



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
Support Materials  
2011**

**Grade 8  
Mathematics**

NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

**N&O 7.2** Demonstrates understanding of the relative magnitude of numbers by ordering, comparing, or identifying equivalent rational numbers across number formats, numbers with whole number bases and whole number exponents (e.g.,  $3^3$ ,  $4^3$ ), integers, absolute values, or numbers represented in scientific notation using number lines or equality and inequality symbols.



- 1 A bacteria sample is placed under a microscope. The length of one bacterium is  $4.6 \times 10^{-4}$  millimeters. What is this measurement written in standard form?
- A. 0.000046 mm
  - B. 0.000460 mm
  - C. 0.460000 mm
  - D. 0.461040 mm

**N&O 7.4** Accurately solves problems involving proportional reasoning; percents involving discounts, tax, or tips; and rates. (IMPORTANT: *Applies the conventions of order of operations including parentheses, brackets, or exponents.*)

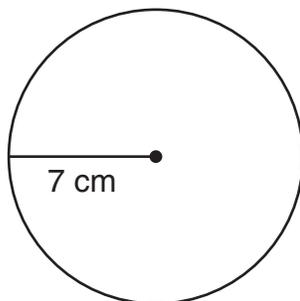


- 2 Jim traveled 10 kilometers in 20 minutes. At that rate, how far would he travel in one hour?
- A. 10 kilometers
  - B. 20 kilometers
  - C. 30 kilometers
  - D. 60 kilometers

NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

**G&M 7.6** Demonstrates conceptual understanding of the area of circles or the area or perimeter of composite figures (quadrilaterals, triangles, or parts of circles), and the surface area of rectangular prisms, or volume of rectangular prisms, triangular prisms, or cylinders using models, formulas, or by solving related problems. Expresses all measures using appropriate units.

- 3 Look at this circle.



What is the approximate area of the circle?

- A. 77 square centimeters
- B. 154 square centimeters
- C. 308 square centimeters
- D. 615 square centimeters

NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

**F&A 7.1** Identifies and extends to specific cases a variety of patterns (linear and nonlinear) represented in models, tables, sequences, graphs, or in problem situations; **and generalizes** a linear relationship using words and symbols; generalizes a linear relationship to find a specific case; or writes an expression or equation using words or symbols to express the **generalization** of a nonlinear relationship.



- 4 Jason is planning a checkers tournament. This table shows how many games will be played for different numbers of players.

**Checkers Tournament**

Number of Players	Number of Games
2	1
3	3
4	6
5	10
6	15

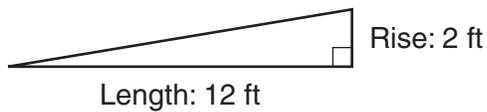
Based on the pattern in the table, how many games will be played if there are 9 players in the tournament?

- A. 21
- B. 25
- C. 36
- D. 38

NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

**F&A 7.2** Demonstrates conceptual understanding of linear relationships ( $y = kx$ ;  $y = mx + b$ ) as a constant rate of change by solving problems involving the relationship between slope and rate of change, by describing the meaning of slope in concrete situations, or informally determining the slope of a line from a table or graph; and distinguishes between constant and varying rates of change in concrete situations represented in tables or graphs; or describes how change in the value of one variable relates to change in the value of a second variable in problem situations with constant rates of change.

- 5 The diagram below shows the steepness of a ramp.



Which statement describes the ramp's steepness?

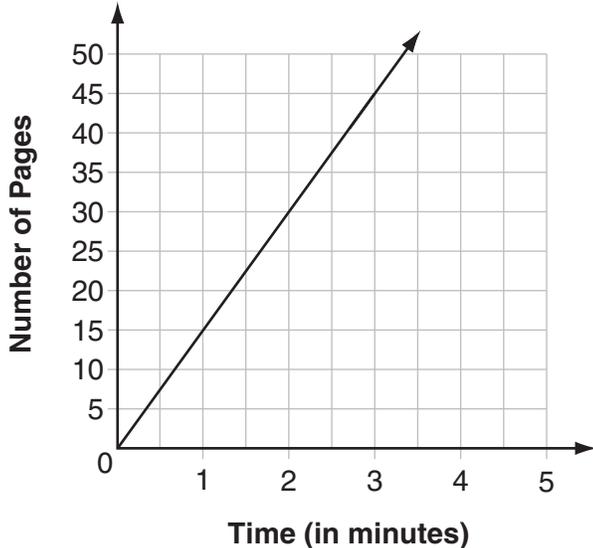
- A. The ramp rises 1 foot for every 6 feet of length.
- B. The ramp rises 6 feet for every 1 foot of length.
- C. The ramp rises 1 foot for every 10 feet of length.
- D. The ramp rises 10 feet for every 1 foot of length.

NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

**F&A 7.2** Demonstrates conceptual understanding of linear relationships ( $y = kx$ ;  $y = mx + b$ ) as a constant rate of change by solving problems involving the relationship between slope and rate of change, by describing the meaning of slope in concrete situations, or informally determining the slope of a line from a table or graph; and distinguishes between constant and varying rates of change in concrete situations represented in tables or graphs; or describes how change in the value of one variable relates to change in the value of a second variable in problem situations with constant rates of change.



- 6 The graph below shows the number of pages a copy machine prints over time.



At what rate does the copy machine print the pages?

- A. 1 page every 15 minutes
- B. 3 pages every 2 minutes
- C. 6 pages every  $\frac{1}{2}$  minute
- D. 15 pages every 1 minute

NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

**F&A 7.4** **Demonstrates conceptual understanding of equality** by showing equivalence between two expressions (expressions consistent with the parameters of the left- and right-hand sides of the equations being solved at this grade level) using models or different representations of the expressions, solving multi-step linear equations of the form  $ax \pm b = c$  with  $a \neq 0$ ,  $ax \pm b = cx \pm d$  with  $a, c \neq 0$ , and  $(x/a) \pm b = c$  with  $a \neq 0$ , where  $a, b, c$  and  $d$  are whole numbers; or by translating a problem-solving situation into an equation consistent with the parameters of the type of equations being solved for this grade level.

- 7 The price of a sweater is  $s$  dollars. The price of a pair of boots is  $b$  dollars. The price of the sweater is \$10 less than 2 times the price of the pair of boots. Which equation relates the price of the sweater to the price of the pair of boots?

- A.  $s = 10 - 2b$
- B.  $s = 2b - 10$
- C.  $s = (10 - 2)b$
- D.  $s = 2(b - 10)$

**F&A 7.4** **Demonstrates conceptual understanding of equality** by showing equivalence between two expressions (expressions consistent with the parameters of the left- and right-hand sides of the equations being solved at this grade level) using models or different representations of the expressions, solving multi-step linear equations of the form  $ax \pm b = c$  with  $a \neq 0$ ,  $ax \pm b = cx \pm d$  with  $a, c \neq 0$ , and  $(x/a) \pm b = c$  with  $a \neq 0$ , where  $a, b, c$  and  $d$  are whole numbers; or by translating a problem-solving situation into an equation consistent with the parameters of the type of equations being solved for this grade level.



- 8 Which expression is **not** equivalent to  $20(n - 5)$ ?
- A.  $20n - 5$
  - B.  $20n - 100$
  - C.  $(n - 5) \times 20$
  - D.  $20 \times n - 20 \times 5$

**NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH**

**DSP 7.2** Analyzes patterns, trends, or distributions in data in a variety of contexts by solving problems using measures of central tendency (mean, median, or mode), dispersion (range or variation), or outliers to analyze situations to determine their effect on mean, median, or mode; and evaluates the sample from which the statistics were developed (bias).

- 9 This table shows the distance Deana rode her bike on each of six days.

<b>Day</b>	1	2	3	4	5	6	7
<b>Miles</b>	3	6	4	7	8	10	

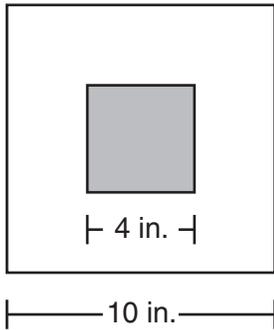
How many miles must Deana ride on Day 7 to have a mean distance of 6 miles per day for these seven days?

- A. 2 miles
- B. 4 miles
- C. 6 miles
- D. 7 miles

NECAP 2011 RELEASED ITEMS  
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**DSP 7.5** For a probability event in which the sample space may or may not contain equally likely outcomes, **determines** the experimental or theoretical probability of an event in a problem-solving situation.

- 10 These squares appear on a computer screen.



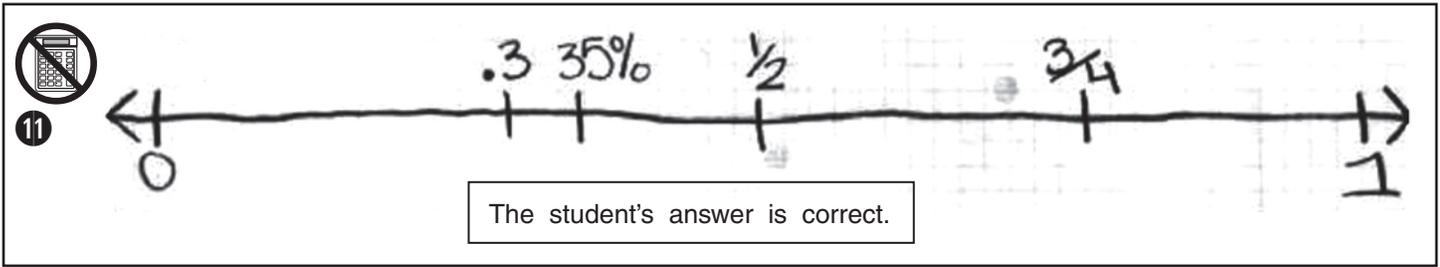
The computer will randomly choose a point within the 10-inch square. What is the probability that the point will be within the **shaded** square?

- A. 0.16
- B. 0.25
- C. 0.40
- D. 0.50

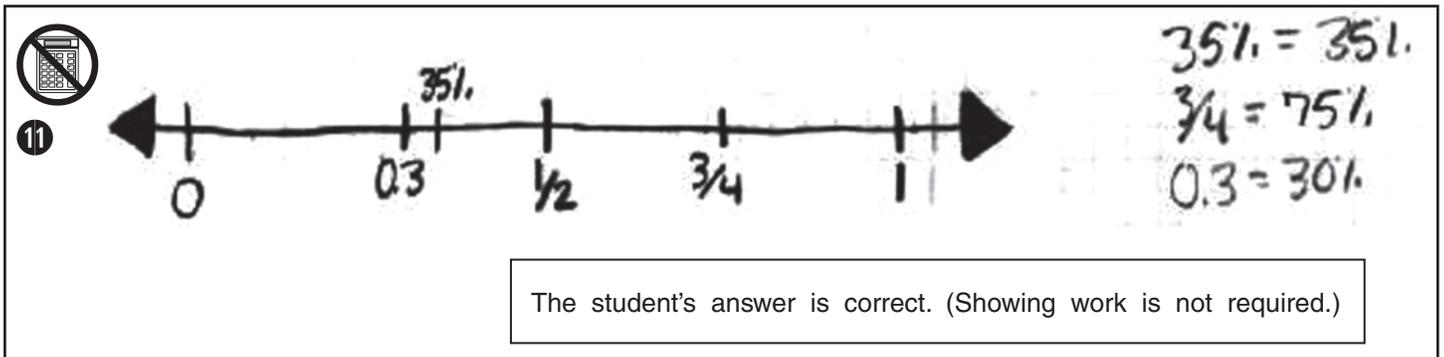


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GRADE 8 MATH

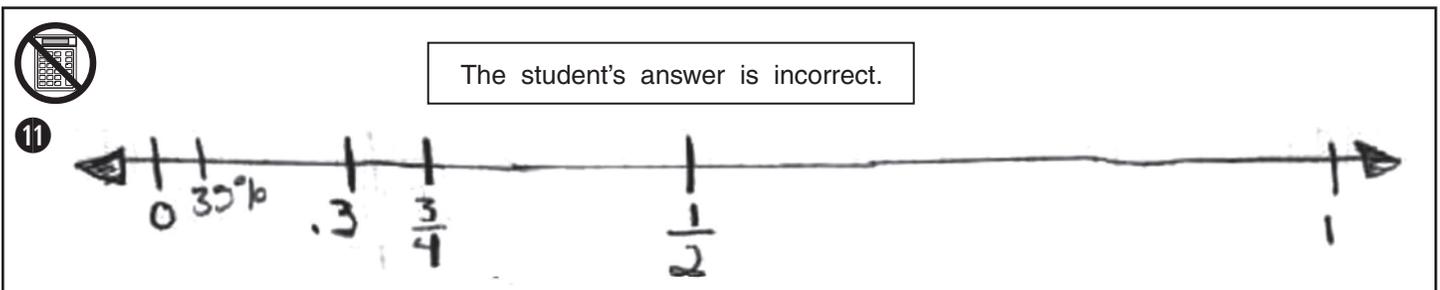
SCORE POINT 1  
(EXAMPLE A)



SCORE POINT 1  
(EXAMPLE B)



SCORE POINT 0



NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

**F&A 7.4 Demonstrates conceptual understanding of equality** by showing equivalence between two expressions (expressions consistent with the parameters of the left- and right-hand sides of the equations being solved at this grade level) using models or different representations of the expressions, solving multi-step linear equations of the form  $ax \pm b = c$  with  $a \neq 0$ ,  $ax \pm b = cx \pm d$  with  $a, c \neq 0$ , and  $(x/a) \pm b = c$  with  $a \neq 0$ , where  $a, b, c$  and  $d$  are whole numbers; or by translating a problem-solving situation into an equation consistent with the parameters of the type of equations being solved for this grade level.



**12** Solve this equation.

$$\frac{y}{4} - 4 = 5$$

**Scoring Guide:**

Score	Description
1	for correct answer, $y = 36$
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response

NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

SCORE POINT 1  
(EXAMPLE A)



12

$$y = 36$$

The student's answer is correct.

SCORE POINT 1  
(EXAMPLE B)



12

$$y = 36 \quad \frac{36}{4} - 4 = 5$$

The student's answer is correct.  
(Showing work is not required.)

SCORE POINT 0



12

$$\frac{36}{4}$$

The student's answer is incorrect.

**NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH**

**N&O 7.1** Demonstrates conceptual understanding of rational numbers with respect to percents as a means of comparing the same or different parts of the whole when the wholes vary in magnitude (e.g., 8 girls in a classroom of 16 students compared to 8 girls in a classroom of 20 students, or 20% of 400 compared to 50% of 100); and percents as a way of expressing multiples of a number (e.g., 200% of 50) using models, explanations, or other representations.

- 13 This chart shows the percent of students from each of two schools who play in the school band.

School	Percent of Students in the Band
Lakeview	5%
Mountainside	20%

- a. A total of 40 students are in the Lakeview band. How many students attend Lakeview School?
- b. Explain how it is possible for the band at Mountainside to have fewer members than the band at Lakeview.

**Scoring Guide:**

Score	Description
<b>2</b>	for correct answer in part a, <b>800</b> , and correct explanation in part b
<b>1</b>	for correct answer in part a OR for correct explanation in part b OR for correct explanation in part b based on incorrect answer in part a
<b>0</b>	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
<b>Blank</b>	No response

NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

SCORE POINT 2  
(EXAMPLE A)

13

A.  $5\% = 40$   

$$\begin{array}{r} 5 \overline{)1000} \\ \underline{20} \\ 100 \\ \underline{80} \\ 200 \\ \underline{200} \\ 0 \end{array}$$

$$\begin{array}{r} 40 \\ +20 \\ \hline 800 \end{array}$$
 800 students

B. If Mountain side has fewer students at their school. If Mountain side has 195 students at their school and 20% of them are in the band that would only be 39 students in the band. So if Mountainside has 195 or less 39 students at their school then they would have less students in their band.

$$\begin{array}{r} 195 \\ \times .20 \\ \hline 3900 \end{array}$$

a) The student's answer is correct.  
b) The student's explanation is correct.

SCORE POINT 2  
(EXAMPLE B)

13

a) 800

If the school has less than 200 students

a) The student's answer is correct.  
b) The student's explanation is correct.

NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

SCORE POINT 1

- 13
- a) 100 students go to Lakeview
- b) They could only have 100 kids in there school so they would only have 20 kids in bond.

- a) The student's answer is incorrect.  
b) The student's explanation is correct.

SCORE POINT 0

- 13
- a. 200  $\frac{1}{5} = 20 = 20\% = 20 \cdot 5 = 200$
- b. Lake view could have like 2,000 kids in their school.

- a) The student's answer is incorrect.  
b) The student's explanation is incorrect.

**NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH**

**F&A 7.4 Demonstrates conceptual understanding of equality** by showing equivalence between two expressions (expressions consistent with the parameters of the left- and right-hand sides of the equations being solved at this grade level) using models or different representations of the expressions, solving multi-step linear equations of the form  $ax \pm b = c$  with  $a \neq 0$ ,  $ax \pm b = cx \pm d$  with  $a, c \neq 0$ , and  $(x/a) \pm b = c$  with  $a \neq 0$ , where  $a, b, c$  and  $d$  are whole numbers; or by translating a problem-solving situation into an equation consistent with the parameters of the type of equations being solved for this grade level.

- 14 The perimeter of a square is 40 inches. The length of each side of the square is  $4x - 2$  inches. What is the value of  $x$ ? Show or explain how you found your answer.

**Scoring Guide:**

Score	Description
2	for correct answer, <b>3</b> , with sufficient explanation or work shown to indicate correct strategy
1	for correct answer with insufficient or no explanation or work shown OR for appropriate strategy with incorrect or no answer
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response

NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

SCORE POINT 2  
(EXAMPLE A)

14

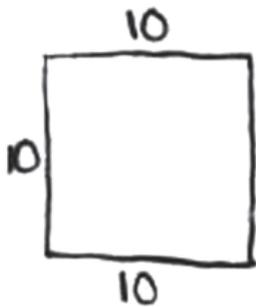

$$\begin{array}{r} 4x - 2 = 10 \\ + 2 = + 2 \\ \hline 4x = 12 \\ \frac{4x}{4} = \frac{12}{4} \\ \hline 3 \end{array}$$

The student's answer is correct, with sufficient work shown to indicate correct strategy.

$$x = 3$$

SCORE POINT 2  
(EXAMPLE B)

14


$$\begin{array}{r} 4x - 2 \\ 4(3) - 2 \\ 12 - 2 \\ 10 \end{array}$$

The student's answer is correct, with sufficient work shown to indicate correct strategy.

$$x = 3$$

$$10 \times 4 = 40 \checkmark$$

NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

SCORE POINT 1

14

$$x = 3$$

The student's answer is correct, with no explanation or work shown.

SCORE POINT 0

14

$$\begin{array}{r} (4x - 2) \cdot 4 = 40 \\ + 2 \qquad \qquad + 2 \end{array}$$

$$\frac{4x \cdot 4}{4} = \frac{42}{4}$$

$$\frac{4x}{4} = \frac{10.5}{4}$$
$$x = 2.6$$

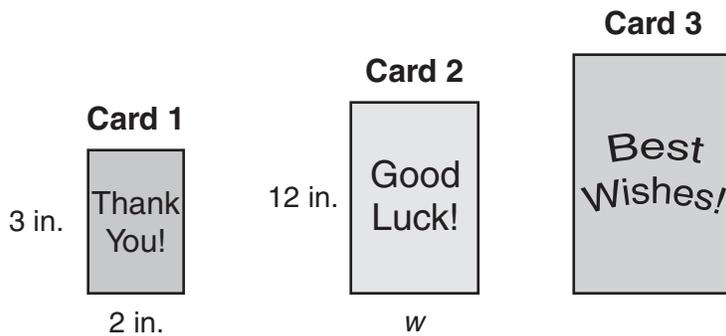
$$x = 2.6$$

The student's answer is incorrect, with incorrect work shown.

NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

**G&M 7.5** Applies concepts of similarity by solving problems involving scaling up or down and their impact on angle measures, linear dimensions and areas of polygons, and circles when the linear dimensions are multiplied by a constant factor. Describes effects using models or<sup>sc</sup> explanations.

- 15 The shapes of these three greeting cards are similar rectangles. The cards are not drawn to scale.



- What is the length, in inches, of the side labeled  $w$  on Card 2? Show your work or explain how you know.
- The area of Card 2 is how many times as great as the area of Card 1? Show your work or explain how you know.
- The sides of Card 3 are  $n$  times as long as the sides of Card 1. The area of Card 3 is how many times as great as the area of Card 1? Show your work or explain how you know.

**NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH**

**Scoring Guide:**

Score	Description
4	6 points
3	5 or 4 points
2	3 points or 2 points if one point is not from part a
1	2 points (both from part a) or 1 point
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
<b>Blank</b>	No response

**Training Notes:**

Part a: 2 points for correct answer, **8** (inches), with sufficient explanation or work shown to indicate correct strategy

OR

1 point for correct answer, with incomplete or no work or explanation  
or  
for correct strategy with incorrect answer

Part b: 2 points for correct answer, **16** (times), with sufficient explanation or work shown to indicate correct strategy

OR

1 point for correct answer, with incomplete or no work or explanation  
or  
for correct strategy with incorrect answer

Part c: 2 points for correct answer,  **$n^2$** , with sufficient explanation or work shown to indicate correct strategy

OR

1 point for correct expression, with incomplete or no work or explanation  
or  
for correct strategy with incorrect expression

**Sample Response:**

a.  $\frac{3}{2} = \frac{12}{w}$ ;  $3w = 24$ ;  $w = 8$  in.

b. 16 times as great

c. Since each side is multiplied by  $n$  the area of Card 1 will be multiplied by  $n$  twice. So the area of Card 3 is  $n^2$  times as great as the area of Card 1.

OR

If  $n = 2$  then the area of Card 3 is  $6 \times 4 = 24$  or 4 times the area of Card 1.

If  $n = 4$  then the area of Card 3 is  $12 \times 8 = 96$  or 16 times the area of Card 1.

According to this pattern, the area of Card 3 is always  $n^2$  times as great as the area of Card 1.

NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

SCORE POINT 4  
(EXAMPLE A)

15

A. If 12 is 4 times bigger than 3, then  $w$  must be 4 times bigger than 2.

$$\begin{aligned} 3 \cdot 4 &= 12 \\ 2 \cdot 4 &= w \quad (8=w) \end{aligned}$$

B.

$$\begin{aligned} 6 &= \text{Area of Card 1} & 8 \cdot 12 &= \text{Area of Card 2} \\ 12 & \cdot \frac{8}{6} & \text{Area of Card 2} &= 96 \\ \frac{8}{6} & & 96 \div 6 &= \frac{96}{6} = 16 \end{aligned}$$

Card 2 is 16 times greater than Card 1.

C.

$$\begin{aligned} 3 \text{ and } 2 &= \text{sides of Card 1} \\ 3n \text{ and } 2n &= \text{sides of Card 2} \\ 3n \cdot 2n &= \text{Area of Card 2} \\ 6n^2 &= \text{area of card 2} \\ 6 &= \text{area of card 1} \end{aligned}$$

area of card 2  
is  $n^2$  times larger  
than card 1

a) The student's answer is correct, with sufficient work shown.

b) The student's answer is correct, with sufficient work shown.

c) The student's answer is correct, with sufficient work shown.

NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

SCORE POINT 4  
(EXAMPLE B)

15

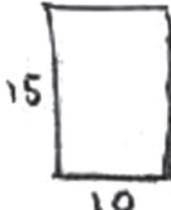
a)  $c_1 = 3:2$ ,  $c_2 = 12:8$  (8 in.)  
 length is  $\frac{3}{2}$  of width      length is  $\frac{3}{2}$  of width

b)  $c_1 = 6 \text{ in.}^2$        $c_2 = 96 \text{ in.}^2$   

$$\begin{array}{r} 12 \\ \times 8 \\ \hline 96 \end{array}$$

$$\begin{array}{r} 16 \\ 6 \overline{) 96} \\ \underline{-6} \phantom{0} \\ 36 \\ \underline{-36} \\ 0 \end{array}$$

Card 2 is 16 times as great as the area of Card 1

c) ex.  $n=5$   
$$\begin{array}{r} 10 \\ \times 15 \\ \hline 50 \\ +100 \\ \hline 150 \end{array}$$
 
$$\begin{array}{r} 25 \\ 6 \overline{) 150} \\ \underline{-12} \phantom{0} \\ 30 \end{array}$$
  
 ex.  $n=3$   $9 \times 6$  
$$\begin{array}{r} 10 \\ 6 \overline{) 54} \\ \underline{-24} \\ 29 \end{array}$$

Card 3 is  $n^2$  times as great as the area of Card 1

- a) The student's answer is correct, with sufficient work shown.
- b) The student's answer is correct, with sufficient work shown.
- c) The student's answer is correct, with sufficient work shown to indicate correct strategy.

NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

SCORE POINT 3  
(EXAMPLE A)

15

A.)  $\frac{3}{2} = \frac{12}{w}$  so  $w = 8$  because  $\frac{lw}{3} = \frac{24}{3}$   
 $w = 8 \text{ inches}$

B.)  $A_{\text{of \#1}} = 6$   $A_{\text{of \#2}} = 96$   $6 \overline{)96} = 16$ , so  
the area of card 2 is 16 times that of card 1

C.) each side is in the first dimension, so when you times  $n$ , that's that, but when you multiply them together to get the area, you have to multiply  $n$  too, so the area of card 1 is  $n^2$  times bigger than the area of card 2.

a) The student's answer is correct, with sufficient work shown.

b) The student's answer is correct, with sufficient work shown.

c) The student's answer is incorrect, with sufficient explanation.

NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

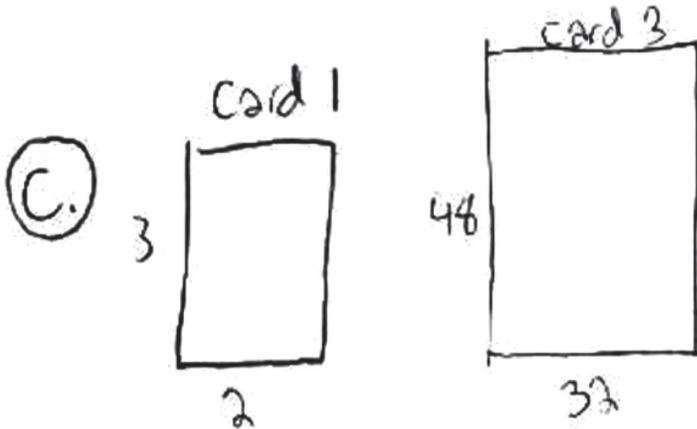
SCORE POINT 3  
(EXAMPLE B)

15

(A) 8 in. because when card 1's height is 3 in.  
Card 2's height is 16. 3 goes into 12 4 times.  $2 \times 4$   
is 8. 8 in.

(B) Card 1 = 6      Card 2 = 96  
16 times greater

$$\begin{array}{r} 16 \\ 6 \overline{) 96} \\ \underline{6} \phantom{0} \\ 36 \\ \underline{36} \\ 0 \end{array}$$



$$48 \times 32 = 1536$$

$$1536 \div 6 = \underline{256 \text{ times greater}}$$

a) The student's answer is correct, with sufficient work shown.

b) The student's answer is correct, with sufficient work shown.

c) The student's answer is incorrect, with insufficient work shown.

NECAP 2011 RELEASED ITEMS  
GRADE 8 MATH

SCORE POINT 2

15

a) The length in inches of the side of the card labeled  $W$  is 11 inches. I know this because the cards are similar and Card 1's length and width is one inch apart.

b) The area of Card 2 is 22 times the area of Card 1. I know this because Area of a Rectangle = length  $\times$  width. The area of Card 1 is 6 in. ( $lw = 3 \times 2 = 6$ )  
The area of Card 2 is 132 in ( $lw = 12 \times 11 = 132$  in)  
Card 2 is 22 times the area of Card 1. ( $132 \div 6 = 22$ .)

c) The area of Card 3 is 37 times the area of Card 1. I know this because each card's length is one greater than the one before it. Each card's width is one greater than the one before it. The length of Card 3 is 21; the width 20. Area =  $lw = 20 \times 21 = 220$ .  
Card 3 is approximately 37 times the area of Card 1.  $220 \div 6 = 37$ —

a) The student's answer is incorrect, with incorrect explanation.

b) The student's answer is correct based on incorrect answer in part a, with correct explanation.

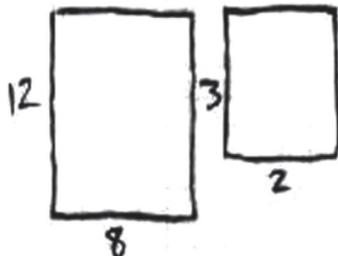
c) The student's answer is incorrect, with incorrect explanation.

15

a. If on card 1, the width (2) is two thirds of the height (3), the same applies to card two.  $\frac{2}{3}$  of 12 = 8.

Answer: 8

b.



$$8 \div 4 = 2$$

$$12 \div 4 = 3$$

Answer: 4

c. If in problem b, Card 2's area was four times as great as the area of Card 1, I can infer that the same is true here. This is basically the same as saying, for example,  $\times \times 4 \cdot 4$ . If the area of Card 1 was 6,  $6 \times 4 = 24$ .  $24 \times 4 = 96$ . Getting back to the point, the answer is that Card 3 is 16 times as great as the area of Card 1.



a) The student's answer is correct, with correct explanation.

b) The student's answer is incorrect, with incorrect work shown.

c) The student's answer is incorrect, with incorrect explanation.

15

a.)  $w = 11$ " because the 2 in. on card one is 1 less than the 3 in so card two has to be one less than 12."

b.) the area of card 2 is 9 times as great as card one because I took the 3 and counted up to 12.

c.) It is 13 times greater than card 1 because I counted on my fingers up to 16 and got 13.

a) The student's answer is incorrect, with incorrect explanation.

b) The student's answer is incorrect, with incorrect explanation.

c) The student's answer is incorrect, with incorrect explanation.

## Grade 8 Mathematics Released Item Information – 2011

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
No Tools Allowed	✓	✓		✓	✓	✓		✓			✓	✓			
Content Strand <sup>1</sup>	NO	NO	GM	FA	FA	FA	FA	FA	DP	DP	NO	FA	NO	FA	GM
GLE Code	7-2	7-4	7-6	7-1	7-2	7-2	7-4	7-4	7-2	7-5	7-2	7-4	7-1	7-4	7-5
Depth of Knowledge Code	1	2	1	2	1	2	1	2	2	2	1	1	3	2	3
Item Type <sup>2</sup>	MC	SA	SA	SA	SA	CR									
Answer Key	B	C	B	C	A	D	B	A	B	A					
Total Possible Points	1	1	1	1	1	1	1	1	1	1	1	1	2	2	4

<sup>1</sup>Content Strand: NO = Numbers & Operations, GM = Geometry & Measurement, FA = Functions & Algebra, DP = Data, Statistics, & Probability

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