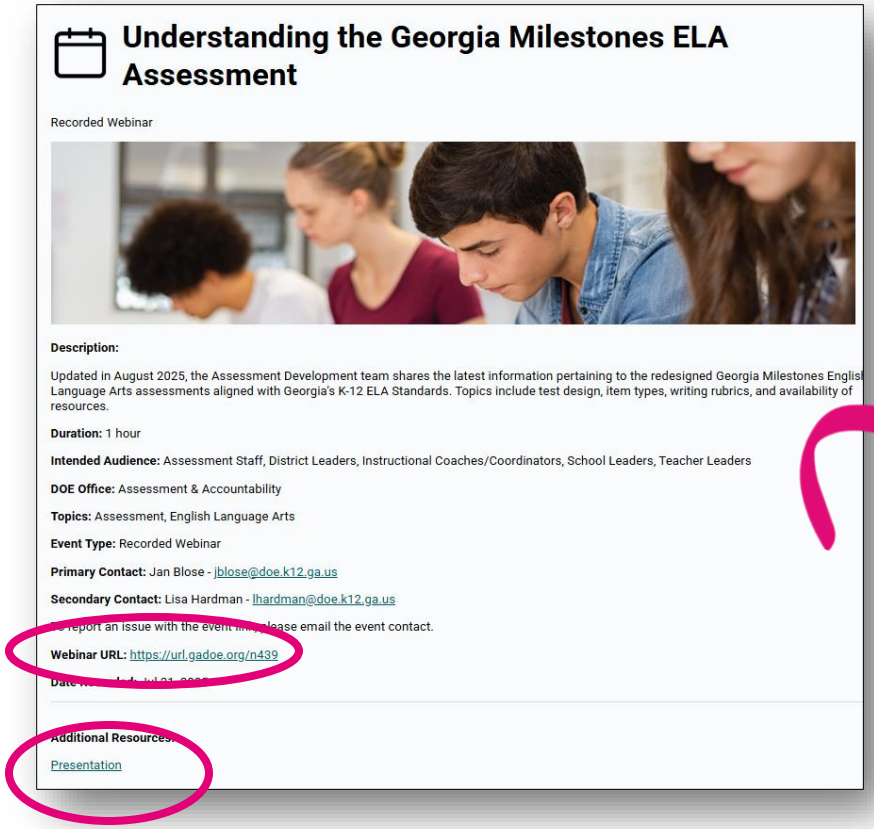
Understanding the Georgia Milestones English Language Arts Assessment

Writing Task

Grades 3, 5, 8, and Literature & Composition II

Understanding the Georgia Milestones ELA Assessment



Understanding the Georgia Milestones ELA Assessment

Recorded Webinar

Description:

Updated in August 2025, the Assessment Development team shares the latest information pertaining to the redesigned Georgia Milestones English Language Arts assessments aligned with Georgia's K-12 ELA Standards. Topics include test design, item types, writing rubrics, and availability of resources.

Duration: 1 hour

Intended Audience: Assessment Staff, District Leaders, Instructional Coaches/Coordinators, School Leaders, Teacher Leaders

DOE Office: Assessment & Accountability

Topics: Assessment, English Language Arts

Event Type: Recorded Webinar

Primary Contact: Jan Blose - jblose@doe.k12.ga.us

Secondary Contact: Lisa Hardman - lhardman@doe.k12.ga.us

To report an issue with the event link, please email the event contact.

Webinar URL: https://url.gadoe.org/n439

Additional Resources:

Presentation

GaDOE Community

ELA Assessment Design



Georgia Department of Education

Test Structure

Section 1 (ICT)	Section 2	Section 3

• 2-4 sources (varies by grade level)
• 3 questions
  • Selected-response
  • Technology-enhanced[1]
• Extended Writing or Peer Revision Task[2]
	• 3-4 texts[3]
	• 23-24 questions
	  • Selected-response
	  • Evidence-based selected-response
	  • Technology-enhanced[3]
		• 3-4 texts[3]
		• 23-24 questions
		  • Selected-response
		  • Evidence-based selected-response
		  • Technology-enhanced[2]

Max: 90 minutes / 50 minutes	Max: 75 minutes	Max: 75 minutes

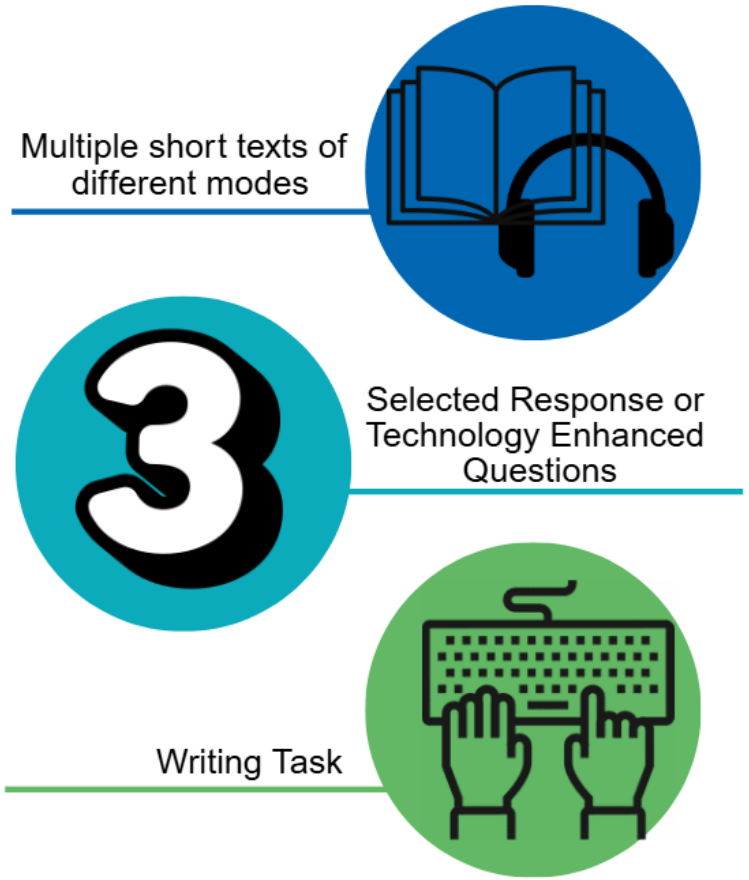
[1] *For online forms only, may include drag-and-drop, drop-down list, order interaction, text highlight, and match interaction table. Print forms include multi-select items in place of technology-enhanced items.*

[2] *Grades 3, 5, 8, and Literature & Composition II include an Extended Writing Task. Grades 4, 6, and 7 include a Peer Revision Task.*

[3] *Varies based on text length. May include individual and paired passages. Includes both operational and field test passages.*

ICT Section Design

Grades 3, 5, 8, & EOC Design



- The ICT Section provides an opportunity to assess research and analysis skills in an authentic task.
- Students will be asked to construct a text for a specific purpose and audience using a variety of techniques.
  - Provide an opinion (Grades 3 and 5) or make an argument (Grade 8 and Lit & Comp II).
  - Students will integrate opinion/argumentative and expository techniques to support their opinion/argument.
  - Students may also use narrative and/or poetic techniques.
- Note: All techniques – expository, opinion/argumentative, narrative, poetic – will be assessed throughout Sections 2 and 3.

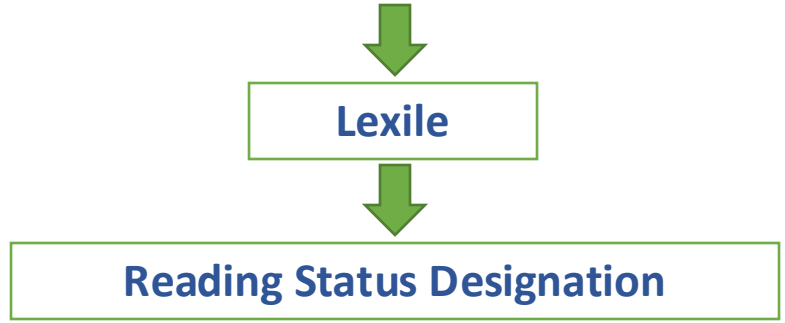
* *For 2025-2026 only, Section 1 will include one additional field-test question in Section 1, for a total of 5 items.*

Assessment Design

Grades 3, 5, 8 and Lit & Comp II

Interpreting Texts

Item Type	# Points
Selected-Response or Technology-Enhanced (1 pt each)	20
Technology-Enhanced[1] (2 pts each)	14
Total Points	**34**



Constructing Texts

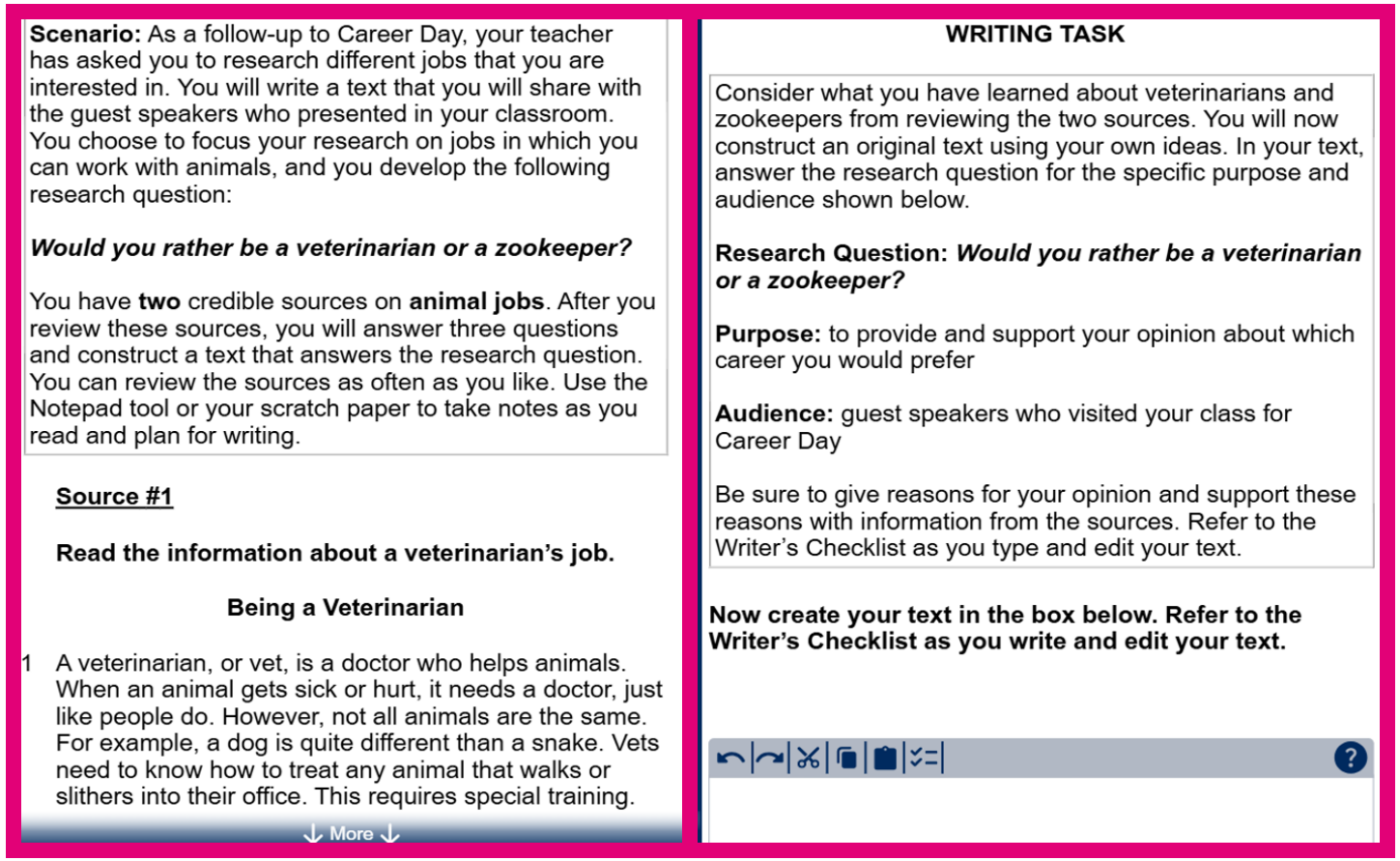
Item Type	# Points
Selected-Response or Technology-Enhanced (1 pt each)	8
Technology-Enhanced (2 pts each)	10
Writing Task	
▪ Purpose & Organization	3
▪ Evidence & Elaboration	3
▪ Language Usage and Conventions	2
Total Points	**26**

8 points from Writing Task



Writing Task

Writing Task View



Scenario: As a follow-up to Career Day, your teacher has asked you to research different jobs that you are interested in. You will write a text that you will share with the guest speakers who presented in your classroom. You choose to focus your research on jobs in which you can work with animals, and you develop the following research question:

Would you rather be a veterinarian or a zookeeper?

You have **two** credible sources on **animal jobs**. After you review these sources, you will answer three questions and construct a text that answers the research question. You can review the sources as often as you like. Use the Notepad tool or your scratch paper to take notes as you read and plan for writing.

Source #1

Read the information about a veterinarian's job.

Being a Veterinarian

1 A veterinarian, or vet, is a doctor who helps animals. When an animal gets sick or hurt, it needs a doctor, just like people do. However, not all animals are the same. For example, a dog is quite different than a snake. Vets need to know how to treat any animal that walks or slithers into their office. This requires special training.

More

WRITING TASK

Consider what you have learned about veterinarians and zookeepers from reviewing the two sources. You will now construct an original text using your own ideas. In your text, answer the research question for the specific purpose and audience shown below.

Research Question: ***Would you rather be a veterinarian or a zookeeper?***

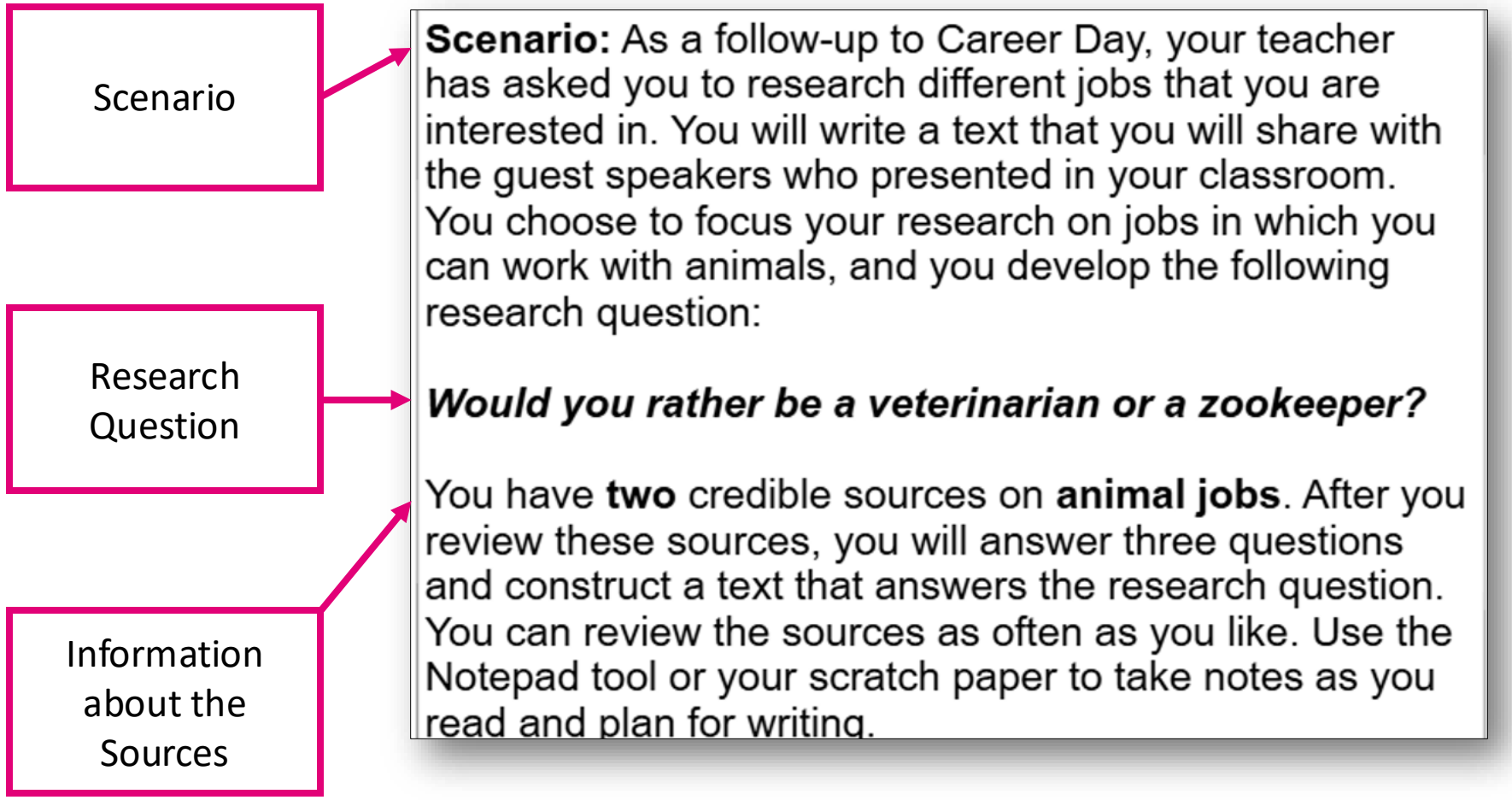
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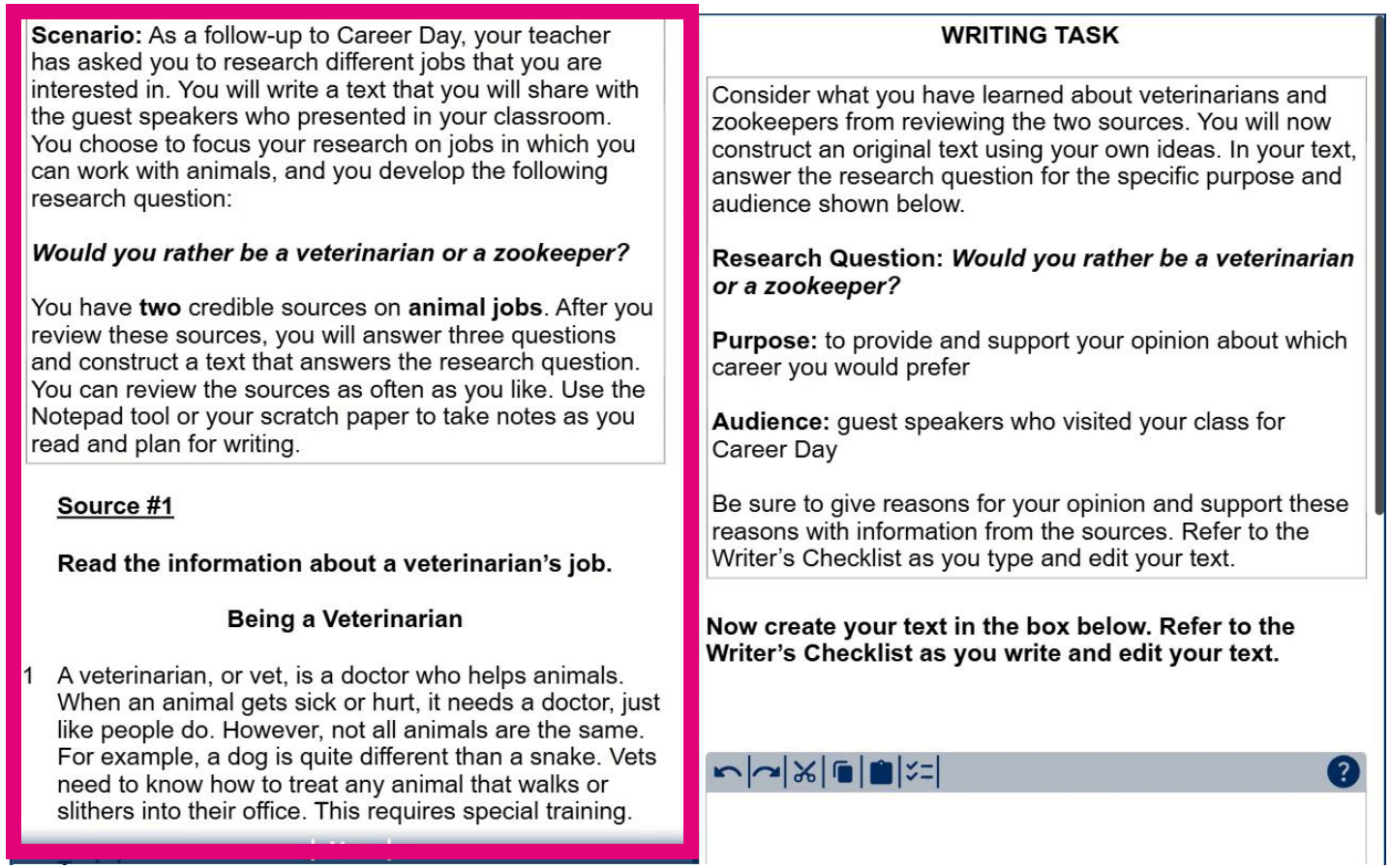
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Now create your text in the box below. Refer to the Writer's Checklist as you write and edit your text.

Scenario


Scenario
Research Question
Information about the Sources
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Sources



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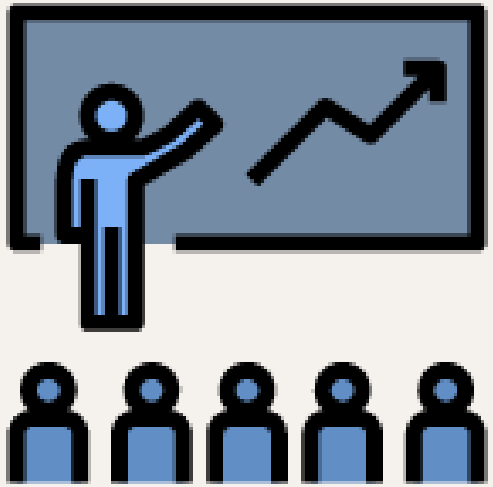
Number of Sources in the ICT Section
By Grade Level/Course

Grade Level/Course	Number of Sources
3-4	2-3
5-6	3-4
7-8	3-4
Literature & Composition II	3-4

Sources

MULTIMODAL TEXT

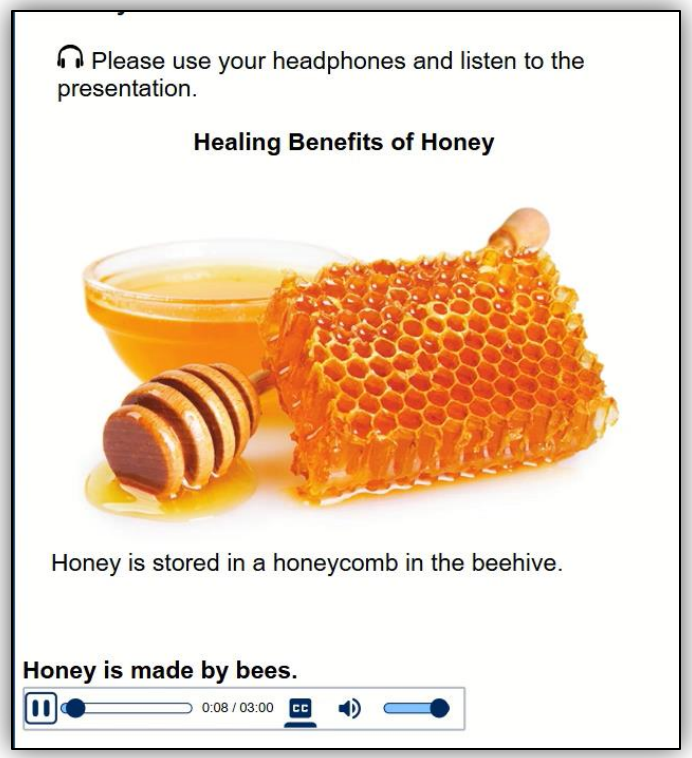
Meaning conveyed through a combination or integration of different modes (still and moving images, music, sound, words, etc.). For example, a podcast is a combination of spoken language and auditory modes (music, sound effects, etc.).



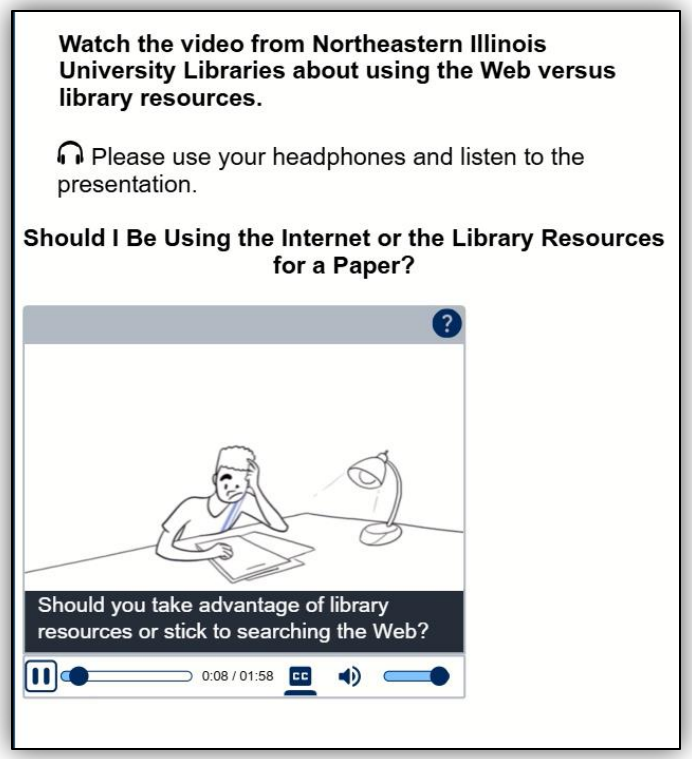
Multimodal texts can be created at varying levels of complexity, and authors make intentional choices about which modes support their specific purposes.

Multimodal Text Infographic

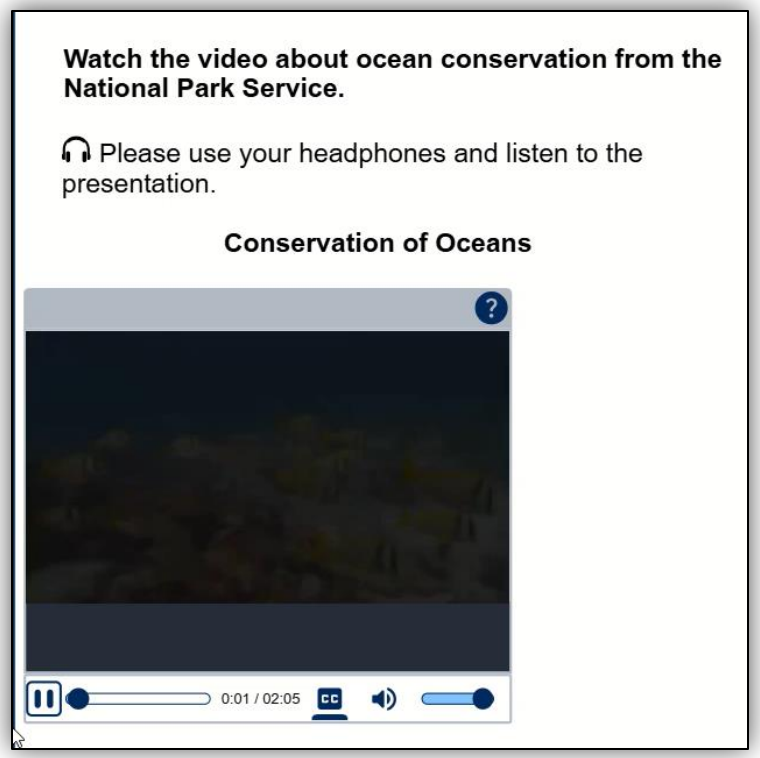
Audio/Video Text



Grade 5
Audio Presentation



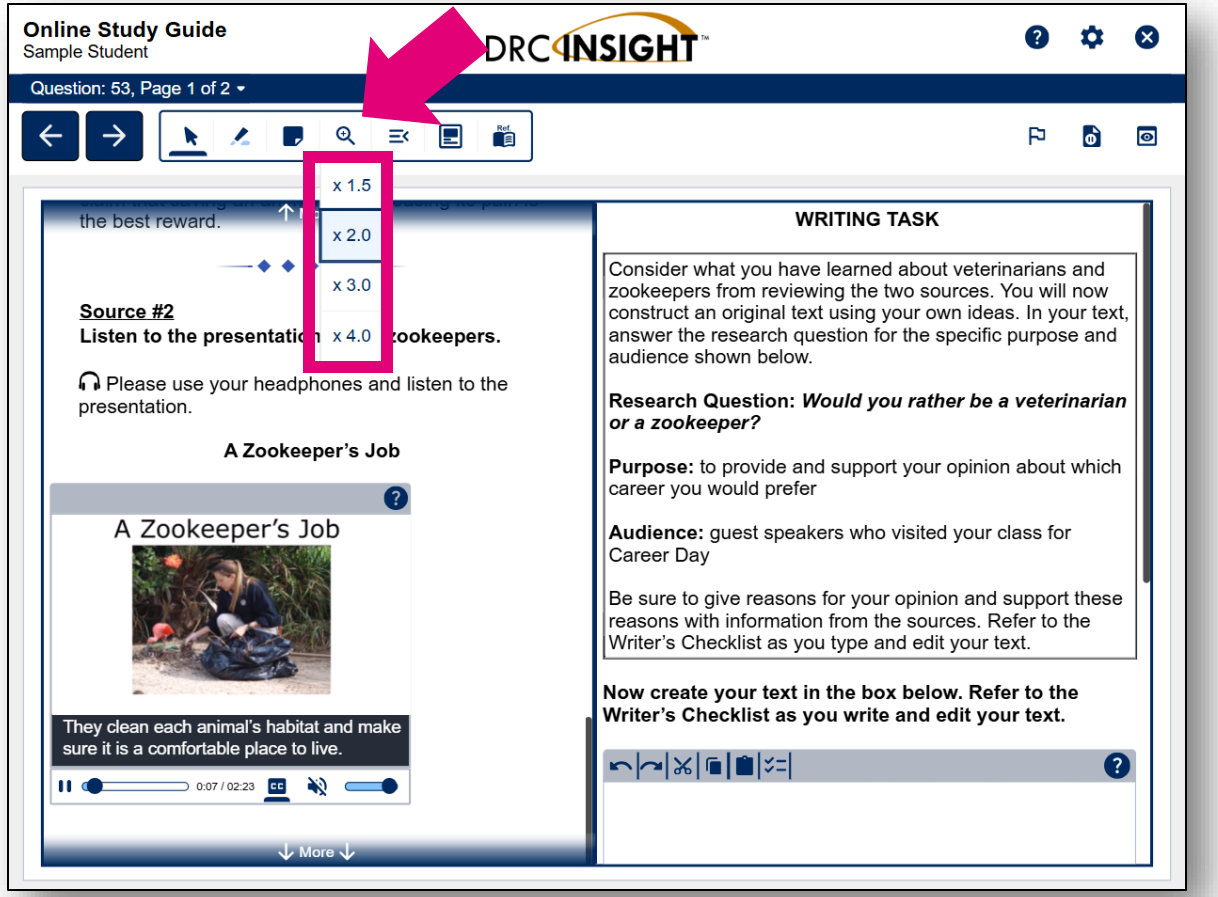
Grade 8
Video Presentation



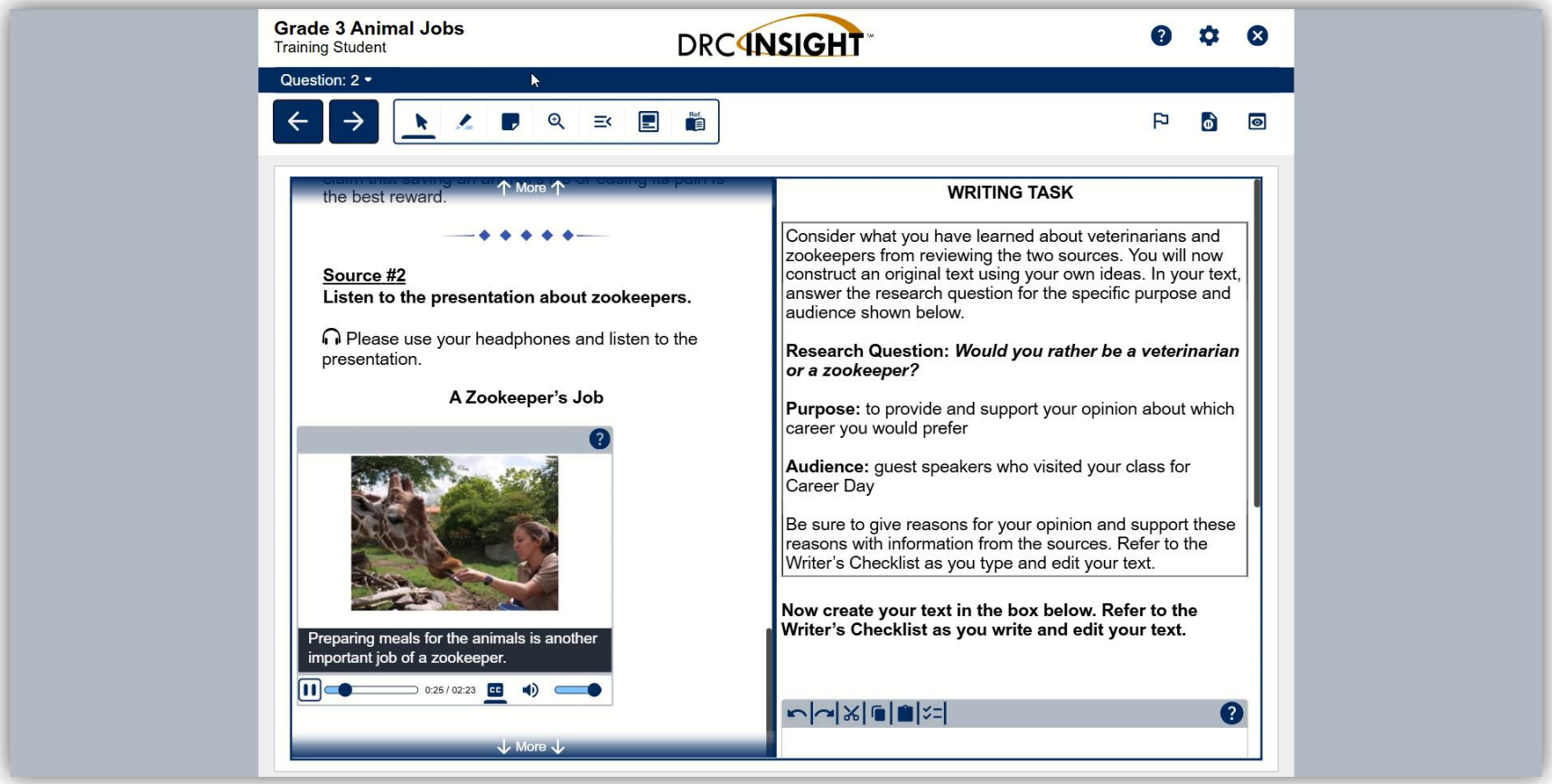
Literature & Composition II
Video Presentation

DRC INSIGHT Headset Guidance

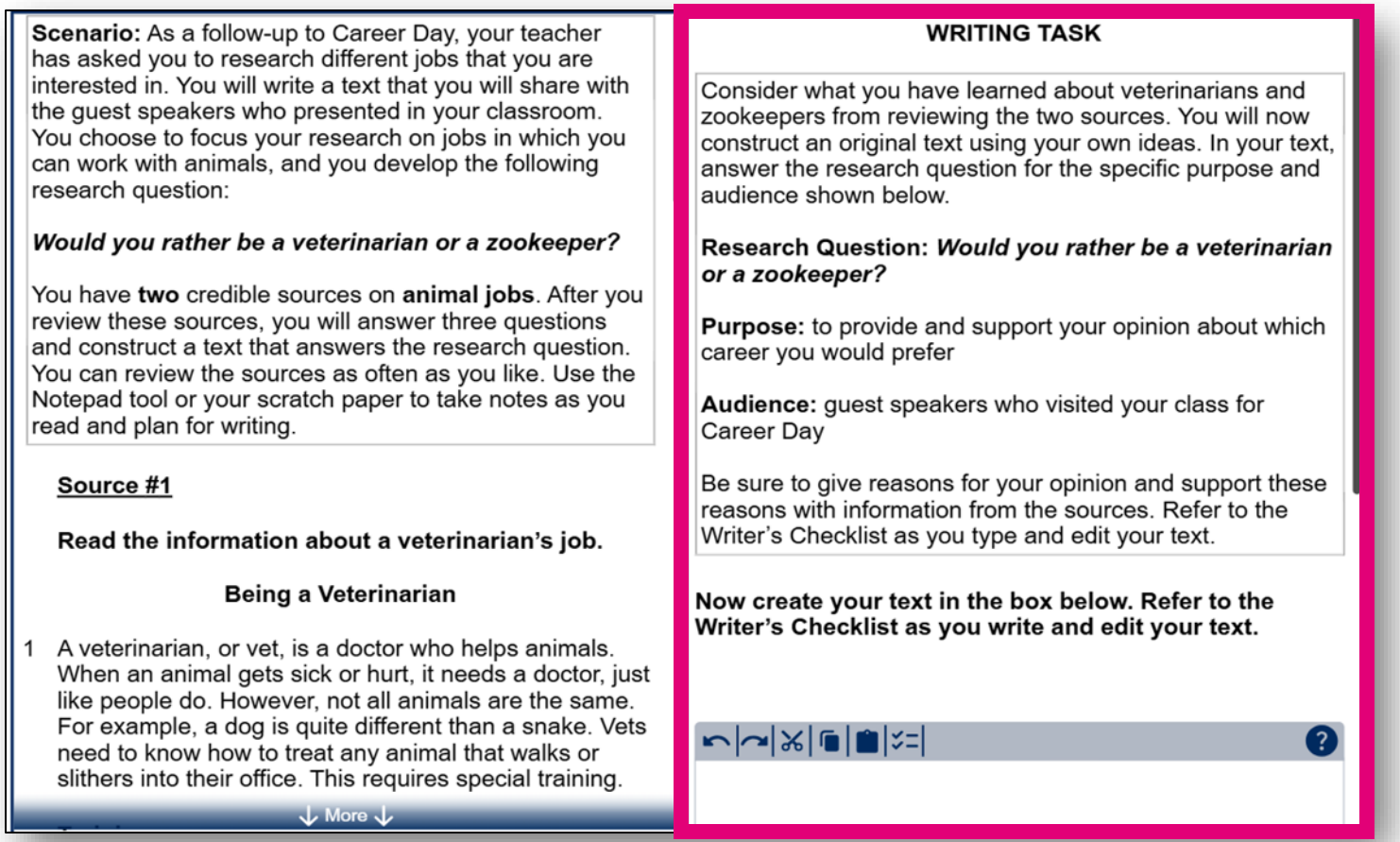
Audio/Video Text
Magnifier Tool



Audio/Video Text
Magnifier Tool Example



Writing Task



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↓ More ↓

WRITING TASK

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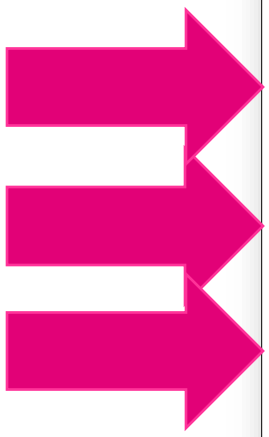
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Audience: guest speakers who visited your class for Career Day

Be sure to give reasons for your opinion and support these reasons with information from the sources. Refer to the Writer's Checklist as you type and edit your text.

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Writing Task



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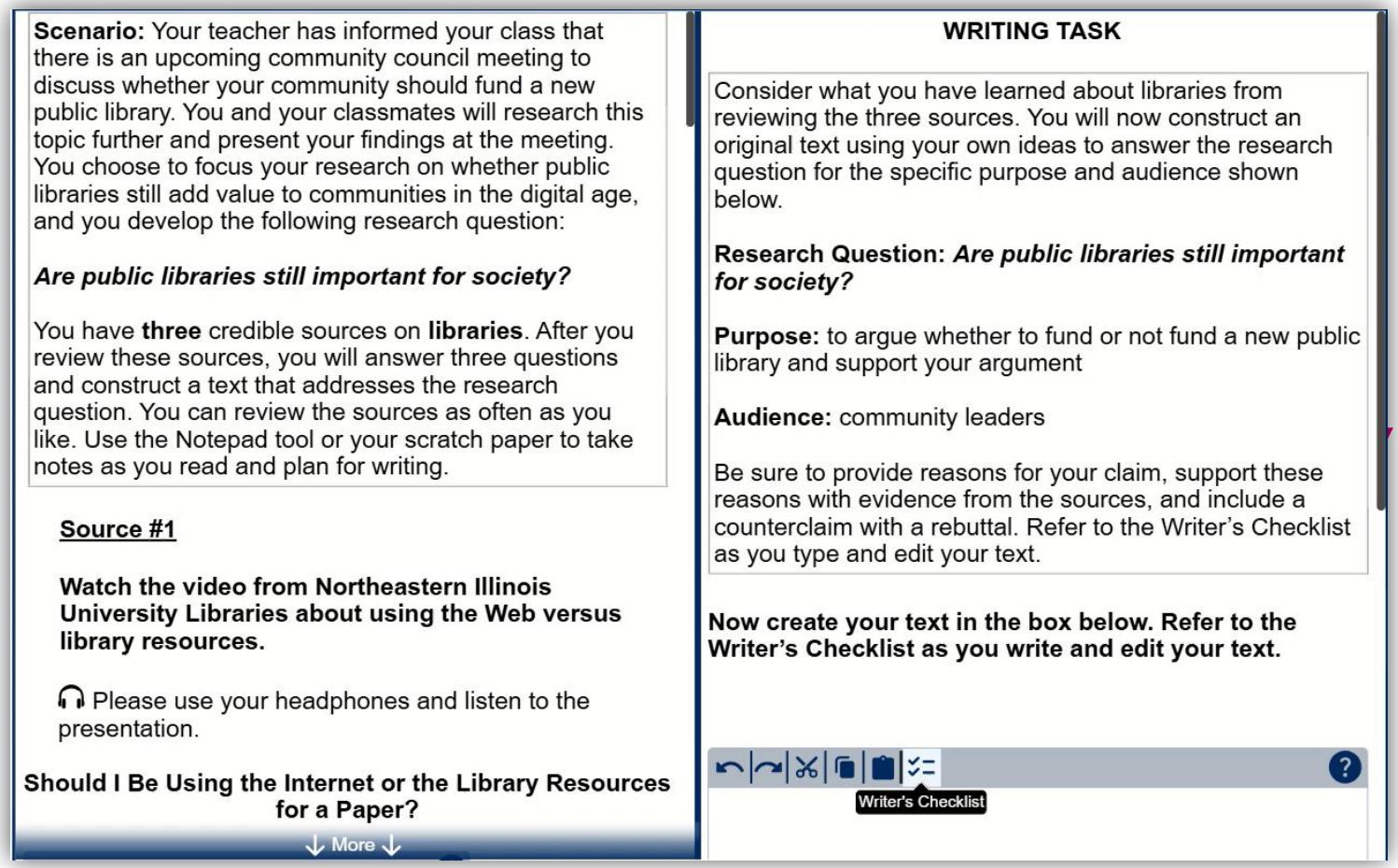
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Writing Task



Scenario: Your teacher has informed your class that there is an upcoming community council meeting to discuss whether your community should fund a new public library. You and your classmates will research this topic further and present your findings at the meeting. You choose to focus your research on whether public libraries still add value to communities in the digital age, and you develop the following research question:

Are public libraries still important for society?

You have **three** credible sources on **libraries**. After you review these sources, you will answer three questions and construct a text that addresses the research question. You can review the sources as often as you like. Use the Notepad tool or your scratch paper to take notes as you read and plan for writing.

Source #1

Watch the video from Northeastern Illinois University Libraries about using the Web versus library resources.

Please use your headphones and listen to the presentation.

Should I Be Using the Internet or the Library Resources for a Paper?

More

WRITING TASK

Consider what you have learned about libraries from reviewing the three sources. You will now construct an original text using your own ideas to answer the research question for the specific purpose and audience shown below.

Research Question: ***Are public libraries still important for society?***

Purpose: to argue whether to fund or not fund a new public library and support your argument

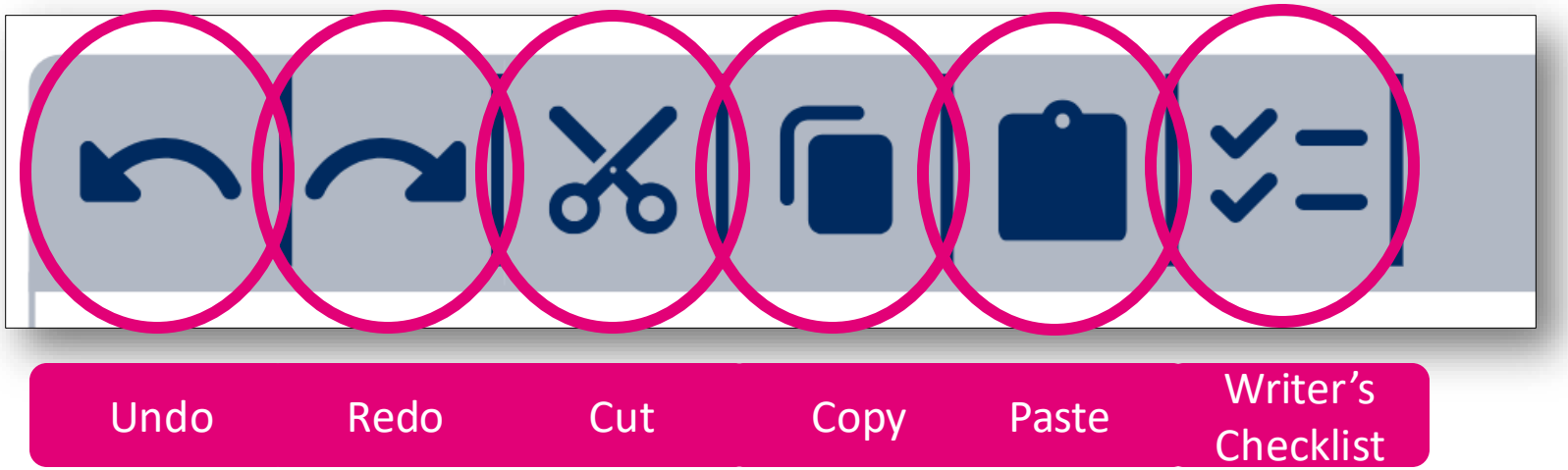
Audience: community leaders

Be sure to provide reasons for your claim, support these reasons with evidence from the sources, and include a counterclaim with a rebuttal. Refer to the Writer's Checklist as you type and edit your text.

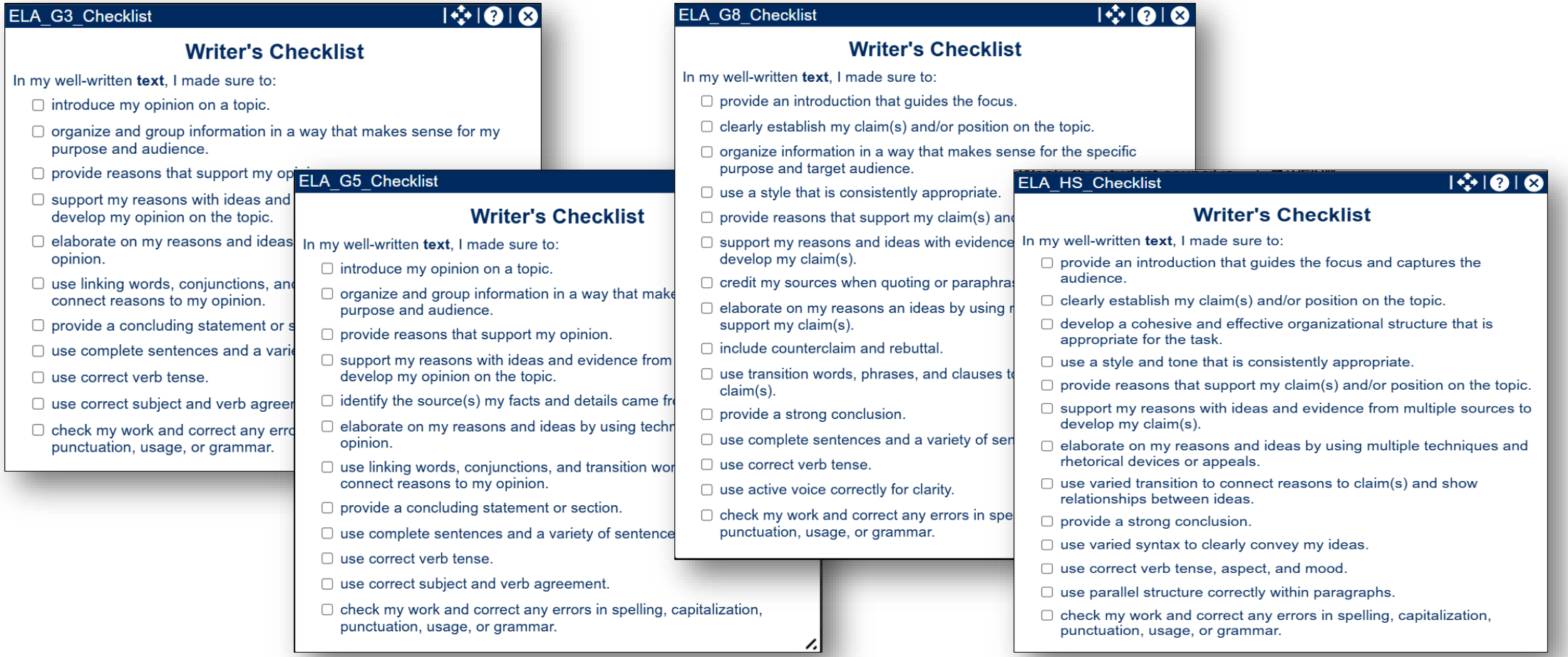
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Writer's Checklist

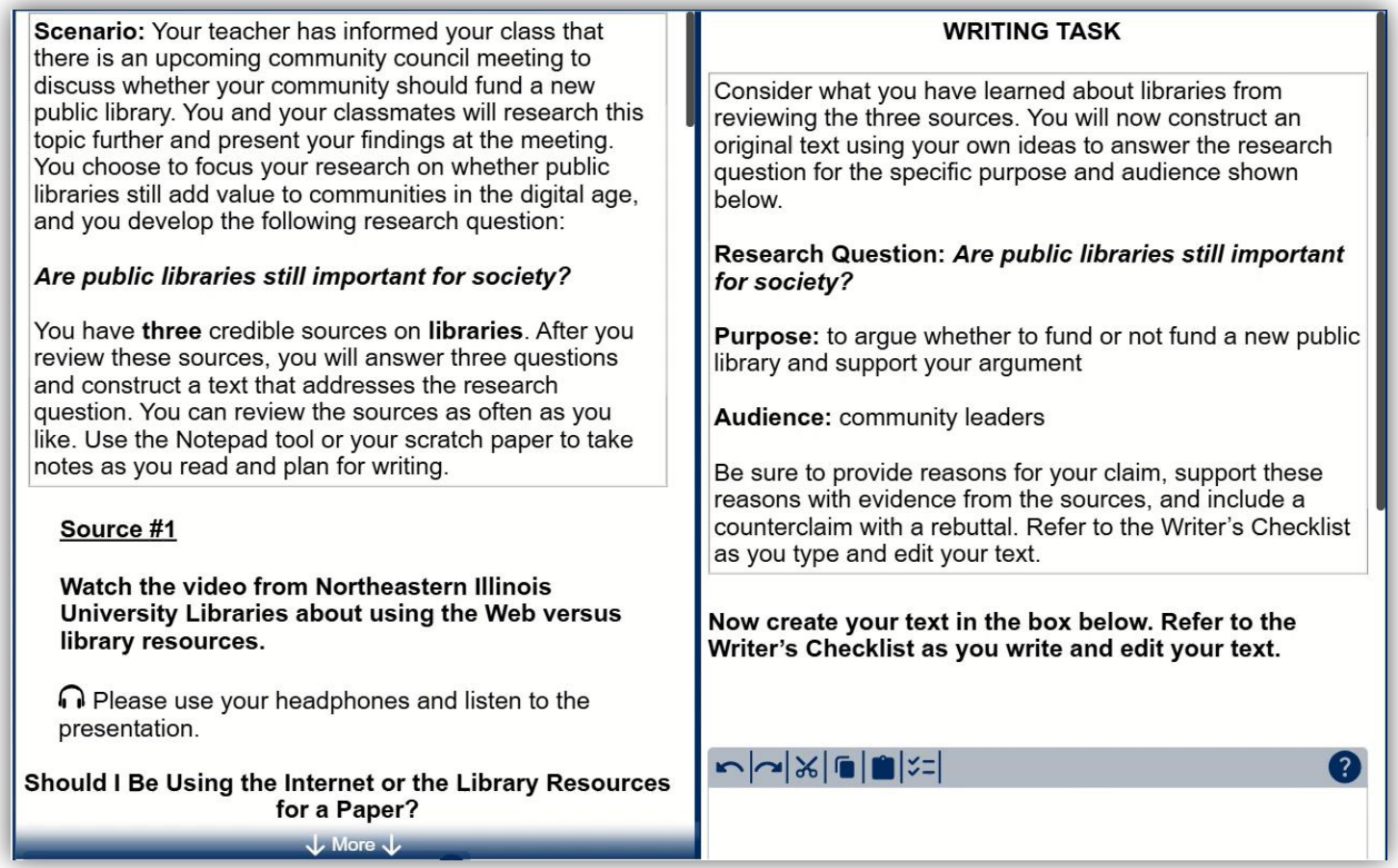
Writing Tools



Writer's Checklist



Writer's Checklist



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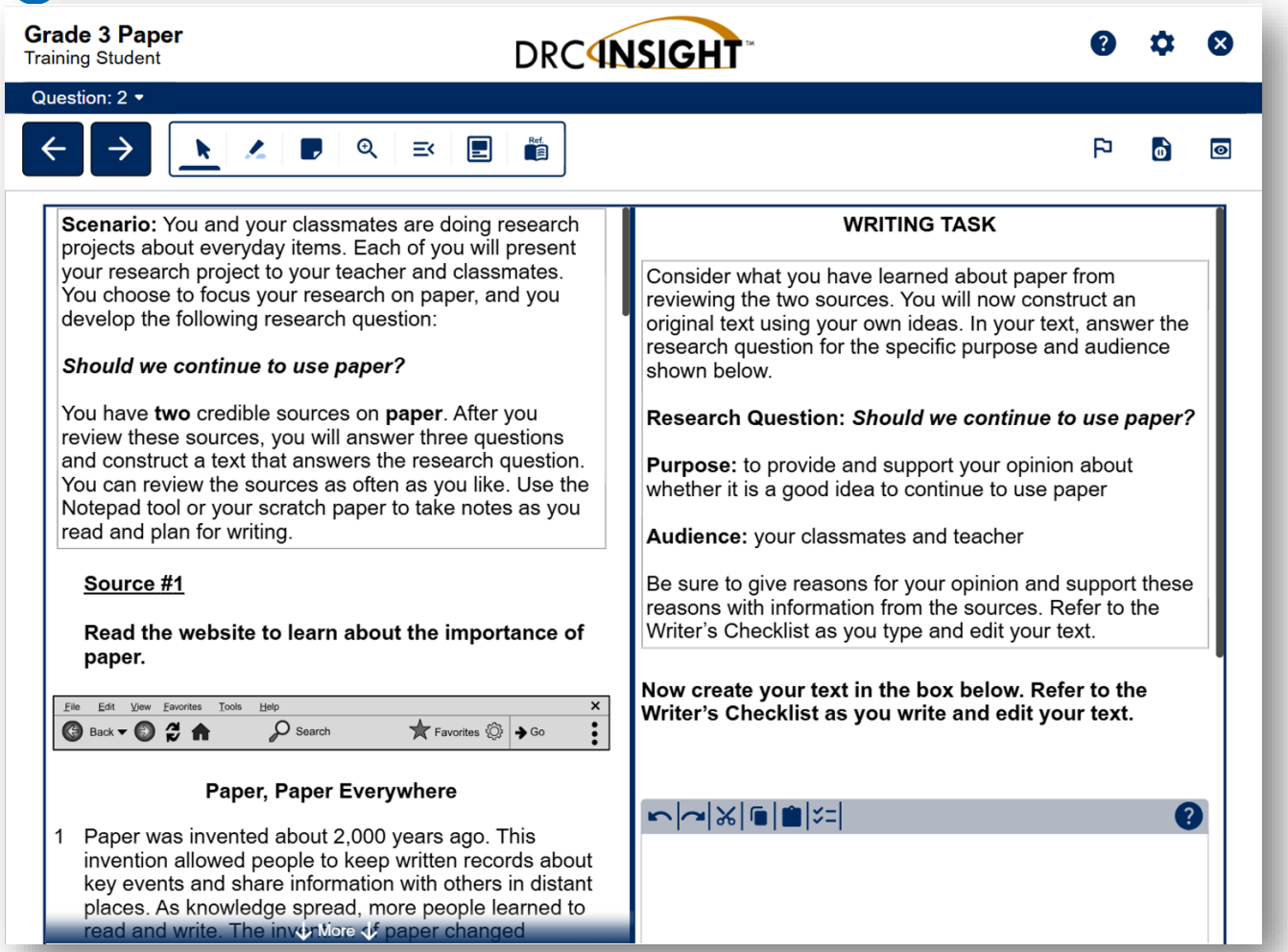


Sample Writing Task

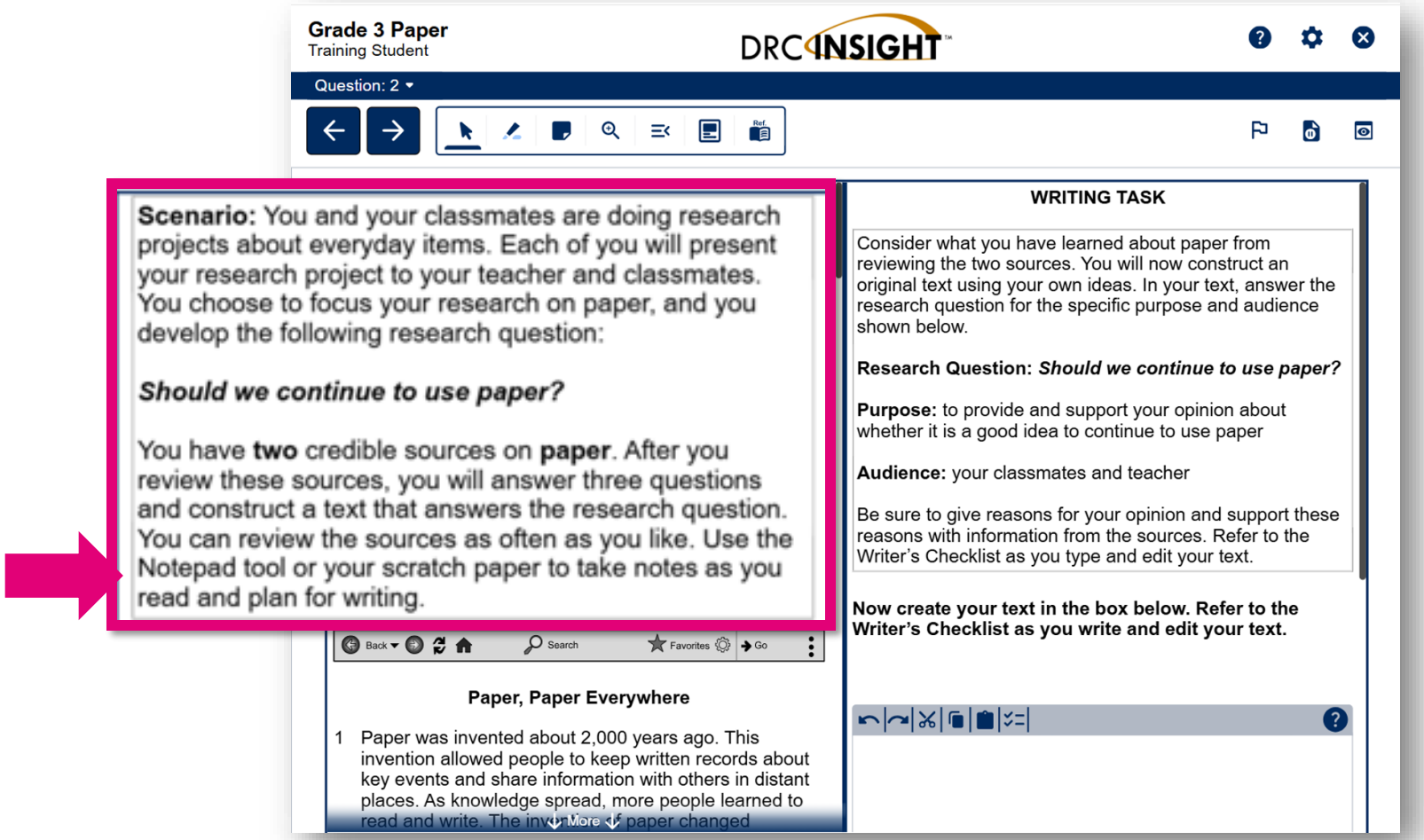
Grade 3

ICT Paper

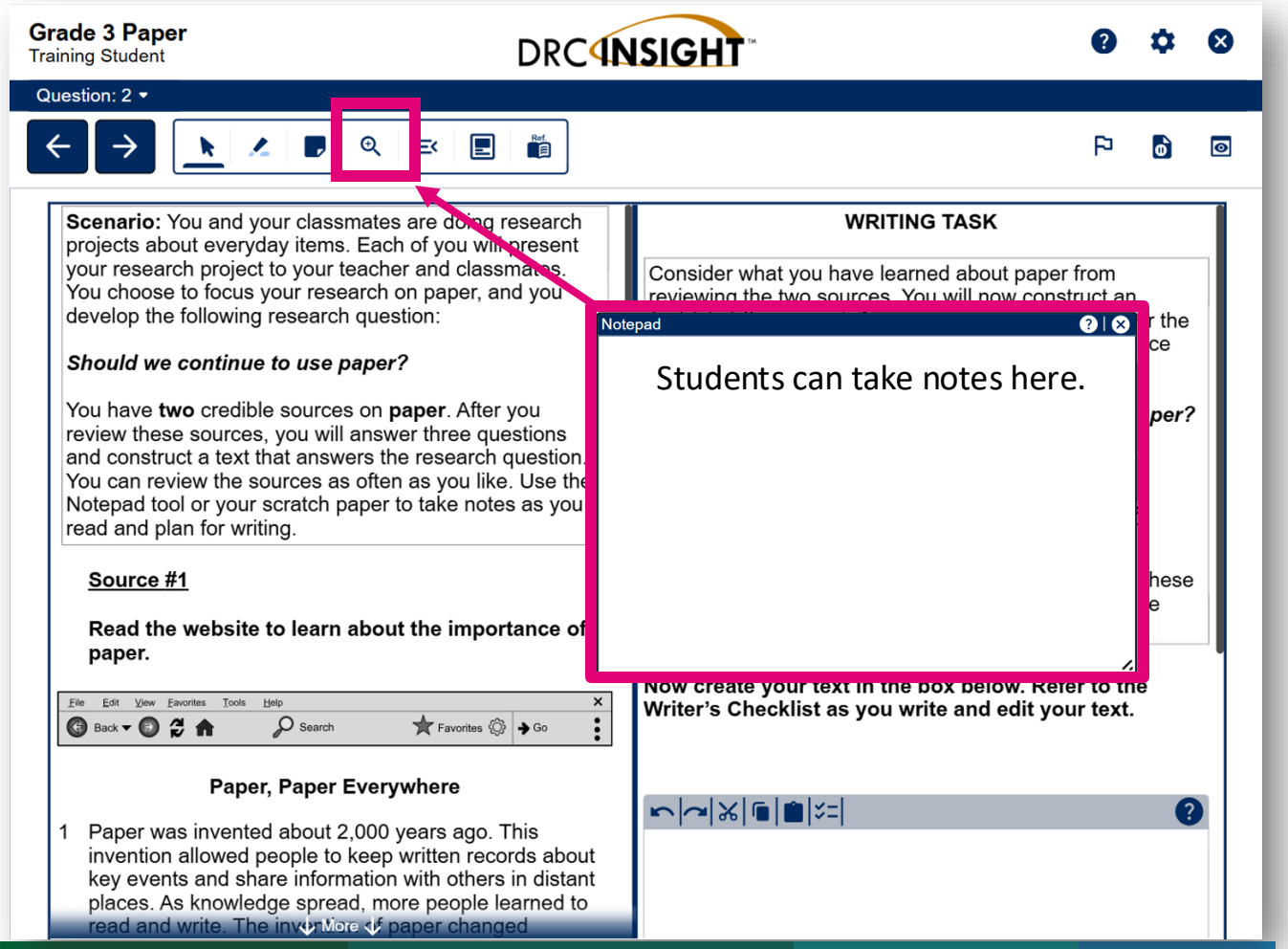
Writing Task
Grade 3



Scenario


Grade 3 Paper
Training Student
DRC INSIGHT
Question: 2
Scenario: You and your classmates are doing research projects about everyday items. Each of you will present your research project to your teacher and classmates. You choose to focus your research on paper, and you develop the following research question:
Should we continue to use paper?
You have two credible sources on paper. After you review these sources, you will answer three questions and construct a text that answers the research question. You can review the sources as often as you like. Use the Notepad tool or your scratch paper to take notes as you read and plan for writing.
WRITING TASK
Consider what you have learned about paper from reviewing the two sources. You will now construct an original text using your own ideas. In your text, answer the research question for the specific purpose and audience shown below.
Research Question: Should we continue to use paper?
Purpose: to provide and support your opinion about whether it is a good idea to continue to use paper
Audience: your classmates and teacher
Be sure to give reasons for your opinion and support these reasons with information from the sources. Refer to the Writer's Checklist as you type and edit your text.
Now create your text in the box below. Refer to the Writer's Checklist as you write and edit your text.
Back
Search
Favorites
Go
Paper, Paper Everywhere
1 Paper was invented about 2,000 years ago. This invention allowed people to keep written records about key events and share information with others in distant places. As knowledge spread, more people learned to read and write. The inv
More
paper changed

Scenario

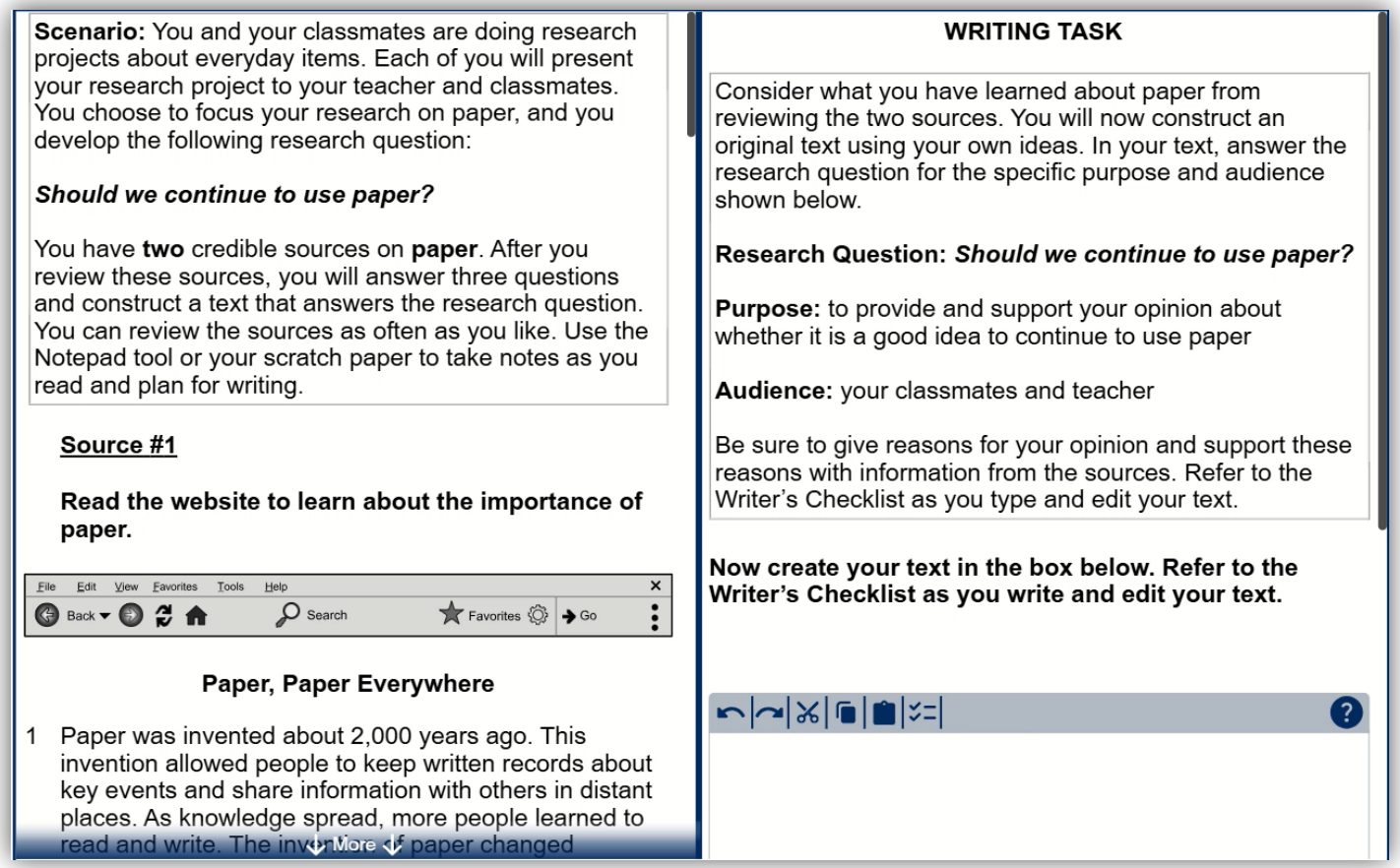


Georgia Department of Education

Sources

This ICT Set has two sources.

1. Paper, Paper Everywhere
2. How Much is Too Much?



Scenario: You and your classmates are doing research projects about everyday items. Each of you will present your research project to your teacher and classmates. You choose to focus your research on paper, and you develop the following research question:

Should we continue to use paper?

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Source #1

Read the website to learn about the importance of paper.

File Edit View Favorites Tools Help

Back Search Favorites Go

Paper, Paper Everywhere

1 Paper was invented about 2,000 years ago. This invention allowed people to keep written records about key events and share information with others in distant places. As knowledge spread, more people learned to read and write. The inv[illegible] of paper changed

More

WRITING TASK

Consider what you have learned about paper from reviewing the two sources. You will now construct an original text using your own ideas. In your text, answer the research question for the specific purpose and audience shown below.

Research Question: ***Should we continue to use paper?***

Purpose: to provide and support your opinion about whether it is a good idea to continue to use paper

Audience: your classmates and teacher

Be sure to give reasons for your opinion and support these reasons with information from the sources. Refer to the Writer's Checklist as you type and edit your text.

Now create your text in the box below. Refer to the Writer's Checklist as you write and edit your text.

Sources

Every source is clearly labeled

Headphone Icon

↑ More ↑

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Paper, Paper Everywhere

1 Paper was invented about 2,000 years ago. This invention allowed people to keep written records about key events and share information with others in distant places. As knowledge spread, more people learned to read and write. The invention of paper changed people's lives for the better.

What are some common items made from paper?

2 Today, paper is used in homes, classrooms, offices, stores, and restaurants. In fact, over 5,000 products ar made from paper.

Common Items Made from Paper



↓ More ↓

Common Items Made from Paper



- books
- newspapers
- magazines

Uses of Paper

Paper	Use
cardboard box	to store food and other items
construction paper	to make artwork
paper plates and cups	to serve food and drinks
paper towels	to clean up spills, dry wet hands, and limit the spread of germs
wrapping paper	to wrap gifts

Source #2

Watch the presentation about the impact of paper use.

Please use your headphones and listen to the presentation.

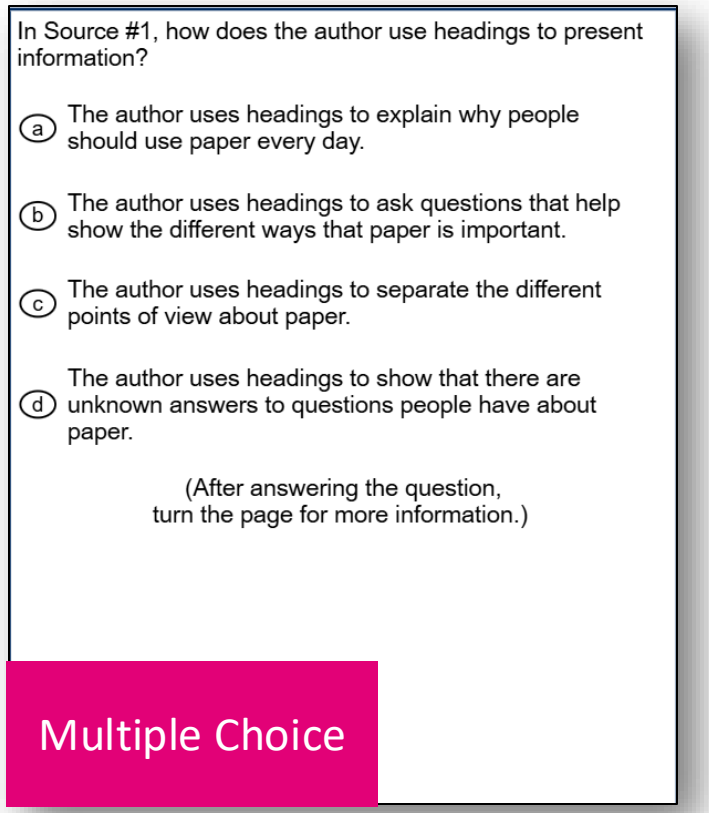
How Much Is Too Much?



Numbered paragraphs

Table & Infographic from Source #1

Interpreting Texts Items


In Source #1, how does the author use headings to present information?

(a) The author uses headings to explain why people should use paper every day.

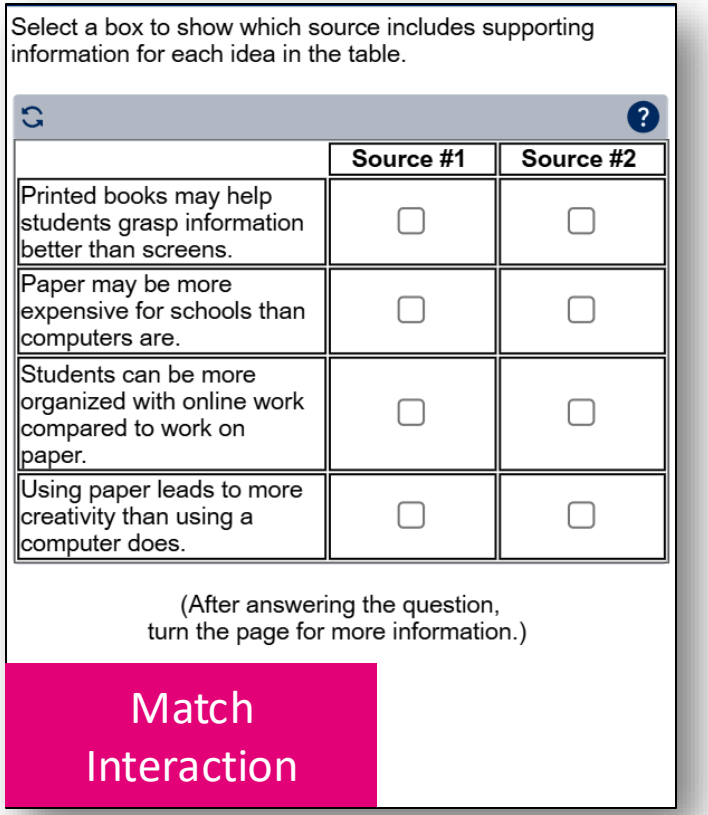
(b) The author uses headings to ask questions that help show the different ways that paper is important.

(c) The author uses headings to separate the different points of view about paper.

(d) The author uses headings to show that there are unknown answers to questions people have about paper.

(After answering the question, turn the page for more information.)

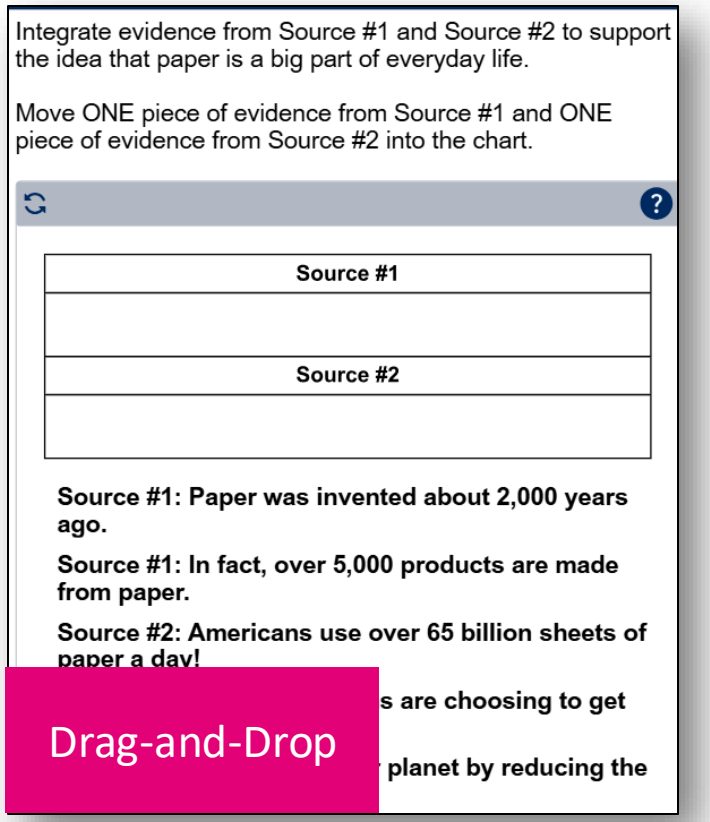
Multiple Choice


Select a box to show which source includes supporting information for each idea in the table.

	Source #1	Source #2
Printed books may help students grasp information better than screens.	☐	☐
Paper may be more expensive for schools than computers are.	☐	☐
Students can be more organized with online work compared to work on paper.	☐	☐
Using paper leads to more creativity than using a computer does.	☐	☐

(After answering the question, turn the page for more information.)

Match Interaction


Integrate evidence from Source #1 and Source #2 to support the idea that paper is a big part of everyday life.

Move ONE piece of evidence from Source #1 and ONE piece of evidence from Source #2 into the chart.

Source #1
Source #2

Source #1: Paper was invented about 2,000 years ago.

Source #1: In fact, over 5,000 products are made from paper.

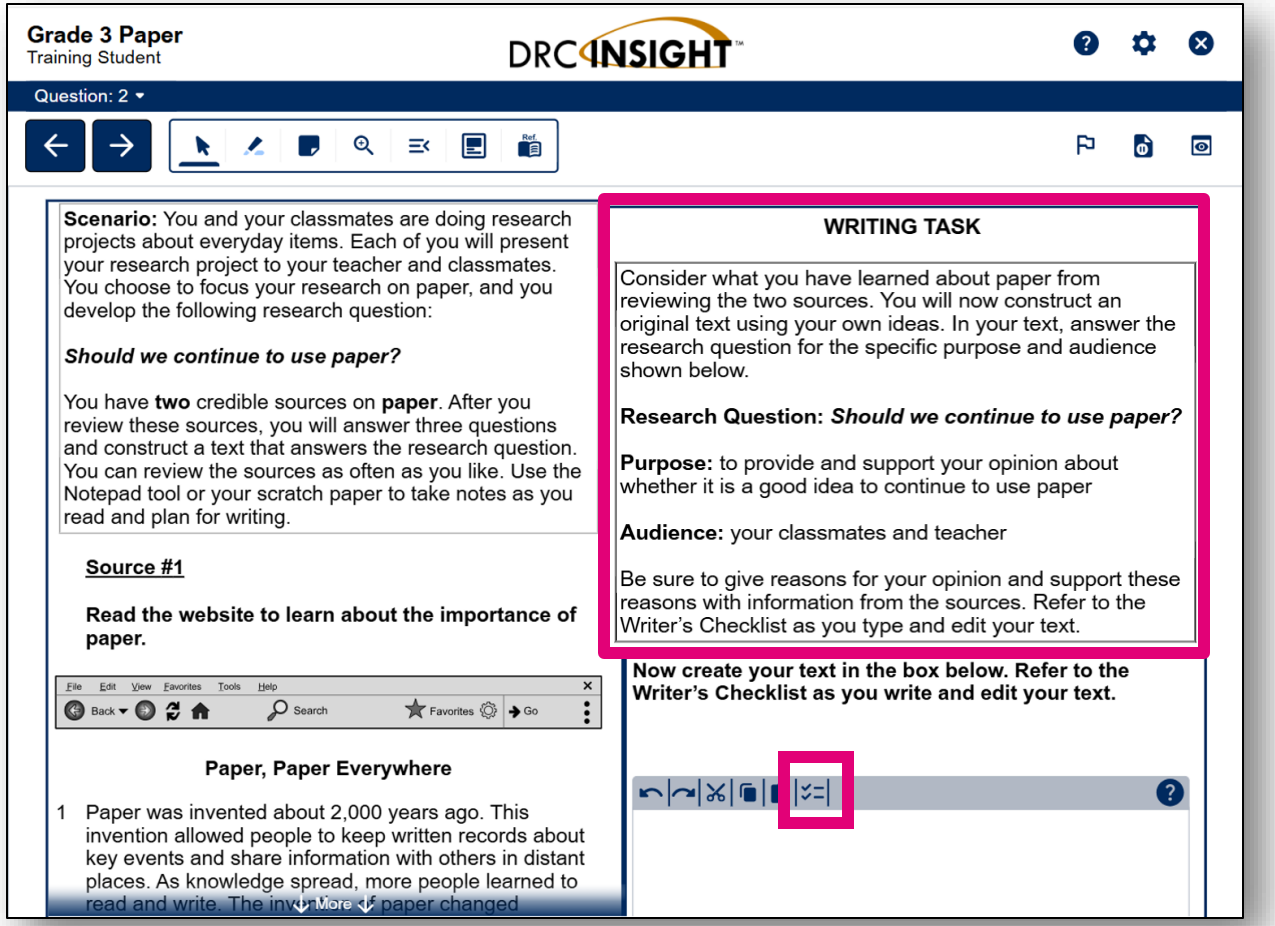
Source #2: Americans use over 65 billion sheets of paper a day!

s are choosing to get

planet by reducing the

Drag-and-Drop

Writing Task





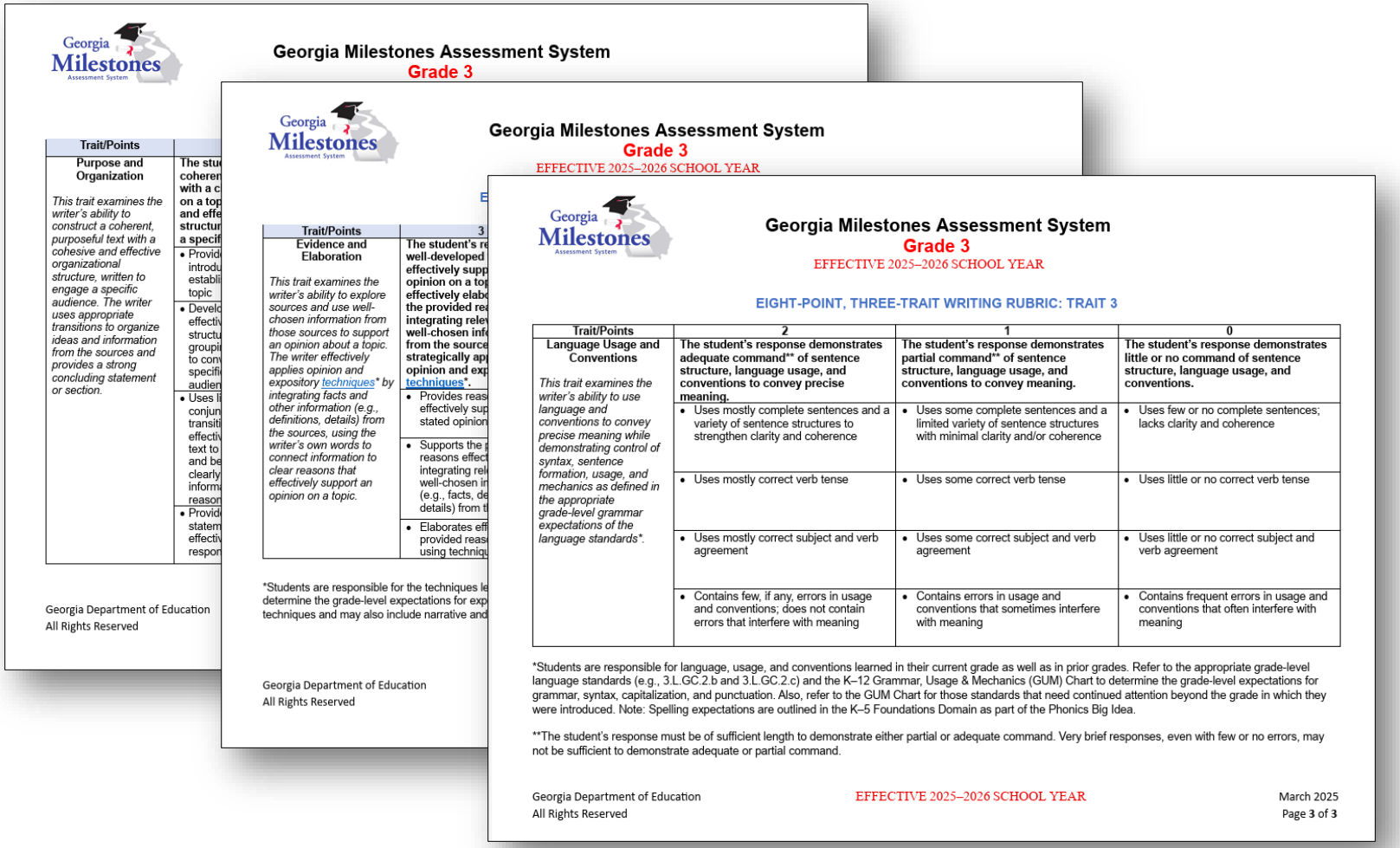
Writing Rubric

Writing Rubric Structure

Writing Rubrics

- Single integrated rubric for each grade level/course
- Three traits
  - Purpose and Organization (3 points)
  - Evidence and Elaboration (3 points)
  - Language Usage and Conventions (2 points)

Writing Rubrics



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Grade 3

Trait/Points	
Purpose and Organization *This trait examines the writer's ability to construct a coherent, purposeful text with a cohesive and effective organizational structure, written to engage a specific audience. The writer uses appropriate transitions to organize ideas and information from the sources and provides a strong concluding statement or section.*	**The stu… coheren… with a c… on a top… and effe… structur… a specif…** • Provid… introdu… establi… topic • Develo… effecti… structu… groupi… to con… specifi… audien… • Uses li… conjun… transiti… effecti… text to… and be… clearly… informa… reason… • Provid… statem… effecti… respon…

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Grade 3
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Trait/Points	3
Evidence and Elaboration *This trait examines the writer's ability to explore sources and use well-chosen information from those sources to support an opinion about a topic. The writer effectively applies opinion and expository techniques* by integrating facts and other information (e.g., definitions, details) from the sources, using the writer's own words to connect information to clear reasons that effectively support an opinion on a topic.*	**The student's re… well-developed … effectively supp… opinion on a top… effectively elabo… the provided re… integrating relev… well-chosen info… from the source… strategically app… opinion and exp… techniques*.** • Provides reas… effectively sup… stated opinion… • Supports the … reasons effect… integrating rel… well-chosen in… (e.g., facts, de… details) from t… • Elaborates eff… provided reas… using techniqu…

*Students are responsible for the techniques le… determine the grade-level expectations for exp… techniques and may also include narrative and…

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Grade 3
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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 correct subject and verb agreement	• Uses some correct subject and verb agreement	• Uses little or no correct subject and verb agreement
	• 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., 3.L.GC.2.b and 3.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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EFFECTIVE 2025–2026 SCHOOL YEAR

March 2025
Page 3 of 3

Georgia Milestones Resource Repository

Rubric Connection to Test Blueprint

Purpose and Organization

	Claims and Targets	Interpreting Texts Reading/Listening/Viewing: Content Expectations Assessed	Interpreting Texts Reading/Listening/Viewing: Approximate # of Points		Constructing Texts Writing/Speaking/Creating: Content Expectations Assessed	Constructing Texts Writing/Speaking/Creating: Approximate # of Points	
Texts	**Context** Students recognize influences on texts and analyze how they shape meaning.	8.T.C.1 (a, b) 8.T.C.2 (a, b, c)	6		8.T.C.1 (c) 8.T.C.2 (d)	8	
Texts	**Structure & Style** Students analyze and use organizational structures and style to shape ideas and information.	8.T.SS.1 (a) 8.T.SS.2 (a)			8.T.SS.1 (b, c, d) 8.T.SS.2 (b, c)		
Texts	**Techniques** Students analyze and apply various techniques to comprehend and shape meaning.	8.T.T.1 (a, b, c, d) 8.T.T.2 (a, b) 8.T.T.3 (a) 8.T.T.4 (a)	16	34	8.T.T.1 (e) 8.T.T.2 (d) 8.T.T.3 (c) 8.T.T.4 (b)	10	26
Texts	**Periods & Movements** Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.	8.T.PM.1 (a, b)			N/A		
Texts	**Research & Analysis** Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.	8.T.RA.1 (a, b) 8.T.RA.2 (a, b)	6		8.T.RA.1 (c) 8.T.RA.2 (c)		
Language	**Grammar Conventions** Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	8.L.GC.2 (a)	6		8.L.GC.1* GUM 8.L.GC.2 (b, c, d)	8	
Language	**Vocabulary** Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.	8.L.V.1 (a) 8.L.V.2 (a, b) 8.L.V.3 (b, c, d)			8.L.V.1 (b) 8.L.V.2 (c, d) 8.L.V.3 (e)		
						Total Points	**60**

Purpose and Organization
3 points

Rubric Connection to Test Blueprint:
Evidence and Elaboration

	Claims and Targets	Interpreting Texts Reading/Listening/Viewing: Content Expectations Assessed	Interpreting Texts Reading/Listening/Viewing: Approximate # of Points		Constructing Texts Writing/Speaking/Creating: Content Expectations Assessed	Constructing Texts Writing/Speaking/Creating: Approximate # of Points	
Texts	**Context** Students recognize influences on texts and analyze how they shape meaning.	8.T.C.1 (a, b) 8.T.C.2 (a, b, c)	6		8.T.C.1 (c) 8.T.C.2 (d)	8	
Texts	**Structure & Style** Students analyze and use organizational structures and style to shape ideas and information.	8.T.SS.1 (a) 8.T.SS.2 (a)			8.T.SS.1 (b, c, d) 8.T.SS.2 (b, c)		
Texts	**Techniques** Students analyze and apply various techniques to comprehend and shape meaning.	8.T.T.1 (a, b, c, d) 8.T.T.2 (a, b) 8.T.T.3 (a) 8.T.T.4 (a)	16		8.T.T.1 (e) 8.T.T.2 (d) 8.T.T.3 (c) 8.T.T.4 (b)	10	
Texts	**Periods & Movements** Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.	8.T.PM.1 (a, b)			N/A		
Texts	**Research & Analysis** Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.	8.T.RA.1 (a, b) 8.T.RA.2 (a, b)	6	34	8.T.RA.1 (c) 8.T.RA.2 (c)		2
Language	**Grammar Conventions** Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	8.L.GC.2 (a)	6		8.L.GC.1* GUM 8.L.GC.2 (b, c, d)	8	
Language	**Vocabulary** Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.	8.L.V.1 (a) 8.L.V.2 (a, b) 8.L.V.3 (b, c, d)			8.L.V.1 (b) 8.L.V.2 (c, d) 8.L.V.3 (e)		
						Total Points	**60**

Evidence and Elaboration
3 points

Rubric Connection to Test Blueprint:
Language Usage and Conventions

	Claims and Targets	Interpreting Texts Reading/Listening/Viewing: Content Expectations Assessed	Approximate # of Points		Constructing Texts Writing/Speaking/Creating: Content Expectations Assessed	Approximate # of Points	
Texts	**Context** Students recognize influences on texts and analyze how they shape meaning.	8.T.C.1 (a, b) 8.T.C.2 (a, b, c)	6	34	8.T.C.1 (c) 8.T.C.2 (d)	8	26
Texts	**Structure & Style** Students analyze and use organizational structures and style to shape ideas and information.	8.T.SS.1 (a) 8.T.SS.2 (a)			8.T.SS.1 (b, c, d) 8.T.SS.2 (b, c)		
Texts	**Techniques** Students analyze and apply various techniques to comprehend and shape meaning.	8.T.T.1 (a, b, c, d) 8.T.T.2 (a, b) 8.T.T.3 (a) 8.T.T.4 (a)	16		8.T.T.1 (e) 8.T.T.2 (d) 8.T.T.3 (c) 8.T.T.4 (b)	10	
Texts	**Periods & Movements** Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.	8.T.PM.1 (a, b)			N/A		
Texts	**Research & Analysis** Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.	8.T.RA.1 (a, b) 8.T.RA.2 (a, b)	6		8.T.RA.1 (c) 8.T.RA.2 (c)		
Language	**Grammar Conventions** Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	8.L.GC.2 (a)	6		8.L.GC.1* GUM 8.L.GC.2 (b, c, d)	8	
Language	**Vocabulary** Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.	8.L.V.1 (a) 8.L.V.2 (a, b) 8.L.V.3 (b, c, d)			8.L.V.1 (b) 8.L.V.2 (c, d) 8.L.V.3 (e)		
						Total Points	60

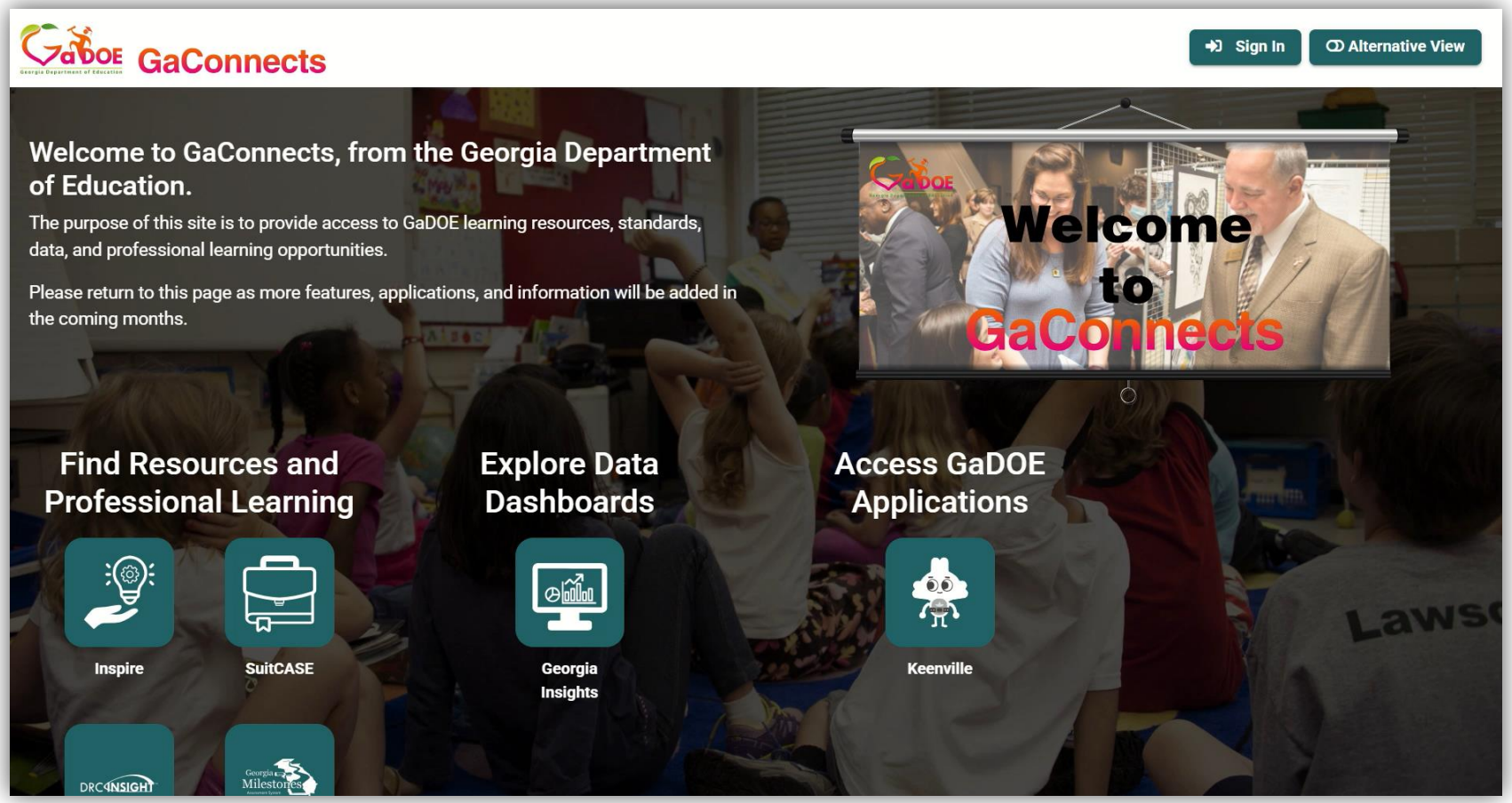
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Language Usage and Conventions 2 points



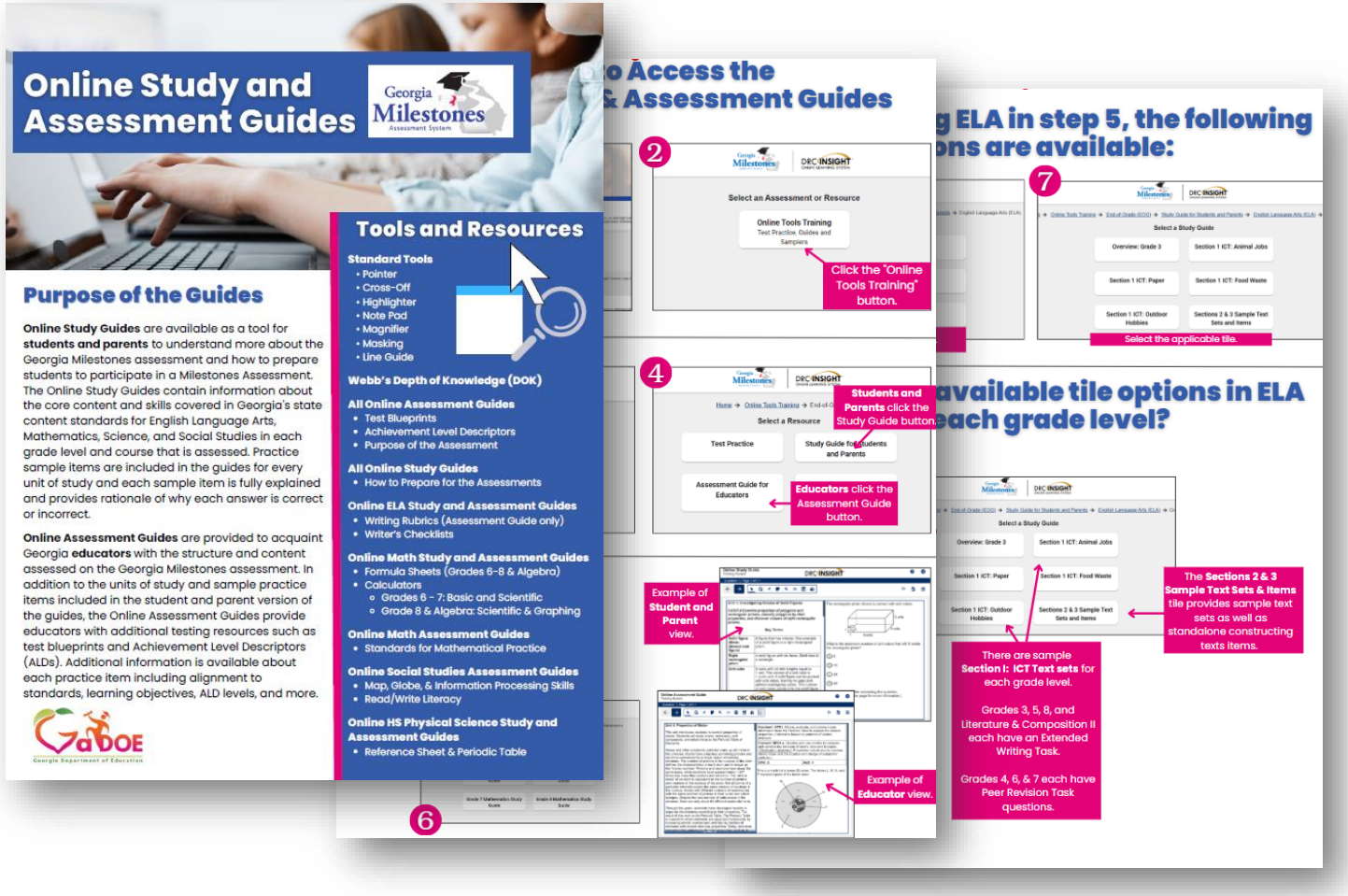
Resources

Where to Find the Resources



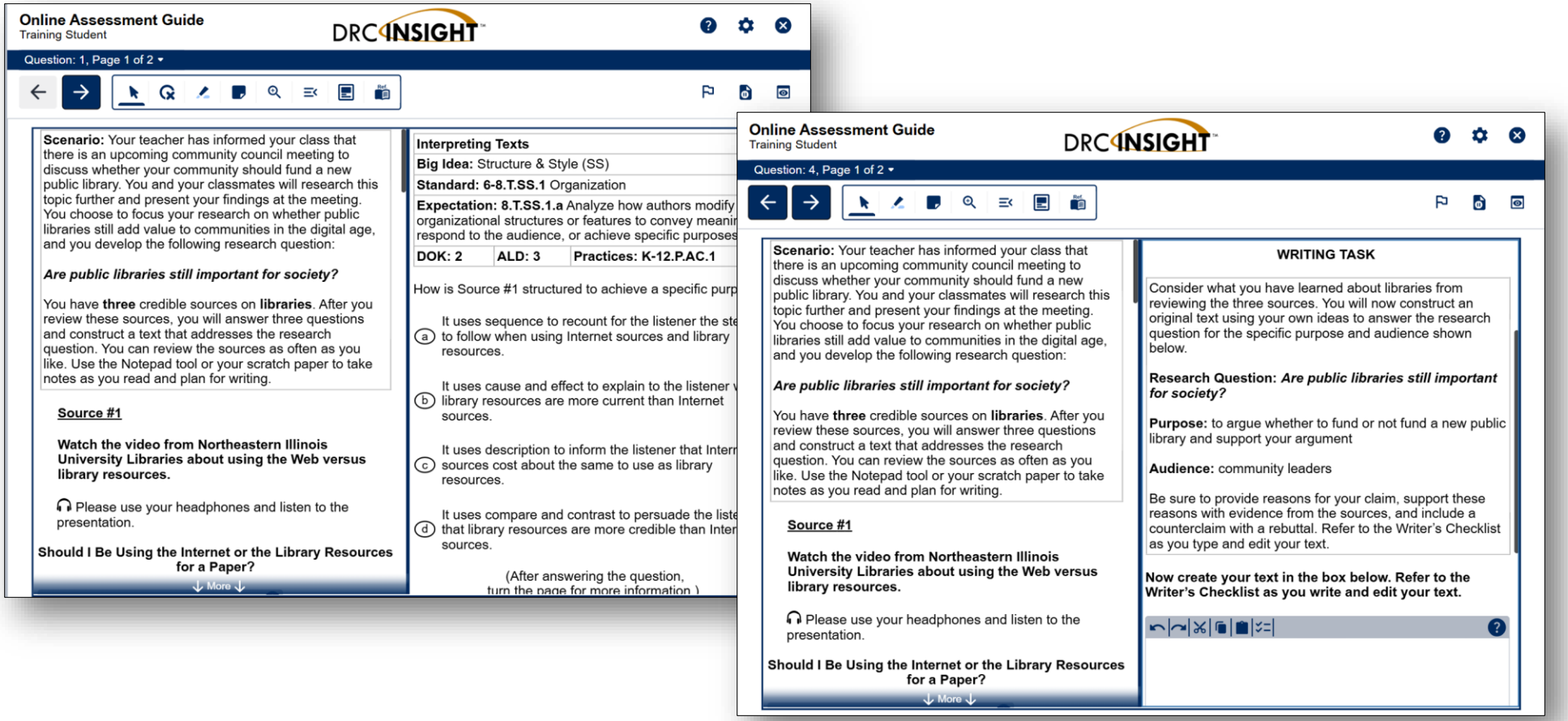
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Accessing the Online Study & Assessment Guides



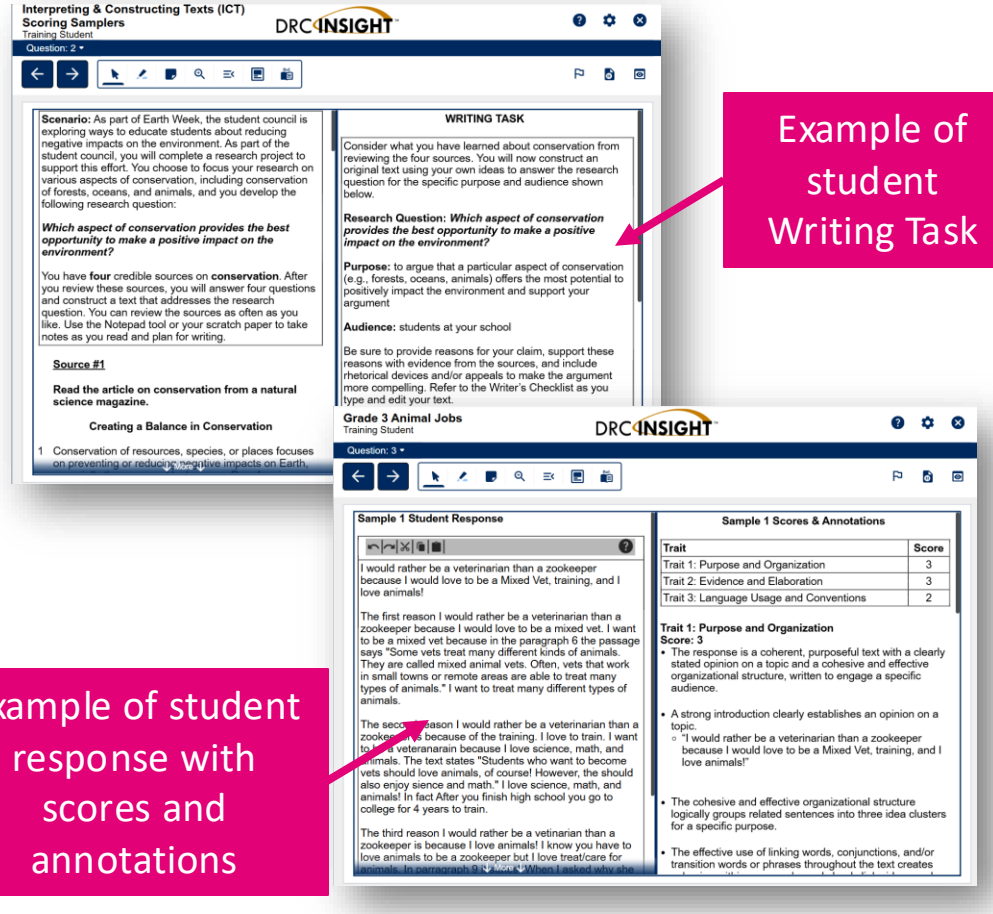
[Online Study and Assessment Guide Resource]

Online Study & Assessment Guides

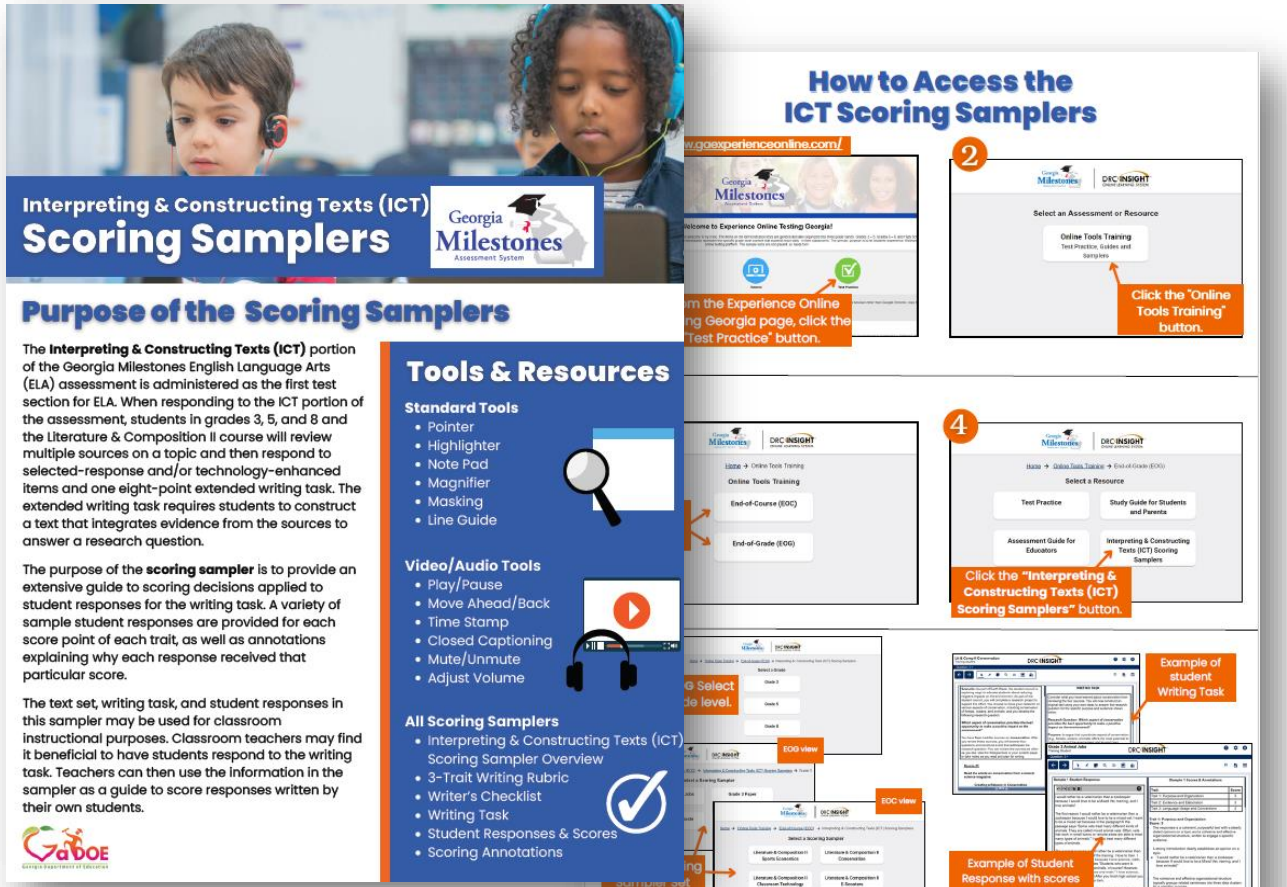


Online Scoring Sampler

- Provides an extensive guide to the scoring decisions applied to a sample of student responses for the writing task.
- A variety of student sample responses are provided for each score point of each trait, along with annotations explaining why each response received that particular score.



Accessing the Online Scoring Sampler

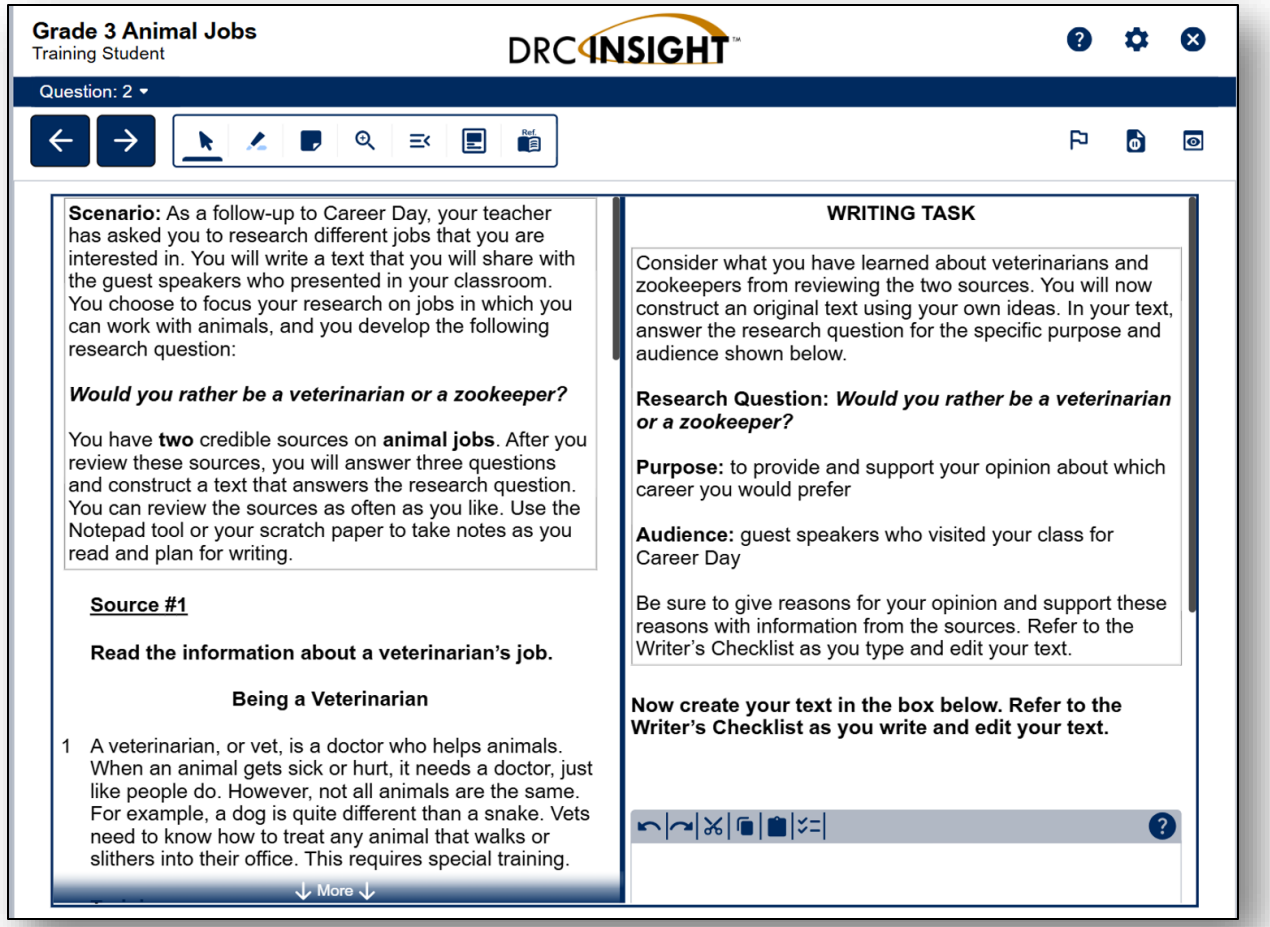


[Online Scoring Sampler Resource]

[Experience Online Testing Georgia]

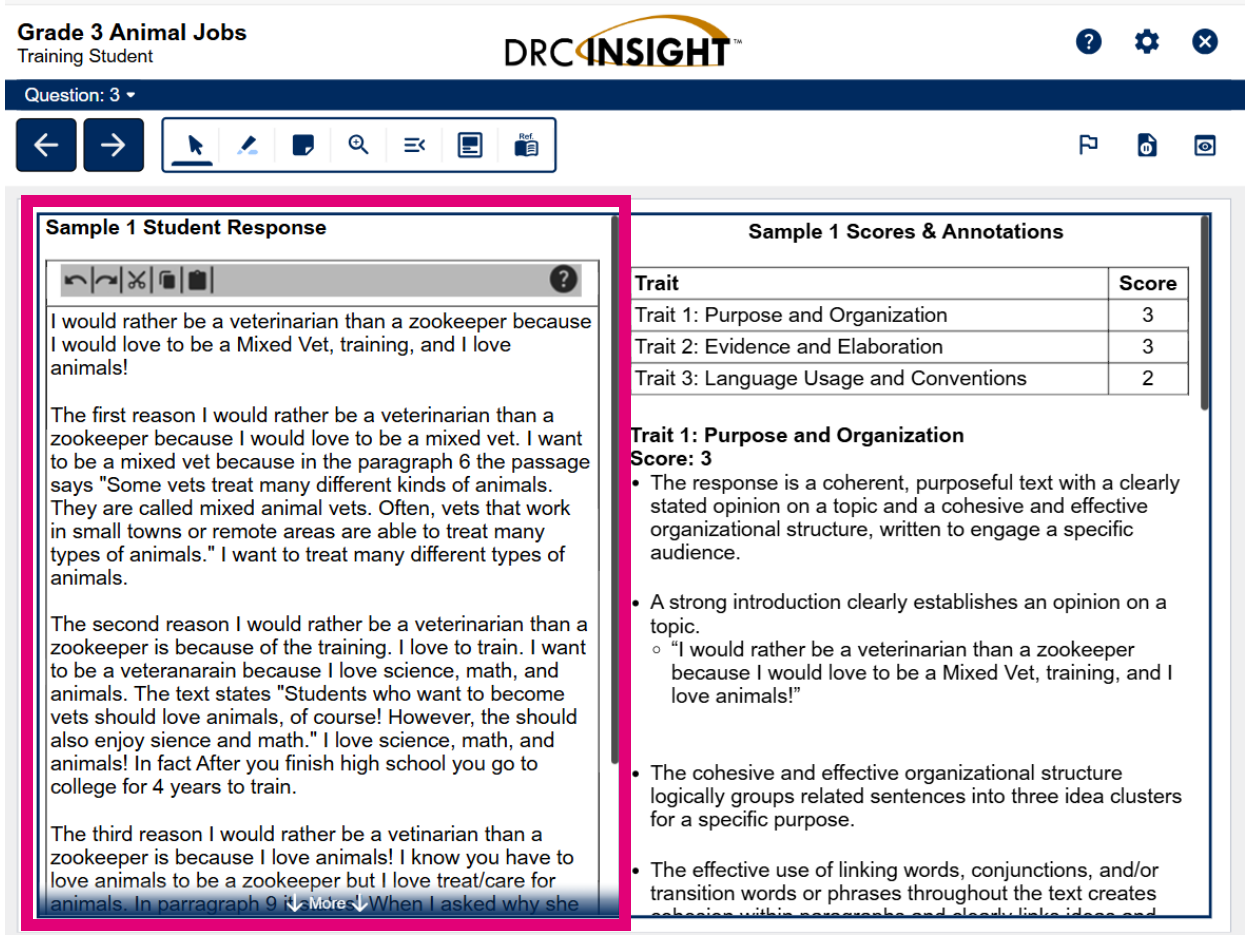
Online Scoring Sampler

Sources & Writing Task



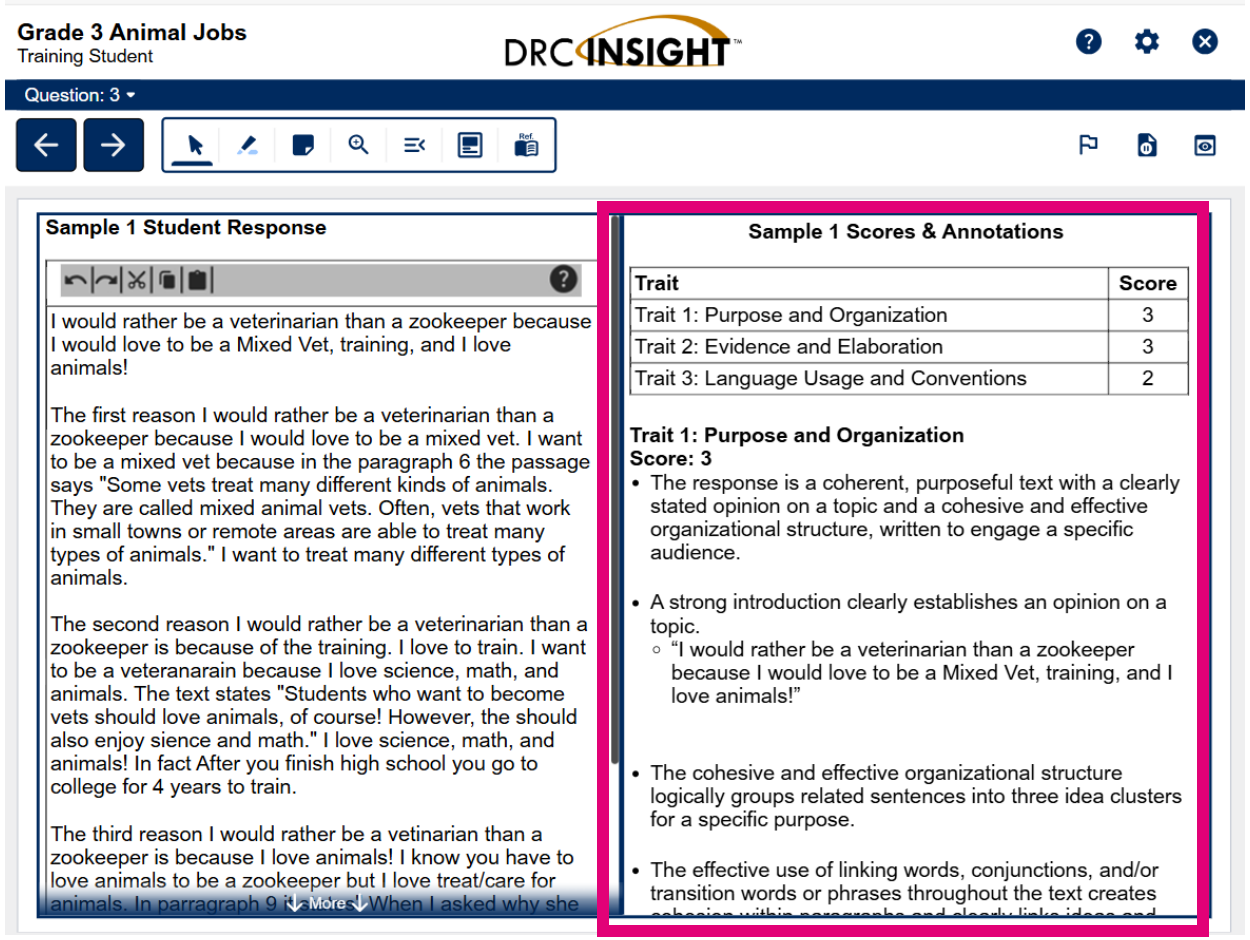
Online Scoring Sampler

Student Responses



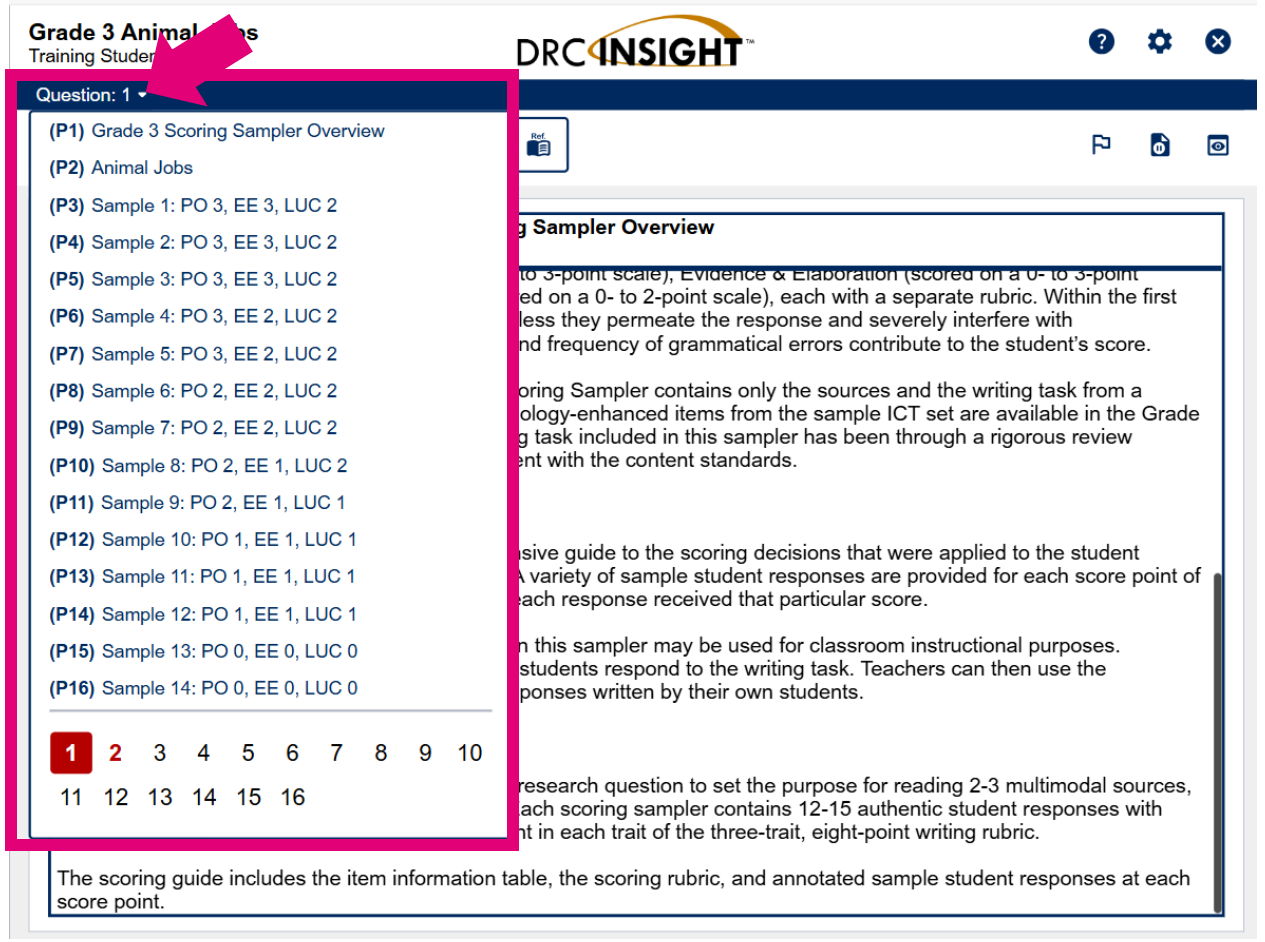
Online Scoring Sampler

Scores & Annotations



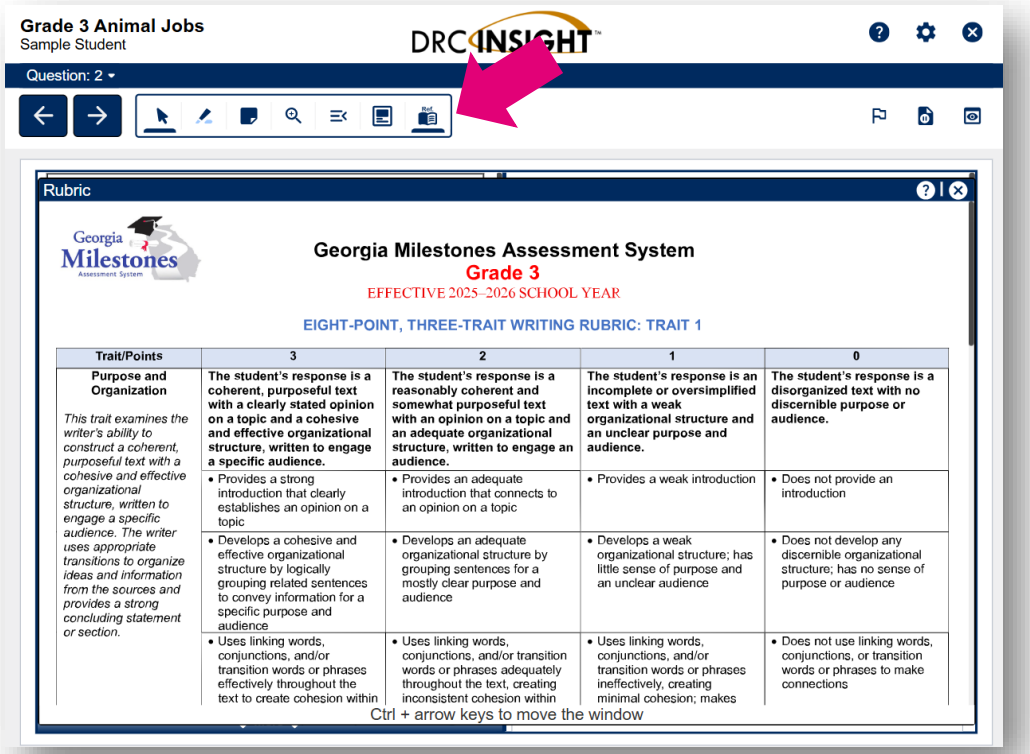
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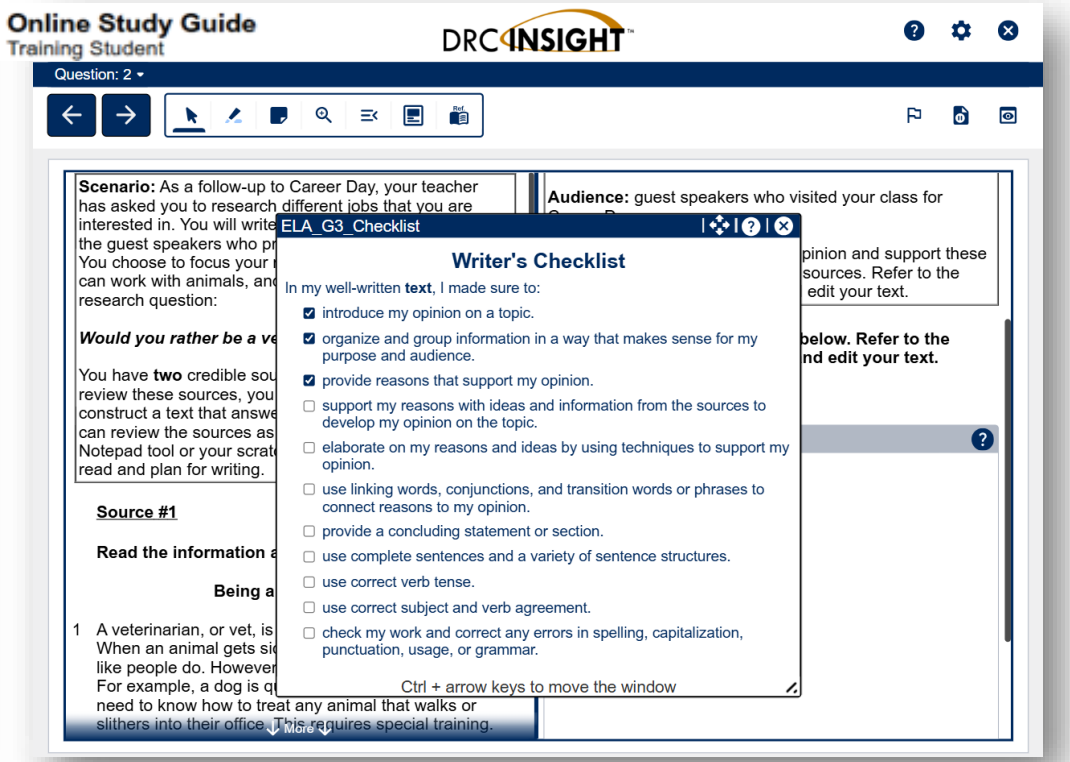
Variety of Responses



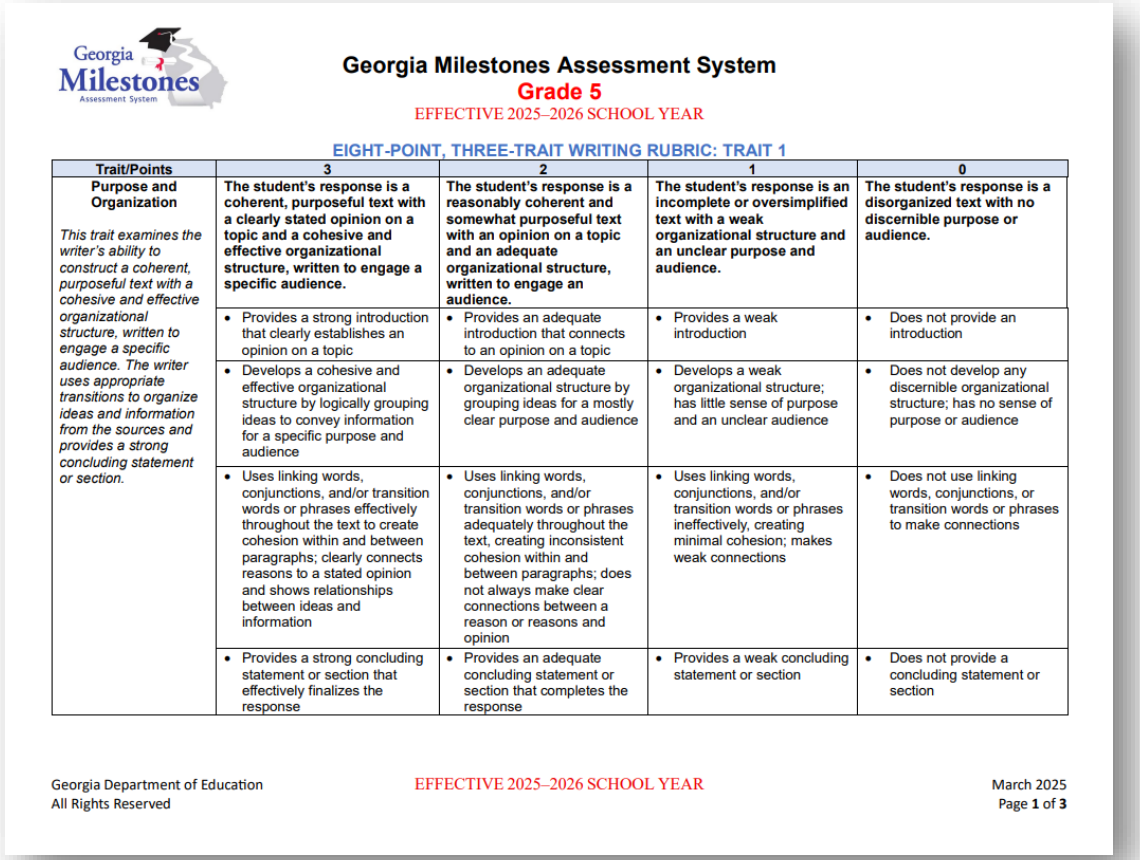
Online Scoring Sampler

Writing Rubric & Writer's Checklist





Rubrics & Writer's Checklists



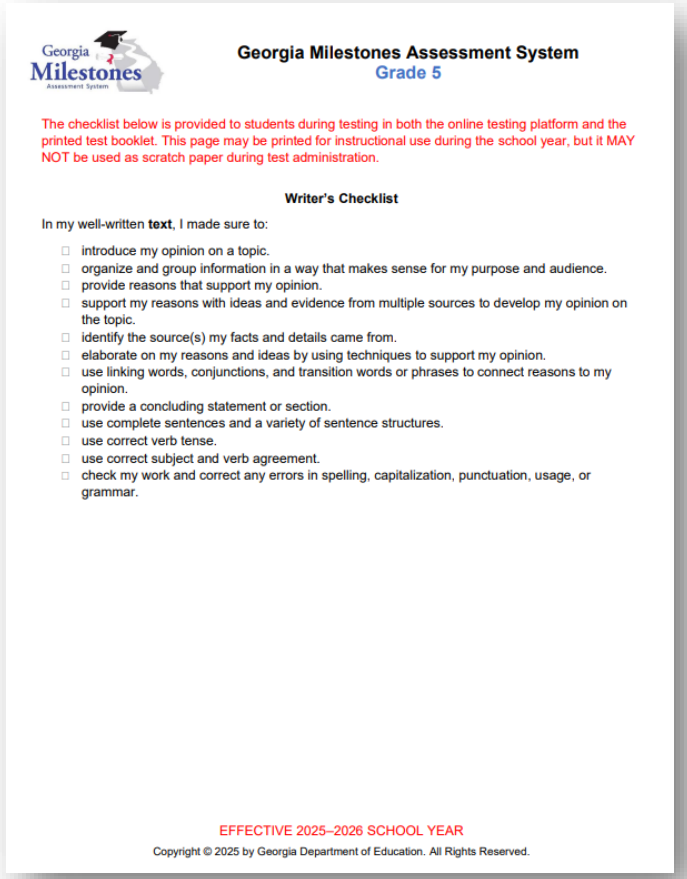
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Georgia Milestones Assessment System
Grade 5
EFFECTIVE 2025–2026 SCHOOL YEAR

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, written to engage a specific audience. The writer uses appropriate transitions to organize ideas and information from the sources and provides a strong concluding statement or section.*	**The student's response is a coherent, purposeful text with a clearly stated opinion on a topic and a cohesive and effective organizational structure, written to engage a specific audience.**	**The student's response is a reasonably coherent and somewhat purposeful text with an opinion on a topic and an adequate organizational structure, written to engage an audience.**	**The student's response is an incomplete or oversimplified text with a weak organizational structure and an unclear purpose and audience.**	**The student's response is a disorganized text with no discernible purpose or audience.**
	• Provides a strong introduction that clearly establishes an opinion on a topic	• Provides an adequate introduction that connects to an opinion on a topic	• Provides a weak introduction	• Does not provide an introduction
	• Develops a cohesive and effective organizational structure by logically grouping ideas to convey information for a specific purpose and 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 linking words, conjunctions, and/or transition words or phrases effectively throughout the text to create cohesion within and between paragraphs; clearly connects reasons to a stated opinion and shows relationships between ideas and information	• Uses linking words, conjunctions, and/or transition words or phrases adequately throughout the text, creating inconsistent cohesion within and between paragraphs; does not always make clear connections between a reason or reasons and opinion	• Uses linking words, conjunctions, and/or transition words or phrases ineffectively, creating minimal cohesion; makes weak connections	• Does not use linking words, conjunctions, or transition words or phrases to make connections
	• Provides a strong concluding statement or section that effectively finalizes the response	• Provides an adequate concluding statement or section that completes the response	• Provides a weak concluding statement or section	• Does not provide a concluding statement or section

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March 2025



Georgia Milestones

Georgia Milestones Assessment System
Grade 5

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

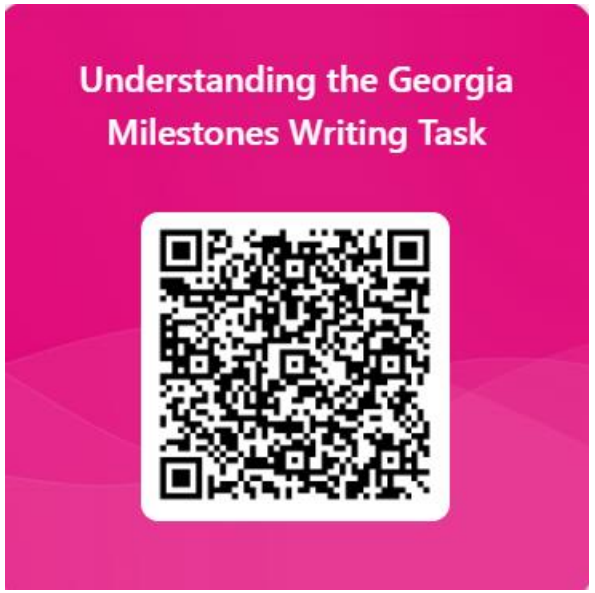
In my well-written **text**, I made sure to:

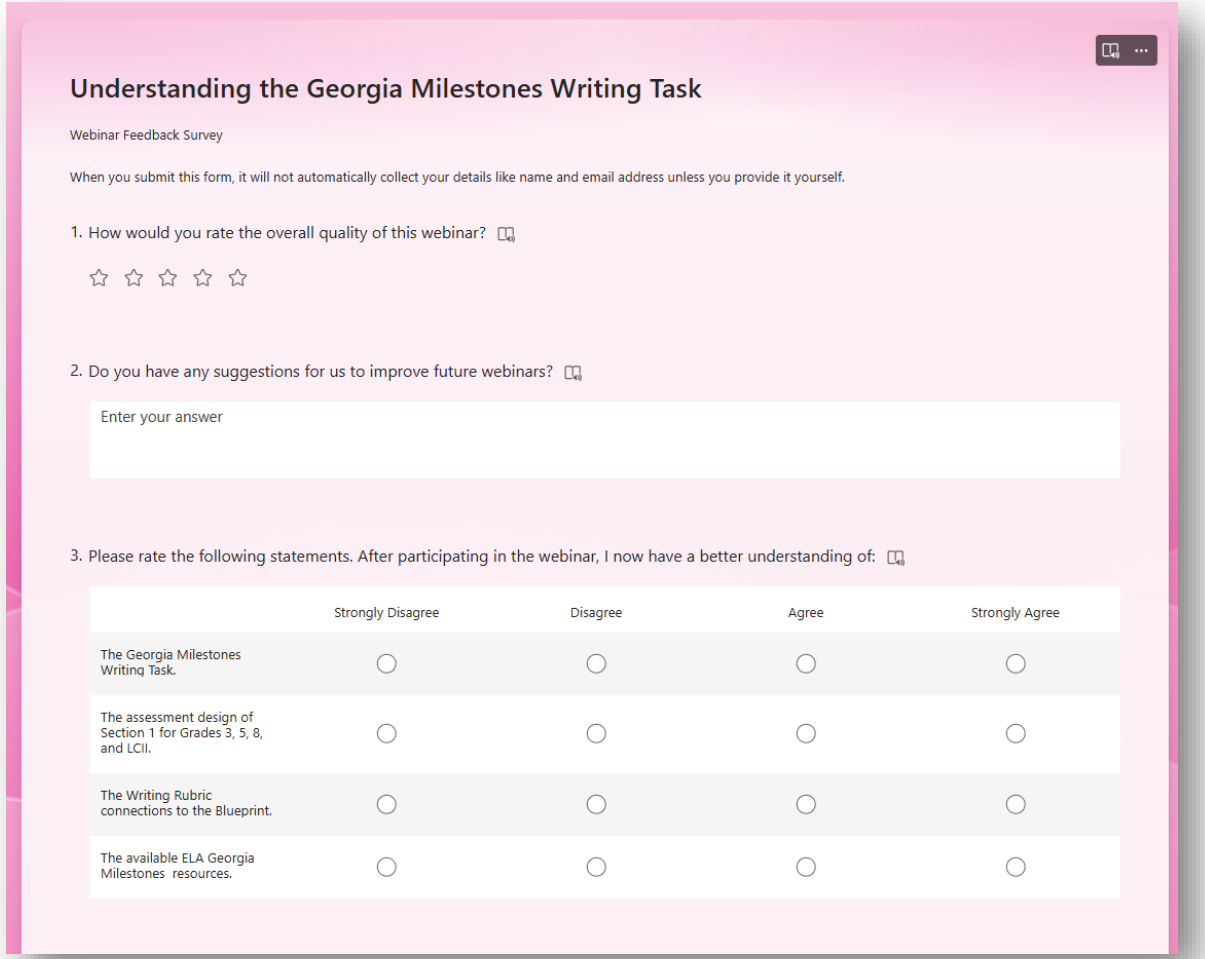
- ☐ introduce my opinion on a topic.
- ☐ organize and group information in a way that makes sense for my purpose and audience.
- ☐ provide reasons that support my opinion.
- ☐ support my reasons with ideas and evidence from multiple sources to develop my opinion on the topic.
- ☐ identify the source(s) my facts and details came from.
- ☐ elaborate on my reasons and ideas by using techniques to support my opinion.
- ☐ use linking words, conjunctions, and transition words or phrases to connect reasons to my opinion.
- ☐ provide a concluding statement or section.
- ☐ use complete sentences and a variety of sentence structures.
- ☐ use correct verb tense.
- ☐ use correct subject and verb agreement.
- ☐ check my work and correct any errors in spelling, capitalization, punctuation, usage, or grammar.

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Understanding the Georgia Milestones Writing Task

Webinar Feedback Survey

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

1. How would you rate the overall quality of this webinar?

2. Do you have any suggestions for us to improve future webinars?

Enter your answer

3. Please rate the following statements. After participating in the webinar, I now have a better understanding of:

	Strongly Disagree	Disagree	Agree	Strongly Agree
The Georgia Milestones Writing Task.				
The assessment design of Section 1 for Grades 3, 5, 8, and LCII.				
The Writing Rubric connections to the Blueprint.				
The available ELA Georgia Milestones resources.				

Feedback Survey:

https://forms.office.com/r/1641yQ5FM9

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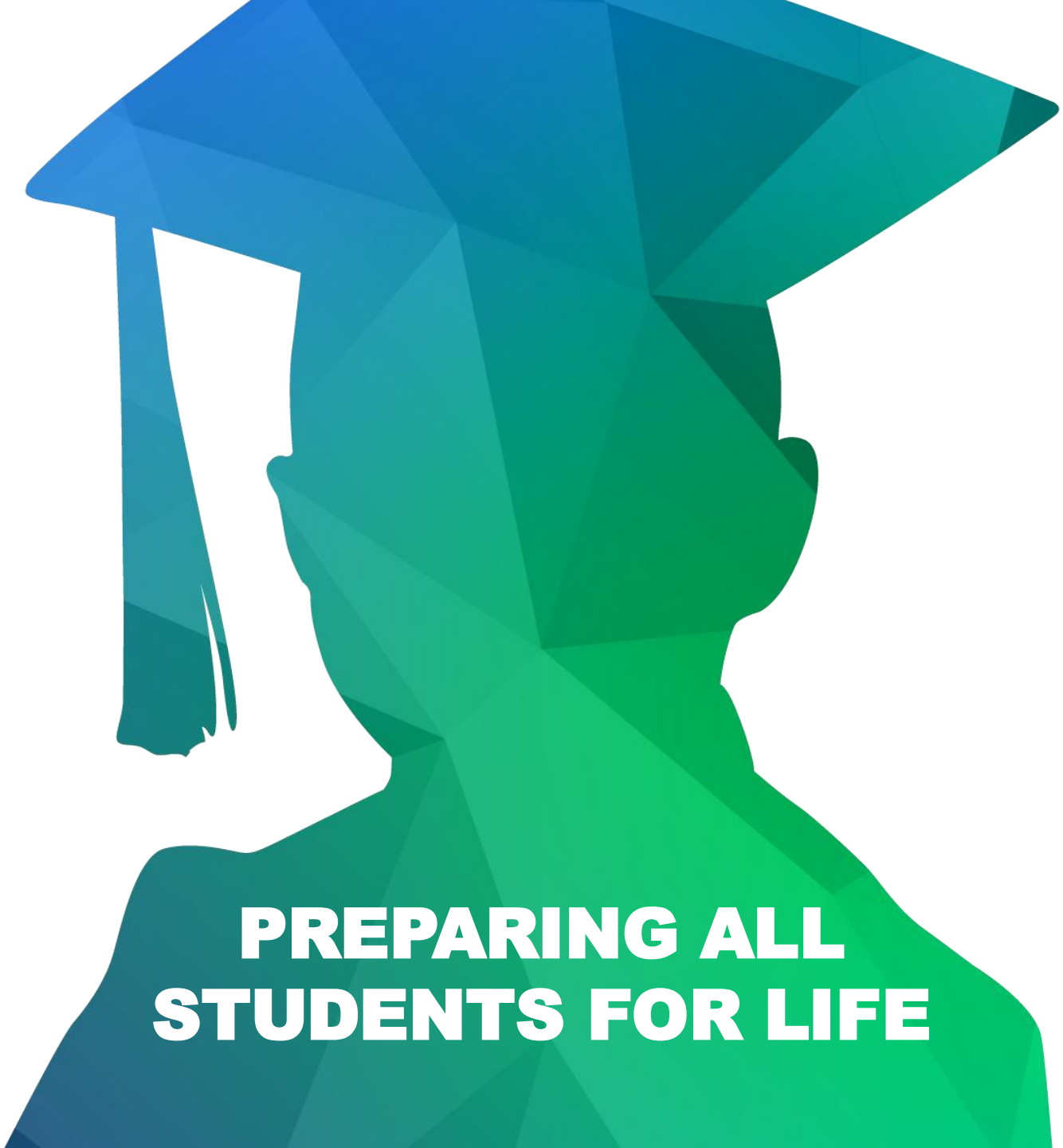
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PREPARING ALL STUDENTS FOR LIFE