



**American Literature**  
**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-Course (EOC) 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 Ninth Grade Literature 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 argumentative essay.

Before you begin writing your argumentative 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 argumentative essay about whether students should be required to take fine arts.

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

1. Get Ready for Roadway Robots
2. Putting the Brakes on Driverless Cars

## REBW Passage Set: Passage 1

### Get Ready for Roadway Robots

- 1 Roadways in cities all over the world are crowded. With urban expansion, the number of drivers in any one location is sometimes staggering. Aside from the obvious annoyances of traffic jams, longer commutes, and wasted gasoline, there is one larger issue that becomes paramount on crowded highways: traffic accidents. Research shows that the number one cause of all traffic collisions is driver error. Therefore, it makes sense that the use of driverless cars will be a welcome change.
- 2 Autonomous cars work by using elaborate technology systems that allow the car to drive on its own. While drivers may have the option to take over the controls during extreme scenarios, the car itself will make command decisions the majority of the time. As the technology continues to advance, this will include more accurate self-parking abilities and a lesser amount of input from the human occupant. Driverless cars are programmed to avoid collisions and other mishaps for which the human driver has been consistently to blame. Most accidents occur when the driver is not concentrating on the task of driving. By eliminating the need for the driver to focus, driverless cars will be able to prevent a majority of accidents. While more testing must be done in order to estimate the number of traffic-related deaths that could be avoided, it is promising that technology will remove operator error from the equation.
- 3 European experts predict that within the next one to two decades, driverless cars will become the standard. They cite overcrowding, environmental issues, and public safety as the three most compelling reasons. Newer technology means cleaner emissions and a more smoothly running highway system. Some experts even go so far as to suggest that the driver-operated vehicles of today are an outdated and harmful concept. Several well-known manufacturers are producing and testing autonomous cars in preparation for mass-market use, which they anticipate will begin within the next few years.
- 4 The time for drastic change has come for the automobile industry. As the population increases, something must be done in order to ensure safety on the road. By using technology to its fullest potential, lives can be saved and people can commute with confidence. Drivers will no longer have to worry about whether the drivers around them are using their cell phones as they drive. It will not matter, because the driverless car will usually be in control.

## REBW Passage Set: Passage 2

### Putting the Brakes on Driverless Cars

- 1 It seems that people have a genuine dependence on technology in everyday life. Regularly, a new gadget makes an appearance, and everyone proclaims it to be just what society needs in order to function better than it did just the day before. While some advancements have made improvements on old ideas, some are questionable when put into practice. The latest example of one such invention is the driverless car.
- 2 Designers claim that they will eliminate the need for human drivers and prevent traffic collisions. However, studies show that no such result will be realized by using autonomous vehicles. Although driverless cars can avoid obstacles more quickly than human drivers, they are not beyond the laws of nature. Tests show that a driverless car can stop itself sooner than a human driver could stop it, but it will not miss an obstacle altogether if the obstacle appears suddenly. This means that if something darts out within close range of the car, the car will hit it. So far, the technology has not advanced to the point of sensing when and how to avoid rapid events. A human driver can at least make the distinction between a pedestrian and a cardboard box, for instance. The driverless car cannot do this on its own. During a closed-course test of the newest driverless car, the vehicle struck a mock cyclist, further disproving claims of safety.
- 3 Even if these vehicles were capable of avoiding all accidents, there will be times when they must be controlled by actual drivers. This presents a series of safety concerns. First, drivers will likely be less aware of their surroundings than if they had been driving all along. Second, computers are notorious for functional errors. When the car malfunctions and the driver takes over, what will happen if the driver is not prepared to do so, particularly if driving on a busy highway? Another concern is that humans will be out of practice when it comes to driving, which means that skilled drivers will be rare.
- 4 While great advancements do help society, the driverless car is not one that needs to be pursued. To have these vehicles in the mainstream will simply add to the already overwhelming problem of traffic safety. Human mistakes are upsetting, but technological blunders are unacceptable when human lives are at stake.

## Reading and Evidence-Based Writing Supplement

### REBW Selected-Response Item: Question 1

The author of “Get Ready for Roadway Robots” implies that driverless cars will be most useful in highly populated areas. Which sentence from the passage BEST supports this inference?

- A. “Aside from the obvious annoyances of traffic jams, longer commutes, and wasted gasoline, there is one larger issue that becomes paramount on crowded highways: traffic accidents.”
- B. “By eliminating the need for the driver to focus, driverless cars will be able to prevent a majority of accidents.”
- C. “Newer technology means cleaner emissions and a more smoothly running highway system.”
- D. “Several well-known manufacturers are producing and testing autonomous cars in preparation for mass-market use, which they anticipate will begin within the next few years.”

### REBW Selected-Response Item: Question 2

Which sentence from “Putting the Brakes on Driverless Cars” BEST supports the inference that driverless cars could give rise to new safety issues that are potentially worse than current safety issues?

- A. “It seems that people have a genuine dependence on technology in everyday life.”
- B. “Designers claim that they will eliminate the need for human drivers and prevent traffic collisions.”
- C. “First, drivers will likely be less aware of their surroundings than if they had been driving all along.”
- D. “While great advancements do help society, the driverless car is not one that needs to be pursued.”

### REBW Selected-Response Item: Question 3

Which TWO main ideas can be found in BOTH “Get Ready for Roadway Robots” and “Putting the Brakes on Driverless Cars”?

- A. Driverless cars do have some advantages over human drivers, and there are times when human drivers will still need to take the wheel.
- B. Technology often leads the way to innovations that improve our lifestyles, and driverless cars are nearly ready for mass production.
- C. Environmental issues are propelling the changes in the automobile industry, and many people are enthusiastic about the design of driverless cars.
- D. Traffic congestion is a serious cause of many highway accidents, and driverless cars may encourage more people in urban areas to consider ride-sharing.

## Reading and Evidence-Based Writing Supplement

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

Which author's style and content MOST effectively support his or her purpose?

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

Currently, a public debate is growing about the future of driverless vehicles. While these vehicles are still too expensive for mass production, the technology is fully in place and advancing. Some experts predict that driverless vehicles will become commonplace in the not-too-distant future. Those onboard with the technology welcome the development and predict safer roadways as a result; others, however, fear that driverless vehicles will make roadways even more unsafe.

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting one side of the debate or the other.

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 reasoning and relevant evidence, including facts and details, from the passages.
- Acknowledge and address alternate or opposing claims.
- Organize the reasons and evidence logically.
- 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 your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Use clear language and vocabulary.
- Establish and maintain a formal style.
- 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.**

# Reading and Evidence-Based Writing Supplement

## SCORING INFORMATION

REBW Assessment Selected-Response Items	Standard	Key
Question 1	11.RI.1	A
Question 2	11.RI.1	C
Question 3	11.RI.2	A

Two-Point Constructed-Response Item: Question 4	Standard
Constructed Response Scoring Rubric:	11.RI.6

Score	Description
<b>2</b>	<p><i>The response gives sufficient evidence of the ability to determine an author’s purpose in a text, analyzing how style and content contribute to the effectiveness of the rhetoric.</i></p> <ul style="list-style-type: none"> <li>• Provides an adequate evaluation of which author’s style/content most effectively supports his/her purpose.</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 determine an author’s purpose in a text, analyzing how style and content contribute to the effectiveness of the rhetoric.</i></p> <ul style="list-style-type: none"> <li>• Provides a weak evaluation of which author’s style/content most effectively supports his/her purpose.</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 evaluation based on the passage(s) of which author’s style/content most effectively supports his/her purpose, 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 evaluation of which author’s style/content most effectively supports his/her purpose, without explicitly evaluating which author’s style/content is more effective.</li> </ul>
<b>0</b>	<p><i>The response gives no evidence of the ability to determine an author’s purpose in a text, analyzing how style and content contribute to the effectiveness of the rhetoric.</i></p> <ul style="list-style-type: none"> <li>• Provides no evaluation of which author’s style/content most effectively supports his/her purpose.</li> <li>• Includes no relevant examples/details from the passages that imply an evaluation of which author’s style/content most effectively supports his/her purpose.</li> </ul>



# Reading and Evidence-Based Writing Supplement

REBW Seven Point Extended-Writing Task: Question 5		Standards
SEVEN-POINT, TWO-TRAIT RUBRIC		11.W.1
Trait 1 for Argumentative 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 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) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argument essay.</i></p>	<b>4</b>	<p><i>The student’s response is a well-developed argument that develops and supports claims with clear reasons and relevant evidence based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Effectively introduces claim(s), acknowledges and counters opposing claim(s), and engages the audience</li> <li>Uses an organizational strategy to establish clear relationships among claim(s), counterclaim(s), reasons, and relevant evidence</li> <li>Uses specific, well-chosen facts, details, definitions, examples, and/or other information from sources to develop claim(s) and counterclaim(s) fully and fairly and to point out strengths and limitations of both while anticipating the audience’s knowledge and concerns</li> <li>Uses words, phrases, and/or clauses that effectively connect the major sections of the text and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s)</li> <li>Uses and maintains a formal style and objective tone that is appropriate for task, purpose, and audience</li> <li>Provides a strong concluding statement or section that logically follows from and supports the argument presented</li> </ul>
	<b>3</b>	<p><i>The student’s response is a complete argument that relates and supports claims with some evidence based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Clearly introduces claim(s) and attempts to acknowledge and counter opposing claim(s)</li> <li>Uses an organizational strategy to present claim(s), reasons, and evidence</li> <li>Uses multiple pieces of relevant information from sources adequately to develop claim(s) and counterclaim(s) and to clarify relationships between claim(s), reasons, evidence, and counterclaim(s) while attempting to attend to the audience’s knowledge or concerns</li> <li>Uses words and/or phrases to connect ideas and show relationships among claims(s), reasons, and evidence</li> <li>Uses an appropriate tone and style fairly consistently for task, purpose, and audience</li> <li>Provides a concluding statement or section that follows from the argument presented</li> </ul>
	<b>2</b>	<p><i>The student’s response is an incomplete or oversimplified argument that partially supports claims with loosely related evidence.</i></p> <ul style="list-style-type: none"> <li>Attempts to introduce claim(s), but claim(s) may be unclear; makes reference to opposing claim(s)</li> <li>Attempts to use an organizational structure which may be formulaic</li> <li>Develops, sometimes unevenly, reasons and/or evidence to support claim(s) and present opposing claim(s), but shows little awareness of the audience’s knowledge or concerns</li> <li>Attempts to use words and/or phrases to connect claim(s), counterclaim(s), reasons, and evidence, but cohesion is inconsistent or weak</li> <li>Attempts to use an appropriate tone and style are not consistently appropriate for task, purpose, or audience</li> <li>Provides a weak concluding statement or section that may not follow the argument presented</li> </ul>
	<b>1</b>	<p><i>The student’s response is a weak attempt to write an argument and does not support claims with adequate evidence.</i></p> <ul style="list-style-type: none"> <li>May not introduce claim(s), or the claim(s) must be inferred; does not reference or acknowledge opposing claims(s)</li> <li>May be too brief to demonstrate an organizational structure, or no structure is evident</li> <li>Provides minimal information to develop the claim(s), little or none of which is from sources, and fails to attend to the audience’s knowledge or concerns</li> <li>Makes no attempt to use words and/or phrases to connect claim(s) and reasons, reasons and evidence, and claim(s) and counterclaim(s)</li> <li>Uses a style and tone that are inappropriate and/or ineffective</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

REBW Seven Point Extended-Writing Task: Question 5		Standards
<b>SEVEN-POINT, TWO-TRAIT RUBRIC</b> Trait 2 for Argumentative Mode:		11.L.1 and 11.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>• Uses clear and complete sentence structure, with appropriate range and variety</li> <li>• Makes an attempt to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations</li> <li>• Has no errors in usage and/or conventions that 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>• Uses complete sentences, with some variety</li> <li>• Attributes paraphrases and direct quotations inconsistently to their sources via in-text or parenthetical citations</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>• Makes little, if any, attempt to attribute paraphrases and direct quotations to their sources</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>		