



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
2006**

**Grade 5  
Writing**

## Writing—Session 1

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

Uncle Ray was one of the police officers at the Franklin Park Zoo last september when the gorilla escaped.

- A. police
  - B. officers
  - C. september
  - D. gorilla
- ❷ Where should a comma be placed in the sentence below?

On the morning of July 4 2004, it was as if the oven had been turned up as high as it could go.

- A. after *On*
- B. after *July 4*
- C. after *if*
- D. after *oven*

- ❸ Which sentence has a punctuation error at the end?

- A. Cheetah reach the amazing speed of 70 mph!
- B. What makes the cat faster than the horse.
- C. They must stop and rest after about 400 yards.
- D. Horses can keep up the speed for several miles or more.

- ❹ How should the underlined words in the sentence below be written?

Me and Richard saw two children who looked happy.

- A. Richard and I
- B. Us and Richard
- C. Richard and me
- D. They and Richard

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

I believe that the fourth meeting will happen on next Wendsday.

- A. Change *believe* to **belief**.
- B. Change *fourth* to **forth**.
- C. Change *meeting* to **meating**.
- D. Change *Wendsday* to **Wednesday**.

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

They raised a baby chimpanzee. They taught the baby chimpanzee to use sign language.

- A. A baby chimpanzee they raised and taught to use sign language.
- B. They raised a baby chimpanzee they taught it to use sign language.
- C. They raised a baby chimpanzee and taught it to use sign language.
- D. To raise a baby chimpanzee they taught it to use sign language.

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

Every day Nibbles needs fresh water clean newspaper, and a full bowl of food in his cage.

- A. after *Nibbles*
- B. after *needs*
- C. after *water*
- D. after *food*

- 8 Which of the following is a complete sentence?

- A. "Good morning, students," over the loudspeaker.
- B. In a day of games, contests, and prizes, and more.
- C. All of the grades in the school will participate.
- D. After a few minutes everyone in the class reading.

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

Ms. Richards is the new principal of my school, which is on Humboldt avenue.

- A. principal
- B. school
- C. which
- D. avenue

- 10 Which of the following is a complete sentence?

- A. A new house built a few months ago.
- B. One day I saw a family moving in.
- C. Wonder who is living there now.
- D. One more time before the cold winter.

**When writing responses to prompts 11, 12, and 13, remember to**

- **read the prompt carefully,**
- **develop a complete response to the prompt,**
- **proofread and edit your writing, and**
- **write only in the space provided.**

*Read this passage and think about how you would continue the story.  
Then write a response to the prompt that follows.*

### **Native American Tale**

Long, long ago there were only animals living on the earth. The lands of the north were covered in darkness. For millions of years the animals were content to live in this darkness. However, there came a time when they realized that they were always bumping into one another; they were always falling down holes in the ground; they were always stumbling as they ran around. There came a time when they decided that something must be done about living in such darkness.

- ⑪ Continue the story by describing what the animals did next.

*Read this passage and decide if you think that inventions have improved the foods we eat. Then write a response to the prompt that follows.*

## **Inventions That Changed Food History**

*by Ruth Winne Roberts*

Before the mid-1800s, people had to eat whatever they grew themselves or bought from a nearby farm. In most places, fresh food was available only in summer. Cabbage and root vegetables, such as potatoes and carrots, were stored in the cellar for winter. Meat was salted, pickled, or smoked. Corn or wheat bread and sweets were baked at home over an open fire.

Then an explosion of wonders changed the way people cooked, ate, and stored food. On the farm, tractors and reapers replaced horses. Farms produced more food than before. Factories made new products. A tall wooden box in the kitchen could keep food cold with just a block of ice. They called it an icebox. A heavy black iron stove with a fire inside could boil vegetables on top while meat roasted inside.

Everything stayed fresher. It cooked faster. It tasted better. A powerful engine snorted along on iron rails, bringing the village grocer all sorts of new foods in packages and shiny tins.

But before long, even more wonders appeared. One of them could make ice, cool food, and freeze leftovers just by plugging a wire into the kitchen wall. Another could bake a cake at just the right temperature—without lighting a fire. And noisy trucks filled with food sounded their honking horns on every road.

By your grandparents' time, huge birdlike machines were roaring through the sky, bringing goodies from distant places. And when your mom and dad began to cook, they could buy almost any kind of food they wanted, cook it in a small box in minutes, and store it for ages.

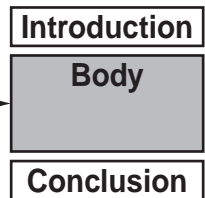
- 12 Do you think inventions have improved the foods we eat? Write a paragraph using details from the passage and what you know in your response.

*Read this introduction to a report on climate and think about how you will continue the report. Then write a response to the prompt that follows.*

## Climate

The climate of a place is what the weather is like over many years. Climate includes how hot and cold a place can be. Climate also includes how much water a place gets in the form of rain and snow. How far north or south a place is located affects the climate of a place. Climate can also be affected by mountains, forests, oceans, and large lakes.

- 13 Write the next paragraph for the report describing the climate where **you** live. The shaded area of the box shows which part of the report you should write.



## Writing—Session 2

*Read this passage about a family in a hurry to go on a vacation. Think about who is causing the problem in this passage. Then write a response to the prompt that follows.*

### **The Cottage-Key Caper**

*by Kitty Clark*

Doors slam. Sneakers bounce. Bathing suits and T-shirts fly. Packing for the island house always makes Mom frantic.

Mr. Whisper, our blue macaw, usually sits on top of his cage, preening and making remarks. But now, the commotion has him flying all over the place.

When he's upset, he picks up and drops everything he sees. So as Mom and I pack, a silver bell clanks to the floor. A doll's mirror bangs off a lampshade. A spoon drops into the bag that Mom is packing.

"Get that bird into his cage!" Mom commands as she squishes a final sweatshirt into her bag.

Mr. Whisper is normally tame, but not today. He shrieks at me to pick a peck of pickled peppers, then he throws a box of paper clips onto the floor.

"Whisper, come," I say in my sternest voice, holding out my arm. But he ignores me and swoops away. I bend down to pick up the paper clips, then I hear him crash-land noisily on the top of his cage.

I go over to put him inside. The bright blue parrot glares at me.

"Mr. Whisper," I repeat. "Step up." I push my arm toward him. This time, he hops on. I ease him into the cage.

He is not pleased. When I shut the door, he scrambles up the bars, babbling furiously. Since I don't respond, he settles for tearing up the shredded newspaper on the cage floor.

Then I hear Mom's panicky voice: "Have you seen the cottage keys? I'm absolutely positive I left them right here on the table."

*Absolutely* is her favorite word.

"Help me find them," she says, riffling through some papers.

I start looking. We need those keys! We have reservations for the ferry that leaves at two. What if we miss it and can't get another one?

Mr. Whisper looks up from his nest of shredded paper and starts telephone-ringing.

It's super realistic.

Before I can say something, Mom races to the real phone. She answers and discovers it's the parrot phone. "Wretched bird," she mutters. She scowls at him and says to me, "Keep looking."

I search behind the couch cushions. "It's not his fault," I say. "Let him out. I'll watch him."

"Absolutely not," Mom says. "What in the world are you thinking?"

Actually, I'm thinking of me.

Me—elegant, sophisticated—sporting a stately blue macaw on my shoulder. Especially on the ferry. People will stare at me and wonder which Famous Person I am.

"Mom," I say, "we're going to miss the boat. We don't need the keys . . . Let's just break in."

"Not an option. Keep looking," she repeats in a tone that suggests *keep looking*.

Who do you think is causing the problem in this passage? Use details from the passage in your response.

Use the questions in the box below to organize your writing. You can answer the questions **before** you write to plan your response or **after** you write to check your response. What you write in the **Student Answer Booklet** will be included as part of your score.

14 What is the focus/controlling idea of your response? \_\_\_\_\_

\_\_\_\_\_

15 What are the supporting details/references to text in your response? \_\_\_\_\_

\_\_\_\_\_

16 What is the conclusion to your response? \_\_\_\_\_

\_\_\_\_\_

**When writing a response to prompt 17, remember to**

- **read the prompt carefully,**
- **develop a complete response to the prompt,**
- **proofread and edit your writing, and**
- **write only in the space provided.**

**17** Who do you think is causing the problem in this passage? Use details from the passage in your response.

# Acknowledgments

The New Hampshire, Vermont, and Rhode Island Departments of Education wish to acknowledge and credit the following authors and publishers for use of their work in the writing portion of the *New England Common Assessment Program*—2006.

“Native American Tale” (p. 4) from *The Dial Book of Animal Tales* retold by Naomi Adler. Published by Dial Books. Copyright © 1996 by Naomi Adler.

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“The Cottage-Key Caper” (pp. 8–9) by Kitty Clark as it appeared in *Highlights*, May 2004. Published by Highlights for Children. Copyright © 2004 by Highlights for Children.

## Grade 5 Writing Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Content Strand <sup>1</sup>	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	NW	IR	RW	LR	LR	LR	LR
GLE Code	4-9	4-9	4-9	4-9	4-9	4-1	4-9	4-1	4-9	4-1	4-4	4-2	4-8	4-3	4-3	4-3	4-3
Depth of Knowledge Code	1	1	1	1	1	2	1	2	1	2	2	2	2	3	3	3	3
Item Type <sup>2</sup>	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	CR	CR	CR	SA	SA	SA	ER
Answer Key	C	B	B	A	D	C	C	C	D	B							
Total Possible Points	1	1	1	1	1	1	1	1	1	1	4	4	4	1	1	1	12

<sup>1</sup>Content Strand: SC = Structures of Language & Writing Conventions. Short Responses — NW = Narrative Writing, IR = Response to Informational Text, RW = Report Writing. Extended Response — LR = Response to Literary Text

<sup>2</sup>Item Type: MC = Multiple Choice, CR = Constructed Response, SA = Short Answer, ER = Writing Prompt



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
Support Materials  
2006**

**Grade 5  
Writing**

NECAP 2006 RELEASED ITEMS  
GRADE 5 WRITING

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

- ① Which word in the sentence below should be capitalized?

Uncle Ray was one of the police officers at the Franklin Park Zoo last september when the gorilla escaped.

- A. police
- B. officers
- C. september
- D. gorilla

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

- ② Where should a comma be placed in the sentence below?

On the morning of July 4 2004, it was as if the oven had been turned up as high as it could go.

- A. after *On*
- B. after *July 4*
- C. after *if*
- D. after *oven*

NECAP 2006 RELEASED ITEMS  
GRADE 5 WRITING

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

- 3 Which sentence has a punctuation error at the end?
- A. Cheetah reach the amazing speed of 70 mph!
  - B. What makes the cat faster than the horse.
  - C. They must stop and rest after about 400 yards.
  - D. Horses can keep up the speed for several miles or more.

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

- 4 How should the underlined words in the sentence below be written?

Me and Richard saw two children who looked happy.

- A. Richard and I
- B. Us and Richard
- C. Richard and me
- D. They and Richard

NECAP 2006 RELEASED ITEMS  
GRADE 5 WRITING

**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

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

I believe that the fourth meeting will happen on next Wendsday.

- A. Change *believe* to **belief**.
- B. Change *fourth* to **forth**.
- C. Change *meeting* to **meating**.
- D. Change *Wendsday* to **Wednesday**.

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

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

They raised a baby chimpanzee. They taught the baby chimpanzee to use sign language.

- A. A baby chimpanzee they raised and taught to use sign language.
- B. They raised a baby chimpanzee they taught it to use sign language.
- C. They raised a baby chimpanzee and taught it to use sign language.
- D. To raise a baby chimpanzee they taught it to use sign language.

NECAP 2006 RELEASED ITEMS  
GRADE 5 WRITING

**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?

Every day Nibbles needs fresh water clean newspaper, and a full bowl of food in his cage.

- A. after *Nibbles*
- B. after *needs*
- C. after *water*
- D. after *food*

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

- 8 Which of the following is a complete sentence?
- A. "Good morning, students," over the loudspeaker.
  - B. In a day of games, contests, and prizes, and more.
  - C. All of the grades in the school will participate.
  - D. After a few minutes everyone in the class reading.

NECAP 2006 RELEASED ITEMS  
GRADE 5 WRITING

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

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

Ms. Richards is the new principal of my school, which is on Humboldt avenue.

- A. principal
- B. school
- C. which
- D. avenue

**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 Which of the following is a complete sentence?
- A. A new house built a few months ago.
  - B. One day I saw a family moving in.
  - C. Wonder who is living there now.
  - D. One more time before the cold winter.

## Native American Tale Narrative Writing

**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 .

**11** Continue the story by describing what the animals did next.

### Scoring Guide:

Score	Description
4	Response clearly continues the story line. The response contains relevant and descriptive details.
3	Response generally continues the story line, although there may be minor lapses.
2	Response is an attempt to continue the story line, although there may be major lapses.
1	Response may be unclear and/or a minimal attempt at a response to the prompt.
0	Response is totally incorrect or irrelevant.
Blank	No response

SCORE POINT 4

11 So since it was so dark in the north a fox decided that it was time to get light up here. She heard there was so much light in the South. Alone, The fox started on her journey to the South. When she would come across a pond or river she would ask "Do you know which way the south is?" The animals pointed in the same direction each time, and the fox noticed the more she went south the more light there was. When she came to the brightest part she stopped she had heard a noise above her. She looked up and saw a raven in a tree above her. The Raven flew down. "What can I do for you, miss." The fox was very sly and said "You can fly high and reach the light, right?" "Yes" said the bird and got the light. When the bird showed her she grabbed some of the light. When she got back the North had light!

SCORE POINT 3

11 The animals gathered up leaves, fallen trees, and tree bark. They had two cheetas go look for two special rocks. The animals' rubbed the stones together to make a spark. Which caught the leaves on fire. Then the leaves caught the bark on fire, which caught the fallen trees on fire. Then a huge gust of wind came and blew the raging fire high up into the sky which gave them light. Now they can see if they're going to fall into a hole or bump into some other animal.

NECAP 2006 RELEASED ITEMS  
GRADE 5 WRITING

SCORE POINT 2

11 The animals went to talk to the stars, one in particular. The star's name was Sun. The animals told the sun what was happening and they Sun said he had a plan. The next day it was bright, clear, and sunny. The Sun said "I give you all the light you need." And that's what he did and is still doing. The End.

SCORE POINT 1

11 So the animals kept on stumbling and made sparks and made a fire so they could see.

SCORE POINT 0

11

## Inventions That Changed Food History

### Writing in Response to Informational Text

**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.

- 12 Do you think inventions have improved the foods we eat? Write a paragraph using details from the passage and what you know in your response.

#### Scoring Guide:

Score	Description
4	Response contains an opinion about whether inventions have improved the foods we eat. The response maintains a clear focus/purpose throughout and contains relevant details from the text and/or the student's knowledge that support the focus.
3	Response contains an opinion about whether inventions have improved the foods we eat. The response maintains a focus/purpose, but there may be minor lapses. The response includes some relevant details from the text and/or the student's knowledge that support the focus.
2	Response contains an attempt to express an opinion about whether inventions have improved the foods we eat. There are major lapses in focus and/or there are few relevant supporting details.
1	Response is a minimal or vague statement about whether inventions have improved the foods we eat.
0	Response is totally incorrect or irrelevant.
Blank	No response

SCORE POINT 4

12

I think that, that invention has improved the foods we eat! I think this because now people eat healthier foods, and not foods that may be dirty by the soil, or half eaten by the crows! Now we have foods that we can store in the freezer, or cook on the stove. The foods last more now because we have a freezer that can store foods, or cool them down so the foods don't spoil. In the writting it says, "Everything stayed fresher. It cooked faster. It tasted better." They are right gragawaly every food became eaisyer to keep, cook, and taseted much, much, much, better! I defently think the inventions have improved the food we eat.

SCORE POINT 3

12 I think inventions have changed the way we eat, because we don't have to pickle the meat anymore. The inventions have changed the way we cook, it takes a lot less effort. We don't have to start a fire, and wait for it to heat up. The inventions also helped us keep food cold. We don't have to worry about the ice melting anymore. All we have to do is plug in the refrigerator, instead of waiting for the ice man to come. Thanks to the inventors we don't have to worry.

NECAP 2006 RELEASED ITEMS  
GRADE 5 WRITING

SCORE POINT 2

12

I think that they have improved because we can freeze food so that it won't go bad and an oven is safer than an open fire because if there are little kids around they could touch it and get hurt. Also people can go buy food now so they don't have to grow it.

SCORE POINT 1

12

I do think inventions have improved the foods we eat.

NECAP 2006 RELEASED ITEMS  
GRADE 5 WRITING

SCORE POINT 0

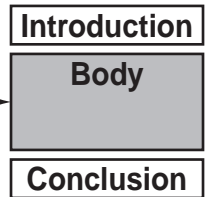
12

They invented lots of things  
like potatoes, vegetables and  
cake.

## Climate Informational Writing (Reports)

**4.8.3** In informational writing, students demonstrate use of a range of elaboration strategies by... including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images.

**13** Write the next paragraph for the report describing the climate where **you** live. The shaded area of the box shows which part of the report you should write.



**Scoring Guide:**

Score	Description
4	Response is a description of the climate of the place where the student lives. The response maintains a clear focus/purpose throughout and contains relevant details that support the focus.
3	Response is a description of the climate of the place where the student lives. The response maintains a focus/purpose, but there may be minor lapses throughout. The response contains some relevant details that support the focus.
2	Response is an attempt to describe the climate of the place where the student lives. There are major lapses in focus and/or there are few relevant supporting details.
1	Response is a minimal or vague statement about the climate in the place where the student lives.
0	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response

SCORE POINT 4

13

New Hampshire's climate can go from 100 degrees in the summer to -10 degrees in the winter. It gives you a bit of everything from warm to cold to chilly to even down right hot! It also changes a lot because of where you are (if you are in the south or north). You can travel just 3 miles and it might get warmer or cooler. It is a fairly small state. Normally the winters are around 0 to 32 degrees. The summers are around 62 to 90 degrees. You can have a pool in the summer and a hockey rink in the winter. Some people prefer one or the other. But most people are pretty ok with it.

SCORE POINT 3

13 The climate in Providence, Rhode Island is cold in the winter. Our body gets cold, feet shiver like ice, and you'll have to put the heat on. In the summer the climate is hot, hot, hot, hot. We get in the pool with nice cool water, wear shorts, and even turn on the A.C. In the Fall leaves are everywhere, we jumped on it, we play around, and it would still be cold. In Spring it's a nice season. Birds chirp, grass will grow, and it's just the right climate.

SCORE POINT 2

13 New Hampshire can get to below 0° temperatures, but it can also get to 100° temperatures. When it rains we get not even a centimeter. When it snows we get about a foot or two. That's the climate of New Hampshire.

NECAP 2006 RELEASED ITEMS  
GRADE 5 WRITING

SCORE POINT 1

13 The climate in Vermont is cold and hot. In the summer it can get really hot. But in the winter it can get really cold.

SCORE POINT 0

13 We will have a lot of water for people can drink to live and at my house we drink a lot of water in my house we love water.

## The Cottage-Key Caper

### Writing in Response to Literary Text

Who do you think is causing the problem in this passage? Use details from the passage in your response.

- 14 What is the focus/controlling idea of your response?

#### 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.
0	Response is totally irrelevant.
Blank	No response

- 15 What are the supporting details/references to text in your response?

#### Scoring Guide:

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

## The Cottage-Key Caper

### Writing in Response to Literary Text

- 16 What is the conclusion to your response?

**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.
0	Response is totally irrelevant.
Blank	No response

**4.3.1 In response to literary or informational text students make and support analytical judgments about text by... stating and maintaining a focus (purpose) when responding to a given question.**

- 17 Who do you think is causing the problem in this passage? Use details from the passage in your response.

**NECAP 2006 RELEASED ITEMS  
GRADE 5 WRITING**

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>6</b>	<ul style="list-style-type: none"> <li>• Purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing</li> <li>• Intentionally organized for effect</li> <li>• Fully developed details; rich and/or insightful elaboration supports purpose</li> <li>• Distinctive voice, tone, and style enhance meaning</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>• Purpose is clear; focus/controlling idea is maintained throughout</li> <li>• Well-organized and coherent throughout</li> <li>• Details are relevant and support purpose; details are sufficiently elaborated</li> <li>• Strong command of sentence structure; uses language to enhance meaning</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>• Purpose is evident; focus/controlling idea may not be maintained</li> <li>• Generally organized and coherent</li> <li>• Details are relevant and mostly support purpose</li> <li>• Well-constructed sentences; uses language well</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>• Writing has a general purpose</li> <li>• Some sense of organization; may have lapses in coherence</li> <li>• Some relevant details support purpose</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>• Attempted or vague purpose; stays on topic; little evidence of organization; lapses in coherence</li> <li>• Generalizes or lists details</li> <li>• Lacks sentence control; uses language poorly</li> <li>• Errors in grammar, usage, and mechanics are distracting</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Lack of evident purpose; topic may not be clear</li> <li>• Incoherent or underdeveloped organization</li> <li>• Random information</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

NECAP 2006 RELEASED ITEMS  
GRADE 5 WRITING

SCORE POINT 1

14 To see who had stolen the cottage keys.

SCORE POINT 1

15 Mr. Whisper (the blue macaw,) likes to pick things up and then drop them. Also, the mom was the first one to notice that it was gone.

SCORE POINT 1

16 To find the keys. In addition to that, I think Mr. Whisper did it.

SCORE POINT 6

17 I think Mr. Whisper stole the keys! First of all, (in real life,) some birds are attracted to shiny and/or metal objects. Most keys are shiny, and they could be metal. Secondly, Mr. Whisper picks up and drops everything he sees when he's mad and upset. He probably could of spotted the cottage key, picked it up, and dropped it somewhere where nobody could find it. Anyways, the mother couldn't have done it. She couldn't

have done it because she's the only person who is really worried about it. The mother even said that. She needs those keys. She can't get in the cottage without them! Also, the kid was trying to get Mr. Whisper into his cage. So, of course that leaves silly old Mr. Whisper for the thief of the missing cottage keys. Thirdly, Mr. Whisper, and other birds can be very tricky, sneaky, and slick sometimes. Maybe, Mr. Whisper picked up the key and put it in his cage, under the newspaper. (Birds aren't stupid, but they also aren't too smart. They keep lots of things in their cages.) When Mr. Whisper looked up from his cage, and started telephone-ringing, he might have slipped the cottage key under the shredded newspaper there. He might have done that, because he could be known that his owners (the mom and the kid,) would get distracted. (And think that the real telephone is ringing. Last but not

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GRADE 5 WRITING

least, Mr. Whisper, (the blue macaw,) couldn't have known the cottage key was important. Like I said before, since most birds are attracted to shiny objects, you never know what else could be lying around in Mr. Whisper's cage! So, that's why I think Mr. Whisper is the cottage key caper.

- Writing has a clear purpose and focus with control of ideas throughout.
- Writing is organized and coherent.
- Writing shows consistent control of grammar, usage, and mechanics.

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GRADE 5 WRITING

SCORE POINT 1

14

I believe that the blue macaw was causing the problem because he was upset and furious

SCORE POINT 1

15

He is upset because of all the commotion and he is furious because he had to be put in his cage.

SCORE POINT 1

16

So, as you can see, the blue macaw was causing the problem.

SCORE POINT 5

17

Have you ever heard of a bird who makes a lot of mischief? I have. The bird was a blue macaw named Mr. Whisper. He causes a lot of problems. In the story 'The Cottage-Key Caper' I have proof that he hid the cottage keys. He causes the problems because he was upset and furious.

The first emotion he felt was upset. He felt upset because the family he was owned by had a lot of commotion because they were going on vacation. He flew all over the house because he was upset. "When he's upset, he picks up and drops everything he sees." He picked up paper clips and dropped them, he picked up a baby mirror and dropped it, and he picked up a spoon and dropped it in one of the bags. You could tell he was upset!

The second emotion Mr. Whisper felt was furiousity. He felt furiousity when he was put in his cage. "When I shut the door he scabbles up the bars, babbling furiously!" After he

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GRADE 5 WRITING

ran up the bars, he tore up some newspaper that was on the ground of his cage. I guess Mr. Whisper can get really furious!

So as you can see, the blue macaw was causing the problems all along. He hid the keys and he was being miserable.

- Writing is organized and coherent.
- Writing includes supporting details with sufficient elaboration.
- Writing shows inconsistent control of grammar, usage, and mechanics.

NECAP 2006 RELEASED ITEMS  
GRADE 5 WRITING

SCORE POINT 1

14

The focus controlling idea of my opoin would be the keys.

SCORE POINT 1

15

I think it would be the parrot because he was probably the one who picked up the keys then he probably dropped them. The keys could have been under paper, or a bag.

SCORE POINT 1

16

I think by reading my work over, it would probably be the parrot's falt.

SCORE POINT 4

17

Well I think that the parrot caused all of the problems because he was the one distracting the mom and the boys. When the parrot flew out of his cage, the boy had to waste his time of packing and go catch the bird. The boy's mother may have thought that the parrot had come and took the keys. In the story they did say that the bird would pick things up and drop them, so that could have happened.

Also the keys were the problem too. If the mom had not put the keys out on the table, the bird would not have the chance of picking them up and dropping them some were else.

Maybe they should have let the bird out, maybe he could find the missing keys. Or they could just go and ask for more keys at the lobby or something. I still think that the parrot was the main problem. He was the one making the funny sounds.

**NECAP 2006 RELEASED ITEMS  
GRADE 5 WRITING**

- Writing has a general purpose with attempted focus.
- Writing has some organization.
- Writing has appropriate word choice and some control of sentence structure.

NECAP 2006 RELEASED ITEMS  
GRADE 5 WRITING

SCORE POINT 1

14 I believe that the Parrot caused  
the problem

SCORE POINT 1

15 I think I know that the Parrot  
caused the problem because he was  
hungry. I have prooffe, when the  
Parrot shrieked "Give me a peck of pickled  
peppers," pickled peppers are a food, I think

SCORE POINT 1

16 I acctually know that the parrot is  
causing the problem, if you have a parrot,  
does to cause problems

SCORE POINT 3

17 I just completed a story called The Cottage-Key Caper, and It's about backing stuff for the island house, but a problem happens... A bad problem. The island house's key is missing! It's either the Macaw, Mr. Whisper, the boy, or the man.

First of all, I believe that the blue Macaw, Mr. Whisper caused the bad, bad problem.

Second of all, I actually know that Mr. Whisper caused the problem he was hungry, I have prooffe, when the Macaw shrieked, "Give me a peck of pickled peppers!" Pickled peppers are a food they have ... I think, and when the blue Macaw gets mad he destroys everything.

Third of all, I gave you proof of why the Macaw caused the problem. If you have a parrot, or a Macaw does he cause problems?

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

NECAP 2006 RELEASED ITEMS  
GRADE 5 WRITING

SCORE POINT 1

14

I think the bird did it

SCORE POINT 1

15

the bird was flying all over  
the place and maybe it knocked  
the keys off the table or  
he could of took them.

SCORE POINT 1

16

They are going to let the  
bird out and find the keys in  
the cage.

SCORE POINT 2

17

I think the bird could  
of did it because the bird  
was flying around so it could  
of swooped down and picked  
it up and kepted it in his  
cage. Also what could of happend  
is when everything is flying around  
something could of hit it and  
nocked it off the table.  
Another thing is they could  
of put it in their bag on  
accident. Or maybe the kid  
took it and wanted to go there  
faster so he took it and  
put it in his mother's  
bag so his mother didnt  
have to do as much, so he  
probely though he was doing  
something nice, but he was  
just making his mom more  
agerivated.

That's what I think  
happend to the keys.

**NECAP 2006 RELEASED ITEMS  
GRADE 5 WRITING**

- Writing has some organization.
- Writing has limited word choice and/or control of sentence structure.
- Writing shows minimal control of grammar, usage, and/or mechanics, which may interfere with understanding.

NECAP 2006 RELEASED ITEMS  
GRADE 5 WRITING

SCORE POINT 1

14 The ~~topic~~ controlling idea of my response is  
the bird is giving them a bit of trouble.

SCORE POINT 1

15 The supporting details to my  
response are the bird is  
causing problems.

SCORE POINT 1

16 The conclusion to my response  
is that the bird will stop.

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GRADE 5 WRITING

SCORE POINT 1

17 I think in the story  
the Blue Macaw Mr Wisper  
was causing all the trouble  
because he is flying around  
knocking things over and getting  
in the way.

- Writing lacks evident purpose or focus.
- Writing has minimal or random details.

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GRADE 5 WRITING

SCORE POINT 0

14

SCORE POINT 0

15

SCORE POINT 0

16

SCORE POINT 0

17

Because student responses to this item included only a minimal number of zeros, an appropriate sample response was not located.