



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
Support Materials 2013**

**Grade 11  
Reading**

**NECAP 2013 RELEASED ITEMS**  
**Grade 11 READING**

**10.3.1** Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English

❶ An **antonym** for the word pertinent is

- A. gloomy.
- B. turbulent.
- C. unprepared.
- D. irrelevant.

**10.2.1** Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge

❷ The root *nov* in the words novel and renovate means

- A. simple.
- B. interesting.
- C. different.
- D. new.

## Vincent van Gogh Literary Text

(The passage for these questions is located in Released Items 2013 – Grade 11 Reading.)

**10.6.1** Analyze and interpret author’s craft, citing evidence where appropriate by demonstrating knowledge of author’s style or use of literary elements and devices (i.e., imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, diction, syntax, or use of punctuation) to analyze literary works

- 3 In paragraph 3, listing the “essential colors” emphasizes Vincent’s
- A. view of monotony.
  - B. strength of purpose.
  - C. sense of impatience.
  - D. feeling of astonishment.

**10.4.1** Demonstrate initial understanding of elements of literary texts by identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action

- 4 What does paragraph 4 suggest about Vincent?
- A. He has become reckless as his fame has grown.
  - B. He struggles to imagine subjects for his paintings.
  - C. He has become more confident about his artistic skill.
  - D. He enjoys admiring his work more than perfecting it.

## Vincent van Gogh Literary Text

(The passage for these questions is located in Released Items 2013 – Grade 11 Reading.)

**10.3.1 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by** identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English

- 5 A synonym for the word portray is
- A. confirm.
  - B. examine.
  - C. judge.
  - D. represent.

**10.4.1 Demonstrate initial understanding of elements of literary texts by** identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action

- 6 The climax of the passage occurs when Vincent
- A. avoids the gang of street boys.
  - B. steadies his easel against the strong winds.
  - C. observes the man driving a cart.
  - D. stands before the completed painting.

## Vincent van Gogh Literary Text

(The passage for these questions is located in Released Items 2013 – Grade 11 Reading.)

**10.5.5** Analyze and interpret elements of literary texts, citing evidence where appropriate by explaining how the author's purpose (e.g., to entertain, inform or persuade) message or theme (which may include universal themes) is supported within the text

- 7 Analyze the connection the authors make between the work being done in the fields and the work done by Vincent on his canvas. Use details from the passage to support your answer.

### Scoring Guide:

Score	Description
4	Response provides a thorough analysis of the connection the authors make between the work being done in the fields and the work done by Vincent on his canvas. Response includes relevant details from the passage.
3	Response provides an analysis of the connection the authors make between the work being done in the fields and the work done by Vincent on his canvas. Response includes some relevant details from the passage.
2	Response provides a partial analysis of the connection the authors make between the work being done in the fields and the work done by Vincent on his canvas. Response includes limited details from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

### Training Notes:

The response will likely reflect an understanding that the authors draw frequent parallels between the work being done in the fields by the farmers/harvesters and the artistic work done by Vincent.

Examples may include but are not limited to:

- “The rhythmic hiss of the farmers’ scythes through the grain matched his strokes.”
- “Each person went intently about a task as Vincent drew them with a few strokes of his brush...” and “...he labored as intently as the harvesters he painted.”
- The authors make the point that while each is its own unique form of labor, there is an art to work and making art is work.
- The authors imply that the work of the artist and the work of the laborer (while different in nature) are of equal importance.

SCORE POINT 4

7

As described in this passage there is a connection the authors make between the work being done in the fields and the work done by Vincent on his canvas. One of the connections made between the two is the fact that they are both up early to do their work. "The fierce Pragasal sun cascaded bright yellow rays on the rooftops, trees, and fields." proves their early awakening. Vincent's strokes matched the rhythmic hiss of the farmers' scythes through the grain. They both were hard working and intent. Vincent with his painting and the farmers cutting their grain and stacking wheat. Both Vincent and the harvesters were drenched with sweat as they labored intently to accomplish their days work. Neither Vincent or the farmers noticed their extreme thirst or the increased heat of the day. Both parties keep working and working until at last it was done. Eyes bloodshot and exhausted the work was done. Both groups may now bask in the intoxication of this moment.

Response provides a thorough analysis of the connection the authors make between the work being done in the fields and the work done by Vincent on his canvas. Response includes relevant details from the passage.

SCORE POINT 3

7

The authors connect the work that the harvesters do in the field to the work Vincent van Gogh does painting. The first connection is "The rhythmic hiss of the farmers' scythes through the grain matched his strokes." The dust and bugs described in paragraph 5 were things dealt with by both the harvesters and van Gogh. Another connection made between van Gogh and the workers was they both "went intently about a task." Vincent's task was painting them intently as they went about their work intently. The last connection was that Vincent van Gogh and the workers in the field were all trying to finish within the day.

Response provides an analysis of the connection the authors make between the work being done in the fields and the work done by Vincent on his canvas. Response includes some relevant details from the passage.

7

The work bring done on the canvas is the same as the workers working in the fields. Like painting and harvesting on a wheat farm, there are different stages. Vincent needs to balance to colors for perfect harmony. The workers on the wheat farm need to work with each other to have a good harvest. They all work with one another to create a master piece. Vincent and the workers work hard to finish. Thats why the author makes connections with the workers and the work on the canvas.

Response provides a partial analysis of the connection the authors make between the work being done in the fields and the work done by Vincent on his canvas. Response includes limited details from the passage.

NECAP 2013 RELEASED ITEMS  
Grade 11 READING

SCORE POINT 1

7

The connection is that they're working very hard. Both of them are creating a sort of "masterpiece".

Response is vague or minimal.

SCORE POINT 0

7

Vincent wants to get the painting finished but he is slacking. He talks too much. But he finally gets the painting finished which is good for him.

Response is totally incorrect or irrelevant.

## Hibernating Frogs and Living Fossils Informational Text

(The passage for these questions is located in Released Items 2013 – Grade 11 Reading.)

**10.7.2** Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams

8 Which animal was entombed inside a tree?

- A. the frog found near San Francisco, California
- B. the toad found in Canada
- C. the toad found in Liverpool, England
- D. the newts found in England

**10.3.1** Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English

9 A synonym for the word stupefied is

- A. astonished.
- B. hesitant.
- C. amused.
- D. fearless.

## Hibernating Frogs and Living Fossils Informational Text

(The passage for these questions is located in Released Items 2013 – Grade 11 Reading.)

**10.8.6** Analyze and interpret informational text, citing evidence as appropriate by evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments)

- 10 Why did Clarke **most likely** display the two newts at Caius College?
- A. to highlight the importance of his academic research
  - B. to provide context for his prehistory lectures
  - C. to suggest future experiments
  - D. to help preserve the species

**10.7.2** Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams

- 11 Based on paragraph 9, why do most animals go into hibernation?
- A. They are unable to exist without food.
  - B. They are accidentally buried under glaciers or rocks.
  - C. Their bodies experience a complete loss of water.
  - D. Their environment is temporarily unable to support them.

## Hibernating Frogs and Living Fossils Informational Text

(The passage for these questions is located in Released Items 2013 – Grade 11 Reading.)

**10.8.6** Analyze and interpret elements of literary texts, citing evidence where appropriate by making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots)

- 12 Explain how the discoveries described in the article support a theory of suspended animation. Use information from the article to support your answer.

### Scoring Guide:

Score	Description
4	Response provides a thorough explanation about how the discoveries described in the article support a theory of suspended animation. Response includes relevant information from the article.
3	Response provides an explanation about how the discoveries described in the article support a theory of suspended animation. Response includes some relevant information from the article.
2	Response provides a partial explanation about how the discoveries described in the article support a theory of suspended animation. Response includes limited information from the article.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

### Training Notes:

Responses should reflect an understanding that the discoveries described in the article support a theory of suspended animation.

All of the discoveries describe organisms that have been trapped inside wood, rock, etc., for many years, and upon release from the environment regain life. The organisms have been in suspended animation where their metabolism has been lowered. Examples may include, but are not limited to:

- The bullfrog found encased in limestone in San Francisco
- The toad in the tree trunk from Ontario, Canada
- The toad inside the granite block in Liverpool, England
- The three newts from Cambridge, England

SCORE POINT 4

12

One discovery in "Hibernating Frogs and Living Fossils" that supports the theory of suspended animation is the discovery of a live toad that was encased in a tree for an extensive length of time. Just like the toad, the theory is described as the ability of many organisms to survive a stressful situation by lowering metabolism and controlling water loss. Within the toad's "wooden prison" there were no food or water sources so, in order to survive, the toad hibernated and kept its "structure and composition... virtually the same even though it [was] not taking in nutrients or producing waste" (Bella).

Another discovery was of three newts embedded in a large chunk of chalkstone. All three of them were alive when they were removed from the rock, and one even lived long enough for Dr. E.D. Clarke to place it in a nearby brook, where it "skipped and twisted about as though it had never been torpid" (Clarke). These discoveries of amphibians, still alive after remaining trapped for decades or even centuries can only be explained by the theory of suspended animation.

Response provides a thorough explanation about how the discoveries described in the article support a theory of suspended animation. Response includes relevant information from the article.

SCORE POINT 3

12

The idea of suspended animation is that some animals hibernate, not consuming food or water, for months at a time. This theory is supported by the fact that in several cases, nematodes have been found incased in stone, still living after a very long time. Since they did not have food, water, or air, the reasonable conclusion is that they were hibernating, as the trigger to end hibernation (the availability of food and water) never came. They were in suspended animation. The theory that animals' metabolisms lower during hibernation, pointed out by John Ubelaker, also supports suspended animation. It provides a reason as to why animals can live without food so long, as their body doesn't burn off energy as quickly as normal.

Response provides an explanation about how the discoveries described in the article support a theory of suspended animation. Response includes some relevant information from the article.

SCORE POINT 2

12

During many years of hibernation a creature can continue to live. Its called suspended animation. Its similar to the way that seed found in ancient tombs can manage to sprout after centuries. Animals, specifically nematodes, can do the same. There is evidence of toads and newts surviving hundreds of years incased in wood and stone. However, after such a long time without food they often died after being released.

Response provides a partial explanation about how the discoveries described in the article support a theory of suspended animation. Response includes limited information from the article.

SCORE POINT 1

12

The discoveries in the article support a theory of suspended animation by showing the different organisms that were fossilized, and how they were able to survive all these years without water, or food, due to the cause of them slowing down their metabolism so they could survive.

Response is vague or minimal.

SCORE POINT 0

12

The discoveries described in this article support the theory of suspended animation by saying that all animals live and die, and not all of them are the same. Each species as its own special background information that can be brought to the science lab, and told to all human beings.

Response is totally incorrect or irrelevant.

## Hibernating Frogs and Living Fossils Informational Text

(The passage for these questions is located in Released Items 2013 – Grade 11 Reading.)

**10.8.6** Analyze and interpret informational text, citing evidence as appropriate by evaluating the clarity and accuracy of information (e.g., consistency, effectiveness of organizational pattern, or logic of arguments)

- 13 What would be the **best** heading for paragraphs 9 through 12?
- A. “The Awakening of Seeds”
  - B. “Nematodes in the Resting Stage”
  - C. “More about Hibernation Dens”
  - D. “The Science Behind the Mystery”

**10.2.1** Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge)

- 14 In paragraph 12, the word exhumed means
- A. used in lectures.
  - B. removed from a grave.
  - C. replaced by something new.
  - D. destroyed by exposure.

## Hibernating Frogs and Living Fossils Informational Text

(The passage for these questions is located in Released Items 2013 – Grade 11 Reading.)

**10.8.1** Analyze and interpret elements of literary texts, citing evidence where appropriate by explaining connections about information *within* a text, *across* texts, or to related ideas EXAMPLE: Students are asked to compare information presented in two textual excerpts.

- 15 What caused each of the animals in this article to be discovered?
- A. natural disasters
  - B. human action
  - C. wartime destruction
  - D. detection by predators

**10.8.1** Analyze and interpret elements of literary texts, citing evidence where appropriate by explaining connections about information *within* a text, *across* texts, or to related ideas EXAMPLE: Students are asked to compare information presented in two textual excerpts.

- 16 Based on the article, what do all the described animals have in common?
- A. They were discovered inside stone.
  - B. They were encased at about the same time.
  - C. They were species that normally hibernate.
  - D. They were absorbing small amounts of nutrients.

## Hibernating Frogs and Living Fossils Informational Text

(The passage for these questions is located in Released Items 2013 – Grade 11 Reading.)

**10.7.2** Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams

- 17 Explain how Clarke’s discovery was different from the other discoveries described in the article. Use information from the article to support your answer.

### Scoring Guide:

Score	Description
4	Response is a thorough explanation of how Clarke’s discovery was different from the others that are described in the article. Response includes relevant information from the article.
3	Response is an explanation of how Clarke’s discovery was different from the others that are described in the article. Response includes some relevant information from the article.
2	Response is a partial explanation of how Clarke’s discovery was different from the others that are described in the article. Response includes limited information from the article.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

### Training Notes:

Key differences include, but are not limited to:

- There was a scientist (geologist) on-site to retrieve the animals, one of which he released and two of which he retained for the university; they were put on display during lectures.
- The animals were newts, rather than toads or frogs.
- The finding included multiple animals, two that died and one that did not. All of the other findings were single animals, most of whom died.

SCORE POINT 4

17

Dr. E.D. Clarke made a discovery that differed from the discoveries of others. First and foremost instead of finding a frog or toad he found 3 newts embedded in a rock. The rest of the discoveries only a frog and a couple toads were found. Also the newts were found in rocks, unlike the other discoveries found in limestone, wood and blocks. When the newts were released from their prison two of them died later that day, however one survived. Clarke used the two dead ones for lectures on prehistory and he placed the living one in a brook. How Clarke found the newts also differs from how the others made their discoveries. Clarke made his find while he was present at the digging of a pit on a friend's property. There a worker was breaking up rocks and that is when Clarke found the newts. In the other discoveries the specimens were found by mining, cutting trees and cutting blocks. Dr. E.D. Clarke's discovery was indeed set apart from the rest.

Response is a thorough explanation of how Clarke's discovery was different from the others that are described in the article. Response includes relevant information from the article.

17

Clarke's discovery was different than the discovery of the others in the passage who also found amphibians that had lived with lack of nutrients for long stretches of time.

The major difference is that Clarke discovered newts, but the others came across toads. Rather than a single newt there were three. All of the toads discovered were only a single toad. Clarke's was also different because the newts were embedded in chalk stone rather than a tree or granite block. All of the organisms discovered possessed the ability of "dynamic equilibrium" but Clarke's find had unique qualities.

Response is an explanation of how Clarke's discovery was different from the others that are described in the article. Response includes some relevant information from the article.

17

Clarke discovered three newts trapped in a hole in a chunk of chalk stone on his friend's property. This was a unique discovery because instead of just one miraculous survival, three organisms managed to sustain their lives together in a harsh environment with no resources. One of those animals even returned to nature as if nothing had happened, unlike some of the other cases.

Response is a partial explanation of how Clarke's discovery was different from the others that are described in the article. Response includes limited information from the article.

NECAP 2013 RELEASED ITEMS  
Grade 11 READING

SCORE POINT 1

17

Clark found three newts and unlike the other finds of the three, two died and one survived. In the others cases after the organism was freed, it only lived for a short time and then died.

Response is vague or minimal.

SCORE POINT 0

17

Clarke was never able the identify the species to which the newts belonged.

Response is totally incorrect or irrelevant.

## Grade 11 Reading Released Item Information – 2013

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

Released Item Number	13	14	15	16	17
Content Strand <sup>1</sup>	IA	WV	IA	IA	II
GLE Code	10-8	10-2	10-8	10-8	10-7
Depth of Knowledge Code	2	2	2	2	2
Item Type <sup>2</sup>	MC	MC	MC	MC	CR
Answer Key	D	B	B	C	
Total Possible Points	1	1	1	1	4

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

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