



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2011**

**Grade 5
Reading**

NECAP 2011 RELEASED ITEMS
GRADE 5 READING

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

The teacher called out the students' names in alphabetical order.

- 1 What does order mean as it is used in the box?
- A. neatness
 - B. instruction
 - C. items
 - D. arrangement

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

Use the definitions below to answer the question.

hold v **1.** to grasp **2.** to set aside **3.** to have a belief **4.** to keep from doing something

2 Which is the **best** definition of the word hold as it is used in this sentence?

The librarian will hold Marty's book at the front desk until she comes to pick it up tomorrow.

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

Natural Habits Literary Text

(The passage for these questions is located in Released Items 2011 – Grade 5 Reading.)

4.4.1 Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time

- 3 Rabbit keeps looking away from Monkey because Rabbit is
- A. watching for danger.
 - B. smelling sweet things.
 - C. looking for more food.
 - D. hearing strange noises.

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

- 4 In paragraph 3, the phrase refrain from means to
- A. fear.
 - B. stop.
 - C. ask about.
 - D. complain about.

Natural Habits Literary Text

(The passage for these questions is located in Released Items 2011 – Grade 5 Reading.)

4.5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits

- 5 At the end of this folktale, why do Monkey and Rabbit laugh?
- A. They realize their food is gone.
 - B. They each think they have won the bet.
 - C. They think they have overcome their habits.
 - D. They realize each has been tricking the other.

4.5.1 Analyze and interpret elements of literary texts, citing evidence where appropriate by making logical predictions

- 6 What will **most likely** happen the next time Rabbit and Monkey share a meal?
- A. Monkey will run away and Rabbit will find another friend.
 - B. Monkey and Rabbit will quit telling stories to each other.
 - C. Monkey and Rabbit will make another bet to break their habits.
 - D. Monkey will keep scratching and Rabbit will keep looking around.

Natural Habits Literary Text

(The passage for these questions is located in Released Items 2011 – Grade 5 Reading.)

4.5.5 Analyze and interpret elements of literary texts, citing evidence where appropriate by identifying author's message or theme

- 7 What does the folktale tell about the animals' natural habits? Explain your answer using details from the folktale for support.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of what the folktale tells about the animals' natural habits. Response includes relevant details from the folktale.
3	Response provides an explanation of what the folktale tells about the animals' natural habits. Response includes some relevant details from the folktale.
2	Response provides a partial explanation of what the folktale tells about the animals' natural habits. Response includes limited details from the folktale.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

The response may draw the larger conclusion about natural habits (they can't be changed) or provide a specific explanation of how each animal behaves.

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SCORE POINT 4
(EXAMPLE A)

7 The folktale tells that the animals natural habits are things that they can't help from doing and they may not even realize what they are doing and that they may think they are being polite but they might not be very polite. Also it is just their instinct to do the things they do. It is just their instinct and they can't stop doing because in the book it says "and not once during the meal did he refrain from looking about." An example of why Monkey couldn't stop is it said "He scratched and scratched during the entire meal." Another thing is they told stories so they could do their natural habits. That also shows that they can't stop. Lastly is that the animals natural habit kind of tell what the animals are like by what they are doing. For example rabbits are kind of always on the look out. That is what I think the folktale tells about the animals natural habits.

Response provides a thorough explanation of what the folktale tells about the animals' natural habits. Response includes relevant details from the folktale.

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SCORE POINT 4
(EXAMPLE B)

7

The folktale tells about the animals' natural habitat because Monkey liked to eat bananas while Rabbit liked to eat the ripe green leaves. Monkey also liked to scratch his head. Another trait for Rabbit is he liked to be on the look-out for enemies. Neither of them could keep still. I can tell that they both like to move around because when they made a bet on who could stay still longer, it was "unbearable" to not move after thirty minutes. Monkey had an idea for them to tell stories. She acted hers out so she could scratch. Rabbit did the same thing. Finally, they realized neither of them could do it. They agreed to ditch the bet. Those are their natural habits.

Response provides a thorough explanation of what the folktale tells about the animals' natural habits. Response includes relevant details from the folktale.

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SCORE POINT 3

7

The natural habit for the monkey is it keeps itching when rabbit and monkey met monkey started itching. He scratched when he was talking. He wanted to itch so bad when they were seeing who would move first. He scratched his bump on his head from a branch. The Rabbits natural habit was looking around him because he was looking around when monkey talked to him. Rabbit in the bet was trembling to look for enemies. That is what I think rabbits and monkeys habits are.

Response provides an explanation of what the folktale tells about the animals' natural habits. Response includes some relevant details from the folktale.

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SCORE POINT 2

7 In this folktale, it shows that a monkey's natural habit is scratching. Also a rabbit's natural habit is looking around and sucking for food. They each have a habit, and they quit help it. Their habit quit be broken, they do what they do. They also have a grate habit.

Response provides a partial explanation of what the folktale tells about the animals' natural habits. Response includes limited details from the folktale.

SCORE POINT 1

7 The folktale tells that animals with natural habits have a hard time controlling their natural habits.

Response is vague or minimal.

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SCORE POINT 0

7

The story tells about the animals' natural habits by making the animals talk so you can understand what they mean.

Response is totally incorrect or irrelevant.

Lost and Found

Informational Text

(The passage for these questions is located in Released Items 2011 – Grade 5 Reading.)

4.8.3 Analyze and interpret informational text, citing evidence as appropriate by drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant

- 8 What would Kemoy **most likely** suggest to someone who found a wallet full of money?
- A. Keep the money in a safe place.
 - B. Spend the money as soon as possible.
 - C. Let an adult know about the money.
 - D. Tell friends about the money.

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

- 9 Based on paragraph 5, which action **best** supports the principal’s statements?
- A. admitting to breaking a dish
 - B. taking plenty of time to finish homework
 - C. walking to school with a close friend
 - D. forgetting a book at school

Lost and Found

Informational Text

(The passage for these questions is located in Released Items 2011 – Grade 5 Reading.)

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

- 10 In paragraph 6, a deed is
- A. an offer.
 - B. a promise.
 - C. a question.
 - D. an action.

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

- 11 Which sentence **best** summarizes paragraphs 7 and 8?
- A. People showed Kemoy how proud they were of him.
 - B. People wanted to talk to Kemoy about what had happened.
 - C. People learned that Kemoy liked many different things.
 - D. People told Kemoy about times when they had lost something.

Lost and Found Informational Text

(The passage for these questions is located in Released Items 2011 – Grade 5 Reading.)

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

- 12 Explain how Kemoy showed good citizenship **and** how people reacted to what he did. Use information from the article to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how Kemoy showed good citizenship and how people reacted to what he did. Response includes relevant information from the article.
3	Response provides an explanation of how Kemoy showed good citizenship and how people reacted to what he did. Response includes some relevant information from the article.
2	Response provides a partial explanation of how Kemoy showed good citizenship and/or how people reacted to what he did. Response includes limited information from the article.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Response may describe that Kemoy showed good citizenship when he returned something that did not belong to him.

Response may explain that people were proud of him or wanted to show how they appreciated what he did.

Information from the article should support these ideas.

12 Kemoy showed good citizenship by finding a wallet full of money that added up to \$500. When he found it, he gave it to the principal. Kemoy did not spend any of the money. He was very honest about it. The people reacted to this by putting Kemoy on the WR NEWS so he could talk about it, he said "If the wallet was mine I would have wanted it back." They were inspired by what Kemoy had done and his school district made a citizenship award in honor of his deed. They also said that they would recognize other good deeds that other children do. Another thing that the people did was to be happy about it. They gave Kemoy money, and checks for his good deed. This is how Kemoy showed good citizenship and how the people reacted to his wonderful deed.

Response provides a thorough explanation of how Kemoy showed good citizenship **and** how people reacted to what he did. Response includes relevant information from the article.

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SCORE POINT 3

12

When Kemoy found the wallet on the ground he didn't go and spend it he told his principle. Morgan, his principle, called the person that the wallet belonged to by using the ID in the wallet. After Morgan did that she recognized kemoy for doing such a great deed. In the end the owner of the wallet was so happy a honest person like kemoy found his wallet that he bought kemoy some sneakers and gave kemoy \$100.00. The school district decided to recognize people who do good deeds like kemoy.

Response provides an explanation of how Kemoy showed good citizenship **and** how people reacted to what he did. Response includes some relevant information from the article.

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SCORE POINT 2
(EXAMPLE A)

12 Kemoy showed good citizenship because most people would have kept the money. The owner would have been so sad if they lost 500 dollars. He even got a 100 dollar reward for doing that good deed. The adult said "this is the most responsible person I've ever met," that's special getting a complement from an adult. People were stunned about Kemoy's actions.

Response provides a partial explanation of how Kemoy showed good citizenship **and/or** how people reacted to what he did. Response includes limited information from the article.

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SCORE POINT 2
(EXAMPLE B)

12 Kemoy showed good citizenship because he brot back the wallet to the owner. If he ran away with the money he would be in dig trouble. But he brot it to the principal and bid the right thing to dring it back. That is how Kemoy show good citizenship and how people reasted to what he did.

Response provides a partial explanation of how Kemoy showed good citizenship **and/or** how people reacted to what he did. Response includes limited information from the article.

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SCORE POINT 1

12 kemoy showed good citizenship by finiding a wallet and giving it to a principal and how people react was giving him a reward.

Response is vague or minimal.

SCORE POINT 0

12 He spent the day with his wallet.

Response is totally incorrect or irrelevant.

Grade 5 Reading Released Item Information – 2011

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

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

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