



Georgia
Milestones
Assessment System

Grade 3

**English Language Arts
Item and Scoring Sampler:**

**Reading and Evidence-Based Writing
Item Set**

2020

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READING AND EVIDENCE-BASED WRITING ITEM OVERVIEW

The Georgia Milestones Grade 3 English Language Arts (ELA) End of Grade (EOG) assessment is a criterion-referenced test designed to provide information about how well a student has mastered the grade-level state-adopted content standards in ELA. These assessments consist of a variety of selected-response, technology-enhanced, constructed-response, extended constructed-response, and extended writing-response items.

The Reading and Evidence-Based Writing (REBW) portion of the assessment is administered as the first test section. When responding to the REBW portion of the assessment, students read a passage set consisting of two informational passages and then respond to five test items about the passages. The five test items comprise three selected-response items, one two-point constructed-response item, and one seven-point extended writing-response item. The extended writing-response item requires students to write an opinion piece or an informative/explanatory piece based on the passage set. Technology-enhanced items and extended constructed-response items do NOT appear as part of the REBW portion of the assessment.

Both the REBW two-point constructed-response item and the REBW seven-point extended writing-prompt item are passage-based item types, which are paired so as to draw upon the same text or texts. Considered “on-demand writing in response to text,” students write their responses in a somewhat limited amount of time, without the benefit of revision and rewrites. For this reason, the scoring process takes into account that the student responses are viewed as first drafts and are not expected to be final, polished papers.

The main focus of an REBW two-point constructed-response item is reading comprehension. Responses are scored on the basis of the quality of the student’s answer to a question and the strength of support drawn from the text(s). Students are not penalized for grammatical errors. The scoring process rewards students for what they do well according to the item-specific scoring rubric.

REBW extended writing prompts assess two modes of student writing. Informational prompts ask students to respond to a question in a well-developed informative/explanatory essay that examines a topic in depth and presents relevant information based on text as a stimulus. Opinion prompts ask students to respond to a question in a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus. The scoring process rewards students for what they do well according to the mode-specific two-trait scoring rubric. The two assessed traits are ideas (scored on a 1- to 4-point scale) and conventions (scored on a 1- to 3-point scale), each with a separate rubric. Within the ideas trait, students are not penalized for errors unless they permeate the response and severely interfere with understanding. Within the conventions trait, the severity and frequency of grammatical errors contribute to the student’s score.

This *Grade 3 ELA Reading and Evidence-Based Writing Item and Scoring Sampler* contains a sample REBW set along with an overview of the item specifications found within the set. Each item included in this sampler has been through a rigorous review process with Georgia educators to ensure alignment with the content standards.

PURPOSE OF THE SAMPLER

The purpose of this sampler is to provide a released REBW item set that appeared as operational items in the Georgia Milestones ELA assessment. The extended constructed-response and extended writing-response items each include at least three sample student responses for each score point as well as an annotation explaining why each response received that particular score.

Additional samples of REBW item sets, including those that are in response to different types of passages, are available in the Assessment Guide and Study Guide.

The items in this sampler may be used for classroom instruction purposes. The samples may be copied, and classroom teachers may find it beneficial to have students respond to one or more of the samples. Teachers can then use the information in this sampler as a guide to score responses written by their own students.

REBW ITEM TYPES

A **selected-response** item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question). The ELA selected-response items will have four answer choices.

A **constructed-response** item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting a response from options provided. On the ELA EOG assessment, these items are worth two points, and partial credit may be awarded if part of the response is correct. A seven-point **extended writing-response** item, also called an extended writing task, requires the student to write an opinion piece or an informative/explanatory piece. The student is required to draw from reading experiences when writing the response and to cite evidence from two passages to support claims or examine a topic. The extended writing task is worth up to seven points that contribute to the Writing and Language domain.

In Section 1 of the Georgia Milestones ELA EOG assessment, the first four REBW items help focus the student on the main idea(s) and key details in the passages prior to writing the essay. The first two selected-response items address each of the passages separately. The third selected-response item and the constructed-response item address both of the passages together. All four of these items contribute to a student's score in the Reading and Vocabulary domain. These four items are then followed by the extended writing task, which requires the student to draw from the reading experiences when writing the essay. The extended writing-response item contributes to a student's score in the Writing and Language domain.

DEPTH OF KNOWLEDGE

In addition to being aligned to the standards, the sample items included in this sampler were developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). The DOK level is provided for each item in this sampler in the item information tables. DOK measures the level of cognitive demand required to complete an assessment item. The following descriptions show the expectations of the DOK levels in greater detail.

Level 1 (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe” and/or “explain” would require students to recall, recite, or reproduce information.

Level 2 (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 “describe” and/or “explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”

Level 3 (Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or “big idea.”

Level 4 (Extended Reasoning) requires the complex reasoning of Level 3 with the addition of planning, investigating, applying significant conceptual understanding, and/or developing that will most likely require an extended period of time. Students should be required to connect and relate ideas and concepts within the content area or among content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence (through a task, a product, or an extended response) that the cognitive demands have been met.

FORMAT

Sample selected-response and constructed-response items are provided in this sampler, along with any related stimulus information, such as a passage or graphic. Following each constructed-response item is the scoring guide for that item.

The scoring guide includes the item information table, the scoring rubric, and annotated sample student responses at each score point. An item information table is also provided for selected-response items. The content standard for each sample item is provided in this sampler in the item information tables.

The Georgia Milestones assessments have been administered in both paper-and-pencil and online formats.

As a result, this sampler includes samples of students’ responses in both formats. This symbol  is used to note the format of a sample online item. It also indicates a sample online response.

Example Selected-Response Item Information Table

Item	Standard	DOK	Key
1			
2			
3			

Example Constructed-Response or Extended Writing-Response Item Information Table

Standard:	Item Depth of Knowledge:
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All sample items contained in this sampler are the property of the Georgia Department of Education.

REBW DIRECTIONS

Section 1 of this test assesses your skill to comprehend reading passages and use information from the passages to write an opinion piece.

Before you begin writing your opinion piece, you will read two passages and answer three multiple-choice questions and one short constructed-response question about what you have read.

As you read the passages, think about details you may use in an opinion piece about giving and receiving.

These are the titles of the passages you will read:

1. The Gift of Giving
2. Receiving Is Fun

The Gift of Giving

It's nice to get things. Getting a present can be a fun surprise. Even free candy bars are exciting. But it's much better to be the person giving than the person receiving.

Giving to others is special. It makes people happy. Think about how you would feel if someone gave you a new toy. That's how others feel when you give to them. You make yourself happy by making others happy.

There are other reasons to give as well. Surprising someone with a gift could mean that person will do the same for you. Many times people will want to show how much they enjoyed your gift by getting something nice for you. So, even if you like to receive, it pays to give.

Best of all, giving makes you a nice person. If you only think about yourself all the time, people might think you are selfish. You can show others that you care by remembering their special days and giving them something that you think they will like.

Receiving Is Fun

People might think this is selfish, but I believe it's nicer to receive than to give. Nothing beats the joy of opening a wrapped present. You never know what's on the inside. It could be a toy, or something cool to wear. It doesn't matter. Since you don't know what is inside, the gift feels special.

If someone gives you a nice gift, it means a lot. It shows that person knows you well enough to give you the one thing that makes you truly happy. When people know you that well, it usually means they love you. Love is another thing worth receiving. If you are loved, you'll probably love people in return.

Receiving is better no matter who is giving you the gift. It could be a teacher, a friend, or a family member. If someone surprises you with a great gift, you'll remember that person forever. You'll want to surprise that person with a great gift of your own. After all, receiving is the first step to giving.

ITEM 1: SELECTED-RESPONSE

1. What does the author of “The Gift of Giving” mean by saying *it pays to give*?
 - A. It feels better to receive something than to give something.
 - B. If you give something, you might receive something in return.
 - C. If you want to give a gift, you will likely have to pay money for it.
 - D. It is important to give gifts so people know you care about them.

ITEM 2: SELECTED-RESPONSE

2. In the first paragraph, why does the author of “Receiving Is Fun” state that it *doesn’t matter* what the gift is?
 - A. because even love is a gift worth giving
 - B. because nicer gifts show the person loves you
 - C. because the gift can be from anyone in your life
 - D. because the idea of a surprise makes people feel good

ITEM 3: SELECTED-RESPONSE

3. Which pair of sentences from BOTH passages BEST shows the main ideas of “The Gift of Giving” and “Receiving Is Fun”?
 - A. Getting a present can be a fun surprise. (“The Gift of Giving”)

If someone gives you a nice gift, it means a lot. (“Receiving Is Fun”)
 - B. Even free candy bars are exciting. (“The Gift of Giving”)

You never know what’s on the inside. (“Receiving Is Fun”)
 - C. You make yourself happy by making others happy. (“The Gift of Giving”)

Nothing beats the joy of opening a wrapped present. (“Receiving Is Fun”)
 - D. Surprising someone with a gift could mean that person will do the same for you. (“The Gift of Giving”)

If you are loved, you’ll probably love people in return. (“Receiving Is Fun”)

Scoring Guide

Items 1–3 Information

Item	Standard	DOK	Key
1	ELAGSE3L5a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).	2	B
2	ELAGSE3RI1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	2	D
3	ELAGSE3RI2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	3	C

ITEM 4: CONSTRUCTED-RESPONSE

ELAGSE3RI9



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Scoring Guide

Item 4 Information

<p>Standard: ELAGSE3RI9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	<p><i>The response gives sufficient evidence of the ability to compare the most important points and key details presented in two texts on the same topic.</i></p> <ul style="list-style-type: none"> • Provides an adequate explanation of how the points discussed by the authors are similar. • Includes relevant examples/details from both passages for support. <p><u>Exemplar Response:</u> <i>Provides an accurate, text-based explanation of how the points discussed by the authors are similar (e.g., Both passages talk about how receiving and giving gifts can make you feel good. They both write that if you give a gift, you might receive a gift in return and that if you receive a gift, you might want to give one in return. So for both authors, giving/receiving makes you do the opposite action.) and provides relevant examples/details from BOTH passages for support (e.g., The author of the first passage supports the idea that giving and receiving feed off of each other by stating that “Surprising someone with a gift could mean that person will do the same for you.” The author of the second passage supports a similar idea by saying that “If someone surprises you with a great gift, you’ll . . . want to surprise that person with a great gift of your own. After all, receiving is the first step to giving”).</i></p>
1	<p><i>The response gives limited evidence of the ability to compare the most important points and key details presented in two texts on the same topic.</i></p> <ul style="list-style-type: none"> • Provides a weak explanation of how the points discussed by the authors are similar. • Includes vague/limited examples/details from the passage(s) for support. <p>OR</p> <ul style="list-style-type: none"> • Provides a credible explanation based on the passages of how the points discussed by the authors are similar without including any relevant examples/details from either passage for support. <p>OR</p> <ul style="list-style-type: none"> • Includes relevant examples/details from the passages that imply an explanation of how the points discussed by the authors are similar without explicitly explaining how the points are similar.
0	<p><i>The response gives no evidence of the ability to compare the most important points and key details presented in two texts on the same topic.</i></p> <ul style="list-style-type: none"> • Provides no explanation of how the points discussed by the authors are similar. • Includes no relevant examples/details from the passages that imply an explanation of how the points discussed by the authors are similar.

STUDENT RESPONSES

ELAGSE3RI9

Response Score: 2 points



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The points of the texts are similar by they both say that giving and receiving will make you and others happy. Both of these topics (giving and receiving) create happiness. When you get a gift your very happy even if its not what you wanted. It states in the text that it doesn't matter what the gift is. If you Give someone a gift your happy and the other person is happy too. In the text it states that giving makes people happy too. In conclusion these topics are somewhat similar.

- The student provides an adequate explanation of how the points discussed by the authors are similar by stating that “Both of these topics (giving and receiving) create happiness.”
- The student includes relevant details and examples from both passages in support of the explanation. “If you Give someone a gift your happy and the other person is happy too” is from “The Gift of Giving.” “When you get a gift your very happy even if its not what you wanted” is from “Receiving Is Fun.”

ELAGSE3RI9

Response Score: 2 points



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

They are both similar because your both happy when you receiving a gift or your giving a gift. The text says in the book “The Gift of Giving”, “you make yourself happy by making others happy”. The text says in the book “Receiving is fun”, “if someone surprises you with a great gift, you’ll remember that person forever.”

- The student provides an adequate explanation of how the points discussed by the authors are similar by stating that “They are both similar because your both happy when you receiving a gift or your giving a gift.”
- The student includes relevant details and examples from both passages in support of the explanation. “You make yourself happy by making others happy” is from “The Gift of Giving.” “if someone surprises you with a great gift, you’ll remember that person forever” is from “Receiving Is Fun.”

ELAGSE3RI9

Response Score: 2 points



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The points in both passages are similar because in “The Gift of Giving”, it has a part where it says, “Surprising someone with a gift could mean that they will do the same for you.” In “Receiving Is Fun”, it says, “receiving is the first step to giving.” The points are the same because they mean giving leads to receiving or receiving leads to giving.

- The student provides an adequate explanation of how the points discussed by the authors are similar by stating that “The points are the same because they mean giving leads to receiving or receiving leads to giving.”
- The student includes relevant details and examples from both passages in support of the explanation. “Surprising someone with a gift could mean that they will do the same for you” is from “The Gift of Giving.” “receiving is the first step to giving” is from “Receiving Is Fun.”

ELAGSE3RI9

Response Score: 1 point



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

There similar because they both think getting gifts is fun. They are similar because in paragraph 1 in the passage “The Gift of Giving” it states that It’s nice to get things. Getting a present can be a fun suprize. I the passage “Recevin is fun” paragraph 2 it states that if someone gives you a nice gift, it mean a lot.

- The student provides a weak explanation of how the points discussed by the authors are similar. “They both think getting gifts is fun” is a weak explanation because it only addresses the receiving side of the argument and fails to even vaguely address how giving is related and brings joy.
- The student includes weak examples from both passages as support that only focus on receiving, “it states that It’s nice to get things. Getting a present can be a fun suprize” as mentioned in “The Gift of Giving” and “if someone gives you a nice gift, it mean a lot” from “Receiving Is Fun.”

ELAGSE3RI9

Response Score: 1 point



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

They are similar because they both tell how good you feel about presents. They tell you that when you give you feel happy and when you receive you feel happy. Gifts always bring happiness to both people.

- The student provides a credible explanation based on the passages of how the points discussed are similar by stating, “They tell you that when you give you feel happy and when you receive you feel happy. Gifts always bring happiness to both people.”
- No relevant examples or details are included from either passage.

ELAGSE3RI9

Response Score: 1 point



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The stories are similar because one author says, “Giving to others is special”. He also says, “you make yourself happy by making others happy” That story was The Gift of Giving. The other author said, “It shows the person knows you well enough to know what makes you happy.” That story was Receiving is Fun.

- The student includes relevant examples from the passages that imply an explanation without explicitly explaining how the points are similar.
- The details from “The Gift of Giving” (“Giving to others is special” and “you make yourself happy by making others happy”) and “Receiving Is Fun” (“It shows the person knows you well enough to know what makes you happy”) both discuss how giving and receiving can make both the giver and the recipient happy, thus implying a similarity.

ELAGSE3RI9

Response Score: 0 points



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

In the Gift of Giving and Receiving is Fun they both were talking about presents. They are both talking about it will make you or a person happy.

- The student does not provide a valid explanation of how the points are similar.
- “They are both talking about it will make you or a person happy” is too vague to count as a credible explanation as it doesn’t specifically address the idea that giving AND receiving can bring happiness.

ELAGSE3RI9

Response Score: 0 points



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The passages of the Gift of Giving and Receiving is Fun their points are similar cause cause in the gift of giving it talks about how people give gifts and in the other passage it talks about how Reciving is fun.

- The student provides no explanation of how the points discussed by the authors are similar.
- The student includes no relevant details from the passages. The only details provided are assumed topics based on the names of the passages.

ELAGSE3RI9

Response Score: 0 points



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

They are both similar because they both talk about gifts.

- The student provides no meaningful explanation of how the points discussed by the author are similar.
- The reason “they both talk about gifts” is exceedingly vague and can be inferred from the prompt.

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ITEM 5: EXTENDED WRITING-RESPONSE

WRITING TASK

Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**.

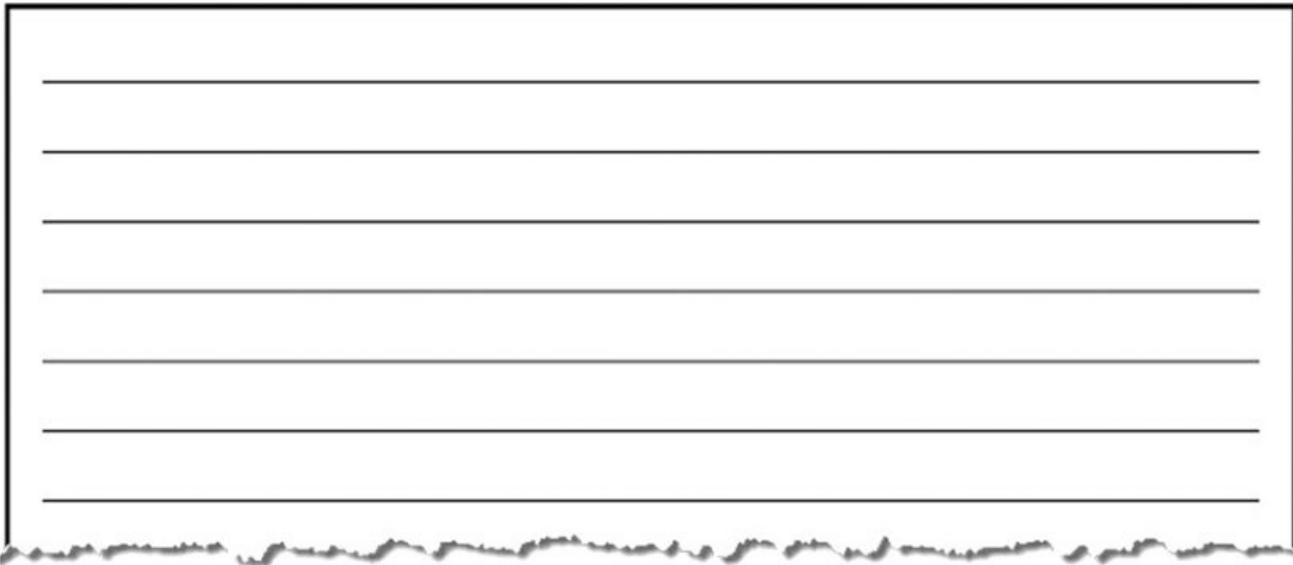
Writer's Checklist

Be sure to:

- Introduce your opinion.
- Support your opinion with reasons and details from the passages.
- Give your reasons and details in a clear order.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Have a strong conclusion that supports your opinion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your opinion piece on your answer document. Refer to the Writer's Checklist as you write and proofread your piece.

5. Writing Task (Write your piece here.)



Scoring Guide

Item 5 Information

<p>Standards: ELAGSE3W1. Write opinion pieces on topics or texts, supporting a point of view with reasons. ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE3L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Item Depth of Knowledge: 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Opinion Genre

Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence <i>This trait examines the writer’s ability to effectively establish a point of view and to support the opinion with reasons from the text(s) read. The writer must form an opinion from the text(s) in his/her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.</i></p>	4	<p><i>The student’s response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces a topic and clearly states an opinion • Creates an effective organizational structure to group reasons • Provides clear, relevant reasons to support the opinion • Uses linking words and phrases effectively to connect opinions and reasons • Provides a strong concluding statement or section
	3	<p><i>The student’s response is a complete opinion piece that examines a topic and supports a point of view based on text.</i></p> <ul style="list-style-type: none"> • Introduces a topic and states an opinion • Provides some organizational structure to group reasons • Provides reasons to support an opinion • Uses some linking words to connect opinion and reasons • Provides a concluding statement or section
	2	<p><i>The student’s response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic and state an opinion • Attempts to provide some organization, but structure sometimes impedes the reader • Attempts to provide reasons that sometimes support the opinion • Uses few linking words to connect opinions and reasons; connections are not always clear • Provides a weak concluding statement or section
	1	<p><i>The student’s response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.</i></p> <ul style="list-style-type: none"> • May not introduce a topic or state an opinion • May not have any organizational structure evident • May not provide reasons to support the opinion • May not use linking words to connect opinion and reasons • Provides a minimal or no concluding statement or section
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Opinion Genre

Writing Trait	Points	Criteria
<p>Language Usage and Conventions <i>This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i></p>	3	<p><i>The student’s response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has clear and complete sentence structure, with appropriate range and variety • Shows knowledge of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	<p><i>The student’s response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	<p><i>The student’s response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart for those standards that need continued attention beyond the grade in which they were introduced.

STUDENT RESPONSES

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:



Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. **Type your answer in the space provided.**

I think it is better to give than receive because when you do people feel that you really love and care for them. Also they might just bring you a gift back. When you receive yes it would be great to get, but if you give maybe others will see how generous you are and want to give you a gift. Its all about showing people that you care a lot.

In the first story giving makes people happy and some people need to be happy. You could give to the sick or shut ins or even the elderly in the nursing homes. You don't have to give them a 4-wheeler or a masion just a card or something to show that you love them. "It pays to give" like if you give me a card I would buy you a puppy in return. Giving is fun and good. Just a thing to show you care, love, and want to be kind. I like the warmness and love you get when you give.

I would say that I like to receive, but I would be greed if I only wanted to recieve. Reviving is the first step for giving. When you give you receive. Just to be kind. You don't have to know the person. One time my mom sent 5 people a card with a dollar inside. Like I said it doesn't have to be an 18-wheeler or a iphone. You just give to show you care.

Please give at least once in a while and show passion, kindness, and love.

DOC: 4

- The student effectively introduces the topic and clearly states an opinion (“I think it is better to give than receive because when you do people feel that you really love and care for them”).
- An effective organizational structure is used to group reasons. After the topic is introduced, the student discusses giving, then receiving and giving, followed by the conclusion.
- Clear, relevant reasons are used to support the author’s opinion that it is better to give than to receive (“giving makes people happy;” “I would be greed if I only wanted to receive;” “You just give to show you care”).
- Linking words are used to connect reasons (“In the first story;” “I would say;” “One time”).
- A strong concluding statement is present that summarizes the student’s opinion (“Please give at least once in a while and show passion, kindness, and love”).

LUC: 3

- The response has a clear and complete sentence structure with appropriate range and variety. Use of complex sentences adds sufficient variety to the response.
- Errors, predominantly in spelling and usage, do not interfere with the intended meaning.

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:



Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. **Type your answer in the space provided.**

Giving

I think giving is the best. First if you give you get something in return. Also when you give it makes that person happy. Next, when you makes someone happy, you get happy to see them happy. Also when you give something to a person they get happy and just want to hug you. Who doesn't like hugs? Am I right! Like it said in the passage "It pays to give!" Also it said "Giving makes you a better person." If you only think about yourself people will think your selfish. Then, if they think your selfish they might want to do nothing with you or for you. That's why you should think of what to do before you do it. So if you start thinking about yourself remember what could happen. Last if you get someone in trouble and they get mad you, go to the store and buy them a gift they like. That would make them happy. They'll think "Aw she's trying to make me happy." I'm not going to be mad at her again, or him" You can give them a hug and they'll hug you in return. Giving is kind of like a birthday. If someone gives you a present, they'll get a card in return. They gift is a nice card, saying how much they love the gift and their playing with it or wearing hit. They would love the card, you would love the gift. That's why I think giving is the best. The end.

DOC: 4

- The response clearly states an opinion (“I think giving is the best”) in the first sentence before going on to introduce the topic in more depth with a list of reasons that are used as a guide for the development of the essay.
- The student creates an effective organizational structure. The introduction states the opinion and lays out several reasons in support of the opinion that are developed in greater depth, though not in order, in the body. The conclusion restates the opinion.
- The response provides reasons to support the opinion presented (“when you give something to a person they get happy and just want to hug you,” “Like it said in the passage ‘It pays to give!’” “If you only think about yourself people will think your selfish,” “If someone gives you a present, they’ll get a card in return”).
- The student uses linking words to connect ideas (“Also,” “So,” “Last”).
- The student provides a concluding statement that restates the opinion (“That’s why I think giving is the best. The end”).

LUC: 3

- The response has a clear and complete sentence structure with appropriate range and variety. Use of complex sentences adds sufficient variety to the response.
- Infrequent minor errors in spelling, usage, and conventions do not interfere with the intended meaning.

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:



Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. **Type your answer in the space provided.**

I think it is better to get something than to give something. With giving you have to do a lot of work. I'd rather not do all that work and thinking and feel the excitement of opening a gift. When you give you have to think too much about what someone wants. What if you get them a doopicete or a gift they don't want? They will hate you forever! While giving may lead to people giving you gifts I'd rather get gifts than give even if it seems selfish! Its fun to guess what is on the inside of a gift box because it could be anything The author of Receiving Is Fun talks say, "Nothing beats the joy of opening a wrapped present. You never know whats on the inside."

Also, gifts show you that you are loved. The author of Receiving Is Fun thinks that gifts show you how much a person cares. If someone cares about me, I probably care about them too. If everyone got gifts I think the world would be a better place because more people would care about other people and feel loved.

I agree its better to receive than it is to give. Both passages are good and give very good supporting reason, but I think receiving is much better than giving. This how I prove that receiving is better.

DOC: 4

- The response effectively introduces the topic and clearly states an opinion (“I think it is better to get something than to give something”).
- The student creates an effective organizational structure by establishing the opinion, discussing the cons of giving, discussing the pros of receiving, and following with a conclusion.
- The student provides clear, relevant reasons to support the opinion (“What if you get them a doopicete or a gift they don’t want?” “Its fun to guess what is on the inside of a gift box,” “gifts show you that you are loved”).
- The response uses linking words and phrases to connect opinions and reasons (“Also,” “The author of Receiving Is Fun thinks . . .”).
- The student provides a strong concluding section (“This how I prove that receiving is better”).

LUC: 3

- The response has clear and complete sentence structure with appropriate range and variety. Sentence lengths are varied, and the student uses simple, compound, and complex sentences.
- Errors do not interfere with meaning. Frequent and commonly used words are spelled correctly, titles are capitalized, quotes are used correctly, and correct comma use is demonstrated.

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 2

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. Write your answer on the lines on your answer document.

Do you ever think about giving?
 In my opinion I think it's better to give. I think it's better to give because it makes you and the other person happy. It's also better to give because your caring for others when you give not just caring for yourself. It can be fun picking the present out for your best friend. It's also fun picking out the wrapping paper or a bag to wrap it. Think of how you

feel when you get something. That's how they feel when they get something from you. When you give it makes you a nice person. Giving to others makes them feel special. When you do something nice for them it makes them want to do something nice for you. Some people think you might be selfish by just receiving not giving because your not even caring for people your just keeping every thing to your self. Even if you receive, it pays to give.

DOC: 3

- The topic is introduced and the opinion is stated (“Do you ever think about giving? In my opinion I think it’s better to give”).
- Some organizational structure is provided to group reasons as a list of related reasons that clearly progress from the introduction to the conclusion.
- The student provides several reasons to support the opinion; however, most of them are not exceedingly developed (“It makes you and the other person happy;” “It can be fun picking the present out . . . picking out the wrapping paper;” “Think of how you feel when you get something. That’s how they feel when they get something”).
- The response uses some linking words to connect opinions and reasons (“It’s also;” “Even if”).
- The student provides a concluding statement (“Even if you receive, it pays to give”).

LUC: 2

- Though correct, the repetitive sentence structure does not demonstrate appropriate range and variety (“It can be fun picking the present out for your best friend. It’s also fun picking out the wrapping paper”).
- Errors in spelling and usage (“becaus;” “your caring for;” “your not even caring”) do not have any significant impact on intended meaning.

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:



Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 2

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. **Type your answer in the space provided.**

I think "The Gift of giving" is the most important gift. There is nothing better than to give back to others, Weather its an animal, a person, or even a plant. You can give so many Ways. Some people give back to a whole community.

I think you should give, because when you give you are happy and the person you are giving the gift to is happy. Its a win-win which is always good. Giving makes you look like a nice person and looking nice is important in life. If you give you may get something in return. You always remember who give you gifts. Specially gifts that mean alot to you. If you do you should give a thank-you gift maybe a card or a treat. I think receiving a gift is only fun on Birthdays or other speacail acasions. I thing some people like presents and want to give back but don't really like to give they thing getting gifts is always good. They look selfish. I think we shold Give more than receive so that we look nice and not selfish.

DOC: 3

- The first paragraph introduces a topic and states an opinion (“I think ‘The Gift of giving’ is the most important gift. There is nothing better than to give back to others”).
- An organizational structure is present that groups reasons. The student introduces the topic and opinion before explaining some different options for giving back to others. The student builds a case that giving makes you look nice. The focus then shifts to receiving gifts. The benefits are briefly discussed before the student discusses how receiving can make you look selfish.
- Reasons are provided to support the opinion (“if you do you should give a thank-you gift,” “when you give you are happy and the person you are giving the gift to is happy”).
- The response uses some linking words to connect opinions and reasons.
- A concluding statement is present (“I think we shold Give more than receive so that we look nice and not selfish”).

LUC: 2

- Most sentences are complete; however, some attempts at more advanced structures and style result in run-ons (“I thing some people like presents . . . getting gifts is always good”) and fragments (“Specially gifts that mean alot to you”).
- Minor errors in spelling, usage, and conventions are present (“‘The Gift of giving,’” “Weather its,” “so many Ways,” “speacail acasions,” “I thing”); however, they have no significant effect on meaning.

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:



Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 2

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. **Type your answer in the space provided.**

I think that giving is better because you can make people feel better in all different kinds of ways. Giving is a good thing to do. Like if you receive a gift you feel good that's how other people feel when you give a gift to them. If you give a gift to someone you might get one. Some people think that revieveing is better but people have different opinons and I like giving better. I would feel good if I donated to a foster home it would make me feel good because I was giving. If I help donate can foods I feel good and I'm giving. Giving is fun you don't have to pay money you can give someone your old clothes and your giving. Giving is like being nice. You can say kind words to someone who needs to know someone cares. If you were the one receiving the gift you would feel loved and like you have a friend. Giving is being kind that is why I like giving.

DOC: 3

- The student introduces a topic and states an opinion (“think that giving is better because you can make people feel better in all different kinds of ways”).
- The student provides some organizational structure to group reasons. The opinion and topic are introduced in the first two sentences before the student goes on to discuss why giving is better, followed by ways to give.
- The response provides some complete reasons to support the opinion (“if you receive a gift you feel good that’s how other people feel when you give a gift to them,”“it would make me feel good because I was giving,”“you don’t have to pay money”).
- A concluding statement is present (“Giving is being kind that is why I like giving”).

LUC: 2

- Sentences are somewhat repetitive (“Giving is fun . . .,”“Giving is like . . .,”“Giving is being kind . . .,” “If I . . .,”“If you . . .”). However, there is some attempt at variety of sentence types as the student uses simple and complex sentences. A few attempts at advanced structure result in run-on sentences (“Giving is fun . . . old clothes and your giving”).
- Minor errors in spelling, conventions, and usage do not interfere with meaning (missing internal punctuation, “revieveing,”“opinons”).

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 3

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. Write your answer on the lines on your answer document.

It is better to recieve than to give. I know that is selfish but I had to tell the truth. Giving is nice and all but recieving that is when sparks fly. When I give sometimes I am unhappy because I want the gift that that I am giving. I am a very selfish person in other people's opinion but to myself I am alright.

That is my opinion about giving and recieving. My favorite story was "Recieving Is Fun." I really like that person's point of view. And all of this is my point of view
The End

DOC: 2

- The student attempts to introduce a topic and state an opinion ("It is better to recieve than to give"). The student does slightly lose focus when he or she tries to defend the opinion presented ("I know that is selfish but I had to tell the truth").
- The response attempts to provide some organization, but the progression of ideas seems unbalanced at times. After stating the opinion, the student attempts to defend it and offers a few undeveloped reasons that support the opinion before returning to defend criticism others might have of the author for having that opinion.
- The response attempts to provide reasons that support the opinion; however, they are minimal and oversimplified ("recieving that is when sparks fly," "When I give sometimes I am unhappy because I want the gift that that I am giving").
- A weak concluding section is provided. The student rambles and does little to support the opinion stated in the introduction ("That is my opinion," "I really like that person's point of view. And all of this is my point of view").

LUC: 3

- Clear and complete sentence structure is present with some variety and range demonstrated. The student uses simple and compound sentence structures correctly.
- The few errors that are present do not interfere with meaning.

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. Write your answer on the lines on your answer document.

Well I think the gift of giving is better than reiceveing is fun becuse if you never give things than why should you reiceve things from them. They could be keeping all the stuff they give you for them. That wouldn't be fair to you and its not fair for you too reiceve things if you dont give things. Yeah you get the joy of opening presents but what about them. So I still stick with the gift of giving not reiceving is fun. Giving things can get you reiceving things.

Just remember if you stick with the gift of giving things well you could get even better things back. If you choose reiceving things is fun well thats alright becuse its your opinion. I hope all of you will be happy with what you choose.

DOC: 2

- The response attempts to introduce a topic and state an opinion (“Well I think the gift of giving is better than reiceveing is fun becuse if you never give things than why should you reiceve things from them”).
- There is an attempt at structure; however, the progression of ideas often seems more like a stream of consciousness than an organized essay (“They could be keeping all the stuff . . . That wouldn’t be fair . . . you get the joy of opening presents but what about them. So I still stick with the gift of giving . . . you could get even better things back”).
- The student attempts to provide reasons that sometimes support the opinion (“its not fair for you too reiceve things if you don’t give things,” “. . . but what about them,” “get even better things back”).

LUC: 2

- The response has mostly complete sentences with some variety. A few awkward structures are present.
- Minor errors in spelling and conventions have no significant effect on the meaning (“becuse if you never give things than why . . .”). Capitalization is missing at the beginning of sentences and titles, and internal punctuation is missing.

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. **Type your answer in the space provided.**

I think it is beter to recive than to give because you can have a nice suprise. Another reason I like to recive is because it makes you happy when you get something you really like. Another reason is that when you are happy with what you get it makes The person who gave the present to you happy. When you get the present there is usually a card. The card can make you lagh or just really happy.

DOC: 2

- The student attempts to introduce a topic and state an opinion (“I think it is beter to recive than to give because you can have a nice suprise”).
- Some organization is attempted as the student has listed several ideas to support the opinion. However, the response reads increasingly more like a stream of consciousness as it progresses (“it makes The person who gave the present to you happy . . . there is usually a card . . . The card can make you lagh”).
- The response attempts to provide reasons that sometimes support the opinion, though many of the reasons presented seem repetitive and oversimplified (“nice suprise,” “makes you happy,” “when you are happy . . . it makes The person who gave the present to you happy,” “The card can make you lagh or just really happy”).
- One linking phrase is used throughout to connect reasons (“Another reason”).
- There is no attempt at a conclusion.

LUC: 2

- Sentences are complete but lacking in range and variety. Structure is very repetitive (“Another reason . . .”).
- Minor errors in usage and conventions have no significant effect on meaning (“beter to recive,” “suprise,” “it makes The person who gave the present to you,” “lagh”).

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:

Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. Write your answer on the lines on your answer document.

I think gifts is for giving is better because lik it show loveing but giveing then, a gift but giving a gift to some body you give it to then that means they care about you.

DOC: 1

- The student makes a weak attempt to state an opinion (“I think gifts is for giving is better”).
- The response is too brief to indicate organizational structure. The ideas that are present are fairly confusing.
- The student provides one reason to support the opinion (“giving a gift to some body you give it to then that means they care about you”).

LUC: 1

- The response is a run-on sentence demonstrating no command of sentence structure.
- Frequent errors interfere with meaning (“lik it show loveing,” “giveing then, a gift”).

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:

Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. **Write your answer on the lines on your answer document.**

I think Idea receiving is Fun is
 the Joy OF wrapped Presents.
 My opinion about which Idea I think
 is better is Some PePole think
 It's better to give then
 receive.

DOC: 1

- The student does not introduce a topic. A confusing opinion emerges at the end (“Some PePole think it’s better to give then receive”).
- No organizational structure is evident.
- The response does not provide reasons to support the opinion. Some of the information included seems random and unconnected to the opinion (“the Joy of wrapped Presents”).

LUC: 1

- Sentence structure is confusing and incorrect (“I think idea receiving is Fun is the Joy of wrapped Presents”).
- Errors in usage and conventions do not interfere with meaning (“I think Idea receiving,” “Some PePole,” “give then receive”). However, the response is too brief to demonstrate command of conventions and usage.

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:



Idea Development, Organization, and Coherence: 1
Language Usage and Conventions: 1

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. **Type your answer in the space provided.**

I think that give is better then to receive. Because if yo give people well repzent your giveness.

DOC: 1

- The student attempts to state an opinion (“I think that give is better then to receive”).
- The response is too brief to demonstrate organizational structure.
- Reasons presented are minimal and do not support the opinion (“if yo give people well repzent your giveness”).
- No attempt at linking words or a conclusion is made.

LUC: 1

- The response consists of a complete simple sentence and a fragment. This does not demonstrate appropriate range and variety.
- Errors are present and do not interfere with meaning (“if yo give people well repzent your giveness”). However, the response is too brief to demonstrate command of conventions and usage.

END OF SAMPLER
QUESTIONS

