


# Georgia Milestones

Assessment System



**Grade 5**

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

The Reading and Evidence-Based Writing (REBW) portion of the assessment is administered as the first test section. When responding to the REBW portion of the assessment, students read a passage set consisting of two informational passages and then respond to five test items about the passages. The five test items comprise three selected-response items, one two-point constructed-response item, and one seven-point extended writing-response item. The extended writing-response item requires students to write an opinion 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. Opinion prompts ask students to respond to a question in a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus. The scoring process rewards students for what they do well according to the mode-specific two-trait scoring rubric. The two assessed traits are ideas (scored on a 1- to 4-point scale) and conventions (scored on a 1- to 3-point scale), each with a separate rubric. Within the ideas trait, students are not penalized for errors unless they permeate the response and severely interfere with understanding. Within the conventions trait, the severity and frequency of grammatical errors contribute to the student’s score.

This *Grade 5 ELA Reading and Evidence-Based Writing Item and Scoring Sampler* contains a sample REBW set along with an overview of the item specifications found within the set. Each item included in this sampler has been through a rigorous review process with Georgia educators to ensure alignment with the content standards.

## PURPOSE OF THE SAMPLER

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

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

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

## REBW ITEM TYPES

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

A **constructed-response** item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting a response from options provided. On the ELA EOG assessment, these items are worth two points, and partial credit may be awarded if part of the response is correct. A seven-point **extended writing-response** item, also called an extended writing task, requires the student to write an opinion 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**

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

**REBW DIRECTIONS**

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

Before you begin writing your opinion 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 opinion essay about summer reading.

**These are the titles of the passages you will read:**

1. Summer Is for New Adventures
2. Choosing What I Read

## Summer Is for New Adventures

Dear Editor,

Our school requires that students read two books during the summer. I am not in favor of this rule. The reason I am against the rule is simple. Summer vacation is a break from school. When I am on summer vacation, I have choices about what I do. I might read on my vacation, or I might use math to build a fort. I might go to an aquarium and learn about science. I can do all sorts of things during my summer vacation.

I can see that the school thought carefully about this summer reading rule. Both books chosen have won Newbery Medals. That means that they are very good books for our age group. I actually know students who have read them both and liked them. I am sure they would be good for me to read. Perhaps we could read them in class. When we read books in class, we can talk about them every day. We can discuss what different parts mean. We can help each other understand them. None of those things will happen for the books we read in the summer. We will be without a teacher or classmates as we read. Talking about a book helps me remember it. When school starts again I may forget all about the books.

I think the school did a good job picking the right kind of books. But good books deserve to be read and studied and talked about in a class, and not in the middle of a school vacation.

Mark Wells

5th Grade Student



## Choosing What I Read

Dear Editor,

Our school has made a new rule. During the summer between fifth grade and sixth, students are required to read two books. Even though I am in favor of reading, I do not think it is a good rule. Reading is an important skill, and I am willing to work hard to get better. But this rule will not help with my reading goal.

I question why the two books have been chosen for us. They have both won Newbery Medals for our age group. I agree that they are good books, because I read them last year. Could we, instead, be given a list of books to choose from?

Reading is a valuable skill, and required reading could be a good thing for students. However, the requirement should just be to read, without specifying which titles have to be read. If the rule were to read two books of our choosing, it would be better. Students would have to decide. They would talk to one another about books. Students who found books that were great for them might end up reading three books, or four, or ten. Even students who just read two books would have learned about choosing books. They also could compare the two books to books that others have read.

I suggest that we ask our teachers if the school might change the rule. Students should read two books that they choose themselves during the summer. Everyone will be reading, and more students will be reading something new and enjoyable.

Amanda Stevens

5th Grade Student

**ITEM 1: SELECTED-RESPONSE**

1. Which sentence from “Summer Is for New Adventures” supports the author’s point about the new summer reading rule?
  - A. Our school requires that students read two books during the summer.
  - B. Both books chosen have won Newbery Medals.
  - C. I actually know students who have read them both and liked them.
  - D. When we read books in class, we can talk about them every day.

**ITEM 2: SELECTED-RESPONSE**

2. Which sentence from “Choosing What I Read” BEST supports the author’s claim that students would benefit more by choosing their own books?
  - A. Reading is an important skill, and I am willing to work hard to get better.
  - B. However, the requirement should just be to read, without specifying which titles have to be read.
  - C. If the rule were to read two books of our choosing, it would be better.
  - D. Students who found books that were great for them might end up reading three books, or four, or ten.

**ITEM 3: SELECTED-RESPONSE**

3. Which main idea is developed in BOTH “Summer Is for New Adventures” and “Choosing What I Read”?
  - A. Reading is a valuable skill, and most students are willing to work hard to improve.
  - B. Students agree that reading is an important skill, but they want to relax on vacation.
  - C. The books the school has chosen are good, but some students have already read them.
  - D. Summer is supposed to be a break from school, and students may forget what they read.

# ELA READING AND EVIDENCE-BASED WRITING ITEM SET

## Scoring Guide

### Items 1–3 Information

Item	Standard	DOK	Key
1	ELAGSE5RI1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	2	D
2	ELAGSE5RI1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	2	D
3	ELAGSE5RI2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	2	C

**ITEM 4: CONSTRUCTED-RESPONSE**

**ELAGSE5RI9**



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

**Scoring Guide**

**Item 4 Information**

<p><b>Standard:</b> ELAGSE5RI9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>Item Depth of Knowledge:</b> 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 integrate information from several texts on the same topic in order to write about the subject knowledgeably.</i></p> <ul style="list-style-type: none"> <li>• Provides an adequate explanation of how the authors develop the idea that the required reading rule needs to be changed or eliminated</li> <li>• Includes specific, relevant examples/details from both passages for support</li> </ul> <p><u>Exemplar Response:</u>  <i>Provides an accurate, text-based explanation of how the authors of the passages develop the idea that the required reading rule needs to be changed or eliminated (e.g., Both authors are against the current reading rule. The author of “Summer Is for New Adventures” claims that the rule should be eliminated because summer vacation is a break from school and we have choices of other activities where students can still learn. The author of “Choosing What I Read” thinks that the rule should be modified to allow students to choose their own books for the summer program) and how it is supported by relevant evidence from BOTH passages (e.g., The author of the first passage supports his idea by stating that “I might read on my vacation, or I might use math to build a fort. I might go to an aquarium and learn about science.” The author of the second passage supports her idea by saying that giving students a choice will have them looking at and talking about more books. She theorizes that students “might end up reading three books, or four, or ten” because of increased choices).</i></p>
1	<p><i>The response gives limited evidence of the ability to integrate information from several texts on the same topic in order to write about the subject knowledgeably.</i></p> <ul style="list-style-type: none"> <li>• Provides a weak explanation of how the author(s) of the passage(s) develop the idea that the required reading rule needs to be changed or eliminated</li> <li>• Includes vague/limited examples/details from the passage(s) for support</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Provides a credible explanation based on the passage(s) of how the author(s) develop the idea that the required reading rule needs to be changed or eliminated without including any relevant examples/details from the passage(s) for support</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Includes relevant examples/details from the passage(s) that imply an explanation of how the author(s) develop the idea that the required reading rule needs to be changed or eliminated, without explicitly explaining how either author develops the idea</li> </ul>
0	<p><i>The response gives no evidence of the ability to integrate information from several texts on the same topic in order to write about the subject knowledgeably.</i></p> <ul style="list-style-type: none"> <li>• Provides no explanation of how the authors develop the idea that the required reading rule needs to be changed or eliminated</li> <li>• Includes no relevant examples/details from the passages that imply an explanation of how the authors develop the idea that the required reading rule needs to be changed or eliminated</li> </ul>

STUDENT RESPONSES

ELAGSE5RI9

Response Score: 2 points



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

The author in “Summer Is for New Adventures” claims that we should not read two books during the summer because summer vacation is a break from school, and that we have choices about what we need to do also the author said that , we need to read them in class to understand more. The author in “Choosing What I Read” claims that, we should not read two books during the summer because this rule will not help us with our reading goal, and some students have already read them. She also claims that we should also choose our own books.

- The response provides an adequate explanation of how the authors of the passages develop the idea that the required reading rule needs to be changed or eliminated by stating, “The author in ‘Summer Is for New Adventures’ claims that we should not read two books during the summer because summer vacation is a break from school” and “The author in ‘Choosing What I Read’ claims that . . . we should also choose our own books.”
- The response provides specific and relevant examples from both passages (“we need to read them in class to understand more,” “some students have already read them”) for support.

ELAGSE5RI9

Response Score: 2 points



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

In “Summer Is for New Adventures” the author says the reading rule needs to go away because students can share ideas and remember it if they read it in class, not during the summer because you’ll read the book and forget the book before the summer is over.

In “Choosing What I Read” the author says the reading needs to be changed because the 5th grade student wants to read ten of the books that are chosen themselves, than two of school provided books.

- The response provides an adequate explanation of how the authors of the passages develop the idea that the required reading rule needs to be changed or eliminated by stating, “In ‘Summer Is for New Adventures’ the author says the reading rule needs to go away” and “In ‘Choosing What I Read’ the author says the reading needs to be changed.”
- Specific and relevant examples from both passages are provided for support: “students can share ideas and remember it if they read it in class” and “you’ll read the book and forget the book before the summer is over” are text-based support from “Summer Is for New Adventures” and “the 5th grade student wants to read ten of the books that are chosen themselves” is text-based support from “Choosing What I Read.”

ELAGSE5RI9

Response Score: 2 points



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

Well in "Summer is for new adventures" Mark doesn't want to read books over the summer. This is because he thinks students will forget things that summer isn't for reading, it's for relaxing. Meanwhile, Amanda thinks that students should be able to pick out there own books cause then if there's a series they will read more books. So when they went on to write the letter to the editor that's how they got their reasoning.

- The response provides an adequate explanation of how the authors of the passages develop the idea that the required reading rule needs to be changed or eliminated by identifying that "Mark doesn't want to read books over the summer" and "Amanda thinks that students should be able to pick out there own books."
- Specific and relevant examples from both passages are provided for support: "students will forget things that summer isn't for reading, it's for relaxing" supports "Summer Is for New Adventures" and "If there's a series they will read more books" supports "Choosing What I Read."



ELAGSE5RI9

Response Score: 1 point



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

The authors of these passages develop the idea that reading during the summer should be changed by saying in “Summer Is for New Adventures” that the rule should go away because we would forget a lot, and it also said in “Choosing What I Read” that we should get to pick what we want to read.

- The response provides a weak explanation of how the authors of the passages develop the idea that the required reading rule needs to be changed or eliminated by saying “the rule should go away” and “we should get to pick what we want to read.”
- The response includes a limited detail from the first passage for support (“we would forget a lot”).

ELAGSE5RI9

Response Score: 1 point



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

The author of the passage “Summer Is for New Adventures” develops the point that he does not think it is a good idea to require reading over summer vacation because it keeps you from learning other ways and you forget stuff. He thinks there are other choices for learning during the summer and that reading during the summer isn’t the same because you don’t get to discuss what you’ve read in class right away.

- The response provides an adequate explanation of how the author of the first passage develops the idea that the required reading rule needs to be eliminated or changed by stating that the author “does not think it is a good idea . . . because it keeps you from learning other ways and you forget stuff;” but the response does not address the second author.
- Some specific, relevant examples (“you don’t get to discuss what you’ve read in class right away”) and some vague examples (“there are other choices for learning during the summer”) are included. However, these examples are from the first passage only.

ELAGSE5RI9

Response Score: 1 point



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

In both passages, Amanda and Mark are both against this rule. For Amanda, the rule will not help her with her reading goal so she wants to change the rule. Mark doesn't want to read at all because summer break is a break from school. This is why I say they are both against the rule.

- The response provides a credible explanation based on the passages of how the authors develop the idea that the required reading rule needs to be eliminated or changed, without including relevant examples/ details from either passage for support. The author identifies the position that both Amanda (“she wants to change the rule”) and Mark (“doesn’t want to read at all because summer break is a break from school”) take regarding the rule.
- The student has included an irrelevant detail in his or her support for “Choosing What I Read” (“will not help her with her reading goal”) and only a general, unsupported statement from “Summer Is for New Adventures” (“summer break is a break from school”).

ELAGSE5RI9

Response Score: 1 point



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

The author of the first passage talks about how children can learn by going to an aquarium and learn about science or build a fort by using math. He talks about how you learn more when you discuss books in class. The second passage talks about reading goals, Newberry Medals and how children might want to choose their own book and might read up to ten books if they could make their own choices.

- The response includes relevant examples/details from the passages that imply an explanation of how the authors develop the idea that the required reading rule needs to be changed or eliminated, without explicitly explaining how either author develops this idea.
- The student provides details from the first passage (“children can learn by going to an aquarium and learn about science or build a fort by using math,” “you learn more when you discuss books in class”) that support the author’s position that the summer reading rule should be eliminated, without explicitly stating the author’s position. It can be inferred that the author thinks the rule is ineffective. The relevant details from the second passage (“children might want to choose their own book and might read up to ten books if they could make their own choices”) imply the author’s idea that changing the rule to allow choice would encourage more reading.

ELAGSE5RI9

Response Score: 0 points



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

It should be changed. You can read any book you want but it must be on your grade level and won a Newberry Medal. The school should not be able to pick what book you have to read.

- The response provides no explanation of how the authors develop the idea that the reading rule should be changed or eliminated.
- The student offers his or her own opinion instead of explaining how the authors develop their ideas.

ELAGSE5RI9

Response Score: 0 points



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

They both give facts like they both won medals and they both think reading is a valuable skill. They are also both trying to change a rule. They are both trying to get to the same goal.

- The response provides no relevant explanation of how the authors develop the idea that the required reading rule needs to be changed or eliminated. The explanation present does not show understanding of the passages.
- The student includes no relevant details from either passage.

ELAGSE5RI9

Response Score: 0 points



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

I think that the rule needs to be eliminated because if I was to read them on vacation I would either forget to read it or forget what it was about and summer vacation is for a break from school. The author developed the idea because he or she probably thought that we can get more knowledge on our summer vacation for the next grade.

- The student does not explain how the authors develop the idea that the required reading rule needs to be changed or eliminated. The student gives his or her own opinion and attempts to explain why the authors gave their opinion instead of how it was developed.
- While the student does integrate a detail related to the author’s argument in the first passage (“would either forget to read it or forget what it was about”), it is related to the student’s own opinion and not how the authors developed their opinions.

**ITEM 5: EXTENDED WRITING-RESPONSE**

**WRITING TASK**

There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

**Writer’s Checklist**

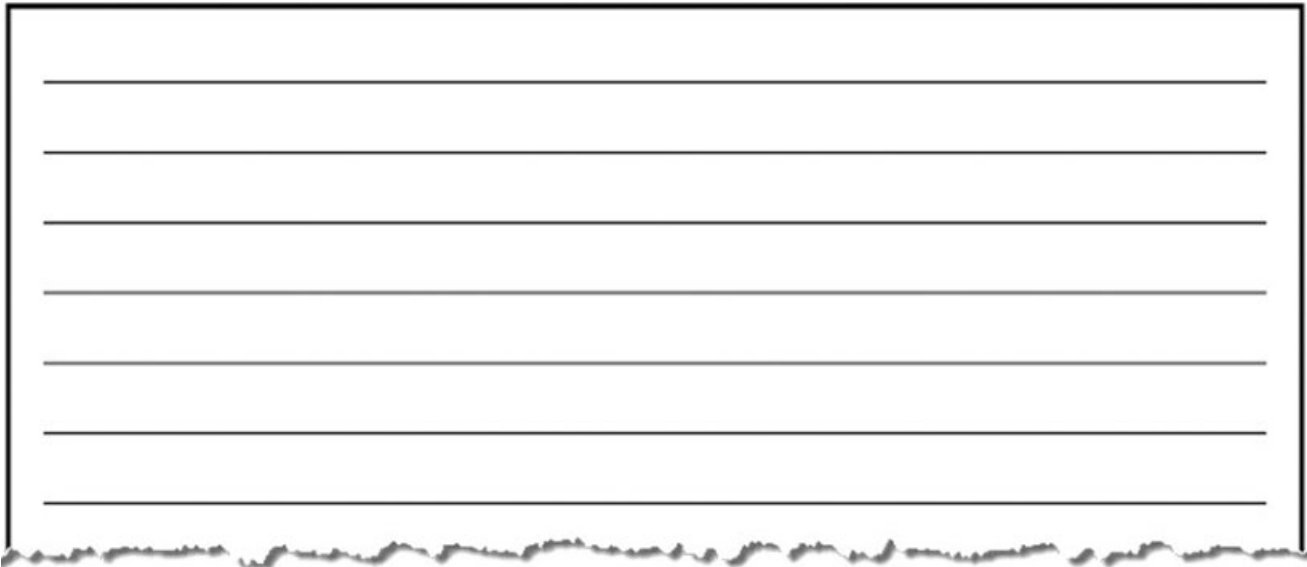
**Be sure to:**

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

**Now write your opinion 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><b>Standards:</b> ELAGSE5W1. Write opinion pieces on topics or texts, supporting a point of view with reasons. ELAGSE5L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE5L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>Item Depth of Knowledge: 4</b> Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Opinion Genre

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

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Opinion Genre

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

\*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

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores: 

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

Schools should require reading during summer vacation because it would help with our reading levels. When we read over summer break our reading levels go up. Here are some more reasons.

Reading can help with our spelling we would recognize the word and know how to spell it. In the first passage it states the books both won Newberry Medals for our age group. This means it has lots of words that are uncommon and would help us in our writing

I think it's a good idea to have students read over summer break, but they should be able to choose books because if the teachers give them a book they're not interested in they won't want to read it. If students choose what they want to read, they'll read it because they are interested in it. Passage 2 state the author agrees the two books are good because they are interested in it. Passage 2 states the author agrees the two books are good because the auther read them last year. This means the students could have already read the, which wouldn't be fair.

The last reason why I think we should read over summer break is because books are fun. When you read a book you don't just read words, you go on an adventure. All you have to do is imagine that picture in your head and you will see whats going on in the story. Passage 2 states that "Everyone will be reading and more students will be reading something new and enjoyable." This is why you should be able to choose your books because you will also go on an adventure and have fun. Just go to the library pick a book that interests you and you will image everything happening in your head while your reading.

In conclusion, this is why reading over summer break should be required.

### DOC: 4

- The topic is effectively introduced by opening with the author’s statement of opinion (“Schools should require reading during summer vacation because it would help with our reading levels.”)
- A logical organizational structure is present. After introducing the topic in the opening paragraph, the student presents three facets of the topic that support his or her opinion (improve spelling/writing skill, choose your own books, go on an adventure) over the next three paragraphs before offering a concluding statement.
- Multiple facts and details are used from both passages to develop the student’s opinion. In every paragraph, the student supports the topic of that paragraph with relevant, passage-based information.
- Ideas within paragraphs are connected using common linking words or phrases (“This means”). Additionally, linking phrases help to show the relationship between ideas when the connection to the ideas might not have otherwise been clear (“I think it’s a good idea to have students read over summer break, but they should be able to choose books,” “The last reason”).
- While it is brief, a concluding statement is provided that summarizes the opinion presented.

### LUC: 3

- Sentence structures/beginnings/lengths vary somewhat; while most are lengthy compound sentences, the syntax and internal punctuation maintain fluency.
- Minor errors in grammar, usage, punctuation, and spelling do not impede the meaning.

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

Should schools require summer reading? No. Should the school decide which books students should read? No. Students should be allowed to read when they want and choose the books they want to read. Students might have already read the assigned books. Also, students need to read when they will do their best. Finally, students should read books that they actually enjoy.

First of all, if a student has already read an assigned book, he will already know about it and will be ahead of everyone. Also that won't be fair to other students who need to read when he doesn't.

In addition, students need to read when they will actually focus on their book. During the summer students will be having too much fun to read. If a student reads during school, they will be concentrated. In "Summer is for new adventures," the passage says "Summer vacation is a break from school. When I am on Summer vacation, I have choices about what I do. I might read on my vacation, or I might use math to build a fort. I might go to an aquarium and learn about science."

Finally, students should choose a book they want to read. In "Choosing what I read", the author says, "Students who found books that were great for them might end up reading three books, or four, or ten." This means that if a student chooses their book, they read better.

In conclusion, if students choose when they want to read and what they want to read, they will do much better and actually enjoy the assignment. So join me, and we can make reading fun all over the world.

DOC: 4

- The student effectively introduces the topic by attempting to engage the reader while stating his or her opinion (“Should schools require summer reading? No. Should the school decide which books students should read? No”).
- An effective organizational structure is present. The student organizes each reason why he or she does not agree with the summer reading program and the corresponding support for that reason into its own individual paragraph.
- Each reason given is supported by a relevant example from the passages and an attempt to explain the example’s relevance.
- Words are used between paragraphs to effectively link reasons together (“First,” “In addition,” “Finally”).
- A strong concluding statement is related to the opinion.

LUC: 3

- The response has a clear and complete sentence structure with appropriate range and variety. The student uses a variety of simple and complex sentence structures.
- The student demonstrates command of language and conventions; the errors present are minor and do not interfere with meaning.



ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:



**Idea Development, Organization, and Coherence: 4**

**Language Usage and Conventions: 2**

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

My school is making us read two books during summer vacation. A lot of students are upset by this rule. I'm alright with it, but I think we should make some changes to make the rule better. I think that if the school changes the rule to let students have some choice of books then a bit more people would like it.

Many people like reading so it may seem like it's not a problem but the two books were picked by the teachers without even asking us. It isn't fair. Students have their own personal preferences and the books the teachers chose may not match them. Some students may like reading these books but some kids will find them boring. They may be so bored that they don't even try finishing the books because they don't like them.

A easy way to solve this problem is to create a list to give more choices. Teachers could make a list of ten books and each student could pick two to read. This is a good idea because some kids are lazy. If you let them pick whatever, they might pick a short book to get out of reading a chapter book or a longer book that is too easy to read and that would not be good. These ten choices would be different so that all kids could find an interesting book to read over the summer that will help them get better at reading.

Another way to solve this problem is to vote. Each classroom can pick a couple of books to vote on. Then the whole school can vote on the books the classrooms chose. This way students can pick from books that the whole school chose not just the teachers. Students will be reading something that most of them want and will discuss the books over the summer.

In conclusion if the rule was changed so kids could choose from different books a lot more students would like the rule more.

DOC: 4

- The topic is effectively introduced (“My school is making us read two books during summer vacation”), and an opinion is stated (“I’m alright with it . . . if the school changes the rule to let students have some choice of books then a bit more people would like it”).
- A clear, effective organizational structure is present. The student identifies his or her opinion in the intro and proceeds with a problem/solution-oriented organizational structure by explaining why the rule is problematic and then providing two potential solutions.
- Words and phrases are used to link opinions and reasons and help the response progress (“Many people like,” “A easy way,” “Another way”).
- The student develops the topic with some facts and details from the passages (“Teachers could make a list of ten books,” “kids could find an interesting book to read,” “will discuss the books over the summer”).
- The response provides a concluding statement that is consistent with the opinion presented.

LUC: 2

- Sentences are mostly complete with some variety. Simple and complex sentences are used throughout. However, there are some run-ons when attempting more complicated sentences (“If you let them pick what ever . . . too easy to read and that would not be good”).
- The response has some minor errors in usage and conventions with no significant effect on meaning (“Alot,” “I’am,” “chooce,” “like its not problem,” “A easy way,” “what ever,” “diffrant”).

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

I agree with the passage Choosing What I Read. Students should have reading homework over the summer, but they should get to choose the books. There are many reasons why this is true.

For starters, not everyone wants to read the books that have been picked with a list of books. Students can choose something they want to read. If they want to read it they enjoy it instead of not reading at all. It not fun at all to read a book you do not like. This is one of the many reasons why students should pick what they read.

Secondly, student can improve when they read more books. If they had a list they could read more and more books. This would really improve their reading skills. If you only have to read two books you will not get better, but with a list students have more options to become a better reader. This is only the second reason why students should get to pick what they read.

Lastly, some students have read the books that were picked. If they had a list they could pick something else out. Reading a book that you have read before is not as fun, especially on summer vacation. You could be having fun, but instead you are stuck inside reading a book you have read, before. This is the last of many reasons why students should choose their books.

To sum it all up, there are a number of different reasons why students should choose what they read. Including some student don't want to read books the have read before, some students can read several things off of the list, and students don't want people to pick what they read.

DOC: 3

- An opinion is stated in the introduction (“I agree,” “Students should have reading homework over the summer, but they should get to choose the books”).
- The student provides an organizational structure to group ideas and reasons (introduction establishes the opinion, each body paragraph is focused on a reason that the student believes his or her opinion, conclusion).
- The response develops the topic with some facts and details (“not everyone wants to read the books that have been picked,” “If they had a list they could read more and more books”). Some of the support feels slightly repetitive (“Reading a book that you have read before is not as fun,” “You could be having fun, but instead you are stuck inside reading a book you have read, before”).
- Words and phrases are used to link the opinion and reasons (“For starters,” “Secondly,” “Lastly”).
- A strong conclusion restates the opinion and summarizes the reasons presented in the body.

LUC: 3

- The response has clear and complete sentence structure with some variety. The student uses both simple and compound sentences.
- No errors in usage or conventions interfere with meaning.

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

I don't think we should have to read over summer vacation. First we have summer vacation to get a break from school. Next what if some kids have already read the book. Last some kids like me will forget what the book is about

Summer vacation is there so that the children that work so hard get a break. to do other things. In passage 1 it says "I might read on vacation or use math to build a fort. I might go to the aquarium to

learn about science." These are things we do for fun while learning.

Some kids might have all ready read the books chosen for us. As in passage 2 that says "I agree that they are good books, because I read them last year." This proves that some kids are able to of read the books. Some people may not what to read them again.

Last children like me might forget about the book. Say you read the books at the veary beginning of summer so you don't read them at the last minnute. School comes around and you go O no I forgot what the books are about. you whont have time to read them again. People espaily kids are forgetful.

So inconclusion you now see why I think the read two books overs the summer rule should be eliminated.

DOC: 3

- The opinion is stated (“I don’t think we should have to read over summer vacation”), and the topics of the body paragraphs are introduced (“break from school,” “already read the book,” “forget what the book is about”).
- An organizational structure is present. Ideas progress in the order stated in the introduction.
- The topic is developed with facts and details from the text (“I might read on vacation or use math to build a fort,” “I read them last year”).
- Some words and phrases are used to link opinion and reasons (“Last,” “So inconclusion”).
- A concluding statement is present (“you now see why I think the read two books overs the summer rule should be eliminated”).

LUC: 3

- The response has complete sentences with some variety (“These are things we do for fun while learning,” “People espaily kids are forgetful”).
- Minor internal punctuation and spelling errors do not interfere with meaning.



ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:



**Idea Development, Organization, and Coherence: 3**

**Language Usage and Conventions: 3**

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

Do you think kids should read in the summer? If you don't know, let me tell you my opinion.

I think reading in the summer is bad because summer is about relaxing. Reading books in the summer is pretty much school work. You should only read at least once book because two books is to much for me. Books deserved to be studied and read and talked about in school. In summer, you may want to go to the beach, play video games, or sleep in. In school you may have no problem with reading two books. Whats worse is the two books have won Newbery Medals. One of my friends read a Newbery book and he said it was very long. Talking about a book in school helps me remember because I'm not thinking about going to the beach, or having a sleep over.

If you had to read two books in summer, would you think it is a good idea or a bad idea.

### DOC: 3

- An introduction states the topic (“Do you think kids should read in the summer? If you don’t know, let me tell you my opinion”), but the opinion is not stated until the beginning of the body.
- The response provides some organizational structure to group ideas and reasons. Ideas and reasons are connected in the second paragraph, but sometimes the connection feels loose (“Books deserved to be studied and read and talked about in school. In summer, you may want to go to the beach,” “In school you may have no problem with reading two books”).
- Ideas are presented and supported with some details/examples (“Books deserve to be studied and read and talked about in school,” “the two books have won Newbery Medals,” “Talking about a book in school helps me remember”).
- Linking words and phrases are used to help connect ideas (“In summer,” “In school,” “Whats worse”).
- The concluding statement is related to the topic but not the opinion.

### LUC: 3

- The response has clear and complete sentence structure with appropriate range and variety (“If you don’t know, let me tell you my opinion,” “Talking about a book in school helps me remember because I’m not thinking about going to the beach, or having a sleep over”).
- Errors in usage and conventions are minor and do not interfere with meaning.

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

My opinion is school's should not provide books on the summer. First I dont like to read on the summer. It's boring I'd rather play games. When I get bored of playing games I will watch tv. Next I dont like to read what teacher pick. I'd rather pick action books. Fiction books are the best books to me. In mean while they need to change the read over summer rule. The new rule need's to be have fun on the summer.

I will enjoy my vaction if I didn't have to read all the summer. If I did have to read on the summer I perfer 1 book at least. But by the time we come back to school I will forget what I read.

DOC: 2

- The student states an opinion (“My opinion is school’s should not provide books on the sumer”).
- The student attempts to provide an organizational structure, but the structure is inconsistent. While most of the ideas are related, much of the progression feels more like a stream of consciousness than an organized essay (“I dont like to read on the summer,” “I’d rather play games,” “I dont like to read what teacher pick,” “The new rule need’s to be have fun on the summer,” “If I did have to read on the summer I perfer 1 book”).
- The response attempts to support the opinion with some original details (“It’s boring I’d rather play games. When I get bored of playing games I will watch tv,” “Fiticon books are the best books to me,” “I will forget what I read”).
- No conclusion is supplied.

LUC: 2

- The response has complete sentences with some variety (“When I get bored of playing games I will watch tv,” “I’d rather pick action books,” “If I did have to read on the summer I perfer 1 book at least”).
- Minor errors in usage, spelling, and conventions are noticeable but have no significant effect on meaning (missing internal punctuation, “school’s should not provide books on the sumer,” “what teacher pick,” “Fiticon,” “mean while,” “The new rule need’s,” “vaction”).

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

I think that students should not have summer reading, but yet I think they should. They should have summer reading because it is right that when they read a bunch of books, and then they come back from summer and forget what the book was about and forget that they even read it. I also think that they should not have summer reading because some kids don't get to spend time with their moms and dads. When summer gets here kids can go spend time with their parents and have lots and lots of fun.

DOC: 2

- The student attempts to present an opinion on the topic but doesn't really take a side ("students should not have summer reading, but yet I think they should").
- The student attempts to provide organizational structure to group reasons (ambiguous statement of opinion, reasons to support summer reading that drift into reasons to be against summer reading).
- The student attempts to provide details to develop the topic ("they come back from summer and forget," "spend time with their moms and dads").
- No attempt to provide a conclusion is made.

LUC: 2

- The response has some complete sentences (introduction, "I also think that they should not have summer reading"); however, attempts at more advanced sentence structure result in run-ons.
- There are few errors in spelling, usage, and conventions, none of which interfere with meaning.

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:



**Idea Development, Organization, and Coherence: 2**

**Language Usage and Conventions: 1**

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

Studen should read books during summer because they'll Be smarter for the next grade. They're reading skills will go higher and higher when they go back to school from Summer Vacation the reason why they Should read books is because they will be able to tell what the book is about like if you have a assignment to read a book and write a report the students will be able to tell what the book is about or what the main idea is stuff like whatever they have to write about from the book but some student can choose a book to read or their choice then, after they read the book they might have to write about it. the reason why student might have to write about a book is because they might fail if they do they'll pass if they write a good report. If they don't they'll fail and they want know about the book like what it's about or what the main idea is nothing about the Book. That's why it's important to read books during summer vacation.

DOC: 2

- The student attempts to introduce a topic and state an opinion (“Studen should read books during summer because they’ll Be smarter for the next grade”).
- The student attempts to provide an organizational structure to group reasons, but the structure is inconsistent. Ideas read like a stream of consciousness, and cohesion is occasionally weak (“They’re reading skills will go higher and higher;”“if you a assignment to read a book and write a report;”“tell what the book is about or what the main idea is;”“but some student can choose a book to read or their choice;”“might have to write about a book is because they might fail if they do;”“If they don’t they’ll fail and they want know about the book”).
- The response attempts to develop the topic and support the opinion with a few details, none of which are passage based (“reading skills will go higher and higher;”“they will be able to tell what the book is about”).
- The student uses few phrases to link opinions and reasons (“the reason”). Connections aren’t always clear.
- A weak concluding statement (“That’s why it’s important to read books during summer vacation”) is supplied.

LUC: 1

- Sentence construction consists of two correct simple sentences (the introductory statement and the concluding statement) and three run-ons (“They’re reading skills will go higher and higher . . . they might have to write about it;”“the reason why student might . . . write a good report;”“If they don’t . . . nothing about the Book”). The problems in sentence structure are too severe for the response to receive a higher LUC score.
- Errors in grammar/usage/punctuation/spelling are present but have no significant effect on meaning (“Studen;”“They’re reading skills;”“a assignment;”“but some student can choose;” “the reason why student”).



ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:



**Idea Development, Organization, and Coherence: 1**

**Language Usage and Conventions: 1**

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

The 2 po-siges “Summer is for New Adventures” and “Chooing what I Read” have things defrent bease ones a bout wanting to chos ther onne book so they can let them chose and the other one is about reding in summer it is talking about reiding two books and reding in summer. And chosing your onne book will be bettr then reading in summer.

DOC: 1

- The response does not state an opinion. Instead, it briefly summarizes the source material.
- The response is too brief to demonstrate organizational structure.
- Few details are used to attempt development (“it is talking about reiding two books and reding in the summer”).
- No attempt to use words or phrases to link ideas is made.

LUC: 1

- Most of the response is a single run-on sentence (“The 2 po-siges . . . and reding in summer”).
- Frequent errors in spelling, conventions, and usage interfere with meaning (“po-siges,” “defrent bease ones a bout wanting to chos ther onne book”).

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:



**Idea Development, Organization, and Coherence: 1**

**Language Usage and Conventions: 1**

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

No school should not do summer reading. Becous, It said right here that I do not think it is a good rule. Reading is a valuble skill and it could be goodthing for the student. Who should choose the book. Becous in the passed that I think the school did a good job on picking out the right book for students. If the kid pick out the books they mied not git a very good book for theme. there they you should not give the kid book on the summer brack. It is for kid to gitting a brek from school. So that is y you shot not give kid book from school.

DOC: 1

- The response contains a minimal attempt to state an opinion (“No school should not do summer reading”).
- Beyond a single statement for both an introduction and conclusion, the response lacks any evident organizational structure, as most ideas are listed.
- The body of the response does not always support the stated opinion (“Reading is a valuble skill,” “the school did a good job”). The lack of cohesion makes it difficult to understand.
- The only attempts to link reasons are ineffective (“Becous,” “So”).
- The response contains a minimal concluding statement (“So that is y you shot not give kid book from school”).

LUC: 1

- While some attempt is made to vary sentence patterns and lengths, two fragments are created by subordinate clauses starting with because (“Becous”) without a main clause. Including extraneous words also creates incorrect sentences (“there they you should not give the kid book on the summer brack”).
- Although most errors do not significantly interfere with meaning, in a relatively brief response they are present in multiple categories, including spelling (“Becous,” “valuble,” “student,” “mied,” “git,” “theme,” “brack,” “y”), usage (“passed,” “kid pick,” “kid to gitting”), capitalization inside a sentence (“It”) and at the start of a sentence (“there”), and punctuation (failure to use a question mark to end a question beginning with “Who”).

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

Hello students! how many of You like to read? If You Do today Is your luky day. Theres going to be a new rule today During the summer each student Is going to read a book when your Finish with the book you were reading read another one and when your finish with the second book compare an contrast the book The reason Im Doing this rule is because alot of you guys are Forgetting how to pernouce words whats the mening of a word so thats why Im Doing this rule

DOC: 1

- The student introduces the topic but does not state an opinion (“Theres going to be a new rule today”).
- The organizational structure is inconsistent. There is a list of random ideas followed by an explanation of the rule.
- The response does not develop the topic or support an opinion. The information provided is irrelevant (“read a book,” “read another,” “compare and contrast the book,” “you guys are Forgetting how to pernouce words”).
- The response provides a minimal conclusion (“so thats why Im Doing this rule”).

LUC: 1

- Sentence construction consists of three short sentences and one run-on; the lack of punctuation creates confusion and impedes meaning (“today During the summer,” “read a book when,” “reading read,” “when your finish,” “book The reason,” “words whats the mening”).
- Errors in grammar/usage/punctuation/spelling are present across categories and impede meaning (“how many of You,” “today Is your luky,” “Theres,” “read a book when your Finish with,” “compare an contrast,” “Im,” “alot,” “pernouce,” “whats the mening,” “thats”).

