



GEORGIA  
HIGH  
SCHOOL  
WRITING  
TEST

Spring 2015

# Examiner's Manual

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## I. INTRODUCTION

State Board of Education Rule 160-3-1-.07 requires that all students who entered ninth grade after July 1, 1991, and before July 1, 2013, pass the Georgia High School Writing Test (GHSWT) as one requirement for receiving a high school diploma. 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 is 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.

This manual provides instructions for administering the GHSWT. **Read this manual completely before proceeding with any plans.** If you have questions about the instructions, please contact your School Test Coordinator.

## II. TESTING DATES

February 25, 2015	Main Administration
February 26, 2015	Make-Up for Absentees Only
March 4, 2015	Answer Documents due to GCA
April 6-10, 2015	GHSWT results will arrive in systems

The intended purpose of the make-up day is to administer the test to students who are absent on the regularly scheduled date. The make-up day is not an alternative testing date for students whose activities conflict with the main administration day.

## III. STUDENTS TO BE TESTED

This administration of the GHSWT is for all 11<sup>th</sup> grade and 12<sup>th</sup> grader students who entered grade 9 for the first time prior to July 1, 2013. Eligible students also include those who are subject to the GHSWT requirement and have left school with a High School Certificate or Special Education Diploma. Students who had not passed the GHSWT and entered grade 9 for the first time prior to July 1, 2005 must be assigned the QCC prompt. It is expected that the System Test Coordinator will have implemented preregistration procedures for all retesters.

Students with disabilities and English Learner (EL) students must participate in the assessment. When an Individualized Education Program (IEP) team determines that a student at any grade level is not able to participate in any local or state-mandated assessment, even with reasonable accommodations, the IEP team will document the reasons and make the necessary alternate assessment decisions for that student. **EL students in their first year (12 months) of enrollment in a U. S. school may receive a one-time deferment if their proficiency in English indicates that testing is not in the best educational interest of the student.** Students with disabilities should be tested using the guidelines included in this manual.

Students who have **no** means of written communication sufficient to complete the GHSWT due to a severe physical disability may apply for a waiver from the GHSWT graduation requirement (Rule 160.3-1.07) through the Department of Education. All waivers must be approved by the State Board of Education.

### **Accommodations**

English Learner (EL) students and students with disabilities may need testing accommodations in order to participate in statewide assessments. Specific accommodations needed should be identified in the student's IEP, IAP, or on the EL/TPC form. All accommodations should be consistent with the adaptation or accommodation used in the student's current instructional program. Only state approved accommodations found in the Student Assessment Handbook may be used on the GHSWT. Should an individual require a more expansive accommodation, approval must be obtained from the GaDOE at least one month in advance of the assessment (<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx>).

This information should be submitted to the Assessment and Accountability Division by calling the main number at (404) 656-2668 or by submitting the form by fax at (404) 656-5976. See your School Test Coordinator for additional information on testing students with disabilities.

It is the responsibility of the system and/or the school to grid the codes for eligible students with disabilities and for EL students in the State Required Code (SRC) and Accommodations section of the Answer Documents. The complete list of standard accommodations for students with disabilities (IEP and Section 504 IAP) and English Learners (EL/TPP Plan) appears on page 6.

**Students who have a temporary physical impairment (e.g., broken arm or hand) that prevents production of a handwritten response should have testing delayed until the next regularly scheduled administration. Eligible students may be provided accommodations based on a Section 504 Plan to allow participation in the assessment.**

<b>Accommodations</b>		
	<b>Students with Disabilities: IEP and Section 504 IAP</b>	<b>English Learners: EL/TPC Plan</b>
<b>Setting Accommodation (S)</b>		
Special education classroom/ESOL Classroom	Standard	Standard
Special or adapted lighting	Standard	
Small group	Standard	Standard
Preferential seating	Standard	Standard
Sound field adaptations	Standard	
Adaptive furniture (e.g., slant board)	Standard	
Individual or study carrel	Standard	Standard
Individual administration	Standard	Standard
Test administered by certified educator familiar to student	Standard	
<b>Presentation Accommodations (P)</b>		
Large print	Standard	
Sign the directions	Standard	
Sign test questions (prompt)	Standard	
Explain or paraphrase the directions for clarity (in English only)	Standard	Standard
Braille	Standard	
Color overlays, templates, or place markers	Standard	Standard
Oral reading of test questions (prompt) in English only by reader or assistive technology	Standard	Standard
Low vision aids (e.g., CCTV, magnifying equipment)	Standard	
Repetition of directions (in English only)	Standard	Standard
Materials presented with contrast and tactile cues	Standard	
Audio amplification devices or noise buffer/listening devices	Standard	
<b>Response Accommodations (R)</b>		
Technology applications, such as Braille, word processor, or other communications device with all grammar and spell check devices disabled	Standard	
Word-to-word dictionary		Standard
Braille writer	Standard	
Scribe	Standard	
Adapted writing tools (e.g., pencil grips, large diameter pencil)	Standard	
<b>Scheduling Accommodations (SC)</b>		
Frequent monitored breaks	Standard	Standard
Optimal time of day for testing	Standard	
Extended time	Standard	Standard

## State Required Coding (SRC)

Use the SRC section on the Answer Document to code eligible students with disabilities, English Learner (EL) students, Title I students, and migrant students. Students with disabilities must have a current Individualized Education Program (IEP) or Individual Accommodation Plan (IAP) on file. A student may be coded EL if the student's native language is not English and the student is eligible for services in accordance with State Rule 160-4-5-.02. If the student receives any accommodations, the type of accommodation must be coded in the Accommodations box. (S) indicates setting, (P) indicates presentation, (R) indicates response, and (SC) represents scheduling (see page 6).

The SRC and State-Directed Use (SDU A & SDU B) boxes, on page 1 of the Answer Document, are not to be filled in by students. The SRC box should be filled in by you or the School Test Coordinator before sending Answer Documents for scoring. The SRC should be used to identify several categories of students. The State-Directed Use Only section should be used only when instructed by the GaDOE.

<u>Category</u>	<u>Code</u>
Visual Impairment or Blind . . . . .	01
Deaf or Hard of Hearing . . . . .	02
Deaf and Blind . . . . .	03
Specific Learning Disabilities . . . . .	04
Mild Intellectual Disabilities . . . . .	05
Traumatic Brain Injury . . . . .	06
Moderate/Severe/Profound Intellectual Disabilities . . . . .	07
Autism . . . . .	08
Orthopedic Impairments . . . . .	09
Speech/Language Impairments . . . . .	10
Emotional and Behavioral Disorders . . . . .	11
Other Health Impairments . . . . .	12
English Learner (EL) . . . . .	13
Section 504 Plan . . . . .	14
Title I Reading . . . . .	16
Title I Mathematics . . . . .	17
Migrant Certified . . . . .	18
English Learner – Monitored (EL–M) . . . . .	19

### **Once Answer Documents are submitted for scoring, coding cannot be changed.**

Accurate coding is critical for correct reporting of test data. The SDU A and SDU B boxes are to be used for specific purposes. The SDU A box can be used to code GNETS programs. The SDU B box is used to report irregularities. See specific instructions for Preparing the Answer Document on page 13 of this document.

#### IV. TEST SECURITY

The writing assessment materials are secure test documents. Tests should be kept under lock and key except during actual administration. During the actual test administration, test materials must remain in the testing room. **Examiners must account for all testing materials BEFORE dismissing students from the testing room each day.**

#### V. TEST MATERIALS

Prior to the test administration, make certain that you have all materials in sufficient quantities for the students assigned to you. You should have the following materials:

1. ***Test Examiner's Manual.***
2. **Writing Topic Page.** Each student will receive one Writing Topic Page. The shrink-wrapped package contains 25 or 5 Writing Topic Pages – one for each student. There are two GPS writing topics, one for the main administration and one for the make-up administration. GPS topics should be distributed to all students who must meet the GHSWT requirement who have not yet passed the test. A QCC writing topic is provided for students who failed the QCC version of the GHSWT as 11<sup>th</sup> graders during the 2006-07 school year or earlier. Make certain each student receives the correct writing topic, and do not allow students to exchange topics.

<b>Writing Topics</b>	
GPS Prompts	<ul style="list-style-type: none"><li>• Main Administration: Form 1XX (<b>on green paper</b>)</li><li>• Make-up Administration: Form 1XX (<b>on salmon paper</b>)</li></ul>
QCC Prompt	<ul style="list-style-type: none"><li>• Form 0XX (<b>on white paper</b>)</li></ul>

3. **Planning/Prewriting Page.** This unlined page is for any type of prewriting activity. The shrink-wrapped package contains 25 or 5 sheets – one for each student.
4. **Drafting Page.** This lined page is provided for writing the initial draft. The shrink-wrapped package contains 25 or 5 sheets – one for each student.
5. **Answer Document.** These scannable Answer Documents are for recording demographic information and writing the final draft. There should be one for each student being tested. The shrink-wrapped package contains 25 or 5 Answer Documents.



6. **Pens and No. 2 Pencils.** Each student should be told to bring a pen and a No. 2 pencil with an eraser. The front page of the Answer Document **MUST** be completed in pencil. **Students MUST use a PEN for the final copy in the Answer Document.** Have a few No. 2 pencils and pens available for emergencies.
7. **Timing Device.** A clock or watch will be needed.

### **Resource and Aids**

Students are not permitted to use dictionaries or any other reference materials. Any electronic devices that could allow students access to information (e.g., cell phone, PDA, calculator, etc.) are not permitted in the testing area. Such materials brought into the testing room should be collected prior to testing and returned only after students have turned in all testing materials. Examiners and Proctors should watch for students having and/or using such materials and collect them before testing begins. **EXCEPTION: EL students taking the GPS version of the GHSWT may use a word-to-word translation dictionary if indicated in their EL/TPC Plan.**

Writing topics may NOT be read to the students or interpreted for them. Only students with certain disabilities may use typewriters or word processors as discussed in “Standard Accommodations for Students with Disabilities” (see page 6, *Response Accommodations*). Classrooms should not display items that would give students an unfair advantage for testing. Teachers should cover or remove items that could be used as reference materials (i.e., word walls, spelling lists, grammar rules, etc.). **DO NOT PERMIT STUDENTS TO USE CORRECTION FLUID.**

## **VI. PREPARING FOR THE TEST ADMINISTRATION**

It is recommended that the GHSWT be administered in the morning beginning about 9:00 on the designated day. For the sake of test security, all students to be tested in a school should be tested at the same time of day. The total administration time for the writing test will be between one hour fifty minutes and two hours. Smaller groups of students will require less time for the distribution of materials. **Students are allowed a maximum of 100 minutes of writing time. Extra time is not allowed unless specified in a student’s IEP, IAP, or EL/TPC plan.** The test administration schedule on page 10 is only a recommendation, not a strict rule. Students do not have to stop between each stage of the writing process but may continue on to the next step. Students do not have to stop between stages of the process. When they finish one stage, students may continue the writing process. If, however, ALL students finish before the time is over, the Examiner should conclude the test period.

**REMEMBER:** Students will manage their time better if informed of the general limits. It is equally important not to keep students sitting restlessly in the testing room if the group finishes early. Please plan for these various contingencies.

## Testing Schedule

	<b>Minutes</b>
Distribute Answer Documents . . . . .	5-10
Complete Answer Documents . . . . .	10
Distribute Topic, Prewriting, and Drafting Pages . . . . .	5-10
Planning/Prewriting . . . . .	15
Drafting . . . . .	35
Revising and Editing . . . . .	25
Final Draft . . . . .	20
Proofreading . . . . .	5

### Environment

Each school determines the administration conditions that will meet the needs of the students and the school. Small group (classroom) administration is encouraged. **IT IS ESSENTIAL THAT THE ENVIRONMENT BE CONDUCIVE TO AN APPROPRIATE TESTING ENVIRONMENT.** Arrange seating so that each student has enough room to take the test. Writing surfaces should be large enough to accommodate the Writing Topic Page and the Answer Document. Seating should be arranged so that students will not be tempted to talk to each other or copy from other students' responses. Posting a "DO NOT DISTURB-TESTING" sign on the door of the testing room is recommended.

### Proctors

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

### Answer Document Data

Systems will NOT receive barcode labels to pre-identify demographic information on student Answer Documents. Please follow these instructions carefully to ensure that all student demographic information is completed correctly on the answer document:

- Information requested on page 1 of the Answer Document must be accurately completed. Information to be printed is the student's name (given names only, not nicknames), date of birth (month and year), school name, and system name.

Information to be gridded is the student's name, date of birth, number of times tested, form number, ethnicity, race, grade, gender, and Georgia Testing Identifier (GTID). See the back page of this manual for a completed sample of page 1 of the Answer Document.

- The “For Teacher Use Only” area will be used for students identified by State Required Codes. This area should be completed by the Examiner after testing is completed for ANY student who has an SRC code. The information in the “For Teacher Use Only” area should be bubbled for ANY student with an IEP, IAP, or an EL/TPC Plan. Be certain to complete the Accommodations section if accommodations were provided for the assessment. In addition, if applicable, indicate that the accommodations resulted in a conditional administration (see sample on page 21). Also, indicate the nature of the accommodations by bubbling in the circles labeled (S) indicating setting, (P) indicating presentation, (R) indicating response, and (SC) indicating scheduling (see page 6).
- **If a student received an EL deferment, mark the EL Deferred bubble.** EL students in their first year (12 months) of enrollment in a U. S. school may receive a one-time deferment if their proficiency in English indicates that testing is not in the best educational interest of the student.
- If a student was present for the test administration but did not attempt to write, mark the PTNA bubble. **NOTE: If students attempt to write, the PTNA bubble should not be marked.**
- Examiners must be certain that students receive the correct Answer Document and writing prompt for testing.

### State Required Codes (SRC)

The SRC code is to be used for special coding of Answer Documents for students with disabilities or EL students. All students identified as special education, Section 504, or EL, or students who are eligible for Title I Reading, Title I Math, or Migrant services must be coded in the SRC box (see page 7 for SRC codes). The information should be bubbled for ANY student with an SRC code. If students receive accommodations during test administration, mark the appropriate bubble (IEP, Section 504 IAP, or EL/TPC) on the Answer Document. Also, mark the bubble indicating the nature of the accommodation. If the student received no accommodations during test administration, leave this area blank, but mark the appropriate SRC. Mark the bubble indicating that the administration resulted in a conditional administration if applicable. **All students who are identified with an SRC should be marked appropriately in the SRC box and in the Accommodations box.**

## **Accommodations**

An accommodations section is found on page 1 of the Answer Document. If a student received accommodations, mark the bubble for IEP, Section 504 IAP, or EL/TPC indicating the need for the accommodation. If appropriate, indicate that the accommodations resulted in a conditional administration of the test. A list of approved accommodations appears in the Student Assessment Handbook (SAH). Accommodations not listed must be pre-approved by GaDOE.

## **Form Number**

There is a Form Number on the front of each Writing Topic page. **IT IS ESSENTIAL THAT STUDENTS ENTER AND GRID THIS NUMBER ON THEIR ANSWER DOCUMENTS.**

## **Student GTID/FTE Numbers**

The state will make every effort to aid systems in keeping track of student scores, but use of ID numbers is essential. A list of GTID numbers should be available to use for verification. We are no longer collecting FTE numbers.

## VII. ADMINISTERING THE TEST

The instructions below should be followed during the test administration. All directions below in **bold type** should be read aloud to students. When the students are seated in the examination room, say:

- |            |  |
|------------|--|
| <b>Say</b> | <b>The testing period has begun. Please do not talk until after you have been dismissed. We will now distribute Answer Documents. Do not mark on these documents until told to do so. Dictionaries or other reference materials cannot be used during this test. You may not use correction fluid. All papers must be written in English.</b><br><br><b>The use, or intended use, of an electronic device to photograph, post, retain, or share information/images from any portion of a secure writing prompt and/or answer document will result in invalidation.</b> |
|------------|--|

Collect any dictionaries, reference materials, electronic devices, and correction fluid. Distribute one Answer Document to each student. (Other materials will be distributed after Answer Documents are coded.)

### Preparing the Answer Document

The following are directions for completing the required information on the Answer Document. Reminder: The instructions printed in **boldface** are to be read aloud to the students. All other instructions are for Examiners only. Be certain that each student is completing all the information correctly. Do not allow students to write on the Answer Document except where designated. The usefulness of test results will depend upon the accuracy with which the required information is recorded. If students have difficulty in completing the Answer Document, every effort should be made to help them with this task.

- Write the name of the school and the name of the system on the board. Distribute Answer Documents and collect correction fluid.

- |            |  |
|------------|--|
| <b>Say</b> | <b>We will complete the information on page 1 of the Answer Document. You MUST use a No. 2 pencil. If you do not have such a pencil with an eraser, raise your hand.</b> |
|------------|--|

- Distribute pencils to those students who need them. Hold up the front page of an Answer Document.

- |            |  |
|------------|--|
| <b>Say</b> | <b>To make certain that your Answer Document can be read and scored accurately, it is important that you do not make any stray marks or do any extra writing on your Answer Document with your pencil. Mark only in the specified boxes and circles.</b> |
|------------|--|

**On the first line in the box in the upper left-hand corner, print your last name. On the second line, print your first name and middle initial. Do NOT use a nickname. For example, if your name is Robert, print Robert, not Bobby. [Pause to allow students time to write their names.]**

**On the third line, “Date of Birth: Month and Year,” neatly print the name of the month and then the year you were born. [Pause to allow students time to write their dates of birth.]**

**Where it says “School Name,” neatly print the name of our school. You may copy the name from the board. [Point to where you have written the school and system name on the board.]**

**Where it says “System Name,” neatly print the name of our school system. Copy the name from the board.**

5. Provide GTID numbers to students if needed.

- |    |  |
|----|--|
| 6. | <p><b>Say</b> Next you will see a row of boxes in which you print your name. [Pause]</p> <p><b>Just below the words “LAST NAME (FIRST 12 LETTERS)” is a row of twelve blank boxes. You are to print your last name, starting at the left and printing one letter of your last name in each box. If your last name has more than twelve letters, print only the first twelve letters. Do not use more than twelve boxes even if all of your last name does not fit. [Pause until all students have finished.]</b></p> <p><b>Now find the words “FIRST NAME.” [Pause]</b></p> <p><b>There is a row of 12 empty boxes below these words. Starting in the first of these 12 boxes, print your first name or the first 12 letters of your first name. [Pause]</b></p> <p><b>In the empty box under the letters, “MI,” print your middle initial. [Circulate and check.]</b></p> |
| 7. | <p><b>Say</b> Now you will grid your name. In each column, darken the circle that has the same letter as the one you printed in the box at the top of the column.</p> <p><b>Find the column below the box in which you printed the first letter of your last name. [Pause]</b></p> <p><b>Find the circle in that column that has the same letter in it as the one you printed at the top. Darken that circle. For example, if your last name begins with “R,” you have printed an “R” in the first box. Go down the column of letters until you find the “R.” Darken that circle. [Pause]</b></p>  |

Now do the same thing for each box that has a letter printed above it. If you have not printed a letter in a box, darken the blank circle. [*Pause*]

Now darken the circles for your first name and middle initial. Where you have no letter printed in a box, darken the empty circle at the top of the column. [*Pause*]

The next section is for your date of birth. Find the box labeled “DATE OF BIRTH.” Now, under the word “MONTH,” bubble the month in which you were born. [*Pause*]

Find the box labeled “DAY.” Now, under the word “DAY” print the day on which you were born. If you were born in days 1–9, you will print a zero first. For example, if you were born on the “9th,” you would print 0 and 9 in the appropriate boxes. When you have finished writing the numbers, bubble in the matching circles. [*Pause*]

Find the box labeled “YEAR.” The first two numbers, “19,” have been printed for you. Write the numbers for the rest of the year in which you were born. For example, if you were born in “1993,” you would write the number “9” next to the “19” and the number “3” in the remaining small box. When you have finished writing the numbers, bubble in the matching circles. [*Pause*]

Now find the box for “GRADE.” If you are a junior, or eleventh-grader, grid the 11. If you are classified as a senior, or twelfth-grader, grid the 12. If you are in another grade, mark “Other.” If you have finished high school with either a High School Certificate or a Special Education Diploma, mark in the appropriate place. [*Pause*]

Now find the box for “GENDER.” Under the word “GENDER,” darken the circle for female or male, as appropriate. [*You and the Proctor should check to be certain that the students are not making marks or writing outside the designated positions.*]

8. Say Next you will indicate ethnic group. Find the box labeled “ETHNICITY” below the Gender section. First, choose either Hispanic/Latino OR Not Hispanic/Latino and darken the circle next to the ethnic designation with which you most identify. Then, find the section labeled “RACE.” Darken the circles of all of the choices that apply to you. [*Pause*]

Are there any questions? [*Pause*]

Next you will enter and grid your student GTID number. Find the section headed “GTID NUMBER” and enter your number beginning with the box on the left. Do not skip any boxes. Be sure to begin numbering with the first box on the left. Enter one digit in each box. [*Pause*]

	<p><b>After the number is printed in the boxes, darken the correct circle under each one. [Pause]</b></p> <p><b>It is no longer necessary to grid your student FTE identification number. Please leave this section blank.</b></p> <p><b>Are there any questions? [Pause]</b></p>
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9. Someone other than the student will code in the State Required Code and Accommodations box for students with disabilities or other special programs.

10.	Say	<p><b>Find the box labeled “Number of Times Tested.” This box is located to the right of the Date of Birth box near the top of the page. If this is the first time you will be taking the Writing Test, you should darken the circle that says 1st time. If this is the second time, fill in the circle that says 2nd time. If this is the third time or more, fill in the circle that says 3rd time or more.</b></p> <p><b>You may skip the boxes labeled “FOR TEACHER USE ONLY.”</b>  <i>[You and the Proctor should check to be sure that the students are not making marks or writing outside the designated areas. Test administrators are also to refrain from making notations of their own on Answer Documents.]</i></p> <p><b>We will fill in the Form Number in just a moment.</b></p>
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11. NOW DISTRIBUTE THE WRITING TOPIC PAGES, PLANNING/PREWRITING PAGES AND DRAFTING PAGES TO STUDENTS. Students should receive one of each.

12.	Say	<p><b>We are now distributing the topics on which you will write today. The Planning/Prewriting Pages are for any prewriting activity you want to complete. The Drafting Pages are for your initial draft.</b></p> <p><b>Write your name in the “Student Name” blank on the front of the Writing Topic Page, the Planning/Prewriting Pages, and the Drafting Page. [Be certain students write their names on all three of these forms.]</b></p>
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13.	Say	<p><b>The topic assigned to you has a test form number. Look at your Writing Topic Page. The three-digit number inside the boxed Writing Topic is your test form number. Using a PENCIL, write this form number on page 1 and page 3 of the Answer Document in the columns labeled “FORM NUMBER.” Then darken the corresponding circles under each column.</b></p> <p><b>Are there any questions?</b></p>
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	<p><b>This form number is very important. Correct scoring depends on this coding.</b></p> <p><i>[REMINDER: THE PROMPT MAY NOT BE READ ALOUD OR EXPLAINED. After reading the instructions, you and the Proctor should move around the room to make certain students are following directions. IT IS ESSENTIAL THAT THE FORM NUMBER BE ENTERED AND GRIDDED CORRECTLY IN PENCIL.]</i></p>
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### General Directions

After the students have completed the first page of the Answer Document, follow these directions.

1.	<b>Say</b>	<p><b>Please listen carefully.</b> <i>[Hold up a sample of each of these items as you speak.]</i> <b>You should have:</b></p> <ol style="list-style-type: none"> <li><b>1. The Writing Topic Page.</b></li> <li><b>2. The Planning/Prewriting Pages.</b></li> <li><b>3. The Drafting Pages.</b></li> <li><b>4. The Answer Document.</b></li> <li><b>5. A pen.</b></li> </ol> <p><b>If you need a pen, hold up your hand and I will bring you one.</b> <i>[Distribute pens as needed.]</i></p>
2.	<b>Say</b>	<p><b>Now let's read the general test directions which are on page 2 of the Answer Document.</b> <i>[Note: Please refer students to the test directions at the top of page 2 in the Answer Document and read the directions ALOUD.]</i></p> <p><b>The purpose of this test is to find out how well you write on a persuasive topic in the time and space allowed. Your paper will be read by trained raters and scored on four qualities of effective writing: Ideas, Organization, Style, and Conventions. Writing is a process that begins with planning/prewriting, drafting, editing, and revising, then concludes with writing the final draft and proofreading. Since you have only 100 minutes to complete your essay, you must monitor your time carefully. Suggested times for each stage of the writing process are provided below, but these are only recommendations. You do not have to stop between stages of the process. When you finish one stage, continue the writing process.</b></p>

**Notice that you have two lined pages in this Answer Document on which to write your final draft. Keep in mind as you plan and write that your final copy must fit into this space. In order for your paper to be properly scored, it is very important that you write on the given topic and in prose. Papers that consist entirely or mostly of poetry, musical lyrics, or rap will not be scored. Additionally, papers that are offensive in language or content will not be scored. Papers must be written in English only. [REMINDER: THE PROMPT MAY NOT BE READ ALOUD OR EXPLAINED.]**

**Part 1: Planning/Prewriting (15 minutes)**

**Read your assigned topic on the Writing Topic Page and review the Writing Checklist. Use the Planning/Prewriting Page for your notes, jot list, or outline. Organize your major supporting details before writing the first draft.**

**Part 2: Drafting (35 minutes)**

**Using your prewriting notes, write a first draft of your paper on the Drafting Sheet. Concentrate on getting your ideas down on paper in a logical order.**

**Part 3: Revising and Editing (25 minutes)**

**Carefully reread what you have written to see if your ideas are clear and fully developed. Consider any changes that would make your paper better.**

**Part 4: Final Draft (20 minutes)**

**Rewrite your paper beginning on page 3 and continuing on page 4 of this Answer Document. When you rewrite, make certain that you use a blue or black pen and write neatly. You may either print or write in cursive. Do not use pages 1 and 2 of the Answer Document for your writing. Only what is written on pages 3 and 4 of the Answer Document will be scored.**

**Part 5: Proofreading (5 minutes)**

**When you finish writing your final draft, make any needed corrections on your paper. You may strike through words, but do so neatly. Do not use correction fluid.**

### During Testing

3. **Say** **The suggested times given in the directions are only recommendations, not rules. You will be reminded of the times for each stage of the writing process.**
- What you write on the Planning/Prewriting Page and the Drafting Page will not be graded. Only your final draft will be graded. You MUST write your final draft (using a blue or black ink PEN) on the Answer Document using only pages 3 and 4.**
- Are there any questions?** [*Answer any questions the students may have.*]
- Now, you may begin work. You have approximately 15 minutes for planning and prewriting.**

4. When 15 minutes for planning/prewriting have passed. . .

5. **Say** **You have approximately 35 minutes for drafting. Write your draft on the Drafting Page.**

6. When the 35 minutes for drafting have passed. . .

7. **Say** **You have approximately 25 minutes for revising.**

8. When 25 minutes for revising have passed. . .

9. **Say** **You have approximately 20 minutes to prepare your final draft on pages 3 and 4 of the Answer Document.** [*Examiners should move around the room to ensure that all students are transferring responses to the Answer Document using a BLUE or BLACK pen.*]

10. When 20 minutes for preparing the final draft have passed. . .

11. **Say** **You have approximately 5 minutes for proofing your final draft.**

12. Students should be allowed the times noted in the directions to complete their papers. If all students finish before the 100 minutes allotted for writing, you may conclude the testing period.

Verify that students are writing their final papers WITH BLUE OR BLACK INK PEN in the Answer Document.

Make certain no one is using correction fluid or reference materials.

At the end of the testing period. . .

13. 

<b>Say</b>	<b>Stop. The testing period is over. Please put your pens down.</b>
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### **Conclusion of Testing**

Collect all test materials.

**BEFORE DISMISSING STUDENTS**, count all Writing Topic Pages, Planning/Prewriting Pages, Drafting Pages, and Answer Documents to make certain you have one of each from each student. All of these forms should contain the student's name even if the student did not write anything else. **ANY DISCREPANCY IN THE COUNTS MUST BE RESOLVED BEFORE DISMISSING STUDENTS.**

## VIII. RETURN OF TEST MATERIALS

All *Examiner's Manuals*, Writing Topic Pages, Planning/Prewriting Pages, Drafting Pages, and Answer Documents should be returned to your School Test Coordinator. YOU MUST ACCOUNT FOR ALL MATERIALS GIVEN TO YOU. DO NOT MAKE PHOTOCOPIES OF ANY STUDENT COMPOSITION OR PORTIONS OF STUDENT COMPOSITIONS. DO NOT WRITE ANY COMMENTS OR NOTES ON STUDENT PAPERS.

The following instructions are for preparing the materials. As soon as possible after the test, complete the following:

1. Verify that all student demographic information bubbled on the Answer Document is correct.
2. Complete the SRC and Accommodations sections of the answer document for students with disabilities or EL students.
3. **Check students' coding of the writing topic form number on the Answer Document on page 1 and page 3.**
4. Be sure you have the same number of Writing Topic, Planning/Prewriting, and Drafting Pages as you received.
5. Erase all stray pencil marks and smudges from pages 1 and 2 of the Answer Document.
6. Package the materials in this order, Bottom to Top.

- |               |   |
|---------------|---|
| <b>Bottom</b> | <ul style="list-style-type: none"><li>• Voided Answer Documents and Writing Topic Pages</li><li>• Unused Planning/Prewriting Pages</li><li>• Unused Drafting Pages</li><li>• Unused Answer Documents</li><li>• Unused Writing Topic Pages</li><li>• Used Writing Topic Pages</li><li>• Used Planning/Prewriting Pages</li><li>• Used Drafting Pages</li><li>• <i>Examiner's Manual</i></li><li>• Completed Answer Documents</li></ul> |
| <b>Top</b>    | <ul style="list-style-type: none"><li>• Unused labels</li></ul>   |

7. Return all materials to your School Test Coordinator.
8. The School Test Coordinator will deliver the materials to the System Test Coordinator.

**DO NOT USE STAPLES, PAPER CLIPS, OR TIGHT BINDINGS ON ANSWER DOCUMENTS.**





