

**NEW YORK STATE
COMPONENT RETEST**

**ENGLISH
COMPONENT B
MODULE 2**

THURSDAY, APRIL 25, 2002

**SCORING KEY
AND
RATING GUIDE**

Multiple Choice Key

1	2
2	1
3	4
4	2
5	3

After the tragedy of September 11, the module originally chosen for Component B, Module 2 was deemed to be inappropriate for use on this examination. The content of one of the passages may have been upsetting to students. Therefore, a module from last year's component retesting was substituted.

ITEM 6

COMPONENT B

(used for 2-point responses that only refer 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

- 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
- 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 highest score.

Directions: Read the passages on the following pages (a memoir 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

Impressions of an Indian Childhood

5 Soon after breakfast, mother sometimes began her beadwork. On a bright clear day, she pulled out the wooden pegs that pinned the skirt of our wigwam to the ground, and rolled the canvas part way up on its frame of slender poles. Then the cool morning breezes swept freely through our dwelling, now and then wafting the perfume of sweet grasses from newly burnt prairie.

10 Untying the long tasseled strings that bound a small brown buckskin bag, my mother spread upon a mat beside her bunches of colored beads, just as an artist arranges the paints upon his palette. On a lapboard she smoothed out a double sheet of soft white buckskin; and drawing from a beaded case that hung on the left of her wide belt a long, narrow blade, she trimmed the buckskin into shape. Often she worked upon small moccasins for her small daughter. Then I became intensely interested in her designing. With a proud, beaming face, I watched her work. In imagination, I saw myself walking in a new pair of snugly fitting moccasins. I felt the envious eyes of my playmates upon the pretty red beads decorating my feet.

15 Close beside my mother I sat on a rug, with a scrap of buckskin in one hand and an awl in the other. This was the beginning of my practical observation lessons in the art of beadwork. From a skein of finely twisted threads of silvery sinews my mother pulled out a single one. With an awl she pierced the buckskin, and skillfully threaded it with the white sinew. Picking up the tiny beads one by one, she strung them with the point of her thread, always twisting it carefully after every stitch.

20 It took many trials before I learned how to knot my sinew thread on the point of my finger as I saw her do. Then the next difficulty was in keeping my thread stiffly twisted, so that I could easily string my beads upon it. My mother required of me original designs for my lessons in beading. At first I frequently ensnared many a sunny hour into working a long design. Soon I learned from self-inflicted punishment to refrain from drawing complex patterns, for I had to finish whatever I began.

25 After some experience I usually drew easy and simple crosses and squares. These were some of the set forms. My original designs were not always symmetrical nor sufficiently characteristic, two faults with which my mother had little patience. The quietness of her oversight made me feel strongly responsible and dependent upon my own judgment. She treated me as a dignified little individual as long as I was on my good behavior; and how humiliated I was when some boldness of mine drew forth a rebuke from her!

30 In the choice of colors she left me to my own taste. I was pleased with an outline of yellow upon a background of dark blue, or a combination of red and myrtle-green. There was another of red with a bluish gray that was more conventionally used. When I became a little familiar with designing and the various pleasing combinations of color, a harder

40

lesson was given me. It was the sewing on, instead of beads, some tinted porcupine quills, moistened and flattened between the nails of the thumb and forefinger. My mother cut off the prickly ends and burned them at once in the centre fire. These sharp points were poisonous, and worked into the flesh wherever they lodged. For this reason, my mother said, I should not do much alone in quills until I was as tall as my cousin Warca-Ziwin.

– Gertrude Simmons Bonnin

© 1900 Gertrude Simmons Bonnin, as first published in *The Atlantic Monthly*.

Passage II

Looking for Indians

My head filled with tv images
of cowboys, warbonnets and renegades,
I ask my father
what kind of Indian are we, anyway.
5 I want to hear Cheyenne, Apache, Sioux
words I know from television
but he says instead
Abenaki. I think he says Abernathy
like the man in the comic strip
10 and I know that's not Indian.

I follow behind him
in the garden
trying to step in his exact footprints,
stretching my stride to his.
15 His back is brown in the sun
and sweaty. My skin is brown
too, today, deep in midsummer,
but never as brown as his.

I follow behind him like this
20 from May to September
dropping seeds in the ground,
watering the tender shoots
tasting the first tomatoes,
plunging my arm, as he does,
25 deep into the mounded earth
beneath the purple-flowered plants
to feel for potatoes
big enough to eat.

I sit inside the bean teepee
30 and pick the smallest ones
to munch on. He tests
the corn for ripeness
with a fingernail, its dried silk
the color of my mother's hair.
35 We watch the winter squash grow hips.
This is what we do together
in summer, besides the fishing
that fills our plates unfailingly
when money is short.

40 One night
my father brings in a book.
See, he says, Abenaki,
and shows me the map
here and here and here
45 he says, all this
is Abenaki country.
I remember asking him
what did they do
these grandparents
50 and my disappointment
when he said no buffalo
roamed the thick new england forest
they hunted deer in winter
sometimes moose, but mostly
55 they were farmers
and fishermen.

I didn't want to talk about it.
Each night my father
came home from the factory
60 to plant and gather,
to cast the line out
over the dark evening pond,
with me, walking behind him,
looking for Indians.

– Cheryl Savageau

“Looking for Indians” by Cheryl Savageau, from
Dirt Road Home (Curbstone Press, 1995).
Reprinted with permission of Curbstone Press.
Distributed by Consortium.

The University of the State of New York
COMPONENT RETEST IN ENGLISH
COMPONENT B -SET 2

Tuesday, May 8, 2001 -9:00 to 9:50 a.m., only

ANSWER SHEET

Student.....Sex: M IF

School.....Grade.....Teacher.....

Multiple-Choice Score	(max 5)
Short Response 6 Score	(max 2)
Short Response 7 Score	(max 2)
Total Score Component B - Set 2	(max 9)

Write your answers to the multiple-choice questions here.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Write your answer to question 6 here.

Childhood memories bring out a persons true feelings about themselves and their families. Passage I presents the reader with a young Indian girl who is proud of her heritage and family. While her mother does beadwork, she sits close by and attempts to learn the artistic skill herself. She looks up to her mother and hopes to have just as much skill as her someday. "With a proud, beaming face, I watched her work." Passage II on the other hand presents the reader with a girl who is disappointed because her ancestors are not like the Indians in the movies she watches. She wanted to be a Cheyenne, an Apache, or even a Sioux, but instead hears that she is an Abenaki. She is upset that her ancestors were mostly farmers and fishermen, and not hunters.

Score Point: 2

The response presents a well-developed paragraph demonstrating a good understanding of the texts. An appropriate controlling idea is established (*bring out a persons true feelings about themselves and their families*) and supported with clear and appropriate details from both texts. This response is considered a strong score point 2.

The University of the State of New York
COMPONENT RETEST IN ENGLISH
COMPONENT B-SET 2

Tuesday, May 8, 2001 -9:00 to 9:50 a.m., only

ANSWER SHEET

Student..... Sex: M F

School..... Grade..... Teacher.....

Component B - Set 2	
Multiple-Choice Score	(max 5)
Short Response 6 Score	(max 2)
Short Response 7 Score	(max 2)
Total Score Component B - Set 2	(max 9)

Write your answers to the multiple-choice questions here.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Write your answer to question 6 here.

Childhood memories that the individual remembers as important to him or her are always very vivid when described. In the passage "Impressions of an Indian child," the child individual can still remember the smells in the air and the exact routine ~~write~~ her mother did when she was getting ready to read. The same thing goes on in the passage poem "Looking for Indians," when the narrator remembers the exact questions she asked and the exact answers she got. Important childhood memories are always vividly remembered.

Score Point: 2

The response demonstrates a basic understanding of both texts. An appropriate controlling idea is established (*important childhood memories are always vividly remembered*) and supported with appropriate details from both texts. This response is considered a lower score point 2 in terms of the amount of clear and appropriate details given to support the controlling idea.

COMPONENT RETEST IN ENGLISH

COMPONENT B — SET 2

Tuesday, May 8, 2001 -9:00 to 9:50 a.m., only

ANSWER SHEET

Multiple-Choice Score	_____ (max 5)
Short Response 6 Score	_____ (max 2)
Short Response 7 Score	_____ (max 2)
Total Score Component B-Set 2	_____ (max 9)

Student..... Sex: M F

School..... Grade..... Teacher.....

Write your answers to the multiple-choice questions here.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Write your answer to question 6 here.

Childhood memories can help a person to connect with their parents. These memories show how a common bond can bring people together. For example, in the poem "Looking for an Indian's Road", the narrator uses gardening as a stepping stone to follow his father so that he can be more like him. This is suggested when he said "I follow behind him in the garden trying to step in his exact footprints, stretching my stride to his!" This is also evident in the passage, "Impressions of an Indian Childhood".

Score Point: 1

The response presents a controlling idea (*memories show how a common bond can bring people together*). Support from the poem has clear and appropriate details. However, the response lacks clear and appropriate details from the memoir.

The University of the State of New York
COMPONENT RETEST IN ENGLISH
COMPONENT B -SET 2
Tuesday, May 8, 2001 — 9:00 to 9:50 a.m., only

ANSWER SHEET

Component B - Set 2	
Multiple-Choice Score	(mx 5)
Short Response 6 Score	(max 2)
Short Response 7 Score	(max 2)
Total Score Component B - Set 2	(max 9)

Student Sex: IM OF

School..... Grade..... Teacher.....

Write your answers to the multiple-choice questions here.

1_____ 2_____ 3_____ 4_____ 5_____

Write your answer to question 6 here.

In Both of these passages there is a background of Indian culture. In Passage I the girl is an indian and lives with her indian family. In Passage II the child knows his grandparents are indians but not like the ones seen on TV. Both of these passages have childhood memories about indians and their hard work and closeness with nature.

Score Point: 1

The response identifies a controlling idea (*background of Indian culture*). The support is only partial and not very well connected to childhood memories (*there hard work and closeness with nature*).

PRACTICE SET

The University of the State of New York
COMPONENT RETEST IN ENGLISH
COMPONENT B -SET 2

Tuesday, May 8, 2001 — 9:00 to 9:50 a.m., only

ANSWER SHEET

Student.....Sex: M IF

School.....Grade.....Teacher.....

Write your answers to the multiple-choice questions here.

1_____ 2_____ 3_____ 4_____ 5_____

Write your answer to question 6 here.

Childhood memories is very essential and significant in someone's life. The joy and happiness that comes with your memories is very resourceful and healthful to one's life. Impressions of an Indian childhood by Gertrude Simmons Bonnin and Looking for Indians a poem written by Cheryl Savageau both convey how important childhood memories are.

Component B - Set 2	
Multiple-Choice Score	(max 5)
Short Response 6 Score	(max 2)
Short Response 7 Score	(max 2)
Total Score Component B - Set 2	(max 9)

The University of the State of New York
COMPONENT RETEST IN ENGLISH
COMPONENT B -SET 2

Tuesday, May 8, 2001 -9:00 to 9:50 a.m., only

ANSWER SHEET

Student..... Sex: M F

School..... Grade..... Teacher.....

Write your answers to the multiple-choice questions here.

1_____ 2_____ 3_____ 4_____ 5_____

Write your answer to question 6 here.

Lessons of childhood memories have always been remembered. In Impressions of an Indian childhood the child learns while sitting on rug with his mother. The practical observation lesson is the art of beadwork. In Looking for Indians, he learns by following behind his dad's footsteps. He drops seeds in ground. water + water them.

Component B - Set 2

Multiple-Choice
Score (max 5)

Short Response 6
Score (max 2)

Short Response 7
Score (max 2)

Total Score
Component B -
Set 2 (max 9)

Multiple-Choice
Score (max 5)

Short Response 6
Score (max 2)

Short Response 7
Score (max 2)

Total Score
Component B -
Set 2 (max 9)

The University of the State of New York

COMPONENT RETEST IN ENGLISH

COMPONENT B — SET 2

Tuesday, May 8, 2001 — 9:00 to 9:50 a.m., only

ANSWER SHEET

Student Sex M F

School Grade Teacher

Write your answers to the multiple-choice questions here.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Write your answer to question 6 here.

Childhood memories looking up to their parents. In Passage I the girl watches her mother and wants to learn how to bead like her mother. She watches every move she makes. "With an awl she pierced the buckskin, and skillfully threaded it with the white sinew". From watching her mom she began to do simple crosses and squares. In Passage II, she followed her father around. From every step he took she tried to do the same step. She tasted the first tomato by plunging her arm as her father does. Both passages they follow what their parents do that a memory that they have.

The University of the State of New York
COMPONENT RETEST IN ENGLISH
COMPONENT B - SET 2

Tuesday, May 8, 2001 -9:00 to 9:50 a.m., only

ANSWER SHEET

Student..... Sex: C M F

School..... Grade..... Teacher.....

Write your answers to the multiple-choice questions here.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Write your answer to question 6 here.

The two passages show different attitudes towards parents. "Impressions of an Indian Childhood" has a tone of deep respect as shown between Bonnin and her mother. "Looking for Indians" shows us the thoughts of a confused child that has only been exposed to the Indian culture through television. In both passages, we can see why the memories of a child are different from that of an adult. Children do not have a true understanding of how the world works. Bonnin must pay attention to what her mother does to avoid messing up her artwork. Savageau doesn't understand why her ancestors are not like the Indians on television.

Component B - Set 2	
Multiple-Choice Score	(max 5)
Short Response 6 Score	(max 2)
Short Response 7 Score	(max 2)
Total Score Component B, Set 2	(max 9)

The University of the State of New York
COMPONENT RETEST IN ENGLISH
COMPONENT B -SET 2
Tuesday, May 8, 2001 -9:00 to 9:50 a.m., only

ANSWER SHEET

Student.....Sex: M F

School.....Grade.....Teacher.....

Write your answers to the multiple-choice questions here.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Write your answer to question 6 here.

Childhood memories depend greatly on the adults or parents raising the child. In both passages you witness the children admiring their parents and striving to be ~~similar~~ just like them.

In ~~the~~ Passage I the child remembers fond memories about their mother. These memories include specifics on sewing moccasins. The child takes interest after watching the mother and strives to do the same kind of work (art).

In Passage II, the child follows her father closely. She compares her father to her and finds ~~many~~ similarities. Memories of picking vegetables with both parents are remembered and rememized.

Component fl -Set 2

Multiple-Choice
Score (max 5)

Short Response 6
Score (max 2)

Short Response 7
Score (max 2)

Total Score
Component B -
Set 2 (max 9)

**PRACTICE SET
KEY AND
ANNOTATIONS
FOR # 6**

NEW YORK ENGLISH
Component B, Set 2
Practice Set Annotations
Item 6

1. Score Point: 1

The response contains an unclear controlling idea (*the joy and happiness that comes with your memories is very resourceful and Healthful to one's life*). Although both texts are mentioned, there is virtually no support for the controlling idea. This response is considered a very low score point 1.

2. Score Point: 1

The response presents a controlling idea (*lessons of childhood memories have always been remembered*), but the support is partial and overly general. The response exhibits errors in conventions that may hinder comprehension (*the practical observation lessons in the art of beadwork*).

3. Score Point: 2

The response demonstrates a basic understanding of both texts and establishes an appropriate controlling idea (*looking up to their parents*). Support contains clear and appropriate details from both texts. The response exhibits errors in conventions that do not hinder comprehension.

4. Score Point: 2

The response presents a well-developed paragraph that demonstrates a good understanding of both texts. An appropriate controlling idea is established (*different attitudes towards parents*) and supported with clear and appropriate details from both texts (*tone of deep respect vs thoughts of a confused child*).

5. Score Point: 1

The response presents a controlling idea (*children admiring their parents and striving to be just like them*). The supporting details from the memoir are clear and appropriate. However, the discussion of the poem is confused and does not demonstrate a basic understanding of the text (*memories of picking vegetables with both parents are remembered and remeniced*).

ITEM 7

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

Write your answer to question 7 here.

The theme of "Looking for Indians" is that children do not understand everything. Savageau is confused as to why her Abonaki ancestors do not follow the television stereotypes. She is disappointed when she is told that her ancestors didn't hunt buffalo and didn't occupy the west. She didn't want to talk about it anymore with her father because she didn't understand his ways.

Score Point: 2

The response presents a well-developed paragraph explaining the use of theme in the poem. The writer explains how the theme (*children do not understand everything*) develops the passage with clear and appropriate evidence from the text.

Write your answer to question 7 here.

In passage 11, Looking for Indians, irony is used. In the title and at the very end of the passage the narrator says Looking for Indians. This is ironic because the little boy will never find out what he is looking for. His idea of Indians are the ones he sees on tv, when in actuality he is an Indian. The Indians he dreams of are ones with feathers in the hair. You cant actually look for Indians, when you are one.

Score Point: 2

The response presents a well-developed paragraph explaining the use of irony in the poem. The explanation is supported with clear and appropriate evidence from the text (*you cant actually look for Indians when you are one*).

Write your answer to question 7 here.

In *Impressions of an Indian Childhood* the author uses the literary technique of figurative language to help ~~connect~~ get her point across. She does this by vividly describing the day with her mother. The use of figurative language helps the reader better understand the importance of that day.

Score Point: 1

The response chooses a literary technique (*figurative language*) but provides only partial and overly general support.

Write your answer to question 7 here.

In passage 1 the author uses ^{his} point of view to tell the story. He describes what his mother is doing and what ^{the} child thinks the mother is thinking. He is very descriptive in telling what the child is doing and watching ^{what} her mother does. He used first person point-of-view to tell the story.

Score Point: 1

The response mentions a literary element (*point of view*) but the support given seems to discuss the use of description. As a result of a lack of appropriate support, this response is considered a low score point 1.

Write your answer to question 7 here.

In Passage 11 the author uses characterization to develop a passage. The author describes the father as when he is in the field. His "back is brown in the sun and sweaty".

Score Point: 1

The response chooses a literary element (*characterization*) but the support given is partial and fails to show how the author uses that element to develop the passage.

PRACTICE SET

Write your answer to question 7 here.

In the passage "Impressions of an Indian child" by Gertrude Simmons Bonnin Imagery is used. Imagery is a literary technique which means to describe an object or a scene so vividly that an image forms in the reader's mind.

Bonnin uses Imagery to develop her passage. She writes "Then the cool morning breezes swept freely through our dwelling, now and then wafting the perfume of sweet grasses from newly burnt prairie", to describe the day that the story begins in. By writing "close beside my mother I sat on a rug, . . . always twisting it carefully after every stitch, Bonnin invites the reader to see how she learned beadwork by describing it.

Imagery is also used when Bonnin writes "In the choice of colors she left to my own taste. . . . Conventionally used." to almost let the reader see through her eyes what she saw.

Write your answer to question 7 here.

A specific literary technique was used in the passage "Looking for Indians" by Cheryl Savageau.

One such technique is irony. In this passage Savageau talks about "Looking for Indians".

This is ironic because he is Indian and is surrounded by Indians all the time.

Write your answer to question 7 here.

The literary element that was used by narrator in Passage 1 is mostly imagery. It illustrated the work of Indian art through the whole story. It also helps to bring out the worthy and how valuable the pieces were from working.

In second Passage, there's an irony between the title and the actual story. The narrator

Write your answer to question 7 here.

The author of passage II uses imagery in order to set the feelings of the reader. From line 50, where it says, "My head filled with TV images," all the way through to line 60 where the pond where they search for Indians is described. Authors use imagery so the reader is able to get more involved. If while reading a passage, you feel as though you are a part of the life of the narrator, you will have the desire to read on. As the images become clearer, the reader becomes more enticed. As the reader wants to know more, they read on and thus, there is a magnificent cycle in which a good author must abide by. Cheryl Savageau, the author of this passage was successful in "painting the picture" for the reader.

**PRACTICE SET
KEY AND
ANNOTATIONS
FOR # 7**

NEW YORK ENGLISH
Component B
Practice Set Annotations
Item 7

1. Score Point: 2

The response presents a well-developed paragraph explaining the use of imagery in the memoir. The explanation of imagery is clear (*describ an object or/and a scene so vividly that an image forms in the readers mind*) and is supported with clear and appropriate evidence from the text.

2. Score Point: 1

The response chooses the literary technique irony as used in the poem. The support given is appropriate but too partial to receive a score point 2.

3. Score Point: 1

The response chooses imagery but provides absolutely no support as to how the author uses imagery to develop the passage. Therefore, this response is considered a very low score point 1.

4. Score Point: 1

The response chooses the literary technique of imagery for the memoir but gives only partial, unclear support from the text. The response also identifies a technique (*irony*) from the poem but this does not help the response, since no support is given.

5. Score Point: 2

The response presents a well-developed paragraph which provides a clear and appropriate explanation of the use of imagery in the poem. The response provides sufficient evidence from the text (*my head filled with TV images and the pond where they search for Indians is described*) to support the explanation.
