



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2012**

**Grade 4
Reading**

NECAP 2012 RELEASED ITEMS
GRADE 4 READING

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

208865.001 A Common, CMN

- ① The word peace belongs in which sentence?
- A. There was a time of ____ after the wild storm.
 - B. Someone slipped a ____ of paper under the door.
 - C. Mom gave us each a ____ of chocolate cake.
 - D. Danny added the last _____ to the puzzle.

3.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by selecting appropriate words to use in context, including content specific vocabulary (e.g., predator/prey, or words with multiple meanings) EXAMPLE (multiple meanings): Students identify the intended meaning of words found in text – The word “fall” can mean a time of the year or losing your step. What words from the passage help you to know what “fall” means in this story? EXAMPLE (multiple meanings): The word “fall” has many different meanings. Which sentence below uses the word “fall” to mean a time of the year? OR Which sentence below uses “fall” with the same meaning as it is used in the poem?

172219.003 C Common, CMN

- ② Which word below can be used in **both** sentences?

There was only a little ____ of snow on the ground yesterday.

Holly ____ into her sandwich hungrily.

- A. drop
- B. dug
- C. bit
- D. chunk

Seashell Candles Informational Text

(The passage for these questions is located in Released Items 2012 – Grade 4 Reading.)

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

171911.002 D Common, CMN

- 3** What is the **same** about the beeswax, paraffin, and crayons?
- A. All are colorful.
 - B. All must be peeled.
 - C. All have old wicks.
 - D. All can be melted.

3.1.1 Applies word identification/decoding strategies by identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) EXAMPLES: Students might be asked to match words to words with similar sounds, such as which word rhymes with the word in the box or which word has the same vowel sound as the word in the box? EXAMPLES (multi-syllabic words): pretending, discussion

171904.001 B Common, CMN

- 4** Which word has the same **vowel sound** as pound?
- A. cool
 - B. down
 - C. pour
 - D. you

Seashell Candles Informational Text

(The passage for these questions is located in Released Items 2012 – Grade 4 Reading.)

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

171908.004 171909 B Common, CMN

5 Read the sentences in the chart.

?
1. Put water in the pot. 2. Set the tin can in the pot.

What is the **best** heading for this chart?

- A. Materials Needed to Make Candles
- B. Steps for Making a Double Boiler
- C. How to Melt Birthday Candles
- D. Final Steps in Candle Making

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

171970.003 A Common, CMN

6 What happens when the seashell candles begin to cool?

- A. The wax looks frosty.
- B. The shells glow brightly.
- C. The color shines through.
- D. The wax becomes heavy.

NECAP 2012 RELEASED ITEMS
GRADE 4 READING

Seashell Candles
Informational Text

(The passage for these questions is located in Released Items 2012 – Grade 4 Reading.)

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

171975.004 Common, CMN

- 7** Explain how newspapers, crayons, scissors, and a coffee can are **each** used to make seashell candles. Use information from the passage.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how newspapers, crayons, scissors, and a coffee can are each used to make seashell candles. Response includes relevant information from the passage.
3	Response provides an explanation of how newspapers, crayons, scissors, and a coffee can are each used to make seashell candles. Response includes some relevant information from the passage.
2	Response provides a partial explanation of how newspapers, crayons, scissors, and/or a coffee can are each used to make seashell candles. Response provides limited information from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

A thorough response must include a use for each material:

- Newspapers - spread on countertop; use to prop up shells
- Crayons - melted with the wax; adds color to the candles
- Scissors - to trim the birthday candles if they are too tall
- Coffee can - inside section of the double boiler; hold the wax/paraffin/old candle bits/crayons as they melt

NECAP 2012 RELEASED ITEMS
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SCORE POINT 4

171975.004 Common, CMN

- 7 Explain how newspapers, crayons, scissors, and a coffee can are **each** used to make seashell candles. Use information from the passage.

Newspapers are used for propping up the seashells using wads of newspaper so that they don't tip when you pour in the wax. Crayons are used if you want to color the wax or paraffin. Scissors are used for cutting the candle if it's too tall. A coffee can is used for putting the wax in to boil.

Response provides a thorough explanation of how newspapers, crayons, scissors, and a coffee can are **each** used to make seashell candles. Response includes relevant information from the passage.

NECAP 2012 RELEASED ITEMS
GRADE 4 READING

SCORE POINT 3

171975.004 Common, CMN

- 7 Explain how newspapers, crayons, scissors, and a coffee can are **each** used to make seashell candles. Use information from the passage.

The newspapers help so it won't make a mess. Crayons, and scissors help because crayons make color for it and scissors help cause if the birthday candle is too long it can cut it. The coffee can help by letting you put wax in it.

Response provides an explanation of how newspapers, crayons, scissors, and a coffee can are **each** used to make seashell candles. Response includes some relevant information from the passage.

NECAP 2012 RELEASED ITEMS
GRADE 4 READING

SCORE POINT 2

(EXAMPLE A)

171975.004 Common, CMN

- 7 Explain how newspapers, crayons, scissors, and a coffee can are **each** used to make seashell candles. Use information from the passage.

TO make a seashell you have to
put newspapers on the countertop.
but before that use a coffee can
and put the wax in the double
boiler pot and let the wax melt.

Response provides a partial explanation of how newspapers, crayons, scissors, **and/or** a coffee can are **each** used to make seashell candles. Response provides limited information from the passage.

NECAP 2012 RELEASED ITEMS
GRADE 4 READING

SCORE POINT 2

(EXAMPLE B)

171975.004 Common, CMN

- 7 Explain how newspapers, crayons, scissors, and a coffee can are **each** used to make seashell candles. Use information from the passage.

New Paper is for helping you not spill the wax on the floor. If you want your wax to be colored you would add a crayon. Scissors are for cutting the candle so it is the right size.

Response provides a partial explanation of how newspapers, crayons, scissors, **and/or** a coffee can are **each** used to make seashell candles. Response provides limited information from the passage.

NECAP 2012 RELEASED ITEMS
GRADE 4 READING

SCORE POINT 1

171975.004 Common, CMN

- 7 Explain how newspapers, crayons, scissors, and a coffee can are **each** used to make seashell candles. Use information from the passage.

a newspaper is used
so the sea shells
don't tip

Response is vague or minimal.

SCORE POINT 0

171975.004 Common, CMN

- 7 Explain how newspapers, crayons, scissors, and a coffee can are **each** used to make seashell candles. Use information from the passage.

The store tells you how to
make a wax seashell.

Response is totally incorrect or irrelevant.

Poem 1: Under My Bed; Poem 2: In My Desk Literary Text

(The poems for these questions are located in Released Items 2012 – Grade 4 Reading.)

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

208048.001 D Common, CMN

8 The prefix (beginning) *un-* in the word unmatched means

- A. under.
- B. again.
- C. with.
- D. not.

3.4.2 Demonstrate initial understanding of elements of literary texts by paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text

208052.000 D Common, CMN

9 In **Poem 1**, what is the speaker imagining?

- A. a cousin's visit
- B. a teddy bear's nap
- C. a good book to read
- D. a party in the room

Poem 1: Under My Bed; Poem 2: In My Desk Literary Text

(The poems for these questions are located in Released Items 2012 – Grade 4 Reading.)

3.5.3 Analyze and interpret elements of literary texts, citing evidence where appropriate by making basic inferences about problem, conflict, or solution (e.g., cause-effect relationships)
EXAMPLE: How might the story have been different if...?

208061.003 B Common, CMN

- 10** At the end of **Poem 2**, what does the speaker decide?
- A. to leave the desk alone
 - B. to clean out the desk
 - C. to move the desk somewhere else
 - D. to add more junk to the desk

3.5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words or actions that reveal characters' personality traits

208065.002 A Common, CMN

- 11** The speakers in both poems are **most likely**
- A. children.
 - B. janitors.
 - C. teachers.
 - D. parents.

NECAP 2012 RELEASED ITEMS
GRADE 4 READING

Poem 1: Under My Bed; Poem 2: In My Desk
Literary Text

(The poems for these questions are located in Released Items 2012 – Grade 4 Reading.)

3.5.3 Analyze and interpret elements of literary texts, citing evidence where appropriate by making basic inferences about problem, conflict, or solution (e.g., cause-effect relationships)
EXAMPLE: How might the story have been different if...?

208080.004 Common, CMN

12 Explain how the two poems are **alike**. Use details from the poems.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how “Under My Bed” and “In My Desk” are alike . Response includes relevant details from the poems.
3	Response provides an explanation of how “Under My Bed” and “In My Desk” are alike . Response includes some relevant details from the poems.
2	Response provides a partial explanation of how “Under My Bed” and “In My Desk” are alike . Response includes limited details from the poems.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Ways the poems are alike include, but are not limited to:

- speakers in both poems are children
- both are about cleaning a space (under a bed, inside a desk)
- both provide insight into the personality of the speaker

Also accept format similarities (e.g., They both rhyme).

NECAP 2012 RELEASED ITEMS
GRADE 4 READING

SCORE POINT 4

208080.004 Common, CMN

- 12 Explain how the two poems are **alike**. Use details from the poems.

The two poems are alike because they both are about messy things and they both think it is junk. But really it is history from reminders. They both don't want to clean out their things but they have to. They both have a cleaning day. Both have unmatched or holey socks. And books they still have. They both have a lot of reminders that remind them maybe of good time bad time or not-so good times. That is what matters.

Response provides a thorough explanation of how "Under My Bed" and "In My Desk" are **alike**. Response includes relevant details from the poems.

NECAP 2012 RELEASED ITEMS
GRADE 4 READING

SCORE POINT 3

208080.004 Common, CMN

- 12 Explain how the two poems are alike. Use details from the poems.

The two poems are alike because they both talk about how messy under thier bed is or how messy thier desk is. They also are alike because they both talk about old things that they used to like, for example in the first poem there was a old shoe under his bed and in poem number two there was an old moldy pinecone. That is why they are alike.

Response provides an explanation of how "Under My Bed" and "In My Desk" are alike. Response includes some relevant details from the poems.

NECAP 2012 RELEASED ITEMS
GRADE 4 READING

SCORE POINT 2

208080.004 Common, CMN

- 12 Explain how the two poems are **alike**. Use details from the poems.

Both of the poems are alike because they are both talking about throwing away junk. I know this because in poem 1 a kid is talking about taking the junk out of the bottom of his bed. And in poem 2 the kid is talking about throwing away the junk in his desk.

Response provides a partial explanation of how "Under My Bed" and "In My Desk" are **alike**. Response includes limited details from the poems.

NECAP 2012 RELEASED ITEMS
GRADE 4 READING

SCORE POINT 1

208080.004 Common, CMN

- 12 Explain how the two poems are **alike**. Use details from the poems.

The two poeme are alike
because the both tack about
clening and thats why they are
alike.

Response is vague or minimal.

SCORE POINT 0

208080.004 Common, CMN

- 12 Explain how the two poems are **alike**. Use details from the poems.

there Both Poem 5.

Response is totally incorrect or irrelevant.

Grade 4 Reading Released Item Information – 2012

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

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

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