



GEORGIA  
HIGH  
SCHOOL  
WRITING  
TEST (GPS)

Fall 2014

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# Interpretive Guide



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*"Making Education Work for All Georgians"*



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## INTRODUCTION

Section 20-2-281 of the Official Code of Georgia Annotated (O.C.G.A.) requires that a writing assessment be administered to students in grade 11. The State Writing Assessment Core Development and Advisory Committee assisted the Georgia Department of Education (GaDOE) in developing the high school writing component of the student assessment program. The committee was composed of educators with expertise in the instruction of writing skills and writing assessments. The goal of the Writing Assessment Core Development and Advisory Committee and GaDOE was to create developmentally appropriate assessment procedures to enhance statewide instruction in the language arts. The high school writing assessment serves the purpose of improving writing and writing instruction.

Results of the Georgia High School Writing Test (GHSWT) are used to identify students who may need additional instruction in academic content and skills considered essential for a high school diploma. Students who entered grade nine in 2005 or later must pass the GPS version of the GHSWT to be eligible to receive a diploma.

**This interpretive guide is for the GPS version of the GHSWT.** Students who failed the GHSWT as 11<sup>th</sup> graders in the 2006-2007 school year or earlier were given the QCC version of the GHSWT.

The GHSWT requires students to write a composition of no more than two pages on an assigned persuasive topic. Each essay is scored by at least two trained readers who independently rate the composition on four domains of effective writing. These domains are described on page 10 of this *Interpretive Guide* and in detail in the publication entitled *Assessment and Instructional Guide for the Georgia High School Writing Test*, available at: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/WA-High-School-Resources.aspx>

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*.

## SCORING PROCEDURES AND TYPES OF SCORES

### *Nature of the Scoring System*

Each student composition is scored by multiple raters who independently rate the composition on four qualities of effective writing. These qualities or domains of effective writing should be present in a composition regardless of the topic on which it is written. The domains are Ideas, Organization, Style, and Conventions. A component is a feature of writing within a particular domain. For example, “controlling idea” 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 in the various components.

***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***

Each student composition is scored in four domains (Ideas, Organization, Style, and Conventions) by two raters. Scores in each domain range from 1 to 5 (5 being the highest score). The total weighted scores range from 10 (1s in all four domains) to 50 (5s in all four domains). Weighting simply means that the sum of the scores assigned by the two raters is multiplied by the weight (or importance) assigned to a domain by the GHSWT Advisory Committee.

<b>Scoring Domain</b>	<b>Domain Weight</b>
Ideas	2 x the sum of raters’ scores
Organization	1 x the sum of raters’ scores
Style	1 x the sum of raters’ scores
Conventions	1 x the sum of raters’ scores

The following table provides sample domain ratings and raw scores. Please note that the Ideas score is multiplied by 2, the weight assigned to that domain.

	Domain Ratings				Raw Score
	Ideas (x 2)	Org. (x 1)	Style (x 1)	Conv. (x 1)	
Rater 1 Rater 2	(1 x 2) = 2 (1 x 2) = 2	1 1	1 1	1 1	<b>10</b>
Rater 1 Rater 2	(2 x 2) = 4 (2 x 2) = 4	2 3	3 3	3 3	<b>25</b>
Rater 1 Rater 2	(3 x 2) = 6 (3 x 2) = 6	3 3	3 3	3 3	<b>30</b>
Rater 1 Rater 2	(5 x 2) = 10 (4 x 2) = 8	4 4	4 4	3 4	<b>41</b>
Rater 1 Rater 2	(5 x 2) = 10 (5 x 2) = 10	5 5	5 5	5 5	<b>50</b>

A paper can receive any raw score from 10 to 50. The raw score is then converted to a scale score between 100 and 350. *Please note: scale scores, not raw scores, are reported.*

### **Scale Scores**

The scale score range for the Georgia High School Writing Test is 100 to 350. Scale scores are used so that the scores from one edition of the writing assessment may be equated to, and mean the same thing as, scores from other versions of the assessment. By converting raw scores to scale scores, adjustments may be made for any small differences between the various assessment editions of the GHSWT (GPS versions). A scale score of 200 or higher is required to meet the standard for the GHSWT in order to meet graduation requirements. *Note: The GPS editions of the GHSWT are reported on a different scale than the QCC editions and the two versions cannot be equated.*

### *Nonscorable 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, and the numbers of such papers are shown on the School and System Content Summary Reports. The categories of nonscorable 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 State Department of Education. Requests for any accommodations not in the Student Assessment Handbook must be made six weeks in advance of the administration. All requests should be sent to Melissa Fincher, Georgia Department of Education. 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. Students who received accommodations that resulted in a conditional administration will appear on the Conditional Administration Roster as well. Conditional Administrations do not meet the requirement for diploma purposes.

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 GHSWT 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 unapproved accommodations, 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 Level Descriptions*

#### 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 an introduction or conclusion. A controlling idea may be unclear, or the controlling idea may not address the assigned genre. Development of the topic is minimal, and supporting ideas are listed rather than developed. Ideas may not be grouped or sequenced 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 contain a clear introduction, body and conclusion. Expository 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. Ideas are presented in a 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. Expository 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 relevant and 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 distinctive, and the writer demonstrates sustained attention to the audience in the introduction, body, and conclusion. 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. Two independent raters score each student on a scale of 1-5 in the domains of Ideas, Organization, Style, and Conventions. The final domain score is the average of the two ratings.

### ***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 persuasive genre.

#### Components

- Controlling Idea/Focus
- Supporting Ideas
- Relevance of Detail
- Depth of Development
- Awareness of the Persuasive Purpose
- Sense of Completeness

**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 persuasive genre.

#### Components

- Overall Plan
- Introduction/Body/Conclusion
- Sequence of Ideas
- Grouping of Ideas within Paragraphs
- Organizing Strategies Appropriate to Persuasion
- Transitions

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

#### Components

- Word Choice
- Audience Awareness
- Voice
- Sentence Variety

**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:	<b>Sentence Formation</b>	<b>Usage</b>	<b>Mechanics</b>
Elements:	<ul style="list-style-type: none"><li>• correctness</li><li>• clarity of meaning</li><li>• complexity</li><li>• end punctuation</li></ul>	<ul style="list-style-type: none"><li>• subject-verb agreement</li><li>• standard word forms</li><li>• verb tenses</li></ul>	<ul style="list-style-type: none"><li>• internal punctuation</li><li>• spelling</li><li>• paragraph breaks</li><li>• capitalization</li></ul>

## 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 Writing 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 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).

The Writing 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 16-20. 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.

### **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 High School Writing Test (see sample on page 21). Students who had nonscorable 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 and scale scores. If a student's paper was nonscorable, "NS" appears in the scale score column. Students who took the GHSWT under conditional administrations are not listed on this roster.

### **Conditional Administration Roster**

This roster lists students who took the GHSWT 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. Students who took the GHSWT under a Conditional Administration have not met the diploma requirement.

## SUMMARY REPORTS

### **School Content Summary**

A summary of student scores is provided for each school where testing was conducted (see sample on page 23). Three copies of this report are provided (two for the school and one for the system). The School Content Summary contains four sections displaying the following information.

1. Mean scale scores for the school, system, RESA, and state are shown. These data are based on the scores for all grade 11 first time GHSWT test takers.
2. A Performance Summary describes the performance of all grade 11 first time test takers with scorable papers. The percentages of students for each performance level for the school, system, RESA, and state are shown. An N-count (number) is also provided for the school.
3. A Domain Rating Summary provides mean domain scores for all students with scorable papers, all grade 11 first time test takers, and grade 11 regular program students taking the test for the first time. In each domain (Ideas, Organization, Style, Conventions), a student may receive a score of 1-5.
4. The number and percent of nonscorable papers in each of 10 categories are shown. The number of invalidated papers is also shown. The total number of nonscorable and invalidated papers is indicated in the bottom row of this section.

### **System Content Summary**

For each system a summary report is provided which is identical in format to the school report (see sample on page 23). Two copies are provided.

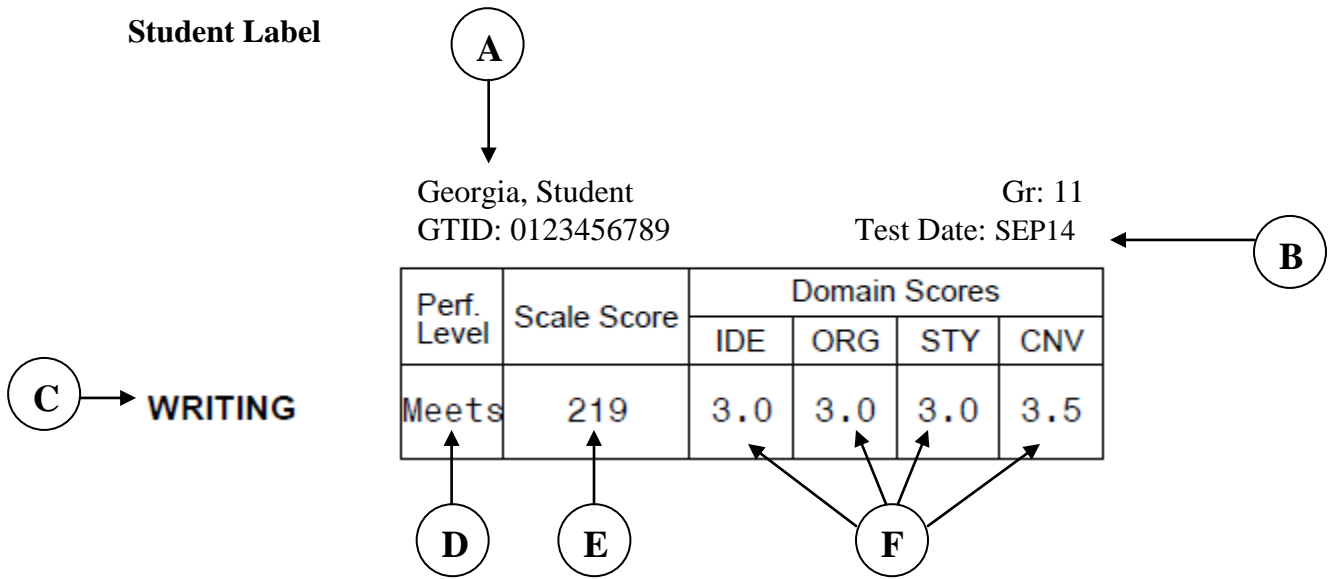
### **School Student Population Summary**

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), mean scale scores, and percentage passing is listed. Performance level percentages are also included for the school and system.

### **System Student Population Summary**

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

## SAMPLE REPORT FORMS



**Key:**

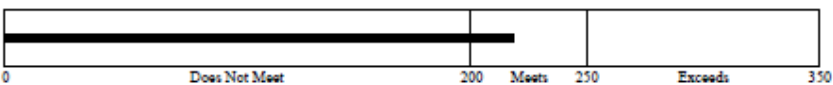
- A. Student’s name and grade as they appear on the GHSWT Answer Document
- B. Date of testing
- C. Name of test
- D. Performance Level
- E. Scale Score
- F. Domain Scores (average of the scores assigned by two raters)

# Writing Student Score Report (Front)

## Writing Student Score Report

A	Name: Georgia, Student	Grade: 11	B	
	GTID: 0123456789			
	DOB: 06/21/1997			Document No: 123456
	System: Friendly County			Code: 123-0107
	School: Friendly High	Date Printed: 11/17/2014		
	Test Date: Fall, 2014			

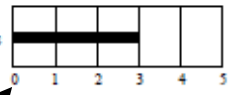
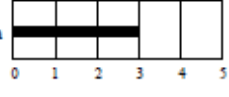
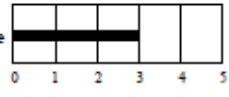
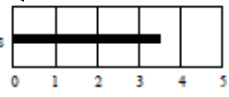
**Total Test Performance and Performance Level**

C → **Scale Score** 

D → On a scale of 100 to 350, your writing score is 219, which indicates that your performance level **meets** the standard for high school writing skills.

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**Domain Scores**

G	<p><b>Ideas</b></p> 	<p><b>Domain Score = 3.0</b></p> <p>The paper contained a sufficiently developed controlling idea with a sufficient focus on the assigned topic and persuasive purpose. The writer's position was clearly established. Most supporting ideas were relevant to the writer's argument and were developed with some examples, details, and/or evidence. Some parts of the paper were well developed, but other parts were only partially developed. There was enough information to provide a sense of completeness. The response was appropriate to the persuasive purpose and addressed some reader concerns and perspectives.</p>	E
	<p><b>Organization</b></p> 	<p><b>Domain Score = 3.0</b></p> <p>The overall organizational plan was generally appropriate to the writer's argument and topic. There was a generally clear sequence of ideas. The introduction fit the writer's topic and persuasive purpose, and the conclusion provided closure. The majority of related ideas were grouped together within paragraphs. Transitions were used to link parts of the paper or ideas within paragraphs.</p>	F
	<p><b>Style</b></p> 	<p><b>Domain Score = 3.0</b></p> <p>Language and tone were generally appropriate to the persuasive purpose. Word choice was generally interesting and appropriate with occasional lapses into simple and ordinary language. Awareness of audience was demonstrated in the majority of the paper. The writer's voice was clear and appropriate. There was some variation in sentence length and structure.</p>	
	<p><b>Conventions</b></p> 	<p><b>Domain Score = 3.5</b></p> <p>Simple, compound, and complex sentences were clear and correct with correct end punctuation. Most elements of usage and mechanics were consistently correct. Errors were generally minor and did not interfere with meaning.</p>	

Note: Detailed information about the score report appears on the back.

- Key:**
- |  |  |
|--|--|
| A. Student Name and Demographic Information  | E. Domain Scores (average of two raters' scores) |
| B. Grade   | F. Description of Domain Performance             |
| C. Scale Score and Performance Level   | G. Bar Graphs of Domain Scores                   |
| D. Description of Performance (if the paper was nonscorable, it will be so noted here) |  |

## Student Score Report (Back)

Georgia law requires that writing assessments be administered to students in grade eleven. The Georgia High School Writing Test must be passed to earn a regular education diploma. 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. Two independent raters score each student on a scale of 1-5 in the domains of Ideas, Organization, Style, and Conventions. The final domain score is the average of the two ratings.

### 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 persuasive genre.

#### Components

- Controlling Idea/Focus
- Supporting Ideas
- Relevance of Detail
- Depth of Development
- Awareness of the Persuasive Purpose
- Sense of Completeness

**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 persuasive genre.

#### Components

- Overall Plan
- Introduction/Body/Conclusion
- Sequence of Ideas
- Grouping of Ideas within Paragraphs
- Organizing Strategies Appropriate to Persuasion
- Transitions

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

#### Components

- Word Choice
- Audience Awareness
- Voice
- Sentence Variety

**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:	Sentence Formation	Usage	Mechanics
Elements:	<ul style="list-style-type: none"><li>• correctness</li><li>• clarity of meaning</li><li>• complexity</li><li>• end punctuation</li></ul>	<ul style="list-style-type: none"><li>• subject-verb agreement</li><li>• standard word forms</li><li>• verb tenses</li></ul>	<ul style="list-style-type: none"><li>• internal punctuation</li><li>• spelling</li><li>• paragraph breaks</li><li>• capitalization</li></ul>

## **GHSWT Domain Descriptive Statements**

This is a complete list of the descriptive statements for each score point within each domain of writing. One of the following statements will appear on the Student Score Report for each domain.

### **Ideas**

#### **I = 4.5 or 5**

The paper contained a fully developed controlling idea that was fully focused on the assigned topic and persuasive purpose. The validity of the writer's position was established. Supporting ideas were relevant to the writer's argument and audience and were fully elaborated throughout the paper with logical examples, details, and evidence. The writer used rhetorical devices to support assertions. The response fully addressed reader concerns, counterarguments, biases, or expectations.

#### **I = 3.5 or 4**

The paper contained a well developed controlling idea that was consistently focused on the assigned topic and persuasive purpose. The validity of the writer's position was established. Supporting ideas were relevant to the writer's argument and were consistently well-developed with specific examples, details, and evidence. The writer used some rhetorical devices to support assertions. The response addressed reader concern, counterarguments, biases, or expectations.

#### **I = 2.5 or 3**

The paper contained a sufficiently developed controlling idea with a sufficient focus on the assigned topic and persuasive purpose. The writer's position was clearly established. Most supporting ideas were relevant to the writer's argument and were developed with some examples, details, and/or evidence. Some parts of the paper were well developed, but other parts were only partially developed. There was enough information to provide a sense of completeness. The response was appropriate to the persuasive purpose and addressed some reader concerns and perspectives.

#### **I = 1.5 or 2**

The paper contained a minimally developed controlling idea with a limited focus on the assigned topic and persuasive purpose. Supporting ideas were vague, general, and/or undeveloped, and some details were irrelevant or inappropriate to the writer's argument. Some ideas are partially developed while some were simply listed. The response lacked sufficient information (due to brevity or repetition) to provide a sense of completeness and address reader concerns. The response demonstrated minimal awareness of the persuasive purpose.

#### **I = 1**

A controlling idea was not established, and the paper lacked focus on the assigned topic and persuasive purpose. Supporting ideas were irrelevant, unclear and/or repeated and did not advance the writer's position. The response lacked sufficient information (due to brevity or copying the prompt) to determine competence in Ideas. The response did not demonstrate awareness of the persuasive purpose.



## **GHSWT Domain Descriptive Statements**

### **Organization**

#### **O = 4.5 or 5**

The overall organizational plan was appropriate to the writer's argument. Ideas were logically and appropriately sequenced within paragraphs and across parts of the paper. The introduction set the stage for the writer's topic and persuasive purpose, and the conclusion provided a sense of closure without repetition. Related ideas were grouped logically within paragraphs. Varied and effective transitional elements were used to link all elements of the response.

#### **O = 3.5 or 4**

The overall organizational plan was appropriate to the writer's argument and topic. Ideas were appropriately sequenced. The introduction set the stage for the writer's topic and persuasive purpose, and the conclusion provided closure without repetition. Related ideas were grouped logically within paragraphs. Varied transitional elements were used to link parts of the paper and ideas within paragraphs.

#### **O = 2.5 or 3**

The overall organizational plan was generally appropriate to the writer's argument and topic. There was a generally clear sequence of ideas. The introduction fit the writer's topic and persuasive purpose, and the conclusion provided closure. The majority of related ideas were grouped together within paragraphs. Transitions were used to link parts of the paper or ideas within paragraphs.

#### **O = 1.5 or 2**

The organizational plan was formulaic and/or inappropriate to the persuasive purpose. There was minimal evidence of sequencing. The paper had an ineffective introduction or conclusion. Some related ideas were grouped together within paragraphs. Transitions were formulaic, ineffective, or repetitive.

#### **O = 1**

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

## **GHSWT Domain Descriptive Statements**

### **Style**

#### **S = 4.5 or 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. An evocative or authoritative voice was used throughout the response. An extensive variety of sentence structures, beginnings and endings were used.

#### **S = 3.5 or 4**

Language and tone were consistent with the writer's persuasive purpose. Word choice was precise and engaging. Awareness of audience was demonstrated in the introduction, body, and conclusion. The writer's voice was consistent and distinctive. Sentences varied in length and structure.

#### **S = 2.5 or 3**

Language and tone were generally appropriate to the persuasive purpose. Word choice was generally interesting and appropriate with occasional lapses into simple and ordinary language. Awareness of audience was demonstrated in the majority of the paper. The writer's voice was clear and appropriate. There was some variation in sentence length and structure.

#### **S = 1.5 or 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 minimal. The writer's voice was minimal, inconsistent, or indistinct. There was minimal variation in sentence length and structure.

#### **S = 1**

Language and tone were flat or inappropriate to the persuasive purpose. Word choice was inaccurate, imprecise, and/or confusing. There was little or no awareness of audience. The writer's voice was not apparent or not controlled. Sentences were not varied. There was insufficient writing (due to brevity or copying the prompt) to determine competence in Style.

## **GHSWT Domain Descriptive Statements**

### **Conventions**

#### **C = 4.5 or 5**

Simple, compound, and complex sentences were clear and correct with correct end punctuation. A variety of coordination and subordination strategies were used. All elements of usage and mechanics were consistently correct in a variety of contexts. Errors were infrequent in all components.

#### **C = 3.5 or 4**

Simple, compound, and complex sentences were clear and correct with correct end punctuation. Most elements of usage and mechanics were consistently correct. Errors were generally minor and did not interfere with meaning.

#### **C = 2.5 or 3**

The majority of sentences were formed correctly with some complex and/or compound sentences, but there were some fragments and/or run-ons. Sentence level meaning was generally clear. Usage and mechanics were generally correct, but there were some errors in each element. Few errors interfered with meaning.


#### **C = 1.5 or 2**

Simple sentences were correct, but there were frequent fragments and/or run-ons. End punctuation was missing or incorrect. There was a mixture of correct and incorrect instances of the elements of usage and mechanics. Some errors interfered with meaning.

#### **C = 1**

There were frequent sentence fragments, run-ons, and unclear sentences. End punctuation was incorrect or lacking. There were frequent and severe errors in most elements of 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.

# Writing Test Achievement Roster

 <b>GEORGIA HIGH SCHOOL GRADUATION TESTS</b>											
<b>Writing Test Achievement Roster</b>											
System: FRIENDLY COUNTY School: FRIENDLY COUNTY HIGH Code: 123-0107 Test Date: FALL. 2014					Grade: 11 Date Printed: 17NOV14		Page: 1				
Student Name	GTID	Primary SRC	DOB	Perf. Level	Scale Score	Domain IDE	Performance ORG	STY	CNV		
AHISCHOOL, ALEX A	2007000027		1/31/91	M	203	2.5	3.0	2.5	2.5		
AHISCHOOL, ALLEN A	2007000001		2/06/91	Not Scorable-Blank							
BHISCHOOL, BARBARA B	2007000002		2/05/91	Not Scorable-Copied							
BHISCHOOL, BRIAN B	2007000028		9/23/90	M	205	3.0	3.0	2.0	2.5		
BHISCHOOL, CHARLES C	2007000003	4	12/03/90	Not Scorable-Illegible							
CHISCHOOL, CINDY C	2007000029		5/02/91	M	208	3.0	2.0	3.0	3.0		
DHISCHOOL, DANA D	2007000004		9/07/90	Not Scorable-Incomprehensible							
DHISCHOOL, DAVID D	2007000030		10/09/90	M	212	3.0	3.5	2.5	2.5		
EHISCHOOL, EMILY E	2007000031		9/30/90	M	214	3.0	3.0	3.0	3.0		
EHISCHOOL, ERIC E	2007000005		10/12/90	Not Scorable-Too Limited							
FHISCHOOL, FARRAH F	2007000006		1/21/91	Not Scorable-Not In English							
FHISCHOOL, FRANK F	2007000032		2/01/91	M	216	3.0	3.0	3.0	3.5		
GHISCHOOL, GEORGE G	2007000007	11	4/17/91	Not Scorable-Nonparticipation							
GHISCHOOL, GINA G	2007000033		12/21/90	M	218	3.0	3.5	3.0	3.5		
HHISCHOOL, HELLEN H	2007000008		5/26/91	Not Scorable-Off Task							
HHISCHOOL, HENRY H	2007000034		10/23/90	M	222	3.0	3.5	3.5	3.5		
IHISCHOOL, ISAAC I	2007000009		9/06/90	Not Scorable-Off Topic							
IHISCHOOL, ISABELLA I	2007000035	12	7/21/91	CA	223CA	3.5	3.5	3.5	3.0		
JHISCHOOL, JANET J	2007000036		12/22/90	M	226	3.5	3.5	3.5	3.5		
JHISCHOOL, JOHN J	2007000011	10	5/27/91	DNM	100	1.0	1.0	1.0	1.0		
KHISCHOOL, KATHY K	2007000010		7/02/91	Not Scorable-Invalidated							
KHISCHOOL, KEVIN K	2007000037		11/17/90	M	230	3.5	3.5	3.5	4.0		
LHISCHOOL, LINDA L	2007000012	12	10/09/90	DNM	118	1.0	1.5	1.0	1.0		
LHISCHOOL, LUKE L	2007000038		7/14/91	M	232	4.0	4.0	4.0	2.5		
MHISCHOOL, MARK M	2007000013	5	5/10/91	DNM	125	1.5	1.0	1.0	1.0		
MHISCHOOL, MEGAN M	2007000039		9/01/90	M	234	4.0	4.0	3.5	3.5		
NHISCHOOL, NANCY N	2007000014	10	11/25/90	DNM	137	1.5	1.5	1.0	1.0		

**Legend** - (1) Domains: IDE = Ideas, ORG = Organization, STY = Style, CNV = Conventions.  
 (2) Performance Levels: DNM = Does Not Meet the Standard (100-199),  
 M = Meets the Standard (200-249),  
 EXC = Exceeds the Standard (250-350).  
 (3) CA = Conditional Administration, does not count for diploma purposes.

**Key:**

- |   |   |
|---|---|
| <b>A.</b> Name of School and School Code  | <b>F.</b> Performance Levels and Scale Scores |
| <b>B.</b> Date Tested                     | <b>G.</b> Domain Scores                       |
| <b>C.</b> Grade                           | <b>H.</b> Nonscorable category                |
| <b>D.</b> Student Names                   |   |
| <b>E.</b> SRC as coded on answer document |   |

# Writing Test Does Not Meet the Standard Roster



## Writing Test Does Not Meet Roster

System: FRIENDLY COUNTY  
 School: FRIENDLY COUNTY HIGH  
 Test Date: FALL, 2014

Code: 123-0107  
 Date Printed: 17NOV14

Page: 1

Student Name	GTID	DOB	Grade	Scale Score
AHISCHOOL, ALLEN A	2007000001	2/06/91	11	NS
BHISCHOOL, BARBARA B	2007000002	2/05/91	11	NS
CHISCHOOL, CHARLES C	2007000003	12/03/90	11	NS
DHISCHOOL, DANA D	2007000004	9/07/90	11	NS
EHISCHOOL, ERIC E	2007000005	10/12/90	11	NS
FHISCHOOL, FARRAH F	2007000006	1/21/91	11	NS
GHISCHOOL, GEORGE G	2007000007	4/17/91	11	NS
HHISCHOOL, HELLEN H	2007000008	5/26/91	11	NS
IHISCHOOL, ISAAC I	2007000009	9/06/90	11	NS
JHISCHOOL, JOHN J	2007000011	5/27/91	11	100
KHISCHOOL, KATHY K	2007000010	7/02/91	11	NS
LHISCHOOL, LINDA L	2007000012	10/09/90	11	118
MHISCHOOL, MARK M	2007000013	5/10/91	11	125
NHISCHOOL, NANCY N	2007000014	11/25/90	11	137
OHISCHOOL, OLIVER O	2007000015	11/26/90	11	152
PHISCHOOL, PAMELA P	2007000016	7/14/91	11	160
QHISCHOOL, QUINCY Q	2007000017	3/08/91	11	167
RHISCHOOL, RACHEL R	2007000018	5/02/91	11	171
SHISCHOOL, STEVE S	2007000019	7/08/91	11	176
UHISCHOOL, ULISES U	2007000021	5/13/91	11	186
VHISCHOOL, VANESSA V	2007000022	6/07/91	11	188
WHISCHOOL, WILL W	2007000023	10/05/90	11	191
XHISCHOOL, XAVIER X	2007000024	5/11/91	11	195
YHISCHOOL, YANNA Y	2007000025	3/31/91	11	197

**Legend: NS = Not Scorable**


Note: Students who took test under conditional administrations, regardless of their scores, are not listed on this roster. These students may be candidates for retesting because they have not met the diploma requirement.

**Key:**

- A.** School/System Information and date tested
- B.** Student names (in alphabetical order)

- C.** Scale Scores (or NS reported if nonscorable)

# Writing Test Conditional Administration Roster




## Writing Test Conditional Administration Roster


System: FRIENDLY COUNTY	Code: 123-0107
School: FRIENDLY COUNTY HIGH	Date Printed: 17NOV14
Test Date: FALL, 2014	

Page: 1


Student Name	GTID	Primary SRC	DOB	Grade	Scale Score	Domain Performance			
						IDE	ORG	STY	CNV
BHISCHOOL, BRIAN B	2007000028	12	9/23/90	11	205CA	3.0	3.0	2.0	2.5
EHISCHOOL, EMILY E	2007000031	4	9/30/90	11	214CA	3.0	3.0	3.0	3.0
GHISCHOOL, GEORGE G	2007000007	11	4/17/91	11	NS - Nonparticipation				
SHISCHOOL, SARAH S	2007000045	9	11/24/90	11	261CA	4.5	5.0	4.0	4.0
ZHISCHOOL, ZOE Z	2007000026	10	12/11/90	11	200CA	2.5	2.5	2.5	2.5




**B**




**C**



**D**



**E**



**A**

**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 (average of two raters' scores in each domain)

## Writing Test School/System Content Summary

The School Content Summary and the System Content Summary are identical in format; therefore, only the School Content Summary is reproduced below. Mean scores are computed based on the scores of grade 11 first time test takers.

### Writing Test Content Summary

School Report for: Friendly County High  
 System: Friendly County  
 Date Tested: Fall, 2014  
 Number Processed: 240  
 Number Reported: 227

Date Printed: 11/17/2014

GHSWT				
All Grade 11 First Time	School	System	RESA	State
Number of Test Takers	227	227	7029	101059
Mean Scale Score	221	221	224	224

Performance Summary	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total
All Grade 11 1st Time Test Takers				
School N	13	206	8	227
School %	6%	91%	4%	
System N	13	206	8	227
System %	6%	91%	4%	
RESA N	339	6116	574	7029
RESA %	5%	87%	8%	
State N	6064	86278	8717	101059
State %	6%	85%	9%	

Nonscorable Papers	Number	Percent
Blank	0	-
Copied	0	-
Illegible	0	-
Incomprehensible	0	-
Text Too Limited To Score	0	-
Non English	0	-
Nonparticipation	0	-
Off Task	0	-
Off Topic	0	-
Offensive	0	-
Invalidated	0	-
Total Nonscorable and Invalidated Papers	0	-

Domain Rating Summary						
Mean Domain Score	All Students w/ Scorable Papers:		All Grade 11 1st Time Test Takers:		Grade 11 1st Time Regular Program	
	N	Score	N	Score	N	Score
Ideas (2)						
School	240	3.1	227	3.2	205	3.2
System	240	3.1	227	3.2	205	3.2
RESA	7678	3.2	7029	3.2	6532	3.2
State	112734	3.1	101059	3.2	93830	3.2
Organization (1)						
School	240	3.2	227	3.2	205	3.3
System	240	3.2	227	3.2	205	3.3
RESA	7678	3.2	7029	3.3	6532	3.3
State	112734	3.2	101059	3.3	93830	3.3
Style (1)						
School	240	3.2	227	3.2	205	3.3
System	240	3.2	227	3.2	205	3.3
RESA	7678	3.3	7029	3.3	6532	3.4
State	112734	3.3	101059	3.3	93830	3.4
Conventions (1)						
School	240	3.1	227	3.1	205	3.2
System	240	3.1	227	3.1	205	3.2
RESA	7678	3.3	7029	3.3	6532	3.4
State	112734	3.2	101059	3.3	93830	3.3

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 High School Writing Test Interpretive Guide for an explanation of the categories of nonscorable papers.

For privacy and reliability reasons, scores are reported only for groups with 10 or more students. Students with conditional administrations do not contribute to the mean scale score or performance levels.

### Key:

- Name of school reported, school code, and date of testing
- Number of student documents processed and number reported. *Note: only grade 11 first time test takers with scorable responses are reported on this summary; conditional administrations are not included on this report)*
- Mean scale scores for school, system, RESA, and state
- Percentage of students at each performance level for school, system, RESA, and state. N-count (number) in each performance level is provided.
- Domain rating summary includes mean domain scores for all students with scorable papers, grade 11 first time test takers, and regular program students that are first time test takers. Mean domain scores are reported for the school, system, RESA, and state.
- Number and percentage of nonscorable papers in each category, number of invalidated responses, and total number of nonscorable and invalidated papers

## Writing Test School/System Student Population Summary

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

### **GHSWT** Writing Test Student Population Summary

System: Friendly County  
 School: Friendly County High  
 Test Date: Fall, 2014  
 Total Processed: 240

Date Printed: 11/17/2014

Student Group	N Tested			Mean Scale Score	% Pass	Performance Level					
	All	Standard Administration	*Conditional Administration			% School			% System		
						DNM	M	EXC	DNM	M	EXC
All Students with Scorable Papers	240	240	0	220	93	7	90	3	7	90	3
Regular Program Students	216	216	0	222	96	4	93	4	4	93	4
English Learner (EL)	0	0	0	.	.	.	.	.	.	.	.
EL-Monitored	1	1	0	.	.	.	.	.	.	.	.
Section 504	6	6	0	.	.	.	.	.	.	.	.
Migrant Certified	0	0	0	.	.	.	.	.	.	.	.
Other Regular Program Students	209	209	0	222	96	4	92	4	4	92	4
All Special Education	24	24	0	197	63	38	63	0	38	63	0
Visual Impairment or Blind	0	0	0	.	.	.	.	.	.	.	.
Deaf or Hard of Hearing	0	0	0	.	.	.	.	.	.	.	.
Deaf and Blind	0	0	0	.	.	.	.	.	.	.	.
Specific Learning Disability	8	8	0	.	.	.	.	.	.	.	.
Mild Intellectual Disability	3	3	0	.	.	.	.	.	.	.	.
Traumatic Brain Injury	0	0	0	.	.	.	.	.	.	.	.
Mod/Sev/Prof Intellectual Disability	0	0	0	.	.	.	.	.	.	.	.
Autism	2	2	0	.	.	.	.	.	.	.	.
Orthopedic Impairment	0	0	0	.	.	.	.	.	.	.	.
Speech/Language Disability	0	0	0	.	.	.	.	.	.	.	.
Emotional/Behavioral Disorder	6	6	0	.	.	.	.	.	.	.	.
Other Health Impairment	5	5	0	.	.	.	.	.	.	.	.
Gender											
Female	118	118	0	224	97	3	92	4	3	92	4
Male	121	121	0	217	90	10	88	2	10	88	2
Ethnic Group											
Asian/Pacific Islander	1	1	0	.	.	.	.	.	.	.	.
Black, Non-Hispanic	76	76	0	216	88	12	87	1	12	87	1
Hispanic	8	8	0	.	.	.	.	.	.	.	.
American Indian/Alaskan Native	1	1	0	.	.	.	.	.	.	.	.
White, Non-Hispanic	151	151	0	222	95	5	90	5	5	90	5
Multiracial	3	3	0	.	.	.	.	.	.	.	.
All Accommodated	31	31	0	203	71	29	71	0	29	71	0
Special Education Accommodated	24	24	0	197	63	38	63	0	38	63	0
EL Accommodated	0	0	0	.	.	.	.	.	.	.	.
EL-Monitored Accommodated	1	1	0	.	.	.	.	.	.	.	.
Section 504 Accommodated	4	4	0	.	.	.	.	.	.	.	.
All Grade 11 First Time Test Takers	227	227	0	221	94	6	91	4	6	91	4
Grade 11 First Time Regular Program	205	205	0	223	97	3	93	4	3	93	4
Grade 11 First Time Special Education	22	22	0	198	68	32	68	0	32	68	0
Grade 11 First Time EL Students	0	0	0	.	.	.	.	.	.	.	.
EL Deferred	0	0	0	.	.	.	.	.	.	.	.

\* Students with Conditional Administrations do not contribute to the Mean Scale Score or Performance Levels.

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

#### Key:

- A. School/System Information and date tested
- B. Student groups
- C. Number of students tested (all, standard and conditional administrations)
- D. Percentage at each performance level for school and system
- E. Mean scale scores and percent passing