

## **Grades 5 & 8 Writing** **on the New England Common Assessment (NECAP)** **Multiple choice items**

These items address writing structures and conventions. They align with our Maine *Learning Results: Parameters for Essential Instruction* Standard D: Language (grammar, usage, and mechanics). Items include the following:

- Select the correct spelling for a misspelled word
- Identify the one misspelled word in a sentence
- Determine the correct spelling of a plural.
  - Most of these words are commonly misspelled, occur with high frequency, or demonstrate common spelling rules and exceptions.
- Select the BEST way to combine two or three short sentences resulting in one clear and succinct new sentence.
  - BEST means that the meaning is enhanced in this new sentence.
  - More than one choice may be CORRECT but not BEST.
  - BEST often means the most efficient use of words while maintaining the original intent of the sentences.
  - For grade 8, combining may involve subordinating and coordinating words or using appropriate commas or semicolons.
- Identify sentence fragments and run-on sentences.
- Select correct use of apostrophes in context.
- Identify correct subject-verb agreement, verb tense consistency, and correct use of irregular verbs.
- Select correct word to capitalize in a sentence.
- Determine correct use of quotation marks.
- For grade 5, select the correct usage of a comma in a series or in a date

### **Short constructed response (CR) items**

For grade 8, students respond to 3 of the following 5 types of writing in constructed response items (grade 5 does not include persuasive writing):

- **response to literature:** Students read *stimulus* materials, then respond to literary text in a paragraph. The *stimulus* may be a story, part of a story, a poem, and may be several paragraphs in length
- **response to informational text:** Students read *stimulus* materials then respond to informational text in a paragraph after reading a short article which may also be several paragraphs in length.
- **report:** Students read *stimulus* materials then write a paragraph of a report after reading a graphic organizer which lists relevant and possibly irrelevant facts about a topic. Students must select which information to use after determining a focused response to the prompt.
- **narrative:** The **narrative** CR may include a short prompt, a part of a story which the student then continues (for the equivalent of a paragraph) or a photograph for

which the student writes a short narrative such as developing a main character, introducing a conflict, establishing a setting, or continuing a plot.

- **Persuasive (Grade 8 Only):** The **persuasive** CR is a response to a situation but does not include *stimulus* information. The persuasive response requires the student to develop one point and elaborate with details.

Students will not write an entire essay but **one part** such as the introduction, or a body paragraph developing one point. **ELABORATION** is the key word. Students must provide elaboration of a focused point to get the full four points possible. The prompt may specifically instruct the student to **write just one paragraph**.

### **Extended Response Item**

There is only one ER and the appropriate response will fit on two pages of the test booklet (likely, three to four paragraphs). It will be the only item in the second writing session

- The ER includes a type of writing not assessed on a CR that year but will never be a narrative prompt in eighth grade or a persuasive prompt in fifth grade.
- All stimulus material on the ER is read by the teacher.
- Students must develop a focused response and elaborate with evidence to receive the full 6 points for this item.

*For grade 8, every NECAP writing test will measure 4 of the 5 writing types indicated above. For grade 5, all 5 types (not persuasive) will be included. These will be distributed between the constructed response and extended response items, without repeating a type.*