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***New York State  
Testing Program***

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**2023**

**English Language Arts Test  
Writing**

**Grade 7**

**Scoring Leader Materials**

**Training Set**

## Copyright Information

“Exiled” by Edna St. Vincent Millay, *Anthology of Magazine Verse* for 1920. Originally published in 1920.

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## 2-Credit Constructed-Response Rubric

Score	Response Features
2 Credits	<p>The features of a 2-credit response are</p> <ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability</li></ul>
1 Credit	<p>The features of a 1-credit response are</p> <ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt</li><li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Incomplete sentences or bullets</li></ul>
0 Credits*	<p>The features of a 0-credit response are</p> <ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable</li></ul>

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.

\* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

### New York State Grades 6–8 Writing Evaluation Rubric

CRITERIA	NGLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
<b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text(s)	W.2 R.1–9	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided text(s) to support analysis and reflection	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented	—exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

\* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

# Exiled

*by Edna St. Vincent Millay*

Searching my heart for its true sorrow,

    This is the thing I find to be:

That I am weary of words and people,

    Sick of the city, wanting the sea;

5     Wanting the sticky, salty sweetness

        Of the strong wind and shattered spray,

Wanting the loud sound and the soft sound

    Of the big surf that breaks all day.

Always before about my dooryard,

10     Marking the reach of the winter sea,

Rooted in sand and dragging driftwood,

    Straggled the purple wild sweet pea.

Always I climbed the wave at morning,

    Shook the sand from my shoes at night,

15     That now am caught beneath big buildings,

    Stricken with noise, confused with light.

If I could hear the green piles<sup>1</sup> groaning  
    Under the windy, wooden piers,  
See once again the bobbing barrels,  
20      And the black sticks that fence the weirs;<sup>2</sup>  
If I could see the weedy mussels  
    Crusting the wrecked and rotting hulls,<sup>3</sup>  
Hear once again the hungry crying  
    Overhead, of the wheeling gulls.

25    Feel once again the shanty<sup>4</sup> straining  
    Under the turning of the tide,  
Fear once again the rising freshet,<sup>5</sup>  
    Dread the bell in the fog outside,  
I should be happy!—that was happy  
30      All day long on the coast of Maine.  
I have a need to hold and handle  
    Shells and anchors and ships again.

I should be happy, that am happy  
    Never at all since I came here.

35    I am too long away from the water;  
    I have a need of water near.

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<sup>1</sup> **piles:** steel, wood, or other material driven into the ground to support a walkway or other structure

<sup>2</sup> **weirs:** areas enclosed by dams that collect water

<sup>3</sup> **hulls:** the frames or bodies of ships

<sup>4</sup> **shanty:** simple house or hut by the sea

<sup>5</sup> **freshet:** freshwater stream that flows into the sea

## EXEMPLARY RESPONSE

27

In lines 1 through 8 of “Exiled,” why does the speaker describe the setting? Use **two** details from the poem to support your response.

### Possible Exemplary Response:

The speaker describes the setting because she wants the reader to really feel the pull of the sea as strongly as she does. She shows she is unhappy with her current setting by saying “Searching my heart for its true sorrow, This is the thing I find to be: That I am weary of words and people, Sick of the city, wanting the sea.” She goes on to contrast her feelings about the city with her feelings about the seaside. “I should be happy, that am happy, Never at all since I came here. I am too long away from the water; I have a need of water near.” The seaside is clearly a setting that makes her feel alive and at home.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-credit holistic rubric.

# GUIDE PAPER 1

27

In lines 1 through 8 of "Exiled," why does the speaker describe the setting? Use two details from the poem to support your response. [2]

In lines 1 through 8, the speaker describes the setting so the reader can understand what she misses, if the speaker just said she missed the sea and how much fun it was we wouldn't really understand her. The text states "Sick of the city, wanting the sea; Wanting the sticky, salty sweetness of the strong wind and shattered spray." This quote shows how much and what she misses about the sea in great detail. The text states "Wanting the loud sound and the soft sound of the big surf that breaks all day." This quote shows that she is providing a lot of reasons why she misses the sea to make sure we understand her. The speaker provides the setting to compare her life in the city and near the sea.

## Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain why the speaker describes the setting in lines 1 through 8 of "Exiled" (so the reader can understand what she misses). The response provides evidence of analysis (This quote shows how much and what she misses about the sea in great detail and The speaker provides the setting to compare her life in the city and near the sea). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Sick of the city, wanting the sea; Wanting the sticky, salty sweetness of the strong wind and shattered spray." and "Wanting the loud sound and the soft sound of the big surf that breaks all day."). This response includes complete sentences where errors do not impact readability.



27 In lines 1 through 8 of “Exiled,” why does the speaker describe the setting? Use **two** details from the poem to support your response.

The speaker describes the setting so you know why she wants to leave it and the reader to know what's going on. One detail is when the speaker says "Sick of the city, wanting the sea;. Another detail that supports this when the speaker says "Wanting the sticky, salty sweetness Of the strong wind and shattered spray, Wanting the loud sound and the soft sound Of the big surf that breaks all day."

**Score Point 2 (out of 2 credits)**

This response provides a valid inference from the text to explain why the speaker describes the setting in lines 1 through 8 of “Exiled” (*so you know why she wants to leave it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Sick of the city, wanting the sea* and “*Wanting the sticky, salty sweetness of the strong wind and shattered spray, Wanting the loud sound and the soft sound Of the big surf that breaks all day.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

27

In lines 1 through 8 of "Exiled," why does the speaker describe the setting? Use **two** details from the poem to support your response. [2]

The speaker ~~shows~~<sup>says</sup> this to really show how they feel about this place. One detail, Wanting the sea, wanting the sticky. Another detail, salty sweetness.

### Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain why the speaker describes the setting in lines 1 through 8 of "Exiled" (*The speaker says this to really show how they feel about this place*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Wanting the sea, wanting the sticky and salty sweetness*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

27 In lines 1 through 8 of “Exiled,” why does the speaker describe the setting? Use **two** details from the poem to support your response.

she describes the setting of where she wants to be. "sick the the city want the sea".

### Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain why the speaker describes the setting in lines 1 through 8 of “Exiled” (*she describes the setting of where she wants to be*); however, the response only provides one concrete detail from the text for support (“*sick the the city want the sea*”). This response includes a complete sentence where errors do not impact readability.

27 In lines 1 through 8 of “Exiled,” why does the speaker describe the setting? Use **two** details from the poem to support your response.

The speaker describes the setting because they want us to understand why they feel that way. Its important for a reader to first understand the setting and what the area looks like for them to understand why the author might think this way. In the poem the author thinks that the ocean is better than the city in this situation it matters for us to understand what makes the feeling different for Edna.

**Score Point 1 (out of 2 credits)**

This response provides a valid inference from the text to explain why the speaker describes the setting in lines 1 through 8 of “Exiled” (*they want us to understand why they feel that way*); however, the response only provides one relevant detail from the text for support (*the author thinks that the ocean is better than the city*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

27 In lines 1 through 8 of “Exiled,” why does the speaker describe the setting? Use **two** details from the poem to support your response.

To explain the surroundings and also what the person feels

### Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain why the speaker describes the setting in lines 1 through 8 of “Exiled” (*to explain the surroundings and also what the person feels*); however, the response does not provide two relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

27 In lines 1 through 8 of “Exiled,” why does the speaker describe the setting? Use **two** details from the poem to support your response.

so everybody know's what is going on so they can understand.

### Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*so everybody know's what is going on so they can understand*).

27 In lines 1 through 8 of “Exiled,” why does the speaker describe the setting? Use **two** details from the poem to support your response.

To give us an idea of what he is talking about.

**Score Point 0 (out of 2 credits)**

This response does not address any of the requirements of the prompt (*To give us an idea of what he is talking about*).

## EXEMPLARY RESPONSE

28

How does the speaker support her claim about life by the sea? Use **two** details from the poem to support your response.

### **Possible Exemplary Response:**

The speaker clearly prefers life by the sea and yearns to be back. She communicates this by saying, “I should be happy!—that was happy All day long on the coast of Maine. I have a need to hold and handle Shells and anchors and ships again.” She ends her poem by describing how her feelings when she is in the city contrast with her feelings when she is by the sea. “I should be happy, that am happy Never at all since I came here. I am too long away from the water; I have a need of water near.”

### **Possible Details to Include:**

- Other relevant text-based details

### **Score Points:**

Apply 2-credit holistic rubric.



# GUIDE PAPER 1

28

How does the speaker support her claim about life by the sea? Use **two** details from the poem to support your response.

The speaker supports her claim about life by the sea by explaining how they feel at peace and joyful when they are alone by the sea away from people. For example the speaker states "Searching my heart for its true sorrow, This is the thing I find to be: That I am weary of words and people, Sick of the city, wanting the sea; Wanting the sticky, salty sweetness Of the strong wind and shattered spray, Wanting the loud sound and the soft sound Of the big surf that breaks all day." This shows that the speaker doesn't like the city and wants to be by the sea alone listening to the sound of the water and everything around it. Another example the speaker states is "I should be happy, that am happy Never at all since I came here. I am too long away from the water; I have a need of water near." This shows that the speaker doesn't want to be in the city and is unhappy in the city and feels that they need to go back to the sea where there is water where they can be near the water. This explains how the speaker supports her claim about life by the sea by explaining how they feel at peace and joyful when they are alone by the sea away from people.

## Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the speaker supports her claim about life by the sea (*by explaining how they feel at peace and joyful when they are alone by the sea away from people*). The response provides evidence of analysis (*This shows that the speaker doesn't want to be in the city and is unhappy in the city and feels that they need to go back to the sea where there is water where they can be near the water*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*Searching my heart for its true sorrow, This is the thing I find to be: That I am weary of words and people, Sick of the city, wanting the sea; Wanting the sticky, salty sweetness Of the strong wind and shattered spray, Wanting the loud sound and the soft sound Of the big surf that breaks all day.*" and "*I should be happy, that am happy Never at all since I came here. I am too long away from the water; I have a need of water near.*"). This response includes complete sentences where errors do not impact readability.

28

How does the speaker support her claim about life by the sea? Use **two** details from the poem to support your response. [2]

The speaker supports her claim by telling how undesirable life in the city is. The fourth line says "Sick of the city, wanting the sea" just tells us how the speaker hates the city. Also, the lines 15 and 16 says "That now am caught beneath big buildings. Stricken with noise, confused with light" tells how uncomfortable the speaker feels about living in the city.

### Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the speaker supports her claim about life by the sea (*by telling how undesirable life in the city is*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*Sick of the city, wanting the Sea*" and "*That now am caught beneath big buildings. Stricken with noise, confused with light*"). The response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

28

How does the speaker support her claim about life by the sea? Use **two** details from the poem to support your response.

She supports her claim that life by the sea is calming. In the second stanza she describes living by the ocean with calming words, such as "dragging driftwood" these words help support the claim. In the third stanza she tells the reader what it was like to live by the ocean, some of the things she says is "Hear once again the hungry crying Overhead, of the wheeling gulls.", this helps support the claim by giving details of life by the ocean.

### Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the speaker supports her claim about life by the sea (*that life by the sea is calming*). This response provides a sufficient number of concrete details from the text for support as required by the prompt ("*dragging driftwood*" and "*Hear once again the hungry crying Overhead, of the wheeling gulls.*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

28

How does the speaker support her claim about life by the sea? Use **two** details from the poem to support your response.

The way the speaker supports her claim about the sea is explaining how joyful it is to be there for them. On lines 15-19 "That now am caught beneath big buildings, Stricken with noise, confused with light.

If I could hear the green piles<sup>1</sup> groaning  
Under the windy, wooden piers,  
See once again the bobbing barrels." She explains that she would rather the sea over the city by a lot.

### Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the speaker supports her claim about life by the sea (*explaining how joyful it is to be there*); however, the response only provides one concrete detail from the text for support ("That now am caught beneath big buildings, Stricken with noise, confused with light. If I could hear the green piles<sup>1</sup> groaning Under the windy, wooden piers, See once again the bobbing barrels."). This response includes complete sentences where errors do not impact readability.

28

How does the speaker support her claim about life by the sea? Use **two** details from the poem to support your response. [2]

She supports it by when  
 she said that she said that  
 she was to far from  
 the water. she also said  
 she used to sit on the  
 coast of maine

### Score Point 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*she said that she was to far from the water* and *She also said she used to sit on the coast of maine*); however, the response does not provide a valid inference from the text to explain how the speaker supports her claim about life by the sea. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

28

How does the speaker support her claim about life by the sea? Use **two** details from the poem to support your response.

Its calm and peaceful

### Score Point 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (*Its calm and peaceful*). The response does not provide a valid inference from the text to explain how the speaker supports her claim about life by the sea. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

28

How does the speaker support her claim about life by the sea? Use **two** details from the poem to support your response.

She supports it by talking about the surf lessons or that she surfed before.

### Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*She supports it by talking about the surf lessons or that she surfed before*).

28

How does the speaker support her claim about life by the sea? Use **two** details from the poem to support your response. [2]

the speaker supports her  
claim by using Details

**Score Point 0 (out of 2 credits)**

This response does not address any of the requirements of the prompt (*the speaker supports her claim by using Details*).



# Excerpt from *Art for the Sea*

by Gail Skroback Hennessey

1 Angela Haseltine Pozzi didn't like seeing plastic trash washing up on the shore near her home in Bandon, Oregon. She wanted to rally<sup>1</sup> her community to clean it up, so she started an organization and called it Washed Ashore: Art to Save the Sea.

2 Here's how it works: Volunteers help clean up Oregon's 300 miles of shoreline. Then, using only plastics from the beach cleanup, Ms. Pozzi and her staff and many, many volunteers create sculptures of sea animals.

3 Ms. Pozzi says, "I want to create sculptures that make people take a look and think, 'How can there be this much trash on the beach?' The Washed Ashore sculptures, hopefully, will make people consider their plastic purchases and be aware of how much plastic ends up in the oceans." . . .

## Plastics Are Forever

4 People have used plastics to create life-saving medical devices, inexpensive containers and gadgets, and toys, of course. But unlike wood, cotton, and other natural materials, plastics don't break down into anything useful to other living things. Instead, they stay for years in landfills, waterways, and the oceans. The materials are harmful to some sea animals, such as turtles, sea lions, and birds. Some of these creatures eat plastic objects that look like food. Others become entangled in plastic nets or packaging.

5 Many people are working to keep plastics out of the oceans. When they can, they buy things that are made of natural materials. They recycle the plastics they use, and they dispose of plastic trash properly. Still, far too many plastics end up in the oceans. Some are dumped directly into the sea. Others are washed down creeks and rivers, which flow into oceans. And others are left lying on land, where winds carry them down to shores and into the water.

6 "Remember, sea level is downhill from everywhere," Ms. Pozzi says.

7 Most Washed Ashore sculptures are about 9 feet tall and take from six months to a year to complete. One of the first was *Henry the Giant Fish*, a 15-foot-long red-and-yellow fish. . . .

8 In the sculptures, viewers can see what each piece was before it became part of the artwork.

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<sup>1</sup> rally: create enthusiasm for taking action

# EXEMPLARY RESPONSE

43

In “Excerpt from *Art for the Sea*,” how does the author convey her opinion about pollution in the oceans? Use **two** details from the article to support your response.

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## Possible Exemplary Response:

The author in “Excerpt from *Art for the Sea*” conveys her feelings about pollution in the oceans by giving examples of how much plastic trash is in the ocean and the harm that it can cause. First, she describes the amount of plastic washed ashore along the Oregon coast and how it’s collected for art. The artist says, “I want to create sculptures that make people take a look and think, ‘How can there be this much trash on the beach?’” The article continues, “Most Washed Ashore sculptures are about 9 feet tall and take from six months to a year to complete.” She also describes the harm caused by trash in the ocean by saying, “The materials are harmful to some sea animals, such as turtles, sea lions, and birds. Some of these creatures eat plastic objects that look like food. Others become entangled in plastic nets or packaging.” The author clearly expresses alarm over the amount of plastic in the ocean.

## Possible Details to Include:

- Other relevant text-based details

## Score Points:

Apply 2-credit holistic rubric.

# GUIDE PAPER 1

43

In “Excerpt from *Art for the Sea*,” how does the author convey her opinion about pollution in the oceans? Use **two** details from the article to support your response.

The author conveys her opinion towards pollution in the oceans by explaining how Angelia Haseltine Pozzi feels about it. She does not like to see trash in the ocean. Seeing plastic being washed upon shore makes her feel very unhappy. So she wants to rally and create sculptures of sea animals to bring light to the situation. Seeing those sculptures would have people re thinking about polluting the ocean due to its harmful affects on sea life. For example, from the excerpt: “Art for the sea” in paragraph one it states, “Angela Haseltine Pozzi didn’t like seeing plastic trash washing up on the shore near her home in Bandon, Oregon. She wanted to rally her community to clean it up, so she started an organization and called it Washed Ashore: Art to Save the Sea.” This piece of evidence shows that she is against polluting the sea. She hates seeing plastic trash washing up on the shore in the beach. She dislikes seeing the ocean turn into a large body of water with pieces of trash in it. Another piece of evidence is from paragraph 3 where it states, “Ms. Pozzi says, “I want to create sculptures that make people take a look and think, ‘How can there be this much trash on the beach?’ The Washed Ashore sculptures, hopefully, will make people consider their plastic purchases and be aware of how much plastic ends up in the oceans.” This piece of evidence supports the fact that Pozzi is trying to raise awareness to the situation. By making those sea animal sculptures, it gives people a sense on how bad the animals have to live due to all of the pollution and re think their choices when polluting. The author feels strongly the same way and wants to help the sea life.

## Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author in “Excerpt from *Art for the Sea*” conveys her opinion about pollution in the oceans (*by explaining how Angelia Haseltine Pozzi feels about it*). The response provides evidence of analysis (*This piece of evidence supports the fact that Pozzi is trying to raise awareness to the situation. By making those sea animal sculptures, it gives people a sense on how bad the animals have to live due to all of the pollution and re think their choices when polluting*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Angela Haseltine Pozzi didn’t like seeing plastic trash washing up on the shore near her home in Bandon, Oregon. She wanted to rally her community to clean it up, so she started an organization and called it Washed Ashore: Art to Save the Sea.*” and “*I want to create sculptures that make people take a look and think, ‘How can there be this much trash on the beach?’ The Washed Ashore sculptures, hopefully, will make people consider their plastic purchases and be aware of how much plastic ends up in the oceans.*”). This response includes complete sentences where errors do not impact readability.

43

In “Excerpt from *Art for the Sea*,” how does the author convey her opinion about pollution in the oceans? Use **two** details from the article to support your response.

The author conveys her opinion by using sensory imagery and a counter claim and rebuttal. For example, In paragraph seven she describes "Henry the Giant Fish, 15 foot long red and yellow fish" She triggers the reader's sense of sight and give them an idea of what the fish looks like. Secondly, she uses a counter claim and rebuttal. In paragraph 4 she states "People have used plastics to create life-saving medical devices, inexpensive containers and gadgets, and toys, of course". Afterwords she comes back with her rebuttal "But unlike wood cotton, and other natural materials, plastics don' break down into anything useful to other living things. Instead they stay for years in landfills, waterways, and the oceans. The matyerials are harmful to some sea animals, such as, turtles, sea lions, and birds. Some of these creatures eat plastic objects that look like food. Others becocme entangled in plastic nets or packaging". In conclusion, the author used sensory imagery and a counter claim and rebuttal to convey her opinion.

### Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author in “Excerpt from *Art for the Sea*” conveys her opinion about pollution in the oceans (*by using sensory imagery and a counter claim and rebuttal*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Henry the Giant Fish, 15 foot long red and yellow fish*”; “*People have used plastics to create life-saving medical devices, inexpensive containers and gadgets, and toys, of course*”; “*But unlike wood cotton, and other natural materials, plastics don’ break down into anything useful to other living things. Instead they stay for years in landfills, waterways, and the oceans. The matyerials are harmful to some sea animals, such as, turtles, sea lions, and birds. Some of these creatures eat plastic objects that look like food. Others becocme entangled in plastic nets or packaging*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

43

In "Excerpt from *Art for the Sea*," how does the author convey her opinion about pollution in the oceans? Use **two** details from the article to support your response. [2]

In "Excerpt from *Art for the Sea*" the author convey her opinion about pollution in the oceans by telling people in the story that Angela Haseltine Pozzi didn't like seeing plastic trash washing up on the shore near her home in Bandon, Oregon. Also, in the text it says that "She wanted to rally her community to clean it up." And the text also says that "So she started an organization and called it *washed ashore. Art to save the Sea.*"

### Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author in "Excerpt from *Art for the Sea*" conveys her opinion about pollution in the oceans (by telling people in the story that Angela Haseltine Pozzi didn't like seeing plastic trash washing up on the shore near her home in Bandon, Oregon). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("She wanted to rally her community to clean it up." and "So she started an organization and called it *washed ashore. Art to save the Sea.*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

43

In “Excerpt from *Art for the Sea*,” how does the author convey her opinion about pollution in the oceans? Use **two** details from the article to support your response.

The author convey her 2 opinion about pollution in the sea bay the

1. He says that Volunteers help clean up Oregon’s 300 miles of shoreline. Then, using only plastics from the beach cleanup, Ms. Pozzi and her staff and many, many volunteers has the idea to create sculptures of sea animals.

2. The other detail says that The Ms. Pozzi says that “ I want to make or create sculptures that make people take a good look . Also people used plastics to create life-saving . Many of the peoplehelp and work to keep plastics out of the ocean.

### Score Point 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*He says that Volunteers help clean up Oregon’s 300 miles of shoreline. Then, using only plastics from the beach cleanup, Ms. Pozzi and her staff and many, many volunteers has the idea to create sculptures of sea animals and Ms. Pozzi says that “ I want to make or create sculptures that make people take a good look*); however, the response does not provide a valid inference from the text to explain how the author in “Excerpt from *Art for the Sea*” conveys her opinion about pollution in the oceans. This response includes complete sentences where errors do not impact readability.

43

In “Excerpt from *Art for the Sea*,” how does the author convey her opinion about pollution in the oceans? Use **two** details from the article to support your response.

It states in paragraph one "Angela Haseltine Pozzi didn't like seeing trash washing up on the shore near her home in Bandon' Oregon". It also states in paragraph three "The washed ashore sculptures hopefully, will make people consider their plastic purchases and be aware of how much plastics ends up in the oceans".

**Score Point 1 (out of 2 credits)**

This response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Angela Haseltine Pozzi didn’t like seeing trash washing up on the shore near her home in Bandon’ Oregon*” and “*The washed ashore sculptures hopefully, will make people consider their plastic purchases and be aware of how much plastics ends up in the oceans*”); however, the response does not provide a valid inference from the text to explain how the author in “Excerpt from *Art for the Sea*” conveys her opinion about pollution in the oceans. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

43

In "Excerpt from *Art for the Sea*," how does the author convey her opinion about pollution in the oceans? Use **two** details from the article to support your response. [2]

In Excerpt from art for the sea the author convey her opinion by saying that we need to be more carefully with our use of plastic because it goes into the ocean every time we plastic.

### Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the author in "Excerpt from *Art for the Sea*" conveys her opinion about pollution in the oceans (*by saying that we need to be more carefully with our use of plastic because it goes into the ocean every time we Plastic*); however, the response does not provide two relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.



## GUIDE PAPER 7

43

In “Excerpt from *Art for the Sea*,” how does the author convey her opinion about pollution in the oceans? Use **two** details from the article to support your response.

She makes a sculpture called the washed ashore sculptures made out of the trash found in the ocean and says i hope they will reconsider their plastic purshases and how they affect the ocean.

### Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*She makes a sculpture called the washed ashore sculptures made out of the trash found in the ocean and says i hope they will reconsider their plastic purshases and how they affect the ocean*).

43

In "Excerpt from *Art for the Sea*," how does the author convey her opinion about pollution in the oceans? Use **two** details from the article to support your response. [2]

The author conveys her opinion about pollution by creating an organization called Washed Ashore: Art to save the Sea in which they pick up plastic on the sea shore and makesculpture

**Score Point 0 (out of 2 credits)**

This response does not address any of the requirements of the prompt (*The author conveys her opinion about pollution by creating an organization called Washed Ashore: Art to save the Sea in which they pick up plastic on the sea shore and makesculpture*).

*Laura Parker writes about marine environments and climate change for National Geographic. Tony Haymet, the former director of a famous ocean research institute called Scripps, has looked at many ocean cleanup plans.*

## Excerpt from *The Best Way to Deal with Ocean Trash*

*by Laura Parker*

1       The challenge is huge. For one thing, the garbage is spread over millions of square miles. For another, it's made up mostly of degraded plastic, broken down by sunlight and waves into tiny bits the size of grains of rice.

2       "That's what makes it so horrifying," Haymet says. "The micro-plastic<sup>1</sup> is the same size as the stuff living in the water column.<sup>2</sup> How would we ever go out and collect it? So far no one's come up with a plan to separate all the micro-plastic from the living life that's the same size." . . .

3       "If we are doubling what we are putting into the ocean on a ten-year basis, there's no way to keep up," says Chris Wilcox, an ecologist at CSIRO.<sup>3</sup> "It would be as if you were vacuuming your living room, and I'm standing at the doorway with a bag of dust and a fan. You can constantly keep vacuuming, but you could never catch up."

### **The Garbage Patches**

4       Charles Moore, who "discovered" the Great Pacific Garbage Patch in the late 1990s and plans a research trip there in July, estimates that altogether the globe's garbage patches contain 200 million tons of floating debris. He came up with the figure based on calculations that 2.5 percent of the world's plastic ends up in the sea.

5       Marcus Eriksen, a marine scientist and co-founder of the California-based 5 Gyres, which studies the five main garbage patches, estimates the total floating debris is just 500,000 tons.

6       In either case, the harm to fish and other sea creatures is increasing. A 2009 research trip to the Great Pacific Garbage Patch by Scripps found 9 percent of the fish had ingested plastic. Eriksen, with help from seven other scientists, recently analyzed material in all of the garbage patches. Of 671 fish collected, 35 percent had ingested plastic particles. . . .

## Addressing the Problem

7 Haymet and like-minded ocean scientists haven't given up. They favor a low-tech, more practical approach to protecting the oceans from trash: Persuade the world's people to stop littering.

8 Only about 20 percent of ocean plastic comes from marine sources, such as discarded fishing equipment or cargo ship mishaps. About 80 percent of it washes out to sea from beach litter or was carried downstream in rivers, according to the CSIRO study, which is considered the most comprehensive.<sup>4</sup>

9 About half of that litter is plastic bottles. Most of the rest is packaging.

10 "All of that stuff was in a human's hand at one point or another," Wilcox says. "The essence<sup>5</sup> of the solution is to provide incentives<sup>6</sup> for people not to throw this stuff away. It is the cheapest, simplest, and far most efficient solution to the problem." . . .

11 "When you think about climate change, it's hard to reduce our carbon footprint,<sup>7</sup> because we have to go through a fundamental shift in our economies," Wilcox says. "With plastic, when you're throwing a bottle cap on the ground, that should be an easy impact to get rid of."

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<sup>1</sup>**micro-plastic:** tiny pieces of plastic, less than ¼ inch long

<sup>2</sup>**water column:** a concept used for studying water that measures a column-like area of a river or ocean from its bottom to its surface

<sup>3</sup>**CSIRO:** Australia's national science agency

<sup>4</sup>**comprehensive:** complete

<sup>5</sup>**essence:** central idea or part

<sup>6</sup>**incentives:** reasons to do something, often in the form of rewards

<sup>7</sup>**carbon footprint:** effect on the amount of greenhouse gases, especially carbon dioxide

## EXEMPLARY RESPONSE

44

In “Excerpt from *The Best Way to Deal with Ocean Trash*,” how do details in the section “The Garbage Patches” help develop a central idea of the article? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

The details in the section “The Garbage Patches” help develop the central idea that plastic is an environmental catastrophe by illustrating how pervasive the problem is. Estimates are that between 500,000 and 200 million tons of microscopic plastic are polluting our oceans. This harms sea life; a 2009 study found that “9 percent of the fish had ingested plastic...of 671 fish collected, 35 had ingested plastic particles...” Ultimately that plastic moves up through the food chain and may end up in human bodies who eat the fish as well.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-credit holistic rubric.

# GUIDE PAPER 1

44

In “Excerpt from *The Best Way to Deal with Ocean Trash*,” how do details in the section “The Garbage Patches” help develop a central idea of the article? Use two details from the article to support your response.

In the article "Excerpt The Best Way To Deal with Ocean Trash" the details from the section "The Garbage Patches" develops a central idea of the article by giving details about how much plastic is throughout the world including ocanans or any other types of bodies of water. In the excerpt it states "He came up with the figure based on calculations that 2.5 percent of the world's plastic ends up in the sea." This means that people aren't having a care when they drop there plastic around. They think this because they see it as oh I'm only one person it can't be that much harm but, in reality when you add up all those people who have dropped plastic it adds up to a huge number. This isn't just affecting the water in the ocean or on land its affecting the wild life that are on this planet with us. In the article it states "recently analyzed material in all of the garbage patches. Of 671 fish collected, 35 percent had ingested plastic particles. . . ." This shows that this problem is becomeing much more of a challenge then it should be becasue peopel don't have a care about animals natural habitat. These poor animals are suffering due to man kind and know matter how many poeple want to save the earth, there will always be people who could care less. In conclusion the article "Excerpt The Best Way To Deal with Ocean Trash" the details from the section "The Garbage Patches" develops a central idea of the article by giving details about how much plastic is throughout the world including ocanans or any other types of bodies of water.

## Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how details in the section “The Garbage Patches” in “Excerpt from *The Best Way to Deal with Ocean Trash*” help develop a central idea of the article (by giving details about how much plastic is throughout the world including ocanans or any other types of bodies of water). The response provides evidence of analysis (*This means that people aren't having a care when they drop there plastic around. They think this because they see it as oh I'm only one person it can't be that much harm but, in reality when you add up all those people who have dropped plastic it adds up to a huge number. This isn't just affecting the water in the ocean or on land its affecting the wild life that are on this planet with us*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*He came up with the figure based on calculations that 2.5 percent of the world's plastic ends up in the sea.*” and “*recently analyzed material in all of the garbage patches. Of 671 fish collected, 35 percent had ingested plastic particles. . . .*”). This response includes complete sentences where errors do not impact readability.

In "Excerpt from *The Best Way To Deal with Ocean Trash*," how do details in the section "The Garbage Patches" help develop a central idea of the article? Use two details from the article to support your response. [2]

In "Excerpt from *The Best Way To Deal with Ocean Trash*" the details in section "The Garbage Patches" helps us know that the central idea of the text is, people are trying to figure out how to stop plastic and trash into the ocean they are trying to figure out a way to keep the oceans clean. One text evidence is located in paragraph 41 says, "the globe garbage patches contain 200 million tons of floating debris." They are telling us how there's a lot of trash in the Ocean. Another text evidence is in paragraph it says, "Eriksen and with 7 other scientist analyzed the material in garbage patches and collected 671 fishes and 35 percent ingest plastic particles..." They are explaining to us how fishes and other sea creatures can die from all the garbage patches there are and we all need to figure out how to help clean the Oceans. All in all, in the text the central idea is people are trying to figure out a way our Oceans can be clean.

**Score Point 2 (out of 2 credits)**

This response provides a valid inference from the text to explain how details in the section “The Garbage Patches” in “Excerpt from *The Best Way to Deal with Ocean Trash*” help develop a central idea of the article (*People are trying to figure out how to stop plastic and trash into the ocean they are trying to figure out a way to keep the oceans clean*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“...globe garbage patches contain 200 million tons of floating debris.” and “Eriksen and with 7 other scientist analyzed the material in garbage patches and collected 671 fishes and 35 percent ingest plastic particles...”). This response includes complete sentences where errors do not impact readability.



## GUIDE PAPER 3

44 In “Excerpt from *The Best Way to Deal with Ocean Trash*,” how do details in the section “The Garbage Patches” help develop a central idea of the article? Use **two** details from the article to support your response.

In "Excerpt from The Best Way To Deal With Ocean Trash," Details in the section "The Garbage Patches" help develop a central idea of the article by talking about how much trash there is in the ocean and how many fish have ingested the plastic particles. One detail from the article to support my response is that in paragraph 4 its says "Charles Moore, who "discovered" the Great Pacific Garbage Patch in the late 1900s and plans a reasearch trip there in July, estimates that altogether the globe's garbage patches contain 200 million ton of folating debris." This states that there is around 200 million tons of debris in the sea and that this is very harmful for the fish in the ocean. Also in paragraph 6 it states "In either case, the harm to the fish and other sea creatures is increasing. A 2009 research trip to the Great Pacific Garbage Patch by Scripps found 9 percent of the fish had ingested plastic. Ericksen, with help from seven other scientists, recently analyzed material in all of the garbage patches. Of 671 fish collected, 35 percent had ingested plastic particles." this shows that many of the fish in the ocean are ingesting the garbage and its harming them and that around 9 percent of the fish there had ingested plastic showing that the garbage in the ocean is a growing problem in the world.

### Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how details in the section “The Garbage Patches” in “Excerpt from *The Best Way to Deal with Ocean Trash*” help develop a central idea of the article (*by talking about how much trash there is in the ocean and how many fish have ingested the plastic particles*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Charles Moore, who “discovered” the Great Pacific Garbage Patch in the late 1900s and plans a reasearch trip there in July, estimates that altogether the globe’s garbage patches contain 200 million ton of folating debris.*” and “*In either case, the harm to the fish and other sea creatures is increasing. A 2009 research trip to the Great Pacific Garbage Patch by Scripps found 9 percent of the fish had ingested plastic. Ericksen, with help from seven other scientists, recently analyzed material in all of the garbage patches. Of 671 fish collected, 35 percent had ingested plastic particles.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

44

In "Excerpt from *The Best Way To Deal with Ocean Trash*," how do details in the section "The Garbage Patches" help develop a central idea of the article? Use **two** details from the article to support your response. [2]

Details in the section The Garbage Patches help develop a central idea of the article because it shows how garbage is bad for the ocean. One example is the garbage can easily kill the animals that live in the ocean. Another example is that it makes the water look black and really nasty.

### Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain how details in the section "The Garbage Patches" in "Excerpt from *The Best Way to Deal with Ocean Trash*" help develop a central idea of the article (*because it shows how garbage is bad for the ocean*); however, the response only provides one relevant detail from the text for support (*garbage can easily kill the animals that live in the ocean*). This response includes complete sentences where errors do not impact readability.

44 In “Excerpt from *The Best Way to Deal with Ocean Trash*,” how do details in the section “The Garbage Patches” help develop a central idea of the article? Use two details from the article to support your response.

It tells you about how hard it is to clean up micro plastics and that animals can die from it

**Score Point 1 (out of 2 credits)**

This response provides a valid inference from the text to explain how details in the section “The Garbage Patches” in “Excerpt from *The Best Way to Deal with Ocean Trash*” help develop a central idea of the article (*It tells you how hard it is to clean up micro plastics and that animals can die from it*); however, the response does not provide two relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 6

44 In “Excerpt from *The Best Way to Deal with Ocean Trash*,” how do details in the section “The Garbage Patches” help develop a central idea of the article? Use **two** details from the article to support your response.

It shows how bad the problem is. For example, out of 671 fish collected, 35% of them ingested plastic particles. Not only that, but 9% of them ingest solid plastic. Not good.

### Score Point 1 (out of 2 credits)

This response provides only one relevant detail from the text for support (*out of 671 fish collected, 35% of them ingested plastic particles. Not only that, but 9% of them ingest solid plastic*). The response does not provide a valid inference from the text to explain how details in the section “The Garbage Patches” in “Excerpt from *The Best Way to Deal with Ocean Trash*” help develop a central idea of the article. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

44

In "Excerpt from *The Best Way To Deal with Ocean Trash*," how do details in the section "The Garbage Patches" help develop a central idea of the article? Use two details from the article to support your response. [2]

Details explain how "The Best Way To Deal with Ocean Trash" and "The Garbage Patches" give central ideas by telling them alike or simlair.

### Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*Details explain how "The Best Way To Deal with Ocean Trash" and "The Garbage Patches" give central ideas by telling them alike or simlair*).

44

In “Excerpt from *The Best Way to Deal with Ocean Trash*,” how do details in the section “The Garbage Patches” help develop a central idea of the article? Use two details from the article to support your response.

Since we are also the reason why there is plastic and grabage we could stop littering we can stop throwing plastic out and we can start recicalling and to get it out the ocean we can use the boat nets were u get fish from and throw it in the water and it gets up all the plastic and then we could clean out the ocean but it would be hart becuse there still is a lot of new thing and new parts of the ocean.

**Score Point 0 (out of 2 credits)**

This response does not address any of the requirements of the prompt (*Since we are also the reason why there is plastic and grabage we could stop littering we can stop throwing plastic out and we can start recicalling and to get it out the ocean we can use the boat nets were u get fish from and throw it in the water and it gets up all the plastic and then we could clean out the ocean but it would be hart becuse there still is a lot of new thing and new parts of the ocean*).

## EXEMPLARY RESPONSE

45

In “Excerpt from *The Best Way to Deal with Ocean Trash*,” why does the author include ideas from the scientists Haymet and Wilcox in the section “Addressing the Problem”? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

Laura Parker, the author of “Excerpt from *The Best Way to Deal with Ocean Trash*,” includes ideas from the scientists Haymet and Wilcox in the section “Addressing the Problem” to lend credibility to her argument that plastic in the ocean is a problem that urgently needs to be addressed, and that we can all participate in the solution. According to Parker, much of the problem stems from carelessness, not industrial trash. She cites a CSIRO study: “Only about 20 percent of ocean plastic comes from marine sources, such as discarded fishing equipment or cargo ship mishaps. About 80 percent of it washes out to sea from beach litter or was carried downstream in rivers.” Wilcox puts the responsibility squarely on us: “‘All of that stuff was in a human’s hand at one point or another,’ Wilcox says. ‘The essence of the solution is to provide incentives for people not to throw this stuff away.’” And Haymet simplifies our task and relates it to everyday activities: “With plastic, when you’re throwing a bottle cap on the ground, that should be an easy impact to get rid of.” Both authors suggest that much of the solution to ocean pollution is simple to address through minor changes in everyday behaviors.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-credit holistic rubric.

# GUIDE PAPER 1

45

In “Excerpt from *The Best Way to Deal with Ocean Trash*,” why does the author include ideas from the scientists Haymet and Wilcox in the section “Addressing the Problem”? Use **two** details from the article to support your response.

In “Excerpt from *The Best Way to Deal with Ocean Trash*,” the author includes ideas from the scientists Haymet and Wilcox in the section “Addressing the Problem” because those scientists help explain the paragraph with their quotes. For example in paragraph 10 Wilcox states, “ ‘All of that stuff was in a human’s hand at one point or another,’ Wilcox says. ‘The essence of the solution is to provide incentives for people not to throw this stuff away’.” This shows how these scientists use their knowledge to help show how tiny of an impact can cause a bigger issue, but it’s much easier to reverse it with just a simple step. In paragraph 7 it states, “Haymet and like-minded ocean scientists haven’t given up. They favor a low-tech, more practical approach to protecting the oceans from trash.” The author includes these scientists to help the reader understand how all of the percentages of trash in the oceans can be reversed just because of these scientists simple ideas.

## Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain why the author of “Excerpt from *The Best Way to Deal with Ocean Trash*” includes ideas from the scientists Haymet and Wilcox in the section “Addressing the Problem” (*because those scientists help explain the paragraph with their quotes*). This response provides evidence of analysis (*This shows how these scientists use their knowledge to help show how tiny of an impact can cause a bigger issue, but it’s much easier to reverse it with just a simple step*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“ ‘All of that stuff was in a human’s hand at one point or another,’ Wilcox says. ‘The essence of the solution is to provide incentives for people not to throw this stuff away’.” and “Haymet and like-minded ocean scientists haven’t given up. They favor a low-tech, more practical approach to protecting the oceans from trash.”). This response includes complete sentences where errors do not impact readability.



45

In “Excerpt from *The Best Way to Deal with Ocean Trash*,” why does the author include ideas from the scientists Haymet and Wilcox in the section “Addressing the Problem”? Use **two** details from the article to support your response.

The author include ideas from the scientists Haymet and Wilcox in the section “Addressing the Problem” to show that there is scientific evidence to prove that this is a problem and to show that this is a manmade conflict. This claim is true because in the text it states "Only about 20 percent of ocean plastic comes from marine sources, such as discarded fishing equipment or cargo ship mishaps. About 80 percent of it washes out to sea from beach litter or was carried downstream in rivers." This shows that this is a manmade problem and that there is evidence to back it up. Another piece of evidence is "With plastic, when you're throwing a bottle cap on the ground, that should be an easy impact to get rid of." This shows that there is a easy fix to this problem but people are not doing it.

### Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain why the author of “Excerpt from *The Best Way to Deal with Ocean Trash*” includes ideas from the scientists Haymet and Wilcox in the section “Addressing the Problem” (*to show that there is scientific evidence to prove that this is a problem and to show that this is a manmade conflict*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Only about 20 percent of ocean plastic comes from marine sources, such as discarded fishing equipment or cargo ship mishaps. About 80 percent of it washes out to sea from beach litter or was carried downstream in rivers.*” and “*With plastic, when you’re throwing a bottle cap on the ground, that should be an easy impact to get rid of.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

45

In "Excerpt from *The Best Way to Deal with Ocean Trash*," why does the author include ideas from the scientists Haymet and Wilcox in the section "Addressing the Problem"? Use two details from the article to support your response. [2]

In the article the author includes ideas from scientist Haymet and Wilcox because they give good examples why we should protect the ocean and how we should. For example, Haymet's way to get people to protect the ocean is by "Persuade the world's people to stop littering." Wilcox says "The essence of the solution is to provide incentives for people not to throw this stuff away."

### Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain why the author of "Excerpt from *The Best Way to Deal with Ocean Trash*" includes ideas from the scientists Haymet and Wilcox in the section "Addressing the Problem" (because they give good examples why we should protect the ocean and how we should). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Persuade the world's people to stop littering." and "The essence of the solution is to provide incentives for people not to throw this stuff away."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

45

In “Excerpt from *The Best Way to Deal with Ocean Trash*,” why does the author include ideas from the scientists Haymet and Wilcox in the section “Addressing the Problem”? Use **two** details from the article to support your response.

The author uses ideas and quotes from scientists Haymet and Wilcox, because they are experienced in this type of problem. The first section has Chris Wilcox's theory, "If we are doubling what we are putting into the ocean on a ten-year basis, there's no way to keep up," says Chris Wilcox, an ecologist at CSIRO.<sup>3</sup> "It would be as if you were vacuuming your living room, and I'm standing at the doorway with a bag of dust and a fan. You can constantly keep vacuuming, but you could never catch up." The quote from him also shows that he is an ecologist. He seems experienced in this, and is probably a good subject to put his ideas in an article.

### Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain why the author of “Excerpt from *The Best Way to Deal with Ocean Trash*” includes ideas from the scientists Haymet and Wilcox in the section “Addressing the Problem” (*because they are experienced in this type of problem*); however, the response provides only one concrete detail from the text for support (“*If we are doubling what we are putting into the ocean on a ten-year basis, there's no way to keep up,*” says Chris Wilcox, an ecologist at CSIRO.<sup>3</sup> “*It would be as if you were vacuuming your living room, and I'm standing at the doorway with a bag of dust and a fan. You can constantly keep vacuuming, but you could never catch up.*”). This response includes complete sentences where errors do not impact readability.

45

In "Excerpt from *The Best Way to Deal with Ocean Trash*," why does the author include ideas from the scientists Haymet and Wilcox in the section "Addressing the Problem"? Use **two** details from the article to support your response. [2]

To show the reader that scientists  
have looked into the problem  
and will find away to solve it

**Score Point 1 (out of 2 credits)**

This response provides a valid inference from the text to explain why the author of "Excerpt from *The Best Way to Deal with Ocean Trash*" includes ideas from the scientists Haymet and Wilcox in the section "Addressing the Problem" (*To show the reader that scientists have looked into the problem and will find away to solve it*); however, the response does not provide two relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 6

45

In “Excerpt from *The Best Way to Deal with Ocean Trash*,” why does the author include ideas from the scientists Haymet and Wilcox in the section “Addressing the Problem”? Use **two** details from the article to support your response.

In “Excerpt from *The Best Way to Deal with Ocean Trash*,” the author includes ideas from the scientists Haymet and Wilcox in the section “Addressing the Problem” because its about them addressing the problem. "Haymet and like-minded ocean scientists haven't given up. They favor a low-tech, more practical approach to protecting the oceans from trash: Persuade the world's people to stop littering." "

### Score Point 1 (out of 2 credits)

This response provides only one concrete detail from the text for support (“*Haymet and like-minded ocean scientists haven't given up. They favor a low-tech, more practical approach to protecting the oceans from trash: Persuade the world's people to stop littering.*”). The response does not provide a valid inference from the text to explain why the author of “Excerpt from *The Best Way to Deal with Ocean Trash*” includes ideas from the scientists Haymet and Wilcox in the section “Addressing the Problem.” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

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In “Excerpt from *The Best Way to Deal with Ocean Trash*,” why does the author include ideas from the scientists Haymet and Wilcox in the section “Addressing the Problem”? Use **two** details from the article to support your response.

The author included Haymet and wilcox to tell people what they said about the ocean they want peolpe to clean the ocean.

### Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The author included Haymet and wilcox to tell people what they said about the ocean they want peolpe to clean the ocean*).

45

In "Excerpt from *The Best Way to Deal with Ocean Trash*," why does the author include ideas from the scientists Haymet and Wilcox in the section "Addressing the Problem"? Use **two** details from the article to support your response. [2]

Haymet and like-minded ocean scientists  
haven't given up. they favor a low-tech.

**Score Point 0 (out of 2 credits)**

This response does not address any of the requirements of the prompt (*Haymet and like-minded ocean scientists have't given up. they favor a low-tech*).





more scientific approach.

Hennessy’s claim is that by making plastic trash that has washed ashore more visible people will become more conscious of their choices and purchase fewer plastic items. She supports this claim by describing the work of Angela Haseltine Pozzi and her organization, Washed Ashore: Art to Save the Sea. Ms. Pozzi enlists an army of volunteers to collect plastic trash from the Oregon coast, which she repurposes to create artwork. Hennessy explains, “Volunteers help clean up Oregon’s 300 miles of shoreline. Then, using only plastics from the beach cleanup, Ms. Pozzi and her staff and many, many volunteers create sculptures of sea animals.” The sculptures are quite impressive – “Most Washed Ashore sculptures are about 9 feet tall and take from six months to a year to complete.” One way they encourage viewers to be more mindful is that, “In the sculptures, viewers can see what each piece was before it became part of the artwork.” When people identify items similar to items they may have discarded, it will hopefully give them a greater sense of responsibility over the health of the oceans.

Parker’s claim is that removing plastic trash from the ocean is a complex problem with no easy solution. While Hennessy described a project that removed plastic trash you can see, Parker describes how trash is broken down into microscopic particles which enter the food chain as they are ingested by fish and other sea creatures. So much plastic is added to the oceans every year that as scientist Chris Wilcox explains, “It would be as if you were vacuuming your living room, and I’m standing at the doorway with a bag of dust and a fan. You can constantly keep vacuuming, but you could never catch up.” While the plastics problem seems insurmountable, Parker also gives us hope by describing the work of other scientists to address the problems. Even though there currently is no workable solution to removing microscopic particles from the ocean, Wilcox offers hope that people can be convinced to stop polluting and start relieving the problem. Wilcox states, “All of that stuff was in a human’s hand at one point or another,” which suggests that while human beings created the problem, they can also control it. He continues, “The essence of the solution is to provide incentives for people not to throw this stuff away. It is the cheapest, simplest, and far most efficient solution to the problem.”

I think Parker has a more compelling argument, in that it clearly identifies how dangerous and pervasive the problems created by plastic trash are. It is terrifying to think of a man-made substance affecting all levels of the food chain. Unnatural substances can create changes to genetics, causing mutations and other unintended consequences. Parker also holds out hope that things can change if consumers are more mindful of plastic trash disposal. On the other hand, Hennessy’s claim seems to be more wishful thinking than reality. While I think people can be more mindful of responsibly discarding their plastic, it is not realistic to think they can purchase fewer plastic items, since in our society there are not a lot of good alternatives. For example, a walk through the grocery store quickly demonstrates how plastic as a packaging material is here to stay. Children’s toys are another area dominated by plastic.

Both Parker and Hennessy identify the problem of plastic trash in the oceans and offer solutions based on their understanding and perspective. It is clear that we all have to take responsibility to improve the health of our oceans and make the world a better place.

### **Possible Details to Include:**

- Other relevant text-based details

### **Score Points:**

Apply 4-credit holistic rubric.

## GUIDE PAPER 1a

46

In “Excerpt from *Art for the Sea*” and “Excerpt from *The Best Way to Deal with Ocean Trash*,” both authors present claims about plastic trash. What is each author’s claim? How does each author support this claim? Which author’s argument is more convincing? Use details from **both** articles to support your response.

In your response, be sure to

- identify the claim that each author makes
- explain how each author supports this claim
- explain which author’s argument is more convincing
- use details from **both** articles to support your response

## GUIDE PAPER 1b

When Garbage(especially plastic) End up at sea it becomes a very serous health risk for the inhabitants living there. Luckily, there are people such as Angela Haseltine Pozzi, ocean scientists,and the authors who told thier stories are trying to stop this the authors who told thier stories. Though their goal is to rid the ocean of garbage. They have different claims about plastic.

The author of "Art of the sea" 's claim about taking care of sea garbage is that she can use it to create art. She supports her claim by making sculptures of sea animals with the plastics her volunteers had collected. In paragraph 2 of " Excerpt from Art for the Sea" It states," Volunteers help clean up Oregon's 300 miles of shoreline. Then, using only plastics from the beach cleanup, Ms.Pozzi and her staff and many,many volunteers create sculpters of sea animals." This shows that ms.Pozzi is using art as a way to conserve plastic from ending up in the ocean. In paragraph 3 from the same story it also states," Ms.Pozzi says," I want to create sculptures that make people take a look and think, 'How can there be this much trash on the beach?' The Washed Ashore sculptures, hopefully, will make people cinsider their plastic purchases and be aware of how much plastic ends up in the oceans" This also shows that ms.pozzi wants people to be aware of how much plastic ends up in sea and to reconsider their choices with plastic.

The Author of "Excerpt from the Best Way to Deal with Ocean Trash"'s claim about plastic in sea is that they can stop plastic from entering the ocean by persuading people to stop littering and that there is a simple solution to it. The author supports their claim by doing just that. In paragraph 7 it states," They Favor a low-tech, more practical apporach to protecting the oceans from trash: Persuade the world's people to stop littering." This shows that instead of doing something flashy to make people reconsider, they just did a straight foward apporach." In paragraph 11 it also states," It also states,""When you think about climate change, it's hard to reduce our carbon footprint,7 because we have to go through a fundamental shift in our economies," Wilcox says. "With plastic, when you're throwing a bottle cap on the ground, that should be an easy impact to get rid of." " This show that preventing people from littering is not a complicated thing to do.

If I had to choose which author's arguement was mare convincing, I would have to pick the author from "Excerpt from the Best Way to Deal with Ocean Trash". In paragraphs 10 and 11 it also states, "'All of that stuff was in a human's hand at one point or another,'" Wilcox says. "The essence5 of the solution is to provide incentives6 for people not to throw this stuff away. It is the cheapest, simplest, and far most efficient solution to the problem." . . . "When you think about climate change, it's hard to reduce our carbon footprint,7 because we have to go through a fundamental shift in our economies," Wilcox says. "With plastic, when you're throwing a bottle cap on the ground, that should be an easy impact to get rid of." " This show that asking people to stop littering doesn't have to be hard and flashy like ms.Pozzy's work.

In conclusion, Littering is very bad for the eviroment. Though I say that ms.Pozzy's work wasn't good, I still respect her for her creatitivity. Try to learn from them, clean the ocean so no sea creature will be harmed. Littering can also affect you so if you do not want to do it for the animals, do it for yourself.

# GUIDE PAPER 1c

## Score Point 4 (out of 4 credits)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose [*When Garbage(especially plastic) End up at sea it becomes a very serous health risk for the inhabitants living there. Luckily, there are people such as Angela Haseltine Pozzi, ocean scientists,and the authors who told thier stories are trying to stop this the authors who told thier stories. Though their goal is to rid the ocean of garbage. They have different claims about plastic*]. The response demonstrates insightful analysis of the texts (*ms.Pozzi is using art as a way to conserve plastic from ending up in the ocean; ms.pozzi wants people to be aware of how much plastic ends up in sea and to reconsider their choices with plastic; instead of doing something flashy to make people reconsider, they just did a straight foward appraoch.*”; *preventing people from littering is not a complicated thing to do; This show that asking people to stop littering doesn’t have to be hard and flashy like ms.Pozzy’s work*). The response develops the topic with relevant, well-chosen details from the text (“*Volunteers help clean up Oregon’s 300 miles of shoreline. Then, using only plastics from the beach cleanup, Ms.Pozzi and her staff and many,many volunteers create sculpters of sea animals.*”; “*Ms.Pozzi says, “ I want to create sculptures that make people take a look and think, ‘How can there be this much trash on the beach?’ The Washed Ashore sculptures, hopefully, will make people cinsider their plastic purchases and be aware of how much plastic ends up in the oceans*”; “*They Favor a low-tech, more practical apporach to protecting the oceans from trash: Persuade the world’s people to stop littering.*”; “*When you think about climate change, it’s hard to reduce our carbon footprint,7 because we have to go through a fundamental shift in our economies,*” *Wilcox says. “With plastic, when you’re throwing a bottle cap on the ground, that should be an easy impact to get rid of.”; “All of that stuff was in a human’s hand at one point or another,” Wilcox says. “The essence5 of the solution is to provide incentives6 for people not to throw this stuff away. It is the cheapest, simplest, and far most efficient solution to the problem.*”), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*She supports her claim, This shows, This also shows, The author supports their claim by, If I had to choose*). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*conserve plastic, reconsider their choices, hard and flashy*). The response provides a concluding statement that is compelling and clearly follows from the topic and information presented (*In conclusion, Littering is very bad for the eviroment. Though I say that ms.Pozzy’s work wasn’t good, I still respect her for her creatitivity. Try to lrean from them, clean the ocean so no sea creature will be harmed. Littering can also affect you so if you do not want to do it for the animals, do it for yourself*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*when Garbage [...] End up at sea, serous, Art of the sea”, sculpters, ms.Pozzi, cinsider, litering, apporach, foward appaorch, about plastic in sea, arguement, mare convincing, eviroment, creatitivity, lrean, punctuation, capitalization*).

In "Excerpt from *Art for the Sea*" and "Excerpt from *The Best Way To Deal with Ocean Trash*," both authors present claims about plastic trash. What is each author's claim? How does each author support this claim? Which author's argument is more convincing? Use details from **both** articles to support your response. [4]

In your response, be sure to

- identify the claim that each author makes
- explain how each author supports this claim
- explain which author's argument is more convincing
- use details from **both** articles to support your response

In "Excerpt from *Art for the Sea*," the author's claim is that plastics can and should be recycled while in "Excerpt from *The Best Way to Deal with Ocean Trash*," the author's claim is that littering is destroying the ocean and its life. In "Excerpt from *The Best Way to Deal with Ocean Trash*," the text says, "the harm to fish and other sea creatures is increasing" and "Persuade the world's people to stop littering." In "Excerpt from *Art for the Sea*," the text says, "using only plastics from the beach cleanup, Ms. Pozzi, and her staff and many, many volunteers create sculptures of sea animals." "Excerpt from *The Best Way to Deal with Ocean Trash*" provides

GO ON

a more convincing and direct argument. The author tells us the statistics, percentages and scientific information. The author also tells us what we can do to prevent this. Every piece of information came from a reliable source. On the other hand, the author from "Excerpt from Art for the Sea" simply states information and one way pollution is being prevented. The topic of "Excerpt from Art for the Sea" is repurposing, but it doesn't tell us that we should. "Excerpt from The Best Way to Deal with Ocean Trash" tells us that we should recycle and provided enough evidence and information as to why we should unlike "Excerpt from Art for the Sea". In conclusion, both articles' main focus is ocean pollution, but one is better than the other.

## Score Point 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In “Excerpt from Art for the Sea,” the author’s claim is that plastics can and should be recycled while in “Excerpt from The Best Way to Deal with Ocean Trash,” the authors claim is that littering is destroying the ocean and it’s life*). The response demonstrates insightful analysis of the texts (*The author tells us the statistics, percentages and scientific information. The author also tells us what we can do to prevent this. Every piece of information came from a reliable source and “Excerpt from Art for the Sea” simply states information and one way pollution is being prevented. The topic of “Excerpt from Art for the Sea” is repurposing, but it doesn’t tell us that we should. “Excerpt from The Best Way to Deal with Ocean Trash” tells us that we should recycle and provided enough evidence and information as to why we should*). The response develops the topic with relevant details from the texts (*“the harm to fish and other sea creatures is increasing”; “Persuade the world’s people to stop littering.”; “using only plastics from the beach cleanup, Ms. Pozzi and her staff and many, many volunteers create sculptures of sea animals.”*), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In “Excerpt from Art for the Sea,” the author’s claim is that [...] while in “Excerpt from The Best Way to Deal with Ocean Trash,” the authors claim is that; also; The author tells us; on the other hand; in conclusion*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*statistics, percentages, and scientific information*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion, both articles’ main focus is ocean pollution, but one is better than the other*). The response demonstrates grade-appropriate command of conventions, with few errors (*it’s life*).

## GUIDE PAPER 3a

46

In "Excerpt from *Art for the Sea*" and "Excerpt from *The Best Way To Deal with Ocean Trash*," both authors present claims about plastic trash. What is each author's claim? How does each author support this claim? Which author's argument is more convincing? Use details from **both** articles to support your response. [4]

In your response, be sure to

- identify the claim that each author makes ✓
- explain how each author supports this claim ✓
- explain which author's argument is more convincing ✓
- use details from **both** articles to support your response

In the article "Excerpt from Art of the Sea" the author tries to create art that shows meaning. Each sculpture has a different meaning, but they all tie together with the ocean. In the article "Excerpt from The Best Way To Deal with Ocean Trash" the author provides statistics to the amount of pollution, and the harm done to animals because of plastic. The author also provides statistics of the effect that pollution will have in a few years. In the article "Excerpt from Art of the Sea" Ms. Pozzi says "I want to create sculptures that make people take a look and think How can



## GUIDE PAPER 3b

there be this much trash on the beach?" Another claim that supports the author is "The Washed Ashore sculptures, hopefully, will make people consider their plastic purchases and be aware of how much plastic ends up in the oceans". The author from the article "Excerpt from The Best Way to Deal with Ocean Trash" is more convincing because he/she gives information the effect pollution has had, and how scientists would approach this problem. The quote scientists "favor a low-tech, more practical approach to protecting the oceans from trash: Persuade the world's people to stop littering." shows the author showing hope by listing these solutions or protocols we and other people can take, so that we can help the oceans. Another quote from the author that convinces me his/her argument is better is because he/she gives numbers/statistics, as to how the pollution affects sea animals. The quote is "Of 671 fish collected, 35 percent

## GUIDE PAPER 3c

had ingested plastic particles". In conclusion both authors from both texts "Excerpt from Art of the Sea" and "Excerpt from The Best Way to Deal with Ocean Trash" want to help the environment, and let people be aware of pollution and the major effect it has.

### Score Point 4 (out of 4 credits)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*In the article "Excerpt from Art of the Sea" the author tries to create art that shows meaning. Each sculpture has a different meaning, but it all ties together with the ocean. In the article "Excerpt from The Best Way to Deal with Ocean Trash" the author provides statistic to the amount of pollution, and the harm done to animals because of plastic*). The response demonstrates insightful analysis of the texts (*Each sculpture has a different meaning, but it all ties together with the ocean; he/she gives information the effect pollution has had, and how scientists would approach this problem; showing hope by listing these solutions or protocols we and other people can take, so that we can help the ocean*). The response develops the topic with relevant, well-chosen details from the texts (*"I want to create sculptures that make people take a look and think How can there be this much trash on the beach?"; "The Washed Ashore sculptures, hopefully, will make people consider their plastic purchases and be aware of how much plastic ends up in the oceans"; "favor a low-tech, more practical approach to protecting the oceans from trash : Persuade the world's people to stop littering."; "Of 671 fish collected, 35 percent had ingested plastic particles"*), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*The author also provides, Another claim, Another quote, In conclusion*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary. The response provides a concluding statement that follows from the topic and information presented (*In conclusion both authors from both texts "Excerpt from Art of the Sea" and "Excerpt from The Best Way to Deal with Ocean Trash" want to help the environment, and let people be aware of pollution and the major effect it has*). The response demonstrates grade-appropriate command of conventions, with few errors (*provides statistic, statisties, approach, problem, environment, the effect pollution had, how the pollution effect, punctuation, capitalization*).

## GUIDE PAPER 4a

46

In "Excerpt from *Art for the Sea*" and "Excerpt from *The Best Way to Deal with Ocean Trash*," both authors present claims about plastic trash. What is each author's claim? How does each author support this claim? Which author's argument is more convincing? Use details from **both** articles to support your response.

In your response, be sure to

- identify the claim that each author makes
- explain how each author supports this claim
- explain which author's argument is more convincing
- use details from **both** articles to support your response

In "Excerpt from *Art for the Sea*" and "Excerpt from *The Best Way to Deal with Ocean Trash*," both authors present claims about plastic trash. Gail Skrobback Hennessey's claim was that if people clean up the shorelines and make sculptures, it will encourage more people to recycle seeing all of that garbage. The author states in paragraph 3, "The Washed Ashore sculptures, hopefully, will make people consider their plastic purchases and be aware of how much plastic ends up in the oceans." The author hopes that the more sculptures that people can make with the sea trash, the more it will encourage more people to recycle to save some of the animals. The author also says in paragraph 8, "In the sculptures, viewers can see what each piece was before it became part of the artwork." The hope is that people will see that everyday items are the things that hurt ocean life. Laura Parker's claim is that if people can persuade others to stop littering, then the ocean life could be at peace. The author states in paragraph 7, "They favor a low-tech, more practical approach to protecting the oceans from trash: Persuade the world's people to stop littering." The author believes, that if people don't litter, then the pollution can disappear and ocean life can be healthy again. The author also states in paragraph 11, "'When you think about climate change, it's hard to reduce our carbon footprint, because we have to go through a fundamental shift in our economies,' Wilcox says." Even scientists believe that if you just try to reverse the debris and pollution, it will go away, but there is no point of going to pick up the trash that already exists. I believe that Gail Skrobback Hennessey was more convincing, using cool art projects to get people to stop littering, and to start picking up trash to make the cool sculptures that they see.

## GUIDE PAPER 4b

### Score Point 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (In “*Excerpt from Art for the Sea*” and “*Excerpt from The Best Way to Deal with Ocean Trash*,” both authors present claims about plastic trash). The response demonstrates grade-appropriate analysis of the texts (*the more sculptures that people can make with the sea trash, the more it will encourage more people to recycle to save some of the animals; the hope is that people will see that everyday items are the things that hurt ocean life; if people can persuade others to stop littering, then the ocean life could be at peace; if people don’t litter, then the pollution can disappear and ocean life can be healthy again*). The response develops the topic with relevant details from the texts (“*The Washed Ashore sculptures, hopefully, will make people consider their plastic purchases and be aware of how much plastic ends up in the oceans.*”; “*In the sculptures, viewers can see what each piece was before it became part of the artwork.*”; “*They favor a low-tech, more practical approach to protecting the oceans from trash: Persuade the world’s people to stop littering.*”; “*When you think about climate change, it’s hard to reduce our carbon footprint, because we have to go through a fundamental shift in our economies,’ Wilcox says.*”), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*The author states, The author hopes, The author also says, The author believes, The author also states, Even scientists believe*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*debris, cool art projects, cool sculptures*). The response provides a concluding statement that follows from the topic and information presented (*I believe that Gail Skroback Hennessey was more convincing, using cool art projects to get people to stop littering, and to start picking up trash to make the cool sculptures that they see*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*plactic, sculputes, dissappears, u, nut there, punctuation*).

46

In “Excerpt from *Art for the Sea*” and “Excerpt from *The Best Way to Deal with Ocean Trash*,” both authors present claims about plastic trash. What is each author’s claim? How does each author support this claim? Which author’s argument is more convincing? Use details from **both** articles to support your response.

In your response, be sure to

- identify the claim that each author makes
- explain how each author supports this claim
- explain which author’s argument is more convincing
- use details from **both** articles to support your response

In *Art for the Sea*, the author makes the claim that there is too much trash in the ocean and someone has to do something, so they did. The author supports this claim by talking about how they cleaned the trash from their beaches and made sculptures out of it.

In *The Best Way to Deal with Ocean Trash* the author makes the claim that we need to persuade the world to stop littering because there is too much trash in the ocean. The author supports this idea by giving statistics and percentages about plastic trash in the ocean.

In my opinion, the author of *Art for the Sea* makes a more convincing argument because not only do they speak of the climate change problem, they state how one would go about their way to do something about it, and make beautiful art in the process. This form of persuasion is appealing to the scientific community and the artistic community, and it is really a great way to provoke interest of climate change in those who do not yet know much. One detail to support my answer is from *Art for the Sea* "Most Washed Ashore sculptures are about 9 feet tall and take six months to a year to complete. One of the first was Henry the Giant Fish ... In the sculptures, viewers can see what each piece was before it became a part of the artwork." Another detail is from *The Best Way to Deal with Ocean Trash* "Haymet and like-minded scientists haven't given up." This detail proves that Pozzi could possibly be considered a "like-minded scientist" since she refuses to give up and give in to climate change.

## Score Point 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows the task and purpose (*In Art for the Sea, the author makes the claim that there is too much trash in the ocean and someone has to do something, so they did. [...] In The Best Way to Deal with Ocean Trash the author makes the claim that we need to persuade the world to stop littering because there is too much trash in the ocean*). The response demonstrates grade-appropriate analysis of the texts (*not only do they speak of the climate change problem, they state how one would go our of their way to do something about it, and make beautiful art in the process and This form of persuasion is apealing to the scientific community and the artistic community, and it is really a great way to provoke intrest of climate change in those who do not yet know ,much*). The response develops the topic with relevant details from the texts (*“Most Washed Ashore sculptures are about 9 feet tall and take six months to a year to complete. One od the first was Henry the Giant Fish ... In the scultures, viewers can see what each piece was before it became a part of the artwork.” and “Haymet and like-minded scientists haven’t given up.”*), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*The author supports this, In my opinion, This form of persuasion, Another detail, This detail*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*scientific community, artistic community, provoke intrest*). The response provides a concluding statement that follows generally from the topic and information presented (*This detail proves that Pozzi could possibly be considered a “like-mided scientist” since she refuses to give up and give in to climate change*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*arguement; our of their way; apealing; intrest; know ,much; od; scultures; like-mided; punctuation*).

## GUIDE PAPER 6a

46

In "Excerpt from *Art for the Sea*" and "Excerpt from *The Best Way to Deal with Ocean Trash*," both authors present claims about plastic trash. What is each author's claim? How does each author support this claim? Which author's argument is more convincing? Use details from **both** articles to support your response.

In your response, be sure to

- identify the claim that each author makes
- explain how each author supports this claim
- explain which author's argument is more convincing
- use details from **both** articles to support your response

In "Excerpt form *Art for the Sea*" and "Excerpt from *The Best Way To Deal with Ocean Trash*" both talk about plastic and how we should raise awareness about all the trash in the ocean. The claim in "Excerpt from *Art for the Sea*" is for people to be aware of how much plastic ends up in the ocean and to be more consideret of what type of plastic they buy and the claim in "Excerpt from *The Best Way To Deal with Ocean Trash*" is for people to be aware of all the plastic in the ocean and to try to clean up some of the plastic in the ocean. The author of "Excerpt from *Art of the sea*" supports their claim stating "hopefully, will make people consider their plastic purchases and be aware of how much plastic ends up in the oceans." this explains that when people view their art they will think about the plastic in the ocean another quote from the text states "The materials are harmful to some sea animals, such as turtles, sea lions, and birds. Some of these creatures eat plastic objects that look like food. Others become entangled in plastic nets or packaging." this quote expain how all the plastic in the ocean harms the animals. The author of "Excerpt from *The Best Way To Deal with Ocean Trash*" supports their claim by stating "Only about 20 percent of ocean plastic comes from marine sources, such as discarded fishing equipment or cargo ship mishaps." this quote explains where some of the ocean plastics come from another quote is "All of that stuff was in a human's hand at one point or another," Wilcox says. "The essence<sup>5</sup> of the solution is to provide incentives<sup>6</sup> for people not to throw this stuff away. It is the cheapest, simplest, and far most efficient solution to the problem." this quote explains what we should do to pervent more ocean trash. Overall I think that "Excerpt from *The Best Way to Deal with Ocean Trash*" is more convincing because it includes different statements like, where some of the ocean trash comes from and the aurthor also includes infromation like what we should do pervent from plastic from ending up in the ocean and it also includes different studies that other people did on ocean plastic to support the claim.

## GUIDE PAPER 6b

### Score Point 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (In “*Excerpt from Art for the Sea*” and “*Excerpt from The Best Way To Deal with Ocean Trash*” both talk about plastic and how we should raise awareness about all the trash in the ocean). The response demonstrates grade-appropriate analysis of the texts (The claim in “*Excerpt from Art for the Sea*” is for people to be aware of how much plastic ends up in the ocean and to be more consideret of what type of plastic they buy and the claim in “*Excerpt from The Best Way To Deal with Ocean Trash*” is for people to be aware of all the plastic in the ocean and to try to clean up some of the plastic in the ocean). The response develops the topic with relevant details from the texts (“*hopefully, will make people consider their plastic purchases and be aware of how much plastic ends up in the oceans.*”; “*The materials are harmful to some sea animals, such as turtles, sea lions, and birds. Some of these creatures eat plastic objects that look like food. Others become entangled in plastic nets or packaging.*”; “*Only about 20 percent of ocean plastic comes from marine sources, such as discarded fishing equipment or cargo ship mishaps.*”; “*All of that stuff was in a human’s hand at one point or another;*” Wilcox says. “*The essence<sup>5</sup> of the solution is to provide incentives<sup>6</sup> for people not to throw this stuff away. It is the cheapest, simplest, and far most efficient solution to the problem.*”), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*this explains, another quote, overall*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*Includes different statements like, infromation like*). The response provides a concluding statement that follows from the topic and information presented (*Overall I think that “Excerpt from The Best Way to Deal with Ocean Trash” is more convincing because it includes different statements like, where some of the ocean trash comes from and the aurthor also includes infromation like what we should to do pervent from plastic from ending up in the ocean and it also includes different studies that other people did on ocean plastic to support the claim*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Excerpt form, expain, it includes different statements like, consideret, aurthor, infromation, we should to do, pervent, punctuation, capitalization, run-on sentences*).



## GUIDE PAPER 7a

46

In "Excerpt from *Art for the Sea*" and "Excerpt from *The Best Way To Deal with Ocean Trash*," both authors present claims about plastic trash. What is each author's claim? How does each author support this claim? Which author's argument is more convincing? Use details from **both** articles to support your response. [4]

In your response, be sure to

- identify the claim that each author makes
- explain how each author supports this claim
- explain which author's argument is more convincing
- use details from **both** articles to support your response

Each author claim is to save the sea because there are plastic in the sea and fish ingesting the plastic and probably dying. Each author supports the claim by explaining on how the people organized a community to save the sea life. The article *Art for the Sea* is more convincing because it talks about building a community and collecting every plastic, while the article *The Best Way To Deal with Ocean Trash* it talks about the estimate on how many plastic are there in each area and how many fishes ingested plastic.

## GUIDE PAPER 7b

### Score Point 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*Each author claim is to save the sea because there are plastic in the sea and fish ingesting the plastic and probably dying*). The response demonstrates a literal comprehension of the texts (*building a community and collecting every plastic and the estimate on how many plastic are there in each area and how many fishes ingested plastic*). The response partially develops the topic of the essay with the use of some textual evidence (*there are plastic in the sea and fish ingesting plastic and the people organized a community to save the sea life*) and uses relevant evidence with inconsistency. The response exhibits some attempt at organization, with inconsistent use of transitions (*Each author* and *While the article*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Each author claim is, there are plastic, explaining on how, collecting every plastic, taks, how many plastic, punctuation*).

46

In “Excerpt from *Art for the Sea*” and “Excerpt from *The Best Way to Deal with Ocean Trash*,” both authors present claims about plastic trash. What is each author’s claim? How does each author support this claim? Which author’s argument is more convincing? Use details from **both** articles to support your response.

In your response, be sure to

- identify the claim that each author makes
- explain how each author supports this claim
- explain which author’s argument is more convincing
- use details from **both** articles to support your response

The claim in Excerpt from *Art for the Sea* is "The Washed Ashore sculptures, hopefully, will make people consider their plastic purchases and be aware of how much plastic ends up in the oceans". This means that these sculptures will make people consider how much plastic they throw away. The claim in Excerpt from *The Best Way To Deal with Ocean Trash* is "the garbage is spread over millions of square miles. for another it is made mostly of degraded plastics". This means that there is lots of plastic in the ocean and most of it is very small and hard to get rid of. Excerpt from *The Best Way to deal with ocean trash* is more convincing then excerpt from *art of the sea* because it uses more facts and statistics like "A 2009 research trip to the great pacific garbage patch by Scipps foud 9 percent of the fish had ingested plastic". Excerpt from *art of the sea* uses more pathos like "The materials are harmful to some animals, such as turtles, sea lions, and birds. Some of these creatures eat plastic objects that look like food. others become entanged in plastic nets or packaging".

**Score Point 2 (out of 4 credits)**

This response introduces a topic in a manner that follows generally from the task and purpose (*The claim in Excerpt from Art for the Sea is [...] The claim in Excerpt from The Best Way To Deal with Ocean Trash is*). The response demonstrates a literal comprehension of the texts (*This means that these statues will make people consider how much plastic they throw away and This means that there is lots of plastic in the ocean and most of it is very small and hard to get rid of*). The response partially develops the topic of the essay with the use of some textual evidence (*“The Washed Ashore sculptures, hopefully, will make people consider their plastic purchases and be aware of how much plastic ends up in the oceans”; “the garbage is spread over millions of square miles. for another it is made mostly of degraded plastics”; “A 2009 research trip to the great pacific garbage patch by Scipps foud 9 percent of the fish had ingested plastic”*), some of which may be irrelevant (*“The materials are harmful to some animals, such as turtles, sea lions, and birds. Some of these creatures eat plastic objects that look like food. others become entanged in plastic nets or packaging”*). The response uses relevant evidence with inconsistency. The response exhibits some attempt at organization, with inconsistent use of transitions (*The claim is* and *This means that*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*statures, more convincing then, Scipps foud, entanged, capitalization, punctuation*).

## GUIDE PAPER 9a

46

In "Excerpt from *Art for the Sea*" and "Excerpt from *The Best Way To Deal with Ocean Trash*," both authors present claims about plastic trash. What is each author's claim? How does each author support this claim? Which author's argument is more convincing? Use details from **both** articles to support your response. [4]

In your response, be sure to

- identify the claim that each author makes
- explain how each author supports this claim
- explain which author's argument is more convincing
- use details from **both** articles to support your response

The claim that each author makes is that garbage in the ocean is bad. Each author supports this claim by telling how it kills animals and how many animals it kills. Gale Strobach is more convincing because he shows how he made a campaign to pick up all the garbage from the ocean. Two details all they both showed how garbage in the ocean is bad and they showed that ocean garbage makes the water look nasty.

## GUIDE PAPER 9b

### Score Point 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*The claim that each author makes is that garbage in the ocean is bad*). The response demonstrates literal comprehension of the texts (*he made a campaign to pickup all the garbage from the ocean*). The response partially develops the topic of the essay with the use of some textual evidence (*it kills animals and garbage in the ocean is bad and they showed that ocean garbage makes the water look nasty*), and uses relevant evidence with inconsistency. The response exhibits some attempt at organization, with inconsistent use of transitions (*Each author supports this claim by and Two details are*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*garbage in the ocean is bad and ocean garbage makes the water look nasty*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*pickup*).

## GUIDE PAPER 10

46

In “Excerpt from *Art for the Sea*” and “Excerpt from *The Best Way to Deal with Ocean Trash*,” both authors present claims about plastic trash. What is each author’s claim? How does each author support this claim? Which author’s argument is more convincing? Use details from **both** articles to support your response.

In your response, be sure to

- identify the claim that each author makes
- explain how each author supports this claim
- explain which author’s argument is more convincing
- use details from **both** articles to support your response

Each other makes a claim about how Garbage is effecting the ocean and how they should clean the ocean out of its garbage. Each author supports the claim by making points on how much trash is in the ocean and how much percentage is ending in the ocean. Laura parker's article os more convincing because it shows how there is a garbage patch in the ocean and how the fish and sea lifeare ingesting it.

### Score Point 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*Each other makes a claim about how Garbage is effecting the ocean and how they should clean the ocean out of its garbage*). The response demonstrates little understanding of the texts (*they should clean the ocean out of its garbage*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*Each author supports the claim by making points on how much trash is in the ocean and how much percentage is ending in the ocean*). The response exhibits little attempt at organization. The response lacks a formal style, using language that is imprecise for the texts and task. The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Each other, effecting, os, lifeare*, capitalization, one run-on sentence, punctuation).

46

In “Excerpt from *Art for the Sea*” and “Excerpt from *The Best Way to Deal with Ocean Trash*,” both authors present claims about plastic trash. What is each author’s claim? How does each author support this claim? Which author’s argument is more convincing? Use details from **both** articles to support your response.

In your response, be sure to

- identify the claim that each author makes
- explain how each author supports this claim
- explain which author’s argument is more convincing
- use details from **both** articles to support your response

the ways that bogth of these articles talking about trash supports their claim by talking about garbage patches and how big they can get and also talking about how plastics dont break down makingit unsafe for any animal specifcily ocean creatures. now they support their claim by taking these examples and breaking them down to work as a main idea. they both need to make their articles convincing but in my opinion I think the secont article ismy convincing because it talks about more than just plastic not breaking down in oceans or other inviroments.

### Score Point 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*the ways that bogth of these articles talking about trash supports their claim by [...] taking these examples and breaking them down to work as a main idea. they both need to make their articles convincing but in my opinion I think the secont article ismy convincing*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*talking about garbage patches and how big they can get and talking about how plastics dont break down makingit unsafe for any animal specifcily ocean creatures and it talks about more than just plastic not breaking down in the oceans or other inviroments*). The response exhibits little attempt at organization (*now*). The response lacks a formal style, using language that is imprecise for the texts and task. The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*bogth, dont, makingit, specifcily, secont, ismy, inviroments*, capitalization, punctuation, run-on sentences).



## GUIDE PAPER 12

46

In "Excerpt from *Art for the Sea*" and "Excerpt from *The Best Way To Deal with Ocean Trash*," both authors present claims about plastic trash. What is each author's claim? How does each author support this claim? Which author's argument is more convincing? Use details from **both** articles to support your response. [4]

In your response, be sure to

- identify the claim that each author makes
- explain how each author supports this claim
- explain which author's argument is more convincing
- use details from **both** articles to support your response

Both of the artist claims are about wanting  
to clear the ocean of plastic

### Score Point 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*Both of the artist claims are about wanting to clear the ocean of plastic*). The response demonstrates little understanding of the texts. The response provides no evidence. The response exhibits no evidence of organization. The response lacks a formal style, using language that is imprecise for the texts and task. The response does not provide a concluding statement. The response is minimal, making assessment of conventions unreliable.

## GUIDE PAPER 13

46

In “Excerpt from *Art for the Sea*” and “Excerpt from *The Best Way to Deal with Ocean Trash*,” both authors present claims about plastic trash. What is each author’s claim? How does each author support this claim? Which author’s argument is more convincing? Use details from **both** articles to support your response.

In your response, be sure to

- identify the claim that each author makes
- explain how each author supports this claim
- explain which author’s argument is more convincing
- use details from **both** articles to support your response

In "Exerpt from Art for the Sea" and Exerpt from the Best Way To Deal With Ocean Trash" both authrs present claims about plastic trash. What is each authors claim? How does each author supply this claim? Which authors argument is more convincing? Use details from both articles to support your response. In your response , be sure to identify the claim that each author makes, explain how each author supports thus claim, explain which authors argument is more convicing and use details from both articles to support your response.

### Score Point 0 (out of 4 credits)

This response demonstrates lack of comprehension of the texts or task (*In “Exerpt from Art for the Sea” and Exerpt from the Best Way To Deal With Ocean Trash” both authrs present claims about plastic trash. What is each authors claim? How does each author supply this claim? Which authors argument is more convincing? Use details from both articles to support your response. In your response , be sure to identify the claim that each author makes, explain how each author supports thus claim, explain which authors argument is more convicing and use details from both articles to support your response).*

46

In “Excerpt from *Art for the Sea*” and “Excerpt from *The Best Way to Deal with Ocean Trash*,” both authors present claims about plastic trash. What is each author’s claim? How does each author support this claim? Which author’s argument is more convincing? Use details from **both** articles to support your response.

In your response, be sure to

- identify the claim that each author makes
- explain how each author supports this claim
- explain which author’s argument is more convincing
- use details from **both** articles to support your response

The claims that each author makes is that the plastic you throw away could possibly end up in the water and harm animals like fish, turtles, sea lions, and birds.

In the text "Excerpt from The Best Way to Deal with Ocean Trash" it said "The challenge is huge. For one thing, the garbage is spread over millions of square miles. For another, it's made up mostly of degraded plastic, broken down by sunlight and waves into tiny bits the size of grains of rice. That's what makes it so horrifying," Haymet says. The micro-plastic<sup>1</sup> is the same size as the stuff living in the water column.<sup>2</sup> How would we ever go out and collect it? So far no one's come up with a plan to separate all the micro-plastic from the living life that's the same size. If we are doubling what we are putting into the ocean on a ten-year basis, there's no way to keep up," says Chris Wilcox, an ecologist at CSIRO.<sup>3</sup> It would be as if you were vacuuming your living room, and I'm standing at the doorway with a bag of dust and a fan. You can constantly keep vacuuming, but you could never catch up. Charles Moore, who "discovered" the Great Pacific Garbage Patch in the late 1990s and plans a research trip there in July, estimates that altogether the globe's garbage patches contain 200 million tons of floating debris. He came up with the figure based on calculations that 2.5 percent of the world's plastic ends up in the sea. Marcus Eriksen, a marine scientist and co-founder of the California-based 5 Gyres, which studies the five main garbage patches, estimates the total floating debris is just 500,000 tons.

In either case, the harm to fish and other sea creatures is increasing."

In "Excerpt from Art for the Sea" it said "Angela Haseltine Pozzi didn't like seeing plastic trash washing up on the shore near her home in Bandon, Oregon. She wanted to rally<sup>1</sup> her community to clean it up, so she started an organization and called it Washed Ashore: Art to Save the Sea.

Here's how it works Volunteers help clean up Oregon's 300 miles of shoreline. Then, using only plastics from the beach cleanup, Ms. Pozzi and her staff and many, many volunteers create sculptures of sea animals.

Ms. Pozzi says, "I want to create sculptures that make people take a look and think, 'How can there be this much trash on the beach?' The Washed Ashore sculptures, hopefully, will make people consider their plastic purchases and be aware of how much plastic ends up in the oceans. Plastics Are Forever

People have used plastics to create life-saving medical devices, inexpensive containers and gadgets, and toys, of course. But unlike wood, cotton, and other natural materials, plastics don't break down into anything useful to other living things. Instead, they stay for years in landfills, waterways, and the oceans. The materials are harmful to some sea animals, such as turtles, sea lions, and birds. Some of these creatures eat plastic objects that look like food. Others become entangled in plastic nets or packaging."

## Score Point 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task (*The claims that each author makes is that the plastic you throw away could possibly end up in the water and harm animals like fish, turtles, sea lions, and birds. In the text "Excerpt from The Best Way to Deal with Ocean Trash" it said "The challenge is huge. For one thing, the garbage is spread over millions of square miles. For another, it's made up mostly of degraded plastic, broken down by sunlight and waves into tiny bits the size of grains of rice. That's what makes it so horrifying," Haymet says. The micro-plastic is the same size as the stuff living in the water column. How would we ever go out and collect it? So far no one's come up with a plan to separate all the micro-plastic from the living life that's the same size. If we are doubling what we are putting into the ocean on a ten-year basis, there's no way to keep up," says Chris Wilcox, an ecologist at CSIRO. It would be as if you were vacuuming your living room, and I'm standing at the doorway with a bag of dust and a fan. You can constantly keep vacuuming, but you could never catch up. Charles Moore, who "discovered" the Great Pacific Garbage Patch in the late 1990s and plans a research trip there in July, estimates that altogether the globe's garbage patches contain 200 million tons of floating debris. He came up with the figure based on calculations that 2.5 percent of the world's plastic ends up in the sea. Marcus Eriksen, a marine scientist and co-founder of the California-based 5 Gyres, which studies the five main garbage patches, estimates the total floating debris is just 500,000 tons. In either case, the harm to fish and other sea creatures is increasing.* In "Excerpt from Art for the Sea" it said "Angela Haseltine Pozzi didn't like seeing plastic trash washing up on the shore near her home in Bandon, Oregon. She wanted to rally her community to clean it up, so she started an organization and called it Washed Ashore: Art to Save the Sea. Here's how it works Volunteers help clean up Oregon's 300 miles of shoreline. Then, using only plastics from the beach cleanup, Ms. Pozzi and her staff and many, many volunteers create sculptures of sea animals. Ms. Pozzi says, I want to create sculptures that make people take a look and think, How can there be this much trash on the beach?' The Washed Ashore sculptures, hopefully, will make people consider their plastic purchases and be aware of how much plastic ends up in the oceans. Plastics Are Forever People have used plastics to create life-saving medical devices, inexpensive containers and gadgets, and toys, of course. But unlike wood, cotton, and other natural materials, plastics don't break down into anything useful to other living things. Instead, they stay for years in landfills, waterways, and the oceans. The materials are harmful to some sea animals, such as turtles, sea lions, and birds. Some of these creatures eat plastic objects that look like food. Others become entangled in plastic nets or packaging.").







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