

Georgia Milestones

Assessment System

A graphic featuring a black graduation cap with a red tassel, a rolled-up diploma with a red ribbon, and a white path that winds through a grey silhouette of the state of Georgia.

Grade 8

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

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

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READING AND EVIDENCE-BASED WRITING ITEM OVERVIEW

The Georgia Milestones Grade 8 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 argumentative essay or an informative/explanatory essay 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. Argumentative prompts ask students to respond to a question in a well-developed argumentative essay that presents an opinion and supports claims with clear reasons and relevant evidence 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 8 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 argumentative essay or an informative/explanatory essay. 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 informational/explanatory essay.

Before you begin writing your informational/explanatory essay, 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 informational/explanatory essay about how a student might organize a successful fundraiser.

These are the titles of the passages you will read:

1. Thinking up a Storm
2. The Teamwork Trap

Thinking up a Storm

Tucker and Anita need to decide on the topic of their upcoming science project. Both are feeling stuck because they are having a hard time coming up with workable ideas. Anita wisely suggests that they just start writing down all the ideas that come into their heads, however seemingly silly or unusable. From their list, Tucker points out that they actually have a few really great proposals.

In this scenario, Anita and Tucker made use of a brainstorming technique. Brainstorming is valuable when a creative idea is needed and ideas are difficult to generate. One begins the process by throwing out as many ideas as possible—even some that seem crazy. Sometimes the perfect idea comes straight from that list, or sometimes that list just leads to other ideas.

There are certain things to consider when brainstorming for a project. First, set the tone by reminding people not to criticize anyone’s ideas so that no one feels uncomfortable giving wild suggestions, which can sometimes turn out to be the best ones. Next, try out several brainstorming tools and see which works most effectively. For example, try having everyone write ideas down individually and then compare thoughts aloud. Another option is to start by using a “brain dumping” technique, where you simply write every thought that comes into your head for five minutes, no matter how unrelated to the topic it may seem.

A more extreme method of brainstorming is called “reversing,” which starts by taking a thought and reversing it. For example, the question of “What is the best way to build this website?” would be reversed and turned into “What is the worst way to build this website?” An outside-the-box question such as this fuels the imagination. Then some of the bad ideas can inspire a great idea that would not have been considered using a more traditional brainstorming method.

However you choose to start, the important thing is to play around with ideas until some start to stick. Be creative, be wacky, and have fun with the topic. If you remember that no thought is a wasted thought while brainstorming, you can find some truly imaginative solutions.

The Teamwork Trap

A fairly common thought is that if everyone else thinks something is the best idea, then it must be the best idea. This is a prime example of a phenomenon known as “groupthink.” Groupthink often occurs when members of a team attempt to make a decision or solve a problem. The problem with groupthink is that group members start to overvalue unity and hesitate to oppose popular opinion. The negative result is that alternate ideas are not even considered and flaws in the popular plan are not discussed.

However, what are the causes of groupthink? It often occurs when there is a persuasive leader with whom the other group members always want to agree. Sometimes there is the illusion of unanimity, or the belief that everyone else is in agreement already, so you should be too. Another cause of groupthink is when people feel they will be criticized for their opinions. The result of this attitude is that no one wants to think too creatively. Too much confidence can even be a cause. If everyone is so positive that an idea will succeed, they will not likely explore alternatives to that idea. Furthermore, many people simply want to be agreeable so that they are accepted and liked by the group.

The problem with this mindset is that it often yields poor results. For instance, suppose no one wants to argue with the leader that their group essay is not being written well, and so all students end up receiving a bad grade. At its worst, groupthink can be a trap that produces disastrous outcomes. One example occurred in 1986 when the Challenger space shuttle exploded before ever making it out of Earth’s atmosphere. It was revealed later that a few members of the group who designed the shuttle knew that a few parts were not quite right. Due to a groupthink mentality, none of them spoke up before the shuttle launched.

Ultimately, a group needs to make a decision to value and listen to everyone’s opinions in order to avoid groupthink. Groups that learn to brainstorm well together often avoid a group mentality, and this is when the best ideas tend to thrive.

ITEM 1: SELECTED-RESPONSE

1. Which sentence from “Thinking up a Storm” BEST supports the conclusion that, when brainstorming, even suggestions that seem unworkable can be helpful?
 - A. Anita wisely suggests that they just start writing down all the ideas that come into their heads, however seemingly silly or unusable.
 - B. Brainstorming is valuable when a creative idea is needed and ideas are difficult to generate.
 - C. Next, try out several brainstorming tools and see which works most effectively.
 - D. Then some of the bad ideas can inspire a great idea that would not have been considered using a more traditional brainstorming method.

ITEM 2: SELECTED-RESPONSE

2. Which sentence from “The Teamwork Trap” BEST supports the conclusion that groupthink can have negative results?
 - A. It often occurs when there is a persuasive leader with whom the other group members always want to agree.
 - B. Furthermore, many people simply want to be agreeable so that they are accepted and liked by the group.
 - C. For instance, suppose no one wants to argue with the leader that their group essay is not being written well, and so all students end up receiving a bad grade.
 - D. Ultimately, a group needs to make a decision to value and listen to everyone’s opinions in order to avoid groupthink.

ITEM 3: SELECTED-RESPONSE

3. Which of these BEST expresses the central ideas of each individual passage?
 - A. Brainstorming can lead to original ideas.
Groupthink can lead to poor results.
 - B. Brainstorming depends upon reversing ideas.
Groupthink creates overconfidence.
 - C. Brainstorming requires more than one person.
Groupthink discourages creativity.
 - D. Brainstorming helps create strong work relationships.
Groupthink interferes with work performance.

Scoring Guide

Items 1–3 Information

Item	Standard	DOK	Key
1	ELAGSE8RI1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	2	D
2	ELAGSE8RI1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	2	C
3	ELAGSE8RI2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	2	A

ITEM 4: CONSTRUCTED-RESPONSE

ELAGSE8RI8



4. Explain whether or not the authors of the passages successfully support their arguments.

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

Scoring Guide

Item 4 Information

<p>Standard: ELAGSE8RI8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</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 delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and evidence is relevant and sufficient.</i></p> <ul style="list-style-type: none"> • Provides an adequate explanation of whether or not the authors of the passages successfully support their arguments. • Includes specific, relevant examples/details from both passages for support. <p><u>Exemplar Response:</u> <i>The response provides an accurate, text-based explanation of whether or not the authors of the passages successfully support their arguments (e.g., “The authors of both passages support their arguments successfully by using many well-developed examples specific to their purpose. The first author lists examples of brainstorming techniques while the second passage attempts to integrate a real-world example”) and includes specific, relevant textual evidence for support (e.g., “ ‘Thinking up a Storm’ discusses the techniques of braindumping, where you write everything you think of in a period of time down no matter how unrelated it may be, and reversing, where you find the worst way to do something and then improve upon it. The author explains how these techniques lead to good ideas when used in a group setting. ‘The Teamwork Trap’ attempts to show the dangers of developing ideas in a group, discusses the negative effects of ‘groupthink,’ and even provides the example of the Challenger disaster where groupthink led to a tragic outcome”).</i></p>
1	<p><i>The response gives limited evidence of the ability to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and evidence is relevant and sufficient.</i></p> <ul style="list-style-type: none"> • Provides a weak explanation of whether or not the author(s) of the passage(s) successfully support their argument(s). • 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 passage(s) of whether or not the author(s) of the passage(s) successfully support their argument(s), without including relevant examples/details from either passage for support. <p>OR</p> <ul style="list-style-type: none"> • Includes relevant examples/details from the passage(s) that imply an explanation of whether or not the author(s) of the passage(s) successfully support their argument(s), without explicitly explaining whether their arguments are supported.
0	<p><i>The response gives no evidence of the ability to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and evidence is relevant and sufficient.</i></p> <ul style="list-style-type: none"> • Provides no explanation of whether or not the author of either passage successfully supports his or her argument. • Includes no relevant examples/details from the passages that imply an explanation of whether or not the author of either passage successfully supports his or her argument.

STUDENT RESPONSES

ELAGSE8RI8

Response Score: 2 points



4. Explain whether or not the authors of the passages successfully support their arguments.

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

The author in both passages successfully support their arguments. The author’s claim for “Thinking up a Storm” is that brainstorming is an effective way to come up with ideas. They supported their argument that brainstorming helps the creative process by stating “Brainstorming is valuable when a creative idea is needed and ideas are difficult to generate” and “Sometimes the perfect idea comes from that list” before going on to talk about how even bad ideas can lead to good ideas. The author’s claim for “The Teamwork Trap” is that Groupthink is not an effective way to come up with ideas. They supported their argument by stating “The problem with groupthink is that group members start to overvalue unity and hesitate to oppose popular opinion.” The author then provides a real life example of where overvaluing unity led to tragedy to prove the point.

- The response provides an adequate explanation of whether or not the authors of the passages successfully support their arguments (“both passages successfully support their arguments,” “They supported their argument that brainstorming helps the creative process by stating . . .,” “Groupthink is not an effective way to come up with ideas,” “provides a real life example”).
- The response includes specific and relevant evidence from both passages for support (Thinking up a Storm—“ ‘Brainstorming is valuable when a creative idea is needed and ideas are difficult to generate,’ ” “ ‘Sometimes the perfect idea comes from that list,’ ” “ ‘bad ideas can lead to good ideas.’ ” The Teamwork Trap—“ ‘The problem with groupthink is that group members start to overvalue unity and hesitate to oppose popular opinion’ ”).

ELAGSE8RI8

Response Score: 2 points



4. Explain whether or not the authors of the passages successfully support their arguments.

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

The authors of both passages “Thinking Up a Storm” and “The Teamwork Trap” Successfully support their arguments with clear facts and examples. In the passage “Thinking Up a Storm,” the author informs the reader how brainstorming ideas is an efficient way to solve a problem and the different tools you can use to come up with the best possible answer. The text explains that brainstorming is “the process of throwing out as many ideas as possible even some that seem crazy.” This is the essential idea of brainstorming; however, there are many ways that a group can discuss or evaluate their ideas. For example, you can use the brain dumping technique which is when “you simply write every idea that comes into your head,” according to the text. By showing these techniques and explaining the idea of brain storming, the author has successfully supported their argument. The author of “The Teamwork Trap” also supported his or her argument that “groupthink” has many negative effects. Groupthink is when everyone agrees with an idea or topic without weighing the other options. The problems of group think are that “group members start to over value unity and hesitate to oppose popular vote,” explains the text. Doing this process can lead to poor results and the author gives an example in the passage of what might happen if group members don’t share their thoughts. Because of these examples of effects and causes, the author of this text also successfully supported their argument.

- The response provides an adequate explanation of whether or not the authors of the passages successfully support their arguments (“the author informs the reader how brainstorming ideas is an efficient way to solve a problem and the different tools you can use;” “By showing these techniques and explaining the idea of brain storming, the author has successfully supported their argument;” “The author of ‘The Teamwork Trap’ also supported his or her argument;” “Because of these examples of effects and causes, the author of this text also successfully supported their argument”).
- The response includes specific and relevant evidence from both passages for support (Thinking up a Storm—“there are many ways that a group can discuss or evaluate their ideas;” “brainstorming is ‘the process of throwing out as many ideas as possible even some that seem crazy;’” “brain dumping . . . is when ‘you simply write every idea that comes into your head.’” The Teamwork Trap—“‘group members start to over value unity and hesitate to oppose popular vote;’” “Doing this process can lead to poor results”).

ELAGSE8RI8

Response Score: 2 points



4. Explain whether or not the authors of the passages successfully support their arguments.

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

In “Thinking up a Storm” they really did support their arguments by giving a lot of details and telling a story. They gave details and examples as to why brainstorming is important. They also tell you not to criticize anyone ideas because all idea can lead to great ideas. They told a story about Anita and Tucker to show you how to apply the strategies. However Passage 2 didn’t fully support theirs. They told us what groupthink was and vaguely discussed bad effects it can have on a project. They only gave one example, but didn’t go into detail about the space shuttle how the space shuttle had dangerous parts and no one wanted to speak up because of groupthink.

- The response provides an adequate explanation of whether or not the authors of the passages successfully support their arguments (“In ‘Thinking up a Storm’ they really did support their arguments by giving a lot of details and telling a story” and “Passage 2 didn’t fully support theirs. They told us what groupthink was and vaguely discussed bad effects it can have on a project”).
- The response includes specific and relevant evidence from both passages for support (Thinking up a Storm—“They also tell you not to criticize anyone ideas because all idea can lead to great ideas. They told a story about Anita and Tucker to show you how to apply the strategies.” The Teamwork Trap—“They only gave one example, but didn’t go into detail about the space shuttle how the space shuttle had dangerous parts and no one wanted to speak up because of groupthink”).

ELAGSE8RI8

Response Score: 1 point



4. Explain whether or not the authors of the passages successfully support their arguments.

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

The authors of both passages support their argument. In “Thinking up a Storm”, it states that every idea thought should be considered and tells reasons why. And in “The Teamwork Trap”, it explains how people hold back ideas because they are scared other people won’t like them. The author uses a real life example of when the space ship exploded and how some people new some parts weren’t right, but due to the groupthink mentality, none of them spoke up.

- The response provides a weak explanation of whether or not the authors of the passages successfully supported their arguments. The student never explains what the authors’ arguments are, only that their arguments are effective (“The authors of both passages support their argument,” “tells reasons why,” “The author uses a real life example”).
- A single limited and vague detail from Thinking up a Storm is included for support (“every idea thought should be considered”). Details from The Teamwork Trap, while not overly specific, are relevant and sufficient (“people hold back ideas because they are scared other people won’t like them,” “the space ship exploded and how some people new some parts weren’t right”).

ELAGSE8RI8

Response Score: 1 point



4. Explain whether or not the authors of the passages successfully support their arguments.

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

The author of “The Teamwork Trap” most effectively supports their argument. The author thinks that group work always turns out bad. She says that groupthink often harms creativity because people don’t want to share ideas because they don’t want to feel like they’re not popular in the group. The author also believes that a strong leader will force others to like his idea even if it isn’t the best one. Good ideas are lost because people are too scared. The author goes on to prove her point with a real life example about how people working on the space shuttle didn’t want to be unpopular and say parts weren’t quite right. Because they didn’t mention their idea, the ship blew up.

- The response provides a weak explanation of whether or not the author of the passage successfully supports his or her argument. The student only addresses the effectiveness of the second passage (“group work always turns out bad,” “The author goes on to prove her point with a real life example”).
- There is only an attempt to provide details from one passage; however, those details are fairly specific (“people don’t want to share ideas because they don’t want to feel like they’re not popular in the group,” “Good ideas are lost because people are too scared,” “the ship blew up”).

ELAGSE8RI8

Response Score: 1 point



4. Explain whether or not the authors of the passages successfully support their arguments.

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

The author in both passages support their arguments. The author in “Thinking up a Storm” supported his argument that brainstorming is good because he explained how and why different ways of brainstorming can help people working in groups. He goes into a lot of detail about the different ways and how you do them and how they help people. The author of “The Teamwork Trap” supported his argument that brainstorming is bad by saying the bad things that can happen when you work with a group of people and giving an example of a time when the problems of working in a group had a bad ending.

- The response provides a credible explanation based on the passages of whether or not the authors successfully support their arguments (“The author in both passages support their arguments,” “he explained how and why different ways of brainstorming can help people working in groups. He goes into a lot of detail,” “supported his argument that brainstorming is bad by . . . giving an example of a time when the problems of working in a group had a bad ending”).
- While the response alludes to information from the passages, there are no relevant details included from either passage.

ELAGSE8RI8

Response Score: 1 point



4. Explain whether or not the authors of the passages successfully support their arguments.

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

Both passages talked about the importance of speaking your mind. Thinking up a storm talked about how “no thought is a wasted thought” and finding the worst way to do something can help a group do their best. This was a much more positive attitude to take than The Teamwork trap. This author talks about how groupwork doesn’t let people speak their minds which leads to bad things by saying things like “group members start to overvalue unity” and how no one wants to speak their mind in a group because they don’t want people to hate their ideas. He provides an example of how people working on a space shuttle knew it had bad parts and didn’t want to go against the group. Then the shuttle crashed and it was bad.

- Relevant details from the passages imply an explanation of whether or not the authors of the passages successfully supported their arguments.
- The response says that “Both passages talked about the importance of speaking your mind” and then provides supporting details that tie back into that statement (Thinking up a Storm—“no thought is a wasted thought.” The Teamwork Trap—“This author talks about how groupwork doesn’t let people speak their minds which leads to bad things,” “people working on a space shuttle knew it had bad parts and didn’t want to go against the group. Then the shuttle crashed and it was bad”).
- References to stating the positive and negative sides of the topic help the reader to infer an explanation of effectiveness.

ELAGSE8RI8

Response Score: 0 points



4. Explain whether or not the authors of the passages successfully support their arguments.

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

The author is correct on saying that brainstorming can produce original ideas, and that groupthink could have very negative results. Working in a group is fun.

- The response provides a summary of the main points of both authors without offering an explanation of the effectiveness of either passage.
- There are no relevant details included from either passage.

ELAGSE8RI8

Response Score: 0 points



4. Explain whether or not the authors of the passages successfully support their arguments.

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

Both passages, “Thinking up a Storm” and “The Teamwork Trap” support their arguments. Each passage has there differences on how brainstorming are different from their point of view. They both talk about groups.

- The response states that both passages support their arguments but does not provide any explanation of how it is actually achieved.
- There are no relevant details included from either passage.

ELAGSE8RI8

Response Score: 0 points



4. Explain whether or not the authors of the passages successfully support their arguments.

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

The authors in both passages did not support their arguments. The authors of thinking up a storm and Teamwork Trap had no evidence. They could have made up the information just to get what they want. The authors did not support their arguments. This is all based on opinion because no information was given to support their claim.

- The response states that both passages do not support their arguments but provides invalid reasoning that is not based on the text as their explanation.
- There are no relevant details included from either passage.

ITEM 5: EXTENDED WRITING-RESPONSE

WRITING TASK

There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an **informational/explanatory essay** explaining what leaders should consider to encourage successful group problem solving.

Be sure to use information from BOTH passages in your **informational/explanatory essay**.

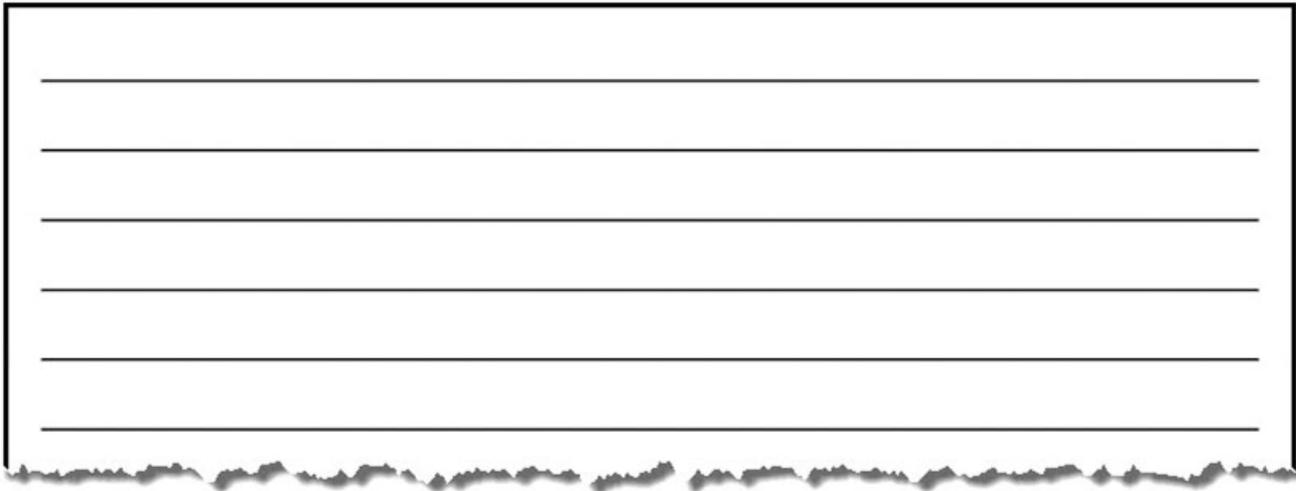
Writer's Checklist

Be sure to:

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages. 7/17/20
- Use appropriate and varied transitions to connect ideas and to clarify the relationships among ideas and concepts.
- Use clear language and vocabulary.
- Establish and maintain a formal style.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your informational/explanatory essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.

5. Writing Task (Write your essay here.)



Scoring Guide

Item 5 Information

<p>Standards: ELAGSE8W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ELAGSE8L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE8L2. 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 Informational/Explanatory Genre

Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence <i>This trait examines the writer’s ability to effectively establish a controlling idea, support the idea with evidence from the text(s) read, and elaborate on the idea with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from the text[s] read) in order to create cohesion for an informative/explanatory essay.</i></p>	4	<p><i>The student’s response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces a topic • Effectively develops the topic with multiple, relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic • Effectively organizes ideas, concepts, and information using various strategies such as definition, classification, comparison/contrast, and cause/effect • Effectively uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts • Uses precise language and domain-specific vocabulary to inform about or explain the topic • Establishes and maintains a formal style • Provides a strong concluding statement or section that follows from and supports the information or explanation presented
	3	<p><i>The student’s response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a topic • Develops the topic with a few facts, definitions, concrete details, quotations, or other information and examples • Generally organizes ideas, concepts, and information • Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear • Uses some precise language and domain-specific vocabulary to explain the topic • Maintains a formal style, for the most part • Provides a concluding statement or section
	2	<p><i>The student’s response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic • Attempts to develop a topic with too few details • Ineffectively organizes ideas, concepts, and information • Uses few transitions to connect and clarify relationships among ideas • Uses limited language and vocabulary that does not inform or explain the topic • Uses a formal style inconsistently or uses an informal style • Provides a weak concluding statement or section
	1	<p><i>The student’s response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • May not introduce a topic or topic is unclear • May not develop a topic • May be too brief to group any related ideas together • May not use any linking words to connect ideas • Uses vague, ambiguous, or repetitive language • Uses a very informal style • Provides a minimal or no concluding statement or section

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre (continued)

Writing Trait	Points	Criteria
	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 Informational/Explanatory 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"> • Effectively varies sentence patterns for meaning, reader/listener interest, and style • Shows command of language and 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"> • Varies some sentence patterns for meaning, reader/listener interest, and style • Shows some knowledge of language and 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 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

ELAGSE8W2, ELAGSE8L1, ELAGSE8L2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an **informational/explanatory essay** explaining what leaders should consider to encourage successful group problem solving.

Be sure to use information from BOTH passages in your **informational/explanatory essay**. Write your answer on the lines on your answer document.

A group is a unit created for the purpose of doing work. When a group is cohesive, the possibilities of the group as a whole are infinite. When a group is awkward and difficult, there seems to be no way to work. However, the leader of the group is the person that helps to maintain stability and fluidity in the group. Therefore, it is quite important for a leader to know how to promote successful problem solving.

To create a solution to a problem, a group usually brainstorms. When a group brainstorms, it is very advisable that a positive, non-critical atmosphere is created from the beginning of the session. From

this point, ideas can flow. According to "Thinking up a Storm", brainstorming methods such as brain dumping or topic writing help create ideas. An extreme method known as reversing creates an imaginative dialogue and leads to good ideas that spawn from bad ideas.

As ideas flow and some become more ideal or popular, be sure to avoid groupthink. Groupthink is explained as, "If we all think this idea is the best, this idea is truly best." Unfortunately, this can lead to disaster, because some group members may be afraid to challenge or contest the popular yet bad idea. In the passage "The Teamwork Trap", the author gives an actual example of the consequences to groupthink, referencing the space shuttle Challenger explosion in 1986 as well as the later discovery that some designers knew about, but did not call attention to, defective parts prior to liftoff. The designers remained silent due to groupthink, as they did not want to challenge the popular idea.

To avoid disaster, it is best to create an atmosphere where it is okay to create ideas, and is also a safe place to respectfully challenge ideas. In conclusion, a group must function smoothly to efficiently solve a problem. By brainstorming, solutions can be created and build upon each other. Also, by avoiding the dangerous overconfidence or silence of groupthink, the truly best idea can be selected. The next time you lead a group, take into account these ideas to foster successful problemsolving.

DOC: 4

- The topic is effectively introduced (“the leader of the group is the person that helps to maintain stability and fluidity in the group. Therefore, it is quite important for a leader to know how to promote successful problem solving”).
- The topic is fully developed using information and quotes from the source material (“An extreme method known as reversing creates an imaginative dialogue;” “If we all think this idea is the best, this idea is truly best;” “referencing the space shuttle Challenger explosion in 1986”).
- An effective organizational strategy is present. The topic is introduced and brainstorming is discussed, followed by the negatives of groupthink. A conclusion summarizes the ideas from the body and restates the topic.
- Appropriate/varied transitions are used (“However;” “Therefore;” “As ideas flow and some become more ideal or popular, be sure to avoid groupthink;” “In conclusion;” “Also”).
- Precise language and domain-specific vocabulary are used (“by avoiding the dangerous overconfidence or silence of groupthink, the truly best idea can be selected”).
- Formal style is maintained.
- A strong conclusion is provided that restates the main idea and summarizes topics from the body.

LUC: 3

- Effectively varies sentence patterns for meaning, reader interest, and style. Simple and complex sentences are used throughout the response and help to create a smooth, engaging flow.
- The very few errors in conventions and usage have no impact on meaning.

ELAGSE8W2, ELAGSE8L1, ELAGSE8L2

Response Scores:



Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an **informational/explanatory essay** explaining what leaders should consider to encourage successful group problem solving.

Be sure to use information from BOTH passages in your **informational/explanatory essay**. **Type your answer in the space provided.**

Leaders are the very glue that holds a team together. Without them, the team would just fall apart. That is exactly the reason why a leader should do everything in his /her power to ensure that every member of a group feels not only included, but important and equal. If each member of the entire team feels those things, there is no way that a team could not successfully solve any problem that comes their way, no matter how big or small. In order for a team to succeed, no person should feel like they do not belong, like they do not matter. They should feel included.

As a leader, it is their job to keep a vigilant eye for anyone that feels this way or anyone that makes another person feel this way and put a stop to it. If the leader does not, the member of the group will be too afraid to speak up because they feel like “they will be criticized for their opinion” (passage 2 para. 2). Because of this, no one wants to speak up about their ideas, which could effect the group and their idea/decision. To fix this, the leader can “set the tone reminding people not to criticize anyone’s ideas so that no one feels uncomfortable giving wild suggestions” (passage 1 para. 3)

The leader simply cannot let someone not feel included. Equality is something that people have struggled with throughout history. If someone doesn’t feel they are equal, they think their opinions are worthless, “silly, or unusable.” (passage 1. para. 1). Because of this mindset, a valuable, alternative idea that someone might have that is opposed to an idea someone he/she thinks is at a higher popularity than them may not be heard in the group, which can have a negative effect when trying to solve a problem or come to a decision, because all opinion will not be heard or considered. The leader should consider this and set the tone by reminding the group that every opinion matters and every voice will

be heard. If the leader can establish this tone from the beginning, it is almost guaranteed the outcome of a discussion will be much more greater and varied than an outcome of only the people with a higher status speaking their opinion.

In some groups, there are a few people in the group that the rest of the group regards as “more important” or “more valued”. When they give their opinion, no one wants to disagree with them no matter how wrong their judgment seems to be. The other members of the group feel that their opinion compared to the opinion of the higher status members will be unimportant, useless. This is not true. The other members need to feel that their opinions are important, no matter how different they are from the popular opinion, because sometimes the different ideas turn out to be the best ones. The leader needs to reestablish this throughout the group constantly. They should consider that the popular vote isn’t always the right one, and they should be open to “explore alternatives to that idea” (passage para. 2).

The leader should consider all ideas and remember that all ideas and opinions are important and valued. A group’s leader is their most valuable asset. A leader is called a leader for a reason: to lead. If the leader can make everyone in a group feel included, equal, and important, the rest of the group will follow. When this happens, any problem that faces the group will be solved successfully, no doubt.

DOC: 4

- A topic is effectively introduced (“That is exactly the reason why a leader should do everything in his /her power to ensure that every member of a group feels not only included, but important and equal”).
- Development of the response is effective. Relevant facts, details, and quotations from the source material are used (“Equality is something that people have struggled with throughout history. If someone doesn’t feel they are equal, they think their opinions are worthless, ‘silly, or unsuable,’” “Because of this mindset, a valuable, alternative idea that someone might have that is opposed to an idea someone he/she thinks is at a higher popularity than them may not be heard in the group, which can have a negative effect when trying to solve a problem”).
- The organizational structure is effective. After the topic is introduced, the response presents ideas individually before presenting a summative conclusion.
- Varied and appropriate transitions help to clarify the relationships between ideas and create cohesion (“As a leader,” “Because of this,” “In some groups”).
- The response uses precise language/domain-specific vocabulary (“If the leader can establish this tone from the beginning, it is almost guaranteed the outcome of a discussion will be much more greater and varied than an outcome of only the people with a higher status speaking their opinion”).
- Formal style is maintained throughout.
- A strong conclusion is provided.

LUC: 3

- The response effectively varies sentence patterns for meaning, reader interest, and style. A variety of sentence lengths and a mix of simple, compound, and complex sentences enhance readability and help maintain reader interest.
- Errors in spelling/usage have no effect on meaning.

ELAGSE8W2, ELAGSE8L1, ELAGSE8L2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an **informational/explanatory essay** explaining what leaders should consider to encourage successful group problem solving.

Be sure to use information from BOTH passages in your **informational/explanatory essay**. Write your answer on the lines on your answer document.

Often times it is hard for leaders and teachers to encourage groupwork and problem solving. Maybe a project group just can't get along. Maybe a group is writing an essay and can't decide on a topic. However, I believe that with a few tips and tricks, the goals of group problem solving and teamwork can be easily achieved!

It is very important that leaders explain the importance of group problem solving. If groups don't understand this, they could end up using negative methods such as

groupthink. "The problem with groupthink is that group members start to overvalue unity and hesitate to oppose popular opinion." (The Teamwork Trap-1) When this happens "alternate ideas are not even considered" (The Teamwork Trap-1) and negative results come out in the end. Therefore, it is important that leaders stray away from this method.

It is also important for leaders to encourage brainstorming. Perhaps a student is feeling stuck, and cannot come up with any ideas. Then it might be important for them to brainstorm, or write down any ideas they might have. "Brainstorming is valuable when a creative idea is needed and ideas are difficult to generate." (Thinking up a Storm-2) Leaders can even encourage different types of brainstorming, such as "reversing". This is used when you

reverse the topic questions to help generate ideas. Often, it leads to very creative, and correct, answers. So, leaders out there, are you brainstorming about any ideas on how to teach on brainstorming?

There are even other methods, such as "brain dumping" that be an encouragement to success. Brain dumping is a technique "where you simply write every thought that comes into your head for five minutes, no matter how unrelated to the topic it may seem." (Thinking up a Storm-3) This could be fun, and quite easy to encourage. Plus, great ideas may even come from it!

It is important that leaders and teachers consider these ideas and methods so that successful group problem solving can be achieved. Avoiding things such as groupthink is a very important step to this

process. However, using things such as brainstorming, reversing, and even brain dumping can help every group get an A+ on their next project! But leaders and students, always remember this: "Be creative, be wacky and have fun with the topic." (Thinking up a Storm-5)

DOC: 4

- A topic is effectively introduced ("I believe that with a few tips and tricks, the goals of group problem solving and teamwork can be easily achieved!").
- The response is adequately developed, though development is uneven in places. Paragraph 3 is well developed using an example ("Perhaps a student is feeling stuck, and cannot come up with any ideas. Then it might be important for them to brainstorm, or write down any ideas they might have") and a quote from the source material ("Brainstorming is valuable when a creative idea is needed and ideas are difficult to generate"). However, paragraphs 2 and 4 are mainly quoted material with little elaboration.
- An effective organizational structure is present. The introductory paragraph introduces the topic. Each of the three body paragraphs discusses a facet of the topic (the importance of group problem solving, the importance of brainstorming, and alternative brainstorming techniques). The conclusion discusses ideas from the body.
- Appropriate/varied transitions are used ("Therefore," "It is also important," "There are even other methods," "Plus," "However").
- Precise language and domain-specific vocabulary are used ("Leaders can even encourage different types of brainstorming, such as 'reversing'. This is used when you reverse the topic questions to help generate ideas").
- Formal style is maintained.
- A strong conclusion is provided that restates the topic and revisits ideas from the body.

LUC: 3

- Effectively varies sentence patterns for meaning, reader interest, and style. A mix of simple and complex sentences help to improve readability and maintain reader interest.
- The minimal errors present are minor and do not interfere with meaning.

ELAGSE8W2, ELAGSE8L1, ELAGSE8L2

Response Scores:



Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an **informational/explanatory essay** explaining what leaders should consider to encourage successful group problem solving.

Be sure to use information from BOTH passages in your **informational/explanatory essay**. **Type your answer in the space provided.**

Being a leader when a problem comes up is hard, but you have to remember that you need to think before coming up with an idea. To be successful you should dig up all of the good and bad ideas for the problem. You should also listen to and think about what everyone else in the group has to say. Another thing you should think about is that you should never settle on an idea too quickly, and you should work off of other people's ideas.

To have success in your group all of you need to think of some ideas that might or might not work for your problem, like in the passage Thinking up a Storm when Anita and Tucker just start writing any idea that pops into their minds. This technique allows you to get rid of any bad ideas and come up with some good ones. A leader also needs to have two questions to any idea, which are, are there any flaws in this idea, and what are the upsides to this idea. Using these two questions you can find out if an idea is actually a good idea or not. Also when you are leading a group you need to consider everyone's thoughts and feelings towards an idea. You should also let every person in the group have a say on an idea, whether it is their own idea or someone else's idea. A leader also has to make sure that everyone is listening to another's idea, and to make sure to let the person finish their idea before anyone else says something about it. Like in the passage The Teamwork Trap when the author says, that group members start to overvalue unity and hesitate to oppose popular opinion, no one encouraged any other ideas and only a few people actually agreed on the idea. You also have to encourage that everyone talk about an idea even if that person is shy. Furthermore you always have to remember that you cannot just rush through a problem and settle on an idea too quickly without listening to other people's solutions to the problem. As a member or leader of a group you should always work off of someone else's idea to find the absolute best solution to a problem. As a leader you have to encourage people to give all kinds of ideas, and say that it does not matter if someone

thinks that an idea is dumb, an idea is an idea, and this is especially true when you cannot think of any ideas. In the passage Thinking up a Storm it states that, one begins a brainstorming process by throwing out as many ideas as possible even if some are crazy.

In conclusion leading is a task that requires you to not focus on your idea being the best, but rather that you listen to other people's ideas and advice. If you do this than you will be successful in your problem solving. If you and your group work together and brainstorm well than you will find that you will finish the problem with ease. As the passage The Teamwork Trap says, groups that learn to brainstorm well together often avoid a group mentality, and this is when the best ideas tend to thrive.

DOC: 3

- A topic is effectively introduced ("Being a leader when a problem comes up is hard, but you have to remember that you need to think before coming up with an idea").
- The topic is developed using information from the source material ("To have success in your group all of you need to think of some ideas that might or might not work for your problem, like in the passage Thinking up a Storm when Anita and Tucker just start writing any idea that pops into their minds").
- A general organizational structure is present. The introduction states the topic and presents the ideas that will be discussed in the body. The body discusses those ideas in the order presented in the introduction.
- Some transitions are used to clarify and connect the relationships between ideas. However, these do not always clearly establish the relationship ("You should also," "Another thing," "Also," "Furthermore," "In conclusion").
- Precise language and domain-specific vocabulary are used ("In conclusion leading is a task that requires you to not focus on your idea being the best, but rather that you listen to other people's ideas and advice. If you do this than you will be successful in your problem solving").
- Formal style is maintained.
- A conclusion is provided that restates the topic and revisits some ideas from the body.

LUC: 3

- The response effectively uses varied sentence patterns for meaning, reader interest, and style. A mix of compound, complex, and simple sentences are present and help to improve readability.
- Errors in spelling, usage, and conventions do not interfere with meaning.

ELAGSE8W2, ELAGSE8L1, ELAGSE8L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an **informational/explanatory essay** explaining what leaders should consider to encourage successful group problem solving.

Be sure to use information from BOTH passages in your **informational/explanatory essay**. Write your answer on the lines on your answer document.

Group problem solving can either be somewhat tough or really easy. Most of the time, working in groups is really easy. Many groups usually pick leaders to think of the main ideas and be in charge of everything. Working in groups is usually fun and many people work better in groups, but there can always be some problems with that.

The leaders of the groups should let everyone talk and think of ideas as well. Leaders should give everyone a chance to participate and let everyone brainstorm for about 10 minutes. Instead of taking the spotlight and

not letting anyone talk, the leader needs to give everyone a chance to talk and participate in the group. Even if there is a shy person, they should participate too because they could have really good ideas. For example, in "The Teamwork Trap", they said, "...what are the causes of groupthink? It often occurs when there is a persuasive leader with whom the other group members always want to agree." This happens way too often. There will usually always be a group leader that is very persuasive and everyone agrees but their ideas may not be the best. That's why everyone in the group needs to participate.

No matter what you're doing, you should always brainstorm because it helps a lot. Write down anything that comes to your mind, no matter how silly it is or sounds. For example, in "Thinking up a Storm", they said, "Brainstorming is valuable when a creative idea is needed and ideas are difficult to

generate. One begins the process by throwing out as many ideas as possible even some that seem crazy. Sometimes the perfect idea comes straight from that list, or sometimes that list just leads to other ideas." They are trying to say that brainstorming is a very helpful process in anything you do. Brainstorming, especially while working in groups, will help you achieve a better solution.

Working in groups helps people in many things, like coming up with a better solution, improving working skills, and even social skills. Brainstorming with all the members of a group will help a ton. Working in groups does have its down sides, but there are some ways to overcome them.

DOC: 3

- The topic is introduced (“Group problem solving can either be somewhat tough or really easy”).
- The topic is developed with some relevant information from both passages (“For example, in ‘The Teamwork Trap,’ they said ‘. . . what are the causes of groupthink? It often occurs when there is a persuasive leader with whom the other group members always want to agree,’ ‘This happens way too often,’ ‘No matter what you’re doing, you should always brainstorm because it helps a lot. Write down anything that comes to your mind, no matter how silly it is or sounds’”). Much of the explanation and integration of the text-based evidence is fairly simple but competent.
- Ideas are organized generally. The topic is introduced; leadership is discussed, then groupthink, then the benefits of brainstorming, followed by the conclusion.
- Relationships between ideas are mostly clear, but some shifts between topics seem rather sudden (“That’s why everyone in the group needs to participate. No matter what you’re doing, you should always brainstorm because it helps a lot”).
- Some appropriate vocabulary is used (“Instead of taking the spotlight and not letting anyone talk,” “will help you achieve a better solution”).
- Formal style is maintained.
- Provides a concluding statement (“Working in groups helps people in many things, like coming up with a better solution, improving working skills, and even social skills”).

LUC: 3

- The response effectively varies sentence patterns for meaning, reader interest, and style. A mix of simple and complex sentences help to maintain reader interest and improve readability.
- Errors do not interfere with meaning.

ELAGSE8W2, ELAGSE8L1, ELAGSE8L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an **informational/explanatory essay** explaining what leaders should consider to encourage successful group problem solving.

Be sure to use information from BOTH passages in your **informational/explanatory essay**. Write your answer on the lines on your answer document.

When working as a group, there are many things you can do to encourage successful group problem solving. In the passages "Thinking up a Storm," and "The Teamwork Trap," they both talk about working in groups. The first passage, "Thinking Up a Storm," talks about the methods of brainstorming, and how it can positively impact a groups problem solving skills. The second passage "The Teamwork Trap," talks about the negative impact of groupthinking and how it occurs.

In the first passage, the text states "Brainstorming is valuable when a creative idea is needed and ideas are difficult to generate." This shows that one way you can have successful group problem solving is by brainstorming. The text states "A more extreme method of brainstorming

is called "reversing", which starts by taking a thought and reversing it." This shows another method you can use to have successful group problem solving.

In the second passage, the text states "The problem with groupthink is that group members start to overvalue unity and hesitate to oppose popular opinion." This means that in order to have successful group problem solving is to not oppose every idea a person comes up with.

You should take the time to think about there idea before you oppose it. The text states "Another cause of groupthink is when people feel they will be criticized for their opinions". This means that in order to have successful group problem solving you shouldn't criticize anyone for speaking up, or giving a great idea. A group is a group on matter who's in it.

In conclusion, the best way to have successful group problem solving is to brainstorm because it is more effective because it gives everyone the right to pitch in on an idea.

DOC: 3

- The response introduces a topic (“When working as a group, there are many things you can do to encourage successful group problem solving”).
- The topic is developed using information/quotes from the source material (“A more extreme method of brainstorming is called ‘reversing,’ which starts by taking a response and reversing it,” “The problem with groupthink is that group members start to overvalue unity,” “people feel they will be criticized for their opinions”).
- A general organizational structure is present. The topic is introduced; the ideas are discussed in the order presented in the introduction and followed by a one-sentence conclusion.
- Transitions are used to connect and clarify relationships, though relationships are not always clear (“In the first passage,” “This shows,” “In the second passage,” “This means,” “In conclusion”).
- Language is clear, though somewhat repetitive (“in order to have successful group problem solving”).
- Formal style is maintained.
- A concluding statement is provided.

LUC: 3

- The response effectively varies sentence patterns for meaning, reader interest, and style. Compound sentences are interspersed with simple sentences to improve readability and maintain reader interest.
- Errors do not interfere with meaning.

ELAGSE8W2, ELAGSE8L1, ELAGSE8L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an **informational/explanatory essay** explaining what leaders should consider to encourage successful group problem solving.

Be sure to use information from BOTH passages in your **informational/explanatory essay**. **Type your answer in the space provided.**

There is a lot that come into play when you are groupworking. Groupwork can have many disadvantages that can create a problem for the group. To have a successful group problem solving this is the do's and don'ts for you leaders to take under consideration. Brainstorming, Confidence, and making the right choice. These 3 things are important to a successful problem solving.

First off the Do's. Now this is what you leaders want to encourage the group to do. When working on creating ideas you should always brainstorm. Brainstorming is an effective way of finding the perfect idea. Not all of the ideas will be perfect but it's on step closer on finding one. The main thing you as a leader do not want to encourage is going with the idea one person say just because it has the popular vote. That is not a effective away of making a decision. This bring me on to my next topic. Also you want to encourage confidence. If the groupmembers have confidence then they will want to help with the ideas. This is what you as a leader do not want to encourage. You want them to feel like they are being heard in the group and that their ideas are being valued.

Now that you as a leader have somethings in mind you can now think of ways to encourage groups. Just remember the 3 most important things you need to encourage. Confidence, brainstorming and making right choices.

DOC: 2

- There is an attempt to introduce a topic (“To have a successful group problem solving this is the do’s and don’ts for you leaders to take under consideration. Brainstorming, Confidence, and making the right choice. These 3 things are important to a successful problem solving”).
- The response attempts to develop a topic with too few details (“When working on creating ideas you should always brainstorm. Brainstorming is an effective way of finding the perfect idea. Not all of the ideas will be perfect but it’s on step closer on finding one”).
- The organization of the response is ineffective. The introduction is a bit scattered. The body shifts between “the do’s” and “Brainstorming, Confidence, and making the right choice.” The conclusion returns to “the 3 most important things you need to encourage. Confidence, brainstorming and making right choices.”
- Some transitions are used (“First off,” “This bring me on to my next topic,” “Also”).
- Limited language/vocabulary does not help to explain the topic (“If the groupmembers have confidence then they will want to help with the ideas. This is what you as a leader do not want to encourage”).
- Formal style is maintained.
- A conclusion is provided.

LUC: 2

- The student attempts to vary sentence structure for style and reader interest. However, some of these attempts result in fragments (“Brainstorming, Confidence, and making the right choice,” “First off the Do’s”). Most sentences are simple.
- Errors in subject-verb agreement (“There is a lot that come into play,” “the idea one person say,” “This bring me”), spelling/usage (“groupworking,” “should,” “effective,” “engorage,” “beacause,” “a effective” for “an effective,” “dission,” “groupmembers,” “inmind”), and capitalization (“Brainstorming, Confidence, and making the right choice”) have no significant effect on meaning.

ELAGSE8W2, ELAGSE8L1, ELAGSE8L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an **informational/explanatory essay** explaining what leaders should consider to encourage successful group problem solving.

Be sure to use information from BOTH passages in your **informational/explanatory essay**. **Type your answer in the space provided.**

In order to have a successful group for problem solving you need ideas. You need to start off some where right, that somewhere is called brainstorming. This when you and some friends need an idea and get together and ask what needs to be answered. There are many different ways to brainstorm. One of these ways is called “brain dumping”. This is when you write every thought that comes to your mind when thinking of the idea. It really doesnt matter how unrelated it may be. You never know one of your “dumpers” may be the right idea.

If this method is not your cup of tea, then try a more extreme approach. This is called “reversing”. This is when you are thinking of a solution to an idea, but you think of the opposite of a sollution. “Say your thinking of a solution for how to fix a pool. You would think of how not to fix a pool.” Just like reverse phsycology. Some of the bad ideas can inspire good ones. Like adding fuel to a fire. Whatever way you choose to start, the biggest thing is to no be uptight. Let the words flow out of your mouth. If you are struggling with letting words flow this can be a problem. This is called, “a groupthink.” This is when you as a persuasive leader, all of the people listening agree with everything you say. This can cause problems because all they know is you are telling the truth. You could be lying for all they know.

In conclusion be sure to get every body involved in problem solving. Don’t be a boring guy who lies and doesn’t solve anything. Be social and talk, and “brain dump!”

DOC: 2

- There is an attempt to introduce a topic (“There are many different ways to brainstorm”).
- The response is generally organized. After the introduction, the response briefly discusses a few methods of brainstorming in a somewhat list-like fashion before providing a weak conclusion.
- There are few transitions that help to connect ideas (“One of these ways,” “If this method is not your cup of tea, then try a more extreme approach,” “In conclusion”).
- The response attempts to develop a topic with too few details (“the biggest thing is to no be uptight. Let the words flow out of your mouth. If you are struggling with letting words flow this can be a problem. This is called, ‘a groupthink.’ This is when you as a persuasive leader, all of the people listening agree with everything you say”).
- Limited language/vocabulary does not help to explain the topic (“This can cause problems because all they know is you are telling the truth. You could be lying for all they know”).
- Style is inconsistent and informal in places (“If this method is not your cup of tea,” “Like adding fuel to a fire,” “You could be lying for all they know,” “Don’t be a boring guy who lies and doesn’t solve anything. Be social and talk, and ‘brain dump!’”).
- A weak conclusion is provided.

LUC: 2

- The response attempts to vary sentence structures for style, but some of these attempts result in run-ons (“You need to start off some where right, that somewhere is called brainstorming”) and fragments (“Just like reverse phsycology,” “Like adding fuel to a fire”). Simple sentences are constructed competently.
- Errors in spelling/usage (“some where,” “sollution,” “your” for “you’re,” “phsycology,” “no” for “not,” “every body”) have no significant impact on meaning.

ELAGSE8W2, ELAGSE8L1, ELAGSE8L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an **informational/explanatory essay** explaining what leaders should consider to encourage successful group problem solving.

Be sure to use information from BOTH passages in your **informational/explanatory essay**. **Type your answer in the space provided.**

Working as a group and thinking that everyone else’s idea is best, sometimes doesn’t lead to best results. This process contains the problem of “groupthink”. Another way to come up with an idea is by brainstorming. This could seem to be a bad idea for some people, but it could lead to creative and successful idea. Groupthink occurs when a person doesn’t want to disagree with their leaders and not wanting to be criticized. Also overconfidence can be a reason too. These will lack creativity can sometime result in poor grade. In process of brainstorming, you can list idea that are related to your topic even the idea that seems crazy. These could lead to creative ideas and outside-the-box thoughts. In this process reminding people not to criticize others will be very important. To have a successful group problem solving it is essential to have everyone’s opinions. Keep in mind that crazy thought and brainstorming together is when best ideas flow.

DOC: 2

- There is an attempt to introduce a topic (“Working as a group and thinking that everyone else’s idea is best, sometimes doesn’t lead to best results”).
- The response is developed with too few details provided for support (“Groupthink occurs when a person doesn’t want to disagree with their leaders,” “you can list idea that are related to your topic even the idea that seems cragy”).
- Ideas and information are ineffectively organized. The idea of brainstorming feels like it has been randomly interjected after the introduction before the focus returns to groupthink and the negatives of groupwork only to be randomly interjected again.
- There are very few transitions present that attempt to connect and clarify relationships between ideas (“Another way,” “Also”).
- Formal style is inconsistent.
- A weak concluding section is present.

LUC: 2

- There is some attempt at varying sentence patterns for meaning, reader/listener interest, and style. Most sentences are simple with a few successful attempts at complex and compound sentences.
- Minor errors in usage and conventions are present with no significant effect on meaning (“pour” for “poor,” “cragy” for “crazy”).

ELAGSE8W2, ELAGSE8L1, ELAGSE8L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 2

5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an **informational/explanatory essay** explaining what leaders should consider to encourage successful group problem solving.

Be sure to use information from BOTH passages in your **informational/explanatory essay**. **Type your answer in the space provided.**

Group leaders should allow everyone that is apart of the group have a chance to get their point across. Working as a group could give some people oppurtunities that they would not have else where, but group work can also create problems. Leaders of groups should consider a form of brainstorming where everyone that is apart of the group write down on seperate sheets of paper their own ideas on how to solve the problems. Some people in the group may have some of the same ideas, others may not. Therefore everyone should say their ideas aloud and record all of the ideas that they think are best on a sheet of paper. Then, the group will have to make a comprimise.

DOC: 1

- The response attempts to introduce a topic (“Group leaders should allow everyone that is apart of the group have a chance to get their point across. Working as a group could give some people oppurtunities that they would not have else where, but group work can also create problems”).
- The response attempts to develop a topic with too few details (“a form of brainstorming where everyone that is apart of the group write down on seperate sheets of paper their own ideas on how to solve the problems. Some people in the group may have some of the same ideas, others may not. Therefore everyone should say their ideas aloud and record all of the ideas that they think are best on a sheet of paper”).
- The response is too brief to show organization.
- One attempt at a linking word is present (“Then”).
- Vague language does not help to develop the topic (“Some people in the group may have some of the same ideas, others may not”).
- Appropriate style is maintained.
- No conclusion is provided.

LUC: 2

- There is some attempt to vary sentence patterns for style and meaning. Simple and complex sentences are successfully used.
- Errors in subject-verb agreement (“everyone that is apart of the group write”) and in spelling/usage (“apart” for “a part,” “oppurtunities,” “else where,” “seperate,” “comprimise”) have no significant impact on meaning. However, the response is too brief to demonstrate full command.

ELAGSE8W2, ELAGSE8L1, ELAGSE8L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an **informational/explanatory essay** explaining what leaders should consider to encourage successful group problem solving.

Be sure to use information from BOTH passages in your **informational/explanatory essay**. **Type your answer in the space provided.**

Leaders an groups have a be able to know when an idea is bad and when there are wrong if they do that working an a group can get a lot done. There prons of working in a group to brainstorming the group can create pently of great ideas. This group can also be working and have negative effects. Which the author of The teamkwork trap tries to get arccoss the author was saying that group storming can have the teamtrap effect this is when a team tries to agree with the leader of the group even if the idea is bad. The way that author of brainstorming expained the way brainstorming should work is that no idea is an waste of an idea but, the other says that ideas should be said but the negtives of the idea or if its just a bad idea in general should said by another person in the group.

DOC: 1

- The topic is unclear (“There prons of working in a group to brainstorming the group can create pently of great ideas”).
- The response attempts to develop a topic with too few details (“group storming can have the teamtrap effect this is when a team tries to agree with the leader of the group even if the idea is bad”).
- The response is too brief to group any related ideas together.
- No linking words are present.
- Language is vague and confusing (“The way that author of brainstorming expained the way brainstorming should work is that no idea is an waste of an idea but, the other says that ideas should be said but the negtives of the idea or if its just a bad idea in general should said by another person in the group”).
- No concluding statement is present.

LUC: 1

- Many of the sentences in the response are run together into run-ons.
- Spelling (“prons” for “pros,” “pently” for “plenty,” “expained,” “negtives”) and usage errors (“an” for “and,” “there” for “they are,” “Leaders an groups have a be able,” “if they do that working an a group can get a lot done”) interfere with meaning.

ELAGSE8W2, ELAGSE8L1, ELAGSE8L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an **informational/explanatory essay** explaining what leaders should consider to encourage successful group problem solving.

Be sure to use information from BOTH passages in your **informational/explanatory essay**. **Type your answer in the space provided.**

allways stay focused on the task, take it seriously and try to fall in line with the other students if you come to a point like there is someone in the group who disagrees or thinks about the topic differently hear him out and move forward

DOC: 1

- The topic is unclear (discusses the idea of group work and the problem of “groupthink” in vague terms).
- The response attempts to develop the topic with too few details (“there is someone in the group who disagrees or thinks about the topic differently hear him out and move forward”).
- The response is too brief to demonstrate organization.
- The language used is vague (“take it seriously and try to fall in line,” “thinks about the topic differently”).
- Style is inappropriate for the task.
- No concluding statement is present.

LUC: 1

- The response consists of one run-on sentence, demonstrating a lack of sentence structure.
- Errors in a variety of categories impede the intended meaning (“allways,” lack of internal punctuation).

