Georgia Milestones Assessment System

Grade 8

EFFECTIVE 2025–2026 SCHOOL YEAR

EIGHT-POINT, THREE-TRAIT WRITING RUBRIC: TRAIT 1

Trait/Points	3	2	1	0
Purpose and Organization *This trait examines the writer's ability to construct a coherent, purposeful text with a cohesive and effective organizational structure and appropriate style, written to engage a target audience. The writer uses appropriate transitions to organize ideas and information from the sources and provides a strong conclusion.*	**The student's response is a coherent, purposeful text with a clearly stated claim and/or position on a topic, a cohesive and effective organizational structure, and an appropriate style, written to engage a target audience.**	**The student's response is a reasonably coherent and somewhat purposeful text with a claim and/or position on a topic, an adequate organizational structure, and a mostly appropriate style, written to engage an audience.**	**The student's response is an incomplete or oversimplified text with a weak organizational structure, an inconsistent style, and an unclear purpose and audience.**	**The student's response is a disorganized text with no discernible style, purpose, or audience.**
	• Provides a strong introduction that effectively guides the focus and clearly establishes a claim and/or position on a topic	• Provides an adequate introduction that guides the focus and connects to a claim and/or position on a topic	• Provides a weak introduction that does little to guide the focus	• Does not provide an introduction
	• Develops a cohesive and effective organizational structure by logically grouping ideas to convey information for a specific purpose and target audience	• Develops an adequate organizational structure by grouping ideas for a mostly clear purpose and audience	• Develops a weak organizational structure; has little sense of purpose and an unclear audience	• Does not develop any discernible organizational structure; has no sense of purpose or audience
	• Uses a style that is consistently appropriate for a distinct purpose and target audience	• Uses a style that is mostly appropriate for the purpose and audience	• Uses a style that is minimally appropriate for the purpose and audience	• Does not use a style that is appropriate for the purpose or audience
	• Uses transition words, phrases, and/or clauses effectively throughout the text to create cohesion within and between paragraphs; clearly connects reasons to the claim(s) and/or position on a topic and shows relationships between ideas and information	• Uses transition words, phrases, and/or clauses adequately throughout the text, creating inconsistent cohesion within and between paragraphs; does not always make clear connections between reasons and the claim(s) and/or position on a topic	• Uses transition words, phrases, and/or clauses ineffectively, creating minimal cohesion; makes weak connections	• Does not use transition words, phrases, or clauses to make connections
	• Provides a strong conclusion that effectively finalizes the response	• Provides an adequate conclusion that completes the response	• Provides a weak conclusion	• Does not provide a conclusion

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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 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 mostly irrelevant or poorly chosen 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 a 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 the 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 attempt to 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.

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EIGHT-POINT, THREE-TRAIT WRITING RUBRIC: TRAIT 3

Trait/Points	2	1	0
Language Usage and Conventions *This trait examines the writer's ability to use language and conventions to convey precise meaning while demonstrating control of syntax, sentence formation, usage, and mechanics as defined in the appropriate grade-level grammar expectations of the language standards*.*	**The student's response demonstrates adequate command** of sentence structure, language usage, and conventions to convey precise meaning.**	**The student's response demonstrates partial command** of sentence structure, language usage, and conventions to convey meaning.**	**The student's response demonstrates little or no command of sentence structure, language usage, and conventions.**
	• Uses mostly complete sentences and a variety of sentence structures to strengthen clarity and coherence	• Uses some complete sentences and a limited variety of sentence structures with minimal clarity and/or coherence	• Uses few or no complete sentences; lacks clarity and coherence
	• Uses mostly correct verb tense	• Uses some correct verb tense	• Uses little or no correct verb tense
	• Uses mostly active voice to maintain consistency	• Uses active voice inconsistently	• Uses little or no active voice
	• Contains few, if any, errors in usage and conventions; does not contain errors that interfere with meaning	• Contains errors in usage and conventions that sometimes interfere with meaning	• Contains frequent errors in usage and conventions that often interfere with meaning

*Students are responsible for language, usage, and conventions learned in their current grade as well as in prior grades. Refer to the appropriate grade-level language standards (e.g., 8.L.GC.2.b and 8.L.GC.2.c) and the K–12 Grammar, Usage, & Mechanics (GUM) Chart to determine the grade-level expectations for grammar, syntax, capitalization, and punctuation. Also, refer to the GUM Chart for those standards that need continued attention beyond the grade in which they were introduced. Note: Spelling expectations are outlined in the K–5 Foundations Domain as part of the Phonics Big Idea.

**The student's response must be of sufficient length to demonstrate either partial or adequate command. Very brief responses, even with few or no errors, may not be sufficient to demonstrate adequate or partial command.

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