

**TESTING BRIEF**  
**Winter 2006 Grade 5 Writing Assessment**  
**January 17 – 20, 2006**

---

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 Quality Core Curriculum objectives in writing and to improve writing and writing instruction. In the Grade 5 Writing Assessment, student writings are evaluated on a six-stage developmental scoring scale to provide diagnostic feedback to students, parents, and teachers concerning individual student writing performance. Assessment results for fifth grade students report the representative writing stage for each student. The Developmental Stage/Scoring Guidelines are attached to this report. Data for this assessment are not comparable longitudinally as the writing prompts (topics) are not equated.

**KEY FINDINGS**

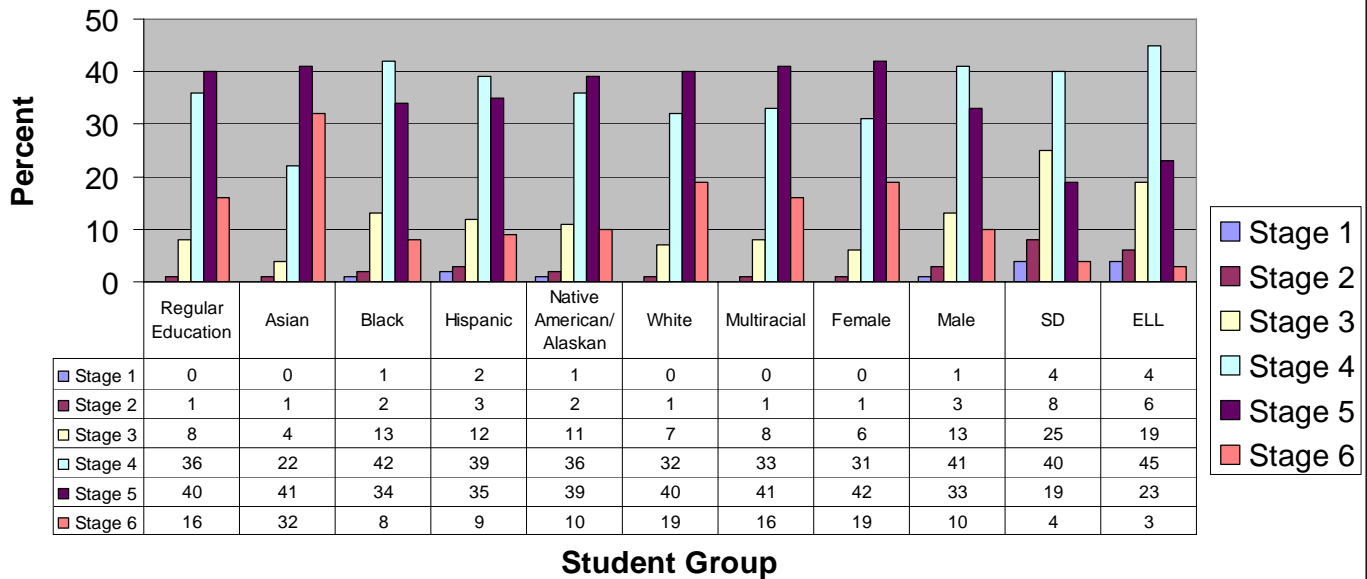
- A total of **116,190** 5<sup>th</sup> grade students were assessed in Writing. **Eighty-seven (87) percent** of all students scored in Stages 4-6 for Grade 5 Writing. This group includes all students with scorable papers.
- A total of **14,056** 5<sup>th</sup> grade special education students were assessed in Writing. **Sixty-three (63) percent** of students scored in Stages 4-6 for Grade 5 Writing.
- A total of **3,156** 5th grade English Language Learner (ELL) students were assessed in Writing. **Seventy-one (71) percent** of students scored in Stages 4-6 for Grade 5 Writing.

Table 1  
 Percent of Students Representing Stages 1-6 – 2006 Administration  
 All Standard Administrations

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
<b>All Students Tested:</b>	1	2	10	36	37	14
<b>Regular Education</b>	0	1	8	36	40	16
<b>Asian</b>	0	1	4	22	41	32
<b>Black</b>	1	2	13	42	34	8
<b>Hispanic</b>	2	3	12	39	35	9
<b>Native American/Alaskan</b>	1	2	11	36	39	10
<b>White</b>	0	1	7	32	40	19
<b>Multiracial</b>	0	1	8	33	41	16
<b>Female</b>	0	1	6	31	42	19
<b>Male</b>	1	3	13	41	33	10
<b>Students with Disabilities</b>	4	8	25	40	19	4
<b>English Language Learner</b>	4	6	19	45	23	3

Graph 1  
 Developmental Stage Scores 1-6 – 2006 Administration  
 All Standard Administrations

## Grade 5 Stage Developmental Stage Scores



### Developmental Stage/Scoring Guidelines for the Georgia Grade 5 Writing Assessment

**Stage 1 – The Emerging Writer** - Little or no topic development; little awareness of audience or the writing task; errors in surface features prevent the reader from understanding the message.

**Stage 2 – The Developing Writer** - Topic is beginning to be developed; beginning of an organizational plan; limited awareness of audience and/or task; simple word choice and sentence patterns; errors in surface features interfere with communication.

**Stage 3 – The Focusing Writer** - A clear topic although development is incomplete; an apparent plan with loosely organized ideas; a sense of audience and/or task; minimal variety of vocabulary and sentence patterns; errors in surface features interrupt the flow of communication.

**Stage 4 – The Experimenting Writer**- A clear and developed topic although development may be uneven; a clear plan with a beginning, middle, and end although beginning and end may be clumsy; evidence of writing for an audience; evidence of experimenting with language and sentence patterns; word combinations and word choice may be novel.

**Stage 5 – The Engaging Writer** - A well-developed topic; a plan with a clear beginning, middle and end; audience awareness techniques engage the reader; effective use of varied language and sentence patterns; errors in surface features do not interfere with reader’s understanding of the message.

**Stage 6 – The Extending Writer** - A well-developed topic that is elaborated with rich details; organization sustains the writer’s purpose and moves the reader through the piece; audience awareness techniques that engage and sustain the reader’s interest; effective use of varied sentence patterns; creative and novel language; errors in surface features do not interfere with the reader’s understanding of the message.