

# Ohio's State Tests

**ITEM RELEASE**

**SPRING 2021**

**GRADE 8  
ENGLISH LANGUAGE ARTS**

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**Grade 8 English Language Arts  
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Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
23	Multiple Choice Item	Literary	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts. (RL.8.4)	Level 2	D	1 point
24	Multiple Choice Item	Literary	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts. (RL.8.4)	Level 2	A	1 point
25	Multiple Choice Item	Literary	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)	Level 2	A	1 point
26	Multiple Choice Item	Literary	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)	Level 2	B	1 point
27	Evidence-Based Selected Response	Literary	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)	Level 2	---	2 points
28	Multiple Choice Item	Informational	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)	Level 2	B	1 point

\* The question number matches the item number in the Item Level Report in the Online Reporting System. The items are numbered sequentially in the practice site.

# Grade 8 English Language Arts Spring 2021 Item Release Content Summary and Answer Key

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
29	Multiple Choice Item	Informational	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (L.8.4)	Level 2	A	1 point
30	Multi-Select Item	Informational	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)	Level 1	B, E	1 point
31	Multiple Choice Item	Informational	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (RI.8.5)	Level 2	D	1 point
32	Multiple Choice Item	Informational	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (RI.8.5)	Level 2	A	1 point
33	Evidence-Based Selected Response	Informational	Analyze informational text development. <i>a.</i> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. <i>b.</i> Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2)	Level 3	D; B, D	2 points
34	Multi-Select Item	Informational	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)	Level 2	A, E	1 point

\* The question number matches the item number in the Item Level Report in the Online Reporting System. The items are numbered sequentially in the practice site.

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Content Summary and Answer Key**

<b>Question No.*</b>	<b>Item Type</b>	<b>Topic</b>	<b>Content Standard</b>	<b>Depth of Knowledge</b>	<b>Answer Key</b>	<b>Points</b>
35	Extended Response	Writing	Write arguments to support claims with clear reasons and relevant evidence. (W.8.1)	Level 4	---	10 points

*\* The question number matches the item number in the Item Level Report in the Online Reporting System. The items are numbered sequentially in the practice site.*

## **Depth of Knowledge (DOK)**

Depth of Knowledge (DOK) refers to the complexity of thinking required to complete a task in a given item. Items with a DOK 1 designation focus on the recall of information, such as definitions and terms, and simple procedures. Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details. Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2-3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set. Items with a DOK 4 designation require the need for information to be synthesized, applied, and analyzed. The DOK 4 designation may be used for the development of extended response items in ELA.

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**Stimulus for Questions 23 – 27**

## Stimulus for Questions 23 – 27

*The narrator, William, is the father of a Swiss family stranded on a deserted tropical island. In this excerpt, William explores the island with his son, Fritz. The Robinsons survive by finding creative ways to use the island's resources.*

### **from *The Swiss Family Robinson***

by Johann David Wyss

- 1        We now met with a new kind of bush covered with small white berries about the size of a pea. On pressing these berries, which adhered to my fingers, I discovered that this plant was the *Myrica cerifera*, or candle-berry myrtle, from which a wax is obtained that may be made into candles. With great pleasure I gathered a bag of these berries, knowing how my wife would appreciate this acquisition; for she often lamented that we were compelled to go to bed with the birds, as soon as the sun set.
- 2        We forgot our fatigue, as we proceeded, in contemplation of the wonders of nature, flowers of marvellous beauty, butterflies of more dazzling colours than the flowers, and birds graceful in form, and brilliant in plumage. Fritz climbed a tree, and succeeded in securing a young green parrot, which he enveloped in his handkerchief, with the intention of bringing it up, and teaching it to speak. And now we met with another wonder: a number of birds who lived in a community, in nests, sheltered by a common roof, in the formation of which they had probably laboured jointly. This roof was composed of straw and dry sticks, plastered with clay, which rendered it equally impenetrable to sun or rain. Pressed as we were for time, I could not help stopping to admire this feathered colony. This leading us to speak of natural history, as it relates to animals who live in societies, we recalled in succession the ingenious labours of the beavers and the marmots;<sup>1</sup> the not less marvellous constructions of the bees, the wasps, and the ants; and I mentioned particularly those immense ant-hills of America, of which the masonry is finished with such skill and solidity that they are sometimes used for ovens, to which they bear a resemblance.
- 3        We had now reached some trees quite unknown to us. They were from forty to sixty feet in height, and from the bark, which was cracked in many places, issued small balls of a thick gum. Fritz got one off with difficulty, it was so hardened by the sun. He wished to soften it with his hands, but found that heat only gave it the power of extension, and that by pulling the two extremities, and then releasing them, it immediately resumed its first form.
- 4        Fritz ran to me, crying out, "I have found some India-rubber!"
- 5        "If that be true," said I, "you have made a most valuable discovery."
- 6        He thought I was laughing at him, for we had no drawing to rub out here.

- 7 I told him this gum might be turned to many useful purposes; among the rest we might make excellent shoes of it. This interested him. How could we accomplish this?
- 8 "The caoutchouc," said I, "is the milky sap which is obtained from certain trees of the *Euphorbium* kind, by incisions made in the bark. It is collected in vessels, care being taken to agitate them, that the liquid may not coagulate.<sup>2</sup> In this state they cover little clay bottles with successive layers of it, till it attains the required thickness. It is then dried in smoke, which gives it the dark brown colour. Before it is quite dry, it is ornamented by lines and flowers drawn with the knife. Finally, they break the clay form, and extract it from the mouth; and there remains the India-rubber bottle of commerce, soft and flexible. Now, this is my plan for shoemaking; we will fill a stocking with sand, cover it with repeated layers of the gum till it is of the proper thickness; then empty out the sand, and, if I do not deceive myself, we shall have perfect boots or shoes."
- 9 Comfortable in the hope of new boots, we advanced through an interminable<sup>3</sup> forest of various trees. The monkeys on the cocoa-nut trees furnished us with pleasant refreshment, and a small store of nuts besides. Among these trees I saw some lower bushes, whose leaves were covered with a white dust. I opened the trunk of one of these, which had been torn up by the wind, and found in the interior a white farinaceous<sup>4</sup> substance, which, on tasting, I knew to be the sago<sup>5</sup> imported into Europe. This, as connected with our subsistence, was a most important affair, and my son and I, with our hatchets, laid open the tree, and obtained from it twenty-five pounds of the valuable sago.
- 10 This occupied us an hour; and, weary and hungry, I thought it prudent not to push our discoveries farther this day. We therefore returned to the Gourd Wood, placed all our treasures on the sledge, and took our way home. We arrived without more adventures, and were warmly greeted, and our various offerings gratefully welcomed, especially the green parrot. We talked of the caoutchouc, and new boots, with great delight during supper; and, afterwards, my wife looked with exceeding content at her bag of candle-berries, anticipating the time when we should not have to go to bed, as we did now, as soon as the sun set.

<sup>1</sup>marmots: a type of rodent

<sup>2</sup>coagulate: to thicken from a liquid to a partial solid

<sup>3</sup>interminable: unending

<sup>4</sup>farinaceous: having a mealy or flour-like texture

<sup>5</sup>sago: a type of starch used in cooking

Excerpt from *The Swiss Family Robinson* by Johann David Wyss. In the public domain.

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**Question 23**

**Question and Scoring Guidelines**

## Question 23

Which emotion does the word lamented emphasize?

"With great pleasure I gathered a bag of these berries, knowing how my wife would appreciate this acquisition; for she often lamented that we were compelled to go to bed with the birds, as soon as the sun set." (paragraph 1)

- Ⓐ anger
- Ⓑ confusion
- Ⓒ denial
- Ⓓ dissatisfaction

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts. (RL.8.4)

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

## Scoring Guidelines

Rationale for Option A: This is incorrect. Although a person might be angry about the lack of light, context shows that the wife is more sad than angry.

Rationale for Option B: This is incorrect. Although a person might be confused about the lack of light, context shows that the wife is more sad than confused.

Rationale for Option C: This is incorrect. Although a person might be in denial about the lack of light, context shows that the wife is more sad than in denial.

Rationale for Option D: **Key** – This term has a strong connotation of great disapproval and unhappiness and the context emphasizes that the wife is sad at the lack of light at nighttime.

### Sample Response: 1 point

Which emotion does the word lamented emphasize?

"With great pleasure I gathered a bag of these berries, knowing how my wife would appreciate this acquisition; for she often lamented that we were compelled to go to bed with the birds, as soon as the sun set." (paragraph 1)

- ☐ Ⓐ anger
- ☐ Ⓑ confusion
- ☐ Ⓒ denial
- ☒ Ⓓ dissatisfaction

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**Question 24**

**Question and Scoring Guidelines**

## Question 24

In this sentence from paragraph 2, the author refers to a nest as a “wonder.” What tone does this word emphasize?

“And now we met with another wonder: a number of birds who lived in a community, in nests, sheltered by a common roof, in the formation of which they had probably laboured jointly.”

- Ⓐ amazement
- Ⓑ confusion
- Ⓒ curiosity
- Ⓓ uncertainty

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts. (RL.8.4)

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

## Scoring Guidelines

Rationale for Option A: **Key** – This is one of several words used in the passage, such as “dazzling,” “brilliant,” and “marvelous” that emphasize amazement.

Rationale for Option B: This is incorrect. Although the term “wonder” is sometimes used in connection with confusion, context shows that the sentence doesn’t emphasize confusion.

Rationale for Option C: This is incorrect. Although the term “wonder” is sometimes used in connection with curiosity, context shows that the sentence is more focused on amazement.

Rationale for Option D: This is incorrect. Although the term “wonder” is sometimes used in connection with being uncertain, context shows that the sentence is more focused on amazement.

### Sample Response: 1 point

In this sentence from paragraph 2, the author refers to a nest as a “wonder.” What tone does this word emphasize?

“And now we met with another wonder: a number of birds who lived in a community, in nests, sheltered by a common roof, in the formation of which they had probably laboured jointly.”

- ☒ amazement
- ☐ (B) confusion
- ☐ (C) curiosity
- ☐ (D) uncertainty

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**Question 25**

**Question and Scoring Guidelines**

## Question 25

What does the discovery in paragraph 2 reveal about Fritz and his father?

- Ⓐ They are impressed by what they have found on the island.
- Ⓑ They have traveled to a variety of places on the island.
- Ⓒ They have spent several months exploring the island.
- Ⓓ They are unsure how to navigate around the island.

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

## Scoring Guidelines

Rationale for Option A: **Key** – The author emphasizes this by the glowing descriptions the narrator gives of what they've found. The narrator emphasizes how impressed they are by noting, "Pressed as we were for time, I could not help stopping to admire this feathered colony."

Rationale for Option B: This is incorrect. Although in the paragraph the narrator offers a number of comparisons to other animals, the comparisons are to broad examples, not specific things on the island. There is nothing in the paragraph, one way or the other, about how many places they've visited on the island.

Rationale for Option C: This is incorrect. Although the passage later suggests the pair have been exploring a long time, this paragraph does not provide any specific details about how long the two have been exploring the island.

Rationale for Option D: This is incorrect. Although the characters appear to still be learning about the island, this does not suggest that they don't know how to navigate around the island. In fact, the text shows the pair wandering around the island and easily returning back to their home.

### Sample Response: 1 point

What does the discovery in paragraph 2 reveal about Fritz and his father?

- ☒ They are impressed by what they have found on the island.
- ☐ B They have traveled to a variety of places on the island.
- ☐ C They have spent several months exploring the island.
- ☐ D They are unsure how to navigate around the island.

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**Question 26**

**Question and Scoring Guidelines**

## Question 26

How do paragraphs 4 through 8 contribute to decisions regarding the island's resources?

- Ⓐ The paragraphs compare two important ideas.
- Ⓑ The paragraphs describe a solution to a problem.
- Ⓒ The paragraphs highlight an upcoming obstacle.
- Ⓓ The paragraphs provide details about the setting.

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (*RL.8.3*)

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

## Scoring Guidelines

Rationale for Option A: This is incorrect. When considering this resource's potential, the narrator describes how bottles are made, and explains how they will use a similar process to make shoes. However, this dialogue is not focused on comparing two key ideas.

Rationale for Option B: **Key** – The dialogue reveals that the narrator and his family are lacking good shoes, and then the narrator describes how they will solve this problem by utilizing this resource. This problem/solution thinking regarding the island's resources is repeated throughout the passage.

Rationale for Option C: This is incorrect. Although the narrator does describe how he intends to make shoes in the future, there is no discussion of decisions regarding upcoming obstacles around the island's resources, as they seem plentiful.

Rationale for Option D: This is incorrect. Although the narrator describes how people make rubber bottles from the gum that he and Fritz have found, the information does not add details about decisions regarding the island's resources as described in the setting, or otherwise.

### Sample Response: 1 point

How do paragraphs 4 through 8 contribute to decisions regarding the island's resources?

- ☐ Ⓐ The paragraphs compare two important ideas.
- ☒ Ⓑ The paragraphs describe a solution to a problem.
- ☐ Ⓒ The paragraphs highlight an upcoming obstacle.
- ☐ Ⓓ The paragraphs provide details about the setting.

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**Question 27**

**Question and Scoring Guidelines**

## Question 27

This question has two parts. First, answer Part A. Then, answer Part B.

### **Part A**

What does the discussion of rubber in paragraph 8 emphasize about the narrator?

- A) He is resourceful.
- B) He is a skilled woodworker.
- C) He has traveled extensively.
- D) He misses the comforts of home.

### **Part B**

Select a sentence from paragraph 10 that provides the strongest evidence for Part A.

- 10      This occupied us an hour; and, weary and hungry, I thought it prudent not to push our discoveries farther this day. We therefore returned to the Gourd Wood, placed all our treasures on the sledge, and took our way home. We arrived without more adventures, and were warmly greeted, and our various offerings gratefully welcomed, especially the green parrot. We talked of the caoutchouc, and new boots, with great delight during supper; and, afterwards, my wife looked with exceeding content at her bag of candle-berries, anticipating the time when we should not have to go to bed, as we did now, as soon as the sun set.

**Points Possible:** 2

**Topic:** Literary

**Content Standard:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1)

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

## Scoring Guidelines

### Part A

Rationale for Option A: **Key** – The discussion of using rubber sap to make boots highlights that the narrator is resourceful.

Rationale for Option B: This is incorrect. Although the discussion talks about intricate designs in making rubber bottles, the discussion of rubber as a whole focuses on the narrator's resourcefulness, not his craft and skill. The paragraph does not show the narrator to be a skilled woodworker.

Rationale for Option C: This is incorrect. Although the narrator discusses "India-rubber" and has a knowledge of rubber making, there is nothing in the discussion about his travels. Instead, it is focused on his resourcefulness.

Rationale for Option D: This is incorrect. Although the desire to make boots out of rubber might suggest a desire to replicate things he had at home, the paragraph is focused on his resourcefulness at using what he has, not on what he misses.

### Part B

"We talked of the caoutchouc, and new boots, with great delight during supper; and, afterwards, my wife looked with exceeding content at her bag of candle-berries, anticipating the time when we should not have to go to bed, as we did now, as soon as the sun set." selected

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**Question 27**

**Sample Responses**

## Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

### **Part A**

What does the discussion of rubber in paragraph 8 emphasize about the narrator?

- A) He is resourceful.
- B) He is a skilled woodworker.
- C) He has traveled extensively.
- D) He misses the comforts of home.

### **Part B**

Select a sentence from paragraph 10 that provides the strongest evidence for Part A.

- 10      This occupied us an hour; and, weary and hungry, I thought it prudent not to push our discoveries farther this day. We therefore returned to the Gourd Wood, placed all our treasures on the sledge, and took our way home. We arrived without more adventures, and were warmly greeted, and our various offerings gratefully welcomed, especially the green parrot. We talked of the caoutchouc, and new boots, with great delight during supper; and, afterwards, my wife looked with exceeding content at her bag of candle-berries, anticipating the time when we should not have to go to bed, as we did now, as soon as the sun set.

### **Notes on Scoring**

This response earns full credit (2 points) because the correct answers are selected in Part A and Part B.

## Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

### **Part A**

What does the discussion of rubber in paragraph 8 emphasize about the narrator?

- A) He is resourceful.
- B) He is a skilled woodworker.
- C) He has traveled extensively.
- D) He misses the comforts of home.

### **Part B**

Select a sentence from paragraph 10 that provides the strongest evidence for Part A.

- 10      This occupied us an hour; and, weary and hungry, I thought it prudent not to push our discoveries farther this day. We therefore returned to the Gourd Wood, placed all our treasures on the sledge, and took our way home. We arrived without more adventures, and were warmly greeted, and our various offerings gratefully welcomed, especially the green parrot. We talked of the caoutchouc, and new boots, with great delight during supper; and, afterwards, my wife looked with exceeding content at her bag of candle-berries, anticipating the time when we should not have to go to bed, as we did now, as soon as the sun set.

### **Notes on Scoring**

This response earns partial credit (1 point). Part A has the correct answer; however, the answer selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

## Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

### **Part A**

What does the discussion of rubber in paragraph 8 emphasize about the narrator?

- A) He is resourceful.
- B) He is a skilled woodworker.
- C) He has traveled extensively.
- D) He misses the comforts of home.

### **Part B**

Select a sentence from paragraph 10 that provides the strongest evidence for Part A.

- 10 This occupied us an hour; and, weary and hungry, I thought it prudent not to push our discoveries farther this day. We therefore returned to the Gourd Wood, placed all our treasures on the sledge, and took our way home. We arrived without more adventures, and were warmly greeted, and our various offerings gratefully welcomed, especially the green parrot. We talked of the caoutchouc, and new boots, with great delight during supper; and, afterwards, my wife looked with exceeding content at her bag of candle-berries, anticipating the time when we should not have to go to bed, as we did now, as soon as the sun set.

### **Notes on Scoring**

This response earns partial credit (1 point). Part A has the correct answer; however, the answer selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

## Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

### **Part A**

What does the discussion of rubber in paragraph 8 emphasize about the narrator?

- A) He is resourceful.
- B) He is a skilled woodworker.
- C) He has traveled extensively.
- D) He misses the comforts of home.

### **Part B**

Select a sentence from paragraph 10 that provides the strongest evidence for Part A.

- 10      This occupied us an hour; and, weary and hungry, I thought it prudent not to push our discoveries farther this day. We therefore returned to the Gourd Wood, placed all our treasures on the sledge, and took our way home. We arrived without more adventures, and were warmly greeted, and our various offerings gratefully welcomed, especially the green parrot. We talked of the caoutchouc, and new boots, with great delight during supper; and, afterwards, my wife looked with exceeding content at her bag of candle-berries, anticipating the time when we should not have to go to bed, as we did now, as soon as the sun set.

### **Notes on Scoring**

This response earns no credit (0 points). Part B offers the correct answer; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

## Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

### **Part A**

What does the discussion of rubber in paragraph 8 emphasize about the narrator?

- A) He is resourceful.
- B) He is a skilled woodworker.
- C) He has traveled extensively.
- D) He misses the comforts of home.

### **Part B**

Select a sentence from paragraph 10 that provides the strongest evidence for Part A.

- 10      This occupied us an hour; and, weary and hungry, I thought it prudent not to push our discoveries farther this day. We therefore returned to the Gourd Wood, placed all our treasures on the sledge, and took our way home. We arrived without more adventures, and were warmly greeted, and our various offerings gratefully welcomed, especially the green parrot. We talked of the caoutchouc, and new boots, with great delight during supper; and, afterwards, my wife looked with exceeding content at her bag of candleberries, anticipating the time when we should not have to go to bed, as we did now, as soon as the sun set.

### **Notes on Scoring**

This response earns no credit (0 points) because the answers selected for Part A and Part B are incorrect.

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**Stimulus for Questions 28 – 35**

## Stimulus for Questions 28 – 35

### **Passage 1: Tire reef off Florida proves a disaster** by Brian Skoloff

1        A mile offshore from this city’s high-rise condos . . . lie as many as 2 million old tires, strewn across the ocean floor—a white-walled, steel-belted monument to good intentions gone awry.<sup>1</sup>

2        The tires were unloaded there in 1972 to create an artificial reef that could attract a rich variety of marine life, and to free up space in clogged landfills. But decades later, the idea has proved a huge ecological blunder.

3        Little sea life has formed on the tires. Some of the tires that were bundled together with nylon and steel have broken loose and are scouring the ocean floor across a swath the size of 31 football fields. Tires are washing up on beaches. Thousands have wedged up against a nearby natural reef, blocking coral growth and devastating marine life.

4        “The really good idea was to provide habitat for marine critters so we could double or triple marine life in the area. It just didn’t work that way,” said Ray McAllister, a professor of ocean engineering at Florida Atlantic University who was instrumental in organizing the project. “I look back now and see it was a bad idea.”

5        In fact, similar problems have been reported at tire reefs worldwide.



**Tire reef**

6        “They’re a constantly killing coral-destruction machine,” said William Nuckols, coordinator for Coastal America, a federal group involved in organizing a cleanup effort that includes Broward County biologists, state scientists and Army and Navy salvage divers.

7        Gov. Charlie Crist’s proposed budget includes \$2 million to help gather up and remove the tires. The military divers would do their share of the work at no cost to the state by making it part of their training.

8        A month-long pilot project is set for June. The full-scale salvage operation is expected to run through 2010 at a cost to the state of about \$3.4 million.

9        McAllister helped put together the ill-fated reef project with the approval of the U.S. Army Corps of Engineers.

. . .

10       It was a disappointment, just like other tire reefs created off coastal states and around the world in recent decades.

11       "We've literally dumped millions of tires in our oceans," said Jack Sobel, an Ocean Conservancy scientist. "I believe that people who were behind the artificial tire reef promotions actually were well-intentioned and thought they were doing the right thing. In hindsight, we now realize that we made a mistake."

12       No one can say with certainty why the idea doesn't work, but one problem is that, unlike large ships that have been sunk for reefs, tires are too light. They can be swept away by the tides and powerful storms before marine life has a chance to attach. Some scientists also believe the rubber leaches<sup>2</sup> toxins.

13       Virginia tried it several decades ago. But Hurricane Bonnie in 1998 ripped the tires loose, and they washed up in North Carolina.

14       New Jersey scientists thought they had a solution to the weight problem. In 1986, the state began a small reef project with about 1,000 tires split in half, bound together and weighted with concrete. It didn't work. Pieces of rubber broke loose and floated free.

. . .

15       Most states have stopped using tires to create reefs, but they continue to wash up worldwide. In 2005, volunteers for the Ocean Conservancy's annual international coastal cleanup removed more than 11,000 tires.

16       The tires retrieved from the waters off Fort Lauderdale will be ground up for use in road projects and burned for fuel, among other uses.

<sup>1</sup>awry: off course

<sup>2</sup>leaches: flows out slowly

Excerpt from "Tire reef off Florida proves a disaster" by Brian Skoloff, from *USA Today*.  
Copyright © 2007 by Associated Press. Reprinted by permission of Associated Press via Copyright Clearance Center. Picture of tire reef in the public domain.

## **Passage 2: Teens become reef builders**

by Julie Levin

17 Jasmine Jeffers is proud to know a science project she helped float will be around for generations to come.

18 The Plantation junior was one of about 20 South Plantation High School students who recently participated in creating a series of artificial reefs off South Florida's shores.

19 "It's a really wonderful feeling to know you've helped revive the ecosystem," Jasmine said. "After I'm gone, it will still be here for my grandchildren."

20 The reef creation is the result of a nearly yearlong project. The students helped install 30 artificial reefs, known as reef balls, in the waters off Oleta River State Park in North Miami and about a mile off Golden Beach.



**Reef ball**

21 The balls, made of concrete and weighing from 300 to 2,000 pounds, will serve as a home for sea life.

22 "They are designed to help let things grow on them," said Veronica LaFranchise of Plantation, one of three students who led the project.

23 It began as a project for the Girl Scouts. Veronica and Jasmine, with fellow scout Rebecca Schultz, then decided to expand it into a school science project. All are part of the Everglades Restoration Magnet Program at South Plantation High School.

- 24 "It brings together so many people and is something that shows we all can do something to protect our reefs and encourage regrowth, so that future generations can benefit," said advisor Allan Phipps, who teaches Advanced Placement Environmental Science.
- 25 The project took months of preparation. The girls had to get permits from a number of agencies, create the reef balls and study the best way to create different habitats.
- 26 They got help from a company called Reef Innovations in Sarasota, which donated the molds to create the reef balls.
- 27 On March 25, with the help of park employees, they floated the smaller reef balls into 15 feet of water off the park. A research vessel from Florida Atlantic University helped sink the others 40 feet down off Golden Beach. Veronica and Rebecca, both scuba divers, dove down to help anchor them.
- 28 "I want to be a marine biologist, so it was great," said Veronica.
- 29 Rebecca's mother, Elena Schultz, their Girl Scout leader, said the project will provide ongoing learning experiences.
- 30 "They'll be measuring the growth on it, and finding out what plants grow and what fish take to it," said Schultz, a parent advisor.
- 31 The reef balls are reportedly the only ones off Oleta River State Park and will take years of careful monitoring, long after the students have graduated. The long-term benefits are what impress Rebecca the most.
- 32 "These types of projects are for other students to take over and help monitor," she said.

"Teens become reef builders" by Julie Levin. Copyright © 2006 by Miami Herald. Reprinted by permission of Miami Herald via Copyright Clearance Center. Picture of reef ball by Louisiana Sea Grant College Program at Louisiana State University. <https://www.flickr.com/photos/88158121@N00/3471967442/sizes/m/in/photostream/>. Licensed under CC BY 2.0.

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**Question 28**

**Question and Scoring Guidelines**

## Question 28

Which detail from the text is supported by the graphic in Passage 1?

- Ⓐ "But decades later, the idea has proved a huge ecological blunder." (paragraph 2)
- Ⓑ "Little sea life has formed on the tires." (paragraph 3)
- Ⓒ "In fact, similar problems have been reported at tire reefs worldwide." (paragraph 5)
- Ⓓ "Gov. Charlie Crist's proposed budget includes \$2 million to help gather up and remove the tires." (paragraph 7)

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. *(RI.8.1)*

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

## Scoring Guidelines

Rationale for Option A: This is incorrect. Although the tires in the image are the reasons for the ecological blunder, the image just shows tires underwater, not how they are an ecological blunder.

Rationale for Option B: **Key** – The image includes a significant number of underwater tires, but they are not the reef formation that creators initially hoped. The image includes one fish and nothing that looks like coral, amongst a sea of tires.

Rationale for Option C: This is incorrect. Although this image depicts a failed tire reef system, it does not convey the failure of tire reef systems in other locations throughout the globe.

Rationale for Option D: This is incorrect. Although this image includes tires like the ones Gov. Crist hopes to clean up, the image does not include tires being removed, nor does the image explicitly refer to one particular tire reef location.

### Sample Response: 1 point

Which detail from the text is supported by the graphic in Passage 1?

- ☐ Ⓐ "But decades later, the idea has proved a huge ecological blunder." (paragraph 2)
- ☒ Ⓑ "Little sea life has formed on the tires." (paragraph 3)
- ☐ Ⓒ "In fact, similar problems have been reported at tire reefs worldwide." (paragraph 5)
- ☐ Ⓓ "Gov. Charlie Crist's proposed budget includes \$2 million to help gather up and remove the tires." (paragraph 7)

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**Question 29**

**Question and Scoring Guidelines**

## Question 29

What information does the word hindsight indicate in paragraph 11?

- Ⓐ that history has revealed how destructive the project was
- Ⓑ that the scientists found ways to correct their errors in time
- Ⓒ that the consequences of the actions should have been predictable
- Ⓓ that more time needs to pass before the project can be deemed a success

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (L.8.4)

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

## Scoring Guidelines

Rationale for Option A: **Key** – The word "hindsight" in paragraph 11 indicates that scientists are able to tell how destructive the project was looking back on it, whereas at the time they were doing good.

Rationale for Option B: This is incorrect. Although hindsight indicates that the scientists are now able to see the error of their project, it does not indicate that they found ways to correct these errors in time.

Rationale for Option C: This is incorrect. The word "hindsight" indicates that the project can now be seen as destructive after time has passed, but it does not indicate that this should have been a predictable result.

Rationale for Option D: This is incorrect. The word "hindsight" indicates that the project can now be seen as destructive given the benefit of time and more information, not that more time needs to pass before the project can be deemed a success or failure.

### Sample Response: 1 point

What information does the word hindsight indicate in paragraph 11?

- ☒ that history has revealed how destructive the project was
- ☐ that the scientists found ways to correct their errors in time
- ☐ that the consequences of the actions should have been predictable
- ☐ that more time needs to pass before the project can be deemed a success

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**Question 30**

**Question and Scoring Guidelines**

## Question 30

Select **two** sentences that demonstrate how modern marine biologists feel about previous artificial reef efforts.

- ☐ "The really good idea was to provide habitat for marine critters so we could double or triple marine life in the area." (paragraph 4)
- ☐ "I look back now and see it was a bad idea." (paragraph 4)
- ☐ "Gov. Charlie Crist's proposed budget includes \$2 million to help gather up and remove the tires." (paragraph 7)
- ☐ "McAllister helped put together the ill-fated reef project with the approval of the U.S. Army Corps of Engineers." (paragraph 9)
- ☐ "I believe that people who were behind the artificial tire reef promotions actually were well-intentioned and thought they were doing the right thing." (paragraph 11)

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). *(RI.8.3)*

**Depth of Knowledge:** Level 1

Items with a DOK 1 designation focus on the recall of information, such as definitions and terms, and simple procedures.

## Scoring Guidelines

Rationale for First Option: This is incorrect. Students may choose this option because it describes an opinion of a marine biologist, but this biologist is talking about the intent of the project.

Rationale for Second Option: **Key** – The marine biologist is reflecting on the disappointment of the previous artificial reef project.

Rationale for Third Option: This is incorrect. Students may choose this option because it includes a way that the government stepped in to help clean up efforts, but it does not reflect the opinion of a marine biologist.

Rationale for Fourth Option: This is incorrect. Students may choose this option because it describes the project as “ill-fated,” but McAllister put the project together hoping it would be successful and could not expect that it was “ill-fated.”

Rationale for Fifth Option: **Key** – Students should choose this option because it shows that marine biologists understand the purpose behind the unsuccessful project.

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**Question 30**

**Sample Responses**

## Sample Response: 1 point

Select **two** sentences that demonstrate how modern marine biologists feel about previous artificial reef efforts.

- ☐ "The really good idea was to provide habitat for marine critters so we could double or triple marine life in the area." (paragraph 4)
- ☒ "I look back now and see it was a bad idea." (paragraph 4)
- ☐ "Gov. Charlie Crist's proposed budget includes \$2 million to help gather up and remove the tires." (paragraph 7)
- ☐ "McAllister helped put together the ill-fated reef project with the approval of the U.S. Army Corps of Engineers." (paragraph 9)
- ☒ "I believe that people who were behind the artificial tire reef promotions actually were well-intentioned and thought they were doing the right thing." (paragraph 11)

### Notes on Scoring

This response earns full credit (1 point) because the two correct answers are selected.

## Sample Response: 0 points

Select **two** sentences that demonstrate how modern marine biologists feel about previous artificial reef efforts.

- ☐ "The really good idea was to provide habitat for marine critters so we could double or triple marine life in the area." (paragraph 4)
- ☒ "I look back now and see it was a bad idea." (paragraph 4)
- ☒ "Gov. Charlie Crist's proposed budget includes \$2 million to help gather up and remove the tires." (paragraph 7)
- ☐ "McAllister helped put together the ill-fated reef project with the approval of the U.S. Army Corps of Engineers." (paragraph 9)
- ☐ "I believe that people who were behind the artificial tire reef promotions actually were well-intentioned and thought they were doing the right thing." (paragraph 11)

### Notes on Scoring

This response earns no credit (0 points) because one of the selected answers is incorrect. In order to earn full credit for this item, both selections must be correct.

## Sample Response: 0 points

Select **two** sentences that demonstrate how modern marine biologists feel about previous artificial reef efforts.

- ☒ "The really good idea was to provide habitat for marine critters so we could double or triple marine life in the area." (paragraph 4)
- ☐ "I look back now and see it was a bad idea." (paragraph 4)
- ☐ "Gov. Charlie Crist's proposed budget includes \$2 million to help gather up and remove the tires." (paragraph 7)
- ☒ "McAllister helped put together the ill-fated reef project with the approval of the U.S. Army Corps of Engineers." (paragraph 9)
- ☐ "I believe that people who were behind the artificial tire reef promotions actually were well-intentioned and thought they were doing the right thing." (paragraph 11)

### Notes on Scoring

This response earns no credit (0 points) because the two selected answers are incorrect. In order to earn full credit for this item, both selections must be correct.

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**Question 31**

**Question and Scoring Guidelines**

## Question 31

Read this paragraph from Passage 2.

17 Jasmine Jeffers is proud to know a science project she helped float will be around for generations to come.

Based on the rest of the passage, why does the author introduce the passage in this way?

- Ⓐ to describe how young people have a growing interest in science
- Ⓑ to suggest that young people can do the work of marine biologists
- Ⓒ to describe how much hard work Jeffers and her friends put into the project
- Ⓓ to suggest that Jeffers was part of a team that found a way to sustain artificial reefs

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (RI.8.5)

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

## Scoring Guidelines

Rationale for Option A: This is incorrect. Although the people mentioned in the passage are interested in science, they are being profiled in the passage and do not necessarily represent a growing trend among young people. Also, the focus of the sentence and the rest of the passage is on the impact and success of the project, not just the age of the people who worked on it.

Rationale for Option B: This is incorrect. Although the people mentioned in the passage are young, they are important because of the success of their project, not because of their age.

Rationale for Option C: This is incorrect. Although Jeffers and her friends did work hard on the project, this sentence really highlights sustainability for “generations to come,” an idea that is developed throughout the passage.

Rationale for Option D: **Key** – This paragraph sets up a detailed description of an artificial reef project created by Girl Scouts that has thus far proven successful.

### Sample Response: 1 point

Read this paragraph from Passage 2.

17 Jasmine Jeffers is proud to know a science project she helped float will be around for generations to come.

Based on the rest of the passage, why does the author introduce the passage in this way?

- ☐ Ⓐ to describe how young people have a growing interest in science
- ☐ Ⓑ to suggest that young people can do the work of marine biologists
- ☐ Ⓒ to describe how much hard work Jeffers and her friends put into the project
- ☒ Ⓓ to suggest that Jeffers was part of a team that found a way to sustain artificial reefs

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**Question 32**

**Question and Scoring Guidelines**

## Question 32

How does paragraph 19 in Passage 2 contribute to the development of a key concept in the passage?

- Ⓐ by explaining how actions today can affect the future
- Ⓑ by explaining the steps necessary for ecosystem maintenance
- Ⓒ by showing how the Girl Scouts made a difference in the girls' lives
- Ⓓ by showing how parents and educators can work together to achieve a common goal

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. *(RI.8.5)*

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

## Scoring Guidelines

Rationale for Option A: **Key** – Jasmine’s statement that “After I’m gone, it will still be here for my grandchildren.” shows the longer impact of the actions she is taking now to help build artificial reefs.

Rationale for Option B: This is incorrect. While there is a step-by-step process outlined in the passage, it is not done in this paragraph and it is not about ecosystems.

Rationale for Option C: This is incorrect. While it is revealed that the girls were in Girl Scouts, that is not done in this paragraph.

Rationale for Option D: This is incorrect. While it is implied that parents and schools worked together in this passage to achieve a goal, that is not covered in this paragraph.

### Sample Response: 1 point

How does paragraph 19 in Passage 2 contribute to the development of a key concept in the passage?

- ☒ by explaining how actions today can affect the future
- ☐ by explaining the steps necessary for ecosystem maintenance
- ☐ by showing how the Girl Scouts made a difference in the girls’ lives
- ☐ by showing how parents and educators can work together to achieve a common goal

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**Question 33**

**Question and Scoring Guidelines**

## Question 33

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is a shared central idea in both passages?

- ☐ Ⓐ Good intentions are the key to fixing marine ecosystems.
- ☐ Ⓑ Local reef projects are more effective than state-run projects.
- ☐ Ⓒ Failed attempts at fixing marine ecosystems are extremely expensive.
- ☐ Ⓓ Many people are working hard to help marine ecosystems with artificial reef projects.

### Part B

Select a sentence from **each** passage that supports the central idea identified in Part A.

- ☐ "Some of the tires that were bundled together with nylon and steel have broken loose and are scouring the ocean floor across a swath the size of 31 football fields." (paragraph 3)
- ☐ "'They're a constantly killing coral-destruction machine,' said William Nuckols, coordinator for Coastal America, a federal group involved in organizing a cleanup effort that includes Broward County biologists, state scientists and Army and Navy salvage divers." (paragraph 6)
- ☐ "No one can say with certainty why the idea doesn't work, but one problem is that, unlike large ships that have been sunk for reefs, tires are too light." (paragraph 12)
- ☐ "The Plantation junior was one of about 20 South Plantation High School students who recently participated in creating a series of artificial reefs off South Florida's shores." (paragraph 18)
- ☐ "The balls, made of concrete and weighing from 300 to 2,000 pounds, will serve as a home for sea life." (paragraph 21)
- ☐ "The reef balls are reportedly the only ones off Oleta River State Park and will take years of careful monitoring, long after the students have graduated." (paragraph 31)

**Points Possible:** 2

**Topic:** Informational

**Content Standard:** Analyze informational text development.

a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b. Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2)

**Depth of Knowledge:** Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2-3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

## Scoring Guidelines

### Part A

Rationale for Option A: This is incorrect. The idea of good intentions is brought up in both passages. However, good intentions in Passage 1 were not sufficient to fixing reefs.

Rationale for Option B: This is incorrect. While this may be a conclusion drawn after reading both passages, it is not a central idea of either passage. Passage 1 addresses a reef project that was unsuccessful, and Passage 2 describes one that was successful, but neither makes a comment on the effectiveness of state-run versus local projects.

Rationale for Option C: This is incorrect. This option may be appealing to students who are only looking at Passage 1. Despite the costs in Passage 2, the fixes are working and are worthwhile.

Rationale for Option D: **Key** – This is the central idea in both passages.

## Part B

Rationale for First Option: This is incorrect. Although this sentence describes the problem with artificial reefs, it does not support the central idea that many people worked hard to help marine systems with artificial reef projects.

Rationale for Second Option: **Key** – This sentence describes the combined efforts of biologists, scientists, and divers to clean up the initial artificial reefs.

Rationale for Third Option: This is incorrect. Although this sentence describes the confusion surrounding the failure of the first tire reef attempts, it does not support the central idea that many people worked hard to help marine systems with artificial reef projects.

Rationale for Fourth Option: **Key** – This sentence describes how high school students contributed to the artificial reef effort.

Rationale for Fifth Option: This is incorrect. Although this option identifies a way in which humans contributed to saving reefs, it does not support the idea that many people contributed to the effort.

Rationale for Sixth Option: This is incorrect. Although this option describes the potential impact of the reef balls, it does not focus on the combined efforts of different people. It also mentions the students, but only to provide an idea about a timeline (referencing the fact that they will graduate, but not mentioning who will take over the care of the reefs once they do).

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**Question 33**

**Sample Responses**

## Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is a shared central idea in both passages?

- ☐ (A) Good intentions are the key to fixing marine ecosystems.
- ☐ (B) Local reef projects are more effective than state-run projects.
- ☐ (C) Failed attempts at fixing marine ecosystems are extremely expensive.
- ☒ (D) Many people are working hard to help marine ecosystems with artificial reef projects.

### Part B

Select a sentence from **each** passage that supports the central idea identified in Part A.

- ☐ "Some of the tires that were bundled together with nylon and steel have broken loose and are scouring the ocean floor across a swath the size of 31 football fields." (paragraph 3)
- ☒ "'They're a constantly killing coral-destruction machine,' said William Nuckols, coordinator for Coastal America, a federal group involved in organizing a cleanup effort that includes Broward County biologists, state scientists and Army and Navy salvage divers." (paragraph 6)
- ☐ "No one can say with certainty why the idea doesn't work, but one problem is that, unlike large ships that have been sunk for reefs, tires are too light." (paragraph 12)
- ☒ "The Plantation junior was one of about 20 South Plantation High School students who recently participated in creating a series of artificial reefs off South Florida's shores." (paragraph 18)
- ☐ "The balls, made of concrete and weighing from 300 to 2,000 pounds, will serve as a home for sea life." (paragraph 21)
- ☐ "The reef balls are reportedly the only ones off Oleta River State Park and will take years of careful monitoring, long after the students have graduated." (paragraph 31)

**Notes on Scoring**

This response earns full credit (2 points) because the correct answer is selected in Part A and both of the correct answers are selected in Part B.

## Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is a shared central idea in both passages?

- ☐ (A) Good intentions are the key to fixing marine ecosystems.
- ☐ (B) Local reef projects are more effective than state-run projects.
- ☐ (C) Failed attempts at fixing marine ecosystems are extremely expensive.
- ☒ (D) Many people are working hard to help marine ecosystems with artificial reef projects.

### Part B

Select a sentence from **each** passage that supports the central idea identified in Part A.

- ☐ "Some of the tires that were bundled together with nylon and steel have broken loose and are scouring the ocean floor across a swath the size of 31 football fields." (paragraph 3)
- ☒ "'They're a constantly killing coral-destruction machine,' said William Nuckols, coordinator for Coastal America, a federal group involved in organizing a cleanup effort that includes Broward County biologists, state scientists and Army and Navy salvage divers." (paragraph 6)
- ☒ "No one can say with certainty why the idea doesn't work, but one problem is that, unlike large ships that have been sunk for reefs, tires are too light." (paragraph 12)
- ☐ "The Plantation junior was one of about 20 South Plantation High School students who recently participated in creating a series of artificial reefs off South Florida's shores." (paragraph 18)
- ☐ "The balls, made of concrete and weighing from 300 to 2,000 pounds, will serve as a home for sea life." (paragraph 21)
- ☐ "The reef balls are reportedly the only ones off Oleta River State Park and will take years of careful monitoring, long after the students have graduated." (paragraph 31)

**Notes on Scoring**

This response earns partial credit (1 point). Part A has the correct answer; however, one of the answers selected for Part B is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct in their entirety.

## Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is a shared central idea in both passages?

- ☐ (A) Good intentions are the key to fixing marine ecosystems.
- ☐ (B) Local reef projects are more effective than state-run projects.
- ☐ (C) Failed attempts at fixing marine ecosystems are extremely expensive.
- ☒ (D) Many people are working hard to help marine ecosystems with artificial reef projects.

### Part B

Select a sentence from **each** passage that supports the central idea identified in Part A.

- ☐ "Some of the tires that were bundled together with nylon and steel have broken loose and are scouring the ocean floor across a swath the size of 31 football fields." (paragraph 3)
- ☐ "'They're a constantly killing coral-destruction machine,' said William Nuckols, coordinator for Coastal America, a federal group involved in organizing a cleanup effort that includes Broward County biologists, state scientists and Army and Navy salvage divers." (paragraph 6)
- ☒ "No one can say with certainty why the idea doesn't work, but one problem is that, unlike large ships that have been sunk for reefs, tires are too light." (paragraph 12)
- ☐ "The Plantation junior was one of about 20 South Plantation High School students who recently participated in creating a series of artificial reefs off South Florida's shores." (paragraph 18)
- ☒ "The balls, made of concrete and weighing from 300 to 2,000 pounds, will serve as a home for sea life." (paragraph 21)
- ☐ "The reef balls are reportedly the only ones off Oleta River State Park and will take years of careful monitoring, long after the students have graduated." (paragraph 31)

**Notes on Scoring**

This response earns partial credit (1 point). Part A has the correct answer; however, both of the answers selected for Part B are incorrect. In order to earn full credit for this item, both Part A and Part B must be correct in their entirety.

## Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is a shared central idea in both passages?

- ☐ Good intentions are the key to fixing marine ecosystems.
- ☐ Local reef projects are more effective than state-run projects.
- ☐ Failed attempts at fixing marine ecosystems are extremely expensive.
- ☐ Many people are working hard to help marine ecosystems with artificial reef projects.

### Part B

Select a sentence from **each** passage that supports the central idea identified in Part A.

- ☐ "Some of the tires that were bundled together with nylon and steel have broken loose and are scouring the ocean floor across a swath the size of 31 football fields." (paragraph 3)
- ☒ "'They're a constantly killing coral-destruction machine,' said William Nuckols, coordinator for Coastal America, a federal group involved in organizing a cleanup effort that includes Broward County biologists, state scientists and Army and Navy salvage divers." (paragraph 6)
- ☐ "No one can say with certainty why the idea doesn't work, but one problem is that, unlike large ships that have been sunk for reefs, tires are too light." (paragraph 12)
- ☒ "The Plantation junior was one of about 20 South Plantation High School students who recently participated in creating a series of artificial reefs off South Florida's shores." (paragraph 18)
- ☐ "The balls, made of concrete and weighing from 300 to 2,000 pounds, will serve as a home for sea life." (paragraph 21)
- ☐ "The reef balls are reportedly the only ones off Oleta River State Park and will take years of careful monitoring, long after the students have graduated." (paragraph 31)

**Notes on Scoring**

This response earns no credit (0 points). Part B offers the correct answers; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

## Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is a shared central idea in both passages?

- ☐ Ⓐ Good intentions are the key to fixing marine ecosystems.
- ☐ Ⓑ Local reef projects are more effective than state-run projects.
- ☒ Ⓒ Failed attempts at fixing marine ecosystems are extremely expensive.
- ☐ Ⓓ Many people are working hard to help marine ecosystems with artificial reef projects.

### Part B

Select a sentence from **each** passage that supports the central idea identified in Part A.

- ☒ "Some of the tires that were bundled together with nylon and steel have broken loose and are scouring the ocean floor across a swath the size of 31 football fields." (paragraph 3)
- ☐ "'They're a constantly killing coral-destruction machine,' said William Nuckols, coordinator for Coastal America, a federal group involved in organizing a cleanup effort that includes Broward County biologists, state scientists and Army and Navy salvage divers." (paragraph 6)
- ☐ "No one can say with certainty why the idea doesn't work, but one problem is that, unlike large ships that have been sunk for reefs, tires are too light." (paragraph 12)
- ☐ "The Plantation junior was one of about 20 South Plantation High School students who recently participated in creating a series of artificial reefs off South Florida's shores." (paragraph 18)
- ☐ "The balls, made of concrete and weighing from 300 to 2,000 pounds, will serve as a home for sea life." (paragraph 21)
- ☒ "The reef balls are reportedly the only ones off Oleta River State Park and will take years of careful monitoring, long after the students have graduated." (paragraph 31)

**Notes on Scoring**

This response earns no credit (0 points) because the answers selected for Part A and Part B are incorrect.

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**Question 34**

**Question and Scoring Guidelines**

## Question 34

Select **two** sentences that show how each passage develops the idea that people also benefit from artificial reef projects.

- ☐ "The tires were unloaded there in 1972 to create an artificial reef that could attract a rich variety of marine life, and to free up space in clogged landfills." (paragraph 2)
- ☐ "'We've literally dumped millions of tires in our oceans,' said Jack Sobel, an Ocean Conservancy scientist." (paragraph 11)
- ☐ "In 2005, volunteers for the Ocean Conservancy's annual international coastal cleanup removed more than 11,000 tires." (paragraph 15)
- ☐ "'They are designed to help let things grow on them,' said Veronica LaFranchise of Plantation, one of three students who led the project." (paragraph 22)
- ☐ "'It brings together so many people and is something that shows we all can do something to protect our reefs and encourage regrowth . . .'" (paragraph 24)

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (*RI.8.1*)

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

## Scoring Guidelines

Rationale for First Option: **Key** – “Free[ing] up space in clogged landfills” is one way that artificial reef projects benefit people.

Rationale for Second Option: This is incorrect. Dumping unwanted tires in the ocean could benefit people, but that idea is not developed in this sentence.

Rationale for Third Option: This is incorrect. This involves volunteers, but the point is not that the volunteers are benefiting but that the ocean benefits from people's volunteer work.

Rationale for Fourth Option: This is incorrect. This relates to a benefit of artificial reef projects, but the benefit described is to marine life, not people.

Rationale for Fifth Option: **Key** – One way people can benefit from artificial reef projects is that they bring communities together with the common goal of preserving the reefs for future generations.

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**Question 34**

**Sample Responses**

## Sample Response: 1 point

Select **two** sentences that show how each passage develops the idea that people also benefit from artificial reef projects.

- ☒ "The tires were unloaded there in 1972 to create an artificial reef that could attract a rich variety of marine life, and to free up space in clogged landfills." (paragraph 2)
- ☐ "'We've literally dumped millions of tires in our oceans,' said Jack Sobel, an Ocean Conservancy scientist." (paragraph 11)
- ☐ "In 2005, volunteers for the Ocean Conservancy's annual international coastal cleanup removed more than 11,000 tires." (paragraph 15)
- ☐ "'They are designed to help let things grow on them,' said Veronica LaFranchise of Plantation, one of three students who led the project." (paragraph 22)
- ☒ "'It brings together so many people and is something that shows we all can do something to protect our reefs and encourage regrowth . . .'" (paragraph 24)

### Notes on Scoring

This response earns full credit (1 point) because the two correct answers are selected.

## Sample Response: 0 points

Select **two** sentences that show how each passage develops the idea that people also benefit from artificial reef projects.

- ☐ "The tires were unloaded there in 1972 to create an artificial reef that could attract a rich variety of marine life, and to free up space in clogged landfills." (paragraph 2)
- ☒ "'We've literally dumped millions of tires in our oceans,' said Jack Sobel, an Ocean Conservancy scientist." (paragraph 11)
- ☐ "In 2005, volunteers for the Ocean Conservancy's annual international coastal cleanup removed more than 11,000 tires." (paragraph 15)
- ☐ "'They are designed to help let things grow on them,' said Veronica LaFranchise of Plantation, one of three students who led the project." (paragraph 22)
- ☒ "'It brings together so many people and is something that shows we all can do something to protect our reefs and encourage regrowth . . .'" (paragraph 24)

### Notes on Scoring

This response earns no credit (0 points) because one of the selected answers is incorrect. In order to earn full credit for this item, both selections must be correct.

## Sample Response: 0 points

Select **two** sentences that show how each passage develops the idea that people also benefit from artificial reef projects.

- ☐ "The tires were unloaded there in 1972 to create an artificial reef that could attract a rich variety of marine life, and to free up space in clogged landfills." (paragraph 2)
- ☒ "'We've literally dumped millions of tires in our oceans,' said Jack Sobel, an Ocean Conservancy scientist." (paragraph 11)
- ☐ "In 2005, volunteers for the Ocean Conservancy's annual international coastal cleanup removed more than 11,000 tires." (paragraph 15)
- ☒ "'They are designed to help let things grow on them,' said Veronica LaFranchise of Plantation, one of three students who led the project." (paragraph 22)
- ☐ "'It brings together so many people and is something that shows we all can do something to protect our reefs and encourage regrowth . . .'" (paragraph 24)

### Notes on Scoring

This response earns no credit (0 points) because the two selected answers are incorrect. In order to earn full credit for this item, both selections must be correct.

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**Question 35**

**Question and Scoring Guidelines**

## Question 35

Should people build artificial reefs?

Write a multi-paragraph response in which you make and support a claim about whether people should build artificial reefs. Your response must be based on ideas and information that can be found in the passages.

Manage your time carefully so that you can:

- review the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to:

- include a thesis statement;
- address counterclaims;
- use evidence from multiple passages; and
- avoid overly relying on one passage.

Write your multi-paragraph response in the space provided.

**Points Possible:** 10

**Topic:** Writing

**Content Standard:** Write arguments to support claims with clear reasons and relevant evidence. (W.81)

**Depth of Knowledge:** Level 4

Items with a DOK 4 designation require the need for information to be synthesized, applied, and analyzed. The DOK 4 designation may be used for the development of extended response items in ELA.

# Scoring Guidelines

Ohio's State Test Argumentation Writing Rubric, Grades 6-12 (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear thesis statement and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>A strongly maintained thesis statement with little or no loosely related material</li> <li>Clearly addressed alternate or opposing claims*</li> <li>Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> <li>Appropriate style and tone established and maintained</li> </ul>	<p>The response provides thorough, convincing, and credible support, citing evidence for the writer's thesis statement that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Smoothly integrated, thorough, and relevant evidence, including precise references to sources</li> <li>Effective use of a variety of elaborative techniques to support the thesis statement, demonstrating an understanding of the topic and text</li> <li>Clear and effective expression of ideas, using precise language</li> <li>Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>Varied sentence structure, demonstrating language facility</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear thesis statement and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>A maintained thesis statement, though some loosely related material may be present</li> <li>Alternate or opposing claims included but may not be completely addressed*</li> <li>Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> <li>Appropriate style and tone established</li> </ul>	<p>The response provides adequate support, citing evidence for the writer's thesis statement that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Generally integrated and relevant evidence from sources, though references may be general or imprecise</li> <li>Adequate use of some elaborative techniques</li> <li>Adequate expression of ideas, employing a mix of precise and general language</li> <li>Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>Some variation in sentence structure</li> </ul>	

Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (2-points)
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 thesis statement with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>A focused thesis statement but insufficiently sustained or unclear</li> <li>Insufficiently addressed alternate or opposing claims*</li> <li>Inconsistent use of transitional strategies with little variety</li> <li>Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</li> </ul>	<p>The response provides uneven, cursory support/evidence for the writer's thesis statement that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>Weakly integrated evidence from sources; erratic or irrelevant references or citations</li> <li>Repetitive or ineffective use of elaborative techniques</li> <li>Imprecise or simplistic expression of ideas</li> <li>Some use of inappropriate domain-specific vocabulary</li> <li>Most sentences limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>Some minor errors in usage but no patterns of errors</li> <li>Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
1	<p>The response is related to the topic but may demonstrate little awareness of the purpose, audience, and task; may have an unclear thesis statement and a limited organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>A confusing, or ambiguous thesis statement</li> <li>Confusing alternate or opposing claims*</li> <li>Few transitional strategies</li> <li>Frequent extraneous ideas that impede understanding</li> <li>Too brief to demonstrate knowledge of focus or organization</li> </ul>	<p>The response provides minimal support/evidence for the writer's thesis statement, including little use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>Minimal, erroneous, or irrelevant evidence or citations from the source material</li> <li>Expression of ideas that is vague, unclear, or confusing</li> <li>Limited and often inappropriate language or domain-specific vocabulary</li> <li>Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>Various errors in usage</li> <li>Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
0	<p>This response is minimally related to the topic and demonstrates no awareness of the purpose, audience and task; and has no focus or organizational structure. The response may:</p> <ul style="list-style-type: none"> <li>Be blank or show a written refusal to answer</li> <li>Be presented in a language other than English</li> <li>Include only a restatement of the stem</li> <li>Consist of random keystroke characters</li> <li>Include only bulleted points</li> <li>Include no transitional strategies</li> <li>Have no evidence of a thesis</li> <li>Have no evidence of a counterclaim</li> </ul>	<p>The response provides no evidence related to the argument, thesis statement or the passages. It may include:</p> <ul style="list-style-type: none"> <li>Only direct copy of part of the reading selection</li> <li>No relevant domain-specific vocabulary</li> <li>No evidence or citations from the source material(s)</li> </ul>	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

\*Not applicable at grade 6

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**Question 35**

**Sample Responses**

## Sample Response: 10 points

Marine life in the ocean is on a quick decline, causing people around the world to take notice and start to consider new innovations to slow this. One of these inventions is an artificial reef. The passage "Tire reef off Florida proves a disaster" by Brian Skoloff and "Teens become reef builders" by Julie Levin both consider the advantages and drawbacks of artificial reefs. Artificial reefs have been attempted for years, some failed and some worked. However, these fails bring up the argument: should people build artificial reefs? After reading both passages, the answer is an astounding yes. People should build artificial reefs because they help attract and replenish marine life, bring together communities, and also greatly benefit future generations.

One reason why artificial reefs should be built is because they could attract marine life, and help nurture new ecosystems. Because of pollution and over-fishing, marine life has been on a quick decline. Many species are being killed, or their ecosystem is being destroyed. Artificial reefs can create a new home for these organisms, and can help replenish their dying species. In the passage "Tire reef off Florida proves a disaster," Skoloff states that people have tried to create "an artificial reef that could attract a rich variety of marine life..." (2). This shows that artificial reefs can help draw marine life into new ecosystems and "will serve as a home for sea life" (Levin, 21). These quotes are so important because they show that artificial reefs are an achievable solution to this ever-growing problem. Thousands of new ecosystems could be produced with little to no detriment to outside life. This possibility of new homes and increased marine life supports the fact that people should build artificial reefs.

Another reason that supports the claim that people should build artificial reefs is that the fact that this can cause communities to unite and grow closer to each other. The construction of artificial reefs can sometimes be a hard or long process, and communities come together to help bring this idea to real life. In passage 2, "Teens become reef builders", Levin interviewed a man - Allan Phipps - who teaches Advanced Placement Environmental Science. Phipps said, "It brings together so many people and is something to protect our reefs and encourage regrowth..." (24). This statement shows that people can help the environment while also creating close bonds within the community to aid marine life. Had this connection not been cultivated, some of the most successful artificial reefs would not have prospered as they did. The communities that are brought together during the construction of artificial reefs is one reason why people should build them.

Finally, people should build artificial reefs because these reefs will benefit future generations. On the contrary, some people may argue that artificial reefs also have negative impacts to the environment. They may bring up the artificial reef that was made from thousands of tires, which have "proved to be a huge ecological blunder" (Skoloff, 2). However, they do not consider the artificial reefs that have been successful. Many new innovations fail the first time they are tested, but you have to take into account the hundreds and hundreds that prosper. One artificial reef "is result of a nearly yearlong project" (Levin, 20) that was tested many times to ensure it's success. These artificial reefs are also not something that just do away, they can prosper for years upon years, and help clean up and aid the ocean for future generations. In passage 2, Levin states that Jasmine Jeffers - a young woman who helped create a artificial reef - said, "After I'm gone, it will still be here for my grandchildren" (19). This quote shows that artificial reefs can last for years, and can continue to help marine life all this time. If people start making these reefs now, the ocean's problems will not be as big for this generation's kids and grandchildren. This is further supported in paragraph 24 when Allan Phipps states that artificial reefs should be built "so that future generations can benefit" (24). Helping the ocean with artificial reefs now will help slow the decent of the quality of the ocean in years to come. If the problem is ignored now, it will only be compounded in the future. How these innovations will greatly benefit the future is one reason why people should build artificial reefs."

To wrap it all up, the construction of artificial reefs has been a much discussed topic, but after considering both sides of the argument, I have come to the conclusion that people should build artificial reefs. Artificial reefs attract more marine life and provide them with a sustainable ecosystem, bring together communities, and benefits future generations. Marine life is at a decline all over the world, and artificial reefs are one great solution to help slow this descent. Those are all reasons that support the fact that people should build artificial reefs.

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	4	2

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns full credit (4 points) for Purpose, Focus, and Organization. The response is fully sustained and consistently focused within the purpose, audience, and task with an effective organizational structure, earning the maximum four points in the assigned category.

**Evidence and Elaboration** – This response earns full credit (4 points) for Evidence and Elaboration for providing thorough, convincing, and credible support while citing evidence for the controlling idea.

**Conventions** – This response earns full credit (2 points) in Conventions for demonstrating an adequate command of basic conventions.

## Sample Response: 9 points

People should build artificial reefs, so long as they're careful and meticulous when doing so. Artificial reefs are used by many states to attract marine life. Sometimes good intentions go awry, but that doesn't mean other projects haven't had more success.

First of all, there's nothing wrong with wanting to help, scientists only need to learn from their mistakes. "The really good idea was to provide habitat for marine critters so we could double or triple marine life in the area. It just didn't work that way" (Paragraph 4). Past scientists made a mistake in implementing tires to help attract marine life. They've learned from that mistake and are now attempting to correct it. Now that they know more and they know what doesn't work, there's no reason people shouldn't try again with better ideas.

Some may say that trying any other ideas to help build a marine reef could cause even more disastrous results. "A month-long project is set for June. The full-scale salvage operation is expected to run through 2010 at a cost of about \$3.4 million" (paragraph 8). No one wants to go through all that again. But with new technology paired with new research and knowledge of past mistakes, scientists now could all but guarantee nothing like that would happen this time around. The tire project was used in the early 70's. It's the 21<sup>st</sup> century now and we have knowledge that people in the seventies could have only dreamed about.

Also, a safe reef could last far longer than anyone who builds it right now and could benefit so much. "It's a really wonderful feeling to know you've helped revive the ecosystem," Jasmine said. "After I'm gone, it will still be here for my grandchildren" (paragraph 19). The new idea to help build an artificial reef are things called reef balls. They're safer, heavier, and more long-lasting than the tires ever were. So far, there have been no problems like the problems scientists saw with the tires. The reef balls should be around to make the oceans ecosystems plentiful for decades to come.

On the other side of things, some might argue that putting concrete reef balls into our ocean sounds just as dangerous as the tires. The reef balls are actually a lot safer and more effective than that. "The balls, made of concrete and weighing from 300 to 2,000 pounds, will serve as a home for sea life" (paragraph 21). The concrete is used to guarantee the balls won't get swept up in strong currents or storms as the tires had. "They are designed to help let things grow on them," said Veronica LaFranchise..." (Paragraph 22). The holes encourage the sea life to grow and the concrete hinders nothing. The balls are completely safe.

A lot of people could say that scientists and concerned citizens shouldn't bother trying to build an artificial reef. That it's too dangerous. Scientists have become more careful and meticulous because of what happened last time they attempted a solution. With what scientists have learned from past mistakes, the new and more ecologically friendly solution, and people wanting to get involved to help out their oceans in the long-term, there's truly no reason to not want to build artificial reefs.

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	3	2

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns full credit (4 points) for Purpose, Focus, and Organization. This response is fully sustained and consistently focused within the purpose, audience, and task with an effective organizational structure, earning the maximum four points in the assigned category. The response offers a clear controlling idea that is maintained throughout; it also demonstrates a logical progression of ideas, a variety of transitions and a satisfying introduction and conclusion.

**Evidence and Elaboration** – This response earns partial credit (3 points) for Evidence and Elaboration for providing adequate support when incorporating and citing evidence for the controlling idea. There is also an adequate use of elaborative techniques and some variation in sentence structure.

**Conventions** – This response earns full credit (2 points) in Conventions for demonstrating an adequate command of basic conventions.

## Sample Response: 8 points

People should build artificial reefs to protect and encourage regrowth in coral reefs. This has been a major problem in marine biology and scientists have been trying to find ways to solve this problem. However, earlier attempts at solutions have been thwarted with problems.

One reason why people should build artificial reefs is to protect the marine life. Artificial reefs are supposed to “protect our reefs...so that future generations can benefit” (Levin, Paragraph 24). Problems before this was that “little sea life has formed on the tires” (Skoloff, Paragraph 3). Even though there have been problems before this, scientists are optimistic that the present projects they have been working on will now work in the future.

Another reason why people should build artificial reefs is to encourage regrowth and attract marine life. A group of teens have created reef balls that will “encourage regrowth” (Levin, Paragraph 25) and this project has been said to deeply help the coral reefs. Scientists have been trying “to create an artificial reef that could attract a rich variety of marine life” (Skoloff, Paragraph 2), but the first project presented in Passage 1 failed. The project in Passage 2 is supposed to help however.

Even though these artificial reefs are supposed to help, problems have stirred and emerged in previous attempts. At first, the project in Passage 1 was supposed to work, “but decades later, the idea has proved a huge economical blunder” (Skoloff, Paragraph 2). This has caused devastation in the marine aspect of economy. Also, these projects have been said to be “constantly killing coral-destruction machines” (Skoloff, Paragraph 6). Even though there has been great optimism towards these projects, previous projects have proven destructive to marine life. However, newer projects have been proven to be helpful with little flaws.

In conclusion, people should build artificial reefs to protect and encourage regrowth in coral reefs. This problem can be solved by these newer projects. The scientists can use knowledge from previous mistakes, to help improve these projects.

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)
3	3	2

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns partial credit (3 points) for Purpose, Focus, and Organization. This response is adequately sustained and generally focused within the purpose, audience, and task with an evident organizational structure and an adequate use of a variety of transitional strategies to clarify the relationships between and among ideas.

**Evidence and Elaboration** – This response earns partial credit (3 points) for Evidence and Elaboration for providing adequate support when incorporating and citing evidence for the controlling idea. There is also an adequate expression of ideas and vocabulary and some variation in sentence structure.

**Conventions** – This response earns full credit (2 points) in Conventions for demonstrating an adequate command of basic conventions.

## Sample Response: 7 points

Should people take a risk and build an artificial reef? This is a common question and the answer would be yes! Many people have tried to do this some have failed, but most people have succeeded. If you would like to help marine life, then you should look into building an artificial reef.

Creating an artificial reef could result in sea life multiplying like crazy in that area. According to a professor of ocean engineering, named Ray McAllister, "we could double or triple marine life in that area"(Paragraph 4). The area he is referring to is an area where they would be putting an artificial reef. Many marine species have been relocated due to humans actions, so we should give them something in return. We could build them an artificial reef that could "serve as a home for sea life"(Paragraph 21). Doing this could make any human happy for paying the favor back and giving them a new home. By creating an artificial reef people could observe many new species of marine life in their area.

By creating a place for marine life to live, you could see many more of a certain marine species, but you could also see a ton of new species of marine life. According to an article written by Brian Skolodd people could create "an artificial reed that could attract a rich variety of marine life"(Paragraph 2). By creating an artificial reef you can see many things that you never had before. Creating an artificial reef doesn't only affect marine life. It affects humans too! When you build an artificial reef "it brings together so many people"(Paragraph 23). By making a reef people could obviously see the marine life changing, but what they don't think about is that it is bringing new people together and creating new friendships. When creating an artificial reef the fun and new friendships aren't only for the fish and other marine life. Although, mistakes can be made when trying to create an artificial reef, majority of the existing attempts at making one don't have mistakes or are messed up at all. What this means is don't be discouraged or scared to build an artificial reef, because most likely you will not fail.

A lot of people have tried to create and an artificial reef for fish and other marine life. Many of these people have failed, but most of them have succeeded and made a working man-made reef. Should people build an artificial reef? If they have enough knowledge with what they are doing, of course they should.

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)
3	2	2

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns partial credit (3 points) for Purpose, Focus, and Organization. This response is adequately sustained and generally focused within the purpose, audience, and task with an evident organizational structure, earning three out of four points in the assigned category.

**Evidence and Elaboration** – This response earns partial credit (2 points) for Evidence and Elaboration, as the response provides weak, cursory support for the controlling idea and an insufficient use of elaborative techniques.

**Conventions** – This response earns full credit (2 points) in Conventions for demonstrating an adequate command of basic conventions.

## Sample Response: 6 points

Artificial reefs for the waters are not a good thing for sea life because it costs too much, pieces of it wash up on shore, and they don't even work because they are too light. This project has way more disadvantages than advantages so it should just be avoided, but is it already too late?

The first reason why artificial reefs are a bad idea is because it costs too much. An example to support this claim is in the first passage "Gov. Charlie Crist's proposed budget includes \$2 million to help gather up and remove tires." (Paragraph 7, Tire Reef Off Florida Provides a Disaster) This obviously shows that the tire reefs have cost people like Charlie Crist millions of dollars because of how bad of an idea it was. Another piece of evidence to support this claim is also in the first passage when it says "The full scale salvage operation is expected to run through 2010 at a cost to the state of about \$3.4 million." (Paragraph 8, "Tire Reef Off Florida Provides a Disaster") This supports the claim because it is showing that the state spending even more money than they intended to as well as it is going to consume time.

The next reason why artificial reefs are bad for the waters is that many pieces of them wash up on shore. An example of this is in New Jersey "... Pieces of rubble broke loose and floated free (Paragraph 14, Tire Reef Off Florida Provides a Disaster) This is bad for the state because it is a hassle to have to clean up messes that they did not approve of in the first place. The next example of this is when passage 1 states "... In 2005, volunteers for the Ocean Conservancy's annual international coastal clean up removed more than 11,000 tires." (Paragraph 15, Tire Reef Off Florida Provides a Disaster) This is definitely a problem that needs to be fixed because 11,000 tires is way too many to be washing up on shore.

Although there are bad things about them there are positives such as "The balls, made of concrete and weighing from 300 to 2,000 pounds, will serve as a home for sea life." As well as "They are designed to help let things grow on them..." (Paragraph 21,22 Teens Become Reef Builders) Although this seems like a good idea people are still there monitoring it because they know something can go wrong. Also they cannot make many of these and the original tire reefs are too light. They can be swept away by the tides and powerful storms before marine life has a chance to attach." (Paragraph 12, Tire Reef Off Florida Provides a Disaster) This is why artificial reefs are not good and that we cannot make the more improved ones because they take too many materials.

In conclusion, artificial reefs are not good for lakes, rivers, or oceans because they cost too much, weigh too little, and too many wash up on shore. So next time you think or see anyone talking about this you can inform them of the dangers these artificial reefs can provide.

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)
3	2	1

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns partial credit (3 points) for Purpose, Focus, and Organization. This response is adequately sustained and generally focused within the purpose, audience, and task with an evident organizational structure and an adequate use of a variety of transitional strategies to clarify the relationships between and among ideas.

**Evidence and Elaboration** – This response earns partial credit (2 points) for Evidence and Elaboration, as the response provides weak, cursory support for the controlling idea and an insufficient use of elaborative techniques.

**Conventions** – This response earns partial credit (1 point) in Conventions for demonstrating a partial command of basic conventions.

## Sample Response: 5 points

Artificial reefs can be one of two things, a remarkable idea or it could have a significantly harmful impact on marine life. Artificial reefs are meant to help promote and develop sea life. With all good intentions, chaos can still occur. By being provided with two of the following passages, artificial reefs should not be put into the sea for a wide variety of reasons.

To commence, artificial reefs can cause mayhem. If objects are put into the sea hoping to promote sea life and it doesn't work, it is harming sea life. For example, given in the first passage third paragraph, "Little sea life has formed on the tires. Some of the tires that were bundled together with nylon and steel have broken loose and are scouring the ocean floor across a swath the size of 31 football fields. Tires are washing up on beaches. Thousands have wedged up against a nearby natural reef, blocking coral growth and devastating marine life." Even though scientists were putting tires into the ocean to hopefully promote sea life, it is actually causing it to downfall. Explaining this, artificial reefs are not an intelligent idea.

Progressing forward, artificial reefs can cost a lot of money. Stated in the first passage seventh paragraph, "Gov. Charlie Crist's proposed budget includes \$2 million to help gather up and remove the tires..." Also, explained in paragraph eight, "A month-long pilot project is set for June. The full-scale salvage operation is expected to run through 2010 at a cost to the state of about \$3.4 million." Although the scientists were trying to help marine life is just wasted time and money. Saying this, that is an additional reason why artificial reefs are not a wise idea.

Subsequently, the reef balls that were made by the students and a few others in passage two can be harmful to marine life. For instance, cited in passage two paragraph twenty-one, "The balls, made of concrete and weighing from 300 to 2,000 pounds, will serve as a home for sea life." What happens if the reef balls breaks apart? It can be remarkably dangerous for sea life. Clearly, artificial reefs- such as reefs balls- can be very dangerous to marine life.

To conclude this essay, artificial reefs are not a wise idea. Though, scientists have good intentions on making homes for marine life and are trying to promote sea life, artificial reefs can be harmful in a plethora of ways.

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)
2	2	1

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns partial credit (2 points) for Purpose, Focus, and Organization. While this response has a controlling idea, it is insufficiently sustained within the purpose, audience, and task. Likewise, its organization is inconsistent and presents an uneven progression of ideas.

**Evidence and Elaboration** – This response earns partial credit (2 points) for Evidence and Elaboration, as the response provides weakly integrated evidence from sources with an ineffective use of elaborative techniques.

**Conventions** – This response earns partial credit (1 point) in Conventions for demonstrating a partial command of basic conventions.

## Sample Response: 4 points

I think people should build artificial reefs because.

One reason they should build artificial reefs is because they help let things grow on them and it will give a place for the fish to have a home. one last thing is you could do research about it for projects in school.

Another reason is it helps sharks and dangerous animals stay away from where people swim and to create an artificial reef that could attract a rich variety of marine life and mcAllister helped put together the ill-fated reef project with the approval of the U.S. Army corps of engineers.

One last reason is all the tires and stuff that would go to waste we can make it useful and make reefs for the ocean and if it doesnt work out you can dive down to the ocean floor and take all of them out you can also make class projects and the whole class can make reef and test it and see how it turns out.

In conclusion i think people should build artificial reefs.

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)
2	1	1

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns partial credit (2 points) for Purpose, Focus, and Organization. While this response has a controlling idea, it is insufficiently sustained within the purpose, audience, and task. In addition, this response has an uneven progression of ideas from beginning to end with an inadequate introduction and conclusion.

**Evidence and Elaboration** – This response earns partial credit (1 point) for Evidence and Elaboration, as it provides cursory support for the controlling idea. Likewise, the expression of ideas is vague and unclear.

**Conventions** – This response earns partial credit (1 point) in Conventions for demonstrating a partial command of basic conventions.

## Sample Response: 3 points

People should not make artificial reefs. People should not build reefs because people dont know if they will work or not.

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)
1	1	1

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns partial credit (1 point) for Purpose, Focus, and Organization. This response is related to the topic but demonstrates little awareness of the purpose, audience, and task. In addition, it is too brief to demonstrate knowledge of focus or organization.

**Evidence and Elaboration** – This response earns partial credit (1 point) for Evidence and Elaboration, as it provides cursory support for the controlling idea. Likewise, there is minimal, erroneous, or irrelevant evidence or citations from the source material.

**Conventions** – This response earns partial credit (1 point) in Conventions for demonstrating a partial command of basic conventions.

## Sample Response: 2 points

tiers are runing coral and is messing up the anamals homes under water. and people just dont care about the anamals they do what ever they want .that ant nice how would u feelif some one throw tiers in your house.and that was nice of the nacey dive team for terning downe 2 million for helping but they did it out the kind ness of ther haurt.

the tire got algie on it.u can tell by the picterand paragraph 6/7/8 had the mst infomation its just lie oil geting put in the oucan anamals can die from that stuff throw your stuff in trash.

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)
1	1	0

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns partial credit (1 point) for Purpose, Focus, and Organization. While it has one controlling idea, it is only tangentially related to the required purpose and task. In addition, it has an unclear thesis statement and a limited organizational structure.

**Evidence and Elaboration** – This response earns partial credit (1 point) for Evidence and Elaboration, as it provides cursory support for the controlling idea. Likewise, the expression of ideas is vague and unclear.

**Conventions** – This response earns no credit (0 points) in Conventions because the response demonstrates a lack of command of basic conventions.

## Sample Response: 1 point

they slod beld the reefs so they can get out all of the tire out of the woter so it does not mack the wother get all nase. there are so meney tires like how did they even get there who wold rone good wother like that. its 2 million to help get all of the tired out of there it is going to tack a lot of time to get all of them out. i wolder if you tack all of the tired out of the woter what will it look like with all of the tires gone.

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)
1	0	0

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns partial credit (1 point) for Purpose, Focus, and Organization. The response is related to the topic but demonstrates little awareness of the purpose, audience, and task and has no discernible organizational structure, earning one out of four possible points for this category.

**Evidence and Elaboration** – This response earns no credit (0 points) for Evidence and Elaboration, as it provides no support for the controlling idea.

**Conventions** – This response earns no credit (0 points) in Conventions because the response demonstrates a lack of command of basic conventions.

## Sample Response: 0 point

i think the tire reef should be dug up

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)
0	0	0

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns no credit (0 points) for Purpose, Focus, and Organization. The response is minimally related to the topic, demonstrates no awareness of the purpose, audience, and task and has no discernible organizational structure.

**Evidence and Elaboration** – This response earns no credit (0 points) for Evidence and Elaboration, as it provides no support for the controlling idea.

**Conventions** – This response earns no credit (0 points) in Conventions because the response demonstrates a lack of command of basic conventions.

## Sample Response: 0 points

a mile offshore from this city high rise condos little sea life has formed on the tires

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)
0	0	0

### Notes on Scoring

This response earns no credit (0 points) because there is not enough original student work in comparison to text directly copied from the prompt/passages.

## Sample Response: 0 points

we literally dumped millions of tires in our oceans said jake sobel an ocean conservancy scientist i believe that people who were behind the artificial tire reef promotions actually, gov charlie crist proposed budget includes 2million to help gather up and romove the tires.

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)
0	0	0

### Notes on Scoring

This response earns no credit (0 points) because there is not enough original student work in comparison to text directly copied from the prompt/passages.

## Sample Response: 0 points

They should bulid Reefs because The balls, made of concrete and weighing from 300 to 2,000 pounds, will serve as a home for see life. They are designed to help let things grow on them," said Veronica LaFranchise of Plantation, one of three students who led the project. Most states have stopped using tires to create reefs, but they continue to wash up worldwide. In 2005<volunteers for the ocean Conservancy"s annual international coastal cleanup removed more than 11,000 tires.

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)
0	0	0

### Notes on Scoring

This response earns no credit (0 points) because there is not enough original student work in comparison to text directly copied from the prompt/passages.