GEORGIA
GRADE 8
WRITING ASSESSMENT

Winter 2011

Examiner's Manual

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GEORGIA
DEPARTMENT OF
EDUCATION

Georgia Department of Education

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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.

This manual provides instructions for administering the Grade 8 Writing Assessment. **Read this manual completely before proceeding with any plans.** If you have questions about the instructions, please contact your School Test Coordinator.

II. TESTING DATES

January 19, 2011	Main Administration
January 20, 2011	Make-Up for Absentees Only
January 27, 2011	Answer Documents due at GCA
March 8, 2011	Results will arrive in systems

The intended purpose of the make-up day is to administer the test to students who are absent on the regularly scheduled date. The make-up day is not an alternative testing date for students whose activities conflict with the main administration day.

III. STUDENTS TO BE TESTED

ALL eighth-grade students must be tested. 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. **ELL students in their first year (12 months) of enrollment in a U. S. school may receive a one-time deferment if their proficiency in English indicates that testing is not in the best educational interest of the student**. Students with disabilities should be tested using the guidelines included in this manual.

Accommodations

English Language Learner (ELL) students and students with disabilities may need testing accommodations in order to participate in statewide assessments. Specific accommodations needed should be identified in the student's IEP, IAP, or on the ELL/TPC form. All accommodations should be consistent with the adaptation or accommodation used in the student's current instructional program. Only state approved accommodations found in the *Student Assessment Handbook* may be used on the Grade 8 Writing Assessment. Should an individual require a more expansive accommodation, approval must be obtained from the GaDOE at least one month in advance of the assessment (http://www.gadoe.org/ci_testing.aspx). Please contact Melissa Fincher at 404-651-9405 regarding such requests.

See your School Test Coordinator for additional information on testing students with disabilities.

Standard Accommodations for ELL Students

Setting Accommodations (S):

- ELL classroom
- small group
- preferential seating
- individual or study carrel
- individual administration

Presentation Accommodations (P):

- explain or paraphrase the directions for clarity (in English only)
- color overlays or templates
- oral reading the prompt in English only
- repetition of directions in English only
- translation dictionary (word-to-word only)

Scheduling Accommodations (SC):

- frequent monitored breaks
- extended time

Response Accommodation (R):

- Word-to-word dictionary

Standard Accommodations for Students with Disabilities

Setting Accommodations (S):

- special education classroom
- special or adapted lighting
- small group
- preferential seating
- sound field adaptations (e.g., listening devices)
- adaptive furniture (e.g., slant board)
- individual or study carrel
- individual administration
- test administered by certified educator familiar to student

Presentation Accommodations (P):

- large print
- sign the directions
- sign the test (prompt)
- explain or paraphrase the directions for clarity in English only
- Braille
- color overlays or templates
- oral reading the prompt in English only
- low vision aids (e.g., CCTV, magnifying equipment)
- repetition of directions in English only
- enlarged materials
- materials presented with contrast and tactile cues
- audio amplification devises or noise buffer/listening devices

Response Accommodations (R):

- technology applications, such as Brailler, word processor, or other communication device with all grammar and spell assistance disabled
- Braille writer
- scribe (use of a scribe is a standard accommodation only if guidelines are followed exactly)
- adaptive writing tools (e.g., pencil grips, large diameter pencil)

Scheduling Accommodations (SC):

- frequent monitored breaks
- optimal time of day for testing
- extended time

It is the responsibility of the system and/or school to grid the codes for eligible students with disabilities and for ELL students in the State Required Code (SRC) and Accommodations section of the Answer Documents.

State Required Coding (SRC)

Use the SRC section on the Answer Document to code eligible students with disabilities, English Language Learner (ELL) students, Title I students, and migrant students. Students with disabilities must have a current Individualized Education Program (IEP) or Individual Accommodation Plan (IAP) on file. A student may be coded ELL if the student's native language is not English and the student is eligible for services in accordance with State Rule 160-4-5-.02. The SRC, SDU A, and SDU B sections are NOT to be completed by the students. These sections should be completed by the examiner or the School Test Coordinator (STC) before sending answer documents for scoring. If you have questions concerning the use of the sections, please consult with your STC. **The SDU B section should be used only when instructed to do so by the GaDOE.**

The SRC should be used to identify the following students:

1. Students with disabilities who have an IEP or IAP (see list of codes to identify the specific disability; 01-12, 14, and 15)

Category	Code
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
Title I Reading	16
Title I Mathematics	17
Migrant	18
English Language Learner – Monitored (ELL–M)	19

2. Students who qualify for English Language Learner (ELL) services, whether or not they are receiving such services (ELL code is 13). Students who are monitored (ELL code is 19).
3. Students receiving services for Title I Reading, Title I Math, or Migrant services should be coded appropriately. (If your school is a school-wide Title I school, students do not need to be coded. This applies to Targeted Assisted Schools only.)

Any accommodations or modifications in test administration must be documented in the student's IEP, IAP, or ELL/TPC Plan and should be consistent with the current instructional program. Any accommodations not listed in the *Student Assessment*

Handbook will be considered conditional unless prior approval has been received from the Assessment Research and Development Division. If accommodations provided result in a conditional administration, indicate this by marking the bubble provided in the Accommodations box on the front page of the Answer Document.

Also, indicate the accommodation type by bubbling in the circles labeled (S) indicating setting, (P) indicating presentation, (R) indicating response, and (SC) indicating scheduling (see pages 6-7). See your School Test Coordinator for additional information on testing students with disabilities or ELL students.

IV. TEST SECURITY

The writing assessment materials are secure test documents. Tests should be kept under lock and key except during actual administration. During the actual test administration, test materials must remain in the testing room. **Examiners must account for all testing materials BEFORE dismissing students from the testing room each day.**

V. TEST MATERIALS

Prior to the test administration, make certain that you have all materials in sufficient quantities for the students assigned to you. You should have the following materials:

1. ***Examiner's Manual***.

2. **Writing Topic Page**. Each student will receive one Writing Topic Page. There are two separate topics packaged in spiraled order for the main administration. Distribute in this order. Do not allow students to exchange. The shrink-wrapped package contains 25 or 5 Writing Topic Pages – one for each student.

Forms 104 and 204 (spiraled), printed on green paper: use for main administration.

Form 107, printed on lavender paper: use for make-up administration.

3. **Planning/Prewriting Page**. This unlined page is for any type of prewriting activity. The shrink-wrapped package contains 25 or 5 sheets – one for each student.

4. **Drafting Page.** This lined page is provided for writing the initial draft. The shrink-wrapped package contains 25 or 5 sheets – one for each student.

5. **Answer Document.** These scannable Answer Documents are for recording demographic information and writing the final draft. There should be one for each student being tested.

6. **Barcode labels for student Answer Documents.**

7. **Pens and No. 2 Pencils.** Each student should be told to bring a pen and a No. 2 pencil with an eraser. The front page of the Answer Document MUST be completed in pencil.

Students MUST use a PEN for the final copy in the Answer Document. Have a few No. 2 pencils and pens available for emergencies.

8. **Timing Device.** A clock or watch will be needed.

Resources and Aids

Students are NOT permitted to use dictionaries or any other reference materials. Such materials brought into the testing room should be collected prior to testing and returned only after students have turned in all testing materials. **EXCEPTION: ELL students may use a word-to-word translation dictionary if indicated in their ELL/TPC Plan.**

Writing topics may not be read or interpreted for students, except as specified in the IEP, IAP, or ELL/TPC Plan. Students may not discuss their topics or their writing with each other during the test. ONLY ORIGINAL STUDENT WRITING WILL BE SCORED. DO NOT PERMIT STUDENTS TO USE CORRECTION FLUID.

VI. PREPARING FOR THE TEST ADMINISTRATION

It is required that the Grade 8 Assessment be administered on a single day. For the sake of test security, all students to be tested in a school should be tested at the same time of day. The total administration time for the writing assessment will be approximately 135 minutes. Smaller groups of students will require less time for the distribution of materials. See the suggested test administration schedule. If ALL students finish before the time is over, the Examiner should conclude the test period.

REMEMBER: Students will manage their time better if informed of the general limits. It is equally important not to keep students sitting restlessly in the testing room if the group finishes early. Please plan for these various contingencies. **Students are allowed a maximum of 100 minutes of writing time. Extra time is not allowed unless specified in a student's IEP, IAP, or ELL/TPC Plan.**

Testing Schedule

	Minutes
Distribute Answer Documents	5
Complete Answer Documents	10
Distribute Topic, Prewriting, and Drafting Pages	10
Planning/Prewriting	15
Drafting	35
Revising and Editing	20
Final Draft	20
Proofreading	10
Collect test materials	10
Total Time	135

Environment

Each school determines the administration conditions that will meet the needs of the students and the school. Small group (classroom) administration is encouraged. IT IS ESSENTIAL THAT THE ENVIRONMENT BE CONDUCIVE FOR GOOD TEST ADMINISTRATION.

Arrange seating so that each student has enough room to take the test. Writing surfaces should be large enough to accommodate the Writing Topic Page, Planning/Prewriting Pages, Drafting Pages, and the Answer Document. Seating should be arranged so that students will not be tempted to talk to each other or copy from other students' responses. Posting a "DO NOT DISTURB–TESTING" sign on the door of the testing room is recommended.

Proctors

When more than 30 students are to be tested in one room, the assistance of a Proctor is required. At least one Proctor is required for each additional 30 students. If students are tested in groups of 30 or less, a Proctor is highly recommended.

Proctors must be trained in appropriate test procedures before testing begins. Tasks they must perform should be clearly specified. They may help in distributing and collecting materials, assisting students with coding on the Answer Document, observing students from different points in the room while tests are being administered, and they may answer students' questions concerning the test directions. To prevent the neglect of any students in large groups, Proctors may be assigned to specific areas of the room during the test administration. Proctors must not read or explain the writing topics or coach students in any way.

Answer Document Data

ALL systems will receive barcode labels to pre-identify demographic information on student Answer Documents. Please follow these instructions carefully:

- Verify that the information printed is accurate (System name, System ID, School name, School ID, Teacher name, Student name, GTID number, and Student FTE number). If any errors are found, document both the incorrect and correct information, and notify the School Test Coordinator. **If information on the barcode label is incorrect or missing, labels should not be used.** Unused labels should be returned to the School Test Coordinator.

- All information included in the barcode label is not visible. Only specified fields may be seen on the label, as indicated above. Demographics including Ethnic Group, Gender, and Date of Birth are included in the barcode label and should NOT be bubbled on the Answer Document. Student demographic information on the barcode label will override any hand-bubbled information. **EXCEPTION: The State Required Code (SRC) is also included in the barcode label but the SRC code SHOULD be bubbled on the Answer Document.**

- Place ALL correct labels on page 1 of the student Answer Documents (see sample on page 21 of this manual). **If a printed label is received for a student enrolled at the time of testing, it MUST be used for the test administration unless information on the label is missing or incorrect.**

- Retain any unused labels with the School Test Coordinator's test documentation files. It is recommended that barcode labels be retained until the results are received. At that time, the labels may be destroyed.

- If the student is new to the system/school, or for any other reason does not have a barcode label, the Examiner should complete a new Answer Document, following the instructions in the Examiner's Manual to fill in the student demographic information. All fields should be completed accurately (Student FTE, GTID, Ethnic Group, Gender, First Name, Middle Initial, Last Name, Date of Birth). Examiners should have a list of student FTE and GTID numbers available prior to testing.

- For students without barcodes, all information must be hand-entered.

- The "For Teacher Use Only" area will be used for students identified by state required codes. This area should be completed by the Examiner after testing is completed for ANY student who has an SRC code. The SRC code is embedded in the barcode label; however, the information in the "For Teacher Use Only" area should be bubbled for ANY student with an IEP, IAP, or an ELL/TPC Plan. Be certain to complete the Accommodations section if accommodations were provided for the assessment. In addition, if applicable, indicate that the accommodations resulted in a conditional administration (see sample on page 21). Also, indicate the nature of the accommodations by bubbling in the circles labeled (S) indicating setting; (P) indicating presentation, (R) indicating response, and (SC) indicating scheduling (see pages 6-7).

- **If a student received an ELL deferment, mark the ELL Deferred bubble.** ELL students in their first year (12 months) of enrollment in a U. S. school may receive a one-time deferment if their proficiency in English indicates that testing is not in the best educational interest of the student.

- If a student was present for the test administration but did not attempt to write, mark the PTNA bubble. **NOTE: If students attempt to write, the PTNA bubble should not be marked.**

- Examiners must be certain that students receive the correct Answer Document and writing prompt for testing.

VII. ADMINISTERING THE TEST

The instructions below should be followed during the test administration. All directions below in **bold type** should be read aloud to students. When the students are seated in the examination room, say:

1.

Say	**The testing period has begun. Please do not talk until after you have been dismissed. We will now distribute Answer Documents. Do not mark on these documents until told to do so. Dictionaries or other reference materials cannot be used during this test. You may not use correction fluid. All papers must be written in English.**

2. Collect any dictionaries, reference materials, electronic devices, and correction fluid. Distribute one Answer Document to each student. (Other materials will be distributed after Answer Documents are coded.) If Answer Documents are preidentified, make certain students receive the correct documents.

Preparing the Answer Document

The following are directions for completing the required information on the Answer Document. Reminder: The instructions printed in **boldface** are to be read aloud to the students. All other instructions are for Examiners only. Pause wherever four dots (**. . . .**) appear to allow the appropriate amount of time for a particular procedure to be carried out. Be certain that each student is completing all the information correctly. Do not allow students to write on the Answer Document except where designated. The usefulness of test results will depend upon the accuracy with which the required information is recorded. If students have difficulty in completing the Answer Document, every effort should be made to help them with this task.

FOR ALL STUDENTS

1. Write the name of the school and the name of the system on the board. Distribute Answer Documents and collect correction fluid.

2.

Say	**We will complete the information on page 1 of the Answer Document. You MUST use a No. 2 pencil. If you do not have such a pencil with an eraser, raise your hand.**

3. Distribute pencils to those students who need them. Hold up the front page of an Answer Document.

4. **Say** **To make certain that your Answer Document can be read and scored accurately, it is important that you do not make any stray marks or do any extra writing on your Answer Document with your pencil. Mark only in the specified boxes and circles.**

   On the first line in the box in the upper left-hand corner, print your last name. On the second line, print your first name and middle initial. Do NOT use a nickname. For example, if your name is Robert, print Robert, not Bobby. [*Pause to allow students time to write their names.*]

   On the third line, "Date of Birth: Month and Year," neatly print the name of the month and then the year you were born. [*Pause to allow students time to write their dates of birth.*]

   Where it says "School Name," neatly print the name of our school. You may copy the name from the board. [*Point to where you have written the school and system name on the board.*]

   Where it says "System Name," neatly print the name of our school system. Copy the name from the board.

   If all students have barcode labels, skip to number 10.

FOR STUDENTS WHO DO NOT HAVE BARCODE LABELS

5. Provide FTE and GTID numbers to students if needed.

6. **Say** **Next you will see a row of boxes in which you print your name.** [*Pause*]

   Just below the words "LAST NAME (FIRST 12 LETTERS)" is a row of twelve blank boxes. You are to print your last name, starting at the left and printing one letter of your last name in each box. If your last name has more than twelve letters, print only the first twelve letters. Do not use more than twelve boxes even if all of your last name does not fit. [*Pause until all students have finished.*]

   Now find the words "FIRST NAME." [*Pause*]

   There is a row of 12 empty boxes below these words. Starting in the first of these 12 boxes, print your first name or the first 12 letters of your first name. [*Pause*]

   In the empty box under the letters, "MI," print your middle initial. [*Circulate and check.*]

7.	**Say**	**Now you will grid your name. In each column, darken the circle that has the same letter as the one you printed in the box at the top of the column.** **Find the column below the box in which you printed the first letter of your last name.** [*Pause*] **Find the circle in that column that has the same letter in it as the one you printed at the top. Darken that circle. For example, if your last name begins with "R," you have printed an "R" in the first box. Go down the column of letters until you find the "R." Darken that circle.** [*Pause*] **Now do the same thing for each box that has a letter printed above it. If you have not printed a letter in a box, darken the blank circle.** [*Pause*] **Now darken the circles for your first name and middle initial. Where you have no letter printed in a box, darken the empty circle at the top of the column.** [*Pause*] **The next section is for your date of birth. Find the box labeled "DATE OF BIRTH." Now, under the word "MONTH," bubble the month in which you were born.** [*Pause*] **Find the box labeled "DAY." Now, under the word "DAY" print the day on which you were born. If you were born in days 1–9, you will print a zero first. For example, if you were born on the "9th," you would print 0 and 9 in the appropriate boxes. When you have finished writing the numbers, bubble in the matching circles.** [*Pause*] **Find the box labeled "YEAR." The first two numbers, "19," have been printed for you. Write the numbers for the rest of the year in which you were born. For example, if you were born in "1998," you would write the number "9" next to the "19" and the number "8" in the remaining small box. When you have finished writing the numbers, bubble in the matching circles.** [*Pause*] **Now find the box for "GENDER." Under the word "GENDER," darken the circle for female or male, as appropriate.** [*You and the Proctor should check to be certain that the students are not making marks or writing outside the designated positions.*] **Next you will indicate ethnic group. Find the box labeled "ETHNICITY" below the Gender section. First, choose either Hispanic/Latino OR Not Hispanic/Latino and darken the circle next to the ethnic designation with which you most identify. Then, find the section labeled "RACE." Darken the circles of all of the choices that apply to you.** [*Pause*] **Are there any questions?** [*Pause*]

8. **Say** **Next you will enter and grid your student GTID number. Find the section headed “GTID NUMBER” and enter your number beginning with the box on the left. Do not skip any boxes. Be sure to begin numbering with the first box on the left. Enter one digit in each box.** [*Pause*]

   After the number is printed in the boxes, darken the correct circle under each one. [*Pause*]

   Are there any questions? [*Pause*]

   Next you will enter and grid your student FTE number. Find the section headed “STUDENT FTE IDENTIFICATION NUMBER” and enter your number beginning with the box on the left. Do NOT skip any boxes. Be sure to begin numbering with the first box on the left. Enter one digit in each box. [*Pause*]

   After the number is printed in the boxes, darken the correct circle under each one. [*Pause*]

   Are there any questions? [*Pause*]

9. NOW DISTRIBUTE THE WRITING TOPIC PAGES, PLANNING/ PREWRITING PAGES AND DRAFTING PAGES TO STUDENTS. Students should receive one of each.

10. **Say** **We are now distributing the topics on which you will write today. The Planning/Prewriting Pages are for any prewriting activity you want to complete. The Drafting Pages are for your initial draft.**

    Write your name in the “Student Name” blank on the front of the Writing Topic Page, the Planning/Prewriting Pages, and the Drafting Page. [*Be certain students write their names on all three of these forms.*]
    The topic assigned to you has a test form number. Look at your Writing Topic Page. The three-digit number inside the boxed Writing Topic is your test form number. Using a PENCIL, write this form number on page 1 and page 3 of the Answer Document in the columns labeled “FORM NUMBER.” Then darken the corresponding circles under each column.

    Are there any questions?

    This form number is very important. Correct scoring depends on this coding. [*REMINDER: THE PROMPT MAY NOT BE READ ALOUD OR EXPLAINED. After reading the instructions, you and the Proctor should move around the room to make certain students are following directions. IT IS ESSENTIAL THAT THE FORM NUMBER BE ENTERED AND GRIDDED CORRECTLY IN PENCIL.*]

General Directions

After the students have completed the first page of the Answer Document, follow these directions.

1.	**Say**	**Please listen carefully.** [*Hold up a sample of each of these items as you speak.*] **You should have:** **1. The Writing Topic Page.** **2. The Planning/Prewriting Pages.** **3. The Drafting Pages.** **4. The Answer Document.** **5. A pen.** **If you need a pen, hold up your hand and I will bring you one.** [*Distribute pens as needed.*]
2.	**Say**	**Now let's read the general test directions which are on page 2 of the Answer Document.** [*Note: Please refer students to the test directions at the top of page 2 in the Answer Document and read the directions ALOUD.]* **The purpose of this test is to find out how well you write on a given topic in the time and space allowed. The test has five time periods or parts. Read the directions for each of these parts carefully. The times given for each part are recommendations, not rules; if you finish any of the parts early, you may go on to the next part. Notice that you have two pages of lined space in this Answer Document on which to write your final draft. Keep in mind as you plan and write that your final copy must fit into this space.** **Your paper will be read by trained raters and scored on how well you express your ideas. In order for your paper to be properly scored, it is very important that you write on the given topic and in prose. Papers that consist entirely or mostly of poetry, musical lyrics, or rap will not be scored. Additionally, papers which are offensive in language or content will not be scored. Papers must be written in English only.** (REMINDER: THE PROMPT MAY NOT BE READ ALOUD OR EXPLAINED.)

Part 1: Planning/Prewriting (15 minutes)

Read your assigned topic on the Writing Topic Page. Use the Planning/Prewriting Pages for your prewriting. Preview the Writing Checklist to make sure you cover each of the points listed.

Part 2: Draft (35 minutes)

Using your prewriting, write a first draft of your paper on the Drafting Pages. Concentrate on getting your ideas down on paper.

Part 3: Revise (20 minutes)

Review the Writing Checklist and then reread what you have written. Ask yourself if your ideas are expressed clearly and completely. Consider rearranging your ideas and changing words to make your paper more effective.

Part 4: Prepare Final Draft (20 minutes)

Rewrite your paper on pages 3 and 4 of this Answer Document. When you rewrite, make sure that you use a blue or black ink pen and that you write neatly. You may either print or write in cursive.

Part 5: Proofread (10 minutes)

Read your final draft carefully. Make any needed corrections or changes. You may strike through words, but do not use correction fluid.

During Testing

3. **Say** **The suggested times given in the directions are only recommendations, not rules. You will be reminded of the times for each stage of the writing process.**

What you write on the Planning/Prewriting Page and the Drafting Page will not be graded. Only your final draft will be graded. You MUST write your final draft (using a blue or black ink PEN) on the Answer Document using only pages 3 and 4.

Are there any questions?
[*Answer any questions the students may have.*]

Now, you may begin work. You have approximately 15 minutes for planning and prewriting.

4. When 15 minutes for planning/prewriting have passed. . .

5. **Say** | **You have approximately 35 minutes for drafting. Write your draft on the Drafting Page.**

6. When the 35 minutes for drafting have passed. . .

7. **Say** | **You have approximately 20 minutes for revising.**

8. When 20 minutes for revising have passed. . .

9. **Say** | **You have approximately 20 minutes to prepare your final draft on pages 3 and 4 of the Answer Document.** [*Examiners should move around the room to ensure that all students are transferring responses to the Answer Document using a BLUE or BLACK pen.*]

10. When 20 minutes for preparing the final draft have passed. . .

11. **Say** | **You have approximately 10 minutes for proofing your final draft.**

12. Students should be allowed the times noted in the directions to complete their papers. If all students finish before the 100 minutes allotted for writing, you may conclude the testing period.

    Verify that students are writing their final papers with blue or black pens IN THE ANSWER DOCUMENT.

    Make certain no one is using correction fluid or reference materials.

    At the end of the testing period. . .

13. **Say** | **Stop. The testing period is over. Please put your pens down.** *[Examiners should make certain that students stop writing at the end of the testing period. If students are in mid-sentence, they may finish writing the sentence before putting their pens down.]*

Conclusion of Testing

Collect all test materials.

BEFORE DISMISSING STUDENTS, count all Writing Topic Pages, Planning/Prewriting Pages, Drafting Pages, and Answer Documents to make certain you have one of each from each student. All of these forms should contain the student's name even if the student did not write anything else. ANY DISCREPANCY IN THE COUNTS MUST BE RESOLVED BEFORE DISMISSING STUDENTS.

VIII. RETURN OF TEST MATERIALS

All *Examiner's Manuals*, Writing Topic Pages, Planning/Prewriting Pages, Drafting Pages, and Answer Documents should be returned to your School Test Coordinator. YOU MUST ACCOUNT FOR ALL MATERIALS GIVEN TO YOU. DO NOT MAKE PHOTOCOPIES OF ANY STUDENT COMPOSITION OR PORTIONS OF STUDENT COMPOSITIONS. DO NOT WRITE ANY COMMENTS OR NOTES ON STUDENT PAPERS.

The following instructions are for preparing the materials. As soon as possible after the test, complete the following:

1. Verify that all information on the barcode label is correct. If corrections need to be made to the label, document the information and give it to the School Test Coordinator. DO NOT MAKE ANY CHANGES on the label. DO NOT discard the label. Return any unused labels to the School Test Coordinator.
2. Complete the SRC and Accommodations section of the Answer Document for students with disabilities or ELL students.
3. Make certain any document that does not have a barcode label has been filled out completely and accurately.
4. **Check students' coding of the writing topic form number on the Answer Document on page 1 and page 3.**
5. Be certain you have the same number of Writing Topic, Planning/Prewriting, and Drafting Pages as you received.
6. Erase all stray pencil marks and smudges from pages 1 and 2 of the Answer Document.
7. Package the materials in this order, Bottom to Top.

Bottom	• Voided Answer Documents and Writing Topic Pages
	• Unused Planning/Prewriting Pages
	• Unused Drafting Pages
	• Unused Answer Documents
	• Unused Writing Topic Pages
	• Used Writing Topic Pages
	• Used Planning/Prewriting Pages
	• Used Drafting Pages
	• *Examiner's Manual*
	• Completed Answer Documents
Top	• Unused labels

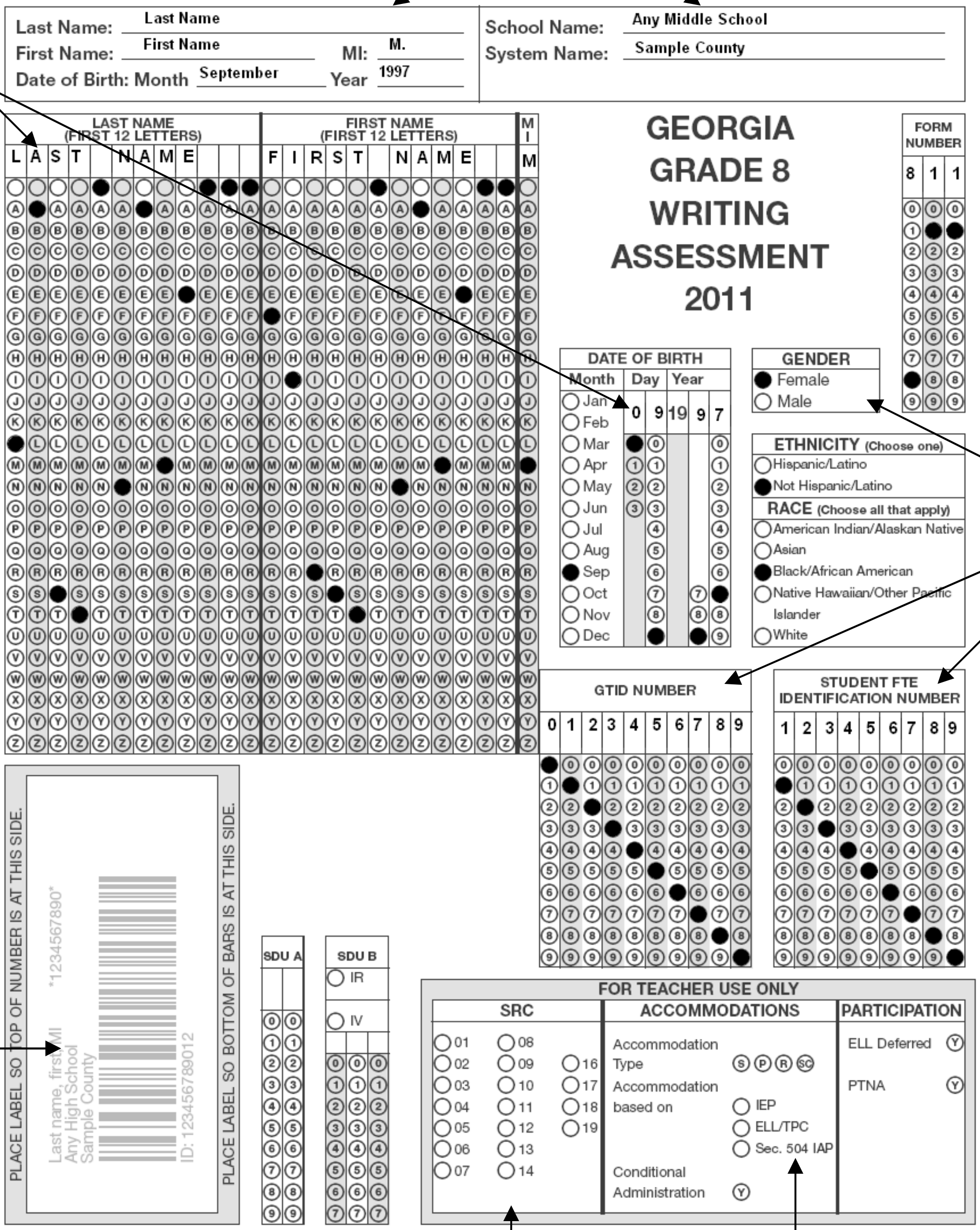
8. Return all materials to your School Test Coordinator.
9. The School Test Coordinator will deliver the materials to the System Test Coordinator.

DO NOT USE STAPLES, PAPER CLIPS, OR TIGHT BINDINGS ON ANSWER DOCUMENTS.

IX. SAMPLE ANSWER DOCUMENT – page 1

All students complete these boxes

Complete for students with no barcode label



Last Name: Last Name
First Name: First Name MI: M.
Date of Birth: Month September Year 1997

School Name: Any Middle School
System Name: Sample County

GEORGIA
GRADE 8
WRITING
ASSESSMENT
2011

LAST NAME (FIRST 12 LETTERS): LAST NAME
FIRST NAME (FIRST 12 LETTERS): FIRST NAME
MI: M

FORM NUMBER: 811

DATE OF BIRTH
Month: ○ Jan ○ Feb ○ Mar ○ Apr ○ May ○ Jun ○ Jul ○ Aug ● Sep ○ Oct ○ Nov ○ Dec
Day: 09
Year: 19 97

GENDER
● Female
○ Male

ETHNICITY (Choose one)
○ Hispanic/Latino
● Not Hispanic/Latino

RACE (Choose all that apply)
○ American Indian/Alaskan Native
○ Asian
● Black/African American
○ Native Hawaiian/Other Pacific Islander
○ White

GTID NUMBER: 0123456789

STUDENT FTE IDENTIFICATION NUMBER: 123456789

PLACE LABEL SO TOP OF NUMBER IS AT THIS SIDE.
Last name, first MI
Any High School
Sample County
ID: 123456789012
"1234567890"
PLACE LABEL SO BOTTOM OF BARS IS AT THIS SIDE.

SDU A

SDU B
○ IR
○ IV

FOR TEACHER USE ONLY

SRC
○ 01 ○ 02 ○ 03 ○ 04 ○ 05 ○ 06 ○ 07
○ 08 ○ 09 ○ 10 ○ 11 ○ 12 ○ 13 ○ 14
○ 16 ○ 17 ○ 18 ○ 19

ACCOMMODATIONS
Accommodation Type Ⓢ Ⓟ Ⓡ ⓈⒸ
Accommodation based on ○ IEP ○ ELL/TPC ○ Sec. 504 IAP
Conditional Administration Ⓨ

PARTICIPATION
ELL Deferred Ⓨ
PTNA Ⓨ

All students complete Form Number

Complete for students with no barcode label

Barcode label goes here

SRC Code must be completed by an Examiner for any student with an SRC

Examiners should enter accommodation information here. Conditional Administrations should not be used unless approved by the Georgia Department of Education.