Gateway Writing Exam

Preparing Students to take Document Based Writing Tests
Icebreaker Game

“I Never”

Think of something you have never done, that you expect that others in the room have.

Ex: I have never been to the circus.
Quick Fire Challenge!

- With a partner, list the 12 Powerful Verbs on a piece of paper. Yell “finished” when your list is complete.
- The pair to complete their list first will win a prize.
- In the event that no pair can complete the list, the pair with the most words will win the prize.
12 Powerful Verbs that will lead to academic success!

- Trace
- Analyze
- Infer
- Evaluate
- Formulate
- Describe
- Support
- Explain
- Summarize
- Compare
- Contrast
- Predict
Writing in Gwinnett County Public Schools

Elementary School

3rd Grade

- Students are assessed with state rubrics in the areas of narrative, informational, and persuasive writing, as well as writing in response to literature.

5th Grade

- Students are assessed with a writing prompt in the area of narrative, informational or persuasive writing.
Writing in Gwinnett County Public Schools

Middle School 8th Grade

- Students are assessed with a writing prompt in the area of expository or persuasive writing.
Students are assessed with the Gateway writing prompt in the area of expository writing.

Two questions are given; one for science and the other for social studies.

11th Grade

Students are assessed with the Georgia High School Writing Test in the area of persuasive writing.
How is the Writing Assessed?

Language Arts Domains
- Ideas
- Organization
- Style
- Conventions
- Focus/Development
- Organization
- Fluency
- Conventions

Science Domains
- Communication of Science Facts, Concepts, and Principles
- Knowledge and Use of Science
- Use of Scientific Process
What’s New for our High School Students?

Writing with documents!

- Writing with documents is **NOT** a science AKS for elementary or middle school students.

- Writing with documents is **NOT** a language arts AKS for elementary or middle school students.
Working with Students to Analyze Documents

Step 1- Looking for Facts

- Divide your large post-it paper in half.
- Label the left half “facts our document tells us.”
- Analyze the document your group has been given, and list the facts on the left hand side of the paper.
Working with Students to Analyze Documents

Step 2- Making Inferences

- Label the right half of your paper “inferences we can make from the facts.”
- Analyze the facts your group has identified, and list the inferences that can be made on the right hand side of the paper.
Working with Students to Analyze Documents

Step 3- Application

- Formulate a question that can be answered using the facts and inferences from your document.
Preparing Students to Write

- Identifying the scenario/situation
- Exploring the tasks
- Analyzing the documents
Malformed Frogs
Example
Essay Question for
Governors Honors Program
Step 1:

Read the entire prompt including:

- The Situation/Scenario
- The Tasks
- The Documents
Step 2:

- Identify the situation/scenario.
- List the directions/tasks.
- Include this information on the graphic organizer.
## Analyzing the Situation/Scenario and Directions/Tasks

<table>
<thead>
<tr>
<th>What is the situation/scenario?</th>
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<th>What are the tasks?</th>
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<td>3.</td>
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<th>What do I already know about task #1?</th>
<th>What do I already know about task #2?</th>
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<th>What do I already know about task #3?</th>
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Step 3:

- Brainstorm background information about each of the tasks.
- Include this information on the graphic organizer.
Analyzing the Situation/Scenario and Directions/Tasks

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Step 4:

- Explain what information is provided on each document.
- Explain how each document will assist in completing the tasks.
- Include this information on the graphic organizer.
# Analyzing Writing Test Documents

<table>
<thead>
<tr>
<th>document number and/or title</th>
<th>Information provided on the document</th>
<th>How the document will help me to complete the task/s</th>
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Malformed Frogs
Without Graphic Organizers

1. Highlight the scenario/situation.
2. Underline key words in each task which tell you what you are expected to do.
3. Brainstorm what you already know about the topic/tasks.
4. Read the documents. Then write the number of each document next to the task/s they help to answer.
Writing

- Creating an Introduction
- Developing the body of the paper
- Writing a conclusion
The Introduction

- Should generate interest
- Should introduce the points that are going to be made
- Should not be a direct copy of the scenario/situation or tasks
The Body of the Paper

- Should clearly focus on the tasks at hand
- Should include a combination of information that has been learned in class and information provided on the documents
- Should include a synthesis of document data and information, not just list information from the documents
The Conclusion

- Should include a few sentences that tie ideas together
- Should remind the reader of the major points that were made
Rubrics

Review the rubrics with your students to further explain the writing expectations on the Gateway Exam.