



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2009**

**Grade 11
Reading**

**NECAP 2009 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 *contra-* in the words contrary and contradict means

- A. with.
- B. opposite.
- C. false.
- D. damaged.

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

2 The phrase to sit on the fence means to be

- A. undecided.
- B. uncomfortable.
- C. disinterested.
- D. detained.

Edna Purtell 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

- 3 What was the purpose of the march on August 6?
- A. to attempt to free the women who had been arrested
 - B. to call for President Woodrow Wilson's resignation
 - C. to protest the Senate's failure to vote on an amendment
 - D. to gain much-needed publicity for the suffragist movement

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

- 4 The word habitation refers to a place where people
- A. work.
 - B. hide.
 - C. eat.
 - D. live.

Edna Purtell 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

- 5 Which factor led to the release of the women imprisoned in the Washington District workhouse?
- A. pressure from the public and officials
 - B. the lack of space inside the workhouse
 - C. a settlement negotiated with the police force
 - D. newspaper coverage of Edna Purtell's injuries

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 Which word **best** describes the reaction of Edna Purtell's coworkers to her protest?
- A. disbelieving
 - B. uninterested
 - C. supportive
 - D. entertained

Edna Purtell 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

- 7 Describe how Edna Purtell demonstrated bravery throughout the events described in the passage. Use information from the passage to support your answer.

Scoring Guide:

| Score | Description |
|-------|---|
| 4 | Response provides a thorough description of how Edna Purtell demonstrated bravery. Response includes relevant information from the passage. |
| 3 | Response provides a description of how Edna Purtell demonstrated bravery. Response includes some information from the passage. |
| 2 | Response provides a partial description of how Edna Purtell demonstrated bravery. 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:

Information that may be included

- her willingness to take part in the march
- her defiance of the police
- her willingness to be jailed
- her response to her boss

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 4

7 Edna Purcell was a very brave woman throughout this series of events, it was this bravery that helped her earn the respect of the authorities. Edna knew that she'd be arrested for speaking out during their demonstration, but she was still willing to roll out her beliefs and accept her arrests four different times.

When they tried to take her banner away she told them it was her "banner of liberty" and they couldn't have it. The only way they could get the banner was by breaking her fingers. Then when she was imprisoned she participated in a hunger strike, which ultimately got them out of their jail. All of this is brave, but her bravest act came at the end, when she told her boss that she'd do her job during work hours. But before and after work, and on her coffee break was her time and she could talk about whatever she wanted. This shows extreme bravery in standing up for what she believes in to the man she has to answer to every day.

Response provides a thorough description of how Edna Purcell demonstrated bravery. Response includes relevant information from the passage.

NECAP 2009 RELEASED ITEMS
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SCORE POINT 3

7

Edna Purcell demonstrated a great amount of bravery throughout the events. She climbed to the top of the statue yelling, she was arrested four times, but it never stopped her from going back. One day she had a banner that the police officer wanted to confiscate, but she wouldn't give in and another police officer broke two of her fingers trying to get it from her. She was imprisoned in horrible conditions, no food gross and disgusting water, untreated fingers. Everybody was getting ill. And through all that, she still survived it all, and for that, she is an extremely brave person.

Response provides a description of how Edna Purcell demonstrated bravery. Response includes some information from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 2
(EXAMPLE A)

7 Edna Purtell showed alot of bravery. Edna showed bravery by climbing the statue and shouting things. Also another way she showed bravery by marching with the banners. Bravery was also shown by her going back back to the rallys and standing up for womens rights. she showed bravery in multiple ways through out the whole story.

Response provides a partial description of how Edna Purtell demonstrated bravery. Response includes limited information from the passage.

SCORE POINT 2
(EXAMPLE B)

7 Edna was brave to have faught for womens rights to vote. Even though she was arrested 4 times she still kept fighting. After having her fingure broken, she still kept fighting. To go through all of that and go on a hunger strike is amazing. I don't think I would have ever been able to do that. And to stand up to her boss, who could have fired her, that takes a lot of courage.

Response provides a partial description of how Edna Purtell demonstrated bravery. Response includes limited information from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 1

7

Edna Purcell demonstrated bravery by standing up for something she believes in and not being scared to take major risk. She took life threatening risk to win the right for women to vote.

Response is vague or minimal.

SCORE POINT 0

7

They try to stop people from working in the work hours.

Response is totally incorrect or irrelevant.

The Contest Literary 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

- 8 A synonym for the word inkling is
- A. drawing.
 - B. criticism.
 - C. hint.
 - D. step.

10.4.2 Demonstrate initial understanding of elements of literary texts by paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

- 9 Why does Nancy Lee feel her picture is the best she has ever painted?
- A. It shows her great technical ability.
 - B. It expresses something important to her.
 - C. It combines modernistic and traditional themes.
 - D. It has already received praise from many people.

The Contest Literary Text

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)

- 10 Based on paragraph 4, the most personal element in Nancy Lee's painting is the
- A. blue sky.
 - B. tall flagpole.
 - C. group of children.
 - D. old black woman.

10.4.2 Demonstrate initial understanding of elements of literary texts by paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

- 11 Why does Miss O'Shay tell Nancy Lee about the scholarship before the assembly?
- A. She wants to give Nancy Lee time to prepare herself.
 - B. She needs to make sure that Nancy Lee attends the assembly.
 - C. She hopes Nancy Lee's parents will be able to attend the assembly.
 - D. She knows that Nancy Lee has been worried about the scholarship.

The Contest Literary Text

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

- 12 Analyze what the interactions between Nancy Lee and the two women (Miss Dietrich and Miss O'Shay) reveal about her relationship with each woman. Use details from the passage to support your answer.

Scoring Guide:

| Score | Description |
|-------|--|
| 4 | Response provides a thorough analysis of what the interactions between Nancy Lee and the two women reveal about her relationship with each woman. Response includes relevant details from the passage. |
| 3 | Response provides an analysis of what the interactions between Nancy Lee and the two women reveal about her relationship with each woman. Response includes some details from the passage. |
| 2 | Response provides a partial analysis of what the interactions between Nancy Lee and at least one of the two women reveal about her relationship with each woman. Response includes limited details from the passage. |
| 1 | Response is vague or minimal. |
| 0 | Response is totally incorrect or irrelevant. |
| Blank | No response |

Training Notes:

Interactions may include Miss Dietrich's support and encouragement of Nancy Lee, Miss O'Shay's support and pride in Nancy Lee, or Miss O'Shay's expectations of Nancy Lee. Details that reveal these relationships among the characters may include

- the description of the art class and
- the scene in the principal's office.

12

Nancy Lee's interactions with Miss Dietrich reveal that their relationship has grown along with Nancy Lee's improving art work. Miss Dietrich had helped her see her art as a part of her soul, her own life and allowed for Nancy to take Miss Dietrich's lessons on how to paint spring and turn it into her own spring masterpiece.

Nancy Lee's interactions with Miss O'Shay reveal that they do not often speak, because Nancy is scared when she gets called down to her office. But it does show that Miss O'Shay is very proud of Nancy and not just for winning the Artist Club scholarship, but for being on the honors list and an excellent student. Nancy Lee also appreciated and looked up to Miss O'Shay for advice on her acceptance speech.

Response provides a thorough analysis of what the interactions between Nancy Lee and the two women reveal about her relationship with each woman. Response includes relevant details from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 3

12

In the story, "The Contest" by Langston Hughes you can see that the main character has different relationships with the two other people in the story.

The main character, Nancy Lee and her art teacher, Miss Dietrich seem to have a fairly close bond as student and teacher. You can tell that their relationship is comfortable and casual. Nancy Lee probably spends a good amount of time in the art room and has gotten to know her teacher, Miss Dietrich.

With the other character in the story, Miss O'Shaly is Nancy Lee's vice-principal. It's obvious that Nancy isn't as comfortable with Miss O'Shaly and gets nervous just walking to her office. With Miss O'Shaly's relaxed attitude it appears that she knows Nancy Lee as a good hard-working student.

Response provides an analysis of what the interactions between Nancy Lee and the two women reveal about her relationship with each woman. Response includes some details from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 2
(EXAMPLE A)

12

Nancy Lee and the two women that she was talking to Miss Dietrich and Miss O Shay you could tell they were close. One way you could tell was because of all the nice things Miss O Shay said about her, such as "we will miss you" and you are an excellent student." you can also tell because Nancy Lee started to cry in front of them and you usually wont cry in front of people you do not feel comfortable in front.

Response provides a partial analysis of what the interactions between Nancy Lee and at least one of the two women reveal about her relationship with each woman. Response includes limited details from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 2
(EXAMPLE B)

12 Nancy Lee and Miss Dietrich had a very friendly relationship. They both share a passion for art and were both equally excited when Nancy got the scholarship. The relationship between Nancy Lee and Miss O'Shay doesn't seem as strong. Nancy Lee was nervous when she was going into her office, this means that she is not there often.

Response provides a partial analysis of what the interactions between Nancy Lee and at least one of the two women reveal about her relationship with each woman. Response includes limited details from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 1

12 They have a good relationship.
The old women say that they are
very proud of Nancy. They are kind
of like mother figures it seems

Response is vague or minimal.

SCORE POINT 0

12 She didn't expect to have a
good relationship with them because
she was more of a dreamer.

Response is totally incorrect or irrelevant.

The Contest Literary Text

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

- 13 In paragraph 18, the word conferred means
- A. discussed.
 - B. planned.
 - C. prepared.
 - D. awarded.

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

- 14 Based on the passage, what is true about Nancy Lee's parents?
- A. They value art and education.
 - B. They are teaching her to paint.
 - C. They hope she will stay close to home.
 - D. They are unaware of her artistic talents.

The Contest Literary Text

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

- 15 The climax of this passage occurs when
- A. Nancy Lee knocks on Miss O'Shay's office door.
 - B. Miss Dietrich tells Nancy Lee about the scholarship.
 - C. Miss O'Shay tells Nancy Lee how much she will be missed.
 - D. Miss Dietrich asks for information about Nancy Lee's family.

10.5.1 Analyze and interpret elements of literary texts, citing evidence where appropriate by explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot)

- 16 What will Nancy Lee **most likely** do next?
- A. prepare her speech for the assembly
 - B. visit her mother at work
 - C. share her news with her friends
 - D. buy a frame for her painting

The Contest Literary Text

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

17 Explain Nancy Lee's motivation(s) in the passage. Use details from the passage to support your answer.

Scoring Guide:

| Score | Description |
|-------|--|
| 4 | Response provides a thorough explanation of Nancy Lee's motivation(s) in the passage. Response includes relevant details from the passage. |
| 3 | Response provides an explanation of Nancy Lee's motivation(s) in the passage. Response includes some details from the passage. |
| 2 | Response provides a partial explanation of Nancy Lee's motivation(s) in the passage. Response uses limited details from the passage. |
| 1 | Response is vague or minimal. |
| 0 | Response is totally incorrect or irrelevant. |
| Blank | No response |

Training Notes:

Acceptable interpretations of Nancy Lee's motivations must be supported by the text.

17 According to the passage, Nancy Lee's picture "had come out of her soul, her own life." This seems to say that Nancy Lee was motivated to create her masterpiece by some hidden motivation inside her that wanted her to express herself. It also says in the passage that, in Nancy Lee's picture, "the flag, the spring and the woman formed a kind of triangle holding a dream Nancy Lee wanted to express." Each of these things must have been important symbols and Nancy must have wanted to create a connection between them. Of course, another motivation of her painting would have been to try to win the scholarship contest. It is written in the passage that "the scholarship would help a great deal." Nancy Lee was clearly motivated.

Response provides a thorough explanation of Nancy Lee's motivation(s) in the passage. Response includes relevant details from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 3

17

Nancy Lee has a lot of motivations when it comes to her paintings. Her art teacher, Ms. Dietrich has helped her a lot with her art work. She really wanted to see Nancy Lee succeed with her work. Nancy Lee really wanted to make her proud. Nancy's dad moved them up North so Nancy Lee could go to a good school and it would help further her art education and help her get into an art school Nancy Lee really motivated herself a lot. She really just wanted to have a really good painting. She also really wanted the scholarship so she pushed herself to do really well so she could have a chance.

Response provides an explanation of Nancy Lee's motivation(s) in the passage. Response includes some details from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 2

17

Nancy Lee had a few reasons to be motivated. First of all she wanted to make her art teacher proud. She also might have wanted to do something big her last year in that school. Most importantly, she needed the scholarship to be able to get into an art college because her family was poor.

Response provides a partial explanation of Nancy Lee's motivation(s) in the passage. Response uses limited details from the passage.

SCORE POINT 1

17

Nancy Lee's motivations were to win the art scholarship so she could graduate and go on to do what she loved.

Response is vague or minimal.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 0

17 She went from place to place from the
Park to the house to the club that she
like she moved alot for a young lady.

Response is totally incorrect or irrelevant.

Grade 11 Reading Released Item Information

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

| | | | | | |
|-----------------------------|------|------|------|------|------|
| Released Item Number | 13 | 14 | 15 | 16 | 17 |
| Content Strand ¹ | WV | LA | LI | LA | LA |
| GSE Code | 10-3 | 10-5 | 10-4 | 10-5 | 10-5 |
| Depth of Knowledge Code | 2 | 2 | 2 | 2 | 3 |
| Item Type ² | MC | MC | MC | MC | CR |
| Answer Key | D | A | B | A | |
| Total Possible Points | 1 | 1 | 1 | 1 | 4 |

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

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