## Testing Brief Winter 2009 Grade 5 Writing Assessment March 2009

Georgia law (O.C.G.A. §20-2-281) states "writing assessments shall be administered to students in grades three, five, eight, and eleven." The purpose of the Grade 5 Writing Assessment is to assess student achievement on the Georgia Performance Standards in writing. The Grade 5 Writing Assessment provides information to guide writing instruction for $6^{\text {th }}$ and $7^{\text {th }}$ grade teachers and parents in preparation for the Grade 8 Writing Assessment.

Administration of the Grade 5 Writing Assessment supports Goal 5 of the Superintendent's Strategic Plan: Improve the SAT, ACT, and achievement scores of Georgia students. This is achieved through providing an effective curriculum and assessment system designed to improve student achievement.

The scale score range for the Grade 5 Writing Assessment is 100 to 350 . Writing scores are also reported in the following performance levels: Does Not Meet (100-199), Meets (200-249), and Exceeds (250-350). The 2009 assessment is the third administration of the new Grade 5 Writing assessment.

## Key Findings

- Seventy-eight (78) percent of all Grade 5 students met or exceeded the passing standard for writing. This represents a one (1) percentage point increase in achievement over 2008.
- Eighty-two (82) percent of Regular Program Grade 5 students met or exceeded the passing standard for writing. There is no change from 2008 to 2009.
- Forty-four (44) percent of Special Education students met or exceeded the passing standard for writing. This represents a one (1) percentage point increase in achievement over 2008.
- Fifty-five (55) percent of English Language Learners (ELL) met or exceeded the standard for passing. This represents a two (2) percentage point increase in achievement over 2008.
- Hispanic and ELL students have achieved greatest gains with increases of fourteen (14) and eleven (12) percentage points respectively since 2007.
- The 2009 Strategic Plan target for Grade 5 Writing was eighty (80) percent. This goal was not met.

Grade 5 Writing Assessment 2009
Page 2

Table 1. Percentage of Students Meeting and Exceeding Passing Standard

|  | Combined Percentage of Students Meeting and Exceeding <br> the Passing Standard for Grade 5 Writing |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
|  | $\mathbf{2 0 0 7}$ | $\mathbf{2 0 0 8}$ | $\mathbf{2 0 0 9}$ |  |
|  | Meets <br> and Exceeds | Meets <br> and Exceeds | Meets <br> and Exceeds | Differences from <br> $\mathbf{2 0 0 7 - 2 0 0 9}$ |
| All Students Tested | $70 \%$ | $77 \%$ | $78 \%$ | +8 |
| Regular Program | $75 \%$ | $82 \%$ | $82 \%$ | +7 |
| Special Education | $35 \%$ | $43 \%$ | $44 \%$ | +9 |
| English Language Learner | $43 \%$ | $53 \%$ | $55 \%$ | +12 |
| Asian | $85 \%$ | $90 \%$ | $90 \%$ | +5 |
| Black | $62 \%$ | $71 \%$ | $71 \%$ | +9 |
| Hispanic | $62 \%$ | $73 \%$ | $76 \%$ | +14 |
| Native American/Alaskan | $77 \%$ | $73 \%$ | $80 \%$ | +3 |
| White | $76 \%$ | $81 \%$ | $82 \%$ | +6 |
| Multi Ethnic | $76 \%$ | $81 \%$ | $81 \%$ | +5 |
| Female | $78 \%$ | $84 \%$ | $85 \%$ | +7 |
| Male | $62 \%$ | $71 \%$ | $70 \%$ | +8 |

Figure 1: Students Meeting and Exceeding Passing Standard 2007-2008


Grade 5 Writing Assessment 2009
Page 3

Table 2. Mean Scale Scores for the Grade 5 Writing Assessment from 2007-2009

| Student Groups | $\mathbf{2 0 0 7}$ | $\mathbf{2 0 0 8}$ | $\mathbf{2 0 0 9}$ | Differences from <br> $\mathbf{2 0 0 7}$ to 2009 |
| :--- | :---: | :---: | :---: | :---: |
| All Students Tested | 209 | 214 | 213 | +4 |
| Regular Program | 213 | 218 | 216 | +3 |
| Special Education | 181 | 185 | 185 | +4 |
| English Language Learner | 186 | 193 | 194 | +8 |
| Asian | 226 | 233 | 232 | +6 |
| Black | 202 | 207 | 206 | +4 |
| Hispanic | 201 | 209 | 208 | +7 |
| Native American/Alaskan | 214 | 214 | 212 | -2 |
| White | 215 | 220 | 218 | +3 |
| Multi Ethnic | 212 | 218 | 216 | +4 |
| Female | 216 | 220 | 219 | +3 |
| Male | 203 | 209 | 207 | +4 |

