



## THE GEORGIA MILESTONES ASSESSMENT SYSTEM



### **Dear Student,**

The **Georgia Milestones Ninth Grade Literature and Composition EOC Study/Resource Guide for Students and Parents** is intended as a resource for parents and students.

This guide contains information about the core content ideas and skills that are covered in the course. There are practice sample questions for every unit. The questions are fully explained and describe why each answer is either correct or incorrect. The explanations also help illustrate how each question connects to the Georgia state standards.

In addition, the guide includes activities that you can try to help you better understand the concepts taught in the course. The standards and additional instructional resources can be found on the Georgia Department of Education website, [www.georgiastandards.org](http://www.georgiastandards.org).

**Get ready—open this guide—and get started!**

## **GEORGIA MILESTONES END-OF-COURSE (EOC) ASSESSMENTS**

The EOC assessments serve as the final exam in certain courses. The courses are:

### **English Language Arts**

- Ninth Grade Literature and Composition
- American Literature and Composition

### **Mathematics**

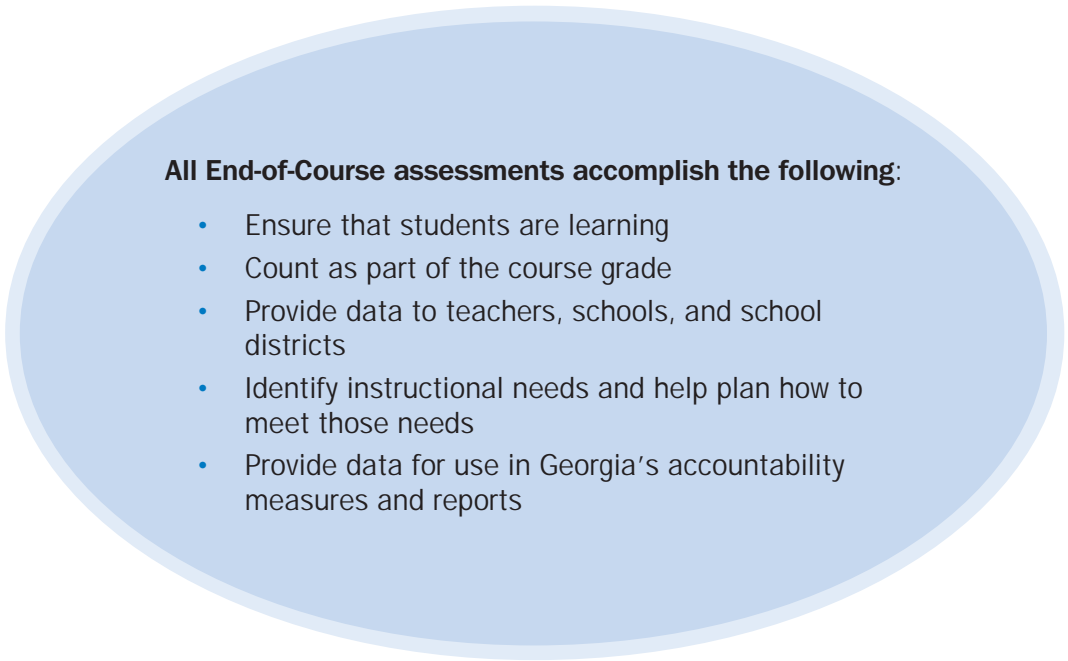
- Algebra I
- Analytic Geometry
- Coordinate Algebra
- Geometry

### **Science**

- Physical Science
- Biology

### **Social Studies**

- United States History
- Economics/Business/Free Enterprise



#### **All End-of-Course assessments accomplish the following:**

- Ensure that students are learning
- Count as part of the course grade
- Provide data to teachers, schools, and school districts
- Identify instructional needs and help plan how to meet those needs
- Provide data for use in Georgia's accountability measures and reports

## HOW TO USE THIS GUIDE

### Let's get started!

First, preview the entire guide. Learn what is discussed and where to find helpful information. You need to keep in mind your overall good reading habits.

Start reading with a pencil or a highlighter in your hand and sticky notes nearby.

Mark the important ideas, the things you might want to come back to, or the explanations you have questions about. On that last point, your teacher is your best resource.

You will find some key ideas and important tips to help you prepare for the test.

You can learn about the different types of items on the test.

When you come to the sample items, don't just read them: *do* them. Think about strategies you can use for finding the right answer. Then read the analysis of the item to check your work. The reasoning behind the correct answer is explained for you. It will help you see any faulty reasoning in the sample items you may have missed.

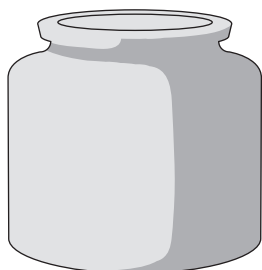
For constructed-response questions, you will be directed to a rubric, or scoring guide, so you can see what is expected. The rubrics provide guidance on how students earn score points, including criteria for how to earn partial credit for these questions. Always do your best on these questions. Even if you do not know all of the information, you can get partial credit for your responses.

Use the activities in this guide to get hands-on understanding of the concepts presented in each unit.

With the Depth of Knowledge (DOK) information, you can gauge just how complex the item is. You will see that some items ask you to recall information and others ask you to infer or go beyond simple recall. The assessment will require all levels of thinking.

Plan your studying and schedule your time.

Proper preparation will help you do your best!



# **OVERVIEW OF THE NINTH GRADE LITERATURE AND COMPOSITION EOC ASSESSMENT**

## **ITEM TYPES**

## DEPTH OF KNOWLEDGE DESCRIPTORS

Items found on the Georgia Milestones assessments, including the Ninth Grade Literature and Composition EOC assessment, are developed with a particular emphasis on the kinds of thinking required to answer questions. In current educational terms, this is referred to as Depth of Knowledge (DOK). DOK is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete a task, or in this case, an assessment item. The following table shows the expectations of the four DOK levels in greater detail.

The DOK table lists the skills addressed in each level as well as common question cues. These question cues not only demonstrate how well you understand each skill but also relate to the expectations that are part of the state standards.

<b>Level 1—Recall of Information</b>	
<p>Level 1 generally requires that you identify, list, or define, often asking you to recall <i>who</i>, <i>what</i>, <i>when</i>, and <i>where</i>. This level usually asks you to recall facts, terms, concepts, and trends and may ask you to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require you to “describe” and/or “explain” could be classified as Level 1 or Level 2. A Level 1 item requires that you just recall, recite, or reproduce information.</p>	
<b>Skills Demonstrated</b>	<b>Question Cues</b>
<ul style="list-style-type: none"> <li>• Make observations</li> <li>• Recall information</li> <li>• Recognize properties, patterns, processes</li> <li>• Know vocabulary, definitions</li> <li>• Know basic concepts</li> <li>• Perform one-step processes</li> <li>• Translate from one representation to another</li> <li>• Identify relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Tell who, what, when, or where</li> <li>• Find</li> <li>• List</li> <li>• Define</li> <li>• Identify; label; name</li> <li>• Choose; select</li> <li>• Read from data displays</li> <li>• Order</li> </ul>









### Example Item 1

**DOK Level 1:** This is a DOK level 1 item because it requires the student to recognize an example of imagery.

**Genre:** Literary

**Ninth Grade Literature and Composition Content Domain:** Reading and Vocabulary

**Standard:** ELAGSE9-10L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Which statement from the passage is the BEST example of imagery?**

- A. "Whoever has made a voyage up the Hudson must remember the Kaatskill mountains."
- B. "They are a dismembered branch of the great Appalachian family. . . ."
- C. "When the weather is fair and settled, they are clothed in blue and purple, and print their bold outlines on the clear evening sky. . . ."
- D. "It is a little village, of great antiquity, having been founded by some of the Dutch colonists in the early times of the province. . . ."

**Correct Answer:** C

**Explanation of Correct answer:** The correct answer is choice (C) "When the weather is fair and settled, they are clothed in blue and purple, and print their bold outlines on the clear evening sky. . . ." The descriptive phrases "fair and settled" and "clothed in blue and purple" are examples of imagery because they paint pictures for the reader. Choices (A), (B), and (D) are incorrect because they do not contain examples of imagery or appeal to the senses.

## Example Item 2

**DOK Level 2:** This is a DOK level 2 item because it requires the student to apply knowledge of the text in order to answer the question. The student must infer from the details presented in the text that Van Winkle was popular among the children.

**Genre:** Literary

**Ninth Grade Literature and Composition Content Domain:** Reading and Vocabulary

**Standard:** ELAGSE9-10RL1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Which sentence from the passage BEST helps the reader understand how popular Rip Van Winkle was with children?**

- A. "He inherited, however, but little of the martial character of his ancestors."
- B. "I have observed that he was a simple, good-natured man."
- C. "Certain it is, that he was a great favorite among all the good wives of the village, who, as usual with the amiable sex, took his part in all family squabbles. . . ."
- D. "He assisted at their sports, made their playthings, taught them to fly kites and shoot marbles, and told them long stories of ghosts, witches, and Indians."

**Correct Answer:** D

**Explanation of Correct answer:** The correct answer is choice (D) "He assisted at their sports, made their playthings, taught them to fly kites and shoot marbles, and told them long stories of ghosts, witches, and Indians." Because of Van Winkle's actions, assisting, making, teaching, and telling, the reader can infer that Van Winkle was popular with the children. Choices (A) and (B) are incorrect because they point to his overall nature, not how he was viewed by children. Choice (C) is incorrect because it discusses how he was viewed by the women of the town.



### Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• gives sufficient evidence of the ability to determine and analyze the development of a theme within the text</li> <li>• includes specific examples/details that make clear reference to the text</li> <li>• adequately explains the development of a theme within the text and the supporting information with clearly relevant details based on the text</li> </ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• gives limited evidence of the ability to determine and analyze the development of a theme within the text</li> <li>• includes limited examples that make reference to the text</li> <li>• explains the development of a theme within the text</li> </ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• gives no evidence of the ability to determine and analyze the development of a theme within the text</li> </ul>

### Exemplar Response

Points Awarded	Sample Response
2	<p>The author introduces the theme of how things change by describing the mountains: "Every change of season, every change of weather, indeed, every hour of the day, produces some change in the magical hues and shapes of these mountains. . . ." The author even describes Van Winkle's home by explaining how it has changed: "In that same village, and in one of these very houses (which, to tell the precise truth, was sadly time-worn and weather-beaten). . . ." Van Winkle is described as having "inherited, however, but little of the martial character of his ancestors." By beginning the story with these descriptions, the author is developing change as a central theme.</p>
1	<p>The author describes how things change. He describes how every hour of the day makes the mountains change. The author also describes the main character's house as "time-worn." This shows that change is important.</p>
0	<p>The author explains that the story happened many years ago. That is how the author develops the theme of change.</p>

### Example Item 4

**DOK Level 4:** This is a DOK level 4 item because it asks students to go beyond explaining to analyzing and synthesizing information from different sources. Students must combine ideas from the two readings and write new concepts based on their understanding.

**Genre:** Informational

**Ninth Grade Literature and Composition Content Domain:** Writing and Language

**Standard:** ELAGSE9-10W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

## WRITING TASK

In this section, you will write an informational essay in your own words explaining some ways diplomats help further the mission of the U.S. Department of State.

Be sure to use information from BOTH texts in your informational essay.

**Before you begin planning and writing, you will read two texts. As you read the texts, think about what details from the texts you might use in your informational essay. These are the titles of the texts you will read:**

1. **Who Is a Diplomat?**
2. **What Is the Mission of the U.S. Department of State?**

### Who Is a Diplomat?

There is a stereotype of the diplomat as a professional in a pinstriped suit, sitting with other diplomats in formal meeting rooms, negotiating peace, threatening war, or hammering out the terms of a treaty. While this is part of what diplomats do, since diplomacy is about managing international relations, it is only a small part of what diplomats do. The great majority of diplomatic activity involves personal contact with officials and citizens of a host country, getting to know them and their perspectives, while presenting the policies, values, and culture of the United States.

Department of State diplomats have a clear mission—to carry out the foreign policy of the President of the United States and to represent the political and economic interests of the United States around the world. Conducting foreign policy is a complex business. The peace, safety, and prosperity you enjoy are a direct result of the hard work of many skilled—and mostly unknown—professional diplomats.

Diplomats do discuss bilateral issues between the United States and host countries, seeking cooperation that fosters greater trade opportunities and gains support in international negotiations. But the perception that diplomats only

meet with government officials is false. Most of their work involves meeting with members and institutions of the business community, NGOs (non-governmental organizations), and civil society as well as the media, academe, and artistic world to create links through common ideals and actions. While official discussions may bring about a trade agreement, conversations with social and commercial organizations can lead to assistance and exchange programs to promote, for





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**The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based informational response on pages 77 and 78 to see why this example would earn the maximum number of points.**

*Many citizens don't know exactly what diplomats do, even though their jobs are key to the safety and security of our nation. They are part of the U.S. Department of State, and their job is to represent the political and economic interests of the United States in many countries around the world. They help further the mission of the U.S. Department of State in many ways, including representing the foreign policy of the president, helping strengthen foreign nations, and building relationships of cooperation and understanding.*

*Diplomats are representatives of the U.S. government. According to "Who Is a Diplomat?," their clear mission is "to carry out the foreign policy of the President of the*

## **DESCRIPTION OF TEST FORMAT AND ORGANIZATION**

The Ninth Grade Literature and Composition EOC assessment consists of a total of 60 items. You will be asked to respond to selected-response (multiple-choice), constructed-response, extended-response, and extended writing-response items.

The test will be given in three sections.

- You may have up to 75 minutes per section to complete Sections 1 and 2.
- You may have up to 90 minutes to complete Section 3, which includes the writing prompt.
- The total estimated testing time for the Ninth Grade Literature and Composition EOC assessment ranges from approximately 190 to 240 minutes. Total testing time describes the amount of time you have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students).
- Sections 1 and 2 may be administered on the same day or across two consecutive days, based on the district's testing protocols for the EOC measures (in keeping with state guidance).
- Section 3, which focuses on writing, must be administered on a separate day following the completion of Sections 1 and 2.

### **Effect on Course Grade**

It is important that you take this course, and the end-of-course assessment, very seriously.

- For students in Grade 10 or above beginning with the 2011–2012 school year, the final grade in each course is calculated by weighting the course grade 85% and the EOC score 15%.
- For students in Grade 9 beginning with the 2011–2012 school year, the final grade in each course is calculated by weighting the course grade 80% and the EOC score 20%.
- A student must have a final grade of at least 70% to pass the course and to earn credit toward graduation.



Be aware of time. If a question is taking too much time, come back to it later.  
Answer all questions. Check them for accuracy. For constructed-response questions



## **SNAPSHOT OF THE COURSE**

This section of the guide is organized into four units that review the material covered within the two domains of the Ninth Grade Literature and Composition course. The material is presented by topic rather than by category or standard. In each unit, you will find sample items similar to what you will see on the EOC assessment. The next section of the guide contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and options.

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

The more you understand about the topics in each unit, the greater your chances of earning a good score on the EOC assessment.







## **UNIT 1: READING—LITERARY**

This unit covers identifying main ideas and details, citing textual evidence, making inferences, determining the themes or central ideas of a text, and determining the impact of the author's choices on structure and meaning. Vocabulary skills covered include

Here are some common questions about characterization:

- Who is the main character? What words describe this character’s personality traits?
- Who are the minor characters? What roles do they play?
- How is one character similar to or different from another?
- How is the main character involved in the conflict?

**Setting:** In general, setting is when and where a narrative such as a story, drama, or poem takes place and establishes the context for the literary work. The “when” can include the time of day, season, historical period, or political atmosphere. The “where” can be as focused as a room in a house or as broad as a country. You may be asked to determine why the setting is important or how the setting affects the interpretation of a text. The setting can clarify conflict, illuminate character, affect the mood, and act as a symbol.

**Plot:** Literature commonly follows a specific unifying pattern or plot structure. The most common structure of a novel or story is **chronological**. The story is arranged in order of time from the beginning to the end. It often begins with **exposition** that may introduce the characters, establish the setting, and reveal the problem or conflict. The tension may build through a series of **complications** (incidents that either help or hinder the protagonist in finding a solution). This is the **rising action**. The **climax** is the peak or turning point of the action when the problem is resolved. At this point, the reader usually knows the outcome. The **falling action** is the part after the climax. It gives any necessary explanation and ends with **resolution** or **denouement**, the sense that the story is complete.

**Time:** Sometimes authors use foreshadowing and flashback to help tell a story. These techniques involve altering the timeframe from which a story is related. With **foreshadowing**, the author gives hints of what is to come in the future. With **flashback**, the storyline shifts to the past to give readers important information to help them understand the story better.

**Conflict:** Most plots have a conflict. Conflict creates instability or uncertainty. The characters’ need to find resolution and answers is what drives the story forward. Any type of contest—from a baseball game to a presidential election—is a conflict. A struggle between a character and an outside force is an **external conflict**. Conflict also occurs when there is incompatibility between ideas or beliefs, such as when a character has mixed feelings or struggles with a choice between right and wrong. A struggle within a character’s mind is an **internal conflict**. Here are some common conflicts in literature:

- person vs. person
- person vs. nature
- person vs. self
- person vs. society
- person vs. machine



**Tone** is the author’s implied attitude toward the audience or subject. Tone is established by the author through **diction** (word choice), **syntax** (the order in which words are placed), and **rhetoric** (language choices and techniques used to communicate perspective and to modify the perspectives of others).

Tone can apply to a text as a whole or to a portion of the text. For example, the overall tone of a politician’s speech might be formal, but a section that relates to a personal experience might be warm and casual.

**Mood:** Sometimes called “atmosphere,” mood is the overall feeling or emotion the author establishes by the choice of words and language, the actions of the characters, and the setting. Mood is sometimes confused with tone. Tone is the attitude a writer puts *into* a subject; mood is the feeling the reader experiences *from* it.

This is an example of a question about the literary characteristics of fiction:

**Read the following passage.**

<b>from <i>Little Women</i> by Louisa May Alcott</b>
Laurie lay luxuriously swinging to and fro in his hammock one warm September afternoon, wondering what his neighbours were about, but too lazy to go and find out. He was in one of his moods; for the day had been both unprofitable and unsatisfactory, and he was wishing he could live it over again. The hot weather made him indolent, and he had shirked his studies, tried Mr. Brooke’s patience to the utmost, displeased his grandfather by practicing half the afternoon, frightened the maid-servants half out of their wits by mischievously hinting that one of his dogs was going mad, and, after high words with the stableman about some fancied neglect of his horse, he had flung himself into his hammock, to fume over the stupidity of the world in general.

**Which quote BEST illustrates the passage’s anxious mood?**

- A. “. . .he had shirked his studies. . . .”
- B. “. . .he had . . . tried Mr. Brooke’s patience to the utmost. . . .”
- C. “. . .he had . . . frightened the maid-servants half out of their wits by mischievously hinting that one of his dogs was going mad. . . .”
- D. “. . .he had flung himself into his hammock, to fume over the stupidity of the world in general.”

The mood of the passage is anxious, and the statement that best illustrates this is choice (D). Laurie’s action (“flung himself”) and thoughts (“fume over the stupidity”) best illustrate the distress and apprehensiveness that run throughout the passage and contribute to its anxious atmosphere. Choices (A), (B), and (C) all suggest a feeling of discontent, but choice (D) is the best answer because it vividly reflects the overall anxious mood.

**Tone** and **mood** are often confused with each other. One way to remember the difference is to imagine a passage being read aloud; think of tone as *the way the author’s voice sounds* and mood as *how the atmosphere in the passage feels*.

The following chart shows examples of words that can describe tone and mood:



**Dramatic conventions** are the rules that actors and audience observe during a play. Some conventions relate to how the audience and the actors interact. For example, the audience knows to become quiet when the lights dim. **Dramatic irony** refers to situations in which the audience knows more than the character onstage. A character does or says something of greater importance than he or she knows. The audience, however, is aware of the meaning and importance of the act or speech.

You may also be asked to analyze how dramatic conventions support and enhance the interpretation of dramatic literature. To answer these questions, you will need to apply what you have learned about dramatic conventions, including plot, setting, dialogue, and monologue. **Dialogue** is the conversation between characters. Dialogue reveals the personalities of the characters by divulging what they are thinking and feeling as they talk to others. A **monologue** is a long speech by one character in which the character speaks about his or her thoughts and feelings.

**Political drama** is a drama or play with a political component, advocating a certain point of view or describing a political event.

**Modern drama**, like all modern literature, explores themes of alienation and disconnectedness. Modern drama, which became popular in the early 1900s, strives to let the audience feel as if it is peering in on real-life situations and experiencing real-life emotions.

**Theatre of the Absurd** refers to plays written in the 1950s and 1960s with the basic belief that human existence is absurd, or without meaning. The play itself often lacks the usual conventions of plot, character, or setting. Edward Albee's *The American Dream* (1960) is considered the first American absurdist drama.

## Poetry

Test questions about poetry will have you identify and demonstrate an understanding of literary elements, devices, and structures that are particular to poetry. For example, you will need to know the ways in which poetic devices appeal to the senses. You will also need to identify the topic of the poem (what it's about) and its theme (what statement it makes about life or society). Then you'll need to identify how the poet creates the topic and the theme, and locate examples and evidence to support your ideas.

As poetry is read aloud or silently, you “experience” the writing. Devices such as rhyme, consonance, assonance, and alliteration make poetry appealing to your senses. In some instances, you can also look for patterns in the poem to help locate poetic devices.

**Rhyme** is the repetition of terminal sounds in two or more words. Rhyming most commonly occurs at the ends of lines in poetry, as in “Twinkle, twinkle, little *star*/how I wonder what you *are*.” Rhyme can occur at every line, every other line, or wherever the poet decides. Not all poems rhyme, nor do they have to, but rhyme can emphasize ideas or images and unify thoughts, as well as add a musical quality to a poem. When you read a poem that has rhyme, look at the rhyming words and see how they contribute to the overall meaning of the poem. The following chart lists some different types of rhyme and devices.







**Connotation:** Another technique authors use to present precise ideas and set a certain tone is to choose words based on their connotations. The dictionary definition of a word is its **denotation**. The **connotation** of a word is a specific meaning or idea that the word brings to mind. For example, both *laugh* and *giggle* have a similar denotation. These words refer to sounds you make when you find something funny. However, the word *giggle* has youthful connotations associated with it. You often think of children giggling, but rarely think of grandfathers giggling. The word *laugh* has no such connotations associated with it. Therefore, while the denotation of both words is the same, the connotations are different. If a writer decides to describe a grandfather giggling, she probably means to hint that he has a youthful spirit or is feeling young at heart.

**Acquire new vocabulary:** Related questions will ask you to understand and acquire new vocabulary words that are appropriate for high school students. You will be asked to use your knowledge of various works of literature to determine the meanings of new words. Questions will measure your ability to use context clues from various types of texts to determine the meaning of unknown words. You will identify and correctly use patterns of word changes that indicate different meanings or parts of speech. Questions will also test your ability to use appropriate reference materials to clarify meaning, pronunciation, parts of speech, and word origins.

For unfamiliar vocabulary words, you will be asked to use **context**—the language surrounding the word—to find clues to the word’s meaning. By reading the sentence or paragraph that contains the unfamiliar word, you should get a sense of the overall meaning of that portion of the text. Also, the word’s position or function in the sentence is often a clue to its meaning.

**Cognates** are words that have the same origin or are related in some way to words in other

## SAMPLE ITEMS

Read the following passage and answer items 1 through 4.

**from *Les Misérables*  
By Victor Hugo**

At the moment when the ray of moonlight superposed itself, so to speak, upon that inward radiance, the sleeping Bishop seemed as in a glory. It remained, however, gentle and veiled in an ineffable half-light. That moon in the sky, that slumbering nature, that garden without a quiver, that house which was so calm, the hour, the moment, the silence, added some solemn and unspeakable quality to the venerable repose of this man, and enveloped in a sort of serene and majestic aureole that white hair, those closed eyes, that face in which all was hope and all was confidence, that head of an old man, and that slumber of an infant.

There was something almost divine in this man, who was thus august, without being himself aware of it.

Jean Valjean was in the shadow, and stood motionless, with his iron candlestick in his hand, frightened by this luminous old man. Never had he beheld anything like this. This confidence terrified him. The moral world has no grander spectacle than this: a troubled and uneasy conscience, which has arrived on the brink of an evil action, contemplating the slumber of the just. That slumber in that isolation, and with a neighbor like himself, had about it something sublime, of which he was vaguely but imperiously conscious.

No one could have told what was passing within him, not even himself. In order to attempt to form an idea of it, it is necessary to think of the most violent of things in the presence of the most gentle. Even on his visage it would have been impossible to distinguish anything with certainty. It was a sort of haggard astonishment. He gazed at it, and that was all. But what was his thought? It would have been impossible to divine it. What was evident was, that he was touched and astounded. But what was the nature of this emotion?

The gleam of the moon rendered confusedly visible the crucifix over the chimney-piece, which seemed to be extending its arms to both of them, with a benediction for one and pardon for the other.

Suddenly Jean Valjean replaced his cap on his brow; then stepped rapidly past the bed, without glancing at the Bishop, straight to the cupboard, which he saw near the head; he raised his iron candlestick as though to force the lock; the key was there; he opened it; the first thing which presented itself to him was the basket of silverware; he seized it, traversed the chamber with long strides, without taking any precautions and without troubling himself about the noise, gained the door, re-entered the oratory, opened the window, seized his cudgel, bestrode the window-sill of the ground-floor, put the silver into his knapsack, threw away the basket, crossed the garden, leaped over the wall like a tiger, and fled.

**Item 1**

Which structure did the author use in order to create tension?

- A. chronological order
- B. comparison and contrast
- C. flashbacks
- D. parallel plots

**Item 2**

Which of these BEST describes the literary use of the word *tiger* in the last paragraph?

- A. allegorical
- B. figurative
- C. literal
- D. symbolic

**Item 3**

Describe the theme of the passage.

Be sure to use details from the passage to support your answer. Write your answer on the lines provided.

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## **ACTIVITY**

### **Understanding Literary Language and Point of View**

#### **Standards:**

## UNIT 2: READING—INFORMATIONAL

This unit focuses on supporting an analysis of a text with evidence, determining central ideas, writing an objective summary, and analyzing complex ideas. Additional concepts covered are determining the technical meaning of words, evaluating arguments, and determining an author’s point of view or purpose. You will integrate knowledge and ideas from multiple sources and present information.

One type of informational text you may find on the assessment is **nonfiction**. It may include exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.

### KEY IDEAS

#### Nonfiction

The questions about literary elements may be based on any type of nonfiction material. You will be asked to understand and analyze the elements of nonfiction works that explain, persuade, describe, or relate true events.

The types of nonfiction texts you will encounter on the EOC assessment come from three common kinds of writing, each with its own purpose and conventions.

- **Informational text**, or expository nonfiction, is writing that explains or informs. Informational texts include business letters and memos; how-to passages that explain a process or project; news stories; and historical, scientific, and technical accounts (including digital sources) written for a broad audience. Expository writing may include vivid descriptions or the narration of personal stories and events that actually happened.
- **Argumentation** uses reasoning to influence people’s ideas or actions. This kind of writing includes advertisements.
- **Literary nonfiction** includes an anecdote, a diary (personal record of the writer’s thoughts and feelings), a journal (record of events and ideas, less private than a diary), a memoir, a biography, an autobiography, or another retelling of true events.

#### NOTE:



Because nonfiction writers use some of the same literary devices that fiction writers employ, questions related to nonfiction texts will address elements of structure, organization, language, point of view, and conflict. As with literary texts, questions about nonfiction will require close reading of specific portions of a text. You will not only need to understand key ideas and details, but also be able to locate evidence to support your understanding.




**STRATEGY BOX—Take Notes While You Read**

**Author’s purpose:** The author has a specific reason or purpose for writing the text. Often the author’s purpose is not directly stated in the text, and you have to figure out the reason for the text. Sometimes the author states the purpose.

**Rhetoric:** When text or speech is notable, powerful, beautiful, or persuasive, we can say that its **rhetoric** is effective. Rhetoric consists of language choices and techniques that writers use to communicate perspective and to modify the perspectives of others. As you locate and analyze evidence of effective rhetoric, you need to remember the difference between fact and opinion. Nonfiction works such as speeches and essays often combine fact and opinion, particularly if they are meant to be persuasive.

**Fact and opinion:** A **fact** is a statement that can be proven. An **opinion** is a statement that cannot be proven because it states a writer’s belief or judgment about something. Deciding whether or not a statement is a fact or an opinion often comes down to a single question: “Can you prove it?” If you can prove a statement somehow, then it is a fact. If not, it’s an opinion.

### **Important Tips**

-  Cite strong evidence from a text to support analysis of what the text says explicitly and what can be inferred. Determine where the text leaves matters uncertain.
-  Locate support for important ideas and concepts within the text; questions ask *what* you know and *how* you know it.
-  Try to answer the question before you read the answer choices.

**SAMPLE ITEMS**

Read the following text and answer items 5 through 8.

**Sojourner Truth**

- 1 Sojourner Truth was an abolitionist, an emancipated slave, and a women's rights activist. She was one of the best-known African American women of the 19th century. Truth, who renamed herself at the age of 52, was born Isabella Baumfree to parents James and Elizabeth, slaves of a man named Colonel Ardinburgh, in Ulster County, New York.
- 2 Sojourner's childhood was difficult and she was separated from her parents at the age of nine. She later married and became a mother to five children. She recounted many details of her life in her book, *Narrative of Sojourner Truth*, which she wrote with the help of Olive Gilbert as she had never been able to learn to write.
- 3 Truth escaped from slavery in 1827 at the age of 36. A major turning point in Truth's life was her decision to preach tolerance. She lived in a utopian community called the Northampton Association for Education and Industry, a group of people dedicated to transcending class, race, and gender

### Item 5

Which statement is **BEST** supported by the information in the last paragraph?

- A. Truth did not believe in war.
- B. Truth’s family fought as soldiers.
- C. Truth was dedicated to helping others.
- D. Truth believed that soldiers should be paid.

### Item 6

Read this sentence from the last paragraph.

Despite her life circumstances, Sojourner Truth accomplished amazing things, championed human rights, and exemplified service to others.

The author uses the word *despite* in the sentence to suggest that

- A. Truth was a humble woman
- B. Truth reluctantly worked for others
- C. Truth was able to overcome obstacles
- D. Truth did the same work as many others

### Item 7

What is the **MAIN** purpose of the passage?

- A. to tell the story of Truth’s life
- B. to prove that slavery was wrong
- C. to explain how Truth became a writer
- D. to show the start of the women’s movement

## Item 8

In the last paragraph, the author states that Sojourner Truth “accomplished amazing things.” How does the author develop this claim?

## ACTIVITY

### Comparing U.S. Documents of Historical and Literary Significance

**Standards:** ELAGSE9-10RI2, ELAGSE9-10RI9

Summarize U.S. documents of historical and literary significance.

- Read and analyze a historical or significant document.
- Possible texts are “George Washington’s Farewell Address;” “The Gettysburg Address” by Abraham Lincoln; Franklin D. Roosevelt’s “Four Freedoms” speech; and “Letter from Birmingham Jail” by Martin Luther King, Jr.
- Work with a family member or friend. You should each choose different documents.

Start by reading your document then answering questions 1 and 2.

<b>Name of text 1:</b>
<b>1. What is the central idea of the text?</b>
<b>2. What specific details contribute to the development of the central idea? List at least three details.</b>
<b>Name of text 2:</b>
<b>3. How do these two texts address related central ideas?</b>

After you have read the document and answered the first two questions, swap papers.

Read the text your family member or friend chose, along with his or her summary and analysis.

After you have read the analysis, answer the third question.

When you have finished responding to the questions, discuss your findings with your family member or friend.

## UNIT 3: WRITING—ARGUMENTATIVE AND INFORMATIVE TEXT

This unit focuses on developing arguments to support claims, writing informative texts to convey complex ideas, conducting research and gathering relevant information from multiple sources, and drawing upon evidence to support analysis.

### OVERVIEW OF THE DOMAIN

- Use the writing process: prewriting, drafting, revising, editing, and rewriting.
- Use the writing process to develop argumentative and explanatory texts.
- Develop a claim or topic by using relevant evidence, examples, quotations, and explanations.
- Use appropriate transitions—words, phrases, and clauses—to link major sections of the text and clarify relationships among ideas.
- Use precise language and domain-specific vocabulary appropriate to the audience and its knowledge of the topic.
- Establish and maintain a formal style and objective tone.
- Write a concluding statement or section that supports the information or explanation presented.
- Focus on a specific purpose and audience.
- Use knowledge of research techniques to support writing.
- Observe appropriate conventions for citation to avoid plagiarism, following the guidelines of an appropriate style manual.

### KEY IDEAS

**Analogy** is another important rhetorical device. Like a simile, an analogy compares two items. An analogy, however, can be more extensive than a simile. A good writer may use an analogy to help convey difficult ideas by comparing them to things or ideas most people know. For example, an expository piece on maintaining your health might compare your body to a car. Most people know that cars need fuel, just as the body needs food. A car needs to have its oil checked regularly, just as humans need to have their blood pressure checked. The analogy might continue throughout the article.

**Audience:** Try to imagine the intended audience for a particular piece of writing. Is it written for business associates or a group of close friends? Is a teacher going to read it, or does it contain thoughts that the author does not intend to share with anyone? Understanding who the intended audience is will help you understand the purpose of the writing. Understanding your audience also helps you use appropriate language.

**Organization** in writing helps us convey complex ideas and information more clearly. Writers use transitions to organize information. Also, an entire piece of writing has an organizational structure to it. Writers structure their texts depending on purpose and audience. For example, if you were writing an argumentative text in which you wanted to show the negative effects of something, you might choose cause and effect as an organizational structure. Questions about organization may ask you to select a sentence that helps or hurts the organization of a passage.

**Parallelism** is the repetition of similar parts of a sentence or of several sentences to show that the phrases or sentences are of equal importance. To be parallel, the phrases or sentences must share the same grammatical structure. Parallelism also provides a certain rhythm to the work. The sentence “I came, I saw, I conquered” would not have the same impact if it were rewritten “I came, saw, and conquered.”

**Paraphrasing** involves using someone else’s ideas and expressing those ideas in your own words. Paraphrasing is an acceptable way to support your argument as long as you attribute the ideas to the author and cite the source in the text at the end of the sentence.

**Plagiarism:** Presenting the words, works, or ideas of someone else as though they are one’s own and without providing attribution to the author is plagiarism.

**Repetition** is related to parallelism. Good writers may repeat words or phrases throughout their writing to emphasize a point. Be careful not to overdo this rhetorical strategy. If you repeat the same words and phrases too much, your writing becomes dull, not emphatic.

**Research:** You will use supporting evidence and synthesize information from sources. You will also be asked how to add quotations and documented citations to a text using appropriate format, of 34 Modern Language Association (MLA); the end



The **controlling** idea can often be found in one or more of these places:

- the title
- the thesis statement
- the conclusion

The **subordinate**, or supporting, ideas of a passage can often be found in one or more of these places:

- the topic sentence of each paragraph
- the body paragraphs

In a well-written passage, you'll find evidence to support main and subordinate ideas in the body paragraphs. This evidence might include the following:

- facts
- expert opinions
- quotations
- statistics
- expressions of commonly accepted beliefs
- extended definitions

### **SAMPLE ITEMS**

The structure of the practice items for this unit is similar to how it appears in Section 3 of the Georgia Milestones End-of-Course assessment:

- 1.** selected-response (multiple-choice) questions (three on the actual test),
- 2.** a constructed-response question, and
- 3.** an extended writing-response question.

Additionally, the instructions for the extended writing prompt are in the same form as those that appear on the End-of-Course assessment.







## Item 12

**Now that you have read “A Changing Student Body” and “New Technologies Require New Rules” and answered questions about what you have read, create a plan for and write your argumentative essay.**

### WRITING TASK

Currently, there is an ongoing debate about the use of technology such as smartphones in the classroom. Some schools do not allow smartphones in class, while others allow them and even encourage their use.

Weigh the claims on both sides, and then write an argumentative essay in your own words, supporting one side of the debate in which you argue EITHER that smartphones should be allowed in the classroom OR that schools should be smartphone-free.

A large rectangular box with a black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on the right side.

A large rectangular box with a black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on the right side.



A large rectangular box with a black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on the right side.

## ACTIVITY

### Analyzing and Presenting Arguments and Counterarguments

**Standard:** ELAGSE9-10W1

#### Writing Arguments

You can develop your skills in persuasive writing and counterargument. Write different arguments based on current issues or debates that interest you.

Work with family or friends. Possible topics/debates include whether or not teenagers should be allowed to go off-campus at lunchtime, whether or not teenagers should have after-school jobs, or any other appropriate topic of interest.

First, choose your topic, choose a position, and write a well-developed paragraph that includes a topic sentence and one main point to support your position.

- Write your paragraphs on index cards.
- Find two containers, such as boxes or baskets. Label one “For” and the other “Against.”
- Place the index cards in the container they match, “For” or “Against.”

Next, write similar paragraphs from the opposite perspective and place the index cards in the other container.

Next, look at what your family or friends wrote and consider the positions on their topic. Follow the same process as with the first topic.

Finally, write an argumentative essay on the topic of your choice. State your own arguments, but also point out the main opposing arguments and then refute them.

## UNIT 4: LANGUAGE

This unit focuses on using proper grammar, applying knowledge of language in different contexts, and acquiring and using academic and domain-specific vocabulary. This includes using reference tools such as dictionaries, glossaries, thesauruses, and books on usage and American English. The unit also covers figurative language, word relationships, and nuances in word meanings.

### OVERVIEW OF THE DOMAIN

- Students demonstrate command of the correct conventions of Standard American English grammar and usage.
- Students demonstrate command of Standard American English capitalization, punctuation, and spelling.

### KEY IDEAS

#### Grammar items on the EOC assessment test these points:

- ensuring subject-verb and pronoun-antecedent agreement
- recognizing and correcting inappropriate shifts in pronoun, number, and person
- recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents)
- recognizing and correcting inappropriate fragments and run-ons
- using correctly frequently confused words (e.g., *accept/except; there/their*)
- recognizing and correcting inappropriate shifts in verb tense
- recognizing and correcting inappropriate shifts in verb voice and mood
- placing phrases and clauses within a sentence and correcting misplaced and dangling modifiers
- using parallel structure
- using phrases and clauses to convey meaning and add variety and interest to writing or presentations
- resolving issues of complex or contested usage by consulting references as needed

#### Grammar and usage terms to know:

##### Phrases:

- Adjectival phrase: A phrase that functions as an adjective.
- Adverbial phrase: A phrase that functions as an adverb.
- Participial phrase: A participle and its object and modifiers (used as an adjective).
- Prepositional phrase: A preposition and its object and modifiers. May be used as a noun, an adverb, or an adjective.
- Absolute phrase: A group of words that modifies an independent clause as a whole. Includes a noun and its modifiers and may precede, follow, or interrupt the main clause.



**SAMPLE ITEMS****Item 13**

Use this dictionary entry to answer the question.

**thrive** *intransitive verb* **1.** to grow vigorously **2.** to gain in wealth **3.** to gain in possessions **4.** to progress toward or realize a goal despite or because of circumstances

Which definition from the dictionary entry is the correct meaning for *thrived* as it is used in the sentence?

For many generations students have thrived in the classroom without being able to surf the Internet or contact their friends and family during school hours.

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

**Item 14**

Which sentence is an example of parallel structure?

- A. She went to the mall, to the grocery store, and to her dance class.
- B. She went shopping, then to the grocery store, and then dance class started.
- C. Her favorite activities are to dance, shopping at the mall, and cooking for her friends.
- D. She was going to cook a meal, but she has to go to the store, the mall, and dance class.



## ACTIVITY

### Using Appropriate Tone in Writing

**Standards:** ELAGSE9-10L2, ELAGSE9-10L3

#### Purpose and Tone

What are the advantages and disadvantages of writing in different media?

Work with family or friends to collect examples of documents written in a variety of tones.

- The documents could include a formal essay, a business letter, a text message, an e-mail, and an introduction to a piece of creative writing.

Share these documents with your family or friends.

- Determine the tone and purpose of each document.
- Examine the content and style of the text.
- Is the writing formal, informal, literary, informational, entertaining, or persuasive?

Choose one of the documents. Rewrite the text in a different format.

- For example, if you have a text message, convert it into a business letter.
- Note that certain formats will be inappropriate given the content of the writing sample.
- Keep in mind how different types of writing require different tones.

After you have written the documents in a new format, share them with others.

- Analyze the new documents—what is the tone of each text?
- Which one was more appropriate for the subject matter?
- Did the writer use the correct conventions of American Standard English?







Item	Genre	Standard/ Element	DOK Level	Correct Answer	Explanation
13	N/A	ELAGSE9-10L4a	2	D	The correct answer is choice (D) definition 4. The sentence in which <i>thrived</i> appears describes how students have been able to progress as students. Thus, the meaning “to progress toward or realize a goal despite or because of circumstances” fits the context of the sentence. Choices (A), (B), and (C) are incorrect because these definitions do not fit the contextual meaning of the word <i>thrived</i> .
14	N/A	ELAGSE9-10L1a	2	A	The correct answer is choice (A) She went to the mall, to the grocery store, and to her dance class. This is the only sentence that maintains a parallel structure. She went to three locations, and the sentence uses the same structure and verb tense to name each location. Choices (B), (C), and (D) are incorrect because each contains mistakes in parallel structure (for instance, an infinitive phrase followed by a gerund phrase).
15	N/A	ELAGSE9-10L1b	2	A	The correct answer is choice (A) Because the plane arrived late. This group of words has its own subject and verb yet is dependent on the main part of the sentence—“the rest of the day’s flights were delayed and many travelers were stuck waiting at the airport.” Answers (B), (C), and (D) are incorrect because none of them are dependent clauses.
16	N/A	ELAGSE9-10L2b	2	C	The correct answer is choice (C) I prefer to write with pens instead of pencils; ballpoint pens are my favorite. This sentence correctly uses a semicolon to link two closely related but independent ideas. Choices (A), (B), and (D) are incorrect because they do not link two closely related independent clauses.





## Item 8

## Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to determine and analyze the development/progression of an author's idea within the text</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains the development of the author's idea within the text and the supporting information with clearly relevant details based on the text</li> </ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to determine and analyze the development/progression of an author's idea within the text</li> <li>• Includes limited examples that make reference to the text</li> <li>• Explains the development of the author's idea within the text and the supporting information with limited details based on the text</li> </ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to determine and analyze the development/progression of an author's idea within the text</li> </ul>

**Exemplar Response**

Points Awarded	Sample Response
2	<p>In order to develop the claim that Sojourner Truth was an amazing woman, the author describes her many accomplishments in the face of adversity. The author presents Truth’s accomplishments in the order in which they occurred, providing many examples of her outstanding character and abilities. For example, Truth was able to publish a book even though she had never learned to write. After escaping from slavery, she began speaking publicly about abolition and women’s rights. She gave her famous speech, “Ain’t I a Woman,” at a Women’s Rights convention in Ohio. She was able to buy a home and support herself through these speaking engagements and the sales of her book. The author goes on to describe how Truth coordinated volunteer engagements</p>

**Item 11****Scoring Rubric**

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to determine and compare two authors' arguments or specific claims in a text, assess the validity of the reasoning and relevancy/sufficiency of the evidence, and identify false statements and fallacious reasoning</li> <li>• Explains the authors' arguments or claims and provides explanation about the authors' reasoning and supporting details with clearly relevant information based on the texts</li> </ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to determine and compare two authors' arguments or specific claims in a text, assess the validity of the reasoning and relevancy/sufficiency of the evidence, and identify false statements and fallacious reasoning</li> <li>• Includes vague/limited examples/details that make reference to the texts</li> </ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to determine and compare two authors' arguments or specific claims in a text, assess the validity of the reasoning and relevancy/sufficiency of the evidence, and identify false statements and fallacious reasoning</li> </ul>





**Item 12**

**The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based argumentative response on pages 79 and 80 to see why this example would earn the maximum number of points.**

*Smartphone use has increased rapidly in recent years, and so has the debate over their use in high schools. Some schools allow students to carry their phones to class, while other schools restrict phone use during school hours. I believe smartphones should be used in schools because they can be essential tools for engaging students, enhancing their educational opportunities, and keeping them connected to their community.*

*Smartphones are here to stay, and their usage will only increase. According to "A Changing Student Body," 58 percent of high school students already own smartphones. Because students today are accustomed to using smartphones, they are more interested and have more fun when they can use them in class. The author points out that students have always been tempted by distractions, such as doodling or daydreaming. Yes, some students will inevitably abuse the privilege of using smartphones, but in the absence of a smartphone they may be just as distracted. The author of the second text, "New Technology Requires New Rules," states that smartphones should not be allowed because they are a distraction just like peer pressure or extracurricular activities. But learning to thrive in your environment—including all of the peer interaction and extracurricular activities—is an important skill for high school students. Since it is impossible to eliminate distractions, it is more important to focus on the quality of teaching, and that quality can be enhanced with the technology available on smartphones.*

*With such a powerful resource in their hands, students should be taught how to use a smartphone to enhance their education. Apps that keep students organized and engage them in specific courses of study are readily available. Students can surf educational websites related to the classes they are in, or find apps about historical events or scientific processes. As the first author states, "the world has opened up to students at an amazing pace." Students should be allowed to access these resources to add to their educational experience. While the second author dwells on how smartphones distract from a student's education due to ringtones and texting, she completely*

## **WRITING RUBRICS**

Ninth Grade Literature and Composition EOC assessment items that are not machine-scored—i.e., constructed-response, extended constructed-response, and extended writing-response items—are manually scored using either a holistic rubric or a two-trait rubric.

### **Four-Point Holistic Rubric**

#### **Genre: Narrative**

A holistic rubric essentially has one main criterion. On the Georgia Milestones EOC assessment, a holistic rubric contains a single-point scale ranging from zero to four. Each point value represents a qualitative description of the student's work. To score an item on a holistic rubric, the scorer or reader need only choose the description and associated point value that best represents the student's work. Increasing point values represent a greater understanding of the content and, thus, a higher score.

### **Seven-Point, Two-Trait Rubric**

#### **Genre: Argumentative or Informational/Explanatory**

A two-trait rubric, on the other hand, is an analytic rubric with two criteria or traits. On the Georgia Milestones EOC assessment, a two-trait rubric contains two point scales for each trait ranging from zero to three on one scale and zero to four on the other. A score is given for each of the two criteria/traits for a total of seven possible points for the item. To score an item on a two-trait rubric, a scorer or reader must choose the description and associated point value for each criteria/trait that best represents the student's work. The two scores are added together. Increasing point values represent a greater understanding of the content and, thus, a higher score.

On the following pages are the rubrics that will be used to evaluate writing on the Georgia Milestones Ninth Grade Literature and Composition End-of-Course assessment.

**Four-Point Holistic Rubric**

**Genre: Narrative**

Writing Trait	Points	Criteria
<p><i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Effectively establishes a situation, one or more points of view, and introduces a narrator and/or characters</li> </ul>

### Four-Point Holistic Rubric

**Genre: Narrative**  
(Continued)

Writing Trait	Points	Criteria
<p><i>This trait examines the writer’s ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	1	<p><i>The student’s response provides evidence of an attempt to write a narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Response is a summary that includes narrative techniques in the summary</li> <li>• Provides a weak or minimal introduction</li> <li>• May be too brief to demonstrate a complete sequence of events</li> <li>• Shows little or no attempt to use dialogue or description</li> <li>• Uses words that are inappropriate, overly simple, or unclear</li> <li>• Provides few if any words that convey a picture of the events, signal shifts in time or setting, or show relationships among experiences or events</li> <li>• Provides a minimal or no conclusion</li> <li>• May use few if any ideas or details from source material</li> <li>• Has frequent major errors in usage and conventions that interfere with meaning*</li> </ul>
	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"> <li>• Code A: Blank</li> <li>• Code B: Copied</li> <li>• Code C: Too Limited to Score/Illegible/Incomprehensible</li> <li>• Code D: Non-English/Foreign Language</li> <li>• Code E: Off Topic/Off Task/Offensive</li> </ul>

\*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.

**Seven-Point, Two-Trait Rubric**

**Trait 1 for Informational/Explanatory Genre**

**Seven-Point, Two-Trait Rubric**

**Trait 2 for Informational/Explanatory Genre**

Writing Trait	Points	Criteria
<p><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></p>	3	<p><i>The student’s response demonstrates full command of language usage and conventions.</i></p> <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>
	2	<p><i>The student’s response demonstrates partial command of language usage and conventions.</i></p> <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/or conventions with no significant effect on meaning*</li> </ul>
	1	<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>• 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>
	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"> <li>• Code A: Blank</li> <li>• Code B: Copied</li> <li>• Code C: Too Limited to Score/Illegible/Incomprehensible</li> <li>• Code D: Non-English/Foreign Language</li> <li>• Code E: Off Topic/Off Task/Offensive</li> </ul>

**Seven-Point, Two-Trait Rubric**

**Trait 1 for Argumentative Genre**

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>		

**Seven-Point, Two-Trait Rubric**

**Trait 2 for Argumentative Genre**

Writing Trait	Points	Criteria
<b>Language Usage and Conventions</b> <i>This trait examines</i>		





## APPENDIX B: CONDITION CODES

The student response is flawed for various reasons and will receive a condition code. Students who receive a condition code have a score of zero (0).

- For the extended writing tasks, both traits receive a score of 0. For Trait 1: Ideas 0 out of 4 possible points and for Trait 2: Language Usage 0 out of 3 points. (Or 0 points out of a possible 7 points.)
- For the narrative item, the score is 0 out of a possible 4 points.

CODE	Performance Scoring: Code Description	Full Description
A	Blank	<ul style="list-style-type: none"> <li>• Blank</li> <li>• Student's response did not contain words.</li> <li>• In some instances, student may have drawn pictures.</li> </ul>
B	Copied	<ul style="list-style-type: none"> <li>• Student's response is not his/her own work.</li> <li>• Student does not clearly attribute words to the text(s).</li> <li>• Student copies from the text(s) that serve as writing stimulus.</li> </ul>
C	Too Limited to Score/Illegible/Incomprehensible	<ul style="list-style-type: none"> <li>• Student's response is not long enough to evaluate his/her ability to write to genre or his/her command of language conventions.</li> <li>• Response is not able to be deciphered.</li> <li>• An illegible response does not contain enough recognizable words to provide a score.</li> <li>• An incomprehensible paper contains few recognizable English words or it may contain recognizable English words arranged in such a way that no meaning is conveyed.</li> </ul>
D	Non-English/ Foreign Language	<ul style="list-style-type: none"> <li>• Written in some language other than English.</li> <li>• The writing items/tasks on the test require the student to write in English.</li> </ul>
E	Off Topic/Off Task/ Offensive	<ul style="list-style-type: none"> <li>• Student may have written something that is totally off</li> <li>• Student copies from the teontain words.</li> </ul>



