



Grade 6

English Language Arts

Item and Scoring Sampler Supplement:

—

Reading and Evidence-Based Writing

Passage and Item Set

December 2017

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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 6 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

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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.

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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 informational/explanatory essay.

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

As you read the passages, think about details you may use in an informational/explanatory essay about pursuing individual passions.

These are the titles of the passages you will read:

1. Mahatma Gandhi's Decision to Take Action
2. Jane Addams—Making a Difference

REBW Passage Set: Passage 1

Mahatma Gandhi's Decision to Take Action

Mahatma Gandhi didn't have to walk endless miles or go without eating for days. He didn't need to risk going to prison to help others. But he did. He strongly believed that all people should be treated fairly, and he was willing to sacrifice to help them.

When Gandhi was born in India, the country had a strong caste system. People fortunate enough to be born into a rich family remained rich. Likewise, people born poor remained poor. They had very little chance to improve their lives. Further, poor people were not treated the same as the wealthy.

Gandhi came from a wealthy upper-class family. His father was the chief minister of the town where they lived. Gandhi could have been satisfied being part of a wealthy caste. However, when Gandhi was a young lawyer in South Africa, he saw how unfairly the poor in that country were treated. Gandhi felt strongly that this was wrong and decided to stand up for them. He opened a special law office to help end this mistreatment. When that didn't work, he helped organize peaceful protest marches. These marches helped get many laws changed that improved the lives of the poor.

This experience affected Gandhi greatly. It became his passion to see that all people were treated fairly. He decided to change the caste system in India. He also wanted to stop the mistreatment of Indians by the British government (Great Britain controlled India at that time). Just as he had in South Africa, Gandhi organized nonviolent protests throughout India. He called on officials to change how people were treated. His efforts angered the government, and Gandhi was arrested several times. However, he refused to stop working on behalf of the poor. His strong commitment helped win greater rights for the lower castes and for women. He also helped convince the government to give aid to the poor. His efforts eventually led to the creation of the nation of India.

Gandhi's passion to see people treated fairly helped improve the lives of people in both South Africa and India. By pursuing his passion, he made a great difference in their lives.

REBW Passage Set: Passage 2

Jane Addams—Making a Difference

During the late 1800s, Hull House in Chicago wasn't just a house. It was an entire complex. In one building, older children met for afterschool clubs. In another, families collected food for evening meals. Across a playground, some children swam in an indoor pool while others played sports in a gymnasium. There was also a library, an art gallery, a theater, a music room, and an office where adults could connect with new jobs. It was a haven, dedicated to helping people in the inner city find a better life, and it all came to be because of the vision of one woman: Jane Addams.

Jane Addams was the daughter of a successful businessman. As a young woman, Addams struggled with various health issues, including a spinal defect that made it difficult for her to be active. However, Addams did not let these problems slow her down. She earned a college degree and began traveling, searching for how she could make a difference with her life.

While in London, Addams visited a settlement house. It was established in a poor area in order to help residents there. Suddenly, her goal became clear. Addams and a friend went to Chicago and leased an abandoned building. They cleaned it up, called it Hull House, and in 1889 began providing services to immigrants who lived nearby. Addams could have found a comfortable job, but she chose the difficult life of helping those less fortunate.

Addams nursed the sick, cared for children while their mothers worked, and provided education for all ages. She gave speeches to the wealthy in order to raise money and gather volunteers. She also wrote eleven books about social issues and helped get child labor laws passed.

Over the years, Hull House expanded across the entire block. It provided hope and help to thousands of immigrants as they struggled to make new lives in a large city.

In 1931, Addams was honored with the Nobel Peace Prize. Her work for those who could not help themselves not only changed their lives, but also brought these issues to the attention of the world. The life of Jane Addams truly made a difference.

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REBW Selected-Response Item: Question 1

Which detail from “Mahatma Gandhi’s Decision to Take Action” supports the idea that Gandhi did not have to make the sacrifices he did?

- A. When Gandhi was born in India, the country had a strong caste system.
- B. Gandhi came from a wealthy upper-class family.
- C. He opened a special law office to help end this mistreatment.
- D. It became his passion to see that all people were treated fairly.

REBW Selected-Response Item: Question 2

Which sentence from “Jane Addams—Making a Difference” supports the idea that Addams made an unselfish decision to live a life of service when she decided what career path she would follow?

- A. As a young woman, Addams struggled with various health issues, including a spinal defect that made it difficult for her to be active.
- B. She earned a college degree and began traveling, searching for how she could make a difference with her life.
- C. Addams could have found a comfortable job, but she chose the difficult life of helping those less fortunate.
- D. She gave speeches to the wealthy in order to raise money and gather volunteers.

REBW Selected-Response Item: Question 3

Which central idea can be supported by details from BOTH passages?

- A. People often need the help of others in order to reach their goals.
- B. People should be treated fairly even though they may be different.
- C. It is important that people have the freedom to express their personal opinions.
- D. It may be necessary for people to give up comfort in order to support the things they believe in.

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REBW Two-Point Constructed-Response Item: Question 4

How do the authors of “Mahatma Gandhi’s Decision to Take Action” and “Jane Addams—Making a Difference” show that Gandhi and Addams both faced turning points in their lives?

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 are some people in this world who stand out because they care deeply and are passionate about their work. Now that you have read about Mahatma Gandhi and Jane Addams, think about them and others you may know about who have made sacrifices for their beliefs or passions.

Think about the ideas in the passages, and then write an **informational/explanatory essay** in your own words about how pursuing individual passions can have a positive impact on others.

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

Writer’s Checklist

Be sure to:

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use appropriate and varied transitions to connect ideas and to clarify the relationships among ideas and concepts.
- Use clear language and vocabulary.
- Establish and maintain a formal style.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your informational/explanatory essay on your answer document. Refer to the Writer’s Checklist as you write and proofread your essay.

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SCORING INFORMATION

REBW Assessment Selected-Response Items	Standard	Key
Question 1	6.RI.1	B
Question 2	6.RI.1	C
Question 3	6.RI.2	D

Two-Point Constructed-Response Item: Question 4	Standard
Constructed Response Scoring Rubric:	6.RI.3

Score	Description
2	<p><i>The response gives sufficient evidence of the ability to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</i></p> <ul style="list-style-type: none"> • Provides an adequate explanation of how the authors show that Gandhi and Addams both faced turning points in their lives. • Includes relevant examples/details from both passages for support.
1	<p><i>The response gives limited evidence of the ability to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</i></p> <ul style="list-style-type: none"> • Provides a weak explanation of how the author(s) show that Gandhi and/or Addams faced turning points in their lives. • Includes vague/limited examples/details from the passage(s) for support. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Provides a credible explanation based on the passage(s) of how the author(s) show that Gandhi and/or Addams faced turning points in their lives, without including any relevant examples/details from either passage for support. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Includes relevant examples/details from the passage(s) that imply an explanation of how the author(s) show that Gandhi and/or Addams faced turning points in their lives, without explicitly explaining how the authors show that they faced turning points.
0	<p><i>The response gives no evidence of the ability to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</i></p> <ul style="list-style-type: none"> • Provides no explanation of how the authors show that Gandhi/Addams faced turning points in their lives. • Includes no relevant examples/details from the passages that imply an explanation of how the authors show that Gandhi/Addams faced turning points in their lives.

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REBW Seven Point Extended-Writing Task: Question 5		Standards
SEVEN-POINT, TWO-TRAIT RUBRIC		6.W.2
Trait 1 for Informational/Explanatory Mode:		
Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence</p> <p><i>This trait examines the writer’s ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have read) in order to create cohesion for an informative/explanatory essay.</i></p>	4	<p><i>The student’s response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Effectively introduces a topic Effectively organizes ideas, concepts, and information using various strategies such as definition, classification, comparison/contrast, and cause/effect Effectively develops the topic with multiple, relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic Effectively uses transitions to connect and clarify the relationships among ideas Uses precise language and domain-specific vocabulary to inform and explain about the topic Establishes and maintains a formal style Provides a strong concluding statement or section that follows from the information or explanation presented
	3	<p><i>The student’s response is a complete informative/explanatory text that examines a topic and presents information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Introduces a topic Generally organizes ideas, concepts, and information Develops the topic with a few facts, definitions, concrete details, quotations, or other information and examples Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear Uses some precise language and domain-specific vocabulary to inform and explain about the topic Maintains a formal style, for the most part Provides a concluding statement or section
	2	<p><i>The student’s response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.</i></p> <ul style="list-style-type: none"> Attempts to introduce a topic Attempts to develop a topic with too few details Ineffectively organizes ideas, concepts, and information Uses limited language and vocabulary that does not inform or explain the topic Uses few transitions to connect and clarify relationships among ideas Uses a formal style inconsistently or uses an informal style Provides a weak concluding statement or section
	1	<p><i>The student’s response is a weak attempt to write an informative/explanatory text that examines a topic.</i></p> <ul style="list-style-type: none"> May not introduce a topic or topic is unclear May not develop a topic May be too brief to group any related ideas together May not use any linking words to connect ideas Uses vague, ambiguous, or repetitive language Uses a very informal style Provides a minimal or no concluding statement or section
	0	<p><i>The student’s response is flawed for various reasons and will receive a condition code:</i></p> <ul style="list-style-type: none"> Blank Copied Too Limited to Score/Illegible/Incomprehensible Non-English/Foreign Language Off-Topic/Off Task/Offensive

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REBW Seven Point Extended-Writing Task: Question 5		Standards
SEVEN-POINT, TWO-TRAIT RUBRIC		6.L.1 and 6.L.2
Trait 2 for Informational/Explanatory Mode:		
Writing Trait	Points	Criteria
Language Usage and Conventions <i>This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	3	<i>The student’s response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> Effectively varies sentence patterns for meaning, reader/listener interest, and style Shows command of language and conventions when writing Any errors in usage and conventions do not interfere with meaning*
	2	<i>The student’s response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> Varies some sentence patterns for meaning, reader/listener interest, and style Shows some knowledge of languages and conventions when writing Has minor errors in usage and conventions with no significant effect on meaning*
	1	<i>The student’s response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> Has fragments, run-ons, and/or other sentence structure errors Shows little knowledge of languages and conventions when writing Has frequent errors in usage and conventions that interfere with meaning*
	0	<i>The student’s response is flawed for various reasons and will receive a condition code:</i> <ul style="list-style-type: none"> Blank Copied Too Limited to Score/Illegible/Incomprehensible Non-English/Foreign Language Off-Topic/Off Task/Offensive
<p>*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>		