

Annotation Form

Anchor Set
Kentucky Science Operational
Grade 11
SCHS1622_05

Paper	RF Number	Score	Notes
a101	00087111479 801201706	0	<p>Anchor Paper 1 Score Point 0</p> <p>The response shows no evidence of understanding of the material related to the question. This response is entirely irrelevant as no solution was given as a design to prevent deforestation. The student does not state how a solution's impact would be monitored or how it would be effective in addressing the main cause of the problem. Overall, this response is entirely irrelevant to the question.</p>
a102	00010020278 511201706	0	<p>Anchor Paper 2 Score Point 0</p> <p>The response shows no evidence of understanding of the material related to the question. This response is entirely incorrect and irrelevant as no solution was given as a design to prevent deforestation. The student states the main cause of the problem (<i>the people were using too much wood</i>) but does not give an effective solution (<i>If they didn't make the big head stones, and less boats</i>) or how the impact would be monitored.</p> <p>Note: This response does not include a solution that could allow the civilization to maintain itself, so this response is not a solution to change human involvement in order to prevent deforestation – at least not without some more detailed explanation.</p>

Paper	RF Number	Score	Notes
a103	00087544299 811201706	0	<p>Anchor Paper 3 Score Point 0</p> <p>The response shows no evidence of understanding of the material related to the question. This response is entirely incorrect since no solution is given as a design to prevent deforestation. The student does not give an effective solution (<i>They have to cut down all the trees to making fields...on grass areas and not on forests or where trees are at</i>) or how to monitor its impact.</p> <p>Note: There was no indication in the stimulus that grass areas were available on the island and farming was not addressed as part of the issue of deforestation. Overall this response is entirely incorrect and irrelevant.</p>
a104	00087091109 801201706	1	<p>Anchor Paper 4 Score Point 1</p> <p>The response shows a minimal understanding of the multi-dimensional question. The student provides a minimally-explained solution to prevent deforestation (<i>They could plant more trees in the place where they cut</i>) but does not state how the solution's impact would be monitored or how it would be effective in addressing the main cause of the problem. This response reflects a minimal synthesis of complex ideas.</p>
a105	00097413028 211201706	1	<p>Anchor Paper 5 Score Point 1</p> <p>The response shows a minimal understanding of the multi-dimensional question. The student states the main cause of the problem (<i>the lack of resources in demand</i>) and minimally explains a solution to prevent deforestation (<i>increase the amount of resources. For every tree used let two be planted</i>). However, the student does not state how the solution's impact would be monitored or how it would be effective in addressing the main cause of the problem.</p>

Paper	RF Number	Score	Notes
a106	00087113489 801201706	1	<p>Anchor Paper 6 Score Point 1</p> <p>The response shows a minimal understanding of the multi-dimensional question. The student provides a minimally-explained solution to prevent deforestation through monitoring (<i>having a group of people watch for people trying to cut them down. If they see them they get in trouble then they [have] to do work to be free</i>) and how it would be effective in addressing the main cause of the problem (<i>This would keep people from cutting so many down</i>). However, this response does not include how the solution could have allowed the Easter Island civilization to maintain itself, with either an alternative resource or a way to replenish the current resource.</p> <p>Note: This response is overall minimal since it addresses multiple parts of the question minimally.</p>
a107	00008549178 605201706	2	<p>Anchor Paper 7 Score Point 2</p> <p>The response shows a limited understanding of the multi-dimensional question. The student provides a partially complete design with two solutions to prevent deforestation (<i>could have replanted more of the tree seed/sapplings than they used and limited the harvest on trees</i>) and how those solutions would be effective in addressing the main cause of the problem (<i>if this happened they would have used trees more wisely, only making what they need</i>). However, the student does not state how the solution's impact would be monitored.</p>
a108	00008494808 603201706	2	<p>Anchor Paper 8 Score Point 2</p> <p>The response shows a limited understanding of the multi-dimensional question. The student provides a limited design of a solution to prevent deforestation (<i>by use Pillars of Stone carved to roll the statues where they were needed...try to prevent over cutting</i>), including how the solution's impact would be monitored (<i>Monitor tree loss by how many are cut down a day or week</i>) and how it would be effective in addressing the main cause of the problem (<i>Easily prevent hundreds of trees from being cut</i>). Overall, this response reflects a limited synthesis and understanding of complex ideas.</p>

Paper	RF Number	Score	Notes
a109	00008494928 603201706	2	<p>Anchor Paper 9 Score Point 2</p> <p>The response shows a limited understanding of the multi-dimensional question. The student provides a partially complete design with multiple solutions to prevent deforestation (<i>limit the amount of trees cut down, and to reuse and share supplies made from trees...There could be an area of trees that are off limits. They could also plant more trees</i>) and how they would be effective in addressing the main cause of the problem (<i>so more will not have to be cut down...This would allow there to always be trees, and more will grow that they can use</i>). The student does not state how the solution's impact would be monitored. Overall, this response reflects a limited synthesis and understanding by connecting complex ideas.</p>
a110	00098469258 105201706	3	<p>Anchor Paper 10 Score Point 3</p> <p>The response shows a general understanding of the multi-dimensional question. The student provides a generally complete design with multiple solutions to prevent deforestation (<i>plant more trees...make a rule where for every tree that you cut down you have to plant 2 back...rule where cutting trees would be limited</i>) and how those solutions would be effective in addressing the main cause of the problem (<i>This would be the most [simple] thing for the island to do. It would get right down to the main cause of the problem...This way there would be more time for the trees they planted to grow back</i>). The student does not state how the solution's impact would be monitored. Overall, this response reflects a general synthesis and understanding of complex ideas.</p> <p>Compare this response to A9 to clarify the 2/3 score point line.</p>

Paper	RF Number	Score	Notes
a111	00097062158 207201706	3	<p>Anchor Paper 11 Score Point 3</p> <p>The response shows a general understanding of the multi-dimensional question. The student provides a generally complete solution to prevent deforestation (<i>it would be mandatory that if someone cuts down one tree, they would have to plant ten in its place</i>), including how the solution's impact would be monitored (<i>There would be one person in charge of giving permission to cut down any trees. People would have to come talk to this person before they would be allowed to cut down any trees</i>) and how it would be effective in addressing the main cause of the problem (<i>by the time you cut two trees down, you will have planted twenty in there place</i>). Holistically, this response reflects a general synthesis and understanding of complex ideas.</p>
a112	00008110108 611201706	3	<p>Anchor Paper 12 Score Point 3</p> <p>The response shows a general understanding of the multi-dimensional question. The student provides a generally complete design with multiple solutions to prevent deforestation (<i>when they saw the rain decreasing over the years they could've started using less trees...When they cut down a tree, they could've somehow replanted part of it for regrowth...They could've used other materials on the island to make some of their things</i>) and how those solutions would be effective in addressing the main cause of the problem (<i>started using less trees; thus declining deforestation...slowly stopped deforestation...would've largely decreased the need for trees...stop the deforestation from happening so quickly</i>). The student does not state how the solutions' impacts would be monitored. Overall, this response reflects a general synthesis and understanding of complex ideas.</p>

Paper	RF Number	Score	Notes
a113	00098499348 113201706	4	<p>Anchor Paper 13 Score Point 4</p> <p>The response shows a complete understanding of the multi-dimensional question. The student provides a complete design with a two-part solution to prevent deforestation (<i>a solution could be limiting tree harvest and planting for recovery. Putting a cap on the # of trees harvested each month and then planting 3x that amount</i>), including how the solution's impact would be monitored [<i>could be monitored monthly by counting and categorizing all trees on the island (by age/size, sapling, young adult, growing, mature, etc)</i>] and how it would be effective in addressing the main cause of the problem (<i>This would be addressing the major cause, which is over harvesting...Tracking this would help to plot growth. The data should never go down, saplings should always be growing</i>). This response reflects a complete synthesis and understanding of complex ideas.</p>
a114	00008510318 603201706	4	<p>Anchor Paper 14 Score Point 4</p> <p>The response shows a thorough understanding of the multi-dimensional question. The student provides a complete design with a two-part solution to prevent deforestation (<i>set limitations on the number of trees permitted to be cut down as well as started to plant new trees</i>), including how the solution's impact would be monitored (<i>There could be a ratio set in place saying for every tree you cut down you must plant 2 new trees</i>) and how it would be effective in addressing the main cause of the problem (<i>If they do both a cycle will begin and the trees will not become scarce to the point of creating issues in the surrounding environment...people will only have the amount they need to use and it will help increase the supply of the resource</i>). Overall, this response reflects a complete synthesis and understanding of complex ideas.</p> <p>Note: The students may address how to monitor without calling it "monitoring."</p>

Paper	RF Number	Score	Notes
a115	00010389038 515201706	4	Anchor Paper 15 Score Point 4 The response shows a complete and thorough understanding of the multi-dimensional question. The student gives a thorough design of a solution to prevent deforestation (<i>had a system to re-plant trees after they were cut down. A rule could have been established... "A tree must be at least 15 years old to cut it down...three must be planted in it's place"</i>), including how the solution's impact would be monitored (<i>Each year, a "tree count" could have been done to ensure there would be enough trees to use for the next year, and set a number of tress that MUST be growing to use in the future</i>) and how it would be effective in addressing the main cause of the problem (<i>This solution would ensure that a steady amount of trees was always available and...there would always be more to use in the years to come</i>). This response reflects a complete synthesis and understanding of complex ideas.

Practice Set 1
Kentucky Science Operational
Grade 11
SCHS1622_05

Paper	RF Number	Score	Notes
p101	0001023727 8507201706	2	<p>Practice Set 1, Paper 1 Score Point 2</p> <p>The response shows a limited understanding of the multi-dimensional question. The student provides a partially complete design with multiple solutions to prevent deforestation (<i>replace every tree that is cut down...two different companys could work together...one can cut down trees the other can plant them. You can also limit how many trees are cut a year</i>) and how those solutions would be effective in addressing the main cause of the problem (<i>this will help the forest to continue to grow</i>). The student does not state how the solution's impact would be monitored. Overall, this response reflects a limited synthesis and understanding by connecting complex ideas.</p> <p>Compare to Anchor Paper 9.</p>
p102	0009886757 8111201706	3	<p>Practice Set 1, Paper 2 Score Point 3</p> <p>The response shows a general understanding of the multi-dimensional question. The student gives a generally complete design of a solution to prevent deforestation (<i>implemented a program to preserve the trees...would've limited the amount of trees each person could cut. Fruit trees would have been off limits. ...cutting only the oldest & biggest</i>), including how the solution's impact would be monitored (<i>would've needed people to monitor the lumberjacks...taken a [consensus] of the trees...to know if anyone has been cheating the system</i>) and how it would be effective in addressing the main cause of the problem (<i>we could still eat the fruit trees and not lose that resource...usage of trees would be efficient and the trees would have lasted... would've been saved as an result</i>). Overall, this response reflects a general synthesis and understanding of complex ideas.</p> <p>Compare to Anchor Paper 11.</p>

Paper	RF Number	Score	Notes
p103	0009887512 8111201706	0	<p>Practice Set 1, Paper 3 Score Point 0</p> <p>The response shows no evidence of understanding of the material related to the question. This response is entirely irrelevant as no solution was given as a design to prevent deforestation. The student does not state how a solution's impact would be monitored or how it would be effective in addressing the main cause of the problem.</p> <p>Compare to Anchor Paper 1.</p>
p104	0009788304 8101201706	1	<p>Practice Set 1, Paper 4 Score Point 1</p> <p>The response shows a minimal understanding of the multi-dimensional question. The student minimally explains a solution to prevent deforestation (<i>should of planted trees</i>) including how it would be effective in addressing the main cause of the problem (<i>Doing so would allowed at the very least to maintain tree population</i>). However, the response does not include how the solution's impact would be monitored.</p> <p>Note: This response is overall minimal since it addresses multiple parts of the question minimally.</p>
p105	0009877827 8103201706	2	<p>Practice Set 1, Paper 5 Score Point 2</p> <p>The response shows a limited understanding of the multi-dimensional question. The student provides a limited design of a solution to maintain itself by preventing deforestation (<i>used the trees in moderation and replanted new trees</i>), including how the solution's impact would be monitored (<i>to keep each other in check and hold each other accountable for the number of trees chopped down</i>) and how it would be effective in addressing the main cause of the problem (<i>would've had a stable way of using trees and a steady amount of rainfall</i>). Holistically, this response reflects a limited synthesis and understanding of complex ideas.</p> <p>Compare to Anchor Paper 8.</p>

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p106	0009876756 8103201706	3	<p>Practice Set 1, Paper 6 Score Point 3</p> <p>The response shows a general understanding of the multi-dimensional question. The student provides a generally complete design of a solution to prevent deforestation (<i>limit the amount of trees you are allowed to cut down each month</i>), including how the solution's impact would be monitored (<i>by making someone a leader of the trees</i>) and how it would be effective in addressing the main cause of the problem (<i>because the less trees you cut down the more rain there would be...do more necessary things with it in order to survive</i>). Overall, this response reflects a general synthesis and understanding of complex ideas.</p> <p>Compare to Anchor Paper 11.</p>
p107	0009689143 8205201706	1	<p>Practice Set 1, Paper 7 Score Point 1</p> <p>The response shows a minimal understanding of the multi-dimensional question. The student minimally describes a solution to prevent deforestation (<i>Each time you cut down a tree you should plant a baby tree so deforestation won't happen</i>) but does not state how the solution's impact would be monitored or how it would be effective in addressing the main cause of the problem. The student then restates the very same idea again without further synthesis or integration (<i>to make sure deforestation won't be a problem if you plant one everytime you cut one down</i>). This response reflects a minimal synthesis of complex ideas.</p> <p>Compare to Anchor Papers A4 and A5.</p>

Paper	RF Number	Score	Notes
p108	0000811139 8611201706	4	<p>Practice Set 1, Paper 8 Score Point 4</p> <p>The response shows a complete understanding of the multi-dimensional question. The student gives a complete design of a solution to prevent deforestation (<i>for every tree they cut down they could plant one or two trees, and allow the new trees to grow into fully grown trees</i>), including how the solution's impact would be monitored (<i>To monitor and make sure people are planting trees after they cut them down...would have to keep track of how many trees they cut down and how many trees they planted...If the amounts...didn't break even, then the person would be fined or receive a punishment</i>) and how it would be effective in addressing the main cause of the problem (<i>This would solve the problem because people would be putting back what they took or adding more</i>). Overall, this response reflects a complete synthesis and understanding of complex ideas.</p> <p>Compare to Anchor Paper 13.</p>
p109	0009737759 8215201706	1	<p>Practice Set 1, Paper 9 Score Point 1</p> <p>The response shows a minimal understanding of the multi-dimensional question. The student provides a minimally-explained solution to prevent deforestation (<i>They could've...use the seeds from the fruits of the trees and plant more of them</i>) but does not state how the solution's impact would be monitored or how it would be effective in addressing the main cause of the problem. This response reflects a minimal synthesis of complex ideas.</p>
p110	0000851084 8603201706	0	<p>Practice Set 1, Paper 10 Score Point 0</p> <p>The response shows no evidence of understanding of the material related to the question. This response is entirely irrelevant as no solution is given as a design to prevent deforestation. Since the student does not provide an actual solution, the details given for how the solution's impact would be monitored (<i>by The soil that used to hold the tree up</i>) or how it would be effective in addressing the main cause of the problem (<i>we would make tree life a whole lot easier</i>) are irrelevant to the question.</p>

Practice Set 2
Kentucky Science Operational
Grade 11
SCHS1622_05

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p201	0008594435 9813201706	3	<p>Practice Set 2, Paper 1 Score Point 3</p> <p>The response shows a general understanding of the multi-dimensional question. The student provides a generally complete design with a two-part solution to prevent deforestation (<i>to create a quota of trees the islanders could use during a certain period of time...no more than 30 trees per month...also re-plant trees that they use...A combination of a quota/replanting system would work best</i>) and how it would be effective in addressing the main cause of the problem (<i>prevent the islanders from consuming trees at a rate that would lead to deforestation...always have a continuous source without risking negative affects</i>). The student does not state how the solution's impact would be monitored. Overall, this response reflects a general synthesis and understanding of complex ideas.</p> <p>Compare to Anchor Paper 10.</p>
p202	0001026362 8507201706	0	<p>Practice Set 2, Paper 2 Score Point 0</p> <p>The response shows no evidence of understanding of the material related to the question. This response is entirely incorrect and irrelevant as no solution is given as a design to prevent deforestation or how the impact would be monitored or effective in addressing the main cause of the problem. Rather, the student incorrectly attributes the weather as the solution in preventing deforestation (<i>we cant control weather so the solution of the problem wouldn't change</i>) and provides irrelevant details in an attempt to connect to monitoring (<i>maybe they could monitor rainfall and tree deaths</i>).</p>

Paper	RF Number	Score	Notes
p203	000874541 8609201706	1	<p>Practice Set 2, Paper 3 Score Point 1</p> <p>The response shows a minimal understanding of the multi-dimensional question. The student provides a minimally-explained solution through monitoring (<i>I think they should keep a tally board of how many trees are in the forest and how many are being cut down</i>) and how it would be effective (<i>they would know how many trees are left</i>). However, this response does not address how this solution would prevent deforestation.</p> <p>Compare to Anchor Paper 6.</p>
p204	0008513449 9815201706	4	<p>Practice Set 2, Paper 4 Score Point 4</p> <p>The response shows a complete and thorough understanding of the multi-dimensional question. The student provides a complete solution to prevent deforestation (<i>To prevent deforestation but still use these trees as resources... necessary to harvest seeds from these trees and replant them. For every tree that is cut down...at least one should be planted</i>), including how the solution's impact would be monitored (<i>by keeping track of the number of trees cut down</i>) and how it would be effective in addressing the main cause of the problem (<i>This solution would still allow trees and their vast resources to be used, but it would also prevent deforestation...because the seeds would sustain future generations while the trees would sustain present generations</i>). Overall, this response reflects a complete synthesis and understanding of complex ideas.</p> <p>Compare to Anchor Paper 15.</p>

Paper	RF Number	Score	Notes
p205	000853714 8601201706	3	<p>Practice Set 2, Paper 5 Score Point 3</p> <p>The response shows a general understanding of the multi-dimensional question. The student provides a generally complete design of a solution to prevent deforestation (<i>could have declared certain areas of the island as places where trees couldn't be cut down</i>), including how the solution's impact would be monitored (<i>There would be very specific boundaries, monitored by watchmen until physical boundaries could be built</i>) and how it would be effective in addressing the main cause of the problem (<i>The protection of these trees would allow for a balance between the people and the resources they needed...stability...provide resources</i>). Overall, this response reflects a general synthesis and understanding of complex ideas.</p> <p>Compare to Anchor Paper 11.</p>
p206	0009878757 8103201706	2	<p>Practice Set 2, Paper 6 Score Point 2</p> <p>The response shows a limited understanding of the multi-dimensional question. The student provides a partially complete solution to prevent deforestation (<i>have a certain amount of trees cut down each year and then replant</i>), briefly mentioning how the solution's impact would be monitored (<i>by workers</i>) and how it would be effective in addressing the main cause of the problem (<i>by planting more trees not just taking them away</i>). Overall, this response reflects a limited synthesis and understanding by connecting complex ideas.</p> <p>Compare to Anchor Papers A7 and A8.</p>
p207	0009770838 8213201706	2	<p>Practice Set 2, Paper 7 Score Point 2</p> <p>The response shows a limited understanding of the multi-dimensional question. The student provides a partially complete solution to prevent deforestation (<i>put a limit on the number of trees each person was allowed to cut down</i>), including how the solution's impact would be monitored (<i>had an organized government and could keep track of who had cut down/used what</i>). The student states the main cause of the problem (<i>was deforestation...relied too heavily on the use of trees</i>), but not how the solution would be effective in addressing this cause. Overall, this response reflects a limited synthesis and understanding of the connections between complex ideas.</p>

Paper	RF Number	Score	Notes
p208	0009887106 8111201706	1	<p>Practice Set 2, Paper 8 Score Point 1</p> <p>The response shows a minimal understanding of the multi-dimensional question. The student states the main cause of the problem (<i>The islanders might have survived, had they not destroyed the environment around them</i>) and provides a minimally-explained solution including how it would be effective (<i>By planting more trees, the vegetation of the island could return</i>). However, the student does not state how the solution's impact would be monitored.</p> <p>Compare to Anchor Paper 5.</p> <p>Note: This response is overall minimal since it addresses multiple parts of the question minimally.</p>
p209	0008752533 9811201706	0	<p>Practice Set 2, Paper 9 Score Point 0</p> <p>The response shows no evidence of understanding of the material related to the question. This response is entirely incorrect since no solution is given as a design to prevent deforestation. The student provides no evidence of how to monitor its impact (<i>by them watching the environmental impacts</i>) and states it will not be an effective solution.</p>
p210	0001016508 8503201706	3	<p>Practice Set 2, Paper 10 Score Point 3</p> <p>The response shows a general understanding of the multi-dimensional question. The student gives a generally complete design of a solution to prevent deforestation (<i>to restrict parts of the island from tree-cutting...still be able to cut trees in some parts...the exception is that for every tree they cut down, they have to plant another</i>) and how it would be effective in addressing the main cause of the problem (<i>The trees in the restricted areas will be create humidity to sustain themselves and help the trees that were cut down and replaced for further growth so that people can cut them down again</i>). However, the student does not clarify how the solution's impact would be monitored (<i>progress can be measured by recording rainfall every year to see the changes</i>). Overall, this response reflects a general synthesis and understanding of complex ideas.</p> <p>Compare to Anchor Paper 12.</p>

**Qualification Set 1
Kentucky Science Operational
Grade 11
SCHS1622_05**

Paper	RF Number	Score	Notes
q101	0009885018 8111201706	1	Qualification Set 1, Paper 1 Score Point 1
q102	0008704782 9809201706	0	Qualification Set 1, Paper 2 Score Point 0
q103	0000854879 8605201706	3	Qualification Set 1, Paper 3 Score Point 3
q104	0009735835 8215201706	2	Qualification Set 1, Paper 4 Score Point 2
q105	0009885086 8111201706	3	Qualification Set 1, Paper 5 Score Point 3
q106	0000859234 8607201706	4	Qualification Set 1, Paper 6 Score Point 4
q107	0009825572 8107201706	0	Qualification Set 1, Paper 7 Score Point 0
q108	0008592137 9813201706	1	Qualification Set 1, Paper 8 Score Point 1
q109	0009770718 8213201706	1	Qualification Set 1, Paper 9 Score Point 1
q110	0008513443 9815201706	2	Qualification Set 1, Paper 10 Score Point 2

**Qualification Set 2
Kentucky Science Operational
Grade 11
SCHS1622_05**

Paper	RF Number	Score	Notes
q201	0000813307 8611201706	4	Qualification Set 2, Paper 1 Score Point 4
q202	0009733641 8115201706	1	Qualification Set 2, Paper 2 Score Point 1
q203	0009850168 8113201706	3	Qualification Set 2, Paper 3 Score Point 3
q204	0009956813 8109201706	0	Qualification Set 2, Paper 4 Score Point 0
q205	0008593657 9813201706	2	Qualification Set 2, Paper 5 Score Point 2
q206	0009886835 8111201706	2	Qualification Set 2, Paper 6 Score Point 2
q207	0000853738 8601201706	1	Qualification Set 2, Paper 7 Score Point 1
q208	0009738345 8215201706	4	Qualification Set 2, Paper 8 Score Point 4
q209	0000988797 8513201706	3	Qualification Set 2, Paper 9 Score Point 3
q210	0000991597 8505201706	1	Qualification Set 2, Paper 10 Score Point 1