Evaluating and Improving Student Writing

Introduction to Reading and Evidence-Based Writing
Objectives

• Review the characteristics of Reading and Evidence-Based Writing (REBW)
• Delineate how REBW is assessed on the Georgia Milestones English Language Arts Assessment
• Discuss the Georgia Milestones constructed-response scoring philosophy
• Examine the REBW item set and associated student performance expectations
• Review the REBW Item and Scoring Samplers and Supplements
• Explore best practices to facilitate REBW in the classroom
Reading and Evidence-Based Writing

Characteristics of REBW
What is Reading and Evidence-Based Writing?

REBW engages students in using outside sources to support their thoughts, ideas, opinions, claims and counterclaims *when writing*. This process ensures:

- Students demonstrate proficiency in establishing controlling ideas, stating opinions, making claims, and/or considering counterclaims based on relevant evidence found in the text.

- Students explain and integrate text evidence to support their thoughts, ideas, opinions, claims and counterclaims.
  - Text support fosters credibility
  - Text support strengthens an argument
Which knowledge, skills and abilities are aligned to REBW?

When writing, students **state** a point or idea clearly in their own words.

Students should **support** their ideas or point with reliable and relevant evidence. Evidence might consist of:
- data, facts, studies, statistics & expert opinions found in text

Students **integrate** evidence from sources into original writing as seamlessly as possible. This can be done in three ways:
- Summarizing - Using only the main points of the source put in own words
- Quoting - Using a direct quote from the original source
- Paraphrasing - Rephrasing the quote in own words

The outside source supports student writing throughout the development process.
Reading and Evidence-Based Writing

Georgia Milestones English Language Arts Assessment
How is REBW assessed on the Georgia Milestones Assessment?

Students read a passage set consisting of two informational passages and then respond to five test items. The five test items are comprised of:

- three selected-response items,
- one 2-point constructed-response item, and
- one 7-point extended writing-response item.

The extended writing-response item requires students to write an opinion essay (grades 3-5), argumentative essay (grades 6-high school), or informative/explanatory essay based on the passage set.
How do students interact with the REBW item?

Students read the text... to generate ideas, opinions, or claims aligned to a specific topic.

and select evidence/facts/details to support their ideas, opinions, or claims when writing.
Where does the REBW item set appear on the *Georgia Milestones ELA Assessment*?
What is the Georgia Milestones ELA Assessment scoring philosophy aligned to constructed-responses?

**Scoring Philosophy**

- Student responses are to be viewed as first drafts; ✓
- Students are awarded credit for what they do well; ✓
- Students are not penalized for errors unless the errors permeate the response and impact or interfere with overall understanding. ✓
Reading and Evidence-Based Writing

Examine the REBW Item Set and Student Expectations
Which standards are aligned to the Georgia Milestones REBW Item Set?

The REBW item set is comprised of five test items that cumulatively assess student learning in reading, writing and language.

<table>
<thead>
<tr>
<th>Targeted Standards Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8, RI9</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>W1, W2</td>
</tr>
<tr>
<td><strong>Language</strong></td>
</tr>
<tr>
<td>L1, L2, L3, L5, L6</td>
</tr>
</tbody>
</table>
What are the design features of the REBW item set?

<table>
<thead>
<tr>
<th>REBW Item Set Design Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paired Passage Set</td>
</tr>
<tr>
<td>Students read a passage set consisting of two informational passages.</td>
</tr>
<tr>
<td>Selected-Response Items</td>
</tr>
<tr>
<td>After reading, students answer three selected-response items that align to the texts and help build understanding.</td>
</tr>
<tr>
<td>Constructed-Response Item</td>
</tr>
<tr>
<td><strong>This 2-point item assesses reading comprehension.</strong> Responses are scored based on the quality of the student’s answer to a question and the strength of support drawn from the text(s).</td>
</tr>
<tr>
<td>Extended Writing-Response (Essay) Item</td>
</tr>
<tr>
<td><strong>This 7-point item assesses writing and language.</strong></td>
</tr>
<tr>
<td>• 4 points aligned to writing and 3 points aligned language</td>
</tr>
<tr>
<td>• Informative/Explanatory (3-HS)</td>
</tr>
<tr>
<td>• Opinion (3-5) or Argumentative (beginning in grade 6-HS)</td>
</tr>
</tbody>
</table>
How is the REBW item set presented to students?

- Item 1: Selected-Response • Assesses Passage #1
- Item 2: Selected-Response • Assesses Passage #2
- Item 3: Selected-Response • Assesses Both Passages
- Item 4: Constructed-Response • Assesses Both Passages
- Item 5: Extended Writing-Response • Assesses Both Passages
What Depth of Knowledge (DOK) levels align to each item in the REBW item set?

<table>
<thead>
<tr>
<th>DOK Level</th>
<th>REBW Items</th>
<th>Depth of Knowledge Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1, 2</td>
<td>(Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where.</td>
</tr>
<tr>
<td>Level 2</td>
<td>1, 2, 3</td>
<td>(Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response.</td>
</tr>
<tr>
<td>Level 3</td>
<td>3, 4</td>
<td>(Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2.</td>
</tr>
<tr>
<td>Level 4</td>
<td>5</td>
<td>(Extended Reasoning) requires the complex reasoning of Level 3 with the addition of planning, investigating, applying significant conceptual understanding, and/or developing that will most likely require an extended period of time.</td>
</tr>
</tbody>
</table>
How are students introduced to the REBW set?

ELA READING AND EVIDENCE-BASED WRITING ITEM SET

REBW DIRECTIONS

Section 1 of this test assesses your skill to comprehend reading passages and use information from the passages to write an opinion piece.

Before you begin writing your opinion piece, 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 opinion piece about giving and receiving.

These are the titles of the passages you will read:

1. The Gift of Giving
2. Receiving Is Fun

ELA READING AND EVIDENCE-BASED WRITING ITEM SET

The Gift of Giving

It's nice to get things. Getting a present can be a fun surprise. Even free candy bars are exciting. But it's much better to be the person giving than the person receiving.

Giving to others is special. It makes people happy to think about how you would feel if someone gave you a new toy. That's how others feel when you do them. You make yourself happy by making others happy.

Receiving Is Fun

People might think this is selfish, but I believe it's nicer to receive than to give. Nothing beats the joy of opening a wrapped present. You never know what's on the inside. It could be a toy, or something cool to wear. It doesn't matter. Since you don't know what is inside, the gift feels special.

If someone gives you a nice gift, it means a lot. It shows that person knows you well enough to give you the one thing that makes you truly happy. When people know you that well, it usually means they love you. Love is another thing worth receiving. If you are loved, you'll probably love people in return.

Receiving is better no matter who is giving you the gift. It could be a teacher, a friend, or a family member. If someone surprises you with a great gift, you'll remember that person forever. You'll want to surprise that person with a great gift of your own. After all, receiving is the first step to giving.
How does embedded scaffolding help prepare students for the extended writing-response?

<table>
<thead>
<tr>
<th>Design Feature</th>
<th>Standard Domain</th>
<th>Item</th>
<th>Question/Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first two selected-response items assess each passage separately</td>
<td>Reading Informational</td>
<td>1.</td>
<td>What does the author of &quot;The Gift of Giving&quot; mean by saying it pays to give?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
<td>In the first paragraph, why does the author of &quot;Receiving Is Fun&quot; state that it doesn’t matter what the gift is?</td>
</tr>
<tr>
<td>The third selected-response item and the constructed-response item assess both passages together</td>
<td>Reading Informational</td>
<td>3.</td>
<td>Which pair of sentences from BOTH passages BEST shows the main ideas of “The Gift of Giving” and “Receiving Is Fun”?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.</td>
<td>The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar? Use details from BOTH passages to support your answer.</td>
</tr>
<tr>
<td>The essay item assesses both passages together</td>
<td>Writing &amp; Language</td>
<td>5.</td>
<td>Some people think it is better to give than to receive. Other people think it is better to receive than to give. Think about the ideas in the two passages. Then write an opinion piece that gives your opinion about which idea you think is better. Be sure to use information from BOTH passages in your opinion piece</td>
</tr>
</tbody>
</table>
What are the student performance expectations?

To complete the extended writing-response, students are expected to...

- **Read**
  - employ close reading of passages across a range of subject areas

- **Establish**
  - establish an opinion (gr. 3-5), a claim (gr. 6-12), or a controlling idea (gr. 3-12)

- **Support**
  - use information from sources as evidence or support

- **Express**
  - express ideas using standard English conventions in grammar and punctuation
Reading and Evidence-Based Writing

Review of the REBW Item and Scoring Samplers
What are the REBW Item and Scoring Samplers?

The REBW Item and Scoring Samplers contain

• released item sets;
• item specification information; and
• scoring guides.

Each item included in the samplers has been through a rigorous review process involving Georgia educators.
What is the purpose and intended use of the REBW Item and Scoring Samplers?

- Provide released REBW item sets that once appeared as operational items in the Georgia Milestones ELA assessment.
- Review authentic student responses aligned to the constructed-response and extended writing-response items.
- Analyze scoring annotations to understand why each writing response received a particular score.
- Examine sample items and writing prompts that can be utilized for instruction or assessment purposes.
What is the layout of the REBW Item and Scoring Samplers?

• Sample selected-response and constructed-response items are provided in the samplers, along with any related stimulus information, such as passages or graphics.

• Following each constructed-response item is the scoring guide for that item, which includes the item information table, the scoring rubric, and annotated sample student responses at each score point.

• An item information table is also provided for selected-response items.

• The content standard for each sample item is provided in the samplers within the item information tables.
REBW Item and Scoring Sampler

Components

Directions

**REBW DIRECTIONS**

Section 1 of this test assesses your skill to comprehend reading passages and use information from the passages to write an opinion essay.

Before you begin writing your opinion 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 opinion essay about summer reading.

These are the titles of the passages you will read:
1. Summer Is for New Adventures
2. Choosing What I Read
**REBW Item and Scoring Sampler Components**

**Paired Passage Sets**

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**Summer Is for New Adventures**

Dear Editor,

Our school requires that students read two books during the summer. I am not in favor of this rule. The reason I am against the rule is simple. Summer vacation is a break from school. When I am on vacation, I have choices about what I do. I might read on my vacation, or I might use the time to build a fort, I might go to an aquarium and learn about science. I can do all sorts of things during my summer vacation.

I can see that the school thought carefully about this summer reading rule. Both books chosen this year won Newbery Medals. That means that they are very good books for our age group. I actually have read both of them and I am sure they would be good for me. Perhaps we could read them in class. When we read books in class, we can talk about them day. We can discuss what different parts mean. We can help each other understand them. Not those things will happen for the books we read in the summer. We will be without a teacher and without classmates as we read. Talking about a book helps me remember it. When school starts again, I will forget all about the books.

I think the school did a good job picking the right kind of books. But good books deserve to be read and studied and talked about in a class, and not in the middle of a school vacation.

Mark Wells
5th Grade Student

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**Choosing What I Read**

Dear Editor,

Our school has made a new rule. During the summer between fifth grade and sixth, students are required to read two books. Even though I am in favor of reading, I do not think it is a good rule. Reading is an important skill, and I am willing to work hard to get better. But this rule will not help with my reading goal.

I question why the two books have been chosen for us. They have both won Newbery Medals for our age group. I agree that they are good books, because I read them last year. Could we, instead, be given a list of books to choose from?

Reading is a valuable skill, and required reading could be a good thing for students. However, the requirement should just be to read, without specifying which titles have to be read. If the rule were to read two books of our choosing, it would be better. Students would have to decide. They would talk to one another about books. Students who found books that were great for them might end up reading three books, or four, or ten. Even students who just read two books would have learned about choosing books. They also could compare the two books to books that others have read.

I suggest that we ask our teachers if the school might change the rule. Students should read two books that they choose themselves during the summer. Everyone will be reading, and more students will be reading something new and enjoyable.

Amanda Stevens
5th Grade Student
REBW Item and Scoring Sampler Components

Selected-Response Items

- The selected-response items, also known as multiple-choice items, are aligned to **reading standards**.
- The selected-response items help focus the student on the main idea(s) and key details in the passages prior to writing.

**ITEM 1: SELECTED-RESPONSE**
1. Which sentence from “Summer Is for New Adventures” supports the author’s point about the new summer reading rule?
   A. Our school requires that students read two books during the summer.
   B. Both books chosen have won Newbery Medals.
   C. I actually know students who have read them both and liked them.
   D. When we read books in class, we can talk about them every day.

**ITEM 2: SELECTED-RESPONSE**
2. Which sentence from “Choosing What I Read” BEST supports the author’s claim that students would benefit more by choosing their own books?
   A. Reading is an important skill, and I am willing to work hard to get better.
   B. However, the requirement should just be to read, without specifying which titles have to be read.
   C. If the rule were to read two books of our choosing, it would be better.
   D. Students who found books that were great for them might end up reading three books, or four, or ten.

**ITEM 3: SELECTED-RESPONSE**
3. Which main idea is developed in BOTH “Summer Is for New Adventures” and “Choosing What I Read”?
   A. Reading is a valuable skill, and most students are willing to work hard to improve.
   B. Students agree that reading is an important skill, but they want to relax on vacation.
   C. The books the school has chosen are good, but some students have already read them.
   D. Summer is supposed to be a break from school, and students may forget what they read.
REBW Item and Scoring Sampler
Components

Scoring Guide

Following the selected-response items is the scoring guide related to those items. The scoring guide includes the standard and DOK alignment as well as the correct response aligned to the item.

<table>
<thead>
<tr>
<th>Item</th>
<th>Standard</th>
<th>DOK</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ELAGSE5RI1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>2</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>ELAGSE5RI1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>2</td>
<td>D</td>
</tr>
<tr>
<td>3</td>
<td>ELAGSE5RI2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
<td>2</td>
<td>C</td>
</tr>
</tbody>
</table>
REBW Item and Scoring Sampler Components

Constructed-Response and Extended Writing-Response Items

• The **constructed-response** item (item #4) is aligned to a **reading standard**.

• The **extended writing-response** item (item #5) is aligned to **writing and language standards**.

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**ELAGSE5R19**

**Response Score: 2 points**

4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated? Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

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**ELAGSE5W1, ELAGSE5L1, ELAGSE5L2**

**Response Scores:**

- Idea Development, Organization, and Coherence: **4**
- Language Usage and Conventions: **3**

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read? Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it. Be sure to use information from BOTH passages in your **opinion essay**. **Type your answer in the space provided.**
REBW Item and Scoring Sampler Components

**Constructed-Response Item**

- The sampler includes a constructed-response item
- An item-specific scoring rubric
- And authentic student writing with scoring annotations at all levels of scoring.
REBW Item and Scoring Sampler Components
Extended Writing-Response Item

- The sampler also includes a sample extended writing-response item.
- The seven-point two-trait writing rubric.
- And authentic student writing with scoring annotations at all levels of scoring.

29 February 2, 2022
What is the Item and Scoring Sampler Supplement?

Reading & Evidence-Based Writing Item and Scoring Samplers - 2021-2022

Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8
American Literature and Composition

Item and Scoring Sampler Supplements
Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8
American Literature and Composition

Use the Supplement for Classroom Assessment

Georgia Milestones
Assessment System

Grade 5
English Language Arts
Item and Scoring Sampler Supplement:
Reading and Evidence-Based Writing Passage and Item Set
What is the intended use of the REBW Item and Scoring Sampler Supplement?

The items within the Item and Scoring Sampler Supplement may be used for classroom instruction and assessment purposes.

Teachers may print the Item and Scoring Sampler Supplement to distribute and use in the classroom. The supplement can be used as a formative or summative assessment.

Teachers can use the student exemplars as an instructional tool. The exemplars can be consulted alongside the rubric to help score student writing.
Reading and Evidence-Based Writing

Classroom Best Practices
How does REBW in the classroom and on the Georgia Milestones Assessment compare?

In the Classroom

- Multi-day writing process
- Write across content areas throughout the day
- Dynamic writing practice
- Practice language skills in writing
- Instructional practice, formative assessment, summative assessment

On Georgia Milestones

- On-demand writing
- Time limitation
- Writing in response to reading a paired passage set
- Language skills assessed in writing
- Summative assessment

Students are expected to write for a variety of purposes and audiences in class and on the Georgia Milestones Assessment.
What instructional practices help to facilitate REBW?

| Read a Passage or Paired Passage Set | • Implement close reading techniques to analyze text.  
• Use a paired text from the sampler or one from your curriculum.  
• Orally or independently read the text(s). |
|--------------------------------------|---------------------------------------------------------------|
| Orally Discuss the Text(s)          | • Prepare questions aligned to the main idea and key details found in the text(s).  
• Compare/contrast the texts to reinforce reading comprehension. |
| Prepare for Writing                 | • Provide opportunities to discuss the author’s points made in the text(s).  
• Model stating an opinion, claim or controlling idea and supporting it with details and facts from the text(s). |
What is student agency?

- Student agency gives students voice and often, choice, in how they learn as well as showing what they know and can do.
- Student agency promotes learning activities that are meaningful and relevant to students. These activities are often driven by a student’s own self-interests and are often self-initiated.
- Allowing voice and choice triggers a greater investment of interest and motivation in student learning.

Information pulled from the following site: https://www.renaissance.com/edwords/student-agency/
How to Foster Student Agency in Writing

- Write to demonstrate learning; avoid prescriptive approaches
- Write regularly for different purposes; provide choice in delivery
- Build in opportunities for students to peer edit using the writer’s checklist
- Establish a routine where students refer to the checklist to gauge success
- Encourage students to sign up for writing conferences allowing students to sign up for and request feedback based on their immediate need
- Model various writing techniques and provide time to practice the techniques to build student self-efficacy
Best Practices to Facilitate REBW

The Writing Prompt

• Provide prompts that are relevant, engaging in context, and short and concise
  • Ensure prompts refer/connect to stimulus text(s) when appropriate

Some animals can develop special relationships within their group or even with other species.
Think about the ideas in the two passages. Then write an informational/explanatory essay in your own words about how animals can bond with each other.
Be sure to use information from BOTH passages in your informational/explanatory essay.

*Example pulled from Georgia Milestones Grade 7 EOG Assessment Guide
Best Practices to Facilitate REBW

Writer’s Checklists

Use the Georgia Milestones Writer’s Checklist to encourage:

• Idea Development
• Organization
• Coherence of ideas
• Use of source material
• Peer editing

Georgia Milestones checklists can be found at the following link:

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Writers_Checklists.aspx
Best Practices to Facilitate REBW

Rubrics

Use the *Georgia Milestones Rubrics* to support with:

- Student self-reflection
- Peer editing
- Teacher/student conferencing
- Formative and summative assessment

Georgia Milestones rubrics can be found at the following link:

[https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Rubrics.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Rubrics.aspx)
Best Practices to Facilitate REBW

Formative and Summative Classroom Assessments

Formative Assessment

- Goal of formative assessment is to support the WRITER
- Exemplars, rubrics, and checklists are used as tools to support with writing development and goal-setting
- Students confer with the teacher and with other students to edit and revise writing

Summative Assessment

- Goal of summative assessment is to evaluate the WRITING
- Students use a checklist to develop and organize writing
- Revision process is limited in scope due to time constraints
- Teachers/Readers use a rubric to assign a final score
Best Practices to Facilitate REBW

Support the Writer

Instead of using a rubric to grade all aspects of writing every week, utilize the rubric to focus only on current instruction. For example, if this week’s instruction is aligned to 5W1a “introduce a topic or text clearly, state an opinion”:

- **Only assess this criteria within the student’s writing**
- **Provide useful and timely feedback** to support the writer
- **Give credit for and pinpoint what students did well**
- **Refrain from taking points away**

![Rubric Example](image)
What might a typical REBW instructional plan look like?

Step 1
- Introduce a passage or paired passage set

Step 2
- Model close reading techniques; use think-alouds to demonstrate what good readers do

Step 3
- Orally discuss the text(s) to facilitate reading comprehension

Step 4
- Prepare for writing by discussing the author’s points; create an anchor chart showing comparisons/contrasts in paired passages

Step 5
- Review the writing prompt, and model how to state an opinion, claim or controlling idea as well as support it with details and facts from the text(s)
What might a typical REBW instructional plan look like?

Step 6 • Provide time for writing, editing, and conferencing

Step 7 • Model how to use the checklist to support writing development and organization

Step 8 • Encourage peer editing using the checklist; provide timely feedback

Step 9 • Model how to evaluate student writing using student exemplars and a rubric; Encourage students to evaluate their own writing

Step 10 • Promote student agency by encouraging students to sign up for conferencing with an expert student writer or teacher
Reading and Evidence-Based Writing

Additional REBW Resources
# Resources Containing the REBW Item

## Classroom Formative and Summative Assessment

<table>
<thead>
<tr>
<th>Grade/Course</th>
<th>Item &amp; Scoring Sampler</th>
<th>Assessment Guide</th>
<th>Study Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>Opinion</td>
<td>Informative/Explanatory</td>
<td>Informative/Explanatory</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Informative/Explanatory</td>
<td>Opinion</td>
<td>Informative/Explanatory</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Opinion</td>
<td>Informative/Explanatory</td>
<td>Opinion</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Informative/Explanatory</td>
<td>Argumentative</td>
<td>Informative/Explanatory</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Argumentative</td>
<td>Informative/Explanatory</td>
<td>Informative/Explanatory</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Informative/Explanatory</td>
<td>Argumentative</td>
<td>Informative/Explanatory</td>
</tr>
<tr>
<td>American Lit</td>
<td>Argumentative</td>
<td>Argumentative</td>
<td>Informative/Explanatory Argumentative</td>
</tr>
</tbody>
</table>
Georgia Milestones

Resources

Access to Educator Resources:

- [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx)

- Once on the assessment page, look in the left column under the title “Summative Assessments” and click on “Georgia Milestones Assessment System”.

- Then, once on the “Georgia Milestones Assessment System” webpage, look in the right column under the title “Resources” and click on the link “Georgia Milestones Resources”.

- This page provides access to parent, student, educator, administration, and technology resources. To access the “Educator Resources”, scroll down the page to:
Conclusion

• REBW engages students in using outside sources to support their thoughts, ideas, opinions, claims and counterclaims when writing.

• Students are assessed on REBW in section 1 of the Georgia Milestones ELA assessment. The REBW item set is comprised of five test items that cumulatively assess student learning in reading, writing and language.

• The Georgia Milestones constructed-response scoring philosophy states that students’ responses are to be viewed as first drafts and that students are awarded credit for what they do well.

• The REBW Item and Scoring Samplers and Supplements include sample items that may be used for classroom instruction and assessment purposes.

• Best practices related to REBW include close reading and discussion of text in preparing to write, attention to student voice and choice, utilization of writing tools such as rubrics and checklists, and implementation of formative instructional practices to effectively support writers.