



GRADE 5

2015 FSA ELA WRITING

SCORING SAMPLER



Copyright Statement for This Office of Assessment Publication

Authorization for reproduction of this document is hereby granted to persons acting in an official capacity within the Uniform System of Public K–12 Schools as defined in Section 1000.01(4), Florida Statutes. This copyright notice must be included in all copies.

All trademarks and trade names found in this publication are the property of their respective owners and are not associated with the publisher of this publication.

Permission is NOT granted for distribution or reproduction outside the Uniform System of Public K–12 Schools or for commercial distribution of the copyrighted materials without written authorization from the Florida Department of Education. Questions regarding use of these copyrighted materials should be sent to the following:

Office of Assessment
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399-04000

Copyright © 2015
State of Florida
Department of State

Table of Contents

INTRODUCTION	4
TEXT-BASED WRITING SOURCES.....	5
INFORMATIVE/EXPLANATORY TEXT-BASED WRITING RUBRIC.....	6
SAMPLE STUDENT RESPONSES	8
Sample 1 (S-1) Student Response Score Point 4/4/2	8
Sample 2 (S-2) Student Response Score Point 4/4/2	12
Sample 3 (S-3) Student Response Score Point 4/3/2	16
Sample 4 (S-4) Student Response Score Point 3/3/2	20
Sample 5 (S-5) Student Response Score Point 3/3/1	24
Sample 6 (S-6) Student Response Score Point 3/2/2	27
Sample 7 (S-7) Student Response Score Point 2/2/2	30
Sample 8 (S-8) Student Response Score Point 2/2/2	33
Sample 9 (S-9) Student Response Score Point 1/1/1	35
Sample 10 (S-10) Student Response Score Point 1/1/0	37

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, is incomprehensible, includes an insufficient amount of writing to be evaluated, or is completely copied from the source material with no original work.
- 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.

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 "Light Pollution," click <https://scoringguides.airast.org>.

INFORMATIVE/EXPLANATORY TEXT-BASED WRITING RUBRIC

Grades 4–5 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 clearly stated 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, including a satisfying introduction and conclusion 	<p>The response provides thorough and convincing support/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"> Relevant evidence integrated smoothly and thoroughly with 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 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 transitional strategies with some variety to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion 	<p>The response provides adequate support/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 evidence from sources, though references may be general, imprecise, or inconsistent 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 4–5 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"> Partially focused controlling idea, but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources and erratic or irrelevant references Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Inappropriate or ineffective domain-specific vocabulary Sentences possibly 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 discernible controlling idea or organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Confusing or ambiguous ideas Frequent extraneous ideas impeding understanding Few or no transitional strategies 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 includes most of the following:</p> <ul style="list-style-type: none"> Minimal, absent, erroneous, or irrelevant evidence from the source material Expression of ideas that is vague, lacks clarity, or is confusing Limited or 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>

Imagine bright city lights with thousands of stars twinkling. Soon enough, all those twinkling stars will be out of sight. Light pollution is causing problems for plants, animals, and people. Luckily, something can be done to help prevent light pollution.

Light pollution can be found almost everywhere; but what is light pollution? Light pollution is mainly formed by bright ~~and~~ city lights. Have you ever been to a big city like New York? Most likely, when you look up, all you see is bright city lights from cars, poles, and buildings. According to "Sources of Light Pollution" by Renee Bauer, air pollution is formed when other lights, such as pole or building lights, make it hard to see the night sky. ~~Most~~ Most bigger and popular cities have a harder time seeing the stars at night than someone who doesn't live in a bright city. Not only that, but air pollution also plays a role in light pollution. Even though air pollution is probably not the major cause of light pollution, it helps spread the light pollution even more. According to the first and second paragraph of "Sources of Light Pollution", when lights shine upwards or sideways, the light scatters upwards and brightens the sky. When there is air pollution, it can make the light scatter even more, making it brighter in the sky. Many populated and

bright cities have more light pollution than cities that are not.

Light pollution is like ~~the~~ the rotten egg in the cake batter. Light pollution makes the Tights in the sky harder to see, and can even harm the animals nearby. Have you ever looked up in the sky years ago, and saw millions of stars you couldn't even count? Now-a-days, you'd probably only see a few dozens or less. According to the article "Light Pollution" by Catherine Clarke Fox, we'd normally be able to see about 2,500 stars alone. In the 5th paragraph, the author states that only a third of all Americans can see our galaxy, and those people are far away from city lights. Light pollution doesn't only block out the view of the stars, but it can harm also harm the animals. Have you ever watched a video or television show where sea turtle hatchlings move towards the sea, and the people have brought flashlights? According to "Cop Saves Sea Turtle Hatching at Florida Resort", sea turtles have an instinct to move towards the light. If they see bright lights elsewhere, they might follow it, which can be very dangerous for them. Light pollution causes trouble for the sky and animals.

Light pollution is present almost anywhere. Most

likely, stopping light pollution would not be too easy since light is present everywhere, from buildings to cars, but we can help to reduce the light pollution. We can prevent light pollution by using less powerful lights. Most people like bright homes and cities so they can see better, so they use brighter lights. However, using bright lights can send up more light particles, brightening the sky by the minute. Brighter lights send more light pollution than dim lights. Many lamps have light facing upwards. According to "Sources of Light Pollution", the light escapes upwards, which of course creates more light pollution. If we were to use only lights that face downwards, we would reduce lots of light pollution. Using dimmer lights and lights that face downwards will help prevent the light pollution, according to "A Light Pollution Study Near You".

Lights are present everywhere and are very helpful in many cases. However, we should reduce the light pollution in the air, for our own sake and for animals. Using less bright lights in cities can help us see the beauties of the night sky and will help animals to survive.

4–Purpose/Focus/Organization

The response is fully sustained and consistently focused within the task to inform about the problem of light pollution in the United States today. The controlling idea (*Light pollution is causing problems for plants, animals, and people. Luckily, something can be done to help prevent light pollution*) is clearly stated and maintained throughout the response. A variety of transitional strategies are used, both between paragraphs by connecting ideas and within paragraphs by using transition words (*Not only that, but; Even though; According to; Now-a-days*). The response includes an effective introduction (*Imagine bright city lights with thousands of stars twinkling. Soon enough, all those twinkling stars will be out of sight*), followed by a logical progression of ideas – defining light pollution, describing its causes, explaining its negative impact, and suggesting solutions. The conclusion connects with the introduction (*Using less bright lights in cities can help us see the beauties of the night sky*), giving the response an effective organizational structure and providing a sense of cohesion and completeness.

4–Evidence/Elaboration

The response includes effective and accurate use of evidence from multiple sources that convincingly supports the controlling idea. Evidence is smoothly integrated into the response with references to the source material as attributions (*Now-a-days, you'd probably only see a few dozens or less. According to the article "Light Pollution" by Catherine Clarke Fox, we'd normally be able to see about 2,500 stars alone*). A variety of elaborative techniques are demonstrated, including definition (*Light pollution is mainly formed by bright city lights*), explanation (*When there is air pollution, it can make the light scatter even more, making it brighter in the sky*), examples (*Have you ever watched a video or television show where sea turtle hatchlings move towards the sea, and the people have brought flashlights?*) and insight (*Lights are present everywhere and are very helpful in many cases*). Word choices are precise, using academic and domain-specific language (*populated and bright cities, the author states, light particles, present, reduce, dimmer, our own sake*) and sentence structures are varied.

2–Conventions

Although minor errors in usage occur (*Most bigger and popular cities have a harder time seeing the stars at night; Light pollution is present almost anywhere*), this draft response demonstrates an adequate command of basic conventions.

• There is a big, serious problem going on. That problem is light pollution. There are three main reasons this is a big and serious problem. First, light pollution can harm the animals. Second, light pollution prevents us from seeing the night sky and stars. Last, light pollution can harm wild life by preventing plants from growing.

• The first main reason light pollution is a problem in the United States is, because light pollution can harm many of the animals. Light pollution harms animals by not letting the animals see completely where they are going at night. Animals that light pollution mostly harm are birds and sea turtles. An example is when a sea turtle hatchlings just hatches it will go in the way of lights. According to the text, "Conley saw sea turtle hatchlings crawling toward the front door." (pg. 17 p. 22) That shows that the sea turtles were going to go inside of resort. That would have really harmed them. Another example is, "birds blinded by lights glowing in the high-rise office buildings have become disoriented and flown into the buildings (pg. 14, P. 6) I really think that light pollution is a big

problem to the animals.

• The second main reason light pollution is a problem is, because light pollution does not let us see the night sky and stars. To me that is a problem, because first it would be nice to see the night sky and stars. Second because if you ever get lost you can use a constellation to guide you through the night. Though, if you can not see the stars or constellations you can not get guided and find your way. An example is on (page 16, paragraph, 15) it says, "Kids can't see the stars like I did." I thought that meant a lot. It showed that now a days kids really can't get a good look at the night sky and stars. I believe that could be a big problem, since maybe you have a project at school on that and then you can't see the night sky and stars. You probably couldn't do your project. Light pollution is a big problem.

• The last main reason light pollution is a big problem, is because light pollution prevents plants from growing. I think that is a major problem because with no plants we would not get oxygen that we need to survive. Also if a plant can not produce food and the plant does not grow

that means we won't be able to get that food. An example on (page 14, paragraph 16) it says, "studies of light pollution show environmental impacts, with changes in animal behavior and plant growth." The part about plant growth is bad like I said. I think plants need to grow the right way, so let's try to stop the bad plant growth by preventing light pollution.

• Help prevent light pollution. It is becoming a big and and serious problem in the United States, because it harms animals, doesn't let us see the night sky, and it prevents plant growth. We should really try to stop light pollution by reducing the use of big lights.

4–Purpose/Focus/Organization

This response contains a strongly maintained controlling idea (*There is a big, serious problem going on. That problem is light pollution*) that is consistently focused within the purpose, audience, and task to inform about the problem of light pollution in the United States today. The organizational structure is clearly established in the introduction by describing three points the response will cover (*light pollution can harm the animals, light pollution prevents us from seeing the night sky and stars, light pollution can harm wild life by preventing plants from growing*). A variety of transitions (*The first main reason, The second main reason, The last main reason*) clarify relationships between ideas and within each paragraph (*first, An example, Second, Though, It showed, Also*). There is an effective and logical progression of ideas from beginning to end, including a satisfying introduction and conclusion (*It is becoming a big and serious problem in the United States, because it harms animals, doesn't let us see the night sky, and it prevents plant growth. We should really try to stop light pollution by reducing the use of big lights*).

4–Evidence/Elaboration

Thorough and convincing support/evidence for the controlling idea is provided in this response. The response includes several references to the source material as attributions (*According to the text, "Conley saw sea turtle hatchlings crawling toward the front door." (pg. 17, P.22), An example is on (page 16, paragraph, 15) it says, "Kids can't see the stars like I did."*). One strength of the response is shown in its thorough and effectively insightful elaboration techniques (*That shows that the sea turtles were going to go inside of resort, That would have really harmed them, Second because if you ever get lost you can use a constellation to guide you through the night, with no plants we would not get oxygen that we need to survive*). The source information is well connected and integrated smoothly with the elaboration. A variation of sentence structure is evident with a mix of compound and complex sentences.

2–Conventions

Although minor errors in spelling occur (*pollution, ment*), this draft response demonstrates an adequate command of basic conventions.

Light pollution is made when our man-made artificial lights block people's, animals, and even plants' vision of the sky. It affects all of us in a harmful and damaging way. It can change plant growth, animal behavior, and it can cause environmental impacts. Light pollution may become a hazard to our health too. The problem with light pollution is that it can cause all these changes, and the worst part is that light pollution are caused by our artificial lights.

For example, in, "A Light Pollution Study Near You," it states that light pollution can cause changes in the natural environments, animals' behavior, and plants' growth. "For example, birds blinded by lights glowing in high-rise office buildings have become disoriented and flown into buildings..." This quote shows just one example of the horrible effects on light pollution. This alone can cause a decrease in the bird population. That is another problem with light pollution, it can cause a decrease in plants or animals populations.

In addition to the environmental, animal, and plant changes, light pollution can be reduced. You can simply use less powerful lamps in your home to reduce the amount of light pollution.

Light pollution is mostly caused by outdoor lighting. For example, before I said that light pollution can cause changes in nature, and since nature is the outdoors, outdoor light causes the most light pollution. You can use outdoor lamps that point all of its light downwards to reduce light pollution.

Light pollution can also be caused by air pollution. For instance, in, "Sources of Light Pollution," it states, "Air pollution happens when harmful particles are released in the air. These particles can harm people, plants, and animals. The particles also make light pollution even worse. They make more light scatter at night." As you see, air pollution can cause light pollution.

In Source 3, or, "Light Pollution," it says light pollution might even affect our health. Not many people in the cities can see the beautiful night sky because of all the light pollution. And as I said, light pollution can have a large effect on birds. Bird populations might decrease because light pollution can cause bird to crash into buildings.

Another example of light pollution's harmful

effects is in, "Cop saves sea turtles hatching at Florida resort." Baby sea turtles are extremely affected by light pollution. They have an instinct to waddle towards the light. Usually, they go towards their habitat, the ocean, because of the Moon reflecting upon the water. But, because of light pollution, they are going toward resorts and cities. They die off because they do not have enough food and because they are not adapted to our neighborhoods. For example, in Source 4, it states, "According to biologists, sea turtle hatchlings are born with the instinct to move toward the brightest direction—on a natural beach, this direction is the light of the open horizon—which could be why the Sarasota turtles were headed toward the hotel's front door." As you see, the resort's lighting was bright, so the young sea turtle hatchlings went toward the hotel.

In conclusion, light pollution is a harmful type of pollution that can change natural environments, animals, plants, and even us in a hazardous way.

4–Purpose/Focus/Organization

The response is fully sustained and consistently focused within the purpose, audience, and task of informing about the problem of light pollution in the United States. The response begins with an effective introduction pointing out a clear controlling idea (*It affects all of us in a harmful and damaging way*). The response stays tightly focused on the harmful aspects of light pollution throughout. Transitions are used to clarify relationships between and among ideas (*For example, another, In addition, also, For instance, As you see, In conclusion*). A logical progression of ideas from the beginning links the introductory paragraph to the conclusion, which reiterates the important points covered in the essay (*In conclusion, light pollution is a harmful type of pollution that can change natural environments, animals, plants, and even us in a hazardous way*). This gives the response a feeling of cohesion and completeness.

3–Evidence/Elaboration

There is adequate support/evidence for the controlling idea provided in this response. Evidence is generally integrated with references to the source material as attributions as well as quotations (*in, “A Light Pollution Study Near You,” it states that light pollution can cause changes in the natural environments, animals’ behavior, and plants’ growth. “For example, birds blinded by lights glowing in high-rise office buildings have become disoriented and flown into buildings. . .”*). The response includes some elaboration after details (*This quote shows just one example of the horrible effects on light pollution. This alone can cause a decrease in the bird population, They die off because they do not have enough food and because they are not adapted to our neighborhoods*). Compound sentences add some variation in sentence structure along with some appropriate domain-specific vocabulary (*adapted, hazardous*).

2–Conventions

Although a few errors in subject/verb agreement (*and the worst part is that light pollution are caused by our artificial lights*) and punctuation (*For instance, in, “Sources of Light Pollution,”*) occur, this response demonstrates an adequate command of conventions.

Have you heard of light pollution? Well light pollution is pollution caused by light and is harmful in many ways. There are many problems from light pollution in the United States and many reasons cause it to happen. Many effects happen and some are, animal harmness, and not being able to see our galaxy. Light pollution harms nature and us!

Animals of all kinds are harmed by the powerful light pollution. The animals are tricked by light from there everyday movements. For instance the article "Light Pollution" is states "Migrating birds sometimes fly over cities and become confused by the brightness, flying in circles until they drop from exhaustion." In the passage "Cop Saves Sea Turtles Hatchling at Florida resort" it states "I began collecting sea turtle hatchlings from the street and stopped traffic sereral time to do so wrote Conley in a report. Also according to biologist

sea turtle hatchlings are born with the instinct to move towards the brightest direction." With that, animals could risk their life by being tricked with light pollution.

Why can't we see our amazing galaxy? Because of light pollution! With so much light in big cities not even a dozen stars can be seen. In the article "A Light Pollution Study Near You" it states "Businesses that operate at night need light that's obvious, but add street lights, highways, security lights, sport fields, and lit billboards." With all that light it seems that the galaxy just disappeared on us. In big cities such as, Boston, New York, Washington DC, Chicago, and Los Angeles the whole galaxy doesn't appear to the people. When you're out in the country an amazing twinkling sky emerges after sunset because there's not street lights, billboards, and not many businesses.

In all light pollution does no good

to nature, people, or anything. Many tricked animals die or risk their life, and think how it would be to grow up never seeing the galaxy. We can stop light pollution by reducing light in towns and neighborhoods, by buying average lights not big bright ones, for cities. ~~Together~~ light pollution will stop forever.

3–Purpose/Focus/Organization

The response is adequately sustained within the task to inform about the problem of light pollution in the United States today. The controlling idea (*light pollution is pollution caused by light and is harmful in many ways*) is adequately maintained throughout the response. Some transitions are present (*For instance, Because, In all*), and the progression of ideas is adequate and organized into paragraphs about light pollution harming animals and light pollution preventing humans from seeing the galaxy. The introduction and conclusion are adequate, although the introduction is somewhat repetitious (*many ways, many problems, many reasons, Many effects*).

3–Evidence/Elaboration

The response includes adequate evidence for the controlling idea and provides references to the source material as attributions (*In the article “A Light Pollution study Near You” it states*) to support the idea that light pollution is harmful. The response demonstrates some variety in elaborative techniques, using brief explanatory introductions before citing text information (*The animals are tricked by light from there everyday movements; Why can’t we see our amazing galaxy? Because of light pollution!*) and examples (*When your out in the country an amazing twinkling sky emerages after sunset because theres not street lights, billboards, and not many businesses*). Word choices are mixed, with general (*Well, many, no good*) and precise (*powerful, tricked, emerages*). Sentence structure is somewhat varied with a mix of simple, compound, and complex sentences.

2–Conventions

Although this response contains errors in spelling (*emerages, redusing*) and word usage (*harmness, animals are tricked by light from there everyday movements, when your out in the country, animals die or risk there life*), this draft response demonstrates an adequate command of basic conventions.

S-4

"Star light Star bright wish upon a star tonight." Wait why can't I see any stars? Well you can thank Light Pollution for that! If you want to know why your wish isn't coming true than keep reading!

To get us on the move, it says in paragraph six that "Light Pollution" is the term that describes the effect of artificial lights on the night sky. Which in kid friendly words means that when light hits the sky there are really small stars that have only a little light, so when some source of brightness is hitting the star, how are you supposed to see it's small light? Exactly you can't. Also, in paragraph 16 it states "Normally about 2,500 stars are visible to the human eye, without using any special equipment, but because of light pollution, you can actually see just 200 to 300 on suburbs.

To keep our pace, light pollution can also effect animals and even us! From paragraph 22 it tells us that a police officer was on duty and saw sea turtles crossing a road ^{that} lead to a hotel doorstep. To

support that, it also stated in paragraph 24 "He began collecting hatchlings from the street, and stopped traffic several times to do so." Wrote Coloney in a report. So wait just one second, What if the police officer wasn't there to help those innocent Knew borns? More than half of them probably would have either been hit by a car or trampled on by us. Also, what about us? It says in paragraph 20 "Too much light at night may even effect human health."

To wrap everything up, I hope you have learned a lot about light pollution and what it effects. But hold your horses there's is a way to prevent this! Try not to have lights facing directly up to your night sky's. At this time you may choose to ^{go back to} wishing your wish but make sure the light's are off so the magic can do it's job!

3–Purpose/Focus/Organization

The controlling idea is implied within the introduction (*Wait why can't I see any stars? Well you can thank Light Pollution for that! If you want to know why your wish isn't coming true than keep reading!*) and adequately sustained within the purpose of informing the audience about the problem of light pollution in the United States today. The response includes transitions throughout to clarify the relationships between ideas (*To get us on the move, To keep our pace, To wrap everything up*), including within paragraphs (*Also*). There is a sufficient progression of ideas from beginning to end with a conclusion that ties back into the introductory setup (*"Star light Star bright wish upon a star tonight," At this time you may choose too go back to wishing your wish but make sure the light's are off so the magic can do it's job!*). Evidence of an adequate organizational structure leaves the essay with a sense of completeness.

3–Evidence/Elaboration

This response includes many references and details from the source material to support the controlling idea. Evidence is adequately integrated from sources through use of quotations (*"Normally about 2,500 stars are visible to the human eye, without using any special equipment"*) as well as references to the source as attributions (*it says in paragraph six that "Light Pollution" is the term that describes the effect of artificial lights on the night sky, From paragraph 22 it tells us that a police officer was on duty and saw sea turtles crossing a road that lead to a hotel*). The response includes an adequate use of elaborative techniques (*Which in kid friendly words means that when light hits the sky there are really small stars that have only a little light, so when some sorce of brightness is hitting the star, how are you supposed to see it's small light?; What if the police officer wasen't there to help those inocent knew borns? More than half of them probably would have either been hit by a car or trampled on by us*). The use of some precise/domain-specific language is also present (*inocent, trampled*).

1–Conventions

Although errors occur in spelling (*isin't, acually, wasen't, inocent*), usage (*on* instead of *in*, *knew* instead of *new*, *too* instead of *to*, *it's* instead of *its*), sentence formation (*Which in kid friendly words means that when light hits the sky there are really small stars that only have a little light, so when some sorce of brightness is hitting the star, how are you supposed to see it's small light?*), and capitalization (*"Light Pollution," Wrote Coloney*), this draft response demonstrates a partial command of basic conventions.

S-5

What's the problem with light pollution in America? Well, the problem is that the buildings in the United States use light to be able to see but one thing your not gunna see is most likely the night sky. The reason you can't see the sky is because of light pollution.

What's light pollution? Light pollution is what happens when there's too much light going up. In source number 2, paragraph 5, sentences 3-5, it says "The light shines upward and sideways, which causes light pollution. The bottom shows an example of good outdoor lighting. The light shines downwards. This minimizes light pollution."

One cause and effect about light pollution is that baby sea turtles were hatching and they always go for the light. So the baby sea turtles were heading towards the hotel like it says in source number 4 last paragraph "According to marine biologist, sea turtle hatchlings are born with instinct to move toward the brightest direction - on a

natural beach, this direction is the light of the open horizon - which could be why Sarasota turtles were headed toward the hotel's front door."

Light pollution is also terrible because we can't see as much as we used to. Then in the future if we get more light pollution we won't be able to tell the weather, if there's a storm coming, or maybe even an asteroid hurtling to Earth. If we can minimize light pollution this would not happen to us in the future. In Source 3, paragraph 4 it says "Normally about 2,500 individual stars are visible to the human eye without any special equipment. But because of light pollution, you can actually see just 200 to 300 from today's suburbs, and fewer than a dozen in a typical city."

Now come on everyone! Let's help minimize light pollution to see the amazing and beautiful stars again. Just tell your friends and tell them to pass the message on to other people. We can do this. We can change the world little by little and make it a beautiful and wonderful world. What are you waiting for? Let's go minimize light pollution!

3–Purpose/Focus/Organization

The response is adequately sustained within the task to inform about the problem of light pollution in the United States today. The controlling idea (*Well, the problem is that the buildings in the United States use light to be able to see but one thing your not gunna see is mostly likely the night sky. The reason you can't see the sky is because of light pollution*) is maintained throughout the response although there is some loosely related material.

Transitions are adequate and somewhat varied (*What's light pollution? Light pollution is, One cause and effect about light pollution is, Light pollution is also, But because of light pollution*). Ideas progress adequately from beginning to end, and there is an adequate introduction and conclusion.

2–Evidence/Elaboration

While text evidence is present in this response, elaboration is minimal. Most evidence is presented as quotes from the text, with little paraphrasing and original thought. A weak attempt to elaborate on the possible effects of the inability to see the night sky due to light pollution is included in paragraph 4 (*we won't be able to tell the weather, if there's a storm comeing, or maybe even an astroied hurtaling to Earth.*) Attempts to reference the source are present, but excessive references to the same source material impede the fluency of the response (*In source number 2, paragraph 5, sentences 3-5*).

2–Conventions

Although errors occur in spelling (*astroied, hurtaling, freinds*) and usage (*your* instead of *you're, gunna*), this draft response demonstrates an adequate command of basic conventions.

Light pollution is a huge deal in the United States today! Animals and people can have health issues when there is light pollution. I am going to write a story about why light pollution is bad for us.

The first example of why light pollution is bad for us is that animals and people can have health issues during this time. Some studies of light pollution show environmental impact, such as changes in animal behavior and plant growth. One day baby Sea turtles came to the front door of a hotel because they go toward the brightest direction, and the hotel was the brightest direction. So the guy who worked there scooped them up and put them back into the ocean. The sea turtles could have gotten hurt during this time!

The next example of why light pollution is bad for us is the sources of light pollution. Light pollution happens when artificial lights make it hard to see the night sky. Most light pollution is caused by outdoor lights, such as street lamps.

In conclusion, light pollution can make us have ^{health issues} and get animals sick! the street lights that have poor outdoor lighting and shine upward and sideways causes pollution. A street light that shines downward minimizes light pollution.

2–Purpose/Focus/Organization

The response is somewhat sustained within the task to inform about the problem of light pollution in the United States today, and a controlling idea is presented (*Animals and people can have health issues when there is light pollution*). An introduction is provided, but the conclusion introduces new material not connected to the body of the response (*the street lights that have poor outdoor lighting and shine upward and sideways causes pollution. A street light that shines downward minimizes light pollution*). The inclusion of the definition of light pollution in paragraph 3 creates an inconsistent progression of ideas. A few transitions are present but demonstrate little variety (*The first example, The next example*).

2–Evidence/Elaboration

The response includes cursory evidence from the text to support the controlling idea (*Some studies of light pollution show environmental impact, such as changes in animal behavior and plant growth*) and some irrelevant evidence that does not support the controlling idea (*artificial Lights make it hard to see the night sky*). Word choices are, at times, imprecise (*a huge deal, the guy, get animals sick*). The response does not include any references to the text to attribute it to the source material.

2–Conventions

Although this response contains minor errors in spelling (*bristest, artifical, sideways*) and usage (*their* instead of *there*), this draft response demonstrates an adequate command of basic conventions.

Light Pollution is made up of a lot of different unnatural lights like street lamps. Light pollution is becoming a huge problem that has to be stopped.

Light pollution is a big problem because of artificial light sources from lights going upward, this can be stopped. It can be stopped by using outdoor lamps and putting it where it is needed in the city. First, we put outdoor lamps down as a substitute for street lamps that can shoot light upward! The reason we do this is because outdoor lamps minimizes light shooting upward which creates light pollution. Also, we will put street lamps where they are needed this will reduce the cause of light pollution. Light pollution is also caused when there is too much light in the city preventing kids from seeing the stars. We can fix that by putting street lamps where they are needed. For example there is a house on one side of the street and a junkyard on the other where would you put a street lamp? The answer is you'll put it where the junkyard is. The reason why is because if you put it in front of a house, you'll prevent the child from seeing stars.

All in one, these reasons are why light pollution is caused, because of street lamps and the small amounts of outdoor lamps.

2–Purpose/Focus/Organization

The response is somewhat sustained and includes a controlling idea (*Light pollution is becoming a huge problem that has to be stopped*). Transitions (*First, Also, For example, All in one*), as well as a brief introduction and conclusion, are present. However, one solution to the problem of light pollution is repeated throughout the brief response (*using outdoor lamps and putting it where it is needed, we will put street lamps where they are needed, putting street lamps where they are needed*), which reflects an uneven progression of ideas from beginning to end.

2–Evidence/Elaboration

Cursory evidence is provided with weak integration of sources, facts, and details (*Light pollution is also caused when there is too much light in the city preventing kids from seeing the stars. We can fix that by putting street lamps where they are needed.*) The original example of where to use street lamps at the end of the body paragraph is a weak attempt at elaboration (*For example there is a house on one side of the street and a junkyard on the other where would you put a street lamp?*). The response does not include an attempt to provide a reference to the source as attribution. Many ideas are expressed simplistically and using repetitive word choice (*a huge problem, has to be stopped, a big problem, can be stopped*).

2–Conventions

Although errors in sentence formation (*Also, we will put street lamps where they are needed this will reduce the cause of light pollution*) are present, this draft response demonstrates an adequate command of basic conventions.

S-8

"One of the Problems of light Pollution is that many of the Birds and the turtles are getting Confused of where they need to go and Sometimes they even get hurt also it is just not good for the infirmen or the skys or the animals.

"Another reason light Pollution is a Problem is because when theres too much light the light can hurt animals, humans, and Plants. The stars will start to fade because there is too much light.

"The worst Problem of all is that the light Pollution can hurt, Confuse and make things fade like, animals, Plants, humans, stars,

"Those are the Problems that light Pollution does to important things that hurt the environment.

1–Purpose/Focus/Organization

Although this response is related to the topic, it demonstrates little awareness of the task to inform about the problem of light pollution in the United States today. An introduction is not present. Instead, the initial paragraph begins by mentioning the first problem with light pollution. The controlling idea is somewhat ambiguous and difficult to discern, with only a list of vague problems (*when theres to much light the light can hurt animals, humans, and Plants*). The response lacks progression of ideas. Little organizational structure is evident with few transitional strategies (*One of the Problems, Another reson, The worst Problem*) and a weak attempt to provide a conclusion.

1–Evidence/Elaboration

The response provides minimal support/evidence for the controlling idea by including little use of sources, facts, and details. Evidence is repetitive (*light can hurt animals, humans, and Plants. The stars will start to faid; the light Pollution can hurt, confuse and make things faid like, animals, Plants, humans, stars*). The expression of ideas is vague (*Those are the problems that light Pollution dose to inPortant things that hurt the inviermen*) with limited and inappropriate vocabulary (use of the word *Problems* without elaboration, *things*). No attempt to provide a reference to the source is present.

1–Conventions

Although various errors in spelling (*meany, infirment, skys, reson, faid, dose*), capitalization (*One of the Problems of light Pollution is that many of the Birds*), punctuation (use of quotation marks at the beginning of each paragraph), and usage (missing apostrophe in the word *theres, to* instead of *too*) are present, this draft response demonstrates a partial command of basic conventions. These errors do not impede understanding.

S-9

To begin with the Problem about light Pollution is that we can't see all of the things in the night sky, an they are beutiful very beutiful, but some kids aren't able to see it, an maybe if they do get to see it they would want to be an ashtroonat or something else. In conclution I think that we shold fight light Pollution.

1–Purpose/Focus/Organization

The response is related to the topic but demonstrates little awareness of the task to inform about the problem of light pollution in the United States today. A minimal controlling idea (*the Problem about light Pollution is that we can't see all of the things in the night sky*) and minimal transitions within the response (*an, but*) are present. No introduction is present; however, the response includes a weak attempt to provide a concluding statement (*In concluion I think that we shold fight light Pollution*). The response is too brief to demonstrate knowledge of focus or organization.

1–Evidence/Elaboration

The response refers to the night sky as *beutiful* and to children wanting *to be an ashtronat* but does not provide clear evidence from the texts. References to the text are not present. The imprecise and simplistic expression of ideas indicates minimal understanding. Vocabulary is imprecise (*all of the things, or something else*).

0–Conventions

The writing in this response reflects a lack of command of basic conventions. The intended meaning is often obscured by errors in spelling (*beutiful, ashtronat, concluion, shold*), sentence formation (run-on sentences), and usage.

S-10

BLANK PAGE

