New England Common Assessment Program

Student Work Samples 2009

Grade 8

Reading

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The most impressive use of an X-ray is to see the inside of somthing. The X-rays can help us discover forgery because we can look at the details to see if they are real. In the passage it gives examples of paintings, sculptures, or even postage stamps. When you look at a real painting you find brush strokes made by the real artist. If the brushstrokes, for example, are shown to be totally different than in other work done by a certain artist, then the painting is proved to be false.", Also if an artist tries to make it look old, the deception is obvious in the X-ray. Sometimes artist would paint over other artist work, but the X-ray will show what was underneath the cover-up. The postage stamp can also be discovered of forgery because under the X-ray it shows the type of paper, the cancellation mark, or other alterations made. Sculptures can also be forged too by looking underneath the X-ray and figuring out if the type of structure or material was used during the time the sculpture was made. X-rays can also project to see if the object was covered in corrosion. X-rays help us unlock key information from art of music.

❼

X-rays can be used in many ways to discover forgeries. "An X-ray of a painting is one of the best ways to tell if it was created by a famous painter or if it is a forgery." When people x-ray a painting they can tell by brush strokes if it was made by a famous painter. They can also tell by the kind of paint. Older paint shows up differently on an x-ray than newer paint. "An x-ray film of a statue can indicate how the statue was made." X-rays can help detect forgeries in sculptures and statues too. If you take an x-ray of a statue you can see the method used to make it. If the method used is newer than previous methods than it is a forgery.

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X-rays can detect forgeries in paintings and sculptures. An x-ray can help you tell the actual age of a painting. Find our what materials were used. And even tell the difference of a brush stroke in paintings. X-rays can also be used to tell if a sculpture was made in a new technique or an old one

❼ X-rays can be used to see if someone is faking a painting by seeing the brush stroke patterns.

❼ X-rays can help buy X-raying humans.

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"The most impressive use of X-rays in art is to uncover what has been covered up" because it is simply amazing how we are able to use tecnology to see the things in art that were hidden. For example, we can see where repairs were made. This will help us to better understand what the original copy looked like, and maybe give us hints as to what the painting has been through. Also, artists creating fake pieces of art will attempt to cover up the differences between theirs and the original. But X-rays can see right through that. X-rays also help us to better understand how a piece was made. By finding this out, we can use this to help us make our art better by using the tecniques of masters. Also, painters would paint over paintings, and we can use X-rays to see the hidden painting that may just be more spectacular than the one on top. In conclusion, X-rays being able to uncover what is covered in art is very impressive because of how complex it is to be able to do so many different things with the same invention.

⓬ The most impressive use of X-rays is to uncover what has been covered up because with this technology we can find out more about art and music. If a famous artist had a particular brush stroke, or a technique that only he used, an x-ray could identify this technique, and pass the information on to modern artists. This is also the most impressive use of an X-ray because if there is a hidden picture, in a picture done by an artist, the x-ray can see this and have it uncovered. The hidden picture could be a lot more interesting and more valuable than the original picture in the front. X-ray's can help uncover hidden secrets in any musical instrument or painting.

⓬ The most impressive use of X-rays in art is to uncover beneath it. This is because some paintings under the top one may be very much older and/or more valuable. Back then, artists would just paint right over another painting. Some day we might discover a valuable painting that has been painted over.

⓬ X-rays can uncover old paintings from new ones, to see if there real or not

⓬

You can see your bones to see if you have broken bon or esprained it. and crack a bone somewhere on your body.

Mathematics

11 (4, 3)

11

$y = 3 \quad x = 4$

11

L=(5, 6) L=(4, 3)

K=(3, 5)

The cordinates of point K 3up 4over.

11

12

His data may be wrong because if the 50 teenagers are at a jazz concert that means they probably perfer jazz.

Steve's data may be biased because he is surveyi
in one spot.

12

12

Steves data may be biased because he only surveyed 50 teenagers. If he surveyed 100 he could have gotten an exact answer.

13

30% - 100 - 30
30% - 400 - 120

50% - 200 - 100

There could be 200 students at Bayville because 50% of 200 is 100, which is less than 120.

13

$\frac{X}{400} = \frac{30}{100}$ $X = 120$ Number of athletes at Edgemont school

So the highest number of athletes at Bayville could be 119. $119 \cdot 2 = 238$ since the number of athletes at Bayville is 50%, multiply 119 by 2. You get 238, so 238 is one possible amount of students at Bayville.

13

A possible amount for the Bay Feild school to have for student is $38.

13

Edgemont has 120 athletes,
Bayville has 239 kids or less.

$$\begin{array}{r} 219 \\ \times\ .10 \\ \hline 2^{4}1.90 \\ \times\ 5 \\ \hline 109\ \ \end{array}$$

$$\begin{array}{r} 400 \\ \times\ .10 \\ \hline 40.00 \\ \times\ 3 \\ \hline 120.00 \end{array}$$

$$\begin{array}{r} 239 \\ \times\ .10 \\ \hline 23^{4}.90 \\ \times\ 5 \\ \hline 19.50 \end{array}$$

13

400 = E.M. School - 30% are athletes.

133 are athletes.

X = B.V. School - 50% are athletes

(x=250) students or less because if half are athletes, there can't be too many students in the school.

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$$\begin{array}{r} 36 \\ \cdot 36 \\ \hline 1296 \end{array}$$

area square = 1,296

area semi = $\frac{\pi r^2}{2}$

$$\frac{3.14 \cdot 18^2}{2}$$

$$\frac{3.14 \cdot 324}{2} = 508.68$$

$$\begin{array}{r} 1\dot{2}\dot{9}6 \\ + \quad 508.68 \\ \hline 1804.68 \end{array}$$

area = 1805

14

$36 \cdot 36 = 1296$

$18^2 \cdot \pi = 1017.87602$

Answer: 1805 $in.^2$

$1017.87602 \div 2 = 508.938009$

$1296 + 508.938009$

1804.93801 $in.^2$

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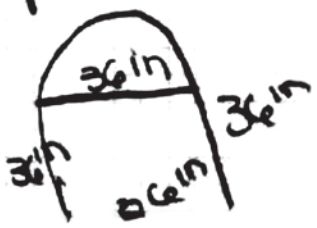
$$\begin{array}{r} 36 \\ \times 36 \\ \hline 1296 \end{array} \qquad \begin{array}{r} 36 \\ \times 3.14 \\ \hline 113.04 \end{array} \qquad \begin{array}{r} 113.04 \\ +1296.00 \\ \hline 1409.04 \end{array}$$

14

$$\begin{array}{r} 2 \\ 36 \\ \times\ 4 \\ \hline 144 \end{array}$$

144 in



15

[a] John walks 0.4 kilometers.

0.6 - 0.2 = 0.4

[b] Brian is riding at a speed of 0 kilometers per minute.

[c] Brian and John travel at the same speed between minutes 6 and 10.

I know this is proved true because both are going at a speed of 0.1 kilometers per minute. On the graph, their lines are parallel to each other, meaning the rate at which they're traveling is the same.

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a) John walks 0.4 kilometers during that time.

b) 0 is his speed. He just stays there for 4 minutes not moving.

c) Between 6 and 10 they are traviling at the same speed.

15

A. .2+.6=.8
.8 kilometers walked from 3-8 minutes.

B. He is riding 0 kilometers per hour between 11 and 15 minutes. The line goes strait.

C. Between 6 minutes and 10 minutes the boys go the same speed. I know this because their lines are parrabel. This means they traveled the same distace in the same amount of time while the lines were parrabel. If they went different speeds, the lines would be closer together of farther apart and may be meet. That's how I know they went the same speed.

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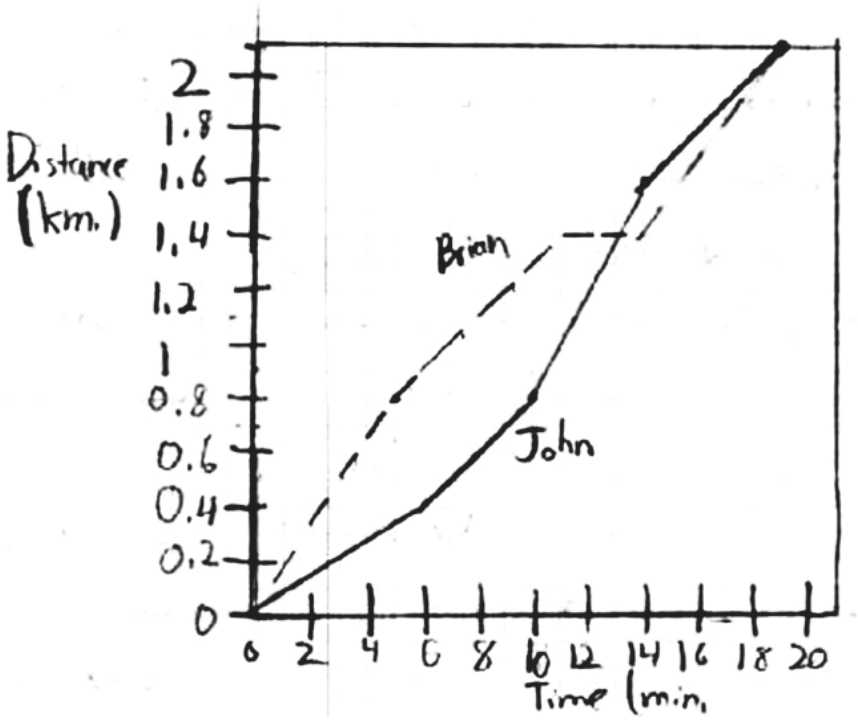
a. 0.6 − 0.2 = 0.4 km.

b. 1.4 km

c. Between minutes 6 to 10.



15

A 3 min-0.2

8 min-0.6

B. speed is 0

C. between 15 and 18 because they are traveling at a constant speed.

15

a. 2.3 kilometers

b 1.4 miles per hour

c. at distance 13 because that is when they cross over each others path.