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

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

TEXT-BASED WRITING SOURCES

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

To view the passage "Light Pollution," click <https://scoringguides.airast.org>.

INFORMATIVE/EXPLANATORY TEXT-BASED WRITING RUBRIC

Grades 4–5 Informative/Explanatory Text-based Writing Rubric (Score points within each domain include most of the characteristics below .)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following: - Strongly maintained controlling idea with little or no loosely related material - Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas - Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following: - Relevant evidence integrated smoothly and thoroughly with references to sources - Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text - Clear and effective expression of ideas, using precise language - Academic and domain-specific vocabulary clearly appropriate for the audience and purpose - Varied sentence structure, demonstrating language facility	
3	The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following: - Maintained controlling idea, though some loosely related material may be present - Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas - Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion	The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following: - Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent - Adequate use of some elaborative techniques - Adequate expression of ideas, employing a mix of precise and general language - Domain-specific vocabulary generally appropriate for the audience and purpose - Some variation in sentence structure	

Continued on the following page

Grades 4–5				

S-1

S-1

Score Point 4/4/2

(page 3 of 4)

4–Purpose/Focus/Organization

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

4–Evidence/Elaboration

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

2–Conventions

Although minor errors in usage occur (Most bigger and popular cities have a harder time seeing the stars at night), the response is well-written and clear.

• There is a big, serious problem going on. That problem is liab olution. There are three main

problem to the animals.

. The second main reason light pollution is a problem is, because light pollution does not let us see the night sky.

S-2 Annotation

Light pollution is made when our man-made artificial lights block people's, animals, and even plants' vision of the sky. It affects all of us in a harmful and damaging way. It can change plant growth, animal behavior, and it can cause environmental impacts. Light pollution may become a hazard to our

S-4

Score Point 3/3/2

(page 2 of 4)

S-4

Score Point 3/3/2

(page 3 of 4)

3–Purpose/Focus/Organization

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

3–Evidence/Elaboration

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

2–Conventions

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

S-4

3–Purpose/Focus/Organization

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

3–Evidence/Elaboration

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

1–Conventions

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

S-6

Score Point 3/2/227

S-6

Score Point 3/2/2

(page 2 of 3)

3—Purpose/Focus/Organization

The response is adequately sustained within the task to inform about the problem of light pollution in the United States today. The controlling idea is, the problem is that the buildings in the United States use light to be able to see but one thing your not gunna see is mostly likely the night sky. The reason you can't see the sky is because of light pollution

S-7

Score Point 2/2/2

(page 1 of 3)

S-7

Score Point 2/2/2

(page 2 of 3)

2–Purpose/Focus/Organization

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

2–Evidence/Elaboration

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

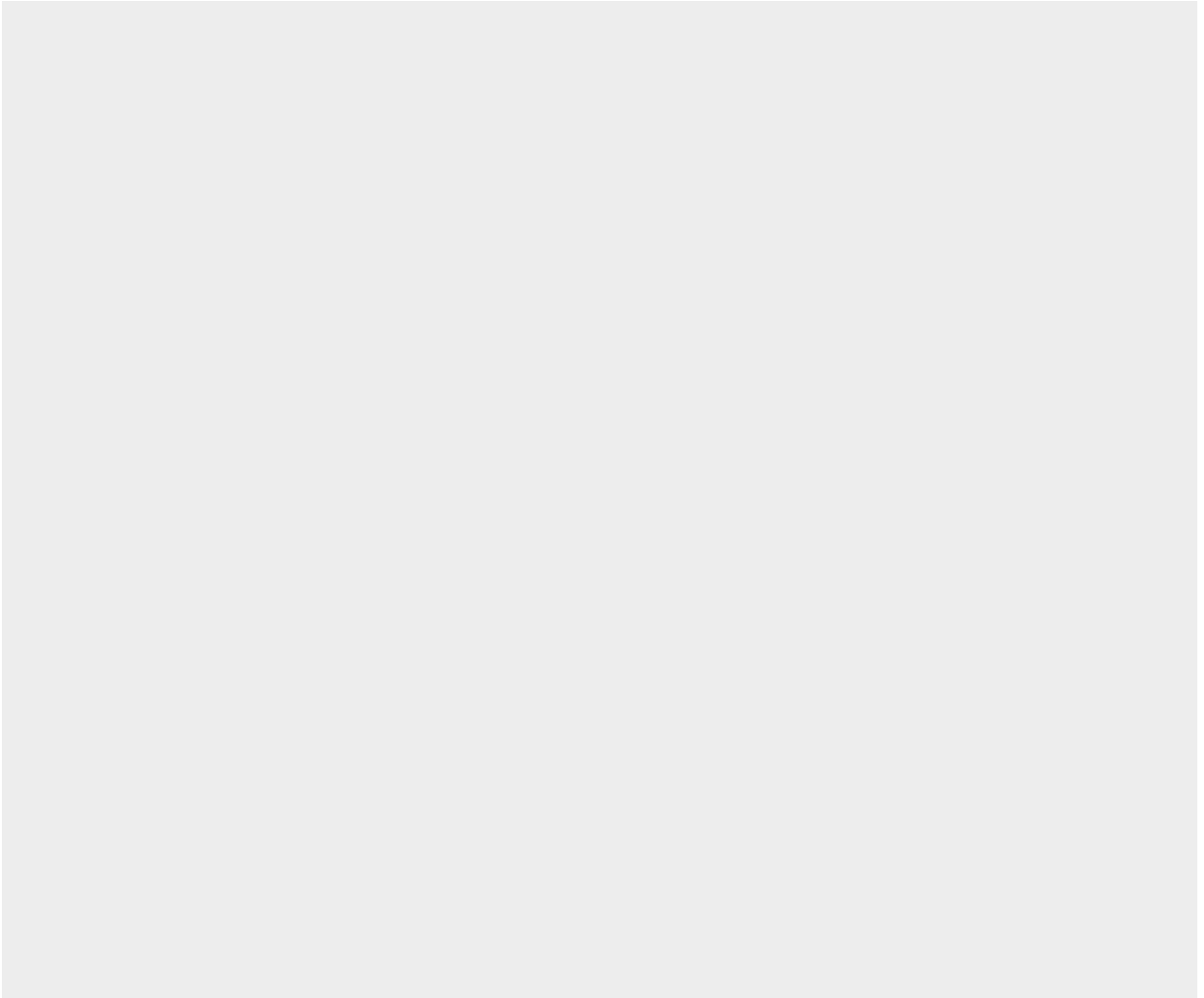
2–Conventions

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

S-8

Score Point 2/2/2

(page 1 of 2)



S-10

Score Point 1/1/0

(page 1 of 2)

A writing area consisting of ten horizontal lines within a rectangular frame. Below the lines is a gray shaded rectangular area, likely representing a base or a separate section for the writing.

1–Purpose/Focus/Organization

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

1–Evidence/Elaboration

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

0–Conventions

The writing in this response reflects a lack of command of basic conventions. The intended meaning is often obscured by errors in spelling (beautiful, astronaut, conclusion, should), sentence formation (run-on sentences), and usage.

S-10

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