

**NEW YORK STATE
COMPONENT RETEST**

**ENGLISH
COMPONENT B
MODULE 3**

MONDAY, MAY 19, 2008

**SCORING KEY
AND
RATING GUIDE**

Multiple Choice Key

1	3
2	1
3	2
4	4
5	2

Component B

(used for 2-point responses that refer to two texts)

Score Point 2

- presents a well-developed paragraph
- demonstrates a basic understanding of the texts
- establishes an appropriate controlling idea
- supports the controlling idea with clear and appropriate details from both texts
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- has a controlling idea
or
- implies a controlling idea
or
- has an unclear controlling idea

AND

- supports the controlling idea with partial and/or overly general information from the texts
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/text, or blank
- demonstrates no understanding of the task/text
- is a personal response

Component B

(used for 2-point responses that refer only to one text)

Score Point 2

- presents a well-developed paragraph
- provides an appropriate explanation of the literary element or technique chosen
- supports the explanation with clear and appropriate evidence from the text
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- provides an explanation of the literary element
or
- implies an explanation of the literary element
or
- has an unclear explanation of the literary element

AND

- supports the explanation with partial and/or overly general information from the text
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/text, or blank
- demonstrates no understanding of the task/text
- is a personal response

Note: Since the question specifies choosing *one* of the authors, if the student responds using both passages, score the portion of the response that would give the student the higher score.

Directions: Read the passages on the following pages (a short story excerpt and a poem). Write the number of the answer to each multiple-choice question on your answer sheet. Then write your responses to questions 6 and 7 in the space provided on your answer sheet. You may use the margins to take notes as you read.

Passage I

The Summer of the Beautiful White Horse

5 One day back there in the good old days when I was nine, and the world was full of every imaginable kind of magnificence, and life was still a delightful and mysterious dream, my cousin Mourad, who was considered crazy by everybody who knew him except me, came to my house at four in the morning and woke me up by tapping on the window of my room.

Aram, he said.

I jumped out of bed and looked out the window.

I couldn't believe what I saw.

10 It wasn't morning yet, but it was summer and with daybreak not many minutes around the corner of the world it was light enough for me to know I wasn't dreaming.

My cousin Mourad was sitting on a beautiful white horse.

I stuck my head out of the window and rubbed my eyes.

15 Yes, he said in Armenian. It's a horse. You're not dreaming. Make it quick if you want to ride.

I knew my cousin Mourad enjoyed being alive more than anybody else who had ever fallen into the world by mistake, but this was more than even I could believe.

20 In the first place, my earliest memories had been memories of horses and my first longings had been longings to ride.

This was the wonderful part.

In the second place, we were poor.

25 This was the part that wouldn't permit me to believe what I saw.

We were poor. We had no money. Our whole tribe was poverty stricken. Every branch of the Garoghlanian family was living in the most amazing and comical poverty in the world. Nobody could understand where we ever got money enough to keep us with food in our bellies, not even the old men of the family. Most important of all, though, we were famous for our honesty. We had been famous for our honesty for something like eleven centuries, even when we had been the wealthiest family in what we like to think was the world. We were proud first, honest next, and after that we believed in right and wrong. None of us would take advantage of anybody in the world, let alone steal.

35 Consequently, even though I could *see* the horse, so

magnificent; even though I could *smell* it, so lovely; even though I
could *hear* it breathing, so exciting; I couldn't *believe* the horse
40 had anything to do with my cousin Mourad or with me or with any
of the other members of our family, asleep or awake, because I
knew my cousin Mourad couldn't have *bought* the horse, and if he
couldn't have bought it he must have *stolen* it, and I refused to
believe he had stolen it.

45 No member of the Garoghlanian family could be a thief.

I stared first at my cousin and then at the horse. There was
a pious stillness and humor in each of them which on the one hand
delighted me and on the other frightened me.

50 Mourad, I said, where did you steal this horse?

Leap out of the window, he said, if you want to ride.

It was true, then. He *had* stolen the horse. There was no
question about it. He had come to invite me to ride or not, as I
chose.

—William Saroyan

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Passage II

The Man Who Finds His Son Has Become a Thief

Coming into the store at first angry
at the accusation, believing
the word of his boy who has told him,
I didn't steal anything, honest. . . .

- 5 Then becoming calmer, seeing that anger
won't help in the business, listening patiently
as the other's evidence unfolds, so painfully slow.

- 10 Then seeing gradually that evidence
almost as if slowly tightening around the neck
of his son, at first circumstantial, then gathering damage
until there's present guilt's sure odor seeping
into the mind, laying its poison.

- 15 Suddenly feeling
sick and alone and afraid, as if
an unseen hand had slapped him in the face
for no reason whatsoever; wanting to get out
into the street, the night, the darkness, anywhere to hide
the pain that must show to these strangers, the fear.

- 20 It must be like this.
It could not be otherwise.

—Raymond Souster

"The Man Who Finds His Son Has Become a Thief" by Raymond Souster is reprinted from *Collected Poems* by Raymond Souster by permission of Oberon Press.

Multiple-Choice Questions

Directions (1–5): Select the best suggested answer to each question and write its number in the space provided on the answer sheet. The questions may help you think about ideas and information you might want to use in your written responses. You may return to these questions any time you wish.

Passage I (short story excerpt): Questions 1–3 refer to Passage I.

- 1 A reader can infer from lines 1 through 3 that as a young boy Aram viewed the world with
- (1) awe and fear
 - (2) longing and regret
 - (3) innocence and wonder
 - (4) insight and thoughtfulness
- 2 How does Aram know Mourad has stolen the horse (lines 49 and 50)?
- (1) Mourad does not deny it when asked.
 - (2) Mourad is known to be crazy.
 - (3) Mourad freely admits it.
 - (4) Mourad is riding it at four in the morning.
- 3 What is the significance of Mourad’s stealing a horse?
- (1) It amuses the two boys.
 - (2) It violates the family’s honor.
 - (3) It increases Aram’s respect for Mourad.
 - (4) It fulfills Aram’s dream of riding a horse.

Passage II (poem): Questions 4–5 refer to Passage II.

- 4 In lines 9 and 10, the phrase “slowly tightening around the neck / of his son” implies
- (1) being restrained
 - (2) beginning to panic
 - (3) being falsely accused
 - (4) beginning to look guilty
- 5 Why does the father want to “get out / into the street, the night, the darkness” (lines 16 and 17)?
- (1) He wants to take his son away from the store.
 - (2) He realizes his son has done something wrong.
 - (3) He believes he will be better able to protect his son.
 - (4) He is tired of hearing the false accusations against his son.

Short-Response Questions

Directions (6–7): Write your responses to questions 6 and 7 in the space provided on the answer sheet.

6 Write a well-developed paragraph in which you use ideas from both passages to establish a controlling idea about honesty. Develop your controlling idea using specific examples and details from each passage.

7 Choose a specific literary element (e.g., theme, characterization, structure, point of view, etc.) or literary technique (e.g., symbolism, irony, figurative language, etc.) used by **one** of the authors and, using specific details from that passage, show how the author uses that element or technique to develop the passage.

QUESTION #6

"The truth shall set you free." This quote enforces the idea that being dishonest can cause pain and destruction to ^{all of} those involved. Both of the passages establish this connection. In the first passage Aram speaks of how Mourad had committed such a serious crime by stealing. He implies that it will ruin the family name and although very poor, stealing is wrong and below them. When someone in the family steals, the whole family is affected. This is also true in passage two. As the father becomes more aware of his child cheating, he breaks down.

He is disappointed, hurt & shocked directly through his stealing son. As the truth comes out all the father wants to do is get out of the store. He is obviously distraught. Both families are touched by the affects of a member stealing.

1

Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*being dishonest can cause pain and destruction to all of those involved*) is supported with clear and appropriate details from both texts (*She implies that it will ruin the family name and although very poor, stealing is wrong and below them. When someone in the family steals, the whole family is affected and As the father becomes more aware ... he breaks down. He is disapointed, hurt & shocked directly through his stealing son ... all the father wants to do is get out of the store. He is obviously distraught*). Language use is generally appropriate (*affects* for “effects” and *&*) and errors in conventions (missing commas and *disapointed*) do not hinder comprehension.

One thing people look for in a person is honesty.

If show honesty toward another person, that person in return will be honest and give you respect. In both passage I, "The Summer of the Beautiful White Horse" by William Saroyan and passage II, "The Man Who Finds His Son Has Become A Thief" by Raymond Souster, shows how honesty can ruin a reputation. In passage I, the boy named Mourad, comes from a very honest family. A family known for their honesty. one day Mourad goes to his cousin Aram's house with a white horse. Aram, knowing it was stolen because of how poor they are ask if he stole it. In return Aram received no answer. Mourad stealing this horse violates his family honor and loses their respect. In passage II, the boy lied and was anything but honest to his father. His father at first believed him but soon evidence showed the truth. His son had become a thief. Feeling sick to what he was seeing, his father lost all respect for his son for lying and not being honest.

Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*show honesty ... that person in return will be honest and give you respect*) is supported with clear and appropriate details from both texts (*Mourad, comes from a very honest family ... goes to his cousin Arams house with a white horse. Aram, knowing it was stole because of how poor they are ask if he stole it ... Aram recieved no answer. Morand ... violats his family honor and looses their respect and the boy lied ... His father at first believed him but soon evidence showed the truth. His son had become a thief. Feeling sick ... his father lost all respect*). Language use is generally appropriate (*If show, In both passage I ... and passage II ... shows how, looses for “loses”*) and errors in conventions (missing commas, a missing apostrophe, *it was stole, Aram ... ask if he stole, recieved, violats*) do not hinder comprehension.

Without honesty you lose all trust. In these two passages Honesty plays a key role. In "The Summer of The Beautiful White Horse," William Sarayan tells of a poor family who lives on honesty. when a boy steals a horse his cousin becomes torn about whether to ride or not. He is also thinking why his cousin would steal when they were all about honesty. In passage two, "The man who finds His Son Has Become a Thief," Raymond Sauster writes of a boy who steals from his father. The father is upset and can't believe the boy stole, and is ashamed. It will be hard for him to trust his son in the store now.

Score Point: 1

The response has a controlling idea (*Without honesty you lose all trust*), supported with partial information from the first text (*tells of a poor family who lives on honesty. when a boy steals a horse his cousin becomes torn about whether to ride or not*) and partial information from the second text that is somewhat confused (*a boy who steals from his father. The father is upset and can't believe the boy stole, and is ashamed. It will be hard for him to trust his son in the store now*). Language use is appropriate and errors in conventions (a missing comma and inappropriate capitalization) do not hinder comprehension.

Honesty is a term the people can hold their
helds up high if in fact they are honest. Being
honest is respectable thing, people trust you more
and are able to feel comfortable around. Honesty
is something that people treasure. In "The Summer
of the Beautiful White Horse" the family treasures
that were recognized for being honest. "Most important
of all, though, we were famous for our honesty". This
shows that being honest is important to them.
Being honest can be respectable as well, In
"The man who finds his son has become a thief"
The son tells his dad that he didn't steal but
he really did. This broke his heart not just the
fact he stole but he lied.

Score Point: 1

The response implies a controlling idea (*Being honest is respectable thing*), supported with partial information from the first text (*The family treasures that there recognized for being honest. "Most important of all, though, we were famous for our honesty". This shows that being honest is important to them*) and overly general information from the second text that is not connected to the task (*The son tells his dad that he didn't steal but he really did. This broke his heart*). Language use is imprecise (*Honesty is a term the people can hold their helds up high, people ... are able to feel comfortable around, there for "they're," is for "his"*) and errors in conventions (word omission, comma splices, *comfortable*, missing commas, inappropriate capitalization) may hinder comprehension.

No matter what your class rake
is poor or rich you the power to
honest. In the first passage the
Garognlanian family was famous of
their honesty even when they were
rich. Mourad a family member stoled
a house. In the second passage a boy
is accused of stealing and say
he didn't steal anything but as
the evidence slowly became damage
the father diseond diseond the to take the
fAA boy
and run. In the end everyone has
honest moments and moments where
its hard to be honest.

Score Point: 1

The response has an unclear controlling idea (*everyone has honest moments and moments where its hard to be honest*), supported with partial information from both texts (*the Garognlanian family was famous of their honesty even when they were rich. Mourad ... stoled a house and a boy is accused of stealing and say he didn't steal anything but as the evidence slowly became damage the father diseond to take the boy and run*). Language use is imprecise (*rake* for “rank,” *you the power to honest, house* for “horse”) and errors in conventions (missing commas, *famous of, stoled, a boy ... say, evidence ... became damage, diseond*) may hinder comprehension.

PRACTICE SET

Honesty is much more than telling the truth; it is a value that holds much significance in family circles.

* [If one is dishonest, it often brings shame unto his or her family, as shown in the two passages.] The first passage explained how even though the Haroghlanian family lived in poverty, they were famous for their honesty. Aram hence knew that because his cousin Mourad stole a white horse, the family's honor was violated. Aram then had to make the difficult decision of whether to ride the horse or remain loyal to his family. In the second passage, a man found out his son was a thief, which caused him great emotional distress. As the boy's guilt became evident, the man wanted to hide his own embarrassment from the public. * []

What makes a good friend? Philosophers have analyzed this question for decades and centuries. Many characteristics come to mind—charity, loyalty, love. One trait, however, stands out more than any other—honesty. Honesty is something not common in today's world of lies and falsities. Everyone lies, including those you trust, as seen with Mourad in Passage I. Nothing is worse, no punch hurts more than when your nearest and dearest look you in the eye and spin a wonderful fabrication, as seen in Passage II. Honesty, therefore, is the most treasured trait. Honest friends always tell the truth, no matter what the situation. Everyone is capable of love and loyalty, but few will stand alone and utter only the truth.

Honesty is a very important virtue to those that abide by it. This is often displayed when a close relative of the honest person does something dishonest, therefore becoming a disgrace. When one person in a family is dishonest, it disgraces the family name and leaves the rest of the family in shame. The disgrace of the family name is shown in The Summer of the Beautiful White Horse when the main character Aram says, "... Mourad couldn't have bought the horse, and if he couldn't have bought it he must have stolen it, and I refused to believe he had stolen it. No member of the Garoghlanian family could be a thief". This foreshadows the disgrace that will be bestowed upon the family if, in fact, Mourad had stolen the horse. In The Man Who Finds His Son Has Become a Thief, the father becomes "sick and alone and afraid..." when he finds out his son stole something. He refuses to believe so at first because he believed his son to be honest. Both these passages show a family conflict with honesty.

Component B – Module 3 – Question # 6

Honesty is something that other people expects us to be. Growing up in a family that is known to be honest, is something that would effect you. Sometimes when we get in trouble, it's hard to be honest. But being honest is easier than say lies that build up, and then it might be too late to tell the truth.

I believe that honesty is something that is overlooked in today's society. In the short story "The Summer of the Beautiful White Horse", the main character Aram describes his family and their tradition of being honest. In Aram's culture honesty is seen as being on top of a person's list of priorities. Also in "The Man Who Finds his Son has Become a Thief" the father believes his son when he tells him that he did not steal anything. Only when the father goes to the store he finds that the son lied to him. I think that honesty is a characteristic that is becoming less important in today's society.

COMPONENT B, Module 3
ITEM 6
PRACTICE SET ANNOTATIONS

1. Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Honesty ... is a value that holds much significance in family circles ... If one is dishonest, it often brings shame unto his or her family*) is supported with clear and appropriate details from both texts (*Aram ... knew that because his cousin Mourad stole a white horse, the family's honor was violated and a man found out his son was a thief ... As the boy's guilt became evident, the man wanted to hide his own embarrassment*). Language use is appropriate and errors in conventions (missing commas and *embarressment*) do not hinder comprehension.

2. Score Point: 1

The response has a controlling idea (*Honesty is something not common in today's world of lies and falsities*), supported with overly general information from both texts (*Everyone lies, including those you trust, as seen with Mourad in Passage I and Nothing is worse, no punch hurts more than when your nearest and dearest look you in the eye and spin a wonderful frabrication, as seen in passage II*). Language use is appropriate and errors in conventions (a comma splice and *frabrication*) do not hinder comprehension.

3. Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*When one person in a family is dishonest, it disgraces the family name and leaves the rest of the family in shame*) is supported with clear and appropriate details from both texts (*"... Mourad couldn't have bought the horse ... he must have stolen it, and I refused to believe he had stolen it. No member of the Garoghlanian family could be a theif."* This foreshadows the disgrace that will be bestowed upon the family and the father becomes "sick and alone and afraid ..." when he finds out his son stole something. He refuses to believe so at first because he believed his son to be honest). Language use is appropriate and errors in conventions (*theif* and a missing comma) do not hinder comprehension.

4. Score Point: 1

The response has a controlling idea (*Honesty is something that other people expects us to be*), supported with overly general information from only the first text (*Growing up in a family that is known to be honest, is something that would effect you*). Language use is generally appropriate (*effect* for “*affect*” and *than say*) and errors in conventions (*people expects* and misuse of a comma) may hinder comprehension.

5. Score Point: 1

The response has a controlling idea (*honesty is something that is overlooked in todays society*), supported with partial information from the first text (*Aram describes his family and their tradition of being honest. In Aram's culture honesty is seen as being on top of a persons list of priorities*) and overly general information from the second text (*the father believes his son when he tells him that he did not steal anything. Only when the father goes to the store he finds that the son lied to him*). Language use is appropriate and errors in conventions (missing apostrophes and *becomming*) do not hinder comprehension.

QUESTION #7

Literary technique is often used in literature to better develop the text. One such literary technique is irony, and it is used in the passage, "The Summer of the Beautiful White Horse," by William Saroyan. The story is about somebody who steals a horse. Theft is a serious offense, especially in this case because the family of the boy is, "famous for honesty". The horse is immediately introduced as "beautiful" and "white". This presents irony. It is ironic because white is symbolic of purity and goodness. Something pure and good was the subject of the crime. In a sense, the crime is worse because of this factor which presents such a level of irony. The irony of the situation helps to develop the text because it accentuates the crime and gives it more character.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of irony in Passage I (*It is ironic because white is symbolic of purity and goodness. Something pure and good was the subject of the crime*), supported with clear and appropriate evidence from the text (*The story is about somebody who steals a horse. Theft is a serious offense, especially in this case because the family ... is, "famous for honesty". The horse is ... "beautiful" and "white"*). Language use is generally appropriate (*the crime is worse because of this factor which presents such a level of irony*) and errors in conventions (inappropriate capitalization) do not hinder comprehension.

The author of Passage II uses the literary element point of view to develop the passage. The author is speaking through the eyes and emotions of the father whose son has been accused of stealing. At first the father is angry that anyone would accuse his son of such a crime. As the evidence reveals itself the father begins to second-guess his first feelings, and once he realizes that his son is guilty he is ashamed and wants only to be somewhere else, to run into the dark and pretend all of this was not happening. Speaking through the thoughts of the father displays the roller-coaster feelings that any parent would feel in a situation like this. Anger at the accuser, confusion, anger at their child, shame; these are all powerful emotions and intensify the feelings and interest of the reader.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of point of view in Passage II (*The author is speaking through the eyes and emotions of the father whose son has been accused of stealing*), supported with clear and appropriate evidence from the text (*the father is angry that anyone would accuse his son ... As the evidence reveals itself the father ... realizes that his son is guilty he is ashamed and wants ... to run into the dark*). Language use is appropriate and errors in conventions (*any parent ... their child*) do not hinder comprehension.

In the passage "The Man Who Finds His Son Has Become a Thief" Raymond Souster uses the theme of honesty to express the importance of truth and how it affects others. In Passage II, the boy tells his father he didn't steal anything but as the poem goes on the father begins to see the guilt in the boy's face. When a person steals it is bad enough but to be dishonest to your own father is disrespectful. The author expresses the fact that when you lie you do not only hurt yourself but also others around you. When you are dishonest trust is lost as someone said "trust is the hardest thing to gain but the easiest thing to lose, and once it's lost it can be gone forever". Honesty is the only positive no positive outcomes can come from lying and being untrustworthy.

Score Point: 1

The response provides an explanation of the literary element of theme in Passage II (*uses the theme of honesty to express the importance of truth and how it affects others*), supported with partial information from the text (*the boy tells his father he didnt steal anything but as the poem goes on the father begins to see the guilt in the boys face ... to be dishonest to your own father is disrespectful*). Language use is generally appropriate (*from being and being*) and errors in conventions (missing commas, a comma splice, missing apostrophes, a missing period) do not hinder comprehension.

Characterization, the author uses a lot of characterization especially in passage one how it represents the characters for example mourad he is known to be free spirited who comes from an honest family.

Score Point: 1

The response has an unclear explanation of the literary element of characterization in Passage I (*how it represents the characters*), supported with partial information from the text (*mourad he is known to be free spirited who comes from an honest family*). Language use is imprecise (*in Passage one how it represents and free spirited who comes*) and errors in conventions (missing and misused commas, a missing period, inappropriate capitalization) may hinder comprehension.

Theme was used by one of the authors.

The theme is that honesty is good and will keep you out of trouble. It influences people to be honest. Honesty is very important.

Score Point: 0

The response demonstrates no understanding of the text. Although the response chooses theme as a literary element, there is no support from the text.

PRACTICE SET

The author of Passage II, "The Man Who Finds His Son Had Become a Thief", used the literary technique of figurative language to describe the growing evidence of the son's guilt. Lines 8-12 explain the personification of the guilt, as it gradually tightened around his neck and as it increased, seeped into the mind and deposited its poison. At this point, the man realized that his son really was dishonest, and this effectively illustrated the immense significance of the revelation of this evidence. The man sees the guilt as an evil that is not only damaging his son's life, but his as well.

In "The Man Who Finds His Son Has Become a Thief" by Raymond Souster the author uses many literary devices. One of these is the use of theme. The theme in this story is that you have to use good judgement when deciding if you believe someone or not. The father wants to believe his son but after being shown evidence against his son he no longer believes him.

Component B – Module 3 – Question # 7

There are many different literary elements used in passage I. One literary element that stuck out was irony. It was ironic that Mourad had stolen a white horse because Aram had always dreamt of riding a beautiful white horse.

Point of view provides insight into a person's character and perception of various events taking place in a plot. In The Summer of the Beautiful White Horse, Aram uses his point of view in aiding the development of the plot by using his beliefs to come to the realization that his cousin is lying to him. Aram has a very specific point of view; he is very proud of his family's reputation of honesty and he himself has a great deal of integrity and high moral values. His point of view offers us insights and allows us to fully understand why his cousin stealing the horse is such a great deal to him. His strong point of view also creates contrast and conflict between Aram and Mourad. Mourad's disregard of his family's legacy contrasts with Aram's strong belief and pride in the same issue. The point of view develops the story because the author slowly builds on his beliefs, with each realization leaving less room for the belief that Mourad may not have stolen the horse. Without his point of view, the reader would be unaware of the family history of the Garoghlanian family and would never have heard the evidence and reasoning leading to the conclusion that his cousin had in fact stolen the horse, and we also would be in the dark regarding the importance of this realization if it had not been for point of view.

In passage two, the author uses point of view to illustrate his message. He uses a father to show how causing dishonesty is. The dad symbolizes the haunting outcome of dishonesty. "The Man Who Finds his Son Has Become a Thief" portrays the dishonor and emptiness that is associated with dishonesty. When the son is caught stealing from a store, his dad's depressed emotions stand for the extreme state of shock and unhappiness a person feels when they know that their actions are stupid and consequential. The author conveys the dad as a symbol of dishonesty.

COMPONENT B, Module 3
ITEM 7
PRACTICE SET ANNOTATIONS

1. Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of figurative language in Passage II (*to describe the growing evidence of the son's guilt*), supported with clear and appropriate evidence from the text (*as it gradually tightened around his neck and as it increased, seeped into the mind and deposited its poison ... the man realizes that his son really was dishonest, and ... illustrates the immense significance of the revelation of this evidence. The man sees the guilt as an evil that is not only damaging to his son's life, but to his as well*). Language use is appropriate and errors in conventions do not hinder comprehension.

2. Score Point: 1

The response provides an explanation of the literary element of theme in Passage II (*you have to use good judgement when deciding if you believe someone or not*), supported with overly general information from the text (*The father wants to believe his son but after being shown evidence against his son he no longer believes him*). Language use is appropriate and errors in conventions (missing commas and *literay*) do not hinder comprehension.

3. Score Point: 1

The response has an unclear explanation of the literary element of irony in Passage I (*It was ironic that Mourad had stolen a white horse*), supported with overly general information from the text (*Aram had always dreamt of riding a beautiful white horse*). Language use is appropriate and errors in conventions do not hinder comprehension.

4. Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of point of view in Passage I (*Aram uses his point of view in aiding the development of the plot by using his beliefs to come to the realization that his cousin is lying*), supported with clear and appropriate evidence from the text (*His point of view ... allows us to fully understand why his cousin stealing the horse is such a great deal ... Mourad's disregard of his family's legacy contrasts with Aram's strong belief and pride and Without his point of view, the reader would be unaware of the family history ... would never have heard the evidence and reasoning leading to the conclusion that his cousin had in fact stolen the horse*). Language use is appropriate and errors in conventions do not hinder comprehension.

5. Score Point: 1

The response has an unclear explanation of the literary element of point of view in Passage II (*the author uses point of view to illustrate his message ... The dad symbolizes the haunting outcome of dishonesty*), supported with partial information from the text (*When the son is caught stealing from a store, his dad's depressed emotions stand for the extreme state of shock and unhappiness a person feels when they know that their actions are stupid and consequential*). Language use is appropriate and errors in conventions (a missing apostrophe and *consequential*) do not hinder comprehension.