

Georgia Grade 5 Writing Assessment Presentation Guide

Introduction

This PowerPoint presentation is designed for professional development with Language Arts and other content area staff to introduce the new Georgia Grade 5 Writing Assessment. The document has many applications:

- Language arts and other content area teachers in grades 4 and 5 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 guide is to provide the materials necessary for language arts and other content area coordinators to conduct a staff presentation introducing the new Georgia Grade 5 Writing Assessment. A staff presentation will lay the foundation for grade level teams, cross-grade level teams, or individual teachers to delve further into the Grade 5 Assessment and Instructional Guide for the purpose of improving writing instruction. The materials provide the opportunity for practice and application of the new grade 5 scoring scale to student papers. There are 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 which is not visible during a slide show presentation. **Speaker Notes should be printed and read prior to the presentation.** Each page of 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: Test Development, Scoring Information, Georgia Performance Standards	(15 minutes)
2. Genres: Informational, Persuasive, and Narrative	(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)
9.	Preparing to Score Student Writing Samples	(15 minutes)
10.	Sample Student Papers	(60 minutes)
11.	Additional Practice Papers	(90 minutes)
12.	Writing 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.

PowerPoint has a feature in which any slide show may be customized. Presenters may wish to print paper handouts which contain reduced versions of each important slide with additional lines for taking notes as the presentation progresses. To engage the audience, it would also be helpful to print some slides with the text removed. Participants can then fill in the text on their paper handout as the group discussion progresses.

1. **Option 1: Full Day Workshop** (6-7 hours)
 - PowerPoint Parts 1-12
 - Introduction, Genres, Writing Topics, Rubrics, Ideas, Organization, Style, Conventions, Preparing to Score Student Writing Samples, Sample Student Papers, Additional Practice Papers, Writing 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 5 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, Sample Student Papers, Additional Practice Papers

5. **Option 5: Five After School Sessions** (1-2 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, Sample Student Papers)
 - Day Five: PowerPoint Parts 10-11 (Sample Student 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:

- Grade 5 Writing Assessment PowerPoint
- Grade 5 Writing Assessment PowerPoint Speaker's Notes
- Grade 5 Writing Assessment Presenter Guide
- Computer with LCD Projector

One copy for each participant:

- Grade 5 Rubrics for Ideas, Organization, Style, Conventions
- Depth of Development Examples for Informational Writing (Slides 68-71)
- Depth of Development Examples for Persuasive Writing (Slides 72-75)
- Depth of Development Examples for Narrative Writing (Slides 76-79)
- Sample Student Papers
- Annotations for Informational, Persuasive, and Narrative Papers
- Additional Practice Papers

Part I. Introduction (Slides 3-25)

Presentation Steps:

1. If you are not already acquainted with the participants, introduce yourself and have the participants introduce themselves.
2. Explain purpose of the session:
 - To introduce the new Georgia Grade 5 Writing Assessment
 - To deepen understanding of the scoring standards and rubrics for grade 5 writing by applying them to actual student papers
3. Review the following slides and accompanying notes with the participants:
 - Why is the assessment changing?
 - Test Development Process
 - Changes in Administering the Test
 - Scoring Information
 - Analytic Scoring: Four Domains
 - Score Scale
 - Weighting of Domain Scores
 - Calculating the Weighted Raw Score
 - Performance Level Descriptors
 - GPS Alignment
4. This is the end of Part One – Introduction. Ask participants if they have questions about the changes to the Georgia Grade 5 Writing Assessment. Allow 5-10 minutes for a question and answer period.

Part II. Genres: Informational, Persuasive, and Narrative (Slides 26-40)

1. Review the changes in the genres assessed
2. Use the following slides to explain what informational writing is in terms of the Grade 5 Assessment:
 - Defining Informational Writing
 - Informational Writing in the Georgia Performance Standards
 - What Informational Writing Is and Is Not
3. Use the following slides to explain what persuasive writing is in terms of the Grade 5 Assessment:
 - Defining Persuasive Writing
 - Persuasive Writing in the Georgia Performance Standards
 - What Persuasive Writing Is and Is Not
4. Use the following slides to explain what narrative writing is in terms of the Grade 5 Assessment:
 - Defining Narrative Writing
 - Narrative Writing in the Georgia Performance Standards
 - What Narrative Writing Is and Is Not

Part III. Writing Topics (Slides 41-49)

1. Use the sample informational, persuasive, and narrative writing topics to illustrate the format of the prompts.
2. Point out that the student writing checklist now appears on the Writing Topic Page (rather than in the response folder). Review the slides that contain the informational, persuasive, and narrative checklists.
3. Review the Format of the Writing Task slide.

Part IV. Rubrics (Slides 50-60)

1. Use the first slide in this section to review the overall layout of the rubrics.
2. Each domain has five score points, with 1 being the lowest and 5 the highest. Discuss the five levels of competence using the notes on slide 52.
3. Briefly review the rubrics for each of the four domains:
 - Ideas
 - Organization
 - Style
 - Conventions
4. Point out the landscape version of the rubrics. This version has the same score point descriptions, but they are arranged horizontally. Some participants may prefer the landscape version of the rubrics.
5. The rubrics will be explored in greater depth during Parts 5-8 of the presentation.

Part V. Ideas (Slides 61-83)

Presentation Steps:

1. Hand out copies of the scoring rubrics for Ideas.
2. Explain that the same rubric is used for evaluating Persuasive, Informational, and Narrative Writing.
3. 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 Detail
 - Development of Ideas
 - Depth of Development
4. Explain how the Levels of Development illustrative papers were created and these papers are typed to make them easier to read and understand.
5. Read Depth of Development examples for Informational Writing (Slides 68-71)
6. Read Depth of Development examples for Persuasive Writing (Slides 72-75)
7. Read Depth of Development examples for Narrative Writing (Slides 76-79)
8. Discuss how development of supporting ideas varies from score point “5” to score point “1” in informational, persuasive, and narrative examples.
9. Use the following slides to clarify sense of completeness, genre awareness, and reader concerns:
 - Sense of Completeness
 - Evaluating Genre Awareness
 - Genre Awareness in Ideas
 - Reader Concerns
10. Discuss which components/elements are emphasized in determining the overall Ideas score.
11. Ask the participants if they have any questions or comments about scoring Ideas in the three genres before moving on. If there are questions, remember to tie the discussion to the language used in the scoring rubric.
12. At the end of this portion of the presentation, allow 5-10 minutes for a question and answer period.

Part VI. Organization (Slides 84-94)

Presentation Steps:

1. Distribute the grade 5 scoring rubric for Organization. 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
 - Genre Specific Organizational Strategies
 - Transitions
2. Ask the participants if they have any questions or comments about scoring Organization in the three genres. If there are questions, remember to tie the discussion to the language used in the scoring rubric.

Part VII. Style (Slides 95-103)

Presentation Steps:

1. Distribute Style Rubric to each participant.
2. Review the following slides and accompanying notes to clarify how GPS terms are used in the Style domain.
 - The Components of Style
 - Word Choice
 - Levels of Language
 - Types of Language
 - Audience Awareness and Tone
 - Voice
 - Sentence Variety
 - Genre Appropriate Strategies
3. Ask the participants if they have questions or comments about scoring Style in the two genres before moving on. If there are questions, remember to tie the discussion to the language used in the scoring rubric.

Part VIII. Conventions (Slides 104-111)

Presentation Steps:

1. Distribute Conventions Rubric to each participant.
2. Explain how overall Conventions is scored holistically (so 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. Ask the participants if they have any questions or comments about scoring Conventions in the three genres before moving on. 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 112-114)

Presentation Steps:

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. Scoring Student Writing Samples in Small Groups (Slides 115-200)

Presentation Steps:

1. Arrange participants in groups of 3-5 people to allow for small group discussion of sample student papers.
2. Distribute a set of informational writing samples to each participant (without the accompanying annotations).
3. 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.)
4. 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 as they begin to discuss the paper, then guide them toward using the terminology of the Grade 5 Ideas and Organization rubrics.
5. After a brief discussion, distribute the accompanying annotation for the model paper.
6. Ask volunteers to explain why they might have anticipated a higher or lower score in Ideas and Organization.
7. Remind participants that a single element of a scoring domain rarely determines the entire score for that domain.
8. Discuss strengths and weaknesses in the Style and Organization domains.
9. After discussing several sample papers as a large group, allow time for participants to read through the remaining sample papers and annotations.
10. Appoint a group leader to moderate discussion in each small group discuss the remaining model papers using the focus questions below.
11. After completing review of 10 Informational writing samples, repeat steps 2-10 for the Persuasive Writing Samples and the Narrative Writing Samples.

FOCUS QUESTIONS FOR GRADE 5 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?

Focus Questions for Organization Domain Discussion:

1. Does the paper have an overall plan?
2. Is the writer's organizational strategy appropriate to the assigned 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 genre 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 201-254)

Presentation Steps

1. With remaining time, or in another session, give participants a set of 10 narrative, persuasive, or mixed 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, the presenter asks participants to volunteer their scores for Ideas.
5. If scores differ, the presenter asks each volunteer to explain how he/she arrived at the scoring decision.
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 domains 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 255-257)

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