

**TESTING BRIEF**  
**Winter 2008 Grade 5 Writing Assessment**  
**March 5-6, 2008**

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Georgia law (O.C.G.A. §20-2-281) states “writing assessments shall be administered to students in grades three, five, eight, and eleven.” The purpose of the Grade 5 Writing Assessment is to assess student achievement in the Georgia Performance Standards in writing and to improve writing and writing instruction. The Grade 5 Writing Assessment provides predictive information to fifth graders about their future writing performance in advance of taking the Grade 8 Writing Assessment.

The scale score range for the Grade 5 Writing Assessment is 100 to 350. Writing scores are also reported in the following performance levels: Does Not Meet (100-199), Meets (200-249), and Exceeds (250-350). The 2008 assessment is the second administration of the new Grade 5 Writing assessment. The results of the 2008 Grade 5 Writing Assessment can be compared to 2007 results.

When the percentages of students in the Meets and Exceeds performance are combined, all subgroups had increases over the previous year except Moderate/Severe/Profound Intellectual Disability (down 7 percentage points from 2007) and Native Americans (down 4 percentage points from 2007). The greatest gains in Regular Program were observed for students with Section 504 plans, up 15 percentage points from 2007. The greatest gains in Special Education were observed for Visually Impaired students, up 24 percentage points from 2007. The greatest gains in Ethnic Group were observed for Hispanic students, up 11 points from 2007.

**KEY FINDINGS**

- A total of **119,140** students were assessed in the 2008 Grade 5 Writing Assessment. **Sixty-six (66)** percent of All Students achieved the Meets standard set for writing and **eleven (11)** percent achieved the Exceeds standard. The mean scaled score for All Students with scorable papers was **214**.
- A total of **14,159** Special Education students were assessed in writing. **Forty (40)** percent of students achieved the Meets standard set for writing and **three (3)** percent achieved the Exceeds standard. The mean scaled score for Special Education students was **185**.
- A total of **3,799** English Language Learner (ELL) students were assessed in writing. **Fifty-one (51)** percent of students achieved the Meets standard set for writing and **two (2)** percent achieved the Exceeds standard. The mean scaled score for ELL students was **193**.

Table 1

Percentage of Students in Meets and Exceeds Performance Levels – Winter 2007 and 2008 Administrations  
All Standard Administrations

Student Groups	Percentage of Students by Performance Level				Differences from 2007 to 2008	
	2007		2008			
	Meets	Exceeds	Meets	Exceeds	Meets	Exceeds
<b>All Students Tested:</b>	<b>62%</b>	<b>8%</b>	<b>66%</b>	<b>11%</b>	<b>+4</b>	<b>+3</b>
<b>Regular Program</b>	<b>66%</b>	<b>9%</b>	<b>70%</b>	<b>12%</b>	<b>+4</b>	<b>+3</b>
<b>Asian</b>	<b>66%</b>	<b>19%</b>	<b>63%</b>	<b>27%</b>	<b>-3</b>	<b>+8</b>
<b>Black</b>	<b>58%</b>	<b>4%</b>	<b>65%</b>	<b>6%</b>	<b>+7</b>	<b>+2</b>
<b>Hispanic</b>	<b>58%</b>	<b>4%</b>	<b>66%</b>	<b>7%</b>	<b>+8</b>	<b>+3</b>
<b>Native American/Alaskan</b>	<b>71%</b>	<b>6%</b>	<b>62%</b>	<b>11%</b>	<b>-9</b>	<b>+5</b>
<b>White</b>	<b>65%</b>	<b>11%</b>	<b>67%</b>	<b>14%</b>	<b>+2</b>	<b>+3</b>
<b>Multi Ethnic</b>	<b>67%</b>	<b>9%</b>	<b>68%</b>	<b>13%</b>	<b>+1</b>	<b>+4</b>
<b>Female</b>	<b>67%</b>	<b>11%</b>	<b>70%</b>	<b>14%</b>	<b>+3</b>	<b>+3</b>
<b>Male</b>	<b>57%</b>	<b>5%</b>	<b>63%</b>	<b>8%</b>	<b>+6</b>	<b>+3</b>
<b>Special Education</b>	<b>33%</b>	<b>2%</b>	<b>40%</b>	<b>3%</b>	<b>+7</b>	<b>+1</b>
<b>English Language Learner</b>	<b>42%</b>	<b>1%</b>	<b>51%</b>	<b>2%</b>	<b>+9</b>	<b>+1</b>

Table 2

Mean Scale Scores for the Grade 5 Writing Assessment – Winter 2007 and 2008 Administrations  
All Standard Administrations

Student Groups	2007	2008	Differences from 2007 to 2008
<b>All Students Tested:</b>	<b>209</b>	<b>214</b>	<b>+5</b>
<b>Regular Program</b>	<b>213</b>	<b>218</b>	<b>+5</b>
<b>Asian</b>	<b>226</b>	<b>233</b>	<b>+7</b>
<b>Black</b>	<b>202</b>	<b>207</b>	<b>+5</b>
<b>Hispanic</b>	<b>201</b>	<b>209</b>	<b>+8</b>
<b>Native American/Alaskan</b>	<b>214</b>	<b>214</b>	<b>0</b>
<b>White</b>	<b>215</b>	<b>220</b>	<b>+5</b>
<b>Multi Ethnic</b>	<b>212</b>	<b>218</b>	<b>+6</b>
<b>Female</b>	<b>216</b>	<b>220</b>	<b>+4</b>
<b>Male</b>	<b>203</b>	<b>209</b>	<b>+6</b>
<b>Special Education</b>	<b>181</b>	<b>185</b>	<b>+4</b>
<b>English Language Learner</b>	<b>186</b>	<b>193</b>	<b>+7</b>

