



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
Support Materials  
2008**

**Grade 5  
Writing**

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

- ① Which of the following is a complete sentence?
- A. Only a few snakes that are poisonous.
  - B. Very shy and avoid people when possible.
  - C. It is very unusual to see snakes in the daytime.
  - D. When disturbed, crawl quickly away.

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

- ② Which sentence has a punctuation error at the end?
- A. Which store do you want to visit first.
  - B. Tell me what kind of shirt you plan to buy.
  - C. The price of that pair of shoes is much too high!
  - D. I will be happy if we are able to go shopping.

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

- 3 Where should a comma be placed in the sentence below?

She told me that I would need my notebook my pen, and my textbook.

- A. after *me*
- B. after *need*
- C. after *notebook*
- D. after *and*

**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

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

I walked to the library to see if the new book by my favorite arthur was there.

- A. Change *library* to **liberry**.
- B. Change *favorite* to **favorit**.
- C. Change *arthur* to **author**.
- D. Change *there* to **their**.

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

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

However, they were sorry to sell their house at 127 Taunton street in River Heights.

- A. they
- B. sell
- C. house
- D. street

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

- 6 Which word should replace the underlined word in the sentence below?

If you knowed where to look in the sky, it is easy to find the planet Venus.

- A. known
- B. knows
- C. know
- D. knowing

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

- 7 Where should a comma be placed in the sentence below?

The first people settled in the town on September 25 1848.

- A. after *people*
- B. after *town*
- C. after *September*
- D. after *25*

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

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

Those math tutoring sessions with your mother at the Washington youth Center really paid off.

- A. math
- B. tutoring
- C. mother
- D. youth

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

- 9 Which of the following is a complete sentence?
- A. “Danette?” called up the stairs.
  - B. The cat jumped up to the window.
  - C. Running to the window and catching the cat.
  - D. She and the cat downstairs to her mother.

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

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

We all miss you. We’re glad your family is happy.

- A. We all miss you glad your family is happy.
- B. We all miss you but are glad your family is happy.
- C. We all miss you we’re glad your family is happy.
- D. We all miss you for we’re glad your family is happy.

## What Is a Musical Instrument, Anyway? Writing in Response to Informational Text

(The passage for this prompt is located in Released Items 2008—Grade 5 Writing.)

**4.2.3** In response to literary or informational text, students show understanding of plot /ideas/ concepts by connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts

- 11 Write a paragraph describing how some other object could be used as a musical instrument.

**Scoring Guide:**

Score	Description
4	Response contains a description of how some other object could be used as a musical instrument. The response maintains a focus/purpose throughout; contains specific, relevant details from the passage to support the focus; and is well-organized. The response includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	Response contains a description of how some other object could be used as a musical instrument. The response maintains a focus/purpose, but there may be minor lapses. The response contains some relevant details that support the focus. The response is generally well-organized. The response includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	Response contains an attempt at a description of how some other object could be used as a musical instrument. The response contains major lapses in the focus/purpose and/or few relevant supporting details from the passage. The response includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	Response is a minimal or vague statement about how some other object could be used as a musical instrument.
0	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response

## SCORE POINT 4

11

There is lots of stuff that could be defined in some people's eyes as musical instruments. One example is putting a rubber band around a plastic container. When you pull back on the rubber band and let it go it makes a pluck, pluck, pluck sound. It could very easily keep a slow or medium rhythm. The sound is almost like guitar slowly picking the same notes. I expect that if you pull the rubber band back different lengths it will make higher and lower sounds. My instrument could be used at the start of songs to set a rhythm or tone. It also could help a youngster learn how to play to a rhythm. It's amazing how many things you could actually use to make different musical instruments.

## SCORE POINT 3

11 Some other objects that could be used as instruments is your body. You could use your hands to clap, your mouth to sing or whistle, and your feet to stamp or tap. You could also use howe hold objects like a pan or fork, you would bang or tap the fork on the pan. You could also use little things like staplers, you would staple something then make another noise, maybe like singing. I know you could use everything as an instrument, because mostly everything makes a sound.

## SCORE POINT 2

11

A key chain full of keys can be a musical instrument. If you shake them to the beat they sound good. You could use them like a maraca. Who knows, someday they can be used in a professional orchestra for background music.

## SCORE POINT 1

11

Pots and pans, wooden sticks. You could bang the sticks on the pots and pans. You could bang the pots and pans together.

## SCORE POINT 0

11

I the army people use drums to keep the marching steady. With the drums nobody fell behind. The drums were also used to keep the men's spirit up. People use instruments for lots of things.

## The Race

### Writing in Response to Literary Text

(The passage for this prompt is located in Released Items 2008—Grade 5 Writing.)

**4.3.2 In response to literary or informational text, students make and support analytical judgments about text by making inferences about content, events, characters, setting, or common themes**

- 12 Write a paragraph describing little Willy’s feelings during the race. Use details from the passage in your response.

**Scoring Guide:**

Score	Description
4	Response contains a description of little Willy’s feelings during the race. The response maintains a clear focus/purpose throughout; contains specific details from the passage to support the focus; and is well-organized. The response includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	Response contains a description of little Willy’s feelings during the race. The response maintains a focus/purpose, but there may be minor lapses. The response contains some relevant details that support the focus. The response is generally well-organized. The response includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	Response contains an attempt of a description of little Willy’s feelings. The response contains major lapses in focus/purpose and/or few relevant supporting details from the passage. The response includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	Response is a minimal or vague statement about little Willy.
0	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response

## SCORE POINT 4

12

At the beginning Little Willy was feeling great because he had such a good lead! First place to be in fact. Then when he passed the farm he was overcome with joy because Grandfather was sitting up in bed. He was so happy that tears of joy streamed down his face. Also he wanted to stop to see Grandfather but Grandfather signaled him to go on. At the end he became furious because Stone Fox was practically on top of him. But he still pushed on.

## SCORE POINT 3

12 Little Willy felt nervous because he had to win this race. Willy felt happy when he saw his Grandfather because it gave him confidence in himself. And Willy was mad at himself because he did not look back behind him in the race and now Stone Fox was catching up on him. He felt like he couldn't win the race because he only had one dog Searchlight and Stone Fox had five dogs.

## SCORE POINT 2

12 Little Willy's feelings were sad when he saw grandpa, they were happy when he was winning the race, and they were scared when Stone fox was coming up on him.

## SCORE POINT 1

12

Little Willy was worried about grandfather during the race until he saw that he was up and better but he still had to win the race.

## SCORE POINT 0

12

I that he might come in a tigh and Willy might find out something that might have let Stone-Fox win by cheating.

## Wilma Rudolph Informational Writing (Report)

(The fact sheet for this prompt is located in Released Items 2008—Grade 5 Writing.)

**4.6.2** In informational writing (reports or procedures), students organize ideas/concepts by writing an introduction that sets the context (including materials list in procedures)

- 13** Write an **introduction** to a report about Wilma Rudolph:
- use some information from the fact sheet,
  - set the context/background for your report, and
  - include a focus sentence on why Wilma was a famous person.

**Scoring Guide:**

Score	Description
4	Response is an introduction to a report that clearly sets the context for the report and includes a relevant focus sentence. The response includes only relevant facts from the fact sheet. The response includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	Response is an introduction to a report that generally sets the context for the report and includes a relevant focus sentence. There may be minor lapses in focus or clarity. The response includes mostly relevant facts from the fact sheet. The response includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	Response is an attempt at an introduction to a report but may not clearly set the context or include a clear focus sentence. The response contains some relevant facts from the fact sheet. The response includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	Response is undeveloped or contains an unclear focus.
0	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response

## SCORE POINT 4

13 Interduction- Wilma Rudolph is a famous runner as some of you know but if you don't here's what and who I'm talking about. Wilma was very sick as a child and she lost use out of her left leg but she ran, it seems she ran on in life a followed a dream. In-fact she won 3 gold medals at the olympics. She set a record and won gold medals for the 400 meter relay race at the olympics in 1960! The work and effort she put into her long-life-dream was and still is an inspirmment for the young and old and hope for inspiration in the future as well!

## SCORE POINT 3

13

Wilma Rudolph was the first American woman runner to win three gold medals at the Olympics. She became very sick as a child and lost use of her left leg. But she recovered from this illness with a lot of work and with the help of her family. She set a world record of running, and now to this day she is called "the fastest woman in the world".

## SCORE POINT 2

13 Have you ever heard of "the fastest women in the world? Well, if not you havent heard of Wilma Rudolph. AS a child, She was very Sick and She lost her Use of her left leg. But with a lot of work She was up and running in the Olympics.

## SCORE POINT 1

13 I don't know if she was the fastest woman in the world. My sister N is fast to and I like to watch people run. I think it is to be a fast runner in the world.

SCORE POINT 0

13

## Wilma Rudolph

Wilma Rudolph was a farmer in the west. She owned a bussiness with her family. She had one child name Keth. She was born on February 9th 1894 in Idaho. But when living she was living in Utha. She loved to farm so much even though farming is mostly for men. She started the family bussiness after her dad had past away. After he had past away she got killed. She died at the age of 53 when she was very sick.

## Narrative Writing

(The picture for this prompt is located in Released Items 2008—Grade 5 Writing.)

Write a story about what is happening in this picture.

Your story should include

- a clear story line with a beginning, middle, and end;
- details to describe the characters and what is happening to them; and
- a problem and its solution.

14 Who are the characters in your story?

### Scoring Guide:

Score	Description
1	Response contains an appropriate focus/controlling idea related to the prompt. The focus/controlling idea may or may not be developed in the response to the prompt.
0	Response is totally irrelevant.
Blank	No response

15 What is the problem in your story?

### Scoring Guide:

Score	Description
1	Response contains appropriate supporting details/text references related to the prompt. These supporting details/references may or may not appear in the response to the prompt, as long as they are a logical extension of the ideas presented.
0	Response is totally irrelevant.
Blank	No response

## Narrative Writing

- 16 How is the problem in your story solved?

**Scoring Guide:**

Score	Description
1	Response contains an appropriate conclusion related to the prompt. The conclusion may or may not be used in the response to the prompt.
0	Response is totally irrelevant.
Blank	No response

**4.4.1** In written narratives, students organize and relate a story line/plot/series of events by creating a clear, understandable story line with a beginning, middle, and end

- 17 Write a story about what is happening in this picture.

Your story should include

- a clear story line with a beginning, middle, and end;
- details to describe the characters and what is happening to them; and
- a problem and its solution.

**NECAP 2008 RELEASED ITEMS GRADE 5 WRITING**

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>6</b>	<ul style="list-style-type: none"> <li>• organized in an engaging, effective way</li> <li>• has a problem and solution</li> <li>• chooses language effectively to create relevant and descriptive details</li> <li>• develops characters</li> <li>• uses a variety of sentence structures purposefully</li> <li>• consistent application of the rules of grade-level grammar, usage, and mechanics</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• contains a clear, understandable story line with a beginning, middle, and end</li> <li>• has a problem and a solution</li> <li>• uses language to create relevant and descriptive details</li> <li>• identifies characters</li> <li>• uses a variety of correct sentence structures</li> <li>• consistent application of the rules of grade-level grammar, usage, and mechanics</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• contains an understandable story line with a beginning, middle, and end</li> <li>• has a problem and solution</li> <li>• uses language adequately to create relevant details</li> <li>• identifies characters</li> <li>• uses correct sentence structures</li> <li>• may show inconsistent control of grade-level grammar, usage, and mechanics</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• story topic is clear</li> <li>• has a beginning, middle, and end</li> <li>• uses some relevant details</li> <li>• identifies characters</li> <li>• uses language adequately; may show little variety of sentence structures</li> <li>• may contain some serious errors in grammar, usage, and mechanics</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• attempts story line</li> <li>• may lack effective beginning or end abruptly</li> <li>• uses few relevant details</li> <li>• names characters</li> <li>• lacks sentence control</li> <li>• errors in grammar, usage, and mechanics are distracting</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• story topic may not be clear</li> <li>• incoherent or underdeveloped story line</li> <li>• uses little or no relevant details</li> <li>• rudimentary or deficient use of language</li> <li>• serious and persistent errors in grammar, usage, and mechanics throughout</li> </ul>
<b>0</b>	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response

## Student Writing Sample—Score Point 6

SCORE POINT 1

14 The characters in my story are,  
Nancy, Ollie, Mommy, Daddy and el.

SCORE POINT 1

15 The problem in my story is we ran  
out of bread and the seagulls kept  
coming back every morning skwaking  
at us for bread.

SCORE POINT 1

16 The problem in my story is solved when  
we get a small loaf of bread a give them less.

SCORE POINT 6

17 My family and I went on  
a vacation to Long Island Maine.  
We rented a house with it's own  
little beach. My brothers went  
fishing there, while I looked for  
sand dollars and sat on the  
rocky ledge.

## Student Writing Sample—Score Point 6

One of our favorite things to do there was giving the seagulls pieces of bread. One time my oldest brother, N, put a large piece of bread in his hand. He held his hand up and a seagull swooped down and grabbed the bread from him.

We all tried this new technique. A bird landed on Daddy's arm and grabbed the bread and flew off. There was one bird that had a black head. It seemed to like Mommy.

I on the other hand didn't have any luck. One bird would get close to me then fly away. Another would completely stay away from me, and all the others swarmed my second oldest brother U.

Every morning as soon as we woke up we did this. But one morning we ran out of bread because Daddy was making French toast.

## Student Writing Sample—Score Point 6

Mommy went to the store to get more bread but the store only had pumpernickle, and we don't like that kind.

I guess the seagulls had to skip a day, but they didn't seem to mind. They didn't mind at all until the next morning. The seagulls came early and skwaked and swaked. They woke up the whole family!

Finally Mommy went to the store and bought a small loaf of bread. We feed the birds a little so we could have some for the next day. We started giving them less and less, so we wouldn't spend so much money on bread.

One day we gave them no bread at all. They flew off peacefully and didn't come back.

- Writing has a clear purpose and focus with control of ideas throughout.
- Writing includes supporting details with sufficient elaboration.

## Student Writing Sample—Score Point 5

SCORE POINT 1

14 The characters in this story are Diana, Josh, and John.

SCORE POINT 1

15 The problem is that Diana, Josh, and John have food for the seagles, but the seagles flew away so they couldn't give it to them.

SCORE POINT 1

16 It is solved because they start giving the food to the crabs and the seagles get jealous.

SCORE POINT 5

17 It was a sunny morning in Rhode Island, and Diana, Josh, and John thought it would be the perfect day to go to the beach and feed the seagulls. So they packed a picnic basket with a loaf of bread and set off. When they got there, they could feel the cool breeze on the back of their neck and smell the fresh salty water. The seagulls started circling above them, so they reached

## Student Writing Sample—Score Point 5

into the basket and held out a piece of bread to the seagulls. The seagulls were frightened by this, so they flew off. Diana, Josh, and John were very bummed by this, because the reason they had gone there was to feed the seagulls, and now the seagulls were gone. Right as they were about to walk away discouraged, they heard a strange noise and then a "MINE MINE!" They turned around and right in front of them was a whole bunch of crabs. "MINE MINE!" they said. Diana, Josh, and John held out the bread, and the crabs snapped their claws out and started eating. Diana, Josh, and John were overjoyed, and forgot all about the seagulls. But, the seagulls saw this and got jealous, so they flew over to Diana, Josh, John, and the crabs and said "MINE MINE!" Diana, Josh, and John were so

Student Writing Sample—Score Point 5

happy they were almost dancing.  
The crabs and seagulls shared the bread  
and they all lived happily ever after.

- Writing has a clear purpose and focus with control of ideas throughout.
- Writing includes supporting details with sufficient elaboration.

## Student Writing Sample—Score Point 4

SCORE POINT 1

14 Billy, Bob, and Jackie are at the ocean watching seagulls

SCORE POINT 1

15 Other birds are taking the seagull eggs from their nests.

SCORE POINT 1

16 Billy, Bob, and Jackie take the eggs and bury them in the sand

SCORE POINT 4

17 One day Billy, Bob, and Jackie went to the ocean to watch seagulls lay their eggs and go catch fish to eat. But while the seagulls were gone other flocks of birds were stealing the eggs from their nests. It took a long time to find the eggs that were stolen but they did not give up looking for them. Billy, Bob, and Jackie finally found them. They had a great idea. They were going to

## Student Writing Sample—Score Point 4

barny them so that the other birds would not find them. If the other birds found them then Billy, Bob, and Jackie would scare the birds away while they waited until the seagulls come back for their eggs. Billy, Bob, and Jackie had a good time watching the seagulls and protect the eggs. They might do that tomorrow. Billy, Bob, and Jackie went back to the ocean to watch the seagulls again but this time the eggs were hatching and the baby seagulls waited for their parents to come back with some food. They really like seagulls a lot. Billy, Bob, and Jackie went to the ocean every day studying the seagulls and what they do. The baby seagulls really liked them because they would play every time they went to the ocean.

- Writing shows consistent control of grammar, usage, and mechanics.
- Writing has a general purpose with attempted focus.

## Student Writing Sample—Score Point 3

SCORE POINT 1

14 The characters are Phil, Chris, and Bill.

SCORE POINT 1

15 They are feeding the seagulls, when tons of seagulls started pecking Chris, trying to get some of his bread.

SCORE POINT 1

16 It is solved by Phil and Bill throwing a whole loaf in the water and running away.

SCORE POINT 3

17 One day three friends Phil, Chris, and Bill went to the beach to feed the birds. So they hopped into the car and drove to the pier. When they got there, there was a lot of people so they went to the lighthouse. This time when they got there, it was packed! But it was packed with seagulls. So they started to throw bread. Instantly the birds started fighting for some. No matter where the bread was the seagulls would eat it. If it was in the water, on the ground, or out of Phil, Chris, or

## Student Writing Sample—Score Point 3

Bills hands they had to have it like they were addicted to it! Suddenly Phil and Bill heard a scream. Chris was being attacked by seagulls! They were pecking him to get his bread! So Phil and Bill took a loaf of bread and tanted the birds with it, then threw it in the water and ran away. When they got home, Chris had to put ointment on because his body hurt so bad.

- Writing has some organization.
- Writing has some supporting details.

## Student Writing Sample—Score Point 2

SCORE POINT 1

14

Dan, Samantha, and Mark.

SCORE POINT 1

15

Dan is feeling left out and none of the seagulls want to eat out of his hand.

SCORE POINT 1

16

Samantha and Mark asked why he wasn't feeding the seagulls.

SCORE POINT 2

17

One day Dan, Samantha, and Mark were at the beach. They were having a lot of fun, so they kept feeding the seagulls. The seagulls kept eating out of Samantha and Mark's hands. Dan was feeling left out and he was feeling like the seagulls

Student Writing Sample—Score Point 2

didn't like him because they  
didn't eat out of his hand. So  
Then Samantha and Mark  
asked him why he isn't feeding  
seagulls. he told them why but  
then all the seagulls showed up  
next to him and Dan, Samantha, and  
mark ended up very happy

- Writing has some supporting details.
- Writing has limited word choice and/or control of sentence structure.

Student Writing Sample—Score Point 1

SCORE POINT 1

14

Bill, Bob, Jill

SCORE POINT 1

15

The birds not taking all the food

SCORE POINT 1

16

They throw the food to the birds

SCORE POINT 1

17

Bill, Bob and Jill were trying to feed the birds but the birds didn't take the food. So they throw the food to the birds and the birds ate all the food. Then they all went home.

- Writing has random details.
- Writing shows minimal control of grammar, usage, and/or mechanics, which may interfere with understanding.

**SCORE POINT 0**

**17**

Student responses to this item included only a minimal number of zeros; an appropriate sample response could not be located.