The Georgia Fifth Grade Writing Test

Presented by: The Fifth Grade Team of

Duncan Creek Elementary

- Testing Date:

Wednesday, March 6, 2013

- Length of Testing : 120 minutes
  - 2 sessions of 60 minutes each

What is the Expectation?

- Each student is randomly given a different prompt.
- Students must write a complete piece within 2 pages.
- Promotion to 6th grade is dependent upon meeting or exceeding expectations on this assessment.

- Type of prompts:
  - Persuading the reader
  - Informing the reader
  - Telling a story to the reader

Four Domains of Writing

- Ideas (score doubled)
- Organization
- Style
- Conventions

Ideas

- What is my message?

- Does my message go with my prompt in a clear way?

- Do I have lots of details that paint a picture in the mind of my reader?

- Do I have enough information so the reader is satisfied?

Organization

- Do I have a good "grabber lead" to <u>hook</u> the reader?
- Did I tell things in order?
- Do my ideas link to my theme (prompt)?
- Did I use interesting transitions?
- Do I have a satisfying or take away ending?

Organization
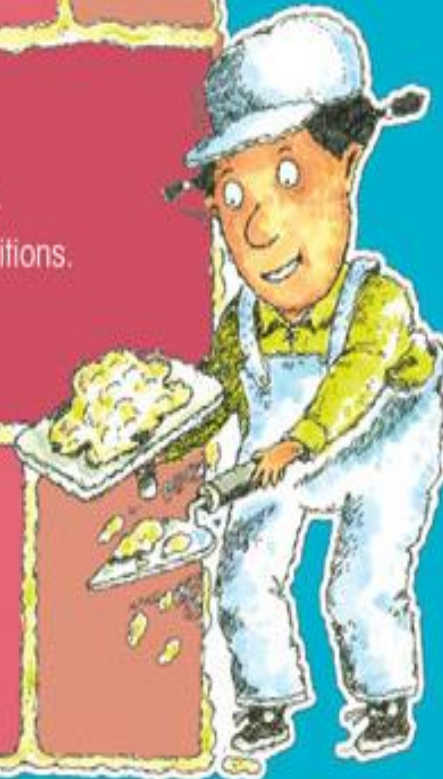### Structure your writing!

Beginning
- Start with an attention-grabbing introduction.
- Draw the reader in!

Middle
- Order your ideas logically.
- Link your ideas with transitions.
- Use pacing to highlight important parts.

Ending
- Wrap up your piece with a conclusion.
- Leave the reader with something to think about.

Style

Components

- Have I used "juicy" words and **STRONG** verbs?

- Did I use different words and not the same ones over and over and over and over and over and over. (You get the idea…)

- Do I vary the length of my sentences? (simple, compound, complex)

- Does my story sound smooth when I reread it to myself?

- Do I engage the reader the whole time?

Conventions

The way the writer handles sentence formation, capitalization, punctuation, and word usage.
The **main emphasis** is **sentence formation**.

Components

Sentence Formation

*correctness

*clarity of meaning

*simple, complex, and
  compound sentences

*ending punctuation

Usage

*subject-verb agreement

*standard word forms

*possessives

*contractions

*pronoun-antecedent agreement

Mechanics

*internal punctuation

*spelling

*paragraph breaks

*capitalization

The girls jump on the trampoline.	The mother puts the food on the table.
A girl and boy eat at Cheddars.	Our car break down all the time.
Mr. Gieger pick his nose.	Fourth and fifth graders ride the bus.
The bird tweet really loudly.	The school have lots of students.

Rubric to Assess Student Writing

Student Name: _____ Title of Writing: _____ Date: _____

Domain 1: Ideas _____ out of 40 total points

26 pts	28 pts	30 pts	36 pts	40 pts
Topic announced. Controlling idea not established	Minimally developed controlling idea	Developed controlling idea	Well developed controlling idea	Fully developed controlling idea
Little or no focus on topic, genre, or purpose	Limited focus on topic, genre, and purpose	Generally consistent focus on topic, genre, or purpose	Consistent focus on topic, genre, and/or purpose	Consistent focus on topic, genre, and purpose
Unclear supporting ideas	Supporting ideas are general and/or underdeveloped	Most supporting ideas are developed and developed	Supporting ideas and elaboration are relevant to topic.	Supporting ideas are fully elaborated throughout entire paper & are relevant to topic
Development is lacking due to brevity of response	Some ideas may be partially developed while others are listed without development	Some parts well developed, while others are partially developed	Most ideas are well developed	Ideas are fully developed throughout the paper

Domain 2: Organization _____ out of 20 total points

13 pt	14 pts	15 pts	18 pts	20 pts
Unclear sequence of ideas	Minimal evidence of sequencing	Generally clear sequence of ideas	Logical sequencing of ideas across most of the paper	Logical and appropriate sequencing across the entire paper
Lacks introduction and conclusion	Lacks introduction or conclusion	Introduction is appropriate and conclusion is clear	Introduction sets the stage, and conclusion ends paper without repetition	Introduction engages and conclusion provides a sense of closure
Ideas are not arranged in meaningful order	Unrelated ideas are grouped together	Related ideas are generally grouped together	Related ideas are grouped together	Logical grouping of ideas throughout
Lack of transitions or inappropriate transitions	Limited use of transitions – may be repetitive	Transitions link parts of the paper	Varied transitions link parts of the paper	Uses effective and varied transitions throughout paper

Domain 3: Style _____ out of 20 total points

13 pt	14 pts	15 pts	18 pts	20 pts
Language and tone are flat and/or inappropriate	Language and tone are uneven	Language and tone are consistent with writer's purpose	Language and tone are consistent with purpose and appropriate to genre	Carefully crafted phrases or sentences create an engaging tone
Word choice is inaccurate, imprecise, or confusing	Word choice is simple or repetitive	Word choice is generally engaging with occasional simple language	Word choice is precise and engaging	Varied, precise, and engaging language throughout
Little or no attention to audience	Limited awareness of audience	Awareness to audience demonstrated in part of paper	Attention to audience in most of the paper	Sustained attention to the audience throughout
Lack of sentence variety	Little variation in sentence length and structure	Some variation in sentence length and structure	Sentences vary in length and structure	A variety of structures, lengths, and beginnings

Domain 4: Conventions _____ out of 20 total points

13 pt	14 pts	15 pts	18 pts	20 pts
Frequent fragments, run-ons and incorrect sentences	Awkward sentence structure; Punctuation may be missing	Simple sentences correct; Complex sentences with errors	Correct simple and compound sentences	Clear and correct simple, complex, and compound sentences
End punctuation incorrect or lacking	May have frequent errors in usage or mechanics	Generally correct usage with some errors	Correct usage in a variety of instances but not in all elements	Correct usage in a variety of contexts
Frequent errors in usage and mechanics	Minimal control of conventions	Generally correct mechanics with some errors	Correct mechanics in a variety of instances but not in all elements	Correct mechanics in a variety of contexts
Errors may interfere with or obscure meaning	Some errors may interfere with meaning	Few errors interfere with meaning	Errors do not interfere with meaning	Errors do not interfere with meaning

Total of 4 Domains: _____ out of 100 points

Scoring Levels

- **Does Not Meet: majority of scores are 1's or 2's**

- **Meets: majority of 3's and 4's; can have 2 in conventions**

- **Exceeds: almost all 5's with maybe one 4 in any area except ideas**

Examples of Depth of Development
in Score Point 1 & 2: Narrative Writing

Ideas Score 2   **Topic: Teacher for a Day**

First of all, it was about 7:30 when everyone started coming in. They were wondering where the teacher was so they asked me, I answerd your looking right at her. They actually belived me when the teacher didn't show up for a long time.

Second, they asked what are we going to do today. I said fun and lots of it. First we went outside for about most of the day. We came back into the classroom and we played tag, we jumped on tables, and we played hide and go seek too.

Also, it was about two hours before school ended. I took them to my house to swim and jump on the trampolean. When we came back to school we had about 30 minutes until school was over.

Conclusion, we played one game that was who could stuff the most candy into their mouth. I won. And then it was time for everyone to go home.

Ideas Score 1   **Topic: Teacher for a Day**

First we went outside for about most of the day. We came back into the classroom and we played tag, we jumped on tables, and we played hide and go seek too. I took them to my house to swim and jump on the trampolean. It was time for everyone to go home, and everyone left.

Example of Depth of Development in Score Point 3: Narrative Writing

Ideas Score 3   **Topic: Teacher for a Day**

When I first came into the classroom there was a note on my desk and it said, "Dear good student of mine. I'm offering you this opportunity to be teacher for a day!" I was so exited.

First of all, it was about 7:30 when everyone started coming in. They were wondering where the teacher was so they asked me, I answerd your looking right at her. At first my classmates were saying 'ya right", but they actually belived me when the teacher didn't show up.

Second, they asked what are we going to do today. I said fun and lots of it. Today is a vacation for all of us. Everyone cheered. First we went outside for about most of the day. We came back into the classroom and we played tag, we jumped on tables, and we played hide and go seek too.

Also, it was about two hours before school ended. I took them to my house to swim, jump on the trampolean and lots more fun I couldn't belive it! When we came back to school we had about 30 minutes until school was over.

Conclusion, we played one game that was who could stuff the most candy into their mouth. And of course I won. It was time for everyone to go home, and when everyone left I sat there thinking I'll always wonder how I became teacher of the day!

Example of Depth of Development in Score Point 5: Narrative Writing

Ideas Score 5   **Topic: Teacher for a Day**

As I walked into my classroom one morning I saw a note on my desk from the teacher. It said, "Dear good student of mine, I'm offering you this opportunity to be teacher for a day!" I was so excited I walked straight to my new desk and sat down.

It was about 7:30 when everyone started coming in. They were wondering where the teacher was so they asked me. I answered, you're looking right at her. My classmates were saying 'ya right." Everybody started to laugh at me, but they actually believed me when the teacher didn't show up.

Next, they asked what we were going to do today. I said fun and lots of it. Today is a vacation for all of us. Everyone cheered for ten minutes. First we went outside for most of the day. We played kickball and my team won 80 to 5. When we came back into the classroom, we played tag, we jumped on tables, and we played hide and go seek too. For lunch we ordered 10 pepperoni pizzas from Pizza Hut.

About two hours before school ended, I shouted, "Field trip!". I took the class to my house to swim, jump on the trampoline and roller skate. They couldn't believe it! They told me they wished I was the teacher every day. When we came back to school we still had about 30 minutes until school was over.

I saved the best for last. We played one game: who could stuff the most candy into their mouth. And of course I won. When it was time for everyone to go home, no one wanted to go. I left a note for my teacher that said no one was bad or got a check mark from me. None of the parents ever found out about that day. Every now and then someone comes up to me and says "teacher I need help." We all laugh at that joke.

Ideas of Activities to do at Home…

Students have been using a writing journal all year to take notes of lessons, keep handouts, and make examples of the correct forms of writing.

The most important element to their writing is in the details!

- Read some of your child's writing and respond to it.
- Write notes back and forth to your child.
- Ask your child to try to persuade you to let them not do a certain chore.
- Have them explain to someone how to do one of their chores.
- Write a story of a fun memory from the past.
- Have them write about a memory with a relative and send it to them.

Website for References

- Georgia Department of Education – Testing Division

Fifth Grade Writing Information from the Georgia Department of Education

Thank you for partnering with us to make your child a stronger writer & overall student!