



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2012**

**Grade 3
Reading**

NECAP 2012 RELEASED ITEMS
GRADE 3 READING

2.1.1 Applies word identification and decoding strategies by identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, cach, float, fight; or common suffixes) EXAMPLES: Students might be asked to match words to pictures or to match words to words with similar sounds (e.g., flower and shower) EXAMPLES (multi-syllabic words): happiness, shower, sunshine

1 Which word rhymes with cheese?

- A. sheet
- B. sense
- C. chess
- D. peas

2.1.1 Applies word identification and decoding strategies by identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, cach, float, fight; or common suffixes) EXAMPLES: Students might be asked to match words to pictures or to match words to words with similar sounds (e.g., flower and shower) EXAMPLES (multi-syllabic words): happiness, shower, sunshine

2 Which word has the same **beginning sound** as fast?

- A. think
- B. pant
- C. phone
- D. waste

Just Us Women Literary Text

(The passage for these questions is located in Released Items 2012 – Grade 3 Reading.)

2.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes, such as “thick-est,” “hope-ful;” or context clues, including illustrations and diagrams; or prior knowledge)

- 3 In the first sentence, jump-off time is the time when Aunt Martha and the girl plan to
- A. walk in the rain.
 - B. have a picnic.
 - C. leave on a trip.
 - D. arrive in Virginia.

2.4.1 Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text

- 4 What is **true** about Aunt Martha?
- A. She is forgetful.
 - B. She does not like peaches.
 - C. She is a fast driver.
 - D. She does not like to walk.

Just Us Women Literary Text

(The passage for these questions is located in Released Items 2012 – Grade 3 Reading.)

2.4.1 Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text

- 5 What do Aunt Martha and the girl pack for the trip?
- A. peaches
 - B. pie
 - C. mushrooms
 - D. chicken

2.5.3 Analyze and interpret elements of literary texts, citing evidence where appropriate by making basic inferences about problem or solution EXAMPLES: What helped Luke to solve his problem in the story? What was Jane’s problem?

- 6 How will Aunt Martha and the girl “turn the day around”?
- A. They will drive back home.
 - B. They will eat eggs for dinner.
 - C. They will sleep all day.
 - D. They will travel very slowly.

Just Us Women Literary Text

(The passage for these questions is located in Released Items 2012 – Grade 3 Reading.)

2.5.3 Analyze and interpret elements of literary texts, citing evidence where appropriate by making basic inferences about problem or solution EXAMPLES: What helped Luke to solve his problem in the story? What was Jane’s problem?

- 7 Explain why Aunt Martha and the girl will most likely enjoy their trip. Use details from the story.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of why Aunt Martha and the girl will most likely enjoy their trip. Response includes relevant details from the story.
3	Response provides an explanation of why Aunt Martha and the girl will most likely enjoy their trip. Response includes some relevant details from the story.
2	Response provides a partial explanation of why Aunt Martha and the girl will most likely enjoy their trip. 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 explain that the trip is special because it is a “girl trip”; only Aunt Martha and the girl are going. They will take along food that they like and stop whenever they please, doing things they like to do together (e.g., stop at roadside markets and farm stands, walk in the rain, pick mushrooms, go out to dinner). They will not have to rush.

NECAP 2012 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 4

- 7 Explain why Aunt Martha and the girl will most likely enjoy their trip. Use details from the story.

Aunt Martha and the girl will enjoy thier trip. There are no boys and no men just woman. For lunch they have fried chicken and bread, and desert they have cake. There're going to stop at the roadside market and get the junk they like. They'll mosey down backroad and buy the farmers fruit, and they might get peaches also. Aunt Martha and the girl are going to have a mushroom omelette for dinner. They are going to turn the day around.

Response provides a thorough explanation of why Aunt Martha and the girl will most likely enjoy their trip. Response includes relevant details from the story.

NECAP 2012 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 3

- 7 Explain why Aunt Martha and the girl will most likely enjoy their trip. Use details from the story.

They will buy lots of fruits.
A speshly ^{ey} peaches! They will
be driving in their new car!
They will eat a mushroom
outlet for dinner but make
sher they don't eat the poisonous
ones. They will stop and take
pictures in front of famous
statues, and will eat at the
fancy restront.

Response provides an explanation of why Aunt Martha and the girl will most likely enjoy their trip.
Response includes some relevant details from the story.

NECAP 2012 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 2

- 7 Explain why Aunt Martha and the girl will most likely enjoy their trip. Use details from the story.

They will have fun on the ride because they will stop alot. Its just the womon, no ^{of} boys or men. They will eat alot junk food. They will take pictures. They will have very much funo

Response provides a partial explanation of why Aunt Martha and the girl will most likely enjoy their trip. Response includes limited details from the story.

NECAP 2012 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 1

- 7 Explain why Aunt Martha and the girl will most likely enjoy their trip. Use details from the story.

because they will have peace and no men or no boys. Just women and girls.

Response is vague or minimal.

SCORE POINT 0

- 7 Explain why Aunt Martha and the girl will most likely enjoy their trip. Use details from the story.

Maybe she is going to New York.

Response is totally incorrect or irrelevant.

Starfish Informational Text

(The passage for these questions is located in Released Items 2012 – Grade 3 Reading.)

2.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using explicitly stated information to answer questions EXAMPLE: According to this report, what do dolphins eat?

- 8 A starfish's feet look like
- A. shells.
 - B. tubes.
 - C. rocks.
 - D. eggs.

2.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using explicitly stated information to answer questions EXAMPLE: According to this report, what do dolphins eat?

- 9 Which sense does a starfish use to find food?
- A. sight
 - B. smell
 - C. hearing
 - D. touch

Starfish Informational Text

(The passage for these questions is located in Released Items 2012 – Grade 3 Reading.)

2.8.5 Analyze and interpret informational text, citing evidence as appropriate by making inferences about causes or effects, when signal words are present EXAMPLE: “The sun came out. *Then* the puddle dried up.” What made the puddle dry up?

- 10 What is one reason starfish lay eggs in the spring?
- A. The warm water in the spring helps the eggs to grow.
 - B. The soft sand in the spring protects the eggs.
 - C. There are many waves in the spring.
 - D. There are very high tides in the spring.

Starfish Informational Text

(The passage for these questions is located in Released Items 2012 – Grade 3 Reading.)

2.3.1 Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by identifying synonyms or antonyms; or categorizing words EXAMPLES (of categorizing): Given a T-chart with two “categories” of words listed (e.g., shapes and sizes), students would identify another word to add to the chart that describes shapes or sizes; or in a multiple choice item, select the best category title for the words listed

11 Read the words in the chart.

Compound Words
starfish
something

Which word belongs with the words in the chart?

- A. hungry
- B. underside
- C. scratchy
- D. bottom

Starfish Informational Text

(The passage for these questions is located in Released Items 2012 – Grade 3 Reading.)

2.8.1 Analyze and interpret informational text, citing evidence as appropriate by connecting information *within* a text EXAMPLE: Combining or comparing facts and details presented – What food is eaten by both kinds of fish?

12 Explain why the rays of a starfish are important. Use information from the passage.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of why the rays of a starfish are important. Response includes relevant information from the passage.
3	Response provides an explanation of why the rays of a starfish are important. Response includes some relevant information from the passage.
2	Response provides a partial explanation of why the rays of a starfish are important. 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:

Reasons rays are important may include, but are not limited to:

- The tube-like feet are part of the rays.
- The rays are the means by which a starfish moves.
- The rays are used to capture prey.
- The rays are used to pry open shells (to get food).

Also acceptable:

- Rays can be lost in different ways (another creature can pull one off; a rock may fall on one) but this does not hurt the starfish; it simply grows another.

- 12 Explain why the rays of a starfish are important. Use information from the passage.

The rays of a starfish are important because when they are hunting clams when it find them it raps around them and it makes it esayer to pull the clam open so they can eat the clam.

They rays can also help a baby starfish when it grows hard it help them grow little tube feet to move around on and thats how the rays help the starfish.

Response provides a thorough explanation of why the rays of a starfish are important. Response includes relevant information from the passage.

- 12 Explain why the rays of a starfish are important. Use information from the passage.

Starfish need rays.
The rays on starfish
help them move around.
They also help them
open up muscles and
clams. If a starfish
loses a ray it doesn't
hurt it just grows it
back.

Response provides an explanation of why the rays of a starfish are important. Response includes some relevant information from the passage.

NECAP 2012 RELEASED ITEMS
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SCORE POINT 2

- 12 Explain why the rays of a starfish are important. Use information from the passage.

Rays of starfish are important because they help the starfish move. If a starfish couldn't move it wouldn't be able to eat and it would die!

Response provides a partial explanation of why the rays of a starfish are important. Response includes limited information from the passage.

NECAP 2012 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 1

- 12 Explain why the rays of a starfish are important. Use information from the passage.

Rays are for eatting
they can open clams, oysters &
mussels.

Response is vague or minimal.

SCORE POINT 0

- 12 Explain why the rays of a starfish are important. Use information from the passage.

Star fish are important because
they look so butyfill.

Response is totally incorrect or irrelevant.

Grade 3 Reading Released Item Information – 2012

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

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

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