Georgia

Georgia Grade 5 Writing Assessment

GEORGIA GRADE 5 WRITING ASSESSMENT

2014

Interpretive Guide

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INTRODUCTION

Georgia's performance-based writing assessments are administered to students in grades three, five, eight, and eleven. Student writing samples are evaluated on an analytic scoring system in all grades to provide diagnostic feedback to teachers, students, and parents about individual performance. The writing assessments provide information to students about their writing performance and areas of strength and challenge. This information is useful for instruction and preparation for future writing assessments.

Georgia law (O.C.G.A., Section 20-2-281) requires that writing assessments be administered to students in grades three, five, eight, and eleven. The State Writing Assessment Core Development and Advisory Committees assisted the Georgia Department of Education (GaDOE) in developing the writing component of the student assessment program. The committees were composed of educators with expertise in the instruction of writing skills and writing assessments. There were eight committees—a Core Development and Advisory Committee for each grade level (3, 5, 8, and 11). The goal of the Writing Assessment Core Development and Advisory Committees and GaDOE was to create developmentally appropriate assessment procedures to enhance statewide instruction in the language arts. Statewide writing assessments serve the purpose of improving writing and writing instruction.

SCORING PROCEDURES AND
TYPES OF SCORES

The Grade 5 Writing Assessment consists of an evaluation of the student's response to an assigned prompt. The prompt may be persuasive, informational, or narrative. Prompts are spiraled at the classroom level. Students do not have a choice of topics. Topic development, support, and organizational strategies are determined by the genre of writing. The type of writing determines the tone that is appropriate for the paper.

An individual writing report is prepared for each student, and results are summarized for each school and system. The results are designed to inform students, parents, teachers, and school administrators of the extent to which students are able to demonstrate effective writing skills and to suggest areas of instruction where improvement could be made. The various reports are described in this Interpretive Guide.

Nature of the Scoring System
Each student paper is scored by one rater. The rater who scores a student's composition is trained to understand and use the standardized scoring system. Four domains of writing are evaluated in the Grade Five Writing Assessment. Each paper is scored in four domains: Ideas, Organization, Style, and Conventions. Each domain consists of several components. A component is a feature of writing within a particular domain. For example, "Focus" is a component of the Ideas domain. (See descriptive statements for each domain on pages 16-19.)

Analytic and Holistic Scoring
The scoring system is analytic. Analytic scoring simply means that more than one feature (domain) of a paper is evaluated. Each domain itself is scored holistically. The score assigned indicates the test rater's overall impression of the writer's command of the components, using predetermined scoring criteria contained in the scoring guidelines for each domain. Holistic scoring requires balancing a writer's strengths and areas of challenge across the various components.

The Domain Score Scale
The score scale is a five-point scale. Each one of the domains of effective writing is evaluated separately and assigned a score of "1" (lowest), "2," "3," "4," or "5" (highest). The scale is a continuum representing a range of quality. Each score point on the continuum is defined by domain-specific scoring guidelines.

How Scores Are Derived
A score of "1 to 5" is assigned to each domain by the rater. Domain scores are combined to obtain a total raw score for each student. In combining the domain scores, the Ideas score is given a weight of 40%; the other domains of Organization, Style, and Conventions are given a weight of 20% each. Weighting simply means that the rater's score is multiplied by the weight (or importance) assigned to a domain by the Grade 5 Writing Advisory Committee. Because the development of ideas is considered most critical to effective writing, the *Ideas* domain is weighted twice the other domains.

The table below shows the weight of each domain or the contribution of each domain to the student's total score.

Scoring Domain	Domain Weight
Ideas	40%
Organization	20%
Style	20%
Conventions	20%

The scores from a single rater are doubled to arrive at the total raw score. The total raw scores range from 10 (1s in all four domains) to 50 (5s in all four domains). To illustrate the effect of the domain weighting process, the following table (page 7) provides sample domain ratings and raw scores.

	Domain Ratings				Weighted score is doubled to calculate the **Raw Score**
	Ideas (x 2)	Org. (x 1)	Style (x 1)	Conv. (x 1)	
Ratings	1	1	1	1	5 x 2 = **10**
Ratings	2	2	3	3	12 x 2 = **24**
Ratings	3	3	3	3	15 x 2 = **30**
Ratings	3	3	4	5	18 x 2 = **36**
Ratings	5	5	5	5	25 x 2 = **50**

The total raw score is then converted to a three-digit scale score. *Please note: scale scores, not raw scores, are reported.*

Scale Scores
The scale score range for the Georgia Grade 5 Writing Assessment is 100 to 350. Scale scores are used so that the scores from one form of the writing assessment may be equated to, or have the same meaning as, scores from other forms of the assessment. The equating process takes into consideration the difficulty of the prompt or test form. The result of the equating process is that the corresponding raw scores for the *Meet*s scale score cut and *Exceed*s scale score cut may vary because tests may differ slightly in difficulty from one form or year to another. Each test form has its own raw score to scale score conversion table.

For all test forms and all administrations, a scale score of 200 or higher is required to meet the standard, and a scale score of 250 or higher is required to exceed the standard. The raw score associated with 200 and 250 can vary across forms and administrations.

Non-Scorable Responses
Occasionally a student paper cannot be rated. In such cases, the reason for not rating the paper is noted on the Student Score Report/Achievement Rosters, and the numbers of such papers are shown on the School and System Content Summary Reports. The categories of non-scorable papers are shown below:

- **Blank:** The paper contains no student writing.
- **Copied:** Copied from a published source or another student's writing.

- **Illegible:** Not enough words in the paper are recognizable to be used as a basis for determining what other words are.
- **Incomprehensible:** The paper contains few recognizable English words or it may contain recognizable English words arranged in such a way that no meaning is conveyed.
- **Text Too Limited To Score:** Lack of enough text to score the student's writing.
- **Non-English:** The paper is written in a language other than English.
- **Nonparticipation:** Student did not attempt to write.
- **Off-Task:** Complete or major portion of the response consists of poetry, rap, and/or musical lyrics.
- **Off-Topic:** Student did not follow directives for the assigned task.
- **Offensive:** Language was inappropriate.
- **Invalidated:** Student's writing paper was not scored due to extenuating circumstances (i.e., cheating, etc.).

Conditional Administrations
Any accommodation not listed in the Student Assessment Handbook should not be used without permission from the Georgia Department of Education. Requests for any accommodations not in the Student Assessment Handbook must be made six weeks in advance of the administration. If an approved accommodation results in a conditional administration, it will be so noted on the Student Score Report, the Student Label, and the Achievement Roster by displaying a scale score with "CA" to indicate conditional administration. Students who received accommodations that resulted in a conditional administration will appear on the Conditional Administration Roster as well.

A test score resulting from a conditional administration must be interpreted in light of the specific accommodation(s) provided to the student during testing, because conditional accommodations are more expansive than standard accommodations and may encroach on the knowledge and skills targeted by the assessment. Discussions with parents and students should focus on the fact that the student obtained his or her Georgia Grade 5 Writing Assessment score with conditional accommodation(s), and that it is not clear how his or her performance would be affected if such conditional accommodation(s) were removed.

Invalidations
A testing irregularity, such as the use of an accommodation not prescribed by the student's Individual Education Program (IEP) or the use of an unapproved accommodation, may result in a student's paper being invalidated. Invalidated responses are so noted on the Student Score Report, the Student Label, and the Achievement Rosters. The number of invalidated responses is also reported on the School/System Content Summary and the School/System Student Population Summary.

Performance Levels and Performance Level Descriptions
Performance levels and descriptors provide meaning to the scale scores and are also reported. A performance level is a range of scores that defines a specific level of performance, as articulated in the Performance Level Descriptors. There are three

performance levels for the Grade 5 Writing Assessment: Does Not Meet the Standard, Meets the Standard, and Exceeds the Standard.

A performance level descriptor is a verbal statement describing each performance level in terms of what the student has learned and can do. In addition to the test performance descriptors for the overall test performance, the student reports also provide statements about the student's score range for each domain. (See pages 16-19 for those domain score statements.)

Does Not Meet the Standard
Writing samples that "**Do Not Meet**" the standard demonstrate limited focus on the assigned topic or genre and may lack a beginning or ending. A controlling idea may be unclear, or the controlling idea may not address the assigned genre. Development is minimal, and supporting ideas are listed rather than developed. Ideas may not be grouped appropriately, and transitions may be lacking. The writing shows little awareness of audience or reader concerns. Word choice and sentences are simple and/or repetitive. The writer's voice is inconsistent or not apparent. Frequent errors in sentence formation, usage, and mechanics may interfere with or obscure meaning. Demonstration of competence may be limited by the brevity of the response. **The scale score range is 100-199 for "Does Not Meet the Standard."**

Meets the Standard
Writing samples that **"Meet"** the standard are generally focused on the assigned topic and genre and have a clear beginning, middle, and ending. Narrative compositions have a clear plot and some development of characters. Informational compositions have a controlling idea that explains or describes the assigned topic. Persuasive compositions have a clear position on the assigned topic. Supporting ideas are relevant and developed with some examples and details, but some parts of the paper may be more developed than others. Supporting ideas are presented in a generally clear sequence. Related ideas are grouped together and connected with some transitions. Word choice is generally engaging, and there is some variation in sentence length and structure. The writer's voice is clear, and the writing shows awareness of the audience. Sentence formation, usage, and mechanics are generally correct, and errors do not interfere with meaning. The text is of sufficient length to demonstrate effective writing skills. **The scale score range is 200-249 for "Meets the Standard."**

Exceeds the Standard
Writing samples that **"Exceed"** the standard are consistently focused on the assigned topic, genre, and audience, and have an effective introduction, body, and conclusion. Narrative compositions have a well developed plot and well developed characters. Informational compositions have a clear controlling idea that fully explains or describes the assigned topic. Persuasive compositions have a well developed controlling idea that establishes the validity of the writer's position. Supporting ideas are fully elaborated with specific examples and details that address reader concerns. Ideas are logically grouped and sequenced within paragraphs and across parts of the paper. Varied transitional elements are used to connect ideas. Word choice is varied and precise throughout the response, and sentences are varied in length and structure. The writer's voice is

appropriate, and the writer demonstrates sustained attention to the audience in the beginning, middle, and ending. Sentence formation, usage, and mechanics are consistently correct in a variety of contexts. Errors are minor and infrequent. The text is of sufficient length to demonstrate effective writing skills in a variety of contexts. **The scale score range is 250-350 for "Exceeds the Standard."**

Domain Scores
The Writing Score Report also describes the student's performance in four domains or aspects of writing. Student papers are scored on a scale of 1-5 in the domains of Ideas, Organization, Style, and Conventions.

Domain Descriptions and Components

Domain 1: IDEAS. 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.

Components

- Controlling Idea/Focus
- Supporting Ideas
- Relevance of Detail

- Depth of Development
- Sense of Completeness
- Awareness of Genre

Domain 2: ORGANIZATION. 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.

Components

- Overall Plan
- Introduction/Body/Conclusion
- Sequence of Ideas

- Grouping of Ideas
- Genre-Specific Strategies
- Transitions

Domain 3: STYLE. The degree to which the writer controls language to engage the reader.

Components

- Word Choice
- Audience Awareness
- Voice

- Sentence Variety
- Strategies Appropriate to the Genre

Domain 4: CONVENTIONS. The degree to which the writer demonstrates control of sentence formation, usage, and mechanics. *Note: In general, sentence formation and usage are weighted more heavily than mechanics in determining the overall conventions score.*

Components: Elements:	Sentence Formation	Usage	Mechanics
	• correctness • clarity of meaning • simple, complex, and compound sentences • end punctuation	• subject-verb agreement • standard word forms • possessives • contractions • pronoun-antecedent agreement	• internal punctuation • spelling • paragraph breaks • capitalization

INDIVIDUAL STUDENT REPORTS

Student Label
One label is provided for each student tested. The label is to be placed in the student's cumulative school record. It contains the performance level, total scale score, and domain scores. A sample label and interpretive key are on page 13.

Student Score Report
Two originals of the Student Score Report are provided (see sample on page 14): one is a student/parent copy which must be provided to the student's parent(s) or guardian, preferably after the results are reviewed with the student in a counselor or teacher conference; one copy is for instructional use by the student's teacher(s).

The Student Score Report describes the student's total test performance and performance level. It also describes the domain scores with written narrative. A complete list of descriptive statements for score points 1-5 in each domain appears on pages 16-19. If a student's paper cannot be rated (e.g., because of illegible handwriting or not being written on the assigned topic), no scores are reported. In this case, there is a statement in the top box signifying the reason the paper cannot be scored. The back page of the Student Score Report contains detailed information about the score report and the four domains of writing (see sample on page 15).

Achievement Roster
Two copies of the Writing Test Achievement Rosters are provided (see sample on page 20). Rosters contain the names of all students tested, including students with disabilities and English Learner (EL) students. For each student, the roster displays the total writing score, the performance level, and domain performance. Student ID numbers and state required codes (SRC) are shown as coded on the student's Answer Document.

Does Not Meet Roster
This roster lists students who did not meet the standard for the Georgia Grade 5 Writing Assessment (see sample on page 21). Students who had non-scorable papers are also listed. This roster may be used to determine which students need remedial instruction in writing. In addition to student names, the roster contains student ID numbers, scale scores, and domain performance. If a student's paper was non-scorable, "NS" appears in the scale score column. **Students who took the Georgia Grade 5 Writing Assessment with accommodations that resulted in a conditional administration are not listed on this roster.**

Conditional Administration Roster
This roster lists students who took the Georgia Grade 5 Writing Assessment with accommodations that resulted in a conditional administration of the test (see sample on page 22). For each student, the roster displays a scale score with the letters "CA" to indicate a conditional administration. The roster also indicates domain performance. Student ID numbers and state required codes (SRC) are shown as coded on the student's Answer Document.

SUMMARY REPORTS

System Content Summary
A summary of student scores is provided (two copies) for each system where testing was conducted (see sample on page 23). The System Content Summary contains four sections displaying the following information.

1. Mean scale scores for the system, RESA, and state are shown. These data are based on the scores for all students.

2. A Performance Summary describes the performance of all examinees with scorable papers. The percentages of students at each performance level for the system, RESA, and state are shown. An N-count (number) in each performance level is also provided for the system.

3. A Domain Rating Summary provides mean domain scores for all students with scorable papers, and mean domain scores for each genre assessed: persuasive, informational, and narrative. In each domain (Ideas, Organization, Style, Conventions), a student may receive a score of 1-5.

4. The number and percent of non-scorable papers in each of 10 categories are shown. The number of invalidated papers is also shown. The total number of non-scorable and invalidated papers is indicated in the bottom row of this section.

School Content Summary
For each school, a summary report is provided which is identical in format to the system report (see sample on page 23). Three copies of this report are provided (two for the school and one for the system).

System Student Population Summary
The population summary (see sample on page 24) indicates performance for various groups of students. For each group, the number of students tested (under standard and conditional administrations) and mean scale scores are reported. Performance level percentages are also included for the system and state.

School Student Population Summary
For each school, a population summary is provided which is identical in format to the system report (see sample on page 24). The population summary indicates performance for various groups of students. For each group, the number of students tested (under standard and conditional administrations) and mean scale scores are reported. Performance level percentages are also included for the school and system.

SAMPLE REPORT FORMS

Student Label

Ⓐ

NAME: Georgia Student
GTID: 0123456789   **TEST DATE: MAR14** ← Ⓑ

Ⓒ → **GEORGIA GRADE 5 WRITING ASSESSMENT**

Scale Score	IDE	ORG	STY	CNV
250	4.0	4.0	4.0	4.0	← Ⓕ
Perf. Level: Exceeds Standard				

Ⓓ   Ⓔ

Student Label (Conditional Administration)

NAME: Georgia Student
GTID: 1123456789   **TEST DATE: MAR14**

GEORGIA GRADE 5 WRITING ASSESSMENT

Scale Score	IDE	ORG	STY	CNV
100CA	1.0	1.0	1.0	1.0
Conditional Administration				

Ⓖ →

Key:
A. Student's name and GTID as they appear on the Answer Document
B. Date of testing
C. Name of Assessment
D. Scale Score
E. Performance Level
F. Domain Scores
G. Conditional Administration

Student Score Report (Front)

Writing Student Score Report

Georgia
Georgia Grade 5 Writing Assessment

A

Name: Georgia Student
DOB: 02/02/2003   GTID: 0123456789
Test Date: Spring, 2013   Document No. 513005
System: Friendly County
School: Friendly Elementary   Code: 123-0509
Teacher: Fifth G Teacher   Date Printed: 04/22/2014

B

Total Test Performance and Performance Level

C

Scale Score

0   Does Not Meet   200   Meets   250   Exceeds   350
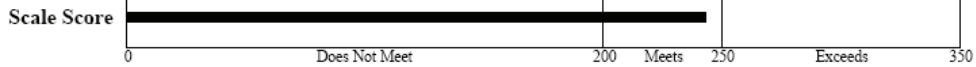
On a scale of 100 to 350, your writing score is **243**, which indicates that your performance level **meets** the standard for Grade 5 writing skills.

D

Domain Scores

Ideas
0   1   2   3   4   5

Domain Score = 4.0
The paper contained a well developed controlling idea that was consistently focused on the assigned topic, genre, and purpose and addressed the assigned task. Supporting ideas were relevant to the topic and genre. The response contained specific examples and details that addressed reader concerns and perspectives.

Organization
0   1   2   3   4   5
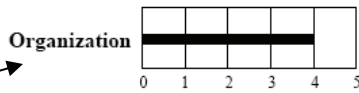
Domain Score = 4.0
The overall organizational plan was appropriate to the writer's ideas and assigned genre. Ideas were logically sequenced across parts of the paper. The introduction set the stage, and the conclusion ended the piece of writing without repetition. Related ideas were grouped together. Varied transitional elements were used to link parts of the paper.

E

Style
0   1   2   3   4   5

Domain Score = 4.0
Language and tone were consistent with the writer's purpose and assigned genre. Word choice was precise and engaging. Attention to the audience was demonstrated in the introduction, body, and conclusion. The writer's voice was consistent. Sentences varied in length and structure. Some genre appropriate strategies were used to engage the reader.

F

Conventions
0   1   2   3   4   5

Domain Score = 4.0
Simple, complex and/or compound sentences were correct with correct end punctuation. Usage and mechanics were consistently correct with few errors in any component.

Key:

A. Name of Assessment

B. Student Demographic Information

C. Scale Score and Performance Level

D. Description of Performance (if the paper was non-scorable, it will be so noted here)

E. Domain Scores

F. Description of Domain Performance

Student Score Report (Back)

Georgia law requires that writing assessments be administered to students in Grade Five. Student writing samples are evaluated on an analytic scoring system to provide diagnostic feedback to teachers, students, and parents about individual performance.

Understanding the Student Score Report

The Student Score Report provides two types of information. Overall performance is reported as a scale score ranging from approximately 100 to 350 and as a performance level. Scale scores are related to performance levels as follows: below 200–Does Not Meet the Standard, 200-249–Meets the Standard, 250 and above–Exceeds the Standard. This information appears in the top section of the report, which is labeled "Total Test Performance and Performance Level." If the paper is not scorable, an explanation is printed instead of a scaled score and performance level. The Student Score Report also describes the student's performance in four domains or aspects of writing. Each student paper is scored on a scale of 1-5 in the domains of Ideas, Organization, Style, and Conventions.

Four Domains of Writing

Domain 1: IDEAS. 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.

<u>Components</u>

- Controlling Idea/Focus
- Supporting Ideas
- Relevance of Detail
- Depth of Development
- Sense of Completeness
- Awareness of Genre

Domain 2: ORGANIZATION. 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.

<u>Components</u>

- Overall Plan
- Introduction/Body/Conclusion
- Sequence of Ideas
- Grouping of Ideas
- Genre-Specific Strategies
- Transitions

Domain 3: STYLE. The degree to which the writer controls language to engage the reader.

<u>Components</u>

- Word Choice
- Audience Awareness
- Voice
- Sentence Variety
- Strategies Appropriate to the Genre

Domain 4: CONVENTIONS. The degree to which the writer demonstrates control of sentence formation, usage, and mechanics. *Note: In general, sentence formation and usage are weighted more heavily than mechanics in determining the overall conventions score.*

Components: Elements:	**Sentence Formation**	**Usage**	**Mechanics**
	• correctness • clarity of meaning • simple, complex, and compound sentences • end punctuation	• subject-verb agreement • standard word forms • possessives • contractions • pronoun-antecedent agreement	• internal punctuation • spelling • paragraph breaks • capitalization

Georgia Grade 5 Writing Assessment - Domain Descriptive Statements

One of the following domain statements will appear on the Student Score Report below the domain score for Ideas.

<u>Ideas</u>

I = 5

The paper contained a fully developed controlling idea that was consistently focused on the assigned topic, genre, and purpose and addressed all aspects of the assigned task. Supporting ideas were relevant to the topic, genre, and audience and were fully elaborated throughout the response. The response contained specific examples and details that fully addressed reader concerns and perspectives.

I = 4

The paper contained a well developed controlling idea that was consistently focused on the assigned topic, genre, and purpose and addressed the assigned task. Supporting ideas were relevant to the topic and genre. The response contained specific examples and details that addressed reader concerns and perspectives.

I = 3

The paper contained a developed controlling idea with a generally consistent focus on the assigned topic and purpose and addressed the assigned task. Supporting ideas were relevant to the topic, genre, and purpose. Some parts of the paper were well developed, but other parts were only partially developed. There was sufficient information to provide a sense of completeness and address some reader concerns and perspectives.

I = 2

The paper contained a minimally developed controlling idea with a limited focus on the assigned topic, genre, and purpose and addressed some aspect of the assigned task. Supporting ideas were general, and/or undeveloped. Some ideas were partially developed while others were listed. The response lacked sufficient information (due to brevity or repetition) to provide a sense of completeness. Some details were irrelevant or inappropriate to the assigned topic, audience, and genre.

I = 1

A controlling idea was not established although the writer may have announced a topic. There was little or no focus on the assigned topic, genre, or purpose. The majority of details were irrelevant. Development was lacking due to the brevity of the response or unclear supporting ideas.

Georgia Grade 5 Writing Assessment - Domain Descriptive Statements

One of the following domain statements will appear on the Student Score Report below the domain score for Organization.

Organization

O = 5

The overall organizational plan was appropriate to the writer's ideas and assigned genre. Ideas were logically and appropriately sequenced within paragraphs and across parts of the paper. The introduction set the stage, and the conclusion provided a sense of closure. Ideas were grouped logically. Varied and effective transitional elements were used to link all elements of the response.

O = 4

The overall organizational plan was appropriate to the writer's ideas and assigned genre. Ideas were logically sequenced across parts of the paper. The introduction set the stage, and the conclusion ended the piece of writing without repetition. Related ideas were grouped together. Varied transitional elements were used to link parts of the paper.

O = 3

The overall organizational plan was generally appropriate to the writer's ideas and assigned genre. There was a generally clear sequence of ideas. The introduction was appropriate, and the conclusion was clear. Related ideas were generally grouped together. Transitions were used to link parts of the paper.

O = 2

The organizational plan was formulaic and/or inappropriate to the assigned genre. There was minimal evidence of sequencing. The paper had an ineffective introduction or conclusion. Unrelated ideas were grouped together. Transitions were formulaic, repetitive, or ineffective. Demonstration of the writer's competence was limited by the brevity of the response.

O = 1

There was no evidence of an organizational plan. The sequence of ideas was unclear. The paper lacked an introduction and/or conclusion. Ideas were not arranged in a meaningful order. Transitions were lacking or inappropriate. There was insufficient writing (due to brevity or copying the prompt) to determine competence in Organization.

Georgia Grade 5 Writing Assessment - Domain Descriptive Statements

One of the following domain statements will appear on the Student Score Report below the domain score for Style.

Style

S = 5

Carefully crafted phrases and sentences created a sustained tone. Varied, precise, and engaging language was used throughout the response. Figurative or technical language was used for rhetorical effect. Sustained attention to the audience was demonstrated throughout the paper. A consistent and appropriate voice was used throughout the response. A variety of sentence lengths, structures, and beginnings were used. A variety of genre appropriate strategies engaged the reader.

S = 4

Language and tone were consistent with the writer's purpose and assigned genre. Word choice was precise and engaging. Attention to the audience was demonstrated in the introduction, body, and conclusion. The writer's voice was consistent. Sentences varied in length and structure. Some genre appropriate strategies were used to engage the reader.

S = 3

Language and tone were generally consistent with the writer's purpose and assigned genre. Word choice was generally engaging with lapses into simple and ordinary language. Awareness of audience was demonstrated in the introduction, body, or conclusion. The writer's voice was clear and discernible. There was some variation in sentence length and structure. The demonstration of the writer's competence was limited by the brevity of the response.

S = 2

Language and tone were uneven (appropriate in some parts but not in others). Word choice was simple, ordinary and/or repetitive. Awareness of audience was limited. The writer's voice was minimal, inconsistent, or indistinct. There was little variation in sentence length and structure. Demonstration of competence was limited by the brevity of the response.

S = 1

Language and tone were flat or inappropriate to the assigned task. Word choice was inaccurate, imprecise, and/or confusing. There was little or no attention to the audience. The writer's voice was not apparent. Sentences were not varied. There was insufficient writing to determine competence in Style.

Georgia Grade 5 Writing Assessment - Domain Descriptive Statements

One of the following domain statements will appear on the Student Score Report below the domain score for Conventions.

Conventions

C = 5

Simple, compound, and complex sentences were clear and correct with correct end punctuation. Usage and mechanics were correct in a variety of contexts. Errors were infrequent in all components and did not interfere with meaning.

C = 4

Simple, complex and/or compound sentences were correct with correct end punctuation. Usage and mechanics were consistently correct with few errors in any component.

C = 3

Simple sentences were generally correct with generally correct end punctuation. There were some errors in complex and compound sentences. Usage and mechanics were generally correct with some errors. Few errors interfered with meaning.

C = 2

Minimal control was demonstrated in sentence formation, usage, and mechanics. Sentence structure was awkward, and end punctuation was missing or incorrect. There were frequent errors in usage and mechanics which interfered with meaning. Demonstration of competence was limited by the brevity of the response.

C = 1

There were frequent sentence fragments, run-ons, and/or incorrect sentences. End punctuation was incorrect or lacking. There were frequent and severe errors in usage and/or mechanics. Errors interfered with or obscured meaning. There was insufficient writing (due to brevity or copying the prompt) to determine competence in Conventions.

Achievement Roster

Writing Test Achievement Roster

Georgia
Georgia Grade 5 Writing Assessment

System: Friendly County
School: Friendly Elementary   Code: 123-5555
Teacher: Fifth G. Teacher
Test Date: Spring, 2014   Date Printed: 4/22/14   Page 1

B

A

Student Name	GTID	Pr. SRC	DOB	Form	Perf. Level	Scale Score	IDE	ORG	STY	CNV
Adams, Andrew A	5000000002		01/19/01	315	EXC	350	5.0	5.0	5.0	5.0
Bush, Bartholomew B	5000000006		08/03/00	315	EXC	304	5.0	5.0	5.0	4.0
Jackson, James J	5000000009		04/15/01	204	DNM	192	2.0	2.0	3.0	2.0
Jefferson, John J	5000000004	10	04/25/00	204	EXC	250	4.0	4.0	4.0	4.0
Johnson, James J	5000000003		07/21/01	204	M	227	3.0	3.0	4.0	4.0
Madison, Mathew M	5000000008	4	04/13/00	109	NS-Off Topic					
Pierce, Philip P	5000000005		08/31/00	204	M	233	4.0	4.0	3.0	3.0
Polk, Peter P	5000000001		06/19/01	315	M	218	3.0	3.0	4.0	4.0
Roosevelt, Simon W	5000000011		06/04/00	204	M	240	4.0	3.0	4.0	4.0
Taylor, Thomas T	5000000007		04/11/01	109	M	200	2.0	2.0	3.0	2.0
Truman, Thaddaeus T	5000000010	4	06/30/00	109	DNM	100	1.0	1.0	1.0	1.0
Washington, Judy W	5000000012		12/26/00	315	NS-Invalidated					

C   G   F

D   E

Key:

A. School and System Information
B. Date Tested
C. Student Names
D. SRC as coded on answer document
E. Performance Levels and Scale Scores
  DNM = Does Not Meet the Standard (100-199)
  M = Meets the Standard (200-249)
  EXC = Exceeds the Standard (250-350)
  CA = Conditional Administration
F. Domain Scores
  IDE = Ideas
  ORG = Organization
  STY = Style
  CNV = Conventions
G. Non-Scorable category

Does Not Meet Roster

Writing Test Does Not Meet Roster

Georgia Grade 5 Writing Assessment

Student Name	GTID	Grade	Pr. SRC	DOB	Scale Score	Domain Performance			
						IDE	ORG	STY	CNV
Jackson, James J	5000000009	5		04/15/01	192	2.0	2.0	3.0	2.0
Madison, Mathew M	5000000008	5	4	04/13/00	Not Scorable				
Truman, Thaddaeus T	5000000010	5	4	06/30/00	100	1.0	1.0	1.0	1.0
Washington, Judy W	5000000012	5		12/26/00	Not Scorable				

Key:

- **A.** School/System Information and date tested
- **B.** Student names
- **C.** SRC as coded on answer document
- **D.** Scale Score (or Not Scorable to indicate a non-scorable response)
- **E.** Domain Scores

Conditional Administration Roster

Writing Test Conditional Administration Roster

Georgia
Georgia Grade 5 Writing Assessment

System: Friendly County
School: Friendly Elementary   Code: 123-5555
Teacher: Fifth G. Teacher
Test Date: Spring, 2014   Date Printed: 4/22/14

A

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Student Name	GTID	Primary SRC	DOB	Scale Score	Domain Performance IDE	ORG	STY	CNV
Truman, Thaddaeus T	5000000010	4	06/30/00	100CA	1.0	1.0	1.0	1.0

E

B   **C**   **D**

Key:

A. School/System Information and date tested
B. Student names
C. SRC as coded on answer document
D. Scale Score (CA indicates a conditional administration)
E. Domain Scores

School/System Content Summary

The School Content Summary and the System Content Summary are identical in format; therefore, only the System Content Summary is reproduced below.

Writing Test Content Summary
System Report for: Friendly County
System Code: 123
Date Tested: Spring, 2014
Number Processed: 681
Number Reported: 676

Georgia Grade 5 Writing Assessment

G5WA

All Students with Scorable Papers	System	RESA	State
Number of Test Takers	476	5195	119140
Mean Scale Score	229	216	214

Performance Summary	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total
All Students with Scorable Papers				
System N	52	331	93	476
System %	11%	70%	20%	
RESA N	1115	3460	620	5195
RESA %	21%	67%	12%	
State N	27574	78795	12771	119140
State %	23%	66%	11%	

Nonscorable Papers	Number	Percent
Blank	1	20%
Copied	0	0%
Illegible	0	0%
Incomprehensible	0	0%
Text Too Limited To Score	2	40%
Non English	0	0%
Nonparticipation	0	0%
Off Task	0	0%
Off Topic	2	40%
Offensive	0	0%
Invalidated	0	0%
Total Nonscorable and Invalidated Papers	5	100%

Domain Rating Summary

Mean Domain Score	All Students with Scorable Papers		Persuasive		Informational		Narrative	
	N	Score	N	Score	N	Score	N	Score
Ideas (2)								
System	476	3.4	150	3.2	166	3.3	160	3.5
RESA	5195	3.1	1676	3.0	1788	3.1	1731	3.1
State	119140	3.0	38700	2.9	41091	3.0	39349	3.1
Organization (1)								
System	476	3.3	150	3.2	166	3.3	160	3.5
RESA	5195	3.0	1676	3.0	1788	3.0	1731	3.1
State	119140	3.0	38700	2.9	41091	3.0	39349	3.1
Style (1)								
System	476	3.4	150	3.4	166	3.3	160	3.6
RESA	5195	3.1	1676	3.1	1788	3.0	1731	3.1
State	119140	3.0	38700	3.0	41091	3.0	39349	3.1
Conventions (1)								
System	476	3.3	150	3.4	166	3.3	160	3.4
RESA	5195	3.0	1676	3.0	1788	3.0	1731	2.9
State	119140	2.9	38700	2.9	41091	3.0	39349	2.9

Compositions were scored by independent raters on a scale of 1 to 5 for each domain. Domains are weighted in computing a total score. The weight for each domain is shown in ( ) beside the domain label above

See Georgia Grade 5 Writing Assessment Interpretive Guide for an explanation of the categories of nonscorable papers.

Key:
- **A.** Name of system reported, system code, and date of testing.
- **B.** Number of student documents processed and number reported.
- **C.** Mean scale scores for system, RESA, and state.
- **D.** Percentage of students at each performance level for system, RESA, and state. N-count (number) in each performance level is provided for the system.
- **E.** Domain rating summary includes mean domain scores for all students with scorable papers. Mean domain scores are reported for the system, RESA, and state.
- **F.** Number and percentage of nonscorable papers in each category, number of invalidated responses, and total number of nonscorable and invalidated papers.

School/System Student Population Summary

The School Student Population Summary and the System Student Population Summary are identical in format; therefore, only the System Report is reproduced below.

Georgia
Georgia Grade 5 Writing Assessment

Writing Test Student Population Summary

A

B

C

Student Group	N Tested			Mean Scale Score	Performance Level					
	All	Standard Administration	Conditional Administration		% System			% State		
					DNM	M	EXC	DNM	M	EXC
All Students with Scorable Papers	938	938	0	208	26	67	7	20	70	11
Regular Program Students	818	818	0	213	20	72	9	16	73	12
English Learner (EL)	58	58	0	194	45	53	2	40	58	2
Section 504	3	3	0	.	.	.	.	32	62	6
Migrant Certified	12	12	0	208	33	58	8	29	66	4
EL-Monitored	31	31	0	208	26	68	6	14	80	6
Other Regular Program Students	735	735	0	214	18	73	9	15	73	12
All Special Education	120	120	0	175	68	32	0	53	44	2
Visual Impairment	0	0	0	.	.	.	.	38	56	5
Hearing Impairment	2	2	0	.	.	.	.	46	49	6
Deaf and Blind	0	0	0	.	.	.	.	.	.	.
Specific Learning Disability	48	48	0	181	67	33	0	56	43	1
Mild Intellectual Disability	8	8	0	.	.	.	.	93	7	0
Traumatic Brain Injury	0	0	0	.	.	.	.	69	31	0
Mod/Sev/Prof Intellectual Disability	0	0	0	.	.	.	.	.	.	.
Autism	12	12	0	162	75	25	0	58	38	4
Orthopedic Impairment	0	0	0	.	.	.	.	61	38	1
Speech/Language Disability	14	14	0	190	50	50	0	30	63	7
Emotional/Behavioral Disorder	16	16	0	172	69	31	0	63	35	1
Other Health Impairment	21	21	0	173	71	29	0	58	40	2
Significant Developmental Delay	0	0	0	.	.	.	.	.	.	.
Gender										
Female	438	438	0	215	17	74	9	13	73	14
Male	497	497	0	202	33	61	6	26	67	8
Ethnic Group										
Asian	17	17	0	237	18	47	35	9	63	28
Black	482	482	0	202	32	67	1	26	68	6
Hispanic	218	218	0	208	19	76	5	20	72	8
Native American	0	0	0	.	.	.	.	18	73	9
White	175	175	0	223	14	62	23	15	71	14
Multiethnic	42	42	0	207	40	45	14	17	70	13
All Accommodated	175	175	0	183	57	42	1	53	45	2
Special Education Accommodated	105	105	0	173	71	29	0	60	38	1
EL Accommodated	51	51	0	193	45	53	2	46	53	1
EL-Monitored Accommodated	5	5	0	.	.	.	.	25	72	3
Section 504 Accommodated	2	2	0	.	.	.	.	39	57	4
Nonscorable Papers	17	17	0							
Invalidated Papers	0	0	0							
EL Deferred	5	5	0							

For privacy and reliability reasons, scores are reported only for groups with 10 or more students.

D

E

Key:

A. System Information

B. Number of students tested (all, standard, and conditional administrations)

C. Student groups

D. Mean scale scores

E. Percentage at each performance level for system and state