



Grade 5 Writing Update Bulletin

January 28, 2014

2014 Calendar

Pre-Administration Workshop Webinars:
Jan. 28 – 30

Materials arrive:
Feb. 18 – 21

Main Administration:
March 5

Make-up Administration:
March 6

Final day for GCA to receive shipments of materials:
March 12

Results arrive in systems:
April 28 – May 2

The Grade 5 Writing Assessment measures student competency in three writing genres: narrative, informational, or persuasive. In the narrative genre, the writer tells a story. In the informational genre, the writer enhances the reader's understanding of a topic by instructing, explaining, clarifying, describing, or examining a subject or concept. In the persuasion genre, the writer assumes a position on an issue and uses language to influence the reader.

Writing topics are spiraled, and students receive either a narrative, informational, or persuasive prompt. Topics must be distributed as packaged *except* in the case of students with IEPs, IAP/504 Plans, or EL/TPC Plans that require the topics be read aloud (only in English) in a small group.

Students have 120 minutes to complete the writing task over the course of one day. No extended time is allowed unless it is specified in a student's IEP, IAP/504 Plan, or EL/TPC Plan. Approximately 30 minutes will be needed for distributing and collecting materials. A makeup day, with a make-up writing topic, for students who are absent during the main administration is allowed.

CCGPS and Grade 5 Writing Resource: "Connecting The Common Core Georgia Performance Standards and the Georgia Grade 5 Writing Assessment",
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/WA-Grade-5-Resources.aspx>

ACCOMMODATIONS

Dictionaries are not allowed on the Grade 5 Writing Assessment. Exception: EL students may use a word to word translation dictionary if their EL/TPC Plan indicates the accommodation.

Students who have a temporary physical impairment (e.g., broken arm or hand) that prevents production of a handwritten response should not be tested unless an accommodation allows for the student to test. Eligible students may be provided accommodations based on an emergency Section 504 Plan to allow participation in the assessment.

A word processor is not allowed unless it is a part of the student's IEP or IAP/ 504 Plan and is a part of the regular instructional program accommodations. All spelling and grammar checks must be disabled. The printed document should be placed inside the answer document and include the student's **GTID number in the upper right-hand corner of the paper and the form number**. 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 at the Georgia Center for Assessment by February 19, 2014, to ensure delivery prior to the administration (888-392-8977 or jgranade@uga.edu). System Test Coordinators may enlarge a copy of the prompt for students requiring a large print version.

For more information on the Grade 5 Writing assessment, visit the assessment web site at:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/WA-Grade-5-Resources.aspx>

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Specific Accommodation Types appear in the FOR TEACHER USE ONLY – ACCOMMODATIONS section of the answer document. Use the four bubbles to the right of “Accommodations Type” to indicate type of accommodation(s): S represents setting accommodation; P represents presentation accommodation; R represents response accommodation; and SC represents scheduling accommodation. The types of accommodations may be found in the [System and School Test Coordinator’s Manual and the Examiner’s Manual](#), as well as the [Student Assessment Handbook](#) and the [Accommodations Manual](#).

Conditional Administration is the term for a non-standard administration. Fill in the circle with the letter Y if an administration is Conditional. Use of conditional accommodations must be pre-approved by the Assessment Division. Requests should be submitted to the Assessment and Accountability Division by calling the main number at (404) 656-2668 or submitting the form found in the [Student Assessment Handbook](#) by fax at (404) 656-5976. **Please allow a minimum of four weeks to review and respond to the request. The preference is for up to six weeks to be provided for review and consideration.**

CODING OF ANSWER DOCUMENTS

A bubble is also present for the coding of PTNA in the FOR TEACHER USE ONLY – ACCOMMODATION section. **PTNA should be marked only if a student does not write in the Answer Document.**

SDU A is used by the GNETS programs to report their assigned facilities identification code. The two-digit code should be marked for all students who are served at a GNETS facility. This information is collected to provide summary reports to each center. Codes can be found in the System and School Coordinator’s Manuals.

SDU B is used to record irregularities and invalidations. Do not use this without being given specific directions by the GaDOE Testing Specialist for Writing. If a testing irregularity occurs during the administration, contact Michael Huneke to report the irregularity. Instructions will be given for coding the irregularity. Report the case on the MyGaDOE Portal Testing Irregularity Form. Some situations may result in the invalidation of the student’s work and/or reporting to the Professional Standards Commission. Guidance will be provided in these situations for proper documentation and reporting.

Barcode labels should be used unless the label is incorrect or has missing information. In the case of incorrect or missing information, the barcode label should not be used.

The **SRC** is embedded in the barcode label; however, the information should also be bubbled in the SRC box on the answer document.

REMINDERS

The final draft may be written in pencil or black/blue pen. All coding on pages 1 and 3 of the answer document **MUST** be completed in pencil. All final drafts must be written on pages 3 and 4 of the Answer Document in order for the paper to be scored. **It is important that examiners monitor students and ensure that they begin their final draft on page 3.**

Students **MUST** record the form number of their prompt on their answer documents in order for their responses to be scored. Students **MUST** also fill in the form number of the prompt on page 3 of the Answer Document.

Examiners may read or clarify directions; however, the prompt may **NOT** be clarified.