



Georgia Milestones Assessment System
English Language Arts
Reading and Evidence-Based Writing Text Types

Each Georgia Milestones English Language Arts assessment includes a reading and evidence-based writing (REBW) section. To complete the REBW portion of the assessment, students read a paired passage set consisting of two informational passages and then respond to five test items based on what they have read. The last item in each REBW section is a seven-point extended writing-response item, also known as an extended writing task.

Each REBW extended writing task assesses one of two modes of student essay writing: informational/explanatory or opinion/argumentative. Regardless of the writing mode assessed, students are expected to draw upon information from a paired passage set to compose an essay. Students are required to cite evidence from the two passages to examine a topic or support claims. Informational/explanatory extended writing tasks ask students to respond to a question with a well-developed essay that thoroughly examines a topic and presents relevant information based on the passages. Opinion/argumentative extended writing tasks ask students to respond to a question with a well-developed essay that effectively supports an opinion or argument with reasons, evidence, and examples that are also based on the passages.

For all extended writing tasks, the scoring process rewards students for what they do well according to the applicable 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). Students are scored on how well they answer the question based on the passages (ideas) and on their command of language (conventions). For the ideas trait, students are not penalized for grammatical errors unless the errors permeate the response to the point that they interfere with understanding. For the conventions trait, the overall quality of the writing is gauged, in part, by the severity and frequency of grammatical errors. These traits are described within each score level in the rubrics.

The table on the next page provides the locations of sample REBW passages and extended writing tasks in the supplemental Georgia Milestones assessment resources. These resources are described below.

- **Assessment Guides** acquaint educators with the structure and content of the Georgia Milestones assessments.
- **Study Guides** serve as a resource for parents and students and contain information about the core content ideas and skills covered in each grade/course, along with sample questions and activities.
- **REBW Item & Scoring Samplers** provide a released REBW set, along with at least three annotated student responses per score point for the constructed response and extended writing task.

These resources are not intended to replace other instructional materials developed by the local school district or by the Georgia Department of Education’s Division of Curriculum, Instruction, and School Climate. The passages and writing tasks provided in the resources are offered as REBW extended-writing item examples; they are most effective when used with the sample student responses and rubrics also included in the resources.

Reading and Evidence-Based Writing Text Types in Georgia Milestones Resources

Grade/Course	Assessment Guide	Study Guide	REBW Item & Scoring Sampler
Grade 3	INFORMATIONAL (pp. 23–25; 26–27)	INFORMATIONAL (pp. 19–21; 22–24)	OPINION (pp. 5–7; 22–46)
	INFORMATIONAL (pp. 39–41; 43)	OPINION (pp. 44–46; 48)	
Grade 4	OPINION (pp. 25–27; 28–29)	INFORMATIONAL (pp. 19–21; 22–24)	INFORMATIONAL/EXPLANATORY (pp. 5–7; 22–49)
	OPINION (pp. 39–41; 44)	OPINION (pp. 45–47; 49)	
Grade 5	INFORMATIONAL (pp. 23–25; 26–27)	OPINION (pp. 19–21; 22–24)	OPINION (pp. 5–7; 22–49)
	INFORMATIONAL (pp. 38–40; 42)	OPINION (pp. 48–50; 53)	
Grade 6	ARGUMENTATIVE (pp. 23–25; 26–27)	EXPLANATORY (pp. 20–22; 23–25)	INFORMATIONAL/EXPLANATORY (pp. 5–7; 24–52)
	ARGUMENTATIVE (pp. 38–40; 42)	ARGUMENTATIVE (pp. 49–51; 54)	
Grade 7	INFORMATIONAL/EXPLANATORY (pp. 26–28; 29–30)	INFORMATIONAL (pp. 14–16; 22–24)	ARGUMENTATIVE (pp. 5–7; 22–56)
	INFORMATIONAL/EXPLANATORY (pp. 41–43; 46)	ARGUMENTATIVE (pp. 48–50; 53)	
Grade 8	ARGUMENTATIVE (pp. 24–26; 27–28)	INFORMATIONAL (pp. 14–16; 21–23)	INFORMATIONAL/EXPLANATORY (pp. 5–7; 22–53)
	ARGUMENTATIVE (pp. 40–42; 45)	ARGUMENTATIVE (pp. 50–52; 55)	
American Literature	ARGUMENTATIVE (pp. 21–23; 24–26)	INFORMATIONAL (pp. 17–19; 20–22)	ARGUMENTATIVE (pp. 5–7; 22–55)
	ARGUMENTATIVE (pp. 37–39; 42)	ARGUMENTATIVE (pp. 66–68; 71)	

For more information about informational/explanatory and opinion/argumentative writing, please refer to Unit 3 of the [Georgia Milestones Study/Resource Guide for Students and Parents](#) as well as the [Item and Scoring Sampler: Reading and Evidence-Based Writing Item Set](#) for EOG and EOC.