



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
Support Materials  
2010**

**Grade 5  
Writing**

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

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

“please fasten your seat belts,” the pilot told the passengers.

- A. please
- B. seat
- C. pilot
- D. passengers

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

- 2 Where should a comma be added to the sentence below?

Marty planned to do his school report about lions tigers, or bears.

- A. after *planned*
- B. after *school*
- C. after *report*
- D. after *lions*

**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 Which of the following is a complete sentence?
- A. Stayed up late last night reading a book.
  - B. Story hour at the library on Saturday mornings.
  - C. An interesting book to read for a book report.
  - D. I read my favorite book over and over.

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

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

“The camping trip was fun for my family and I,” Marcy said.

- A. they and my family
- B. my family and me
- C. I and my family
- D. them and my family

**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

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

My regular day starts at sunrise when I wake up and finaly ends twelve hours later.

- A. Change *regular* to **reguler**.
- B. Change *sunrise* to **sunrize**.
- C. Change *finaly* to **finally**.
- D. Change *later* to **latter**.

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

- 6 Which sentence has a punctuation error at the end?
- A. I like the buzzing sound that bees make.
  - B. I think that is a yellow jacket, not a bee.
  - C. Watch out for the bee flying around your head!
  - D. The bee is very big and buzzes loudly?

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

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

People enjoyed the play. People clapped for the actors at the end.

- A. People enjoyed the play and clapped for the actors at the end.
- B. People enjoyed the play, people clapped for the actors at the end.
- C. People enjoyed the play or clapped for the actors at the end.
- D. People enjoyed the play, but people clapped for the actors at the end.

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

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

My friend and I played a computer game with my brothers. we won!

- A. computer
- B. game
- C. brothers
- D. we

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

- 9 Where should a comma be added to the sentence below?

I turned five on September 4 2003, the same day school started.

- A. after *I*
- B. after *five*
- C. after *4*
- D. after *day*

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

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

The children ran across the beach. The children jumped into the water.

- A. The children ran across the beach, jumped into the water.
- B. The children ran across the beach but jumped into the water.
- C. The children ran across the beach and jumped into the water.
- D. The children ran across the beach, and the children jumped into the water.

## Least Favorite Food

### Narrative Writing

(There is no passage that accompanies this prompt.)

**4.5.1** Students demonstrate use of narrative strategies by using relevant and descriptive details

- 11 Think about your least favorite food. Write a paragraph that describes a character who is trying that food for the first time.

**Scoring Guide:**

Score	Description
4	The paragraph thoroughly describes a character who is trying the student's least favorite food. The paragraph contains relevant and descriptive details. The paragraph includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	The paragraph describes a character who is trying the student's least favorite food. The paragraph contains some details. The paragraph includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	The paragraph is an attempt to describe a character who is trying the student's least favorite food. The paragraph contains limited details. The paragraph includes some attempt at sentence variety and may demonstrate inconsistent control of grade-appropriate grammar, usage, and mechanics.
1	The paragraph may be unclear and/or a minimal attempt to describe a character who is trying the student's least favorite food. The paragraph includes little or no sentence variety and may demonstrate a lack of control of grade-appropriate grammar, usage, and mechanics.
0	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE A)

11

Tim was walking home from school one day. When he got home, he said, "Hi mom!" And Tim's mother said hi back. That night, after turning off the TV, he walked through the bright yellow living room, and into the kitchen. "Whats for dinner?" Tim asked. "Brussel sprouts," His mom answered. "Brussel what?" Tim had never tried brussel sprouts, before. But they sounded promising, so he sat down at the table, as his mom shoveled what looked like tiny balls of cabbage onto his plate. Tim picked up his fork and took one up. Once he took the first chew, he asked to go to the bathroom. two-and a half minutes later Tim's dad found him in the bathroom, spiting brussel sprouts in the sink. That night, Tim had a nightmare about giant, evil, brussel sprouts tearing him apart. Tim awoke with a start, and let out a low groan. "I gotta, lay off the brussel sprouts." And went back to sleep.

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE B)

11

Alfred had never eaten bean sprouts before and his sister Joan told him they tasted ghastly. Alfred had finally managed to get the nerve to try them. That evening when he looked down at his plate he saw some slimy clearish disgusting strands of what he thought must be the horrid bean sprouts Joan had described in utter distaste. Without looking at the the gross plants he scraped up the last of his courage and quickly reached down and plucked one off the greenish strands from his plate and hurriedly popped it into his mouth before he chickened out. As the bean sprouts entered his mouth he fought back the urge to spit them out and gag. He tried to swallow the bean sprouts but they just would not go down so he chewed at lightning speed and finally managed to gulp them down. Alfred desperately reach for his water glass and gulped it down. Then a minute later after the bad taste had gone away he finally realized that he had managed to eat some nasty tasting bean sprouts.

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE A)

11

I do not like tomatoes. My best friend in the hole world is going to try one. I warned him it was going to be gross. He picked it up and put it in his mouth. His eyes just lit right up. "Is there something wrong with you," I said. But he said "give me another one." So I did. I think he liked them. So from that day on every time he came to my house I made sure I had some tomatoes. That also made him come to my house more often.

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE B)

11

Charlie came in for lunch after playing with his dog Spot. His dad had made eggplant for lunch. Charlie didn't know if he was gonna like it or not. So, he closed his eyes and took a bite. After he opened his eyes he spit it out. He hated it! He didn't want his dad to know that, though. So, he waited for his dad to leave the room then he threw it out. When his Dad came back up Charlie said, "I liked it so much I ate it in one gulp." But of course his dad didn't believe him so he was grounded.

STUDENT WRITING SAMPLE – SCORE POINT 2  
(EXAMPLE A)

11

My least favorite food is hallipenyo peppers. Well there face would turn red. They would bang there head on the table. The person whose eating it would drink 4 glasses of sum sort of drink. There eyes would water unless there use to spicy spicy foods. Esapically this would happen if you eat the whole thing. Hallipenyo peppers aren't really at all the greatest food thats why I don't like them.

STUDENT WRITING SAMPLE – SCORE POINT 2  
(EXAMPLE B)

11

My least favorite food is sushi. My character John walk into a restaurant he find a table and sits. A waiter come he orders. Then the food comes it look strange. He does not know what to expect. It taste worst then it looks. That night his stomach hurt very much he thinks it is the sushi. This is what it is like for John to taste sushi for the first and last time.

STUDENT WRITING SAMPLE – SCORE POINT 2  
(EXAMPLE C)

11

My least favorite food is peas. One day a boy named Gorge was having dinner he had steak, potatoes, and peas. He said, "what are those"? his mom said, "there peas!" Then Gorge said, "I'm not eating them they look gross" his mom said, "just try them". So he did and he hated them so his mom gave him brokoly because his favorite food is brokoly.

STUDENT WRITING SAMPLE – SCORE POINT 1  
(EXAMPLE A)

11

Patrick's least favorite food is chicken. When he tried the chicken he said yuck horrible. So then he throwed it away in the trash can.

STUDENT WRITING SAMPLE – SCORE POINT 1  
(EXAMPLE B)

11

I think Gwagamolie is my least favorite  
but Cleo my chiwarda tried it and she w-  
ent bananas and I think she liked it.

STUDENT WRITING SAMPLE – SCORE POINT 1  
(EXAMPLE C)

11

Michael was trying dark chocolate for the  
very first time. He said ew it all drie. And  
it's nasty. It has pretty much no flavor w.  
I really don't like dark chocolate at all.

STUDENT WRITING SAMPLE – SCORE POINT 0  
(EXAMPLE A)

11

I like apple Biks is god  
for me the d

STUDENT WRITING SAMPLE – SCORE POINT 0  
(EXAMPLE B)

11

I not like This Food is  
Think about Your Food  
It thinks about my Food  
my is good

## Sunflakes

### Response to Literary Text

(The poem for this prompt is located in Released Items 2010 – Grade 5 Writing.)

**4.3.2 In response to literary or informational text, students make and support analytical judgments about text by making inferences about content, events, characters, setting, or common themes**

- 12 How do you think the speaker in the poem feels about snow? Write a paragraph using details from the poem to support your response.

**Scoring Guide:**

Score	Description
4	The paragraph provides a thorough explanation of how the speaker feels about snow. The paragraph maintains a clear focus/purpose throughout; contains specific details from the poem to support the focus; and is well-organized. The paragraph includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	The paragraph provides an explanation of how the speaker feels about snow. The paragraph maintains a focus/purpose, but there may be minor lapses. The paragraph contains some relevant details that support the focus. The paragraph is generally well-organized. The paragraph includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	The paragraph is an attempt at an explanation of how the speaker feels about snow. The paragraph contains major lapses in focus/purpose and/or few relevant supporting details from the poem. The paragraph includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	The paragraph is a minimal or vague statement of how the speaker feels about snow.
0	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response

**Training Notes:**

A response that discusses the speaker’s reaction to the sun is acceptable if supported by details from the poem.

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE A)

12

I think that the speaker in this poem felt that snow was something that there should be more of, and something that everybody enjoys. The speaker weaves these thoughts in throughout the poem. One place that the speaker wove in these thoughts was in the first section of the second sentence. The speaker said, "We could go sleighing in the middle of July." I thought that this showed these thoughts because he is saying that we could not only sleigh in the winter, but also in the middle of summer. This makes you think that the speaker wants more snow. When ever the speaker mentions snow, he talks about it fondly and positively. This makes me believe that the speaker in this poem feels that snow is something that there should be more of, and that is something that everyone should enjoy.

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE B)

12

I think the speaker for this poem feels very passionately about snow, like I-want-snow-all-the-time passionately. Not only does the guy want snow in July, but he wants snow to be bright and warm, so 1. it won't melt<sup>any</sup> 2. it's soft and warm like an house pet. (but not a frozen one) and 3. you can have barbeques when it's "sunning" (my word for when sunflakes fall) out. Okay, I'm veering off topic a bit. I'll get back on how he feels about snow. Yes, so the author is passionate (obsessed) with snow, and may have liked it more (kissed and hugged it more) than other kids. Maybe, when he was about my age, he looked out the window on a hot summer day and wondered "Why can't it snow today?" Boom! Little inspiration for this poem. Since then, he probably like snow more than ever, and thus got inspiration for the poem.

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE A)

12

I think that the Speaker is feeling like she wished the sun would come out and the snow would be gone. I think she likes winter but she just doesn't like the cold air. So the speaker is wondering what if there was sun flakes. And what would they feel like. I think that it is probably winter and she is cold and she wants it to be warm but still look and feel like winter. That is what the speaker is probably thinking when they read it.

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE B)

12

It seems to me that the speaker likes sun and snow so much, that he would like to combine them. When he says "we could build a sunman, we could have a sunball fight," it gives away the hidden fact that the speaker likes snow. I could also tell from when the poem says "we could watch sunflakes drifting in the sky." I think the speaker, Frank Asch, really enjoys snow.

STUDENT WRITING SAMPLE – SCORE POINT 2  
(EXAMPLE A)

12

To me I don't think he likes snow. I don't think he likes snow because he is talking about all different ways to play with snow stuff not in the snow. It seems to me like he just doesn't want anything to do with snow. Reading this poem just feels weird because I love snow. I guess that's just how he feels.

STUDENT WRITING SAMPLE – SCORE POINT 2  
(EXAMPLE B)

12

I think the speaker likes snow so much that he wants it to snow all the time, but he wants it to snow sunflakes and he wants to make sunmans, and ride in a sunmobile, and have a sunball fight, and go sleighing in the middle of July, and going through sundrifts and sunbanks.

STUDENT WRITING SAMPLE – SCORE POINT 1  
(EXAMPLE A)

12

I think the speaker in the poem  
feel about snow is that he love  
snow and he love the sun that he  
want be a sun flakes so that is  
why he write about sun flakes.

STUDENT WRITING SAMPLE – SCORE POINT 1  
(EXAMPLE B)

12

I think the witter feels about  
snow is he loves snow. And He wishe  
it was witter all the time.

STUDENT WRITING SAMPLE – SCORE POINT 0

12

It's marc's me feel good about  
winter and summer

## Dinosaurs Report Writing

(The organizer for this prompt is located in Released Items 2010 – Grade 5 Writing.)

**4.7.2** In informational writing, students effectively convey purpose by stating and maintaining a focus/controlling idea on a topic

- 13 Write a paragraph that explains what is known about dinosaurs. Choose information from the organizer to support the main idea of your paragraph.

**Scoring Guide:**

Score	Description
4	The paragraph contains a thorough explanation of what is known about dinosaurs. The paragraph maintains a focus/purpose throughout, includes relevant facts from the organizer, and is well-organized. The paragraph includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	The paragraph contains an explanation of what is known about dinosaurs. The paragraph maintains a focus/purpose but there may be minor lapses. The paragraph includes mostly relevant facts from the organizer and is generally well-organized. The paragraph includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	The paragraph is an attempt at an explanation of what is known about dinosaurs. The paragraph contains major lapses in focus/purpose and/or limited relevant facts from the organizer. The paragraph includes some attempt at sentence variety and may demonstrate inconsistent control of grade-appropriate grammar, usage, and mechanics.
1	The paragraph is a minimal or vague statement about what scientists know about dinosaurs.
0	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE A)

13

We may not see dinosaurs but we know a lot about them thanks to scientists. Dinosaurs have lived on Earth for 60 million years. Some dinosaurs had feathers for warmth or to fly. That's probably why some scientists think that dinosaurs are early relatives of today's birds. There are many different kinds of dinosaurs but only about 700 kinds have been found. Some of them were meat eaters, but most ate only plants. Some of them sat on eggs to keep them warm and some watched over babies. It's a bit weird how we know so much about dinosaurs even though they were only here millions of years ago.

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE B)

13

There are many known things about dinosaurs, but in this writing I will give you a few amazing things about the dinosaurs that used to roam the Earth. First, before there ~~was~~<sup>were</sup> any such thing as humans, dinosaurs roamed around for about 180 million years! That's a long time! Second, we don't know for sure how many kinds of dinosaurs there were, and there are probably still more that haven't been discovered, but in the meantime, around 700 different kinds have been found! Finally, scientists think that it is possible dinosaurs were early relatives of birds. Maybe someday people will think of our birds today as prehistoric creatures like the dinosaurs. I think that dinosaurs are amazing creatures, and we still have a lot to learn about them.

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE A)

13

We know dinosaurs lived on earth because we have found their bones here before. Some scientists think dinosaurs are relatives of birds. Some dinosaurs layed eggs and some had babies. If they had eggs they sat on them, and if they had babies they watched them. There are about 700 different kinds of dinosaurs. Some ate meat and some ate plants. We think they lived for 180 million years. That's some things we know about dinosaurs.

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE B)

13

Do you know that dinosaurs have lived on Earth for 180 million years? Only about 700 different kinds have been found, but there might be even more. Some scientists believe that dinosaurs are early relatives, family's of today's birds, because some of those creatures had feathers for flying or to keep warm. Dinosaurs were wild meat eaters, but most of them ate only plants. They had many jobs like sitting on nests to keep the eggs warm, and they also watched over lots of babies.

STUDENT WRITING SAMPLE – SCORE POINT 2  
(EXAMPLE A)

13

What is known about dinosaurs is, some animals, scientists think, came from dinosaurs or are dinosaurs. Good examples ~~of them~~ are lizards, birds, and Komodo dragons. Also scientists know some ate just leaves and some ate just meat. We also know that they are a couple billion years old!

STUDENT WRITING SAMPLE – SCORE POINT 2  
(EXAMPLE B)

13

They lived on the earth for millions of years and most were plant eaters and some were meat eaters; some sat on eggs to help the babies survive. Also some had fur or feathers to keep warm.

STUDENT WRITING SAMPLE – SCORE POINT 1  
(EXAMPLE A)

13

Dinosaurs lived on earth 200 million years ago and also  
lived in the jurtasic period in a fight for life and food.  
Dinosaurs lived on earth for 180 million years.

STUDENT WRITING SAMPLE – SCORE POINT 1  
(EXAMPLE B)

13

Dinisors are rilly old and  
most are del but some are  
olive. Dinisors have livd for  
190 million years.

STUDENT WRITING SAMPLE – SCORE POINT 0

13

Well what I would say is  
known about dinosaurs is very little.  
I could have about 200 little bubbles  
around the word dipsuars. They would  
all have like 3 pieces of information.  
But all the information on that  
pice is mostly about dinesuags  
personality. So yes it is good  
but it needs work.

## Wildlife Photographer Response to Informational Text

(The passage for this prompt is located in Released Items 2010 – Grade 5 Writing.)

### 4.2 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

- 4.2.1 In response to literary or informational text, students show understanding of plot/ideas/concepts by selecting appropriate information to set context/background
- 4.2.3 In response to literary or informational text, students show understanding of plot/ideas/concepts by connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts

### 4.3 Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text

- 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
- 4.3.2 In response to literary or informational text, students make and support analytical judgments about text by making inferences about content, events, characters, setting, or common themes EXAMPLE (of theme): honesty isn't always easy
- 4.3.3 In response to literary or informational text, students make and support analytical judgments about text by using specific details and references to text to support focus
- 4.3.4 In response to literary or informational text students make and support analytical judgments about text by organizing ideas, using transition words/phrases, and writing a conclusion

### 4.1 Structures of Language – Applying Understanding of Sentences, Paragraphs, Text Structures

- 4.1.1 Students demonstrate command of the structures of sentences, paragraphs, and text by writing a variety of complete simple and compound sentences
- 4.1.2 Students demonstrate command of the structures of sentences, paragraphs, and text by using the paragraph form: indenting, main idea, supporting details

**4.9 Writing Conventions –  
Applying Rules of Grammar, Usage, and Mechanics**

- 4.9.1** In independent writing, students demonstrate command of appropriate English conventions by identifying grammatical errors, when given examples EXAMPLES: he don't; Him and me went
- 4.9.2** In independent writing, students demonstrate command of appropriate English conventions by applying basic capitalization rules EXAMPLES: names, beginning sentences, proper nouns, titles
- 4.9.3** In independent writing, students demonstrate command of appropriate English conventions by using commas correctly in dates and in a series (Note: either form is correct—x, y, and z or x, y and z)
- 4.9.4** In independent writing, students demonstrate command of appropriate English conventions by using *end* punctuation correctly in a variety of sentence structures
- 4.9.5** 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 EXAMPLES: consonant doubling, change y to i, drop silent e, spelling rules for affixes

- 14 Would you like to have Paul Nicklen's job? Use details from the article to support your response.

**NECAP 2010 RELEASED ITEMS GRADE 5 WRITING**

**Scoring Guide:**

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

STUDENT WRITING SAMPLE – SCORE POINT 6  
(EXAMPLE A)

14

I would love to have Paul Nicklen's job. Paul Nicklen has an amazing job. He is a wild life photographer. I've always loved nature and animals, so this would be a perfect job for me. Yes, it's a perfect job for anyone interested in wild life, but it's also very dangerous. For example if your shooting a photo in the arctic for your story on polar bears, you don't know when a blizzard could start or when you turn around and your face to face with a hungry polar bear. Wildlife is unpredictable, so you have to come prepared. Photography isn't an easy job, one minute you could happily be taking a picture, and the next could be death. If your a photographer you would be traveling a lot to get your best photo's which means you'll be in many different places. You will meet new people and expericxe new cultures. You'll have different foods and there will be things to buy as a momento of your time there. Being a photographer there will be plenty to things to shoot and talk about. You can't run out of wild life since there so much of it. You cannot lose your job. Since this job is very dangerous it is sort of like an adventure. You'll be paid and could possibly have the funnest time of your life.

STUDENT WRITING SAMPLE - SCORE POINT 6  
(EXAMPLE A)

Paul Nicklen is an adventure's guy and so am I. I'd do anything for an adventure, and if it were my job that would just be amazing. Not to mention I'd be with the beautiful nature. Most people never take time to step back and enjoy wildlife, they take it for granted. Sometimes people carelessly destroy it. "I hope my photos will inspire others to care about the the wild places and creatures I care about so much."

I agree with everything that Mr. Nicklen says. It would be an honor to work as a photographer just like Paul. I could help save the Earth and animals. I could not wish for anything else. Even though I'd have to survive the dangers of the wild, put up with the different weathers, it would be worth it, even if it was for one picture. This is truly the best job in the whole world, literally for me and for the environment. Wildlife is important, we need to save it, cherish it. We can't have our Earth forever if we don't save it. If I was a photographer I would post my pictures everywhere in hope for people to see them, realize how beautiful our land can be and help save it. This is our choice of how we live. A photographer is important. That

NECAP 2010 RELEASED ITEMS GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 6  
(EXAMPLE A)

is what I want to be.

- 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

STUDENT WRITING SAMPLE – SCORE POINT 6  
(EXAMPLE B)

14

Paul Nicklen has a very amazing, adventurous life. That is one of the many reasons I would want to have his job. A tremendous amount of details in the story show Paul's job is full of action, adventure and tense situations. Those three things are just what I would want to have in my career. I know I would love to go to work feeling excited and wondering "What could happen today?" or, "What could I see?" Having Paul's job is also dangerous and thrilling. Sometimes, as the article stated, he has to spend weeks in harsh climates, just waiting to get the perfect picture. I know not all people may like the wilderness, or harsh climates, but that's what makes Paul Nicklen's job so thrilling. I personally, LOVE the outdoors. It might be because that's what I grew up with, just like Paul, or it could be I just love animals. Whatever the reason, Paul's job can be dangerous as well, due to how he may have to face big, threatening bears, or other large, protective animals. I may not always want to face massive, harmful creatures, but the beauty of all those species would overcome the fear inside of me. I would love to have Paul Nicklen's career because it is suspenseful, thrilling, and dangerous.

STUDENT WRITING SAMPLE – SCORE POINT 6  
(EXAMPLE B)

Additional reasons why I would like Paul Nicklen's lifestyle is because he gets to see a vast amount of wild life. I, myself, am a HUGE animal lover. I could sit at my desk all day and use up all the spaces of this paper listing all of my favorite animals, but I can't unfortunately. So, since I'm a big animal lover, I think I would love to have Paul's career. Although, in the article it states Paul previously had a job working with many of his favorite animals. That is also something I think, is great about Paul, is that he had had previous experience with animals. I think that experience helped him learn certain behaviors of animals, as well as their habitats and other key information. I would like to have Paul's job, so I think the listed information would help me know how to take pictures of certain animals and also when to take photos of that animal. Another important piece of information I assume I would have to know when having Paul's job would be to know where the animal I wished to take a picture of lived. Which adds to the information list. Paul's lifestyle would be lovely to have getting to see exotic wildlife. I can only imagine how many animals he's seen so far in his life.

STUDENT WRITING SAMPLE – SCORE POINT 6  
(EXAMPLE B)

Paul Nicklen's job does require some important knowledge. Since Paul is a wildlife photographer, he must know how to use and operate a camera! Now, operating and using the camera is fairly easy, the tricky part is getting the "eye" to know just what the right place for taking a picture. According to the article, Paul paid extra attention to light, shapes, and color around him very young, which helped him develop the skill early on. I would love Nicklen's career for many other reasons. Such as, I love working with cameras. I love to find just the right place to take a beautiful, memorable photograph. That's one more reason I love Paul Nicklen's career, you get to be very creative! Being creative is one of the things I love to do. I also love to inspire people, much like Paul does. Paul's mission, the article says, is to inspire people to care about wildlife. One of the biggest reasons I would want Paul's job is because I could inspire people to protect wildlife. I love Paul's job because it really shows "a picture is worth a thousand words."

- 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

STUDENT WRITING SAMPLE — SCORE POINT 5  
(EXAMPLE A)

14

I would love to have Paul Nicklen's job. That is because I love animals, and want them to be seen. From anacondas to echos, animals are my favorite things! Being a wildlife photographer would give me a chance to get up close with exotic animals. Also, I love adventures just like Paul (although my adventures aren't as extreme). Some of my favorite summer pastimes are fishing, camping, and exploring with my big brother. Paul says he saw his first polar bear at 5. I would love to see a polar bear, but it makes me sad that they are endangered.

I'm very good at taking pictures, so a photography job would be great! I would adore spending weeks at a time in a jungle waiting for a perfect shot!

To be able to think "Oh, I might fall through the ice or get caught in a snow storm or be face to face with a polar bear" would be so thrilling! Visiting the Amazon, Antarctica, or the middle of the Atlantic would be so amazing! Even knowing I could go would make me extremely happy!

I also would like the job because I would get to inform others about animals and their habitats through my pictures. A picture's worth a thousand words!

This job would probably make me smarter, because I would know what to do in a situation with a dangerous animal. Also, because I would have a chance to see firsthand what it eats and where it sleeps and how it communicates with other animals of the same species.

STUDENT WRITING SAMPLE – SCORE POINT 5  
(EXAMPLE A)

When I came home, I would be able to tell my family about what animals I saw and facts about them, and show them what they look like. Being interested in animals and photography would be very important for this job. If you didn't like photography and animals didn't interest you, then you would hate your job. But if you have a love for animals and are good with a camera, you'll love your job. I think I'm going to be a wildlife photographer when I grow up!

- 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

STUDENT WRITING SAMPLE - SCORE POINT 5  
(EXAMPLE B)

14

Paul Nicklen has a job that I have mixed feelings about. He thinks things that most people don't even question when they wake up to go to work every morning. He travels to places that most people do not go in their entire lifetime. In this writing I will tell you how I would like this job or not.

Here are some ways I would not like to have his job. Paul Nicklen's job is very dangerous. He could get caught in a blizzard or drift out to sea on a chunk of ice. He is a photographer so Paul has to travel to the coldest, wildest, most extreme places on earth. Also, he could spend weeks waiting for the perfect photograph. Threatening animals such as Polar Bears would await him on his journey, or he could fall through the ice into the freezing cold waters of the Arctic. If Paul takes a bad photo people won't like it.

Here are some ways I would

STUDENT WRITING SAMPLE – SCORE POINT 5  
(EXAMPLE B)

like his job. If I had Paul Nicklen's job I would inspire people to care about wildlife from my photos. Also, I am interested in wildlife and I like animals. When you travel you meet new people and friends. In Paul's job he explores and camps. Those things interest me. He also gets away from tv, computers, and civilization. I like to do that. I like biology and colors, shapes, and light appeal to me. Lastly, I get to see the beauty of the earth.

Paul Nicklen has an amazing job. It is dangerous and exciting. But it is more important that he loves his job and what he does, rather than me.

- 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

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE A)

14

I would like to have Paul Nicklen's job because he gets to see so much beautiful scenery and explore the world and work for a magazine, that's awesome and I love how much he cares for the animals that he works with. To me Paul Nicklen's sound so brave, courageous, lovable, and adventurous. To be able to wake up and ask yourself what am I going to get myself in to today is it a threatening polar bear or will I drift out to sea on a small chunk of an iceberg, or get caught in a blizzard or a blinding snow storm, I mean not that many people get to wake up and ask themselves those dangerous and adventurous questions. Paul Nicklen has probably met and taken a picture of every animal on this planet by now (maybe). But there are things about Paul Nicklen's job I would not like at all. Because there are the facts of life and death and he is under that pressure every single day of his life because of this dangerous job.

NECAP 2010 RELEASED ITEMS GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE A)

There are the facts that if he doesn't succeed his mission he could be on his last line of life. Some animals could be rabid some could be threatening but apparently for Paul Nicklinson there a breeze.

- 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

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE B)

14

When I get up in the morning I would not want to think about drifting off to sea on an ice chunk. Pauls job sounds completely dangerous and my stomach would have millions of butterflys fluttering around if I were him. I would be terrified if I had to go to so many dangerous places. Of course it would be fascinating to see so many majestic creatures in their natural habitats. but of all the dangers that could be occouring right before your eyes i'm not so sure it would be worth it. Paul is without a doubt an extremely brave man. But

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE B)

I am afraid of roller coasters. Paul was raised in the Arctic a place where many dangerous things can occur so I'm sure he has quite an advantage of being used to so many of those kinds of things. SO the thing is I wouldn't want to have a job like Paul's. I'm sure Paul would travel around the world to see animals of all kinds and capture them in picture without disturbing them. There is a lot of places I want to go in my life but I'm not so sure I'd want to be a wildlife photographer.

NECAP 2010 RELEASED ITEMS GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE B)

I think that a  
job like that is  
not for me. So mabeey  
i'll just stick to  
what I do best and  
Somday maby I'll change  
my mind.

- 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

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE A)

14

I would like Paul Nickles job because I love all kinds of animals. Also I like taking photos. I've always wanted to see animals such as polar bears, leopards and many more. More reasons that I would like Paul Nickles job are exploring and having a big assignment with a popular magazine, National Geographic. I am very brave and courageous. Also I am very gentle with animals. There are dangerous animals he faces and takes their pictures. I would be a little scared but I would do it anyways. Everyone once and while says Oh that looks very nice, you took that yourself?

Thank you and yes I did. I am truly suited for Paul Nickles job as a wildlife photographer. All I do is look and take pictures of animals at home or at the zoo it does not matter. I would never in this world do anything to harm animals. I love them and they love me. I have a couple of reasons why I would not want this job. The reasons are getting caught in a blizzard, drifting out to sea on a chunk of ice, and also an animal that might harm me. All of these reasons why this job can be very dangerous.

NECAP 2010 RELEASED ITEMS GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE A)

But this job mostly fits me. You just have  
to be on the watch for those types of things.  
This job is very exciting. Everything has to  
be perfect doesn't it?

- 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

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE B)

14

Yes and no because it would depend on what I would have to do.

Yes, because it would be fun to explore the wildlife, also because I love taking pictures and seeing the pictures after I take them. I would like people seeing my name in a magazine and also seeing my writing and seeing my photos.

No, because it would be too dangerous for me, and I could be killed by a wild animal, or by an accident, like falling through ice, or even heatstroke. I wouldn't want to get swept away from a blizzard. I just don't like the job because of some reasons.

That's what I mean it by yes and no that I like the job.

NECAP 2010 RELEASED ITEMS GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE B)

I hope you like my response,  
I worked really hard on it.

I think that it is a good  
job for someone else because  
I wouldn't want to go anywhere,  
I would want to stay right where  
I am!

- 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

STUDENT WRITING SAMPLE – SCORE POINT 2  
(EXAMPLE A)

14

If I had Paul Nicklen's job I would love it. Like if I had to go in the water I would love it. I would be worried if I had a chance of dying just to get a photo. When I would get ready to take a picture I would get a good distance from the animal. I would be able to see different types of fish, lizards, and other animals. Then at the end of the day I would be so happy that I got to meet a new animal.

- 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

STUDENT WRITING SAMPLE – SCORE POINT 2  
(EXAMPLE B)

14

I would like to have Paul Nicklens job for many reasons. First of all I would have lots of experiences like seeing<sup>an</sup> Arctic fox, polar bears, lemmings and Arctic terns. Furthermore I have always wanted to go to the Arctic to see all of the wildlife. Lastly I would've loved to grow up in the arctic. That is why I would like Paul's Nicklens job.

- 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

STUDENT WRITING SAMPLE – SCORE POINT 1  
(EXAMPLE A)

14

Yes because if I did I would be able to see other parts of the earth like Europe and Alaska or maybe even Adlstrailia I would love to see one of those places and learn what they do and what they eat too.

- Lack of evident purpose; topic may not be clear
- Incoherent or undeveloped organization
- Random details
- Rudimentary or deficient use of language
- Serious and persistent errors in grammar, usage, and mechanics throughout

STUDENT WRITING SAMPLE – SCORE POINT 1  
(EXAMPLE B)

14

No because I wouldn't want my parts dying or frostbite or be eating by a palat beat.

- Lack of evident purpose; topic may not be clear
- Incoherent or undeveloped organization
- Random details
- Rudimentary or deficient use of language
- Serious and persistent errors in grammar, usage, and mechanics throughout

STUDENT WRITING SAMPLE – SCORE POINT 0

14

The girl is cold but the bear is not cold.  
The girl is cold but the bear like the cold.  
The girl I like the cold and the girl  
and bear play is the sawp.

Response is totally incorrect or irrelevant.

## Grade 5 Writing Released Item Information - 2010

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Content Strand <sup>1</sup>	SC	NW	LR	RW	IR									
GLE Code	4-9	4-9	4-1	4-9	4-9	4-9	4-1	4-9	4-9	4-1	4-5	4-3	4-7	4-2, 4-3, 4-1, 4-9
Depth of Knowledge Code	1	1	1	1	1	1	2	1	1	2	2	2	2	3
Item Type <sup>2</sup>	MC	CR	CR	CR	ER									
Answer Key	A	D	D	B	C	D	A	D	C	C				
Total Possible Points	1	1	1	1	1	1	1	1	1	1	4	4	4	12

<sup>1</sup>Content Strand: SC = Structures of Language & Writing Conventions. Short Responses — NW = Narrative Writing, LR = Response to Literary Text, RW = Report Writing. Extended Response — IR = Response to Informational Text

<sup>2</sup>Item Type: MC = Multiple Choice, CR = Constructed Response, ER = Writing Prompt