



**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: 5

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

ELA5C1

### Associated Concepts, Skills, and Abilities

- Revise paragraphs by combining sentences using proper conjunctions and punctuation to eliminate repetitious ideas
- Analyze sentences by determining verb phrases in simple, compound, and complex sentences and selecting verb phrases that maintain consistency in tense
- Analyze word use and syntax to determine the two parts of speech illustrated by the same word in two different sentences
- Analyze and differentiate between compound, complex, and compound-complex sentences
- Eliminate fragments and run-ons
- Demonstrate appropriate use of varied sentence structures through the use of prepositional phrases, transition words, and modifiers with correct punctuation
- Analyze sentences for misplaced and dangling modifiers
- Analyze the types of sentences by differentiating between the sentence types, such as:
  - interrogative
  - imperative
  - declarative
  - exclamatory
- Determine which sentences contain usage errors, such as:
  - subject-verb agreement
  - use of non-standard English
  - double negatives
- Determine appropriate use of punctuation, such as:
  - use of colon
  - quotation marks
  - apostrophe
  - end marks
  - comma
    - compound sentences
    - complex sentences
    - for clarity
    - compound-complex sentences
    - sentences

- Determine correct spelling of grade-level words and homophones in the context of sentence
- Determine correct usage of parts of speech in sentences, such as:
  - verbs
  - nouns
  - adverbs
  - adjectives
  - prepositions
  - conjunctions
  - pronouns
  - interjections

## English/Language Arts

Grade: 5

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

ELA5W1

ELA5W2

ELA5W3

ELA5W4

### 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)
  - narrative
- Apply knowledge of appropriate transition elements between paragraphs, passages, and ideas
- Analyze a paragraph and determine the main idea
- Evaluate and determine relevant details and arguments
- Evaluate and determine extraneous and inappropriate details
- Determine appropriate topic sentences and supporting sentences/details
- Determine correct point of view for a persuasive argument
- Distinguish between appropriate and inappropriate closing sentences
- Reorganize sentences in a paragraph to achieve clarity
- Evaluate and determine the best replacement for a word to increase clarity by using a thesaurus
- Analyze dictionary entries to determine the appropriateness of a specific word
- Demonstrate knowledge of research by analyzing the elements used within a research paper, such as:
  - citation
  - bibliographic entry
  - end notes/footnotes
  - appendix
- Demonstrate knowledge of research by analyzing reference sources used to support writing, such as:
  - Internet
  - magazines
  - encyclopedia
  - newspaper
  - almanac
  - key words
  - atlas
  - book parts