



**Grade 4**

**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 4 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 movies.

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

1. The Age of Silent Film
2. The Foley Artist

## REBW Passage Set: Passage 1

### The Age of Silent Film

Movies were not always the way we know them to be today. Today's movies have voices, songs, and sound effects. But the first movies were made with no sound at all. These types of movies were called silent films. The age of the silent film lasted from 1885 to the early 1930s.

During these years, no one had yet made a way to record sound on movie sets. Movies were instead filmed without sound. Then the movie studios would send the finished films out to theaters for people to see. There, a piano player or even a full, live band played music during the film. Live music helped set the mood for people watching the movie.

But what did actors do on film when no one could hear them speak? To begin with, there were many action scenes, like swordfights. These scenes did not need words for the crowd to follow the story. Also, actors learned to tell the story with their body. They would not speak, but used their faces and body movements instead. Beginning in 1903, title cards were introduced into the films. Title cards were frames of film with words to convey dialogue or important information for the story line of the movie.

These actions may look silly to us now. However, these films moved people to laugh and cry for almost 50 years.

## REBW Passage Set: Passage 2

### The Foley Artist

By the early 1930s, most movie studios had switched from silent films to "talkies." This was the term used for movies that had sound. The change opened up many new jobs in moviemaking. New actors were hired. Musicals began hiring singers and dancers. New sound crews were brought in to handle microphones. Also, sound effects were now needed.

For example, think of a movie scene where someone walks into an old house. What do you hear? You might hear the door opening, the floor creaking, and footsteps. However, these sounds were not recorded when the movie was being filmed. They were created later on a sound stage, or a place where only sounds are recorded. The person who makes the sounds is called a foley artist.

Foley artists watch a movie scene and figure out what noise would sound best on film. For instance, a foley artist might record the noise of hitting two coconuts together to sound like horse hooves. For punching sounds, the foley artist might hit a bag of sand. A pair of gloves can make the sound of birds flapping their wings. Next time you watch a movie, listen to all the sounds you have never noticed before.

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### REBW Selected-Response Item: Question 1

Which sentence from “The Age of Silent Film” BEST explains why musicians performed in the movie theaters?

- A. Movies were not always the way we know them to be today.
- B. During these years, no one had yet made a way to record sound on movie sets.
- C. Then the movie studios would send the finished films out to theaters for people to see.
- D. Live music helped set the mood for people watching the movie.

### REBW Selected-Response Item: Question 2

Which sentence from “The Foley Artist” BEST explains when sound is added to a movie?

- A. For example, think of a movie scene where someone walks into an old house.
- B. You might hear the door opening, the floor creaking, and footsteps.
- C. However, these sounds were not recorded when the movie was being filmed.
- D. They were created later on a sound stage, or a place where only sounds are recorded.

### REBW Selected-Response Item: Question 3

Which main idea is BEST supported by BOTH passages?

- A. Sound plays an important role in the movies.
- B. Sound is necessary for people to enjoy movies.
- C. Adding sound to movies was a very difficult process.
- D. Adding sound to movies took many years to accomplish.

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### REBW Two-Point Constructed-Response Item: Question 4

Describe the role of sound in silent movies and in movies made after sound could be added.

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

Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **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 linking words to connect ideas.
- Use clear language and vocabulary.
- 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	4.RI.3	D
Question 2	4.RI.1	D
Question 3	4.RI.2	A

Two-Point Constructed-Response Item: Question 4		Standard
Constructed Response Scoring Rubric:		4.RI.9
Score	Description	
<b>2</b>	<p><i>The response gives sufficient evidence of the ability to integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</i></p> <ul style="list-style-type: none"> <li>Provides an adequate description of the role of sound in silent movies and in movies made after sound could be added.</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 description of the role of sound in silent movies and in movies made after sound could be added.</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 description based on the passage(s) of the role of sound in silent movies and/or in movies made after sound could be added, without including any relevant examples/details from either passage 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 a description of the role of sound in silent movies and/or in movies made after sound could be added, without explicitly describing either role.</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 description of the role of sound in silent movies or in movies made after sound could be added.</li> <li>Includes no relevant examples/details from the passages that imply a description of the role of sound in silent movies or in movies made after sound could be added.</li> </ul>	

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REBW Seven Point Extended-Writing Task: Question 5		Standards
SEVEN-POINT, TWO-TRAIT RUBRIC		4.W.2
Trait 1 for Informational/Explanatory Mode:		
Writing Trait	Points	Criteria
<b>Idea Development, Organization, and Coherence</b>  <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>	4	<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> <ul style="list-style-type: none"><li>Effectively introduces a topic</li><li>Groups related ideas together to give some organization to the writing</li><li>Effectively develops the topic with multiple facts, definitions, concrete details, quotations, or other information and examples related to the topic</li><li>Effectively uses linking words and phrases to connect ideas within the categories of information</li><li>Uses precise language and domain-specific vocabulary to explain the topic</li><li>Provides a strong concluding statement or section related to the information or explanation presented</li></ul>
	3	<i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.</i> <ul style="list-style-type: none"><li>Introduces a topic</li><li>Develops the topic with some facts, definitions, and details</li><li>Groups some related ideas together to give partial organization to the writing</li><li>Uses some linking words to connect ideas within categories of information, but relationships may not always be clear</li><li>Uses some precise language and domain-specific vocabulary to explain the topic</li><li>Provides a concluding statement or section</li></ul>
	2	<i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.</i> <ul style="list-style-type: none"><li>Attempts to introduce a topic</li><li>Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic</li><li>Ineffectively groups some related ideas together</li><li>Uses few linking words to connect ideas, but not all ideas are well connected to the topic</li><li>Uses limited language and vocabulary that does not inform or explain the topic</li><li>Provides a weak concluding statement or section</li></ul>
	1	<i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic.</i> <ul style="list-style-type: none"><li>May not introduce a topic or topic is unclear</li><li>May not develop a topic</li><li>May be too brief to group any related ideas together</li><li>May not use any linking words to connect ideas</li><li>Uses vague, ambiguous, or repetitive language</li><li>Provides a minimal or no concluding statement or section</li></ul>
	0	<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>

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REBW Seven Point Extended-Writing Task: Question 5		Standards
<b>SEVEN-POINT, TWO-TRAIT RUBRIC</b> Trait 2 for Informational/Explanatory Mode:		4.L.1 and 4.L.2
Writing Trait	Points	Criteria
<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>		