NEW YORK STATE
COMPONENT RETEST

ENGLISH
COMPONENT A
MODULE 3

WEDNESDAY, MAY 17, 2006

SCORING KEY
AND
RATING GUIDE

Multiple Choice Key

1	4
2	1
3	3
4	2
5	4

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.

Changing Color

All during spring and summer the leaves have served as factories where most of the foods necessary for the trees' growth are manufactured. This food-making process takes place in the leaf in numerous cells containing the pigment chlorophyll, which gives the leaf its green color. Along with the green pigment, leaves also contain yellow or orange carotenoids which, for example, give the carrot its familiar color. Most of the year these yellowish colors are masked by the greater amount of green coloring. But in the fall, partly because of changes in the period of daylight and changes in temperature, the leaves stop their food-making process. The chlorophyll breaks down, the green color disappears, and the yellowish colors become visible and give the leaves part of their fall splendor.

At the same time other chemical changes may occur and cause the formation of additional pigments that vary from yellow to red to blue. Some of them give rise to the reddish and purplish fall colors of leaves of trees such as dogwoods and sumacs. Others give the sugar maple its brilliant orange or fiery red and yellow. The autumn foliage of some trees, such as quaking aspen, birch, and hickory, shows only yellow colors. Many oaks and others are mostly brownish, while beech turns golden bronze. These colors are due to the mixing of varying amounts of the chlorophyll and other pigments in the leaf during the fall season.

Fall weather conditions favoring formation of brilliant red autumn color are warm sunny days followed by cool nights with temperatures below 45° F. Much sugar is made in the leaves during the daytime, but cool nights prevent movement of sugar from the leaves. From the sugars trapped in the leaves the red pigment called anthocyanin[1] is formed.

The degree of color may vary from tree to tree. For example, leaves directly exposed to the sun may turn red, while those on the shady side of the same tree or on other trees in the shade may be yellow. The foliage of some tree species just turns dull brown from death and decay and never shows bright colors.

Also, the colors on the same tree may vary from year to year, depending upon the combination of weather conditions. The most vivid colors appear after a warm dry summer and early autumn rains

[1] anthocyanin: red pigment

which prevent early leaf fall. Long periods of wet weather in late fall produce a rather drab coloration. Droughts favor anthocyanin formation principally due to the indirect effects of soil water deficiency upon the metabolism[2] of the plants. Drought conditions also favor red pigment formation due to the reduction of nitrate[3] absorption.

As the fall colors appear, other changes are taking place. At the base of the leafstalk where it is attached to the twig, a special layer of cells develops and gradually severs the tissues that support the leaf. At the same time Nature heals the break, so that after the leaf is finally blown off by the wind or has fallen from its own weight, the place where it grew on the twig is marked by a leaf scar.

Through fallen leaves, Nature has provided for a fertile forest floor. Fallen leaves contain relatively large amounts of valuable elements, particularly calcium and potassium, which were originally a part of the soil. Decomposition of the leaves enriches the top layers of the soil by returning part of the elements borrowed by the tree and at the same time provides for more water-absorbing humus.

Some of the most startling color combinations are to be found in the leaves of red and sugar maples, sassafras, sumac, blackgum, sweetgum, Northern red oak, scarlet oak, sour-wood, and dogwood. Gingko, hickory, and yellow poplar produce few if any anthocyanins and usually just display a golden yellow.

— Dr. Robert Bardon

North Carolina State University Cooperative Extension.
http://www.ces.ncsu.edu/nreos/forest/topics/leafco~1.html
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[2] metabolism: ongoing series of chemical interactions taking place in living organisms that provide the energy and nutrients needed to sustain life

[3] nitrate: a fertilizer that consists of sodium nitrate, potassium nitrate, or ammonium nitrate

Graphic

Fall Color of Large Trees

Botanical Name	Common Name
Trees with Little or No Color	
Acer saccharinum	Silver Maple
Alnus spp.[4]	Alders
Juglans nigra	Black Walnut
Plantanus occidentalis	Sycamore
Populus spp.	Cottonwoods
Quercus spp.	Water, Willow Oaks
Robinia pseudoacacia	Black Locust
Trees with Green to Dull Yellow Color	
Aesculus spp.	Buckeyes
Catalpa speciosa	Northern Catalpa
Celtis spp.	Hackberry, Sugarberry
Diospyros virginiana	Persimmon
Gymnocladus dioicus	Kentucky Coffeetree
Salix nigra	Black Willow
Tilia americana	American Linden
Ulmus spp.	Elms
Trees with Bright Yellow to Orange Color	
Acer nigrum	Black Maple
Acer saccharum	Sugar Maple
Betula spp.	Birches
Carya spp.	Hickories
Fagus grandifolia	American Beech
Fraxinus spp.	Green, White Ash
Ginkgo bilboa	Ginkgo
Gleditsia triacanthos	Honeylocust
Liquidambar styraciflua	Sweetgum
Liriodendron tulipifera	Yellow-Poplar
Magnolia acuminata	Cucumbertree
Quercus spp.	Bur, Chestnut, Chinkapin, Overcup, Post, White Oaks
Sassafras albidum	Sassafras
Trees with Red and Purple Color	
Acer rubrum	Red Maple
Liquidambar styraciflua	Sweetgum
Nyssa sylvatica	Blackgum
Quercus spp.	Black, Northern Red, Pin, Scarlet, Shumard, Southern Red Oaks

—based on a graphic from http://www.ces.ncsu.edu/depts/hort/hil/pdf/hil-638.pdf

[4] spp: species plantarum project; a record of essential information on plants worldwide

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 main purpose of the text?

(1) to explain the development of leaf scars
(2) to explain decomposition of leaves
(3) to describe differences between oaks and birches
(4) to describe what occurs in the leaves during fall

2 What causes the leaves to have varying colors on the same tree?

(1) direct and indirect sunlight
(2) length of the fall season
(3) fall temperatures
(4) soil conditions

3 Which can make a tree's fall foliage less brilliant?

(1) abundant sugar in the leaves
(2) direct exposure to sunlight
(3) long stretches of wet weather in late fall
(4) cool nights with temperatures below 45 degrees

4 What does the word "severs" (line 46) mean?

(1) repairs
(2) breaks
(3) renews
(4) colors

5 A person wants to purchase a tree with bright yellow to orange fall color. According to the graphic, which tree would give the desired results?

(1) persimmon
(2) cottonwood
(3) black willow
(4) cucumbertree

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 of three to five sentences, explaining why you might see different colors on trees of the same variety and why you might see different colors on the same tree from one year to the next. Support your explanation with information from the text.

7 Your friend wants to have a variety of vivid colors on her trees during the fall. In a well-developed paragraph of three to five sentences, recommend three trees and explain why they are good choices for a variety of vivid colors. Support your explanation with information from the text AND the graphic.

QUESTION #6

Component A – Module 3 – Question # 6

A tree has a different color variety each year, almost as if the tree dies and gives itself life. The reason for this is dependant on the weather. Partly because of changes in the period of daylight and changes in the temperature, when the pigment chlorophyll and other pigments hit the sun it gives the leaves each a distinguished color. leaves directly exposed to the sun are a different color than those under the shade, giving each leaf a different color than the other. The same tree may vary from year to year depending upon the combonation of weather conditions. Vivid colors appear after a warm dry summer and early autumn rains. All these factors are what allows the beauty of the trees to rise in the fall.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation using information from the text to explain why you might see different colors on trees of the same variety (*leaves directly exposed to the sun are a different color than those under the shade, giving each leaf a different color than the other*) and to explain why you might see different colors on the same tree from one year to the next (*depending upon the combonation of weather conditions. Vivid colors appear after a warm dry summer and early autumn rains*). Language use is appropriate and errors in conventions (*dependant,* missing commas, and *combonation*) do not hinder comprehension.

Component A – Module 3 – Question # 6

There are many reasons why you might see differents colors on trees of the same variety or even different colores on the same tree from one year to the next. One reason is due to sunlight. One side of the tree might get more sunlight than the other side or another tree even. Weather conditions change from year to year. You might have early rain fall one year in the fall and no rain the next.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation using information from the text to explain why you might see different colors on trees of the same variety and to explain why you might see different colors on the same tree from one year to the next (*One side of the tree might get more sunlight than the other side or another tree even* and *Weather conditions change...you might have early rain fall one year in the fall and no rain the next*). Language use is appropriate and errors in conventions (*differents* and *rain fall*) do not hinder comprehension.

Each tree produces a different amount of anthocyanin. The leaves on each tree go through different types of weathering. One tree could get more light than another or more rain. Trees leaf colors are different from year to year because weather conditions aren't the same and the sugar produced in the leaves are different.

Score Point: 1

The response provides an explanation (*different types of weathering* and *weather conditions*) that is supported by overly general information from the text (*One tree could get more light than another or more rain*), as well as irrelevant information from the text (*the sugar produced in the leaves are different*). Language use is appropriate and errors in conventions (*Trees leaf colors*) do not hinder comprehension.

Component A – Module 3 – Question # 6

You may see different colors on trees, due to the amount of chlorophyll. Also, another reason is from direct or indirect sunlight. After the leaf has fallen, it decomposes. It returns elemts and water absorbing humus.

Score Point: 1

The response provides an explanation that is supported by overly general information from the text (*the amount of chlorophyll* and *direct or indirect sunlight*), as well as irrelevant information from the text (*After the leaf has fallen...and water absorbing humus*). Language use is appropriate and errors in conventions (misuse of a comma and *elemts*) do not hinder comprehension.

The reasons of why you might see different colorson trees of the same variety is because of the mixing of varying amounts of Chlorophyll and other pigments in the leaf during the fall season. Examples are that Oaks turn brown and beech turn golden bronze.

Score Point: 1

The response provides an explanation that is supported by partial information from the text (*the mixing of varying amounts of chlorophyll and other pigments...during the fall season. Examples...oaks turn brown and beech turn golden bronze*). Language use is generally appropriate (*The reasons of why*) and errors in conventions (agreement and inappropriate capitalization) do not hinder comprehension.

PRACTICE SET

Component A – Module 3 – Question # 6

The reason you may see different colors on trees during fall is because a number of things. One is the weather, cool nights with the temperature below 45° slows the sugar flow through the leaves causing them to change colors. The change of sunlight and daytime also contributes to the change in the pattern of leaves ~~changing~~ falling off or turning colors.

Different colors and variations in those colors can change not only from one tree to another of the same species, but from year to year on the same tree as well. Trees of the same variety can vary in foliage color due to the amount of sunlight each has been exposed to. The trees which are in very sunny areas can expect vivid reds while those in the shade - even on the same tree - tend to turn a less-obtrusive, relatively drab yellow. A tree's foliage can be different each year because of weather conditions that vary each autumn season. Rainy falls produce less vivid, boring browns where warm, sunny days and cool nights in addition to drought like conditions which reduce the amount of nitrate absorption create fun and bright colors which autumn is known for.

you may see different
Colored trees/leaves because
the colors are changing because
everytime this year The season
and the weather Change

You would see different colors on the same tree from one year to the next because of season change. You would see different colors on trees of the same variety because the side of the tree where leaves are exposed directly to the sun may turn red, while those on the shady side of the same tree may be yellow. For the effects of season change on leaves depend on the combination of weather conditions. The vivid colors appear after a warm dry summer.

There are a lot of components involved in what change leaf color. For leaves in direct sunlight may turn red, while those on the shady side may be dull brown. The reason of why colors on the same tree vary from year to year depends on the combination of weather conditions.

COMPONENT A, Module 3
ITEM 6
PRACTICE SET ANNOTATIONS

1. Score Point: 1

The response provides an explanation (*weather* and *sunlight and daytime*) that is supported by partial information from the text (*temprature below 45° slow the sugar...causing them to change colors*), as well as irrelevant information from the text (*leaves falling off*). Language use is generally appropriate and errors in conventions (a comma splice and *temprature*) 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 why you might see different colors on trees of the same variety (*the amount of sunlight...sunny areas can expect vivid reds while those in the shade...tend to turn a less-obtrusive, relatively drab yellow*) and to explain why you might see different colors on the same tree from one year to the next (*weather conditions...Rainy falls produce less vivid, boring browns...warm, sunny days and cool nights...create fun and bright colors*). Language use is appropriate and errors in conventions (misuse of commas) do not hinder comprehension

3. Score Point: 1

The response provides an explanation that is supported by overly general information from the text (*weather change*). Language use is generally appropriate and errors in conventions (missing punctuation and inappropriate capitalization) do not hinder comprehension.

4. Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation using information from the text to explain why you might see different colors on trees of the same variety (*where leaves are exposed directly to the sun may turn red ...shady side of the same tree may be yellow*) and to explain why you might see different colors on the same tree from one year to the next (*vivid colors appear after a warm dry summer*). Language use is generally appropriate and errors in conventions (a missing comma) do not hinder comprehension.

5. Score Point: 1

The response provides an explanation (*sunlight* and *weather conditions*) that is supported by partial information from the text (*leaves in direct sunlight may turn red, while those on the shady side may be dull brown* and *combination of weather conditions*). Language use is occasionally imprecise (*For leaves in* and *The reason of why*) and errors in conventions (*what change leaf color*) do not hinder comprehension.

QUESTION #7

In order for my friend to have a variety of vivid colorr on her treer, she must plant different typer of treer. She can plant a celtis spp. tree for green to a dull yellow color, a sugar Maple tree for bright yellow to orange color and a Red Maple tree for red to a purple color, according to the graphic. These treer are great for varicus colorr because they are all unique. The fall season reactr differently with each type of tree, servering the leaf's tissue and altering the chlorphyl flow. The fall season's conditionr (climate, temperature, sunlight) also impact the changing color of the tree's leaf providing great luminous variety of vivid colors for my friend.

Score Point: 2

The response presents a well-developed paragraph that demonstrates a basic understanding of the text and graphic. The response recommends three trees that are good choices for a variety of vivid colors using information from the graphic (*She can plant a celtis spp. tree for green to a dull yellow color, a sugar Maple tree for bright yellow to orange color and a Red Maple tree for red to a purple color*), as well as information from the text [*The fall season's conditions (climate, temperature, sunlight) also impact the changing color*]. Language use is appropriate and errors in conventions (inappropriate capitalization, *servering, chlorophyl, leaf* for "leaves", *providing great luminous*) do not hinder comprehension.

The trees that I would recommend to my friend would be Red Maple, Sugar Maple, and a Persimmon. These three trees are good choices because they range in color from green to dull Yellow, bright Yellow to orange, and red to purple. If my friend wants the colors to stand out, she needs to plant them in a spot where they will be exposed to the sunlight as often as possible otherwise, the leaves may turn a dull yellow instead of the vibrant colors she wants.

Score Point: 2

The response presents a well-developed paragraph that demonstrates a basic understanding of the text and graphic. The response recommends three trees that are good choices for a variety of vivid colors using information from the graphic (*Red Maple, Sugar Maple, and a Persimmon...because they range in color from green to dull Yellow, bright Yellow to orange, and red to purple*), as well as information from the text (*plant them in a spot where they will be exposed to the sunlight...Otherwise, the leaves may turn a dull yellow instead*). Language use is appropriate and errors in conventions (inappropriate capitalization) do not hinder comprehension.

For a variety of vivid colors on your tree during fall you should buy a Sugar Maple, Red maple and Sweetgum. A Sugar Maple is a good choice because of the bright yellow to orange color that it has, it goes with the fall colors. The Red maple and Sweetgum are nice because of its unique colors of Red and purple leaves. Fallen leaves provide nature with a fertile forest floor.

Score Point: 1

The response provides an explanation that is supported by partial information from the graphic (*A sugar Maple...because of the Bright yellow to orange color...The Red maple and sweetgum...because of its unique colors of Red and purple*). The response provides information from the text that is not relevant to the task (*Fallen leaves provide nature with a fertile forest floor*). Language use is appropriate and errors in conventions (inappropriate capitalization, a comma splice, *are nice because of its*) do not hinder comprehension.

Component A – Module 3 – Question # 7

Three treer that would be good for a Verity of color are, Elms, Ginkgo and Red Oaks. The reason behind this is that they each are diffrent colors. Be sure to keep them in full sunlight

Score Point: 1

The response provides an explanation that is supported by overly general information from the graphic (*Elms, Ginko and Red Oaks… they each are different colors*), and partial information from the text (*Be sure to keep them in full sunlight*). Language use is generally appropriate and errors in conventions (*varity*, a misplaced comma, inappropriate capitalization, a missing period) do not hinder comprehension.

Component A – Module 3 – Question # 7

There are many different types of trees. I would most recommend Oak, Walnut, and Pine trees. Oak & Walnut because they are expensive wood. And Pine because they can be used for xmas trees

Score Point: 0

The response recommends three trees (*Oak, Walnut, and Pine*) but demonstrates no understanding of the task (*because they are expensive wood...because they can be used for xmas trees*).

PRACTICE SET

There Are plenty of trees with very brillant colors to them. Due to the weather and season change, there are but a few that are very extravagent. Sugar maples are that in high red Color.

Vivid, colorful foliage varies from tree to tree, however, certain species are known for their specific color. To create a yardful of beautiful tones when autumn comes around, red maples, cucumbertrees, and black gums would all be excellent choices. These, among others, are renowned for gorgeous and bright rainbows of color which reflect the autumns many remember of past seasons.

Carla wants trees with many vivid colors during fall. The trees I would recomed her would be birches and black maple to give it a yellow/orange color. Two others would be red maple and red oak. these would give her a hint of redish purple affect. When these colors blend they will make a very colorful yard. Carla would have to make sure to expose them to different amounts of sunlight or rain when they are growing. Trees that are planted in bright sunlight will turn red but the ones in the shade will be yellow. Also warm dry summer and early fall rains make the most vivid colors. These are the trees most suited for her liking.

A red maple will have a red and purple color. A cucumbertree will have a bright yellow to orange color. A elm will have green to a dull yellow color.

If my friend wanted to have a vivid colored yard in the fall, the three trees I would tell them to pick would be an elm tree, Black maple, and Red Maple. I chose these three because they are located in seperate color categories on the graphic. The colors range from Green, yellow, bright yellow, orange, red or purple. That would be a colorful yard.

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 (*Due to the weather and season change*). The response contains no information from the graphic. Language use is occasionally imprecise (*there are but a few that are very extravagent* and *are that in*) and errors in conventions (*brillant* and *extravagent*) do not hinder comprehension.

2. Score Point: 1

The response implies an explanation that is supported with partial information from the graphic (*certain species are known for their specific color; red maples, cucumbertrees, and black gums; These...are renowned for gorgeous and bright rainbows of color*). Language use is appropriate and errors in conventions (a comma splice) do not hinder comprehension.

3. Score Point: 2

The response presents a well-developed paragraph that demonstrates a basic understanding of the text and the graphic. The response recommends three trees that are good choices for a variety of vivid colors using information from the graphic (*The trees I would recomed her would be birches and black maple to give it a yellow/orange color. Two others would be red maple and red oak. these would give her a hint of redish purple affect*), as well as information from the text (*Carla would have to make sure to expose them to different amounts of sunlight or rain...Trees that are planted in bright sunlight will turn red but the ones in the shade will be yellow. Also warm dry summer and early fall rains make the most vivid colors*). Language use is generally appropriate and errors in conventions (*recomed*, missing word, *redish,* inappropriate capitalization, *affect* for "effect", missing commas, *for* for "to") do not hinder comprehension.

4. Score Point: 1

The response provides an explanation that is supported with overly general information from the graphic (*A red maple...a red and purple color. A cucumbertree...a bright yellow to orange color. A elm...green to a dull yellow color*). The response contains no information from the text. Language use is generally appropriate and errors in conventions (*A elm*) do not hinder comprehension.

5. Score Point: 1

The response provides an explanation that is supported with overly general information from the graphic (*elm tree, Black maple, and Red Maple* and *because they are located in seprate color categories on the graphic. The colors range from Green, yellow, bright yellow, orange, red or purple*). The response contains no information from the text. Language use is appropriate and errors in conventions (inappropriate capitalization) do not hinder comprehension.