

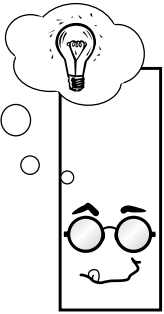
2004 CSAP Released Items

Grade 3 Writing

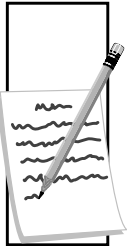
CSAP

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

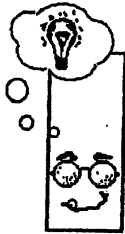
Project	Supervisor	Review Date	Type of Review	Session	Item	DOE approval
CSAP 2004	Erin Braham	4-15-04			12	

Item ID	CTB Score	Final Score	Annotation	Comment
W0005 V/B	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>	

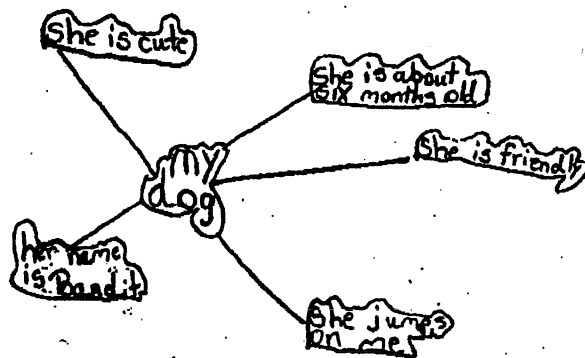
Item ID	CTB Score	Final Score	Annotation	Comment
W006A B	1111	1111	<p>Response has a central idea (grandma). It gives details in a list and does not build on any of the ideas.</p> <p>The ideas are all related to the Grandma.</p> <p>It has several complete sentences and begins sentences with different 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>	

- 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.

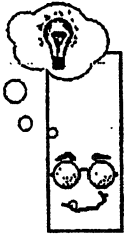
Something that makes me happy is my dog. My dog is a girl and her name is Bandit. One reason why she makes me happy is that she is very friendly. She is also very cute. My dog is about six months old. Bandit loves to jump up on people. Sometimes I get to take her on a walk. Bandit is a mix of a Blueheeler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

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.

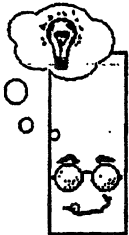
The reason why my ^{Grandma} grandma makes me happy is her food. mmhmm mmmyy delicious!!! My grandma is tall, like to, run up to her and give her a hug. My grandma takes me in. I usually mow the lawn for her

3W-1202B

and help her with Chalko.
I help her cook and when
she got in to a axident I
nurs. 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 water slide

Water Fight

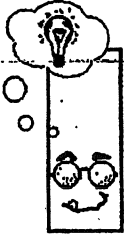
When we blow up the Bollons and then them at my family

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.

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.

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} 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 ^{stands} stand for ^{snowy} snowier mountains. The letter C ^{OK} is for Colorado. ^{There} There is a gold circle in the middle of the C for the state's gold mines.

to 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 snowy mountains. The letter C is 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 snow 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 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.

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 ^{OK} Colorado? 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

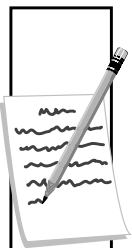
CSAP

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	<u>69</u> 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 hke a collection of thoughts or a run of ideas ("on clause or on school saplise or .."). Development / detail is minimal. Spelling, mechanics, and sentence structure errors are frequent (if /If; spand; saplise; 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; "hke 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 dancey to and some party games that everyone loves. After all the excitement, we would go to Chuck E. Cheese 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.

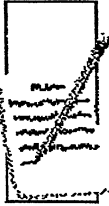
If I get the money then I would do all kinds of exciting things. First I would go shopping for pets. I would buy a sweet and cute little puppy. Then a rat with red eyes. If I still have money I would go to Electronics and score every one out of line with my rat. Then I would ride all the rides. So if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

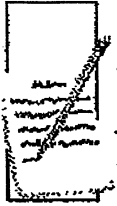
if I won \$100 I would spend it on a class
of on school surprise or put in a
bank a count. Then if I still have
some more I could get food
at the store then get things for people
that have been nice.

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 a classse thing

I need, like bying good safe for my mom.

I wood be every 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 $\frac{C}{0} \frac{4}{4} > 10$
S/F 4
lang 2

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'm 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 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} uses 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 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 ^{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	[REDACTED]	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. Everything 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. ^{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 ^{grow, it} 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.

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 ^{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 ^{OK} 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 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.

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 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 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 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 ^{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 ^{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.

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} 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
^{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. ^{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.

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.

From 1800 to 1850, explorers and settlers first ^{began} begun arriving in Colorado in ^{significant} significant 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.

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.

From 1800 to 1850, explorers and settlers first ^{began} begin arriving
in Colorado in ^{significant} significant 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

Directions

Read this paragraph about the history of Colorado. 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.

From 1800 to 1850, explorers and settlers first ^{began} begun arriving in Colorado in ^{OK} significant 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.

4 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.

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} began arriving in Colorado in ^{OK} significant 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.

3 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.

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.

From 1800 to 1850, explorers and settlers first ^{began} begun arriving in Colorado in ^{OK} significant 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.

2 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.

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.

From 1800 to 1850, explorers and settlers first ^{began} begun arriving in Colorado in ^{OK} significant 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 ^{permanant} 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.

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

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

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Justina Ford graduated from Hering Medical College in Chicago
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5 point anchor

Go On 

Session 2

Writing

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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 ^{OK} Denver Colorado. As the first female African American ^{OK} Doctor in the state, she faced several ^{challenges} challenges.

She discovered that Denver General Hospital would, at that time, accept neither African American doctors nor ^{patients} 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 ^{their} there race. Her perseverance paid off, and eventually she ^{OK} was admitted to the Denver Medical Society, the Colorado Medical Society, and the American Medical Society.

4 point anchor

Go On 

Session 2

Writing

Directions

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

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Colorado Medical Society, and the American Medical Society.

3 point anchor

Go On 

Session 2

Writing

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2 point anchor

Go On 

Session 2

Writing

Directions

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

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1 point anchor

Go On 