



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
Support Materials  
2012**

**Grade 11  
Reading**

**NECAP 2012 RELEASED ITEMS**  
**Grade 11 READING**

**10.2.1** Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge)

1 The prefix *peri-* in the words perimeter and periscope means

- A. around.
- B. distant.
- C. limit.
- D. measure.

**10.3.2** Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary  
EXAMPLE: Students might be asked to explain the meaning of terminology appropriate to the content of the subject area as used in a text passage

2 Which word **most** clearly shows how strongly Juan feels about Elvis Presley?

Juan \_\_\_\_\_ the performer Elvis Presley so much that an entire room of his house is filled with CDs by Elvis, as well as photographs and statues of him.

- A. admires
- B. idolizes
- C. cherishes
- D. values

## Museum Literary Text

(The passage for these questions is located in Released Items 2012 – Grade 11 Reading.)

**10.3.1** Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English

- 3 A synonym for the word eccentric is
- A. artificial.
  - B. interior.
  - C. unusual.
  - D. confusing.

**10.4.1** Demonstrate initial understanding of elements of literary texts by identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action

- 4 Why do the narrator's mother and Sally's mother think that the girls are "a bit odd"?
- A. They use words that no one else knows.
  - B. They do not plan trips carefully enough.
  - C. They spend their weekends in museums.
  - D. They laugh at things for no reason.

## Museum Literary Text

(The passage for these questions is located in Released Items 2012 – Grade 11 Reading.)

**10.6.1** Analyze and interpret author’s craft, citing evidence where appropriate by demonstrating knowledge of author’s style or use of literary elements and devices (i.e., imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, diction, syntax, or use of punctuation) to analyze literary works

- 5 What is the **most likely** reason the author points out that the girls do not have the museum’s address?
- A. to dramatize how hard the building is to find
  - B. to foreshadow the error the girls make
  - C. to characterize the girls as disorganized
  - D. to increase the amount of tension in the scene

**10.4.1** Demonstrate initial understanding of elements of literary texts by identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action

- 6 What do the narrator and her friend Sally have in common that may have contributed to their mistake?
- A. They are not knowledgeable about paintings.
  - B. They have not been driving for very long.
  - C. They are not familiar with many museums.
  - D. They have not lived in the region very long.

## Museum Literary Text

(The passage for these questions is located in Released Items 2012 – Grade 11 Reading.)

**10.4.1** Demonstrate initial understanding of elements of literary texts by identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action

- 7 Describe the series of clues the girls miss that could have revealed their mistake to them sooner. Use details from the story to support your answer.

### Scoring Guide:

Score	Description
4	Response provides a thorough description of the series of clues the girls miss that could have revealed their mistake to them sooner. Response includes relevant details from the story.
3	Response provides a description of the series of clues the girls miss that could have revealed their mistake to them sooner. Response includes some relevant details from the story.
2	Response provides a partial description of the series of clues the girls miss that could have revealed their mistake to them sooner. Response includes limited details from the story.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

### Training Notes:

Responses may point to some of the following:

- the characters have no directions to the house
- the “museum” was not charging an admission fee
- people stare at them as they enter
- a man asks “May I help you?”
- the art has no tags
- the people inside continue to be “nosy”

SCORE POINT 4

7

In the passage "Museum" by Naomi Shihab Nye, the girls miss a series of clues that would have revealed their mistake to them sooner. The first factor in the mistake they made was that they did not know the address for the museum they were planning to visit. Next, when they pulled into the driveway, they noticed that it seemed empty despite the new exhibit. When they entered, a group of people was seated and talking. The group immediately fell silent and watched as the girls walked through the rooms, indicating that something out of the ordinary was happening. The narrator noticed that the paintings were not tagged with the title or the artist's name. She also noticed that some of the things featured in the magazine were no where to be found. "Where was the Moorish courtyard?" When the owner of the house approached her, he mentioned that to get to the museum you had to turn out of their driveway. The girls missed many clues that could have revealed their mistake to them.

Response provides a thorough description of the series of clues the girls miss that could have revealed their mistake to them sooner. Response includes relevant details from the story.

7

The girls probably could've realized their mistake earlier by looking at a series of clues. First of all there was no sign saying that it was a museum, which would be a strange thing. When they pulled in, the "parking lot" was empty, which is strange seeing as how it was just featured in a magazine. When they walk in, the people staring should have been a clue plus the fact that there was no tags on the art. The narrator also states there is no courtyard which was mentioned in the magazine.

Response provides a description of the series of clues the girls miss that could have revealed their mistake to them sooner. Response includes some relevant details from the story.

NECAP 2012 RELEASED ITEMS  
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SCORE POINT 2

7

There were several clues to suggest that the house they were in was not a museum. First, the parking lot wasn't very crowded. There was no fee at the door and there were no tags on the pieces of artwork. The curious stares of the people in the lobby also should have been a clue that their visit was not expected or appropriate.

Response provides a partial description of the series of clues the girls miss that could have revealed their mistake to them sooner. Response includes limited details from the story.

SCORE POINT 1

7

One thing that could have showed them sooner was that there were people sitting instead of walking around the building. Also the fact that there was no information on the paintings.

Response is vague or minimal.

NECAP 2012 RELEASED ITEMS  
Grade 11 READING

SCORE POINT 0

7

the girls would not watching were they were  
going, and the were shouting a lot and going  
to fast.

Response is totally incorrect or irrelevant.

## Museum Literary Text

(The passage for these questions is located in Released Items 2012 – Grade 11 Reading.)

**10.5.2** Analyze and interpret elements of literary texts, citing evidence where appropriate by examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time

- 8 Which word **best** describes the feeling the narrator has about being stared at?
- A. concern
  - B. nervousness
  - C. annoyance
  - D. anger

**10.5.2** Analyze and interpret elements of literary texts, citing evidence where appropriate by examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time

- 9 How does the narrator's reaction to the incident contrast with Sally's?
- A. The narrator fails to find the humor in the incident.
  - B. The narrator is less shocked than Sally is by the incident.
  - C. The narrator is surprised by the reaction of the people inside.
  - D. The narrator ends up being more disappointed by the house than Sally is.

## Museum Literary Text

(The passage for these questions is located in Released Items 2012 – Grade 11 Reading.)

**10.2.1** Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge)

- 10 In the last line of paragraph 2, the word mortifying means
- A. depressing.
  - B. humiliating.
  - C. shocking.
  - D. exhausting.

**10.5.5** Analyze and interpret elements of literary texts, citing evidence where appropriate by explaining how the author's purpose (e.g., to entertain, inform or persuade) message or theme (which may include universal themes) is supported within the text

- 11 What is the **most likely** reason the author devotes only three lines to the girls' time at the real McNay museum?
- A. The girls are too upset to spend much time at the real museum.
  - B. The real museum is a disappointment compared to the house.
  - C. The significant events all occur in the house they think is the real museum.
  - D. The real museum lacks enough artwork to interest the girls.

## Museum Literary Text

(The passage for these questions is located in Released Items 2012 – Grade 11 Reading.)

**10.5.3** Analyze and interpret elements of literary texts, citing evidence where appropriate by making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots)

- 12 Explain how the conversation at the end of the story changes the narrator’s view of the events that took place thirty years earlier. Use details from the story to support your answer.

### Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how the conversation at the end of the story changes the narrator’s view of the events that took place thirty years earlier. Response includes relevant details from the story.
3	Response provides an explanation of how the conversation at the end of the story changes the narrator’s view of the events that took place thirty years earlier. Response includes some relevant details from the story.
2	Response provides a partial explanation of how the conversation at the end of the story changes the narrator’s view of the events that took place thirty years earlier. Response includes limited details from the story.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

### Training Notes:

A thorough response will likely address how the narrator’s thoughts about the incident shift from embarrassment to the realization that the girls’ mistake had a positive effect on another person.

SCORE POINT 4

12

The conversation that the narrator had with the woman at the end of the passage was extremely significant. The woman was a teenager who lived in the house that the girls thought was the McNay museum. She told the narrator that she is thankful for walking in her house on that day because it made her re-evaluate the way she thought about her parents. The woman realized after the incident that her parents had really good taste and how lucky she was to live in that house.

This conversation is also important because it would have changed the narrator's feelings on what had happened that day. She would have now have felt less embarrassed about the incident because it made the woman appreciate her parents in a way that she had never done before. The passage says that they never told anyone about it, but after this conversation, the narrator wanted to publish it because it contained a valuable lesson that people could learn from it.

Response provides a thorough explanation of how the conversation at the end of the story changes the narrator's view of the events that took place thirty years earlier. Response includes relevant details from the story.

12

The conversation at the end of the story changes the narrator's view of the events that happened so long ago because she feels a little more relieved. Although her cheeks still burned after a random stranger asked her about what happened so long ago, she feels proud that she changed how the woman felt about her house. The woman never took into consideration how beautiful her house really is. Just like in the story the woman's feelings towards her parents changed after that too. She was explaining how they had good taste and how she always wanted to thank the narrator, but the narrator was in shock.

Response provides an explanation of how the conversation at the end of the story changes the narrator's view of the events that took place thirty years earlier. Response includes some relevant details from the story.

NECAP 2012 RELEASED ITEMS  
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SCORE POINT 2

12

It changed her view of the event because one of the girls who was in the house thirty years ago thanked her for letting her realize how beautiful her place was and that she never knew how lucky she was till the girl and her friend came in thinking it was a museum.

Response provides a partial explanation of how the conversation at the end of the story changes the narrator's view of the events that took place thirty years earlier. Response includes limited details from the story.

SCORE POINT 1

12

I believe the narrators view of the events that happened changed after the conversation by making her think of the events as helpful to that person instead of humiliating to her.

Response is vague or minimal.

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SCORE POINT 0

12

The conversation at the end of the story will make her think that maybe you should check to see if it is the right place to be at if not she should of ask where the other place is.

Response is totally incorrect or irrelevant.

## “Wrong-Way” Corrigan Informational Text

(The passage for these questions is located in Released Items 2012 – Grade 11 Reading.)

**NOTE:** Released items 13 through 17 are reported with corresponding student performance on the Fall 2012 Item Analysis Report – Reading. Released items 18 through 22 are not reported on the Fall 2012 Item Analysis Report – Reading due to space limitations; however, the New Hampshire, Vermont, and Rhode Island Departments of Education have chosen to publish these items in the Released Items and the Released Items Support Materials documents in order to provide the complete item set associated with the passage “*Wrong-Way*” Corrigan.

**10.8.3** Analyze and interpret informational text, citing evidence as appropriate by drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant

- 13 Based on paragraphs 1 through 3, which word **best** describes the young Corrigan?
- A. tactless
  - B. confident
  - C. distracted
  - D. respected

**10.7.2** Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams

- 14 After Corrigan left New York, what was the **first** indication that he had gone off his original course?
- A. the unusual weather conditions
  - B. a bizarre compass reading
  - C. a strange land sighting
  - D. the many hours that had passed

## “Wrong-Way” Corrigan Informational Text

(The passage for these questions is located in Released Items 2012 – Grade 11 Reading.)

**10.2.1** Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge)

- 15 In paragraph 28, the word shrouded means
- A. described.
  - B. pressured.
  - C. concealed.
  - D. debated.

**10.8.4** Analyze and interpret informational text, citing evidence as appropriate by distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts

- 16 Which quotation **most clearly** shows the author’s attitude toward Corrigan?
- A. “Nobody believed it when the quaking plane, smoking and hissing, finally lifted off the runway . . .”
  - B. “Beaming with confidence and pride—his picture already in all the papers—Corrigan settled back inside the quaking cockpit . . .”
  - C. “Somehow, this bumbling, amateur aviator piloting a ramshackle monoplane with nothing left but fumes in his fuel tank . . .”
  - D. “After taxiing to a stop near a hangar, he crawled outside the cockpit, stiff and cold from the twenty-seven-hour flight . . .”

## “Wrong-Way” Corrigan Informational Text

(The passage for these questions is located in Released Items 2012 – Grade 11 Reading.)

**10.8.3** Analyze and interpret informational text, citing evidence as appropriate by drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant

- 17 The passage never directly states whether Corrigan’s transatlantic flight was accidental or intentional. Evaluate the evidence in the passage that supports **each** possibility. Use information from the passage to support your answer.

### Scoring Guide:

Score	Description
4	Response provides a thorough evaluation of the evidence in the passage that supports each possibility. Response includes relevant information from the passage.
3	Response provides an evaluation of the evidence in the passage that supports each possibility. Response includes some relevant information from the passage.
2	Response provides a partial evaluation of the evidence in the passage that supports each possibility. OR Response provides an evaluation of the evidence in the passage that supports either possibility. Response includes limited information from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

**NECAP 2012 RELEASED ITEMS**  
**Grade 11 READING**

**Training Notes:**

Possible areas of support:

for Accidental:

- Corrigan was traveling without a radio or main compass, only a smaller compass he couldn't see very well.
- Corrigan's plane drifted into dense fog, then snow and ice.
- The passage states that Corrigan "spotted something that made his blood run cold - a vast expanse of ocean," seeming to imply his surprise.
- Corrigan had little food with him, and an insufficient amount of gas, which suggests a lack of planning.

for Intentional:

- Corrigan's goal had always been to fly across the Atlantic, which is just what his "mistake" ended up helping him accomplish.
- The first part of the passage implies that Corrigan's extreme determination might have led to him ignoring the Bureau of Air Commerce's official rulings about where he could fly.
- In paragraph 18, Corrigan states "I still didn't have the foggiest notion where I was" when he landed – a statement contradicted in the next paragraph.
- Corrigan himself states, "I was never really known to be honest, you know."

NECAP 2012 RELEASED ITEMS  
Grade 11 READING

SCORE POINT 4

17

Corrigan made a transatlantic flight, yet no one knows whether it was accidental or intentional. Corrigan claims to the public that it was completely unintentional. In the passage, Corrigan stated that he was headed for California and unexpected things lead him the other way. He says that he ran into some intense fog, snow, and ice. He spotted a vast ocean and then the nearest city, which happened to be Dublin. After taking lie detector tests, it showed that he was truthful and he said that he had made a mistake. However, there is some evidence that suggests that his transatlantic flight was intentional. According to the author, ever since Corrigan was a boy, he dreamed of flying across the Atlantic ocean. He would not stop at anything to achieve his goal. So, wouldn't it be convenient if he had "accidentally" accomplished his dream? The US Bureau of Air Commerce wouldn't allow it; he would have to be sneaky. Also, Corrigan is known to have grinned to a reporter and said that he has never been known to be dishonest. So, was it a mistake or on purpose? No one will ever know.

Response provides a thorough evaluation of the evidence in the passage that supports each possibility.  
Response includes relevant information from the passage.

17

Corrigan's flight was never actually explained if it was accidental or intentional. Now both sides have support as to which is true. Corrigan could certainly have messed up on his flight in many ways. In his plane "There was no radio, and the main compass on the control panel was out of order." Those two instruments are essential to navigation back in the 30's. If Corrigan had taken a wrong turn, there was almost no way to find out. But he did always want to fly transatlantic. Just like his idol before him, Corrigan had the dream to fly across the ocean and getting to NYC was the first step. If he did want to do it, it was now or never. Corrigan did say many years later "I was never really known to be honest, you know". Maybe it wasn't as accidental as it may seem.

Response provides an evaluation of the evidence in the passage that supports each possibility. Response includes some relevant information from the passage.

NECAP 2012 RELEASED ITEMS  
Grade 11 READING

SCORE POINT 2  
(EXAMPLE A)

17

Corrigan's flight was accidental there is a lot more proof that agrees with his accident. The first point is that on the lie detector test it proved that he wasn't lying when he said it was an accident. Also all the reports he had about the unusual weather conditions he had, he sounded really unsure about where he was going. So those are two major reasons why I think Corrigan's flight was just an accident.

Response provides an evaluation of the evidence in the passage that supports either possibility.

NECAP 2012 RELEASED ITEMS  
Grade 11 READING

SCORE POINT 2  
(EXAMPLE B)

17

Nobody but Corrigan knows if his transatlantic flight was accidental or intentional. Evidence can point in favor of both claims. One could say it was accidental because Corrigan already flew from LA to NY and why would he chose the way back to fly the Atlantic. Also, why would he risk his life having no compass and little gas. One could also say it was intentional seeing ever since he was a kid he dreamed of flying the Atlantic Ocean.

Response provides a partial evaluation of the evidence in the passage that supports each possibility.

NECAP 2012 RELEASED ITEMS  
Grade 11 READING

SCORE POINT 1

17

I believe Corrigan's  
flight to Dublin was  
accidental. Corrigan probably  
couldn't see because of  
the fog.

Response is vague or minimal.

SCORE POINT 0

17

well they found his plane deserted  
which is one evidential thing and  
then they found pieces of the air  
plane in different areas.

Response is totally incorrect or irrelevant.

## “Wrong-Way” Corrigan Informational Text

(The passage for these questions is located in Released Items 2012 – Grade 11 Reading.)

**10.7.2** Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams

- 18 Corrigan’s **main** goal was always to
- A. fly farther than anyone had before.
  - B. become a world famous celebrity.
  - C. duplicate the flight his hero had made.
  - D. build a plane that was superior to others.

**10.7.2** Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams

- 19 What is the **most likely** reason Corrigan was finally granted permission to make a solo flight from Los Angeles to New York?
- A. He had become more experienced as a pilot.
  - B. He impressed bureau officials with his spirit.
  - C. He had improved the condition of his plane.
  - D. He received a lot of support from the public.

## “Wrong-Way” Corrigan Informational Text

(The passage for these questions is located in Released Items 2012 – Grade 11 Reading.)

**10.3.1** Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English

- 20 A synonym for the word dilapidated is
- A. rundown.
  - B. ancient.
  - C. continual.
  - D. smooth.

**10.7.2** Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams

- 21 Why were people surprised when Corrigan’s plane landed at Floyd Bennett Field in New York?
- A. The field was not where Corrigan had planned on landing.
  - B. Corrigan’s plane did not look as if it could fly that far.
  - C. No small plane had ever made it as far as Corrigan’s.
  - D. Corrigan was too unskilled to successfully land a plane.

## “Wrong-Way” Corrigan Informational Text

(The passage for these questions is located in Released Items 2012 – Grade 11 Reading.)

**10.7.3** Demonstrate initial understanding of informational texts (expository and practical texts) by organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining)

- 22 Describe the challenges that “Wrong-Way” Corrigan faced while trying to fulfill his dreams as an aviator. Use information from the passage to support your answer.

### Scoring Guide:

Score	Description
4	Response provides a thorough description of the challenges “Wrong-Way” Corrigan faced while trying to fulfill his dreams as an aviator. Response includes relevant information from the passage.
3	Response provides a description of the challenges “Wrong-Way” Corrigan faced while trying to fulfill his dreams as an aviator. Response includes some relevant information from the passage.
2	Response provides a partial description of the challenges “Wrong-Way” Corrigan faced while trying to fulfill his dreams as an aviator. Response includes limited information from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

### Training Notes:

Responses may address practical challenges (such as a lack of money), technical ones (problems with the plane), or the conflicts Corrigan faced from the licensing board/authorities.

SCORE POINT 4

22

While trying to fulfill his dreams as an aviator, "Wrong-Way" Corrigan faced three main challenges. First, he faced a problem with money. He didn't have enough money to buy himself a plane that was sufficient enough to fly across the Atlantic Ocean. Finally, in 1933, he was able to buy an OX5 Robin, that would later fly over the ocean. Second, he had a challenge with the plane. It was small, and unfitted for the journey he wanted to make. The United States Bureau of Air Commerce refused to give him clearance to fly over the Atlantic. After he upgraded aspects of the plane, he was allowed to fly across the country. Lastly, he faced a challenge when the U.S. Bureau of Air Commerce refused to grant him permission to sail the Atlantic. However, he overcame this challenge by accident, when he mistakenly flew over the Atlantic. On the way to fulfilling his dream, Corrigan faced many challenges, but was able to overcome them all.

Response provides a thorough description of the challenges "Wrong-Way" Corrigan faced while trying to fulfill his dreams as an aviator. Response includes relevant information from the passage.

22

"Wrong-Way" Corrigan faces some challenges while trying to fulfill his dreams. When he was a teenager, he dreamed of flying across the Atlantic. He had to save up enough money to buy his first airplane. His friends and neighbors all doubted him at first. After several years, he bought a second plane that he'd use to fly his famous flight. The U.S. Bureau of Air Commerce rejected his request. He was challenged by this and spent a long time refitting his aircraft. He made it from Los Angeles to New York in his little plane. He amazed everyone. During his next flight that landed him in Dublin, Corrigan had to face challenges like having no idea where he was or where he was going.

Response provides a description of the challenges "Wrong-Way" Corrigan faced while trying to fulfill his dreams as an aviator. Response includes some relevant information from the passage.

NECAP 2012 RELEASED ITEMS  
Grade 11 READING

SCORE POINT 2

22

Douglas Corrigan faced many challenges in his childhood while trying to fulfill his dreams as an aviator. To start off "Wrong-way" Corrigan had to deal with people saying negative comments about his flying career. Next is that he didn't have any aviation experience when he built his plane. He ended up teaching himself to fly. The only experience that he had with aviation was just being an aviation mechanic.

Response provides a partial description of the challenges "Wrong-Way" Corrigan faced while trying to fulfill his dreams as an aviator. Response includes limited information from the passage.

SCORE POINT 1

22

He was poor, had very little flight experience, and his plane was ancient and run down.

Response is vague or minimal.

NECAP 2012 RELEASED ITEMS  
Grade 11 READING

SCORE POINT 0

22

wrong way faced faced many  
problems trying to be an aviator  
such as world war II creating  
problems

Response is totally incorrect or irrelevant.

## Grade 11 Reading Released Item Information – 2012

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

Released Item Number	13	14	15	16	17	18	19	20	21	22
Content Strand <sup>1</sup>	IA	II	WV	IA	IA	II	II	WV	II	II
GLE Code	10-8	10-7	10-2	10-8	10-8	10-7	10-7	10-3	10-7	10-7
Depth of Knowledge Code	2	1	2	2	2	1	2	1	1	2
Item Type <sup>2</sup>	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	B	A	C	C		C	C	A	B	
Total Possible Points	1	1	1	1	4	1	1	1	1	4

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

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