New England Common Assessment Program

Student Work Samples 2008

Grade 8

Reading

❼ Text features are very helpful in understanding the information in the passage, Photography. The title right away tells you what the passage is about. With words in quotation marks, like "chamber of light", and "sun drawing", the quotation marks tell you that this was what people called it back around the time it was invented. The words in italics are the actuall name that we would call them. Pictures are also very helpful in understanding this passage. For example, the picture of the chamber of light is very useful for understanding how artists would have used them to trace the object that they were drawing. Pictures, like the one of the daguerreotype camera can also give you extra information. This is how the text features are useful.

❼ It helps because it's easy for the eye to catch a bold word, quotation, marks, headings, and illustrations in the story. The title Photography is in bold because your eye attracts the bigger and bolder colors. Critical is underlined and in a different italics because it's important in the passage. Also camera obscura is a word that you need to find a meaning for it. It means lenses could be used to direct and focus light. It's also a Latin word for "chamber of dark". The illustrations show how actually the camera obscura is used and shows how it worked and how long it takes.

❼ The text features many things to help you read and understand the passage. Bold print helps you find different sections about the topic. The illistrations help you picture the "camera" of that time and how they work.

❼ The text features are very helpful because the show how the camera worked. This also helped because it give you a diffrnt perspective.

❼ Well I think that the back in the day it was really hard to take pictures because of the kid of camera we had.

⑫ Turner's attitude towards whales changes a lot throughout the story. At the beginning of the story, Turner is very afraid of the whales, because he thinks that they will flip his dory and that he will be stuck drifting in the freezing water. Then he started to feel calm, almost in a trance because of the sheer might of these whales. When one whale comes up near his dory, he begins to feel a little safer. It starts to rock back and forth and Turner rocks with it, wishing that the moment would never stop. He actually starts to feel safer with the whales near him. Turner quietly slips his oars into the water, actually trying to get the whale to stay with him. That's when Turner finally looks into the whale's eye, and had a burning desire to know what that whale was thinking. Turner's attitude towards whales changes from afraid to comforted during this story.

⓬ First Turner thought the whales were harmful. He first saw them and just held on to the boat thinking a whale will attack him. More and more through the story he eased up a little more. He eased up each minute. Once he realized that they were harmless he started to enjoy them. Finaly at the end of the story he stared deeply into the whales eye and saw how wonderful of a creature that whale was.

12

At the beginning of the ~~orange~~ Turner was afraid of the whales he though they were going to ~~over~~ turn his dory. Toward the end of the story he relized that the whales ment no harm after he stared into the whale's eye.

⓬ He is kind of scared of them at first but he realized that they are beutiful creatures.

⓬ He talks to it so it's more clear to read and makes more sence. Also, it's very discriptive.

Mathematics

11 It will take her 120 minutes. 5 min. per poster, 24×5=120.

11 120 min. = 2 hours

120 mins

⓫

11

3 posters = 15 minutes means 1 poster every 5 min. 60
24 posters are made in 128 minuts or 2 hr. and 8 min.

11

$3\overline{)15}$ → 5

$5\overline{)24}$ → 4.4

-20

4

4.4 min.

⓬ $\frac{32}{3}$

⓬ double the top #

$1/3 - 2/3 - 4/3 - 8/3 - 16/3 - 32/3$

⓬

⓬ $\frac{1}{3}$ $\frac{2}{3}$ $\frac{4}{3}$ $\frac{8}{3}$ $\frac{26}{3}$

13

a it cant have a teingh of 10 because 20 + 10 is less than 32.

b it can have a teingh of 48 because 20 + 32 = 52.

13

a) It cannot because 32 is 12cm longer than 20cm so 20cm would'nt belong enough

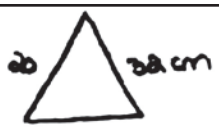
b) It can have 48cm because 32 is only 12 more than 20cm 48 is weigh longer than 32 it could fit and 48 is only 28 more than 20 and 16 more than 32 so either way it is long enough

13 a. The third side can be 10 cm because 20+32>10

b. The third side can be 48 cm because 20+32>48

13

A It could have 10 cm as base because the base can be any number



B. It can have 18 cm base because the base can be any number

13

(A) It cannot be a length of ten because The total degrees have to sum up to 180°.

(B) It cannot be 48° because the total degrees need to sum up to 180°.

14

$$5h + 10 = 37.50$$
$$5h = 37.50 - 10$$
$$5h = 27.5$$
$$h = 27.5 \div 5$$
$$h = 5.5 \text{ hours.}$$

14

He needs 5.5 hours

14

$37.50 = 10 + 5h$

$-10 \quad -10$

$27.50 \quad 0$

$5 \quad 5$

5 hour 50 min.

14

$37.50 = 5h + 10$

$-10 \quad -10$

$37.40 = 5h \quad 0$

$\frac{37.40}{5} = \frac{5h}{5}$

$7.48 = h$

about 7 hours

14

$\frac{5k}{5} + 10 = \frac{37.15}{5} = 7.43$

$+10.00$

17.43

He has to work 17.43 to get enough money.

14

Ken need to babysit around 7 hours and 30 minutes to make enough money.

$$
\begin{array}{r}
1.0 \\
5\,\overline{)\,37.50} \\
35.00 \\
\hline
2.50 \\
2.50 \\
\hline
00
\end{array}
$$

15

a. 40 + 25 + 20 + 5 + 10 = 100 seashells

b. The median does not between 4.0 and 5.9 ounces because there are more seashells that weigh under 4 ounces than there are that weigh more than 4 ounces.

c. The mode will not change because the new weight is not the same as any previous weight.

d. The mean will change because now there is a new number to include when you add all the numbers together and then divide by the number of seashells there are. It will be affected a lot because the number is high.

⓯

a. 100

b. It isn't, because the 50th seashell in weight is in 2.0-3.9.

c. No, because there are no other 27.8 ounce seashells.

d. The mean will rise when Terry adds a 27.8 ounce seashell because every seashell affects the mean.

15

a) $40+25+20+5+10=$ (100 shells)

b) The median is not between 4.0 and 5.9 ounces because the median is the middle value and there are many many more values less than 4.0 and 5.9 so they are not the median

c) The mode will not change because mode is the value that occurs most often and adding an outlying wieght won't effect that.

d) The mean will change because the mean is all the numbers added together than divided by the number of values. Adding the new shell will increase the mean

15

(A) There are 100 seashells in Terry's collection altogether.

(B) 0.0, 1.9, 2.0, 3.9, 4.0, 5.9, 6.0, 7.9, 8.0, 9.9, 10.0, I the median weight is between 5.9 and 6.0. I know this because I lined them up in order and crossed them off.

(C) The mode will not change because to be the mode you need more than one seashell the same weight.

(D) 71.4 1st mean 99.2 2nd mean Yes, the mean will change because your adding another number in to be added.

15

a. There are 100 seashells total in Terry's collection.

b. The median weight is between 4.0 and 5.9 ounces.

c. The mode would not change because the mode is which weight occurs the most. (the one with the highest frequency). So 1 seashell would not change this.

d. The mean of the weights would change because the mean is all numbers added divided by how many in the data set. Therefor the mean would change.

15

a

40
25
+20
5
10
100

d No Because of The same Numer

b I Would say 4.0

c yes The mode will change TO a different number

15

A.) 40 Seashells are in Terrys collection

B.) yes it is in the middle

C.) yes the mode will change when Terry adds a 27.8 ounce seashell

D.) yes it will.

Writing

11

The relationship between Willy and his grandfather is strong and real. They must have been very close before Willy's grandfather stopped talking because they can still communicate effectively. I think their relationship is full of love and support. Willy looks up to his grandfather. He is looking to become a good harmonica player like him. Willy also tries to impress grandfather. Even though Willy played off key, grandfather urged him to continue. This shows his patience, love and support for his grandchild. It's obvious that Willy loves his grandfather. He gets real excited when he and his grandfather figure out a way to communicate. This relationship is healthy for Willy because he has a good role model. It is also healthy for his grandfather because seeing Willy makes him happy, regardless of his condition.

11

the relationship Little willy has with his grandfather is a strong understanding of eachother. when the grandfather flipped his palm upward and willy knew it meant "yes," it showed how willy seems to understand his grandfather through a bond that the two of them have. when willy wanted to learn more signs so he could talk to his grandfather, it showed how much willy loves him and now he wants to communicate with his mute grandfather. Even though it is probably hard for the grandfather to live without talking, he somehow is connecting with his grandson anyway.

11 Willy and his grandfather have a very caring relationship. They are both willing to try to communicate without words, which shows determination. An example of this determination is shown when Willy and his grandfather are making different hand signals.

11 they have a very good loving relashonship thing they talked and stuff like that so yeah that is it

⓬

"I guess," she replied, taking a sip from a large 7-11 soda. Then I realized I had nothing to talk about, so I kind of shuffled around in the snow. She continued staring at me blankly, and then walked over to the garbage can + threw her soda away. I decided to start gossipping before she left.

"How about Anna's pants yesterday? Oh my gosh they were so ugly!" She stared at me more, except now with fury in her eyes.

"Jessica, you are such a jerk! I had the same pants in the 6th grade," she shouted.

"In 6th grade," I replied, upset.

"It's still really mean," she grumbled, turning away. I didn't know what to say.

"Fine," I finally stated + hastled away.

"FINE," she shouted behind me. All I could do was stomp home, confused and angry.

⓬

She Said "What" look I know your mad that Jimmy likes me more than you, but can we Stop fighting and become good friends again" She just kept looking at me, and couldn't Stop Starring at me and She walked away, So I go back up to her and say "Why are you so mad, it's not my fault that Jimmy likes me than he does you, I just like him as a friend, but he seems to like me more, So you Should be mad at him and not me. She finally talked She Said, I'm Sorry it's not your fault can we Still be friend." I Said sure, So know we are real good friends, and jimmy moved away to California, and she got a better boyfriend that doesn't like me, like that if you know what I mean.

⓬

"Yeah, sure" responded Betsy.

"Why did you tell Jorge I liked him? I really dislike him!"

"Yeah, well, you told Jimmy I liked him!" said Betsy.

"I thought you did. I'm sorry." I said.

"Please don't do it again, and I won't do it again." Said Betsy.

"Okay, I promise."

12

Then sbee said "no" Every time I ask her, she says "no" and then "forget about it"

⓭

It moves 60,000 miles per second, it kills or injures several hundred people in America each year, and it is hotter than the sun. I'm not talking about some new animal or machine, I'm talking about lightning. There are about 100,000 thunderstorms in the U.S. each year, and the lightning from it causes more than 10,000 forest fires a year. Each bolt of lightning can light a lightbulb for three months, that's how powerful it is. If lightning can do that, imagine what else it can do.

⓭

Lightning can't strike the same spot twice, right? Wrong! This powerful natural force moves at 60,000 miles per second and hurts or kills several hundred Americans each year. Although the chances that you will be hit are slim (1 in 600,000), it could still happen and every person should know a little bit of information about lightning in case it somehow affects your life someday.

13

Although the chances of being hit are one in 600,000, this event kills or injures several hundred people in the United States each year. It strikes up to 100 times a second world wide. What is this mysterious event? It is blitz, german for lightning. What causes this exciting pheronemn? What is the extent of it's damage? How powerful are they?

13 Lightning Its Danger is it can kill you with one hit. It turns sand in to glass its really cool please don't try that at home.

14 I think that we should have longer lunch periods.

15

I think we should have longer lunch periods because we need to be able to eat and not be rushed. Rushing causes stress, so doesn't school. We need a time where we can eat and socialize and not have to be worried about being late for class.

16 Lunch period should be lengthened approximately 10 minutes longer to allow time to eat and relax.

17 Dear Principal,

I am writing to you regarding our lunch period here at our school. I strongly feel that we should have longer lunch periods. I've noticed that other students and myself are rushing to finish our lunch. Rushing causes stress and adds up along with the stress we already have from school work, sports, families, and friends. Lunch should be a time when you can sit down, relax, and enjoy your meal. Students need a break during the day

where they can sit down with their friends and talk about what they did that day in class or about the big game at 5:30 that night. Also, during lunch time, most teachers try to get some of their work done as well. I've witnessed coming back into class (after pretty much running upstairs) teachers who haven't even sat down to eat their lunch because they were so busy trying to get everything else done. If lunch periods were longer, I think the student-body as well as teachers would really benefit from it. I also think if lunch was longer that the school would benefit from it too. Kids may decide that they want to buy a drink, hot lunch or even an ice-cream for desert. With our lunch period now, the only way to have a desert is to skip your main meal. This isn't a healthy way to eat.

I think to help this, lunches should be lengthend by approximately 10 minutes to give students and teachers alike the time they need to sit down, eat a good, healthy meal, socialize,

and relax. I hope that you will take my opinions and thoughts into consideration. Thank you for your time.

Sincerely,

14 I think we need to extend our lunch period longer.

⓯ Sometimes we don't even get enough time to eat. We also never get socializing time so lunch is the only way we can hangout and talk. Some kids are slow eaters, so sometimes they don't even get to finish their lunches.

16 Since all of our recesses got taken away, I think it would be awesome if lunch was longer.

17

I think making lunch longer would be a great idea! Being cramped up in class rooms all the time, and getting in trouble if you talk one little word is hard. We never really see our friends in the other class.

The reasons we should extend the lunch period are, For one it's the only time we get to eat. There isn't even enough time to eat our whole lunch even without talking. Basically that's the only time we

really get to talk to eachother. Secondly we don't have enough time to enjoy our food, we just wolf it down so we can eat it in time. For another reason it would give the teachers a break. They wouldn't need to worry about golfing down their food just to get back to the classroom in time.

Food is brain energy to. If some kids skip breakfast in the morning because they are running late then they will be extra hungry. Food also gives us energy to pay attention in class. Interacting with people also builds your confidence so really we do learn in lunch. It sure would be nice to have a longer time to eat and chat with your friends! If the period was longer we wouldn't have to throw it down and then have a feeling of sickness. Since that always happens to me if I eat to fast!

Please think about extending the period! Please!

14 I do not think increasing the lunch period would be a good idea.

⓯ A longer period would cut into classes, the lunch period is long enough, lunch is for eating, not socializing.

16 A longer lunch period would not be a good idea.

⓱

I do not think increasing the lunch period is a wise idea. Our current lunch period serves its purpose; it allows us time for lunch and a brief break between our classes. There is enough time to both buy lunch and eat it, with time to spare. Any more time would cause it to be a socializing period. While it is a good thing to have friends, we are at school to learn, not gossip and giggle and all that other stuff people do. Also, all the talkative people will focus on

their conversations later when they should be focusing on schod work. Finally, a longer lunch period would cut into classes, causing less learning time, which in turn causes teachers to assign more homework. I, personally, would rather have more time at home than an extra time to socialize. So, as you can see, a longer lunch would be a bad idea.

14 I think there should be a longer lunch period.

15 There should be a longer lunch period because the amount of people in our grade. If after your class before lunch you need to put something away ->

16

In conclusion you want us to get to know people and lunch is where we do it

17

I think there should be a longer lunch period. I think this because we have like 200 kids in each grade. Half of our lunch period is kids in the lunch line. We should have to sit down and hear the teacher tell us to hurry because theres five more minutes

just because you were put at the end of the lunch line because you needed to go to our locker.

Another reason I think this was we are in school for like 8 hours. 15 minutes of that time were with our friends. Don't you think thats a little crazy. Isn't half of school about learning social skills! we need lunch for that

In Conclusion we don't have time to get to know people, lunch is when to do it

14 To persuade him/her to agree with me.

⓯ to have a longer lunch period So. we can have more time to Socalies with People. and more time to eat.

16 these are reasons why we should have a longer lunch.

17

I think we Shadd have a longer lunch because we need time to talk to frends. So that we don't do it in class. Some of us don't have time to finish are lunch. before the bell rings and we have to go to class. I know we don't come here to talk to fenids but it boring just having Classes and

not being able to talk
maybe thats why kids
don't listen to the teachers

14

I think making one lunches longer is a bad idea because the day would be longer with a longer lunch.

15

I think it is a lot I like because say we have 4 lunches and lunches are 1 hr 30 min long that means with all lunches add up that is 6 hours of just lunch.

16

No I think our lunches are long enough to finish your meal and to talk to.

17

Dear Mr.

I think our lunches are just perfect for time because you can eat your meal and also have time to talk to your friends also I think that if you make them longer the school day will also be longer. That is my opinion on if our lunches should be longer.