



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2010**

**Grade 8
Writing**

7.9.4 In independent writing, students demonstrate command of appropriate English conventions by applying appropriate punctuation to various sentence patterns to enhance meaning

- 1 Which sentence is punctuated correctly?
- A. Mary which part of the book did you like best?
 - B. Mary which part, of the book did you like best?
 - C. Mary which part of the book, did you like best?
 - D. Mary, which part of the book did you like best?

7.9.1 In independent writing, students demonstrate command of appropriate English conventions by applying rules of standard English usage to correct grammatical errors

- 2 Which edit should be made to the sentence below?

One of the teachers are supposed to collect the permission slips for the field trip we will take on Thursday.

- A. Change *teachers* to **teacher**.
- B. Change *are* to **is**.
- C. Change *collect* to **collects**.
- D. Change *will take* to **took**.

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

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

Citizens for Greener parks is an organization that helps people in our city plan how to use its natural resources.

- A. parks
- B. organization
- C. city
- D. natural

7.9.4 In independent writing, students demonstrate command of appropriate English conventions by applying appropriate punctuation to various sentence patterns to enhance meaning

- 4 Where should a semicolon (;) be added to the sentence below?

I found my scarf and mittens after a great deal of searching the location of my hat was still a mystery.

- A. after *scarf*
- B. after *deal*
- C. after *searching*
- D. after *location*

7.9.5 In independent writing, students demonstrate command of appropriate English conventions by correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules

- 5 How should the underlined word in the sentence below be spelled?

The brilliennt ocean lay sparkling before them.

- A. briliant
- B. brilliant
- C. brillent
- D. brillient

7.1.1 Students demonstrate command of the structures of sentences, paragraphs, and text by using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)

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

Ted finished his project for the science fair. He is hoping to advance to the state competition.

- A. Ted finished his project for the science fair, but he is hoping to advance to the state competition.
- B. Ted finished his project for the science fair, he is hoping to advance to the state competition.
- C. Ted finished his project for the science fair and Ted is hoping to advance to the state competition.
- D. Ted finished his project for the science fair and is hoping to advance to the state competition.

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

- 7 Which edit should be made to the sentence below?

Denver's famous Art museum is downtown, across the street from Civic Center Park.

- A. Change *Art* to **art**.
- B. Change *downtown* to **Downtown**.
- C. Change *street* to **Street**.
- D. Change *Park* to **park**.

7.9.1 In independent writing, students demonstrate command of appropriate English conventions by applying rules of standard English usage to correct grammatical errors

- 8 Which of the following is a sentence fragment?
- A. Benjamin Franklin was born in Boston in 1706.
 - B. The first skill that he learned was printing.
 - C. Using his printing skills to support his family well.
 - D. He retired from printing to spend his time inventing.

7.9.5 In independent writing, students demonstrate command of appropriate English conventions by correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules

- 9 Which edit should be made to the sentence below?

After discussing the issue, the committee asked the principal to purchase additional supplies.

- A. Change *discussing* to **discusing**.
- B. Change *commitee* to **committee**.
- C. Change *principal* to **principle**.
- D. Change *additional* to **aditional**.

7.9.4 In independent writing, students demonstrate command of appropriate English conventions by applying appropriate punctuation to various sentence patterns to enhance meaning

- 10 Which edit should be made to the sentence below?

The museum's most famous pieces of art were displayed in it's front rooms.

- A. Change *museum's* to **museums**.
- B. Change *pieces* to **piece's**.
- C. Change *it's* to **its**.
- D. Change *rooms* to **rooms'**.

Adventure Story Narrative Writing

(There is no passage that accompanies this prompt.)

7.5.3 Students demonstrate use of narrative strategies by developing characters through description, dialogue, and actions

- 11 You need to write an adventure story for a class assignment. Write a paragraph that introduces and develops your main character.

Scoring Guide:

Score	Description
4	The paragraph provides a thorough development of a main character through description, dialogue, and/or actions. The paragraph maintains a clear focus. The paragraph includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	The paragraph develops a main character through description, dialogue, and/or actions. The paragraph may have minor lapses in focus. The paragraph includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	The paragraph provides limited development of a main character through description, dialogue, and/or actions. The paragraph may have major lapses in focus. The paragraph includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	The paragraph may be unclear and/or a minimal attempt to describe a character. The paragraph includes little or no sentence variety and may demonstrate lack of control of grammar, usage, and mechanics.
0	Response is totally incorrect or irrelevant.
Blank	No response

STUDENT WRITING SAMPLE — SCORE POINT 4
(EXAMPLE A)

11

The parachute isn't working. Kelly was tumbling through the air at the speed of light. "I thought this was supposed to be safe!" she thought, while mentally going over her parent's reactions as Kelly's body was uncovered in the middle of a dense forest. Crash! Falling through a tree turned out to be smart, because she lost the momentum she had earlier. With another crash, Kelly landed in a heap of leaves. Normally brave and daring, Kelly would do anything. But landing alone in the middle of a forest with no water, food, shelter, or communication, and possibly a broken bone, didn't fit into the "anything" category. Kelly curled up in a ball and tried to fall asleep, clinging to her last thread of hope that somebody would find her.

STUDENT WRITING SAMPLE — SCORE POINT 4
(EXAMPLE B)

11

Hi, I'm Roxie. I guess you could call me the 'main character' in this insane journey of mine. I may only be 5'2, but I have a lot of power, so don't be fooled. I have short black hair, which I cut myself by the way, blue eyes and, you can't forget this, wings. Yes, I have black wings with a ten foot wingspan. You see, in my world, I'm perfectly ordinary. Plain, if you will. In my life, faeries and dragons and elves, are roaming around my backyard. The story I'm about to tell you will be dangerous, and full of the unknown. So please, if you dare, read the story of my life: Roxie, the bird-kid.

STUDENT WRITING SAMPLE — SCORE POINT 3
(EXAMPLE A)

11

Once upon a time there was a girl named Adine. She was a very curious girl. One day she was in the basement of her house when she stumbled upon a small door that was behind a desk. Adine being the curious girl that she is she moved the desk and opened the door. She went in side the room closed the door behind her. She was a little scared because it was dark. When she felt around a little she felt something big slimy and quit.

STUDENT WRITING SAMPLE — SCORE POINT 3
(EXAMPLE B)

11

Alex Green was a short, strong, smart, and an athlete. He was once one of the greatest soccer players alive. He had many friends and was respected by the town in which he lived, Crabapple Junction. I am describing the past though. Alex lost it all when he became very sick with Anfolobya. Anfolobya kills off your leg muscles painfully and slowly. Alex has been searching for a cure for a long time. He is about to have a big break through.

STUDENT WRITING SAMPLE — SCORE POINT 2
(EXAMPLE A)

11

My main character would be about a girl who wants to explore the world. She loves the outdoors and wild life. When she sees new animals she gets along with them right away. Also, she knows how to build and make things with the materials around her.

STUDENT WRITING SAMPLE — SCORE POINT 2
(EXAMPLE B)

11

Once was a 17 year old girl named Lisa. Lisa has a dog that runs away a lot. One day her dog ran straight into the woods. Not thinking Lisa runs after the dog into the woods. Lisa didn't put anything on her shoes socks and coat were all in her house. She even forgot her cellphone.

NECAP 2010 RELEASED ITEMS GRADE 8 WRITING

STUDENT WRITING SAMPLE — SCORE POINT 1
(EXAMPLE A)

11

The main character is a boy age
13 named Daniel who has short
blond hair is very skinny and
eats only carrots, so is often
called rabbit boy.

STUDENT WRITING SAMPLE — SCORE POINT 1
(EXAMPLE B)

11

My main character has brownish
hair, blue eyes and looks cool. He is really
smart. He can run really fast. He is
really strong too.

STUDENT WRITING SAMPLE — SCORE POINT 0

11

a taterd findora scruffy bird
and dusty sandy coat.

Let’s Talk/Listen Response to Literary Text

(The poems for this prompt are located in Released Items 2010 – Grade 8 Writing.)

7.2.3 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, other texts, or the broader world of ideas, by referring to and explaining relevant ideas

- 12 Do you think you are more like the speaker in “Let’s Talk” or the speaker in “Listen”? Write a paragraph using details from one or both poems to support your response.

Scoring Guide:

Score	Description
4	The paragraph provides a thorough explanation of why the student is more like the speaker in “Let’s Talk” or the speaker in “Listen.” The paragraph maintains a focus/purpose throughout, includes relevant supporting details, 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 why the student is more like the speaker in “Let’s Talk” or the speaker in “Listen.” The paragraph has a focus/purpose, but there may be minor lapses. The paragraph includes some supporting details 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 why the student is more like the speaker in “Let’s Talk” or the speaker in “Listen.” The paragraph contains major lapses in focus/purpose and/or few relevant supporting details from the text. The paragraph includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	The paragraph may be unclear and/or a minimal attempt to answer the prompt. The paragraph includes little or no sentence variety and may demonstrate lack of control of grammar, usage, and mechanics.
0	Response is totally incorrect or irrelevant.
Blank	No response

STUDENT WRITING SAMPLE — SCORE POINT 4
(EXAMPLE A)

12

I personally think that I am more like the speaker in the second poem, "Listen." I think this because I am more of a listener than a talker. In poem one, "Let's Talk," the person is talking about all the things that they and the other person can talk about. The person talking at the end wants them to tell him/her how they've been. In the second poem however, the writer doesn't talk, and they don't ask anyone else to speak either. That would be me. There are two things from poem two that are just like me. I think the poem "Listen"'s writer is speaking of a thunder and lightening storm. I love watching those type of storms, but mostly, I like to listen. And secondly, I don't really talk when I'm around others, I just prefer to listen. I also think "Listen" is more coded than poem one.

STUDENT WRITING SAMPLE — SCORE POINT 4
(EXAMPLE B)

12

I think I am more the speaker of "Let's Talk." The reason why I believe this is because I am a full out talker. I can talk for hours on end. I can talk about anything, too. In the poem "Let's Talk" it seems as the speaker just wants someone there. Someone to talk to about anything. That's how I am, just want someone there to talk to. In "Listen" it almost has a peaceful tone. When you read this poem the speaker wants you to listen, be quiet to catch soft-silences, loud-rumblings, and midst. I have a hard time in a quiet place just listening. I like the engagement of others when you talk to them, or when they talk to you. That is why I believe I am most like the speaker in "Let's Talk!"

STUDENT WRITING SAMPLE — SCORE POINT 3
(EXAMPLE A)

12

I believe my characteristics are more like the other from "Listen. Lee Hopkins seems to use adjectives that just want you to read on. As a poet myself, I love to use strong and powerful details that elaborate into something that is a true work of art. Also what I discovered in "Listen", was to listen! Listening to the nature of earth is a great thing. You collect so many fabulous and tender ideas that just make you smile. Lee Hopkins is who I most related to in this world of beauty.

STUDENT WRITING SAMPLE — SCORE POINT 3
(EXAMPLE B)

12

I believe I am more like the speaker in "Let's Talk." The speaker talks about many random things, all the way from robins to valentines. I also like discussing about random things. In my opinion, there are many beautiful objects in the world that are not recognized. This is why I choose to talk about them. The speaker in "Let's Talk" talks to share the beautiful things with other people, where the speaker in "Listen" just stops to listen and admire these objects. I am more of a talker, than I am a listener.

STUDENT WRITING SAMPLE — SCORE POINT 2
(EXAMPLE A)

12

I think I am more like the speaker in "Listen" because I don't like to sit down and talk a lot. I would rather sit down and listen to all the noises around me. Most people like to talk about things. I would rather listen to what is all around me. Rather than just sit and talk and talk.

STUDENT WRITING SAMPLE — SCORE POINT 2
(EXAMPLE B)

12

I'm more like (lets Talk).
 The reson why is I like
 to talk. I also like to sit.
 I also like birds and good
 weather. It calms me down.
 Nature is also a good thing
 I like, birds, trees, grass, fresh air,
 are soothing and if its
 soothing I like to talk.
 Thats why I'm more like
 lets Talk.

STUDENT WRITING SAMPLE — SCORE POINT 1
(EXAMPLE A)

12

I don't know wich speaker
 I am more like because I like
 to talk alot but I also like
 quiet sometimes.

NECAP 2010 RELEASED ITEMS GRADE 8 WRITING

STUDENT WRITING SAMPLE — SCORE POINT 1
(EXAMPLE B)

12

I think I'm more like the leader in listen, I don't really like to sit down and just talk about everything that I can think of, I'm more of a listener than a talker.

STUDENT WRITING SAMPLE — SCORE POINT 0

12

I like the speaker in Lets Talk because it mad more sence. It was rymeing and had a good ending. In listen I did not get it.

Manage Money Persuasive Writing

(There is no passage that accompanies this prompt.)

7.8.3 In informational writing, students demonstrate use of a range of elaboration strategies by including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images

- 13** Some people think that it is the responsibility of schools to teach students to save and manage money. Do you think there should be a class at school that teaches students how to save and manage money? Write a paragraph that develops **one** strong argument supporting your position.

Scoring Guide:

Score	Description
4	The paragraph provides one thorough argument that supports a position on the question of whether there should be a class at school that teaches students how to save and manage money. The paragraph contains a relevant focus/controlling idea and details that support the focus. The paragraph includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	The paragraph provides one argument that supports a position on the question. The paragraph contains a relevant focus/controlling idea and appropriate details. There may be minor lapses in focus and/or details that lack development or specificity. 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 argument that supports a position on the question. There may be major lapses in focus (i.e., the position and support may be unclear). The paragraph includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	The paragraph is undeveloped or contains an unclear focus (i.e., there is little evidence of a position or support). The paragraph includes little or no sentence variety and may demonstrate lack of control of grammar, usage, and mechanics.
0	Response is totally incorrect or irrelevant.
Blank	No response

STUDENT WRITING SAMPLE — SCORE POINT 4
(EXAMPLE A)

13

I do not believe that it is the "Schools responsibility to teach students to save and manage money." I believe that this is a personal responsibility that kids need to learn on their own through experience. Although sometimes they may become futile in the act of managing money. I believe that this is a good way to learn from your mistakes. If students just take a class and learn tips about how to manage money, yes they will get some good advice, but chances are once they leave the class they will barely remember what they learned. Many people know the saying "Practice makes perfect, and although their is never perfect, their is knowledge and understanding that come with practice. That is why I believe that kids need to take on the responsibility of managing money on their own, and that experience, and learning from their mistakes will help them in the long run.

STUDENT WRITING SAMPLE — SCORE POINT 4
(EXAMPLE B)

13

Managing money is a very important skill in life so I think it would be a great idea to have an entire class about it. Some people might say "Oh, this is going to be like another math class" when they really need to realize how much more it is than math. Saving and managing money could be learning how to get insurance or simply saving up for something you'd like to purchase. Many kids out there probably need this class desperately in order for them to be successful later in their life. Perhaps if kids really got to learn about managing money at an early age it could possibly affect the economy for the better. In conclusion, I think that having a class on managing money would be a great idea. With this kind of help at school kids would make wiser decisions with what they do with their lives.

STUDENT WRITING SAMPLE — SCORE POINT 3
(EXAMPLE A)

13

I think it is important that schools teach kids how to manage money, because if they didn't children would just waste their money on video games, dild's and such. If we taught our children how to save money they could save money for college or maybe stay in an apartment when attending college, instead of those crummy old dorm rooms. Or maybe, when they get their lisenze, they will be able to buy a car, not nessesicarily new but one that drives, so you don't have to beg your parents to let you have the car. And that is why schools should teach kids how to manage money.

STUDENT WRITING SAMPLE — SCORE POINT 3
(EXAMPLE B)

13

I don't think there should be a class in school on how to manage your money because everyone uses it differently and it also builds responsibility if you learn how to do it on your own. Also, your parents might not want you to learn how to handle your money in a certain way, or they might want to take it into their own hands. As for me, my dad is a tax accountant, so he really knows how to deal with money. He has taught me what to do with my money, so I wouldn't even need to take a class.

STUDENT WRITING SAMPLE — SCORE POINT 2
(EXAMPLE A)

13

I think that schools should teach the students how to save and manage money. The first reason is that if the kids don't learn how to save and manage money they will probably spend the money that they get from their job and spend it all at once. If the students do that, when they get older they will probably be living on the streets. Also if students don't learn how to save and manage money they won't be able to teach their children how to save and manage money.

STUDENT WRITING SAMPLE — SCORE POINT 2
(EXAMPLE B)

13

I don't think there needs to be a class that teaches about money. There shouldn't be, because your parents can teach you it at home. School is supposed to teach you about math, and Social Studies, and english, and science. Kids can learn about money when they get a job, that's not for a while.

NECAP 2010 RELEASED ITEMS GRADE 8 WRITING

STUDENT WRITING SAMPLE — SCORE POINT 1
(EXAMPLE A)

13

I don't think schools are responsible to teach kids how to spend money. Schools aren't a replacement for parents. Parents should teach their kids what they know.

STUDENT WRITING SAMPLE — SCORE POINT 1
(EXAMPLE B)

13

I think there should be a class in school that teaches how to manage money. I think this because not everyone can handle money and they just spend it as soon as possible.

STUDENT WRITING SAMPLE — SCORE POINT 0

13

If The School saved electricity, there could be a big difference in the electricity bill.

Writing in Ancient Rome

Report Writing

(The fact sheet for this prompt is located in Released Items 2010 – Grade 8 Writing.)

7.6 Informational Writing (Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information)

- 7.6.1 **In informational writing, students organize ideas/concepts** by using an organizational text structure appropriate to focus/controlling idea EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast, problem/solution
- 7.6.2 **In informational writing, students organize ideas/concepts** by selecting appropriate information to set context, which may include a lead/hook
- 7.6.3 **In informational writing, students organize ideas/concepts** by using transition words or phrases appropriate to organizational text structure
- 7.6.4 **In informational writing, students organize ideas/concepts** by writing a conclusion that provides closure

7.7 Informational Writing (Reports, Procedures, or Persuasive Writing) – Organizing and Conveying Information

- 7.7.2 **In informational writing, students effectively convey purpose** by stating and maintaining a focus/controlling idea
- 7.7.3 **In informational writing, students effectively convey purpose** by writing with a sense of audience, when appropriate

**7.8 Informational Writing (Reports, Procedures, or Persuasive Writing) –
Using Elaboration Strategies**

- 7.8.2 In informational writing, students demonstrate use of a range of elaboration strategies by including facts and details relevant to focus/controlling idea, and excluding extraneous information**
- 7.8.3 In informational writing, students demonstrate use of a range of elaboration strategies by including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images**
- 7.8.4 In informational writing, students demonstrate use of a range of elaboration strategies by addressing readers' concerns (including counterarguments—in persuasive writing; addressing potential problems—in procedures; providing context—in reports)**
- 7.8.5 In informational writing, students demonstrate use of a range of elaboration strategies by commenting on the significance of information, when appropriate**

**7.1 Structures of Language –
Applying Understanding of Sentences, Paragraphs, Text Structures**

- 7.1.1 Students demonstrate command of the structures of sentences, paragraphs, and text by using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)**
- 7.1.2 Students demonstrate command of the structures of sentences, paragraphs, and text by using the paragraph form: indenting, main idea, supporting details**
- 7.1.3 Students demonstrate command of the structures of sentences, paragraphs, and text by recognizing organizational structures *within* paragraphs or within texts EXAMPLES (of text structures): description, sequential chronology, proposition/support, compare/contrast, problem/solution EXAMPLE: When given a paragraph or text and a description of text structures, students identify structure used or their purposes**
- 7.1.4 Students demonstrate command of the structures of sentences, paragraphs, and text by applying a format and text structure appropriate to the purpose of the writing**

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

- 7.9.1 In independent writing, students demonstrate command of appropriate English conventions by applying rules of standard English usage to correct grammatical errors** EXAMPLES: Clear pronoun referent, subject-verb agreement, consistency of verb tense, irregular forms of verbs and nouns
- 7.9.2 In independent writing, students demonstrate command of appropriate English conventions by applying capitalization rules**
- 7.9.4 In independent writing, students demonstrate command of appropriate English conventions by applying appropriate punctuation to various sentence patterns to enhance meaning** EXAMPLES: colons, semicolons
- 7.9.5 In independent writing, students demonstrate command of appropriate English conventions by correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules** EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes

- 14 What would a person from ancient Rome find familiar and/or different about writing today? Select information from the fact sheet and use your own knowledge to write a report.

NECAP 2010 RELEASED ITEMS GRADE 8 WRITING

Scoring Guide:

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

14

The Roman Empire created several impressive inventions during their era. Among these inventions was writing, one of the most impressive inventions of all time. The Romans were brilliant in creating writing materials and a way of handwriting. This is why our culture adapted several of these techniques, which we still use today. If a person came from ancient Rome, they would be surprised at how many methods we use are similar to the methods they used to use.

If a person from ancient Rome came to see how we write today, they would first notice the similarities in our writing materials. For example, the pencil. Ancient romans used sticks to write rough drafts on wax-covered boards. They were able to rub the words away afterwards, sort of like an eraser. The pencil imitates this same idea. Mostly used for rough drafts, the pencil leaves an erasable substance called graphite. If you make a mistake, you can simply rub it away with your handy-dandy eraser, made of rubber. Another similar writing utensil we use is the pen. Ancient Romans used to cut reeds or bamboo stems into points, and fill them with ink.

This would look similar to the pens we have today. Although our pens are now made of plastic, the only real difference is the ink we use. We now make our ink chemically, in factories. The ancient romans, however, used other resources such as berries, plants minerals, soot, resin, wine or even octopus ink. Another material we use today is paper. Named after papyrus, paper is made from trees. We imitated the ancient Romans by using a plant to make a material we can write on. The Romans used a plant called a papyrus plant, to make papyrus, or a paper-like material used for writing. If someone from ancient Rome were to visit us today, they would see how similar our materials are to theirs.

The next thing a visitor from ancient Rome would notice is our handwriting. They would notice that our handwriting for rough drafts and casual writing is plain. However, for official documents or final drafts, our handwriting would be much neater. The Roman watching us write would notice that his or her culture's handwriting was the same way. Since lower case letters were harder to

STUDENT WRITING SAMPLE — SCORE POINT 6

create with their materials they did not use them as we'd do today. This would confuse our Roman friend, as he would not understand why our letters are so small. Although overall he would find our writing very familiar.

The final thing our Roman friend would notice is our documents. As the Romans did, we make all our documents permanent. Anything of high importance, the Romans and our society made them last. Government, business and legal documents were all made permanent along with books. In our society today, all signatures must be in pen, so they remain permanent, just like the Romans believed.

The only thing our Roman friend would be surprised at is the machine that prints out the words we want it to say.

Although our society is now very different from the Romans, we still write pretty much the same way. Our Roman friend would be very surprised at how much we imitated his society's writing styles. Not only did we imitate his culture's writing styles, but we perfected it with the technology we have today.

- 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

Writing in ancient Rome is not very different from how we write today. They used some of the same things that we use today, but our writing supplies are a little more modern. They used pens, different types of writing, inks, and even different kinds of papers. The first Romans to use writing were from the upper classes. Eventually, most Romans were taught how to read and or write.

In order to write, you need to have something to write with. The writing stencils that ancient Romans used were sort of like ours are today. We, definitely have a bigger variety. We have markers, pens, pencils, pastales, and even paints, just to name a few. Ancient Romans made pens from hollow bamboo wood, and filled those with ink. They also used sticks to write rough drafts on wax-covered boards and rubbed the words away afterwards. This reminded me of elementary school art class when we would draw with our erasers and then trace over the marks and

STUDENT WRITING SAMPLE — SCORE POINT 5
(EXAMPLE A)

brush the shavings away.

The ancient Romans also had many different ways of making different types of inks for their writing. They could grow berries, plants, or grapes. They would squish the juice from berries and plants and use that for the ink. They would also make wine from the grapes and use that for ink. They would also use minerals, soot, and resin. They would even take the ink from an octopus and use that.

For all these different inks for writing, they needed something to write on. Things that we write on today are paper made from trees, rock, metal, and wood. What ancient Romans used to write on are wax papers, and papyrus which are paper-like material made from the papyrus plant and used for writing. Ancient Romans also invented books by sewing sheets of papyrus paper together. They did this so they wouldn't have to use scrolls anymore.

STUDENT WRITING SAMPLE — SCORE POINT 5
(EXAMPLE A)

In modern days we can change the type of writing we want by changing the font on a computer, or adjusting the way we hold our pencils. Ancient Romans changed their writing too. They had different writing styles for different surfaces or reasons they were writing. Something that didn't change is that they never used lowercase letters. They would use square letters for inscribing monuments and buildings, flowing letters for official documents, and plain letters for first drafts.

In conclusion, ancient Roman writing isn't all that different from modern day writing that I am doing right now. I am sure that grammar has changed and punctuation, but we still use inks, paper, pens, and different styles of how our letters look. Modern day writing also has special ways of writing if you're writing a letter to someone. Like, certain words need to go into certain spots, but that's a whole different subject.

- 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

There are many differences between now and ancient Rome. A person from ancient Rome would find familiar and different things about writing today. You would think that ancient Romans weren't as smart as us, but actually the writing you see today was based on Ancient Roman writing.

Romans made pens by cutting the end of a bamboo or reed stem. They turned that into a point and filled it with ink. The only thing different they did was instead of plastic, like we use today, they used bamboo. Another ^{thing} that's different was their ink. It's much different than the ink we use. They used inks made of berries, plants and minerals. They also sometimes used goat, resin, wine, and octopus ink.

Romans often used sticks to write rough drafts on wax covered boards and rubbed the words away once they are done. We don't use sticks or a wax covered board, but we have something close to that which is a chalkboard.

Unfortunately, Romans didn't have the paper we have today. They had papyrus. Papyrus was a paper-like material made from the papyrus plant and used for writing. Before they had books, Romans used scrolls. The scrolls were sheets of papyrus sewn together and rolled out to read. Later, the Romans invented books. →

STUDENT WRITING SAMPLE — SCORE POINT 5
(EXAMPLE B)

They replaced the scrolls. Their books were different than our books we have now because their books were made with sheets of papyrus sewn together. Papyrus was also used for government, business, and legal documents. The documents were written in ink on papyrus. They did that because they would be permanent.

They used papyrus much like we use paper now. Of course our ink and paper have improved, but those aren't the only things that have improved. Our handwriting has improved. There was only three types of Roman handwriting. Romans used squared letters for inscribing monuments and buildings. They also used flowing letters for writing official documents. Another type of Roman handwriting was using plain letters for writing first drafts.

Even over time our letters improved. Romans' writing tools were not useful for making detailed letters. That's why Romans didn't have any lowercase letters. The writing tools were so bad that it affected their writing. That's not the only thing that writing tools affected. Writing tools affected the shape of Roman letters. They had to use different tools to make different letters. They had to ->

STUDENT WRITING SAMPLE — SCORE POINT 5
(EXAMPLE B)

use a hammer and chisel if they made angular letters. They also used reed or bamboo pen to make flowing letters.

Our writing today may be hard, but it is way better than writing in ancient Rome. We don't have to work as hard as they did for writing.

People should be glad that our writing isn't as messy or hard as it was back in ancient Rome. Everyone can go to school and learn how to read and writing. A person from ancient Rome would find this shocking considering that the first Romans to use writing were the upper classes of Rome. Yet again over time most Romans were taught how to read and write, but not all were.

A person from ancient Rome may think we are living the life while they had to write in a terrible mixture of berries and plants to make ink. Now they couldn't get a pen from a store, but they had to make it.

A person from ancient Rome wouldn't want to go back to Rome, but stay here instead.

- 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 am going to tell you about the differences and similarities of writing in Ancient Rome and writing how it is today. I wonder how a person from Ancient Rome would think about these two ways of writing.

Let's think about how ancient Roman people would find the types of writing similar. That person would know that they are both ways of writing. That's how people communicate with each other in a different way, rather than talking. Ink was used in writing back then and still is now. Of course, ink is inside a pen, which were also made back then and are still used today. Romans used to write rough drafts, as we do today in any kind of writing. Romans had paper. We both used paper to read, so that means that the Romans did have paper to ^{read} just like us. Probably all of our legal government, business, and legal documents are in pen.

How would ancient Roman people find our type and use of writing different than their writing back then? Well, first off, the ingredients for ink back then are very different from what we use today. I'm not quite sure what our ink is made up of, but I know that Roman ink could be made up of berries, plants, and minerals or soot, resin, wine, and octopus ink could be used to make

STUDENT WRITING SAMPLE — SCORE POINT 4
(EXAMPLE A)

the ink. Romans had three different types of handwriting, we only have two as I recall. Romans used squared letters for inscribing monuments and buildings, flowing letters for writing official documents, and plain letters for writing first drafts. We use print and cursive, but of course there are different fonts on the computer. Both of our pens were made differently. Ancient Roman people made pens by cutting the end of a bamboo or reed stem into a point and filling only the point with ink. Romans used papyrus for paper, which is a paper-like material made from the papyrus plant and used for writing. Our paper is made from trees. Romans used sticks to write rough drafts on wax-covered boards and rubbed the words away afterward. When we write our rough drafts, we use regular paper made by trees, and our paper for writing is lined. I'm pretty sure Roman paper wasn't. Romans had no lowercase letters. In our writing, we use capital letters to begin a sentence or capitalize another word like I, I'm, and people's names, places' names, and other proper nouns. Writing tools affected the shape of Roman letters. A hammer and chisel made angular letters and reed or bamboo pen made flowing letters.

NECAP 2010 RELEASED ITEMS GRADE 8 WRITING

STUDENT WRITING SAMPLE — SCORE POINT 4
(EXAMPLE A)

As you can now see, there are many similarities and differences between Roman and our types of writing. Now, a Roman person would probably have a whole new perspective on writing. After writing this report, I did.

- 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 show inconsistent control of grade-level grammar, usage, and mechanics

STUDENT WRITING SAMPLE — SCORE POINT 4
(EXAMPLE B)

14

The Romans would be amazed with the ways writing materials, styles, and even materials to write on are so very different. Instead of using paper the Romans used wax-covered boards, papyrus (a plant like material), or rock/stone. When using wax-covered boards they would scratch the letters into the wax with sticks and when they were finished they would simply rub the wax until the words disappeared. Papyrus was, in my opinion, the closest thing they had to paper. They would sew it together to make scrolls, ancient day books, and write on it with ink. To write on stone they had to chisel the letters in to the stone, using a hammer.

The ink they used was made either from a concoction of berries, plants, and minerals or soot, resin, wine and octopus ink. This was all made by hand and poured into the cut end of a bamboo or

STUDENT WRITING SAMPLE — SCORE POINT 4
(EXAMPLE B)

read stem. Today we are fortunate enough to be able to drive down the the store and pick up some pens. Our pens are usually a tube with already made ink a tip and a plastic tube over the ink tube. We also have many other tools to write with such as pencils, markers, and crayons. We have colored paper, oak tag and best of all we have computers we can type on.

Everyone has different hand writing. Some messy, some neat, and some everyone wants. The Romans had three kinds of writing. Squared letters for inscribing monuments and buildings, flowing letters for official documents and plain letters for writing first drafts. There is even more possibilities now a days because of computers. If you look at the fonts you can choose from not only do ^{some of them} have weird names they are illegible and weird.

themselves. At school most kids

STUDENT WRITING SAMPLE — SCORE POINT 4
(EXAMPLE B)

have access to a computer. and some teachers like this because they can't read the student's hand writing.

At first only high authority in Rome were taught to read and write. Now everyone knows how at the age of five or six. Not large words but they still know how to.

Government documents were written on papyrus with ink. No lowercase letters were about. Now we type them and most letters, everywhere, are lowercase. Things have certainly change throughout time.

- 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 show inconsistent control of grade-level grammar, usage, and mechanics

STUDENT WRITING SAMPLE — SCORE POINT 3
(EXAMPLE A)

14

What people from ancient Rome would notice about our hand writing today is that, we don't have a special way we write when we write something. They would also notice how we only have two different handwritings which are print and cursive.

Something that might look different to the people from ancient Rome would be the paper we use because they used papyrus. Also our pens would look different because they used bamboo and reed stems. Also, in ancient Rome they didn't have pencils and today we do.

The Romans might also notice that our books are different because we don't use scrolls, and they used sheets of papyrus sewn together to make books.

The Romans might also notice

NECAP 2010 RELEASED ITEMS GRADE 8 WRITING

STUDENT WRITING SAMPLE — SCORE POINT 3
(EXAMPLE A)

that our ink isn't made out of berries,
plants, minerals, soot, resin, wine or octopus
ink.

They might also notice that we don't
write our rough drafts on waxed-covered
boards. So this is what I think and
I hope you enjoyed reading.

- 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

A person from ancient Rome would find things familiar and some things different about writing today and writing from their time. Such as the things we write with and the things we write on. They have the same concept but over time we have changed them both.

Today we use pens and pencils. In the passage "Writing in Ancient Rome" it states: "made pens by cutting the end of a bamboo or reed stem into a point and filling the point with ink." We still use pens and ink, we just make them differently. They use to make their ink with a mixture of berries or octopus ink.

The things we write on today are different from what they wrote on back then. In the passage it states "papyrus (pa pīrass): a paper-like material made from the papyrus plant and used for writing." We just use a piece of paper and they use papyrus. That is one thing that is different and has changed overtime.

In conclusion, that is how a person from ancient Rome would find things

NECAP 2010 RELEASED ITEMS GRADE 8 WRITING

STUDENT WRITING SAMPLE — SCORE POINT 3
(EXAMPLE B)

Familiar and different about how we write.

- 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

A person from ancient Rome might find that we now use pens and pencils. An ancient Roman would see paper, not made from papyrus and various sheets of paper, not scrolls. He/she would also see a different style of writing. He/she would see the different technology used to make paper, pens, ink, and books. This Roman would be fascinated to find that everything is much easier that it was when he/she were in Roman times.

- 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

Things a person would find similar/different from ancient Rome to today is are pens are similar with points and ink. Our government and legal documents were written the same using ink to make it permanent. Our books are both made the same by ^{pages} being sewn together. Our inks were different because they used berries, plants, minerals, goat, resin, wine, and octopus ink. They used scrolls we use letters. Our pens are different because we use plastic and metal, they use bamboo.

- 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

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STUDENT WRITING SAMPLE — SCORE POINT 1
(EXAMPLE A)

14

A person from ancient Rome would find our writing today to be very strange to them. But if we were in ancient Rome we would find their writing very difficult to read or understand. Ancient Rome people have a different way of reading and writing skills. Some people would like it if we would be able to learn how to write like they do. Some of their writing tools are pretty cool to see or use today.

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

NECAP 2010 RELEASED ITEMS GRADE 8 WRITING

STUDENT WRITING SAMPLE — SCORE POINT 1
(EXAMPLE B)

14

I think in this Modern time is better because were more updated ^{Have} more writting materials, different paper.

STUDENT WRITING SAMPLE — SCORE POINT 1
(EXAMPLE B CONTINUED)

A person from ancient Rome will find The updated writting materials different The paper, the lower cased letters and upper case.

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

STUDENT WRITING SAMPLE — SCORE POINT 0

14

a lot slower because they have squaros and stuff for letters and pens wernt the same back than alot easier now

Response is totally incorrect or irrelevant.

Grade 8 Writing Released Item Information - 2010

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

¹Content Strand: SC = Structures of Language & Writing Conventions. Short Responses — NW = Narrative Writing, LR = Response to Literary Text, PW = Persuasive Writing. Extended Response — RW = Report Writing

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