



**CRCT Content Descriptions  
based on the Georgia Performance Standards**

**English/Language Arts  
Grades 1 - 8**



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**Criterion-Referenced Competency Tests (CRCT)**  
**Content Descriptions**  
**English/Language Arts**

Georgia law requires the development and administration of the CRCT in the content areas of Reading, English/Language Arts, Mathematics, Science, and Social Studies. Each spring students in grades 1 through 8 take the Reading, English/Language Arts, and Mathematics CRCT, while students in grades 3 through 8 also take the Science and Social Studies CRCT. These tests are designed to measure student achievement of the Georgia Performance Standards (GPS).

**Program Purpose**

The CRCT is designed to measure student acquisition and understanding of the knowledge, concepts, and skills set forth in the GPS. The testing program serves as a measure of the quality of education in the state. Reports yielding information on academic achievement at the student, class, school, system, and state levels are produced annually.

**Mandated Grades for English/Language Arts**

Grades 1 through 8 are mandated to participate in the English/Language Arts CRCT each spring.

**CRCT Content Descriptions**

The CRCT Content Descriptions are provided to acquaint Georgia educators with the content coverage of the CRCT. Only the knowledge, concepts, and skills reflected in the GPS will be assessed on the CRCT. Committees of Georgia educators reviewed the curriculum and provided guidance for the assessment program.

It is important to note that some curricular standards are better suited for classroom or individual assessment rather than large-scale, paper-pencil assessment. While those curricular standards designed for classroom/individual assessment are not included in the Content Descriptions, the knowledge, concepts, and skills outlined are often required for the mastery of the standards that are assessed. Therefore, the CRCT Content Descriptions are in *no way* intended to substitute for the GPS; they are provided to help educators better understand how the curriculum will be assessed. Further, the CRCT Content Descriptions, *by no means*, suggest *when* concepts and skills should be introduced in the instructional sequence; rather, its purpose is to communicate when concepts and skills will be assessed on the CRCT. Georgia law requires educators to teach the standards set forth in the state-adopted curriculum (i.e., the GPS). The GPS is located at <http://www.georgiastandards.org>.

## **English/Language Arts Content Domains**

To provide reliable measures as well as structure to the assessment program, the curricular standards provided in the GPS were grouped into content domains. Each domain is comprised of standards with similar content characteristics. The domains for English/Language Arts are:

### Grade 1

Grammar/Phonological Awareness/Phonics  
Sentence Construction  
Research

### Grade 2

Grammar/Phonics  
Sentence Construction  
Research

### Grades 3–8

Grammar/Sentence Construction  
Research/Writing Process

## **Using the English/Language Arts CRCT Content Descriptions**

The English/Language Arts CRCT Content Descriptions provide information about the content and skills assessed by the CRCT. The documents are organized by grade and content domain. The curriculum standards assessed in each domain are provided as are the related concepts, skills, and abilities assessed. It is important to note the differences between the GPS and the former curriculum. The GPS is a conceptual curriculum, requiring instruction be integrated; the concepts, knowledge, skills, and abilities described in this document should not be viewed as discrete or taught in isolation. Deep understanding by students, resulting in higher achievement, is best achieved when the full curriculum is taught in an integrated, conceptual fashion.

## English/Language Arts

Grade: 4

Domain: Grammar/Sentence Construction

### Domain Description

Grammar and Sentence Construction refers to students' skill in recognizing and applying standard rules of capitalization, punctuation, language usage, and correct standard spelling. This domain also refers to students' achievement in identifying and analyzing various sentence patterns, problematic sentences including sentence fragments and run-ons, and the basic parts of a sentence.

### Standard Associated with Domain

ELA4C1

### Associated Concepts, Skills, and Abilities

- Determine simple and complete subjects and predicates and analyze the subject-predicate relationship in sentences (including subject-verb agreement)
- Determine correct usage of parts of speech in sentences, such as:
  - adjectives
  - nouns
  - verbs
  - adverbs
- Determine appropriate use of punctuation, such as:
  - end marks
  - commas
  - periods for abbreviations
- Apply knowledge of appropriate use of capitalization skills, such as:
  - common proper nouns
  - titles
  - proper adjectives
- Determine correct spelling of grade-level words in the context of a sentence, including commonly used homophones
- Analyze sentence structures by eliminating sentence fragments
- Analyze sentence structure by distinguishing between various sentence structures, such as:
  - simple
  - compound
  - exclamatory
  - interrogative
  - imperative
  - declarative
  - functional fragments

## English/Language Arts

Grade: 4

Domain: Research/Writing Process

### Domain Description

Research and Writing Process refers to students' skill in using and analyzing the purpose of research and technology, using resources to support the writing process, and evaluating the various strategies, styles, and purposes of written organization.

### Standards Associated with Domain

ELA4W1

ELA4W2

ELA4W3

ELAW4

### Associated Concepts, Skills, and Abilities

- Analyze the organizational structure of a paragraph by determining the most appropriate pattern for a writing purpose, such as:
  - chronological order (sequence of events)
  - cause and effect
  - similarity and difference (compare and contrast)
  - posing and answering a question (question and answer)
- Determine appropriate transitional structures that ensure coherence, such as:
  - transition words/phrases (between and within paragraphs, passages, and ideas)
  - numbering, subheadings, bullets (in outlines)
- Evaluate and determine relevant details and arguments
- Evaluate and determine extraneous and inappropriate details
- Determine appropriate supporting sentences, evidence, and details
- Distinguish between appropriate and inappropriate closing sentences
- Evaluate and determine repetitious information within a paragraph
- Reorganize sentences in a paragraph to achieve clarity
- Distinguish between and determine the purpose of organizational features of a text, such as:
  - preface
  - appendix
  - index
  - glossary
  - table of contents
- Analyze various reference materials by determining the appropriate source for a given situation and using information from a given source, such as:
  - Internet
  - encyclopedia
  - thesaurus
  - dictionary
  - almanac
  - atlas
  - magazines
  - newspaper
  - key words