



Grade 3 Writing Update Bulletin

January 28, 2014

2014 Calendar

Writing Assessment Rating Window

March 17 – 28

Results Arrive in Systems

May 5 – 9

For more information
on the Grade 3 Writing
assessment visit the
Assessment Web site at:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Grade-3-Writing-Assessment.aspx>

The Grade 3 Writing Assessment measures student competency in three writing genres. For each student in a class, teachers collect representative writing samples for each of the three types of writing: narrative, informational, and persuasive. In the narrative genre, the writer creates an imaginative story or relates a personal experience. In the informational genre, the writer informs or explains a non-fiction topic incorporating information from resources. In the persuasive genre, the writer expresses his or her opinion on a subject and uses language to influence the reader to agree.

Writing samples produced with the teacher's assistance are appropriate for instruction, but should not be used as assessment samples. The assessment sample is a piece of writing that the student writes independently and the teacher selects for the Grade 3 Writing Assessment.

Teachers must select one assessment sample per genre for each student. After each genre unit - in which students practice the steps in the writing process - is completed, the teacher gives a writing assignment for the purpose of collecting the assessment sample.

Because the writing performance levels for each grade three student will be passed on to the grade four teachers for instructional planning, it is essential that the assessment samples reflect what students can do independently.

CCGPS and Grade 3 Writing Resource: "Connecting The Common Core Georgia Performance Standards and the Georgia Grade 3 Writing Assessment", <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/WA-Grade-3-Resources.aspx>

SCORING

Teachers use analytical rubrics to assess student writing in four domains, *Ideas, Organization, Style, and Conventions*, and provide detailed descriptive information on student writing ability, including three performance levels: Does Not Meet, Meets, and Exceeds.

Teachers may complete Student Writing Record forms throughout the year identifying each student's performance level in each genre and domain according to the *Assessment Guidelines Manual*.

Website for Teachers:

<https://gcap.tsars.uga.edu/g3w/>

System/School Coordinator Website:

<https://gcap.tsars.uga.edu/g3w/monitor>

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During the last two weeks of March, teachers complete the Grade 3 Writing Assessment Online Database and print the Individual Student Reports which will be produced from the online database as a PDF according to the instructions in the *Assessment Guidelines Manual*.

Teachers will use their email addresses as their login name and will create their password when they go to the online database for the first time. Teachers will be required to enter a confirmation code when signing in the first time. School Coordinators will provide teachers with the confirmation code that will be sent to System Coordinators through the MyGaDOE portal.

One copy of the Individual Student Report is given to the parent(s)/guardian(s) and one copy is retained in the student's permanent record according to the instructions in the *Assessment Guidelines Manual*.

The scoring rubrics and writing samples may be retained and forwarded to the grade four teachers to guide individual instruction.

School and system summary reports will be furnished to systems.

As a reminder, student demographic information was obtained from the 2013-2014 Pre-ID Cycle II file transmitted to the GaDOE.

ACCOMMODATIONS

Dictionaries are not allowed on the Grade 3 Writing Assessment with the exception of EL students who may use a **word-to-word** translation dictionary if their EL/TPC Plan prescribes this accommodation.

Word processors are allowed at grade 3. All spelling and grammar checks should be disabled.