

GEORGIA  
GRADE 5  
WRITING ASSESSMENT

2007

# Interpretive Guide



Georgia Department of Education  
Kathy Cox, State Superintendent of Schools  
March 2007  
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## INTRODUCTION

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

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

## SCORING PROCEDURES AND TYPES OF SCORES

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

### *Nature of the Scoring System:*

Each student paper 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 8-9.)

### *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 weaknesses in the various components.

### *The 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.

NOTE: A paper might not demonstrate competence in each component listed under a particular domain yet will be scored "5" on that domain. Another paper may demonstrate competence in one component of a domain but be so weak in other components that those weaknesses outweigh the single strength. Thus, this 2nd paper may receive a score of "1" on that domain because of overpowering weaknesses. In other words, strengths may compensate for weaknesses, and weaknesses may outweigh strengths.

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

- Blank: The paper contains no student writing.
- Copied: Copied from a published source or another student's writing.
- Illegible: Not enough words in the paper are recognizable to be used as a basis for determining what other words are.
- Incomprehensible: The paper contains few recognizable English words or it may contain recognizable English words arranged in such a way that no meaning is conveyed.
- Text Too Limited To Score: Lack of 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 (PTNA).
- 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.).

**How Scores Are Derived**

Each paper 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).

Domain	Weight
Ideas	2 x rater score
Organization	1 x rater score
Style	1 x rater score
Conventions	1 x rater score

Weighting simply means that the score a rater assigns is multiplied by the weight (or importance) assigned to a domain.

Here is an example: Rater 1 assigns a “3” in Style and “2” in the other domains. Rater 2 assigns the score of “2” to all four domains.

	I	O	S	C
Rater 1	2	2	3	2
Rater 2	2	2	2	2
<b>Domain Total</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>4</b>

For Rater 1

Weight	Weighted Domain Total
2 X the score of “2” for Ideas	= 4
1 X the score of “2” for Organization	= 2
1 X the score of “3” for Style	= 3
1 X the score of “2” for Connections	= 2
Rater 1 Total Weighted Raw Score	<u>11</u>

For Rater 2

Weight	Weighted Domain Total
2 X the score of “2” for Ideas	= 4
1 X the score of “2” for Organization	= 2
1 X the score of “2” for Style	= 2
1 X the score of “2” for Connections	= 2
Rater 2 Total Weighted Raw Score	<u>10</u>
Rater 1 and Rater 2 scores = Total Weighted Raw Score	<u>21</u>
(11)	(10)

\*Note: Scale scores, not raw scores, are reported.

**Performance Levels**

The scale score range for the Grade 5 Writing Assessment 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 changing raw scores to scale scores, adjustments may be made for any small differences between the various assessment editions.

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.”

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.”

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.”

**Domain Scores**

The Student 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.

**IDEAS.** The degree to which the writer establishes a controlling idea and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the assigned writing genre. The Ideas Domain is weighted twice as heavily as the others when computing total scaled score.

Components

<ul style="list-style-type: none"> <li>• Controlling Idea/Focus</li> <li>• Supporting Ideas</li> <li>• Relevance of Detail</li> </ul>	<ul style="list-style-type: none"> <li>• Depth of Development</li> <li>• Sense of Completeness</li> <li>• Awareness of Genre</li> </ul>
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**ORGANIZATION.** The degree to which the writer’s ideas are arranged in a clear order and the overall structure of the response is consistent with the assigned writing genre.

Components

<ul style="list-style-type: none"> <li>• Overall Plan</li> <li>• Introduction/Body/Conclusion</li> <li>• Sequence of Ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping of Ideas within Paragraphs</li> <li>• Genre-Specific Strategies</li> <li>• Transitions</li> </ul>
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**STYLE.** The degree to which the writer controls language to engage the reader.

Components

<ul style="list-style-type: none"> <li>• Word Choice</li> <li>• Audience Awareness</li> <li>• Voice</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence Variety</li> <li>• Strategies Appropriate to the Genre</li> </ul>
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**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

<p style="text-align: center;"><u>Sentence Formation</u></p> <ul style="list-style-type: none"> <li>• Correctness</li> <li>• Clarity of Meaning</li> <li>• Simple, complex, and compound sentences</li> <li>• End punctuation</li> </ul>	<p style="text-align: center;"><u>Usage</u></p> <ul style="list-style-type: none"> <li>• Subject-verb agreement</li> <li>• Standard word forms</li> <li>• Possessives</li> <li>• Contractions</li> <li>• Pronoun-antecedent agreement</li> </ul>	<p style="text-align: center;"><u>Mechanics</u></p> <ul style="list-style-type: none"> <li>• Internal punctuation</li> <li>• Spelling</li> <li>• Paragraph Breaks</li> <li>• Capitalization</li> </ul>
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## 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 total scale score, domain score, and performance level. A sample label and interpretive key are on page 7.

### Student Score Report

Two originals of the Student Report are provided (see sample on pages 10-11): one is a student/parent copy which must be provided to the student's parent(s) or guardian, preferably after the results are reviewed with the student in a counselor or teacher conference; one copy is for instructional use by the student's teacher(s).

The Student Score Report describes the student's total test performance and performance level. It also describes the domain scores with written narrative.

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.

### Student Achievement Roster

Two copies of the Student Achievement Rosters are provided (see sample on page 12). School or class level rosters are provided depending on the choice made by the school. Rosters contain the names of all students tested, including students with disabilities and ELL students. For each student, the roster displays the total writing score, the performance level, and the domain performance. Student ID numbers and state required codes (SRC) are shown as coded on the student's Answer Document.

### Scaled Score Rank Order Roster

This roster lists students in rank order by scale scores. Students who "DO NOT MEET" and who had non-scorable papers also are listed. (See sample on page 13.) Two copies are furnished.

## SUMMARY REPORTS

### School Report

A summary of student scores is provided for each school where testing was conducted (see sample on page 14). Three copies of this report are provided.

1. Average or mean scale scores for the school, system, RESA, and state are shown. These data are based on the scores for all students.
2. A Performance Summary describes the performance of all examinees with scorable papers. The percentage of students for each performance level for each of these groups is shown. An N-count (number) is also provided.
3. A Domain Rating Summary provides information on the performance in the four domains of writing. Two independent raters score each student on a scale of 1-5 in each domain. The score is the average of the two ratings.

### System Report

For each system a summary report is provided which is identical in content to the school report (see sample on page 14). Three copies are provided.

## SAMPLE REPORT FORMS

### Student Label

<b>Grade 5</b> WRITING ASSESSMENT	NAME: STEVE CRAMER	(A)			
	ID NO. 2304X10036	(B)			
	TEST DATE: Mar XX				
	SCALED SCORE	IDE	ORG	STY	CNV
	367	1.5	2.0	3.0	2.5
	PERFORMANCE MEETS				

(C) (D) (E) (F)

### Key:

- A. Student's name as it appears on the Answer Document
- B. Date of testing
- C. Name of test
- D. Total scale score achieved
- E. Performance level
- F. Domain performance (possible score 1-5)

## Grade 5 Writing Assessment Domain Descriptive Statements

### Ideas

#### **I = 10, 9**

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

#### **I = 8, 7**

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

#### **I = 6, 5**

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

#### **I = 4, 3**

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

#### **I = 2**

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

### Organization

#### **O = 10, 9**

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

#### **O = 8, 7**

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

#### **O = 6, 5**

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

#### **O = 4, 3**

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

#### **O = 2**

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

## **Style**

**S = 10, 9**

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

**S = 8, 7**

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

**S = 6, 5**

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

**S = 4, 3**

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

**S = 2**

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

## **Conventions**

**C = 10, 9**

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

**C = 8, 7**

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

**C = 6, 5**

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

**C = 4, 3**

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

**C = 2**

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

## Student Report

The top box on the Student Report contains the total test score. If a paper was not scorable, it will be so noted in this box. Lower boxes describe the student's performance on each of the domains of effective writing.

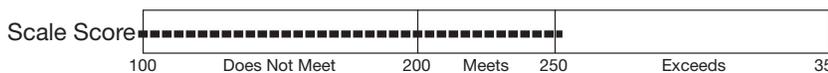
### Student Score Report (A)



**Georgia**

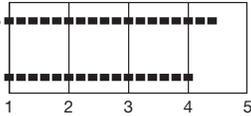
Name: FIFTH G STUDENT Grade: 5  
 GTID: 0123456789 DOB: 01/01/1997  
 System: FRIENDLY COUNTY Code: 123  
 School: FRIENDLY MIDDLE Code: 4567  
 Teacher: ELEMENTARY S TEACHER Document No: 123456  
 Test Date: Spring, 2007 Date Printed: 01APR07

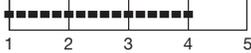
**(C) Total Test Performance and Performance Level**

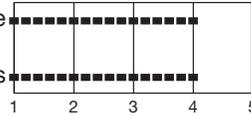
Scale Score 

On a scale of 100 to 350, your writing score is 250, which indicates that your performance level exceeds the standard for Grade 5 writing skills. (D)

**Domain Scores**

Ideas 

Organization 

Style 

Conventions 

<b>Ideas</b>	The paper contained a fully developed controlling idea that consistently focused on the assigned topic and purpose and addressed all aspects of the assigned task. Supporting ideas were relevant to the topic, genre, and audience and were fully elaborated with logical examples and details. The response fully addressed reader concerns and perspectives. Genre-appropriate strategies were used to develop the ideas.	<b>Domain score = 4.5</b>
<b>Organization</b>	The overall organizational plan was appropriate to the assigned topic and genre. Ideas were logically sequenced across parts of the paper. The introduction set the stage, and the conclusion ended the piece of writing without repetition. Related ideas were grouped logically within paragraphs. Varied transitional elements were used to link parts of the paper and ideas within paragraphs.	<b>Domain score = 4.0</b>
<b>Style</b>	Language and tone were consistent with the writer's purpose and assigned genre. Word choice was precise and engaging. Attention to the audience was demonstrated in the introduction, body, and conclusion. The writer's voice was consistent and distinctive. Sentences varied in length and structure. Some genre-appropriate strategies were used to engage the reader.	<b>Domain score = 4.0</b>
<b>Conventions</b>	Simple, compound, and complex sentences were correct with correct end punctuation. Usage and mechanics were consistently correct with few errors in any component.	<b>Domain score = 4.0</b>

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

### Key:

- A. Student's name and grade as it appears on the Answer Document
- B. Identifying system and school information and date tested

- C. Total test performance
- D. Total scale score achieved
- E. Narrative description of domain performance
- F. Average domain score

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## Student Score Report

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

### Understanding the Student Score Report

The Student Score Report provides two types of information. Overall performance is reported as a scaled score ranging from approximately 100 to 350 and as a performance level. Performance levels are related to scores 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 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.

### Writing Domains

**IDEAS.** The degree to which the writer establishes a controlling idea and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the assigned writing genre. The Ideas Domain is weighted twice as heavily as the others when computing total scaled score.

#### Components

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

**ORGANIZATION.** The degree to which the writer’s ideas are arranged in a clear order and the overall structure of the response is consistent with the assigned writing genre.

#### Components

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

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

#### Components

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

**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

- Correctness
- Clarity of Meaning
- Simple, complex, and compound sentences
- End punctuation

##### Usage

- Subject-verb agreement
- Standard word forms
- Possessives
- Contractions
- Pronoun-antecedent agreement

##### Mechanics

- Internal punctuation
- Spelling
- Paragraph Breaks
- Capitalization

# Student Achievement Roster



## Student Achievement Roster

System : FRIENDLY COUNTY  
 School : FRIENDLY ELEMENTARY SCH  
 Teacher : FIFTH GRADE TEACHER  
 Test Date : Spring, 2007

Code : 123-4567  
 Date Printed : 01APR07

Page : 1

Student Name	GTID	SRC	DOB	Performance Level	Scaled Score	IDE	Domain ORG	Performance STY	CNV
ALEMSCH, STUDENTA	501000001		6/17/97	M	200	1.5	1.5	1.0	1.0
BELEMSCH, STUDENTB	502000002		9/16/96	PAPER NOT SCORABLE-BLANK					
CELEMSCH, STUDENTC	503000003		4/30/97	M	228	2.5	2.5	3.0	2.5
DELEMSCH, STUDENTD	504000004		3/02/97	EXC	263	3.5	3.5	5.0	3.5
ELEMSCH, STUDENTE	505000005		6/15/97	M	228	2.5	1.5	2.5	3.0
FELEMSCH, STUDENTF	506000006		2/20/97	EXC	263	3.5	3.5	4.5	4.5
GELEMSCH, STUDENTG	507000007		3/16/97	DNM	195	1.5	1.0	1.0	1.0
HELEMSCH, STUDENTH	508000008	11	5/21/97	M	220CA	3.0	1.5	1.5	1.0
IELEMSCH, STUDENTI	509000009	4	1/14/97	DNM	175	1.0	1.0	1.0	1.0
JELEMSCH, STUDENTJ	510000010		12/05/96	M	228	3.0	1.5	3.0	1.5
KELEMSCH, STUDENTK	511000011		8/24/97	DNM	158	1.0	1.0	1.0	1.0
LELEMSCH, STUDENTL	512000012		4/27/97	M	223	2.5	2.5	2.5	1.5
MELEMSCH, STUDENTM	513000013		8/06/97	M	233	3.0	3.0	2.5	1.0
NELEMSCH, STUDENTN	514000014	4	9/20/96	DNM	158	1.0	1.0	1.0	1.0

Summary for 14 Students Processed

Total Students Not Meeting The Standard: 4  
 (Regular: 2, Spec Ed: 2, ELL: 0)

Total Students with Nonscorable Papers: 1

Total Students w/ Conditional Administration: 1

\*\*\*\*\* Legend \*\*\*\*\*  
 Domains : IDE = Ideas; ORG = Organization;  
 STY = Style; CNV = Conventions.

Performance Levels:  
 DNM = Does Not Meet The Standard (100-199)  
 M = Meets The Standard (200-249)  
 EXC = Exceeds The Standard (250-350)  
 CA = Conditional Administration

### Key:

- |  |                              |
|--|------------------------------|
| A. Name of school and school code                      | E. Student's birth date      |
| B. Date tested   | F. Performance level         |
| C. Names of students                                   | G. Total writing scale score |
| D. State Required Code as coded on the Answer Document | H. Domain performance        |

Scaled Score Rank Order Roster



## Scaled Score Rank Order Roster A

System : FRIENDLY COUNTY  
 School : FRIENDLY ELEMENTARY SCH  
 Test Date : Spring, 2007

Code : 123-4567  
 Date Printed : 01APR07

Note : PNS = Paper Not Scorable  
 CA = Conditional Administration

Page : 1

Student Name	GTID	DOB	SRC	Scaled Score
BELEMSCH, STUDENTB	502000002	9/16/96		PNS
KELEMSCH, STUDENTK	511000011	8/24/97		158
NELEMSCH, STUDENTN	514000014	9/20/96	4	158
IELEMSCH, STUDENTI	509000009	1/14/97	4	175
GELEMSCH, STUDENTG	507000007	3/16/97		195
***** Students Listed Above This Line Did Not Meet The Standard *****				
AELEMSCH, STUDENTA	501000001	6/17/97		200
HELEMSCH, STUDENTH	508000008	5/21/97	11	220 CA
LELEMSCH, STUDENTL	512000012	4/27/97		223
CELEMSCH, STUDENTC	503000003	4/30/97		228
ELEMSCH, STUDENTE	505000005	6/15/97		228
JELEMSCH, STUDENTJ	510000010	12/05/96		228
MELEMSCH, STUDENTM	513000013	8/06/97		233
DELEMSCH, STUDENTD	504000004	3/02/97		263
FELEMSCH, STUDENTF	506000006	2/20/97		263

Number of students with scorable papers who did not meet the standard (scaled score 100-199): 4 G

By student classification, these are:

Regular:	2	H	D
ELL:	0		
Spec Ed:	2		

Total Nonscorable Papers: 1 I

Other criteria should be considered for remediation eligibility.

**Key:**

- |  |   |
|--|---|
| <p><b>A.</b> School name</p> <p><b>B.</b> School code</p> <p><b>C.</b> Date tested</p> <p><b>D.</b> "Not On Target" score range</p> <p><b>E.</b> Names of students</p> | <p><b>F.</b> Students' scores</p> <p><b>G.</b> Number of students "Not On Target"</p> <p><b>H.</b> Distribution of students "Not On Target"</p> <p><b>I.</b> Total nonscorable papers</p> |
|--|---|

## School/System Report

The School Report and System Report are identical in format; therefore, only the School Report is reproduced below. Average scores are computed based on the scores of all students with scorable papers.

	<b>(A)</b>	<b>School Report for:</b> FRIENDLY ELEMENTARY SCHOOL <b>School Code:</b> 123-4567 <b>Date Tested:</b> Spring, 2007 <b>Number Processed:</b> 778 <b>Number Reported:</b> 762 <b>Date Printed:</b> 01APR07	<b>(B)</b>																																																																																																	
			<b>(C)</b>																																																																																																	
	<b>WRITING</b>		<b>Domain Rating Summary</b>																																																																																																	
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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 G5WA Interpretive Guide for a description of Genres and an explanation of the categories of nonscorable papers.

### Key:

- A. Name of school, school code, and date of testing
- B. Total number of students tested (total number of Answer Documents)
- C. Number of students included in summary data (scorable papers)
- D. Average scale score for the total test
- E. Number of students in each performance level
- F. Percentage of students in each performance level
- G. Number and percent of nonscorable and invalidated papers
- H. Domain ratings within each genre of writing



