



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2011**

**Grade 5
Writing**

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

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

“You and me have won tickets to a concert!” my brother shouted.

- A. You and them
- B. Me and you
- C. Us and me
- D. You and I

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?

My brother watches almost every football baseball, and basketball game that is on TV.

- A. after *brother*
- B. after *football*
- C. after *game*
- D. after *that*

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

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

Paul's grandmother gave him a book called *Treasure Island* by the author Robert louis Stevenson.

- A. grandmother
- B. book
- C. author
- D. louis

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

Sara wants to be a writer. Sometimes she wants to be an artist instead.

- A. Sara wants to be a writer, but sometimes she wants to be an artist instead.
- B. Sara wants to be a writer, so sometimes she wants to be an artist instead.
- C. Sara wants to be a writer, sometimes she wants to be an artist instead.
- D. Sara wants to be a writer, for sometimes she wants to be an artist instead.

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

- 5 Which of the following is a complete sentence?
- A. Looks nice with a black belt and black shoes.
 - B. Maybe wearing a blue jacket and a white shirt.
 - C. I like that yellow dress with the flowers.
 - D. A silk shirt and a red-and-white-striped tie.

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

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

My aunt goes out in her boat. She fishes for lobster.

- A. My aunt goes out in her boat and fishes for lobster.
- B. My aunt goes out in her boat she fishes for lobster.
- C. My aunt goes out in her boat, but she fishes for lobster.
- D. My aunt goes out in her boat, or my aunt fishes for lobster.

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

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

We stoped at the store to buy bread, meat, and cheese to make sandwiches.

- A. Change *stoped* to **stopped**.
- B. Change *bread* to **brede**.
- C. Change *cheese* to **cheez**.
- D. Change *sandwiches* to **sandwitches**.

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

- 8 Which sentence has a punctuation error at the end?
- A. Look how high that frog can jump!
 - B. The frog is floating downstream on a lily pad.
 - C. I cannot believe that frog jumped over that huge log?
 - D. Where did the frog go after it jumped over the log?

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

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

A company called Smith and sons Builders was chosen to build the new school library.

- A. company
- B. sons
- C. school
- D. library

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

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

The first time we met was at Darcy's party on December 17 2002.

- A. after *met*
- B. after *was*
- C. after *on*
- D. after *17*

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 a superpower you would like to have. Write a paragraph that describes how you would use that superpower to do good.

Scoring Guide:

Score	Description
4	The paragraph thoroughly describes a superpower being used to do good. 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 superpower being used to do good. 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 attempts to describe a superpower being used to do good. 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 superpower being used to do good. The paragraph includes little or no sentence variety and may demonstrate a lack of control of grade-appropriate grammar, usage, and mechanics.
0	The paragraph is totally incorrect, irrelevant, or does not include a complete sentence.
Blank	No response

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE A)

11 Superpowers are unique. If I had a superpower, I would be able to save all the endangered animals, and any animal that is hurt or sick. I would have wings, incase I had to travel somewhere. I would have many medicines, incase an animal was sick. I would also have a duplicating remote. My duplicating remote would duplicate endangered animals (such as polar bears) and then they wouldn't become extinct. My remote would be different shades of green with pink and orange vines. The remote would also have a button that would give dead animals who died too young, another life. I hope that with these very cool superpowers, I can also help the animals in Antarctica with a solar-powered machine that picks up all the trash on the ground, and create smokless fires!

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE B)

11

If I could have any "super-power," I would want incredible wisdom. I would be able to solve many problems that people have. I would use my wisdom in ways that benefit everyone. I would work hard to produce cures for many kinds of cancer, diseases, and other sicknesses. I would spend much time putting drug dealing and using to a halt.

I would do all these things, but my main goal would be to stop humans from slowly destroying the Earth for some time. In time, humankind will destroy the Earth. Pollution, cutting down the rainforest, fuel exhaust, and many other human ways are all part of this. If I had the power of wisdom, I would be humankind's only hope. I would invent things that are beyond helpful. I would fight for laws that would put a stop to putting bad chemicals in products. I would work to find an alternative, non-radioactive energy source. I would not be a scientist who works for anyone, I would have a personal secret laboratory in a high secured area. (just in case someone tries to steal my ideas). I would save the world.

STUDENT WRITING SAMPLE – SCORE POINT 3
(EXAMPLE A)

11 If I were a superhero I would have the power to control time because I could stop something from happening such as if the world ever flooded I would jump back in time to stop pollution and save the world! Also I could be able to change the past hence changing the future. When in desperate times I could freeze time for various reasons. My fellow superhero friends and I would become one and would be unstoppable!! Kind of like Superman we would keep a secret identity so we would be safe and secret. Evil villains would have chills at the thought of talking to me or any other good superhero's. Most importantly we would never turn bad!!

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STUDENT WRITING SAMPLE – SCORE POINT 3
(EXAMPLE B)

11 The superpower that I would like to have is fire that I could shut out of my hands. I could do good things with this super power by going around and burning trash, and then putting out the fire. If you didn't find a way to do something with trash it can take up to 100s of years to biodegrade. So that is why I would pick fire for my super power. Another way fire arms would be helpful to the environment and the people around it is I could put fire in fire place so people wouldn't have to buy matches and fire lighters. These are some of the ways that I could do good if I had this superpower.

STUDENT WRITING SAMPLE – SCORE POINT 2
(EXAMPLE A)

11 I would like to have the superpower to fly. I could save a cat from a tree, get a kite from a very tall phone poll and help paint a building ten stories tall. There are many things I could do with the superpower fly. I can help someone pick an apple from a apple tree. Also I can help someone climb a moulton.

STUDENT WRITING SAMPLE – SCORE POINT 2
(EXAMPLE B)

11 What superpower would you want? I want to fly. I want to fly because if I had to go somewhere fast I could spread my wings and fly away. Or if someone got something stuck up high I would go get it. And the thrill of gliding threw the air, that is why I want to fly.

STUDENT WRITING SAMPLE – SCORE POINT 1
(EXAMPLE A)

11 I would like SuperStrength,
So I could Showoff my muscles,
Also to save the Day. I think that
would be Fun.

STUDENT WRITING SAMPLE – SCORE POINT 1
(EXAMPLE B)

11 If I had a superpower it would
be to turn invisible. I could hide easily
and fast so I'll be able to pop out of nowhere
and defeat the evil villain.

STUDENT WRITING SAMPLE – SCORE POINT 0

11 read the Prompt Car

Bedtime Response to Literary Text

(The passage for this prompt is located in Released Items 2011 – Grade 5 Writing.)

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

- 12 How do you think the grandmother helps the child? Write a paragraph using details from the passage to support your response.

Scoring Guide:

Score	Description
4	The paragraph thoroughly explains how the grandmother helps the child. The paragraph maintains a clear focus/purpose throughout; contains specific details from the passage 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 explains how the grandmother helps the child. 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 attempts to explain how the grandmother helps the child. The paragraph contains major lapses in focus/purpose and/or few relevant supporting details from the passage. 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 grandmother helps the child. The paragraph includes little or no sentence variety and may demonstrate a lack of control of grade-appropriate grammar, usage, and mechanics.
0	The paragraph is totally incorrect, irrelevant, or does not include a complete sentence.
Blank	No response

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE A)

12 The grandmother helps the child feel safe because 1. the grandmoth came and talked to the child telling him that she would make them go away where as the mother and father kind of ignored him and just said there are no such thing as monsters and to be brave. But a little child like that can get scared very easily. She also helps the child by making the child feel safe when she is close to him and it's best for a little child to feel safe and not unsafe. Another thing that she did to help the child was she just lay there in bed with the kid telling him that she will protect him and that she will keep the monsters away. That was how the grandmother helped the kid feel safe again, and I think she did a good job.

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE B)

12

I think the grandmother helps the child by making her feel safe. All those monsters around the child, the ones who "slithered on the floor, snapped their teeth, and hissed the child's name," were probably all in his or her's imagination. When the papa says, "You must be brave," the child is still afraid. When the mama says, "Nonsense. There are no monsters," the child does not believe her. Then the grandmother comes in and sits by the child's bed and says, "If the monsters dare to come, I'll chase them away with my broom." That seems to comfort the child and all the imaginary monsters slithered away. That is how the grandmother helps the child.

STUDENT WRITING SAMPLE – SCORE POINT 3
(EXAMPLE A)

12 I think the grandmother helped the child by, when the child was scared the grandmother would be right there with her. She made her feel safe because if the child her any more monster noises the grandmother was going to wack them with a broom. The child relays on her grandmother to help her if anything happend. That's what I think the grandmother did to help the child.

STUDENT WRITING SAMPLE – SCORE POINT 3
(EXAMPLE B)

12

The little girl was very scared. She called her mother, her father, then she called her grandmother. Her grandmother comforted her in many ways.

First, the grandmother responded to the little girl. She went up stairs to comfort her.

Second, she said "IF the monsters dare come, I will chase them away with my broom." Very nice indeed.

In conclusion The grandmother was very kind to the granddaughter.

STUDENT WRITING SAMPLE – SCORE POINT 2
(EXAMPLE A)

12

The grandmother wanted to help the boy. But his parents didn't. Because the father said be brave. The mom said there no monsters. But the grandmother helped and that's why happened. Because the monsters were scared because the grandmother scared them away.

STUDENT WRITING SAMPLE – SCORE POINT 2
(EXAMPLE B)

12

grandmother helps her by saying that she would hit the monsters with her broom. That helps the child because when grandmother said that the child felt more confident because if she was sleeping and monster really did come out then the grandmother would hit it.

STUDENT WRITING SAMPLE – SCORE POINT 1
(EXAMPLE A)

12 The grandma helped the boy by telling him everything is alright getting a broom and playing night guard.

STUDENT WRITING SAMPLE – SCORE POINT 1
(EXAMPLE B)

12 The grandmother helped the child by scaring the monsters away with her broom.

STUDENT WRITING SAMPLE – SCORE POINT 0
(EXAMPLE A)

12 because grand ma scard the monsters away.

STUDENT WRITING SAMPLE – SCORE POINT 0
(EXAMPLE B)

12 how does the child grandmother help him. what was child name. what did the monster look like. I think the monster is a snake. If it was a snake what kind of snake

Book Review Response to Informational Text

(The passage for this prompt is located in Released Items 2011 – Grade 5 Writing.)

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

- 13 Do you think that you would like to read *The Czar of Alaska*? Write a paragraph using details from the book review to support your response.

Scoring Guide:

Score	Description
4	The paragraph thoroughly explains whether the student would like to read <i>The Czar of Alaska</i> . The paragraph maintains a focus/purpose throughout; contains specific, relevant details from the book review 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 explains whether the student would like to read <i>The Czar of Alaska</i> . 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 attempts to explain whether the student would like to read <i>The Czar of Alaska</i> . The paragraph contains major lapses in the focus/purpose and/or few relevant supporting details from the book review. 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 about whether the student would like to read this book. The paragraph includes little or no sentence variety and may demonstrate a lack of control of grade-appropriate grammar, usage, and mechanics.
0	The paragraph is totally incorrect, irrelevant, or does not include a complete sentence.
Blank	No response

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE A)

13

Yes. I do think that I would like to read The Czar of Alaska because you can learn some history. This book also includes descriptions of dog sledding, boat crashes, bear attacks, snowmobile adventures, helicopter flights, and boat-to-air rescue. All of those things are my favorite! There's also a zoologist and a paleontologist in this book. I'd love to learn about that! This awesome book also has some exciting nature stuff. The author of this book is a scuba diver and an instructor. The author also has degrees in biology and natural science. I'd love to be a scuba diver and would love to learn biology and natural science. This book sounds very interesting and you can learn things such as history and nature. That is why I think that I would like to read The Czar of Alaska.

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE B)

13

"The Czar of Alaska" sounds like an action-packed adventure book that I would love to read! I would like to read it because I could relate to the characters, and I could finish it quickly because it sounds suspenseful.

I would want to read "The Czar of Alaska", because I could relate to the younger characters. I could relate to the characters because some of them are close to my age. I don't really know when I'm going to go on a big adventure in Alaska, so it would be nice to see what it would be like from a child's perspective.

I would also like to read "The Czar of Alaska"; because I could read it fast because it sounds suspenseful. The book being suspenseful could help me read it fast because I wouldn't want to put the book down.

Reading is great, and action-packed books like, "The Czar of Alaska" make reading even greater!

STUDENT WRITING SAMPLE – SCORE POINT 3
(EXAMPLE A)

13 I think that I would like to read this book because it seems like it has lots of adventure and nature. I really like those two things a lot. I also love dog sledding, and having problems to read more in the story to find out the answer to the problem. It also says that it is fast-paced so that will be great for me. It is also great that you don't have to read the books before that just to understand this book. It sounds like this is a great book for me, and I would love to give it a try.

STUDENT WRITING SAMPLE – SCORE POINT 3
(EXAMPLE B)

13 I think that I would like to read The Czar of Alaska because I don't know what a zoologist is and I want to find out about it. This book may help because in the book review it says "Dr. Jack McGregor, world famous zoologist;" so I think it will tell about that! I also want to read it because it says it includes descriptions of dog sledding, boat crashes, a bear attack, snowmobile adventures, helicopter flights, airplane flights, and a boat-to-air rescue! I love all of those things! That is why I think I would like to read The Czar of Alaska.

STUDENT WRITING SAMPLE – SCORE POINT 2
(EXAMPLE A)

13 I think I would want to read The Czar of Alaska. I would want to read the book because I love adventures and it said that it has action and adventures. I also like dogs, bears, boats, snowmobile, airplanes, and helicopters so I think I would love this book.

STUDENT WRITING SAMPLE – SCORE POINT 2
(EXAMPLE B)

13 I would want to read the book, because when the author says "it's an action packed adventure" with boat crashes and snowmobile adventures it sounds like really good books to read. I would also read the book because I like action books and this is an action book so it would be perfect for me.

STUDENT WRITING SAMPLE – SCORE POINT 1
(EXAMPLE A)

13 Yes I would like to read the book because I love action and good books. The Czar of Alaska by Richard Trout.

STUDENT WRITING SAMPLE – SCORE POINT 1
(EXAMPLE B)

13 I don't think I would like to read The Czar of Alaska. Since I don't like adventure novels I don't think I would like an "action packed adventure novel".

STUDENT WRITING SAMPLE – SCORE POINT 0

13 I would like to be a Czar some day because if I have the huge key you get to go to places free and if you are a king you also get to where a crow and a suit.

Report

(The passage for this prompt is located in Released Items 2011 – Grade 5 Writing.)

4.6 Informational Writing (Reports, Procedures, or Persuasive Writing) - Organizing and Conveying Information

- 4.6.1 In informational writing, students organize ideas/concepts by grouping ideas logically (e.g., predictable categories, steps of a procedure, reasons/arguments)
- 4.6.2 In informational writing, students organize ideas/concepts by writing an introduction that sets the context (including materials list in procedures)
- 4.6.3 In informational writing, students organize ideas/concepts by using transition words or phrases
- 4.6.4 In informational writing, students organize ideas/concepts by writing a conclusion

4.7 Informational Writing (Reports, Procedures, or Persuasive Writing) - Organizing and Conveying Information

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

4.8 Informational Writing (Reports, Procedures, or Persuasive Writing) - Using Elaboration Strategies

- 4.8.2 In informational writing, students demonstrate use of a range of elaboration strategies by including facts and details relevant to focus/controlling idea
- 4.8.3 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

**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** How are clothes in 1899 and clothes today the same or different? Choose information from the fact sheet and use what you know to write a report.

NECAP 2011 RELEASED ITEMS GRADE 5 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 information, 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 • Information is 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 • Information is 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 information 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 information • 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

STUDENT WRITING SAMPLE – SCORE POINT 6

14

During 1899, people wore much different clothes than what we now dress ourselves in. Between our two times, technology became greater and more ingenious, many a person created new objects so that we could do less work, and use the time it gave us to focus on other subjects. In 1899, everyone had to do laundry by hand, the rinsing cycle, dry clean, and other discoveries did not exist at that time. More time had to be spent on sewing clothes and scrubbing floors, back then the sewing machine and mop were unknown. Nowadays, the technology is growing stronger and larger, more objects are being formed to make life easier. We don't have to wear clothes made of wool and heavy fabric, as to conceal dirt and dust. We are capable of popping a pile of filthy clothes into the laundromat, punch a few buttons, and the rinsing cycle has begun. Now we are able to wash our clothes every so often, all there is to it is a combination of buttons to press, and after that, we are free to entertain ourselves.

Also, in the 21st century, there is more freedom in clothing. In the time of 1899, women were forced to wear long, full skirted gowns with thick bows and fluttering laces, along with large, wide hats adorned with velvet scraps and embroidered silk bows. If they dressed otherwise, they would be detested by their town and family, and would be thought "improper" and "not lady like".

STUDENT WRITING SAMPLE - SCORE POINT 6

Not only women wore uncomfortable garments. They wore scratchy three-piece suits, long, neck-choking ties, tall, stiffly starched collars and either wide-brimmed or tall hats. Mothers and older girls dressed the young boys with flowing, frilly, laced dresses until they turned the age of three or four. Back then, young boys were told to wear shorts pants, whether they liked it or not, all the way through their childhood until they reached twelve. If they did not do such, they would all thought to be ruffians and savages. During that time, the people had much less freedom than what we are lucky to have now. Here, the woman and girls are allowed to wear pants and shorts, t-shirts, anything they want. In 1899, some women had just begun to wear baggy pants called bloomers and culottes, for playing sports. Now, men, boys, and women alike are able to wear anything they wish, pants, skirts, dresses, shirts. They no longer are forced to clothe themselves with scratchy petticoats, flapping ties, long, frilly dresses, or anything of the like that they had to wear in 1899. In this time, people are more free to do as they wish, and have more opportunities in life. No one expects anyone to dress in an uncomfortable way, not like things were done in 1899. We're not expected to dress up on every occasion, we all have the freedom and right to wear regular, comfy clothes. In the 21st century,

STUDENT WRITING SAMPLE – SCORE POINT 6

we have more freedom and privileges than what we had in the late 1800s. Though we occasionally do laundry by hand, dress up for special occasions, wear once-in-a-while suits, ties, or dresses, we all have the freedom now to wear what we want, and that is a wonderful freedom to have.

- Purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing
- Intentionally organized for effect
- Fully developed information; 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

Have you ever wondered if your great-great grandparents wore the same type of clothing as you and your friends today? They are quite different, but somewhat the same in many ways. Explore the exotic fashions of the late 1800's and how they relate to our clothing styles right now.

If you had a car in those days, you would probably know that the cars didn't have hoods like our's today. You would have to wear a special coat called a "duster." Dusters protected the driver from strong winds and dust. However, clothing (like dusters) could be made at home or by a local tailor. Little boys about 1 or 2 would be dressed in long, frilly dresses. The boys who were at least 3 years of age would wear what we call shorts-until they were twelve. The men of their time dressed in three piece suits, ties, stiff collars, and flat caps. The women pranced around in long dresses with big, fancy hats propped on their heads.

How are these these strange

STUDENT WRITING SAMPLE – SCORE POINT 5
(EXAMPLE A)

styles even compared to our fashions? If you were going to a big, fancy party or a wedding, you wouldn't wear a t-shirt and jeans. Like you dress up for parties, the people of 1899 would also get docted up for a special occasion. As the little boys wore shorts, us today also wear this popular piece of clothing. Although our hats today aren't like the ones back then, we all wear this wonderful invention. Women still dress in long, elegant dresses like back then.

However, not all our styles are the same as theirs. When we jump in the car, we never take 5 minutes to put on our dusters. A newborn baby boy is not put into a frilly dress. Nor do many of us make our clothing. Most boys wouldn't go play baseball outside in a suit and tie.

We don't wear the same exact clothing, but we don't

STUDENT WRITING SAMPLE – SCORE POINT 5
(EXAMPLE A)

wear totally different outfits. Still, both of our fashions are very fascinating when you really take the time to think about them.

- Purpose is clear; focus/controlling idea is maintained throughout
- Well-organized and coherent throughout
- Information is 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

Clothes today and clothes in 1899 are the same because we do get dressed up on occasion such as picture day, church, Christmas, and other holidays. Another way they're the same is that women now do wear pretty dresses still. Also women wear shorts, pants, and dresses as they please and as much as they please. And when my brother was baptized he wore a long frilly dress like toddlers used to do back in 1899. And now men do wear suits on special occasions but not as fancy and definitely not as much as men did back in 1899. And sometimes Mom tells me not to wear light clothes to a place where I might get dirty like when people wore dark wool to hide the dirt back in 1899. My grandmother gave me a big, black, heavy duster, and my mom got one too, but we only wear them to church. Sometimes my mom washes laundry by hand when there's a really tough stain but not very often does she do it.

STUDENT WRITING SAMPLE – SCORE POINT 5
(EXAMPLE B)

Clothes today and clothes back in 1899 are different because I never ever saw another duster besides the antique ones my mom and I have. And the only person I know who's made clothes for someone is my grandmother and I think my great grandmother too and they've only done it a few times. Usually we go to the store to buy clothes instead of hiring a person to make us clothes unless of course you're hiring them to work at a store maybe. The only time I've seen a boy wearing a dress is when my brother wore that big, puffy, white, flowery dress when he was baptized. When I look out on the streets now I don't see every girl wearing a fancy dress and every man wearing a three piece tuxedo with a bow tie, gloves, and a big black hat. I see a bunch of people running with shorts on, walking with their dogs, and riding their bikes.

STUDENT WRITING SAMPLE – SCORE POINT 5
(EXAMPLE B)

I've never ever seen people wear fancy white gloves, tall black hats, or big fancy colorful hats and dresses. I have seen my dad wear a tuxedo a few times though so I can imagine it. I can't imagine women not wearing shorts until then though, because now it's rarely that I ever see women wearing dresses instead of shorts. I do see women wearing big wide pants but I'm not sure if they're called bloomers or culottes. And I don't just see women wearing them playing golf, or riding a bicycle, playing a sport, something like that. Those are some things that are the same and different about clothes now and in 1899.

- Purpose is clear; focus/controlling idea is maintained throughout
- Well-organized and coherent throughout
- Information is 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

Clothes in 1899 are the same and different from clothes today.

We have new technology and inventions so we have much finer stitched clothing and much brighter colors. But in 1899 they didn't have washing machines or cotton. So they couldn't make t-shirts or jeans like us. The clothing we wear and what they wore in 1899 is similar in some ways and is different too.

The clothes in 1899 are the same as clothes now in some ways. First, the clothes they had in 1899 were made mostly at home. Today we still make some clothes at home too. We make shirts costumes and dresses mostly. Next, they wore wool in 1899. Today, we still wear wool but not often because its itchy and scratchy. We wear it sometimes in the winter because its heavy so its warm. Also, woman wore long dresses. Now today we wear long dresses for parties and special occasions

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE A)

Clothes in 1899 and today are the same in some ways.

Clothes in 1899 are different from clothes today. First, mothers dressed their sons in long dresses with frills until they were 3 or 4 years old. Now, we don't do that because "trends" have changed and frills look silly. Next, in 1899 they wash their clothes by hand. Nowadays, we use our own washing machines and dryers or a local laundromat because we now have new inventions and more ways of getting power for electricity. Clothes in 1899 and clothes in modern day have some differences.

As you can see, the clothes in 1899 and the clothes now have some things that haven't changed, and some that have. Over hundreds of years, I learned that women wore wide pants for biking, golf, and tennis.

- Purpose is evident; focus/controlling idea may not be maintained
- Generally organized and coherent
- Information is 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

Clothes from 1899 are different, and the same, as clothes in 2009. Some of our methods have changed, and some have stayed the same. Though most of our new ways have improved in some way. Some are less tiring, some are helpful, and some just look better. These are some ways that clothing from 1899 is different, and the same, as modern clothes in 2009.

In 2009, we wear coats, rainjackets, and maybe even ponchos. But in 1899, to keep clothes clean from wind and dust, "people wore long coats called 'dusters.'" Also, most people didn't just go to the store and buy a "duster," like we could with a jacket or coat in 2009. Most people had to make their own clothes. Some wealthy men and women went to the tailor shop and paid them to make their clothing, but others didn't have the money to do that. Plus, everyone had to do their laundry by hand, so people in 1899 did not have the luxury of clean clothes every day like we do. They didn't wash their outer clothes often. When they did wear clean clothes, they always made it out of heavy materials, like wool, and often in very dull colors to hide any dirt. Today, we don't have to do that because we wash our clothes every day. We can make them out of bright colors, because we usually have no dirt to hide. Next, people in 1899 were dressed

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE B)

up for nearly every special occasion. Men wore three-piece suits, stiff fall collars, hats, and ties. In 2009, men will put on a white shirt and some black pants. Maybe even a tie if it was a special occasion. For women, they would wear big, long dresses and fancy hats. Today, a woman wouldn't wear a big fancy hat. Possibly a skirt and blouse, but nothing like in 1899. That's how clothes are different in 1899 than in 2009.

Clothes are the same in 1899 as they are now in some different ways. For example, we still wear clothes! Plus, women wore pants (like for golf and tennis they wore "bloomers" and "culottes"), and not just dresses. Most people buy their clothes, but some still knit or sew sweaters, gloves and hats. But for the most part, clothes are very different now than in 1899.

In conclusion, I told you some ways clothes are different and the same now than in 1899. There are more differences than similarities. I like the way we have improved in our clothing.

- Purpose is evident; focus/controlling idea may not be maintained
- Generally organized and coherent
- Information is 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

Clothes in 1899 are very different from the clothes we use today. Back then mothers used to dress their young sons in long, frilly dresses until about age of three or four. Now a days we dress little boys in all sorts of clothes like, pants, overalls, t-shirts, long sleeves, and little sneaker type booty things. In 1899 people made most clothes by themselves or had them made by dressmakers or tailors. Now we just go out to the store and buy clothes rather than making them. Instead of using heavy materials like wool to make clothes we use cloth, leather, and all different kinds of materials. Lots of people got dressed up for nearly every occasion, but now a days we only dress up for special occasions like, church, some times partys, and some other stuff. Back then some women wore wide pants called "bloomers and culottes", some women even wore pants for the first time. Now we are wearing pants called jeans, and

STUDENT WRITING SAMPLE – SCORE POINT 3
(EXAMPLE A)

sweat pants from baby to child to Adult.
When ridding in cars in 1899, people
used to wear long coats called "dusters"
to protect your clothes from the
dust and wind in the air. They
had to wash their clothes by hand,
so people didn't have to wash their
outer clothing that often. Now we use
washing mashines and dryers. That is how
1899 styles of clothing have changed from
the clothes that we use now.

- Writing has a general purpose
- Some sense of organization; may have lapses in coherence
- Some relevant information 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

Now adays peopel dont need dusters because most reichels have enclosed roofs and saides.

When they said peopel made their own cloths that just sounds strange. This is the modern age we go out and purchase what we desiare.

Insted of paying a dress maker or a tailor we have giant atomotons which can make hundreds of a dress by the time a dressmaker can make one. And some companys have hundreds of these machines. Sure you still have to pay but you will get your merchadise much faster that way.

Mothers would dress thire kids in a dress until the age of three or four. Now they wure mini older kids cloths.

And people had to wash their cloths by hand what the heck. Now in the modern days we can wash 50 cloths at a time insted of one. We have washing machines very useful if you can aford one.

Why do people get all dressed up for every thing. I dont see the point some people still do but in my apenion who cares as long as you are

STUDENT WRITING SAMPLE – SCORE POINT 3
(EXAMPLE B)

happy. Why do boys have to wear short
pants I mean what about the winter. You going
to freeze?
Weman always wore big fancy hats and long
freely dresses. Men always wore ties stiff colored
shirts and hats.

- Writing has a general purpose
- Some sense of organization; may have lapses in coherence
- Some relevant information 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 Today people don't wear long coats often and we don't call them dusters and don't use them to protect clothes from dust because we have tar roads. Some people make clothes at home but mostly we buy them instead. We don't pay dressmakers or tailors to make clothes because people who work for clothing stores make them without being asked and send them out to stores. The young today don't wear dresses they wear something like pajamas.

- Attempted or vague purpose; stays on topic
- Little evidence of organization; lapses in coherence
- Generalizes or lists information
- Lacks sentence control; uses language poorly
- Errors in grammar, usage, and mechanics are distracting

STUDENT WRITING SAMPLE – SCORE POINT 2
(EXAMPLE B)

14 Clothes in 1899, people used to wear weird clothing. When laundry came people refused to wash their dirty clothing. Men had to Suits and hats. Women had to wear dresses, pants, and fancy hats. Most people made their clothes at home. Clothing was made out of wool in dull colors to hide dirt. Boys wore short wool pants until age twelve. Regular clothing is wearing whatever you want to wear. You don't have to worry about wearing that stuff. Be thankful for what the clothes you have already. The only time you get new clothing is on your birthday, Christmas, and back to school. It's different from wearing wool from regular clothing

- Attempted or vague purpose; stays on topic
- Little evidence of organization; lapses in coherence
- Generalizes or lists information
- Lacks sentence control; uses language poorly
- Errors in grammar, usage, and mechanics are distracting

STUDENT WRITING SAMPLE – SCORE POINT 1

14 People in 1899 and People in 2009 are different and same. They are the same first nothing was free, second it might be kinda cheap like \$700, third they had talots. Different things is that as you put it takes longer, it look different, they had bloomers. Those are the differences and the likenesses.

- Lack of evident purpose; topic may not be clear
- Incoherent or undeveloped 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

Because if your clothing
 does not fit your dose
 are too small that's why
 tell your mom to
 go to the clothing store
 to get clothing that
 fits you. clothing
 that don't fit you
 are you want to
 put don't into the away posur
 them give um to someone
 sell um give it to the
 momies better.

Response is totally incorrect or irrelevant.

Grade 5 Writing Released Item Information – 2011

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Content Strand ¹	SC	NW	LR	IR	RW									
GLE Code	4-9	4-9	4-9	4-1	4-1	4-1	4-9	4-9	4-9	4-9	4-5	4-3	4-3	4-6, 4-7, 4-8, 4-1, 4-9
Depth of Knowledge Code	1	1	1	2	1	2	1	1	1	1	2	2	2	3
Item Type ²	MC	CR	CR	CR	ER									
Answer Key	D	B	D	A	C	A	A	C	B	D				
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, IR = Response to Informational Text. Extended Response — RW = Report Writing

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