



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
Support Materials  
2010**

**Grade 8  
Reading**

NECAP 2010 RELEASED ITEMS  
GRADE 8 READING

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

1 A **synonym** for the word slogan is

- A. symbol.
- B. motto.
- C. speech.
- D. lecture.

7.3.2 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

My interest in football started to dwindle when I learned to play hockey.

2 What does dwindle mean as it is used in the box?

- A. mature
- B. lessen
- C. inform
- D. expand

## Calcium Informational Text

**7.3.2** 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

- 3 In the first paragraph, the word deteriorating means
- A. contracting.
  - B. hardening.
  - C. breaking.
  - D. weakening.

**7.3.2** 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

- 4 In paragraph 3, the word abundant means
- A. plentiful.
  - B. desirable.
  - C. constant.
  - D. vigorous.

## Calcium Informational Text

7.7.2 **Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions, to state the main/central ideas, or to provide supporting details**

- 5 How do scientists know bones are alive?
- A. Bone growth continues throughout life.
  - B. The body can take calcium from the bones.
  - C. Bones provide calcium to osteoblasts.
  - D. Cracked bones can repair themselves.

7.8.3 **Analyze and interpret informational text, citing evidence as appropriate by drawing inference about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about the central ideas that are relevant**

- 6 The author's **most likely** purpose for writing this passage is to
- A. persuade teens that calcium is important to them.
  - B. inform adults that calcium can relieve stress.
  - C. explain why teens often break bones in sports.
  - D. report new research about adult bone loss.

## Calcium Informational Text

**7.8.5** Analyze and interpret informational text, citing evidence as appropriate by making inferences about causes or effects

- 7 Explain why providing the body with calcium is important for teens. Use information from the passage to support your answer.

### Scoring Guide:

Score	Description
4	Response provides a thorough explanation about why providing the body with calcium is important for teens. Response includes relevant information from the passage.
3	Response provides an explanation about why providing the body with calcium is important for teens. Response includes some relevant information from the passage.
2	Response provides a partial explanation about why providing the body with calcium is important for teens. Response includes limited information from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

### Training Notes:

Why providing the body with calcium is important for teens:

Response may include, but is not limited to:

Calcium is stored in the bones.

The body needs to store sufficient calcium and to maintain it throughout a person's life.

Bone cells called osteoblasts take calcium from the blood to repair bone cracks and reinforce the weak parts of the bones.

If the body does not get enough calcium, the body, instead of giving calcium to the bones, takes it to give to other parts of the body (nerves, heart, and brain) to keep them functioning.

7

Providing the body with calcium is important for teens. It is because calcium help growing bones be stronger. Bones are building by the age of 20. Teens' bones are still growing, so teens needs as many as 1,300 milligrams of calcium daily to help bones grow stronger. Calcium also provides bone cells called osteoblasts to repair cracks and weak parts of the bones. Calcium also help teens have strong teeth. One percent of the calcium in the human body is found in the blood and tissues. Calcium help nerves send messages, blood to clot and help so the muscles wouldn't have intense cramps. Calcium also helps our hearts beat the right way. Teens that are provided at least the recommended amount of calcium a day gets less likely to have weak or broken bones in the future.

Response provides a thorough explanation about why providing the body with calcium is important for teens. Response includes relevant information from the passage.

NECAP 2010 RELEASED ITEMS  
GRADE 8 READING

SCORE POINT 3

7

Providing the body with Calcium is important for teens because it is especially important to intake calcium as a kid. Half of all bone growth throughout life takes place during the teen years. The denser your bones grow during younger ages, and the more calcium you drink, the less likely you would face weak and or broken bones in your future. Kids would need to drink about 1,300 mg a day, so they won't have a future with weak, or broken bones. Drinking or eating calcium helps your bones repair themselves when they get cracks in them.

Response provides an explanation about why providing the body with calcium is important for teens. Response includes some relevant information from the passage.

NECAP 2010 RELEASED ITEMS  
GRADE 8 READING

SCORE POINT 2

7

Providing the body with calcium is important for teens because calcium will help their bones grow strong, and half of all bone growth happens in the teen years. Calcium is also important for teens because after age thirty bones start deteriorating. If teens get lots of calcium and grow strong bones while they are still young then their bones won't weaken as quickly when they're older.

Response provides a partial explanation about why providing the body with calcium is important for teens. Response includes limited information from the passage.

NECAP 2010 RELEASED ITEMS  
GRADE 8 READING

SCORE POINT 1

7

It is more important for teens  
because if they provide the calcium  
now there bones wont be as weak  
when there 40.

Response is vague or minimal.

SCORE POINT 0

7

Some people need to eat healthy  
food. Teen need to eat dite food.

Response is totally incorrect or irrelevant.

## Carrying the Snake Literary Text

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

- 8 A synonym for the word quivered is
- A. startled.
  - B. hissed.
  - C. raced.
  - D. shuddered.

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

- 9 The speaker quickly carries the snake up the stairs because the speaker
- A. feels responsible for the snake's fear.
  - B. is afraid that the snake will bite.
  - C. knows the snake wants to be outside.
  - D. is worried the snake will get loose on the stairs.

## Carrying the Snake Literary Text

**7.5.3** Analyze and interpret elements of literary texts, citing evidence where appropriate by making inferences about cause/effect (e.g., explaining how an event gives rise to the next), internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text

- 10 Which word **best** describes the speaker's reaction to the snake?
- A. wonder
  - B. fear
  - C. caution
  - D. annoyance

**7.6.1** Analyze and interpret author's craft, citing evidence where appropriate by demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, repetition, flashback, foreshadowing, personification) to analyze literary works

- 11 Line 37 is separated from the rest of the poem **most likely** to show the
- A. extent of the snake's fear.
  - B. suddenness of the snake's escape.
  - C. speaker's search for the snake.
  - D. speaker's relief that the snake is gone.

## Carrying the Snake Literary Text

**7.5.2** 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

- 12 Explain how the snake seems to change in the poem. Use details from the poem to support your answer.

### Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how the snake seems to change in the poem. Response includes relevant details from the poem.
3	Response provides an explanation of how the snake seems to change in the poem. Response includes some relevant details from the poem.
2	Response provides a partial explanation of how the snake seems to change in the poem. Response includes limited details from the poem.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

### Training Notes:

Student answers will vary and should describe a change of the snake's feelings based on its actions, from apparent fear at the beginning to joy before it leaves.

A response that says the snake does not change is acceptable as long as adequate support is provided.

A thorough response includes more than a description of the change in location.

12

The snake definitely seems to change in the poem "Carrying the Snake to the Garden". At first, when the writer discovers the snake, it seems rather scared. It coiled itself in a corner and its tail was quivering. That certainly indicates that it was scared and uncomfortable. Then, when the writer carried the snake upstairs, it "turned and turned" in her hand. This would probably mean that the snake was a bit anxious to get outside, and nervous to be on this stranger's hand. When the writer placed the snake on the ground in the garden, the snake was probably shocked, because he didn't move at all. Soon, the snake most-likely became thankful for the considerate person, because it lifted its face up, and the writer even thought "it was going to sing". Then, the snake scurried away, probably glad to be outside. That is how the snake seems to change in the poem.

Response provides a thorough explanation of how the snake seems to change in the poem. Response includes relevant details from the poem.

NECAP 2010 RELEASED ITEMS  
GRADE 8 READING

SCORE POINT 3

12

In the beginning of the poem the snake coiled when he saw the speaker. It said that the snake coiled itself which usually shows fear. Also when the snake fled when the speaker took a step. The little snake was full of fear when the speaker picked it up, too. Towards the end of the poem, when the snake was brought outside, it seemed to trust the speaker. The poem said that the speaker thought the snake was going to flow up his leg. This showed that the snake felt comfortable around the speaker. Therefore the snake went from being petrified of the speaker, to trusting it.

Response provides an explanation of how the snake seems to change in the poem. Response includes some relevant details from the poem.

NECAP 2010 RELEASED ITEMS  
GRADE 8 READING

SCORE POINT 2

12

At the beginning of the poem, when the boy first finds the snake, it's very scared. Then, when the boy picks it up and walks with it, it gets even more frightened. But finally, at the end, when the boy puts the snake down in the warm grass outside in a garden, the snake is thankful and happy and slithers away.

Response provides a partial explanation of how the snake seems to change in the poem. Response includes limited details from the poem.

NECAP 2010 RELEASED ITEMS  
GRADE 8 READING

SCORE POINT 1

12

it went from being afraid to being  
happy it was afraid of being  
inside and it was happier outside

Response is vague or minimal.

SCORE POINT 0

12

In the beginning of the poem  
the snake was moving around and  
the speaker did not know what  
the snake was going to do. towards  
the end of the poem the snake  
does not move around as much  
as it did in the beginning  
of the poem.

Response is totally incorrect or irrelevant.

## Grade 8 Reading Released Item Information - 2010

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

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

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