



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
Support Materials  
2010**

**Grade 11  
Reading**

NECAP 2010 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 *bio* in the words biography and antibiotic means

- A. self.
- B. value.
- C. study.
- D. life.

**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

2 Which word **most** clearly shows that Lee disliked spiders?

Because Lee hated and feared bugs so much, he thought that spiders were \_\_\_\_\_.

- A. distasteful
- B. objectionable
- C. repulsive
- D. terrible

## Storytelling Literary Text

**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

- 3 In the first paragraph, the word vying means
- A. hiding.
  - B. competing.
  - C. whispering.
  - D. traveling.

**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)

- 4 Based on the first paragraph, what did the author believe about hardback books when she was a child?
- A. They were a privilege reserved only for adults.
  - B. They were boring because they had no pictures.
  - C. They deserved more respect than other reading materials.
  - D. They provided a good source of inspiration for family stories.

## Storytelling 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)

- 5 What did the author learn from the rejections she received for her short story?
- A. The story dealt with a subject she knew little about.
  - B. Stories about little girls are not popular among adults.
  - C. The story was not complete as she had first written it.
  - D. Short stories are more difficult to write than novels.

**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)

- 6 What did the author **most likely** do to turn the short story into a novel?
- A. changed the setting
  - B. developed the character
  - C. added descriptive language
  - D. created a more focused plot

## Storytelling Literary Text

**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

- 7 Describe how the author's childhood influenced her decision to be a writer. Use details from the passage to support your answer.

### Scoring Guide:

Score	Description
4	Response provides a thorough description of how the author's childhood influenced her decision to be a writer. Response includes relevant details from the passage.
3	Response provides a description of how the author's childhood influenced her decision to be a writer. Response includes some relevant details from the passage.
2	Response provides a partial description of how the author's childhood influenced her decision to be a writer. 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:

The response will likely contain some of these points:

- The author's family valued storytelling.
- In a large family, storytelling was a way to get attention.
- Reading was respected in the author's home.
- Her family valued education.

NECAP 2010 RELEASED ITEMS  
GRADE 11 READING

SCORE POINT 4

7 The author's childhood influenced her decision to be a writer because in her family stories were held in high regard and they gave whoever knew a good story attention. And with a big family like hers, she was always looking for ways to get attention. "The first time I heard a story, before I could even read, I knew I wanted to tell stories." The author came from a family where she would be turned off if people were telling stories on the porch. Her parents were tied to education, so it was instilled in them that education was "our way up and our way out." So naturally her love of stories brought her to books. Her mother was always reading "hard back" books in her big pink chair instead of paying attention to her, and being the baby of the family she thought "what in the world could Mama be doing that was so important that it could keep her from me." Books and stories were used in her house to get attention from her parents. So it only seems fitting that she becomes a writer.

Response provides a thorough description of how the author's childhood influenced her decision to be a writer. Response includes relevant details from the passage.

NECAP 2010 RELEASED ITEMS  
GRADE 11 READING

SCORE POINT 3

7

The author's childhood influenced her to be a writer because stories were important in her family. Her big family was full of readers, and the best way to get attention was to tell stories. The family would drop what they were doing to listen to stories. Her mother had this pink chair where she went to go read in, and no one was allowed to disturb her. She would go through her mother's books that were hard covers and call them 'magical'. She loved stories, and eventually she found books and writing. Being surrounded by stories, words, books all her life, it eventually came to be a passion that she wanted to pursue in her lifetime.

Response provides a description of how the author's childhood influenced her decision to be a writer.  
Response includes some relevant details from the passage.

NECAP 2010 RELEASED ITEMS  
GRADE 11 READING

SCORE POINT 2  
(EXAMPLE A)

7

The authors childhood influenced her because it made her want to be heard and receive attention; she did it through writing and story telling. She was from a very large family, and story telling was knowledge, and knowledge was very important in her family. It was also her way of getting attention.

Response provides a partial description of how the author's childhood influenced her decision to be a writer. Response includes limited details from the passage.

NECAP 2010 RELEASED ITEMS  
GRADE 11 READING

SCORE POINT 2  
(EXAMPLE B)

7

The author's childhood influenced her in many ways to become a writer. She had some great examples of influence around her. Some were:

- her large family
- her being the youngest child, always wanting the most attention
- the education that she learned
- the books her mom read.

These are great examples of the influences that made Tina McElroy Ansa want to be a writer. One can be influenced by these examples and more, if they feel that writing is the right career for themselves.

Response provides a partial description of how the author's childhood influenced her decision to be a writer. Response includes limited details from the passage.

NECAP 2010 RELEASED ITEMS  
GRADE 11 READING

SCORE POINT 1

7

The authors childhood influenced her to become a writer because when she was younger she would tell stories in order to get attention.

Response is vague or minimal.

SCORE POINT 0

7

It just click and was like hey I'm gonna be a writer.

Response is totally incorrect or irrelevant.

## Two Bright Guys Informational 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

- 8 In paragraph 3, entrepreneurs are people who
- A. act independently.
  - B. establish an organization.
  - C. support politicians.
  - D. seek government funds.

**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

- 9 According to the article, what is the primary purpose of the City Year program?
- A. to teach young people to form partnerships
  - B. to enable young people to perform community service
  - C. to provide an alternative to jailing young offenders
  - D. to influence public policies affecting young citizens

## Two Bright Guys 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

- 10 What is the **main** idea of paragraph 5?
- A. The two men influenced the people around them.
  - B. The two men's lives are consistent with their beliefs.
  - C. The two men have chosen a demanding career.
  - D. The two men received support from their families.

**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

- 11 What was similar about the two men's experiences before Harvard Law?
- A. They both spent time studying leadership skills.
  - B. They both created service organizations.
  - C. They both ran for a national political office.
  - D. They both took time off to pursue their ideals.

## Two Bright Guys 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

- 12 Explain how Brown’s and Khazei’s personal qualities have contributed to their success. Use information from the article to support your answer.

### Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how Brown’s and Khazei’s personal qualities have contributed to their success. Response includes relevant information from the article.
3	Response provides an explanation of how Brown’s and Khazei’s personal qualities have contributed to their success. Response includes some relevant information from the article.
2	Response provides a partial explanation of how Brown’s and/or Khazei’s personal qualities have contributed to their success. 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:

Qualities that may be cited include

- their idealism
- willingness to “walk the walk”
- dedication
- ability to work together
- leadership

A thorough response will likely link the qualities to their successful organization: its goals (to provide national service, to develop leadership) and effectiveness. Specific examples may include the Katrina incident.

NECAP 2010 RELEASED ITEMS  
GRADE 11 READING

SCORE POINT 4

12 In Two Bright Guys, One Vision by Linda L. Creighton, Michael Brown and Alan Khazei's personal qualities of intuition and perseverance have contributed to their success. Both men got together to form City Year, because they thought that the goal of changing the world was something many people wanted to do, and that intuition was correct. Now that City Year is up and running, they continue to use that intuition to find new leaders. They say they look for "leaders in unlikely places" with the "young people who might otherwise be dismissed". They could just go to big cities and pick the obvious kids, but instead they use their intuition to pick out the unlikely candidates that will succeed just like they have. Also, perseverance has gotten them to great places and brought them success. In the article, it is stated that Brown and Khazei "have weathered professional and personal crises together" and even through that, they still remain close and strong, helping to keep the organization going, and not letting any crises stand in their way of completing what they set out to do: change the world. Brown and Khazei's intuition and perseverance are two of many qualities they both have that have gained them success.

Response provides a thorough explanation of how Brown's and Khazei's personal qualities have contributed to their success. Response includes relevant information from the article.

NECAP 2010 RELEASED ITEMS  
GRADE 11 READING

SCORE POINT 3

12

Brown and Khazei both share similar qualities. They met at Harvard, a prestigious school, which shows they worked hard and had huge goals for themselves. They became partners for a program called City Year, which they created. This program is a group of 17-to-24-year-olds that works to improve the community. Brown and Khazei were both ambitious trying to "build an institution that lasts way beyond us" says Khazei. Although all these traits help them create City Year, their most important personal quality is their leadership ability. This helped them to get more volunteers and lead these volunteers into the right direction. Khazei said "...anybody can be a leader. It's a skill set that people can learn & develop." Brown and Khazei both did a tremendous job learning how to lead.

Response provides an explanation of how Brown's and Khazei's personal qualities have contributed to their success. Response includes some relevant information from the article.

NECAP 2010 RELEASED ITEMS  
GRADE 11 READING

SCORE POINT 2  
(EXAMPLE A)

12 Brown's and Khazei's personal qualities have contributed to their success. Both men are very driven people and are determined to make a difference in the world. When Hurricane Katrina hit the two men came up with a plan: creating a 16<sup>th</sup> city year program, in Louisiana, within 90 days of the disaster- a process that usually takes two years. The program was up and running three months later.

Response provides a partial explanation of how Brown's and/or Khazei's personal qualities have contributed to their success. Response includes limited information from the article.

NECAP 2010 RELEASED ITEMS  
GRADE 11 READING

SCORE POINT 2  
(EXAMPLE B)

12

Brown and Khazei's personal qualities have contributed to their success in many ways. They are both very selfless people, even stating that City Year was never supposed to be about them, but was meant to go beyond them. They are both very good leaders, and they are very honest and true about what they believe. They are also aggressive, but at the same time they can compromise, which is an important quality.

Response provides a partial explanation of how Brown's and/or Khazei's personal qualities have contributed to their success. Response includes limited information from the article.

NECAP 2010 RELEASED ITEMS  
GRADE 11 READING

SCORE POINT 1

12

The two men, Brown and Khazei contributed to their success by their determination to become a leader. They set goals and then followed them.

Response is vague or minimal.

SCORE POINT 0

12

They are of different ethnic background so they both have very different personalities.

Response is totally incorrect or irrelevant.

## Two Bright Guys

### 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

- 13 Why did Khazei disagree with Brown about sending all their volunteers to deal with the aftermath of Hurricane Katrina?
- A. Khazei thought that aiding hurricane victims was outside the scope of City Year's mission.
  - B. Khazei did not believe that the volunteer corps could organize a rapid enough response.
  - C. Khazei was unwilling to suspend the other projects that City Year was running.
  - D. Khazei wanted the volunteers to have an opportunity to participate in the decision.

**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 According to the article, why did Khazei leave the City Year organization?
- A. He wanted to pursue other interests.
  - B. He disagreed strongly with Brown about the approach to Hurricane Katrina.
  - C. He felt the organization was depending on him too much.
  - D. He thought he could support the organization's goals from outside.

## Two Bright Guys Informational Text

**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)

15 In paragraph 14, the word ethos means

- A. leadership.
- B. strictness.
- C. philosophy.
- D. relationship.

**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

16 What is the **main** purpose of the article?

- A. to persuade the reader to support City Year
- B. to provide information about the founders of City Year
- C. to explain the qualities that are necessary for leadership
- D. to convince the reader of the importance of national service

## Two Bright Guys Informational Text

**10.8.4** Analyze and interpret informational text, citing evidence as appropriate by distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts

- 17 Describe the author's attitude toward Brown and Khazei and analyze how she communicates this attitude to the reader. Use examples from the article to support your answer.

### Scoring Guide:

Score	Description
4	Response provides a thorough description of the author's attitude toward Brown and Khazei and a thorough analysis of how she communicates this attitude to the reader. Response includes relevant examples from the article.
3	Response provides a description of the author's attitude toward Brown and Khazei and an analysis of how she communicates this attitude to the reader. Response includes some relevant examples from the article.
2	Response provides a partial description of the author's attitude toward Brown and Khazei and/or a partial analysis of how she communicates this attitude to the reader. Response includes limited examples from the article.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

### Training Notes:

A thorough explanation will describe the positive picture the author presents and analyze some of the strategies used to support this picture (using the men themselves as sources, describing their backgrounds and accomplishments in admiring terms, citing other people who admire them).

NECAP 2010 RELEASED ITEMS  
GRADE 11 READING

SCORE POINT 4

17 The author of this article shows great support to Brown and Khazei. She also shows her attitude towards them in the article. There is no negativity towards Brown or Khazei in their success or their issues. She also makes an effort to point out how others have been positively impacted by them. One example of this is on Paragraph fourteen, where the story of the young man, Stephen Spaloss, is shown as an example of Brown's and Khazei's impact. Another example is their efforts when they helped many after the devastating hurricane Katrina. They managed to make a program for it in as little as three months. She also shows how they took risks in order to get where they are now. The rejection of the prestigious clerkship with a federal judge and putting off law school are two examples. She tries to examine their friendship as well. She constructs the article so that their friendship is the main state of the City Year program. Without their 27 year relationship City Year wouldn't exist. Overall, she tried to glorify them in the article.

Response provides a thorough description of the author's attitude toward Brown and Khazei and a thorough analysis of how she communicates this attitude to the reader. Response includes relevant examples from the article.

NECAP 2010 RELEASED ITEMS  
GRADE 11 READING

SCORE POINT 3

17

The author of this article greatly respects Brown and Khazei because she only shines the good light on them. The author talked about Brown's bold move in turning down a prestigious clerkship in order to start City Year and how when Brown and Khazei argue, it is only for the better of the organisation and ultimately for society. The author also ends the passage with a small anecdote about how City Year turned Stephan Spaloss' life around. Stephan was said to have embraced Brown's and Khazei's leadership qualities and became a better, more successful person.

Response provides a description of the author's attitude toward Brown and Khazei and an analysis of how she communicates this attitude to the reader. Response includes some relevant examples from the article.

NECAP 2010 RELEASED ITEMS  
GRADE 11 READING

SCORE POINT 2

17

The author admires Brown and Khazei. She speaks very often of their positive qualities and their goal. Creighton dubs them "leading social entrepreneurs" and tells stories of their success. She says that Brown and Khazei "live by example," and discusses how they can work together and compromise. The author never speaks negatively of the two in her writing.

Response provides a partial description of the author's attitude toward Brown and Khazei and/or a partial analysis of how she communicates this attitude to the reader. Response includes limited examples from the article.

SCORE POINT 1

17

The author obviously has great respect for Brown and Khazei as she describes them early in the passage as being intelligent, modest, and dedicated.

Response is vague or minimal.

NECAP 2010 RELEASED ITEMS  
GRADE 11 READING

SCORE POINT 0

17

She tries to explain that even though you and your business partners are best friends working together might not always work out.

Response is totally incorrect or irrelevant.

## Grade 11 Reading Released Item Information - 2010

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

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

<sup>2</sup>Item Type: MC = Multiple Choice, CR = Constructed Response