



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2011**

**Grade 4
Reading**

NECAP 2011 RELEASED ITEMS
GRADE 4 READING

3.1.1 Applies word identification/ decoding strategies by identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought)

1 Which word has the same **vowel sound** as mint?

- A. size
- B. rice
- C. night
- D. fifth

3.3.1 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by identifying synonyms, antonyms, or homonyms/homophones; or categorizing words

2 The **opposite** of the word curved is

- A. loop.
- B. straight.
- C. cut.
- D. fancy.

George Washington Carver Informational Text

(The passage for these questions is located in Released Items 2011 – Grade 4 Reading.)

3.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to explicitly stated main/central ideas or details

- 3** When George Washington Carver was a boy, why was he called the “plant doctor”?
- A. He liked looking at plants near his home each morning.
 - B. He took care of the townspeople’s plants.
 - C. He knew more about plants than anyone else in town.
 - D. He grew plants near his home in Missouri.

3.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to explicitly stated main/central ideas or details

- 4** Which sentence about George’s childhood is **true**?
- A. George never learned to read or write.
 - B. George wanted to become a farmer.
 - C. George did not like the town where he was born.
 - D. George moved to a town where he could go to school.

George Washington Carver Informational Text

(The passage for these questions is located in Released Items 2011 – Grade 4 Reading.)

3.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to explicitly stated main/central ideas or details

- 5 George studied hard for 20 years so he could
- A. become a cotton farmer on his own land.
 - B. make products from plants.
 - C. learn how to use plants to help people.
 - D. grow peanuts and sweet potatoes.

3.8.5 Analyze and interpret informational texts, citing evidence where appropriate by making inferences about causes or effects

- 6 At first, Southern farmers thought that growing peanuts and sweet potatoes would
- A. kill their cotton plants.
 - B. earn them no money.
 - C. make their work harder.
 - D. use up the healthy soil.

George Washington Carver Informational Text

(The passage for these questions is located in Released Items 2011 – Grade 4 Reading.)

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

7 Use the definitions below.

plant (noun): 1. a young tree, vine, or shrub
(verb): 2. to put in the ground for growth

Write your own sentences to show **each** meaning of the word plant. Use the word plant in each sentence.

1. _____

2. _____

Use the definitions below.

part (noun): 1. a piece of a whole
(verb): 2. to break into pieces or to comb hair to one side

Write your own sentences to show **each** meaning of the word part. Use the word part in each sentence.

1. _____

2. _____

**NECAP 2011 RELEASED ITEMS
GRADE 4 READING**

Scoring Guide:

Score	Description
4	Response provides a total of four original sentences/phrases. Sentence/phrase 1 and 2 show each meaning of the featured word.
3	Response provides a total of three original sentences. Sentence/phrase 1 and/or 2 show each meaning of the featured word.
2	Response provides a total of two original sentences. Sentence/phrase 1 and/or 2 show each meaning of the featured word.
1	Response provides a total of one original sentence. Sentence/phrase 1 or 2 shows the meaning of the featured word. OR Response is vague/minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Accept any sentence or phrase that reflects an understanding of the featured words (a sentence or phrase is acceptable). Accept word forms that are plural/vary in tense/contain a suffix (i.e., plants, planted, parts, parting, will plant, will part).

NECAP 2011 RELEASED ITEMS
GRADE 4 READING

SCORE POINT 4

7 Use the definitions below.

plant (noun): 1. a young tree, vine, or shrub

(verb): 2. to put in the ground for growth

Write your own sentences to show **each** meaning of the word plant. Use the word plant in each sentence.

1. That plant just sprouted its first flower.

2. I just planted those flowers.

Use the definitions below.

part (noun): 1. a piece of a whole

(verb): 2. to break into pieces or to comb hair to one side

Write your own sentences to show **each** meaning of the word part. Use the word part in each sentence.

1. I cut the pie into different parts.

2. I parted my hair on the side today.

Response provides a total of four original sentences/phrases. Sentence/phrase 1 and 2 show each meaning of the featured word.

NECAP 2011 RELEASED ITEMS
GRADE 4 READING

SCORE POINT 3

7 Use the definitions below.

plant (noun): 1. a young tree, vine, or shrub
(verb): 2. to put in the ground for growth

Write your own sentences to show **each** meaning of the word plant. Use the word plant in each sentence.

1. The plant was put in the ground

2. The plant is a young tree.

Use the definitions below.

part (noun): 1. a piece of a whole
(verb): 2. to break into pieces or to comb hair to one side

Write your own sentences to show **each** meaning of the word part. Use the word part in each sentence.

1. I ate a part of pizza

2. I have to part your hair

Response provides a total of three original sentences. Sentence/phrase 1 and/or 2 show each meaning of the featured word.

NECAP 2011 RELEASED ITEMS
GRADE 4 READING

SCORE POINT 2

7 Use the definitions below.

plant (noun): 1. a young tree, vine, or shrub
(verb): 2. to put in the ground for growth

Write your own sentences to show **each** meaning of the word plant. Use the word plant in each sentence.

1. The plant is green.

2. Plants are mostly healthy.

Use the definitions below.

part (noun): 1. a piece of a whole
(verb): 2. to break into pieces or to comb hair to one side

Write your own sentences to show **each** meaning of the word part. Use the word part in each sentence.

1. Make my part in my hair please.

2. I want part of the pizza.

Response provides a total of two original sentences. Sentence/phrase 1 and/or 2 show each meaning of the featured word.

NECAP 2011 RELEASED ITEMS
GRADE 4 READING

SCORE POINT 1

7 Use the definitions below.

plant (noun): 1. a young tree, vine, or shrub
(verb): 2. to put in the ground for growth

Write your own sentences to show **each** meaning of the word plant. Use the word plant in each sentence.

1. Lets Plant a young tree.

2. lets Plant a seed.

Use the definitions below.

part (noun): 1. a piece of a whole
(verb): 2. to break into pieces or to comb hair to one side

Write your own sentences to show **each** meaning of the word part. Use the word part in each sentence.

1. You will all get a piece of Pie.

2. He rited the book in to Pieces.

Response provides a total of one original sentence. Sentence/phrase 1 or 2 shows the meaning of the featured word.

OR

Response is vague/minimal.

NECAP 2011 RELEASED ITEMS
GRADE 4 READING

SCORE POINT 0

7 Use the definitions below.

plant (noun): 1. a young tree, vine, or shrub
(verb): 2. to put in the ground for growth

Write your own sentences to show **each** meaning of the word plant. Use the word plant in each sentence.

1. to put in the ground for growth,
2. a young tree vine or shrub,

Use the definitions below.

part (noun): 1. a piece of a whole
(verb): 2. to break into pieces or to comb hair to one side

Write your own sentences to show **each** meaning of the word part. Use the word part in each sentence.

1. a piece of a whole,
2. to break into pieces or to comb to one side.

Response is totally incorrect or irrelevant.

George Washington Carver Informational Text

(The passage for these questions is located in Released Items 2011 – Grade 4 Reading.)

3.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to explicitly stated main/central ideas or details

- 8 George found that peanuts could be used to make
- A. flour.
 - B. candy.
 - C. soap.
 - D. shoe polish.

3.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by selecting appropriate words to use in context, including content specific vocabulary (e.g., predator/prey, or words with multiple meanings)

- 9 In paragraph 9, the word manufacturers means people who
- A. make things.
 - B. grow things.
 - C. study things.
 - D. discover things.

George Washington Carver Informational Text

(The passage for these questions is located in Released Items 2011 – Grade 4 Reading.)

3.8.2 Analyze and interpret informational texts, citing evidence where appropriate by recognizing generalizations about text (e.g., identifying appropriate titles, assertions, or controlling ideas)

10 What is the **main idea** of this passage?

- A. George studied plants near his home.
- B. George was called the plant doctor.
- C. George learned how to read and write.
- D. George was able to help many people.

3.1.1 Applies word identification/ decoding strategies by identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought)

11 The word owe rhymes with

- A. know.
- B. own.
- C. town.
- D. how.

George Washington Carver Informational Text

(The passage for these questions is located in Released Items 2011 – Grade 4 Reading.)

3.8.3 Analyze and interpret informational texts, citing evidence where appropriate by making basic inferences, drawing basic conclusions, or forming judgments/opinions about central ideas that are relevant

12 Explain how George helped Southern farmers. Use details from the passage.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how George helped Southern farmers. Response includes relevant details from the passage.
3	Response provides an explanation of how George helped Southern farmers. Response includes some relevant details from the passage.
2	Response provides a partial explanation of how George helped Southern farmers. 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:

Response may include:

- George worked hard to find ways that farmers could improve their soil.
- George found that plants (sweet potatoes and peanuts) could be used for things other than food.
 1. Sweet potatoes could be used to make flour, candy, and shoe polish.
 2. Peanuts could be turned into soap, ink, and dye.

SCORE POINT 4

- 12 Explain how George helped Southern farmers. Use details from the passage.

George helped the Southern farmers by, telling them to plant sweet potatoes and peanuts to make the soil richer. They would not listen though, they just laughed at the very idea. Only did they listen when George invented different ways to use peanuts and sweet potatoes. He figured out that sweet potatoes can be used to make stuff like shoe polish, candy, and flour. Peanuts could be used for ink, soap, and dye. He invented over 300 things made from peanuts.

Response provides a thorough explanation of how George helped Southern farmers. Response includes relevant details from the passage.

SCORE POINT 3

- 12 Explain how George helped Southern farmers. Use details from the passage.

George helped Southern farmers by helping plant there crops. And made sweet potatoes, also peanuts. He went to school to studied hard about plants so when he grew up he could help other people. One time farmers in the south had a hard time Goerge would go over and help them. Some farmers lost there farms. Goerge was trying to find a way to help them get there crops and farms back. Goerge helped a lot of people.

Response provides an explanation of how George helped Southern farmers. Response includes some relevant details from the passage.

NECAP 2011 RELEASED ITEMS
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SCORE POINT 2

- 12 Explain how George helped Southern farmers. Use details from the passage.

George helped the southern farmers
by finding plants that made richer
soil and he told the farmers
to plant sweet potatoes and peanuts.
They can do lots of things
to help the world!

Response provides a partial explanation of how George helped Southern farmers. Response includes limited details from the passage.

SCORE POINT 1

- 12 Explain how George helped Southern farmers. Use details from the passage.

He experimented with sweet potatoes and
peanuts and they helped other people.

Response is vague or minimal.

NECAP 2011 RELEASED ITEMS
GRADE 4 READING

SCORE POINT 0

- 12 Explain how George helped Southern farmers. Use details from the passage.

George helped the farmers plant grass.
He helped get hay ready for the horses
to eat.

Response is totally incorrect or irrelevant.

Grade 4 Reading Released Item Information – 2011

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

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

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