



**GRADE 5** (two 60-90-minute classroom sessions)

### ***Task Overview***

**Part 1** (60 minutes): Tasked with writing an essay about the impact of marine debris on wildlife, students will read a fact sheet and an informational poster, and watch a video, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and integrating data, evaluating sources, and using evidence to support arguments.

**Part 2** (60 minutes): Using their notes, photographs and data sheets, students work independently to construct an essay (with images) explaining why marine debris is a problem for wildlife.

**Scorable Products:** Responses to the constructed-response questions and the essay will be scored.

### **STUDENT TASK: PARTS 1 and 2**

#### **Part 1: RESEARCH (Approx. 60-90 mins)**

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Students are given the texts and video to learn about marine debris.

- Initiate the testing session.
- Provide approximately 60 minutes to complete Part 1.
- Make sure students put their names on their notes.

#### **Part 2: Essay (Approx. 60-90 mins)**

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1. Make copies of completed data sheets so each student has their own copy.
2. Allow students to use their notes and data sheets to outline their essays.
3. Review the essay rubric with the students.
4. Provide 60-90 minutes to prepare essays.



# Scoring Notes: Marine Debris



## Scorable Products:

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

### Scoring Rubrics:

<b>Question 1</b>	<b>Claim 4, Target 2</b>
<b>Question 2</b>	<b>Claim 4, Target 3</b>
<b>Question 3</b>	<b>Claim 4, Target 4</b>

### Essay 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"> <li>The response gives sufficient evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.</li> </ul>
1	<ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.</li> </ul>
0	<ul style="list-style-type: none"> <li>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.</li> </ul>

## 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.



## Practice Task 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 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 is 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.)



# Practice Task Scoring Notes: Marine Debris



**Example #3:** Marine debris is something that is causing a problem and it is 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:

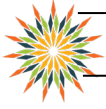
**Example #1:** What is marine debris? Well marine debris is a manufactured man-made item that people use like garbage bags, toys, wrappers from candy. Marine debris can be very dangerous! (Incomplete definition, no reference to any of the sources)

**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 do not 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.



# Practice Task Scoring Notes: Marine Debris



## 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 do not 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.



# Practice Task Scoring Notes: Marine Debris



2. Defend this statement using information from two of the sources: “We can make a difference in 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:

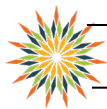
- Defends the position that people can make a difference in keeping oceans clean and healthy.
- Uses specific and accurate information from at least two of the sources.
- Cites the sources used.

#### 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



## Practice Task 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 will not 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 will not 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.)

# Informative / Explanatory Performance Task Writing Rubric (Grades 3-5)



Score	4	3	2	1
Statement of Purpose/Focus	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</li> </ul>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task</li> </ul>	<p>The response is somewhat sustained and have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>controlling or main idea may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</li> </ul>	<p>The response has little or no discernable organizational structure:</p> <ul style="list-style-type: none"> <li>controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, and task</li> </ul>
Organization	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <li>consistent use of a variety of transitional strategies to clarify the relationship between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections among ideas with some syntactic variety</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>adequate use of transitional strategies with some variety to clarify the relationship between and among ideas</li> <li>adequate introduction and conclusion</li> <li>progression of ideas from beginning to end; strong connections among ideas</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction and conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</li> </ul>	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>
Elaboration of Evidence	<p>The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>comprehensive evidence from sources is integrated; references are relevant and specific</li> <li>effective use of a variety of elaborative techniques*</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>adequate evidence from sources is integrated, some references may be general</li> <li>adequate use of some elaborative techniques*</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</li> <li>weak or uneven use of elaborative techniques*; development may consist primarily of source summary</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</li> <li>minimal, if any, use of elaborative techniques*</li> </ul>
Language	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response adequately elaborates ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>

Score	2	1	0
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>

**NS** Unintelligible, in a language other than English, off-topic, copied text. (Off-purpose writing will still receive a score in Conventions.)

\*Elaborative techniques may include the use of personal experiences that support the controlling idea.