

FOR TEACHERS ONLY

**The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION**

ELA

ENGLISH LANGUAGE ARTS

Wednesday, August 16, 2023 — 8:30 to 11:30 a.m., only

RATING GUIDE

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at <https://www.nysesd.gov/state-assessment/high-school-regents-examinations> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

The following procedures are to be used for rating papers in the Regents Examination in English Language Arts. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in English Language Arts*.

ENGLISH LANGUAGE ARTS

Mechanics of Rating

Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional scanning center or large-city scanning center. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the answer sheet will interfere with the accuracy of the scanning.**

Before scannable answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be resolved before student answer sheets are machine scored. When machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

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Rating of Essay and Response Questions

- (1) In training raters to score student essays and responses for each part of the examination, follow the procedures outlined below:

Introduction to the Tasks

- Raters read the task and summarize it.
- Raters read the passages or passage and plan a response to the task.
- Raters share response plans and summarize expectations for student responses.

Introduction to the Rubric and Anchor Papers

- Trainer reviews rubric with reference to the task.
- Trainer reviews procedures for assigning holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- Trainer leads review of each anchor paper and commentary. (*Note:* anchor papers are ordered in pairs of high and low within each score level.)

Practice Scoring Individually

- Raters score a set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Parts 2 and 3 contain scores and commentaries.)

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay and response on the rating sheets provided in the *Information Booklet*, *not* directly on the student's essay or response or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) Both the 6-credit essay and the 4-credit response must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. **Teachers may not score their own students' answer papers.** The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay or response, and recording that information on the student's answer paper.

Schools are not permitted to rescore any of the open-ended questions on any Regents Exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.



New York State Regents Examination in English Language Arts

Part 2 Rubric

Writing From Sources: Argument

| Criteria | 6 Essays at this Level: | 5 Essays at this Level: | 4 Essays at this Level: | 3 Essays at this Level: | 2 Essays at this Level: | 1 Essays at this Level: |
|--|---|--|---|--|---|---|
| Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts | -introduce a precise and insightful claim, as directed by the task -demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims | -introduce a precise and thoughtful claim, as directed by the task -demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims | -introduce a reasonable claim, as directed by the task -demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims | -introduce a claim -demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims | -do not introduce a claim -demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims | -do not introduce a claim -do not demonstrate analysis of the texts |
| Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis | -present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis -present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis | -present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material | -present ideas briefly, making use of some specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material | -present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant -demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material | -present little or no evidence from the texts -demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material | -do not make use of citations |
| Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language | -exhibit skillful organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using sophisticated language and structure | -exhibit logical organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using fluent and precise language and sound structure | -exhibit acceptable organization of ideas and information to create a coherent essay -establish and maintain a formal style, using precise and appropriate language and structure | -exhibit some organization of ideas and information to create a mostly coherent essay -establish but fail to maintain a formal style, using primarily basic language and structure | -exhibit inconsistent organization of ideas and information, failing to create a coherent essay -lack a formal style, using some language that is inappropriate or imprecise | -exhibit little organization of ideas and information -use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts |
| Control of Conventions: the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling | -demonstrate control of conventions with essentially no errors, even with sophisticated language | -demonstrate control of conventions, exhibiting occasional errors only when using sophisticated language | -demonstrate partial control of conventions, exhibiting occasional errors that do not hinder comprehension | -demonstrate emerging control of conventions, exhibiting frequent errors that hinder comprehension | -demonstrate a lack of control of conventions, exhibiting frequent errors that make comprehension difficult | -are minimal, making assessment of conventions unreliable |

- An essay that addresses fewer texts than required by the task can be scored no higher than a 3.
- An essay that is a personal response and makes little or no reference to the task or texts can be scored no higher than a 1.
- An essay that is totally copied from the task and/or texts with no original student writing must be scored a 0.
- An essay that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored a 0.

The debate about whether or not to ban the use of styrofoam in cities is a tense argument, and activists on both sides feel strongly about their cause. Although many argue that styrofoam should be banned, due to its affects on the environment, researchers say that styrofoam is not any worse than any other single-use products we use. The answer is not to ban styrofoam because styrofoam consumes much less energy than other alternatives, it is a staple product for restaurants, and it ~~never~~ does not last forever like some claim.

Despite the claims of some that say styrofoam consumes more energy to manufacture than other alternatives, it doesn't. Styrofoam products take less energy and resources to produce than paper alternatives (text 1, line 12). The shift from styrofoam to paper may seem like an environmentally conscious choice, but paper products are just as likely to be discarded, the same way styrofoam is littered. The weight of products that use paper is drastically more than styrofoam, leading to higher emissions during transportation (text 1, lines 13-14). Changing the products we use to alternatives may solve environmental problems, but those alternatives have a whole different set of issues that they come with.

Styrofoam products play a vital role in the restaurant industry. For take-out and take-home food and beverages, styrofoam is needed. Styrofoam provides packaging that insulates your food and keeps whatever is inside warm or cold (text 2, line 6). Nearly every restaurant you go in will utilize styrofoam products, and it is essential to their business to have them. A ban on styrofoam would cripple restaurants and could lead to them going out of business. The difference between paper and styrofoam may not seem pricey, but a paper cup can cost four and a half times more than the styrofoam cup (text 3, lines 22-23). Banning styrofoam would unfairly target small businesses who use styrofoam, while not punishing large corporations for contributing to the problem the most (text 3, line 43). Businesses would suffer from a ban and either many would have to close because of the increased costs.

Many claim that styrofoam enters waterways and lasts for thousands of

Anchor Paper – Part 2 – Level 6 – A

years, but that is simply untrue. Researchers found that polystyrene can decompose in a matter of decades (text 4, lines 6-7). It is disingenuous to claim that styrofoam takes so long to decompose when water and sunlight break it down back into naturally occurring elements and compounds such as ^{carbon} ~~oxygen~~ and CO_2 (text 4, line 28). The effects of styrofoam are much less significant when you take into account the time it takes to decompose.

~~Styrofoam, known~~ Polystyrene, known as styrofoam, is being banned in cities across the country. From NYC to LA, people are seeing their styrofoam products turn to paper. These bans have no basis in reality and simply stand to appease the angry environmentalists that see styrofoam as an evil that must be eradicated.

Anchor Level 6–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*The answer is not to ban styrofoam because styrofoam consumes much less energy than other alternatives, it is a staple product for restaurants, and it does not last forever like some claim*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*Changing the products we use to alternatives may solve environmental problems, but those alternatives have a whole different set of issues that they come with and Banning styrofoam would unfairly target small businesses who use styrofoam, while not punishing large corporations for contributing to the problem the most*) and to distinguish the claim from alternate or opposing claims (*Despite the claims of some that say styrofoam consumes more energy to manufacture than other alternatives, it doesn't*.)

COMMAND OF EVIDENCE:

- The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*The weight of products that use paper is drastically more than styrofoam, leading to higher emissions during transportation; The difference between paper and styrofoam may not seem pricey, but a paper cup can cost 2 and a half times more than the styrofoam cup, and Researchers found that polystyrene can decompose in a matter of decades*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(text 2, line 6)* and *(text 3, line 43)*].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the topic and the claim, and identifies three reasons why styrofoam should not be banned. Each of these three reasons is addressed in a separate paragraph, while also taking note of opposing arguments. The conclusion reiterates the claim (*These bans have no basis in reality*) and generalizes about the force behind such a ban.
- The essay establishes and maintains a formal style, using sophisticated language and structure (*The debate about whether or not to ban the use of styrofoam in cities is a tense argument, and activists on both sides feel strongly about their cause and The effects of styrofoam are much less significant when you take into account the time it takes to decompose*) despite the use of the second person pronoun and the use of *affects* for “effects”.

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, with essentially no errors, even with sophisticated language.

In the U.S., one hotly debated ~~topic~~ in court rooms to local businesses is the use of Styrofoam. "Styrofoam" products used in food service aren't really Styrofoam, the lightweight plastic used to insulate buildings, but they are made of a very similar variant of Styrofoam called EPS (expanded polystyrene foam). As with everything, there are pros and cons to each side, but do the pros really outweigh all the cons that come with EPS commercial usage? No, which is why EPS should be banned in cities due to the harm it inflicts on the environment, the health consequences on human life, and the fact that there are alternatives out there.

One of the main concerns with EPS products is the negative impact on the environment. EPS is responsible for water pollution, air pollution, and harming animals. Barrosa in text 1 writes, "EPS foam sometimes makes its way into waterways and can have disastrous effects on animals that may confuse it for food or nesting material." (Text 1, lines 20-22). One of the many ways EPS packaging can harm the environment is by getting into waterways ^{where} it is picked up by animals. This both makes the water gross with ~~pollution~~ ^{garbage} and the chemicals from the packaging; it ~~also~~ also harms the animals who don't know any better and assume that it is food. This leads to many environmental

problems like polluted water sources and already threatened animals being killed. Another negative environmental impact "Styrofoam" has ~~on the environment~~ is the air pollution it creates. Robson in text 2 writes, "The National Bureau of Standards Center for ~~fire~~ Research has found 57 chemical byproducts released during the creation of Styrofoam. This not only pollutes the air, but also results in liquid and solid toxic waste that requires proper disposal." (Text 2, lines 34-36). Even just the creation of EPS packaging and food service containers has detrimental effects on the environment. The release of more chemicals into the atmosphere deteriorates the ozone layer, contributing to global warming and climate change. Just climate change on its own has severe consequences for our planet and is made worse by manufacturing more EPS.

Another concern ~~with~~ EPS is the negative consequences on human life. Especially when it comes to manufacturing EPS. Robson writes, "The U.S. Environmental Protection Agency (EPA) and the International Agency for Research on Cancer have established styrene as a possible human carcinogen. Those who work in styrene product manufacturing and are regularly exposed to high levels of styrene have experienced acute health effects..." (Text 2, lines 11-14). Styrene is the foundational ~~chemical~~ used to make poly styrene and is necessary to manufacture EPS. Those

Who manufacture EPS are regularly exposed to high levels of styrene that have acute effects that can lead into serious chronic exposure conditions such as depression and can have impacts on kidney function as well as potentially leading to cancer (Text2, lines 12-25). Workers life and health care should be taken into consideration when debating such topics. But not only are chemicals exposing people who are manufacturing EPS, it is also contaminating people who are using the product. Bobson writes, "Styrofoam containers are commonly used for take-out food, but chemicals can leach into it and contaminate that food, affecting human health and reproductive systems." (Text2, lines 26-27). One of the main uses for EPS is its ability to insulate food and it is commonly used for to-go food and leftovers. But being exposed to so many chemicals and being manufactured out of hazardous chemicals makes it so its not entirely safe for food all of the time.

The opposing side, those who do not believe Styrofoam should be banned, argue that getting rid of Styrofoam will only open the door for other products to replace its strain on the environment. Jackson writes, "Styrofoam litter will simply be replaced by the alternatives to polystyrene take-out food containers and drink cups." (Text3, lines 15-16). The argument is that whatever will replace polystyrene

or EPS containers will be just as bad on the environment as EPS is. The litter will just be the new take out containers instead of ~~P~~ EPS and we will be back where we started. But, that may not be the case. Robson writes, "Compostable food packaging is very trendy right now as an "ecologically correct" option. Compostable containers are made, using corn starch, palm fiber, reed fibers and wheat stocks; and they're able to break down into soil enriching compost." (Text 2, lines 46-49). New compostable food containers are being used by food service businesses already as an ecologically ~~safe~~ safe alternative due to its ability to break down. These compostable food containers are more beneficial to the environment than harmful like EPS is with all of the chemicals it gives off. Without EPS, more businesses may turn to these safer alternatives than any other harmful ones.

In conclusion, EPS should be banned because it is harmful to the environment, has negative effect on human life, and there are safer alternatives being manufactured that are friendly for businesses to use. When it comes to "Styrofoam" the pros don't outweigh all of the cons. Do your part in saving our planet and get Styrofoam banned.

Anchor Level 6–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*do the pros really outweigh all the cons that come with EPS commercial usage? No, which is why EPS should be banned in cities due to the harm it inflicts on the environment, the health consequences on human life, and the fact that there are alternatives out there*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim. (*Even just the creation of EPS packaging and food service containers has detrimental effects on the environment and But being exposed to so many chemicals and being manufactured out of hazardous chemicals makes it so its not entirely safe for food all of the time*) and to distinguish the claim from alternate or opposing claims (*The opposing side, those who do not believe styrofoam should be banned, argue that getting rid of styrofoam will only open the door for other products to replace its strain on the environment and But, that may not be the case*).

COMMAND OF EVIDENCE:

- The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Barrosa in text 1 writes, “EPS foam sometimes makes its way into waterways and can have disastrous effects on animals that may confuse it for food or nesting material” and Jackson writes, “Styrofoam litter will simply be replaced by the alternatives to polystyrene take-out food containers and drink cups”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 2, lines 34–36) and (Text 3, lines 15–16)*].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, first introducing the “*hotly debated topic*” and presenting a pro claim, followed by a paragraph that focuses on EPS products’ *negative impact on the environment*, followed by a paragraph that addresses the *negative consequences on human life* caused by the manufacturing of EPS and by its use in the food industry. A fourth paragraph responds to the *opposing side*, and the essay concludes with a reiteration of the claim and the arguments presented.
- The essay establishes and maintains a formal style, using sophisticated language and structure (*Another negative environmental impact “Styrofoam” has is the air pollution it creates and The release of more chemicals into the atmosphere deteriorates the ozone layer, contributing to global warming and climate change*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, exhibiting occasional errors [*material.*] (*Text 1, lines 20–22).*; *life. Especially; Workers life; chemicals ... it; “Compostable ... “ecologically correct”... compost; containers ... its*] only when using sophisticated language.

Anchor Paper – Part 2 – Level 5 – A

Styrofoam is a commonly used product with many uses such as containers, cups, plates, and packaging material. Despite these many uses however, people have come to debate whether or not there should be a ban on single use styrofoam products. While there are arguments concerning environmental concerns, styrofoam should still be allowed in cities. Even though the product is argued to be bad for the environment, there is more evidence that supports the use of styrofoam, including reduced energy use in the production of styrofoam and its importance to smaller businesses.

Styrofoam should not be banned because its production actually takes less energy than the production of paper products. Styrofoam is widely used because its less expensive, uses less energy and resources, weighs less than paper products, and provides better insulation (text 1, lines 8-13). While people argue that styrofoam is bad for the environment, its lower use of energy during production may actually help the environment compared to the production of paper products. One of the main arguments against the use of styrofoam is the idea that it cannot be broken down, & that it is not biodegradable (text 1, line 17). Despite this argument, some researchers have found that sunlight can actually turn polystyrene (styrofoam) from a solid back into basic chemical units (text 4, lines 47-48). Even though

it might take some time for such plastics to degrade, it is still biodegradable nonetheless, thus serving as proof against the argument that styrofoam is not biodegradable.

The use of styrofoam is also important to many businesses, and a ban on these products could destroy numerous businesses. For example, many food-service businesses rely on styrofoam, and contrary to popular beliefs, less than half of foam litter is made up of food-service products (Text 3, lines 36–37). Banning the use of styrofoam would unfairly target these businesses, while foam transport materials, which make up more than half of all polystyrene litter, cannot be covered by bans (Text 3, lines 41–42).

Instead of banning styrofoam all together, "pursuing the polluters" would be a better approach to the problem.

The banning of styrofoam may also have some unintended consequences, such as creating litters of thicker plastics, spread of bacteria, and inconveniences in daily lives (Text 3, lines 1–6.). So, while many look at the few negative consequences, such as negative effects on human health and the environment, the consequences of banning styrofoam may in fact ~~not~~ create bigger problems. ~~As~~

In conclusion, cities should not ban the use of styrofoam because the costs do not outweigh the benefits, and styrofoam can also be broken down.

Anchor Level 5–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*Even though the product is argued to be bad for the environment, there is more evidence that supports the use of styrofoam, including reduced energy use in the production of styrofoam and its importance to smaller businesses*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Even though it might take some time for such plastics to degrade, it is still biodegradable nonetheless, thus serving as proof against the argument that styrofoam is not biodegradable and Instead of banning styrofoam all together, “pursuing the polluters” would be a better approach to the problem*) and to distinguish the claim from alternate or opposing claims (*One of the main arguments against the use of styrofoam is the idea that it cannot be broken down, or that it is not biodegradable*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately through paraphrased material, making effective use of specific and relevant evidence to support analysis (*Styrofoam shoud not be banned because its production actually takes less energy than the production of paper products and some researchers have found that sunlight can actually turn polystyrene (styrofoam) from a solid back into basic chemical units*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(text 1, lines 8–13) and (text 4, lines 47–48)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that presents the issue and a claim against the banning of styrofoam, followed by a paragraph refuting the arguments that styrofoam is *bad for the environment* and *that it cannot be broken down*, followed by two paragraphs explaining how a ban on styrofoam would *unfairly target these [food service] businesses* and have *unintended consequences, such as creating litters of thicker plastics, spread of bacteria, and inconveniences in daily lives*. The essay concludes with a reiteration of the claim and the negative impact of a ban (*the costs do not outweigh the benefits, and styrofoam can also be broken down*).
- The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*While there are arguments concerning environmental concerns, styrofoam shoud still be allowed in cities and many food-service businesses rely on styrofoam, and contrary to popular beliefs, less than half of foam litter is made up of food service products*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions with essentially no errors, even when using sophisticated language.

Anchor Paper – Part 2 – Level 5 – B

Many people argue over the topic of "styrofoam" and whether or not it is good for the environment. While some argue that we should focus our problems on other, more detrimental pollutants, others argue we should focus on cutting down on styrofoam production. The truth is, the costs of producing styrofoam products far outweigh the pros, and a ban of styrofoam would help the environment and well-being of mankind.

Some people argue that a ban of polystyrene, or styrofoam, would only cause more problems. In ~~Text 3~~ Text 3, Lines 15-16, the writer states that "Styrofoam litter will simply be replaced by the alternatives to polystyrene take-out food containers and drink cups." The same author also argues on Lines 22-23 that "...a paper cap costs about two-and-one-half times what a Styrofoam cup costs." While this may be true, cost ultimately isn't the main issue when it comes to producing styrofoam materials, as it fails to take on look at our future.

One problem with producing polystyrene is the effects it has on the environment. While other materials may be more cost-effective, they are still safer to produce. On Text 2, lines 18-19, Kristin Barrosoa states, "If littered, EPS foam sometimes breaks into smaller pieces that are more difficult to clean up." This can be a big problem as if styrofoam is still being produced, the long-term effects can be dangerous. As small pieces of material are spread throughout our cities, many animals and wildlife can mistake them for food; consequently, they suffer from health issues. Another negative environmental effect deals with its means of production. In Text 2, lines 19-20, ~~any material~~ it is stated that polystyrene is, "...made from nonrenewable ~~material~~ fossil fuels and synthetic chemicals, which can also contribute to pollution." This shows that, even though paper products cost more to produce, they are also made from renewable resources, making them more sustainable, healthier for the environment, and easier to produce. Overall, polystyrene

Anchor Paper – Part 2 – Level 5 – B

may be a cheap, affordable material for products, but in the long run, it is not beneficial for us as a society to use.

Another issue with styrofoam comes with ~~its~~ its health to everyday citizen. In Text 2, lines 22-25, the symptoms of chronic exposure to ~~the~~ ~~styrene~~, or the material used to make styrofoam are, "depression, headache, fatigue, weakness, minor effects on kidney function." While styrofoam may be cheap to produce the negative side-effects it has on those who come in contact to it are a major problem with its production. Not only that, but there are even worse and long-term side-effects, as well. In text 2, lines 11-12, author Kim Ranson states that, "The U.S. Environmental Protection Agency (EPA) and the International Agency for Research on Cancer have established styrene as a possible human carcinogen." This means that increased exposure to the materials that are used in creating styrofoam can cause cancer. This negative far outweighs the positive, as polystyrene is a danger to human health and safety and its production and usage is truly dangerous.

While styrofoam ~~may~~ look like a cheap and affordable material with good ~~material~~, it is hiding many problems that can severely effect our health ~~and~~ and well-being, both personal and environmental. Many people are ~~working~~ looking for alternatives to this problem, and some have found fully biodegradable materials that don't cause damage to us. Although these materials may be more costly to produce, is it really worth it to continue using styrofoam with all its lasting consequences?

Anchor Level 5-B

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*the cons of producing styrofoam products far outweigh the pros, and a ban of styrofoam would help the environment and well-being of mankind*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*cost ultimately isn't the main issue when it comes to producing styrofoam materials, as it fails to take a look at our future and even though paper products cost more to produce, they are also made from renewable resources, making them more sustainable, healthier for the environment, and easier to produce*) and to distinguish the claim from alternate or opposing claims (*Some people argue that a ban of polystyrene, or styrofoam, would only cause more problems*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (“*Styrofoam litter will simply be replaced by the alternatives to polystyrene take-out food containers and drink cups*” and “*If littered, ESP foam sometimes breaks into smaller pieces that are more difficult to clean up*”).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*In Text 3, Lines 15–16* and *In Text 1, Lines 19–20*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an introductory paragraph that presents the issue and a claim in favor of a ban on styrofoam, followed by three paragraphs of support focusing on the detrimental effects of polystyrene on the environment (*long-term effects can be dangerous ... many animals and wildlife can mistake them for food, causing them to suffer from health issues*), and on the health of *everyday citizens* including the *symtoms of chronic exposure*, and a concluding paragraph that reiterates the claim (*styrofoam ... is hiding many problems that can severly effect our health and well-being*) and ends with a question stressing the need for a ban (*is it really worth it to continue using styrofoam with all it's lasting consequences?*).
- The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*One problem with producing polystyrene is the effects is has on the environment. While other materials may be more cost-effective, they are still safer to produce and Overall, polystyrene may be a cheap, affordable material for products, but in the long run, it is not beneficial for us as a society to use*) with the exception of using *On* for “In”; *to* for “with” and *effect* for “affect.”

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*The truth is, the; polution; sytoms; side-effects, as well; health and safety and; truely; severly effect; it's*) that do not hinder comprehension.

Styrofoam products are used in many items on a daily basis. Items such as cups, plates and take out containers are most commonly seen. Styrofoam is a plastic made from a chemical called polystyrene. It is manufactured in factories and shipped to restaurants, grocery stores, and many other places. It is light weight to haul when bringing it places, or using it as packing material. It works well for transporting food as well, keeping food the right temperature thanks to its insulating properties. However there are disadvantages to ~~using~~ these products as serious as pollution and health defects, so, ~~Based on research~~ ~~Styrofoam products should~~ use single-use Styrofoam products should be banned in cities.

Food should be kept at a certain temperature^{and}, keeping your food ~~to~~ fresh can be made easier with the use of Styrofoam containers, but along with these containers can come some serious health defects. ~~According to~~ "The U.S. Environmental Protection Agency and the International Agency for Research on Cancer have established Styrene as a possible human carcinogen" (Text 2 line 11). A carcinogen

is a cancer causing substance, so using containers containing chemicals such as styrene can greatly affect your long term health. Producing these containers can be even worse for you resulting in damage to your nervous system, which controls your entire body. Symptoms that may be mistaken for a common cold like headache, fatigue, and weakness can also be caused by this harmful chemical. Consumers should be made aware of these dangers before using these for food. Not only does this dangerous substance affect humans, it is also harmful to animals. "It makes its way into waterways and can have disastrous effects on animals that may confuse it for food or nesting material" (Text 1 lines 21-22). Styrofoam is dangerous to the health and well-being of all living organisms, and therefore should be outlawed in all major cities.

Everyday scientists are finding new ways to help the environment. They are even researching ways to completely dispose of harmful plastics like Styrofoam using the sun. However this process still

takes centuries, keeping pollution at an all time high. "One of the main concerns regarding EPS foam is that it's not biodegradable and therefore takes up a lot of space in landfills" (text 1 lines 16-17). If we continue to pile up landfills, there will be no room left for humans or animals, not to mention the runoff from these landfills into our ~~fresh~~ water, ~~and~~ polluting ~~common~~ habitats and drinking water. "A swirling mass of throwaway junk known as the Great Pacific Garbage Patch located between Hawaii and California is estimated to occupy an area roughly the size of Texas" (Text 2 lines 16-18). How much bigger will we allow this "Garbage patch" to get before it pollutes the entire ocean and kills millions of fish along the way? Pollution and Climate change are a serious problem and should be addressed with the ban of polystyrene in major cities. Yes, it has positive attributes like easy shipping, less costly, and keeping your food warm, but these do not outweigh the damage it has done to our environment.

Polystyrene has played a major role in the everyday lives of humans, but it is time to stop that. With the depletion

of our ozone layer and more cancers being discovered every year it is time to ban the use of these single use plastics. To protect the future of this planet and the organisms living upon it Styrofoam should definitely be banned in all major cities. Hopefully we are not too late to ~~turn things around~~ reverse the pollution and cure the health defects but it cannot be done without banning the use of polystyrene.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*there are disadvantages to these products as serious as pollution and health defects, so, single-use styrofoam products should be banned in cities*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Styrofoam is dangerous to the health and wellbeing of all living organisms, and therefore should be outlawed in all major cities and Pollution and Climate change are a serious problem and should be addressed with the ban of polystyrene in major cities*) and to distinguish the claim from alternate or opposing claims (*Yes, it has positive attributes like easy shipping, less costly, and keeping your food warm, but these do not outweigh the damage it has done to our environment*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (“*The U.S. Environmental Protection Agency and the International Agency for Research on Cancer have established Styrene as a possible human carcinogen*” and “*It makes its way into waterways and can have disastrous effects on animals that may confuse it for food or nesting material*”).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2 line 11) and (Text 1 lines 21–22)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introductory paragraph that states the claim and provides some information about how styrofoam is used and its chemical source, followed by a paragraph that discusses styrofoam’s danger to *all living organisms*. A third paragraph focuses on styrofoam’s role in the pollution of the environment while acknowledging the counterclaim’s argument that there are some *positive attributes* in relation to the damage caused by it. A summative conclusion reiterates the claim and emphasizes reasons why a ban is necessary.
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*A carcinogen is a cancer causing substance, so using containers containing chemicals such as styrene can greatly affect your long term health and Polystyrene has played a major role in the everyday lives of humans, but it is time to stop that*) despite the use of the second person pronoun.

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*resturants; places, or; system, which; Everyday; completely; its not; like easy shipping; year it; definetly*) that do not hinder comprehension.

Should single use styrofoam be banned? In my opinion No, at least for now with the current alternatives in the world. Styrofoam may not be the best option for the future but for present day it is a OK resource to use.

Styrofoam is often seen as an unsafe material for the environment but it really isn't as bad as most people think. In article 1, lines 12-13, it states "Manufacturing products from Polystyrene uses less energy and resources than their paper counterparts." This shows all of the alternatives for styrofoam actually take more energy to produce than styrofoam itself. Later in article 4 it shows another reason why styrofoam might be safer than people think. "Five scientists found that sunlight can degrade polystyrene in centuries or even decades," article 4 lines 6 and 7. Many people believe styrofoam lasts forever which simply may not be true and can be broken down by the sun in decades. Although there may be better future options for styrofoam replacement there hasn't been anything made yet. In article 3 lines 15 and 16 it says "Styrofoam litter will simply be replaced by the alternatives to polystyrene take-out food containers and drink cups." This quote shows how simply removing styrofoam will not be successful because other harmful materials will be used to replace styrofoam.

Styrofoam may not be the best option in 20 years or whenever we find a safer resource to make single use eating/drinking items. Simply replacing styrofoam now would lead to other materials such as paper and plastic to have a serious increase in pollution.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*Should single use styrofoam be banned? In my opinion No, at least for now with the current alternatives in the world*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*This shows all of the alternatives for styrofoam actually take more energy to produce than styrofoam itself and Although there may be better future options for styrofoam replacement there hasn't been anything made yet*) and to distinguish the claim from alternate or opposing claims (*Many people believe styrofoam lasts forever which simply may not be true and can be broken down by the sun in decades*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (“*Five scientists found that sunlight can degrade Polystyrene in centuries or even decades*” and “*Styrofoam litter will simply be replaced by the alternatives to polystyrene take-out food containers and drink cups*”).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*In article 1, lines 12 and 13 and In article 3 lines 15 and 16*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that states a claim, followed by a paragraph that presents three reasons why styrofoam should not be banned (*Manufacturing...uses less energy and resources, sunlight can degrade polystyrene, and other harmful materials will be used to replace styrofoam*) and ending with a summative conclusion.
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Styrofoam may not be the best option in 20 years or whenever we find a safer resource to make single use eating/drinking items*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*future but; a OK; environmnt but; decades.*”; *article 4 lines 6 and 7; replacement there; succesful*) that do not hinder comprehension.