

Annotation Form

Anchor Set
KAS Kentucky Science
BI1701_08
Best Treatment Options

Paper	UIN/FT Number	Score	Notes
A1	(RF-2/FT A102/ AAATNP138 180000766 73)	0	<p>Anchor Paper 1 Score Point 0</p> <p>There is no evidence that the student has an understanding of how to evaluate the treatment options. The response contains no attempt to explain any treatment option and there is no attempt to describe the level of importance placed on any criteria in deciding which treatment options are best. The information that is provided is irrelevant.</p>
A2	(RF-3/FT A103/ AAATNP138 180000140 56)	0	<p>Anchor Paper 2 Score Point 0</p> <p>There is no evidence that the student has an understanding of how to evaluate the treatment options. The response contains no information that is relevant or correct with respect to the question.</p>
A3	(FT Q101/ AAATNP138 180000246 83)	0	<p>Anchor Paper 3 Score Point 0</p> <p>There is no evidence that the student has an understanding of how to evaluate the treatment options. The response does not identify any treatment option and although an attempt is made to provide criteria information, without associating this information with a treatment it is not clear that the student has any understanding. There is no attempt to describe the level of importance placed on any criteria in deciding which treatment options are best.</p>

Paper	UIN/FT Number	Score	Notes
A4	(RF-5/FT A104/ AAATNP138 180000642 97)	1	<p>Anchor Paper 4 Score Point 1</p> <p>There is evidence that the student has minimal understanding of how to evaluate the treatment options. Two options are specified (<i>removing sweetener; using spectrum antibiotics</i>) with an attempt to provide a brief explanation for the selection of removing the sweetener. The explanation is vague and it is not made clear the relevance of the sweetener's concentration. There is no attempt to describe the level of importance placed on any of the criteria in deciding which treatment options are best. Holistically, the response reflects minimal understanding of complex ideas.</p>
A5	(RF-6/FT A106/ AAATNP138 180000140 67)	1	<p>Anchor Paper 5 Score Point 1</p> <p>There is evidence in this response that the student has minimal understanding of how to evaluate the treatment options. Two options are specified with brief explanations outlining the reasoning for each based on some of the criteria (<i>removing sweetener because no cost bacteria returns to normal slowly; antibiotics it can stop growth of bacteria and can reduces the population of all bacteria</i>). The information lacks coherence since a part of the explanation for removing sweetener includes a negative criterion, which is not acknowledged or clarified. There is no attempt to describe the level of importance placed on these criteria in deciding that removing sweetener and using antibiotics are the best treatment options beyond isolating certain factors as the reason for choosing these two treatments.</p>

Paper	UIN/FT Number	Score	Notes
A6	(RF-4/FT A105/ AAATNP138 180001033 67)	1	<p>Anchor Paper 6 Score Point 1</p> <p>There is evidence in this response that the student has minimal understanding of how to evaluate the treatment options. Two options are identified by number (<i>Option 1; Option 5</i>), pointing to removing sweetener from Mr. Smith’s diet and substituting another type of artificial sweetener, respectively. A brief explanation for each selection is provided as support using minimal reasoning based on some of the criteria (<i>because it doesn’t cost anything and it will probably remove the factor causing illnesses; it doesn’t really change his diet...would let his body adapt easier</i>). There is no attempt to describe the level of importance placed on these criteria in deciding that Option 1 and Option 5 are best beyond isolating certain factors as the reason for choosing these two treatments.</p>
A7	(FT P102/ AAATNP138 180000798 27)	2	<p>Anchor Paper 7 Score Point 2</p> <p>There is evidence in this response that the student has limited understanding of how to evaluate the treatment options. Two options are identified as the best treatments (<i>switch to another type of artificial sweetener; use probiotics</i>). The explanation contains some relevant information (<i>would be the best option if he doesnt want to use real sugar, is low on money, and doesnt want to gain weight</i>). Note that the explanation is written in such a way as to allude to cost being a very important criterion when determining this treatment. There is also limited synthesis demonstrated as the information about sugar and gaining weight is brought in from the stimulus material. The explanation for the use of probiotics also shows the importance of the beneficial criterion outweighing the negative criterion (<i>would be a better option, because even though it can cause gas and bloating, he is still restoring his digestion system to a healthy balance</i>). Holistically, the response demonstrates limited synthesis and understanding of the complex ideas associated with the question.</p>

Paper	UIN/FT Number	Score	Notes
A8	(RF-7/FT A108/ AAATNP138 180001035 70)	2	<p>Anchor Paper 8 Score Point 2</p> <p>There is evidence in this response that the student has limited understanding of how to evaluate the treatment options. Two options are identified as the best treatments (<i>removing the sweener for his diet and/or replacing the sweetener with another one</i>). The explanation contains information about criteria that both treatments have in common (<i>they are both cost effective and would help solve the problem even if it take a few weeks. Also he wouldnt have to take any meds because his body would repair itself</i>). The explanation juxtaposes the cost criterion with the negatives of slow recovery indicating limited understanding of describing the level of importance of some of the criteria when determining the best treatments. Holistically, the response demonstrates limited synthesis and understanding.</p>
A9	(RF-8/FT A109/ AAATNP138 18000528 82)	2	<p>Anchor Paper 9 Score Point 2</p> <p>There is evidence in this response that the student has limited understanding of how to evaluate the treatment options. The two treatment options are identified (<i>broad spectrum drugs; removing the artificial sweetener</i>). The explanation for the use of broad spectrum antibiotics contains some specific information and some limited understanding of describing the level of importance of criteria when determining the best treatment (<i>even though it costs more it still works faster and more efficient. The only downfall to using these is the side effects. he could suffer from alergic reactions or gastrininal distress</i>). The explanation for removing the artificial sweetener also contains some specific information and shows limited understanding of the level of importance of criteria (<i>it doesnt cost anything but . . . It takes longer to regain all the bacteria come back to normal that was lost or gained</i>). Holistically, the response reflects limited synthesis and understanding.</p>

Paper	UIN/FT Number	Score	Notes
A10	(RF-10/FT A110/ AAATNP138 180000953 84)	3	<p>Anchor Paper 10 Score Point 3</p> <p>There is evidence in this response that the student has a general understanding of how to evaluate the treatment options. Two treatment options are identified as best (<i>Removing the sweetener; over-the-counter bacteria replacements</i>). The explanation for each treatment is generally complete and integrates information that indicates general understanding of the level of importance of the criteria when removing the sweetener (<i>is best due to the fact that it costs him nothing...will remove his illness and his intestinal environment will return to normal even though the recovery process is long</i>) or using the bacteria replacements (<i>the benefits include healthy ecosystem inhabitants quickly removing his illness . . . balance is restored in his intestinal ecosystem quickly . . . down sides are that it costs a little bit, moderate, and it can cause gas or bloating</i>). Holistically, the response is generally complete, coherent and correct.</p>
A11	(RF-11/FT A111/ AAATNP138 180000760 83)	3	<p>Anchor Paper 11 Score Point 3</p> <p>There is evidence in this response that the student has a general understanding of how to evaluate the treatment options. Removing the sweetener and/or using over-the-counter bacteria replacement are the two treatments selected. The explanation for removing the sweetener from his diet contains generally specific information that weighs the criteria (<i>will have no additional cost. It removes harmful factors that are most likely to be causing the illness . . . recovery time is very slow and long. the bacteria levels will recover over time . . . will help the environmental condition . . . his intestents return to normal</i>). The explanation for bacteria replacement also contains generally specific information that weighs the criteria (<i>benefits of this treatment is that Mr Smith will be able to continue using the sweetener . . . restores healthy bacterial balance to his intestinal ecosystem quickly. The down fall to this treatment option is that it does have a cost, although it is moderately priced . . . can cause some gas and bloating also</i>). The concluding sentence adds evidence of general understanding of the importance of considering the criteria (<i>It is very important to consider and lookover the sideeffects, cost, and benefits of each treatment in deciding which treatment will best benefit your life style</i>). Holistically, the response is an example of general synthesis and understanding of the complex ideas associated with the question.</p>

Paper	UIN/FT Number	Score	Notes
A12	(RF-13/FT A112/ AAATNP138 18000881 97)	3	<p>Anchor Paper 12 Score Point 3</p> <p>There is evidence in this response that the student has a general understanding of how to evaluate the treatment options. The first treatment identified is removing artificial sweetener and a coherent explanation provides specific information that covers the importance of the criteria for this treatment (<i>doesn't cost Mr. Smith money, will remove the harmful factor that is likely causing his illness, and will have a normal return to environmental conditions within his intestinal ecosystem. However, Mr. Smith will have a long recovery time because the bacteria return to normal levels slowly</i>). The second treatment is over-the-counter bacteria replacements and the coherent explanation also provides specific information for this treatment (<i>restore a healthy bacterial balance to his intestinal ecosystem quickly . . . treatment does cost Mr. Smith a moderate amount of money, but it is very much worth it because he will become healthy again quickly . . . treatment may cause gas and bloating, but can be treated with low-cost over-the-counter medications</i>). Holistically, the response is coherent and generally correct and complete.</p>
A13	(RF-E110/FT A113/ AAATNP138 18000280 45)	4	<p>Anchor Paper 13 Score Point 4</p> <p>There is evidence in this response that the student has a complete and thorough understanding of how to evaluate the treatment options. The two treatment methods identified as best are over-the counter bacterial replacements and substituting the artificial sweetener. The explanations for each treatment are woven together, weighing the criteria not only within the treatment itself, but also amongst both treatments. The information is complete, thorough, correct and presented with a high degree of coherence. The concluding sentence serves to further strengthen this complete and thorough response (<i>Lastly, these two options offer the least potential for discomforting side affects of treatment out of all others and the side affects present are well within the manageable range</i>). Holistically, the response reflects complete and thorough synthesis and understanding.</p>

Paper	UIN/FT Number	Score	Notes
A14	(RF-15/FT A114/ AAATNP138 180000301 79)	4	<p>Anchor Paper 14 Score Point 4</p> <p>There is evidence in this response that the student has a complete and thorough understanding of how to evaluate the treatment options. The two best treatment methods are identified (<i>Removing sweetener from his diet; Substitute another type of sweetener</i>). The explanations for each treatment are woven together, weighing the criteria not only within the treatment itself and amongst both treatments, but also with other treatments not chosen (<i>Unlike using over-the counter bacteria replacements Mr. Smith will not suffer from gas and bloating, and unlike using antibiotics Mr. Smith will not suffer from gastrointestinal distress or allergic reactions</i>), enhancing the thoroughness of the response. Holistically, the response reflects complete and thorough synthesis and understanding.</p>
A15	(RF-14/FT A115/ AAATNP138 180000598 53)	4	<p>Anchor Paper 15 Score Point 4</p> <p>There is evidence in this response that the student has a complete and thorough understanding of how to evaluate the treatment options. The two treatments identified as best are removing the sweetener from Mr. Smith’s diet and over-the-counter bacteria replacements. Completely coherent explanations with specific information are given for each treatment, weighing the criteria within each. The final paragraph is highly focused on describing the level of importance placed on the criteria in deciding which treatment options are best (<i>the most important criteria was the benefit and the mechanism. For the negatives, I looked at them less than the benefits because those things are a small price to pay to get Mr. Smith healthy again because those. While the cost was on the less important side, I still kept that in mind since Mr. Smith has a limited amount of money</i>). The response is complete, thorough, and correct, reflecting complete synthesis.</p>

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P101	(FT P101/ AAATNP138 180000359 82)	2	<p>Practice Set 1, Paper 1 Score Point 2</p> <p>There is evidence that the student has limited understanding. The two treatment options are identified (<i>removing the sweetener and substituting another type of artificial sweetener</i>). The explanation focuses on cost as an important criterion for the selection of both treatments (<i>these two are best because they cost very little; It states that Mr. Smith can not afford medication/solution with a high price; They both are affordable solutions</i>) and some additional information supports the selection of removing of the artificial sweetener (<i>it may take a while for him to recover, but it most likely is completely taking out the problem; it cleans out his system of the issue</i>). The explanation for substituting another type of artificial sweetener is not as specifically elaborated, but does contain relevant information (<i>Mr. Smith still gets what he wants [artificial sweetener], but with less harm to his system</i>). On balance, the response contains a similar amount of information and reflects a similar level of synthesis and understanding to Anchor Paper 9.</p>
P102	(FT B-2/ AAATNP138 180000280 44)	1	<p>Practice Set 1, Paper 2 Score Point 1</p> <p>There is evidence that the student has minimal understanding. Two treatment options are identified (<i>substituting another type of artificial sweetener and using over-the-counter bacteria replacements [probiotics]</i>). The minimal information provided for support is a combined explanation that attempts to show the commonalities between these two treatments, but some of the information is incorrect since the Mechanism criterion for probiotics describes it as working quickly (<i>benefits of these two options is they are the cheapest option to be able to keep using the artificial sweetener. They are not the most fast working or the best options but they are actually the cheapest ones that he can afford</i>). It is also not made clear why these are not the best options. The conclusion reinforces Mr. Smith’s need for a low-cost option (<i>doesn’t have sufficient money to get the best treatment he can</i>). On balance, the minimally elaborated information coupled with a major significant error in interpreting the criteria reflects minimal synthesis and understanding.</p>

Paper	RF Number	Score	Notes
P103	(FT P103/ AAATNP138 18000260 84)	3	<p>Practice Set 1, Paper 3 Score Point 3</p> <p>There is evidence that the student has a general understanding. Removing the sweetener and using over-the-counter bacteria replacement are the two treatments selected. The explanation for removing the sweetener from his diet contains generally specific information describing all of the associated criteria and the concluding sentence serves to emphasize the considerations placed on this criteria (<i>This treatment option is the best because it is not expensive, have bad side affects, and is almost positive that it will work</i>). Likewise, the explanation for bacteria replacement also contains generally specific information describing all of the associated criteria and the concluding sentence again serves to emphasize the considerations placed on this criteria (<i>This would be a good option because it has minimal side affects and treats him quick</i>). Holistically, the response is generally correct and an example of general synthesis and understanding of the complex ideas associated with the question.</p>
P104	(FT P104/ AAATNP138 180001029 20)	1	<p>Practice Set 1, Paper 4 Score Point 1</p> <p>There is evidence that the student has minimal understanding. Two options are specified (<i>removal of the sweetener; substitute another type of artificial sweetener</i>) and a minimally elaborated explanation focused on the commonalities is provided (<i>The cost is low, meaning he can afford it. The benefits are decent, and the negative effects are bearable</i>). The final sentence essentially repeats the same information. The criterion of cost is the only one described with any specificity, with the remainder of the information left vague. The information about cost indicates a minimal attempt to describe the level of importance placed on these criteria in deciding the best treatments. Holistically, the response contains enough correct information to reflect minimal synthesis and understanding.</p>

Paper	RF Number	Score	Notes
P105	(FT P105/ AAATNP138 180000124 43)	0	<p>Practice Set 1, Paper 5 Score Point 0</p> <p>There is no evidence that the student has any understanding. The response does not identify any treatment option and although an attempt is made to provide criteria information, without associating this information with a treatment it is not clear that the student has any understanding. Additionally, without an identified treatment, the remainder of the information is vague and irrelevant.</p>
P106	(FT B-5/ AAATNP138 180000399 66)	2	<p>Practice Set 1, Paper 6 Score Point 2</p> <p>There is evidence that the student has limited understanding. Two options are identified as the best treatments (<i>OVER-THE-COUNTER BACTERIA REPLACEMENTS/PROBIOTICS OR SUBSTITUTING FOR ANOTHER ARTIFICIAL SWEETENER</i>). The explanation contains some specific information for both treatments regarding the cost criterion (<i>COST IS MODERATE FOR THE PROBIOTICS AND LOW FOR THE SWEETENER</i>) and the mechanism criterion (<i>THE EFFECTS THAT IT WILL HAVE WILL IMPROVE MR. SMITH'S BACTERIAL IMBALANCE</i>). The concluding sentence indicates some idea of synthesizing and weighing the information by considering the comparative negative criterion of other treatment choices (<i>THE NEGATIVES AREN'T NEARLY AS BAD AS SOME OF THE OTHER CHOICES</i>). Holistically, the response reflects limited synthesis and understanding of the complex ideas associated with the question.</p>
P107	(FT P107/ AAATNP138 180000168 14)	0	<p>Practice Set 1, Paper 7 Score Point 0</p> <p>There is no evidence that the student has any understanding. Two treatments are indicated but there is no attempt to explain or provide context, and there is no information regarding any criteria. As such, the response is too vague to reflect any understanding.</p>

Paper	RF Number	Score	Notes
P108	(FT B-7/ AAATNP138 180000140 64)	3	<p>Practice Set 1, Paper 8 Score Point 3</p> <p>There is evidence that the student has a general understanding. Removing the artificial sweetener and using over-the-counter bacteria replacements are identified as the best treatments. The explanations for each treatment are generally complete covering most of the respective criteria and juxtaposing the advantages versus the disadvantages for each treatment. The conclusion strengthens the response, reflecting a general understanding of synthesizing and weighing the information by considering the negative criterion of other treatment choices (<i>The other options were too risky to use, or too pricy. I think that with these two option that it'd be the safest way for him to be treated</i>).</p>
P109	(FT P109/ AAATNP138 180000290 55)	2	<p>Practice Set 1, Paper 9 Score Point 2</p> <p>There is evidence that the student has limited understanding. Two options are identified as the best treatments (<i>using over the counter bacteria replacements or mr. smith completly stop using sweetner</i>). The explanation for using over-the-counter bacteria replacement contains specific information based on most of the criteria (<i>it will kill the bacteria in mr. smiths body quickly. The negatives is it can cause bloating or gas . . . the mechanism is it restores healthy bacterial balance</i>) but this information is significantly flawed since it identifies the benefit criterion for broad-spectrum antibiotics instead of the bacteria replacements. The explanation for discontinuing the use of sweetener also contains specific information based on some of the criteria (<i>the good and bad . . . it will removes the illness from his body but the negative is it will take a long time . . . it will also help mr. smith keep his intestinal balance back to his body</i>). Holistically, although the significant error detracts from the response, there is still enough information to reflect limited synthesis and understanding.</p>

Paper	RF Number	Score	Notes
P110	(FT P110/ AAATNP138 180000654 72)	1	<p>Practice Set 1, Paper 10 Score Point 1</p> <p>There is evidence that the student has minimal understanding. The two best treatment options are identified (<i>removing sweetener from mr. smith diet and using the counter bacteria replacements</i>). The explanation contains information meant to describe the commonalities across all of the criteria for both treatments (<i>they dont cost much both remove harmful fator that causes his sickness,and dont take long time to return the bacteria to normal levels,both restores healthy bacteria to the normal enviroments</i>). However, this results in information that contains major significant errors since over-the-counter bacteria replacements do not remove a harmful factor that causes the illness and removing the artificial sweetener is slow to return bacteria to normal levels. On balance, the response reflects minimal synthesis and understanding of complex ideas.</p>

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Paper	RF Number	Score	Notes
P201	(FT B-6/ AAATNP138 180000654 92)	1	<p>Practice Set 2, Paper 1 Score Point 1</p> <p>There is evidence that the student has minimal understanding. The two best treatments are identified (<i>remove the sweetner and substitue another type of artificial sweetner</i>). The explanation lacks coherence and consists entirely of restating the criteria information from one or the other of the chosen treatments, resulting in an explanation with minimal information. Holistically, the response contains information that reflects minimal understanding. This response is similar to Anchor Paper 4.</p>
P202	(FT P202/ AAATNP138 180000598 41)	3	<p>Practice Set 2, Paper 2 Score Point 3</p> <p>There is evidence that the student has a general understanding. Two treatment options are identified as best (<i>using over-the-counter bacteria replacements [probiotics.] and removing sweetener from his diet all together</i>). The explanation for each treatment is generally complete and integrates information that indicates general understanding of the level of importance of the criteria when using over-the-counter bacteria replacements (<i>will restore healthy bacterial balance to his intestinal ecosystem quickly . . . moderately priced, and supplement normal, healthy ecosystem inhabitants quickly. A small down fall however, is the symptom which is the the possibility of gas and bloating</i>) and removing sweetener (<i>it's no additional cost, and it removes the harmful factor that is likely causing his illness, by returning the enviromental conditions within his intestinal ecosystem. A negative...is the long recovery time to return the bacteria levels to normal</i>). Holistically, the response is generally complete, coherent and correct. This response is similar to Anchor Paper 10.</p>

Paper	RF Number	Score	Notes
P203	(FT P203/ AAATNP138 18000554 02)	0	<p>Practice Set 2, Paper 3 Score Point 0</p> <p>There is no evidence that the student has any understanding. The response is not coherent and although removing sweetener from Mr. Smith’s diet is mentioned, in context, there is no indication that there is any understanding that this is a treatment choice or how associated criteria might impact a choice. The response is too vague to reflect any understanding (<i>good for him in the long run ... causing harm ... clean</i>).</p>
P204	(FT P204/ AAATNP138 180001089 98)	2	<p>Practice Set 2, Paper 4 Score Point 2</p> <p>There is evidence that the student has limited understanding. The two treatment options are identified (<i>stop using sweeteners altogether; second best option would be getting probiotics</i>). The explanation for removing sweeteners contains some specific information and some limited understanding of describing the level of importance of criteria when determining the best treatment (<i>it is the cheapest option the only problem is you may have to wait a little bit for the levels to return to normal</i>). The explanation for using probiotics also contains some specific information and shows limited understanding of the level of importance of criteria (<i>these are a little pricey but not too high but it helps restore the ecosystem fairly fast. The only problem with this one is it will give you gas and make you bloated</i>). Holistically, the response reflects limited synthesis and understanding. This response is similar to Anchor Paper 9.</p>

Paper	RF Number	Score	Notes
P205	(FT P206/ AAATNP138 180000866 91)	4	<p>Practice Set 2, Paper 5 Score Point 4</p> <p>There is evidence in this response that the student has a complete and thorough understanding. The two treatments identified as best are removing sweetener from Mr. Smith’s diet and using over-the-counter bacteria replacements. The explanations for each contain specific information that is complete and correct. The final paragraph speaks directly to the importance placed on the criteria when deciding what treatments to use and this information strengthens the response, reflecting complete and thorough synthesis and understanding (<i>I considered these treatments with caution, and what was the best for Mr. Smith. I took the cost, benefits, negatives, and the mechanism all into very serious consideration when deciding which two were best. In my opinion the first two options were the best treatments for Mr. Smiths symptoms</i>).</p>
P206	(FT P208/ AAATNP138 180000866 92)	3	<p>Practice Set 2, Paper 6 Score Point 3</p> <p>There is evidence that the student has a general understanding. The first treatment identified is removing artificial sweetener and a coherent explanation provides specific information that covers the importance of the criteria for this treatment (<i>While this is the most cost-friendly treatment, it is not the fastest treatment; it will also remove the bacterial factor causing his illness at a rate that is healthy for his intestines. With no side effects, I would reccomend this treatment because it has no financial cost</i>). The second treatment is substituting the sweetener and the coherent explanation also provides specific information for this treatment (<i>might not help the imbalance quickly, but it also might remove the harmful bacteria causing the imbalance. At this treatments low cost, it won’t affect Mr. Smith’s finances much, and help him to restore his intestinal balence at a healthy rate</i>). Holistically, the response is coherent and generally correct and complete.</p>

Paper	RF Number	Score	Notes
P207	(FT B-9/ AAATNP138 180000985 87)	2	<p>Practice Set 2, Paper 7 Score Point 2</p> <p>There is evidence that the student has limited understanding. The first treatment identified is the use of probiotics and the explanation contains specific information that indicates some understanding of the importance of the criteria for this treatment (<i>is the best option; there will be a healthy ecosystem of inhabitants. Each bacteria will be present and in their average range. However the cost is moderate but it is cheaper than a prescription drug; Also...can cause bloating</i>). The second treatment identified is substituting another type of artificial sweetener into his diet and although some specific information is included that indicates some understanding of the importance of the criteria for this treatment (<i>remove factors causing his illness; very low cost; improvement of the imbalance in the intestines will not happen quickly</i>), the explanation also includes information from the stimulus that is interpreted incorrectly with regard to the effects of substituting a different sweetener. Holistically, this weakens the synthesis and detracts from the response, indicating limited understanding.</p>
P208	(FT B-8/ AAATNP138 180000863 17)	3	<p>Practice Set 2, Paper 8 Score Point 3</p> <p>There is evidence that the student has a general understanding. Two treatment options are identified as best (<i>removing the sweetener from Mr. Smith's diet and using OTC bacteria replacements</i>). The explanation weaves together specific and generally-complete information for both treatments, indicating general understanding of the level of importance of the criteria when determining the best treatments. Holistically, the response is generally complete, coherent and correct.</p>

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P209	(FT P209/ AAATNP138 180000792 22)	1	<p>Practice Set 2, Paper 9 Score Point 1</p> <p>There is evidence that the student has minimal understanding. Two treatment options are identified (<i>remove the sweetener; use a different brand or sweetener</i>) and a brief explanation for each selection is provided as support using minimal reasoning based on some of the criteria (<i>no cost ... she will also miss and crave sweeteners ... still cost ... still get that sweet kick</i>). There is no attempt to describe the level of importance placed on these criteria in deciding the best treatments beyond isolating certain factors as the reason for choosing these two treatments. This response is similar to Anchor Paper 6.</p>
P210	(FT P210/ AAATNP138 180000877 72)	2	<p>Practice Set 2, Paper 10 Score Point 2</p> <p>There is evidence that the student has limited understanding. The two treatment options are identified (<i>over the counter bacteria replacement; using broad-spectrum antibiotics</i>). The explanation for the use of over-the-counter bacteria replacements contains some specific information and reflects limited understanding of describing the level of importance of criteria when determining the best treatment (<i>it does not cost a fortune; yes it does cause bloating but most all medicines have one or even a few negatives/problems; on the other hand it does restore healthy bacterial balance to his intestinal ecosystem quickly</i>), but the information related to the benefit criterion (<i>the supplements are normal</i>) reveals a significant flaw since it misinterprets what this benefit is. The explanation for the use of broad-spectrum antibiotics also contains some specific information and indicates limited understanding of the level of importance of criteria (<i>its cost is high; can stop growth of harmful bacteria quickly; reduces the population of all bacteria in the body, including those causing distress in his intestinal ecosystem</i>). The additional information regarding the high cost of this treatment adds some limited support to the explanation. However, the explanation lacks any information regarding the negatives of this treatment. Holistically, the response is partially complete, lacks some coherence and reflects limited synthesis and understanding.</p>

Qualification Set #1
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Paper	RF Number	Score	Notes
Q101	(FT P106/ AAATNP138 180000719 68)	2	Qualification Set 1, Paper 1 Score Point 2
Q102	(RF-1/FT A101/ AAATNP138 180000406 94)	0	Qualification Set 1, Paper 2 Score Point 0
Q103	(FT Q106/ AAATNP138 180000146 53)	3	Qualification Set 1, Paper 3 Score Point 3
Q104	(FT Q102/ AAATNP138 180000688 71)	1	Qualification Set 1, Paper 4 Score Point 1
Q105	(FT Q104/ AAATNP138 180000374 94)	4	Qualification Set 1, Paper 5 Score Point 4
Q106	(FT Q110/ AAATNP138 180000360 39)	2	Qualification Set 1, Paper 6 Score Point 2
Q107	(FT B-4/ AAATNP138 180000688 79)	1	Qualification Set 1, Paper 7 Score Point 1
Q108	(FT Q103/ AAATNP138 180000642 46)	3	Qualification Set 1, Paper 8 Score Point 3
Q109	(RF Q107/ AAATNP138 180000697 35)	1	Qualification Set 1, Paper 9 Score Point 1
Q110	(FT B-1/ AAATNP138 180000654 90)	2	Qualification Set 1, Paper 10 Score Point 2

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Q201	(FT Q201/ AAATNP138 180000208 56)	1	Qualification Set 2, Paper 1 Score Point 1
Q202	(FT Q202/ AAATNP138 180000746 71)	3	Qualification Set 2, Paper 2 Score Point 3
Q203	(FT Q203/ AAATNP138 180000171 16)	0	Qualification Set 2, Paper 3 Score Point 0
Q204	(FT P108/ AAATNP138 180000878 05)	4	Qualification Set 2, Paper 4 Score Point 4
Q205	(RF E105/FT A107/ AAATNP138 180000697 37)	2	Qualification Set 2, Paper 5 Score Point 2
Q206	(FT Q208/ AAATNP138 180000263 04)	1	Qualification Set 2, Paper 6 Score Point 1
Q207	(FT B-10/ AAATNP138 180000280 66)	3	Qualification Set 2, Paper 7 Score Point 3
Q208	(FT Q206/ AAATNP138 180000323 12)	1	Qualification Set 2, Paper 8 Score Point 1
Q209	(FT Q209/ AAATNP138 180000852 40)	0	Qualification Set 2, Paper 9 Score Point 0
Q210	(FT Q210/ AAATNP138 180001040 06)	2	Qualification Set 2, Paper 10 Score Point 2