

GEORGIA
GRADE 3
WRITING ASSESSMENT

March 21 – April 1, 2011

System/School Coordinator's Manual



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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 informational, narrative, 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 Three Writing Assessment*. Copies of this *Assessment and Instructional Guide* are available in each system and can be found on the GaDOE website. In the spring, teachers report student performance using an Individual Student Report and a Teacher Report Form.

This manual provides instructions for implementing the Grade 3 Writing Assessment in the system. Guidelines for evaluating student papers are found in the *Assessment and Instructional Guide* mentioned above. Instructions for completing the Writing Reports are in the *Assessment Guidelines* given to each third-grade teacher. **Thoroughly read this manual, the *Assessment and Instructional Guide*, and the *Assessment Guidelines* before proceeding with any plans.** If you have questions, please contact the Assessment Administration Division, Georgia Department of Education, (404) 656-2668.

II. STUDENTS TO BE INCLUDED

Teachers should make every effort to determine the 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. Considerations for testing students with disabilities are listed in the Student Assessment Handbook.

English Language Learner (ELL) students should be tested in accordance with Testing Rule 160-3-1-.07.

It is the responsibility of the system to grid the codes for eligible students with disabilities and for ELL students in the State Required Code (SRC) section of the Teacher Report Forms. These codes are as follows:

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

III. DESIGNATING SCHOOL TEST COORDINATORS

A School Test Coordinator should be designated for each school. If one has not been appointed, contact the school principal to determine who would best serve in that position. The School Test Coordinator is responsible for implementing the program at his/her school, for verifying that prescribed administration procedures are followed, and for maintaining test security. **School Test Coordinators should have a complete orientation to all testing procedures and should, in turn, ensure that all third grade teachers in their schools are given an orientation.** Orientation materials are available on the DOE Website at www.gadoe.org.

IV. TEST MATERIALS

Quantities are based on enrollment figures supplied by your system. If additional materials are needed, place your order via SchoolHouse at www.schoolhouse.ncs.com.

Use the Packing Lists to verify the following contents.

1. **Inventory Control Sheet.** This form is provided to assist in keeping track of test materials.
2. **School Building Answer Document Transmittal Forms.** School names and codes are pre-identified for your convenience. Reminder: For special programs (GNETS programs, alternative programs, etc.), a separate header sheet must identify each school where students are reported as FTE. **School codes of 6XXX should not be used.**
3. **Grade 3 Writing – Individual Student Report Forms.** These are two-part carbonless sheets to be used by teachers to record the performance level of each third-grade student.
4. **Teacher Report Forms.** These are used by the teacher to report performance levels and demographic information. **Note that the ethnicity/race categories have been revised to comply with federal regulations.** For each student, the teacher will indicate ethnicity and then select all race categories that apply. First, the teacher will select either Hispanic/Latino **or** Not Hispanic/Latino and darken the appropriate circle:
H = Hispanic/Latino
N = Not Hispanic/Latino

Next, the teacher will darken the circle of all race categories that apply:
I = American Indian/Alaskan Native
A = Asian
B = Black/African American
P = Native Hawaiian/Pacific Islander
W = White
5. **Grade 3 Writing Assessment Guidelines.** Each third-grade teacher should receive a copy of these instructions for completing the Writing Forms.

Items 3 and 4 are packaged together in class packs of 25 Individual Report Forms with one Teacher Report Form and packs of 5 Individual Report Forms with one Teacher Report Form.

6. **Boxes for Returning Teacher Report Forms.** The shipping boxes are the specially marked boxes used in this shipment. Use only boxes or envelopes marked for return to the Georgia Center for Assessment (GCA).

V. DISTRIBUTION OF TEST MATERIALS

Grade 3 Writing Forms and *Assessment Guidelines* should be distributed as soon as possible to allow teachers maximum time to complete their evaluations.

1. Assemble the materials for each school as early as possible in order to verify needed numbers.
2. When all test materials for a school have been assembled, make certain to include a Transmittal Form for that school.
3. Keep a record of all materials sent to each school. The Inventory Control Sheet may be used for this purpose.
4. Take time to review all instructions, including those in the *Assessment Guidelines*.

VI. GRADE 3 WRITING ASSESSMENT OVERVIEW

Grade three students will not be producing a response to a prompt as in grade five. Instead, third-grade teachers will be rating the performance level of each student's writing, in four domains within four types of writing found in the *Assessment and Instructional Guide for the Georgia Grade Three Writing Assessment*.

The ratings should be recorded on the Individual Student Report. The Individual Student Report is a two-part carbonless form: one part for the student's permanent record and one part to be given to parent(s) or guardian(s). Teachers will summarize the ratings of all students in the class on the Teacher Report Form. **Only Teacher Report Forms will be returned to GCA.** Instructions for completing these forms are found in the *Grade 3 Writing Assessment Guidelines* included in this shipment.

VII. PLANNING FOR THE WRITING ASSESSMENT

SCHEDULING

Teachers' evaluations of student writing are to be completed by April 1, 2011.

MATERIALS

Make certain that teachers have a copy of the *Assessment and Instructional Guide for the Georgia Grade Three Writing Assessment* as well as the *Assessment Guidelines* from this shipment. The *Assessment Guidelines* are instructions for completing the Writing Forms only. The *Assessment and Instructional Guide for the Georgia Grade Three Writing Assessment* explains the rating process and contains sample student papers. Additional training materials are available on the GaDOE Website at www.gadoe.org.

REMINDERS

Make certain teachers are aware of the following:

1. For the Grade 3 Writing Assessment, only Teacher Report Forms are returned to Georgia Center for Assessment (GCA).
2. The top copy of the Individual Student Report should be placed in the student's permanent record and the bottom copy given to the student's parent(s) or guardian(s).

VIII. ASSEMBLING AND RETURNING COMPLETED MATERIALS

The following are procedures for assembling and returning the completed Teacher Report Forms to the System Test Coordinator.

1. **Preparation of School Building Answer Document Transmittal Forms.** All of the information requested on the form must be filled in and/or gridded as appropriate. This form will be used during the processing of the Teacher Report Forms to identify the school. If the school name and code are pre-coded on the form, it will not be necessary to grid these items; only the number tested and the grade need to be gridded. Verify that the school code (pre-coded) is correct. Place the completed Transmittal Form on top of the assembled Teacher Report Forms.
2. Arrange assessment materials in the following manner (bottom to top):

Bottom	<ul style="list-style-type: none">• Unused Teacher Report Forms• Unused Individual Student Reports• <i>Assessment Guidelines</i>• Completed Teacher Report Forms
Top	<ul style="list-style-type: none">• Transmittal Form
3. Return materials to the System Test Coordinator as soon as evaluations are completed. The reporting window ends April 1, 2011.

DO NOT USE STAPLES, PAPER CLIPS, RUBBER BANDS, OR ANY FASTENERS THAT MIGHT DAMAGE THE EDGES OF THE TEACHER REPORT FORMS.

IX. RETURN OF TEACHER REPORT FORMS

School Test Coordinators should return completed Teacher Report Forms to System Test Coordinators as soon as possible after teachers have completed the forms. The following instructions are for System Test Coordinators.

1. As you receive completed forms from the schools, verify the counts. A School Building Answer Document Transmittal Form should be completed for each school. Double check the forms to ensure that School Test Coordinators have entered and gridded the correct grade and number tested.
2. Place the appropriate School Building Answer Document Transmittal Form on top of the completed forms for that school. Loosely bind the Teacher Report Forms (with the Transmittal Form on top) with paper bands. Do not use paper clips, rubber bands, or any other fasteners that might damage the edges of the sheets. This is extremely important since any damage will interfere with proper machine scoring of the forms.

3. Place the Teacher Report Forms in the shipping cartons or envelopes. Place as many schools in a carton as necessary to fill it.
4. After all cartons are filled, tape cartons securely. Fill in the return information requested on the cartons with the system's name, code, and address. Be certain to note the grade level.
5. When all forms have been returned to you, record the total number on the bottom of the packing list and place it along with a completed Inventory Control Sheet on top of the contents in the carton to be numbered.
6. All cartons must be numbered in the spaces provided on the carton:

 Box (beginning with 1) of (total number of cartons).

 If sending only one carton or envelope, it should be numbered "Box 1 of 1."

 If sending more than one carton or envelope, they should be numbered accordingly (e.g., "Box 1 of 4," "Box 2 of 4," etc.).
7. Only used Teacher Report Forms and Transmittal Forms are to be sent to GCA.
8. Follow procedures sent to you by Georgia Center for Assessment for test material pick-up. Call GCA if you have problems with shipping (1-888-392-8977).
9. Teacher Report Forms should be **received** by the Georgia Center for Assessment (GCA) no later than April 8, 2011. Results will arrive in systems by May 10, 2011.

X. DISPOSITION OF REMAINING MATERIALS

The remaining test materials should be dealt with as follows:

1. All Grade 3 Writing Assessment materials (except *Assessment and Instructional Guides*) should be removed from the schools. Resolve any discrepancies with the School Test Coordinator between number of materials sent to the school and number returned.
2. All unused Individual Student Reports and Teacher Report Forms should be destroyed.

The collection of test materials from schools is important. If there are any questions about the disposition of the above test materials, contact the Assessment Administration Division, Georgia Department of Education, (404) 656-2668.

XI. 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: _____

XII. 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"/> B	<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"/> 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"/> B	<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"/> 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"/> 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"/> B	<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"/> 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

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	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"/> B	<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"/> 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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	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"/> B	<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"/> 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