



**Ninth Grade Literature
English Language Arts
Item and Scoring Sampler Supplement:**

—

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

December 2017

Reading and Evidence-Based Writing Supplement

READING AND EVIDENCE-BASED WRITING OVERVIEW

The Georgia Milestones English Language Arts (ELA) End-of-Course (EOC) assessments are criterion-referenced tests designed to provide information about how well a student has mastered the grade-level state-adopted content standards in English Language Arts. These assessments consist of a variety of item types including selected-response, constructed-response, extended constructed-response, and extended writing-response items.

The Reading and Evidence-Based Writing (REBW) portion of the Ninth Grade Literature ELA assessment is administered as the first test section of the ELA Milestones Assessment. When responding to the REBW portion of the assessment, students read a passage set (consisting of two passages) and answer five test questions about the passages. The five test questions include three selected-response items, one two-point constructed-response item, and one seven-point extended writing response.

All of these items help focus the student on the main idea(s) and key details in the passages prior to writing the extended 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 response and to cite evidence from the passage(s) to support claims and conclusions in the essay.

PURPOSE OF THIS REBW ITEM AND SCORING SAMPLER SUPPLEMENT

The purpose of this supplement is to provide a sample REBW passage and item set as it would appear on the REBW section of an operational Georgia Milestones assessment. The items in this sampler may be copied and used for classroom instruction purposes. At a later date, updated Item and Scoring Samplers—featuring these released items—will be provided with sample student responses and additional scoring information.

ELA 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 English Language Arts (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. For ELA, these items are worth two points, and partial credit may be awarded if part of the response is correct.

The seven-point extended writing task (also called an extended writing prompt) requires the student to write an argumentative essay or develop an informational/explanatory essay. The prompt requires the student to draw from the reading experiences when writing the response and to cite evidence from the passages to support claims and conclusions in the response. The extended writing task is considered "on-demand writing in response to text." Students write their responses in a somewhat limited amount of time without the benefit of time allocated for revision and rewrites. For this reason, the scoring

Reading and Evidence-Based Writing Supplement

process takes into account that the student responses are to be viewed as first drafts and are not expected to be polished papers. The scoring process is approached in such a manner as to award credit to students for what they do well according to the prompt and rubric. Students are not penalized for errors unless they permeate the response and impact or interfere with overall understanding. More information about scoring will be provided when these items are released in the Item and Scoring Sampler.

All sample items contained in this guide are the property of the Georgia Department of Education.

Reading and Evidence-Based Writing Supplement

REBW Section Test 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 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 science fiction.

These are the titles of the passages you will read:

1. Science Fiction: An Ancient Entertainment
2. Science Fiction Is a Business Fact

REBW Passage Set: Passage 1

Science Fiction: An Ancient Entertainment

Even though the word *science* wasn't part of our vocabulary until 1833 and the term *science fiction* didn't appear until 1851, science fiction, as a genre, has much older roots. We know from ancient formations such as Stonehenge and the pyramids, whose builders aligned these structures with the stars, that humans have wondered for centuries about how we fit into the vast universe. In a way, science fiction writers are like these architects: they attempt to write humankind into the cosmos and to answer difficult questions about how we fit into the universe.

To answer these questions, science fiction often changes along with technology. H. G. Wells published *The War of the Worlds*, a novel about an alien invasion, in 1898, when humans experimented with flight. Orson Welles performed his famous radio broadcast of *The War of the Worlds* in 1938, at the height of radio's popularity, and caused widespread panic when people thought that the news on the broadcast was real. Several movies were made of *The War of the Worlds*: the first in 1953, in the middle of America's space race with the Soviet Union, and the second in 2005, a few years after the launch of the International Space Station. This one novel, and all of the ways in which it has been reinvented for different media, has mirrored humanity's own advancements while imagining humankind as part of a more crowded universe.

Today, science fiction is more popular than ever. Every bookstore has a science fiction section. New science fiction movies are released weekly. We collect comic books and action figures and other memorabilia. We stand in lines that circle city blocks to get into comic book conventions filled with costumed participants, actors, and model spacecraft from our favorite science fiction shows. All of this passion reflects more than merely an appreciation for being entertained. It is a testament to humanity's burning desire to place itself in the stars.

This desire starts young and makes lifelong fans of science fiction. Cartoons and comic books featuring tales of the future draw in young readers. These readers continue to read the genre because science fiction grows the same way people do: by seeking answers to life's questions. What will become of us? How will our environment change? How do we fit in the world? Science fiction attempts to answer these questions, sometimes with vivid imaginings, and sometimes with predictions about the future that are, not infrequently, surprisingly accurate.

Science fiction appeals to our sense of wonder. Young readers explore the unknown, and seasoned readers dig for answers to life's biggest questions. If art is a reflection of life, then the art of science fiction is something more. It does not just reflect our fascination with futuristic technology—it also reflects our search for the meaning of life itself.

Reading and Evidence-Based Writing Supplement

REBW Passage Set: Passage 2

Science Fiction Is a Business Fact

Science fiction has come very far very fast—one might say at warp speed. Once thought of as the genre best discussed in the back room of the local comic shop, dominated by fantastic plots and not-at-all-serious literature, science fiction now boasts eight of the top ten highest-grossing movies of all time. And thanks to the efforts of huge comic book and film companies and their millions of fans, science fiction is expanding beyond bookstore shelves and box offices.

The popularity of science fiction has always relied on the diversity of its product lines for profit. T-shirts and video games, along with action figures, role-playing games, lunch boxes, and toothbrushes, have crowded shelves all over the country. And these diverse marketing tools have served to feed the flames of science fiction's billion-dollar profit machine. After all, men and women in their fifties sport Darth Vader coffee mugs, but even literature professors do not often have *War and Peace* ballpoint pens, despite that book's reputation as a serious novel.

Intelligent marketing and solid story lines make science fiction a booming business. Underdogs win on their wits, the guy gets the girl, good beats evil, the world is saved, and the sidekick gets the credit she deserves. And the consumer can wear the shirt, own the cell phone cover, go see the movie for a third time, and buy the graphic novel. There is big money to be made in science fiction, even though it was once considered beneath people who read "real" literature.

However, profit margins don't tell the whole story of science fiction's popularity. Good writing makes science fiction a serious literary form. The characters are well written; even bad guys, such as Magneto and Darth Vader, have a depth that comes from serious development. The characters' backstories rival those of the characters in serious works by Shakespeare, such as *Hamlet*, for complexity. Themes as universal as love, war, betrayal, and survival appeal to readers and keep them wanting more.

And finally, the serial nature of many of the story lines keeps readers enthralled. Many science fiction writers have 10 or 15 books per series. The *Star Wars* saga alone is comprised of over 100 novels, not including comic book offshoots or graphic novels. Readers don't just buy a book; they get hooked on a series and follow it for a lifetime.

Science fiction is a corporate titan. Brilliant marketing, amazing visual appeal, universal themes, and enduring characters make science fiction a business fact not to be ignored.

Reading and Evidence-Based Writing Supplement

REBW Selected-Response Item: Question 1

The author of “Science Fiction: An Ancient Entertainment” concludes that science fiction provides readers with more than just entertainment. Which sentence from the passage BEST supports this idea?

- A. “We know from ancient formations such as Stonehenge and the pyramids, whose builders aligned these structures with the stars, that humans have wondered for centuries about how we fit into the vast universe.”
- B. “Orson Welles performed his famous radio broadcast of *The War of the Worlds* in 1938, at the height of radio’s popularity, and caused widespread panic when people thought that the news on the broadcast was real.”
- C. “Every bookstore has a science fiction section.”
- D. “It is a testament to humanity’s burning desire to place itself in the stars.”

REBW Selected-Response Item: Question 2

Readers of “Science Fiction Is a Business Fact” can conclude that part of science fiction’s financial success is due, in part, to wise business planning. Which sentence from the passage BEST supports this conclusion?

- A. “The popularity of science fiction has always relied on the diversity of its product lines for profit.”
- B. “There is big money to be made in science fiction, even though it was once considered beneath people who read ‘real’ literature.”
- C. “However, profit margins don’t tell the whole story of science fiction’s popularity.”
- D. “Themes as universal as love, war, betrayal, and survival appeal to readers and keep them wanting more.”

REBW Selected-Response Item: Question 3

What main idea can be found in BOTH “Science Fiction: An Ancient Entertainment” and “Science Fiction Is a Business Fact”?

- A. Science fiction, as a genre, encompasses more than just the sale of books.
- B. Science fiction exists because people have questions about their place in the universe.
- C. Fans of science fiction are generally very financially successful and invested in the genre.
- D. Science fiction, as a genre, is rooted in humankind's ancient desire to understand the universe.

Reading and Evidence-Based Writing Supplement

REBW Two-Point Constructed-Response Item: Question 4

Which author MOST successfully develops the topic according to his or her purpose, using valid reasoning and relevant evidence?

Use details from BOTH passages to support your answer. **Write your answer on the lines on your answer document.**

REBW Seven Point Extended-Writing Task: Question 5

WRITING TASK

Science fiction has become one of the most popular and profitable forms of entertainment in the world today.

Think about this statement, and then write an **informational/explanatory essay** in your own words explaining why science fiction has become so successful.

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

Before you write, 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.
- Use appropriate and varied transitions to connect ideas and to clarify the relationship 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.

Reading and Evidence-Based Writing Supplement

SCORING INFORMATION

REBW Assessment Selected-Response Items	Standard	Key
Question 1	9.RI.1	D
Question 2	9.RI.1	A
Question 3	9.RI.2	A

Two-Point Constructed-Response Item: Question 4		Standard
Constructed Response Scoring Rubric:		9.RI.8
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 evaluation of which author most successfully develops the topic according to his or her purpose, using valid reasoning and evidence. • Includes specific, relevant examples/details from both passages for support. 	
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 evaluation of which author most successfully develops the topic according to his or her purpose, using valid reasoning and evidence. • Includes vague/limited examples/details from the passage(s) for support. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Provides a credible evaluation based on the passage(s) of which author most successfully develops the topic according to his or her purpose, using valid reasoning and evidence, without including relevant examples/details from either passage for support. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Includes relevant examples/details from the passage(s) that imply an evaluation of which author most successfully develops the topic according to his or her purpose, without explicitly evaluating which author is more effective. 	
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 evaluation of which author most successfully develops the topic according to his or her purpose, using valid reasoning and evidence. • Includes no relevant examples/details from the passages that imply an evaluation of which author most successfully develops the topic according to his or her purpose. 	

Reading and Evidence-Based Writing Supplement

REBW Seven Point Extended-Writing Task: Question 5		Standards
SEVEN-POINT, TWO-TRAIT RUBRIC		9.W.2
Trait 1 for Informational/Explanatory Mode:		
Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence</p> <p><i>This trait examines the writer’s ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have 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 presents related information based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Effectively introduces the topic and main idea(s) to be examined Uses an organizational strategy to present information effectively and maintain focus and to make important connections and distinctions Thoroughly develops the topic with well-chosen, relevant, and enough facts; extended definitions; concrete details; quotations; or other information and examples that are appropriate for the audience Uses appropriate and varied transitions to create cohesion, to link major sections of the text, and to clarify the relationship among ideas Effectively uses precise language and domain-specific vocabulary appropriate to the audience and complexity of the topic Establishes and maintains a formal style and an objective tone Provides a strong concluding statement or section that logically follows from the ideas 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 the topic and main idea(s) to be examined Has an organizational strategy to group information and provide focus, but sometimes connections and distinctions are not clear Uses a few pieces of relevant information from sources to develop topic 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 and objective tone, for the most part Provides a concluding statement or section that follows from the ideas presented
	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 or main idea Ineffectively organizes ideas, concepts, and information Develops topic, sometimes unevenly, with little relevant information Attempts to link ideas and concepts, but cohesion is inconsistent Uses limited precise language and/or domain-specific vocabulary to manage the topic Attempts to establish formal style and objective tone but struggles to maintain them 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 main idea, or the topic or main idea must be inferred May be too brief to demonstrate an organizational structure, or no structure is evident Provides minimal information to develop the topic, little or none of which is from sources Struggles to link some ideas and concepts, but cohesion is weak throughout Uses vague, ambiguous, inexact, or repetitive language Lacks appropriate formal style and tone Provides a minimal or no concluding statement or section
	0	<p><i>The student’s response is flawed for various reasons and will receive a condition code:</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

Reading and Evidence-Based Writing Supplement

REBW Seven Point Extended-Writing Task: Question 5		Standards
SEVEN-POINT, TWO-TRAIT RUBRIC Trait 2 for Informational/Explanatory Mode:		9.L.1 and 9.L.2
Writing Trait	Points	Criteria
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>	3	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> • Uses clear and complete sentence structure, with appropriate range and variety • Makes an attempt to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations • Has no errors in usage and/or conventions that interfere with meaning*
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> • Uses complete sentences, with some variety • Attributes paraphrases and direct quotations inconsistently to their sources via in-text or parenthetical citations • Has minor errors in usage and conventions with no significant effect on meaning*
	1	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Makes little, if any, attempt to attribute paraphrases and direct quotations to their sources • Has frequent errors in usage and conventions that interfere with meaning*
	0	<i>The student's response is flawed for various reasons and will receive a condition code:</i> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off-Topic/Off Task/Offensive
<p><small>*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 in Appendix A for those standards that need continued attention beyond the grade in which they were introduced.</small></p>		