



**Grade 3**

**English Language Arts**

**Item and Scoring Sampler Supplement:**

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**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-Grade (EOG) 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 Grade 3 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 opinion 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 process takes

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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.**

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## 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 opinion piece.

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

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

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

1. The Gift of Giving
2. Receiving is Fun

## REBW Passage Set: Passage 1

### The Gift of Giving

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

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

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

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

## REBW Passage Set: Passage 2

### Receiving Is Fun

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

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

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

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### REBW Selected-Response Item: Question 1

What does the author of “The Gift of Giving” mean by saying *it pays to give*?

- A. It feels better to receive something than to give something.
- B. If you give something, you might receive something in return.
- C. If you want to give a gift, you will likely have to pay money for it.
- D. It is important to give gifts so people know you care about them.

### REBW Selected-Response Item: Question 2

In the first paragraph, why does the author of “Receiving Is Fun” state that it *doesn't matter* what the gift is?

- A. because even love is a gift worth giving
- B. because nicer gifts show the person loves you
- C. because the gift can be from anyone in your life
- D. because the idea of a surprise makes people feel good

### REBW Selected-Response Item: Question 3

Which pair of sentences from BOTH passages BEST shows the main ideas of “The Gift of Giving” and “Receiving Is Fun”?

- A. “Getting a present can be a fun surprise.”  
“If someone gives you a nice gift, it means a lot.”
- B. “Even free candy bars are exciting.”  
“You never know what’s on the inside.”
- C. “You make yourself happy by making others happy.”  
“Nothing beats the joy of opening a wrapped present.”
- D. “Surprising someone with a gift could mean that person will do the same for you.”  
“If you are loved, you'll probably love people in return.”

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### REBW Constructed-Response Item: Question 4

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

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

### REBW Extended-Writing Task: Question 5

#### WRITING TASK

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

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

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

#### Writer’s Checklist

##### Be sure to:

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

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

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## SCORING INFORMATION

REBW Assessment Selected-Response Items	Standard	Key
Question 1	3.L.5.a	B
Question 2	3.RI.1	D
Question 3	3.RI.2	C

Two-Point Constructed-Response Item: Question 4	Standard
Constructed Response Scoring Rubric:	3.RI.9

Score	Description
<b>2</b>	<p><i>The response gives sufficient evidence of the ability to compare the most important points and key details presented in two texts on the same topic.</i></p> <ul style="list-style-type: none"> <li>• Provides an adequate explanation of how the points discussed by the authors are similar.</li> <li>• Includes relevant examples/details from both passages for support.</li> </ul>
<b>1</b>	<p><i>The response gives limited evidence of the ability to compare the most important points and key details presented in two texts on the same topic.</i></p> <ul style="list-style-type: none"> <li>• Provides a weak explanation of how the points discussed by the points discussed by the authors are similar.</li> <li>• Includes vague/limited examples/details from the passage(s) for support.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Provides a credible explanation based on the passages of how the points discussed by the authors are similar, without including any relevant examples/details from either passage for support.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Includes relevant examples/details from the passages that imply an explanation of how the points discussed by the authors are similar, without explicitly explaining how the points are similar.</li> </ul>
<b>0</b>	<p><i>The response gives no evidence of the ability to compare the most important points and key details presented in two texts on the same topic.</i></p> <ul style="list-style-type: none"> <li>• Provides no explanation of how the points discussed by the authors are similar.</li> <li>• Includes no relevant examples/details from the passages that imply an explanation of how the points discussed by the authors are similar.</li> </ul>

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REBW Seven Point Extended-Writing Task: Question 5		Standards
<b>SEVEN-POINT, TWO-TRAIT RUBRIC</b>		3.W.1
Trait 1 for Opinion Mode:		
Writing Trait	Points	Criteria
<p><b>Idea Development, Organization, and Coherence</b></p> <p><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>	<b>4</b>	<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 to group reasons</li> <li>• Provides clear, relevant reasons to support the opinion</li> <li>• Uses linking words and phrases effectively to connect opinion and reasons</li> <li>• Provides a strong concluding statement or section</li> </ul>
	<b>3</b>	<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 reasons</li> <li>• Provides reasons to support an opinion</li> <li>• Uses some linking words to connect opinion and reasons</li> <li>• Provides a concluding statement or section</li> </ul>
	<b>2</b>	<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 some organization, but structure sometimes impedes the reader</li> <li>• Attempts to provide reasons that sometimes support the opinion</li> <li>• Uses few linking words to connect opinions and reasons; connections are not always clear</li> <li>• Provides a weak concluding statement or section</li> </ul>
	<b>1</b>	<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 provide reasons to support the opinion</li> <li>• May not use linking words to connect opinion and reasons</li> <li>• Provides a minimal or no concluding statement or section</li> </ul>
	<b>0</b>	<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"> <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>



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<b>REBW Seven Point Extended-Writing Task: Question 5</b>		<b>Standards</b>
<b>SEVEN-POINT, TWO-TRAIT RUBRIC</b> Trait 2 for Opinion Mode:		3.L.1 and 3.L.2
<b>Writing Trait</b>	<b>Points</b>	<b>Criteria</b>
<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>	<b>3</b>	<i>The student’s response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has clear and complete sentence structure, with appropriate range and variety</li> <li>Shows knowledge of language and its conventions when writing</li> <li>Any errors in usage and conventions do not interfere with meaning*</li> </ul>
	<b>2</b>	<i>The student’s response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has complete sentences, with some variety</li> <li>Shows some knowledge of languages and its conventions when writing</li> <li>Has minor errors in usage and conventions with no significant effect on meaning*</li> </ul>
	<b>1</b>	<i>The student’s response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has fragments, run-ons, and/or other sentence structure errors</li> <li>Shows little knowledge of languages and conventions when writing</li> <li>Has frequent errors in usage and conventions that interfere with meaning*</li> </ul>
	<b>0</b>	<i>The student’s response is flawed for various reasons and will receive a condition code:</i> <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>
<p>*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.</p>		