



**Grade 5 Writing
Assessment
Pre-Administration
Workshop
February 15 – 17, 2011**

March 2, 2011 Main Administration
March 3, 2011 Makeup Administration

Grade 5 Writing Assessment

- Measures student competency in one of three genres: narrative, informational, or persuasive.
- Topics will be spiraled, and students will receive either a narrative, informational, or persuasive topic.
- Writing topics must be distributed as packaged *except* in the case of students with IEPs, IAPs, or ELL TPC plans requiring topics be read aloud (only in English).
- Student writing will be assessed analytically in four domains: *Ideas, Organization, Style, and Conventions*. Analytic scoring will provide detailed information on student writing including scale scores and performance levels.

Who Should Test?

- All fifth-grade students must participate – with the exception of those assessed using the GAA as prescribed in their IEP.
- ELL students in their first year (12 months) of enrollment in a U. S. school may receive a one time deferment if their proficiency in English indicates that testing is not in the best educational interest of the student.
- Students with disabilities should be tested using the guidelines included in the coordinators' and examiners' manuals.

Administration Resources

From Pearson

- *School and System Coordinators' Manual*
- *Examiner's Manual*

On web site:

http://gadoe.org/ci_testing.aspx?PageReq=CITestingWA5

- Grade 5 Writing Update Bulletin for 2011
- Released prompts and sample papers from previous years

Additional Resources

On web page

- *Grade 5 Writing Interpretive Guide*
- Grade 5 Writing Performance Level Descriptors
- *Grade 5 Assessment and Instructional Guide*

Additional Administration Resources

- *Student Assessment Handbook*
- *Accommodations Manual*
- Statewide Testing Calendar

http://www.gadoe.org/ci_testing

2011 Dates

- Feb. 14 – 16 Materials arrive in systems
- Feb. 15 – 17 Pre-Administration Webinars
- Mar. 02 Main Administration – **Blue Paper**
- Mar. 03 Make-Up Administration – **Lavender Paper**
- Mar. 09 Last day for answer documents to GCA
- Apr. 22 – 26 Results arrive in systems

Grade 5 Writing Assessment

- Three **genres** of writing:
 - Informational
 - Persuasive
 - Narrative
- Analytic scoring in four **domains**:
 - Ideas
 - Organization
 - Style
 - Conventions
- Five score point **rubric**
 - 1 through 5 in each domain

Grade 5 Writing Assessment

- The total time for administration is approximately 155 minutes with 120 minutes of actual writing time. The time limit is to be enforced.
- Extended time beyond the 120 minutes must derive from an IEP, IAP (504 Plan), or ELL-TPC.
- Systems/schools may select to test in either one session or two sessions but all testing must be completed in one day.
 - One session may include a 5-10 minute break within the 155 minute window.
 - Two sessions may include a morning and afternoon session. Systems and schools may determine the time for each session.

Grade 5 Writing Assessment

- **Writing topics (3) will be spiraled** at the student level. Topic pages **MUST** be distributed in the order they are spiraled. Again, the creation of “read-aloud” groups would be the exception to this.
- **Make-up topic is different** from the main administration topic.
- The main writing topics with sample scored papers will be released after each administration.
- School systems will receive **scale scores and performance levels for students, schools, and system.**

Topic Samples



Georgia Grade 5 Writing Assessment 2010

Writing Topic and Sample Papers

Persuasive Writing Topic 5114 (Papers 1-7)

Your school is creating a Student Wall of Fame for students who have done well in the classroom, in sports, or in the community. The principal will select students and put their names and pictures on the Wall of Fame.

Write a letter to your principal about the student you think should be on the Wall of Fame. Convince the principal to select this student for the Wall of Fame.

Informational Writing Topic 5211 (Papers 8-14)

You have been chosen by a company to make a new product. Your product could be a food, a toy, a game, or any other item you want.

Write a report for the company that describes your idea for a new product and explains how it can be used.

Narrative Writing Topic 5309 (Papers 15-20)

Scientists have created a city that is at the bottom of the ocean. You have a chance to live in the underwater city for a day.

Write a story about your day in the underwater city.



Grade 5 Writing Assessment Materials

- Examiner's Manual contains information for completing answer documents and administering the assessment.
- Writing Topic Page:

Forms 108, 215, 304 – Main Administration printed on blue paper

Form 216 – Make-up topic printed on lavender paper

- Collect ALL main topic pages at end of testing on March 2, 2011
- Do not distribute make-up topic page until March 3, 2011.

Grade 5 Writing Assessment Materials

- System/School Coordinator's Manual – Used for training
- Includes information for receiving, distributing, and returning materials

New – Braille Availability

Beginning with the January 2011 Georgia Grade 8 Writing Assessment, Braille versions of the Writing Topic Page and the Testing Directions from page 2 of the Answer Document (Response Folder) will be available upon request.

Systems that require Braille testing materials should contact Jeremy Granade (888-392-8977 or jgranade@uga.edu) at the Georgia Center for Assessment. If you still need to request, please do so immediately.

Grade 5 Writing Assessment Materials

- Planning/Prewriting Page – unlined
- Drafting Page – lined for initial draft
- Topic Page – context, instructions, prompt
- Answer Document with lined pages for final draft: must have form number; must have final draft on pages 3 and 4; pencil is preferable as stated in the manual. Black or blue pen will be scored if used for the final draft.
- Barcode labels – don't use old ones; check for accuracy
- SRC codes and approved accommodations.

Grade 5 Writing Assessment Materials

- Classroom Answer Sheet Transmittal Forms. Use of these is optional. Use only if class level reports are desired.
- School Building Answer Document Transmittal Forms. There should be a transmittal form for each school. It is pre-coded with your system and school number. Please verify that the code is correct. Each School Coordinator should be provided a form with the correct school code.

Grade 5 Writing Assessment Materials

- Examiners should have a supply of No. 2 pencils. The front page of the Answer Document and the Form Number on Pg. 3 **MUST** be marked with pencil.
- Final drafts in the answer document may be written in pencil or black/blue pen. The vast majority of responses over the years have been in pencil – either will be scored. *(Pen will be required in Grade 8 and Grade 11)*
- There should be timing devices for timing the test administration and “Testing—Do Not Disturb” signs.

Format of the Writing Task

1. The Directions for Writing specify a format - such as a letter, speech, or a newspaper article - to give students a writing task that is similar to real world writing situations.
2. Regardless of the specified format, students should have a clear controlling idea that is well developed with relevant details and examples.
3. Adhering to the conventions of a particular format is not evaluated on the state writing assessment.

Format of the Writing Task

4. Likewise, it is not necessary for students to write their responses in two columns to simulate a newspaper article.
5. For example, if students are asked to write a letter, they will not be penalized if they fail to address the letter to the person named in the prompt or sign their name at the end of the letter.
6. The students' writing ability is being evaluated, not their knowledge of formatting letters, speeches, or newspaper articles.

Answer Document

The Answer Document is 4 pages folded.

- Page 1 includes student demographic information.
- Page 2 provides directions for the assessment, steps of the writing process, and recommended times to spend in each step. *Note: Suggested times are not absolute. Encourage students to monitor themselves.*
- **Page 3 is the first writing page for the final draft.**
- Page 4 is the second writing page.

Answer Document

- Form numbers (topic numbers) are now three-digit numbers. Form numbers must be coded on pages 1 and 3.
- A GTID should be coded as well as FTE.
- SDU A and/or SDU B should only be coded by School or System Test Coordinators.
- SDU A should be used for GNET programs. A separate header should be used to identify the school at which the student's GTID/FTE resides. Codes of 6XXX should not be used.
- Pre-Id labels should be used if ordered by the system. Incorrect labels should not be used.

Answer Document

- Examiners should monitor students to ensure they proceed through the writing process and that they write their final drafts in the answer document.
- **Student responses must begin on Pg. 3 of the answer document.**
- Examiners may explain directions but not topics.

Answer Document Label

Last name, first, MI *1234567890*

Gender

Date of Birth

PSRC

Teacher Name

Grade

Race and Ethnicity

Any High School

Sample County

ID: 123456789012

**PLACE LABEL SO BOTTOM OF BARS IS
AT THIS SIDE.**

Grade 5 Scoring Rubrics for Ideas & Organization

	1 Lack of Control	2 Minimal Control	3 Sufficient Control	4 Consistent Control	5 Full Command
<p>IDEAS</p> <p>The degree to which the writer establishes a controlling idea and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the assigned genre.</p>	<ul style="list-style-type: none"> • May announce the topic, but a controlling idea is not established • Little or no focus on the assigned topic, genre, and/or purpose • Development is lacking due to brevity of the response or unclear supporting ideas • Majority of details are irrelevant or the response contains insufficient writing to determine competence in Ideas 	<ul style="list-style-type: none"> • Minimally developed controlling idea that addresses some aspect of the assigned writing task • Limited focus on the assigned topic, genre, and purpose • Supporting ideas are general and/or under-developed • Some ideas may be partially developed, while others are simply listed without development • Response lacks sufficient information to provide a sense of completeness • Some points and details may be irrelevant or inappropriate for the writer's assigned topic, audience, and genre of writing 	<ul style="list-style-type: none"> • Developed controlling idea that addresses the assigned writing task • Generally consistent focus on the assigned topic, genre, and purpose • Most supporting ideas are developed and relevant to the writer's topic and assigned genre of writing • Some parts of the paper are well developed, while other parts of the paper are only partially developed • Response contains sufficient information to address the topic as well as some reader concerns and perspectives 	<ul style="list-style-type: none"> • Well developed controlling idea that addresses the assigned writing task • Consistent focus on the assigned topic, genre, and purpose • Supporting ideas and elaboration are relevant to the writer's topic and assigned genre of writing • Response contains specific examples and details that address reader concerns and perspectives 	<ul style="list-style-type: none"> • Fully developed controlling idea that addresses all aspects of the assigned writing task • Consistent focus on the assigned topic, genre, and purpose • Supporting ideas are fully elaborated throughout the paper and relevant to the writer's topic, assigned genre of writing, and audience • Response contains specific examples and details that fully address reader concerns and perspectives
<p>ORGANIZATION</p> <p>The degree to which the writer's ideas are arranged in a clear order and the overall structure of the response is consistent with the assigned genre.</p>	<ul style="list-style-type: none"> • No evidence of an organizing strategy • Unclear sequence of ideas • Lacks an introduction and/or conclusion • Ideas are not arranged in a meaningful order • Lack of transitions or inappropriate transitions • Insufficient writing to determine competence in Organization 	<ul style="list-style-type: none"> • Organizing strategy is formulaic and/or inappropriate to the assigned genre • Minimal evidence of sequencing • May lack an introduction or a conclusion or include an ineffective introduction or conclusion • Unrelated ideas are grouped together • Limited use of transitions (transitions may be formulaic, repetitive, ineffective or overused) • Demonstration of competence limited by the brevity of the response 	<ul style="list-style-type: none"> • Overall organizational strategy (introduction, body, and conclusion) is generally appropriate to the writer's ideas and purpose of the genre • Generally clear sequence of ideas • Introduction is appropriate to the writer's topic and the conclusion is clear • Related ideas generally grouped together • Transitions link parts of the paper 	<ul style="list-style-type: none"> • Overall organizational strategy or structure (introduction, body, and conclusion) is appropriate to the writer's ideas and assigned genre of writing • Logical sequencing of ideas across parts of the paper • Introduction sets the stage, and conclusion ends the piece of writing without repetition • Related ideas are grouped together • Varied transitions link parts of the paper 	<ul style="list-style-type: none"> • Overall organizational strategy or structure (introduction, body, and conclusion) is appropriate to the writer's topic and the assigned genre of writing • Logical and appropriate sequencing of ideas within and across parts of the paper • Introduction engages and sets the stage, and conclusion provides a sense of closure • Logical grouping of ideas • Uses effective and varied transitional elements to link all elements of the response: parts of the paper, ideas, paragraphs, and sentences

Grade 5 Scoring Rubrics for Style & Conventions

	1 Lack of Control	2 Minimal Control	3 Sufficient Control	4 Consistent Control	5 Full Command
<p>STYLE</p> <p>The degree to which the writer controls language to engage the reader.</p>	<ul style="list-style-type: none"> Language and tone are flat and/or inappropriate to the task and reader Word choice is inaccurate, imprecise, and/or confusing Little or no attention to audience Writer's voice is not apparent Lack of sentence variety Insufficient writing to determine competence in Style 	<ul style="list-style-type: none"> Language and tone are uneven (appropriate in some parts of the response, but flat throughout most of the response) Word choice is simple, ordinary and/or repetitive Limited awareness of audience Minimal, inconsistent or indistinct voice Little variation in sentence length and structure Demonstration of competence limited by the brevity of the response 	<ul style="list-style-type: none"> Language and tone are generally consistent with the writer's purpose and appropriate to the assigned genre Word choice is generally engaging with occasional lapses into simple and ordinary language Awareness of audience demonstrated in the introduction, body, or conclusion Writer's voice is clear and discernable Some variation in sentence length and structure May include some genre-appropriate strategies 	<ul style="list-style-type: none"> Language and tone are consistent with the writer's purpose and appropriate to the assigned genre Word choice is precise and engaging Attention to audience in the introduction, body, and conclusion Consistent voice Sentences vary in length and structure Some genre-appropriate strategies to engage the reader 	<ul style="list-style-type: none"> Carefully crafted phrases or sentences create a sustained tone that engages the reader Varied, precise, and engaging language that is appropriate to the assigned genre (figurative or technical language may be used for rhetorical effect) Sustained attention to the audience throughout the paper Consistent and appropriate voice that is sustained throughout the response A variety of sentence lengths, structures, and beginnings A variety of genre-appropriate strategies to engage the reader
<p>CONVENTIONS</p> <p>The degree to which the writer demonstrates control of sentence formation, usage, and mechanics.</p>	<ul style="list-style-type: none"> Frequent sentence fragments, run-ons, and incorrect sentences End punctuation incorrect or lacking May contain frequent and severe errors in both usage and mechanics Errors may interfere with or obscure meaning Insufficient writing to determine competence in Conventions 	<ul style="list-style-type: none"> Minimal control in the three components of conventions or one component may be strong while the other two are weak Sentence structure is awkward and/or end punctuation may be missing or incorrect May have frequent errors in usage and/or mechanics Some errors may interfere with meaning Demonstration of competence limited by the brevity of the response 	<ul style="list-style-type: none"> Simple sentences formed correctly; some correct complex and/or compound sentences with occasional errors Generally correct usage with some errors Generally correct mechanics with some errors Few errors interfere with meaning 	<ul style="list-style-type: none"> Correct simple, complex, and/or compound sentences with correct end punctuation Correct usage with some variety of instances but not in all elements Correct mechanics with some variety of instances but not in all elements Errors do not interfere with meaning 	<ul style="list-style-type: none"> Clear and correct simple, complex, and compound sentences with correct end punctuation Correct usage in a variety of contexts Correct mechanics in a variety of contexts Errors do not interfere with meaning

Reminders

- A word processor is not allowed in grade 5 unless it is a part of the student's IEP, IAP, or 504 Plan and is a part of the regular instructional program accommodations. If a word processor is used, place the print out inside the answer document with the student's GTID and form number in the upper right hand corner of the print out.
- System Test Coordinators may enlarge a copy of the writing topic for students requiring a large print version.
- Special Note FYI: *Third grade students are allowed to use a word processor in production of their samples for the Gr. 3 Writing Assessment.*

Reminders

- ALL responses must be written in **English**.
- Prompts may be read aloud (only in English) if specified in the **IEP, IAP, or ELL/TPC** plan.
- **Examiners may read or clarify directions**. They may NOT clarify the prompt.

Accommodations

- Only approved accommodations listed in the Student Assessment Handbook (SAH) may be used.
- There are no state-approved conditional accommodations.
- If a student's IEP, IAP, or ELL/TPC calls for an unapproved accommodation, please contact Melissa Fincher (404-651-9405) for approval at least 4 – 6 weeks in advance.
- Use of unapproved accommodations may result in an invalidation.
- Types of accommodations must be coded on the answer document.
- Watch for cases of unexpected injuries to dominant hands/wrists/arms. Prepare in advance for students with existing injuries.

Irregularities (IR)

Events and circumstances that depart from standardized testing procedures are irregularities.

They may have an impact on student performance that is not possible to define.

They are reported and student scores flagged simply to say, “There is something different about the conditions under which this score was obtained. Use caution in interpreting the score.”

Some Examples of Irregularities

Irregularities in Security:

- Irregularity due to content being disclosed, coached, or distributed
- Irregularity due to cheating
- Irregularity due to someone altering responses during or after testing
- Irregularity due to lost test materials

Irregularities in Test Administration:

- Irregularity due to materials being distributed inappropriately
- Irregularity due to directions not being followed

Invalidations (INV)

Irregularities that significantly affect student performances or compromise the integrity of the testing may result in invalidation of student scores.

Cheating, altering responses, or disclosing content early are examples of irregularities resulting in invalidations.

Reporting Irregularities and Invalidations

Irregularities **MUST** be handled and reported promptly.

- *mishandling/loss of materials*
- *incorrect accommodations*
- *cheating*
- *etc.*

Reporting Irregularities and Invalidations

- Procedures for reporting are in the *Student Assessment Handbook*.
 - *Examiner provides full report to school*
 - *School Coordinator reports to System Coordinator*
 - *System Coordinator contacts GaDOE*
 - *Coding is determined*
- File final reports on MyGaDOE portal.

Breach of Professional Ethics

Professional Standards Commission

- Gives examinees access to test questions prior to testing;
- Copies, reproduces, or uses in any manner inconsistent with test security regulations all or any portion of secure test booklets;
- Coaches examinees during testing, or alters or interferes with examinees' responses in any way;
- Makes answers available to examinees;
- Fails to follow security regulations for distribution and return of secure test materials as directed, or fails to account for all secure test materials before, during, and after testing;
- Uses the secure test booklets for any purpose other than examination; or
- Participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts.

Irregularities/Invalidations

- Some common ways to reduce the irregularities in your system/school:
 - Examiners should move about the room during the entire testing session.
 - Examiners should not dismiss students until all counts have been verified.
 - Schools should count materials before distributing to examiners.
 - In-depth training should be provided and documented for all examiners and proctors.

Irregularities/Invalidations

- Some common ways to reduce the irregularities in your system/school:
 - Review IEP, IAP, and ELL/TPC documents in advance of testing to plan accordingly.
 - Examiners may only read and clarify instructions. Prompts may not be clarified. Prompts may not be read unless specified in an IEP, IAP, or ELL/TPC.
 - Cell phones should not be allowed in the testing environment. If it is determined the cell phone was not used to cheat, then the incident is a behavior referral and not an invalidation.

PLANNING FOR TEST ADMINISTRATION

CONDUCTIVE ENVIRONMENT

- Seating spaces and writing surfaces are large enough
- Seating arranged to prevent cheating.
- NO cell phones, PDAs, or other electronic devices in the exam room.
- Take any discovered devices away immediately . Return them at a later time.
- Pens and pencils available.
- Keep a timing device visible - You should have a clock or watch to keep track of time during test administration.

PLANNING FOR TEST ADMINISTRATION

EXAMINERS

- Be certain that student Answer Documents are prepared correctly.
- Be certain that students respond in the appropriate sections of the Answer Document. Marking responses in the wrong content area, even if later erased, can cause scoring errors.
- Monitor students – be prepared for the unexpected.
- Be certain students code the correct form number/letter on their Answer Documents.

PLANNING FOR TEST ADMINISTRATION

PROCTORS

- When more than 30 students are to be tested in one room, the assistance of a Proctor is required. At least one Proctor is required for each additional 30 students. If students are tested in groups of 30 or less, a Proctor is highly recommended.
- Proctors must be trained in appropriate test procedures before testing begins. Tasks which they must perform should be clearly specified. They may help in distributing and collecting materials, assisting students with coding on the Answer Document, observing students from different points in the room while tests are being administered, and answering students' questions concerning the test directions. To prevent the neglect of any students in large groups, Proctors may be assigned to specific areas of the room during test administration. Proctors must not explain the test items or coach students in any way.

PLANNING FOR TEST ADMINISTRATION

RESOURCES & AIDS

- NO dictionaries, textbooks or any other aids and/or resources that would provide assistance. Any instructional materials displayed in the room that could provide an advantage during the assessment period (such as posters, helpful writing hints, etc.) should be covered or removed during testing.
- Exception: Word to Word dictionaries as prescribed in an ELL-TPC plan.

Results

- Comparisons can not be made to QCC (2006 and prior writing assessments) results.
 - A new base line was established with the implementation of the new writing assessments in 2007.
- Systems should receive results between April 22 and 26, 2011 dependent upon the following:
 - Your system shipment was received on time
 - Form numbers were coded correctly
 - Answer documents were completed correctly

Notes About the Grade 3 Writing Assessment

- Resources including the Assessment & Instructional Guide, Gr. 3 Rubric, and PowerPoints may be located at:
http://www.gadoe.org/ci_testing.aspx?PageReq=CITestingWA3
- Materials delivery Mar. 7 – 11, 2011
- **NEW:** Materials delivery based upon October 2010 FTE Count
- Assessment Window: March 21 – April 1, 2011
- Due date for completed Teacher Report Form to GCA – April 8, 2011 . . .
Only Teacher Report Form to GCA, Individ. Student Report Form . . . One copy to parent, one to student records
- Contact Jeremy Granade at GCA for additional materials needs: 888-392-8977 or jgranade@uga.edu

Writing Assessment Contacts

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