# Annotation Form

**Anchor Set**
**KAS Kentucky Science**
**SC041607_08**
**Why Dog Wags Tail when it Sees Ball**

| Paper | UIN/FT Number | Score | Notes |
|---|---|---|---|
| **A101** | **000085661 386052017 06**<br><br>**FT-A2** | **0** | **Anchor Paper 1**<br>**Score Point 0**<br><br>The response shows no evidence of understanding of the material related to the question. This response is entirely irrelevant as no acceptable explanation is given as to why the dog wags her tail/jumps around when she sees the ball. The student does not include any of the senses the dog uses or the information it receives from those senses. |
| **A102** | **000085668 986052017 06**<br><br>**FT-A1** | **0** | **Anchor Paper 2**<br>**Score Point 0**<br><br>The response shows no evidence of understanding of the material related to the question. This response is entirely irrelevant as no acceptable explanation is given as to why the dog wags her tail/jumps around when she sees the ball. The student does not include any of the senses the dog uses or the information it receives from those senses. The response is too vague to determine understanding (*The dog is happy because she knows the ball*). |
| **A103** | **000085857 386072017 06**<br><br>**FT-A3** | **0** | **Anchor Paper 3**<br>**Score Point 0**<br><br>The response shows no evidence of understanding of the material related to the question. This response is entirely irrelevant as no acceptable explanation is given as to why the dog wags her tail/jumps around when she sees the ball. The student does not include any of the senses the dog uses or the information it receives from those senses. The response is too vague to determine understanding (*she is excited and the dog sences the ball*). |

| Paper | UIN/FT Number | Score | Notes |
|---|---|---|---|
| A104 | 000085640 386052017 06  FT-A4 | 1 | **Anchor Paper 4**<br>**Score Point 1**<br><br>The response shows a minimal understanding of the multi-dimensional question. The student gives a minimal explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies one of the senses the dog uses and connects it to memory (*she might remember the smell of her ball*), which reflects a minimally correct answer. |
| A105 | 000085123 186012017 06  FT-A5 | 1 | **Anchor Paper 5**<br>**Score Point 1**<br><br>The response shows a minimal understanding of the multi-dimensional question. The student gives a minimal explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies one of the senses the dog uses and connects it as the reason for the excitement (*he can hear them talk so say if Vicky said " do you want to play fetch?" he could hear her say that*), which reflects minimal synthesis and understanding. |
| A106 | 000987606 281032017 06  FT-P205 | 1 | **Anchor Paper 6**<br>**Score Point 1**<br><br>The response shows a minimal understanding of the multi-dimensional question. The student gives a minimal explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies one of the senses the dog uses and minimally connects the action to a past memory (*because it remembers when they use[d] to play fetch so when he uses his eyesight to see the ball he knows that he wants to play fetch*). Overall, this response reflects minimal synthesis of understanding. |
| A107 | 000085393 586052017 06  FT-A7 | 2 | **Anchor Paper 7**<br>**Score Point 2**<br><br>The response shows a limited understanding of the multi-dimensional question. The student gives a partially complete explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies two of the senses the dog uses (*the dog can hear the ball after it lands and uses her sense of smell*) and connects those senses to playing fetch (*By hearing…find the ball quicker…can smell where the ball is even if it's in the daytime or nightime*). This response reflects a limited synthesis and understanding of complex ideas. |

| Paper | UIN/FT Number | Score | Notes |
|---|---|---|---|
| A108 | 000085512 186052017 06 <br><br> **FT-A9** | 2 | **Anchor Paper 8** <br> **Score Point 2** <br><br> The response shows a limited understanding of the multi-dimensional question. The student gives a partially complete explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies one of the senses the dog uses (*his eyes it allows him to see the ball*) and the information it receives from those senses (*and travel it to his brain for him to know what it is*). The first part of the response has no specific senses attributed, but the second part clarifies the sense it was referring to. Overall, this response reflects a limited synthesis and understanding of complex ideas. |
| A109 | 000085858 586072017 06 <br><br> **FT-A8** | 2 | **Anchor Paper 9** <br> **Score Point 2** <br><br> The response shows a limited understanding of the multi-dimensional question. The student gives a partially complete explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies three senses the dog uses but the information it receives from those senses are not integrated coherently (*can smell the ball and the smell of the ball is familiar… has seen the ball before… remembered what it was. Also if the ball made a sound…he could recognize the sound*). This response reflects a limited synthesis and understanding of complex ideas. |
| A110 | 000086205 286132017 06 <br><br> **FT-A10** | 3 | **Anchor Paper 10** <br> **Score Point 3** <br><br> The response shows a general understanding of the multi-dimensional question. The student gives a generally complete explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies two senses the dog uses, connects them to memory (*use his eyesight to see that that's the ball they always use to play fetch. His smelling also helps because he knows his smell of slober is on the ball*), and provides stimulus support for the information it receives from one of those senses (*he can use his smelling which is one million to hundred million times stronger to a humans to smell the ball and realize it's his smell*).  This response reflects a general synthesis and understanding of complex ideas. |

| Paper | UIN/FT Number | Score | Notes |
|---|---|---|---|
| A111 | 000982265 681072017 06 <br><br> **FT-A11** | 3 | **Anchor Paper 11** <br> **Score Point 3** <br><br> The response shows a general understanding of the multi-dimensional question. The student gives a generally complete explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies three senses the dog uses (sight, smell, and hearing) and provides some stimulus support for the information it receives from those senses (*When she sees the ball it goes through its cornea, iris,…optic nerve…sends a signal to the brain then it remembers… Or she can smell the slober on the ball because dogs have way better smelling then we do. Last they have better hearing*). Overall, this response reflects a general synthesis and understanding of complex ideas. |
| A112 | 000978824 781012017 06 <br><br> **FT-Q208** | 3 | **Anchor Paper 12** <br> **Score Point 3** <br><br> The response shows a general understanding of the multi-dimensional question. The student gives a generally complete explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies two senses the dog uses (sight and smell) and provides stimulus support for the information it receives from those senses (*It's eyes adjust to its environment and …light… Dogs have a stronger sense of smell than humans and use their brain to control its sense of smell…to smell its owners scent on the ball*). This response reflects a general synthesis and understanding of complex ideas. |
| A113 | 000085646 486052017 06 <br><br> **FT-A13** | 4 | **Anchor Paper 13** <br> **Score Point 4** <br><br> The response shows a complete understanding of the multi-dimensional question. The student gives a complete explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies one of the senses the dog uses, provides stimulus support for the information it receives (*dog has a keen sense of smell… from 1 million to 100 million times stronger than a human's sense of smell*), and connects it to memory with more stimulus support (*The dog picked up it's scent…of the same dog and remembered how fun it is…uses its brain to remember the ball…"A dog also uses much more of it's brain to control it's sense of smell than a human brain does."*). This response reflects a complete synthesis and understanding of complex ideas. |

| Paper | UIN/FT Number | Score | Notes |
|---|---|---|---|
| A114 | 000984977 681132017 06  Set B20 | 4 | **Anchor Paper 14**<br>**Score Point 4**<br><br>The response shows a thorough and complete understanding of the multi-dimensional question. The student gives a complete explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies two senses the dog uses in connection with playing fetch (*she can see that the ball is in Tom and Vicky's hands… the dog can smell the ball because when a dog fetchs a ball they carry it in their mouths…smell their own saliva on the ball*) and connects the information it receives from those senses to memory (*would receive the information that they have used the ball before by the smell of their saliva and can see that this ball is the one that they used the previous night and register that she gets to play fetch again*).  This response reflects a complete synthesis and understanding of complex ideas. |
| A115 | (#) | 4 | **Anchor Paper 15**<br>**Score Point 4**<br><br>**This response initentionally left blank.** |

| Paper | RF Number | Score | Notes |
|-------|-----------|-------|-------|
| **P101** | **(00008545 588605201 706)** | **1** | **Practice Set 1, Paper 1** <br> **Score Point 1** <br><br> The response shows a minimal understanding of the multi-dimensional question. The student gives a minimal explanation as to why the dog wags her tail/jumps around when she sees the ball. The student only identifies three senses the dog uses (*sight, hearing, and smell*), which reflects a minimally correct answer. |
| **P102** | **(00008574 148607201 706)** | **2** | **Practice Set 1, Paper 2** <br> **Score Point 2** <br><br> The response shows a limited understanding of the multi-dimensional question. The student gives a partially complete explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies one of the senses the dog uses and connects the information it receives from the sense to memory (*the ball smells the same as it did the day before. It connects the smell to fetch, so whenever it smells the ball, it thinks it is going to play fetch*). This response reflects a limited synthesis and understanding of complex ideas. <br> This response is similar to Anchor Paper 8. |
| **P103** | **(00008550 448605201 706)** | **0** | **Practice Set 1, Paper 3** <br> **Score Point 0** <br><br> The response shows no evidence of understanding of the material related to the question. This response is entirely irrelevant as no acceptable explanation is given as to why the dog wags her tail/jumps around when she sees the ball. The student does not specify any of the senses the dog uses or the information it receives from those senses. The response is too vague to determine understanding (*They're dog can senses the ball*). Similar to A-3. |

| Paper | RF Number | Score | Notes |
|---|---|---|---|
| P104 | (00009891 218509201 706) | 1 | **Practice Set 1, Paper 4**<br>**Score Point 1**<br><br>The response shows a minimal understanding of the multi-dimensional question. The student gives a minimal explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies a sense the dog uses and vaguely connects it to memory (*the smell she knew the ball remined her of something*), which reflects a minimally correct answer. This respons is similar to Anchor Paper 4. |
| P105 | (00099525 788109201 706) | 0 | **Practice Set 1, Paper 5**<br>**Score Point 0**<br><br>The response shows no evidence of understanding of the material related to the question. This response is entirely irrelevant as no acceptable explanation is given as to why the dog wags her tail/jumps around when she sees the ball. The student does not include any of the senses the dog uses or the information it receives from those senses. |
| P106 | (00008549 988605201 706) | 1 | **Practice Set 1, Paper 6**<br>**Score Point 1**<br><br>The response shows a minimal understanding of the multi-dimensional question. The student gives a minimal explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies a sense the dog uses (*she senses the smell of the ball*), which reflects a minimally correct answer. |

| Paper | RF Number | Score | Notes |
|---|---|---|---|
| **P107** | **(00098255 218209201 706)** | **3** | **Practice Set 1, Paper 7**<br>**Score Point 3**<br><br>The response shows a general understanding of the multi-dimensional question. The student gives a generally complete explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies three senses the dog uses (smell, hearing, and sight) and provides a mostly coherent connection of the information it receives from those senses to memory (*the dog senses the ball and remembers what the ball and the kids are going to do…remembers the smell from whenever they played it last… can hear the ball in the kids hand… hears the kids walk out with the ball…see the ball and they know what the kids are doing*).  This response reflects a general synthesis and understanding of complex ideas. |
| **P108** | **(00097877 818101201 706)** | **0** | **Practice Set 1, Paper 8**<br>**Score Point 0**<br><br>The response shows no evidence of understanding of the material related to the question. This response is entirely irrelevant as no acceptable explanation is given as to why the dog wags her tail/jumps around when she sees the ball. The student does not specify any of the senses the dog uses or the information it receives from those senses. The response is too vague to determine understanding (*he/she is happy to play*). |
| **P109** | **(00086806 339803201 706)** | **2** | **Practice Set 1, Paper 9**<br>**Score Point 2**<br><br>The response shows a limited understanding of the multi-dimensional question. The student gives a partially complete explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies two of the senses the dog uses (*she smells and sees them coming*) and connects those senses to memory (*She smells the ball…sees them carrying the ball they used to play fetch with…she probably remembers them had playing fetch before*). This response reflects a limited synthesis and understanding of complex ideas. |

| Paper | RF Number | Score | Notes |
|---|---|---|---|
| **P110** | **(00008550 338605201 706)** | **1** | **Practice Set 1, Paper 10**<br>**Score Point 1**<br><br>The response shows a minimal understanding of the multi-dimensional question. The student gives a minimal explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies some senses the dog uses by copying several facts from the stimulus (*dog's hearing allows the dog to hear…A dog also uses much more of its brain to control it sense of smell*) but does not directly address the question. Overall, this response reflects a minimal synthesis of understanding. |

| Paper | RF Number | Score | Notes |
|-------|-----------|-------|-------|
| **P201** | **(00009873 808513201 706)** | **2** | **Practice Set 2, Paper 1**<br>**Score Point 2**<br><br>The response shows a limited understanding of the multi-dimensional question. The student gives a partially complete explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies two senses the dog uses and connects the information it receives from the sense to memory (*she can smell the ball…has the dog's smell on it… see the same properties like the color, size, and weight that sends her brain a message*). This response reflects a limited synthesis and understanding of complex ideas.<br>This response is similar to Anchor Papers 8 and 9. |
| **P202** | **(00010251 508507201 706)** | **0** | **Practice Set 2, Paper 2**<br>**Score Point 0**<br><br>The response shows no evidence of understanding of the material related to the question. This response is entirely irrelevant as no acceptable explanation is given as to why the dog wags her tail/jumps around when she sees the ball. The student does not include any of the senses the dog uses or the information it receives from those senses. The response is too vague to determine understanding (*The dog senses the ball*). This response is similar to Anchor Paper 3. |
| **P203** | **(00010251 438507201 706)** | **1** | **Practice Set 2, Paper 3**<br>**Score Point 1**<br><br>The response shows a minimal understanding of the multi-dimensional question. The student gives a minimal explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies one of the senses the dog uses and connects it to playing fetch before (*The dog could smell the ball he played fetch with*), which reflects a minimally correct answer. This response is similar to Anchor Paper 4. |

| Paper | RF Number | Score | Notes |
|---|---|---|---|
| **P204** | **(00096902 348205201 706)** | **2** | **Practice Set 2, Paper 4** <br> **Score Point 2** <br><br> The response shows a limited understanding of the multi-dimensional question. The student gives a partially complete explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies two senses the dog uses and connects the information it receives to recognition of the ball (*her sense of sight sees the familiar object and makes her realize what it is. Her sense of smell might also tell her it's her ball because it might have her saliva/spit on it*). This response reflects a limited synthesis and understanding of complex ideas. This response is similar to Anchor Paper 9. |
| **P205** | **(00009908 668505201 706)** | **1** | **Practice Set 2, Paper 5** <br> **Score Point 1** <br><br> The response shows a minimal understanding of the multi-dimensional question. The student gives a minimal explanation as to why the dog wags her tail/jumps around when she sees the ball. The student only identifies two senses the dog uses (*he hears the ball and can see it*), which reflects a minimally correct answer. |
| **P206** | **(00008717 808609201 706)** | **3** | **Practice Set 2, Paper 6** <br> **Score Point 3** <br><br> The response shows a general understanding of the multi-dimensional question. The student gives a generally complete explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies two senses the dog uses and connects them to memory (*she could smell the ball and recognize Tom, Vicky, and her scent…familiar scents, and may remember the game of fetch they played last night. She also may be able to tell it was the ball they played with last night via sight*) and provides evidence from the stimulus (*with her senses which are higher than those of a human*). This response reflects a general synthesis and understanding of complex ideas. This response is similar to Anchor Paper 10. |

| Paper | RF Number | Score | Notes |
| --- | --- | --- | --- |
| **P207** | **(00085914 759813201 706)** | **0** | **Practice Set 2, Paper 7**<br>**Score Point 0**<br><br>The response shows no evidence of understanding of the material related to the question. This response is entirely irrelevant as no acceptable explanation is given as to why the dog wags her tail/jumps around when she sees the ball. The student does not specify any of the senses the dog uses or the information it receives from those senses. |
| **P208** | **(00008581 738607201 706)** | **2** | **Practice Set 2, Paper 8**<br>**Score Point 2**<br><br>The response shows a limited understanding of the multi-dimensional question. The student gives a partially complete explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies a sense the dog uses and connects it to both memory and playing fetch (*their dog uses her senses to find the ball…the ball usually has slobber because they have played fetch before and the dog knows how it smells. So the dog remembers how it smells*). This response reflects a limited understanding of complex ideas. |
| **P209** | **(00087187 759807201 706)** | **1** | **Practice Set 2, Paper 9**<br>**Score Point 1**<br><br>The response shows a minimal understanding of the multi-dimensional question. The student gives a minimal explanation as to why the dog wags her tail/jumps around when she sees the ball. The student only identifies two senses the dog uses (*a dog's sense of sight and smell*), which reflects a minimally correct answer. This response is similar to Practice Paper 1-1. |
| **P210** | **(00008580 438607201 706)** | **2** | **Practice Set 2, Paper 10**<br>**Score Point 2**<br><br>The response shows a limited understanding of the multi-dimensional question. The student gives a partially complete explanation as to why the dog wags her tail/jumps around when she sees the ball. The student identifies two of the senses the dog uses and connects those senses to memory (*when she sees it she remembers that that's what they use to play with…what color the ball was she also used smell…their personal scent will get on it*). This response reflects a limited synthesis and understanding of complex ideas. |

| Paper | RF Number | Score | Notes |
|-------|-----------|-------|-------|
| Q101 | (00010218 788507201 706) | 2 | **Qualification Set 1, Paper 1**<br>**Score Point 2** |
| Q102 | (00087206 389807201 706) | 1 | **Qualification Set 1, Paper 2**<br>**Score Point 1** |
| Q103 | (00008544 658605201 706) | 0 | **Qualification Set 1, Paper 3**<br>**Score Point 0** |
| Q104 | (00098494 878105201 706) | 1 | **Qualification Set 1, Paper 4**<br>**Score Point 1** |
| Q105 | (00097074 308207201 706) | 3 | **Qualification Set 1, Paper 5**<br>**Score Point 3** |
| Q106 | (00099522 608109201 706) | 2 | **Qualification Set 1, Paper 6**<br>**Score Point 2** |
| Q107 | (00008584 738607201 706) | 0 | **Qualification Set 1, Paper 7**<br>**Score Point 0** |
| Q108 | (00098863 008111201 706) | 2 | **Qualification Set 1, Paper 8**<br>**Score Point 2** |
| Q109 | (00086800 939803201 706) | 1 | **Qualification Set 1, Paper 9**<br>**Score Point 1** |
| Q110 | (00098253 508107201 706) | 3 | **Qualification Set 1, Paper 10**<br>**Score Point 3** |

| Paper | RF Number | Score | Notes |
|-------|-----------|-------|-------|
| Q201 | (00098492 918105201 706) | 1 | **Qualification Set 2, Paper 1** **Score Point 1** |
| Q202 | (00008474 928603201 706) | 0 | **Qualification Set 2, Paper 2** **Score Point 0** |
| Q203 | (00009879 298513201 706) | 2 | **Qualification Set 2, Paper 3** **Score Point 2** |
| Q204 | (00086822 959803201 706) | 1 | **Qualification Set 2, Paper 4** **Score Point 1** |
| Q205 | (00010392 008515201 706) | 2 | **Qualification Set 2, Paper 5** **Score Point 2** |
| Q206 | (00010365 488515201 706) | 3 | **Qualification Set 2, Paper 6** **Score Point 3** |
| Q207 | (00087058 759805201 706) | 1 | **Qualification Set 2, Paper 7** **Score Point 1** |
| Q208 | (00007806 508615201 706) | 0 | **Qualification Set 2, Paper 8** **Score Point 0** |
| Q209 | (00098220 548209201 706) | 2 | **Qualification Set 2, Paper 9** **Score Point 2** |
| Q210 | (00008551 988605201 706) | 0 | **Qualification Set 2, Paper 10** **Score Point 0** |