# OVERVIEW OF THE AMERICAN LITERATURE AND COMPOSITION EOC ASSESSMENT

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.

## ITEM TYPES

The American Literature and Composition EOC assessment consists of

##### selected-response, constructed-response, extended constructed-response, and

##### extended writing-response items.

A **selected-response** item, sometimes called a multiple-choice item, is a question, problem, or statement that is followed by four answer choices. These questions are worth one point.

A **constructed-response** item asks a question, and you provide a response that you construct on your own. These questions are worth two points. Partial credit may be awarded if part of the response is correct.

An **extended constructed-response** item is a specific type of constructed-response item that requires a longer, more detailed response. These items are worth four points. Partial credit may be awarded.

For American Literature and Composition, you will respond to a narrative prompt based on a passage you have read, and the response will be scored according to the rubric for the prompt. Partial credit may be awarded.

The **extended writing-response** item is located in section three of the ELA EOC. Students are expected to produce an argument or develop an informative or explanatory response based on information read in two passages. There are three selected response items and one two-point constructed response item to help focus the students’ thoughts on the passages and to prepare them for the actual writing task. The extended writing response task is scored on a 7-point scale: 4 points for idea development, organization, and coherence, and 3 points for language usage and conventions.

##### Strategies for Answering Constructed-Response Items

Read the question or prompt carefully.

Think about what the question is asking you to do.

Go back to the passage or passages and find details, examples, or reasons that help support and explain your response.

Reread your response and be sure you have answered all parts of the question. Be sure that the evidence you have chosen from the text supports your answer.

Your response will be scored based on the accuracy of your response and how well you have supported your answer with details and other evidence.

Extended-response items will also evaluate your writing. Your score will be based on criteria such as organization, clarity, transitions, precise language, formal style, objective tone, sentence structure, grammar, punctuation, and usage.

**American Literature and Composition Content Domain:** Writing and Language

**Standard:** ELAGSE11-12RI3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

##### The author provides information about Atwood’s early literary interests and Atwood’s definition of “speculative fiction.” Explain how Atwood’s early reading connects to her later writing.

##### Use details from the text to support your answer. Write your answer on the lines provided.

This text is found on your practice test.

#### Scoring Rubric

|  |  |
| --- | --- |
| **Points** | **Description** |
| 2 | The response achieves the following:   * gives sufficient evidence of the ability to justify interpretations of information * includes specific examples/details that make clear reference to the text * adequately supports examples with clearly relevant information from the text |
| 1 | The response achieves the following:   * gives limited evidence * includes limited examples that make reference to the text * explains the development of the author’s idea within the text and the supporting information with limited details based on the text |
| 0 | The response achieves the following:   * gives no evidence of the ability to determine and analyze the development/progression of the author’s idea within the text |

#### Exemplar Response

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| **Points Awarded** | **Sample Response** |
| 2 | The author provides information about the types of literature that Atwood enjoyed as a child—principally fairy tales and mysteries. Fairy tales use fantasy to teach lessons about the real world. Mysteries are based in the real world, but pose puzzling questions about it. Her novel *The Handmaid’s Tale* is not real at the present time, but is a dark projection of present reality. Both types of fiction help the reader understand and appreciate reality. |
| 1 | The author demonstrates that Atwood was interested in imaginative fiction from a very early age, so it makes sense that she would write imaginative fiction as an adult. The things she wrote as a grownup were obviously influenced by her childhood reading. |
| 0 | Atwood published children’s books, which indicates that she has a good imagination. That is one of the main points of the article. |

### Example Item

**DOK Level 4:** This is a DOK level 4 item because it requires students to synthesize information and analyze multiple sources.

**Genre:** Informational

**American Literature and Composition Content Domain:** Writing and Language

**Standard:** ELAGSE11-12W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient details.

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

##### Time to Change the $50 Bill

##### Leave Grant Alone

Overview of the American Literature and Composition EOC Assessment

### Time to Change the $50 Bill

On February 25, 2010, Representative Patrick McHenry (R-NC) filed bill HR 4705 in the House of Representatives. The text of the bill reads, “A bill to require the Secretary of the Treasury to redesign the face of $50 Federal Reserve notes so as to include a likeness of President Ronald Wilson Reagan, and for other purposes.”

The bill had thirteen co-sponsors, who argued that Reagan was a transformative figure in the twentieth century and that his presidency’s benefits would be felt for generations to come. Had I been a congressman on that day, my name would have appeared as the fourteenth co-sponsor. We proponents would argue that

Reagan ended the Cold War and threats from the Soviet Union. It takes a minimal research effort to find Reagan’s historic June 12, 1987, speech in front of the Berlin Wall, in which he said, “Mr. Gorbachev, tear down this wall.”

We proponents would also cite the changes he made to the tax codes as yet another example of the man’s greatness. Lowering taxes puts people’s own money back into their pockets. Explaining his proposal while just a candidate for election, he coined the term “trickle-down economics,” meaning that when more money flows to the top of the economic pyramid, it does not stay there. Some, or most, of it flows down and enriches those at lower economic levels.

In 2005, the *Wall Street Journal* commissioned a survey to assess presidential greatness. They polled scholars, both left- and right-leaning, and the result put Reagan at sixth and Grant (currently on the $50 bill) at twenty-ninth among the 40 presidents. This was not a popularity contest; it was an analysis by people who study history for a living.

Opponents of the change cite the relatively short time since Reagan’s presidency, saying that the historical verdict has not yet had time to shape itself. We proponents use the time factor differently. “Every generation needs its own heroes,” counters McHenry.

Besides being from the far distant past, Grant, according to his critics, had two sluggish and scandal-ridden terms in the White House. In the minds of Americans, he certainly lacks the luster of George Washington, also a general, who is found on the $1 bill, or Abraham Lincoln, perhaps the most revered president, who appears on the $5 bill. Grant is not revered, because he accomplished nothing lasting.

While McHenry’s bill did not make it out of the Finance Committee in 2010, one must remember that nothing can stop an idea whose time has come. Now is that time. Now is the time to pass legislation that would put Ronald Wilson Reagan’s image on the $50 bill.

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### Leave Grant Alone

In 2010, HR 4705, a bill to replace Ulysses S. Grant’s picture on the $50 dollar bill with that of Ronald Reagan, never made it out of the Finance Committee and to the floor for a vote by all of Congress. The committee was wise to table this measure.

We like to think that our currency puts us in touch with and reminds us of our greatness as a nation. Certainly we are familiar with George Washington and Abraham Lincoln, but less so with Alexander Hamilton (not even a president), Andrew Jackson, and sadly, Ulysses S. Grant. However, not only does Grant deserve to be on our currency, he deserves the recognition that goes with it.

Reagan proponents point to the scandals that rocked Grant’s second term, such as those involving railroad construction and finance. However, they do so by turning a blind eye to scandals attributed to Reagan’s administration—Iran–Contra and

Arms for Hostages. Grant was wildly popular when he left office, and he would surely have been elected to a third term had he chosen to run. While in office, he got the tenuous post–Civil War economy back on a solid footing. Some argue that Reagan’s handling of the economy is to blame for the difficulties of today. Time will tell, but for now, it’s too soon.

As president, Grant worked on behalf of freed slaves and Native Americans. Even his post-presidency was one of accomplishment, negotiating a settlement between Japan and China.

We will have to wait to see if Reagan’s efforts bear lasting fruit. Reagan fans are everywhere. But this is an issue that should not be decided by a fan base. For now, I would encourage Reagan fans to take comfort in the many airports, schools, hospitals, and federal buildings that bear the name of their hero.

Just leave Grant alone.

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##### Now that you have read “Time to Change the $50 Bill” and “Leave Grant Alone,” create a plan for and write your argumentative essay.

**WRITING TASK**

Certain American leaders have their images on this nation’s currency—both coins and bills. Abraham Lincoln and Thomas Jefferson are on the penny and the nickel, respectively. George Washington is on the $1 bill and older quarters. Some currency features leaders who were not presidents, such as Alexander Hamilton and Benjamin Franklin. The rationale for the selection of leaders can cause quite a debate, as in a proposal to replace Ulysses S. Grant with Ronald Reagan on the $50 bill.

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 the portraits on United States currency should remain as they are now OR that they should be replaced.

Be sure to use information from BOTH passages in your argumentative essay.

**Write your answer on the lines on your answer document.**

##### Before you write, be sure to:

* + Think about ideas, facts, definitions, details, and other information and examples you want to use.
  + Think about how you will introduce your topic and what the main topic will be for each paragraph.
  + Develop your ideas clearly and use your own words, except when quoting directly from source passages.
  + Be sure to identify the passages by title or number when using details or facts directly from the passages.

##### Now write your argumentative essay. Be sure to:

* + Introduce your claim.
  + Support your claim with logical reasoning and relevant evidence from the passages.
  + Acknowledge and address alternate or opposing claims.
  + Organize the reasons and evidence logically.
  + Use words, phrases, and clauses to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
  + Establish and maintain a formal style.
  + Provide a concluding statement or section that follows from and supports the argument presented.
  + Check your work for correct grammar, usage, capitalization, spelling, and punctuation.

##### 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 84 and 85 to see why this example would earn the maximum number of points.

*It is curious that a controversy should surround the $50 bill because it is used so little. I seldom have anything in my pocket but 1s, 5s, or 10s. ATM machines dispense 20s. And the 100s actually have a nickname—Benjamins. But the 50 seems to be used much less often.*

*A group does want it, though, and they want Ronald Reagan to adorn it. They clearly remember Reagan fondly. Another group opposes the idea, and they are not fond of Reagan’s memory. And herein lies the problem—memory. We as a nation should make our decisions based on reflection, analysis, and objectivity, three traits that do not apply to memory.*

*I do not remember Ronald Reagan, but my parents do, and they are the two smartest people I know. My father remembers him well, having voted for him twice. My mother remembers him well, having voted against him twice. And I, thanks to my U.S. history class, know more about Ulysses S. Grant than either of my parents. I have considered his role in our country’s development with reflection, analysis, and objectivity. If having one’s image on currency is a recognition of excellence, then Grant should remain on the bill.*

*As a general, he played a pivotal role in a critical event, the Civil War. He presided in the aftermath, a truly chaotic time. Resentments remained, and yet he led the healing of the nation. Our lives and our nation would be far different without him.*

*History may well show Ronald Reagan to have been of similar stature and importance, but that will take time. In some unknown number of years, scholars will use reflection, analysis, and objectivity to give us the real Ronald Reagan. To decide this matter through the memories of partisans is to engage in a popularity contest. As a nation we deserve better, and changing the $50 bill in this way would be a disservice to all Americans.*

## READING PASSAGES AND ITEMS

The questions for Content Domains I and II will be based on informational and literary passages. Informational passages (nonfiction) typically share knowledge and/or convey messages, give instructions, or relate ideas by making connections between the familiar and unfamiliar. Informational writing is most commonly found in academic, personal, and/or job-related areas. Examples of informational writing include letters, biographical accounts, definitions, directions, abstracts, essays, reviews, and critiques. You can find informational passages in newspapers, magazines, and textbooks. Here is a short sample of what an ***informational passage*** might look like.

|  |
| --- |
| **The Dime Novel** |
| What were people reading in the latter half of the nineteenth century? One popular type of book was known as the dime novel. Dime novels were typically cheaply made paperback books that cost about a dime. Dime novels were popular from 1860 to around the turn of the century. These short novels were often historical action adventures or detective stories. The stories tended to be sensational and melodramatic. When Beadle and Adams published the first dime novel, it quickly became a huge success, selling over 300,000 copies in one year. |

The information in the passage above is strictly factual. Literary passages, by contrast, will tell a story or express an idea. Literary passages (fiction) often have characters and a plot structure. Examples of literary writing include short stories, novels, narratives, poetry, and drama.

Here is a short sample of what a ***literary passage*** might look like. This excerpt is from

F. Scott Fitzgerald’s novel *The Great Gatsby* and describes the lifestyle of the wealthy Jay Gatsby.

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| **The Great Gatsby** |
| At least once a fortnight a corps of caterers came down with several hundred feet of canvas and enough colored lights to make a Christmas tree of Gatsby’s enormous garden. On buffet tables, garnished with glistening hors d’oeuvres, spiced baked hams crowded against salads of harlequin designs and pastry pigs and turkeys bewitched to a dark gold. In the main hall a bar with a real brass rail was set up, and stocked with gins and liquors and with cordials so long forgotten that most of his female guests were too young to know one from another. |

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Test questions in this domain will ask you to analyze and apply knowledge of the elements of literary and informational texts. For example, you will evaluate how **language affects the meaning and tone of the texts**. You will also be tested on your understanding of foundational works **of American literary and historical importance**. Your answers to the questions will help show how well you can perform on the following standards:

* Use knowledge of literary characteristics to demonstrate understanding of a variety of texts.
* **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.
* Determine **the theme(s) or central idea(s)** of a single text or multiple texts; analyze the development of themes or ideas over the course of the text. Analyze how two or more themes or central ideas interact to make the text more complex.
* Demonstrate knowledge of important works of American literature and analyze foundational U.S. documents of historical and literary significance.
* Determine the author’s **point of view** or purpose in a text in which the rhetoric is particularly powerful or persuasive.
* Analyze a literary text in which grasping the point of view requires distinguishing what is directly stated from what is really meant.
* Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings; analyze how word choice affects meaning and tone.

**NOTE:** Most passages contain some combination of the common kinds of writing but will generally fit best in one category or another.

Questions related to nonfiction texts may look like these:

##### What effect does the author achieve by organizing the essay from present to past?

##### How does the description of the revolt support the argument for giving

##### U.S. states certain rights?

##### How will the editor’s tone in the lead sentence MOST LIKELY affect readers?

Unit 2: Reading—Informational

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.

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| **STRATEGY BOX—Take Notes While You Read** |
| Whenever you read an informational passage on the EOC assessment, stop after each paragraph and ask yourself, “What is the central idea of this paragraph?” After each paragraph, take a moment to mark the text and summarize what the paragraph is about. Sample notes about an essay entitled “Why Homework Is a Good Idea” might look something like this:   1. First Paragraph: *importance of education* 2. Second Paragraph: *advantages of giving homework* 3. Third Paragraph: *talks about how busy students feel they don’t have time for homework* 4. Fourth Paragraph: *ways students who have very little time can still get their homework done* 5. Fifth Paragraph: *stresses how homework is an important part of education*   Do not spend too much time trying to come up with the perfect summary of each paragraph. Just use about three to ten words to quickly summarize what each paragraph is about. |

An idea that is not stated outright is **implicit**, meaning it is *implied* or hinted at indirectly, rather than *explained* or stated directly. To understand and interpret implicit ideas, the reader must **infer** what the text is saying. To infer means to come to a reasonable conclusion based on evidence.

By contrast, an **explicit** idea or message is fully expressed or revealed by the writer. Rather than being implied or hinted at indirectly, an explicit point is made directly in the printed words.

## 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 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.
    - Use the writing process: prewriting, drafting, revising, editing, and rewriting.
    - 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

**Claim:** The primary message of a piece of writing is often called the **claim,** or controlling idea. Sometimes authors state the claim very clearly, while sometimes they imply it. Understanding the claim is crucial to understanding the passage. It is difficult to understand an essay without realizing what the controlling idea of the essay is.

You will miss the point of the essay if you do not pick up on the claim correctly. Authors use supporting ideas, such as relevant details and evidence, to support the claim or controlling idea.

The questions related to writing will be based on informational passages. Authors of informational text often use a traditional outline approach: first stating the main idea, then addressing all the supporting ideas, and finally ending by restating the main idea.

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 paragraph

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

###### Important Tips

Organize your writing by using chronological order, cause and effect, compare and contrast, or question and answer.

Make sure your writing has a concluding statement that supports the information or explanation presented.

Distinguish between formal and informal language when you write. Always consider who your audience is to determine which type of language is appropriate to the given situation.

Strengthen your writing by planning, revising, editing, rewriting, or trying a new approach.

Use the rubric before, during, and after writing to make sure you are meeting the criteria

**WRITING RUBRICS**

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American 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 End-of- Course 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 is an analytic rubric with two criteria or traits. On the Georgia Milestones End-of-Course 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 American Literature and Composition End-of-Course assessment.

### Four-Point Holistic Rubric

##### Genre: Narrative

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| --- | --- | --- |
| **Writing Trait** | **Points** | **Criteria** |
| *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.* | 4 | *The student’s response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.*   * Effectively establishes a situation, one or more points of view, and introduces a narrator and/or characters * Creates a smooth progression of events * Effectively uses multiple narrative techniques such as dialogue, description, pacing, reflection, and plot to develop rich, interesting experiences, events, and/or characters * Uses a variety of techniques consistently to sequence events that build on one another * Uses precise words and phrases, details, and sensory language consistently to convey a vivid picture of the events * Provides a conclusion that follows from the narrated experiences or events * Integrates ideas and details from source material effectively * Has very few or no errors in usage and/or conventions that interfere with meaning\* |
| 3 | *The student’s response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.*   * Establishes a situation, a point of view, and introduces one or more characters * Organizes events in a clear, logical order * Uses narrative techniques such as dialogue, description, pacing, reflection, and plot to develop experiences, events, and/or characters * Uses words and/or phrases to indicate sequence * Uses words, phrases, and details to convey a picture of the events * Provides an appropriate conclusion * Integrates some ideas and/or details from source material * Has few minor errors in usage and/or conventions with no significant effect on meaning\* |
| 2 | *The student’s response is an incomplete or oversimplified narrative based on a text as a stimulus.*   * Introduces a vague situation and at least one character * Organizes events in a sequence but with some gaps or ambiguity * Attempts to use a narrative technique such as dialogue, description, reflection, and plot to develop experiences, events, and/or characters * Inconsistently uses occasional signal words to indicate sequence * Inconsistently uses some words or phrases to convey a picture of the events * Provides a weak or ambiguous conclusion * Attempts to integrate ideas or details from source material * Has frequent errors in usage and conventions that sometimes interfere with meaning\* |

Content of the American Literature and Composition EOC Assessment

### Four-Point Holistic Rubric

##### Genre: Narrative

(Continued)

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| --- | --- | --- |
| **Writing Trait** | **Points** | **Criteria** |
| *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.* | 1 | *The student’s response provides evidence of an attempt to write a narrative based on a text as a stimulus.*   * Response is a summary that includes narrative techniques in the summary * Provides a weak or minimal introduction * May be too brief to demonstrate a complete sequence of events * Shows little or no attempt to use dialogue or description * Uses words that are inappropriate, overly simple, or unclear * 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 * Provides a minimal or no conclusion * May use few if any ideas or details from source material * Has frequent major errors in usage and conventions that interfere with meaning\* |
| 0 | *The student’s response is flawed for various reasons and will receive a condition code:*   * Code A: Blank * Code B: Copied * Code C: Too Limited to Score/Illegible/Incomprehensible * Code D: Non-English/Foreign Language * Code E: Off Topic/Off Task/Offensive |

\*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.

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### Seven-Point, Two-Trait Rubric

##### Trait 1 for Informational/Explanatory Genre

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| --- | --- | --- | --- | --- |
|  | **Writing Trait** | **Points** | **Criteria** |  |
| **Idea Development, Organization, and Coherence**  *This trait examines the writer’s ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read*  *and to elaborate on the idea*  *with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and*  *arrange the ideas and supporting evidence (from text that they have read) in order to create cohesion for an informative/ explanatory essay.* | 4 | *The student’s response is a well-developed informative/explanatory text that examines a topic in depth and presents related information based on text as a stimulus.*   * Effectively introduces the topic and main idea(s) to be examined * Uses an organizational strategy to present information effectively and maintain focus and to make important connections and distinctions * Thoroughly develops the topic with well-chosen, relevant, and enough facts; extended definitions; concrete details; quotations; or other information and examples that are appropriate for the audience * Uses appropriate and varied transitions to create cohesion, to link major sections of the text, and to clarify the relationship among ideas * Effectively uses precise language and domain-specific vocabulary appropriate to the audience and complexity of the topic * Establishes and maintains a formal style and an objective tone * Provides a strong concluding statement or section that logically follows from the ideas presented |
| 3 | *The student’s response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.*   * Introduces the topic and main idea(s) to be examined * Has an organizational strategy to group information and provide focus, but sometimes connections and distinctions are not clear * Uses a few pieces of relevant information from sources to develop topic * Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear * Uses some precise language and domain-specific vocabulary to explain the topic * Maintains a formal style and objective tone, for the most part * Provides a concluding statement or section that follows from the ideas presented |
| 2 | *The student’s response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.*   * Attempts to introduce a topic or main idea * Ineffectively organizes ideas, concepts, and information * Develops topic, sometimes unevenly, with little relevant information * Attempts to link ideas and concepts, but cohesion is inconsistent * Uses limited precise language and/or domain-specific vocabulary to manage the topic * Attempts to establish formal style and objective tone but struggles to maintain them * Provides a weak concluding statement or section |
| 1 | *The student’s response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.*   * May not introduce a topic or main idea, or the topic or main idea must be inferred * May be too brief to demonstrate an organizational structure, or no structure is evident * Provides minimal information to develop the topic, little or none of which is from sources * Struggles to link some ideas and concepts, but cohesion is weak throughout * Uses vague, ambiguous, inexact, or repetitive language * Lacks appropriate formal style and tone * Provides a minimal or no concluding statement or section |
| 0 | *The student’s response is flawed for various reasons and will receive a condition code:*   * Code A: Blank * Code B: Copied * Code C: Too Limited to Score/Illegible/Incomprehensible * Code D: Non-English/Foreign Language * Code E: Off Topic/Off Task/Offensive |
|  | | | | |

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### Seven-Point, Two-Trait Rubric

##### Trait 2 for Informational/Explanatory Genre

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| **Writing Trait** | **Points** | **Criteria** |
| **Language Usage and Conventions**  *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.* | 3 | *The student’s response demonstrates full command of language usage and conventions.*   * Uses clear and complete sentence structure, with appropriate range and variety * Makes an attempt to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations * Has no errors in usage and/or conventions that interfere with meaning\* |
| 2 | *The student’s response demonstrates partial command of language usage and conventions.*   * Uses complete sentences, with some variety * Attributes paraphrases and direct quotations inconsistently to their sources via in-text or parenthetical citations * Has minor errors in usage and/or conventions with no significant effect on meaning\* |
| 1 | *The student’s response demonstrates weak command of language usage and conventions.*   * Has fragments, run-ons, and/or other sentence structure errors * Makes little, if any, attempt to attribute paraphrases and direct quotations to their sources * Has frequent errors in usage and conventions that interfere with meaning\* |
| 0 | *The student’s response is flawed for various reasons and will receive a condition code:*   * Code A: Blank * Code B: Copied * Code C: Too Limited to Score/Illegible/Incomprehensible * Code D: Non-English/Foreign Language * Code E: Off Topic/Off Task/Offensive |

\*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.

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### Seven-Point, Two-Trait Rubric

##### Trait 1 for Argumentative Genre

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|  | **Writing Trait** | **Points** | **Criteria** |  |
| **Idea Development, Organization, and Coherence**  *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.* | 4 | *The student’s response is a well-developed argument that develops and supports claims with clear reasons and relevant evidence based on text as a stimulus.*   * Effectively introduces claim(s), acknowledges and counters opposing claim(s), and engages the audience * Uses an organizational strategy to establish clear relationships among claim(s), counterclaim(s), reasons, and relevant evidence * Uses specific and well-chosen facts, details, definitions, examples, and/or other information from sources to develop claim(s) and counterclaim(s) fully and fairly and to point out strengths and limitations of both while anticipating the audience’s knowledge and concerns * Uses words, phrases, and clauses that effectively connect the major sections of the text and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s) * Uses and maintains a formal style and objective tone that is appropriate for task, purpose, and audience * Provides a strong concluding statement or section that follows from and supports the argument presented |
| 3 | *The student’s response is a complete argument that relates and supports claims with some evidence based on text as a stimulus.*   * Clearly introduces claim(s) and attempts to acknowledge and counter opposing claim(s) * Uses an organizational strategy to present claim(s), reasons, and evidence * Uses multiple pieces of relevant information from sources adequately to develop claim(s) and counterclaim(s) and to clarify relationships between claim(s), reasons, evidence, and counterclaim(s) while attempting to attend to the audience’s knowledge or concerns * Uses words and/or phrases to connect ideas and show relationships among claim(s), reasons, and evidence * Uses an appropriate tone and style fairly consistently for task, purpose, and audience * Provides a concluding statement or section that follows from the argument presented |
| 2 | *The student’s response is an incomplete or oversimplified argument that partially supports claims with loosely related evidence.*   * Attempts to introduce claim(s), but claim(s) may be unclear; makes reference to opposing claim(s) * Attempts to use an organizational structure, which may be formulaic * Develops, sometimes unevenly, reasons and/or evidence to support claim(s) and present opposing claim(s), but shows little awareness of the audience’s knowledge or concerns * Attempts to use words and/or phrases to connect claim(s), counterclaim(s), reasons, and evidence, but cohesion is inconsistent or weak * Attempts to use an appropriate tone and style are not consistently appropriate for task, purpose, and audience * Provides a weak concluding statement or section that may not follow the argument presented |
| 1 | *The student’s response is a weak attempt to write an argument and does not support claims with adequate evidence.*   * May not introduce claim(s), or the claim(s) must be inferred; does not reference or acknowledge opposing claim(s) * May be too brief to demonstrate an organizational structure, or no structure is evident * Provides minimal information to develop the claim(s), little or none of which is from sources, and fails to attend to the audience’s knowledge or concerns * Makes no attempt to use words and/or phrases to connect claim(s) and reasons, reasons and evidence, and claim(s) and counterclaim(s) * Uses a style and tone that are inappropriate and/or ineffective * Provides a minimal or no concluding statement or section |
| 0 | *The student’s response is flawed for various reasons and will receive a condition code:*   * Code A: Blank * Code B: Copied * Code C: Too Limited to Score/Illegible/Incomprehensible * Code D: Non-English/Foreign Language * Code E: Off Topic/Off Task/Offensive |
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Content of the American Literature and Composition EOC Assessment

### Seven-Point, Two-Trait Rubric

##### Trait 2 for Argumentative Genre

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| **Writing Trait** | **Points** | **Criteria** |
| **Language Usage and Conventions**  *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.* | 3 | *The student’s response demonstrates full command of language usage and conventions.*   * Uses clear and complete sentence structure, with appropriate range and variety * Makes an attempt to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations * Has no errors in usage and/or conventions that interfere with meaning\* |
| 2 | *The student’s response demonstrates partial command of language usage and conventions.*   * Uses complete sentences, with some variety * Attributes paraphrases and direct quotations inconsistently to their sources via in-text or parenthetical citations * Has minor errors in usage and/or conventions with no significant effect on meaning\* |
| 1 | *The student’s response demonstrates weak command of language usage and conventions.*   * Has fragments, run-ons, and/or other sentence structure errors * Makes little, if any, attempt to attribute paraphrases and direct quotations to their sources * Has frequent errors in usage and conventions that interfere with meaning\* |
| 0 | *The student’s response is flawed for various reasons and will receive a condition code:*   * Code A: Blank * Code B: Copied * Code C: Too Limited to Score/Illegible/Incomprehensible * Code D: Non-English/Foreign Language * Code E: Off Topic/Off Task/Offensive |

\*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.