

# Assessment Guidelines





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## I. 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 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.

The Grade 3 Writing Assessment consists of teacher judgments of each student’s writing. Throughout the school year, teachers provide students opportunities to write in a number of genres (including narrative, informational, persuasive, and response to literature) and evaluate their students’ writing abilities using the “Performance Level Rubrics” found in the *Assessment and Instructional Guide* for the Georgia Grade 3 Writing Assessment. Copies of the *Assessment and Instructional Guide* are available on the GaDOE website. In the spring, third-grade teachers report student performance on an Individual Student Report and a Teacher Report Form.

This manual provides instructions for completing the Grade 3 Writing Report Forms only. Guidelines for evaluating student papers are found in the *Assessment and Instructional Guide* mentioned above. **Thoroughly read this manual and the *Assessment and Instructional Guide* before completing the Grade 3 Writing Report Forms.** If you have questions, please contact the School Test Coordinator.

## II. STUDENTS TO BE INCLUDED

Teachers should make every effort to determine the writing performance level for each student enrolled in third-grade classrooms, including students with disabilities and English Language Learner (ELL) students. When an Individualized Education Program (IEP) team determines that a student at any grade level is not able to participate in any local or state mandated assessment, even with reasonable accommodations, the IEP team will document the reasons and make the necessary alternate assessment decisions for that student.

### III. MATERIALS NEEDED

Prior to beginning to record your ratings of student writing, make certain that you have all materials in sufficient quantities for the students assigned to you. You should have the following materials:

1. A copy of this *Assessment Guidelines* document, which contains instructions for completing the Writing Report Forms.
2. The *Assessment and Instructional Guide* for the Georgia Grade Three Writing Assessment, which contains samples of student writing and an explanation of the “Performance Level Rubric.”
3. Report Forms - a) Individual Student Report – one for each student to be used to record the performance level of student writing; b) Teacher Report Form.
4. Student Writing Samples - multiple examples of students’ writing collected during the current school year.
5. Writing Instruments - Use a pen to complete the Individual Student Report. Use only a standard, wooden No. 2 pencil for completing the Teacher Report Form.

### IV. COMPLETING THE REPORT FORMS

#### A. Individual Student Report

##### 1. Completing the Student Identification Information

This form consists of a two-part NCR report. The top copy is to be filed in the student’s permanent record; the second copy is to be given to the parent(s) or guardian(s). Teachers will complete one of these forms for every student in the classroom. Using an ink pen, teachers will complete the following information:

- Print the student’s first, middle, and last name in the designated space at the top of the page.
- Record the student’s date of birth (month and year).
- Print the teacher’s name.
- Print the school name.
- Record the current school year.
- Record the date the form was completed.

## 2. Completing the Performance Level Section

Review the following information in the *Assessment and Instructional Guide* for the Georgia Grade Three Writing Assessment.

- Grade 3 Writing Assessment (pages 11-15)
- Required Types of Writing:
  - Narrative (pages 40, 217-305)
  - Informational (pages 38, 53-135)
  - Persuasive (pages 39, 136-216)
  - Response to Literature (pages 41, 306-386)
- Use of the Performance Level Rubrics (pages 16-29)

### Assigning the Performance Level

For each student in your class, collect multiple samples of each type of writing (see the four types listed above) throughout the year. You will assign a performance level (Does Not Meet, Meets, or Exceeds) for each type of writing (informational, persuasive, narrative, and response to literature) in all four domains (ideas, organization, style, and conventions). In each box, you will indicate the performance level by placing a **DNM** for Does Not Meet Standards, **M** for Meets Standards, or **EX** for Exceeds Standards.

### Assigning a Reason the Performance Level Cannot Be Determined

Every effort should be made to evaluate student writing. Occasionally, circumstances may dictate that a performance level cannot be determined (e.g., very poorly developed handwriting or other delayed development; or recent enrollment in the class, resulting in few writing opportunities for the student). In these rare instances, the teacher may not be able to assign a rating. In such instances, use the “NA” designation of the Individual Student Report to indicate the reason a performance level determination cannot be made. Place an “NA” in the appropriate boxes only if you are unable to determine the representative performance level of writing. The reason should be noted in the Teacher Comments Section.

**NOTE TO TEACHERS:** Samples that consist only of drawings or which are based only on dictation to the teacher or a peer should not be considered as examples of student writing.

Optional: Record any comments relative to the student’s writing at the bottom of the Report Form in the section entitled “Teacher Comments.” (See page 10 for an example of a completed Individual Student Report Form.)

## B. Teacher Report Form

This form consists of a single document that summarizes classroom data for the Grade 3 Writing Assessment. Each third-grade classroom teacher will complete the form for

his/her classroom. (See page 11 for a Sample Teacher Report Form.) Using a number 2 pencil, complete the following identifying information:

1. Print the teacher's first and last name in the designated space.
2. Print the name of the school.
3. Record the date (month, day, year) the form was completed.

Complete the remainder of the Teacher Report Form as follows:

- **Student Names.** Print the last and first names of each student in your third-grade classroom.
- **Performance Levels.** For each student listed, fill in completely the performance level that corresponds with his/her writing. The performance level should be the same as marked on his/her Individual Student Report. If you are unable to determine a performance level, code in the NA bubble. The performance levels correlate to the following:

Does Not Meet = N  
Meets = M  
Exceeds = E

- **Ethnicity/Race. The ethnic/race fields have been revised to comply with federal regulations.** For each student, you will indicate ethnicity and then select all race categories that apply. First, select either Hispanic/Latino **or** Not Hispanic/Latino and darken the appropriate circle:

H = Hispanic/Latino  
N = Not Hispanic/Latino

Next, darken the circle of the race categories that apply (you may select more than one).

I = American Indian/Alaskan Native  
A = Asian  
B = Black/African American  
P = Native Hawaiian/Pacific Islander  
W = White

- **Gender.** Code the appropriate gender for each student listed.

**All students must participate in the assessment.** When an Individualized Education Program (IEP) team determines that a student at any grade level is not able to participate in any local or state-mandated assessment, even with reasonable accommodations, the IEP team will document the reasons and make the necessary alternate assessment decisions for that student. Use the State Required Code column to code students with disabilities and eligible English Language Learner (ELL) students. A student may be coded ELL if his/her native language is not English and



the student is eligible for services in accordance with State Rule 160-4-5-.02. Below is the list of categories for students with disabilities and ELL students:

<u>Category</u>	<u>Code</u>
Visual Impairments . . . . .	01
Deaf/Hard of Hearing . . . . .	02
Deaf/Blind . . . . .	03
Specific Learning Disabilities . . . . .	04
Mild Intellectual Disabilities . . . . .	05
Traumatic Brain Injury . . . . .	06
Moderate/Severe/Profound Intellectual Disabilities . . . . .	07
Autism . . . . .	08
Orthopedic Impairments . . . . .	09
Speech/Language Impairments . . . . .	10
Emotional and Behavioral Disorders . . . . .	11
Other Health Impairments . . . . .	12
English Language Learner (ELL) . . . . .	13
Section 504 Plan . . . . .	14
Significant Developmental Delay . . . . .	15
Title I Reading . . . . .	16
Title I Mathematics . . . . .	17
Migrant . . . . .	18
English Language Learner – Monitored (ELL–M) . . . . .	19

(See the School Test Coordinator with any questions concerning the State Required Code column.)

## **V. RETURN OF MATERIALS**

The Teacher Report Form(s) and the *Assessment Guidelines* (this manual) should be returned to your School Test Coordinator as soon as the ratings are completed. The top copy of the Individual Student Report should be placed in the student’s permanent record and the second copy given to the parent(s) or guardian(s). Retain your copy of *Assessment and Instructional Guide* for the Georgia Grade Three Writing Assessment for future instructional use. Before returning the Teacher Reports Form(s), you should:

- Verify that all identification data on the forms are correct and filled in completely.
- Erase any stray pencil marks.

**DO NOT USE STAPLES, PAPER CLIPS, OR TIGHT BINDINGS ON THE TEACHER REPORT FORMS.**

Thank you for your participation in the Georgia Writing Assessment Program.

## VI. SAMPLE INDIVIDUAL STUDENT REPORT

Student Name _____	School Name _____
Date of Birth: Month _____ Year _____	School Year _____
Teacher Name _____	Date Form Completed _____

Using four samples of the student's writing (one sample per type of writing), I have determined the student's performance level in four areas of writing:

		Areas of Writing			
		Ideas	Organization	Style	Conventions
		The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details.	The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion (or a beginning, middle, and end).	The degree to which the writer controls language to capture the reader's interest.	The degree to which the writer demonstrates control of sentence formation, usage, and mechanics.
Types of Writing	Informational				
	Persuasive				
	Narrative				
	Response to Literature				

For each area of writing, the student was assigned a performance level:

- Does Not Meet the Georgia Performance Standard for Grade 3
- Meets the Georgia Performance Standard for Grade 3
- Exceeds the Georgia Performance Standard for Grade 3
- N/A = unable to determine the student's performance level (e.g., no sample due to recent enrollment, written in language other than English, illegible, illustrations only).

Teacher comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## VII. SAMPLE TEACHER REPORT FORM

**Grade 3 Writing Assessment  
Summary Report Form**

Teacher: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Student's Name	N/A	Ideas	Organization	Style	Conventions	Ethnicity	Race	SRC	
	Informational	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> H <input type="radio"/> A	<input type="radio"/> I <input type="radio"/> A	<input type="radio"/> 1 <input type="radio"/> 8 <input type="radio"/> 15 <input type="radio"/> 2 <input type="radio"/> 9 <input type="radio"/> 16
	Persuasive	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> Gender	<input type="radio"/> B <input type="radio"/> P	<input type="radio"/> 3 <input type="radio"/> 10 <input type="radio"/> 17 <input type="radio"/> 4 <input type="radio"/> 11 <input type="radio"/> 18
	Narrative	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> W	<input type="radio"/> 5 <input type="radio"/> 12 <input type="radio"/> 19 <input type="radio"/> 6 <input type="radio"/> 13
	Response to Lit	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> M		<input type="radio"/> 7 <input type="radio"/> 14

Student's Name	N/A	Ideas	Organization	Style	Conventions	Ethnicity	Race	SRC	
	Informational	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> H <input type="radio"/> A	<input type="radio"/> I <input type="radio"/> A	<input type="radio"/> 1 <input type="radio"/> 8 <input type="radio"/> 15 <input type="radio"/> 2 <input type="radio"/> 9 <input type="radio"/> 16
	Persuasive	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> Gender	<input type="radio"/> B <input type="radio"/> P	<input type="radio"/> 3 <input type="radio"/> 10 <input type="radio"/> 17 <input type="radio"/> 4 <input type="radio"/> 11 <input type="radio"/> 18
	Narrative	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> W	<input type="radio"/> 5 <input type="radio"/> 12 <input type="radio"/> 19 <input type="radio"/> 6 <input type="radio"/> 13
	Response to Lit	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> M		<input type="radio"/> 7 <input type="radio"/> 14

Student's Name	N/A	Ideas	Organization	Style	Conventions	Ethnicity	Race	SRC	
	Informational	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> H <input type="radio"/> A	<input type="radio"/> I <input type="radio"/> A	<input type="radio"/> 1 <input type="radio"/> 8 <input type="radio"/> 15 <input type="radio"/> 2 <input type="radio"/> 9 <input type="radio"/> 16
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	Narrative	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> W	<input type="radio"/> 5 <input type="radio"/> 12 <input type="radio"/> 19 <input type="radio"/> 6 <input type="radio"/> 13
	Response to Lit	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> M		<input type="radio"/> 7 <input type="radio"/> 14

Student's Name	N/A	Ideas	Organization	Style	Conventions	Ethnicity	Race	SRC	
	Informational	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> H <input type="radio"/> A	<input type="radio"/> I <input type="radio"/> A	<input type="radio"/> 1 <input type="radio"/> 8 <input type="radio"/> 15 <input type="radio"/> 2 <input type="radio"/> 9 <input type="radio"/> 16
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	Narrative	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> W	<input type="radio"/> 5 <input type="radio"/> 12 <input type="radio"/> 19 <input type="radio"/> 6 <input type="radio"/> 13
	Response to Lit	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> M		<input type="radio"/> 7 <input type="radio"/> 14

Student's Name	N/A	Ideas	Organization	Style	Conventions	Ethnicity	Race	SRC	
	Informational	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> H <input type="radio"/> A	<input type="radio"/> I <input type="radio"/> A	<input type="radio"/> 1 <input type="radio"/> 8 <input type="radio"/> 15 <input type="radio"/> 2 <input type="radio"/> 9 <input type="radio"/> 16
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	Narrative	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> W	<input type="radio"/> 5 <input type="radio"/> 12 <input type="radio"/> 19 <input type="radio"/> 6 <input type="radio"/> 13
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Student's Name	N/A	Ideas	Organization	Style	Conventions	Ethnicity	Race	SRC	
	Informational	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> H <input type="radio"/> A	<input type="radio"/> I <input type="radio"/> A	<input type="radio"/> 1 <input type="radio"/> 8 <input type="radio"/> 15 <input type="radio"/> 2 <input type="radio"/> 9 <input type="radio"/> 16
	Persuasive	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> Gender	<input type="radio"/> B <input type="radio"/> P	<input type="radio"/> 3 <input type="radio"/> 10 <input type="radio"/> 17 <input type="radio"/> 4 <input type="radio"/> 11 <input type="radio"/> 18
	Narrative	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> W	<input type="radio"/> 5 <input type="radio"/> 12 <input type="radio"/> 19 <input type="radio"/> 6 <input type="radio"/> 13
	Response to Lit	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> M		<input type="radio"/> 7 <input type="radio"/> 14

