

The following pages include the answer key for all machine-scored items, followed by a sample response for the hand-scored item.

- The rubrics show sample student responses. Student responses other than that shown in the rubric may earn full or partial credit.
- Which responses to hand-scored items receive full or partial credit will be confirmed during range-finding (reviewing sets of real student work)
- If students make a computation error, they can still earn points for reasoning or modeling.

Item Number	Answer Key
1.	A
2.	C
3.	Open Ended
4.	C
5.	B
6.	Open Ended
7.	B
8.	B
9.	C
10.	B
11.	B
12.	A

#3 Open
Ended

Example Student Response:

Clovers that produce poison are able to better survive in areas with large populations of herbivores because they are less likely to get eaten than clovers that do not produce poison. This is supported by the higher percentage of poisonous white clovers in areas with low human population densities than in areas with high human population densities, shown in Figure 2. Areas with a high human population density will have a greater percentage of nonpoisonous white clover than poisonous white clover.

1 point: Student states that producing poison increases the survival rate of clovers in areas with large populations of herbivores.

1 point: Student cites appropriate evidence to support their answer.

1 point: Areas with a high human population density will have a greater percentage of nonpoisonous white clover than poisonous white clover. [Note: Student can also specify a percentage of 70% or larger for nonpoisonous white clover.]

#6 Open
Ended

Example Student Response:

Flower Type 2 has structures that likely make it most pollinated by bees. This is because the flowers are bright yellow, which is attractive to bees, and have a large area where bees can land to access nectar and encounter pollen. Structures that attract pollinators increase the likelihood that pollen will be transferred between flowers and lead to successful reproduction.

1 point: Student identifies Flower Type 2.

1 point: Student describes the color of the flower as visible to bees OR the shape of the flower allows bees to land on it, OR the nectar is easily accessible/visible to bees as evidence.

1 point: Student explains that pollination is needed to increase the likelihood of successful reproduction.

