



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2007**

**Grade 5
Writing**

4.9.3 In independent writing, students demonstrate command of appropriate English conventions by using commas correctly in dates and in a series

- 1 Where should a comma be placed in the sentence below?

I told her that my favorite vegetables were peas carrots, beets, and lettuce.

- A. after *her*
- B. after *vegetables*
- C. after *peas*
- D. after *and*

4.9.5 In independent writing, students demonstrate command of appropriate English conventions by correctly spelling grade-appropriate, high-frequency words and recognizing syllables and affix patterns/rules that are characteristic of the English spelling system

- 2 Which spelling change should be made in the sentence below?

She practised whenever the weather was good, but sometimes she still made mistakes.

- A. Change *practised* to **practiced**.
- B. Change *weather* to **whether**.
- C. Change *sometimes* to **somtimes**.
- D. Change *mistakes* to **misteaks**.

4.1.1 Students demonstrate command of the structures of sentences, paragraphs, and text by writing a variety of complete simple and compound sentences

- 3 What is the **best** way to combine the sentences below?

The science fair is next Monday. The students are excited.

- A. The students are excited about the science fair and it's next Monday.
- B. The students are excited about the science fair next Monday.
- C. The science fair next Monday the students are excited.
- D. The science fair is next Monday the excited students.

4.9.4 In independent writing, students demonstrate command of appropriate English conventions by using *end* punctuation correctly in a variety of sentence structures

- 4 Which sentence has a punctuation error at the end?
- A. What should you remember about power lines?
 - B. Never touch a live electric wire!
 - C. Call the power company if you see a wire on the ground.
 - D. Why do you need to remember these safety tips.

4.9.1 In independent writing, students demonstrate command of appropriate English conventions by identifying grammatical errors, when given examples

- 5 How should the underlined words in the sentence below be written?

Her and me live close to each other.

- A. She and I
- B. She and me
- C. Me and her
- D. Her and I

4.1.1 Students demonstrate command of the structures of sentences, paragraphs, and text by writing a variety of complete simple and compound sentences

- 6 What is the **best** way to combine the sentences below?

Tallie will be back next Friday. Tallie will tell you about her adventures.

- A. Tallie will be back next Friday she will tell you about her adventures.
- B. Tallie will be back next Friday tell you about her adventures.
- C. Tallie will back next Friday but Tallie will tell you about her adventures.
- D. Tallie will be back next Friday and will tell you about her adventures.

4.9.3 In independent writing, students demonstrate command of appropriate English conventions by using commas correctly in dates and in a series

- 7 Where should a comma be placed in the sentence below?

On June 30 1958, my uncle was born
20 miles from the city of Atlanta.

- A. after *30*
- B. after *uncle*
- C. after *20*
- D. after *city*

4.9.2 In independent writing, students demonstrate command of appropriate English conventions by applying basic capitalization rules

- 8 Which word in the sentence below should be capitalized?

The capital city of the state of Maine is
augusta.

- A. capital
- B. city
- C. state
- D. augusta

4.1.1 Students demonstrate command of the structures of sentences, paragraphs, and text by writing a variety of complete simple and compound sentences

- 9 Which of the following is a complete sentence?
- A. He is very fast and very tricky.
 - B. Especially Nibbles, the class mouse.
 - C. The cages near the back really hot.
 - D. Knew that he ate it yesterday.

4.9.2 In independent writing, students demonstrate command of appropriate English conventions by applying basic capitalization rules

- 10 Which word in the sentences below should be capitalized?

First, I saw the doctor at the hospital.
next, I went to the mall to shop.

- A. doctor
- B. hospital
- C. next
- D. mall

Caesar

Writing in Response to Literary Text

(The passage for this prompt is located in Released Items 2007—Grade 5 Writing.)

4.3.1 In response to literary or informational text, students make and support analytical judgments about text by stating and maintaining a focus (purpose) when responding to a given question

- 11** Write a paragraph explaining why you think Gary Paulsen will or will not take the dog. Use details from the passage in your response.

Scoring Guide:

Score	Description
4	Response contains a prediction about whether Paulsen takes the dog or not. The response maintains a clear focus/purpose throughout, contains specific details from the passage to support the focus, and is well-organized. The response includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	Response contains a prediction about whether Paulsen takes the dog or not. The response maintains a focus/purpose, but there may be minor lapses. The response contains some relevant details that support the focus. The response is generally well-organized. The response includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	Response contains an attempt at a prediction about whether Paulsen takes the dog or not. The response contains major lapses in focus/purpose and/or few relevant supporting details from the text. The response includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	Response is a minimal or vague statement about what could happen next in the passage. The response includes little or no sentence variety and may demonstrate a lack of control of grammar, usage, and mechanics.
0	Response is totally incorrect or irrelevant.
Blank	No response

SCORE POINT 4

11 Gary Paulsen will not take the dog. I think this because Gary lives in the mountains in a small cottage and the dog wouldn't have a lot of room to run around and play. Gary used to have a great dane when he was in the army, but with a small baby and a small house it would be harder to keep the dog calm. The dog, Caesar, might hurt the baby or get hurt because Gary is hurting himself and if he drops something it could hurt the dog. Gary loves great danes but if he really wants one he should live in a bigger house and have a big lawn. He probably wants a dog that is losing its owner but, like I said, he should consider a new home if he got Caesar.

SCORE POINT 3

11 I think Gary Paulsen will take the dog. I think he will take him because he has a soft spot for dogs. Also because his baby will learn to like the dog and when his baby gets older, he or she will have a dog to play with. The mother won't be alone when Gary goes to work. They might have fun, the child and the dog.

SCORE POINT 2

11 I think he will take the dog because he said he has had a dog before. Now he says he will always have a place in his soul for them even though he lives in a small cottage.

SCORE POINT 1

11 I think Gary Paulson will take the dog, because he has a liking to Great Dane dogs like Caesar.

SCORE POINT 0

11

Student responses to this item included only a minimal number of zeros; an appropriate sample response could not be located.

The Echidna Informational Writing (Reports)

(The passage for this prompt is located in Released Items 2007—Grade 5 Writing.)

4.8.2 In informational writing, students demonstrate use of a range of elaboration strategies by including facts and details relevant to focus/controlling idea

- 12 Write a paragraph describing why the echidna is a strange animal. Choose information from the fact sheet to support your main idea.

Scoring Guide:

Score	Description
4	Response contains a description of why the echidna is a strange animal. Response maintains a focus/purpose throughout, includes relevant facts from the list, and is well-organized. The response includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	Response contains a description of why the echidna is a strange animal. Response maintains a focus/purpose, but there may be minor lapses. The response includes mostly relevant facts from the list and is generally well-organized. The response includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	Response is an attempt at a description of why the echidna is a strange animal. The response contains major lapses in focus/purpose and/or few relevant facts from the list. The response includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	Response is a minimal or vague statement about why the echidna is a strange animal. The response includes little or no sentence variety and may demonstrate a lack of control of grammar, usage, and mechanics.
0	Response is totally incorrect or irrelevant.
Blank	No response

SCORE POINT 4

12

The echidna is a strange animal because it has the characteristics of many other animals. It's like a porcupine because it has long sharp spines on its back. The echidna is like an anteater because it has a long sticky tongue, and eats ants. Also it is like an anteater because it digs up ants' nests with its claws, then licks up the ants. I think the echidna is also like a hedgehog because it curls up to protect itself from enemies. It's a little like a duck, but only because it has a beak and no teeth. The echidna has some mixed characteristics, but they sound like they will help it to survive.

SCORE POINT 4

12

→ The Echidna is a very strange animal. It is so strange because of these reasons. First thing about the Echidna is that it has a long thin tongue but no teeth to chew its food. Another fact that is interesting but odd is it eats ants. It gets its ants by digging up their nests with its sharp claw and uses its tongue to lick them up after. Something else is that it is about the size of a football! It also looks like a porcupine because it has long sharp pins in its back. It also has a strange look because it has a long snout like a beak and a very small head. Because it has enemies it has to protect itself. It does this by digging a hole in the ground and hiding in it. It also curls up in a small ball so its spines protect it all over. The very last thing that it does is it lays eggs but it is a mammal and they give live birth. This is a strange animal.

SCORE POINT 3

12

Enchidnas are strange because though thought to be a mammal gives birth to eggs not live young. Enchidnas eat ants. With his sticky tongue he grabs the ants. Enchidnas dig holes as dens for homes. They use their spines as protection from other animals. An Enchidna has very sharp claws and no teeth. They also have a long, thin beak that is like a tube of funnel. A Enchidna is only about the size of a football. Only lives in Australia and Tasmania.

SCORE POINT 2

12

I think an Echidna is strange because it's like an anteater and porcupine. It has sharp claws but it eats ants, and for protection it goes in a hole so its sharp claws aren't used for fighting. It's also a mammal but it doesn't give live births. It lays eggs. The Echidna also has no teeth. It gets grubs by licking them up with its long skinny tongue. Isn't that strange?

SCORE POINT 1

12

The animal is so strange because he licks ants from the dirt and puts them in his mouth and says that's good and he/she has very sharp claws and doesn't use them so that's just really strange he/she should use their sharp claws if they don't why have them.

SCORE POINT 0

12

It was vely good
It had good details

Monkey See, Monkey Do Narrative Writing

(The passage for this prompt is located in Released Items 2007—Grade 5 Writing.)

4.4.1 In written narratives, students organize and relate a story line/plot/series of events by creating a clear, understandable story line with a beginning, middle, and end

- 13** Write an ending to the story that describes what probably happened the next time the Monkey went to fish.

Scoring Guide:

Score	Description
4	Response clearly continues the story line and provides a clear ending. The response contains relevant and descriptive details. The response includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	Response generally continues the story line and provides an ending, although there may be minor lapses. The response includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	Response is an attempt to continue the story line and provides an ending, although there may be major lapses. The response includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	Response may be unclear and/or a minimal attempt at a response to the prompt. The response includes little or no sentence variety and may demonstrate a lack of control of grammar, usage, and mechanics.
0	Response is totally incorrect or irrelevant.
Blank	No response

SCORE POINT 4

13

The Monkey finally got untangled from the net. He said that he just had a rough start and that nobody gets it right on the first try. The Monkey says that after his first try he can do it any day. So he tried it again. This time he wasn't fishing the right way, but he didn't care. And just for that, the fish pulled him right in the water. The fish started laughing. That's when the trouble started. The Monkey started to chase the fish down the river. After that started, the Monkey finally realized that there was a waterfall ahead. The Monkey tried to run the other way, but the water was too strong. So the Monkey gave up and went right down the waterfall. And the fish never stopped laughing.

SCORE POINT 4

13 "That looked so easy but was so hard." He went back to his tree and ploped on the ground. "Next time I do something stupid like that I'll ask." The monkey said sadly. Then he saw the fishermen going back to the net. He sprang up and ran as fast as he could to the fishermen. He politely asked "Sir I was just wondering if you could teach me how to do that, please?" "Why of course" the fishermen said. "I'm sorry I tangled your net." "That's alright" the fishermen said. "Besides it looked like you were more tangled than the net was!" And they all started laughing.

The end.

SCORE POINT 3

13

The next day the monkey saw the fishermen with their nets catching fish. Today the monkey payed very close attention to the fishermen, and how they caught the fish.

When the men went to get their lunches the monkey climed down the tree, and very carefully tried to fish again. This time the monkey did not fall in the water. After a while the monkey caught a fish! "I caught a fish!" he cheened. The monkey did not know what to do with the fish so he let it go.

SCORE POINT 2

13 I think that what happened was the monkey watched someone else fish before he tried to make sure he knew how to fish, and he wore a life jacket to prevent him from drowning. I think he had a great time fishing once he knew how.

SCORE POINT 1

13 When the fishermen returned, Monkey decided, "No more fishing for me. he thought."

The

End

SCORE POINT 0

13

First, I saw the doctor
at the hospital.
next, I went to the mall
to shop

Packed for Success
Writing in Response to Informational Text

(The passage for this prompt is located in Released Items 2007—Grade 5 Writing.)

Suppose you could travel back in time and join Lewis and Clark for their trip.

- What would you bring from the present to make the trip easier?
- Why would you bring those things?

Use details from the passage in your response.

- 14 What is the focus/controlling idea of your response?

Scoring Guide:

Score	Description
1	Response contains an appropriate focus/controlling idea related to the prompt. The focus/controlling idea may or may not be developed in the response.
0	Response is totally irrelevant.
Blank	No response

- 15 What are the supporting details/references to text in your response?

Scoring Guide:

Score	Description
1	Response contains appropriate supporting details/text references related to the prompt. These supporting details/references may or may not appear in the text, as long as they are a logical extension of the ideas presented. The supporting details/references may or may not be used in the response.
0	Response is totally irrelevant.
Blank	No response

Packed for Success

Writing in Response to Informational Text

- 16 What is the conclusion to your response?

Scoring Guide:

Score	Description
1	Response contains an appropriate conclusion related to the prompt. The conclusion may or may not be used in the response.
0	Response is totally irrelevant.
Blank	No response

4.3.1 In response to literary or informational text, students make and support analytical judgments about text by stating and maintaining a focus (purpose) when responding to a given question

- 17 Suppose you could travel back in time and join Lewis and Clark for their trip.
- What would you bring from the present to make the trip easier?
 - Why would you bring those things?

Use details from the passage in your response.

NECAP 2007 RELEASED ITEMS GRADE 5 WRITING

Scoring Guide:

Score	Description
6	<ul style="list-style-type: none"> • Purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing • Intentionally organized for effect • Fully developed details; rich and/or insightful elaboration supports purpose • Distinctive voice, tone, and style enhance meaning • Consistent application of the rules of grade-level grammar, usage, and mechanics
5	<ul style="list-style-type: none"> • Purpose is clear; focus/controlling idea is maintained throughout • Well-organized and coherent throughout • Details are relevant and support purpose; details are sufficiently elaborated • Strong command of sentence structure; uses language to enhance meaning • Consistent application of the rules of grade-level grammar, usage, and mechanics
4	<ul style="list-style-type: none"> • Purpose is evident; focus/controlling idea may not be maintained • Generally organized and coherent • Details are relevant and mostly support purpose • Well-constructed sentences; uses language well • May have inconsistent control of grade-level grammar, usage, and mechanics
3	<ul style="list-style-type: none"> • Writing has a general purpose • Some sense of organization; may have lapses in coherence • Some relevant details support purpose • Uses language adequately; may show little variety of sentence structures • May contain some serious errors in grammar, usage, and mechanics
2	<ul style="list-style-type: none"> • Attempted or vague purpose; stays on topic • Little evidence of organization; lapses in coherence • Generalizes or lists details • Lacks sentence control; uses language poorly • Errors in grammar, usage, and mechanics are distracting
1	<ul style="list-style-type: none"> • Lack of evident purpose; topic may not be clear • Incoherent or undeveloped organization • Random information • Rudimentary or deficient use of language • Serious and persistent errors in grammar, usage, and mechanics throughout
0	Response is totally incorrect or irrelevant.
Blank	No response

Student Writing Sample—Score Point 6

SCORE POINT 1

14

The focus is if I could travel back in time and go on the America Expedition, what would I bring and why.

SCORE POINT 1

15

The supporting details are about what I would bring on the trip and why. Some of the things I would bring are medicine, a book on north american animals, a camera, rain boots, and a tent with sleeping bags and pillows.

SCORE POINT 1

16

That all the things would help us on our trip, and I would have a lot of fun.

SCORE POINT 6

17

If I could travel back in time and go on the Lewis and Clark Expedition, I would bring some modern things, to help us on our journey. One thing I would bring is a pair of high rain boots for each of us. Suppose the river we were going down got to shallow for the boat? We would have to get out of the boat and push it from behind back into deeper water. It would be very helpful to have rain boots to keep our feet dry. I would also bring a book on north american animals. Lewis and Clark saw so many different animals on their journey and

Student Writing Sample—Score Point 6

they didn't know what to do when they saw one. If we came across some bear cubs, we would have known to get away. If we saw a salamander in the water, we would look in the book to find what kind it was. Another thing I would bring is a camera. Imagine all the sights there were to take pictures of! Suppose as we were going through the plains, we saw a herd of buffalo grazing peacefully. That beautiful scene captured on a photo for the world to look at forever! One of the main things I would bring is modern medicine. On a huge trip like that, there would be plenty of opportunities to get hurt. My medical supplies would include bandages, cream, aspirin, and many other important medicine. A tent, sleeping bags and pillows would also be very useful. When it was night, we would pitch the tent, and crawl into our sleeping bags, to continue on in the morning. A lot of extra clothes is yet another thing I would bring. Our clothes would definitely get very worn, and it would be important to have another set of clothes for when the others are no longer wearable. Soap, would also be nice. Suppose one of us is sprayed by a skunk, and just water isn't enough to get rid of the stench, we could rub our bodies

Student Writing Sample—Score Point 6

with soap, and be clean again. All of these modern items would be quite useful on our expedition, and I would have slot of fun!

- Writing shows consistent control of grammar, usage, and mechanics.
- Writing has precise word choice and a variety of sentence structures.

Student Writing Sample—Score Point 5

SCORE POINT 1

14

If I was leading an expedition like Lewis and Clark did, I would bring antibiotics, a big ship with lots of room, good food, a computer, and other present-day gadgets.

SCORE POINT 1

15

In the text, the men needed antitiotics for wounds and sicknesses. The men carried a big load, and brought it over on boats, a ship would be better. The soup the men ate was gross, so some better food and cooking appliances from the present could go. The maps and tools they used arent as advanced as our present-day laptop computers and other gadgets.

SCORE POINT 1

16

If I was an explorer like Lewis or Clark, I would bring all these things so I would have a safer, easier trip.

SCORE POINT 5

17

In 1804, Lewis and Clark set-off to the west with supplies from that time. If I went off in some kind of journey like that, I would take things from the present. The expedition then, would be much, much safer and easier.

If I was going to have to bring better tools and supplies on to a place barely anybody from my culture has been, I would bring antibiotics for wounds and sicknesses, as well as bandages, and more things from a First Aid kit today. In the text, The men brought items from their home to the

Student Writing Sample—Score Point 5

people they met to show they were friendly. I would do the same, maybe with other things we have today like a kind of food from a different part of the world that was shipped to the U.S., or paper, that wasn't made a lot in the 1800s. Also, with all the things we would have to bring, we could use a more advanced transport, perhaps a ship or vehicle that could go without roads and have more room and comfort than a "boat." Another thing we could bring with all this space could be better food and cooking appliances like a small, portable fridge, or a grill, instead of hunting for all the food. A big part of the story was the "maps" and "mapping tools." In the 1800s they didn't have tools like sonar, radar, and laptop computers! Those would make the job easier too... If the explorers had to communicate with the U.S., they could have phones to send the message, to maybe get advice of help.

If I was an explorer, setting out into the unknown, I would bring all these things to make my expedition safer and easy for me and everyone who joins in like the explorers who joined in with Lewis and

Student Writing Sample—Score Point 5

Clark!

- Writing has precise word choice and a variety of sentence structures.
- Writing is organized and coherent.

Student Writing Sample—Score Point 4

SCORE POINT 1

14

To bring things you need to live not things you want
like a comfort item.

SCORE POINT 1

15

1. To bring food so I can live. Bring food that
will help me get energy. 2. Bring things to have in the camp. The
sleep will help me get more energy. 3. To bring things to
make stuff to do work around were we stay for goods like
fish, clothes, and gifts to do things.

SCORE POINT 1

16

Using all these things will help me get through the
trip. Also the items will help me learn many things.

SCORE POINT 4

17

If I went on a similar trip like what Lewis and Clark
did I would need many things. Items that will help me get
through the adventure and to help me learn things. On the
trip I would bring things you need not what I want. I'm sure
I wouldn't pack to much but little just enough so if I travel
on foot I have to be able to carry it. These are the groups
of items I would bring, food so I can live to finish the
trip, some thing for the camp so I can be comfortable,
and items to make things for work and for gifts.

First I would bring food so I can live on my

Student Writing Sample—Score Point 4

trip. For drinks I might bring protein drinks like Red Bull. I would bring that because I need energy to do work like fish, make clothes, kill animals, and many other things. I would also bring lots of water. Water is needed to live and is also very healthy for you. It is also helpfull because you can get it from lakes, boil it and then it is water just like from a water fountain. For the last drink I would bring apple juice. Apple Juice gives some of the fruit you need in a day. I would bring some little snack like fig newtons. Those also give you part of the fruit you need in a day. But lastly I would bring turkey. Turkey is really good and also is really good for you. So that is all the food I would bring.

Next I would bring some stuff for the camp. I know I would bring a boat so I can travel by water. Also I would bring a sleeping bag to sleep in, so I can get energy to do work. I would also bring a tent so I have cover from any bad weather. I would also bring a bag with some clothes in it. So that is what I would bring for the camp.

Lastly I would bring items to make things. I would bring a fishing rod, hooks, and bait so I can fish so I can eat. I would also bring presents for people so I make friends and so I can do some sight seeing. I would also bring some needles and string so I can make things to wear so I stay warm if it gets really cold. I would make clothes to wit the needles and

Student Writing Sample—Score Point 4

year. I might also bring a sextant and a chronometer so I can make a map so I know where to go. I would also bring beads, scissors, and shirts also so I can make some things for people. So that is some items I would bring to make things

In conclusion I would bring just things that I need not what I want. I would pack light so I can travel easier. So I hope you learned what I would bring if I went on a trip like Lewis and Clark.

- Writing has some organization.
- Writing includes supporting details with sufficient elaboration.

Student Writing Sample—Score Point 3

SCORE POINT 1

14

To bring back a map of America
and a flash light, and a Compose and Extra Cloths.

SCORE POINT 1

15

How a map, flashlight, compose + Extra cloths
would be handy and how to use
them.

SCORE POINT 1

16

That is why I would bring a map
of America, flashlight, compose, and Extra clothes to the past.

SCORE POINT 3

17

If I could go back in
time and join Lewis and Clark, I would
probably bring a map of America because
then if we got lost I could try and calculate
where we were. If they wanted to know
where the next river so we could stop
for the night, I would show them the
way. Plus if we did get lost I would
say "Please, calm down I'll find where
we are on the map."

I would also bring a flashlight

Student Writing Sample—Score Point 3

so we could travel in the dark and also bring a compass so we know which way is which. The flashlight would also come in handy to find someone if they are lost and see what is ahead (at night if we had to travel at night.) The compass would also be handy to see which way is west if we were going north. I would also bring extra clothes because if you get wet you would want dry clothes. You use a map by looking at the settings around you. You use a flashlight by pointing the light at something at night. You use a compass by turning until the arrow points to the N and go the way you want to. Extra clothes work by putting them on and that's all. That is why if I could go back in time and join Lewis and Clark, I would bring a map of America, a flashlight, a compass, and extra clothes.

- Writing has some supporting details.
- Writing has appropriate word choice and some control of sentence structure.

Student Writing Sample—Score Point 2

SCORE POINT 1

14

lewis and Clark went out
to find the western part of America.

SCORE POINT 1

15

My details are bringing
enough things for two years
on this trip.

SCORE POINT 1

16

My conclusion is I'm bringing
clothes, blankets, food and maps

SCORE POINT 2

17

I don't know what I would
take? but of course I would
take a map, food, blankets and
fishing rods. Plus I would like
clean water. If were leaving
for two years I might bring extra.
I would bring these things to live
on and also I might bring a
Compas to know where we are
going and maybe extra blanket
to be warm and I'll bring

Student Writing Sample—Score Point 2

Clothes.

- Writing has minimal or random details.
- Writing shows inconsistent control of grammar, usage, and mechanics.

Student Writing Sample—Score Point 1

SCORE POINT 1

14

My controlling idia is what to bring
and why

SCORE POINT 1

15

My supporting detail is if I could go
back to Lewis and Clark's trip I would
bring

SCORE POINT 1

16

. My conclusion is that is what I would
bring

Student Writing Sample—Score Point 1

SCORE POINT 1

17

If I could go back to Lewis and Clark's trip I would bring better medicine, and bring band-Aids for snake bites and more. I would bring a better map so we would now know where we're going. That is what I would bring.

- Writing lacks evident purpose or focus.
- Writing has limited word choice and/or control of sentence structure.

NECAP 2007 RELEASED ITEMS GRADE 5 WRITING

SCORE POINT 0

14

SCORE POINT 0

15

SCORE POINT 0

16

SCORE POINT 0

17

Student responses to this item included only a minimal number of zeros; an appropriate sample response could not be located.