

Yale 2012 PIER Summer Institute Global Movement

Sponsored by the Yale Programs in International Educational Resources (PIER)

Title Of Unit: World Tourism Day, September 27, 2012

Author(s): Ellen Clark-Cruz

School: Lansingburgh Central School District

Subject Area: English as a Second Language

Grade Level(s): 6-12 Proficiency levels High Beginning -Advanced

Time Frame to Allow for Unit: Twelve 42 minute class periods

Introduction: Brief Description of the Unit: This unit celebrates World Tourism Day, September 27, 2012, as set forth by the United Nations World Tourism Organization . It provides an opportunity for students to examine the environmental impact of tourism as well as the global organizations that promote sustainability of places and regions, physical settings (including natural resources) and safeguard cultural heritage.

Geographic Connections: Related to Summer Institute Themes: Human movement due to social factors

Vocabulary: Terms, Concepts and Actors

biodiversity - the number and variety of organisms found within a specified geographic region.

demand - willingness and ability to purchase goods and services

eco-friendly - not harmful to the environment

eco-tourism - socially responsible travel *

endangered - to expose to harm or threaten with extinction.

environment - the external (outside) surroundings in which a plant or animal lives

global - involving the entire earth; worldwide

Rio+20 Earth Summit - United Nations Conference, held in *Rio* de Janeiro, Brazil, on June 2012

supply - an amount available for use

sustainability - To keep in existence; maintain

travel - To go from one place to another

tourism - the activity of traveling for pleasure, to see sights, for recreation

UNESCO- United Nations Educational, Scientific and Cultural Organization, headquarters are in Paris, France

World Heritage Site -a place (such as a forest, mountain, lake, desert, monument, building, complex, or city) that is listed by the UNESCO as of special cultural or physical significance.

*Students will define this word in more detail as part of Day 1 activities.

** Additional vocabulary may be added as needed.

Stage 1 – Desired Results	
<p>Content Standard(s): NYS Social Studies Standard 3 Geography Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface. NYS Common Core Standards</p> <p>RI3.7 Integration of Knowledge and Ideas. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words in order to address a question or solve a problem.</p> <p>W3.8 Research to Build and Present Knowledge. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p>Understanding (s)/Goals: Students will understand that:</p> <ul style="list-style-type: none"> • The behavior of tourists has a direct effect on the environment. • There are cultural and natural sites that are endangered. • Ecotourism is a growing phenomenon around the world. 	<p>Essential Question(s) Related to Theme(s):</p> <ul style="list-style-type: none"> • What is ecotourism? • How is ecotourism similar to and different from tourism?
<p>Student Objectives (Outcomes): Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the essential questions using supporting evidence and details from media and a variety of text. • Label a map with important places and environments. • Research and gather information about a specific country’s cultural and natural resources. • Use the information to solve a problem. 	
Stage 2 – Assessment Evidence	

Performance Task(s): <ul style="list-style-type: none">• Communicating effectively in English in a range of conversations with diverse partners• Identifying the main topic and retell key details of text• Mapping information about places and environments (See appendix)• Creating a digital ecotourism brochure in English (See appendix)	Other Evidence: <ul style="list-style-type: none">• Ecotourism pretest (KWL Chart)• Short answer responses (Homework)• Ecotourism Essay (Post Test)

Stage 3 – Learning Plan

Learning Activities: (Note: I have suggested the use of the Smart Board for several of the activities as I have access to one in my classroom. Activities can be adapted for the use with an overhead projector or whiteboard.)

Day 1 What is Ecotourism?

Give each student a **pretest (K/W/L chart)** on **Ecotourism**. Tell students they have 10 minutes to complete the chart to the best of their ability. At the end of 10 minutes, collect the pretests, then facilitate a discussion of the students' answers.

Give each student a **video clip worksheet**. Tell students they will watch a variety of travel clips. Tell students they must decide whether or not the clips are examples of **ecotourism** or **tourism**. Give students time between each clip to write a reason for each of their answers. Review the clips and discuss the students' responses.

Select a student to complete a Venn Diagram (on the Smart Board) as the other students aid him/her at their seats while completing their own **Venn Diagram worksheet**. Tell students to compare and contrast the characteristics of tourism and ecotourism as seen in the video clips and write information in the appropriate spaces in the Venn Diagram.

Tell students to work together to create a classroom definition for ecotourism, using the information they wrote on the Venn Diagram worksheet. Write students' definition on Smart Board. Tell students to write the class-created definition on the bottom of the Venn Diagram work sheet.

Homework. Tell students that they must each choose a country for further research and report their choice to teacher in next class meeting.

Day 2 UNESCO'S World Heritage Sites

Choose a World Heritage site photo and project it on the Smart Board or screen. Tell students to write down where they think the building is located and write reasons why. Discuss students' writings.

Project the following World Heritage Sites on the Smart Board or have students look at them on individual computers in a computer lab.

<http://travel.nationalgeographic.com/travel/world-heritage/>

<http://whc.unesco.org/en/list/> (interactive map)

Tell students to read the information on the website listed below and complete the **UNESCO's World Heritage Sites worksheet**.

<http://travel.nationalgeographic.com/travel/world-heritage/criteria/>

Review student responses orally. Collect the worksheets.

Learning Activities (cont.):

Days 3-4 UNESCO'S World Heritage Sites

Give each student a **Map Project Sheet and rubrics**. Read the sheet orally with the students. Tell the students that they will each create a map of the World Heritage Sites found in the country of their choice (as reported to the teacher in the previous class).

Tell students they are to use the map resources and the internet according to the directions and the attached rubrics provided.

(It may be necessary to extend the map activity into the next class period.)

Day 5 The United Nations and Ecotourism

Tell students they will see a video clip of the Secretary-General of the United Nations making a speech about the future. Tell the students to write down the main points of the speech on a piece of paper. Show the video clip "Secretary-General Ban Ki-moon shares the future he wants" <http://www.un.org/en/sustainablefuture/>. Facilitate a discussion of the main points of the clip among the students.

Tell students they will complete listening activity and complete cloze activity (p. 6, [Breaking News English](http://www.breakingnewsenglish.com/1206/120621-rio20_earth_summit.html) "Rio+20 Earth Summit") http://www.breakingnewsenglish.com/1206/120621-rio20_earth_summit.html. Replay the podcast as needed. Give each student a copy of the reading and tell students to check their answers using a copy of the reading.

Tell students to complete **Activity 5 "Ranking the problem", p. 3, Breaking News English** "Rio+20 Earth Summit" individually, then pair share their answers.

Homework: Give each student a **homework sheet** and a **copy of the reading**.

Tell the students that the homework will be collected and graded in next class.

Day 6 The United Nations and Ecotourism

Tell students **to complete Discussion Questions** with a partner (p. 9, [Breaking News English](http://www.breakingnewsenglish.com/1206/120621-rio20_earth_summit.html): "Rio+20 Earth Summit"). Assign one student in each group letter A and give him/her the **Question A sheet**. Give the other student **Question B sheet**. Explain to the students that they will complete all of the Discussion Questions in pairs. Move from pair to pair to keep students on track. Facilitate an oral review of student responses.

Days 7-11 Project Completion - Assessment

Give each student a **Brochure Project Sheet** and **Rubrics**. Read the instruction sheet orally with the students. Answer any questions students may have about the project. Provide students with materials and internet access to complete research for brochure project. Provide students with access to Microsoft Publisher to create original brochure in Microsoft Publisher. Completed brochures may be printed or emailed digitally for grading with rubrics.

(When differentiating instruction, it is important to remember that some students may need additional time to complete the project. Students can continue working on the project after school or at home if necessary.)

Day 12 Post Test

Give each student a copy of p. 11. Tell students they have 25 minutes to write about ecotourism. At the end of 25 minutes, collect all student work. Use the **NYSESLAT Writing rubrics** to assess students' work.

Resource List/Bibliography:

Websites

Banfield, S. Breaking News English_“Rio+20 Earth Summit”. 21 July 2012
<http://www.breakingnewsenglish.com/1206/120621-rio20_earth_summit.html>

Definitions <<http://www.thefreedictionary.com>>

World Heritage Sites

<<http://whc.unesco.org/en/list/>> 21 July 2012

Japan <<http://www.nihonsun.com/2009/02/20/japans-unesco-world-heritage-sites-in-pictures/>> 21 July 2012

World Heritage Home <<http://travel.nationalgeographic.com/travel/world-heritage>>
21 July 2012

National Geographic Maps

<http://education.nationalgeographic.com/education/mapping/outline-map/?ar_a=1>
21 July 2012

<<http://www.nationalgeographic.com/kids-world-atlas/maps.html#>> 21 July 2012

Rubrics <<http://rubistar.4teachers.org/>>21 July 2012

Mrs. Wheeler's Eco brochure project ideas
<<http://ia.usu.edu/viewproject.php?project=ia:13654>>

Video Clips from You Tube

“Costa Rica Eco-Tourism” Assignment Earth 22 July 2012

<<http://www.youtube.com/watch?v=MeynzQz4SXk>>

“Ecotourism in Bolivia”

<<http://www.youtube.com/watch?v=XyA1TKG9Q8g&feature=related>>

22 July 2012

“Ecotourism in Thailand”

<<http://www.youtube.com/watch?v=OvDSTtp0ij4>> 22 July 2012

“Istanbul 2012 (HD)”

<<http://www.youtube.com/watch?v=V9RUGj-kQaU&feature=fvwrrel>>

“Visit Istanbul 2012 HD - Byzanz – Konstantinopel”

<<http://www.youtube.com/watch?v=xi1C2L--zGw>>

“Mexican Eco-Tourism” (9/13/11) 22 July 2012

<<http://www.youtube.com/watch?v=p-PSmXi94yw>>

“Secretary-General Ban Ki-moon shares the future he wants” 21 July 2012

<<http://www.un.org/en/sustainablefuture/>>

“South Africa Tourism Video - Leave Ordinary Behind

<<http://www.youtube.com/watch?v=mhtnMzCzrXk&feature=related>> 22 July 2012

“Sustainability explained through animation” 22 July 2012

<<http://www.youtube.com/watch?v=B5NiTN0chj0>>

“The Effects of Tourism in Mallorca - Good and Bad”

<<http://www.youtube.com/watch?v=R-OC1ANy2I8>> 22 July 2012

“Tourist Season - People Behaving Badly”

<<http://www.youtube.com/watch?v=rykTH1Kswq8>> 22 July 2012

“Yemen Tourism Promotion Board - One Country... Many destinations...”

<<http://www.youtube.com/watch?v=67V3pgTK0-4>> 22 July 2012

I will use this unit on eco-tourism in several ways. Most importantly, I will use it for instructional purposes, in my English as a Second Language class for students Grades 6-12. Students with proficiency levels from Beginner to Advanced will be able to complete the performance tasks. The use of video clips in class along with use of technology (Smart Board activities, computer -based writing project) will increase the students' level of interest in the topic.

The final project (brochure) is a great example of differentiated instruction. In the Fall I will also use this unit for demonstration purposes during the in -house professional development that I provide to all content area and classroom teachers instructing English Language Learners. I will also forward information on the project to the Principal and Assistant Superintendent.

I will take it to my next out -of -district professional development meeting and show it to the R-BERN staff. We have talked of doing additional professional development with project-based activities and perhaps I may have an opportunity to present this unit to other English as a Second Language teachers.

Students' finished projects will be on display for parents during the English as a Second Language Open House, to be held sometime in the month of September 2012.

World Tourism Day September 27

Ellen Clark-Cruz

Lansingburgh Central School District

English as a Second Language

Grades 6-12

Name _____

Date _____

What is ecotourism?

What I know	What I want to know	What I learned

Name _____

Date _____

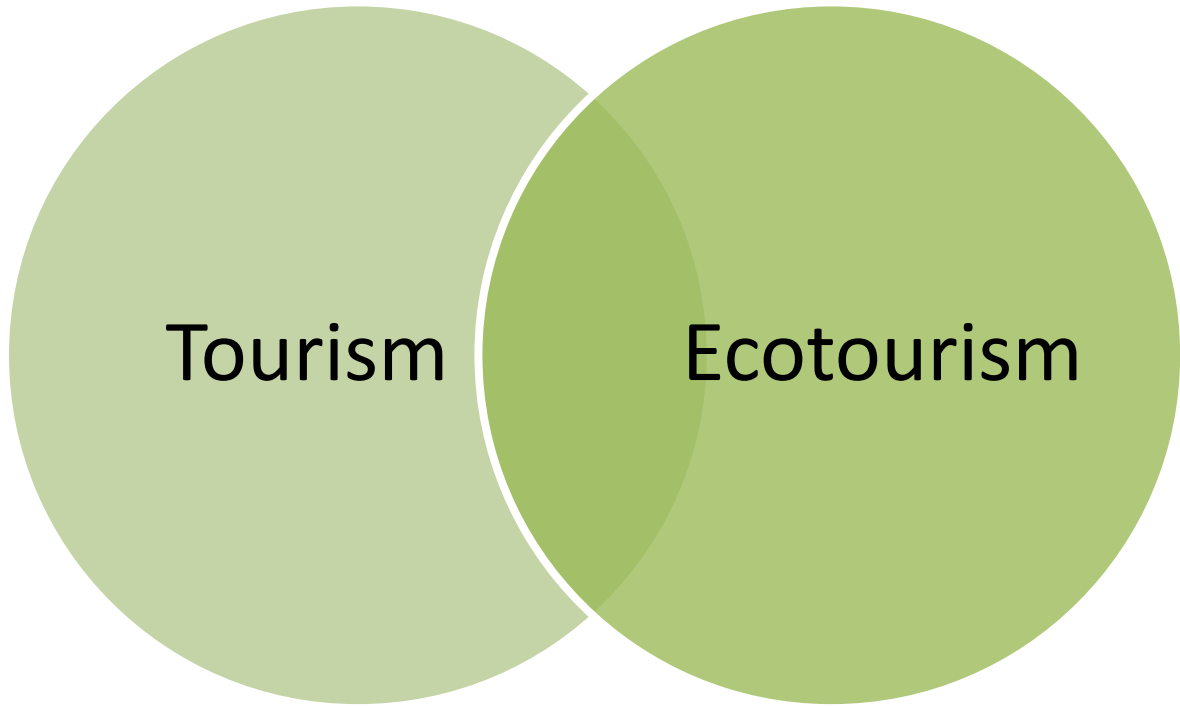
I. Movie clip sheet. Decide if the movie depicts (shows) an example of

ecotourism or *tourism*, then write a **X** in the appropriate space in the chart below. When the teacher stops the clip, write down the reason for your choice.

	Tourism	Ecotourism	Reason
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Name _____

Date _____



Ecotourism is

Student Name _____

Date _____

I. UNESCO'S World Heritage Sites. Using the internet website listed below, answer the following questions in complete sentences in English.

<http://travel.nationalgeographic.com/travel/world-heritage/criteria>

1. What does the acronym **UNESCO** mean?

2. How many criteria must a location or building meet in order to be included on UNESCO'S list?

3. Which of the criteria can be applied to *man-made* items?

4. Which of the criteria could be applied to the **Silk Road**?

5. Why are Victoria Falls and the Great Barrier Reef on UNESCO's World Heritage Sites list?

6. Where are the following locations? Under which criteria do they fall?
 - a. Macchu Pichu

 - b. Petra

 - c. Central Amazon

 - d. Amalfi Coast

Name _____

Map Project

Date _____

I. World Heritage Sites Map Project. Using the map and reference material posted, label your country map with all the world heritage sites found in it.

Use the following symbols in your legend and when labeling sites on your map:



Cultural Property



Natural Property



Mixed Cultural and Natural Property



Transnational Property



Property Currently in Danger According to UNESCO

Colored pencils are provided. Be sure to review the rubrics on the back of the project sheet before handing in your work.

PROJECT DUE: _____

Making A Map : World Heritage Sites

Teacher Name: **Mrs. Cruz**

Student Name: _____

CATEGORY	4	3	2	1
Map Legend/Key	Legend is easy-to-find and contains a complete set of symbols, including a compass rose.	Legend contains a complete set of symbols, including a compass rose.	Legend contains an almost complete set of symbols, including a compass rose.	Legend is absent or lacks several symbols.
Neatness of Color and Lines	All straight lines are ruler-drawn, all errors have been neatly corrected and all features are colored completely.	Most lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.	Lines are not ruler-drawn, most errors have not been neatly corrected and many features are not colored completely or are not neatly done.	Many lines, corrections of errors, and/or features are not neatly done or are missing.
Spelling/Capitalization	Most of words on the map are spelled and capitalized correctly.	Many of the words on the map are spelled and capitalized correctly.	Some of the words on the map are spelled and capitalized correctly.	Few of the words on the map are spelled and/or capitalized correctly.
Labels - Accuracy	Most of the items are labeled and located correctly.	Many of the items are labeled and located correctly.	Some of the items are labeled and located correctly.	Few of the items are labeled and located correctly.
Knowledge Gained	When shown a blank base map, the student can accurately label at 9-10 required features.	When shown a blank base map, the student can accurately label 6-8 required features.	When shown a blank base map, the student can accurately label 5-7 required features.	When shown a blank base map, the student can accurately label fewer than 5 required features.

Date Created: Jul 21, 2012 01:00 pm (CDT)

Name _____ Date _____

LISTENING – Listen and fill in the gaps

From http://www.BreakingNewsEnglish.com/1206/120621-rio20_earth_summit.html

As Brazil's president welcomed world leaders to the Rio+20 Earth Summit, the U.N. Secretary General Ban Ki-moon _____ three-day event. A pre-summit draft document that is to _____ for Earth's sustainability has been _____ too weak by the U.N chief. He said in the opening meeting: "Let me be frank. Our efforts have _____ the measure of the challenge...Nature does not wait...Nature does not negotiate with human beings." Rio+20 _____ it has been 20 years since the last Earth Summit, which did lead to historic environmental decisions and promises, although _____. Unlike Rio+20, the 1992 event was the result of years of discussion. _____ who attended the opening on Wednesday said three days was far too _____ the Earth's most important problems. Some lamented the absence of leaders like the USA's Barack Obama and Germany's Angela Merkel, saying their nonattendance sends out a message _____ worried about sustainability. World leaders are perhaps more concerned with their _____ and their country's current economic problems than the future of the planet. Ban Ki-moon told the assembly: "Rio+20 is not an end, but a beginning. It is _____ think globally and long-term...The world is waiting to see if our words will _____, as we know they must."

THE ARTICLE

From http://www.BreakingNewsEnglish.com/1206/120621-rio20_earth_summit.html

As Brazil's president welcomed world leaders to the Rio+20 Earth Summit, the U.N. Secretary General Ban Ki-moon cast doubts on the three-day event. A pre-summit draft document that is to serve as a blueprint for Earth's sustainability has been criticised as being too weak by the U.N chief. He said in the opening meeting: "Let me be frank. Our efforts have not lived up to the measure of the challenge...Nature does not wait...Nature does not negotiate with human beings." Rio+20 is so named because it has been 20 years since the last Earth Summit, which did lead to historic environmental decisions and promises, although not all were kept. Unlike Rio+20, the 1992 event was the result of years of discussion.

Many of the delegates who attended the opening on Wednesday said three days was far too short to sort out the Earth's most important problems. Some lamented the absence of leaders like the USA's Barack Obama and Germany's Angela Merkel, saying their nonattendance sends out a message they aren't overly worried about sustainability. World leaders are perhaps more concerned with their re-election prospects and their country's current economic problems than the future of the planet. Ban Ki-moon told the assembly: "Rio+20 is not an end, but a beginning. It is time for all of us to think globally and long-term...The world is waiting to see if our words will translate into action, as we know they must."

Name _____

Date _____

5. PROBLEMS: Rank these global problems and share your rankings with your partner. Put the biggest at the top. Change partners and share your rankings again.

- overconsumption
- overpopulation
- poverty
- pollution
- global warming
- decreasing biodiversity
- lack of water
- lethargy among world leaders

Name _____ Homework _____ Date _____

After READING / LISTENING

From http://www.BreakingNewsEnglish.com/1206/120621-rio20_earth_summit.html

1. TRUE / FALSE: Read the headline. Decide if **a-h** below are true **(T)** or false **(F)**.

- a. Brazil's leader expressed grave concern about the summit's success. T / F
- b. The U.N. chief cast doubts on how effective the summit will be. T / F
- c. Ban Ki-moon said human beings do not wait for nature. T / F
- d. Not all of the promises from the 1992 Rio Earth Summit were kept. T / F
- e. All of the summit attendees said three days was more than enough. T / F
- f. The leaders of Germany and the USA are not attending the summit. T / F
- g. The article says Obama said economic problems were most important. T / F
- h. Ban Ki-moon said the world is waiting for actions come from Rio. T / F

2. SYNONYM MATCH: Match the following synonyms from the article.

- | | |
|---------------------|---------------------|
| _____ 1. welcomed | a. rough outline |
| _____ 2. doubts | b. possibilities |
| _____ 3. draft | c. representatives |
| _____ 4. blueprint | d. uncertainty |
| _____ 5. frank | e. complained about |
| _____ 6. delegates | f. plan |
| _____ 7. lamented | g. honest |
| _____ 8. prospects | h. change |
| _____ 9. problems | i. greeted |
| _____ 10. translate | j. headaches |

3. PHRASE MATCH: (Sometimes more than one choice is possible.)

- | | |
|---|-------------------------------|
| _____1. Ban Ki-moon cast | a. for Earth's sustainability |
| _____2. serve as a blueprint | b. environmental decisions |
| _____3. Let me | c. attended |
| _____4. lead to historic | d. worried |
| _____5. the result of | e. doubts on the 3-day event |
| _____6. Many of the delegates who | f. too short |
| _____7. three days was far | g. into action |
| _____8. Some lamented the absence | h. years of discussion |
| _____9. aren't overly | i. of leaders |
| _____10. waiting to see if our words will translate | j. be frank |

Name _____

Date _____

OUR EARTH DISCUSSION

STUDENT A's QUESTIONS

(Do not show these to student B)

- a) What did you think when you read the headline?
- b) What springs to mind when you hear the word 'sustainability'?
- c) How much and how often do you worry about the Earth's future?
- d) What do you do every day to help the Earth?
- e) Do you think the Rio+20 summit will be successful?
- f) What does "successful" mean in terms of the Rio+20 summit?
- g) Is three days enough?
- h) Do you think world leaders get tired of environmental problems?
- i) What promises would you like to see in the summit document?
- j) Why do countries break their promises on the environment?

OUR EARTH DISCUSSION

STUDENT B's QUESTIONS

(Do not show these to student A)

- a) Did you like reading this article?
- b) How is your country on green issues?
- c) What countries do you think need to do more for the environment?
- d) What should schools be teaching kids about sustainability?
- e) What message does the nonattendance of Barack Obama and Angela Merkel give?
- f) Do you think world leaders worry more about their economy than the Earth?
- g) Is Rio+20 really a "beginning," as Ban Ki-moon said?
- h) What would your message be for the Rio+20 Earth Summit delegates?
- i) How interested are you in the Earth Summit?
- j) What questions would you like to ask U.N. Secretary General Ban Kimoon?

Name _____

Date _____

I. Ecotourism Brochure Project (50 pts.)

Situation: You have just been hired by a company that plans to attract eco-tourists by creating eco-friendly tours to World Heritage sites in the country of _____.
(your country of choice)

Your job requires you to create a brochure in Microsoft Publisher describing all aspects of the new tour. You must research the country using books and the Internet. Your project should include pictures and clipart when appropriate. Do not use copyrighted pictures in your project.

A. Include the following information for the reader.

- Name of your company
- A map of the country showing the itinerary
- Itinerary - dates and times of departures from and arrivals to cities on the tour
- Images of the locations to be visited
- Description of each of the locations the tourists will visit and why they are important
- Tips for responsible behavior of tourists
- Means of transportation from city to city
- Cost of the tour
- Expenses not included in tour price
- Additional information you feel needs to be shared with tourists

B. Choose one activity from each of the categories to include in your tour.

Water Activities - white-water rafting/waterskiing/ice-skating at an indoor rink/snorkeling

Spending Money - visiting a shopping mall/eating out /buying souvenirs/visiting a local market

Fun in the Sun - sun tanning at hotel or beach/ visiting a national park/ sailing to a local island/
swimming with dolphins

Animals - visiting the zoo/ bird-watching/horseback riding/ attending a butterfly museum

Back to Nature – visiting the rainforest / Banana plantation visit/ collecting seashells on the beach/
visiting an agroforestry project/visiting a volcano

Sports- playing tennis/playing golf/mountain biking/ Hiking local trails

Making A Brochure : Ecotourism

Teacher Name: **Mrs. Cruz**

Student Name: _____

CATEGORY	4	3	2	1
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems \"text-heavy\".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Writing - Mechanics	There are a few capitalization and/or punctuation errors in the brochure.	There are several capitalization and/or punctuation errors in the brochure.	There are some capitalization and/or punctuation errors in the brochure.	There are many capitalization or punctuation errors in the brochure that confuse the reader.
Writing - Vocabulary	The author correctly use several new words introduced in the unit of study.	The authors correctly use a few new words introduced in the unit of study.	The authors try to use some new vocabulary introduced in the unit of study.	The authors do not incorporate new vocabulary introduced in the unit of study.
Spelling & Proofreading	There are a no or few spelling errors after editing.	There are several spelling errors after editing.	There are a some spelling errors after editing.	There are many spelling errors after editing that may confuse the reader.

Date Created: 21 July 2012

NYSESLAT 2–12 Writing Rubrics (continued)

Score Point	Description
<p>Score Point 4</p>	<p>Near mastery</p> <ul style="list-style-type: none"> • Demonstrates complex thinking about the topic • Includes many relevant and meaningful details • Few errors in spelling and/or grammar that do not cause confusion about meaning • Is well organized and well developed • Vocabulary and sentence structure are varied and appropriate for students within the grade span
<p>Score Point 3</p>	<p>General control</p> <ul style="list-style-type: none"> • Demonstrates some complex thinking about the topic • Includes some relevant and meaningful details • Some errors in spelling and/or grammar that do not cause confusion about meaning • Is organized and developed • Vocabulary and sentence structure are appropriate for students within the grade span
<p>Score Point 2</p>	<p>Some control</p> <ul style="list-style-type: none"> • Demonstrates basic understanding of the topic • Includes a few relevant details that may be redundant • Numerous errors in spelling and/or grammar that may cause confusion about meaning • May be somewhat disorganized and minimally developed • Vocabulary and sentence structure are basic for students within the grade span
<p>Score Point 1</p>	<p>Little control</p> <ul style="list-style-type: none"> • Demonstrates limited understanding of the topic • Includes very few relevant details, or a few details that are redundant • Serious errors in spelling and/or grammar that cause confusion about meaning • Is disorganized and undeveloped • Vocabulary and sentence structure are not appropriate for students within the grade span
<p>Score Point 0</p>	<p>No control</p> <ul style="list-style-type: none"> • Demonstrates no understanding of the topic • Includes no relevant details • Is incomprehensible or illegible • May be copy of the prompt • Solely in a language other than English • No response