

Prompt:

Based on the two passages you have read, write a report giving information about biomass plants. Use details from both passages in your report. Be sure to use complete sentences and follow the conventions of standard English.

“Biomass Can Create Cheap Energy and Jobs” and “Problems with Biomass Plants” explains important information about biomass plants. The two texts give different view points of biomass plants. One text supports biomass plants, while the other does not. According to both texts, we can learn how biomass plants can be helpful and harmful to a community.

According to “Biomass Can Create Cheap Energy and Jobs” it says that biomass plants burn green wood chips, waste wood, and dead corn stalks. They also create heat and electricity. In the text it also says that biomass plants can bring lower energy costs. Biomass plants need thousands of tons of wood chips each year. According to the text, it says that biomass plants create jobs. According to the graph, it explains the increase of energy due to biomass plants.

According to “Problems with Biomass plants” it says that a biomass plant creates as many problems as it solves. One of these problems is that big trucks make deliveries, while at the same time causing traffic and noise. According to the graph, it shows how smokestacks are very tall. Supplying a biomass plant with tons of wood would supply some jobs. A medium sized biomass plant would need thousands of wood chips annually. According to the text, it says that there is no exact cost of a biomass power plant.

After reading both texts, we can determine that biomass plants can be good and bad for citizens and a community. We know that biomass plants can create cheap, green energy, however a biomass plant can also create noise, traffic, and road repair problems. With all the information presented, are biomass plants really a good solution?

CAASPP Writing Rubric - Informative/Explanatory

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

Score	4	3	2	1	NS
Purpose/Organization	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused: - controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task - consistent use of a variety of transitional strategies to clarify the relationships between and among ideas - effective introduction and conclusion - logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused: - controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task - adequate use of transitional strategies with some variety to clarify the relationships between and among ideas - adequate introduction and conclusion - adequate progression of ideas from beginning to end; adequate connections between and among ideas	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus: - controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task - inconsistent use of transitional strategies and/or little variety - introduction or conclusion, if present, may be weak - uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus: - controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task - few or no transitional strategies are evident - introduction and/or conclusion may be missing - frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	- Unintelligible - In a language other than English - Off-topic - Copied text - Off-purpose

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

Score	4	3	2	1	NS
Evidence/Elaboration	The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language: - comprehensive evidence from sources is integrated; references are relevant and specific - effective use of a variety of elaborative techniques* - vocabulary is clearly appropriate for the audience and purpose - effective, appropriate style enhances content	The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language: - adequate evidence from sources is integrated; some references may be general - adequate use of some elaborative techniques - vocabulary is generally appropriate for the audience and purpose - generally appropriate style is evident	The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language: - some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague - weak or uneven use of elaborative techniques; development may consist primarily of source summary - vocabulary use is uneven or somewhat ineffective for the audience and purpose - inconsistent or weak attempt to create appropriate style	The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details. The response is vague, lacks clarity, or is confusing: - evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used - minimal, if any, use of elaborative techniques - vocabulary is limited or ineffective for the audience and purpose - little or no evidence of appropriate style	- Unintelligible - In a language other than English - Off-topic - Copied text - Off-purpose

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

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

Score	2	1	0	NS
Conventions	The response demonstrates an adequate command of conventions: adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	The response demonstrates a partial command of conventions: limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	The response demonstrates little or no command of conventions: infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	- Unintelligible - In a language other than English - Off-topic - Copied text (Off-purpose responses will still receive a score in Conventions.)