

NEW YORK STATE COMPONENT RETEST

ENGLISH COMPONENT A MODULE 3

WEDNESDAY, MAY 18, 2005

SCORING KEY AND RATING GUIDE

Multiple Choice Key

1	1
2	4
3	3
4	2
5	1

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

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 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

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.

Adirondack Wetlands

Whenever water is stopped, allowed to accumulate, or made to move slowly, a wetland will form. The many kinds of wetlands—marshes, bogs, swamps, or wet meadows, to name a few—can be identified by characteristic plants. All are aquatic, semi-aquatic, or at least tolerant of flooded conditions. The depth and persistence of water are the most important factors determining wetland type. Wetlands range from deep-water marshes to emergent¹ marshes to shrub swamps to wooded swamps and wet meadows. Seldom do these wetlands exist in an isolated state; many are part of larger wetland complexes that contain overlapping types of wetlands.

Fourteen percent of the land surface of the Adirondacks is wetland. This combination of large numbers of diverse wetland types set among verdant² mountain forests is unique in the United States.

The value of wetlands

The role of wetlands in the balance of nature is a crucial³ one: they assist in modulating⁴ the flow of water, thereby reducing flooding and erosion; they filter out sediments and help purify drinking water; and, perhaps most importantly in the Adirondacks, they provide desirable habitat for fish and wildlife.

Marshes

Marshes are the wettest of Adirondack wetlands. Varying in depth from a few inches to six or more feet, they are found along the margins of lakes, interspersed⁵ with other forms of wetlands, and within the backwater regions of rivers and streams. Because marshes are nutrient-rich from the residue⁶ of upland drainage and amply⁷ supplied with oxygenated⁸, slowly moving water, they are highly productive environments, fostering the cycles of growth and decay necessary for plant and animal life.

¹ emergent: beginning to form

² verdant: green with growing plants

³ crucial: very important

⁴ modulating: keeping in proper measure

⁵ interspersed: mixed in

⁶ residue: something that remains after a part is removed

⁷ amply: abundantly

⁸ oxygenated: containing oxygen

Bogs

30 Bogs resemble other types of wetlands, but they are more isolated from the flow of groundwater and nutrients that links all other wetland communities. Bogs depend on rain for most of their water supply and on windblown dust for the bulk of essential mineral nutrients, like calcium and phosphorus. Highly acidic, with most of their nutrients locked up in decayed plant materials, bogs are difficult environments for plants and animals. Sphagnum moss, which is able to
35 thrive under these conditions, forms a living mat across the open water of a bog pond.

In the process of withdrawing precious nutrients, the moss adds to the acidity of the water, making it difficult for decomposer organisms to function.

40 Growth, decay, and nutrient-cycling are further inhibited⁹ as the soggy mat thickens and blocks out light and oxygen. Leatherleaf, bog laurel, cranberry, Labrador tea, and a few other bog species grow on the floating sphagnum mat, but remain largely undecayed. Slowly, their remains fill the pond, forming an organic deposit called peat. Made up
45 of an accumulation of partially decomposed plant parts, peat is water-saturated year-round, with a low oxygen level. This lack of oxygen and high acidity inhibits the bacteria necessary for plant and animal decay. As a result, nutrients that normally recycle from decaying material are locked up in undecayed plant remains and are unavailable to the next
50 generation of life. Plant growth is virtually limited to the bog surface.

Unique bog species

Bogs are nutrient “deserts,” and the nutrient that many plants have the most trouble obtaining is nitrogen. Pitcher plants and sundews have solved this problem by developing adaptations that provide a supplemental source from captured insects. The pitcher plant has a
55 special funnel leaf that attracts and traps insects. Inside the funnel, hundreds of downward-pointing hairs make climbing out difficult, encouraging descent into the lower pitcher.

Rainwater in the trap drowns the unfortunate intruder, and bacteria and enzymes perform the digestion process. Sundews capture
60 prey with sticky jewel-like tentacles that attract and then curl around their victims. A forest of spruce and fir often forms in the shallows of old bogs, where evaporation dries the peaty soil enough to release stored nutrients and provide some stability for roots. This is a shaky, unstable environment, with wind and heavy snow often overturning trees before
65 they can reach their full size. But growing conditions slowly improve as the bog fills and surface plants draw moisture from its depth.

Gradually, shrubs creep onto the mat and tamarack¹⁰ and black

⁹ inhibited: stopped or slowed

¹⁰ tamarack: a type of pine tree found in North America

spruce become established, often growing in clumps or islands.

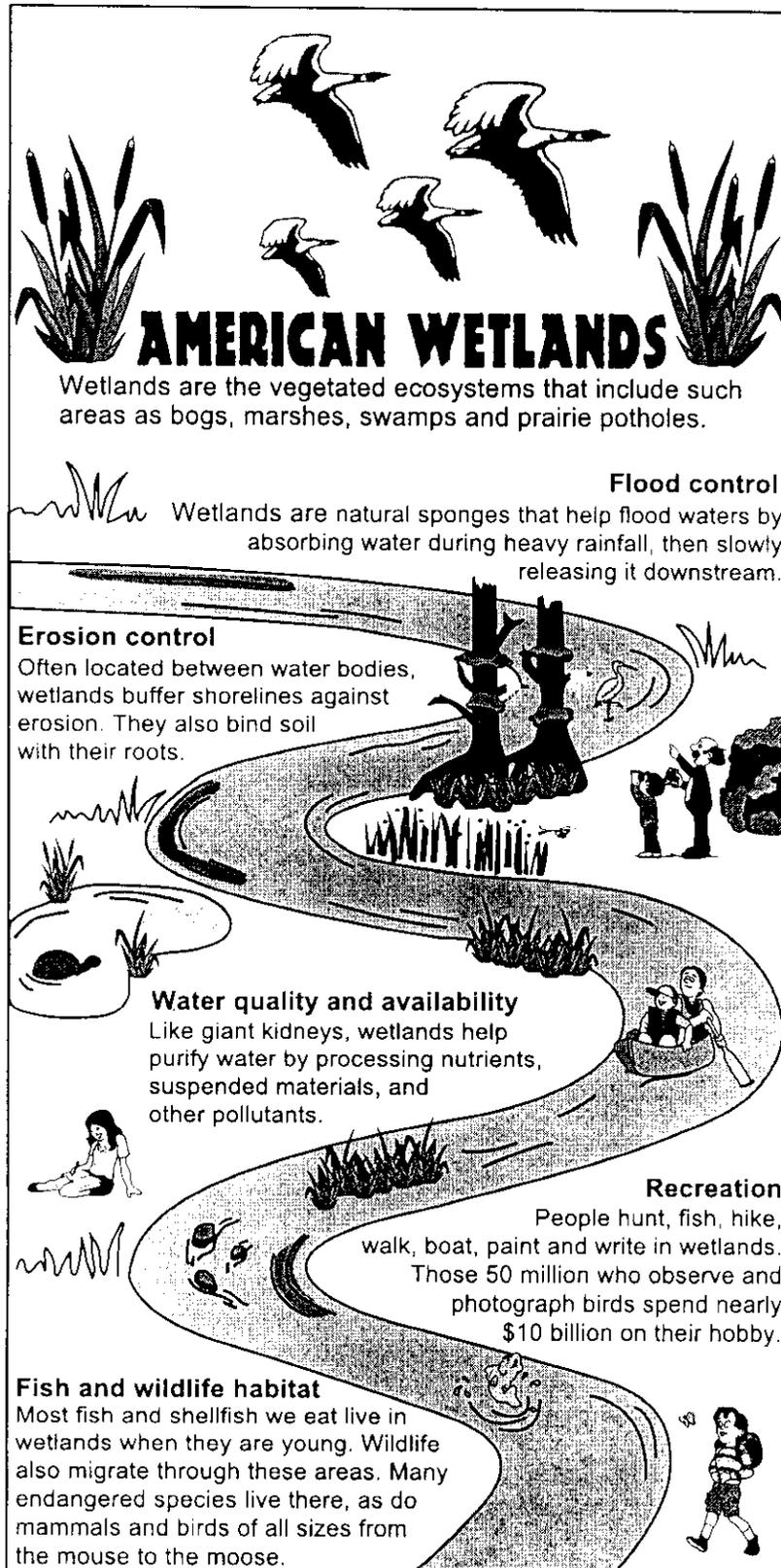
Swamps

70 Many Adirondack wetlands are wet only part of the year, in the spring. Swamps are areas where woody vegetation grows in soil that, while often waterlogged, is seldom flooded by more than a few inches. Shrub swamps are found along the banks and in the floodplain of streams and rivers. Here the scouring action of flooding and winter ice movements kill all but the most resilient vegetation, preventing
75 development of a mature forest. Alders, willows, and sweet gale are common in such areas, as are wild raisin and mountain holly. Wetland shrubs also grow in poorly drained lowlands, particularly those with mucky, organic soils that offer little support to heavier trees.

—Adirondack Park Agency Visitor Interpretive Centers

Source: *Adirondack Park Agency Visitor Interpretive Centers* © 2003 NYS Adirondack Park Agency.

Graphic



Adapted from American Wetlands Month brochure. Steve Thomas/Post-Gazette
November 14, 1999 Pittsburgh Post-Gazette.

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.

- 1 What is the most likely reason the author refers to bogs as “deserts” (line 51)?
 - (1) Plant food is scarce in bogs.
 - (2) No plant life can survive in a bog.
 - (3) Once a marsh dries up, it is referred to as a bog.
 - (4) Pitcher plants and sundews are usually found in desert climates.
- 2 Why are the Adirondack wetlands considered unusual?
 - (1) They are home to many endangered plants and animals.
 - (2) They are the only wetlands in the state of New York.
 - (3) They are part of a large connected group of wetlands.
 - (4) They are diverse and a part of mountain forests.
- 3 The purpose of this text is to
 - (1) persuade the reader to lobby for wetland protection
 - (2) explain why most wetlands have been drained
 - (3) describe the different types of wetlands in a particular area
 - (4) warn about the pitfalls of building in areas classified as wetlands
- 4 As used in the text, the word “resilient” (line 74) most nearly means
 - (1) common
 - (2) hardy
 - (3) large
 - (4) mature
- 5 Based on the graphic, draining wetlands in an area would most likely increase the
 - (1) severity of erosion on shorelines
 - (2) population of endangered wildlife
 - (3) use of the area for hunting and fishing
 - (4) purity of the water available for drinking

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 marshes, bogs, and swamps differ from each other. Support your explanation with information from the text.

7 In a well-developed paragraph of three to five sentences, explain how wetlands benefit people. Support your explanation with information from the text AND the graphic.

QUESTION #6

Component A – Module 3 – Question # 6

As told in the text, there are many different kinds of wetlands, including marshes, bogs, and swamps. These types of wetlands differ from each other in many ways. While the marshes are supplied with oxygenated water and can maintain plant and animal life fairly well, bogs tend to be isolated from ground water and contain high acidity. In addition sphagnum mats block out the sun making it difficult for plants and animals to thrive. Swamps are located near the flood plains of rivers, which waterlogs the soil and kills most vegetation.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation using information from the text to explain how marshes, bogs, and swamps differ from each other (*marshes are supplied with oxygenated water and can maintain plant and animal life...bogs tend to be isolated from ground water...sphagnum mats block out the sun making it difficult for plants and animals to thrive. Swamps are located near the flood plains of rivers, which waterlogs the soil and kills most vegetation*). Language use is appropriate and errors in conventions do not hinder comprehension.

In the wetlands, marshes, bogs and swamps differ greatly from one another. Marshes can range in depth from a couple inches to over six feet deep. They are located at ends of lakes, backwater regions of rivers and streams and among a few other types of wetlands. This type of wetland is supplied with oxygenated water that allows growth and decay. A bog is more isolated and depends on rain for its water supply. They also need wind to shift meaningful nutrients toward it. Growth and decay builds up preventing light and oxygen from passing through. The swamp is a third type of wetland that develops where a few inches of water waterlogs woody vegetation.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation using information from the text to explain how marshes, bogs, and swamps differ from each other (*Marshes can range in depth...They are located at ends of lakes...This type of wetland is supplied with oxygenated water that allows growth and decay. A bog is more isolated and depends on rain...Growth and decay builds up preventing light and oxygen from passing through. The swamp...develops where a few inches of water waterlogs woody vegetation.*) Language use is generally appropriate and errors in conventions (*Growth and decay builds and developes*) do not hinder comprehension.

Component A – Module 3 – Question # 6

Marshes, bogs, and swamps are all found in the wetlands of the Adirondacks. Each has different characteristics, but all three are water accumulations that either are still or move slowly. Marshes are the wettest, can be up to six feet deep, and are rich in nutrients, while bogs are isolated from flowing water and nutrients, limiting the variety of species found there. Swamps are wet only part of the year.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation using information from the text to explain how marshes, bogs, and swamps differ from each other (*Marshes are the wettest...and are rich in nutrients, while bogs are isolated from flowing water and nutrients...swamps are wet only part of the year*).

Language use is appropriate and errors in conventions do not hinder comprehension.

Marshes, bogs, and Swamps differ from each other in many ways.

marshes are the wettest of the wetlands, and produce the most vegetation for animals. Bogs are different than marshes and Swamps, because they do not vegetate for plants and animals, and the water for bogs comes mostly from the rain. Swamps differ from bogs and marshes, because Swamps are usually flooded, and many of the vegetation dies. That is how Swamps, bogs, and marshes differ.

Score Point: 1

The response has an unclear explanation (*Bogs are different than marshes and Swamps, because they do not vegetate for plants and animals*) that is supported with partial information from the text (*water for bogs comes mostly from the rain*) including some inaccurate information attributed to the text (*Swamps are usually flooded*). Language use is occasionally imprecise (*vegetate for plants and animals* and *many of the vegetation*) but errors in conventions (*them* for “from,” and *Swamps*) do not hinder comprehension.

Component A – Module 3 – Question # 6

Marshes differ from bogs and swamps because they are the wettest of the Adirandacks. Bogs are the most isolated from the others. Swamps are where woody vegetation grows.

Score Point: 1

The response has an unclear explanation that is supported with partial information from the text (*Marshes...are the wettest...Bogs are the most isolated*) as well as some unclear explanation of how swamps differ (*Swamps are where woody vegetation grows*). Language use is generally appropriate and errors in conventions (*Adirandacks* and *vegetation*) do not hinder comprehension.

PRACTICE SET

Component A – Module 3 – Question # 6

Marshes, bogs, and swamps are different from each other in many ways. According to the text, marshes are the wettest type of wetland and are nutrient-rich with residue from drainage and are supplied by slow moving water. Bogs are more isolated from the flow of groundwater and depend on rain for most of their water supply and their nutrients. Swamps are only wet part of the year and are seldom flooded more than a few inches. So, marshes, bogs, and swamps all differ in how much water they have obtained and how they have obtained that water and its nutrients.

In the Adirondack Wetlands are three different types of wetlands called marshes, Bogs and Swamps. Marshes are rich nutrient filled wetlands, they are highly productive environments in which plants can grow. In bogs, there is limited plant growth because of the lack of oxygen. Swamps, occur in the Spring time and the plants that are grown are usually killed by floods and winter ice.

Component A - Module 3 - Question # 6

There is three different types of wetlands; Marshes, Bogs, and swamps. All have their differences, and ways they help the ecosystem.

Marshes are the wettest wetland. Marshes are the most nutrient rich wetland. This is because the residue from upland drainage of oxygenated water and plants. This helps the marshes thrive with plant and animal life.

Bogs depend on rain and windblown dust for their water supply and essential minerals.

Swamps are only part year with woody vegetation that grows in thickly.

Component A - Module 3 - Question # 6

Marshes are highly productive environments. They foster the cycles of growth and decay necessary for plant and animal life. Bogs are dependent on rain, they need nutrients that plants need to survive. Swamps are areas where woody vegetation grows. They are found along banks and in the floodplain of streams and rivers. These three wetlands are all important to our environment.

Component A - Module 3 - Question # 6

w. Marshes, bogs and swamps differ from each other because — the marshes are the wettest of the Adirondack wetlands. Marshes are very nutrient rich and full of oxygen. They are also highly productive environments. Unlike marshes, plant growth is limited to the bog surface, because of the lack of oxygen and high acidity. Bogs depend on rain for most of their water supply, and wind blown dust for their mineral nutrients. Bogs are very difficult environments for plants and animals. A swamp differs from both the bog and marsh environments in that it is only wet during part of the year. In the spring, a swamp is mostly wooded, with vegetation growth, and is rarely ever flooded by more than a few inches.

COMPONENT A, Module 3
ITEM 6
PRACTICE SET ANNOTATIONS

1. Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation using information from the text to explain how marshes, bogs, and swamps differ from each other (*marshes are the wettest...are nutrient-rich...and are supplied by slow moving water. Bogs are more isolated from the flow of groundwater and depend on rain for...their nutrients. Swamps are only wet part of the year and are seldom flooded more than a few inches*). Language use is appropriate and errors in conventions 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 marshes, bogs, and swamps differ from each other (*Marshes are rich nutrient filled wetlands...in which plants can grow. In bogs, there is limited plant growth...Swamps, occur in the spring time and the plants...are usually killed by floods*). Language use is appropriate and errors in conventions (misuse of commas including comma splice, inappropriate capitalization, *enviroments*) do not hinder comprehension.

3. Score Point: 1

The response provides an explanation that is supported by partial information from the text (*Marshes are the wettest...most nutrient rich wetland. This is because the residue from upland drainage...Bogs depend on rain and windblown dust for their water supply*) as well as some unclear explanation for how swamps differ (*Swamps are only part year with woody vegetation that grows in thickly*). Language use is occasionally imprecise (*This is because the residue and Swamps are only part year*), but errors in conventions (*There is three, wetest, Marshs, oxygenated, essintial, vegetation, and inappropriate capitalization*) do not hinder comprehension.

4. Score Point: 1

The response implies an explanation that is supported by partial information from the text (*Marshes are highly productive environments...Bogs...need nutrients that plants need to survive*) as well as some unclear explanation for how swamps differ (*Swamps are areas where woody vegetation grows. They are found along bank and in the floodplain of streams and rivers*). Language use is generally appropriate and errors in conventions (comma splice, *found along bank, enviromenet*) do not 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 marshes, bogs, and swamps differ from each other (*marshes are the wettest...Marshes are very nutrient rich and full of oxygen. They are also highly productive...plant growth is limited to the bog surface, because of the lack of oxygen...Bogs depend on rain...A swamp...is only wet during part of the year...and is rarely ever flooded by more than a few inches*). Language use is generally appropriate and errors in conventions (misuse of commas) do not hinder comprehension.

QUESTION #7

Component A – Module 3 – Question # 7

Wetlands benefit people in the area of recreation greatly. As shown in the graphic people hunt, fish, boat, hike and do other hobbies in wetlands. They also benefit wildlife photographers by providing a place for shots of birds and other animals. The value of wetlands as stated in the reading, is to help reduce flooding which can also cause damage to homes. They also "filter out sediments in order to help purify drinking water," which is a basic need. Last but not least they provide a natural and adaptable habitat for wildlife so we can do things like fish and hunt.

Score Point: 2

The response presents a well-developed paragraph that demonstrates a basic understanding of the text and the graphic. The response explains how wetlands benefit people using information from the graphic (*people hunt, fish, boat, hike and do other hobbies...They also benefit wildlife photographers by providing a place for shots*), as well as information from the text (*to help reduce flooding...They also "filter out sediments in order to help purify drinking water,"...they provide a natural and adaptable habitat for wildlife*). Language use is appropriate and errors in conventions (missing commas) do not hinder comprehension.

Component A – Module 3 – Question # 7

Wetlands are beneficial to the human race. It prevents floods and erosion from ruining our ecosystem and it filters our drinking water. The wetlands provide a great source of entertainment and recreation for people who hunt, fish, hike, boat and more in wetlands. The fish and shellfish found in wetlands also provides us with common food we eat. The wetlands provide great benefits to humans in many ways.

Score Point: 2

The response presents a well-developed paragraph that demonstrates a basic understanding of the text and the graphic. The response explains how wetlands benefit people using information from the graphic (*prevents floods and erosion from ruining our ecosystem...provide a great source of entertainment and recreation for people who hunt, fish, hike, boat and more...The fish and shellfish found in wetlands also provides us with common food we eat*), as well as information from the text (*it filters our drinking water*). Language use is appropriate and errors in conventions (*The fish and shellfish...provides*) do not hinder comprehension.

Component A – Module 3 – Question # 7

Wetlands benefit people very well. They give freshwater to drink. They make a nice place to go fishing and hunting. They also are a good place to find birds and photograph and study them.

Score Point: 1

The response provides an explanation that is supported by partial information from the text (*They give freshwater to drink*) and the graphic (*nice place to go fishing and hunting...good place to find birds and photograph and study them*). Language use is generally appropriate and the errors in conventions do not hinder comprehension.

Component A - Module 3 - Question # 7

Wetlands are very important they are natural sponges that help flood water by absorbing it and therefore is like flood control. It helps erosion; because they bind soil with their roots. They help the ^{water} quality and many people use wetlands for recreation. They provide people with many positive effects.

Score Point: 1

The response provides an explanation that includes partial information from the graphic for support (*they are natural sponges that help flood water by absorbing it...like flood control. It helps erosion; because they bind soil with their roots. They help the water quality...people use wetlands for recreation*). The response contains no information from the text. Language use is generally appropriate and the errors in conventions (*Wetlands...is like*, misuse of semi-colon, pronoun confusion) do not hinder comprehension.

Component A – Module 3 – Question # 7

People benefit from wetlands
in many different ways. Wetlands
are natural occurring areas in nature.

Score Point: 0

The response provides information that is not relevant to the task (*Wetlands are natural occurring areas in nature*) demonstrating no understanding of the task.

PRACTICE SET

Component A - Module 3 - Question # 7

Wetlands benefit people because we (the people) can fish, hunt and do a lot of extra fun events with having the advantage the wetlands. The wetlands also have fertile soil for people to use for farming or whatever. Also people can enjoy the scenery of plant and animal life.

Component A – Module 3 – Question # 7

The wetlands benefit people in many ways. First, they help by reducing flooding and erosion, and filter out sediments from the water, purifying it for human drinking. They also, according to the text, "provide desirable habitat for fish and wildlife." This benefits humans because they can catch the fish and hunt the wildlife for food. Wetlands are also a great source of recreation for humans, because as the graphic shows, the wetlands provide people with the opportunity to hike, walk, boat, paint, write, and photograph birds.

Component A - Module 3 - Question # 7

Wetlands benefit people because they serve the purpose of flood control, erosion control, water quality (purify water, recreation (hunting, fishing, hiking) and fish and wildlife habitats. Boats make peat which is used in gardens.

Component A - Module 3 - Question # 7

The list of ways the wetlands benefit people is nearly endless. Their main role is assisting in modulating the flow of water. This allows for both erosion and flood control by absorbing water and binding soil. Wetlands also purify water and are an abundant resource of wildlife for hunters, fishers and other nature enthusiasts to indulge in.

Component A - Module 3 - Question #7

Crusaders for the preservation of wetlands are just in their cause, as wetlands are not only fragile ecosystems, they greatly benefit humans as well. Marshes allow life to survive based on its "nutrient rich residue" (line 24). This provides wetland hunters and fishermen the game for which they follow. Another aspect displayed in the American Wetlands Month Brochure is the assistance wetlands provide in erosion control and filtration. Many homes would be destroyed each year by the flooding caused by the absence of a wetland's sponge-like qualities.

COMPONENT A, Module 3
ITEM 7
PRACTICE SET ANNOTATIONS

1. Score Point: 1

The response provides an explanation that is supported by overly general information from the text and graphic (*we...can fish, hunt...wetlands also have fertile soil...people can enjoy the scenery*). Language use is occasionally imprecise (*with having the advantage the wetlands and farming or whatever*) but errors in conventions do not hinder comprehension.

2. Score Point: 2

The response presents a well-developed paragraph that demonstrates a basic understanding of the text and the graphic. The response explains how wetlands benefit people using information from the text (*reducing flooding and erosion, and filter out sediments from the water, purifying it. ...“ provide desirable habitat for fish and wildlife” ...they can catch the fish and hunt the wildlife for food*), as well as the graphic (*great source of recreation...provide people with the opportunity to hike, walk, boat, paint, write, and photograph birds*). Language use is generally appropriate and errors in conventions do not hinder comprehension.

3. Score Point: 1

The response provides an explanation that is supported by partial information listed from the graphic [*flood control, erosion control, water quality (purify water), recreation (hunting, fishing hiking) and fish and wildlife habitats*], as well as partial information from the text (*Bogs make peat*). Language use is generally appropriate and errors in conventions do not hinder comprehension.

4. Score Point: 2

The response presents a well-developed paragraph that demonstrates a basic understanding of the text and the graphic. The response explains how wetlands benefit people using information from the text (*assisting in modulating the flow of water*), as well as information from the graphic (*This allows for both erosion and flood control by absorbing water and binding soil. Wetlands also purify water and are an abundant resource of wildlife for hunters, fishers and other nature enthusiasts*). Language use is generally appropriate and errors in conventions (*fishers* for “fishermen”) do not hinder comprehension.

5. Score Point: 2

The response presents a well-developed paragraph that demonstrates a basic understanding of the text and the graphic. The response explains how wetlands benefit people using information from the text (*Marshes allow life to survive based on its "nutrient rich residue"*), as well as information from the graphic (*provides wetland hunters and fishermen the game...the assistance wetlands provide in erosion control and filtration...a wetland's sponge-like qualities*). Language use is appropriate and errors in conventions (*Marshes...its, for which they follow, assistance*) do not hinder comprehension.