

Georgia High School Writing Test Presentation Guide

Introduction

This PowerPoint presentation is designed for professional development with language arts and other content area staff to introduce the new Georgia High School Writing Test. The document has two applications:

- Language arts and other content area teachers in grades 9, 10, and 11 will be able to use the document as a tool for identifying levels of student writing competence and improving student achievement in writing.
- Content area teachers will be able to use this document as a basis for establishing writing instruction and writing standards within their subject areas.
- Teachers will be able to use the materials in this document to learn about the foundations and development of the statewide writing assessments in Georgia.
- Students may use the materials in this document to assess the quality of their own writing and to set goals for themselves.

Purpose

The purpose of this presentation is to provide the materials necessary for language arts and other content area coordinators to conduct a staff presentation introducing the new Georgia High School Writing Test. A staff presentation will lay the foundation for grade level teams, cross-grade level teams, or individual teachers to delve further into the GHSWT Assessment and Instructional Guide for the purpose of improving writing instruction. The materials provide the opportunity for practice and application of the new high school scoring rubrics to student papers. The multiple redelivery options detailed in this guide or the PowerPoint presentation may be read by individual teachers at their own convenience and pace.

Preparation

Presenters should review the entire Presentation Guide, Redelivery Options, and PowerPoint presentation with Speaker's Notes before conducting a staff development session. Each PowerPoint slide contains a Notes window that is not visible during a slide show presentation. **Speaker Notes should be printed prior to the presentation.** Each page of the notes contains a reduced version of the slide. Presenters may wish to add additional notes to the PowerPoint Speaker Notes feature prior to the presentation.

PowerPoint Presentation: Overview of the Parts

	<u>Delivery Time</u>
1. Introduction	(15 minutes)
2. Persuasive Writing	(15 minutes)
3. Writing Topics	(15 minutes)
4. Rubrics	(15 minutes)
5. Ideas	(30 minutes)
6. Organization	(20 minutes)
7. Style	(20 minutes)
8. Conventions	(20 minutes)

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| 9. | Preparing to Score Student Writing Samples | (30 minutes) |
| 10. | Sample Student Papers | (60 minutes) |
| 11. | Additional Practice Papers | (120 minutes) |
| 12. | Writing Instruction Resources | (5 minutes) |

Redelivery Options

This PowerPoint presentation may be presented in its entirety in a 1-2 day staff development workshop or in smaller sections as more focused staff development workshops over a longer period of time. The following options may be tailored to the needs of the local school or system. Options 1 and 5 cover the entire presentation. Options 2, 3, and 4 cover only selected portions of the PowerPoint presentation.

1. **Option 1: Full Day Workshop** (6-7 hours)
 - PowerPoint Parts 1-8
 - Introduction, Genres, Writing Topics, Rubrics, Preparing to Score Student Writing Samples, Annotated Student Papers with Teaching Tips, Additional Practice Papers, Writing Instruction Resources

2. **Option 2: Half Day Workshop** (3 ½ hours)
 - PowerPoint Parts 1-4
 - Introduction, Genres, Writing Topics, Rubrics

3. **Option 3: One Hour Overview of Changes to the Grade 11 Writing Assessment**
 - PowerPoint Parts 1 & 4
 - Introduction, Rubrics

4. **Option 4: Practice Scoring Workshop** (2 ½ hours)
 - PowerPoint Parts 4, 9, 10, 11
 - Rubrics, Preparing to Score Student Writing Samples, Model Papers with Annotations, Additional Practice Papers

5. **Option 5: Five After School Sessions** (one – two hours)
 - Day One: PowerPoint Parts 1-3 (Introduction, Genres, Writing Topics)
 - Day Two: PowerPoint Parts 4, 5, 6 (Rubrics, Ideas, Organization)
 - Day Three: PowerPoint Parts 4, 7-8 (Rubrics, Style, Conventions)
 - Day Four: PowerPoint Parts 9-10 (Preparing to Score Student Writing Samples, Annotated Model Papers)
 - Day Five: PowerPoint Parts 10-11 (Annotated Model Papers, Additional Practice Papers)

Redelivery Option 1 (Full day Workshop)

Note: Discussion times may vary based on the experience of the participants.

Materials/Arrangements Needed for Presentation:

One copy for presenter:

- Georgia High School Writing Test PowerPoint
- Georgia High School Writing Test PowerPoint Speaker's Notes
- Georgia High School Writing Test Presenter Guide
- Computer with LCD Projector

One copy for each participant:

- GHSWT Rubrics for Ideas, Organization, Style, Conventions
- Examples of Depth of Development for score points 1-5 in Ideas (slides 56-60)
- Sample Student Papers
- Persuasive Paper Annotations
- Additional Practice Papers

Part I. Introduction (Slides 3-25)

Presentation Steps:

1. Introductions
2. Explain purpose of program:
 - To introduce the new Georgia High School Writing Test
 - To deepen understanding of the scoring standards and rubrics for grade 11 writing by applying them to actual student papers
3. Review the following slides and accompanying notes with the participants:
 - Why is the GHSWT changing?
 - The Test Development Process
 - Administering the Test
 - Scoring Information
 - Changes in the Domains
 - Changes in the Scoring Scale
 - Domains Weighting
 - Performance Levels
 - GPS Alignment
4. This is the end of Part One – Introduction. Allow 5-10 minutes to address questions or comments about major changes in the Georgia High School Writing Test (GHSWT).

Part II. Persuasive Writing (Slides 26-31)

1. Review the following slides that provide definitions and a description of persuasive writing in terms of the GHSWT:
 - Defining Persuasive Writing
 - Persuasive Writing in the GPS
 - What Persuasive Writing Is and Is Not
2. The “what it is and is not” slide was part of the information about the new GHSWT that was posted on the GaDOE website in August, 2005.
3. This is the end of Part Two. Allow 5-10 minutes to address questions or comments about persuasive writing on the Georgia High School Writing Test.

Part III. Writing Topics (Slides 32-37)

1. This section includes a sample writing topic, an explanation of the format of the writing topic (Writing Situation and Directions for Writing), and the persuasive writing checklist that appears on each writing topic.
2. Explain that a writing topic is also called a prompt
3. Use the following slides to familiarize the audience with the GHSWT prompts:
 - Sample Writing Topic
 - Writing Situation
 - Directions for Writing
 - Format of the Writing Task
 - Persuasive Writing Checklist
4. This is the end of Part Three. Allow 5-10 minutes to address questions or comments about writing topics used in the Georgia High School Writing Test.

Part IV. Rubrics (Slides 38-48)

1. This section contains the rubrics for the new GHSWT. Two versions of the rubrics are included: the standard version (score points arranged vertically) and a landscape (horizontal orientation) version. The content is the same in both, but the layout is different. In the past, the GHSWT rubrics have been presented in the standard format, but because many individuals prefer the score points to be arranged horizontally, we have provided both versions.
2. The first slide provides an overview of the landscape version of the rubrics with a description of each part of the rubrics. The second slide in this section provides a graphic representation of the levels of competence demonstrated at each score point. Review these two slides with the group:
 - Rubric Top to Bottom (Overview)
 - Score Points 1-5: Levels of Competence
3. The subsequent slides contain the rubrics for each domain: first the landscape versions and then the standard versions. Briefly point out where these slides appear in the presentation. Time will be provided to discuss the rubrics in depth later in the presentation):
 - New GHSWT Rubrics for Ideas, Organization, Style, and Conventions
 - Traditional Version of the Rubrics for Ideas, Organization, Style, and Conventions

4. This is the end of Part Four. Allow 5-10 minutes to address questions or comments about the new rubrics for the Georgia High School Writing Test.

Part V. Ideas (Slides 49-64)

Presentation Steps:

1. Hand out copies of the scoring rubric for Domain 1: Ideas
2. Use the following slides to clarify GPS terms in the new Ideas rubric:
 - The Components of Ideas
 - Controlling Idea
 - Elements of Supporting Ideas
 - Relevance of Ideas
 - Development of Ideas
 - Depth of Development
3. Explain how the Depth of Development illustrative papers were created and that these papers are typed to make them easier to read and understand.
4. Read Depth of Development Examples (slides 56-60)
5. Discuss how development of supporting ideas varies from score point 5 to score point 1 in the persuasive examples.
6. Use the following slides to clarify sense of completeness, genre awareness and reader concerns:
 - Sense of Completeness
 - Genre Awareness
 - Awareness of the Persuasive Purpose
 - Reader Concerns
7. Discuss which components/elements are emphasized in determining the overall Ideas score.
8. Allow 5-10 minutes to address questions or comments about the Ideas domain of the GHSWT rubric. *If there are questions, remember to tie the discussion to the language used in the scoring rubric.*

Part VI. Organization (Slides 65-75)

Presentation Steps:

1. Distribute the GHSWT scoring rubric for Organization. Discuss how competence in organization varies from score point “5” to score point “1” in persuasive examples.
2. Review the following slides and accompanying notes to clarify how GPS terms are used in the Organization domain.
 - The Components of Organization
 - Types of Organizational Patterns
 - Formulaic Writing
 - Sample of Formulaic Writing
 - Effective Organization
 - Introduction-Body-Conclusion
 - Sequencing of Ideas
 - Grouping of Ideas

- Persuasive Organizing Strategies
 - Transitions
3. Discuss which components/elements are emphasized in determining the overall Ideas score.
 4. Allow 5-10 minutes to address questions or comments about the Organization domain of the GHSWT rubric. *If there are questions, remember to tie the discussion to the language used in the scoring rubric.*

Part VII. Style (Slides 76-84)

Presentation Steps:

1. Distribute the GHSWT Style Rubric to each participant. Discuss how competence in Style varies from score point “5” to score point “1” in persuasive examples.
2. Review the following slides to clarify how GPS terms are used in the rubric.
 - The Components of Style
 - Word Choice
 - Levels of Language
 - Types of Language
 - Audience Awareness and Tone
 - Demonstrating Audience Awareness in Persuasive Writing
 - Voice
 - Sentence Variety
3. Allow 5-10 minutes to address questions or comments about the Style domain of the GHSWT rubric. *If there are questions, remember to tie the discussion to the language used in the scoring rubric.*

Part VIII. Conventions (Slides 85-92)

1. Distribute Conventions Rubric to each participant. Discuss how competence in conventions varies from score point “5” to score point “1” in persuasive examples.
2. Explain how overall Conventions is scored holistically (as is every other domain)
3. Review the following slides and accompanying notes to clarify how GPS terms are used in the Conventions domain.
 - The Components and Elements of Conventions
 - Overview of Score Points 1-5
 - Balancing Strengths and Weaknesses in the Components and Elements
 - Determining Competence in Conventions
 - The Elements of Sentence Formation
 - The Elements of Usage
 - The Elements of Mechanics
4. Allow 5-10 minutes to address questions or comments about the Conventions domain of the GHSWT rubric. *If there are questions, remember to tie the discussion to the language used in the scoring rubric.*

Part IX. Preparing to Score Student Writing Samples (Slides 93-95)

Presentation Steps:

1. Arrange participants in groups of 3-5 people to allow for small group discussion of sample student papers.
2. The following slides and accompanying notes offer practical guidelines for applying the rubric to student papers:
 - Applying the Analytic Scoring Guidelines
 - Scoring Cautions

Part X. Sample Student Papers (Slides 96-128)

1. Distribute a set of persuasive writing samples to each participant (without the accompanying annotations).
2. Select a volunteer to read the first annotated student paper aloud to the entire group. Ask other participants to follow along on their own copies. (Often workshop participants can assist each other in deciphering difficult handwriting and misspelled words.)
3. Using the Focus Questions below (see next page), discuss the strengths and weaknesses of the first model paper in Ideas and Organization. (Limiting the discussion to one or two scoring domains at a time helps participants focus and learn the rubric terminology more quickly.) Allow participants to use their own vocabulary terms for discussing the paper, then guide them toward using the terminology of the Grade 11 Ideas and Organization rubrics.
4. After a brief discussion, distribute the accompanying annotation for the model paper.
5. Ask volunteers to explain why they might have anticipated a higher or lower score in Ideas and Organization.
6. Remind participants that a single element of a scoring domain rarely determines the entire score for that domain.
7. Discuss strengths and weaknesses in the Style and Organization domains.
8. After discussing several sample papers as a large group, allow time for participants to read through the remaining sample papers and annotations.
9. Appoint a group leader to moderate discussion in each small group discuss the remaining model papers using the focus questions below.

FOCUS QUESTIONS FOR GRADE GHSWT PRACTICE SCORING

Focus Questions for Ideas Domain Discussion:

1. Does the paper have a controlling idea? What is the controlling idea?
2. What are the writer's supporting ideas?
3. Are supporting ideas relevant to the assigned topic, audience, and genre?
4. Are the supporting ideas developed with major details or are they simply listed without development?
5. Are the supporting ideas clear and distinct or are they repetitive and vague?
6. Has the student written enough to fully develop his/her position?
7. Does the writer take into consideration the opinions of the assigned audience or reader?

Focus Questions for Organization Domain Discussion:

1. Does the paper have an overall plan?
2. Is the writer's organizational strategy appropriate to the persuasive genre?
3. Does the introduction set the stage for the writer's controlling idea?
4. Does the conclusion provide closure or resolution for the writer's ideas?
5. Are related supporting ideas logically grouped and sequenced?
6. Does the writer use transitions effectively?

Focus Questions for Style Domain Discussion:

1. Is the writer's word choice simple and ordinary or precise and engaging?
2. Does the writer demonstrate awareness of audience in the introduction, body, and conclusion?
3. Is the writer's voice clear and distinct?
4. Are sentence beginnings and lengths varied?
5. Does the writer use any persuasive strategies?

Focus Questions for Conventions Domain Discussion:

1. Are sentences clear and correct?
2. Does the writer demonstrate an understanding of the elements of Usage?
3. Does the writer demonstrate an understanding of the elements of Mechanics?
4. Overall, how much competence is demonstrated in sentence formation, usage, and mechanics?
5. Do the writer's errors interfere with meaning?

Part XI. Scoring Student Writing Samples Independently with Group Discussion (Slides 129-148)

Presentation Steps

1. In remaining time, or in another session, give participants a set of 10 persuasive papers to score independently.
2. Allow 30-45 minutes for this activity.
3. After all participants have completed scoring the ten papers in all domains, presenter leads a group discussion of each paper. Only the presenter has the answer key.
4. Without revealing the official state score in Ideas, ask participants to volunteer their scores for Ideas.
5. Ask each volunteer to explain how he/she arrived at the scoring decision. Guide participants to use the language of the rubrics.
6. After several volunteers have presented their ideas, reveal the true score for the paper and reassure participants that effective scoring requires practicing with many student papers.
7. Continue in this manner through the other three scores for the student paper.
8. This activity allows each participant to hear multiple perspectives on each student paper and deepens every participant's understanding of how the scoring rubrics can be applied.
9. Continue in this manner through the other nine practice papers, making sure that every participant has a chance to speak (if possible given the size of the group and time available) and that no single participant dominates the discussion of the student paper. If this appears to be happening, the presenter may carefully select a different participant volunteer to discuss each element of each paper.

Part XII. Writing Instruction Resources (Slides 149-151)

This part of the presentation contains a list of books and websites recommended by Georgia educators.