEETING

Project	Supervisor	Review Date	Type of Review	Session	Item	DOE approval
CSAP 2004	Erin Braham	4-15-04			12	

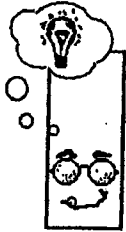
Item ID	CTB Score	Final Score	Annotation	Comment
W0005 VB	2111	2111	<p>Response has a central idea (dog). It includes many specific details e.g. what the dog likes to do, type of dog, and name of dog. The task stays focused on the dog. It has good descriptions of the dog and activities with the dog, that make the student happy.</p> <p>All the ideas are organized around the dog.</p> <p>The sentences are complete and the language is good.</p> <p>Spelling mistakes, like reason, are few and do not interfere with meaning. I</p>	

Item ID	CTB Score	Final Score	Annotation	Comment
W006A B	1111	1111	<p>Response has a central idea (grandma). It gives details in a list and does not build on any of the ideas.</p> <p>The ideas are all related to the Grandma.</p> <p>It has several complete sentences and begins sentences with different words.</p> <p>The spelling and grammar mistakes are fairly common, such as usually, but the simple words are correct. The grammar does not interfere with meaning even though it does cause the reader to pause.</p>	

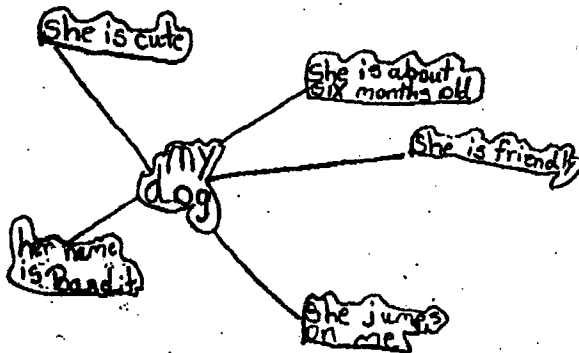
Item ID	CTB Score	Final Score	Annotation	Comment
W007	1101		<p>Response has a central idea. The reasons it gives for how it makes the student happy are brief (water slide went down).</p> <p>The ideas are connected.</p> <p>Four out of five of the sentences begin with</p>	

3W-1201A

- 12 What makes you happy? Write a paragraph in which you describe something that makes you happy and explain why it makes you happy.



You may use the space below to plan your writing.



Begin your paragraph here. Use as many lines as you need.

Something that makes me happy is my dog. My dog is a girl and her name is Bandit. One reason why she makes me happy is that she is very friendly. She is also very cute. My dog is about six months old. Bandit loves to jump up on people. Sometimes I get to take her on a walk. Bandit is a mix of a Blueheeler and a Rottweiler. She is black, white, and grey. I got my dog when my other

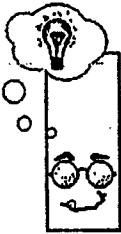
3W-1201B

dog died. Yesterday my dad bought her a new toy.
The new toy is a hotdog. These are some reasons
my dog makes me happy.

3W 0005B

3W-1202A

12 What makes you happy? Write a paragraph in which you describe something that makes you happy and explain why it makes you happy.



You may use the space below to plan your writing.

Grandma
Food



Begin your paragraph here. Use as many lines as you need.

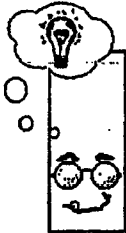
The reason why ^{Grandma} my grandma makes me happy is her food. mmhmm mm, my delicious!!! My grandma is tall, like to, run up to her and give her a hug. My grandma takes me in. I usually meet her on the lawn for her

3W-1202B

and help her with Chalko.
I help her cook and when
she got in to a axident I
nurst her. It made me
feel good to help her.

3W 0006B

What makes you happy? Write a paragraph in which you describe something that makes you happy and explain why it makes you happy.



You may use the space below to plan your writing.

When I went to six flags

Play games when I play games at six flags

Waterslide

when I went down the waterslide

Water Fight

when we blow up the Bollons and then them at my family

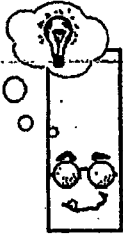


Begin your paragraph here. Use as many lines as you need.

When I went to six flags it made me happy
When my sister and I play on the
Bingo game. When my mom put
me on the waterslide and I went
down it. When my family blow up
the Bollons and then them
at my family. Doing all things
make me happy.

3W-1204

What makes you happy? Write a paragraph in which you describe something that makes you happy and explain why it makes you happy.



You may use the space below to plan your writing.

- I like win I have clous
- it is my farit thing and i like
- I like win my mom bicy
me clous
- pelo thek i look cyout in my new
clous
- I like going shping with my mom



Begin your paragraph here. Use as many lines as you need.

What makes me happy is
I like when I have clous
It is my farit thing and I like
I like win my mom bicy
me clous pelo thek i look cyout
in my new I lik going shping
with my mom.

1100

3W 0008

2004 CSAP Released Items

Grade 4 Writing

Directions

Read this paragraph about Colorado's flag. There are six words or phrases underlined in the paragraph.

2

A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

Each state in the United states has its own flag. The flag of Colorado has to blue stripes, one white stripe, and the letter C. The blue stripes stand for blue skies. The white stripe stand for snowier mountains. The letter C is for Colorado? There is a gold circle in the middle of the C for the state's gold mines.

CSAP Writing Scoring Guide

Item 2:

EDITING TASK (COLORADO'S FLAG)

Score Points: 6 points possible

	Item	Benchmark	Subcontent Area
• 1 point for changing <u>United states</u> to <u>United States</u>	[2.a]	[3.c capitalization]	{mechanics}
• 1 point for changing <u>to</u> to <u>two</u>	[2.b]	[3.d spelling]	{mechanics}
• 1 point for changing <u>stand</u> to <u>stands</u>	[2.c]	[3.a subject/verb agreement]	{grammar and usage}
• 1 point for changing <u>snowier</u> to <u>snowy</u>	[2.d]	[3.b modifiers]	{grammar and usage}
• 1 point for writing OK above <u>is</u>	[2.e]	[3.a subject/verb agreement]	{grammar and usage}
• 1 point for changing <u>Colorado? There</u> to <u>Colorado. There</u>	[2.f]	[3.c punctuation]	{mechanics}

Scoring Note: Each target word (or words) should be considered as a separate, dichotomously scored item. Give credit for alternative changes that also correct the error. Ignore changes made to any nontargeted word.

This item appeared at only one grade level.

Grade 4

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Session 2

Writing

Directions

Read this paragraph about Colorado's flag. There are six words or phrases underlined in the paragraph.

- 2 A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

Each state in the United states has its own flag. The flag of Colorado has to ^{two} blue stripes, one white stripe, and the letter C. The blue stripes stand for blue skies. The white stand ^{stands} for snowier ^{snowy} mountains. The letter C is ^{OK} for Colorado. There ^{Colorado?} There is a gold circle in the middle of the C for the state's gold mines.

Le point anchor

Go On 

Session 2

Writing

Directions

Read this paragraph about Colorado's flag. There are six words or phrases underlined in the paragraph.

- 2 A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

Each state in the United States has its own flag. The flag of Colorado has to ^{two} blue stripes, one white stripe, and the letter C. The blue stripes stand for blue skies. The white stripe stand ^{stood} for snowier ^{snowy} mountains. The letter C is ^{OK} for Colorado. There Colorado? There is a gold circle in the middle of the C for the state's gold mines.

5 point anchor

Go On 

Session 2

Writing

Directions

Read this paragraph about Colorado's flag. There are six words or phrases underlined in the paragraph.

- 2 A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

Each state in the United states has its own flag. The flag of Colorado has two blue stripes, one white stripe, and the letter C. The blue stripes stand for blue skies. The white stripe stood for snowier mountains. The letter C is for Colorado. There is a gold circle in the middle of the C for the state's gold mines.

4 point anchor

Go On 

Session 2

Writing

Directions

Read this paragraph about Colorado's flag. There are six words or phrases underlined in the paragraph.

- 2 A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

Each state in the United States has its own flag. The flag of Colorado has to ^{OK} blue stripes, one white stripe, and the letter C. The blue stripes stand for blue skies. The white stripe ^{OK} stand for ^{snowy} snowier mountains. The letter C ^{OK} is for Colorado, there Colorado? There is a gold circle in the middle of the C for the state's gold mines.

3 point anchor

Go On 

Session 2

Writing

Directions

Read this paragraph about Colorado's flag. There are six words or phrases underlined in the paragraph.

- 2 A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

Each state in the ^{OK} United states has its own flag. The flag of Colorado has ^{two} to blue stripes, one white stripe, and the letter C. The blue stripes stand for blue skies. The white stripe ^{OK} stand for ^{OK} snowier mountains. The letter C ^{OK} is for Colorado? ^{OK} There is a gold circle in the middle of the C for the state's gold mines.

2 point anchor

Go On 

Session 2

Writing

Directions

Read this paragraph about Colorado's flag. There are six words or phrases underlined in the paragraph.

- 2 A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

Each state in the United states has its own flag. The flag of Colorado has to blue stripes, one white stripe, and the letter C. The blue stripes stand for blue skies. The white stripe stand for snowier mountains. The letter C ^{OK} is for Colorado? There is a gold circle in the middle of the C for the state's gold mines.

1 point anchor

Go On 

2004 CSAP Released Items

Grade 5 Writing

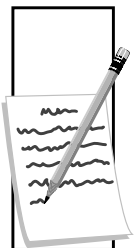
CSAP

Writing

3

You have been told that you and another person are tied for winning a \$100 prize. To break the tie, you must write a well-developed paragraph in which you tell **how** you will use the prize money.

Use as many lines as you need.



Item 3:

This item appeared at only one grade level.


Grade 5

Standard 2: Students write and speak for a variety of purposes and audiences.

Benchmark 2.a: Write in a variety of modes such as narrative, expository, or descriptive for various audiences and purposes.

Subcontent Area: paragraph writing

5W -CSAP ANCHORS

Project	Supervisor	Review Date	Type of Review	Session	Item	DOE approval
CSAP- 2002		4-10-02	Anchor	5	69 57	

Item ID	CTB Score	Final Score	Annotation	Comment
5W 0521bk	4		<p>Student has developed response in an organized and thorough manner. Student introduces idea of "having a party" and remains on topic providing details, and then concludes the piece in a formal manner. Sentence structure is varied and complex. No errors.</p> <p><i>***The fact that this piece involves a type of "entertaining" and that the prompt encourages students to be "entertaining" is coincidental. It is not a reason that this piece was chosen as the anchor.</i></p>	
5W 0504	3		<p>Response is mostly focused/organized (\$ on pets; intro / conclusion) Details are relevant and ideas are original ("cute little puppy"; "rat with red eyes"; take rat to amusement park). Vocabulary is appropriate yet general. Errors do not impede understanding (fragment – The a rat with red eyes.; mony, hade, shoping, exsiding, dont).</p>	
5W 0503	2		<p>Organization reads like a collection of thoughts or a run of ideas ("on clause or on school saphise or .."). Development / detail is minimal. Spelling, mechanics, and sentence structure errors are frequent (if /If; spand; saphise; stor).</p>	
5W 0502	1		<p>Student minimally answers the prompt ("on clause thing I need"; "good sufe") Word choices are nonspecific / repetitive. Inappropriate for age. Vocab / mech are not age-appropriate Errors cause fluency problems (clause/clothes; "like bying...for mom." – fragment).</p>	
5W 0501	0		<p>Student does not clearly identify topic.</p>	

69

You have been told that you and another person are tied for winning a \$100 prize. To break the tie, you must write a paragraph in which you tell how you will use the prize money.



You do not have to use all the lines. Just write on as many as you need.

If I was tied with another person for winning \$100, I would use it in an entertaining way. First, I would plan a surprise party for my best friends. I'd buy gifts for the guests to take home, lots of party balloons, punch, and lots of snacks. I would buy some songs that are appropriate for dancing to and some party games that everyone loves. After all the excitement, we would go to Chuck E. Cheese's for pizza and more games. Since I have been tied with someone else to win \$100, I will use it for a lot of entertainment.

5W 0521bk

4pt anchor

69

You have been told that you and another person are tied for winning a \$100 prize. To break the tie, you must write a paragraph in which you tell how you will use the prize money.



You do not have to use all the lines. Just write on as many as you need.

If I got the money then I would do all kinds of exciting things. First I would go shopping for pets. I would buy a sweet and cute little puppy. Then a rat with red eyes. If I still had money I would go to Fleeces and score every one out of line with my rat. Then I would ride all the rides. So if you don't release me it's safe to go to Fleeces, but I hope you do anyway.

5W 0504

3pt anchor

69

You have been told that you and another person are tied for winning a \$100 prize. To break the tie, you must write a paragraph in which you tell how you will use the prize money.



You do not have to use all the lines. Just write on as many as you need.

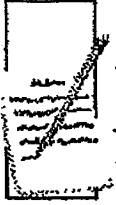
if I won \$100 I would spend it on clouse
of on school surprise or put in a
bank a count. Then if I still have
some more I could get food
at the stor then get thing for people
that have been nice.

5W 0503

2pt anchor

69

You have been told that you and another person are tied for winning a \$100 prize. To break the tie, you must write a paragraph in which you tell how you will use the prize money.



You do not have to use all the lines. Just write on as many as you need.

I wood use the \$100 prize on cloese thing
I need, like bying good scife for my Mom.
I wood be verey happy.

5W 0502

1pt anchor

69

You have been told that you and another person are tied for winning a \$100 prize. To break the tie, you must write a paragraph in which you tell how you will use the prize money.

You do not have to use all the lines. Just write on as many as you need.



You can play games, or see
how ~~how~~ family members, or you
can have a contest of how eats
the most. Or you can make a contest
of how gets the most dirty
or how can dress a pig in
3 minutes.

5W 0501

Opt anchor

2004 CSAP Released Items

Grade 5 Writing

4

Imagine that you have become a hero for a day. Write a story about the day you became a hero.

Remember to include

- characters
- details
- a beginning, a middle, and an end

Use the next page to help plan your writing.

Item 4:

This item appeared at only one grade level.

Grade 5

Standard 2: Students write and speak for a variety of purposes and audiences.

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Subcontent Area: extended writing

(copy)

5 Writing

Project	Supervisor	Review Date	Type of Review	Session	Item	DOE approval
CSAP 2004	[REDACTED]	4/12/04	Anchor	2	3	

Item ID	CTB Score	Final Score	Annotation	Comment
5W 0101	CO 4		Response stays focused on topic and demonstrates a logical arrangement of ideas. It possesses an inviting introduction, and the ending—although somewhat brief—is satisfactory. Transitions are few, but the writing is detailed throughout.	
	SF 4		Writing is engaging, fluent, and easy to read—despite an awkward spot or two. The language is descriptive and employs a precise vocabulary, as well as occasional use of imagery (“army of hailstones...shooting down like bullets”) and simile (“lightning cut like a knife”). Sentence structures and lengths are varied, and errors are few.	
	LU 2		Some errors in spelling (ie: “surprizing” “carful” “desision”), usage (“policemen where”), and punctuation (ie: Ryan! Ryan! missing quotes, etc.) are present but do not subtract from the overall flow and understanding of the writing.	
5W 0102	CO 3		Response remains focused on topic but only generally relates the story’s events with little description. Ideas are tied together logically but without transitions of any sort. Introduction and conclusion are present but are quite brief.	
	SF 3		Response is engaging in quality, but due more to the situation described as opposed to the language used. Although some more precise words are employed (ie: “shattered” “smashed”), word choice and vocabulary are more familiar. Writing style consists of mostly simple sentences punctuated by occasional rambling sentences.	
	LU 2		Punctuation is occasionally absent (some missing commas and apostrophes)--and also between sentences at times (ie: “Emily screamed her dad and I ran upstairs I kicked...”), and errors exist in spelling (ie: “climed” “nabors apartment”).	

5W 0103	CO 2	Response addresses prompt, but the focus slides in the beginning—the idea of blurry glasses seems extraneous. The writing lacks an introduction and a conclusion. Ideas are only weakly tied together, and events are not well-described (ie: super power isn't named or described at all.).	
	SF 2	Writing is somewhat bland and consists of mostly repetitious, simple sentences. Language employs general word choice and familiar vocabulary. Dialogue is present but fails to further embellish the story.	
	LU 1	A variety of errors are present in a fairly short response.	
5W 0104	CO 1	Response addresses prompt but does little more than identify the heroic act. Ideas are repeated (“he was a hero” and “they liked him”). Little attempt to establish order; ideas are listed. Begins and ends abruptly. Little or no supporting details present.	
	SF 1	Writing is bland, rambling, and repetitive. Language is vague and colorless. Perspective shifts from first to third person after the first sentence.	
	LU 1	Errors in punctuation, spelling, and capitalization are present.	
5W 0105	CO 0	Writing is off topic.	
	SF 2	Writing is somewhat bland and exhibits general word choice and familiar vocabulary without any striking language or phrases.	
	LU 2	Response is nearly error-free. A couple of errors exist in spelling.	

Scoring Issues Resolution (SIR)
Guide for Scorers

Writing - Grade 5

Item # 3

Point Value $\frac{c}{0} \frac{4}{4}$
 $\frac{s}{f} \frac{4}{2}$ } 10

What is the specific content being measured by this item?

standards 2 & 3 - extended response
content | organization
style | fluency language usage

If one thinks of dividing the papers into "Upper Tier Papers" and "Lower Tier Papers", what is the most important feature that would be present in upper tier papers but not in lower tier papers?

Focused developed ideas that address the prompt.

For this item, characterize the difference between a:

0 and a 1 point paper - 1 has a slight connection to the topic

1 and a 2 point paper - 1 had a lot of irrelevant info
- 1 no development of ideas

2 and a 3 point paper focus on topic

3 and a 4 point paper fully developed ideas
imagery
striking lang.

In light of the student work considered on this item, what instructional information could you share with teachers?

1. Follow prompt and follow directions.
2. Develop ideas and maintain detailed focus
3. "Sense of story" in addition to "story elements"
4. Share good examples of writing both published and student

FINAL COPY



After you have read your draft and thought about these questions, write the final copy on the lines below.

Use as many lines as you need.

One fine day in Canon City, Colorado
I popped the TV on to watch the news.
The news reporters said we're going to have a lot
of sun for the rest of the weekend. I kept
watching and then a surprising thing occurred.
A little boy at about the age of 6 was
stranded in a sewer pipe. The news reporters
said that nobody could do anything to help
the little boy named Nathan. I felt sorry
for the little boy. No food, water, just plain
darkness. I wanted to help him so I told my
mom that I was going to meet my
friends because if I told her I was trying
to help that kid, she'd say no no doubt

about it. She said to be careful even though she has said it more than a hundred times.

As I began to jog down the road I saw my neighbor, Phil. Phil is an elder in his early 80s. I talked to him for a while and then started to walk quickly toward the sound of fire trucks because they go where someone is stranded somewhere. They had the roads blocked and cars were parked everywhere. The policemen were not letting anybody go near the trucks or sewer opening.

I got a chance to speak to a fireman. I asked him if the kid was alright, but he just shook his head sadly. He

had sticky green stuff all over his suit. I asked him if I could try, but before he could answer a sharp flash of lightning cut like a knife across the city. And then an army of hailstones came shooting down like bullets. They were about the size of marbles smacking you all over. I asked a person if I could sit in his car and he said yes. I thanked the man for sharing his shelter. After the storm let up, I heard a fireman say that if they didn't get out today, he would die of starvation. It was the fireman I asked if I could help and try. He looked at me and then he made a decision. All of a sudden I was tied to a

rope and it started to lower to the ground. I saw the boy. He looked scared. His clothes were ripped and soaked. He reached out to me and I did too. The smell was horrible, and green stuff was everywhere. I tried to focus. He jumped and grabbed my hand and held on tight. The rope was pulled up and everybody was yelling, Ryan! Ryan! Ryan! I was so happy! His mom came up and said she couldn't be happier. I ended up being on the news and radio. Everyone thought I was a hero.

FINAL COPY



After you have read your draft and thought about these questions, write the final copy on the lines below.



Use as many lines as you need.

One day a little girl named Emily was playing with her dolls and there was a fire in the next door neighbors apartment! The fire quickly spread right into Emily's room! Emily screamed her dad and I ran upstairs I kicked the door down! Emily was glad to see me! I ran and grabbed Emily! Then, we ran out of the room and down the stairs to find that the front and back doors were behind fire we all saw the

window. "I got an idea," I said to Jim, Emily's dad.

"What?" Jim asked.

"Watch!" I said as I took the hammer that was sitting on the table and smashed it in the window. The glass shattered like a vase when it breaks! Jim climbed out first then, me and Emily the two year-old child! We ran to my house and called the fire department! The cops, ambulance, and fire fighters came! Also, Emily's mom Tina came panicked! But, every single person was safe

and I got awarded good
citizenship award! That's
how I saved the day!

FINAL COPY



After you have read your draft and thought about these questions, write the final copy on the lines below.

Use as many lines as you need.

Adam The Super hero

I woke up and I put my glasses on and it was blurry. Then I took my glasses off. I was walking fast down stairs. My brother trip me down the stairs.

my mom said, "why are you not wearing your glasses."

"When I try them on they were blurry."

"I am going outside," I said

Then I heard a man yelling "help!"

I flew up into the sky. Then I turned around and saw a blue, grey, pink monster

About to eat a man. I used
my super power to kill him. I turned
and saw 1,000 monsters. A Super
hero fix in.

He said, "do you need help."

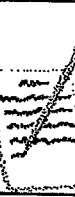
I said, "Sure!"

Then we used our super power to
kill them.

FINAL COPY



After you have read your draft and thought about these questions, write the final copy on the lines below.



Use as many lines as you need.

One day I saved a dog he was going to fall in the water but a boy came and help him. That was when he was a hero and then they like him and he helped everyone. He was a great hero his name was Luis. He saved the dog in May 5, 1985. He was the worlds hero of all heroes.

FINAL COPY



After you have read your draft and thought about these questions, write the final copy on the lines below.



Use as many lines as you need.

One day at day care
my sister and I helped
carry the groceries
in. Then we helped
put them away.
When it was time
for lunch we helped
put out plates, silver
ware, and cups for
milk. We also helped
put the babies in
their high chairs.
After lunch we
all went outside.

After we came
back in we played
until my mam came.
Then we went home.

2004 CSAP Released Items

Grade 6 Writing

Directions

Read this paragraph about spiders. There are six words or phrases underlined in the paragraph.

- 5** A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

Not all spiders spin webs to catch their food. Some spiders uses camouflage to hide from prey. For example, the flower crab spider blends in with its surroundings. Some Tropical spiders spin trapdoors and then wait inside for there prey to walk by. Once the spider senses an insect nearby, it quickly springs out and grabs its prey? Jumping spiders anchor themselves to a rock or other surface with silken thread.

Item 5:

EDITING TASK (SPIDERS)

Score Points: 6 points possible

	Item	Benchmark	Subcontent Area
• 1 point for writing OK above <u>spin</u>	[5.a]	[3.b verb tense]	{grammar and usage}
• 1 point for changing <u>uses</u> to <u>use</u>	[5.b]	[3.b verb tense]	{grammar and usage}
• 1 point for changing <u>Tropical</u> to <u>tropical</u>	[5.c]	[3.d capitalization]	{mechanics}
• 1 point for changing <u>there</u> to <u>their</u>	[5.d]	[3.e spelling]	{mechanics}
• 1 point for changing <u>prey?</u> <u>Jumping</u> to <u>prey.</u> <u>Jumping</u>	[5.e]	[3.d punctuation]	{mechanics}
• 1 point for changing <u>themselves</u> to <u>themselves</u>	[5.f]	[3.e spelling]	{mechanics}

Scoring Note: Each target word (or words) should be considered as a separate, dichotomously scored item. Give credit for alternative changes that also correct the error. Ignore changes made to any nontargeted word.

This item appeared at only one grade level.

Grade 6

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Session 2

Writing

Directions

Read this paragraph about spiders. There are six words or phrases underlined in the paragraph.

- 2 A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

Not all spiders ^{OK} spin webs to catch their food. Some spiders ^{OK} uses camouflage to hide from prey. For example, the flower crab spider blends in with its surroundings. Some ^{tropical} Tropical spiders spin trap doors, and then wait inside for ^{their} there prey to walk by. Once the spider senses an insect nearby, it quickly springs out and grabs its ^{prey. Jumping} prey? Jumping spiders anchor ^{themselves} themselves to a rock or other surface with silken thread.

5 point anchor

Go On 

Session 2

Writing

Directions

Read this paragraph about spiders. There are six words or phrases underlined in the paragraph.

- 2 A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

Not all spiders ^{OK} spin webs to catch their food. Some spiders ^{used} uses camouflage to hide from prey. For example, the flower crab spider blends in with its surroundings. Some ^{tropical} Tropical spiders spin trap doors, and then wait inside for ^{OK} there prey to walk by. Once the spider senses an insect nearby, it quickly springs out and grabs its ^{prey • Jumping} prey? Jumping spiders anchor ^{themselves} themselves to a rock or other surface with silken thread.

4 point anchor

Go On 

Session 2

Writing

Directions

Read this paragraph about spiders. There are six words or phrases underlined in the paragraph.

- 2 A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

Not all spiders ^{OK} spin webs to catch their food. Some spiders use camouflage to hide from prey. For example, the flower crab spider blends in with its surroundings. Some ^{OK} Tropical spiders spin trap doors, and then wait inside for ^{OK} there prey to walk by. Once the spider senses an insect nearby, it quickly springs out and grabs its ^{prey. Sumping} prey? Jumping spiders anchor ^{OK} themselves to a rock or other surface with silken thread.

3 point anchor

Go On 

Session 2

Writing

Directions

Read this paragraph about spiders. There are six words or phrases underlined in the paragraph.

- 2 A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

Not all spiders ^{spinned} spin webs to catch their food. Some spiders used camouflage to hide from prey. For example, the flower crab spider blends in with its surroundings. Some ^{tropical} Tropical spiders spin trap doors, and then wait inside for ^{OK} there prey to walk by. Once the spider senses an insect nearby, it quickly springs out and grabs its ^{prey. Jumping} prey? Jumping spiders anchor ^{OK} themselves to a rock or other surface with silken thread.

2 point anchor

Go On 

Session 2

Writing

Directions

Read this paragraph about spiders. There are six words or phrases underlined in the paragraph.

- 2 A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

Not all spiders ^{OK} spin webs to catch their food. Some spiders used camouflage to hide from prey. For example, the flower crab spider blends in with its surroundings. Some ^{OK} Tropical spiders spin trap doors, and then wait inside for ^{OK} there prey to walk by. Once the spider senses an insect nearby, it quickly springs out and grabs its prey? ^{OK} Jumping spiders anchor ^{OK} themselves to a rock or other surface with silken thread.

1 point anchor

Go On 

2004 CSAP Released Items

Grade 7 Writing

CSAP

Writing

6

There are many ways to be a friend to someone. Write a well-developed paragraph in which you explain what is most important to you in a friendship.



Use as many lines as you need.

Item 6:

This item appeared at only one grade level.

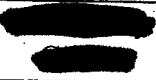
Grade 7

Standard 2: Students write and speak for a variety of purposes and audiences.

Benchmark 2.a: Write in a variety of genres such as editorials, personal narratives, informational brochures, essays, stories, and letters for specific purposes.

Subcontent Area: paragraph writing

**7 Writing
ANCHOR REVIEW MEETING**

Project	Supervisor	Review Date	Type of Review	Session	Item	DOE approval
CSAP 2004		April 12, 2004	Anchor	2	90	

Item ID	CTB Score	Final Score	Annotation	Comment
7W-9001	4		Supporting details are relevant and provide important information about the topic. The writer seems to be in control and has developed the paragraph in a logical organized way. Word choice is precise and the writer uses imagery. Remaining focused upon the prompt and fluency are characteristics of this response.	
7W-9002	3		The response is clear and focused, but supporting details are general. Word choice is age appropriate and ordinary. There is an introduction and conclusion. There are a few errors in language mechanics.	
7W-9003	2		The writer has defined, but not thoroughly developed the topic. Supporting details are lacking. Sentence structure is choppy and there are several errors in language mechanics; punctuation and capitalization.	
7W-9004	1		There are problems with fluency, sentence structure, and organization. Very little information is communicated... a friend is nice, shares and is truthful.. The student uses sentence fragments.	
	0			No 0 anchor for item 90



There are many ways to be a friend to someone. Write a well-developed paragraph in which you explain what is most important to you in a friendship.



Use as many lines as you need.

There are many qualities a good friend needs to have like caring, thoughtfulness, and trust, but I think that respect is the most important of all. Respect is a lot of things all rolled-up into one package. Respect is not talking behind their back or laughing when their hurt, respect is being there when they need it the most. Without respect for each other every relationship ever put together would fall apart, it wouldn't be strong or caring at all. Every thing great as an elephant and as small as a mouse deserves just as much respect as you or me. So please give all your friends the respect they deserve.



There are many ways to be a friend to someone. Write a well-developed paragraph in which you explain what is most important to you in a friendship.

Use as many lines as you need.

The things that are important to me in a friendship is that I can talk to her/him about my troubles, I can rely on them to help me when I'm hurt. These are important to me because I want a friend I can confess all my troubles to, and because my friends need the same from me. I also want a friend who I can trust to keep all my secrets and not tell me I'm weird. I have friends like that and I want to be friends forever with them.



There are many ways to be a friend to someone. Write a well-developed paragraph in which you explain what is most important to you in a friendship.

Use as many lines as you need.

The most important trait of being a true friend I think is to be trustworthy. Because I & I told a friend something that I did not want anyone else to know but him. I would expect them to keep that secret



There are many ways to be a friend to someone. Write a well-developed paragraph in which you explain what is most important to you in a friendship.

Use as many lines as you need.

Being a friend. You can be nice and share. Or
always be truthful. And be a good
friend. That's all.

2004 CSAP Released Items

Grade 8 Writing

Directions

Read this paragraph about growing a papaya tree. There are six words or phrases underlined in the paragraph.

7

A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

You can grow your own tropical fruit tree indoors. All you need are papaya seeds, potting soil, and a heat source. You may obtain the seeds from a papaya fruit from the grocery store. Make sure seeds are thoroughly dry before planting them. Filling a pot with potting soil and press the seeds about one-half inch into the soil. Since the papaya seeds need heat to grow. It is best to place the pots outside during the summer months. Make sure you're seeds get enough water, and replant them when they get too big for their pots. It may take a few years to get papaya fruit, but you will have a beautifull tree in a short time.

CSAP Writing Scoring Guide

Item 7:

EDITING TASK (PAPAYA TREE)

Score Points: 6 points possible

	Item	Benchmark	Subcontent Area
• 1 point for writing OK above <u>are</u>	[7.a]	[3.b verbs]	{grammar and usage}
• 1 point for changing <u>throughly</u> to <u>thoroughly</u>	[7.b]	[3.e spelling]	{mechanics}
• 1 point for changing <u>Filling</u> to <u>Fill</u>	[7.c]	[3.b verbs]	{grammar and usage}
• 1 point for changing <u>grow. It</u> to <u>grow, it</u>	[7.d]	[3.c complete sentences]	{mechanics}
• 1 point for changing <u>you're</u> to <u>your</u>	[7.e]	[3.e spelling]	{mechanics}
• 1 point for changing <u>beautifull</u> to <u>beautiful</u>	[7.f]	[3.e spelling]	{mechanics}

Scoring Note: Each target word (or words) should be considered as a separate, dichotomously scored item. Give credit for alternative changes that also correct the error. Ignore changes made to any nontargeted word.

This item appeared at only one grade level.

Grade 8

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Session 2

Writing

Directions

Read this paragraph about growing a papaya tree. There are six words or phrases underlined in the paragraph.

2

A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

You can grow your own tropical fruit tree indoors. All you need are ^{OK} papaya seeds, potting soil, and a heat source. You may obtain the seeds from a papaya fruit from the grocery store. Make sure seeds are thoroughly ^{thoroughly} dry before planting them. Filling ^{Fill} a pot with potting soil and press the seeds about one-half inch into the soil. Since the papaya seeds need heat to grow ^{grow, it}. It is best to place the pots outside during the summer months. Make sure your ^{your} seeds get enough water, and replant them when they get too big for their pots. It may take a few years to get papaya fruit, but you will have a beautiful ^{beautiful} tree in a short time.

6 point anchor

Go On 

Session 2

Writing

Directions

Read this paragraph about growing a papaya tree. There are six words or phrases underlined in the paragraph.

2

A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

You can grow your own tropical fruit tree indoors. All you need are papaya seeds, potting soil, and a heat source. You may obtain the seeds from a papaya fruit from the grocery store. Make sure seeds are thoroughly dry before planting them. Filling a pot with potting soil and press the seeds about one-half inch into the soil. Since the papaya seeds need heat to grow. It is best to place the pots outside during the summer months. Make sure you're seeds get enough water, and replant them when they get too big for their pots. It may take a few years to get papaya fruit, but you will have a beautifull tree in a short time.

5 point anchor

Go On 

Session 2

Writing

Directions

Read this paragraph about growing a papaya tree. There are six words or phrases underlined in the paragraph.

2

A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

You can grow your own tropical fruit tree indoors. All you
^{is}
need are papaya seeds, potting soil, and a heat source. You may
obtain the seeds from a papaya fruit from the grocery store.
Make sure seeds are ^{OK}thoroughly dry before planting them. ^{Fill}Filling
a pot with potting soil and press the seeds about one-half inch
into the soil. Since the papaya seeds need heat to ^{grow, it}grow. It is best
to place the pots outside during the summer months. Make sure
^{your}
you're seeds get enough water, and replant them when they get
too big for their pots. It may take a few years to get papaya fruit,
but you will have a ^{beautiful}beautifull tree in a short time.

4 point anchor

Go On 

Session 2

Writing

Directions

Read this paragraph about growing a papaya tree. There are six words or phrases underlined in the paragraph.

2

A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

You can grow your own tropical fruit tree indoors. All you need are ^{is} papaya seeds, potting soil, and a heat source. You may obtain the seeds from a papaya fruit from the grocery store. Make sure seeds are thoroughly ^{ok} dry before planting them. Filling ^{ok} a pot with potting soil and press the seeds about one-half inch into the soil. Since the papaya seeds need heat to grow ^{grow, it}. It is best to place the pots outside during the summer months. Make sure you're ^{your} seeds get enough water, and replant them when they get too big for their pots. It may take a few years to get papaya fruit, but you will have a beautifull ^{beautiful} tree in a short time.

3 point anchor

Go On 

Session 2

Writing

Directions

Read this paragraph about growing a papaya tree. There are six words or phrases underlined in the paragraph.

2

A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

You can grow your own tropical fruit tree indoors. All you need are^{is} papaya seeds, potting soil, and a heat source. You may obtain the seeds from a papaya fruit from the grocery store. Make sure seeds are thoroughly^{OK} dry before planting them. Filling^{OK} a pot with potting soil and press the seeds about one-half inch into the soil. Since the papaya seeds need heat to grow^{grow it}. It is best to place the pots outside during the summer months. Make sure your^{your} you're seeds get enough water, and replant them when they get too big for their pots. It may take a few years to get papaya fruit, but you will have a beautifull^{beautiful} tree in a short time.

2 point anchor

Go On 

Session 2

Writing

Directions

Read this paragraph about growing a papaya tree. There are six words or phrases underlined in the paragraph.

2

A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

You can grow your own tropical fruit tree indoors. All you
need ^{is} are papaya seeds, potting soil, and a heat source. You may
obtain the seeds from a papaya fruit from the grocery store.
Make sure seeds are ^{OK} thoroughly dry before planting them. ^{OK} Filling
a pot with potting soil and press the seeds about one-half inch
into the soil. Since the papaya seeds need heat to ^{grow it} grow. It is best
to place the pots outside during the summer months. Make sure
^{OK} you're seeds get enough water, and replant them when they get
too big for their pots. It may take a few years to get papaya fruit,
but you will have a ^{beautiful} beautifull tree in a short time.

1 point anchor

Go On 

2004 CSAP Released Items

Grade 9 Writing

Directions

Read this paragraph about the history of Colorado. There are six words or phrases underlined in the paragraph.

8

A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

From 1800 to 1850, explorers and settlers first begun arriving in Colorado in significant numbers. An army officer named Zebulon M. Pike, along with other explorers, were exploring the area in the early 1800s. By 1822, Colorado was territory divided between the United States and Mexico. In 1833, William Bent established Bent's Fort, the first permanent American settlement in the area. During the Mexican war, the United States defeated Mexico and control of Colorado passed to the United States as part of the peace treaty.

CSAP Writing Scoring Guide

Item 8:

EDITING TASK (HISTORY OF CO)

Score Points: 6 points possible

	Item	Benchmark	Subcontent Area
• 1 point for changing <u>begun</u> to <u>began</u>	[8.a]	[3.a verbs]	{grammar and usage}
• 1 point for changing <u>significant</u> to <u>significant</u>	[8.b]	[3.e spelling]	{mechanics}
• 1 point for changing <u>were exploring</u> to <u>was exploring</u> or <u>explored</u>	[8.c]	[3.b verbs]	{grammar and usage}
• 1 point for writing OK above <u>permanent</u>	[8.d]	[3.e spelling]	{mechanics}
• 1 point for capitalizing the <u>w</u> in <u>war</u>	[8.e]	[3.d capitalization]	{mechanics}
• 1 point for inserting a comma after <u>Mexico</u> or inserting a period after <u>Mexico</u> , deleting <u>and</u> , and capitalizing the <u>c</u> in <u>control</u> , or inserting a semicolon after <u>Mexico</u> and deleting <u>and</u> , or inserting a comma after <u>Mexico</u> , deleting <u>and</u> , and inserting <u>so</u>	[8.f]	[3.d commas]	{mechanics}

Scoring Note: Each target word (or words) should be considered as a separate, dichotomously scored item. Give credit for alternative changes that also correct the error. Ignore changes made to any nontargeted word.

This item appeared at only one grade level.

Grade 9

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Session 2

Writing

Directions

Read this paragraph about the history of Colorado. There are six words or phrases underlined in the paragraph.

A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

From 1800 to 1850, explorers and settlers first ^{began} begun arriving in Colorado in ^{significant} signficent numbers. An army officer named Zebulon M. Pike, along with other explorers, ^{was exploring} were exploring the area in the early 1800s. By 1822, Colorado was territory divided between the United States and Mexico. In 1833, William Bent established Bent's Fort, the first ^{OK} permanent American settlement in the area. During the Mexican ^{War} war, the United States defeated Mexico, and Mexico and control of Colorado passed to the United States as part of the peace treaty.

6 point anchor

Go On 

Session 2

Writing

Directions

Read this paragraph about the history of Colorado. There are six words or phrases underlined in the paragraph.

A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

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From 1800 to 1850, explorers and settlers first ^{began} begun arriving in Colorado in ^{significant} signficent numbers. An army officer named Zebulon M. Pike, along with other explorers, ^{OK} were exploring the area in the early 1800s. By 1822, Colorado was territory divided between the United States and Mexico. In 1833, William Bent established Bent's Fort, the first ^{OK} permanent American settlement in the area. During the Mexican ^{War} war, the United States defeated ^{Mexico} Mexico and control of Colorado passed to the United States as part of the peace treaty.

5 point anchor

Go On 

Session 2

Writing

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From 1800 to 1850, explorers and settlers first begun arriving ^{began} in Colorado in signficent numbers. An army officer named ^{OK} Zebulon M. Pike, along with other explorers, were exploring the ^{OK} area in the early 1800s. By 1822, Colorado was territory divided between the United States and Mexico. In 1833, William Bent established Bent's Fort, the first permanent American settlement ^{OK} in the area. During the Mexican war, ^{War} the United States defeated Mexico and ^{Mexico,} control of Colorado passed to the United States as part of the peace treaty.

4 point anchor

Go On 

Session 2

Writing

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3 point anchor

Go On 

Session 2

Writing

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2 point anchor

Go On 

Session 2

Writing

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1 point anchor

Go On 

2004 CSAP Released Items

Grade 10 Writing

Directions

Read this paragraph about the Doppler effect. There are six words or phrases underlined in the paragraph.

9

A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

In 1842, an Austrian scientist named Christian Doppler first stated an important scientific principal. The Doppler effect explains why the whistle of a train seems to change it's frequency as the train approaches and then moves past an observer. The sound actually remains the same, but as the source of the sound moves compared to the position of the observer, the observer heard a different pitch. Scientists observing light waves and radio waves have discovered the same effect. Astronomers can measure the apparent change in frequency of light waves from a star; this allows him to calculate the speed of the star. The train whistle is a simple example of this idea, the moving star is a more sophisticated example.

Item 9:

EDITING TASK (THE DOPPLER EFFECT)

Score Points: 6 points possible

	Item	Benchmark	Subcontent Area
• 1 point for changing <u>principal</u> to <u>principle</u>	[9.a]	[3.e spelling]	{mechanics}
• 1 point for changing <u>it's</u> to <u>its</u>	[9.b]	[3.d punctuation]	{grammar and usage}
• 1 point for changing <u>heard</u> to <u>hears</u>	[9.c]	[3.a verbs]	{grammar and usage}
• 1 point for writing OK above <u>have discovered</u> or deleting <u>have</u>	[9.d]	[3.a verbs]	{grammar and usage}
• 1 point for changing <u>him</u> to <u>them</u>	[9.e]	[3.b pronouns]	{grammar and usage}
• 1 point for changing comma after <u>idea</u> to a semicolon, or changing comma after <u>idea</u> to a semicolon and adding <u>however</u> , or changing comma to a period and capitalizing the <u>t</u> in <u>the</u> or adding “and,” “while,” or “but” after comma	[9.f]	[3.d punctuation]	{mechanics}

Scoring Note: Each target word (or words) should be considered as a separate, dichotomously scored item. Give credit for alternative changes that also correct the error. Ignore changes made to any nontargeted word.

This item appeared at only one grade level.

Grade 10

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Session 2

Writing

Directions

Read this paragraph about Dr. Justina Ford. There are six words or phrases underlined in the paragraph.

2

A word or phrase is underlined because it may contain a mistake in grammar and usage, punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is a mistake, use a pencil to make the correction in the space above it. If there is no mistake, write OK above the underlined word or phrase.

You must show at least one correct response to receive any credit for this editing task.

Justina Ford graduated from Hering Medical College in Chicago
in 1899. She later moved to Denver, Colorado
Denver Colorado. As the first female
African American doctor in the state, she faced several challenges.
She discovered that Denver General Hospital would, at that time,
accept neither African American doctors nor patience. Instead,
Dr. Ford built her own medical practice in a private office, making
house calls by horse and buggy. She dedicated her career to serving
those in need, no matter what there race. Her perseverance paid off,
and eventually she was admitted to the Denver Medical Society, the
Colorado Medical Society, and the American Medical Society.

6 point anchor

Go On 

Session 2

Writing

Directions

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Go On 

Session 2

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4 point anchor

Go On

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1 point anchor

Go On 

