



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2009**

**Grade 7
Reading**

**NECAP 2009 RELEASED ITEMS
GRADE 7 READING**

6.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge)

Use the definitions below to answer the question.

bound *adj* 1. sure, certain 2. determined
3. obligated 4. tied, secured

- 1 Which is the **best** definition of the word bound as it is used in the sentence?

He was bound to get tired of pouting, eventually.

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

6.3.1 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by identifying synonyms, antonyms, homonyms/homophones, or shades of meaning

- 2 An **antonym** for the word obvious is

- A. accepted.
- B. similar.
- C. disappointing.
- D. unclear.

At the Summer Cottage Literary Text

6.5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time

- 3 In paragraph 2, why is Dillon's father so happy?
- A. The cottage is exactly as he remembered it.
 - B. He has worked very hard for this vacation.
 - C. His family has surprised him with a vacation.
 - D. The cottage is much nicer than he expected it to be.

6.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge)

- 4 In paragraph 3, what does the word provisions mean?
- A. supplies
 - B. presents
 - C. candy
 - D. games

At the Summer Cottage Literary Text

6.6.1 Analyze and interpret author’s craft, citing evidence where appropriate by demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, simile, metaphor, foreshadowing, or suspense) to analyze literary works

- 5 In paragraph 13, the phrase “like a moonbeam piercing the night” describes
- A. the grasshopper’s important message.
 - B. the power of the grasshopper’s gaze.
 - C. the speed of the grasshopper’s retreat.
 - D. the grasshopper’s bright green color.

6.4.2 Demonstrate initial understanding of elements of literary texts by paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

- 6 At the end of the passage, what does Dillon regret?
- A. hurting his sister’s feelings
 - B. not helping his brother unload the car
 - C. turning away from the grasshopper
 - D. spending the summer in the country

At the Summer Cottage Literary Text

6.5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time

- 7 How does Dillon show he is using his imagination throughout this passage? Use details from the passage to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how Dillon shows he is using his imagination throughout the passage. Response uses relevant details from the passage.
3	Response provides an explanation of how Dillon shows he is using his imagination throughout the passage. Response includes some relevant details from the passage.
2	Response provides a partial explanation of how Dillon shows he is using his imagination throughout the passage. Response uses limited details from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Response should show an understanding of how Dillon shows he is using his imagination throughout the passage. Response may explain how Dillon imagines the cottage to be smiling at him, the description of falling shoes, the game of "What If?" and his thoughts about the grasshopper's message.

NECAP 2009 RELEASED ITEMS
GRADE 7 READING

SCORE POINT 4

7 Dillon uses his imagination throughout the passage beginning with the impression that the cottage that they arrived at was smiling at them. Later in the passage, Dillon imagines "shoes tumbling through the clouds, sneakers, and pastel-pink sandals tripping through the air," as the author puts it. This thought made Dillon feel happy inside. Then, Dillon goes on about the "what if's," until he comes back to his senses. Next, Dillon uses his imagination by thinking that a grasshopper that his sister Daisy found, was staring at him as if it was going to say something to him. Even after Daisy set the grasshopper free, Dillon was thinking about how the grasshopper was staring at him as if to say something, and how its eye was like "a moonbeam piercing the night." Dillon is probably just an average boy who likes to use his imagination a lot.

Response provides a thorough explanation of how Dillon shows he is using his imagination throughout the passage. Response uses relevant details from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 7 READING

SCORE POINT 3

7 Dillon shows he is using his imagination in many ways throughout this passage. First off, he thinks about shoes falling from the sky and what if he could fly. Also, what if you could see around the corner before even getting there and, what if people called him David instead of Dillon. He seemed to ask plenty of what if questions. Lastly, there was a grasshopper and Dillon was pretty sure that it had a message for him. That is how Dillon showed he was using his imagination throughout this passage.

Response provides an explanation of how Dillon shows he is using his imagination throughout the passage. Response includes some relevant details from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 7 READING

SCORE POINT 2
(EXAMPLE A)

7 Dillion shows him using his imagination by saying that the grasshopper was trying to send him a message. and Grasshoppers can't talk ^{messages} or have telapathic senses so that's one thing of imagination. Another one is that the grasshopper's eye periced into his eye like moonlight going through the night. So those are the parts of the story that he uses his imagination in this story.

Response provides a partial explanation of how Dillon shows he is using his imagination throughout the passage. Response uses limited details from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 7 READING

SCORE POINT 2
(EXAMPLE B)

7

Dillon shows that he's using his imagination throughout this passage because he says that the grasshopper is trying to talk to him, the house is smiling, it's blue stained clipboards is beaming under the sun. Dillon couldn't help but smile back. That is how he shows he's using his imagination throughout this passage.

Response provides a partial explanation of how Dillon shows he is using his imagination throughout the passage. Response uses limited details from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 7 READING

SCORE POINT 1

7 You can tell he is using his imagination
because he thinks the grasshopper wants to say
something to him and its an insect.

Response is vague or minimal.

SCORE POINT 0

7 Dillows dad stop the car
at a cottage. that's how
they found the cottages.

Response is totally incorrect or irrelevant.

Underwater Clues to a Buried Village Informational Text

6.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to main/central ideas or key details

- 8 How do meromictic lakes differ from other lakes?
- A. They are much smaller and shallower.
 - B. Their bottom waters do not get disturbed.
 - C. They are not located in northern regions.
 - D. Their bottoms are covered with thick mud.

6.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

- 9 In paragraph 4, the word frigid means
- A. very deep.
 - B. soaking wet.
 - C. extremely cold.
 - D. completely free.

Underwater Clues to a Buried Village Informational Text

6.8.2 Analyze and interpret informational text, citing evidence as appropriate by synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)

- 10 What led the scientists to believe they had found something important?
- A. They met a farmer who was clearing his barnyard.
 - B. They discovered corn pollen in an unusual place.
 - C. They met archaeologists digging near the lake.
 - D. They discovered an ancient burial ground.

6.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to main/central ideas or key details

- 11 Which fact about human activities helps archaeologists locate ancient settlements?
- A. Corn has been grown by nearly all people.
 - B. Villages are usually located next to lakes.
 - C. People change the land wherever they live.
 - D. The same farmland is used over and over again.

Underwater Clues to a Buried Village Informational Text

6.7.3 Demonstrate initial understanding of informational texts (expository and practical texts) by organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)

- 12 Explain the method the scientists used to collect and study bottom samples at Crawford Lake. Use information from the article to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of the method scientists used to collect and study bottom samples. Response includes relevant information from the article.
3	Response provides an explanation of the method the scientists used to collect and study bottom samples. Response includes some relevant information from the article.
2	Response provides a partial explanation of the method scientists used to collect and/or study bottom samples. Response uses limited information from the article.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Emphasis should be placed on the method of **collecting**. The statement that the samples were taken back to the lab to study or the inclusion of information found after the mud is taken to the lab counts as relevant information from the article.

12 Crawford Lake is a "meromictic lake" which means it is very deep. So many things fall into the lake and stay there for thousands of years. But scientists were interested in what is at the bottom of the lake. So they filled a heavy hollow tube with dry ice to make the mud really cold. Then they lowered it into the mud in the lake. After waiting ten minutes he pulled it up. They found that there was a thin frozen layer of mud. So they took it back to the lab. The botanist studies the frozen mud. There he found many layers in the mud, two for each year. The further down they went the older they were. They also found corn pollen. The scientists wondered why there was corn pollen at the bottom of the lake. It turned out Native people had lived on the shores of the lake and started corn crops.

Response provides a thorough explanation of the method scientists used to collect and study bottom samples. Response includes relevant information from the article.

NECAP 2009 RELEASED ITEMS
GRADE 7 READING

SCORE POINT 3

12 The method scientists used to collect and study bottom samples at Crawford Lake was first by filling a heavy and hollow tube with dry ice to make it freezing cold. Then lowering the tube deep down into the mud, it starts freezing the mud onto the tube. 10 minutes later, he pulled the heavy tube up to the surface, taking frozen mud on the tube with it. Then they study the frozen mud, looking for pollen. After making observations, if the scientists found something unusual, they would study that, bringing it to other scientists to help figure out their find.

Response provides an explanation of the method the scientists used to collect and study bottom samples. Response includes some relevant information from the article.

NECAP 2009 RELEASED ITEMS
GRADE 7 READING

SCORE POINT 2

12 They had to fill a heavy hollow tube with dry ice to make the tube freezing cold. He had to lower the freezing cold tube into the lake and the mud. He let it sit there for ten minutes and then pulled it up. When he pulled it up it was coated with a thin layer of frozen mud.

Response provides a partial explanation of the method scientists used to collect and/or study bottom samples. Response uses limited information from the article.

NECAP 2009 RELEASED ITEMS
GRADE 7 READING

SCORE POINT 1

12

They collected mud by filling a heavy hollow tube with dry ice to make it freezing cold.

Response is vague or minimal.

SCORE POINT 0

12

They collected basket full of stone axes & Head Arrows & Archaeologists dug up the Barnyard the found pottery, food storage pits stains from old fire pits & marks in the Earth from along Time Ago.

Response is totally incorrect or irrelevant.

Grade 7 Reading Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand ¹	WV	WV	LA	WV	LA	LI	LA	II	WV	IA	II	II
GLE Code	6-2	6-3	6-5	6-2	6-6	6-4	6-5	6-7	6-3	6-8	6-7	6-7
Depth of Knowledge Code	2	1	2	2	2	2	2	1	2	2	2	2
Item Type ²	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	A	D	B	A	B	C		B	C	B	C	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

¹Content Strand: WV = Word ID/Vocabulary, LI = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation, II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

²Item Type: MC = Multiple Choice, CR = Constructed Response