

Examining Expectations for Student Writing

Grade 8 and Lit & Comp II

Module 2: Evidence & Elaboration

Test Development Team

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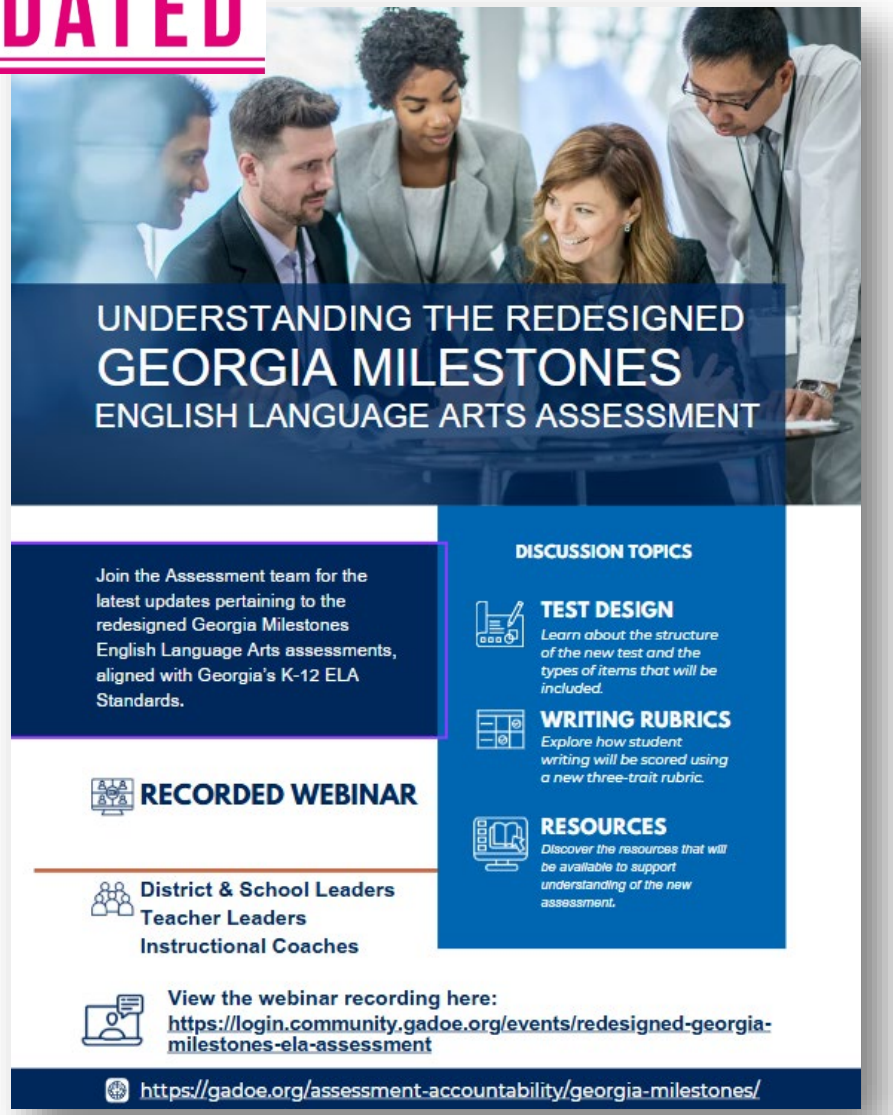
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Recorded Webinar

- Test Administration & Policy Implications
- ELA Assessment Design
- Assessment Resources
- New Item Types
- ICT Student Experience

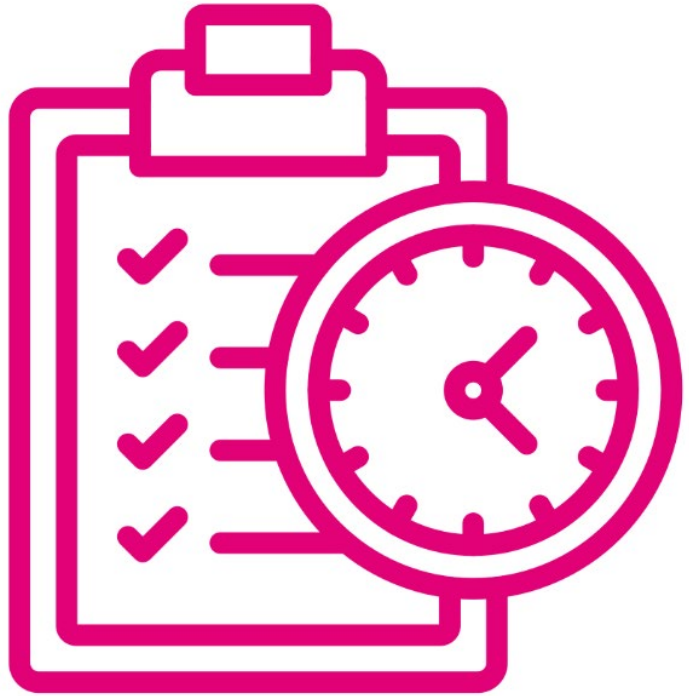
https://login.community.gadoe.org/events/redesigned-georgia-milestones-ela-assessment

UPDATED



Learning Targets for Module 2

- Explore the scoring criterion for Rubric Trait 2: Evidence & Elaboration
- Make connections to the Writer's Checklist
- Examine authentic student writing aligned to Trait 2: Evidence & Elaboration



Training Format: Module 2

Part 1:

- Overview of Trait 2 – Evidence & Elaboration
- Examine Connections to the Writer's Checklist
- Review Rubric Scoring Criteria for Trait 2

Part 2:

- Access ICT Set: *Sports Economics* – Lit & Comp II
- Review Scoring Philosophy
- Score Student Responses, *Sports Economics* – Lit & Comp II
- Independent Study, ICT Set: *Polar Experience* – Grade 8

Choose Your Format

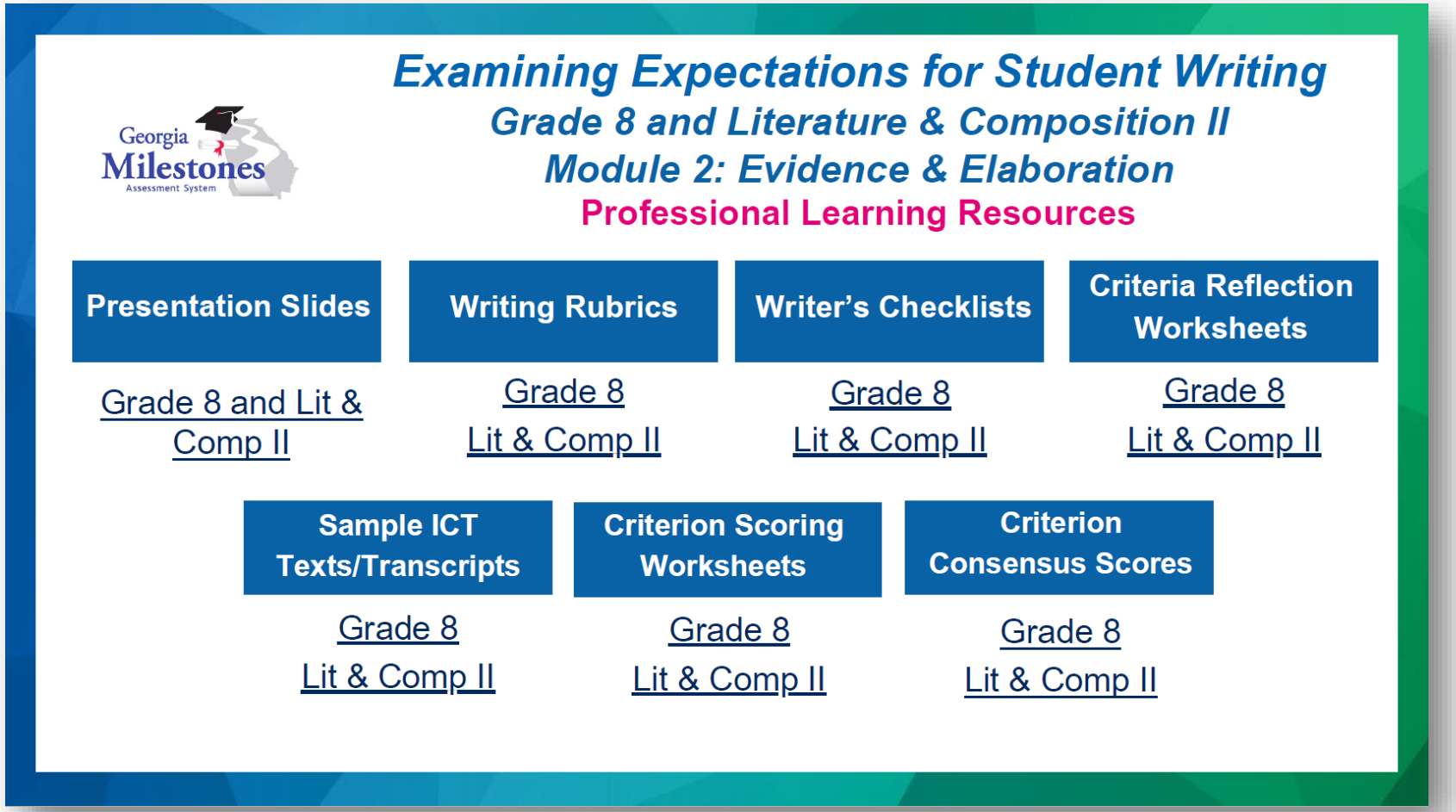


Small Group Discussion and Review



Individual Review

Professional Learning Resources

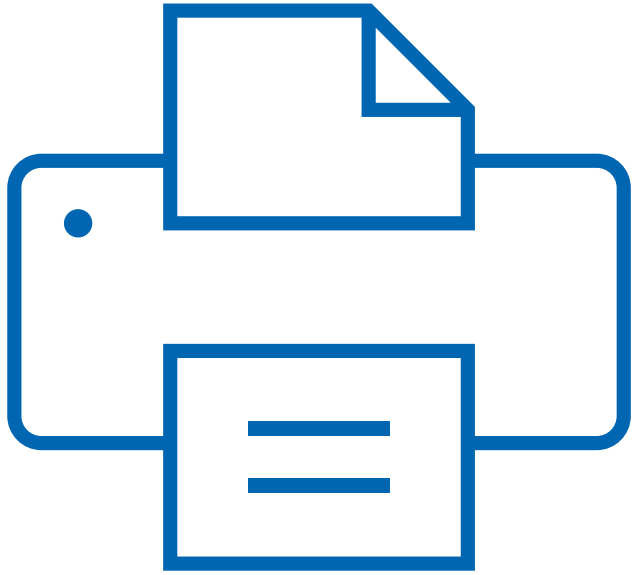


https://url.gadoe.org/7vd9x

Preparing for Training

Materials to Print before proceeding:

- ✓Lit & Comp II Criteria Reflection Worksheets
- ✓Lit & Comp II Scoring Worksheets
- ✓Lit & Comp II Sample ICT Texts/Transcripts



Part 1:

Overview of Trait 2 – Evidence & Elaboration
Examine Connections to the Writer's Checklist
Review Rubric Scoring Criteria for Trait 2



Trait 1: Evidence & Elaboration Grade 8 and Lit & Comp II

Overall Trait Description

Grade 8	Lit. & Comp. II
This trait examines the writer's ability to conduct research using well-chosen evidence from multiple sources to support claim(s) and/or a position on a topic. The writer effectively applies argumentative and expository techniques* by integrating supporting facts, reasons, explanations, details, descriptions, and/or events, using the writer's own words to connect evidence to claim(s) and effectively support a position on a topic.	

Trait 2: Rubric Descriptors Aligned with Score 3

Grade 8	Lit & Comp II
The student's response is a well-developed text that effectively supports a position on a topic by effectively elaborating on the provided reasons, integrating relevant and well-chosen evidence from the sources, and strategically applying argumentative and expository techniques*.	
Provides reasons that effectively support the stated claim(s) and/or position on a topic	
Supports the provided reasons effectively by integrating relevant and well-chosen evidence (e.g., facts, reasons, explanations, details, descriptions, and/or events) from multiple sources	
Elaborates effectively on provided reasons and ideas using techniques*	
Makes a consistent attempt to credit sources	

Connecting Resources – Trait 2

Writing Rubrics and Checklists

Trait 2

Lit & Comp II

Georgia Milestones Assessment System

Georgia Milestones Assessment System
Literature and Composition II
EFFECTIVE 2025–2026 SCHOOL YEAR
EIGHT-POINT, THREE-TRAIT WRITING RUBRIC: TRAIT 2

Trait/Points	3	2	1	0
Evidence and Elaboration *This trait examines the writer's ability to conduct research using well-chosen evidence from multiple sources to support claim(s) and/or a position on a topic. The writer effectively applies argumentative and expository techniques* by integrating supporting facts, reasons, explanations, details, descriptions, and/or events, using the writer's own words to connect evidence to claim(s) and effectively support a position on a topic.*	**The student's response is a well-developed text that effectively supports a position on a topic by effectively elaborating on the provided reasons, integrating relevant and well-chosen evidence from the sources, and strategically applying argumentative and expository techniques*.**	**The student's response is a partially developed text that generally supports a position on a topic by adequately elaborating on the provided reasons, using sufficient, relevant evidence from the sources, and applying argumentative and expository techniques*.**	**The student's response is an inadequately developed text that supports a weak idea by minimally elaborating on the provided reason(s), using insufficient evidence from the sources, and showing limited use of techniques*.**	**The student's response does not use reasons, relevant evidence from the sources, elaboration, or techniques*.**
	• Provides reasons that effectively support the stated claim(s) and/or position on topic	• Provides reasons that adequately support the stated claim(s) and/or position on a topic	• Provides reason(s) that minimally support a weak idea	• Does not provide any reasons
	• Supports the provided reasons effectively by integrating relevant and well-chosen evidence (e.g., facts, reasons, explanations, details, descriptions, and/or events) from multiple sources	• Supports the provided reasons adequately by using relevant evidence (e.g., facts, reasons, explanations, details, descriptions, and/or events) from the source(s)	• Supports the provided reason(s) minimally by using mostly irrelevant or poorly chosen evidence from source(s)	• Does not provide any relevant evidence from the source(s)
	• Elaborates effectively on provided reasons and ideas using techniques*	• Elaborates adequately on provided reasons and ideas using techniques	• Elaborates minimally on provided reason(s) and/or ideas	• Does not elaborate on any reasons or ideas
	• Makes a consistent attempt to credit sources	• Makes an inconsistent attempt to credit source(s)	• Makes a weak or minimal attempt to credit source(s)	• Does not credit source(s)

*Students are responsible for the techniques learned in their current grade as well as in prior grades. Refer to the K–12 Text Techniques: Grade-Level Resource to determine the grade-level expectations for expository, opinion/argumentative, narrative, and poetic techniques. Responses should include argumentative and expository techniques and may also include narrative and poetic techniques.

Georgia Milestones Assessment System

Georgia Milestones Assessment System
Literature and Composition II

The checklist below is provided to students during testing in both the online testing platform and the printed test booklet. This page may be printed for instructional use during the school year, but it MAY NOT be used as scratch paper during test administration.

Writer's Checklist

In my well-written **text**, I made sure to:

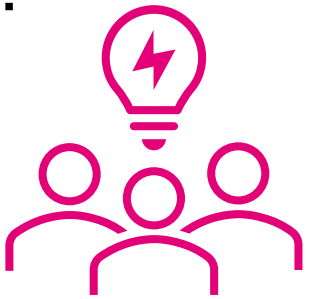
- ☐ provide an introduction that guides the focus and captures the audience.
- ☐ clearly establish my claim(s) and/or position on the topic.
- ☐ develop a cohesive and effective organizational structure that is appropriate for the task.
- ☐ use a style and tone that is consistently appropriate.
- ☐ provide reasons that support my claim(s) and/or position on the topic.
- ☐ support my reasons with ideas and evidence from multiple sources to develop my claim(s).
- ☐ credit my sources when integrating quotes or paraphrased ideas.
- ☐ elaborate on my reasons and ideas by using multiple techniques and rhetorical devices or appeals.
- ☐ use varied transitions to connect reasons to claim(s) and show relationships between ideas.
- ☐ provide a strong conclusion.
- ☐ use varied syntax to clearly convey my ideas.
- ☐ use correct verb tense, aspect, and mood.
- ☐ use parallel structure correctly within paragraphs.
- ☐ check my work and correct any errors in spelling, capitalization, punctuation, usage, or grammar.



Reflection – Evidence & Elaboration

- What are the characteristics of reasons that effectively **support the claim**?
- What does it mean to **integrate evidence**? What makes evidence **well-chosen**?
- What does **effective elaboration** look like?
- How can students properly **credit sources** in their writing?





Georgia Milestones: Examining Expectations for Student Writing

Grade 5 Trait 2: Evidence & Elaboration

What are the characteristics of reasons that effectively support the opinion?
What does it mean to integrate evidence? What makes evidence well-chosen?
What does effective elaboration look like?
How can students properly credit sources in their writing?





Part 2:

Access ICT Set: *Sports Economics* – Lit & Comp II

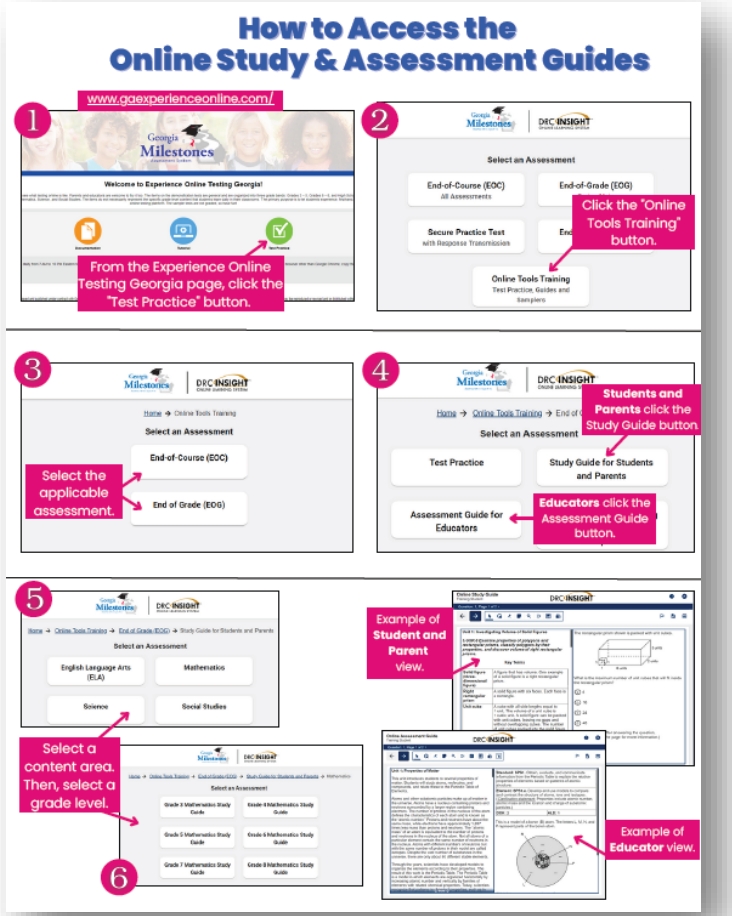
Review Scoring Philosophy

Score Student Responses, *Sports Economics* – Lit & Comp II

Independent Study, ICT Set: *Polar Experience* – Grade 8

Lit & Comp II ICT Set

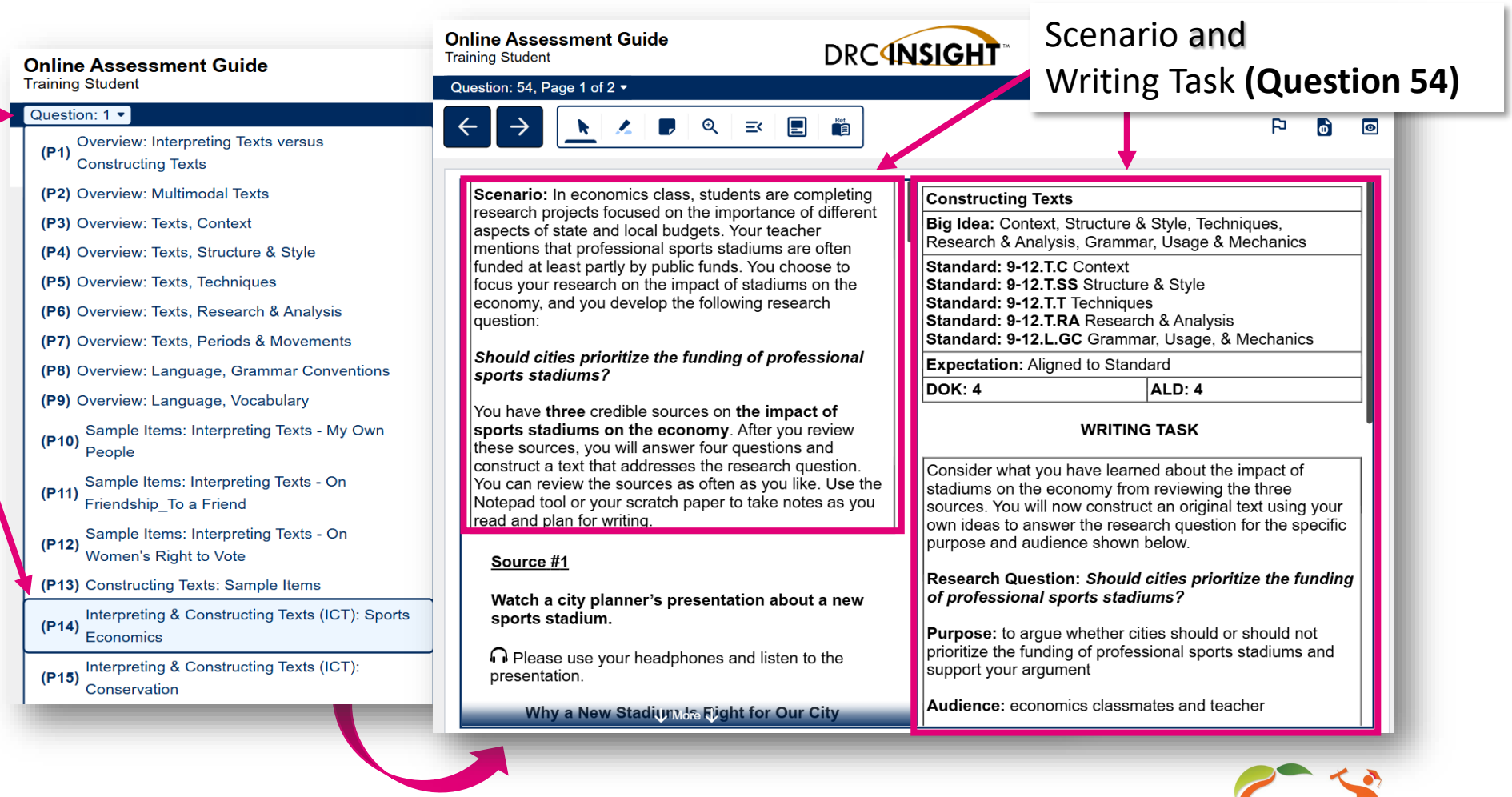
- Access the **ICT Set: *Sports Economics – Lit & Comp II***, in the Online Assessment Guide
- Review the Scenario, Sources, and Writing Task
  - Use headphones for the audio/video source



https://url.gadoe.org/tst5x

ICT Set: *Sports Economics* – Lit & Comp II

Click the **Question drop-down** and scroll down to **(P14)**



Scenario and Writing Task **(Question 54)**

Georgia's Scoring Philosophy

- ✓Considered "**on-demand writing in response to text**," students write their responses in a somewhat limited amount of time, without the benefit of revision and rewrites. For this reason, the scoring process considers that the students' responses are viewed as:
  - ✓**timed, first drafts,** and are **NOT** expected to be
  - ✓final, polished papers.



- ✓The scoring process **rewards students for what they do well** according to the scoring criterion inherent in each trait.

Focus On: Reasons

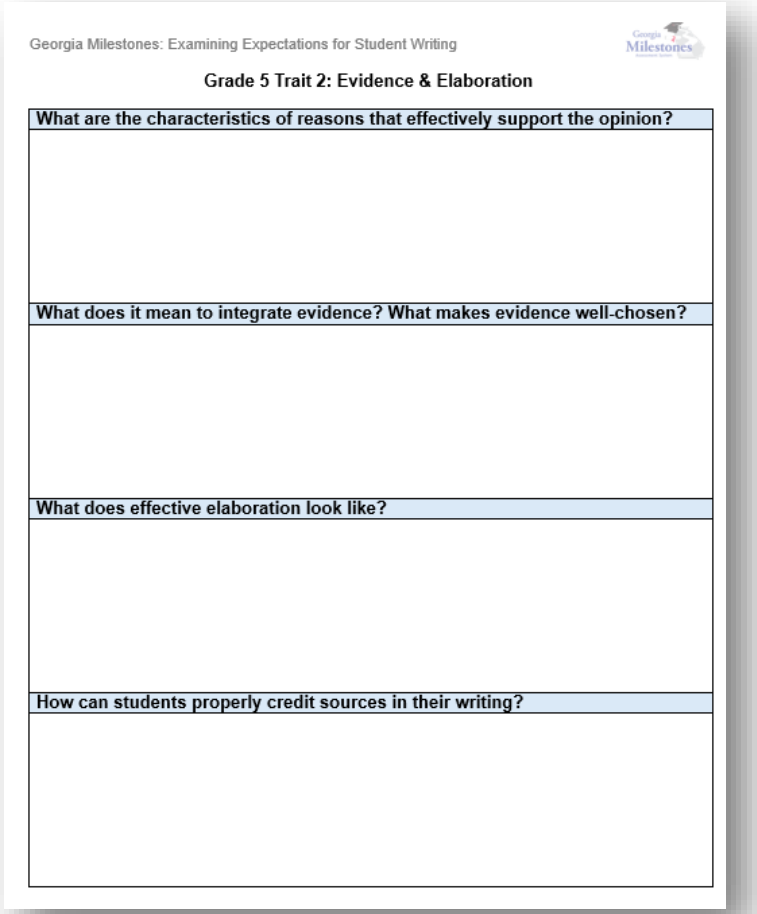


What are the characteristics of reasons that effectively support the claim?

Criteria Reflection Worksheet

Reasons

What are the characteristics of **reasons** that **effectively support** the claim?



Georgia Milestones: Examining Expectations for Student Writing

Grade 5 Trait 2: Evidence & Elaboration

What are the characteristics of reasons that effectively support the opinion?
What does it mean to integrate evidence? What makes evidence well-chosen?
What does effective elaboration look like?
How can students properly credit sources in their writing?

Criteria Reflection
Reasons

What are the characteristics of reasons that effectively support the claim?

- Relevant to the claim
- Makes logical connections
- Clearly supports the claim
- Free of vagueness



Criterion Scoring Handout

Georgia Milestones: Examining Expectations for Student Writing

Literature & Composition II Trait 2: Evidence & Elaboration

Bulleted Criteria: Evidence and Elaboration

3	2	1
• Supports provided reasons **effectively** by integrating **relevant and well-chosen** evidence (e.g., facts, reasons, explanations, details, descriptions, and/or events)) from **multiple** sources	• Supports the provided reason(s) **adequately** by using **relevant** evidence (facts, reasons, explanations, details, descriptions, and/or events) from the source(s)	• Supports the provided reason(s) **minimally** by using mostly **irrelevant or poorly chosen** evidence from the source(s)
• Elaborates **effectively** on provided reasons and ideas using techniques*	• Elaborates **adequately** on provided reason(s) and ideas using techniques*	• Elaborates **minimally** on provided reason(s) and ideas

*Students are responsible for the techniques learned in their current grade as well as in prior grades. Refer to the K–12 Text Techniques: Grade-Level Resource to determine the grade-level expectations for expository, opinion/argumentative, narrative, and poetic techniques. Responses should include opinion and expository techniques and may also include narrative and poetic techniques.

Student Sample 1

Claim: *The reason why people should not keep stadiums…*

Provided Reason: *… because of how much they cost to rebuild and also to the money from tax payers.*

Evidence/Elaboration:

- That money could be spent on other things than just on a new stadium. 500 million dollars of tax payer is being used for these stadiums and even when all this money only 4 percent of the professional football fans will ever set foot in a pro football stadium. but there is benifits to this such as jib creation for construction workers. They have a chance to get more work and causing them to make even more money. But it does feel like a waste of money to build a stadium during todays time because many people watch their sports from home . Even in the chart it shows the ammount that is spent for *very* different occasions such as football, plays movies and for how much is spent.

Criterion Score	Rationale for Score
Evidence:	
Elaboration:	

Claim provided in the student's introduction

Reason

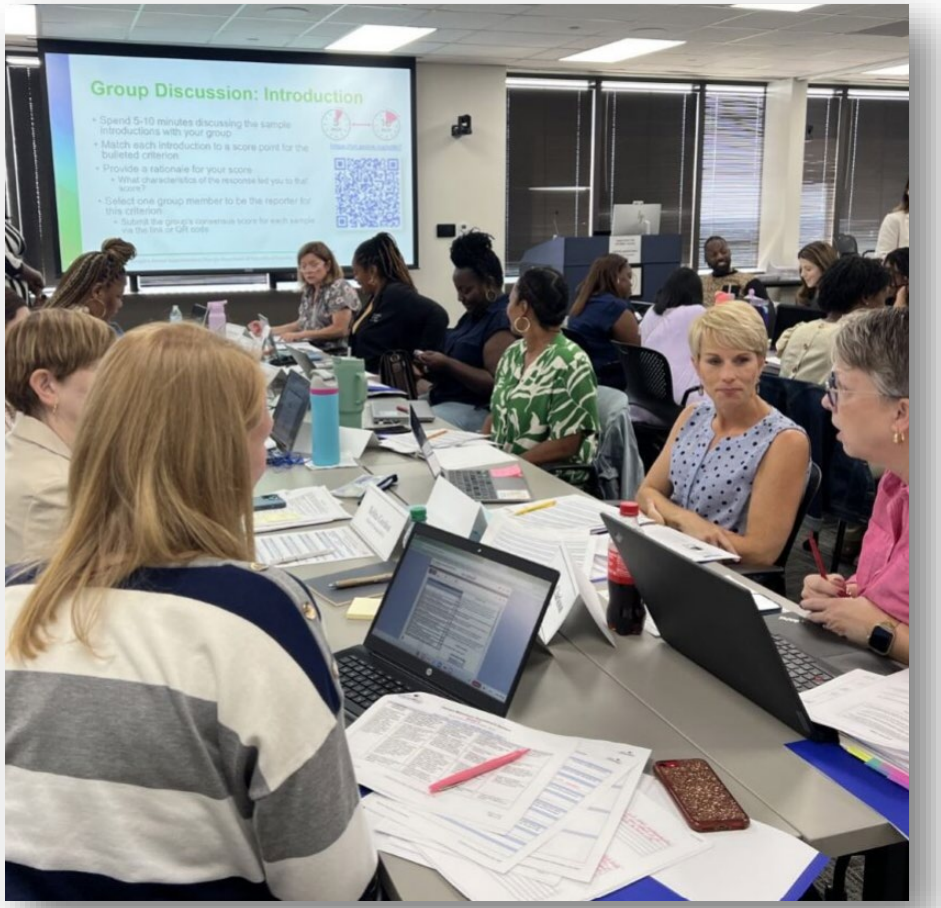
Paragraph related to provided reason

Score separately


Pause the video and review the student responses.
15 min

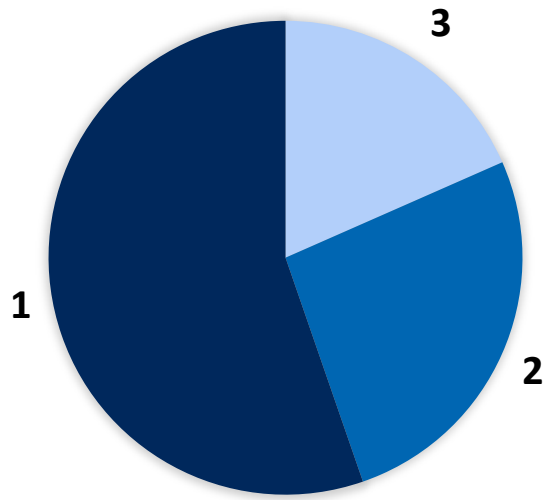
Discussion of Scores & Rationales

Reasons



Reasons
Student Sample 1

In-Person PL Participant Scores



Consensus Score and Rationale

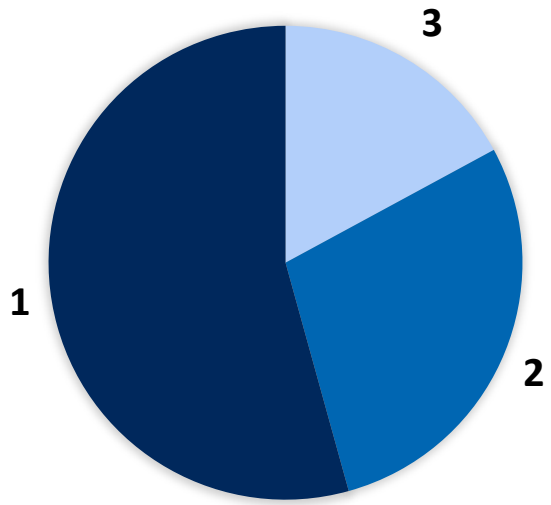
Score: 1

The response:

- presents vague reasons aligned with a weak idea
- minimally supports a weak idea

Reasons
Student Sample 2

In-Person PL Participant Scores



Consensus Score and Rationale

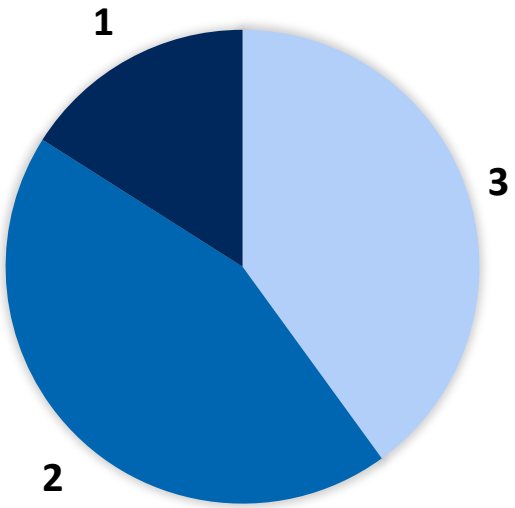
Score: 2

The response:

- provides two connected reasons that support the claim

Reasons
Student Sample 3

In-Person PL Participant Scores



Consensus Score and Rationale

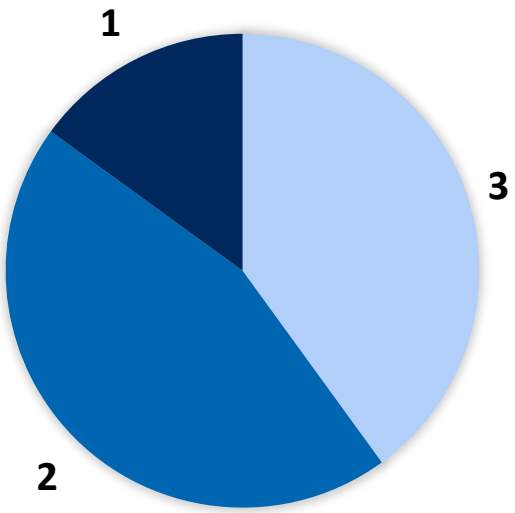
Score: 2

The response:

- presents strong reasons to support the claim, although there is some disconnect between the claim and the reasons

Reasons
Student Sample 4

In-Person PL Participant Scores



Consensus Score and Rationale

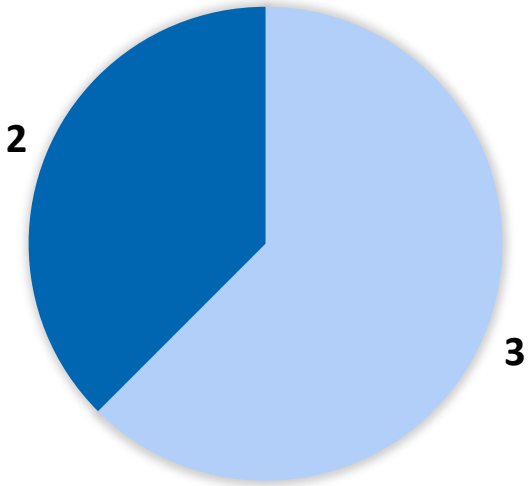
Score: 2

The response:

- provides two reasons that connect to the claim

Reasons
Student Sample 5

In-Person PL Participant Scores



Consensus Score and Rationale

Score: 3

The response:

- presents solid reasons, although formulaic, that align with a solid claim

Focus On: Evidence and Elaboration



What does it mean to integrate evidence?

What makes evidence well-chosen?

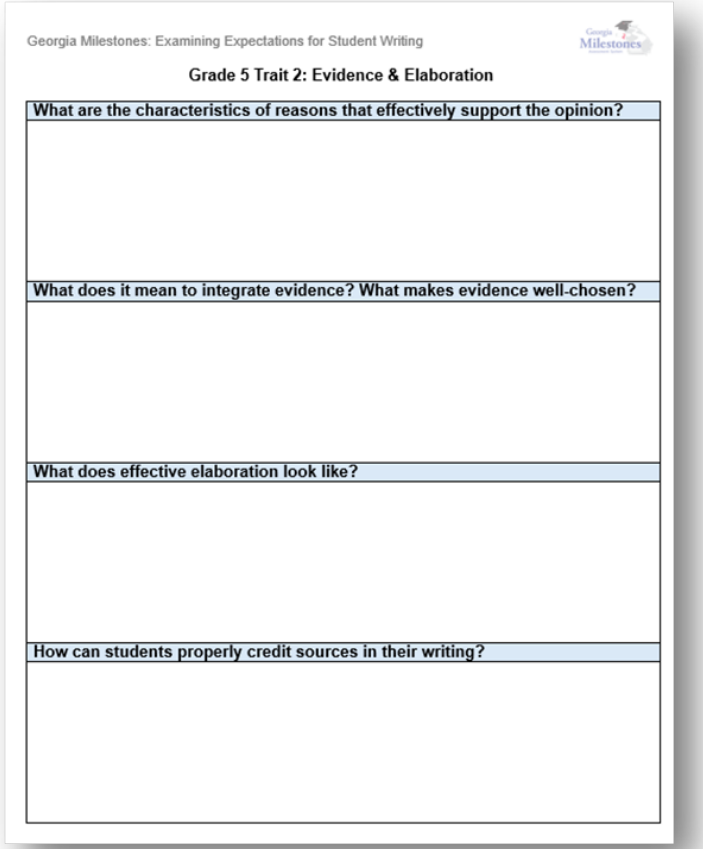
What does effective elaboration look like?

Criteria Reflection Worksheet
Evidence & Elaboration

What does it mean to **integrate** evidence?

What makes evidence **well-chosen**?

What does **effective elaboration** look like?


Georgia Milestones: Examining Expectations for Student Writing

Grade 5 Trait 2: Evidence & Elaboration

What are the characteristics of reasons that effectively support the opinion?
What does it mean to integrate evidence? What makes evidence well-chosen?
What does effective elaboration look like?
How can students properly credit sources in their writing?

Criteria Reflection
Evidence

What does it mean to integrate evidence? What makes evidence well-chosen?

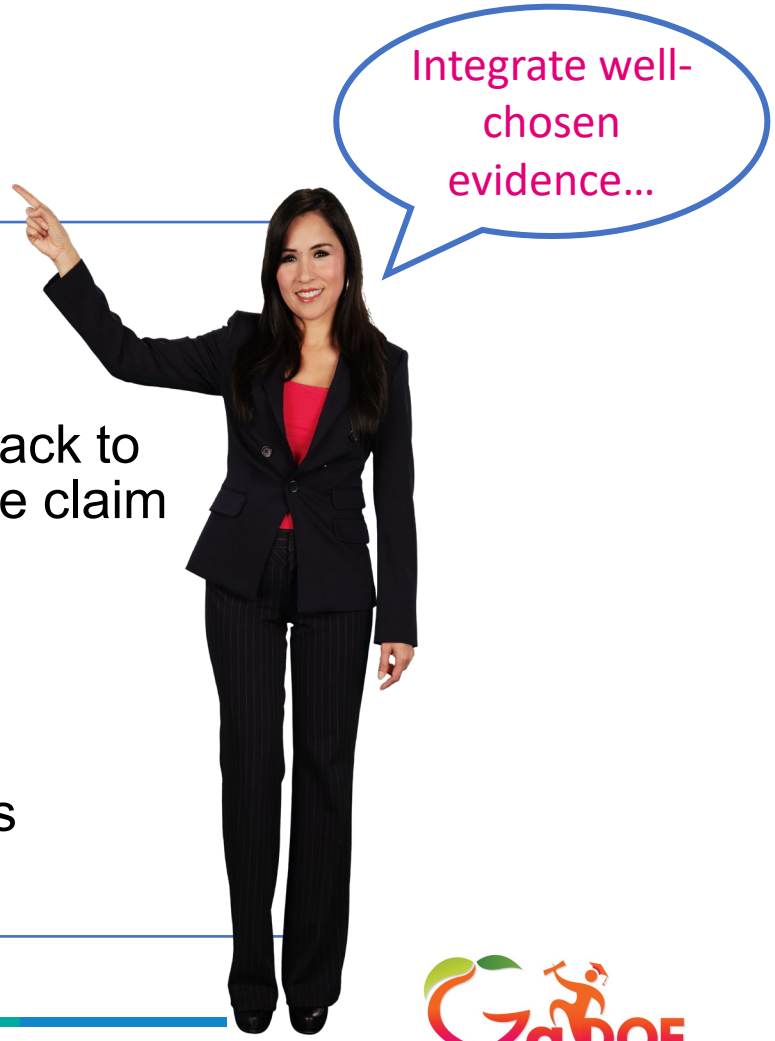
- Uses well-chosen evidence from sources
- Includes quotes and paraphrases
- Incorporates some sort of sentence starter, phrase or transition from reason to evidence
- Directly supports the claim



Criteria Reflection
Elaboration

What does effective elaboration look like?

- Incorporates text evidence into writing that connects back to the claim and adds interpretation of texts to support the claim
- Displays mastery of interpretation/requires source comprehension
- Uses writer's original thoughts/words
- Makes real-world connections
- Shows the relationship between evidence and reasons
- Is not a summary of the sources



Criterion Scoring Handout

Grade 5 Trait 2: Evidence & Elaboration

Bulleted Criteria: Evidence and Elaboration

3	2	1
• Supports provided reasons **effectively** by integrating **relevant and well-chosen** evidence (e.g., facts, definitions, concrete details, quotations) from **multiple** sources	• Supports the provided reason(s) **adequately** by using **relevant** evidence (e.g., facts, definitions, concrete details, quotations) from the source(s)	• Supports the provided reason(s) **minimally** by using mostly **irrelevant or poorly chosen** evidence from the source(s)
• Elaborates **effectively** on provided reasons and ideas using techniques*	• Elaborates **adequately** on provided reason(s) and ideas using techniques*	• Elaborates **minimally** on provided reason(s) and ideas

*Students are responsible for the techniques learned in their current grade as well as in prior grades. Refer to the K–12 Text Techniques: Grade-Level Resource to determine the grade-level expectations for expository, opinion/argumentative, narrative, and poetic techniques. Responses should include opinion and expository techniques and may also include narrative and poetic techniques.

Claim provided in the student's introduction

Reason

Paragraph related to provided reason

Score separately

Student Sample 1	
Opinion: *The most important reason to protect honeybees is the things they make that humans use and eat in their everyday lives.* **Provided Reason:** *Finally, bees make honey.* **Evidence/Elaboration:** • Honey is not only for eating. It is also used for sickness. Some people put their honey in a warm cup of tea to help with a sore throat. I know this because in source 3, "Healing Benefits of Honey" it states, "or it is used in a warm cup of tea to help relieve a sore throat." Is a very common way people use honey. It is also very important for humans because some kids are very picky and may not like medicine. The kids probably would prefer a warm cup of tea with sweet honey.	
Criterion Score	**Rationale for Score**
Evidence:	
Elaboration:	

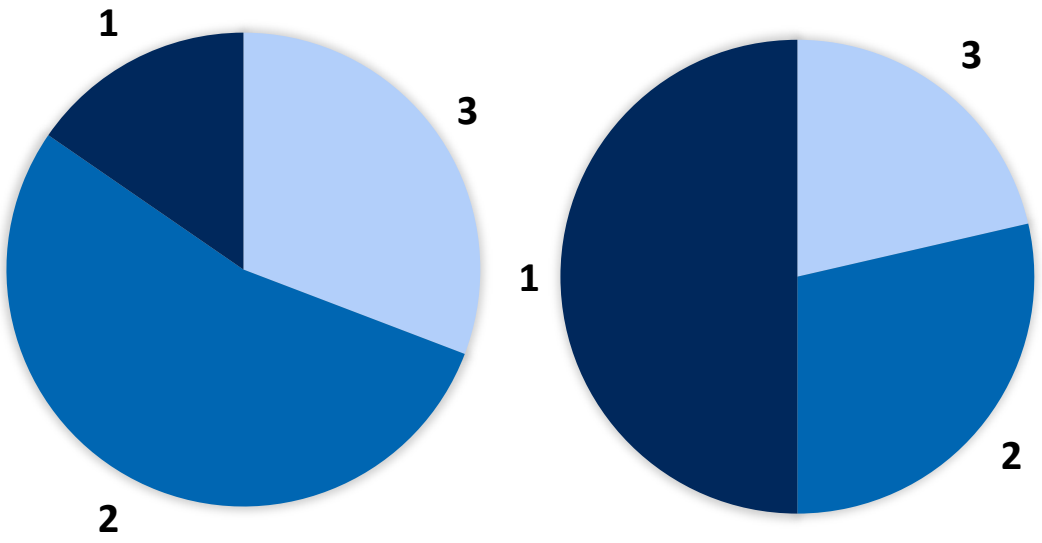

Pause the video and read the student responses.
15 min

Discussion of Scores & Rationales
Evidence and Elaboration



Evidence & Elaboration
Student Sample 1

In-Person PL Participant Scores



Consensus Scores and Rationales

Evidence Score: 2

The response:

- provides relevant evidence that aligns with a valid reason and a vague claim that stadiums cost too much to build

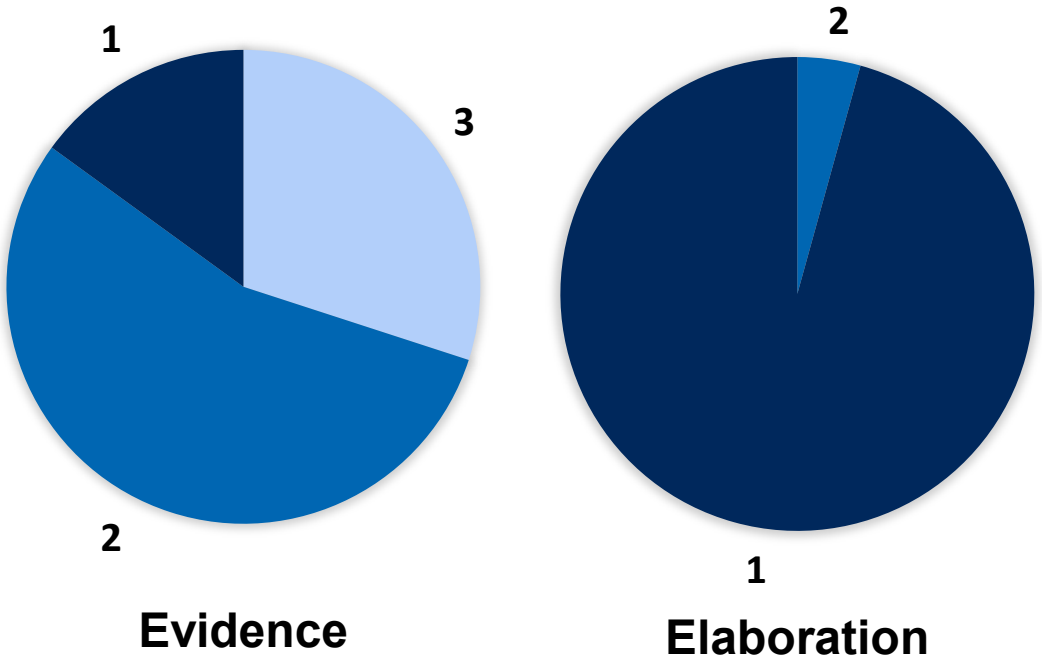
Elaboration Score: 1

The response:

- elaborates on reasons and evidence minimally, oftentimes inconsistently, and contradictorily presented
- does not support student comprehension of source materials or how they used the materials to support the evidence selected

Evidence & Elaboration
Student Sample 2

In-Person PL Participant Scores



Consensus Scores and Rationales

Evidence Score: 2

The response:

- provides logical evidence to support the weak claim and reason provided

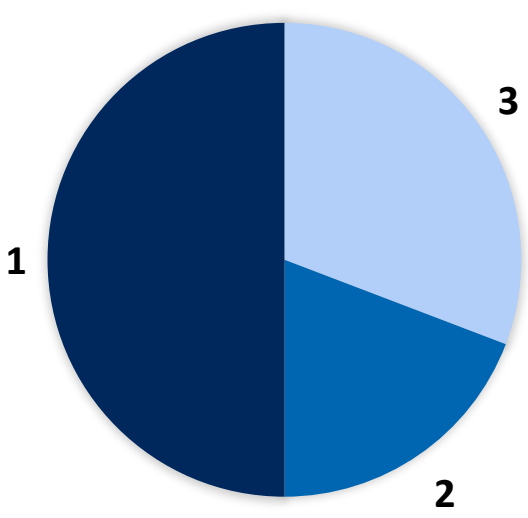
Elaboration Score: 1

The response:

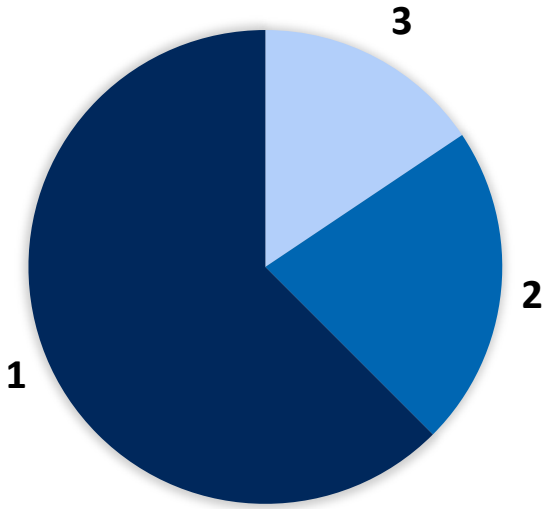
- elaborates using a poorly chosen direct quote that does little to back up the evidence chosen

Evidence & Elaboration
Student Sample 3

In-Person PL Participant Scores



Evidence



Elaboration

Consensus Scores and Rationales

Evidence Score: 1

The response:

- provides poorly selected evidence that doesn't directly support the reason or claim presented

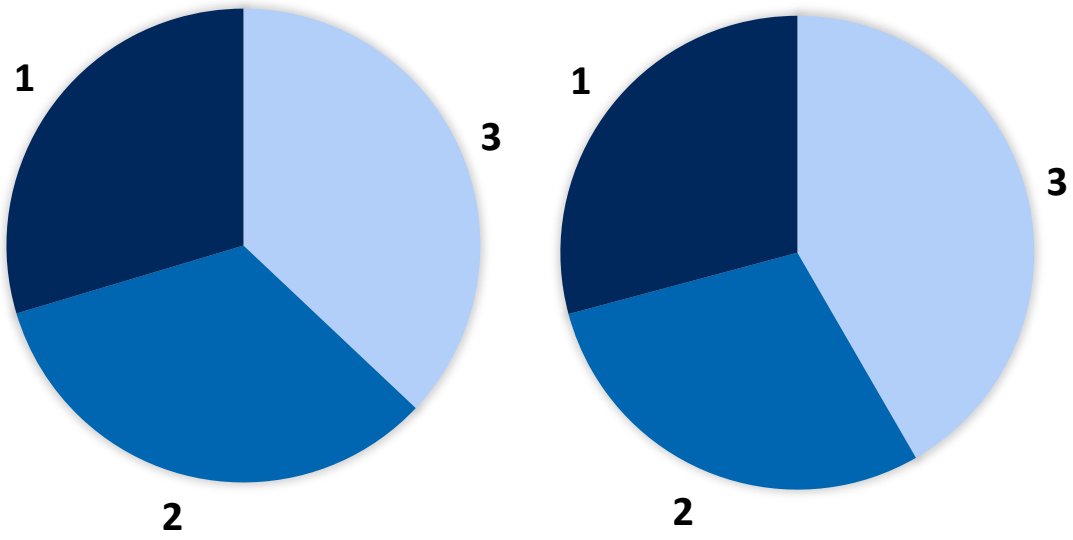
Elaboration Score: 2

The response:

- elaborates on reasons and evidence using ideas from source material; elaboration aligns with the presented evidence

Evidence & Elaboration
Student Sample 4

In-Person PL Participant Scores



Consensus Scores and Rationales

Evidence Score: 2

The response:

- uses relevant evidence for all provided reasons and connects the evidence to the elaboration

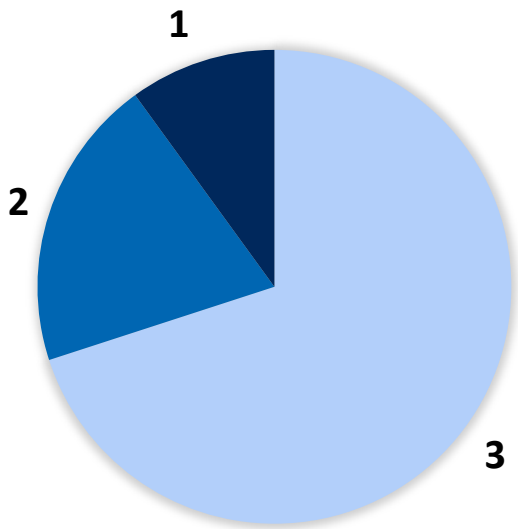
Elaboration Score: 3

The response:

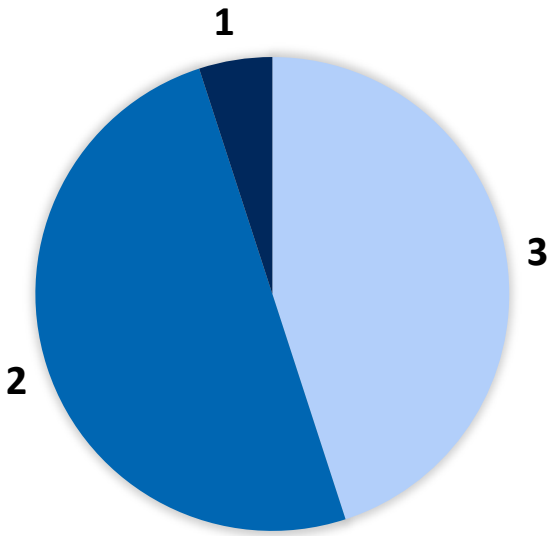
- evidence of critical thinking is present in elaboration, which reveals the comprehension of the information within the sources/evidence

Evidence & Elaboration
Student Sample 5

In-Person PL Participant Scores



Evidence



Elaboration

Consensus Scores and Rationales

Evidence Score: 3

The response:

- presents relevant and well-chosen evidence effectively

Elaboration Score: 3

The response:

- elaborates on presented evidence effectively by supporting the evidence with ideas and information grounded in the source material; shows comprehension of the source material

Focus On: Crediting Sources



How can students properly credit sources in their writing?

Criteria Reflection
Crediting Sources

How can students properly credit sources in their writing?



- Gives credit to the source(s) / author(s) when paraphrasing or quoting directly from the source material
- In Source 1,
- The article stated
- (Source 2)

Criterion Scoring Handout

Georgia Milestones: Examining Expectations for Student Writing

Literature & Composition II Trait 2: Evidence & Elaboration

Bulleted Criterion: Credits Sources

3	2	1
• Makes a **consistent** attempt to credit sources	• Makes an **inconsistent** attempt to credit source(s)	• Makes a **weak or minimal** attempt to credit source(s)

Student Sample 1
In India, according to Source #3, "A massive cricket stadium ... on non-match days ... is open for public use," showing that there are many beneficial uses for these stadiums other than simply hosting sports games.

Student Sample 2
Source two has shown there has been many multipurpose stadiums all over the world as some are located in India, England, and Japan.

Student Sample 3
According to the "Berkeley Economic Review", stadiums can cost anywhere from $170 million (NHL) to $1.2 billion (NFL).

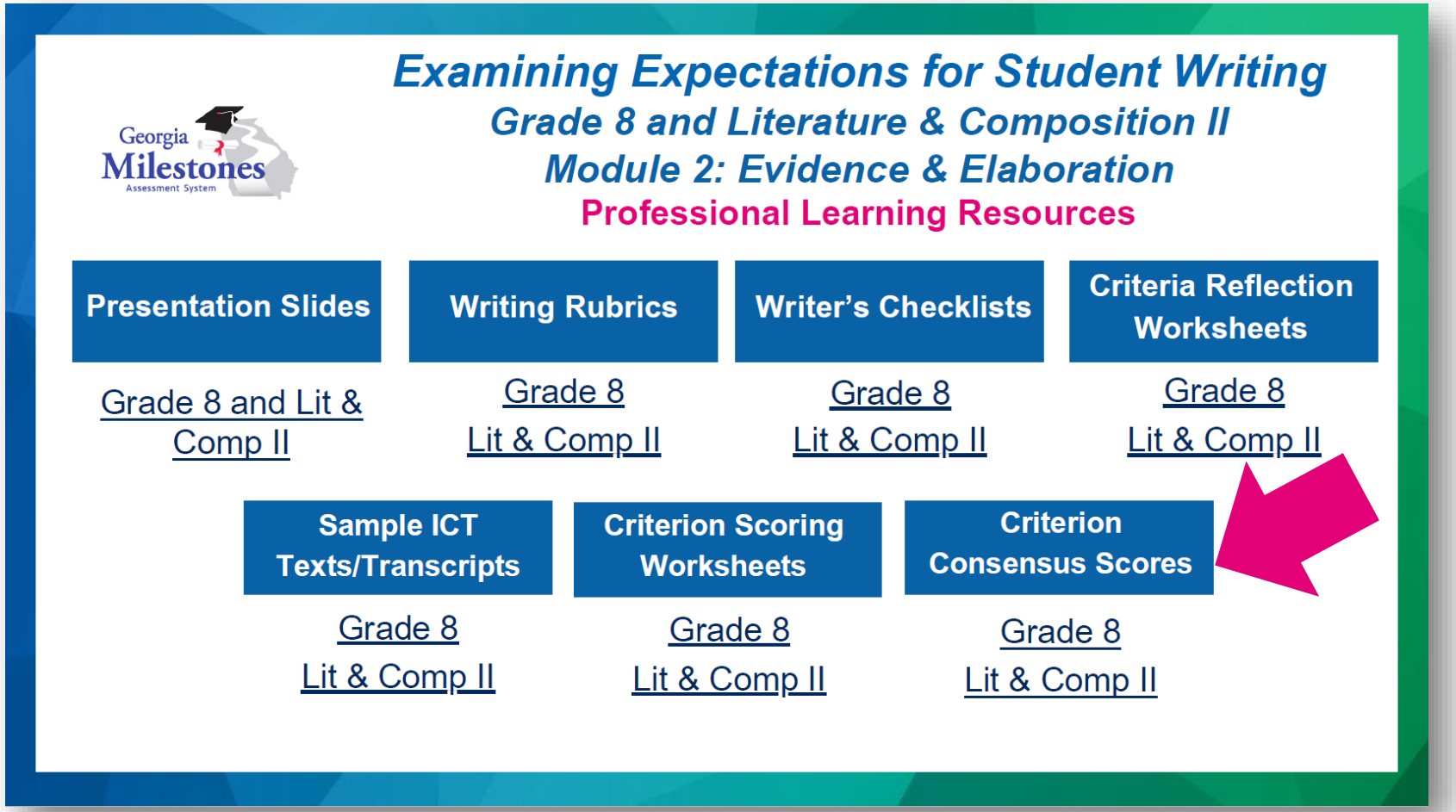
Student Sample 4
Source 2 states, "In a recent pod cast interview, New York State Senator Sean Ryan agrees, saying that stadiums 'provide virtually zero economic benefit to a community once they're built'" (Sports Stadiums and Local Economies: AHome Run or Foul Play?).


Pause the video and read the student responses.
15 min

Criterion Consensus Scores



Criterion Consensus Scores



https://url.gadoe.org/7vd9x



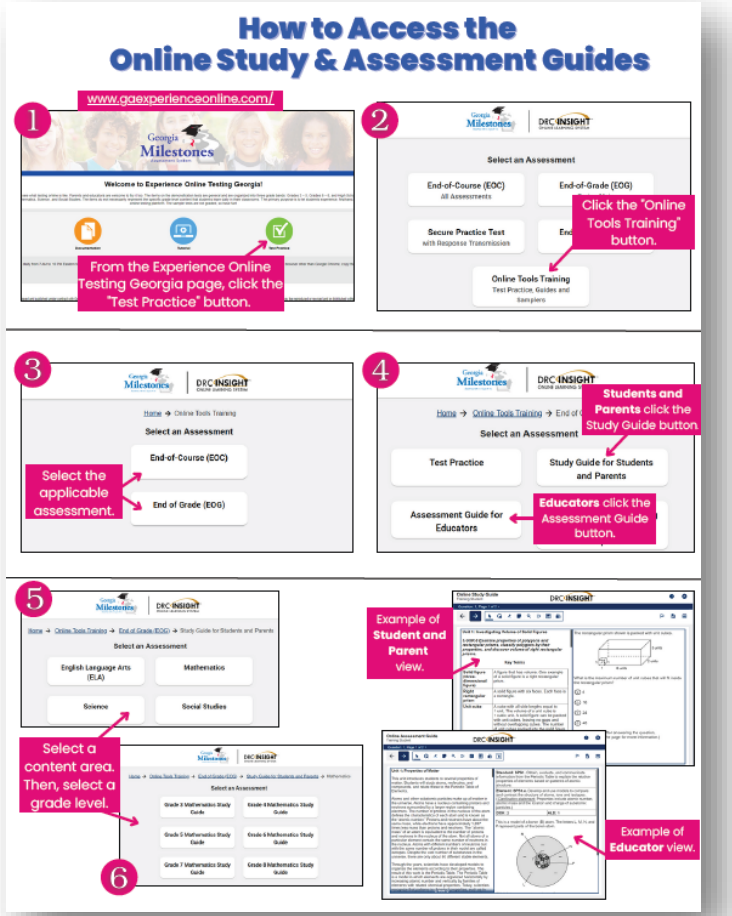
Grade 8: Independent Study

Independent Study

- Using the **Criteria Reflection Worksheet**, reflect on the criteria for Grade 8 as it relates to:
  - Trait 2 – Evidence & Elaboration
- Access the **ICT Set: *Polar Experience,* Grade 8,** in Experience Online Testing Georgia
- Review the Scenario, Sources, and Writing Task
- Using the **Criterion Scoring Worksheet**, score student responses for Trait 2 – Evidence & Elaboration

Grade 8 ICT Set

- Access the **ICT Set: *Polar Experience, Grade 8*** in the Online Assessment Guide
- Review the Scenario, Sources, and Writing Task
  - Use headphones for the audio/video source

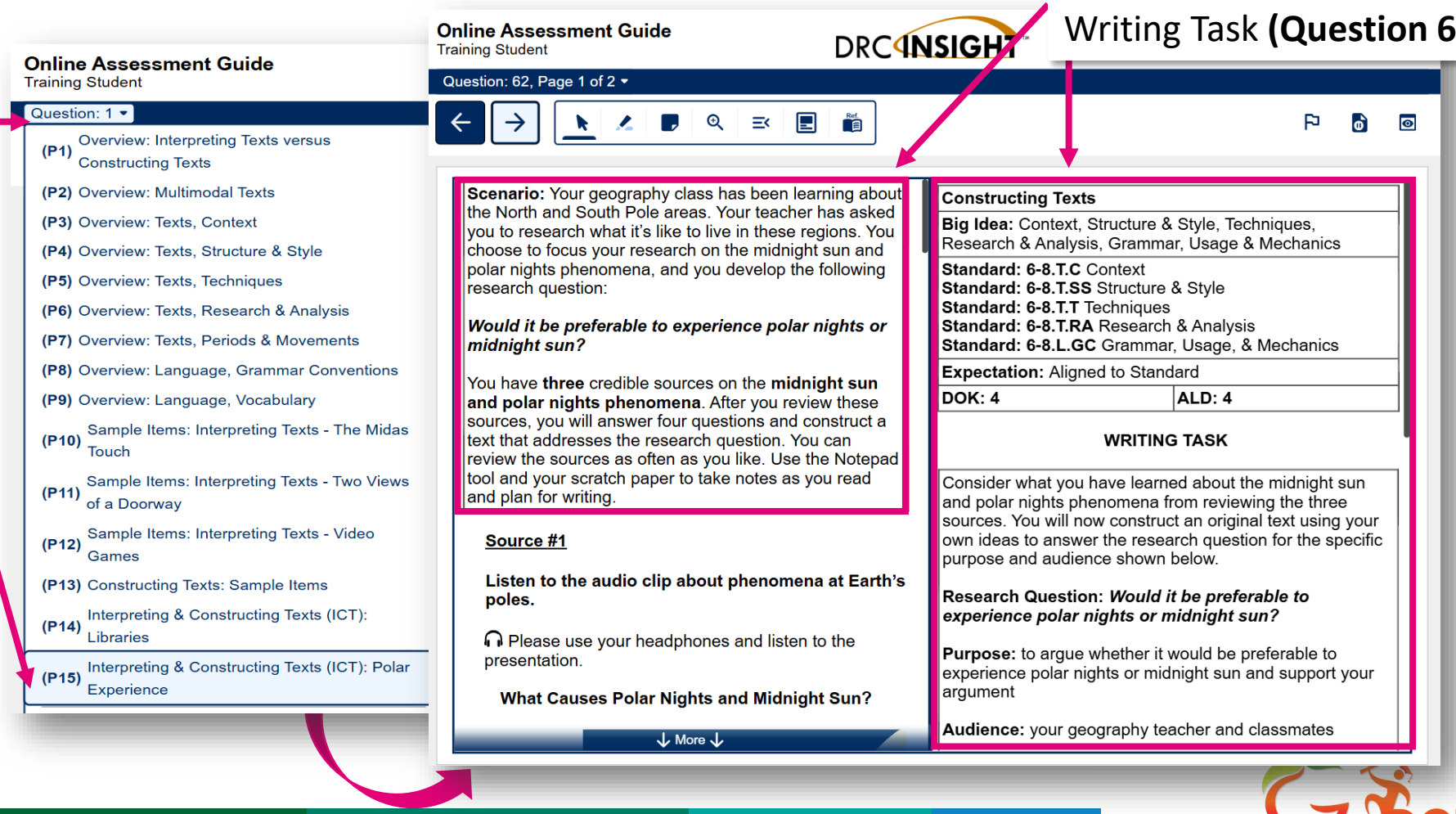


https://url.gadoe.org/tst5x

ICT Set: *Polar Experience* - Grade 8

Click the **Question drop-down** and scroll down to **(P14)**

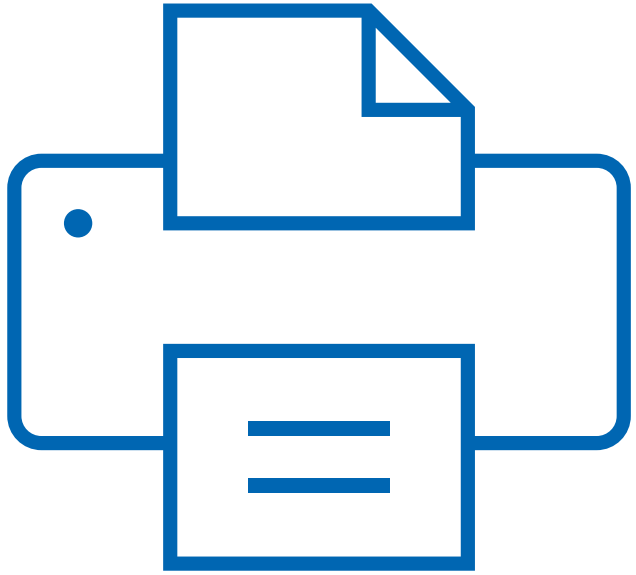
Scenario and Writing Task **(Question 62)**



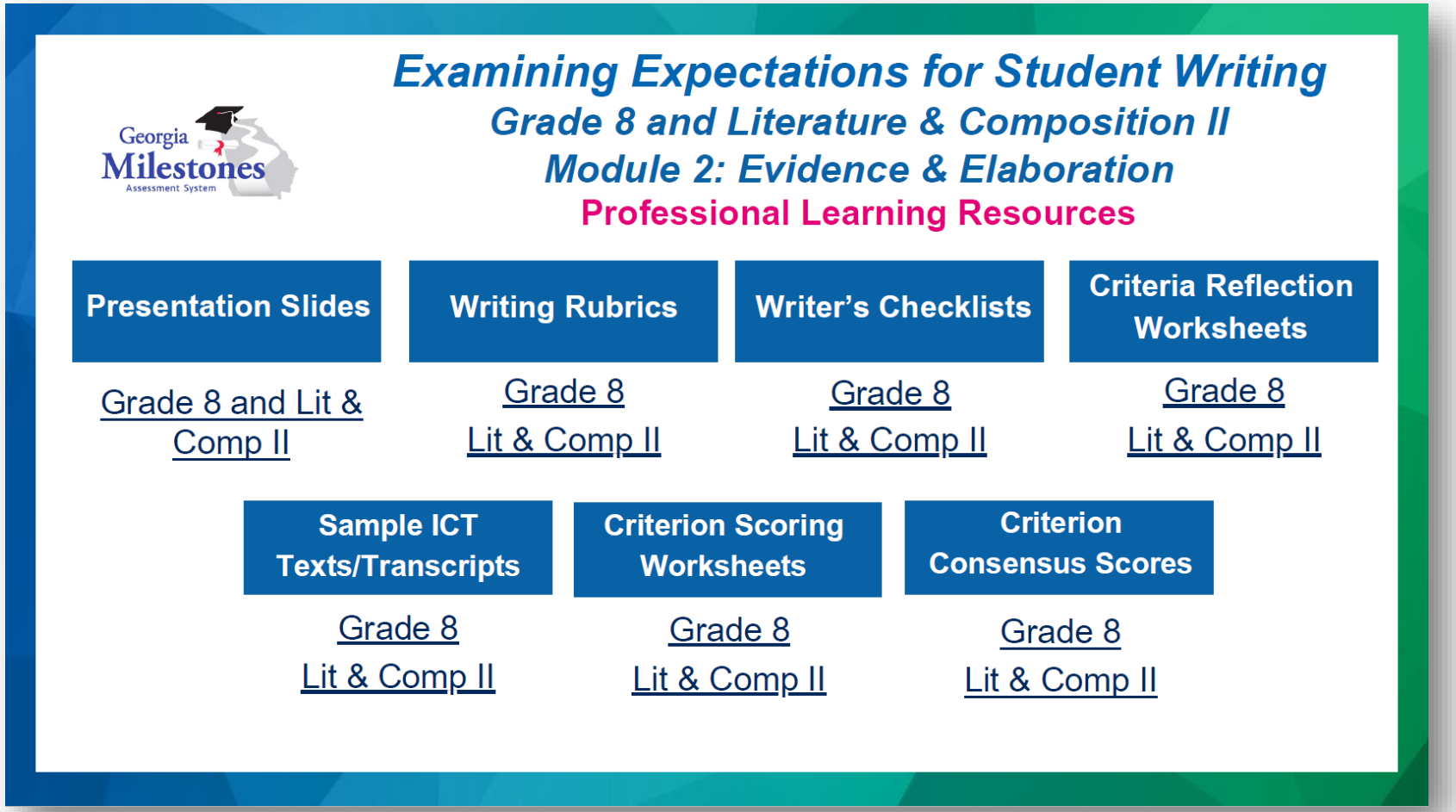
Preparing for Training

Materials to Print before proceeding:

- ✓Grade 8 Criteria Reflection Worksheets
- ✓Grade 8 Criterion Scoring Worksheets
- ✓Grade 8 Sample ICT Texts/Transcripts



Professional Learning Resources



https://url.gadoe.org/7vd9x

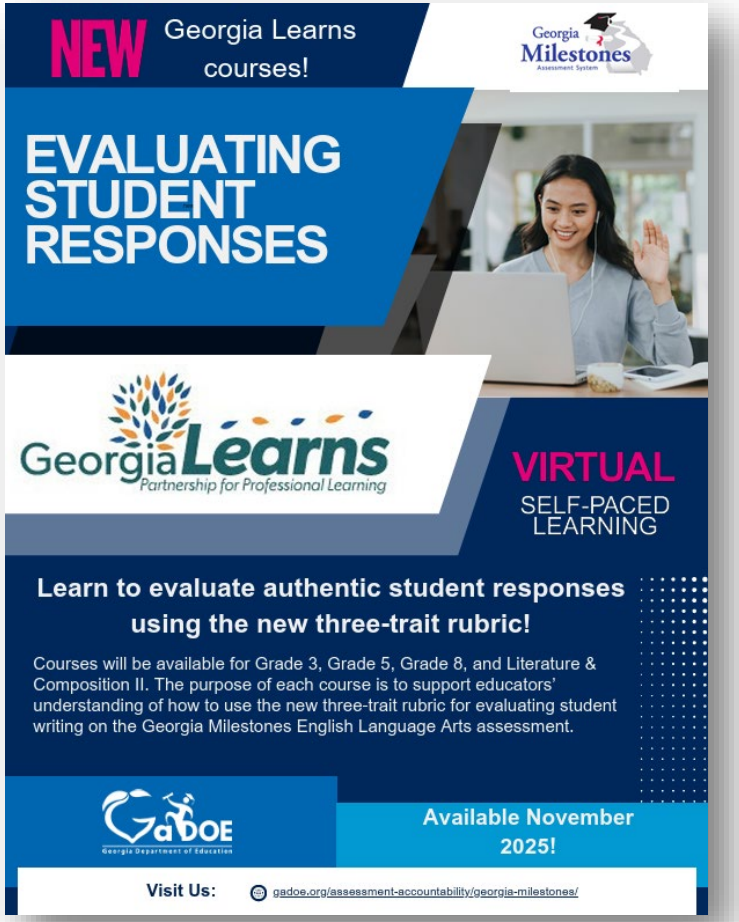
What's Next?



Georgia Department of Education

Looking Ahead

- Training will follow the same process used by DRC to train scorers.
  - Anchor set
  - Training set
  - Qualifying set
- This training will be available later in the fall as a Georgia Learns course.

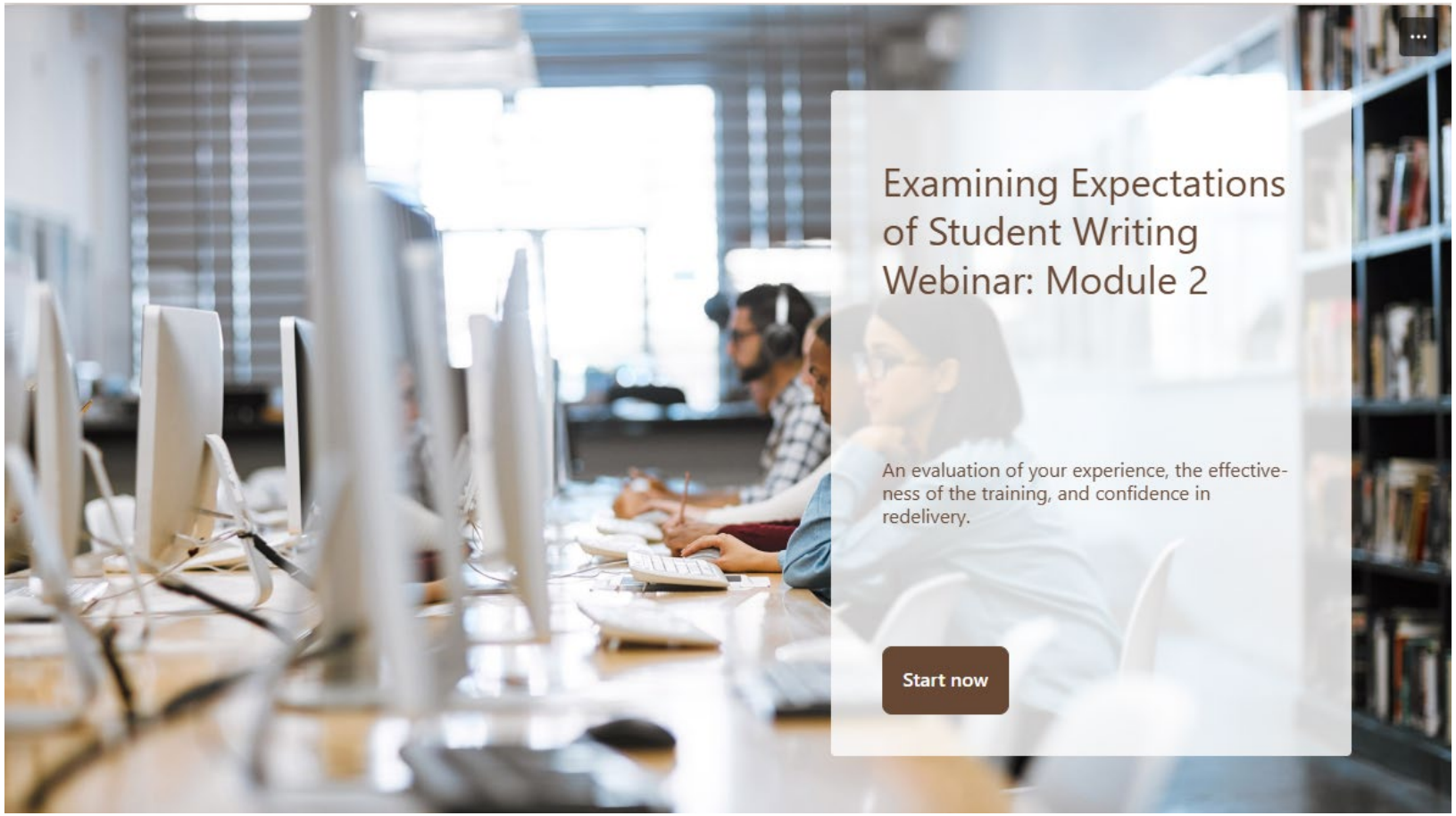


https://url.gadoe.org/mx6d8

Wrap Up



Training Evaluation



https://forms.office.com/r/FWRJ2hV51Q

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Georgia Department of Education



PREPARING ALL STUDENTS FOR LIFE