

New York NYSTP 2023 Grade 7 English Language Arts

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Name: _____



New York State Testing Program

**2023
English Language Arts Test
Session 1**

Grade 7

April 19–21, 2023

RELEASED QUESTIONS

Session 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you read the whole passage. You may need to read the passage more than once to answer a question.
- When a question includes a quotation from a passage, you may need to review both the quotation and the whole passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice or writing your response.
- In writing your responses, be sure to
 - clearly organize your writing;
 - completely answer the questions being asked;
 - support your responses with examples or details from the text; and
 - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.

Directions

Read this article. Then answer questions 15 through 21.

Excerpt from *Becoming Kareem: Growing Up On and Off the Court*

by Kareem Abdul-Jabbar and Raymond Obstfeld

- 1 When I started high school, I was fourteen years old and six foot ten. The scary thing about being so tall when you're so young is that people automatically treat you as if you're older. Size implies maturity. Yes, I was the size of an adult (actually, bigger than most!), but I was still just a kid. And acting more like an adult wouldn't win me any friends. As a card-carrying¹ Good Boy, I wanted to meet adults' expectations and get their praise, but as a Regular Kid, I wanted to be like my peers and get their friendship. . . .
- 2 I walked into school that first day resplendent² in my blue blazer and slacks, the school uniform. We all looked like baby-faced accountants in training. I noticed some of my old classmates from St. Jude, the ones who had turned their backs on me, and we continued our policy of actively ignoring one another. I felt the pain of their betrayal, but I forced my face to remain expressionless. I couldn't let them see that they had hurt me. I shoved the pain deep down into the coldest part of my heart. I was here to study hard at academics and to work hard at basketball under my new coach, Jack Donahue. I was here to excel. Nothing else mattered.
- 3 I did excel. I made the honor roll my first semester, pleasing my parents and teachers. Learning came naturally to me. I loved reading, especially about history and adventure stories like *The Three Musketeers*. Basketball, however, I had to work at to do well in. But the fierce competitor that had been awakened in me loved challenges. . . .
- 4 My refuge³ from the explosive turmoil⁴ outside, and the implosive turmoil I had started to feel inside, was basketball. The practices were so exhausting that I barely had time to think about anything else. Every school day I crawled out of bed early, went to school, practiced basketball until five o'clock, staggered home, powered through my homework, zoned out in front of the TV, and went to bed.
- 5 Weekends, I hung out with my only close friend left in the projects, Norbert. We would shut ourselves in my room to play chess and talk about our plans for the future. He was determined to become a draftsman, making detailed drawings for engineers who were inventing wonderful new machines. I was going to be an architect and create futuristic buildings like the ones we saw on the TV show *The Jetsons*.
- 6 Because the civil rights movement was in the news every day, both of us had started to take an interest in finding out more about our ethnic origins.

GO ON

7 “You know, we invented the yo-yo,” Norbert, who was part Filipino, bragged one day in my room. . . .

8 Then I’d put on the latest jazz album by Sonny Rollins and say, “Yeah, but we invented that.”

9 And back and forth we’d go, trying to one-up the other in a cultural heritage version of rock, paper, scissors. This kind of competition required that we do research. We even took the subway to the Metropolitan Museum of Art to find out more about Filipino and African cultures. Most important, I had a friend in whom I could confide any thought or feeling, knowing he would never make fun of me.

10 The demands of high school cut into the time I could spend with Norbert. I had the studying part down, but the basketball part was as rocky as ever. As a freshman, my style of play reflected my personality: politely passive. I had some skills, but I didn’t have an aggressive nature. The good players around me knew how to play rough, use their bodies with authority, and power their way to a rebound. I felt like a pinball bouncing off players rather than making them bounce off me. I knew I had to toughen up, and I was committed to getting better, but it wasn’t happening fast enough. . . .

11 On the morning our varsity team was scheduled to play a preconference game against Erasmus Hall High School in Brooklyn, Coach Donahue surprised me by taking me into his office. I figured he was going to discuss his disappointment in my progress as a player, maybe even say something about it all being a big mistake. That I didn’t belong. Instead, he handed me a varsity uniform.

12 “You’ll be suiting up against Erasmus today,” he said.

13 I just stood there, the folded uniform in my hand. Was this a joke?

14 “Don’t you have a class to go to?” he asked. He pretended to be all business, but I could tell by the slight grin he was enjoying my dumbfounded reaction.

15 When I unfolded the jersey, I saw the number 33—the one I had picked in seventh grade to honor the football player Mel Triplett. Even my fear of playing poorly and letting everyone down couldn’t overcome my pride at walking out of his office with that uniform. I had no idea that would be the number I would wear for the rest of my basketball career. I hurried away on a mission to tell anyone who would listen that I would be playing varsity that afternoon. All day, as I sat in classes and walked the hallways and ate lunch, I allowed myself to imagine the game and the parts where I scored impossible shots, made incredible passes, snagged rebounds like a machine. Would the team insist on carrying me out of the gym on their shoulders or just award me the game ball?

16 Neither. We got slaughtered. Afterward, I sat in the locker room and cried.

¹**card-carrying:** undeniable

²**resplendent:** impressive

³**refuge:** escape

⁴**turmoil:** state of confusion or disorder

15

What do the details in paragraphs 5 through 9 **mainly** reveal about Kareem?

- A** He wishes to visit more museums.
- B** He prefers listening to jazz music.
- C** He enjoys playing competitive games.
- D** He desires to learn more about his heritage.

16

Which quotation **best** represents the idea that the opinion of classmates can have a major effect on teenagers?

- A** “Size implies maturity. Yes, I was the size of an adult (actually, bigger than most!), but I was still just a kid.” (paragraph 1)
- B** “As a card-carrying Good Boy, I wanted to meet adults’ expectations and get their praise, but as a Regular Kid, I wanted to be like my peers and get their friendship. . . .” (paragraph 1)
- C** “Weekends, I hung out with my only close friend left in the projects, Norbert.” (paragraph 5)
- D** “And back and forth we’d go, trying to one-up the other in a cultural heritage version of rock, paper, scissors.” (paragraph 9)

17

Which statement **best** describes the importance of Norbert in Kareem’s life?

- A** “We would shut ourselves in my room to play chess and talk about our plans for the future.” (paragraph 5)
- B** “. . . both of us had started to take an interest in finding out more about our ethnic origins.” (paragraph 6)
- C** “And back and forth we’d go, trying to one-up the other in a cultural heritage version of rock, paper, scissors.” (paragraph 9)
- D** “. . . I had a friend in whom I could confide any thought or feeling, knowing he would never make fun of me.” (paragraph 9)

GO ON

18

In paragraph 10, what does Kareem mean when he says, “I didn’t have an aggressive nature”?

- A** He believes he needs to change the way he plays basketball.
- B** He understands he may not be a strong player because of his age.
- C** He discovers the other players know more ways to score in basketball.
- D** He realizes he needs to practice more if he wants to improve as a player.

19

What does paragraph 14 show about the relationship between Kareem and Coach Donahue?

- A** Kareem and Coach Donahue understand the importance of studying.
- B** Kareem is beginning to understand and appreciate Coach Donahue’s personality.
- C** Kareem expected Coach Donahue’s decision to have him play varsity.
- D** Kareem is worried that Coach Donahue is disappointed by his performance as a player.

20

Which quotation **best** expresses a central idea in the article?

- A** “The scary thing about being so tall when you’re so young is that people automatically treat you as if you’re older.” (paragraph 1)
- B** “My refuge from the explosive turmoil outside, and the implosive turmoil I had started to feel inside, was basketball.” (paragraph 4)
- C** “We even took the subway to the Metropolitan Museum of Art to find out more about Filipino and African cultures.” (paragraph 9)
- D** “I hurried away on a mission to tell anyone who would listen that I would be playing varsity that afternoon.” (paragraph 15)

GO ON

21

How is Kareem and Norbert's friendship developed in the article?

- A** The authors describe the various interests that Kareem and Norbert have.
- B** The authors use cause and effect to describe how Kareem and Norbert became friends.
- C** The authors present a problem Kareem and Norbert encounter and describe how they solve it.
- D** The authors compare and contrast the friendship of Kareem and Norbert to the friendships of other students.

GO ON

Directions

Read this poem. Then answer questions 22 through 28.

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.

GO ON

If I could hear the green piles¹ groaning
Under the windy, wooden piers,
See once again the bobbing barrels,
20 And the black sticks that fence the weirs;²
If I could see the weedy mussels
Crusting the wrecked and rotting hulls,³
Hear once again the hungry crying
Overhead, of the wheeling gulls.

25 Feel once again the shanty⁴ straining
Under the turning of the tide,
Fear once again the rising freshet,⁵
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.

¹piles: steel, wood, or other material driven into the ground to support a walkway or other structure

²weirs: areas enclosed by dams that collect water

³hulls: the frames or bodies of ships

⁴shanty: simple house or hut by the sea

⁵freshet: freshwater stream that flows into the sea

GO ON

22

How do lines 1 through 8 develop the speaker’s point of view?

- A by revealing why the speaker dislikes being around people
- B by explaining why the speaker moved away from the sea
- C by showing how the speaker knows the reason for feeling discontented
- D by suggesting the speaker is happiest when moving from place to place

23

How do lines 1 through 16 (the first two stanzas) contribute to the structure of the poem?

- A They introduce the conflict the speaker feels about her opportunities in different places.
- B They contrast the speaker’s experiences and feelings about living in different places.
- C They compare phases in the speaker’s life when she wanted to be in a different place.
- D They show the causes and effects of the speaker deciding to live in a different place.

24

The repetition of the phrase “once again” in lines 19, 23, 25, and 27 affects the meaning of the poem by

- A indicating the main places the speaker wishes to revisit
- B emphasizing how strongly the speaker wishes to return to the sea
- C illustrating some of the speaker’s most cherished memories
- D revealing the speaker’s concern about some features of the sea

GO ON

25

Which lines **best** support a theme of the poem?

- A** “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;” (lines 1–4)
- B** “If I could hear the green piles groaning / Under the windy, wooden piers, / See once again the bobbing barrels, / And the black sticks that fence the weirs;” (lines 17–20)
- C** “If I could see the weedy mussels / Crusting the wrecked and rotting hulls, / Hear once again the hungry crying / Overhead, of the wheeling gulls.” (lines 21–24)
- D** “Feel once again the shanty straining / Under the turning of the tide, / Fear once again the rising freshet, / Dread the bell in the fog outside,” (lines 25–28)

26

Which phrase **best** states the speaker’s problem in the poem?

- A** “Wanting the loud sound and the soft sound” (line 7)
- B** “Crusting the wrecked and rotting hulls,” (line 22)
- C** “Fear once again the rising freshet,” (line 27)
- D** “I am too long away from the water;” (line 35)

GO ON

27

This question is worth 2 credits.

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

Write your response for this question in your separate Session 1 Answer Booklet.

Writing on this page will not be scored.

28

This question is worth 2 credits.

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

Write your response for this question in your separate Session 1 Answer Booklet.

Writing on this page will not be scored.

STOP

Session 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you read the whole passage. You may need to read the passage more than once to answer a question.
- When a question includes a quotation from a passage, you may need to review both the quotation and the whole passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice or writing your response.
- In writing your responses, be sure to
 - clearly organize your writing;
 - completely answer the questions being asked;
 - support your responses with examples or details from the text; and
 - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.
- For the last question in this test book, you may plan your writing on the Planning Page provided, but do NOT write your final answer on this Planning Page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on the lined response pages provided.

Directions

Read this story. Then answer questions 29 through 35.

Mom, Josh, and the narrator are upset because Dad has left for a while.

Excerpt from *Inevitable and Only*

by Lisa Rosinsky

- 1 When we stopped at the grocery store, Mom said she wanted comfort food, something warm and filling. I wished I knew how to make vegetarian paella and chocolate-dipped churros, the special treats my abuelita made for us whenever we visited Mom's parents down in Florida. But that wasn't what I was craving, anyhow. So I sent Mom to get flour and sugar while Josh and I filled the cart with cottage cheese, eggs, apples, and raisins. Ingredients for Cottage Cheese Contraption—one of the holdovers from our days at Ahimsa House. Everyone took turns cooking, so some nights we had gourmet Indian stir-fry or fancy Italian pasta dishes, and other nights we had unidentifiable casseroles made with cream of mushroom soup from a can.
- 2 Or Cottage Cheese Contraption, invented by an old woman everyone called Granny. She'd been a housewife in Arkansas for fifty years, and when her husband died, she packed all her essential belongings into one suitcase, sold everything else, and took off on a road trip across the country. A year later, she landed in Takoma Park, at Ahimsa House. She'd lived there ever since, grandmothering every lost and lonely kid who came through.
- 3 Josh was two when we left Ahimsa House, too young to remember anything about it. But he loved hearing stories about the people who lived there. About the days when Dad was a grad student in Renaissance literature and drama at Georgetown, when Mom served chai lattes at the Sunflower Café and played jazz piano at fancy DC nightclubs on the weekends. I'd shown Josh pictures of Mom in a tiny black dress at one of her gigs, a choker of pearls around her throat. She was unrecognizable, her eyes outlined in smoky makeup, her long hair loose down her back, a white rose tucked behind her ear. . . .
- 4 When Josh was five, he discovered the cello. It happened at the Baltimore Symphony Orchestra. Mom was excited because it was an all-Haydn program—the “Farewell” Symphony and a cello concerto. Mom's always said, *Haydn is the underappreciated Einstein of the music world*. Whenever she was upset or stressed in those days, she sat down at the piano and took out her big tattered book of Haydn sonatas, held together with a rubber band, loose pages sticking out everywhere. Now she hardly ever has time to play the piano, and all her music sits neatly stacked in milk crates along the wall.

GO ON

5 I remember the “Farewell” Symphony, how at the end the musicians all got up, one by one, switched off their stand lights, and walked off into the wings, until there were just two lonely violinists still playing by themselves. And I remember the cello soloist, his wild curly hair flopping all over the place like a lion’s mane while he played, the way he made the cello sound like it was singing. But mostly I remember Josh, sitting there with his lips parted, as if he were getting ready to take a bite of ice cream but forgot what he was doing and froze in place. When it was over and the cellist took his final bow and left the stage, Josh burst into tears and wailed, “Make the cello man come back!” Mom and Dad were shocked. Josh barely ever complained or whined or asked for anything. The next day, Mom signed him up for cello lessons at the Prep.

6 Thinking about all this while I unpacked the Cottage Cheese Contraption ingredients on the kitchen counter, I had an idea. “Josh, why don’t you play me some cooking music?”

7 Dad always used to tell me to play “cooking music” on my violin when I wanted to help him with dinner but was too young to be much use. I suspect it was also a sneaky way of getting me to practice, even for only ten or fifteen minutes. I never had the discipline Josh seemed to be born with.

8 Josh had wilted a little when we walked into the empty house, but brightened up at my suggestion. He ran upstairs and came down slowly, carrying his cello with both hands, his rock stop¹ slung over one shoulder. He settled himself on one of the chairs at the kitchen table and started playing movements from the Bach cello suites from memory.

9 I cracked eggs, stirred cottage cheese and flour and sugar together, chopped apples, tossed in raisins, and fried it all into a delicious hot mush, while Josh “talked” to me. That’s how I thought of it—this was Josh’s way of saying the things he didn’t know how to express in words.

¹**rock stop:** object used to keep a cello in place while it is being played

29

How does paragraph 4 develop a theme in the story?

- A by identifying the mother’s opinion about Haydn
- B by describing the crates where the mother keeps her music
- C by showing the value of music in the mother’s life
- D by explaining the importance of the concert for the mother

30

Which quotation shows a change in the direction of the story?

- A “... she landed in Takoma Park, at Ahimsa House.” (paragraph 2)
- B “But he loved hearing stories about the people who lived there.” (paragraph 3)
- C “When Josh was five, he discovered the cello.” (paragraph 4)
- D “The next day, Mom signed him up for cello lessons . . .” (paragraph 5)

31

In paragraph 6, how does the narrator’s question to Josh affect the resolution of the story?

- A by giving Josh an opportunity to express his feelings
- B by letting the narrator share a memory with her brother
- C by revealing how Josh has grown in his ability to play the cello
- D by allowing the narrator to make dinner while her brother is occupied

GO ON

32

In paragraph 8, the word “wilted” **most** likely means that Josh is

- A** confused
- B** frustrated
- C** sad
- D** tired

33

People often use food as a way to create a sense of community. Which phrase from the story **best** supports this idea?

- A** “Everyone took turns cooking” (paragraph 1)
- B** “Cottage Cheese Contraption, invented by an old woman” (paragraph 2)
- C** “when Mom served chai lattes at the Sunflower Café” (paragraph 3)
- D** “fried it all into a delicious hot mush, while Josh ‘talked’ to me” (paragraph 9)

34

In paragraph 9, why is the word “talked” in quotation marks?

- A** Josh does not wish to have a discussion with the narrator.
- B** Josh communicates with the narrator by using the cello as his voice.
- C** Josh only pretends to communicate with the narrator.
- D** Josh does not want the narrator to share his feelings with their mother.

GO ON

35

How does the author **best** develop the narrator's point of view in the story?

- A** by sharing the narrator's memories
- B** by describing the narrator's opinions
- C** through the narrator's reactions to events
- D** through the narrator's dialogue

GO ON

Directions

Read this article. Then answer questions 36 through 42.

The Advice of a Little Girl: Lincoln Exhibition Confirms a Family Myth

by Gail Fineberg

- 1 When Elizabeth “Liz” Bedell, a 23-year-old staff member in the U.S. House of Representatives, was growing up in Medford, Mass., she dismissed as “family myth” a story her grandfather often told about his Aunt Grace Bedell. He claimed she wrote to Abe Lincoln when she was a little girl and received a letter in return.
- 2 “My grandfather used to tell us we had a footnote in history,” Liz Bedell explained. “We were a working-class family. To impress people, he’d say, ‘Oh, we are descendants of Grace Bedell. When she was a little girl she wrote to Abe Lincoln and suggested he grow a beard so he could win the election.’
- 3 “I didn’t believe him,” Liz Bedell said. “None of us did.”
- 4 Imagine her surprise this spring as she was browsing through the Library’s Lincoln bicentennial exhibition, “With Malice Toward None,”¹ and happened upon a case containing two short, handwritten letters, one dated Oct. 15, 1860, addressed to Hon.² A.B. Lincoln and signed by Grace Bedell, the other dated Oct. 19, 1860, addressed to “My dear little Miss” and signed A. Lincoln.
- 5 “I almost died,” Bedell said. “I called my father. He said, ‘Are you serious? My father was telling the truth all this time.’ ”
- 6 She wrote in the Library’s exhibition visitors’ log: “I cried my eyes out when I saw the letter from Grace Bedell to Abe Lincoln—she’s my great-great aunt, and I grew up with the story not really believing it. Elizabeth Bedell.”
- 7 “I felt very emotional,” Bedell said later. “I wished I could call my grandfather (Kenneth Bedell, who in 2005 died at age 95) and say ‘You were right.’ ”
- 8 Her grandfather encouraged her to pursue a lifelong interest in politics. “In fifth grade, I wanted to be president of the United States. In the eighth grade, I wanted to be a Supreme Court justice. Then I wanted to be president again,” she said.
- 9 “Grandpa used to tell me, ‘You can do anything you want. You can be president. Why, just look at your great-great aunt Grace Bedell. She couldn’t vote, but she put pen to paper.’ ”

GO ON

10 After majoring in political science and graduating several years ago from New York University in New York City, Liz Bedell became a special-education teacher. When Barack Obama ran for president, she jumped into the campaign. A field organizer, she worked in North Carolina, Alaska and New Hampshire. With the campaign over, three months ago she landed a job in the Washington office of Rep. Yvette D. Clarke, D-N.Y.³

11 That's how Bedell happened to visit the Lincoln exhibition a second time. She came to the Library after work on May 8 for a special exhibition tour arranged for members of Congress and their staffs by the Library's Congressional Relations Office.

12 There, she heard exhibition curator⁴ John Sellers tell the story of 11-year-old Grace Bedell writing to Lincoln to suggest he would have more voter appeal if he grew a beard. "I have got 4 brother's and part of them will vote for you any way and if you will let your whiskers grow I will try and get the rest of them to vote for you you would look a great deal better for your face is so thin," wrote Miss Bedell. "All the ladies like whiskers and they would tease their husband's to vote for you and then you would be President."

13 Miss Bedell continued, "... if I was a man I would vote for you to but I will try and get every one to vote you that I can."

14 In his prompt reply, Lincoln asked, "As to the whiskers, having never worn any, do you not think people would call it a piece of silly affectation⁵ if I were to begin now?"

15 Sellers said Lincoln later had his train stop in Fredonia, N.Y., close to Bedell's hometown of Westfield, where he had arranged to have her in the crowd. He stepped onto the platform and called for her and leaned down and kissed her cheek. "She was so flustered, she ran off, still carrying a bouquet of flowers she had meant to give Lincoln," Sellers said.

16 He explained that this Lincoln exhibition was the first time, to his knowledge, that the two letters had been displayed together.

¹**the Library's Lincoln bicentennial exhibition, "With Malice Toward None":** a Library of Congress exhibit honoring the 200th anniversary of Lincoln's birth and named after a phrase from one of his speeches

²**Hon.:** abbreviation for Honorable, a common way to address important people at the time

³**D-N.Y.:** Democratic Congresswoman from New York

⁴**curator:** person who organizes a museum exhibit

⁵**affectation:** behavior or dress meant to create a desired response

GO ON

36

Which word **best** defines the phrase “family myth” in paragraph 1?

- A** fantasy
- B** background
- C** promise
- D** knowledge

37

What does the word “footnote” mean as it is used in paragraph 2?

- A** a reference to an idea
- B** a small but important role
- C** an accomplishment of a goal
- D** an explanation or definition of an event

38

How does paragraph 3 contribute to the organization of the article?

- A** It introduces the distrust that existed in Liz Bedell’s family.
- B** It foreshadows that Liz Bedell and her family will be surprised by the truth.
- C** It establishes the position Liz Bedell’s grandfather had in the family.
- D** It shows how little Liz Bedell knew about her past.

GO ON

39

How does paragraph 10 contribute to the development of a central idea in the article?

- A by demonstrating Liz Bedell's experience in different states
- B by identifying important people that Liz Bedell knows
- C by revealing the effect of Liz Bedell's grandfather's influence on her
- D by showing how Liz Bedell chose to honor her great-great aunt's legacy

40

In paragraph 12, Grace Bedell supports her argument that Lincoln should grow a beard. Which statement does **not** support the argument?

- A "I have got 4 brother's and part of them will vote for you any way . . ."
- B "... if you will let your whiskers grow I will try and get the rest of them to vote for you . . ."
- C "... you would look a great deal better for your face is so thin . . ."
- D "All the ladies like whiskers and they would tease their husband's to vote for you . . ."

41

In paragraph 15, what does the word "flustered" suggest?

- A Grace Bedell became shy around the large crowd.
- B Meeting Abraham Lincoln was worrisome for Grace Bedell.
- C Grace Bedell lost interest in the candidate by the time of the meeting.
- D Receiving a kiss from Abraham Lincoln made Grace Bedell nervous.

GO ON

42

Which quotation **best** reveals the author’s purpose for writing the article?

- A “...she dismissed as ‘family myth’ a story her grandfather often told about his Aunt Grace Bedell.” (paragraph 1)
- B “Her grandfather encouraged her to pursue a lifelong interest in politics.” (paragraph 8)
- C “As to the whiskers, having never worn any, do you not think people would call it a piece of silly affectation . . . ?” (paragraph 14)
- D “He explained that this Lincoln exhibition was the first time, to his knowledge, that the two letters had been displayed together.” (paragraph 16)

GO ON

Directions

Read this article. Then answer question 43.

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 rally¹ 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.

¹rally: create enthusiasm for taking action

GO ON

43

This question is worth 2 credits.

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.

GO ON

Directions

Read this article. Then answer questions 44 through 46.

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-plastic¹ is the same size as the stuff living in the water column.² 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.³ "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."
- 4 **The Garbage Patches**
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. . . .

GO ON

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.⁴
- 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 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." . . .
- 11 "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."

¹**micro-plastic:** tiny pieces of plastic, less than ¼ inch long

²**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

³**CSIRO:** Australia's national science agency

⁴**comprehensive:** complete

⁵**essence:** central idea or part

⁶**incentives:** reasons to do something, often in the form of rewards

⁷**carbon footprint:** effect on the amount of greenhouse gases, especially carbon dioxide

44

This question is worth 2 credits.

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.

GO ON

45

This question is worth 2 credits.

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.

GO ON

Planning Page

You may PLAN your writing for question 46 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 19 and 20.



GO ON

46

This question is worth 4 credits.

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

GO ON

STOP

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2023 English Language Arts Tests Map to the Standards
Grade 7 Released Questions

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions	Constructed Response Questions	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
Session 1								
15	Multiple Choice	D	1	NGLS.ELA.Content.NY-7.R.3	Reading	0.6235		
16	Multiple Choice	B	1	NGLS.ELA.Content.NY-7.R.9	Reading	0.6380		
17	Multiple Choice	D	1	NGLS.ELA.Content.NY-7.R.6	Reading	0.7471		
18	Multiple Choice	A	1	NGLS.ELA.Content.NY-7.R.4	Reading	0.4479		
19	Multiple Choice	B	1	NGLS.ELA.Content.NY-7.R.3	Reading	0.4987		
20	Multiple Choice	B	1	NGLS.ELA.Content.NY-7.R.2	Reading	0.4534		
21	Multiple Choice	A	1	NGLS.ELA.Content.NY-7.R.3	Reading	0.6511		
22	Multiple Choice	C	1	NGLS.ELA.Content.NY-7.R.6	Reading	0.5065		
23	Multiple Choice	B	1	NGLS.ELA.Content.NY-7.R.5	Reading	0.4121		
24	Multiple Choice	B	1	NGLS.ELA.Content.NY-7.R.4	Reading	0.5466		
25	Multiple Choice	A	1	NGLS.ELA.Content.NY-7.R.2	Reading	0.7280		
26	Multiple Choice	D	1	NGLS.ELA.Content.NY-7.R.3	Reading	0.7591		
27	Constructed Response		2	NGLS.ELA.Content.NY-7.R.3	Writing to Sources		0.6497	0.3249
28	Constructed Response		2	NGLS.ELA.Content.NY-7.R.8	Writing to Sources		0.6749	0.3375
Session 2								
29	Multiple Choice	C	1	NGLS.ELA.Content.NY-7.R.2	Reading	0.6940		
30	Multiple Choice	C	1	NGLS.ELA.Content.NY-7.R.3	Reading	0.4939		
31	Multiple Choice	A	1	NGLS.ELA.Content.NY-7.R.3	Reading	0.4917		
32	Multiple Choice	C	1	NGLS.ELA.Content.NY-7.R.4	Reading	0.6019		
33	Multiple Choice	A	1	NGLS.ELA.Content.NY-7.R.9	Reading	0.5576		
34	Multiple Choice	B	1	NGLS.ELA.Content.NY-7.R.4	Reading	0.7828		
35	Multiple Choice	A	1	NGLS.ELA.Content.NY-7.R.6	Reading	0.6362		
36	Multiple Choice	A	1	NGLS.ELA.Content.NY-7.L.4	Reading	0.6427		
37	Multiple Choice	B	1	NGLS.ELA.Content.NY-7.R.4	Reading	0.6548		
38	Multiple Choice	B	1	NGLS.ELA.Content.NY-7.R.5	Reading	0.5468		
39	Multiple Choice	C	1	NGLS.ELA.Content.NY-7.R.2	Reading	0.5271		
40	Multiple Choice	A	1	NGLS.ELA.Content.NY-7.R.8	Reading	0.6159		
41	Multiple Choice	D	1	NGLS.ELA.Content.NY-7.R.4	Reading	0.6338		
42	Multiple Choice	A	1	NGLS.ELA.Content.NY-7.R.6	Reading	0.4577		
43	Constructed Response		2	NGLS.ELA.Content.NY-7.R.6	Writing to Sources		0.6873	0.3437
44	Constructed Response		2	NGLS.ELA.Content.NY-7.R.2	Writing to Sources		0.6840	0.3420
45	Constructed Response		2	NGLS.ELA.Content.NY-7.R.3	Writing to Sources		0.4827	0.2414
46	Constructed Response		4	NGLS.ELA.Content.NY-7.R.8	Writing to Sources		0.4052	0.1013

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2023 operational ELA test. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two-point and four-point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics shown in the Educator Guides.

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

- 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:
CONTENT AND ANALYSIS: 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	<ul style="list-style-type: none"> —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) 	<ul style="list-style-type: none"> —clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s) 	<ul style="list-style-type: none"> —introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s) 	<ul style="list-style-type: none"> —introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s) 	<ul style="list-style-type: none"> —demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text(s) to support analysis and reflection	W.2 R.1–8	<ul style="list-style-type: none"> —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 	<ul style="list-style-type: none"> —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 	<ul style="list-style-type: none"> —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 	<ul style="list-style-type: none"> —demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant 	<ul style="list-style-type: none"> —provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L3 L6	<ul style="list-style-type: none"> —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 	<ul style="list-style-type: none"> —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 	<ul style="list-style-type: none"> —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 	<ul style="list-style-type: none"> —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 	<ul style="list-style-type: none"> —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
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L1 L2	<ul style="list-style-type: none"> —demonstrate grade-appropriate command of conventions, with few errors 	<ul style="list-style-type: none"> —demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> —demonstrate emerging command of conventions, with some errors that may hinder comprehension 	<ul style="list-style-type: none"> —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension 	<ul style="list-style-type: none"> —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).

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.

GUIDE PAPER 2

Additional

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

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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 were 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 were 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.

GUIDE PAPER 5

Additional

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. It's 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*).

GUIDE PAPER 8

Additional

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 deatails 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 piles¹ 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 piles¹ groaning Under the windy, wooden piers, See once again the bobbing barrels. "). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

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*).

GUIDE PAPER 8

Additional

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*).

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.

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 rethinking 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 rethink 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 rethink 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.

GUIDE PAPER 2

Additional

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". Afterwards she comes back with her rebuttal "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". 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'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*”). 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.

GUIDE PAPER 5

Additional

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*).

GUIDE PAPER 8

Additional

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*).

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.

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 oceans 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 becoming much more of a challenge then it should be because people don't have a care about animals natural habitat. These poor animals are suffering due to man kind and know matter how many people 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 oceans 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 oceans 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 their 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.

GUIDE PAPER 2a

Additional

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]

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 4 it 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 5 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 it 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.

GUIDE PAPER 5

Additional

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 similar.

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 similar*).

GUIDE PAPER 8

Additional

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 becuase 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 becuase 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.

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.

GUIDE PAPER 2

Additional

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 an 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.³ "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.³ “*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.

GUIDE PAPER 5

Additional

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

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 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*).

GUIDE PAPER 8

Additional

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*).

EXEMPLARY 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

Possible Exemplary Response:

The authors of “Excerpt from *Art for the Sea*” and “Excerpt from *The Best Way To Deal with Ocean Trash*” have similar concerns about plastic trash in the ocean, but address the problem from completely different perspectives. Gail Skrobback Hennessy, author of “Excerpt from *Art for the Sea*,” talks about plastic trash from a personal, community-based perspective, while Laura Parker, author of “Excerpt from *The Best Way To Deal with Ocean Trash*,” uses a

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 appraoch." 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 evironment. Though I say that ms.Pozzy's work wasn't good, I still respect her for her creativity. 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.

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 scluptures, 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*", *sclupters, ms.Pozzi, cinsider, litering, apporach, foward appaorch, about plastic in sea, arguement, mare convincing, eviroment, creatitivity, lrean, punctuation, capitalization*).

GUIDE PAPER 2a

Additional

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 "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 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 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 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 effects 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, statistics, 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 Skrobak 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 Skrobak 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 sculputes 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 dissappear 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, dissappear, u, nut there, punctuation*).

GUIDE PAPER 5a

Additional

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 out of 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 appealing 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 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 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 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." 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 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.

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 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 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, tasks, how many plastic, punctuation*).

GUIDE PAPER 8a

Additional

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 statues 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 than 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 found 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 entangled 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 statutes 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 (*statutes, 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 Skrobak is more convincing because he shows how he made a campaign to pickup all the garbage from the ocean. Two details are 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).

GUIDE PAPER 11

Additional

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 specifically 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 specifically 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, specifically, 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 suppory this claim? Which authors argument is more convincing? Use details from both articles to support your responce. In your responce , 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 responce.

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 suppory this claim? Which authors argument is more convincing? Use details from both articles to support your responce. In your responce , 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 responce*).

GUIDE PAPER 14a

Additional

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-plastic¹ is the same size as the stuff living in the water column.² 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.³ 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 rally¹ 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.*2 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.*3 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.’”).