



GRADE 6

2018 FSA ELA WRITING

SCORING SAMPLER



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INTRODUCTION

The Florida Standards Assessments (FSA) English Language Arts (ELA) Writing Scoring Sampler can be used as a resource for Florida educators, schools, and districts regarding the scoring of student responses on the writing component of the statewide ELA assessments. Each spring, students in grades 4–10 are administered a passage set and a text-based writing prompt for the FSA ELA Writing test. Students respond either to an informative/explanatory prompt or to an opinion/argumentation prompt. Unlike the types of writing prompts administered on statewide writing assessments in the past, the FSA prompts are text dependent—based on the passage set each student is provided—which focuses on a specific purpose for writing. Students draw on reading and writing skills while integrating information from the passage set in order to develop and draft a cohesive essay response.

This sampler contains sample student responses that illustrate the score points described in the applicable scoring rubric; the passage (text) set and text-based writing prompt can be accessed via a hyperlink provided on the next page. As with all FSA content, the sample passage set and prompt were reviewed by a committee of Florida educators to ensure appropriateness for the intended grade in terms of the text complexity, topic, and wording.

In this sampler, examples of student responses represent some of the various combinations of the score points across the scoring domains. As a basis for developing a common understanding of the scoring criteria, an annotation follows the response to explain the prominent characteristics of the response described in the rubric. These responses are not intended to provide a full spectrum of examples for each score point in each domain. Moreover, they do not necessarily represent the highest or lowest example of each score point in each domain.

It should be noted that in addition to responses that receive the scores described in the rubric for each domain, some responses earn a score of “0” due to certain conditions as follows:

- The entire response is written in a language other than English.
- The response is illegible, incomprehensible, or includes an insufficient amount of writing to be evaluated.
- The majority of the response is copied from the source material and/or prompt language to the point that original writing is not recognizable or sufficient for scoring.
- The response is completely off topic, and the Conventions domain is scored; this condition could result in a score of 0, 1, or 2 points.

All responses are scored holistically. A response must go through a minimum of three levels of review before any condition code can be applied. Many responses formulate a claim or central idea by rewording the prompt, and due to the expectation that evidence will be incorporated in the response, some degree of exact wording from the sources is expected and allowable. However, responses receiving a “0” for copied text are comprised of source material and/or prompt language that dominates the response to the point that original writing is not recognizable or sufficient.

Because a response that is left completely blank does not meet attemptedness criteria for FSA ELA Writing, no score can be earned or reported for the combined Reading/Writing components that the FSA ELA test comprises.

To access additional resources related to the ELA assessments, please visit the Florida Standards Assessments portal at fsassessments.org/resources/.

The Florida Standards in English Language Arts (Writing Strand) describe what students should know and be able to do at each grade level. For more information about the Florida Standards, please visit CPALMS at www.cpalms.org/Public/search/Standard.

TEXT-BASED WRITING SOURCES

To offer students a variety of texts on the FSA ELA Writing tests, authentic and copyrighted passages and articles appear as they were originally published, as requested by the publisher and/or author. While these real-world examples do not always adhere to strict style conventions and/or grammar rules, inconsistencies among passages should not detract from students' ability to understand and respond to the text-based writing task.

To view the passage "Art from Found Items," click <https://scoringguides.airast.org>.

INFORMATIVE/EXPLANATORY TEXT-BASED WRITING RUBRIC

Grades 6–10 Informative/Explanatory Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Strongly maintained controlling idea with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and objective tone established and maintained 	<p>The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Maintained controlling idea, though some loosely related material may be present • Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion • Appropriate style and objective tone established 	<p>The response provides adequate support, citing evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Generally integrated and relevant evidence from sources, though references may be general or imprecise • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure 	

Continued on the following page

Grades 6–10 Informative/Explanatory Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Focused controlling idea but insufficiently sustained or unclear • Inconsistent use of transitional strategies with little variety • Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Weakly integrated evidence from sources; erratic or irrelevant references or citations • Repetitive or ineffective use of elaborative techniques • Imprecise or simplistic expression of ideas • Some use of inappropriate domain-specific vocabulary • Most sentences limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no controlling idea or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Confusing or ambiguous ideas • Few or no transitional strategies • Frequent extraneous ideas that impede understanding • Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Minimal, absent, erroneous, or irrelevant evidence or citations from the source material • Expression of ideas that is vague, unclear, or confusing • Limited and often inappropriate language or domain-specific vocabulary • Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

When a person thinks about art, they think about Leonardo Da Vinci and Salvador Dali. However, there is more to art than these classical paintings, such as art made of the Earth, street art, and unconventional art. These styles are commonly overlooked, but they are there and are very interesting. These art formats promise to amaze all who see them.

The first uncommon art is Earth art. Earth art is using materials one commonly finds outside. While this art may seem rag-tag, there are many great arts made from the Earth, particularly those of Andy Goldsworth. In Source 2, the documentary "Rivers and Tides," one of his works is a curving line of ice. It sounds simple, but he painstakingly molds and freezes ice together, all in order to get a few precious moments when the sun shines and makes the ice glow with life. Another Andy Goldsworth piece is a rock cairn on the beach. Andy must be careful to construct this tall mound of rocks. Even so, the rocks usually fall, but Andy just claims that it helps him

to get a feel for the rocks. Andy doesn't always go on long journeys to create art. He can make art simply by standing in the rain. By standing in the rain, he creates a rain shadow and makes a small dry man-shaped patch on the ground.

Earth art is very eco-friendly, all while making amazing art. (Source 2)

Earth art isn't the only eco-friendly art out there. Street art is also very environmentally cautious while making beautiful creations. Surprisingly, most anything can be turned into street art. One excellently exemplary example of this exceptional way of recycling is a patchwork quilt. Patchwork quilts are quilts made of scraps and remnants of material woven into quilt format. These quilts keep scrap materials out of landfills and into new patterns of wearable warmth. Another novel idea is that of Rubbish art. Rubbish art was Kurt Schwitters' brain child that cleverly uses discarded materials in art. Rubbish art uses most items on the street by gluing them onto a piece of paper into collage form. Street art may seem to be an inferior

art, but even Pablo Picasso used it. (Source 1) He grabbed a bike seat and handle bar, coated them with bronze, and molded them into a bull's head. Art can be made anywhere, even on the streets!

An outstandingly ideal way of making even more recyclable art is by using unusual materials. This form of art is all about recycling, as proven by a student at Bard High School-Early College with her 1,134 plastic straw dress. The objective of creating this dress was to draw peoples' attention to recycling even the smallest of items. Another unconventional art piece was the hamster tube chandelier. By using old hamster tubes, the class saved a lot of new metal and glass for a regular chandelier. A final work was a student's effort at the High School of Art and Design. It was a dress made of plastic bags and toy fish floating in them. The goal of this dress was to show a new style of fashion. Unconventional art can sometimes make the most delightful things. (Source 3)

Earth art, street art, and unconventional art are all eco-friendly in their own unique ways. A common objective of each is beauty in a novel way. From regular artists to art legends, they practice these paths of art. Many art pieces are recyclable, pretty, and new all over the place.

4–Purpose/Focus/Organization

The response is fully sustained and consistently focused within the purpose, audience, and task. A clear controlling idea is presented in the introduction (*there is more to art than these classical paintings, These styles are commonly overlooked*), strongly maintained and logically progressed throughout the essay (*very eco-friendly, all while making amazing art; environmentally cautious while making beautiful creations; This form of art is all about recycling*), and brought together in the conclusion (*all eco-friendly in their own unique ways, A common objective of each is beauty in a novel way*). Skillful use of transitions between and within paragraphs is evident (*The first uncommon art is Earth art, Earth art isn't the only eco-friendly art out there, An outstandingly ideal way of making even more recyclable art is by*) and helps to clarify the relationship between and among ideas. The organizational structure is effective, with a satisfying introduction and conclusion creating a sense of coherence and completeness (*When a person thinks about art, they think about Leonardo Da Vinci and Salvador Dali; From regular artists to art legends, they practice these paths of art*). An appropriate style and an objective tone are maintained.

4–Evidence/Elaboration

The response provides thorough and convincing evidence from the text to support the controlling idea. Thoroughness and smooth integration of text evidence is exemplified in the first body paragraph as the response details three different Andy Goldsworthy pieces to effectively demonstrate understanding of the first uncommon art, Earth art (*one of his works is a curving line of ice, Another Andy Goldsworth piece is a rock cairn, Andy doesn't always go on long journeys to create art. He can make art simply by standing in the rain*). Effective use of a variety of elaborative techniques, including definitions (*Earth art is, This form of art is all about*) and examples (*patchwork quilt, Pablo Picasso*), also contribute to a clear understanding of the task. Citations are present. Academic and domain-specific vocabulary choices and varied sentence structure all demonstrate language facility (*promise to amaze, rag-tag, eco-friendly, new patterns of wearable warmth*).

2–Conventions

Few, if any, errors are present. An adequate command of conventions is demonstrated in this draft response.

Our environment can be much cleaner if we just use found or recyclable items for a different use. A lot of artists around the world know this one fact that can make some junk into magic. Recycling, using the Earth, and using your imagination can make world famous art if you put the effort into it.

Most people look at recyclable items like, "I'm done using it time to put it in the recycle bin." But if you look at it at an artists point of view, then they will think, "I can now finish my work of art with this recyclable can or something." In the article "Used Materials, New Art" ~~By~~ Thomas R Miller says, "A patchwork quilt is sewn together from scraps, remnants, and rags." Also it says, "Artists on New Yorks lower EAST side... They turn abandoned cars and other urban debris into a community work of art that still continues to grow..." Recycled cars, rags, scraps, and remnants were all used to make great art that we still look at today.

The Earth is full of mysteries that scientists still have to uncover. But an artist, not a scientist found out that the Earth is like a giant canvas ready to be painted on. The Earth has so many things you can use to make art like sculptures. For instance you can use mud as glue, leaves, sticks, and some water to make some kind of art. As you can see, none of these things were store bought. All from mother Earth. In the article, "Andy Goldsworthy - Sculpting Earth Art" ~~By~~ Kathryn Hulick says, "... Earth

Artist Andy Goldsworthy started out with a simple rule: he would work outside and only use materials he could find nearby. This meant using thorns to pin dry stalks together and spit to paste leaves to rocks." Andy Goldsworthy is famous for his earth sculpting skills not because he ~~went~~ ^{went} to the art supply store to ~~buy~~ ^{buy} expensive paint, but he used what is even better-free materials that made him famous.

Once you have all the right materials, you are missing one thing. An imagination! If you don't have an imagination, then what is the point of having the materials? To make amazing art you need your brain to lead the way of your amazing creation. In the article, "Seeing the Art in plastic straws and other castoffs," ~~by~~ Kaven Jones says, "... The student fashioning the floating fish dress..." Who would have ever thought that there is someone who would think of a dress made out of plastic bags filled with water and ~~then~~ ^{then} put toy fish in them?

That is crazy! You need an imagination capable of doing things like that if you are an artist. Also it says, "One student painstakingly pieced together a dress using 1,134 plastic straws. The time and effort in that took a lot of concentration. Last but not least, in the article, "Used Materials, New Art," ~~by~~ Thomas R. Miller says, "Parch named his instrument the Cloud-Chamber Bows... he found the tops and bottoms of carboys that have

been cut in a laboratory... He did some experimenting of his own and found a way to strike it and make a beautiful noise." To find the right noise you need a great imagination.

Most people think art is a paint brush and paper. But the truth is, art can be made from anything on this Earth. It can be visual things or it can be things you listen to. So when you go to that trash can of yours, ~~and~~ think if it's recyclable or not because it can be used ^{for} more than just trash!

4–Purpose/Focus/Organization

The response is fully sustained and consistently focused within the purpose, audience, and task. The organizational structure is effective, as a clear controlling idea is presented in the introduction (*just use found or recyclable items for a different use, that can make some junk into magic*); by discussing making art from recycled materials, using earth, and using imagination, the controlling idea is strongly maintained throughout the essay and reaffirmed in the conclusion (*art can be made from anything on this Earth*). Skillful use of transitions between paragraphs (*Once you have all the right materials*) and internal transitions (*But if you, In the article, Also it says, But an artist, For instance, As you can see, Last but not least, So when you*) help clarify the relationship between and among ideas. All elements work together to create a sense of coherence and completeness. Appropriate style and objective tone are established and maintained.

4–Evidence/Elaboration

The response provides thorough and convincing evidence from the text to support the controlling idea. Relevant source material is smoothly integrated within each body paragraph. The response provides thorough evidence and elaboration throughout the third and fourth body paragraphs with three text-based examples, successfully making the same point about using your imagination from two different articles (*floating fish dress* and *dress using 1,134 plastic straws* from Source 3 and *Cloud-Chamber Bowls* from Source 1). Precise citations are made in each body paragraph. Effective use of a variety of elaborative techniques before the quoted text evidence (*Most people look at recyclable items like, “I’m done using it time to put it in the recycle bin.” But if you look at it at an artists point of view, then they will think, “I can now finish my work of art with this recyclable can or something”*) and effective closing sentences (*Recycled cars, rags, scraps, and remanents were all used to make great art that we still look at today*) demonstrate a clear understanding of the topic and text. Clear and effective expression of ideas further supports this understanding (*The Earth is full of mysteries that scientists still have to uncover. But an artist, not a scientist found out that the Earth is like a giant canvas ready to be painted on*).

2–Conventions

Only a few minor errors are present in punctuation (missing apostrophe and commas) and spelling (*remanents*). An adequate command of conventions is demonstrated in this draft response.

What is art? Is it a painting? A clay sculpture? Or just the plain beauty of something that was made? Art cannot only be made by paints or clay, but with nature, and recycled items. Art also brings people together and can ^{help} develop environmental awareness.

To begin with, art can be made with nature's gifts. According to source 2, Andy Goldsworthy made a master piece just by using icicles and snow. "...picking up a piece of icicle dipping it in snow and then in water and holding it against another piece of ice. Then he waits patiently until the two pieces freeze together." Even though Goldsworthy's ice sculpture is a masterpiece, there are many other things in nature to make art out of too, like rocks, leaves, and mud.

In addition, not only nature can provide materials for art but recycled items. For example, source 1 says, "Everyday objects that we usually throw away, such as metal cans or bits of newspaper can be reused to make sculpture, jewelry, or musical instruments..." If you just look a little harder, things that were just ordinary trash, turns into the small bits of a

masterpiece.

Last, but not least, this type of art can bring people together and help develop environmental awareness. Source 1 states "In rural America, quilting bee gave friends and neighbors a chance to gossip." Because many big art projects require teamwork, it's a good time to also socialize while working together. Also, when using recycled items to make art, then showing it to the public, will help people develop environmental awareness. For example, source 3 states, "This project allowed my class to design something of their choice, using a material of their choice and raising environmental awareness at the same time."

In conclusion, art is not only a painting or clay sculpture, but something that was made with creativity. Art can represent the works of many people working together, or can be the realization of how much there is in the world to value.

4–Purpose/Focus/Organization

The response is fully sustained and consistently focused within the purpose, audience, and task. A clear controlling idea is presented in the introduction (Art may be considered *the plain beauty of something that was made*), strongly maintained throughout the essay, and revisited in the conclusion (*art is not only a painting or clay sculpture, but something that was made with creativity*). While basic transitions are used between paragraphs (*To begin with, In addition, Last, In conclusion*), more skillful use of internal transitions (*According to, Then, Even though, For example, Because, Also*) help clarify the relationship between and among ideas. The organizational structure is effective, creating a sense of coherence and completeness through a logical progression of ideas and evidence with a satisfying introduction and conclusion (*Art also brings people together and can help develop enviornmental awareness; Art can represent the works of many people working together, or can be the realization of how much there is in the world to value*).

3–Evidence/Elaboration

The response provides some support for the controlling idea (*art can be made with nature's gifts, not only nature can provide materials for art but recycled items, this type of art can bring people together and help develop enviornmental awareness*). Text examples are presented to support these ideas with mixed success. The source examples in body paragraphs one (Andy Goldsworthy using icicles and snow) and two (*Everyday objects that we usually throw away*) are partially developed with elaboration; however, the multiple source examples in body paragraph three are a better use of the text evidence. Adequate citations are present.

2–Conventions

Only a few minor errors are present in usage (*turns, bee*) and spelling (*mucical*); therefore, an adequate command of conventions is demonstrated in this draft response.

S-3

Art is an amazing thing, and anything in the world can make it. The passage "Art from Found Items" explains how many people have used found or recycled materials to create extraordinary art. Making wonder, using everyday objects, and using objects over and over are what artists do when creating art.

Using found and recycled items, humans have made objects of extreme wonder. Some artists have made collages and sculptures using simple things such as bits of string, mattress springs, and "junk." (Source #1) Ordinary, everyday objects anyone can find can make interesting things. Reused items, including bicycle tire tubes, soda cans, and plastic straws, were used in a contest to create regular objects, like dresses. (Source #3) Recycled materials can be used to make unique designs. Anything, found or recycled, can create art.

Many people have used materials they found everyday as a piece of art. Just by using torn pieces of paper, ticket stubs, and bits of string, a collage is born. (Source #1) Art can rise with simple things that bring out the unique quality of itself. Earth Artist Andy Goldsworthy used

"Thorns to pin dried stalks together and spit to paste leaves to rock." (Source #2) He found things in nature and used it to his advantage. Not only can people use things they find, but they also can use reused items.

Recycled objects are used over and over again, sometimes even for art. Objects most people throw away, such as metal cans, or bits of newspaper, can instead be reused for sculptures, jewelry, or musical instruments. (Source #1) Things people use can be made into everyday objects. A chandelier, a handbag, and some dresses were made by using hamster tubes, bicycle tire tubes, soda cans, and plastic straws. (Source #3) Reusing items can also make furniture and clothes, different types of art. Recycled materials can be objects people see every day, and when put together, people create mind-blowing wonders.

Using everyday items to make wonders, finding objects and putting them to use, and reusing materials not only for the environment, but for art too is amazing. "Art from Found Items" has described how everything around everyone is ready for experimentation. Everything everywhere can be changed in the most amazing ways, especially in art.

3–Purpose/Focus/Organization

This response is adequately sustained and generally focused within the purpose, audience, and task. A clear controlling idea is presented in the introduction (*many people have used found or recycled materials to create extraordinary art*), carried throughout the essay, and reexamined in the conclusion (*Everything everywhere can be changed in the most amazing ways, especially in art*). An evident organizational structure, with a sufficient introduction and conclusion, goes beyond listing and restating the three points discussed in the three body paragraphs (*Making wonder, using everyday objects, and using objects over and over*) and offers a sense of completion. There is adequate use of a variety of transitional strategies between the body paragraphs (*Anything, found or recycled, can create art; Not only can people use things they find, but they also can use reused items*) that helps to clarify the relationship between and among ideas.

3–Evidence/Elaboration

The response provides adequate evidence from the text to support the controlling idea. A significant amount of cited evidence comes from the source material. The evidence is generally integrated and relevant, with an adequate use of some elaborative techniques before and after the selected source material (*humans have made objects of extreme wonder; can make interesting things; simple things that bring out the unique quality of itself; when put together, people create mind-blowing wonders*). Adequate ability in combining multiple sources in each body paragraph to support the ideas and topic sentences is evident (Sources 1 and 3 in the first body paragraph, Sources 1 and 2 in the second, and Sources 1 and 3 in the third). Some variation in sentence structure is present.

2–Conventions

Few, if any, errors are present; therefore, an adequate command of conventions is demonstrated.

S-4

Many people when they find trash or other things in their house or on the streets they automatically throw it away or put it in the recycle bin. Others will pick it up and keep it or they will get creative and make something out of it.

One thing, you could do to be creative is making clothing and chandeliers out of found or recycled things. You can make a dress or a T-shirt from plastic straws glued together instead of throwing the straws away. Chandeliers can be made of hamster tubes, a handbag sewn together with bicycle tubes and light bulbs. Also, you can make clothing out of many soda cans stapled, glued, or taped together.

Another idea, is making sculptures out of nature from the woods and other places. You could use stones packed with mud to help the stones stay together. You may use something a lot lighter and thinner than stones like leaves, twigs, sticks, or broken branches from trees.

Ice, mud, and sand all stick together very good so those would be easy to make a sculpture out of. Tree parts could work too, like the bark and the trunk's can be used for wood.

Lastly, if it is cold you might want to bundle up in a blanket or quilt. You may have old rags you used and instead of getting rid of them or throwing them away you could patch them all up together and make a quilt. Cloth would work too you could do the same process like you would do with the rags. Old scrapes, paper towels, toilet paper would all do well too all you have to do is patch, glue, or tape, or sew all the things together then there you go, you have made a quilt.

Some people just do not realize what you do with found and recycled things. You can make so many unique things you can do with old and broken things you find. The next time you find a piece of trash that you are about to throw away, stop and think about all the things you can do with that little piece of trash.

3–Purpose/Focus/Organization

This response is adequately sustained and generally focused within the purpose, audience, and task. A clear controlling idea is presented in the introduction (*Many people... automatically throw it away, Others will...get creative and make something out of it*). The response follows an adequate organizational structure covering three things you could do or make with found or recycled items (*making clothing and chandeliers out of found or recycled things, making sculptures out of nature, bundle up in a blanket or quilt*). An adequate use of a variety of transitional strategies between paragraphs (*One thing, Another idea, Lastly, Some people*) and internally (*Others; Also, you can; too; The next time*) helps to clarify the relationship between and among ideas. The introduction and conclusion are sufficient.

2–Evidence/Elaboration

The response provides adequate evidence from the text to support the controlling idea (*make a dress or a T-shirt from plastic straws, sculptures out of nature, make a quilt*). The evidence is generally integrated and relevant. Ideas are expressed adequately, using a mix of precise and general language (*One thing, you could do to be creative is making clothing; Also, you can make clothing out of many soda cans stapled, glued, or taped together*). The response clearly demonstrates an understanding of the source material; however, without a citation in a text-based writing task, the highest score a response may receive in Evidence and Elaboration is a 2.

2–Conventions

A few errors occur in punctuation (extra commas), sentence formation (run-ons in third body paragraph), spelling (*scrapes*), and usage (*their*), but no patterns of errors are present, which indicates an adequate command of conventions.

S-5

Art is not always made from the most high quality canvases and paints. A masterpiece can be made from the sticks and dirt in your backyard. The trash that you find in a gutter can make a \$100 piece of art. There is no limit to what art can be made of, neither is there a right nor wrong in art.

Who knew something like trash could make something astonishing? The students in 11th grade at the High School of Art and Design in Manhattan were not appalled when they were told to make "an outrageous art from unconventional materials" as they put it. They grasped the idea, one of the students made a dress from 1,134 plastic straws! The student said, "It's important to recycle plastic and something as small as a straw is often thrown out." (Source 3)

Not only are man made materials are used, non-man made materials are used for art too. An artist by the name of Andy Goldsworthy uses only objects found

outside to make sculptures. Sometimes he will lay in the mud while it's raining to make "rain shadows" as he calls them. Once he gets up he leaves behind a dry spot in the shape of a man. (Source 2)

You see art can be made with many different things. From the finest paint, to a chip bag on the side of the highway. Even something as simple as dirt can make a marvelous piece of art. Every thing has the potencial to be a work of art.

3–Purpose/Focus/Organization

This response is adequately sustained and generally focused within the purpose, audience, and task. A clear controlling idea is presented in the introduction (the limitless possibilities of materials that can be used for art), and it is continued throughout to the conclusion (*You see art can be made with many different things*). There is an evident organizational structure, with a sufficient introduction and conclusion and clearly organized body paragraphs (man-made trash/materials in the first body paragraph and *non-man made materials are used for art too* in the second body paragraph). Topic sentences and an excellent transition between the two body paragraphs (*Not only are man made materials are used, non-man made materials are used for art too*) assist in clarifying relationships between and among ideas.

2–Evidence/Elaboration

The response provides uneven support for the controlling idea, as the second body paragraph lacks development and makes a vague, general statement (*An artist by the name of Andy Goldsworthy uses only objects found outside to make sculptures*) without providing any precise or specific examples for support. A reference at the end of the first body paragraph to recycling plastic (*It's important to recycle plastic and something as small as a straw is often thrown out*) is not relevant to the controlling idea. Although the support is provided with citation to the source material, the quality and integration of the support is inadequate.

2–Conventions

Only a few errors are present in usage (*Not only are man made materials are used*), sentence formation (comma splice in second paragraph), and spelling (*niether, potencial*). An adequate command of basic conventions is demonstrated over the course of this draft essay.

S-6

Today I am going to tell you about Art created from found or recycled items. This is neat because you can make it out of anything, it doesn't have to stay, and it can help you learn.

First off, it is good because you can make it out of anything. For example in *Used Materials, New Art* it says Pablo Picasso created a bull's head out of a bicycle seat and handle bars cast in bronze. See, even the most unusual things can be turned into art.

Additionally, it doesn't have to stay to be art. In *Andy Goldsworthy - Sculpting Earth Art* it says that after a while the ice will melt away and it will not be there anymore. It does not matter if it stays it was still art. For example, Earth is art. One day it might be gone. It was art though.

Lastly, art is good because it helps learning. In seeing the art in plastic straws and other castoffs it says some

Kids at a high school had a contest. If someone messes up in the contest on there art they could end up learning something from messing up on the art. Also in Andy Goldsworthy he was trying to balance stones. Every time he misplaced a rock and the structure fell down he had more knowledge on where to put the rock instead.

To sum it up, Art created from found or recycled items is good because you can make it with anything, it does not have to stay, and lastly it helps you learn. That is my paper on ART.

2–Purpose/Focus/Organization

This response is somewhat sustained within the purpose, audience, and task. A controlling idea is presented in the beginning (*about Art created from found or recycled items. This is neat*) but is insufficiently sustained and becomes unclear at times (*it is good because you can make it out of anything, it doesnt have to stay to be art, art is good because it helps learning*). Though the organizational structure and transitional strategies (*First off, Additionally, For example, Lastly, Also, To sum it up*) are evident in the response, the introduction and conclusion are inadequate, as they are almost identical, and an uneven progression of ideas is present from beginning to end.

2–Evidence/Elaboration

The response provides uneven and cursory support for the controlling idea. The response includes sources, facts, and details (*pablo picasso created a bulls head, In Andy Goldsworthy – Sculpting Earth Art it says that after a while the ice will melt away, kids at a high school had a contest, Goldsworthy...was trying to balance stones*), although the material is weakly integrated and presented as a summary with little commentary. The response is vague and imprecise at times with a simplistic expression of ideas (second body paragraph and first part of third body paragraph). Some limited, repetitive, or inappropriate language is also present (*This is neat, it is good, is good, is good*). Citations are present.

2–Conventions

Some errors are present in punctuation (*doesnt, For example, bulls head, stays*), usage (*there*), and capitalization (*pablo picasso, ART*), but an adequate command of basic conventions is demonstrated over the course of this draft essay.

S-7

About 2 years ago I started to recycle objects, such as straws, paper plates, plastic cups, soda cans, etc. Why did I start recycling? One it's good for our environment, two I used recycle items for art, three it's fun! Yes, I said I use recycle items for art. Art isn't just with paper, pencils, coloring utensals and an eraser. Art is anything created by a person.

There is alot of stuff you can make with recycled items. Just use your imagination! I know you have one. The first thing I ever made out of recycled items was a dress. I wanted to show people that recycling items can be fun, so I made a dress out of recycled bags. It wasn't very hard, all you really need to do is be creative. Me and my friends had a fun contest. We worked together to go around and collect recycled items. Then we broke up into teams to make the dresses. There were two teams so there was two dresses we had to present. The first team made a dress out of plastic straws. The second team, my team made the dress out of recycled bags. We even had fun with the contest! We had one person from each team to

put on the dress and walk around. Now we didn't want a winner it was just for fun!

Do you see what recycling stuff can do? There's a whole bunch of other stuff you can do with art. I just gave you one fun example. Not only was it fun it expresses your personality! You should try it one day, it's fun! Grab a group of your friends and go have fun and be creative.

2–Purpose/Focus/Organization

This response is somewhat sustained within the purpose, audience, and task. A controlling idea is presented in the introduction (*I use recycle items for art*) and somewhat reiterated in the conclusion (*Do you see what recycling stuff can do?*). An inconsistent organizational structure is apparent, as the ideas enumerated in the introduction are not clearly addressed in the body and only partially referenced in the conclusion. For example, an idea presented in the introduction (*One its good for our enviornment*) is not discussed further and is instead replaced by a free-flowing discussion of an art contest with friends. The use of transitional strategies is inconsistent (abrupt change in the first body paragraph with *Me and my friends had a fun contest*), and the response offers an uneven progression of ideas (from *imagination and fun* to *a dress to the contest* and then back to *fun* again).

1–Evidence/Elaboration

The response provides minimal support for the controlling idea and minimal use of the facts and details from the sources (*good for our enviornment, had a fun contest, dress out of plastic straws*). The expression of ideas is vague considering the task (*alot of stuff*). Conversational language choices (overuse of *I, me, we, fun*) are inappropriate.

2–Conventions

Although some errors are present in usage (*Me and my friends*), sentence formation (third and fourth sentences), spelling (*enviornment, utensals, earser*), and punctuation (some missing commas and apostrophes), an adequate command of basic conventions is demonstrated throughout the majority of this draft response.

S-8

Earth Art is a wonderful thing. If you think about it you are only using natural resources to make amazing art.

Earth Art can be as simple as stacking rocks or painting on a rock with mud. Or freezing icicles together.

When you are creating Earth Art it's a good time to use your imagination. It is also a good time to experiment your thoughts.

When making Earth Art the sky is the limit. "or is it".

1–Purpose/Focus/Organization

This response is related to the topic but demonstrates little awareness of the purpose, audience, and task. It lacks a controlling idea. The first sentence (*Earth Art is a wonderful thing*) could be a main idea, but it is not sustained. No organizational structure is present, as ideas appear randomly ordered and could easily be reordered with no impact on meaning. Ambiguous ideas are present (*a good time to experiment your thoughts*). Minimal transitional strategies (*When*) are used.

1–Evidence/Elaboration

The response includes minimal support from the source material (*stacking rocks, freezing icicles*). These ideas are simply listed with no support or development, which leads to a vague expression of ideas. The response contains no citations.

1–Conventions

Although some errors are present in sentence formation (*Or freezing icicles together, “or is it”*) and spelling (*wonderfull, resourses*), a partial command of basic conventions is demonstrated over the course of the draft response.

S-9

Have you ever seen material that are just being wasted Well then I know who you can do with them.

Why not use material that have no use It would be cheaper and way more challenging you could make clothe and many other thing I personally think a Earth artist is super cool Because you always in nature finding thing to make art and even you not good at Earth art it fine because it doesnt take alot.

For you school you should organize a Recycling project were you and your friend can make project out of thing you find outside Thig that are just gonna be thrown away or anything.

1–Purpose/Focus/Organization

This response is related to the topic but demonstrates little awareness of purpose, audience, and task. The response provides a tenuous controlling idea (things can be done with wasted materials) that minimally ties ideas together. Little discernible organizational structure can be detected as the essay jumps from one idea to the next (*You could make clothe and many other thing I persanally think a Earth artist is super cool*). Few transitional strategies are evident (*Well then, Why not*), and they do not create a relationship between and among ideas. Ambiguous ideas (*even you not good at Earth art it fine because it doesnt take alot*) are present.

1–Evidence/Elaboration

The response includes minimal source material to support the claim (*make clothe, Earth artist*). Some limited and inappropriate language and vocabulary are evident (*way more, super cool, gonna*). The expression of ideas is vague, unclear, and confusing at times (*in nature finding thing, you and your friend can make project out of thing you find outside, Thig that are just gonna be thrown away or anything*). The response includes no citations.

0–Conventions

Because frequent and severe errors are present throughout, including punctuation, usage, and spelling, a lack of command of conventions is demonstrated in this draft response.

S-10

Art can be made out of anything, including things we find around us. Everyday objects that we often throw away, like metal cans or newspapers, can be reused to make sculpture, jewelry, or musical instruments. Art can also be created from found or recycled items.

Firstly, used materials can make new art. According to Thomas R. Miller, "A patchwork quilt is sewn together from scraps and rags" (source 2). Quilters, often working together, combine these irregular bits and pieces of cloth into a new pattern. Also, public places can become art spaces. Kurt Schwitters (1887-1948) used discarded objects to create a style of art he called "Rubbish." One student painstakingly pieced together a dress using 1,134 plastic straws. Furthermore, musical instruments can be made from recyclables.

For example, in Source 2: Andy Goldsworthy - Sculpting Earth by Kathryn Hulick, a man with white hair, a white beard, and a Scottish accent rubs his frozen hands together before picking up a piece of icicle, dipping it in snow and then in water, and holding it against another bit of ice. However, Most of Goldsworthy's work isn't meant to last, and some of it falls apart before it's even finished! Crazy!

Finally, the students in Eileen Farrelly-Moyot's 11th-grade fashion design class at the High school

Art and Design in Manhattan were up to it: one of them made a dress from plastic bags filled with floating fish. "I thought it was the perfect contest for my class," Ms. Fanelly-Moyote said.

In conclusion, with a little imagination, any object can be used for art. For example, patchwork quilt, a sculpture garden, a collage, even musical instruments! Maybe I will make art created from found or recycled items!

This sample response has been purposefully constructed in order to illustrate multiple methods of copying text. It is important to note that some of the copied examples do not contain the same techniques; however, all of the techniques are considered copy. For this reason, it is recommended that educators/parents/students examine the copied responses at all grade levels.

Grade 6 Scoring Sampler
Student Response (Copy)

Art can be made out of anything, including ordinary things we find around us. Everyday objects that we often throw away, like metal cans or newspapers, can be reused to make sculpture, jewelry, or musical instruments. Art can also be created from found or recycled items.

S1, p1

Prompt

Firstly, used materials can make new art. According to Thomas R Miller, “A patchwork quilt is sewn together from scraps and rags” (source 2). Quilters, often working together, combine these irregular bits and pieces of cloth into a new pattern. Also, public places can become art spaces. Kurt Schwitters (1887-1948) used discarded objects to create a style of art he called Rubbish. One student painstakingly pieced together a dress using 1,134 plastic straws. Furthermore, musical instruments can be made from recyclables.

S1, title and p2-4

S3, p19

S1, p6

For example, in Source 2: Andy Goldsworthy-Sculpting Earth Art by Kathryn Hulick, a man with white hair, a white beard, and a Scottish accent rubs his frozen hands together before picking up a piece of icicle, dipping it in snow and then in water, and holding it against another bit of ice. However, Most of Goldsworthy’s work isn’t meant to last, and some of it falls apart before it’s even finished! Crazy!

S2, p9

S2, p12

Finally, the students in Eileen Farrelly-Moyotl’s 11th-grade fashion design class at the High school of Art and Design in Manhattan were up to it: one of them made a dress from plastic bags filled with floating fish. “I thought it was the perfect contest for my class,” Ms. Farrelly-Moyotl said.

S3, p14-15

In conclusion, with a little imagination, any object can be used for art. For example, patchwork quilt, a sculpture garden, a collage, even musical instruments! Maybe I will make art created from found or recycled items!

S1, p5

S1, p2-4

Prompt

This text set can be found on the FSA Portal at fsassessments.org/resources.

Copied

The response consists primarily of copied text and does not contain sufficient original writing to demonstrate understanding of the source materials or task. This results in condition code “G” for “Copied,” which becomes an earned 0. A controlling idea is constructed in the first paragraph (*Art can also be created from found or recycled items*) by adding words (*Art can also be*) to language directly from the prompt. For the most part the response follows the source material in order, with the first and second paragraphs coming from source 1, the third paragraph coming from source 2, the fourth paragraph coming from source 3, and the fifth paragraph returning to source 1. A combination of source material is present, with the second paragraph containing one sentence from source 3 (*One student painstakingly . . .*), but without original writing to extend or support the statements copied from the sources, the rubric cannot be applied.

Although some words have been changed (e.g., *usually* to *often*, *like* to *such as*) or added (e.g., *can make* in paragraph 2, *Maybe I will make* in paragraph 5), the response is still too close to the source material to demonstrate original writing. An interjection has been added to the end of paragraph 3 (*Crazy!*), but this also does not provide sufficient original writing to score. Some transitions (e.g., *Firstly*, *Also*, *Furthermore*) and citations (*According to Thomas R Miller, in Source 2: Andy Goldsworthy-Sculpting Earth Art by Kathryn Hulick*) are present, but these additions do not extend or support the statements copied from the sources.

