



**Grade 5**

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

All of these items help focus the student on the main idea(s) and key details in the passages prior to writing the extended essay. The first two selected-response items address each of the passages separately. The third selected-response item and the constructed-response item address both of the passages together. All four of these items contribute to a student's score in the Reading and Vocabulary domain. These four items are then followed by the extended-writing task, which requires the student to draw from the reading experiences when writing the response and to cite evidence from the passage(s) to support claims and conclusions in the essay.

## PURPOSE OF THIS REBW ITEM AND SCORING SAMPLER SUPPLEMENT

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

## ELA REBW ITEM TYPES

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

A constructed-response item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting a response from options provided. For ELA, these items are worth two points, and partial credit may be awarded if part of the response is correct.

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

## Reading and Evidence-Based Writing Supplement

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

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

# Reading and Evidence-Based Writing Supplement

## REBW Section Test Directions

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

Before you begin writing your opinion essay, you will read two passages and answer three multiple-choice 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 how summer reading.

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

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

## REBW Passage Set: Passage 1

### 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

## Reading and Evidence-Based Writing Supplement

### REBW Passage Set: Passage 2

#### 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

## Reading and Evidence-Based Writing Supplement

### REBW Selected-Response Item: Question 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.”

### REBW Selected-Response Item: Question 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.”

### REBW Selected-Response Item: Question 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.

## Reading and Evidence-Based Writing Supplement

### REBW Two-Point Constructed-Response Item: Question 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. **Write your answer on the lines on your answer document.**

### REBW Seven Point Extended-Writing Task: Question 5

#### 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.**

# Reading and Evidence-Based Writing Supplement

## SCORING INFORMATION

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

Two-Point Constructed-Response Item: Question 4	Standard
Constructed Response Scoring Rubric:	5.RI.9

Score	Description
<b>2</b>	<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 knowledgably.</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Includes specific, relevant examples/details from both passages for support.</li> </ul>
<b>1</b>	<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 knowledgably.</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 style="text-align: center;"><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 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 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>
<b>0</b>	<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 knowledgably.</i></p> <ul style="list-style-type: none"> <li>• Provides no explanation of how the author(s) 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 author(s) develop the idea that the required reading rule needs to be changed or eliminated.</li> </ul>



# Reading and Evidence-Based Writing Supplement

<b>REBW Seven Point Extended-Writing Task: Question 5</b>		<b>Standards</b>
<b>SEVEN-POINT, TWO-TRAIT RUBRIC</b>		<b>5.W.1</b>
Trait 1 for Opinion Mode:		
<b>Writing Trait</b>	<b>Points</b>	<b>Criteria</b>
<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 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>
	<b>3</b>	<p><i>The student’s response is a complete opinion piece that examines a topic and presents 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>
	<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 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>
	<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 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>
	<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>

# Reading and Evidence-Based Writing Supplement

<b>REBW Seven Point Extended-Writing Task: Question 5</b>		<b>Standards</b>
<b>SEVEN-POINT, TWO-TRAIT RUBRIC</b>		5.L.1 and 5.L.2
Trait 2 for Opinion Mode:		
Writing Trait	Points	Criteria
<p><b>Language Usage and Conventions</b></p> <p><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>	<b>3</b>	<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>
	<b>2</b>	<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>
	<b>1</b>	<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 languages and its conventions when writing</li> <li>Has frequent errors in usage and conventions that interfere with meaning*</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>
<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>		