



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2012**

**Grade 6
Reading**

NECAP 2012 RELEASED ITEMS
GRADE 6 READING

5.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
EXAMPLE (multiple meanings): Students explain the intended meanings of words found in text – Based on the way “spring” is used in this passage, would having a “spring” be necessary for survival? Explain how you know.

He will land the job he wants if he believes in his abilities.

- 1 What does the word land mean as it is used in the box?
- A. to come down from a height
 - B. to obtain something
 - C. to end up in an undesirable place
 - D. to appear unexpectedly

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

Use the definitions below to answer the question.

reflect v 1. to bend back 2. to think 3. to show
4. to pass judgment

- 2 Which is the **best** definition of the word reflect as it is used in this sentence?
- She wanted her work to reflect that she was a serious student.
- A. definition 1
 - B. definition 2
 - C. definition 3
 - D. definition 4

Escape Artist Informational Text

(The passage for these questions is located in Released Items 2012 – Grade 6 Reading.)

5.8.1 Analyze and interpret informational text, citing evidence as appropriate, by connecting information *within* a text or *across* texts

- 3 How are the *suckers* and the *radula* of an octopus similar?
- A. Both are colorful.
 - B. Both are used for eating.
 - C. Both are parts of the arm.
 - D. Both are long and thin.

5.7.1 Demonstrate initial understanding of informational texts (expository and practical texts) by obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)

- 4 The picture and caption show how an octopus
- A. disguises its body.
 - B. becomes a shape-shifter.
 - C. cleans its tank.
 - D. eats different types of food.

Escape Artist Informational Text

(The passage for these questions is located in Released Items 2012 – Grade 6 Reading.)

5.8.4 Analyze and interpret informational text, citing evidence as appropriate, by distinguishing fact from opinion

- 5 Which sentence from the article is an **opinion**?
- A. “An octopus will often carry a crab back to its den for dinner.”
 - B. “It can find its way through a maze.”
 - C. “It can be pretty sneaky, too.”
 - D. “Finally they set up a video camera to see who was stealing the fish.”

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

- 6 In paragraph 4, the word baffled means
- A. confused.
 - B. uncaring.
 - C. worried.
 - D. disappointed.

Escape Artist Informational Text

(The passage for these questions is located in Released Items 2012 – Grade 6 Reading.)

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

- 7 Explain what the reader learns about what an octopus can do. Use information from the article to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of what the reader learns about what an octopus can do. Response includes relevant information from the article.
3	Response provides an explanation of what the reader learns about what an octopus can do. Response includes some relevant information from the article.
2	Response provides a partial explanation of what the reader learns about what an octopus can do. Response includes limited information from the article.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Response may explain that the reader learns that an octopus is very active and/or curious. Details may include finding and eating food, protecting itself, and investigating.

Information from the article should support these ideas.

7

In this article, you learn what octopus can do. An octopus can disguise itself by changing its colors to save itself from being attacked from predator. They have razor sharp teeth that can cut through a crab and snail shells.

An octopus is the smartest of all invertebrates. It can find its way through any maze. There really sneaky to because an octopus can crawl out of a tank if it is in one, crawl out of it and can go anywhere and come back in the tank with no one knowing.

An octopus is a clean animal. When it brings back a crab or fish to its house, it eats it and when the octopus is done. It carries the shells out of its den and place them anywhere that's not in its den so its den is really clean.

Octopus are really good shape shifters. They can squeeze under rocks. It also can shape shift into something really big or really small.

Response provides a thorough explanation of what the reader learns about what an octopus can do.
Response includes relevant information from the article.

7
A reader would learn that it is a shape shifter! It can become long like rope, big like an umbrella or fit through any cracks. They would also learn that it is the smartest of all invertebrates. They could also learn that the octopus has no ears, nose or fingers but he has white suction cups that help him move, and eat. The octopus also cannot live in a bored world. It would die if it did. And those are some things a reader would learn from this article.

Response provides an explanation of what the reader learns about what an octopus can do. Response includes some relevant information from the article.

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SCORE POINT 2

7

By reading this article a reader can learn how octopus move and how they eat. They also could learn that the octopus can shapeshift into either a fat umbrella or a skinny as a rope. This article also tells you that an octopus can change colors and blend in with it's surrounding to protect itself from a predator.

Response provides a partial explanation of what the reader learns about what an octopus can do. Response includes limited information from the article.

SCORE POINT 1

7

the reader learns that a octopus can fit through tiny cracks and they can blend in with their surroundings

Response is vague or minimal.

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SCORE POINT 0

7

The reader can learn about what an octopus can do by reading this article because it crams so much information into it you learn all about them and a little more than what you wanted to.

Response is totally incorrect or irrelevant.

Maushop, the Good Giant; Results and Roses Literary Text

(The passage and poem for these questions are located in Released Items 2012 – Grade 6 Reading.)

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

- 8 Why does Maushop **first** begin to help the people?
- A. He has been asked to do so.
 - B. He wants to become popular.
 - C. He cares a lot about them.
 - D. He knows they are young.

5.5.1 Analyze and interpret elements of literary texts, citing evidence where appropriate by making logical predictions EXAMPLE: Which event is most likely to happen next?

- 9 What will **most likely** happen next in the story?
- A. Maushop will no longer help the people.
 - B. Maushop will ask the people for a favor.
 - C. The people will be glad Maushop is gone.
 - D. The people will find another person to be like Maushop.

Maushop, the Good Giant; Results and Roses Literary Text

(The passage and poem for these questions are located in Released Items 2012 – Grade 6 Reading.)

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

10 In line 6 of the poem, the word attain means

- A. spread.
- B. accept.
- C. take.
- D. achieve.

5.5.5 Analyze and interpret elements of literary texts, citing evidence where appropriate by identifying author's message or theme (implied or stated, as in a fable)

11 Which line from the poem supports the message of the story?

- A. "Must bend his back and dig."
- B. "The things are mighty few on earth"
- C. "It matters not what goal you seek"
- D. "Its secret here reposes:"

Maushop, the Good Giant; Results and Roses Literary Text

(The passage and poem for these questions are located in Released Items 2012 – Grade 6 Reading.)

5.5.3 Analyze and interpret elements of literary texts, citing evidence where appropriate by making inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text (e.g., how the setting affects a character or plot development)

- 12 Explain Maushop’s problem in the story **and** how the poem suggests a solution. Use details from the story and the poem to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of Maushop’s problem in the story and how the poem suggests a solution. Response includes relevant details from the story and the poem.
3	Response provides an explanation of Maushop’s problem in the story and how the poem suggests a solution. Response includes some relevant details from the story and the poem.
2	Response provides a partial explanation of Maushop’s problem in the story and/or how the poem suggests a solution. Response includes limited details from the story and/or the poem.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Response may explain that Maushop’s problem is that the people have become lazy after he has done everything for them.

Response may explain that a solution to Maushop’s problem is presented in the poem because the people need to learn that they have to work for what they want.

Details from the story and the poem should support these ideas.

12

Maushop's problem is that he does not realize that his people are taking advantage of him. His people are getting lazy and not supporting for themselves. Another problem is he realized he has done too much for his people. Maushop comes into town one day and sees his people just lying around. Maushop asks "What are you doing?" and his people respond, "We have decided that it is too difficult to walk from place to place so we would like you to carry us. Then we will not have to tire ourselves by using our legs." If Maushop reads this poem he will understand that he needs to tell his people to work for themselves and rely on yourself to get things done, not someone else. His people need to learn that when you work for something it will get done and when you are lazy you will never accomplish anything.

Response provides a thorough explanation of Maushop's problem in the story **and** how the poem suggests a solution. Response includes relevant details from the story **and** the poem.

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SCORE POINT 3

12

Maushop's problem in the story is the Wampanoag people. These people relied on Maushop too much. In the story, he found these people lying around the village because they had gotten very lazy. They expected Maushop to do everything. Then Maushop had seen what he had done.

The poem suggests a solution, on its thoughts of effort. It said that if one wants results, then one must work for it. This poem teaches that nothing in life is free. It teaches that in order to get good results, effort and perservierance is required. This is how the poem suggests a solution.

Response provides an explanation of Maushop's problem in the story **and** how the poem suggests a solution. Response includes some relevant details from the story **and** the poem.

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SCORE POINT 2
(EXAMPLE A)

12

Maushop's problem is that the Wampanoag people are taking advantage of him. Also they are being too lazy, so they are making Maushop do everything. The poem suggests a solution by saying that if you want to gain something you have to work for it.

Response provides a partial explanation of Maushop's problem in the story **and/or** how the poem suggests a solution. Response includes limited details from the story **and/or** the poem.

SCORE POINT 2
(EXAMPLE B)

12

Maushop's problem is he is a Good Giant. Maushop realized that he had done too much for his Wampanoag people. They had become lazy because Maushop did what they need to do. So Maushop said to them I am sorry, I have done too many things for you. There is one final lesson I must teach you - to rely upon yourselves.

Response provides a partial explanation of Maushop's problem in the story **and/or** how the poem suggests a solution. Response includes limited details from the story **and/or** the poem.

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SCORE POINT 1

12

The people are being lazy and
tell him to do everything.

Response is vague or minimal.

SCORE POINT 0

12

Maushop's problem is that
the people wanted a
good giant to do it for
them instead of Maushop

Response is totally incorrect or irrelevant.

Grade 6 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	IA	II	IA	WV	II	LJ	LA	WV	LA	LA
GLE Code	5-3	5-2	5-8	5-7	5-8	5-2	5-7	5-4	5-5	5-2	5-5	5-5
Depth of Knowledge Code	2	2	2	2	2	2	2	1	2	2	2	2
Item Type ²	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	B	C	B	B	C	A		C	A	D	A	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

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

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