



Grade 7

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 7 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 argumentative essay.

Before you begin writing your 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 argumentative essay about dance competitions.

These are the titles of the passages you will read:

1. Competition Builds Better Dancers
2. Dance Competitions: The Dark Side of Dance

REBW Passage Set: Passage 1

Competition Builds Better Dancers

These days, it is difficult to turn on the television and not find some kind of competition show. Chefs, artists, singers, dancers, and others regularly compete for prizes and fame. Some have criticized the role of competition in the arts, especially dance. However, competition has an important role to play in helping dancers achieve their long-term goals.

Dance competitions have grown in popularity. There are hundreds of dance competition promoters in the United States alone. Dancers compete solo or in groups, as well as in age divisions. Dancers usually represent their studio, performing routines in such styles as contemporary, ballet, hip-hop, and tap. Judges are often professional dancers themselves. They score each competitor based on ability, difficulty, costume, and routine.

Dancers give several reasons for competing. One of the most common is the valuable feedback they get from the judges. Judges write or record notes as they watch and score the routines. Studios may use these notes to help their dancers after the competition.

Dancers can compare their skills with the other competitors. This helps them to know if they are performing at the same level as other dancers in their style or age group. They can also learn new skills from watching other dancers perform.

Preparing for competition has its benefits. Dancers learn the value of hard work, time management, and teamwork, especially if they are competing in a group dance. They must learn how to deal with stress, and they gain experience in performing in front of others. Competitions also give dancers a taste of what it is like to be a professional. After all, professional dancers compete for work every time they go to an audition.

Of course, dance competitions can have their drawbacks too. Dancers must be ready and willing to compete in order to benefit from competition. However, for any dancer who wants to set high goals, competition is a necessity.

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REBW Passage Set: Passage 2

Dance Competitions: The Dark Side of Dance

Dance is an art form that many students enjoy. Dance can be a way to lower stress, gain flexibility, and have fun if done the right way.

Dance competitions often ruin dance for some students. Dancers sometimes say that pressure, increased stress, and lowered self-esteem make competing difficult. Although dance competitions are popular across the country, not all dance studios participate in them. For these studios, there are more drawbacks to competing than benefits.

Competition judges, for example, come from many dance backgrounds. This means that there are many ways to judge dancers. A dancer could perform the same dance in the same way at two different competitions and receive very different scores.

Some competitions give awards to all participants. This can lead to a false sense of achievement. Many dance teachers feel that true self-esteem comes through hard work and practice and not through winning awards.

Some studios and teachers emphasize competition so strongly that their students feel they can never do well enough. Other competitors and teachers may exhibit poor sportsmanship at events. Dancers sometimes walk away from a competition with lowered self-esteem and high levels of stress.

Dancers can still have the benefits of dance without having to compete. Performing on stage with a dance group can teach cooperation and timing. They can take classes to learn new dance moves and meet other dancers. They can even teach others how to dance.

Many professional dancers never entered a competition before they began their careers. Hard work, determination, and love of the art are far more important to a dancer's future than competing with other dancers.

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REBW Selected-Response Item: Question 1

Which sentence from “Competition Builds Better Dancers” BEST shows that dance competitions help dancers prepare for a career in dance?

- A. Judges write or record notes as they watch and score the routines.
- B. Preparing for competition has its benefits.
- C. After all, professional dancers compete for work every time they go to an audition.
- D. Of course, dance competitions can have their drawbacks too.

REBW Selected-Response Item: Question 2

Which sentence from “Dance Competitions: The Dark Side of Dance” BEST expresses how the results of dance competitions may be deceiving?

- A. Dance competitions often ruin dance for some students.
- B. For these studios, there are more drawbacks to competing than benefits.
- C. This can lead to a false sense of achievement.
- D. Other competitors and teachers may exhibit poor sportsmanship at events.

REBW Selected-Response Item: Question 3

Which of these BEST expresses the central idea of each individual passage?

- A. Dance competitions are an important part of developing dance skills.
Dance competitions can harm a dancer’s development.
- B. Dance competitions are a fun way to show off a dancer’s skills.
Dance competitions allow students to compare themselves to other dancers.
- C. Dance competitions can cause dance students to lose confidence in their abilities.
Dance competition judges often score dance performances in different ways.
- D. Dance competitions force dancers to become more focused on their routines.
Dance competitions encourage dance teachers to push their students to enter.

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REBW Two-Point Constructed-Response Item: Question 4

How does the author's point of view in "Competition Builds Better Dancers" differ from the author's point of view in "Dance Competitions: The Dark Side of Dance"?

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 a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

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

Writer's Checklist

Be sure to:

- Introduce your claim.
- Support your claim with logical reasons and relevant evidence from the passages.
- Acknowledge and address alternate or opposing claims.
- Organize the reasons and evidence logically.
- 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 words, phrases, or clauses to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Establish and maintain a formal style
- Use clear language and vocabulary.
- Provide a conclusion that supports the argument presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your argumentative 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	7.RI.1	C
Question 2	7.RI.1	C
Question 3	7.RI.2	A

Two-Point Constructed-Response Item: Question 4		Standard
Constructed Response Scoring Rubric:		7.RI.6
Score	Description	
2	<p><i>The response gives sufficient evidence of the ability to determine an author’s point of view in a text and analyze how the author distinguishes his or her position from that of others.</i></p> <ul style="list-style-type: none"> Provides an adequate explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance”. Includes relevant examples/details from both passages for support. 	
1	<p><i>The response gives limited evidence of the ability to determine an author’s point of view in a text and analyze how the author distinguishes his or her position from that of others.</i></p> <ul style="list-style-type: none"> Provides a weak explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance”. Includes vague/limited examples/details from the passage(s) for support. <p>OR</p> <ul style="list-style-type: none"> Provides a credible explanation based on the passages of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance”, without including any relevant examples/details from either passage for support. <p>OR</p> <ul style="list-style-type: none"> Includes relevant examples/details from the passages that imply an explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance”, without explicitly explaining how the authors’ points of view differ. 	
0	<p><i>The response gives no evidence of the ability to determine an author’s point of view in a text and analyze how the author distinguishes his or her position from that of others.</i></p> <ul style="list-style-type: none"> Provides no explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance”. Includes no relevant examples/details from the passages that imply an explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance”. 	

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REBW Seven Point Extended-Writing Task: Question 5		Standards
SEVEN-POINT, TWO-TRAIT RUBRIC		7.W.1
Trait 1 for Argumentative Mode:		
Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence <i>This trait examines the writer's ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) in his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argument essay.</i>	4	<i>The student's response is a well-developed argument that effectively relates and supports claims with clear reasons and relevant text-based evidence.</i> <ul style="list-style-type: none"> Effectively introduces claim(s) Uses an organizational strategy to clearly present reasons and relevant evidence logically Supports claim(s) with clear reasons and relevant evidence using specific, well-chosen facts, details, or other information from credible sources and demonstrates a good understanding of the topic or texts Acknowledges and counters opposing claim(s), as appropriate Uses words, phrases, and/or clauses that effectively connect and show direct, strong relationships among claim(s), reasons, and evidence Establishes and maintains a formal style that is appropriate for task, purpose, and audience Provides a strong concluding statement or section that logically follows from the argument presented
	3	<i>The student's response is a complete argument that develops and supports claims with some text-based evidence.</i> <ul style="list-style-type: none"> Clearly introduces claim(s) Uses an organizational strategy to present reasons and evidence Uses facts, details, definitions, examples, and/or other information to develop claim(s) Attempts to acknowledge and/or counter opposing claim(s), as appropriate Uses words, phrases, or clauses that connect and show relationships among claims(s), reasons, and evidence Uses a formal style fairly consistently that is appropriate for task, purpose, and audience Provides a concluding statement or section that follows from the argument presented
	2	<i>The student's response is an incomplete or oversimplified argument that partially supports claims with loosely related text-based evidence.</i> <ul style="list-style-type: none"> Attempts to introduce claim(s) Attempts to use an organizational structure which may be formulaic Attempts to support claim(s) with facts, reasons, and other evidence sometimes, but logic and relevancy are often unclear Makes little, if any, attempt to acknowledge or counter opposing claim(s) Uses few words, phrases, or clauses to connect ideas; connections are not always clear Uses a formal style inconsistently or an informal style that does not fit task, purpose, or audience Provides a weak concluding statement or section that may not follow the argument presented
	1	<i>The student's response is a weak attempt to write an argument and does not support claims with adequate text-based evidence.</i> <ul style="list-style-type: none"> May not introduce claim/claims, or they must be inferred May be too brief to demonstrate an organizational structure, or no structure is evident Has minimal support for claim(s) Makes no attempt to acknowledge or counter opposing claims(s) Uses minimal or no words, phrases, or clauses to connect ideas Uses very informal style that is not appropriate for task, purpose, or audience Provides a minimal or no concluding statement or section
	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

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REBW Seven Point Extended-Writing Task: Question 5		Standards
SEVEN-POINT, TWO-TRAIT RUBRIC Trait 2 for Argumentative Mode:		7.L.1 and 7.L.2
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
*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.		