

# NEW YORK STATE COMPONENT RETEST

## ENGLISH COMPONENT A MODULE 4

TUESDAY, MAY 11, 2010

### SCORING KEY AND RATING GUIDE

#### Multiple Choice Key

1	2
2	4
3	3
4	1
5	3

## Component A

(used for 2-point responses that refer to the text and the graphic)

### Score Point 2

- presents a well-developed paragraph addressing the task
- demonstrates a basic understanding of the text and graphic
- supports the explanation with the information from *both* the text and graphic
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

### Score Point 1

- provides an explanation  
or
- implies an explanation  
or
- has an unclear explanation

AND

- supports the explanation with partial or overly general information from the text and/or graphic
- 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 and/or text, or blank
- demonstrates no understanding of the task/text
- is a personal response

## Component A

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

### Score Point 2

- presents a well-developed paragraph
- provides an appropriate explanation
- supports the explanation with the information from the text
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

### Score Point 1

- provides an explanation  
or
- implies an explanation  
or
- has an unclear explanation

AND

- supports the explanation with partial 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 and/or text, or blank
- demonstrates no understanding of the task/text
- is a personal response

**Directions:** Read the passage and study the graphic on the following pages. Write your 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.

### **Apprenticeships: A Tradition That Works**

*Teaching a trade may not be as popular as it once was, but programs continue to promote economic growth and stability*

Apprenticeships are “a time-honored tradition,” says Warren Kaericher, executive director of Atlantic Challenge, a two-year  
5 program that teaches youth apprentices the art and craft of wooden boatbuilding—and much more.

When I visited Maine’s Rockland Apprenticeship last summer, Michael Norgang and Sara Forristall had just put their replica of a  
10 13 1/2-foot Havilah Hawkins Peapod, a craft known for stability and used by lobstermen along the rockbound coast, on display.

Michael explained how he and Sara, with expert guidance and advice from their shop mentors, lofted lines off an original sea-ravaged peapod and spent days and nights planking, riveting, caulking, and painting before launching their craft in saltwater. “She’s proved  
15 seaworthy,” he said, patting the glistening gunwales<sup>1</sup> of the sturdy workboat.

Apprenticeships such as the ones at Atlantic Challenge are not new ideas. Modeled after European systems, they were commonplace in the American colonies. In 1676, 8-year-old Nathan Knight was  
20 indentured to serve a 12-year masonry apprenticeship in Portsmouth. Records show that the boy’s master was obliged to teach him stonecutting, and to read and write.

Similar arrangements prevailed through the 1700s. Thirteen-year-old Paul Revere apprenticed in his father’s shop, becoming a  
25 master silver- and copper-smith and expert at casting church bells, and 12-year-old Benjamin Franklin apprenticed with an older brother who ran a print shop.

#### **School-to-Work**

Times have changed, of course, but apprenticeships remain useful. Today several states promote youth apprenticeships as a way  
30 to improve schools and assure economic growth and stability.

In 1994, Congress, impressed with youth apprenticeships in Germany, Denmark, and other countries, passed the School-to-Work Opportunities Act. The act required a combination of opportunities: school-based learning that emphasized high academic standards; work-  
35 based experience that provided industry-approved credentials; and

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<sup>1</sup> gunwales: rims of a boat

connections between school and work through career exploration and applied studies.

40 School-to-Work expired in 2001, but its legacy continues in several states. Wisconsin is a good example. The state used its funds to expand youth apprenticeship programs for high school juniors and seniors. Today Wisconsin sponsors rigorous two-year apprenticeships in 21 fields, including finance, health, manufacturing, agriculture, and biotechnology.

45 A 2001 Research Report to America on School-to-Work, compiled by the Institute on Education and the Economy, found that Wisconsin's youth apprenticeships were successful on several important measures:

- 50     ▪ Apprentices increased their attendance and had higher attendance than nonapprentice students.
- 55     ▪ Apprentices had ACT<sup>2</sup> scores equal to the scores of nonapprentices.
- 60     ▪ Apprentices earned up to 12 course credits at state technical colleges and indicated that earning advanced credit was a major incentive to join an apprenticeship.
- 65     ▪ Apprentices took advanced academic courses in high school.
- 70     ▪ Apprentices learned to act professionally and relate to adults. They gained self-confidence from “a network of support” provided by teachers and mentors.
- 75     ▪ Employers rate apprentices better than other entry-level workers in computer skills; company understanding; technical skills; and acting responsibly and professionally.
- 80     ▪ Most apprentices were offered full- or part-time work from their apprenticeship employers, and most apprentices earn good wages.
- 85     ▪ Many apprentices enroll in postsecondary programs, including two- and four-year colleges.

The report emphasized that caring and patient adults who pay personal attention to youth are the “strongest component of youth apprenticeships.” Without “connections between youth and adults,” all other benefits are unlikely to occur.

—Susan Black

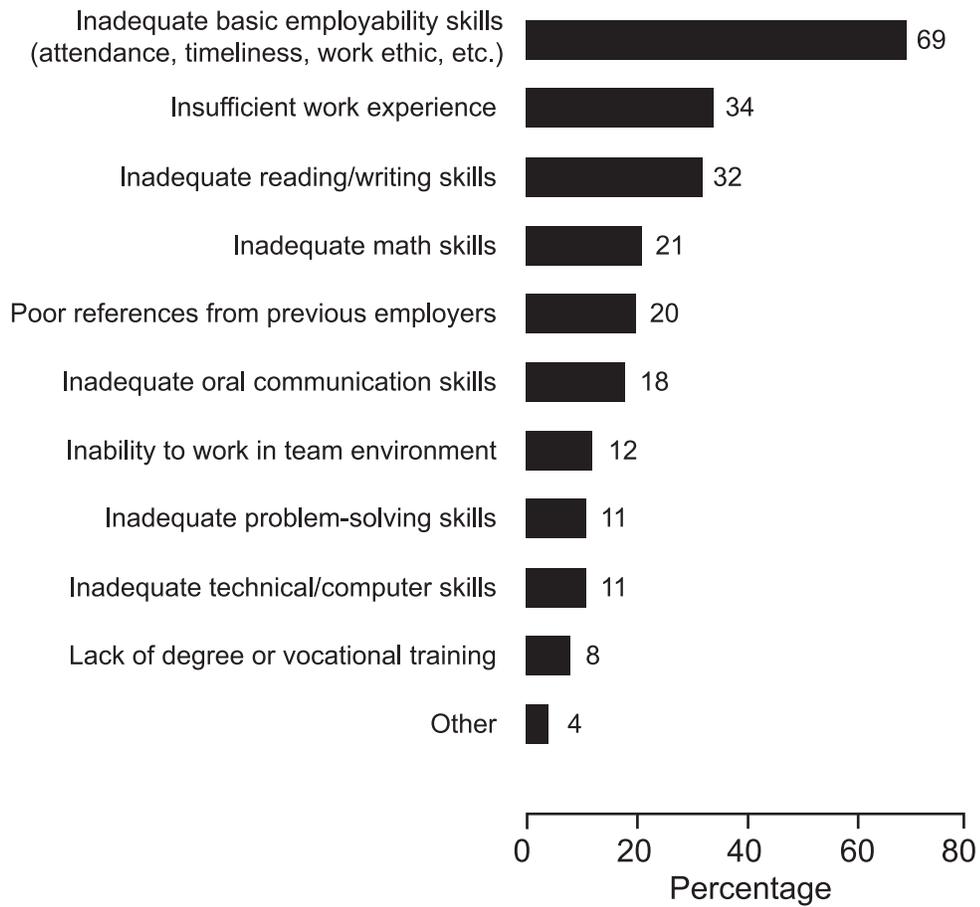
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<sup>2</sup> ACT: a college entrance examination

## Graphic

### Most Common Reasons Companies Reject Job Applicants



Source: National Association of Manufacturers. / © 2008 Measurement Incorporated.

## 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.

- |  |  |
|--|--|
| <p>1 What is the main purpose of the passage?</p> <ul style="list-style-type: none"><li>(1) to explain the apprenticeships created by the School-to-Work Opportunities Act</li><li>(2) to describe the advantages of apprenticeship programs</li><li>(3) to encourage Congress to reinstate apprenticeship programs in the schools</li><li>(4) to discuss the most successful apprenticeship jobs</li></ul> <p>2 The phrase “a time-honored tradition” (line 3) suggests that apprenticeships</p> <ul style="list-style-type: none"><li>(1) are less popular than they were in the past</li><li>(2) remain the most popular way to learn a skill</li><li>(3) were once available to very wealthy people only</li><li>(4) have long been a respected way of learning a trade</li></ul> <p>3 According to the passage, what motivated Congress to pass the School-to-Work Opportunities Act in 1994?</p> <ul style="list-style-type: none"><li>(1) the desire to teach young people ways to get higher-paying jobs</li><li>(2) the opportunity to improve the self-confidence of young people</li><li>(3) the success of youth apprenticeships in other countries</li><li>(4) the need to train more young people to learn a trade</li></ul> | <p>4 The graphic shows that employers most often reject job applicants who have</p> <ul style="list-style-type: none"><li>(1) poor attendance records</li><li>(2) insufficient computer skills</li><li>(3) difficulty solving problems</li><li>(4) virtually no work experience</li></ul> <p>5 According to the graphic, what percentage of job applicants are rejected for <i>not</i> having degrees or training?</p> <ul style="list-style-type: none"><li>(1) 18%</li><li>(2) 11%</li><li>(3) 8%</li><li>(4) 4%</li></ul> |
|--|--|

### Short-Response Questions

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

6 In a well-developed paragraph of three to five sentences, explain how apprenticeship programs help young people improve their job skills. Support your explanation with details from the text.

7 In a well-developed paragraph of three to five sentences, explain how an apprenticeship program can help a job applicant be successful at getting a job. Support your explanation with details from the text AND the graphic.

# **QUESTION #6**

Component A - Module 4 - Question # 6

Apprenticeships are vital to the working industry; Having a proper mentor not only helps a person gain control of their thinking, they are also set on the correct career path.

According to the text many students who do receive apprenticeships are much more prepared for the working world. They are usually rated better by companies for their computer skills, company understanding, technical skills and their ability to act responsibly and professionally. Apprenticeships definitely influence young people's futures, and help them improve their job skills.

**Score Point: 2**

The response presents a well-developed paragraph that provides an appropriate explanation using information from the text to explain how apprenticeship programs help young people improve their job skills (*Having a proper mentor not only helps a person gain control of their thinking, they are also set on the correct career path; Students ... are much more prepared for the working world. They are usually rated better by companies for their computer skills, company understanding, technical skills and their ability to act responsibly and professionally*). Language use is appropriate and errors in conventions (inappropriate capitalization, *a person ... their thinking, receive, definitely, people's futures*) do not hinder comprehension.

Apprenticeship Programs are an ~~an~~ excellent way to help young people improve their job skills. Getting a real life work experience at a young age can be extremely beneficial to teenagers in the future. Apprenticeships ~~help~~ ~~to~~ teach students to relate to ~~adults~~ adults in the workplace and ~~to~~ conduct themselves in a professional ~~man~~ manner. Students in youth apprenticeship programs tend to strive towards more advanced classes in high school. Apprenticeship programs provide students with a hands on experience, that helps them to understand the ~~the~~ workings ~~of~~ of a real life career.

**Score Point: 2**

The response presents a well-developed paragraph that provides an appropriate explanation using information from the text to explain how apprenticeship programs help young people improve their job skills (*Apprenticeships teach students to relate to adults in the workplace and conduct themselves in a professional manner. Students ... tend to strive towards more advanced classes in high school and programs provide students with a hands on experience, that helps them to understand the workings of a ... career*). Language use is appropriate and errors in conventions (*highschool; hands on; experience, that*) do not hinder comprehension.

Apprenticeships are highly beneficial to young people and the programs help them to immensely improve their job skills. In these programs, an experienced mentor guides the students and teaches them the crucial facts of the profession. It is a truly hands-on experience for the student. It also helps the student to interact correctly with authority figures, such as bosses. Apprenticeships greatly improve young people's basic job skills in their field of interest.

**Score Point: 1**

The response provides an explanation that is supported by overly general information from the text (*an experienced mentor guides the students and teaches them the crucial facts and It also helps ... to interact correctly with authority figures, such as bosses*). Language use is appropriate, although occasionally imprecise (*study* for "student"), and errors in conventions (*their field*) do not hinder comprehension.

Apprenticeships programs help young people because it gives them a better sense of things. It helps students to know how to string along once they graduate high school or college. Also, it helps students to find a well paying job for the future that they will enjoy.

**Score Point: 1**

The response implies an explanation (*it gives them a better sense of things*) that is supported by overly general information from the text (*It helps students to know how to string along once they graduate and it helps students to find a well paying job ... that they will enjoy*). Language use is appropriate and errors in conventions (*Apprenticeships programs* and *payying*) do not hinder comprehension.

Component A - Module 4 - Question # 6

Apprenticeship programs help young people improve their job skills will let them decide if they would want to prosuing that job. Young people need to choose a path before they leave high school, so that they are not a savy at home <sup>becoming</sup> a mommy boy or a bum on the street.

Score Point: 0

The response provides information that is irrelevant to the task, demonstrating no understanding of the task.

# **PRACTICE SET**

Apprenticeship programs have withstood the test of time in improving a young person's job skills. According to the passage, Paul Revere and Benjamin Franklin were both apprenticed by someone with more experience. The 2001 research report ~~also~~ shows what apprentices are more likely to do and that many benefits come with the apprenticeship.

Component A - Module 4 - Question # 6

Apprenticeship programs are a fantastic and almost essential way for young people to improve their job skills and ethics. Overall, apprentices have higher academic achievements, have higher attendance rates, and learn to act and perform maturely and professionally and relate to the adult or professional that mentors them. ~~Employers~~ Because of these advantages that apprentices have over non-apprentices, the apprentice's job skills are much more developed and receptive to improvement. Employers also rate apprentices better than any other entry-level workers in various forms of skill ~~set~~ or comprehension such as computer skill or the understanding of the work at hand.

Component A - Module 4 - Question # 6

Apprenticeship programs help young people improve their job skills in many ways. Apprentices learn to act maturely and relate to adults. Most apprentices are offered part time or even full time good paying jobs. They learn the importance of team work and good communication.

Component A - Module 4 - Question # 6

According to the passage the apprenticeship program has helped young adults improve their job skills. The program gives the students an incentive to develop their job skills. Apparently those who were apprentices did better in school than those who weren't. Also Apprentices decided to up their school courses

There are many ways for youth to improve their job skills. One way that it is becoming significantly more popular is apprenticeship programs. The programs help youth in many different ways. For example, youth gain self confidence with help from a group of mentors helping them along the way. Studies have shown that the attendance of these students increased significantly. These students also had access to many advanced academic courses in high school. These programs also boosted their responsibility and professional characteristics.

**COMPONENT A, Module 4**  
**ITEM 6**  
**PRACTICE SET ANNOTATIONS**

**1. Score Point: 1**

The response implies an explanation (*Paul Revere and Benjamin Franklin were both apprenticed by someone with more experience*) that is supported by overly general information from the text (*The 2001 research report shows what apprentices are more likely to do and that many benefits come with the apprenticeship*). Language use is appropriate and errors in conventions (*persons* and *research report*) do not hinder comprehension.

**2. Score Point: 2**

The response presents a well-developed paragraph that provides an appropriate explanation using information from the text to explain how apprenticeship programs help young people improve their job skills (*apprentices have higher academic achievements, have higher attendance rates, and learn to act ... maturely and professionally and relate to the adult or professional that mentors them; job skills are much more developed; Employers also rate apprentices better ... in various forms of skill or comprehension such as computer skill or the understanding of the work*). Language use is appropriate, although occasionally imprecise (*that* for “who”), and errors in conventions (*attendance* and a missing comma) do not hinder comprehension.

**3. Score Point: 1**

The response provides an explanation that is supported by partial information from the text (*Apprentices learn to act maturely and relate to adults. Most ... are offered part time or even full time good paying jobs*), as well as some information that is not from the text (*They learn the importance of team work and good communication*). Language use is appropriate and errors in conventions (*maturaly, part time, full time, a missing comma, team work*) do not hinder comprehension.

**4. Score Point: 1**

The response provides an explanation that is supported by overly general information from the text (*The program gives the students an incentive, those who were apprentices did better in school than those who werent, Apprentices decided to up their school courses*). Language use is appropriate, although occasionally imprecise (*up their ... courses*), and errors in conventions (*missing commas, devolpe, werent, Apprentices*) may hinder comprehension.

## 5. Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation using information from the text to explain how apprenticeship programs help young people improve their job skills (*youth gain self confidence with help from a group of mentors helping them along the way, the attendance of these students increased significantly, students also had access to many advanced academic courses, These programs also boosted their responsibility and professional characteristics*). Language use is appropriate, although occasionally imprecise (*One way that is becoming ... popular is ... programs*), and errors in conventions (*thier, attendance, professional, a missing period*) do not hinder comprehension.

# **QUESTION #7**

An apprenticeship program can help a job applicant be successful at getting a job. The apprenticeship program helps young people develop the skills that are needed for a job. This is shown in the passage Apprenticeships: A Tradition That Works by Susan Black. Susan Black shows us that young people that are in these programs have a better attendance record, get better skills and act more professional. In the graphic, Most Common Reasons Companies Reject Job Applicants From National Association of Manufacturers, it shows that one of the top reasons job applicants are reject is because of lack of job experience. Which in the passage shows that the young people in the apprenticeship program get the job experience they need.

**Score Point: 2**

The response presents a well-developed paragraph that demonstrates a basic understanding of the text and graphic. The response explains how an apprenticeship program can help a job applicant be successful at getting a job, using information from the text (*The apprenticeship program helps young people develop the skills that are needed for a job; people ... in these programs have a better attendance record, get better skills and act more professional; young people ... get the job experience they need*) as well as information from the graphic (*one of the top reasons job applicants are reject is because of lack of job experience*). Language use is appropriate, although occasionally imprecise (*that for “who”*), and errors in conventions (*act more professional; are reject; experience. Which; passage shows*) do not hinder comprehension.

An apprentice gains job experience. The top two reasons why companies reject applicants are inadequate basic employability skills and insufficient work experience. The passage states that employers rate apprentices better than other entry-level workers in specific areas. Apprentices also have higher than average attendance. The fact that apprentices learn a trade, work experience, and also act professionally and have great attendance, makes the apprentices more appealing to prospective employers.

**Score Point: 2**

The response presents a well-developed paragraph that demonstrates a basic understanding of the text and graphic. The response explains how an apprenticeship program can help a job applicant be successful at getting a job, using information from the text (*An apprentice gains job experience; employers rate apprentices better than other entry-level workers in specific areas; Apprentices also have higher than average attendance; The fact that apprentices learn a trade, work experience ... act professionally and have great attendance, makes the apprentices more appealing*) as well as information from the graphic (*The top two reasons why companies reject applicants are inadequate basic employability skills and insufficient work experience*). Language use is appropriate and errors in conventions (*apprentices learn ... work experience*) do not hinder comprehension.

Component A - Module 4 - Question # 7

Although a lack of training and skills are unimportant to employment, an apprenticeship program can benefit a job applicant. Work ethic and attendance are the most crucial when applying for a job. Apprenticeships ~~increase~~ positively increase these areas for young people. The more dedicated a person is to their work, the more likely they are to be employed.

**Score Point: 1**

The response has an unclear explanation (*a lack of training and skills are unimportant to employment*) that is supported by overly general information from the text and graphic (*Work ethic and attendance are the most crucial when applying for a job. Apprenticeships positively increase these areas for young people*). Language use is appropriate and errors in conventions (*dedacated* and *a person ... their work*) do not hinder comprehension.

If you are trying to find a job with an apprenticeship it will help you out alot. It is a very good resource for you because your "teacher" can tell that person that you are good at what you do. It also helps you because you wont need training for the job because you already know the trade. It is alot easier to get a job with a apprenticeship so if your offered one take it.

**Score Point: 1**

The response implies an explanation that is supported by overly general information from the text and graphic (*you wont need training for the job because you allready know the trade. It is alot easier to get a job with a apprenticeship*). The response contains some information that is not from the text or graphic (*your "teacher" can tell that person that you are good at what you do*). Language use is appropriate, although occasionally imprecise (*your* for "you're"), and errors in conventions (*alot, wont, allready*, missing commas) do not hinder comprehension.

Component A - Module 4 - Question # 7

If someone wants to apply for a job, apprenticeship help you prepare for an interview. The graphic shows that ~~people~~ people get more skill by being an apprentice.

**Score Point: 0**

The response provides information that is not from the text or graphic, demonstrating no understanding of the texts.

# **PRACTICE SET**

The apprentice program can help a job applicant be successful at getting a job. By taking advanced academic courses in high school and getting advanced credit in college, job applicants have more of a chance in getting a job. If you don't have the basic employability skills, jobs will not want to choose you. Having the skills and knowledge of these credits can guarantee that you can be offered many jobs.

The 2001 Research Report to America on School-to-Work compiled by the Institute on Education and the Economy found the school-to-work program to be very successful. The successes of the program were that it increased the students attendance habits, it help them achieve ACT school that were equal to other students, and it helped them learn how to act professionally in dealing with adults. The National Association of Manufacturers statistics has voiced that they reject about seventy percent of job applications because of "inadequate basic employability skills." This is just what the apprenticeships will prove that the applicant doesn't have. The employers will be able to clearly see how hard working and skilled the applicant is because of their completion of their apprenticeship program.

Apprenticeship programs can help a job applicant be successful at getting a job by adhering and helping youth improve the skills that employers look for in a person. Some of the most common reasons companies reject job applicants are things such as poor attendance, poor work ethic, poor reference from previous employers and inadequate reading/writing skills as stated in the graphic. Apprenticeships have not <sup>only</sup> increased things such as attendance but also gave most apprentices a better understanding of what jobs look for. "Apprentices earned up to 12 course credits at state technical colleges and also indicated that earning advanced credit was a major incentive to join an apprenticeship" as stated in the text. Apprenticeships give youth the confidence and support they need to be successful as well as teach the basic skills and training that employers see as proper work ethic and training. Apprenticeships give youth a head start in the real world and are only most beneficial.

Component A - Module 4 - Question # 7

The success rate of getting a job increases when you are an apprentice. This is because you, as an apprentice, you have had experience in that field of work before. Furthermore, as shown in the graph, you would not be disqualified for getting that job as easily as you would have if you were not an apprentice.

Apprenticeship programs help job applicants in successfully receiving a job offer because the applicants level of experience is much higher than someone who has no working experience. For example, apprenticeship programs gave students up to "12 course credits at state technical colleges..." (53-54). The apprentices acquire basic employability skills, which is 69% of why companies hire an applicant. (Most Common Reasons Companies Reject Job Applicants Graph). Apprenticeship programs help applicants because the applicant is mature and has the experience needed to become an employee.

**COMPONENT A, Module 4**  
**ITEM 7**  
**PRACTICE SET ANNOTATIONS**

**1. Score Point: 1**

The response provides an explanation that is supported by partial information from the text and graphic (*By taking advanced academic courses in high school and getting advanced credit in college ... applicants have more of a chance in getting a job and If you dont have the basic employability skills, jobs will not want to choose you*). Language use is appropriate, although occasionally imprecise (*jobs* for “employers”), and errors in conventions (*chance, dont*, a missing period) do not hinder comprehension.

**2. Score Point: 2**

The response presents a well-developed paragraph that demonstrates a basic understanding of the text and graphic. The response explains how an apprenticeship program can help a job applicant be successful at getting a job, using information from the text (*it increased the students attendance habits, it help them achieve ACT school ... equal to other students, and it helped them learn how to act professionally and employers will be able to clearly see how hard working and skilled the applicant is*) as well as information from the graphic (*they reject about seventy percent of job applications because of “inadequate basic employability skills.” This is just what the apprenticeships will prove that the applicant doesn’t have*) Language use is appropriate, although occasionally imprecise (*school* for “scores” and *of their competion of their*), and errors in conventions (*students attendance, it help them, the applicant ... their, competion*) do not hinder comprehension.

**3. Score Point: 2**

The response presents a well-developed paragraph that demonstrates a basic understanding of the text and graphic. The response explains how an apprenticeship program can help a job applicant be successful at getting a job, using information from the text (*Apprenticeships have not only increased things such as attendance but also gave ... a better understanding of what jobs look for. “Apprentices earned up to 12 course credits ... and ... indicated that earning advanced credit was a major incentive to join an apprenticeship” and Apprenticeships give ... confidence and support ... as well as teach the basic skills ... employers see as proper work ethic and training*) as well as information from the graphic (*the most common reasons companies reject job applicants are ... poor attendance, poor work ethic, poor reference from previous employers and inadequate reading/writing skills*). Language use is appropriate, although occasionally imprecise (*only most beneficial*), and errors in conventions (*by adhering and helping, attendance, poor reference*, missing commas) do not hinder comprehension.

#### **4. Score Point: 1**

The response provides an explanation that is supported by overly general information from the text and graphic (*you have had experience in that field of work and you would not be disqualified for getting that job as easily as you would have if you were not an apprentice*). Language use is appropriate, although occasionally imprecise (*because you ... you have*), and errors in conventions (*Furthurmore* and *for* for “from”) do not hinder comprehension.

#### **5. Score Point: 2**

The response presents a well-developed paragraph that demonstrates a basic understanding of the text and graphic. The response explains how an apprenticeship program can help a job applicant be successful at getting a job, using information from the text (*the applicants level of experience is much higher than someone who has no working experience, apprenticeship programs gave students up to “12 course credits at state technical colleges ...”, the applicant is mature and has the experience needed to become an employee*) as well as information from the graphic (*apprentices acquire basic employability skills, which is 69% of why companies hire an applicant*). Language use is appropriate and errors in conventions (*recieving* and *applicants level*) do not hinder comprehension.