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About the Format of Writing Items

Constructed Response (CR) items found in the NECAP Writing Assessment require students to write only *part* of a full piece of writing (e.g., a paragraph, introduction).

Extended Response (ER) items found in the NECAP Writing Assessment require students to produce a full piece of writing and will be presented in a format similar to the one below.

In cases where the writing item uses a text passage, students will be reminded to follow along as the passage is read aloud. Many items - but not all - will include a text passage with the prompt.

Follow along as the poem is read to you. Then read the prompt in the box and follow the directions below.

Based on the poem and what you know, what do you think the poet’s message is? How does the poet use imagery to convey this message? Use details from the poem in your response.

The writing prompt is included in a text box.

Use the box below to organize your writing. You may fill it in **before** you write to **plan** your response, or you may fill it in **after** you write to **check** your response. What you write in this box will be included as part of your score.

1. What is your focus/controlling idea? _____

2. What are the supporting details/references to text in your response?

3. What is the conclusion to your response?

An organizing box, with cues specific to the writing genre, is provided to help students organize ideas. This can be completed at any time and will be included as part of the scoring.

Below is a poem about summer events. Think about summer as you read the poem and then answer the prompt that follows.

Knoxville Tennessee
By Nikki Giovanni

Copyright permission pending

W-4-3: Response to Literary Text Passage - “Knoxville, Tennessee”

1. Follow along as the poem is read to you. Then write a paragraph describing the speaker’s feelings about summer. Use details from the poem in your response.

Item Type: CR – response to passage - - “Knoxville, Tennessee”

Grade Level: 5

Alignment to GLEs

W-4-3.1: In response to literary text students make and support analytical judgments about text by... Stating and maintaining a focus (purpose) when responding to a given question

W-4-3.2: In response to literary text students make and support analytical judgments about text by... Making inferences about content, events, characters, setting, or common themes

W-4-3.3: In response to literary text students make and support analytical judgments about text by... Using specific details and references to text to support focus

Depth of Knowledge: Level 2 – Developing text which may be limited to one paragraph; Using simple organizational strategies to structure written work (e.g., basic paragraph form: indenting, main idea, supporting details; simple transitions)

Below is a passage from the book Sable about when Tate meets a stray dog. Read the passage and think about what you think will happen. Then answer the prompt that follows.

The Arrival
By Karen Hesse

Copyright permission pending

W-4-2 and W-4-3: Response to Literary Text - *Sable*, by Karen Hesse

2. Write a paragraph explaining what you think will happen next. Use details from the passage in your response.

Item Type: CR - response to passage - *Sable*

Grade Level: 5

Alignment to GLEs

W-4-2.3: In response to literary text, students show understanding of plot by... Connecting what has been read (plot) to prior knowledge, which might include other texts

W-4-3.1: In response to literary text, students make and support analytical judgments about text by... Stating and maintaining a focus (purpose) when responding to a given question

W-4-3.2: In response to literary text students, make and support analytical judgments about text by... Making inferences about events, characters, setting, or common themes

W-4-3.3: In response to literary text students make and support analytical judgments about text by... Using specific details and references to text to support focus

W-4-3.4: In response to literary text students make and support analytical judgments about text by... Organizing ideas, using transition words/phrases and writing a conclusion

Depth of Knowledge: Level 2 – Developing text which may be limited to one paragraph; Using simple organizational strategies to structure written work (e.g., basic paragraph form: indenting, main idea, supporting details; simple transitions)

W-4-2 and W-4-3: Response to Literary Text: *Sable*, by Karen Hesse

3. Follow along as the passage is read to you. Then read the prompt in the box and follow the directions below.

Based on the passage and what you know, do you think Tate will be able to keep the dog? Use details from the passage in your response.

Use the box below to organize your writing. You may fill it in **before** you write to **plan** your response, or you may fill it in **after** you write to **check** your response. What you write in this box will be included as part of your score.

1. What is your focus/controlling idea? _____

2. What are the supporting details/references to text in your response?

3. What is the conclusion to your response?

Item Type: ER - response to passage – *Sable* **Grade Level:** 5
Alignment to GLE

GLE W-4-2.1: In response to literary text, students show understanding of plot by... Selecting appropriate information to set context/background

GLE W-4-2.3: In response to literary text, students show understanding of plot by... Connecting what has been read (plot) to prior knowledge, which might include other texts

GLE W-4-3.1: In response to literary text, students make and support analytical judgments about text by... Stating and maintaining a focus (purpose) when responding to a given question

GLE W-4-3.2: In response to literary text students, make and support analytical judgments about text by... Making inferences about events, characters, setting, or common themes

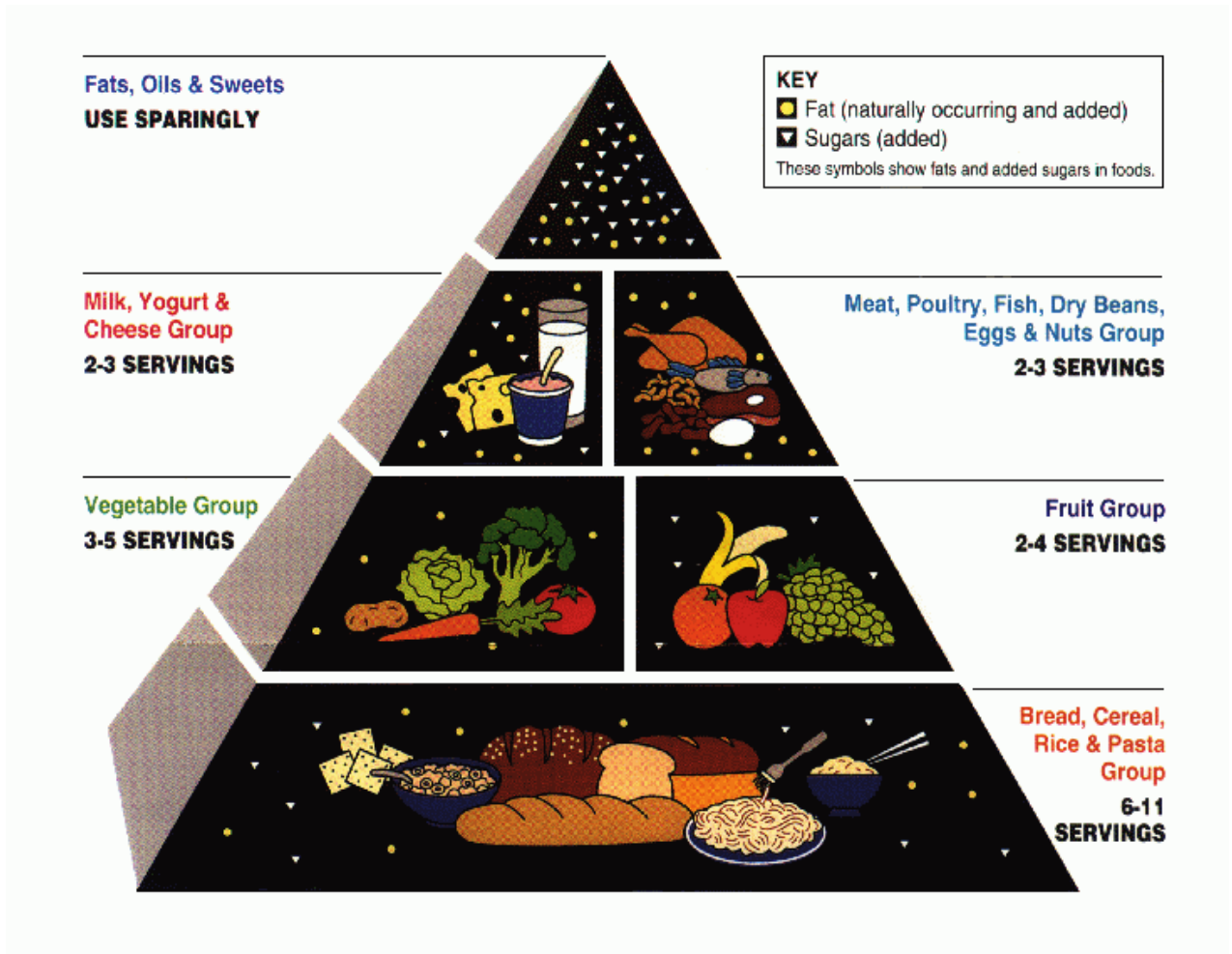
GLE W-4-3.3: In response to literary text students make and support analytical judgments about text by... Using specific details and references to text to support focus

GLE W-4-3.4: In response to literary text students make and support analytical judgments about text by... Organizing ideas, using transition words/phrases and writing a conclusion

Depth of Knowledge: Level 3 – Developing compositions that include multiple paragraphs; Using appropriate organizational text structures (e.g., proposition/support); Supporting ideas with details, examples, quotations, text references

THE FOOD GUIDE PYRAMID

Number of servings per day



The *five* major food groups are shown on the Food Guide Pyramid.

- Each of these food groups provides some, but not all, of the nutrients you need daily.
- Center your diet around the foods at the *base* of the Pyramid, and eat less of the foods at the *top* of the Pyramid.
- If you're watching your weight, eat the *minimum* number of recommended servings. If you need to gain weight, eat the *maximum* number of servings.
- In all five groups, try to choose nonfat and lean groups as often as possible.
- Example: Choose nonfat or 1% milk instead of 2% or whole milk; lean meat instead of fatty meat; and breads and cereals that are not processed with a lot of fat.

W-4-2 and W-4-3: Response to Informational Text - “Food Pyramid”

4. How does the food pyramid help you make choices about food? Write a paragraph using information from the “Food Pyramid” and what you know in your response.

Item Type: CR - response to passage

Grade Level: 5

Alignment to GLEs

W-4-2.3: In response to informational text, students show understanding of ideas/concepts by... Connecting what has been read (plot) to prior knowledge, which might include other texts

W-4-3.1: In response to informational text, students make and support analytical judgments about text by... Stating and maintaining a focus (purpose) when responding to a given question

W-4-3.2: In response to informational text students, make and support analytical judgments about text by... Making inferences about events, characters, setting, or common themes

W-4-3.3: In response to informational text students make and support analytical judgments about text by... Using specific details and references to text to support focus

Depth of Knowledge: Level 2 – Developing text which may be limited to one paragraph; Using simple organizational strategies to structure written work (e.g., basic paragraph form: indenting, main idea, supporting details; simple transitions)

Below is a passage about cats as pets. Read the passage and think about whether or not you think cats make good pets. Then answer the prompt that follows.

Cats as Pets

"Your Pet Cat" by Elaine Landau, copyright 1997 by Children's Press, Scholastic Library Publishing, Inc.

W-4-2 and W-4-3: Response to Informational Text: “Cats as Pets”

5. Follow along as the passage is read to you. Then read the prompt in the box and follow the directions below.

Based on the passage and what you know, would you like to have a cat for a pet? Use details from the passage in your response.

Use the box below to organize your writing. You may fill it in **before** you write to **plan** your response, or you may fill it in **after** you write to **check** your response. What you write in this box will be included as part of your score.

1. What is your focus/controlling idea? _____

2. What are the supporting details/references to text in your response?

3. What is the conclusion to your response?

Item Type: ER – response to passage	Grade Level: 5
Alignment to GLE	
W-4-2.1: In response to informational text, students show understanding of ideas/concepts by... Selecting appropriate information to set context/background	
W-4-2.3: In response to informational text, students show understanding of ideas/concepts by... Connecting what has been read (plot) to prior knowledge, which might include other texts	
W-4-3.1: In response to informational text, students make and support analytical judgments about text by... Stating <u>and maintaining</u> a focus (purpose) when responding to a given question	
W-4-3.2: In response to informational text students, make and support analytical judgments about text by... Making inferences about events, characters, setting, or <u>common themes</u>	
W-4-3.3: In response to informational text students make and support analytical judgments about text by... <u>Using specific details and</u> references to text to support focus	
W-4-3.4: In response to informational text students make and support analytical judgments about text by... Organizing ideas, using transition words/ <u>phrases</u> and <u>writing a conclusion</u>	
Depth of Knowledge: Level 3 – Developing compositions that include multiple paragraphs; Using appropriate organizational text structures (e.g., proposition/support); Supporting ideas with details, examples, quotations, text references	

W-4-5: Narrative – Scary Story

6. Write the beginning of a scary story. Use descriptive details in your writing.

Item Type: CR - Narrative not with a passage

Grade Level: 5

Alignment to GLE

W-4-5.1: Students demonstrate use of narrative strategies by... Using relevant and descriptive details

W-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

Depth of Knowledge: Level 2 – Developing text which may be limited to one paragraph; Using simple organizational strategies to structure written work (e.g., basic paragraph form: indenting, main idea, supporting details; simple transitions)

W-4-4 and W-4-5: Narrative – Summer Event

7. Read the prompt in the box and follow the directions below.

Write a story about a summer event.

Use the box below to organize your writing. You may fill it in **before** you write to **plan** your response, or you may fill it in **after** you write to **check** your response. What you write in this box will be included as part of your score.

1. Who are your characters? _____

2. What is the problem in your story?

3. How is the problem solved?

Item Type: ER – Narrative not used with passage	Grade Level: 5
Alignment to GLEs	
W-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	
W-4-4.2: In written narratives, students organize and relate a story line/plot/series of events by... <u>Establishing a problem and solution</u>	
W-4-5.1: Students demonstrate use of narrative strategies by... Using <u>relevant and descriptive</u> details	
W-4-5.3: Students demonstrate use of narrative strategies by... Identifying characters	
Depth of Knowledge: Level 3 – Developing compositions that include multiple paragraphs; Using appropriate organizational text structures (e.g., description; chronology); Supporting ideas with details, examples, quotations;	

Report Prompt for items 8 and 9

A student wrote this fact sheet about frogs and toads. Read the fact sheet and think about these animals.

Frogs

- amphibians (an animal that spend the first part of their lives in the water and the second part on land)
- more than 400 species
- strong legs, lungs, webbed feet, and no tail
- powerful hind legs that help them leap long distances
- tend to like moister climates
- slender bodies and smooth skin
- cold blooded so their bodies change to the temperature around them
- take in water through their skin like a sponge
- eat insects which they catch with their long sticky tongues
- scientists have discovered that frogs are often the first animal to show signs of something being wrong with the environment, such as too much pollution
- usually lay eggs in clusters

Toads

- amphibians
- more than 300 species
- can be found in most parts of the world
- breath with lungs as adults
- short, hind legs
- tend to walk instead of hop
- *paratoid* or poison gland located behind the eyes
- tend to like drier climates
- bumpy, dry skin
- usually lay eggs in long chains

W-4-6, W-4-7, and W-4-8: Report - Fact Sheet about Frogs and Toads

8. Write an INTRODUCTION to a report about frogs and toads. Choose some information from the fact sheet to set the context/background for your report. Be sure to include a focus sentence in your introduction.

Item Type: CR - response to passage - **Fact Sheet about Frogs and Toads** **Grade Level:** 5

Alignment to GLEs

W-4-6.1: In informational writing, students organize ideas/concepts by ...Grouping ideas logically

W-4-6.2: In informational writing, students organize ideas/concepts by ...Writing an introduction that sets the context

W-4-7.2: In informational writing, students effectively convey purpose by... Stating a focus/controlling idea on a topic

W-4-8.2: In informational writing, students demonstrate use of a range of elaboration strategies by ... Including facts and details relevant to focus/controlling idea

Depth of Knowledge: Level 2 – Developing text which may be limited to one paragraph; Using simple organizational strategies to structure written work (e.g., basic paragraph form: indenting, main idea, supporting details; simple transitions)

W-4-6, W-4-7, and W-4-8: Report: Fact Sheet about Frogs and Toads

9. Follow along as the fact sheet is read to you. Then read the prompt in the box and follow the directions below.

Write a report that compares frogs and toads. Use information from the fact sheet and what you know in your report.

Use the box below to organize your writing. You may fill it in **before** you write to **plan** your response, or you may fill it in **after** you write to **check** your response. What you write in this box will be included as part of your score.

1. What is your focus/controlling idea? _____

2. What are the supporting details in your report?

3. What is the conclusion of your report?

Item Type: ER – response to passage	Grade Level: 5
Alignment to GLEs	
W-4-6.1: In informational writing, students organize ideas/concepts by ... Grouping ideas <u>logically</u> (e.g., <u>predictable categories</u>)	
W-4-6.2: In informational writing, students organize ideas/concepts by ... Writing an introduction that <u>sets the context</u>	
W-4-6.3: In informational writing, students organize ideas/concepts by ... Using transition words or <u>phrases</u>	
W-4-6.4: In informational writing, students organize ideas/concepts by ... Writing a <u>conclusion</u>	
W-4-7.2: In informational writing, students effectively convey purpose by... Stating and <u>maintaining</u> a focus/controlling idea on a topic	
W-4-8.2: In informational writing, students demonstrate use of a range of elaboration strategies by ... Including facts and details relevant to focus/ <u>controlling idea</u>	
W-4-8.3: In informational writing, students demonstrate use of a range of elaboration strategies by ... <u>Including sufficient details or facts</u> for appropriate depth of information: naming, describing, explaining, comparing	
Depth of Knowledge: Level 3 – Developing compositions that include multiple paragraphs; Using appropriate organizational text structures (e.g., description; proposition/support; compare/contrast); Supporting ideas with details, examples, text references	

Stand-Alone Writing Items for Writing Structures and Conventions	
Sample Writing Items for End Grade 4	Information about the Items
<p>10. Which of the following is a complete sentence?</p> <p>A. After I go to the game this evening. B. Juan and I up early to get there first. C. The bus turned left after the school. D. Going to the dance with two of my friends.</p>	<p>W-4.1.1 (complete sentence) Key: C Item Type: MC – stand alone</p> <p>Alignment to GLE W4-4.1: Students demonstrate command of the structures of sentences, paragraphs, and text by... Writing a variety of complete simple <u>and compound sentences</u></p> <p>Depth of Knowledge: Level 2 – Constructing a variety of sentence types (e.g., simple and compound, sentences with embedded phrases)</p>
<p>11. What is the BEST way to combine the sentences below?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Charles moved to the city. His parents wanted to be closer to their family who lived in the city.</p> </div> <p>A. Charles moved to the city because his parents wanted to be closer to their family. B. Charles moved to the city, his parents wanted to be closer to their family. C. Charles moved to the city, but his parents wanted to be closer to their family. D. Charles moved to the city, or his parents wanted to be closer to their family.</p>	<p>W-4.1.1 (combine sentences) Key: A Item Type: MC – stand alone</p> <p>Alignment to GLE W4-4.1: Students demonstrate command of the structures of sentences, paragraphs, and text by... Writing a variety of complete simple <u>and compound sentences</u></p> <p>Depth of Knowledge: Level 2 – Constructing a variety of sentence types (e.g., simple and compound, sentences with embedded phrases)</p>

Stand-Alone Writing Items for Writing Structures and Conventions	
Sample Writing Items for End Grade 4	Information about the Items
<p>12. How should the underlined words in the sentence be changed?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u>Me and Molly</u> went to her house after school.</p> </div> <p>A. I and Molly B. Molly and I C. Us and Molly D. They and Molly</p>	<p>W-4.9.1 (grammatical error) Key: B</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE W-4-9.1: In independent writing, students demonstrate command of appropriate English conventions by... <u>Identifying grammatical errors, when given examples</u></p> <p>Depth of Knowledge: Level 1 - Using Standard English conventions in editing to correct errors</p>
<p>13. How should the underlined words in the sentence below be written?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>We can <u>went</u> to the store.</p> </div> <p>A. go B. gone C. goes D. going</p>	<p>W-4.9.1 (grammatical error) Key: A</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE W-4-9.1: In independent writing, students demonstrate command of appropriate English conventions by... <u>Identifying grammatical errors, when given examples</u></p> <p>Depth of Knowledge: Level 1 – Using Standard English conventions in editing to correct errors</p>

Stand-Alone Writing Items for Writing Structures and Conventions	
Sample Writing Items for End Grade 4	Information about the Items
<p>14. Which additional word in the sentence below should be capitalized?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>My dad left his office to take me to the doctor in springfield.</p> </div> <p>A. dad B. office C. doctor D. springfield</p>	<p>W-4.9.2 (capitalization) Key: D</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE W-4-9.2: In independent writing, students demonstrate command of appropriate English conventions by... <u>Applying basic capitalization rules</u></p> <p>Depth of Knowledge: Level 1 – Using capitalization correctly in editing</p>
<p>15. Which additional word in the sentence below should be capitalized?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>The northern part of our country is a popular vacation spot in the summer, especially in july on Cape Cod.</p> </div> <p>A. july B. summer C. country D. vacation</p>	<p>W-4.9.2 (capitalization) Key: A</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE W-4-9.2: In independent writing, students demonstrate command of appropriate English conventions by... <u>Applying basic capitalization rules</u></p> <p>Depth of Knowledge: Level 1 – Using capitalization correctly in editing</p>
<p>16. Which word in the sentence below should not start with a lowercase letter?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>At school yesterday, the history class covered the American revolution until the end of the 19th century.</p> </div> <p>A. school B. history C. revolution D. century</p>	<p>W-4.9.2 (capitalization) Key: C</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE W-4-9.2: In independent writing, students demonstrate command of appropriate English conventions by... <u>Applying basic capitalization rules</u></p> <p>Depth of Knowledge: Level 1 - Using capitalization correctly in editing</p>

Stand-Alone Writing Items for Writing Structures and Conventions	
Sample Writing Items for End Grade 4	Information about the Items
<p>17. Where should another comma be placed in the sentence below?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>My favorite book characters are spiders dogs, and magical horses.</p> </div> <p>A. after <i>spiders</i> B. after <i>favorite</i> C. after <i>characters</i> D. after <i>magical</i></p>	<p>W-4.9.3 (comma) Key: A</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE W-4-9.3: In independent writing, students demonstrate command of appropriate English conventions by... <u>Using commas correctly in dates and in a series</u></p> <p>Depth of Knowledge: Level 1 – Using punctuation marks correctly in editing</p>
<p>18. Where should an additional comma be placed in the sentence below?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>If we only get three snow days, we will get out of school at noon on June 22 2005.</p> </div> <p>A. after <i>three</i> B. after <i>noon</i> C. after <i>on</i> D. after <i>22</i></p>	<p>W-4.9.3 (comma) Key: D</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE W-4-9.3: In independent writing, students demonstrate command of appropriate English conventions by... <u>Using commas correctly in dates and in a series</u></p> <p>Depth of Knowledge: Level 1 – Using punctuation marks correctly in editing</p>
<p>19. Which sentence has a punctuation error at the end?</p> <p>A. I am not sure if I want to go to the game. B. Do you like to play chess? C. My dog loves to take walks in the woods. D. When will your mother pick you up.</p>	<p>W-4.9.4 (end punctuation) Key: D</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE W-4-9.4: In independent writing, students demonstrate command of appropriate English conventions by... Using <i>end</i> punctuation correctly <u>in a variety of sentence structures</u></p> <p>Depth of Knowledge: Level 1 – Using punctuation marks correctly in editing</p>

Stand-Alone Writing Items for Writing Structures and Conventions	
Sample Writing Items for End Grade 4	Information about the Items
<p>20. How should the underlined words in the sentence below be written?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>She was <u>traning to run in</u> a race.</p> </div> <p>A. training B. traneing C. training D. tranning</p>	<p>W-4.9.5 (spelling) Key: A</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE W-4-9.5: In independent writing, students demonstrate command of appropriate English conventions by... Correctly spelling grade-appropriate, high-frequency words and <u>recognizing syllables and affix patterns/rules that are characteristic of the English spelling system</u></p> <p>Depth of Knowledge: Level 1 – Applying conventional spelling patterns/rules to new situations in writing</p>
<p>21. How should the underlined word in the sentence below be spelled?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>I wanted to work hard on my <u>studyies</u> this weekend.</p> </div> <p>A. studyes B. studys C. studyis D. studies</p>	<p>W-4.9.5 (spelling) Key: D</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE W-4-9.5: In independent writing, students demonstrate command of appropriate English conventions by... Correctly spelling grade-appropriate, high-frequency words and <u>recognizing syllables and affix patterns/rules that are characteristic of the English spelling system</u></p> <p>Depth of Knowledge: Level 1 – Applying conventional spelling patterns/rules to new situations in writing</p>

Stand-Alone Writing Items for Writing Structures and Conventions	
Sample Writing Items for End Grade 4	Information about the Items
<p>22. How should the underlined word in the sentence below be spelled?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>I <u>beleve</u> that I can run a mile without stopping.</p> </div> <p>A. beleve B. believe C. belive D. believed</p>	<p>W-4.9.5 (spelling) Key: B</p> <p>Item Type: MC – stand alone Alignment to GLE W-4-9.5: In independent writing, students demonstrate command of appropriate English conventions by... Correctly spelling grade-appropriate, high-frequency words and <u>recognizing syllables and affix patterns/rules that are characteristic of the English spelling system</u></p> <p>Depth of Knowledge: Level 1 – Applying conventional spelling patterns/rules to new situations in writing</p>
<p>23. How should the underlined word in the sentence below be spelled?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>I want to <u>where</u> my jeans today.</p> </div> <p>A. wear B. were C. whare D. weir</p>	<p>W-4.9.5 (spelling) Key: A</p> <p>Item Type: MC – stand alone Alignment to GLE W-4-9.5: In independent writing, students demonstrate command of appropriate English conventions by... Correctly spelling grade-appropriate, high-frequency words and <u>recognizing syllables and affix patterns/rules that are characteristic of the English spelling system</u></p> <p>Depth of Knowledge: Level 1 – Applying conventional spelling patterns/rules to new situations in writing</p>