



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2008**

**Grade 11
Reading**

NECAP 2008 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 root *pop* in the words popular and populate means

- A. growth.
- B. culture.
- C. people.
- D. order.

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

2 Which word **most** clearly shows that George was making fun of his brother?

I noticed George was _____ as his brother continued to talk.

- A. smiling
- B. beaming
- C. grinning
- D. smirking

In Texas, Everybody Hated Fire Ants—Until They Vamoosed

Informational Text

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 The word havoc **most** nearly means
- A. confusion.
 - B. migration.
 - C. destruction.
 - D. extinction.

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

- 4 What has caused fire ants to disappear in the South?
- A. the campaign to eliminate them
 - B. the change in the climate
 - C. the spread of their natural enemies
 - D. the replacement of farms by suburbs

In Texas, Everybody Hated Fire Ants—Until They Vamoosed

Informational Text

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

- 5 The word indisputably refers to something that
- A. cannot be argued.
 - B. cannot be understood.
 - C. cannot be prevented.
 - D. cannot be mentioned.

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

- 6 What is the **main** idea of paragraph 5?
- A. Livestock are in danger from fire ants.
 - B. Fire ants have continued to spread.
 - C. Fire ants cause extensive damage.
 - D. Control of fire ants is expensive.

In Texas, Everybody Hated Fire Ants—Until They Vamoosed

Informational Text

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

- 7 Create an **organizer** (list, chart, web, etc.) to show how fire ants are both harmful **and** helpful. Use information from the article in your organizer.

Scoring Guide:

Score	Description
4	Response shows a thorough understanding by organizing information to show how fire ants are both harmful and helpful. Response includes relevant information from the article in the organizer.
3	Response shows an understanding by organizing information to show how fire ants are both harmful and helpful. Response includes information from the article in the organizer.
2	Response shows a partial understanding by organizing information to show how fire ants are both harmful and/or helpful or by providing partial information. 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 will likely demonstrate use of an organizer to show how fire ants are both harmful and helpful. The organizer may be a list, chart, web, summary, paraphrase, or another means to organize information.

7 Fire ants: Harmful or Helpful

Harmful

- They sting and inject potent venom
- They can kill
- Cost the U.S. 6 billion dollars
- destroy electrical systems
- can blind or maim calves
- devour young bird and reptile hatchlings
- make dirt mounds in farm areas
- clog up hay-cutting equipment
- only appear when there is no drought

Helpful

- Eating crop pests
- They eat ticks
- Are good source of pest killing
- Eliminate the ability of cows getting sick and wasted
- They loosen soil
- Help movement of oxygen and water to plant roots
- Increase in grass growth
- Helps increase healthiness of grapevines
- Don't allow workers to stand around

Response shows a thorough understanding by organizing information to show how fire ants are both harmful and helpful. Response includes relevant information from the article in the organizer.

NECAP 2008 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 3



Response shows an understanding by organizing information to show how fire ants are both harmful and helpful. Response includes information from the article in the organizer.

NECAP 2008 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 2

7 Fire ant Organizer.

Helpful	Harmful
• Can help control other Pests	• latch on to skin, and plunge in their stinger to inject a
• Eat the eggs and larvae of other harmful insects	potent venom (itch for days)
	• Destroy electrical system by nesting
	• Their mounds clog up the farmer's equipment, such as hay-cutting machine.

Response shows a partial understanding by organizing information to show how fire ants are both harmful and/or helpful or by providing partial information. Response includes limited information from the article.

NECAP 2008 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 1

7

Fire Ants

Help

Control Pests
Make things Greener
Protects Animals

Hurt

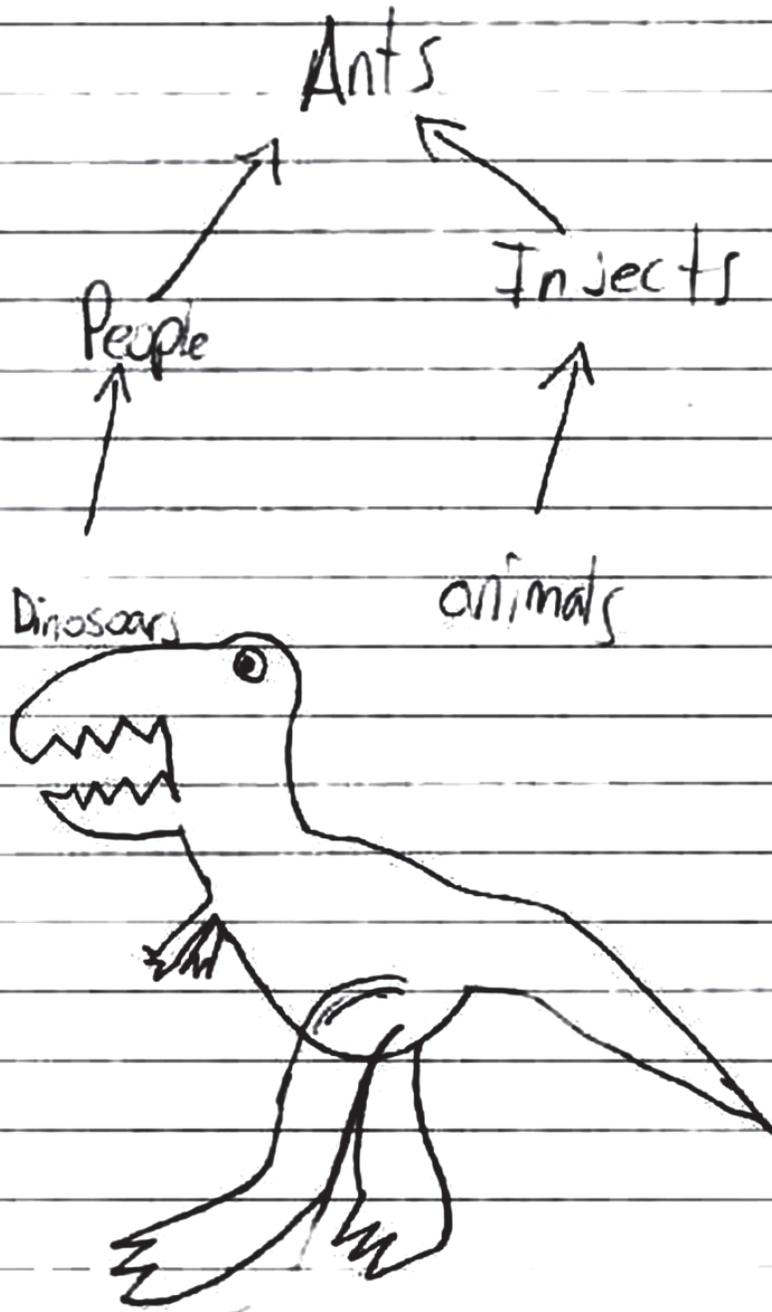
PAIN
Annoying

Response is vague or minimal.

NECAP 2008 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 0

7



Response is totally incorrect or irrelevant.

In Texas, Everybody Hated Fire Ants—Until They Vamoosed

Informational Text

10.8.1 Analyze and interpret informational text, citing evidence as appropriate by explaining connections about information *within* a text, *across* texts, or to related ideas

- 8** Why did Elmer Ahrens transplant some fire ants on his ranch?
- A. to protect his most valuable crops
 - B. to use them to control another pest
 - C. to see if they would stop attacking livestock
 - D. to test if they could survive in a new environment

10.8.1 Analyze and interpret informational text, citing evidence as appropriate by explaining connections about information *within* a text, *across* texts, or to related ideas

- 9** Based on the article, fire ants do **not** attack
- A. fleas.
 - B. cattle.
 - C. people.
 - D. grasses.

In Texas, Everybody Hated Fire Ants—Until They Vamoosed

Informational Text

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

- 10 Which observation by Paul Bonarrigo was intended to be humorous?
- A. Grapevines with a fire-ant mound at their base are healthier.
 - B. He has not attempted to control the fire ants in his vineyard.
 - C. He has had to use far less pesticide to control other pests.
 - D. The productivity of his workers has greatly increased.

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

- 11 What is the **main** idea of the article?
- A. Encouraging the spread of fire ants is a controversial idea.
 - B. The disappearance of fire ants has had some unexpected consequences.
 - C. Farmers and ranchers in Texas confront many problems with insects.
 - D. Scientists have a renewed interest in the behavior of fire ants.

In Texas, Everybody Hated Fire Ants—Until They Vamoosed

Informational Text

10.8.6 Analyze and interpret informational text, citing evidence as appropriate by evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments)

- 12 Evaluate whether the author presents a clear and accurate picture of changing attitudes toward fire ants. Use information from the article to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough evaluation with a clear judgment of whether the author presents a clear and accurate picture of changing attitudes toward fire ants. Response includes relevant information from the article.
3	Response provides an evaluation with a judgment of whether the author presents a clear and accurate picture of changing attitudes toward fire ants. Response includes some information from the article.
2	Response provides a partial evaluation or simply summarizes information from the article. 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 will likely mention the personal opinions and firsthand accounts or the factual content included in the article. The evaluation must not only describe the information but also evaluate its effectiveness.

SCORE POINT 4

12 The author does present a clear and accurate picture of changing attitudes toward fire ants due to the fact that information supporting both sides of the argument is provided. While examples of farmers and economists who want fire ants to be destroyed are given, ranchers and campers who are pro-fire ant also are provided in the examples. The author uses the argument of Robert McGence who says that "... the foot-high dirt ant-mounds often clog up his hay-cutting equipment...", "in order to portray the opinion of one against fire ants, but also provides the reader with the opinion of a entomologist studying the good effects of the ants. John Rubenau says "The tunneling ants are so numerous, they can move the earth... loosening soil and getting more water and oxygen to plant roots." The lack of bias toward one side of the debate enables the reader to get a good understanding of the controversy.

Response provides a thorough evaluation with a clear judgment of whether the author presents a clear and accurate picture of changing attitudes toward fire ants. Response includes relevant information from the article.

NECAP 2008 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 3

12 The author did a very good job of looking at both sides of the issue. She got quotes from people from both sides which gets both stories and opinions together. You can very plainly tell that one side wants to get rid of the fire-ants completely, and the other wants to keep them around. The anti-fireants side makes points that fire ants cost the U.S. a lot of money in damages and also they can be dangerous for people. The pro-fire ants side states that fire ants help keep pest populations down, such as ticks, chiggers, cockroaches, and fleas. The author does a very good job of trying to inform people of the goods of fire ants and that people need to keep them around.

Response provides an evaluation with a judgment of whether the author presents a clear and accurate picture of changing attitudes toward fire ants. Response includes some information from the article.

NECAP 2008 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 2

12 Yes I think the author presents a clear accurate picture of changing attitudes towards fire ants. He showed yes fire ants do cause damages but they have helped us in many ways. They eat insects that are pests. Examples, ticks, fleas, chiggers, and cockroaches. One farmer even planted fire ants in part of his land that was infested with ticks.

Response provides a partial evaluation or simply summarizes information from the article.
Response includes limited information from the article.

NECAP 2008 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 1

12 I don't feel that the author presents a clear picture of changing attitudes toward fire ants. In the article some people want more of them while others are still trying to get rid of them.

Response is vague or minimal.

SCORE POINT 0

12 not a good article because it talked about bugs.

Response is totally incorrect or irrelevant.

Fireball Physics Informational Text

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

- 13 The phrase psych out means to
- A. intimidate.
 - B. impress.
 - C. analyze.
 - D. encourage.

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 What is the **main** idea of the section **Who's Fastest?**
- A. Experts and fans find it difficult to agree.
 - B. The speed of pitches cannot be measured.
 - C. Many pitchers are able to throw fast pitches.
 - D. The speed of pitches has barely increased since 1974.

Fireball Physics Informational Text

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

- 15 Based on the information in the article, which statement is true?
- A. All baseball pitchers are in danger of injuring themselves.
 - B. Pitchers have learned more effective strategies in the past 30 years.
 - C. A successful pitch involves many parts of the body.
 - D. Rotating the upper arm stores the power needed for a fast pitch.

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

- 16 According to the article, what limits a pitcher's ability to throw faster?
- A. Pitchers cannot greatly increase the strength of ligaments and tendons.
 - B. The legs, pelvis, and shoulders cannot store a large amount of energy.
 - C. The elbow cannot endure more than a small amount of torque.
 - D. Pitchers do not understand how to increase their pitching strength.

Fireball Physics Informational Text

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

- 17 Using information from the article, describe the process of throwing a fast pitch **and** the possible problems a pitcher may experience doing so.

Scoring Guide:

Score	Description
4	Response thoroughly describes the process of throwing a fast pitch and the possible problems. Response includes relevant details from the article.
3	Response describes the process of throwing a fast pitch and the possible problems. Response includes some relevant details from the article.
2	Response partially describes the process of throwing a fast pitch and/or the possible problems. Response includes limited details from the article.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Fireball Physics Informational Text

Training Notes:

The description may include but is not limited to the information below.

The Process of Throwing a Fast Pitch

- To throw a fast pitch, a pitcher needs to use his/her arm, muscles, tendons, ligaments, and joints. The first step is the windup—the pitcher lifts his/her leg and balances on top of the pitcher's mound. The second step is the stride—the pitcher steps forward. "The power is then transferred through the pelvis, up the trunk to the shoulders, and out through the arm."
- As the body moves forward, the arm moves backward. The arm reaches a point at which it is fully cocked and a great deal of force is placed on the elbow.
- The ball takes less than half a second to go from the pitcher's hand to the catcher's glove.

Problems with Throwing a Fast Pitch:

The fast pitch puts a great deal of force on the arm and elbow. The ligaments and tendons cannot be built up like muscles can, so the ligaments and tendons can be damaged more easily than the muscles in a pitcher's arm.

SCORE POINT 4

17 Throwing a fast pitch is a very complex process which involves almost the entire body. It all starts with the windup as the pitcher lifts up their front leg and balances on their back leg. Next, the pitcher strides forward, generating a large amount of force which is transferred all the way to the pitcher's arm. Then the arm cocks back, producing a huge amount of force. As the pitcher releases the ball by straightening out his arm, all of this force is released, sending the ball speeding through the air. The problems with throwing such a fast pitch, is that a ton of pressure is put on the tendons and ligaments in the pitcher's arm. The UCL is at the highest risk of being damaged, when throwing a fastball, a pitcher is going through the fastest and most stressful motions that the human body is capable of.

Response thoroughly describes the process of throwing a fast pitch and the possible problems. Response includes relevant details from the article.

NECAP 2008 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 3

17 The problem with throwing a fast pitch is in the ligaments and tendons. When in the midst of a pitch the arm is so twisted and bent in such a small amount of time the ligaments and tendons are stressed to the point of breaking. The pitcher uses the legs first and then the torso, but the arm gets most of the twisting. The elbow, especially, is strained until it looks unnatural. The pitcher's main problem is having those ligaments and tendons that are so important in a fast pitch.

Response describes the process of throwing a fast pitch and the possible problems. Response includes some relevant details from the article.

NECAP 2008 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 2
(EXAMPLE A)

17 Throwing a fast pitch consists of using your legs, waist, arms, and shoulders. All muscles, tendons, ligaments and joints are used while throwing a pitch. Everything in your body works together.

The impact of a fast pitch comes from the forward movement of the legs that move up to the arms. Pitchers could easily injure themselves by pulling muscles or tendons by not doing the right movements.

Response partially describes the process of throwing a fast pitch and/or the possible problems. Response includes limited details from the article.

NECAP 2008 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 2
(EXAMPLE B)

17 The process of throwing a fast pitch is very complex. Players cannot greatly increase the strength of ligaments and tendons but you can make them a tad stronger. By throwing a fast pitch you are at risk of pulling some major muscles. You may rip or tear tendons or ligaments which could ruin your baseball career. You just have to work at pitching and using your whole body to do good.

Response partially describes the process of throwing a fast pitch and/or the possible problems. Response includes limited details from the article.

NECAP 2008 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 1

17 Throwing a Fast Pitch has a lot of work to it you have to use muscles, joints, tendons, and ligaments, they all have to work together from toe to the finger

Response is vague or minimal.

SCORE POINT 0

17 That way players play baseball and it make hard for the other one to make hit because ball is moving so fast that you even tough it

Response is totally incorrect or irrelevant.