

Georgia Grade 3 Writing Assessment Presentation Guide

Introduction

This PowerPoint presentation is designed for professional development with staff to introduce the new Georgia Grade 3 Writing Assessment. The document has many applications:

- Teachers will be able to use the document as a tool for identifying levels of student writing competence as they score assessment samples for the Grade 3 Writing Assessment.
- Teachers will be able to use the materials in this document to learn about the foundations and development of the Grade 3 Writing Assessment.
- Teachers will be able to use this document as a basis for establishing writing instruction and writing standards in the content areas.
- Teachers will be able to use the materials in this document to help students assess the quality of their own writing.

Purpose

The purpose of this guide is to provide the materials necessary to conduct a staff presentation introducing the new Georgia Grade 3 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 3 Assessment and Instructional Guide for the purpose of improving writing instruction. The materials provide the opportunity for practice and application of the new grade 3 scoring rubrics 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. This review allows the presenter to note opportunities for customizing the redelivery and/or to develop paper handouts of essential information. Each PowerPoint slide contains a Notes window which 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

1. Introduction: Test Development Process
2. Major Changes to the Grade 3 Writing Assessment
3. Collecting Writing Assessment Samples
4. Preparing to Score Student Writing Samples
5. Informational Writing
6. Persuasive Writing
7. Narrative Writing
8. Response To Literature
9. Conventions
10. Writing Instruction Resources
11. Sample Writing Lessons

Georgia Grade 3 Writing Assessment Presentation Guide

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 and suggested times are only recommendations and may be tailored to the needs of the local school or system. Presenters may wish to add slides, notes, and additional resources prior to the presentation. The only slides in the PowerPoint which may not be adapted are the grade 3 rubrics and the student papers.

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.

Option 1: One/Two Day Workshop (6-10 hours)

PowerPoint Sections 1-10

- Introduction, Major Changes, Collecting Assessment Samples, Preparing to Score Student Writing Samples, Informational Writing, Persuasive Writing, Narrative Writing, Response to Literature, Conventions, Writing Instruction Resources, Sample Writing Lessons

Option 2: Half Day Workshop (3 ½ hours)

PowerPoint Sections 1-3

- Introduction, Major Changes, Collecting Assessment Samples

Option 3: One Hour Overview of Changes to the Grade 3 Writing Assessment

PowerPoint Section 1-2

- Introduction, Major Changes

Option 4: Practice Scoring Workshop (8 hours)

PowerPoint Sections 4-9

- Preparing to Score Student Writing Samples, Informational Writing, Persuasive Writing, Narrative Writing, Response to Literature

Option 5: Six After-School Sessions (1 – 2 hours)

- Day One: PowerPoint Sections 1-2 (Introduction, Major Changes)
- Day Two: PowerPoint Section 3 (Collecting Assessment Samples)
- Day Three: PowerPoint Section 5 (Informational Writing)
- Day Four: PowerPoint Section 6 (Persuasive Writing)
- Day Five: PowerPoint Section 7 (Narrative Writing)
- Day Six: PowerPoint Section 8 (Response to Literature)

Georgia Grade 3 Writing Assessment Presentation Guide

Redelivery Option 1 (One/two day Workshop)

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

Materials/Arrangements Needed for Presentation:

One copy for presenter:

- Grade 3 Writing Assessment PowerPoint
- Grade 3 Writing Assessment PowerPoint Speaker's Notes
- Grade 3 Writing Assessment Presentation Guide

Each participant should have paper copies of the following materials for each genre of writing (Informational, Persuasive, Narrative, Response to Literature):

- Rubrics for Ideas, Organization, Style
- Conventions rubric
- Three Levels of Development Illustrative Papers
- Sample Student Papers
- Annotations for Sample Papers
- Practice Papers
- Presenters may ask participants to bring some student writing produced in their own classrooms for discussion.

Part I. Introduction (Slides 3-10)

Presentation Steps:

1. Explain purpose of program:
 - To introduce the new Georgia Grade 3 Writing Assessment
 - To deepen understanding of the scoring standards and rubrics for grade 3 writing by applying them to actual student papers
2. Introduction: Test Development Process. Review the following slides and accompanying notes with the participants:
 - Why is the Writing Assessment for Grade Three Changing?
 - The Test Development Process
 - Grade Three Core Development Team
 - About the Test Document Released
 - Grade 3 Advisory Committee
 - Collection of Grade Three Writing Samples
 - Benchmarking
 - If time is limited, the steps of the Test Development Process are contained in Slide 5.
 - Presenters may prefer to have teachers generate their own questions about the steps of the Test Development Process and answer only those questions which are of concern to the audience.

Georgia Grade 3 Writing Assessment Presentation Guide

Part II. Major Changes to the Grade 3 Writing Assessment (Slides 11-29)

This section provides an overview of the major changes to the Grade 3 Writing Assessment, including how the assessment is aligned with the Georgia Performance Standards and the new rubrics for Informational, Persuasive, Narrative, Response to Literature, and Conventions. Present the following slides and use the PowerPoint notes to explain how the new assessment is different from the previous grade 3 assessment:

- Types of Writing
 - Informational
 - Persuasive
 - Narrative
 - Response to Literature
- Comparing the Types of Writing
- Assessment Samples
- Analytic Scoring
- Rubrics
- Performance Levels
- Teacher Report Form
- Student Writing Record
- GPS Alignment

This is the end of Parts 1 and 2 – Introduction (the Test Development Process) and Major Changes to the Grade 3 Writing Assessment. Ask participants if they have questions about the major changes to the Georgia Grade 3 Writing Assessment. Allow 5-10 minutes for a question and answer period.

Part III. Collecting Assessment Samples (Slides 30-48)

This section provides suggestions for how to structure writing lessons throughout the year, how to collect appropriate assessment samples (one per genre), and how to structure the scoring of the Grade 3 Writing Assessment. A sample Teacher Report and Student Writing Record are included. Present the following slides, using the PowerPoint notes to explain the concepts and procedures associated with collecting assessment samples:

- Planning for the Grade 3 Writing Assessment
- Options for Teaching the Four Genres
- Teaching the Writing Process
- What is an Assessment Sample?
- Cautions for Collecting Assessment Samples
- Options for Collecting Assessment Samples
- Choosing Writing Assignments to Generate Assessment Samples
- The Informational Sample
- The Persuasive Sample
- The Narrative Sample
- The Response to Literature Sample
- Sample Topics
- Preparing for the March Scoring Window

Georgia Grade 3 Writing Assessment Presentation Guide

- Using the Student Writing Record Throughout the School Year
- Sample Student Writing Record
- Using the Student Writing Record to Complete the Teacher Report Form
- Teacher Report Form
- Options for Scoring Grade Three Assessment Samples

Part IV. Preparing to Score Student Writing Samples (49-52)

Before reviewing each of the genres that are assessed in third grade in Parts V-VIII, this section provides some general tips on scoring student writing samples that apply to all of the genres of writing.

1. Review the following slides:
 - Applying the Analytic Scoring Rubrics
 - Scoring Cautions
2. Refer back to this section before scoring the practice papers in each of the genre sections and prior to scoring each year's Grade 3 Writing Assessment Samples.

Part V. Informational Writing (Slides 53-135)

Presentation Steps:

A. Reviewing the Informational Slides

(Option 1)

1. Hand out copies of the scoring rubrics for Informational Writing and Conventions.
2. Proceed through the following Informational Writing slides
 - Defining Information Writing
 - What Informational Writing Is and Is Not
 - Informational Rubrics: Ideas, Organization, Style
 - Ideas (Slides 58-70)
 - Organization (Slides 71-79)
 - Style (Slides 80-86)
 - Use the link on slide 87 to go to the Conventions section.
3. Ask participants if they have any questions or comments about scoring Ideas, Organization, Style, or Conventions in Informational Writing before moving on. If there are questions, remember to tie the discussion to the language used in the scoring rubrics.
4. After reviewing the slides for each of the four domains, go to "Sample Student Papers" (Slide 88) and use the instructions in Part B below to review the sample student papers.

(Option 2) Jigsaw Method

1. Arrange participants in three small groups.
2. Assign each group one domain of the new Grade 3 scoring rubric (Ideas, Organization, Style)
3. Allow thirty minutes for each group to independently discuss the components and elements of the assigned scoring domain.
4. After thirty minutes, each of the three small groups gives a presentation of the assigned domain to the entire group.

Georgia Grade 3 Writing Assessment Presentation Guide

B. Sample Student Papers: Informational (Slides 88-113)

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 appropriate genre 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, and then guide them toward using the terminology of the Grade 3 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 Conventions 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 the discussion of the sample papers, go to “Practice Scoring” (slide #) and use the following instructions to lead a practice scoring session.

Georgia Grade 3 Writing Assessment Presentation Guide

FOCUS QUESTIONS FOR GRADE 3 PRACTICE SCORING Informational Writing

Focus Questions for Ideas Domain Discussion:

- Does the paper have a focus? What is the focus?
- What are the writer's supporting details?
- Are supporting details relevant to the topic and appropriate to informational writing?
- Are the supporting details developed with examples, facts, and anecdotes, or are they simply listed without development?
- What evidence is there of use of resource materials?
- Has the student written enough to fully explain the topic?

Focus Questions for Organization Domain Discussion:

- Does the paper have an overall plan?
- Is the writer's organizational strategy appropriate to the informational writing?
- Does the paper have an effective introduction and/or conclusion?
- Are related supporting details logically grouped and sequenced?
- Does the writer use transitions?

Focus Questions for Style Domain Discussion:

- Is the writer's word choice simple and repetitive or interesting?
- Does the writer demonstrate awareness of audience in the introduction, body, and conclusion?
- Is the writer's voice clear and appropriate?

Focus Questions for Conventions Domain Discussion:

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

Georgia Grade 3 Writing Assessment Presentation Guide

C. Practice Scoring: Informational (Slides 114-135)

1. With remaining time, or in another session, give participants a set of 4 informational practice papers to score independently. Include at least one paper from each performance level (Does Not Meet Standard, Meets Standard, Exceeds Standard).
2. Allow 30-45 minutes for this activity.
3. After all participants have completed scoring the four papers in all domains (Ideas, Organization, Style, Conventions), 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 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 three practice papers, making sure that every participant has a chance to speak 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.
10. After scoring the informational practice papers in this presentation, grade three teachers may wish to discuss some informational writing produced in their own classrooms.

Note: Sample Informational Writing Assignments are included in Section 11 of the Grade 3 PowerPoint.

Georgia Grade 3 Writing Assessment Presentation Guide

Part VI. Persuasive Writing (Slides 136-216)

A. Reviewing the Persuasive Slides

(Option 1)

1. Hand out copies of the scoring rubrics for Persuasive Writing and Conventions.
2. Proceed through the Persuasive Writing slides
 - Defining Persuasive Writing
 - What Persuasive Writing Is and Is Not
 - Persuasive Rubrics: Ideas, Organization, Style
 - Ideas (Slides 141-151)
 - Organization (Slides 152-158)
 - Style (Slides 159-167)
 - Use the link on Slide 168 to go to the Conventions section
3. Ask participants if they have any questions or comments about scoring Ideas, Organization, Style, or Conventions in Persuasive Writing before moving on.
4. After reviewing the slides for each of the four domains, go to “Sample Student Papers” (Slide 169) and use the instructions in Part B below to review the sample papers.

(Option 2) Jigsaw Method

1. Arrange participants in three small groups.
2. Assign each group one domain of the new Grade 3 scoring rubric (Ideas, Organization, Style).
3. Allow thirty minutes for each group to independently discuss the components and elements of the assigned scoring domain.
4. After thirty minutes, each of the three small groups gives a presentation of the assigned domain to the entire group.
5. Follow this discussion with a brief full group discussion of how the new persuasive writing rubric is similar to/different from the new informational writing rubric.

B. Sample Student Papers: Persuasive (Slides 169-196)

1. Arrange participants in groups of 3-5 people to allow for small group discussion of sample student papers.
2. Distribute a set of persuasive 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 appropriate genre 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,

Georgia Grade 3 Writing Assessment Presentation Guide

- then guide them toward using the terminology of the Grade 3 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 Conventions 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 the discussion of the sample papers, go to “Practice Scoring” (slide #) and use the following instructions to lead a practice scoring session.

FOCUS QUESTIONS FOR GRADE 3 PRACTICE SCORING Persuasive Writing

Focus Questions for Ideas Domain Discussion:

- Does the paper have a focus? What is the focus?
- What are the writer’s supporting details?
- Are supporting details relevant to the writer’s position and appropriate to persuasive writing?
- Are the supporting details developed with examples, facts, and anecdotes, or are they simply listed without development?
- Is the writer’s position clear?
- Has the writer written enough to support his or her position?

Focus Questions for Organization Domain Discussion:

- Does the paper have an overall plan?
- Is the writer’s organizational strategy appropriate to persuasive writing?
- Does the paper have an effective introduction and/or conclusion?
- Are related supporting details logically grouped and sequenced?
- Does the writer use transitions?

Focus Questions for Style Domain Discussion:

- Is the writer’s word choice simple and repetitive or interesting?
- Does the writer demonstrate awareness of audience in the introduction, body, and conclusion?
- Is the writer’s voice clear and appropriate?

Focus Questions for Conventions Domain Discussion:

- Are sentences clear and correct?
- Does the writer demonstrate an understanding of the elements of Usage?
- Does the writer demonstrate an understanding of the elements of Mechanics?
- Overall, how much competence is demonstrated in sentence formation, usage, and mechanics?
- Do the writer’s errors interfere with meaning?

Georgia Grade 3 Writing Assessment Presentation Guide

C. Practice Scoring: Persuasive (Slides 197-216)

1. With remaining time, or in another session, give participants a set of 4 persuasive practice papers to score independently. Include at least one paper from each performance level (Does Not Meet Standard, Meets Standard, Exceeds Standard).
2. Allow 30-45 minutes for this activity.
3. After all participants have completed scoring the four papers in all domains (Ideas, Organization, Style, Conventions), 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 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 three practice papers, making sure that every participant has a chance to speak 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.
10. After scoring the persuasive practice papers in this presentation, grade three teachers may wish to discuss some persuasive writing produced in their own classrooms.

Note: Sample Persuasive Writing Assignments are included in section 11 of the Grade 3 PowerPoint.

Georgia Grade 3 Writing Assessment Presentation Guide

Part VII. Narrative Writing (Slides 217-305)

A. Reviewing the Narrative Slides

(Option 1)

1. Hand out copies of the scoring rubrics for Narrative Writing and Conventions.
2. Proceed through the Narrative Writing slides
 - Defining Narrative Writing
 - What Narrative Writing Is and Is Not
 - Narrative Rubrics: Ideas, Organization, Style
 - Ideas (Slides 221-232)
 - Organization (Slides 233-238)
 - Style (Slides 239-247)
 - Use the link on Slide 248 to go to the Conventions section
3. Ask participants if they have any questions or comments about scoring Ideas, Organization, Style, or Conventions in Narrative Writing before moving on.
4. After reviewing the slides for each of the four domains, go to “Sample Student Papers” (Slide 249) and use the instructions in Part B below to review the sample papers.

(Option 2) Jigsaw Method

1. Arrange participants in three small groups.
2. Assign each group one domain of the new Grade 3 scoring rubric (Ideas, Organization, Style)
3. Allow thirty minutes for each group to independently discuss the components and elements of the assigned scoring domain.
4. After thirty minutes, each of the three small groups gives a presentation of the assigned domain to the entire group.
5. Follow this discussion with a brief full group discussion of how the new narrative writing rubric is similar to/different from the new informational and persuasive writing rubrics.

B. Sample Student Papers: Narrative (Slides 249-279)

1. Arrange participants in groups of 3-5 people to allow for small group discussion of sample student papers.
2. Distribute a set of narrative 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 appropriate genre 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,

Georgia Grade 3 Writing Assessment Presentation Guide

- then guide them toward using the terminology of the Grade 3 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 Conventions 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 the discussion of the sample papers, go to “Practice Scoring” (slide #) and use the following instructions to lead a practice scoring session.

FOCUS QUESTIONS FOR GRADE 3 PRACTICE SCORING **Narrative Writing**

Focus Questions for Ideas Domain Discussion:

- Does the paper have a focus or point of view?
- What are the writer’s supporting details?
- Are supporting details relevant to the story and appropriate to narrative writing?
- Are the characters developed through action, dialogue, and/or description?
- Has the student written enough to tell a complete story?

Focus Questions for Organization Domain Discussion:

- Does the paper have a beginning, middle, and end?
- Is the writer’s organizational strategy appropriate to narrative writing?
- Are the beginning and ending effective?
- Are the events of the story sequenced chronologically?
- Does the writer use transitions?

Focus Questions for Style Domain Discussion:

- Is the writer’s word choice simple and repetitive or interesting?
- Does the writer demonstrate awareness of audience in the beginning, middle, and end?
- Is the writer’s voice clear and appropriate?
- Does the writer use sensory details and/or descriptive language?

Focus Questions for Conventions Domain Discussion:

- Are sentences clear and correct?
- Does the writer demonstrate an understanding of the elements of Usage?
- Does the writer demonstrate an understanding of the elements of Mechanics?
- Overall, how much competence is demonstrated in sentence formation, usage, and mechanics?
- Do the writer’s errors interfere with meaning?

Georgia Grade 3 Writing Assessment Presentation Guide

C. Practice Scoring: Narrative (Slides 280-305)

1. With remaining time, or in another session, give participants a set of 4 narrative practice papers to score independently. Include at least one paper from each performance level (Does Not Meet Standard, Meets Standard, Exceeds Standard).
2. Allow 30-45 minutes for this activity.
3. After all participants have completed scoring the four papers in all domains (Ideas, Organization, Style, Conventions), 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 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 three practice papers, making sure that every participant has a chance to speak 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.
10. After scoring the narrative practice papers in this presentation, grade three teachers may wish to discuss some narrative writing produced in their own classrooms.

Note: Sample Narrative Writing Assignments are included in section 11 of the Grade 3 PowerPoint.

Georgia Grade 3 Writing Assessment Presentation Guide

Part VIII. Response to Literature (Slides 306-386)

A. Reviewing the Response to Literature Slides

(Option 1)

1. Hand out copies of the scoring rubrics for Response to Literature and Conventions.
2. Proceed through the Response to Literature slides
 - Defining Response to Literature
 - What Response to Literature Is and Is Not
 - Response to Literature Rubrics: Ideas, Organization, Style
 - Ideas (Slides 313-325)
 - Organization (Slides 326-331)
 - Style (Slides 332-339)
 - Use the link on Slide 340 to go to the Conventions section
3. Do you have any questions or comments about scoring Ideas, Organization, Style, or Conventions in Response to Literature before we move on? If there are questions, remember to tie the discussion to the language used in the scoring rubric.
4. After reviewing the slides for each of the four domains, go to “Sample Student Papers” (Slide 341) and use the instructions in Part B below to review the sample papers.

(Option 2) Jigsaw Method

1. Arrange participants in three small groups.
2. Assign each group one domain of the new Grade 3 scoring rubric (Ideas, Organization, Style)
3. Allow thirty minutes for each group to independently discuss the components and elements of the assigned scoring domain.
4. After thirty minutes, each of the three small groups gives a presentation of the assigned domain to the entire group.
5. Follow this discussion with a brief full group discussion of how the new persuasive writing rubric is similar to/different from the new informational, persuasive, and narrative writing rubrics.

B. Sample Student Papers: Response to Literature (Slides 341-368)

1. Arrange participants in groups of 3-5 people to allow for small group discussion of sample student papers.
2. Distribute a set of Response to Literature 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 appropriate genre Focus Questions below, 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

Georgia Grade 3 Writing Assessment Presentation Guide

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 3 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 Conventions 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 the discussion of the sample papers, go to “Practice Scoring” (slide #) and use the following instructions to lead a practice scoring session.

FOCUS QUESTIONS FOR GRADE 3 PRACTICE SCORING

Response to Literature

Focus Questions for Ideas Domain Discussion:

1. Does the paper have a focus or point of view?
2. What are the writer’s supporting details?
3. Are supporting details relevant to the topic and appropriate to response to literature?
4. Are the supporting details developed with examples, facts, and anecdotes, or are they simply listed without development?
5. Does the writer formulate and support a position?
6. Has the student written enough to fully explain the topic?

Focus Questions for Organization Domain Discussion:

1. Does the paper have an overall plan?
2. Is the writer’s organizational strategy appropriate to the response to literature?
3. Does the paper contain an effective introduction and/or conclusion?
4. Are related supporting details logically grouped and sequenced?
5. Does the writer use transitions?

Focus Questions for Style Domain Discussion:

1. Is the writer’s word choice simple and repetitive or interesting?
2. Does the writer demonstrate awareness of audience in the introduction, body, and conclusion?
3. Is the writer’s voice clear and appropriate?

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?

Georgia Grade 3 Writing Assessment Presentation Guide

C. Practice Scoring: Response to Literature (Slides 369-386)

1. With remaining time, or in another session, give participants a set of 4 response to literature practice papers to score independently. Include at least one paper from each performance level (Does Not Meet Standard, Meets Standard, Exceeds Standard).
2. Allow 30-45 minutes for this activity.
3. After all participants have completed scoring the four papers in all domains (Ideas, Organization, Style, Conventions), 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 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 three practice papers, making sure that every participant has a chance to speak 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.
10. After scoring the response to literature practice papers in this presentation, grade three teachers may wish to discuss some responses to literature produced in their own classrooms.

Note: Sample Response to Literature Writing Assignments are included in section 11 of the Grade 3 PowerPoint.

Georgia Grade 3 Writing Assessment Presentation Guide

Part IX. Conventions (Slides 387-394)

Because the Conventions rubric is the same for all four genres of writing, the domain of Conventions is explained in a separate part of the presentation. In each of the genre sections, there is a slide with a link to the Conventions section. Use that link to cover the Conventions Domain after you have presented the slides for Ideas, Organization, and Style in each genre section. It is not necessary to go over the Conventions slides four times (once for every genre). Present the following Conventions slides at the end of the first genre you cover:

- Conventions Rubric
- The Components of Conventions
- Evaluating Conventions
- Evaluating Errors in Conventions
- The Elements of Sentence Formation
- The Elements of Usage
- The Elements of Mechanics

Using the Conventions rubric, ask participants how each component is demonstrated at each performance level in the rubric. Use the sample papers to find and discuss examples of the components of conventions at each performance level.

Part X. Writing Instruction Resources (Slides 395-398)

This section contains books and websites that have been recommended by Georgia Educators as helpful tools for teaching writing in the primary grades. The presentation leader may wish to add resources prior to presenting this list, or lead a discussion of appropriate resources for each genre of writing instruction.

Part XI. Sample Writing Lessons (Slides 399-419)

This section contains sample writing lessons for informational, persuasive, narrative, and response to literature writing. These lessons were written by the Grade 3 Advisory Committee to demonstrate teaching the writing process in each of the four genres assessed in grade three.