



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials 2013**

**Grade 5
Writing**

NECAP 2013 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 (Note: either form is correct – *x, y, and z* or *x, y and z*)

- 1 Where should a comma be added to the sentence below?

An important date in American history is December 7 1941.

- A. after *important*
- B. after *date*
- C. after *American*
- D. after 7

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

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

I wanted to buy a book. I forgot to bring my money to the mall.

- A. I wanted to buy a book, I forgot to bring my money to the mall.
- B. I wanted to buy a book, but I forgot to bring my money to the mall.
- C. I wanted to buy a book, so I forgot to bring my money to the mall.
- D. I wanted to buy a book, or I forgot to bring my money to the mall.

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

4.9.1 In independent writing, students demonstrate command of appropriate English conventions by identifying grammatical errors, when given examples EXAMPLES: he don't; Him and me went

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

Her and I really admire our coach.

- A. She and I
- B. Me and she
- C. Her and us
- D. Me and her

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 EXAMPLES: consonant doubling, change y to i, drop silent e, spelling rules for affixes

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

I could not decide whether to buy a calender with pictures of cars or motorcycles.

- A. Change *decide* to **deside**.
- B. Change *calender* to **calendar**.
- C. Change *pictures* to **pitchers**.
- D. Change *motorcycles* to **motorcicles**.

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

4.9.2 In independent writing, students demonstrate command of appropriate English conventions by applying basic capitalization rules EXAMPLES: names, beginning sentences, proper nouns, titles

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

My mother and I plan to take a boat ride down Snake river next summer.

- A. mother
- B. boat
- C. river
- D. summer

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 Which of the following is a complete sentence?
- A. A movie with a funny story.
 - B. Seven o'clock at the movies at the mall.
 - C. Thought about the movie tonight.
 - D. I liked the movie I saw yesterday.

NECAP 2013 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 (Note: either form is correct – *x, y, and z* or *x, y and z*)

- 7 Where should a comma be added to the sentence below?

We will be busy going to the grocery store cleaning the house, and washing the car on Saturday.

- A. after *We*
- B. after *busy*
- C. after *store*
- D. after *washing*

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

The tennis team worked hard. The tennis team won the championship.

- A. The tennis team worked hard, they won the championship.
- B. The tennis team worked hard but won the championship.
- C. The tennis team worked hard and won the championship.
- D. The tennis team worked hard, the team won the championship.

**NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING**

4.9.2 In independent writing, students demonstrate command of appropriate English conventions by applying basic capitalization rules EXAMPLES: names, beginning sentences, proper nouns, titles

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

My grandfather and I like visiting aunt Millie at the department store where she works.

- A. grandfather
- B. aunt
- C. department
- D. store

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

- 10 Which sentence has a punctuation error at the end?
- A. I have been looking everywhere for today's newspaper.
 - B. Does anyone know where I might have put the newspaper?
 - C. The newspaper is delivered every morning by six o'clock.
 - D. Do I have to go to the store and buy another newspaper.

Agreeing to Disagree Response to Literary Text

(The passage for this prompt is located in Released Items 2013 – Grade 5 Writing.)

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

- 11 Emma says that even though she and George disagree, they can still be friends. Do you agree with her? Write a paragraph using details from the story to support your response.

Scoring Guide:

Score	Description
4	The paragraph contains a thorough explanation of why the student agrees or disagrees with Emma. The paragraph maintains a clear focus/purpose throughout; contains specific details from the story to support the focus; and is well-organized. The paragraph includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	The paragraph contains an explanation of why the student agrees or disagrees with Emma. The paragraph maintains a focus/purpose, but there may be minor lapses. The paragraph contains some relevant details that support the focus. The paragraph is generally well-organized. The paragraph includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	The paragraph contains an attempt at an explanation of why the student agrees or disagrees with Emma. The paragraph contains major lapses in focus/purpose and/or few relevant supporting details from the story. The paragraph includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	The paragraph is a minimal or vague statement of why the student agrees or disagrees with Emma.
0	Response is totally incorrect or irrelevant.
Blank	No response

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE A)

11 I agree with Emma. Most people disagree with their friends, even on little things like watching the same movie, but you don't see them not being friends. It has been proven that differences in friends actually help them become better friends because they work out their problems and become closer. I think that Emma and George can definitely still be friends. They didn't even really have a bad fight. (Paragraph 2, sentences 4-6) "It was not a bad fight, as fights go. Neither one insulted the other or said anything mean. Still, Emma felt uncomfortable." They can still be friends also because they are both able to realize their mistake and apologize to each other and they were good sports about it.

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE B)

11 I do agree with Emma for these reasons. Firstly, because it's just a movie and why would a movie break their friendship? It would have had to be a MUCH bigger fight in order to break their friendship. Next, Emma is right because even though they got in a fight, there were no heart feelings so it wasn't such a big deal. A fight really only matters when someone's feelings get hurt. Finally, they handled it in a very mature manner. George called Emma and Emma said they should be friends. That shows they are both mature and that they must really like each other. In conclusion, I agree with Emma because the fight wasn't that big.

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 3
(EXAMPLE A)

11 In "Agreeing To Disagree" when Emma says even though George and Emma fight or disagree they can still be friends. I agree. I agree because in the story they only fought about the movie. If that were me I would try not to fight about a silly thing like that because you can lose a good friend. I also agree they can still be friends because one can do what one wants on one weekend and then the next weekend the other one can do what the other one wants to do on that weekend. I think they can find there way around the fight and be friends.

STUDENT WRITING SAMPLE – SCORE POINT 3
(EXAMPLE B)

11 Yes, I do agree with Emma that she and George can disagree and still be friends because, there is no perfect relationship. All friends have fights and disagreements every now and then. A good thing is that Emma and George apologized to each other because I don't know about you, but I certainly don't know anybody who likes to fight besides wrestlers and guys like that. Emma and George also felt uncomfortable about their disagreement, which makes a good friendship. That is why I agree with Emma that she and George can still be friends.

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 2
(EXAMPLE A)

11 Yeah I agree with her. I agree with her because they sound like good friends and they should only watch that movie sometimes. I still think that they should watch another movie though. But, yeah they should still be friends.

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 2
(EXAMPLE B)

11 I think Emma is right because friends should not start not liking each other because they disagreed on a movie that they watch every weekend that Emma goes over to Gorge's house. If Emma walks out on Gorge she does not have to be mad at him and they not be friend for awhile. Later Gorge called her back and he said we need to talk about this some more and Emma said she was sorry for walking out on Gorge and Gorge said he was sorry about making Emma watch the same movie every time she come over to watch a movie with Gorge on the weekends.

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 1
(EXAMPLE A)

11 Yes, I do agree with Emma because everybody gets into arguments with their friends sometimes.

STUDENT WRITING SAMPLE – SCORE POINT 1
(EXAMPLE B)

11 I think they should stay friends because eventhough they had a fight and after they both felt bad for what they did.

STUDENT WRITING SAMPLE – SCORE POINT 0

11 Emma invites her friend over to watch a movie and they are fighting over a movie. They say lets watch George jokingly but Emma's friend says lets not watch it so she says lets just watch one movie and we can watch the other one after.

Report

(The organizer for this prompt is located in Released Items 2013 – Grade 5 Writing.)

4.7.2 In informational writing, students effectively convey purpose by stating and maintaining a focus/controlling idea on a topic

4.1 Structures of Language – Applying Understanding of Sentences, Paragraphs, Text Structures

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

4.1.2 Students demonstrate command of the structures of sentences, paragraphs, and text by using the paragraph form: indenting, main idea, supporting details

4.6 Informational Writing (Reports, Procedures, or Persuasive Writing) – Organizing and Conveying Information

4.6.1 In informational writing, students organize ideas/concepts by grouping ideas logically (e.g., predictable categories, steps of a procedure, reasons/arguments)

4.6.2 In informational writing, students organize ideas/concepts by writing an introduction that sets the context (including materials list in procedures)

4.6.3 In informational writing, students organize ideas/concepts by using transition words or phrases

4.6.4 In informational writing, students organize ideas/concepts by writing a conclusion

**NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING**

**4.8 Informational Writing (Reports, Procedures, or Persuasive Writing) –
Using Elaboration Strategies**

- 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
- 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

**4.9 Writing Conventions –
Applying Rules of Grammar, Usage, and Mechanics**

- 4.9.1** In independent writing, students demonstrate command of appropriate English conventions by identifying grammatical errors, when given examples EXAMPLES: he don't; Him and me went
- 4.9.2** In independent writing, students demonstrate command of appropriate English conventions by applying basic capitalization rules EXAMPLES: names, beginning sentences, proper nouns, titles
- 4.9.3** In independent writing, students demonstrate command of appropriate English conventions by using commas correctly in dates and in a series
(Note: either form is correct – x, y, and z or x, y and z)
- 4.9.4** In independent writing, students demonstrate command of appropriate English conventions by using *end* punctuation correctly in a variety of sentence structures
- 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
EXAMPLES: consonant doubling, change y to i, drop silent e, spelling rules for affixes

**NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING**

- 12 Write a paragraph that explains what gorilla families are like. Choose information from the organizer to support the main idea of your paragraph.

Scoring Guide:

Score	Description
4	The paragraph contains a thorough explanation of what gorilla families are like. The paragraph maintains a focus/purpose throughout, includes relevant facts from the organizer, and is well-organized. The paragraph includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	The paragraph contains an explanation of what gorilla families are like. The paragraph maintains a focus/purpose but there may be minor lapses. The paragraph includes mostly relevant facts from the organizer and is generally well-organized. The paragraph includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	The paragraph is an attempt at an explanation of what gorilla families are like. The paragraph contains major lapses in focus/purpose and/or limited relevant facts from the organizer. The paragraph includes some attempt at sentence variety and may demonstrate inconsistent control of grade-appropriate grammar, usage, and mechanics.
1	The paragraph is a minimal or vague statement about gorilla families.
0	Response is totally incorrect or irrelevant.
Blank	No response

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE A)

12 Gorillas are very humble creatures. They spend hours grooming each other for bugs and looking for food. A strong male usually decides when it is time to eat and rest. Adults like to rest during the day, but they must still make nests in the trees for them and their young. While adult Gorillas rest, the younger Gorillas grow strong by playing together, although Gorillas are usually very gentle creatures, they become fierce, dangerous animals when times comes to protect their family. Gorillas are an amazing species. They do all of these things and many more.

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE B)

12 Gorilla Families are gentle and loving and VERY protective of their family. Well at least the males are. They build nests in trees to sleep and the babies sleep with the mothers at night. They spend hours a day grooming and cleaning each other. The Adults rest during the day while the young gorillas play. They spend many hours searching for food and many hours eating. The males protect their families with courage and strength. The strong male gorilla decides all eating times, he also makes decisions on when they shut their eyes! Those are my Facts About Gorillas!

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 3
(EXAMPLE A)

12 Gorilla families are very interesting. Here are some facts on them. They are gentle animals but, also protective with there family. Most of the time they spend hours looking for food. The strong, male gorilla decides when they eat and rest. The families will spend hours cleaning there hair. When the adults rest in the day, the gorillas play. One last fact is they build nest in trees and the babies sleep with the mothers at night.

What interesting animals.

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 3
(EXAMPLE B)

12 In gorilla families, life seems fun. Gorillas are gentle creatures, but will protect themselves if necessary. Adults like to sleep through the day, while the children play. Later, they spend hours grooming each other. In each group of gorillas, there is a strong male gorilla leader that chooses when they eat and rest. Then they spend many hours looking for food and eating. Then they make nests in the trees. And the little babies fall asleep on their mothers.

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 2
(EXAMPLE A)

12 Gorilla families are like us for many reasons. To begin with young gorillas play during the day so do young humans when their not in school taking N.E.C.A.P.S. Next gorilla baby's sleep with their mothers at night. Finally gorilla's are gentle but will protect their families. In conclusion gorilla's are just like us humans.

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 2
(EXAMPLE B)

12 The gorilla family likes to build nests
I looks like they travel to get
food to eat and the adults like
to sleep during the as the young gorillas
play and they spend hours cleaning each
others hair so I think gorillas
care about each other a lot the
gorillas life may not be easy but
they have each other to protect
that is a life of a gorilla.

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 1
(EXAMPLE A)

12 Gorilla families are animals who are bigger than monkeys and spend time with each other.

STUDENT WRITING SAMPLE – SCORE POINT 1
(EXAMPLE B)

12 The gorilla's family is like protective they care for one another and they groom each other.

STUDENT WRITING SAMPLE – SCORE POINT 0

12 Gorillas are like humans because we don't have a tail and they don't have a tail.

Something's Moving in My Lunch Box Response to Informational Text

(The passage for this prompt is located in Released Items 2013 – Grade 5 Writing.)

4.3.3 In response to literary or informational text students make and support analytical judgments about text by using specific details and references to text to support focus

- 13 Does this passage make you want to read the entire book? Write a paragraph that explains why or why not. Use details from the passage to support your response.

Scoring Guide:

Score	Description
4	The paragraph contains a thorough explanation of whether the passage makes the student want to read the book. The paragraph maintains a focus/purpose throughout; contains specific, relevant details from the passage to support the focus; and is well-organized. The paragraph includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	The paragraph contains an explanation of whether the passage makes the student want to read the book. The paragraph maintains a focus/purpose, but there may be minor lapses. The paragraph contains some relevant details that support the focus. The paragraph is generally well-organized. The paragraph includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	The paragraph contains an attempt at an explanation of whether the passage makes the student want to read the book. The paragraph contains major lapses in the focus/purpose and/or few relevant supporting details from the passage. The paragraph includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	The paragraph is a minimal or vague statement about whether the student wants to read the book.
0	Response is totally incorrect or irrelevant.
Blank	No response

STUDENT WRITING SAMPLE – SCORE POINT 4

13 Yes, this passage makes me want to read the entire book. In paragraph two, I was surprised that many people in the world prefer a live oyster or bowl of bugs over pizza. Then I understood why it depends on where you live and what you're used to eating. It put me in shock when I learned many Africans will eat a cooked grasshopper or two. The passage stated that kids from Europe and Asia love to eat fish heads. Never mind the head, but I have never in my life ate fish at all. I would love to learn about the different foods different cultures eat. That is why the passage makes me want to read the entire book.

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 3
(EXAMPLE A)

13 I probably wouldn't want to read more. I don't want to because thinking about eating grasshoppers kind of makes me sick to the stomach. I think I would rather pick up a more delightful book. To me, I'm thankful someone invented the refrigerator! I wouldn't want to eat cockroach cookies and fish gills everyday, I would rather eat some string. Well, maybe I wouldn't go that far.

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 3
(EXAMPLE B)

13 This passage makes me want to read the entire book because it sounds like it would be interesting to find out what other people eat around the world. Like I didn't know that Africans think that cooked grasshopper has a delightful crunch, or that kids in Europe and Asia love to eat fish heads, and I thought most people in America ate pizza not oysters. That is why I want to read the entire book.

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 2
(EXAMPLE A)

13

Yes!! Definitely I want to read this book because it has such good detail. Plus I want to know what other people eat around the world. like if I said cockroaches are gross people in africa would say pasta is gross but I bet if I try cockroach I would like it. and they would like pasta. So you can't judge a food by what it looks like. So Yes, I would love to read this book Really bad.

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 2
(EXAMPLE B)

13 Yes it does because it is giving a nice hook. Also, it is very interesting and gets me thinking like when he says most people would not answer pizza. When it says you might have a hankering for some horrid spinach. I would love to have that book to read especially when my family doesn't know what to eat for dinner.

STUDENT WRITING SAMPLE – SCORE POINT 1
(EXAMPLE A)

13 Yes it dose make me want to read the rest because it did not tell me the sickest foods.

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 1
(EXAMPLE B)

13 NO it does not. I do not know why but it just does not make me feel like I want to read the entire book. I just doesn't make me feel like I want to read the book. I like to say that I would eat pizza but not anything else. I don't like to eat other stuff like oysters.

STUDENT WRITING SAMPLE – SCORE POINT 0

13 I eat piece of pizza for lunch. My favorite pizza is pepperoni. NO why you didn't read the whole book.

Narrative

(The passage for this prompt is located in Released Items 2013 – Grade 5 Writing.)

4.1 Structures of Language – Applying Understanding of Sentences, Paragraphs, Text Structures

- 4.1.1 Students demonstrate command of the structures of sentences, paragraphs, and text by writing a variety of complete simple and compound sentences**
- 4.1.2 Students demonstrate command of the structures of sentences, paragraphs, and text by using the paragraph form: indenting, main idea, supporting details**

4.4 Narrative Writing – Creating a Story Line and Applying Narrative Strategies

- 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**
- 4.4.2 In written narratives, students organize and relate a story line/plot/series of events by establishing a problem and solution**

4.5 Narrative Writing – Creating a Story Line and Applying Narrative Strategies

- 4.5.1 Students demonstrate use of narrative strategies by using relevant and descriptive details**
- 4.5.3 Students demonstrate use of narrative strategies by identifying characters**

**NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING**

**4.9 Writing Conventions –
Applying Rules of Grammar, Usage, and Mechanics**

- 4.9.1 In independent writing, students demonstrate command of appropriate English conventions by identifying grammatical errors, when given examples EXAMPLES: he don't; Him and me went**
- 4.9.2 In independent writing, students demonstrate command of appropriate English conventions by applying basic capitalization rules EXAMPLES: names, beginning sentences, proper nouns, titles**
- 4.9.3 In independent writing, students demonstrate command of appropriate English conventions by using commas correctly in dates and in a series**
(Note: either form is correct – x, y, and z or x, y and z)
- 4.9.4 In independent writing, students demonstrate command of appropriate English conventions by using *end* punctuation correctly in a variety of sentence structures**
- 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 EXAMPLES: consonant doubling, change y to i, drop silent e, spelling rules for affixes**

**NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING**

- 14 Write a story about a character who learns that it is always best to be honest.

Scoring Guide:

Score	Description
6	<ul style="list-style-type: none"> • Story line is organized in an engaging, effective way • Has a problem and solution • Chooses language effectively to create relevant and descriptive details • Develops characters • Uses a variety of sentence structures purposefully • Consistent application of the rules of grade-level grammar, usage, and mechanics
5	<ul style="list-style-type: none"> • Contains a clear, understandable story line with a beginning, middle, and end • Has a problem and a solution • Uses language to create relevant and descriptive details • Identifies characters • Uses a variety of correct sentence structures • Consistent application of the rules of grade-level grammar, usage, and mechanics
4	<ul style="list-style-type: none"> • Contains an understandable story line with a beginning, middle, and end • Has a problem and solution • Uses language adequately to create relevant details • Identifies characters • Uses correct sentence structures • May show inconsistent control of grade-level grammar, usage, and mechanics
3	<ul style="list-style-type: none"> • Story topic is clear • Has a beginning, middle, and end • Uses some relevant details • Identifies characters • Uses language adequately; may show little variety of sentence structures • May contain some serious errors in grammar, usage, and mechanics
2	<ul style="list-style-type: none"> • Attempts story line • May lack effective beginning or end abruptly • Uses few relevant details • Names characters • Lacks sentence control • Errors in grammar, usage, and mechanics are distracting
1	<ul style="list-style-type: none"> • Story topic may not be clear • Incoherent or underdeveloped story line • Uses little or no relevant details • Rudimentary or deficient use of language • Serious and persistent errors in grammar, usage, and mechanics throughout
0	Response is totally incorrect or irrelevant.
Blank	No response

STUDENT WRITING SAMPLE – SCORE POINT 6

14 "Come on!" yelled Tim's mom waiting in the car on Sunday morning, "if you want to get good seats we should leave now." Tim stuffed the egg into his jacket and tumbled down the stairs, flung through the door and slipped into the car. His mom said, "You've been acting very strange lately." "No way!" replied Tim. He stared down at the large dragon egg in his palms, it was about the size of his little sister's (Molly) head. Suddenly, he heard a "CRACKK!" and Tim's mother yelled "What was that!" She flipped her head back, "Slyly, Tim slithered it behind his back, by the time her eyes were focused on him. "Oh, just me clearing my throat," lied Tim, he coughed to show proof. He put a finger to his lips and went "shhh!" at the egg, Molly the 6 year old wonder of tattle-taling yipped like a ch. wawa "Tim is talking to a rock!" after that, again Tim's mother zipped around to see the commotion, again he slipped the dragon egg behind his back, if his mother saw she would scream, rip the egg from me and throw it out the window, he thought. Luckily, he only had a few close calls with the "egg secret." It turns out the "egg secret" has only been around because of chores. Chores, Chor

STUDENT WRITING SAMPLE – SCORE POINT 6

es, Chores. He had the plan all out, he would say, "If you hadn't told me to go out and rake the leaves, then I wouldn't have wandered in to the hedge to look at a green and red, glowing, egg-shaped mystery, plus if you hadn't made me I wouldn't have been so curious," he played it through his head and found he should cut the last part out. Then he heard a giant rumble, his stomach, he said "I don't care about the seats, I'm hungry," "Well, I guess if you want bad seats we can stop for lunch" said his mom. They pulled into Quizno's. They jumped out of the car, Molly still struggling in her car seat. After Molly was out, we all walked to the door of Quizno's. I could hear Molly's dress-up shoes clacking on the cement. Suddenly a thought shot up like a firework into my brain, the egg was still in my jacket! I could not walk into public with a dragon egg in my jacket, My stomach churned, I wasn't hungry anymore, I couldn't go back! We swung

STUDENT WRITING SAMPLE - SCORE POINT 6

through the door to Quizno's. Molly and I sat at a tall circle table while Mom ordered. Finally she came back with the food. I dug into my roast beef sandwich when I heard the same dreaded "Crackk!" I felt a flutter in my jacket, I knew it, it found the path out of my coat and flew straight above me, then the dragon did something that I did not think would happen it puffed a small flame out of its mouth. I heard people yell and scream, "It's a dragon!" I felt like running. It swerved around every corner, it look like it was looking for food. Finally, the manager ran out and lured it into an empty cabinet. I didn't realize it but it turned out channel 5 news was there the newspaper, even some police! The police crew got the dragon under control and then walked over to me. I was just barely holding in my tears when I finished my confession. I thought they were going to arrest me but then, they started to laugh. I was mortified. They said "If you're going to hold a secret in that exciting you might as well tell." Sadly, we missed the play, but now I know to always be honest!

**NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING**

STUDENT WRITING SAMPLE – SCORE POINT 6

- Story line is organized in an engaging, effective way
- Has a problem and solution
- Chooses language effectively to create relevant and descriptive details
- Develops characters
- Uses a variety of sentence structures purposefully
- Consistent application of the rules of grade-level grammar, usage, and mechanics

STUDENT WRITING SAMPLE – SCORE POINT 5
(EXAMPLE A)

14 It was Halloween, and Joey was trick or treating with his friends. They had been to maybe 2 or 3 houses when they stopped at a rustic-looking house that had probably been built in colonial times. Joey, a Star Wars character, darted down the brick path with his friends. They stood there for about ten seconds. Then the door opened. An elderly woman dressed in a white blouse and cross looked down on the gang. "Look at your nice costumes. Come in." They went past the kitchen, which had a very small TV and a table for 4. Then into the hall they went, and they marveled at the buckets of candy lining the walls. "You each may take ten," the woman said. There was every thing from caramels to candy corn. Joey's eyes glowed as he wisely picked his loot. When they each had added ten to their pillow cases, they thanked the woman and left. "Wow, we hit the jackpot!" Joey said to his friend Steven, they went

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE - SCORE POINT 5
(EXAMPLE A)

on long into the night. They easily had 30 done when all wanted to turn in. All but Joey, who had about ten more pieces of candy to go before he filled his pillowcase. Then he thought up a lie. There was a lonely adult following a group of vampires, monster trucks and aliens.

Joey told Steven that it was his old first grade teacher and he wanted to say hi. Knowing what Joey might

do if they left, Steven and the group stayed put. Instead of mingling, Joey passed the stranger and went straight to the colonial, candy-rich house. Then

Joey did his stuff. The old woman fell for the trick and Joey got ten more pieces of candy. He then left and went back to his friends.

They all slept well that night except Joey. The next morning everyone met at Steven's house, where he called an official Halloween candy trading ceremony. They had just dumped their loot on the table

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 5
(EXAMPLE A)

when Steven noticed something. "Hey, Joey, it seems like you have more candy than the rest of us." There was an awkward silence. Then it all came out in one breath. Steven looked at Jamal. He looked at Colin. Colin looked at Greg. Greg looked at Joey. He nodded mournfully and put up 5 fingers. Steven, Jamal, Colin, and Greg each took 5 pieces of Joey's candy.

So the moral is, When you lie, who are you really cheating.

STUDENT WRITING SAMPLE – SCORE POINT 5
(EXAMPLE B)

14 Lea looked up at her ceiling. It was a gloomy Saturday afternoon. The sun shone and the weather was beautiful, but it was still gloomy to Lea because Lea had lied to her friend Katilyn. When Katilyn moved from Miami, Florida, she was instantly popular. With her wavy, blond hair, big blue eyes, tan skin, and gorgeous figure, Katilyn was an instant hit. Katilyn had always asked about Lea's mom, who Katilyn knew was divorced, but wasn't being mean about. She asked questions like "How old is she?" or "What is she like?" or "Is she nice?" and all that junk. Lea thought if Katilyn knew what her mom was like, she wouldn't like Lea as much.

Lea's mom was short and squat, with plain brown-gray short hair and she was nearly 50 years old. She was nothing at all like Katilyn's mom.

Katilyn's mom was 32, with long, wavy brown hair, she was tall, lean,

STUDENT WRITING SAMPLE – SCORE POINT 5
(EXAMPLE B)

fit and tan. In the dictionary under the word "beautiful," would be Katilyn's mom's picture.

"Lea, lunch time!" Lea's dad had called. "Guess what, I got the best news. Your mom is coming over tonight to meet Katilyn!" Even though Lea's parents didn't love each other anymore, they were still good friends.

"Oh, no," Lea thought. Katilyn couldn't meet her mom!

"My mom's 29, with wavy black hair down to her waist, with big green eyes. Her skin is beautiful and she is 6'1", that's what Lea had said to Katilyn. Now she knew what she had to do. After a long walk she stood in front of Katilyn's house.

"Should I knock?" she thought. She didn't have to.

"Lea! Katie, Lea's here." Ali, Lea's sister, cute as her name, bounced around.

STUDENT WRITING SAMPLE – SCORE POINT 5
(EXAMPLE B)

"Oh, hey, Lea. Come on in," Katilyn voice rang through the hallways.

"Hey, Ali, can me and Katie talk alone, it will be just a minute?"

"Sure," Ali flounced away.

"So, what's up Lea?"

"I'm sorry," Lea's lip quivered.

"For what?" Katilyn was confused.

"For lying to you. I lied to you about my mom. She's really plain, and old, and 50," Lea said.

"Oh Lea, but why?" Katilyn asked.

"Because your mom is so cool, I thought you wouldn't like me if my mom wasn't."

"Lea, I'm not friends with your mom, I'm friends with you. I don't care what your mom is like. Let's go to your house, it's almost dinner time."

Lea nodded. Katilyn ended up loving Lea's mom and they all lived happily ever after.

The End

**NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING**

- Contains a clear, understandable story line with a beginning, middle, and end
- Has a problem and a solution
- Uses language to create relevant and descriptive details
- Identifies characters
- Uses a variety of correct sentence structures
- Consistent application of the rules of grade-level grammar, usage, and mechanics

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE A)

14 One Sunday night Chris and his friend Sam and Tyler were driving home. Chris got on the highway and hit it he got up to 190mph he soon lost control and crashed into a tree. Chris knew he was in for it he just crashed his mom and dad new Porsche SUV. All the airbags went off so it was bad. Chris got out of the car and went to see the damage. It was so bad you didn't know if the car even had a front. "man" Chris said "This is the worst thing that has happened to me what am I going to do!" "well" Sam said "you can always say someone crashed into you so you don't get in trouble." "Yeah" said Tyler "you could say I went into Wendy's to get something to eat and

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE A)

When I came out the new car was wrecked"

That night when Chris got home his parents were waiting for him.

"So" his mom said "were is the new porch SUV I let you take" "

"You won't believe this" Chris said "I was walking into Wendy's to get something and when I came out it was like it had no front at all."

"So" his dad said "what you are saying is that the car is totally wrecked and that you didn't do it." "Yup" Chris said.

"Well, we will see about that" his mom said. That night while Chris was in his bed his mom and dad were talking to the other parents to see what had happened. That morning Chris went downstairs to confess to his parents.

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE A)

"mom, dad what I said to you last night was a lie I was too busy thinking what could happen to me." Chris said "I am going to tell you what really happened" go on" his mom said. "Well, I was coming home when I went on the highway and hit it I lost control and crashed. I am very sorry that I lied to you" "well" his mom said "you did the right thing to tell us that you lied but next time be honest and tell us the truth because you won't get in that much trouble than you are in so next time remember what I said and tell the truth"

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE B)

14 I have a cousin named Isabel. She has two little sisters, Olivia and Ava, also a brother named Ethan. She was the oldest child in her family. When she was little, she used to lie to me a lot, like one time, when I came over to Isabel's house, we watched television for about an hour and a half, but we got bored. Then, Isabel asked, "Does anybody want to play tag because I'm bored?" Right after she asked, Olivia, Ava, and I raised our hands and I said, "Can all of us play?", and Isabel said, "Yes. It will be so much fun!". After that, all of us ran all the way to the family room. When all of us got to the family room, I asked Isabel, Olivia, and Ava if they wanted to be it because I didn't want to be it. However, no one raised their hand. I asked again. Then, Isabel raised her hand. I told her the rules for what to do and not do. The rules were that there would be no pulling or pushing anybody, tagging a person on the hair would not

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE B)

count, and that if she hurt anybody, she would have to be it again, even if she tagged them. When I was done telling Isabel the rules she said, "Okay! No problem.", and I said, "Good. Okay, everybody in the middle. Are you ready, set? Go!" Then, everybody started running everywhere. We were all screaming! Just then, Isabel's mom came in and said, "You have to be quiet because Ethan is taking a nap!" Then, all of us said, "Sorry!" quietly and started playing again, without screaming. Isabel tried to tag me, but she didn't get me, so she tried to tag Olivia and got her, but Olivia said, "I don't want to play anymore!". After Olivia said that, Isabel pushed her on the floor. Olivia started crying. I asked Isabel if she pushed Olivia, but she said, "No." because she didn't want to get in trouble. I told her that it's not nice to lie, then she told the truth. I told her that even if she get in trouble it's best to tell the truth. That was the day Isabel started telling the truth

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 4
(EXAMPLE B)

until now,

THE END

- Contains an understandable story line with a beginning, middle, and end
- Has a problem and solution
- Uses language adequately to create relevant details
- Identifies characters
- Uses correct sentence structures
- May show inconsistent control of grade-level grammar, usage, and mechanics

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 3
(EXAMPLE A)

14 One day there was a boy named Luke Barnett. He had 2 best friends named Victoria and Frank. They loved playing and hanging out after school. One afternoon Victoria and Frank were going over to Luke's house to play his new video game. When Frank and Victoria got there, they knocked on the door. Mrs. Barnett opened the door and greeted them. When Frank and Victoria asked where Luke was, the mother said he was having a bad day and they should stop by some other time. On their way back Victoria was worried, she didn't think Luke could have a bad day because he's always so excited. The next day at lunch, Victoria asked if anything was wrong when they stopped by, but he just said he was fine, and said to leave him alone. That afternoon Victoria and Frank went over to Luke, but before they could sit down Luke said he needed a few days alone. Day after day went by and Luke never saw Victoria or Frank. Then he said to his mom he missed playing with his friends, and the mom he should tell his friends

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 3
(EXAMPLE A)

the truth. So the next day at school Luke went up to Frank and Victoria and told them the complete truth. He told them that his grandmother had died and he was very close to her. He told them he was sorry for avoiding them and acting rude. Then from that point on Luke never told another lie.

STUDENT WRITING SAMPLE - SCORE POINT 3
(EXAMPLE B)

14 Melrose is 11 years old. She hears all these amazing stories like I'm going to Hawaii to day or I'm going to Florida. So Melrose decides to tell "little white lies." She says I'm going to Hawaii and I've gone to SeaWorld. Every one believes her. One day Melrose came to school with the best white lies to tell "I'm going to meet Chicago's every one knows Chicago is the hottest boy band around and I can only take one person Melrose said now who will it be? Every one raised their hand and yelled pick me pick me who ever I pick has to be honest um nice and my friend even Benny kept his hand up Benny hates me! for the next few weeks they treated me like a queen but a few weeks later they looked mad. I said "I still haven't chosen who I'll pick. they glared at me "What" I said the finally Cheryl came up and said firmly you're asked (areta Lolder sister) She said you've never been to Hawaii, or SeaWorld and you're not going to see Chicago. Well, well I can explain "well than explain" every day I hear these amazing stories and I wanted to make some two for give me "we forgive you! the whole

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 3
(EXAMPLE B)

Class said. the end

- Story topic is clear
- Has a beginning, middle, and end
- Uses some relevant details
- Identifies characters
- Uses language adequately; may show little variety of sentence structures
- May contain some serious errors in grammar, usage, and mechanics

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 2
(EXAMPLE A)

14 One day at school
There was a kid named
Nick, who didn't do his
homework. And he told
his teacher that he did
his homework. But he and
his friend Eric went out
side before he did his
homework. And when he
came in side he said
to his mom there was no
homework and after that he
got in trouble for lying to his

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 2
(EXAMPLE A)

parents and teachers.

STUDENT WRITING SAMPLE – SCORE POINT 2
(EXAMPLE B)

14 One scorching hot day a bumble bee called Berry was doing "morning routine" collecting pollen for his queen. He came back to the hive and the queen said, "do you got the pollen," he said, "no" she sent him off to the jail for not doing his job. Berry started talking to himself about what he just did the guard overheard him saying he lied and he scampered off to tell the queen. "Queen queen," he yelled the prisoner Berry lied to you I overheard him. "He must be punished at once," "bring him to me," 10 minutes later Berry comes the queen yells, "don't lie again," "now be gone."

- Attempts story line
- May lack effective beginning or end abruptly
- Uses few relevant details
- Names characters
- Lacks sentence control
- Errors in grammar, usage, and mechanics are distracting

NECAP 2013 RELEASED ITEMS
GRADE 5 WRITING

STUDENT WRITING SAMPLE – SCORE POINT 1
(EXAMPLE A)

14 there is a cold cold Dan
and his mom said it is best
to be honest and Dan said why
because if you didnt then
some one might find out then Dan
start being honest to every
one he goes.

STUDENT WRITING SAMPLE – SCORE POINT 1
(EXAMPLE B)

14 I was watching a show and
Zack lied to his mom and
he told the truth he did not get into
much trouble by his mom but he was
punish for lying so he never lie to
any one always be honest it get you
help if you lie lots of trouble

- Story topic may not be clear
- Incoherent or underdeveloped story line
- Uses little or no relevant details
- Rudimentary or deficient use of language
- Serious and persistent errors in grammar, usage, and mechanics throughout

Grade 5 Writing Released Item Information – 2013

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

¹Content 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

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