



Performance Task: Marine Debris



PART I: Research Student Directions

Your Assignment:

Marine debris presents a significant problem for wildlife along our coast. The *River and Ocean Film Festival* highlights the beauty of the Olympic Peninsula, as well as some of the issues faced by its marine and freshwater habitats. You have been asked to present a speech at the opening of the film festival, explaining why marine debris is such a problem for wildlife. Use information from the video, the fact sheet, the infographic, and the data you collect on the shoreline to outline your speech. Your audience is visitors to the Washington Coast.

Steps you will follow:

To plan and compose your speech, you will need to do all the following:

1. Watch a video.
2. Read a fact sheet.
3. Review the infographic.
4. Answer three questions about the sources.
5. Investigate marine debris along a shoreline.
6. Compose and practice your speech.



Directions for beginning:

Watch the video and read the fact sheet and infographic. Take notes to refer to while answering the questions and to help plan your speech. You can watch the video and read the sources as often as you like.

Source Information:

- Source 1:** Video: "Marine Debris" YouTube. NOAA National Ocean Service, June 11, 2009. June 2015
<https://www.youtube.com/watch?v=xmnz-8p0AB0>
- Source 2:** Fact Sheet: Burns, Chantelle. *TeachWild: A Journey of Marine Discovery*. (Adapted from p. 4 & 35.) Web: September 2013. Source Link: <http://teachwild.org.au/wp-content/uploads/2013/09/TeachWild-Marine-Debris-Education-Kit.pdf>
- Source 3:** Poster: Carlson, Rich. "Marine Debris Starts on Land." *ESD 113*. February 2015
Source Link: <http://tnl.esd113.org/cms/lib3/WA01001093/Centricity/Domain/17/Poster.ppt>



Performance Task: Marine Debris



Note-Taking Tool

| | Source 1: Video | Source 2: Fact Sheet | Source 3: Infographic |
|--|-----------------|----------------------|-----------------------|
| What is marine debris? | | | |
| How does marine debris impact wildlife? | | | |
| What can we do to help stop marine debris? | | | |

FACT SHEET

Marine Debris and Animal Entanglement

The Problem

Marine debris is a major global threat to biodiversity (the variety of different types of life on Earth).

Marine debris is any human-made object that enters the marine environment. Marine debris impacts marine life and the marine environment by:

- Ingestion (being eaten by animals)
- Bioaccumulation (moving up the food chain)
- Being regurgitated as food for baby birds
- Entanglement (getting caught in debris)

Marine Debris comes from two different areas: land based and ship-based sources. Both create an immediate threat to our marine life.

Marine animals are at risk when they come into contact with marine debris. Marine Debris affects as many as 250 different species of animals. These species include seabirds, marine mammals, and sea turtles. Animals often die after becoming entangled in or ingesting marine debris which they have mistaken for food.



Marine Debris Covers Beach (Photo Credit: NOAA)

Entanglement

Entanglement is when an animal gets caught in marine debris. It can occur when an animal is curious about an object and gets too close. It also happens when an animal is looking for shelter in or near debris.

It is harmful because it can cause:

- Drowning
- Disruption or prevention of feeding by the animal
- Restrict movement or ability to swim
- Increase vulnerability to predators
- Cutting that result in infection/loss of limb(s)



Diver Rescues Entangled Monk Seal (Photo Credit: NOAA)

Lost fishing line and nets, rope and packing straps are common items that entangle marine life.

Ingestion

Ingestion is when an animal mistakes marine debris for food and eats it. Usually the debris gets stuck inside the animal's body. Small or tiny bits of debris can also be eaten by filter feeding organisms. This causes problems in the food chain as bigger animals eat smaller animals who have eaten debris. It is harmful because it can cause:

- Blockages of the esophagus (the part of your throat that leads from your mouth to your stomach)
- Blockages in the intestines
- Sharp objects can cause injuries and infections
- Toxins from the debris can build up in an animal's body, making them sick.

Plastic bags, cigarette lighters, and plastic pellets known as "nurdles" are some of the items that have been found inside marine animals.



Turtles Mistake Plastic Bags for Jellyfish (Photo: Ron Prendergast, Melbourne Zoo)

Marine Debris Starts on Land

Marine Debris: Any persistent solid material that is manufactured or processed and is disposed of in the marine environment



At a critical point, someone, somewhere, mishandled trash – either deliberately or thoughtlessly. Now we all must deal with it



Every piece of litter has a person's face behind it.



10% of Marine Debris is Plastic Bags



One Million:

- Years for a glass bottle to decompose
- Number of plastic bags used every minute
- Seabirds killed by litter each year

Marine Debris Hurts People



Traps and Drowns Swimmers



Destroys Fishing Areas and Blocks Boats



Makes Beaches Unsafe and Ugly

Marine Debris Kills Wildlife



He thought it was a toy, now he cannot open his mouth to eat.



She thought the small plastic bag was a jellyfish – it choked her



Even a piece of string can kill



Lost nets can keep catching and killing for over 100 years



Swimming in marine debris can be deadly



This bird ate so much plastic there was no room for food

All images provided by [NOAA](https://www.noaa.gov/)

WHAT YOU CAN DO?



Reduce



Re-use



Recycle



Get Involved



Photo Credit: Ocean Conservancy



Photo Credit: NOAA Marine Debris Program



Photo Credit: NOAA Marine Debris

Safety First!

- Stay away from large drums or five-gallon buckets
- Wear gloves and good shoes
- Do not pick up syringes or other medical items (inform an adult)
- Be careful of glass or other sharp objects
- Do not lift anything heavy
- Stay away from logs and debris that might shift and crush you
- Pay attention to the tides



IN JUST 30 SECONDS YOU CAN MAKE A DIFFERENCE

In the time it takes for a typical television ad, you can:

- Fill a bucket or bag with trash and dispose of it properly
- Put a garbage bag in the car, or empty the one that is already there
- Put recyclable items in the appropriate container
- Carry reusable shopping bags into the store for your parents
- Refill your reusable water bottle
- Plant a tree



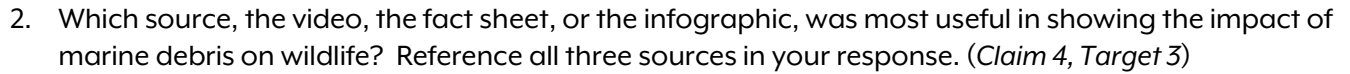
Photo Credit: Ocean Conservancy

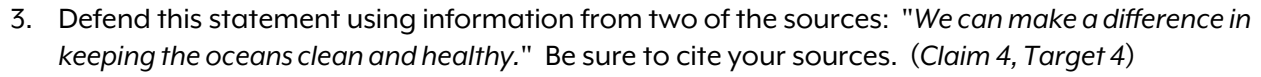
*This poster created by Rich Carlson,
Restoration Ecologist from U.S. Fish and Wildlife Service*



1. **Define marine debris using information from the print materials and the video.** Name your source. (*Claim 4, Target 2*)









Performance Task: Marine Debris



PART 2: Field Investigation

Today you will do a **shoreline survey**! You will survey and record data about marine debris along a local stream bank, drainage ditch, riverbank, pond shore, lake shore or ocean beach. Take photographs of the debris to use in your speech. After collecting your data, record your responses to the questions below in the space provided. Be sure to reference your observations and data from the marine debris survey.

| Question | Your Response |
|--|---------------|
| What is marine debris? | |
| How does marine debris impact wildlife? | |
| What can we do to help stop marine debris? | |

Shoreline Debris Monitoring Instructions

Directions for leading student Marine Debris Monitoring for NOAA marine debris.

Equipment

1. Survey tape – 50-meter roll
2. Digital camera (extra batteries)
3. Student data sheets/pencil/clipboard
4. Survey flags x2 (per survey transect)
5. Garbage bags
6. Digital luggage scale



Methods

NOAA Marine Debris survey transect

The goal is to survey and record marine debris over a 100 meter transect at field trip beach. Debris will be tallied in appropriate categories, (as determined on the NOAA marine debris student data sheet) with all debris removed from the survey transect.

1. Fill out front of data sheet together, with each group filling out one data sheet. School name, first name of surveyors (everyone in group), beach name, date, season, recent storm activity, current weather, and time at start of survey.
2. Have groups mark beginning of survey with flag. Have one (or more) students hold flag and tape, while another student rolls out the 50-meter survey tape parallel to the water. Mark opposite end of meter tape with survey flag.
3. One person in group will hold clip board with data sheet and pencil. This person will be the data recorder. One person in group will hold the trash bag. This person is responsible for verbally telling the data recorder the type of debris going into bag. One person will be the photographer (using NOAA OCNMS digital camera on field trip.) The photographer will photo document beach transect, team members working, and interesting debris items for identification guide. The remaining group members will walk the survey transect, finding and removing trash from shoreline. These members should try to identify debris to the member holding the trash bag, for accuracy of debris identification, as well as notify the photographer for interesting items.
4. At the end of the first 50 meters the roles can be switched. A new Data recorder and a new trash bag holder. Repeat steps 2 and 3.
5. Once 100-meter survey transect has been completed, have the students gather in a group at the end of the 100 meters surveys, to weigh the collected debris, then to share and compare the findings from each

student survey transect conducted. If time, have students walk beyond the 100 meters to remove more debris from beach, however, these debris items would not be tallied on the student data sheet.

Beach Cleanup and debris identification using NOAA marine debris student data sheet

The goal is to remove debris from the beach, while recording and categorizing the debris removed on the NOAA marine debris data sheet. Debris will be tallied in appropriate categories, (as determined on the NOAA marine debris data sheet) with all the debris removed from the area of beach cleaned.

1. Fill out front of data sheet together, with each group filling out one data sheet. School name, first name of surveyors (everyone in group), beach name, date, season, recent storm activity, current weather, and time at start of survey.
2. Each group will have their own data sheet. One person will be the data recorder. This person will tally each piece of debris as their group members put it in the bag. One person will hold the trash bag. This person will be responsible for telling the data recorder what item is being placed in the bag. One person will be the photographer. This person will photo document the beach area being cleaned, their team members, and interesting debris items. The remaining members will walk the beach, finding, removing, and identifying debris items. These members should try to identify debris to the member holding the trash bag, for accuracy of debris identification, as well as notify the photographer for interesting items.
3. Once the designated beach area has been cleaned by all teams, get together as a group to weigh the collected debris, then to share and compare the findings from each group cleanup.

Background

Marine debris is an ever-growing issue facing our watersheds, our beaches, our ocean, and life dependent on these ecosystems. Our oceans are filled with items that do not belong there. Huge amounts of consumer plastics, metals, rubber, paper, textiles, derelict fishing gear, vessels, and other lost or discarded items enter the marine environment every day, making marine debris one of the most widespread pollution problems facing the world's oceans and waterways.

Marine debris is defined as any persistent solid material that is manufactured or processed and directly or indirectly, intentionally, or unintentionally, disposed of or abandoned into the marine environment or the Great Lakes. It is a global problem, and it is an everyday problem. There is no part of the world left untouched by debris and its impacts. Marine debris is a threat to our environment, navigation safety, the economy, and human health.

Most of all, marine debris is preventable.

The most common materials that make up marine debris are plastics, glass, metal, paper, cloth, rubber, and wood.

Glass, metal, and rubber are like plastic in that they are used for a wide range of products. While they can be worn away (broken down into smaller and smaller fragments), they generally do not biodegrade

entirely. As these materials are used commonly in our society, their occurrence as marine debris is overwhelming.

Debris typically comes from both land-based and ocean sources

Closing

Once student surveys have been completed and debris collected has been weighed, sorted, and classified, compare findings with pre-survey predictions. Was the debris type expected to be most common actually the most common?

What are actions that students and classrooms can take to help mitigate the debris issue? What are actions students and their families can take to help mitigate the debris issue?

Extending the Lesson

Classroom activities to extend the marine debris lesson can include marine debris art projects, school yard marine debris transects. The ocean really does start in our back yard, and trash we find in the watershed will most likely end up in our ocean if we do not eliminate it.

References and Related Links

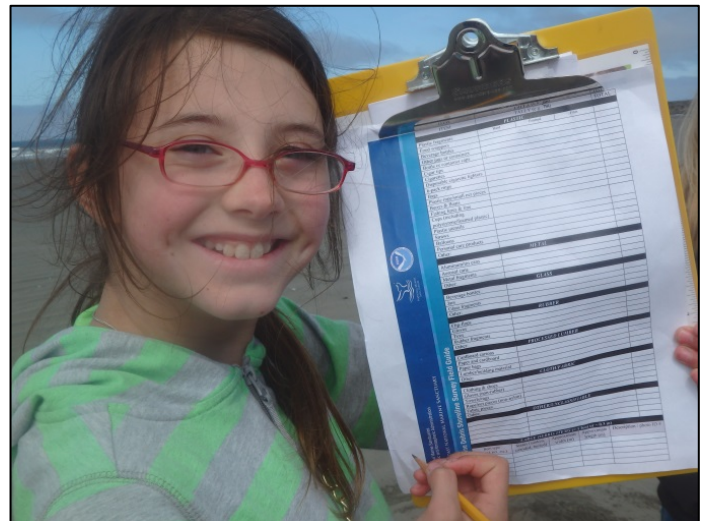
[NOAA National Marine Sanctuaries](#)

[NOAA Olympic Coast National Marine Sanctuary](#)

<http://marinedebris.noaa.gov/discover-issue/types-and-sources>

<http://marinedebris.noaa.gov/discover-issue/trash-talk>

<http://feiromarinelifecenter.org/>

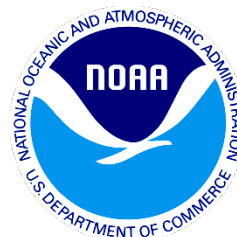


These instructions provided by:

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| SHORELINE DEBRIS: Debris Density Data Sheet | | |
|---|---|--|
| Organization | Olympic Coast National Marine Sanctuary | Name of organization responsible for data collection |
| Surveyor name | | Name of person responsible for filling in this sheet |
| Phone number | | Phone contact for surveyor |
| Email address | | Email contact for surveyor |
| Date | | Date of this survey |

| | | | |
|--|--|-----|--|
| Shoreline name | | | Name for section of shoreline (e.g., beach name, park) |
| Survey Type | Accumulation (100-meter segment) | | In Accumulation type survey, debris is picked up. |
| Width of beach (estimate meters) | | | at time of survey from water's edge to back of shoreline |
| Time start/end | Start | End | Time at the beginning and end of the survey |
| Storm activity | | | Describe significant storm activity within the previous week (date(s), high winds, etc.) |
| Current weather | % cloud cover = | | Describe weather on sampling day, including % cloud coverage, wind direction and speed |
| Wind direction | Onshore Offshore Other (please describe) | | |
| Wind speed (circle one) | Light(0-5kts) Moderate(5-15kts) High (15+ kts) | | |
| Number of persons | | | Number of persons conducting the survey |
| Large debris items (>30cm or 1 ft.) | YES | NO | Did you note large items in the large debris section? |
| Please list Large debris (>30cm or 1 ft.) Estimate length x width | | | Item description and size |
| | | | <i>Note if <u>not</u> removed from beach and why (buried, entangled, hazardous waste?)</i> |
| | | | |
| | | | |
| | | | Location in the intertidal? |
| Total weight of collected debris | | | Please indicate kg or lbs. |
| Notes: Evidence of cleanup, sampling issues, other findings, etc. | | | |

If there is not enough space for large marine debris on this page,
please circle items more than 30cm or 1 ft. in the categories on the next page.

| Item | Tally | Total | Item | Tally | Total |
|--|-------|-------|---|-------|-------|
| PLASTIC | | | | | |
| Plastic fragments (hard) | | | Plastic fragments (foamed) | | |
| Plastic fragments (film/sheet) | | | Firework pieces | | |
| Food wrappers | | | Beverage bottle – Asian font | | |
| Beverage bottle | | | Bait mesh bags (soft) | | |
| Other containers | | | Bait containers/lids(hard) | | |
| Bottle/container caps | | | Shot gun shell cases | | |
| Cigar tips | | | Shot gun shell wads | | |
| Cigarettes/filters | | | Hagfish trap funnel | | |
| Cigarette lighters | | | Plastic packing straps | | |
| 6-pack rings | | | Light sticks | | |
| Bags | | | Toys | | |
| Rope/net pieces, < 30cm or 1 ft. | | | Rope piece (4-12") often yellow | | |
| Buoys and floats | | | Oyster spacer tubes | | |
| Fishing lures and line | | | | | |
| Cups (hard & foamed) | | | | | |
| Plastic utensils | | | | | |
| Straws | | | | | |
| Balloons | | | | | |
| Personal care products | | | | | |
| METAL | | | | | |
| Aluminum/tin cans | | | Propane canisters | | |
| Aerosol cans | | | | | |
| Metal fragments | | | | | |
| GLASS | | | | | |
| Beverage bottles | | | Light bulbs | | |
| Jars | | | | | |
| Glass fragments | | | | | |
| RUBBER | | | | | |
| Flip-flops/sandals | | | Black rubber straps (about 1" wide; 6-18" long) | | |
| Gloves (all rubber) | | | | | |
| Tires | | | | | |
| Rubber fragments | | | | | |
| PROCESSED LUMBER | | | | | |
| Cardboard cartons | | | Other | | |
| Paper and cardboard | | | | | |
| Paper bags | | | | | |
| Lumber/building material - American dimensions | | | Lumber/building-metric or Joinery (mortise and tenon) | | |
| CLOTH/FABRIC | | | | | |
| Clothing and shoes | | | Other | | |
| Gloves (not all rubber) | | | | | |
| | | | | | |
| Towels/rags | | | | | |
| Rope (not synthetic) | | | | | |
| Fabric fragments | | | | | |



Performance Task: Marine Debris



PART 3: Speech

You will now have time to review your notes and sources and compose your speech. You may use your notes from the media sources and your data from the shoreline survey. You may also refer to the media sources. Read your assignment and the information about how your speech will be scored, then begin your work.



Your Assignment:

You have researched the issue of marine debris and its impact on wildlife and collected data about marine debris in the field. Your job now is to create a short speech explaining why marine debris is a problem for wildlife and how people can help solve this problem. You will present your speech at the *River and Ocean Film Festival* in Forks, Washington to help alert other people to this important environmental issue. Use information from the print and video resources, as well as the data you collected on the shoreline, to outline your speech.

How your speech will be scored:

1. **Statement of Purpose / Focus:** How well did you clearly state and maintain your focus? How well did you stay on topic throughout the movie?
2. **Organization:** How well did your ideas logically flow from the introduction to conclusion using effective transitions? How effective are your introduction and conclusion?
3. **Elaboration of Evidence:** How well did you provide evidence from the sources and your data to support your claims? How well did you integrate specific information from your sources?
4. **Language and Vocabulary:** Did you effectively express ideas using precise language and images that were appropriate for your audience and purpose?
5. **Presentation:** Did you use language and pacing that was understandable to your audience? Did your use of audio, graphics and visuals effectively clarify your message?

Now begin work on your speech:

- Review your notes and data
- Plan your speech
- Select photo(s) or other visuals to support your speech
- Practice your speech





Performance Task: Marine Debris



Outlining My Speech

| Speech Components | Supporting Photo(s) or Other Visuals |
|--|--------------------------------------|
| Attention grabbing introduction: | |
| Main Point 1 - Define marine debris: | |
| Main Point 2 - Describe how marine debris impacts wildlife: | |
| Main Point 3 - Explain what people can do to help fight marine debris: | |
| Persuasive conclusion: | |



Scorable Products:

Responses to the constructed-response questions and the speech will be scored.

Scoring Rubrics:

| | |
|-------------------|--------------------------|
| Question 1 | Claim 4, Target 2 |
| Question 2 | Claim 4, Target 3 |
| Question 3 | Claim 4, Target 4 |

Speech Rubric (Grades 3-11):

| | |
|-----------------|---|
| 4 Points | Focus and Observation |
| 4 Points | Language and Elaboration of Evidence |
| 4 Points | Presentation |

1. Define marine debris using information from the print materials and the video. Be sure to name your sources.
(*Claim 4, Target 2*)

| Analyze/Integrate Information Rubric (Claim 4, Target 2) | |
|--|---|
| 2 | <ul style="list-style-type: none">• The response gives sufficient evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information. |
| 1 | <ul style="list-style-type: none">• The response gives limited evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information. |
| 0 | <ul style="list-style-type: none">• A response gets no credit if it provides no evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information. |

Scoring Notes:

- Fact Sheet: Any human-made object that enters the marine environment
- Infographic: Any persistent solid material that is manufactured or processed and is disposed of in the marine environment.
- Video: Any manufactured solid material that enters the marine environment intentionally or unintentionally.

2-Points:

- Correctly states the definition of Marine Debris: "Manufactured objects that enter the marine environment"
- Uses information from the print materials and the video.

Names the sources used.



Scoring Notes: Marine Debris



1-Point:

- Correctly states all or part of the definition of Marine Debris
- Uses information from only one source
- May or may not name the source used

0-Points:

- No definition is provided, or definition is incomplete or incorrect.
- No reference to sources
- Off topic response

Sample 2-Point Responses:

Example #1: Marine debris is a big problem, but what exactly is marine debris? According to the video, marine debris is manufactured objects that are solid and go into the ocean. Next, according to the fact sheet, marine debris is any human made object that is solid that enters into the marine environment. Third, from the infographic, it says that marine debris is man-made objects that are solid and go into the ocean. As you can see, marine debris is a very big problem.

Example #2: What is marine debris? According to the video, it is a human made solid material. The fact sheet says it is a human made solid material that enters the marine environment. The infographic says it is a manufactured solid material that enters the marine environment. Now you know what marine debris is!

Example #3: What is marine debris? Marine debris is many things. First, according to the fact sheet, marine debris is man-made objects that enter the marine environment. Next, based on what I watched in the video, marine debris is man-made materials that enter the marine environment. Last, from the infographic, I know that marine debris is litter and solid materials that enter the ocean. As you can see, marine debris is multiple things.

Sample 1-Point Responses:

Example #1: First, what is marine debris? According to the video, marine debris is man-made things. Also, based on the fact sheet, marine debris is man-made things like nets, cages, and traps. Plus from my infographic it said that marine debris is litter just like nets, plastic bags, and toys. As you can see marine debris is many things.

(States only part of the definition of marine debris: *Marine debris is man-made things* but does not state that these things enter the marine environment.)

Example #2: Marine debris is a manufactured solid material that has been used for littering purposes. It is either on land washed up on the beach or floating in the water. Marine debris is still marine debris whether it's on purpose or not. Marine debris comes from two places: on land or on ships. There are one million plastic bags being used every minute. It takes one million years for glass to decompose, one million sea birds killed every year by litter. Fishing nets are a type of marine debris that comes from ships. When the nets snap/break, it sinks down into the water and can harm plants and wildlife. (Provides an accurate definition; however, does not name sources and begins to write off topic.)



Scoring Notes: Marine Debris



Example #3: Marine debris is something that is causing a problem and it's hurting our ocean. From the infographic, I know that marine debris is "any persistent solid matter that is manufactured or processed and is disposed of in the marine environment." Also, the infographic says that marine debris drowns and traps fish. Marine debris kills animals. They eat the debris and get stuck in traps. Marine debris is a bad thing.

(References only one of the three sources.)

Example #4: Do you know how marine debris works? Cause I do! First and last, marine debris is a manufactured solid material that goes into the water or is washed up on the beach. It can harm animals and fish. Silver hooks can look like fish. If the predator bites on the hook, that predator will die of suffer. As you can see that's why marine debris is important. (Accurate definition but does not name any sources.)

Sample 0-Point Responses:

Example #1: What is marine debris? Well marine debris is a manufactured man-made item that people use like garbage bags, toys, wrappers from candy. Marine debris can be very dangerous! (Incomplete definition, no reference to any of the sources)

Example #2: Marine debris is bad because animals could mistake the garbage for toys! We can stop marine debris by going to a beach and cleaning up. According the text, there is something called a ghost trap. Ghost traps are traps that are an abandoned trap. That still catches animals so then the animals may starve. It is a fact from the source! Marine debris is a huge problem, but we can fix it by going and doing the beach cleanup and being aware of hazardous materials. You can make a difference! Get involved and keep our environment natural, clean, and safe! (Off topic response.)

Example #3: In the source: What can you do? It says if we want to help marine animals, we need to reduce, recycle and reuse because if we don't do those things marine animals will die and get trapped for a long time. Marine debris can hurt people too like swimmers. They get trapped in a net and drown. In the source marine debris starts on land, it shows animals with plastic inside them, and trapped in nets. (Off topic response)

1. Which source, the video, the fact sheet or the infographic, was most useful in showing the impact of marine debris on wildlife? (Claim 4, Target 3)

| Use Evidence Rubric (Claim 4, Target 3) | |
|---|--|
| 2 | The response gives sufficient evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion. |
| 1 | The response gives limited evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion. |
| 0 | A response gets no credit if it provides no evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion. |



Scoring Notes:

- Students must select one of the three sources as the most useful in showing the impact of marine debris on wildlife and not two or three.
- Arguments for the Fact Sheet may include the following:
 - The fact sheet clearly summarizes the problem with marine debris and then entanglement and ingestion. The picture of the turtle eating the plastic bag is very sad and should make people stop and think before littering. The fact sheet's focus is to show the problems facing marine animals and not the solutions like the infographic and the video
- Arguments for the Infographic may include the following:
 - The infographic has lots of pictures of what can happen to marine life when there is marine debris. There are more pictures of what happens to marine life on the infographic than in the fact sheet or on the video. The statements are very clear on the infographic: Marine debris hurts people and marine debris kills wildlife.
- Arguments for the Video may include the following:
 - The video shows us animals that are moving in the water and are in trouble on the beach. There is something very real about the video and the story it tells. Videos don't demand reading the way an infographic or fact sheet does. People may learn more from a video because of the way a video tells a story.

2 Points:

- Selects one of the three sources as the most useful in showing the impact of marine debris on animals.
- Provides at least one reason with a specific example based on the information provided in the selected source.
- Names the other two sources in comparison.
- Cites accurate information from each source.
- References the sources.

1 Point:

- Selects one of the sources.
- States a general reason for selecting this source but with no specific example.
- Does not compare the source selected to the other sources.
- Information used may be inaccurate.
- May or may not reference the sources.

0 Point:

- Unclear which source is selected, or a source is selected with no rationale.
- Off topic response



Scoring Notes: Marine Debris



2. Defend this statement using information from two of the sources: *"We can make a difference keeping the oceans clean and healthy."* Be sure to cite your sources. (Claim 4, Target 4)

| Use Evidence Rubric (Claim 4, Target 4) | |
|---|---|
| 2 | The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas. |
| 1 | The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas. |
| 0 | A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas. |

Scoring Notes:

- Defends the position that people can make a difference in keeping the oceans clean and healthy.
- Uses specific information from at least two of the sources.
- Cites the sources used.
- Information from the infographic includes Reduce, Reuse, Recycle and getting involved in beach cleanup activities. There are also six 30 second activities listed including filling a bucket with trash and disposing of it properly, putting a garbage bag in the car, carrying reusable bags for shopping, refilling water bottles, and planting a tree.
- Information from the video includes Reduce, Reuse, Recycle and take part in local clean ups. Also inferred is that people should not litter including fishing boats and cargo ships.
- Information from the fact sheet must be inferred and could include not putting plastic bags, cigarette lighters, and plastic pellets into the ocean. Also, fishermen can help by not allowing their nets and fishing line to be lost in the ocean.

2 -Points:

- Defends the position that people can make a difference in keeping oceans clean and healthy.
- Uses specific and accurate information from at least two of the sources.
- Cites the sources used.

1- Point:

- Defends the position that people can make a difference in keeping oceans clean and healthy.
- Uses specific information from only one source or cites two sources without specific information from both.
- May or may not cite the sources used.

0 -Points:

- Does not clearly defend the position.
- Provides no specific evidence.
- Sources are not referenced.
- Information provided is not from the sources
- Off topic



Scoring Notes: Marine Debris



Sample 2-point responses:

Example #1: We can make a difference in keeping the oceans clean and healthy! For example, the video says that we can practice the three R's: reduce, reuse, and recycle- paper, plastic, cans, bottles, and garbage. Then fish won't have to suffer like in the video. We can also help with beach clean ups. The infographic also shows how we can help. There are pictures that show what it means to reduce, re-use and recycle. Also, there are pictures that show how we can get involved in beach cleanups. Finally, there is even a list of little things we can do like put a garbage bag in the car, re-fill our water bottles, or plant a tree. There are lots of ways that we can make a difference in keeping our oceans clean and healthy!!

Example #2: In source #1 (the video) and source #3 (the infographic) it says that people can make a difference by practicing the three R's: reuse, reduce and recycle things that can still be reused. In source #1, the video, it says that we can help stop marine debris by recycling plastic bottles, so they won't go into the ocean. In source #3, the infographic, it says that people can get involved by helping to clean up beaches that may have marine debris on the. The infographic also says that people can reuse shopping bags, refill water bottles, and plant a tree. Sources #1 and #3 both talk about ways that you can make a difference in keeping the oceans clean and healthy.

Example #3: We can make a difference by doing a lot of things including the three R's: Reduce, Reuse and Recycle as stated in the infographic and the video. You can also get involved in an ocean beach clean-up as shown in the video and on the infographic. We can also fill a bucket or bag with trash and dispose of it properly like it says on the infographic. "Don't let your world go down the toilet!"

Sample 1-point responses:

Example #1: The video claims that we can make a difference in keeping the ocean clean and healthy by cleaning the beach. We can also start to throw our garbage in the trash and recycle. This is how we can make a difference. (Information is limited. Cites only one of the three sources.)

Example #2: We can do the three R's: Reduce, Reuse and Recycle to keep the oceans clean. (On topic with accurate information; however, does not reference any sources and has limited information.)

Example #3: A way we can keep the ocean healthy is we can reduce, reuse, and recycle. We can also volunteer to help clean up neighborhood and we can carry reusable shopping bags. We can also put recyclable items in the correct container. (No sources are referenced.)

Sample 0-point responses:

Example #1: Fill water and properly dispose of it. Carry buckets, plant some plants and trees around your house to keep you company and for birds. (Information is not from the three sources. Response is off topic.)

Example #2: I helped with an ocean clean up and it was fun! We collected garbage on the beach. (Information provided is not from the sources.)

4 – Point Speech Rubric (Grades 3-11)

| Score | 4 | 3 | 2 | 1 |
|-------------------------|---|--|--|--|
| Focus | <p>The speech is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is clearly stated and strongly maintained controlling idea, opinion or claim is introduced and communicated clearly within the context | <p>The speech is adequately and generally focused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is clear and for the most part maintained though some loosely related material may be present some context for the controlling idea, opinion, or claim | <p>The speech is somewhat unclear and unfocused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is for the most part maintained though there may be a minor drift controlling idea, opinion, or claim may be lacking an appropriate context | <p>The speech is unclear and unfocused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim may have a major drift controlling idea, opinion, or claim may be confusing or ambiguous |
| Organization | <p>The speech has a clear and effective organizational structure helping create unity and completeness:</p> <ul style="list-style-type: none"> employs a strong opening and logical progression of ideas effective introduction and conclusion for audience and purpose | <p>The speech has an evident organizational structure and a sense of completeness, though some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety ideas progress from beginning to end introduction and conclusion are adequate adequate, if slightly inconsistent, connection among ideas | <p>The speech has an inconsistent organizational structure:</p> <ul style="list-style-type: none"> inconsistent use of transitional strategies with little variety ideas progress unevenly from beginning to end introduction and conclusion, if present, any be weak weak connection among ideas | <p>The speech has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude |
| Elaboration of Evidence | <p>The speech provided thorough and convincing support/evidence for the writer's controlling idea, opinion, or claim that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated | <p>The speech provides adequate support/evidence for the writer's controlling idea, opinion, or claim that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> some evidence from sources is smoothly integrated though may be general or imprecise | <p>The response provides uneven, cursory support/evidence for the writer's controlling idea, opinion, or claim that includes partial or superficial use of sources, facts, and details:</p> <ul style="list-style-type: none"> evidence from sources is weakly integrated | <p>The speech provides minimal support/evidence for the writer's controlling idea, opinion, or claim that includes little or no use of sources, facts, or details,:</p> <ul style="list-style-type: none"> use of evidence from the source material is minimal, absent, in error, or irrelevant |
| Language and Vocabulary | <p>The speech clearly and effectively expresses ideas:</p> <ul style="list-style-type: none"> use of precise language (including academic and domain-specific language) consistent use of syntax and discourse appropriate to the audience and purpose | <p>The speech adequately expresses ideas employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> use of use of academic and domain-specific language is adequate use of syntax and discourse generally appropriate to the audience and purpose | <p>The speech inconsistently expresses ideas employing simplistic language:</p> <ul style="list-style-type: none"> use of domain-specific insufficient use of academic and domain-specific language use of syntax and discourse may at times be inappropriate to the audience and purpose | <p>The speech expresses vague ideas, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> uses limited language or domain-specific vocabulary rudimentary use of syntax and discourse inappropriate for the audience and purpose |
| Presentation | <p>The speech is clearly and smoothly presented:</p> <ul style="list-style-type: none"> use of effective eye contact and volume with clear pronunciation understandable pace adapted to the audience consistently aware of audience's engagement use of strong visual/ graphics/ audio enhancement, when appropriate, to effectively clarify message. | <p>The speech is adequately presented with minor flaws::</p> <ul style="list-style-type: none"> appropriate use of eye contact volume, and pronunciation generally understandable pace adapted to the audience sufficiently aware of audience's engagement sufficient use of visual/graphics/audio enhancements, when appropriate, to clarify message | <p>The speech is unevenly presented with evident flaws:</p> <ul style="list-style-type: none"> inconsistent use of eye contact, volume, and pronunciation pace partially adapted to the audience partially aware of audience's engagement sufficient use of visual/graphics/ audio enhancement, when appropriate, to clarify message | <p>The speech is presented with serious flaws that obscure meaning:</p> <ul style="list-style-type: none"> infrequent eye contact, and inappropriate volume and pronunciation pace not adapted to the audience little or no sense of audience's engagement |