

NEW YORK STATE COMPONENT RETEST

ENGLISH COMPONENT B MODULE 3

FRIDAY, APRIL 26, 2002

SCORING KEY AND RATING GUIDE

Multiple Choice Key

1	3
2	2
3	2
4	4
5	2

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.

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

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

Passage I

Little Dog

5 Not that she thought about it very much. Miss Briggs was too used to facing the world alone, minding her own business, and going her own way. But one summer, while returning from Michigan, where she had taken her two weeks' rest, as she came through Cleveland, on her way from the boat to the station there, she happened to pass a dog shop with a window full of fuzzy little white dogs. Miss Briggs called to the taxi man to stop. She got out and went in. When she came back to the taxi, she carried a little white dog named Flips. At least, the dealer said he had been calling it Flips because its ears were so floppy.

10 "They just flip and flop," the man said, smiling at the tall middle-aged woman.

"How much is he? Miss Briggs asked, holding the puppy up.

"I'll let you have him for twenty-five dollars," the man said.

15 Miss Briggs put the puppy down. She thought that was a pretty steep price. But there was something about Flips that she liked, so she picked him up again and took him with her. After all, she allowed herself very few indulgences. And somehow, this summer, Miss Briggs sort of hated going back to an empty flat—even if it did overlook the park.

20 Or maybe it was because it overlooked the park that had made it so terrible a place to live lately. Miss Briggs had never felt lonely, not *very* lonely, in the old house after her mother died. Only when she moved to the flat did her loneliness really come down on her. There were some nights there, especially summer nights, when she thought she couldn't stand it, to sit in her window and see so many people going by, couple by couple, arms locked, or else in groups, laughing and talking. Miss Briggs wondered why she knew no one, male or female, to walk out with, laughing and talking. She knew only the employees where she worked, and with whom she associated but little (for she hated to have people know her business). She knew, of course, the members of the Women's Civics Club, but in a cultural sort of way. The warmth of friendship seldom mellowed her contacts there. Only one or two of the clubwomen had ever called on her. Miss Briggs always believed in keeping her distance, too. Her mother used to say she'd been born poor but proud, and would stay that way until the end.

25 "Folks have to amount to something before Clara takes up with them," old Mrs. Briggs always said. "Men'll have a hard time getting Clara."

35 Men did. Now, with no especial attractions to make them keep trying, Miss Briggs, tall and rail-like, found herself left husbandless at an age when youth had gone.

40 So, in her forty-fifth year, coming back from a summer boardinghouse
in Michigan, Miss Briggs bought herself a little white dog. When she got home,
she called on the janitor and asked him to bring her up a small box for Flips.
The janitor, a tow-headed young Swede, brought her a grapefruit crate from the
A & P. Miss Briggs put it in the kitchen for Flips.

45 She told the janitor to bring her, too, three times a week, a dime's worth of
dog meat or bones, and leave it on the back porch where she could find it when
she came home. On other nights Flips ate dog biscuits.

—Langston Hughes

From THE WAYS OF WHITE FOLKS by Langston Hughes
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Passage II

Family Dog

A succession of Newfoundlands
of diminishing nobility
and with names like English maids—
Flossie, Rosie, Nelly—
5 gave way, long after I'd left,
to this hyperactive black lab
who (like me?) never grew up,
always the exuberant puppy
to almost everyone's annoyance,
10 and whose name—Jess—is so much
like my own that when I'm home
and hear my father call the dog
or say his name in irritation
when he's gotten in the garbage
15 or chewed up someone's shoe,
I'm forced to relive an unpleasant
split second I lived many times
as a teenager, when my father
and I were chronic enemies—
20 a quick shock through my heart
and the thought, *Oh God, what
have I done now?* Followed now
by the realization, *It's only the dog,*
a sigh of relief, a quiet laugh . . .
25 I'm almost always fooled,
as if the pitch of my father's voice
triggered some switch
in my nervous system, my body
still wired for sound
30 decades later, bringing back,
before I have time to think,
the fear, the rancor,
things I would rather forget,
the way a dog forgets
35 and always comes back, comes home
when his name is called,
knowing his master loves him.

—Jeffrey Harrison

QUESTION #6

6 or 11

Often in life, a pet can fill a void in a person's life. Many times, when someone becomes lonely, or feels there is a social or emotional rift in their life, they will purchase or adopt a pet. This is seen in both Little Dog, by Langston Hughes, and in Family Dog, by Jeffrey Harrison. In Hughes Little Dog, a pet fulfills a emotional and social need of a middle aged woman named Clara. The passage by Hughes states Clara is lonely, and the dog "Flip" fills this void. In Family Dog, by Jeffrey Harrison, the dog "Jess" takes on a slightly different role. We see the dog take the place of a family member who has moved out. It's ^(the dog's) name is similar, and the author even hints it behaves and is treated the same as himself. In this case, the dog fills a void where a family member has left, in a social sense. In both works, we see how pets can be used to substitute a need usually fulfilled by humans.

Score Point: 2

The response presents a well - developed paragraph demonstrating a basic understanding of the texts. An appropriate controlling idea is established (*a pet can fill a void in a person's life*) and supported with clear and appropriate details from both texts (*a pet fulfills a emotional and social need of a middle aged woman named Clara and In this case, the dog fills a void where a family member has left, in a social sense*). The response concludes by tying together the controlling idea with both passages (*In both works, we see how pets can be used to substitute a need usually fulfilled by humans*). The language is appropriate (*social or emotional rift*) and errors in conventions do not hinder comprehension (*fufills, a emotional, It's name*).

6 or 11

Pets are extremely important because they assimilate into the family and become almost like a family member. Whether purchased to fill a void, or simply to amuse the family, pets become adored and cherished. Miss Briggs in the "Little Dog" purchased Flips to fill the void of a companion. The importance of the dog becomes apparent when she tells the janitor to bring her "three times a week, a dime's worth of dog meat or bones." The "hyperactive lab" in "The Family Dog" is also important because although he is annoying, he "always comes back, comes home when his name is called, knowing his master loves him." The last sentence proves that the dog's family cares about him and therefore, he is important. In both passages the relationship created between man and his pet is prevalent and the importance of that pet is apparent by actions and feelings.

Score Point: 2

- The response presents a well – developed paragraph demonstrating a basic understanding of the texts. An appropriate controlling idea is established (*Pets are extremely important because they assimilate into the family and become almost like a family member*), and supported with clear and appropriate details from both texts (*Miss Briggs...purchased Flips to fill the void and because although he is annoying, he "always comes back, comes home when his name is called, knowing his master loves him."* The last sentence proves that the dog's family cares about him and therefore, he is important). The language use is appropriate (*fill the void, becomes apparent, prevalent*).

6 or 11

What is the importance of pets? Why do you need them? I have learned that a major reason people should have pets because the need to so called fill and "empty flat" in the persons life. Taken out of passage 1 "empty flat" to me sounds like to replace something that you have lost in your life or something that will make your life a little bit more meaningful. In passage 1 ~~the~~ the importance of her having a pet is to fill her need of loneliness and she conquered it by getting a companion and that is also why you would need them. In the second passage, it is not really relating to how the dog is helping out but it is how this person sees a dog. The person sees it as a means to escape. He or she wants to be like a dog sometimes because they have short memory and they forget things that has happened to them. And this person is trying to forget what happened to them.

Score Point:2

The response presents a well – developed paragraph demonstrating a basic understanding of the texts. An appropriate controlling idea is established (*to so called fill an "empty flat" in the ppleas life*) and supported with clear and appropriate details from both texts (*the importance of her having a pet is to fill her need of loneliness and she conquered it by getting a companion and He or she wants to be like a dog sometimes because they have short memory and they forget things that has happened to them. And this person is trying to forget what happennd to them*). Errors in conventions do not hinder comprehension (*pets because the need, persons life, lonlneyess, they have short memory*).

6 or 11

From little examination of the two passages, it's very easy to see that the idea that pets are very much like people, and thus, are just as important as people, is valid. In "Passage I", "Little Dog", Miss Briggs truly found affection in the pup Flips when no other companion was around for company. Suggestion that sometimes pets are better than people? Take that for what it's worth, but regardless, the basic premise that a pet, after 45 ~~year~~ years of tribulation (of Ms. Briggs) would be there w/love is truly saying something about pets. In "Passage II", "Family Dog", the representation of pets conveys the same idea. "Whose name - Jess - is so much like my own..."; this quote shows that besides a tangible coincidence of the name, its hidden overtone suggests that the dog is so much like the child. The child and the dog are like brothers - the dog is family - a person. Also, in quote: "Who (like me?) never grows up..." shows this parallelism again. The same idea holds for both texts, as pets are truly important as they are one of us.

Score Point: 1

The response presents a controlling idea (*pets are very much like people, and thus, are just as important as people*). Although some appropriate details are provided (*Miss Briggs truly found affection in the pup Flips when no other companion was around for company and The child and the dog are like brothers*), much of the support is confusing, general and/or contains imprecise language (*Suggestion that sometimes pets are better than people? Take that for what it's worth, but regardless, the basic premise that a pet, after 45 years of tribulation (of Ms Briggs) would be there w/love is truly saying something about pets*).

6 or 11

Pets have great significance in peoples lives. They can be a guard or even a best friend. Pets give people a sense of belonging in a society where they might not feel loved anymore. The beauty of pets, is that they will love you no matter who you are, what you do, or what you believe, pets have an unconditional love for their families. Pets are the greatest companion someone could ever have. This is shown in "Little Dog" by Langston Hughes. Miss Briggs is a very lonely individual who sets high standards, so a pet makes her feel good. In "Family Dog" by Jeffrey Harrison, the families dog makes the young boy feel like he has something in common with someone. The boys father yells at the son a lot, causing them to be enemies, but the father also yells at his son, making the boy feel inferior. But when the father yells at the dog as well, the boy feels better, he feels as though he can relate to someone. ~~the~~

Score Point: 1

The response presents a controlling idea (*Pets are the greatest companion someone could ever have*). Support is general, as in the first six lines of the response, or contains connections that are confusing (*Miss Briggs is a very lonely individual who sets high standards, so a pet makes her feel good and The boys father yells at the son a lot, causing them to be enemies, but the father also yells at his son, making the boy feel inferior*). Although some support is clear (*when the father yells at the dog as well, the boy feels better, he feels as though he can relate to someone*), there is too much confusion in the response to demonstrate a basic understanding of the texts.

PRACTICE SET

6 or 11

Pets are an important factor in life. They can keep us company, make us happy, give us someone to care for & they can be someone for us to care for. In "Little Dog" by Langston Hughes, Clara Briggs ~~was~~ was living a lonely life. She didn't have any friends, & after her mother died she moved away from home she was living by herself in her apartment overlooking a park that was crowded with people most of the time. That made her lonely. On her way home from a trip, she bought a dog named Fips. Fips was ~~something~~ for Clara to care for & love. She now had something in her life that would care for her, too.

In the poem "Family Dog" by Jeffrey Harrison, Jess; a family dog, was something Jeffrey could relate with. Jeffrey thought his dad still treated him like a kid even though he was a teenager. Everytime his dad would yell at the dog, Jeffrey thought he was yelling at him.

Pets are something a lot of people can relate to. Just like humans, pets have feelings, & are part of the family.

6 or 11

Pets are a very important part of people's lives. They can be playmates a security means or just a friend. Flips was a new friend to Miss Briggs, probably one of her only friends. In the "family dog" the dog symbolizes that the son like the dog can always come home.

6 or 11

Pets are very important in the aspect that they help people cope and help keep them young. In Little Dog, by Langston Hughes, Miss Briggs buys Flips to keep her company. She does not want to go back to her empty flat alone. Flips is her way of coping and her way of losing the loneliness. In Family Dog, by Jeffrey Harrison, he says that the dog never grew up. He has this constant exuberance that keeps everyone young. Plus, he says he would rather forget the way a dog does. Because dogs forget and always come back when his name is called and knows his master loves him.

6 or 11

Pets are very important. Not only to families but also to people living alone. Some people buy pets to keep company and others buy pets because their children have been wanting a dog, ^{or} cat, etc. Little do people know, ^{that} until they've had the experience of owning a pet that pets teach their owners valuable lessons.

In Langston Hughes' "Little dog", Miss Briggs is a middle-aged woman who has no friends or family. She decides to buy a dog on her way home from a trip. The dog seemed to give Miss Briggs a more loving attitude and literally gave her a chance to care about something.

"Family dog", by Jeffrey Harrison, is about a boy who compares himself to the family dog. Saying that the dog is an overfriendly annoyance and that the dog is often yelled at, the boy seems to show his opinion through pointing out characteristics of the dog. Through his words, it is evident that there is some conflict between the boy & his father. The dog symbolizes the boy, a helpless, scared child.

Many families in America today have pets. Most of these pets seem to be dogs. "Man's best friend" is an understatement, seeing how important pets are to family development.

6 or 11

b. In the two passages, the author uses pets to show that they can change a life by just being there. They create a sort of feeling that you are not alone in how you feel, whether it be lonely or frightened of a fatherly figure. In the first passage the puppy gives the lady a sense of being more than just working. But in the second passage the dog is used as showing how alike she and the son are in that if they are scolded at a young age they will come back.

**Component B, Module 3,
Practice Set Item 6**

1.

Score Point: 2

The response presents a well – developed essay demonstrating a basic understanding of the texts. An appropriate controlling idea is established (*They can keep us company, make us happy, give us someone to care for. Pets are something a lot of people can relate to*), and supported with clear and appropriate details from both texts (*Flips was something for Clara to care for & love. She now had something in her life that would care for her too and Jess; a family dog, was something Jeffrey could relate with... Everytime his dad would yell at the dog, Jeffrey thought he was yelling at him*). Although the response expresses a vague controlling idea supporting detail clarifies the controlling idea. Appropriate language and lack of errors in conventions help to establish the response as a 2.

2.

Score Point: 1

The response presents a controlling idea (*They can be playmates a security means or just a friend*). The support provided from the texts is partial and overly general (*Flips was a new friend to Miss Briggs, probably one of her only friends and the dog symbolises that the son like the dog can always come home*). Although some occasional imprecise language is present (*a security means*), the language for the most part is generally appropriate. The response would require additional clear and appropriate details from the texts in support of the controlling idea in order to receive a higher score.

3.

Score Point :2

The response presents a well – developed essay demonstrating a basic understanding of the texts. An appropriate controlling idea is established (*Pets are very important in the aspect that they help people cope and help keep them young*), and supported with clear and appropriate ideas from both texts (*She does not want to go back to her empty flat alone. Flips is her way of coping and her way of losing the loneliness and he would rather forget the way a dog does*). Errors in language and conventions do not hinder comprehension (*in the aspect and loneliness*).

4.

**Component B, Module 3,
Practice Set Item 6**

Score Point :2

The response presents a well – developed essay demonstrating a basic understanding of the texts. An appropriate controlling idea is established (*pets teach their owners valuable lessons and “Man’s best friend” is an understatement, seeing how important pets are to family development*) and supported with clear and appropriate details from both texts (*The dog seemed to give Miss Briggs a more loving attitude and literally gave her a chance to care about something and is about a boy who compares himself to the family dog and the boy seems to show his opinion through pointing out characteristics of the dog*).

5.

Score Point: 1

The response presents a rambling controlling idea (*uses pets to show that they can change a life by just being there they create a sort of feeling that you are not alone in how you feel, whether it be lonely or frightened of a fatherly figure*). The support provided is general and somewhat confusing (*the puppy gives the lady a sense of being more than just working and the dog is used as showing how alike he and the son are in that if they are scolded at a young age they will come back*). Some imprecise language is present (*a sense of being more than just working*).

QUESTION #7

7 or 12

A specific literary technique used by Jeffrey Harrison in Family Dog, is symbolism. The dog, "Jess" in this poem symbolizes an old conflict between the author and his father. In this work, the dog actually symbolizes the author himself. The dog's name (Jess) is similar to that of the author's (Jeffrey). The author even goes as far as to say the dog acts in a similar manner as he did as a teenager, and that the dog is treated by the author's father, as the author once was. The author also states when his father yells at the dog, it send chills through him because it reminds him of earlier conflicts with his father. In this case, we see proof the dog symbolizes old conflict.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of symbolism in the poem (*the dog actually symbolizes the author himself*), supported with clear and appropriate evidence from the text (*The dog... symbolizes an old conflict between the author and his father and the dog acts in a similar manner as he did as a teenager, and that the dog is treated by the author's father, as the author once was*). The language is appropriate and errors do not hinder comprehension.

7 or 12

Jeffrey Harrison uses symbolism in his poem, "Family Dog". The speaker of the poem seems to be a small boy. The boy compares himself to the family dog. Literally, he says "this hyperactive black who (like me?) never grew up," showing he feels like the dog. He continues to say that the puppy is "everyone's annoyance." He compares even the dog's name, Jess, to his own. He adds in a story about when his father was yelling at the dog, but he thought his father was yelling at him. He seems to use the dog to symbolize his role in the conflicts between him & his father. By making the dog look helpless, but caring & enthusiastic, he seems to make himself look the same. In the end he uses the dog to symbolize his hopes. I feel that the boy wishes he could forget about his father's words and actions and love him again, but he cannot. Harrison definitely used the family dog to symbolize the little boy to get his theme across.

— Score Point: 2

— The response presents a well-developed paragraph that provides an appropriate explanation of the use of symbolism in the poem, supported with clear and appropriate evidence from the text (*The boy compares himself to the family dog; He compares even the dog's name, Jess, to his own and He seems to use the dog to symbolize his role in the conflicts between him & his father.*)

7 or 12

1. In the "Little Dog" by Langston Hughes there is a use of characterization which helps us get a better understanding of the lady in the story. Her she says that she "wondered why she had been no one... to walk with, laughing and talking" This gives us a sense of loneliness in Miss Briggs's life that by reading you understand better also when it is said that she "allowed herself very few indulgences" it says to the reader that this is a special purchase because she never gives herself luxuries in life.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of characterization in the story, supported with clear and appropriate evidence from the text (gives us a sense of loneliness in Miss Briggs's life and this is a special purchase because she never gives herself luxuries in life).

7 or 12

The theme in Little Dog, by Langston Hughes, is that people find it hard to live alone and they need companionship. Miss Briggs spent most of her life alone after her mother died. After her vacation one year, she comes to the realization that she can't stand to be alone anymore. She talks about seeing the couples in the park and the fact that she doesn't have anyone to laugh or talk with. Her mother raised her with high standards and now she is dealing with it. People always say that "Strong is he who stands alone." But how long can you stand there.

Score Point: 1

The response provides an explanation of theme in the story (*people find it hard to live alone and they need companionship*). Although some supporting evidence is appropriate (*she can't stand to be alone anymore and she doesn't have anyone to laugh or talk with*), the remainder does not make a clear connection to the literary element chosen (*Her mother raised her with high standards and now she is dealing with it and People always say that "strong is he who stands alone." But how long can you stand there*). This response is considered a higher score point 1, and would need clearer additional appropriate support in order to receive a score point 2.

7 or 12

From passage I I picked flashback as a literary technique because to me it sounds like the person is remembering these bad times and they are trying to get away from them, they just want to forget. Why I got this is because when the Author uses "I would rather forget" in the passage. I believe that this is saying that they dont want to rember what happend to them

Score Point: 1

The response chooses a literary technique (*flashback*), but the explanation is unclear (*it sounds like the person is remembering these bad times and they are trying to get away from them*) and the attempted support is general and repetitious (*the Author uses "I would rather forget" in the passage and this is saying that they dont want to rember what happend to them*). Language is imprecise (*bad times, get away from them, what happened to them*) but errors in conventions (*flasback, remembering, dont, rember*) do not hinder comprehension.

PRACTICE SET

7 of 12

~~In the poem "Family Dog" by Jeffrey Harrison,~~

Jeffrey Harrison uses point of view in his poem "Family Dog". Jeffrey puts the dog, Jess, in the same position as himself when he was growing up. He thinks about how his dad thinks the dog can be annoying, just like ~~if~~ he thought Jeffrey was. Everytime Jeffrey's dad yells at the dog, Jeffrey thinks hes yelling at him. He wishes he could forget how his dad yells at him the way Jess, the dog, does. Jeffrey relates to his dog throughout the poem. One time Jeffrey's father yelled at Jess for getting into the garbage & Jeffrey thought he was yelling at him. Jeffrey knows what the dog feels like every time he gets yelled at.

Component B - Module 3
Question #7

7 or 12

1

In Langston Hughes's "Little dog" he uses symbolism. The park, where all the people walk arm in arm symbolize what Miss Briggs longs for herself. It is a symbol of loneliness which explains the whole purpose of Flip's being there.

7 or 12

In passage I, "Little Dog", by Langston Hughes, he uses organization to convey the true "side" of Ms. Briggs, and how she truly needs the dog. Langston hits the reader with a lengthy, specific paragraph about her troubles and perishes (lines 19 - 33), and has little "ray in the sun" phrases about benefits of her life. The reader has a distinct and real impression of Ms. Briggs as someone who needs the dog. When the dog is present, the dog radiates so much that one can only center on what the dog truly is and symbolizes a true personality, people like. It keeps the reader refreshing, and allows the reader to capture the essence. That parts are important in people's lives.

7 or 12

~~When deciding what theme was used in both passages, I found that symbolism was used in both. It was portrayed in "Little Dog" by Langston Hughes, by Miss Briggs never getting married or having a companion, so her dog in essence is treated like her only companion because Miss Briggs sets such high standards she doesn't have many friends. Symbolism is portrayed in "Family Dog" by Jeffrey Hughes,~~

Drony is used in "Family Dog" by Jeffrey Hughes. It's ironic that the father of this boy treats his son the same way he treats the family animal. He almost treats his son like he is an animal. It is ironic because at the end of the passage the author states how when a master calls a dog, the dog always goes back knowing his master still loves him. This is also what happens with the boy. His father and him are enemies, but when the father calls him the boy comes running looking for love and friendship between him and his father. It is ironic how the dog and boy are so similar, yet so very different.

7 or 12

In the "Family Dog," Jeffrey Harrison uses symbolism to develop his passage. The dog is symbolic of Jeff and his relationship with his parents.

Jeff reminisces about when he was a teenager and the consequences that resulted from his actions. He talks about "the dog" and

whose name - Jess - is so much like my own. . . . I'm forced to relive a split

second I lived many times as a teenager."

He is referring to the times the dog was being yelled at and how he too was scolded.

But, like the dog, Jeff always returns home, like he did in the passage, because he knows where he is loved.

**Component B, Module 3,
Practice Set Annotations - Item 7**

1.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of point of view in the poem, supported with clear and appropriate evidence from the text (*Jeffrey puts the dog, Jess, in the same position as himself when he was growing up and Jeffrey relates to his dog throughout the poem... Jeffrey knows what the dog feels like every time he gets yelled at*).

2.

Score Point: 1

The response chooses a literary technique (*symbolism*) and provides a brief explanation of how the author uses symbolism in the story (*The park, where all the people walk arm in arm symbolise what Miss Briggs longs for herself*). However, the brief support provided is unclear (*It is a symbol of loneliness which explains the whole purpose of Flip's being there*).

3.

Score Point: 1

The response provides an unclear choice of a literary element in the story. At the beginning of the response, the writer appears to choose *organization* as a literary element, but the explanation and support are unclear (*he uses organization to convey the true "side" of Ms. Briggs and how she truly needs the dog. Langston hits the readers with a lengthy, specific paragraph about her troubles and perish (lines 19-33), and has little "ray in the sun" phrases about benefits of her life*). Elsewhere in the response, the writer appears to have chosen a literary technique (*symbolism*), but the support is partial and unclear (*when the dog is present, the dog radiates so much that one can only center on what the dog truly is and symbolizes a true personality, people like. It keeps the read refreshing*). There is little discussion of a literary element and too much imprecision of language in the response to be considered for a higher score.

**Component B, Module 3,
Practice Set Annotations - Item 7**

4.

Score Point: 2

The response provides a well-developed paragraph that provides an appropriate explanation of the use of irony in the poem, supported with evidence from the text (*Its ironic that the father of this boy treats his son the same way he treats the family animal and It is ironic because at the end of the passage the author states how when a master calls a dog, the dog always goes back knowing his master still loves him. This is also what happens with the boy, and It is ironic how the dog and boy are so similar, yet so very different*). The connection between the literary technique, irony, and how the author uses irony to develop the passage is somewhat weak. Errors in conventions do not hinder comprehension.

5.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of symbolism in the poem, supported with clear and appropriate evidence from the text (*The dog is symbolic of Jeff and his relationship with his parents. Jeff reminisces about when he was a teenager and the consequences that resulted from his actions and But, like the dog, Jeff always returns home, like he did in the passage, because he knows where he is loved*). Language is appropriate and the few errors (*reminises, and referring the times*) do not hinder comprehension.