



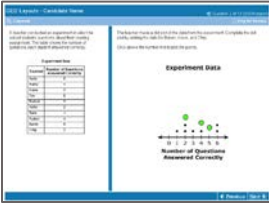
INTEGRATING READING AND WRITING: TRANSITIONING TO THE 2014 GED® TEST



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Session Objectives



- Share updates on the 2014 GED® test using the revised Item Sampler and Assessment Guide



- Identify strategies for integrating reading and writing skills



- Model and apply strategies for integrating reading and writing, including sentence combining and developing constructed responses



- Practice applying the new rubric to writing samples

New Realities



The 2014 GED® test . . .



- Aligns with *college and work expectations*
 - Rigorous content and application of knowledge
 - Performance standards supported by validity evidence
- Provides *evidence of readiness*
 - An **indicator of readiness** to enter workforce training programs or postsecondary education
 - Actionable information about a candidate's academic strengths and weaknesses
- Provides information about a candidate's *strengths and areas of developmental need*

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New Realities in Technology



Technology is EVERYWHERE!

- Today...
 - Most job postings are exclusively online
 - Most job applications are completed online
 - Most job responsibilities have a technology component
- In the next decade...
 - Career opportunities will be created by technological advances



Assessing Skills

- Extended Response
- Short Answer (Constructed Response)
- Technology-Enhanced Items
 - Multiple choice
 - Fill-in-the-blank items
 - Hot-spot items
 - Drag-and-drop items
 - Drop-down selection items

Drag-and-drop Item (split screen)

This example shows three drag tokens (the yellow stars) placed on the drop target (the chart on the right). In items that use this layout, the appearance and number of the drag tokens and the drop targets may vary, but all drag-and-drop items allow test-takers to interact with the material as they move objects around on the screen.

GED Layouts - Candidate Name Question 1 of 13 (50/0/0/0)

[Comment](#) [Flag for Review](#)

A teacher conducted an experiment in which he asked students questions about their reading assignment. The table shows the number of questions each student answered correctly.

Experiment Data	
Student	Number of Questions Answered Correctly
Jada	6
Harry	4
Dana	2
Tim	6
Patrick	3
Anita	2
Sara	1
Ruben	4
Kevin	5
Chip	2

The teacher made a chart and put a gold star beside the name of each student who answered 5 or 6 questions correctly. Which students have a gold star beside their names?

Drag the star into the box next to the name of each student who earned a gold star.

Gold Star Chart			
Jada	★	Anita	
Harry		Sara	
Dana		Ruben	
Tim	★	Kevin	★
Patrick		Chip	

★

[Next](#)

New Realities in Cognitive Complexity: Webb's Depth of Knowledge (DOK)



Level 1: Recall

- A. Focus is on specific facts, definitions, details, or using routine procedures (measure, divide, follow recipe, etc.)
- B. Explaining “that...”
- C. Can be “difficult” without requiring “deep” content knowledge to respond to item (memorize a complex theory without being able to explain its meaning or apply it to a real work situation)
- D. Combination of level ones does NOT = level 2.
- E. One right answer

Level 2: Skill Concept

- A. Focus is on applying skills and concepts (in a familiar/typical situation), relationships (compare, cause-effect), main ideas.
- B. Requires deeper knowledge than definition
- C. Explaining how or why
- D. Making decisions
- E. Estimating, interpreting in order to respond
- F. One right answer

Webb's Depth of Knowledge

Level 3: Strategic Reasoning

- A. Focus is on reasoning & planning in order to respond (e.g., write an essay or constructed response, apply in new/novel situation).
- B. Complex and abstract thinking is required.
- C. Often need to provide support for reasoning or conclusions drawn.
- D. More than one “correct” response or approach is often possible.

Level 4: Extended Reasoning

- A. Requires complex reasoning, planning, and thinking (generally over extended periods of time) for the investigation.
- B. Assessment activities have multiple steps with extended time provided.
- C. Students may be asked to relate concepts within the content area and among other content areas.
- D. Students make real-world applications in new situations.

DOK is about complexity



- The intended learning outcome determines the DOK level.
- Instruction and classroom assessments must reflect the DOK level of the intended learning outcome.

DOK levels can be cumulative

Standard	DOK Assessed	DOK Needed
Analyze text(s) in order to identify, understand, infer or synthesize information	DOK 3	DOK 1 (read) DOK 2 (understand) DOK 3 (apply information)
Apply knowledge of sentence structure in composing or editing	DOK 2	DOK 1 (know parts) DOK 2 (write sentence/edit sentence)
Predict trends based on graphical representation	DOK 3	DOK 1 (determine how many) DOK 2 (compare) DOK 3 (make decisions)
Simplify and evaluate numerical and algebraic expressions	DOK 1	DOK 1 (solve)

Remember DOK is...

- ...descriptive
- ...focuses on how deeply a student has to know the content in order to respond
- ...NOT the same as difficulty
- ...NOT the same as Bloom's Taxonomy





New Realities: Content and Context of the 2014 GED[®] test

What does the test look like?

2002 Series GED® test

- Language Arts, Writing – 120 minutes
- Language Arts, Reading – 65 minutes
- Social Studies – 70 minutes
- Science – 80 minutes
- Mathematics – Pts. 1 & 2, – 90 minutes

2014 GED® test

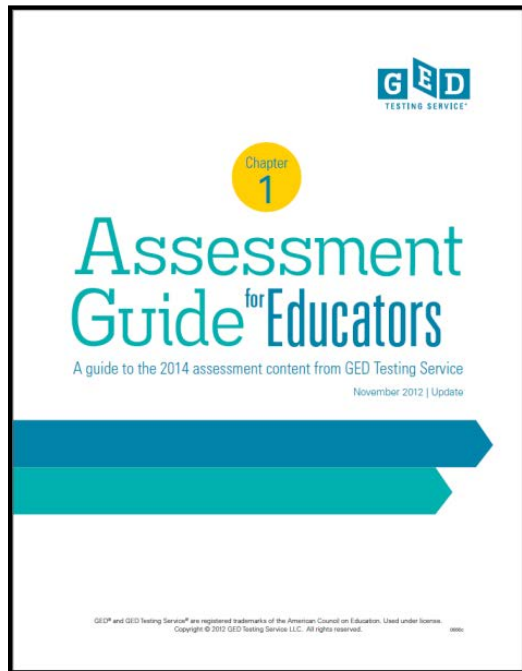
- Reasoning through Language Arts – 150 minutes with 10 minute break included
- Social Studies – 90 minutes
- Science – 90 minutes
- Mathematical Reasoning – 115 minutes

Score Scale

- Test scaled scores will range from approximately 100 to approximately 200 on each of the four content modules
- The Passing Standard for high school equivalency will be set at a scaled score of 150 for each module
- A minimum score of 600 (150 on each of the four modules) will be required to meet the battery Passing Standard

Tools for Educators

Assessment Guide for Educators



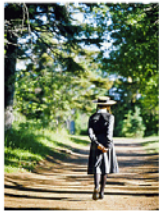
2014 GED® Test Item Samplers

RLA - Candidate Name Question 3 of 10

Answer Explanation Flag for Review

page 1 | page 2 | page 3 | page 4

Excerpt from *Anne of Green Gables*
by L. M. Montgomery



Drag and drop each word that describes Anne into the character web.

```
graph TD
    Anne((Anne)) --- Node1(( ))
    Anne --- Node2(( ))
    Node1 --- Node3((dramatic))
    Node1 --- Node4((practical))
    Node1 --- Node5((satisfied))
    Node2 --- Node6((enthusiastic))
    Node2 --- Node7((disappointed))
```

1 Marilla came briskly forward as Matthew opened the door. But when her eyes fell on the odd little figure in the stiff, ugly dress, with the long braids of red hair and the eager, luminous eyes, she stopped short in amazement.

2 "Matthew Cuthbert, who's that?" she exclaimed. "Where is the boy?"

3 "There wasn't any boy," said Matthew wretchedly. "There was only *her*."

← Previous | Next →

Download the guides at www.GEDtestingservice.com/assessment



Reasoning through Language Arts

What is the same?

What is different?

2002 Series GED® test

- Separate Language Arts, Writing and Language Arts, Reading tests
- 75% fiction; 25% nonfiction
- Passage length – 200-400 words
- Item types
 - multiple choice
 - essay
- Holistic four-point rubric
- Paper and pencil format



2014 GED® test

- One test - Reasoning through Language Arts
- 75% nonfiction; 25% fiction
- Passage length – 400-900 words
- Item types
 - multiple choice
 - fill-in-the blank
 - drag-and-drop
 - drop-down
 - extended response
- Three-dimension rubric
- Technology format
 - Technology enhance items
 - Keyboard of constructed response

Reading: Similarities between the 2002 and 2014 Tests

2002 Series GED® test

- Summarize main ideas
- Explain implications of text
- Transfer information to a new context
- Draw conclusions and understand consequences
- Identify cause and effect relationships
- Interpret tone, point of view, style or purpose of a work

2014 GED® test

- Summarize details and ideas
- Infer implied ideas
- Make evidence-based generalizations or hypothesis
- Draw conclusions that require synthesis of multiple ideas
- Infer relationships between ideas in a text
- Determine an author's point of view or purpose



What's new in the *Reading* content domain?

- Analyze how individuals, events, and ideas develop and interact over the course of a text.
- Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.
- Determine the author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics.

Language: Similarities between the 2002 and 2014 Tests

2002 Series GED® test

Edit to eliminate errors such as:

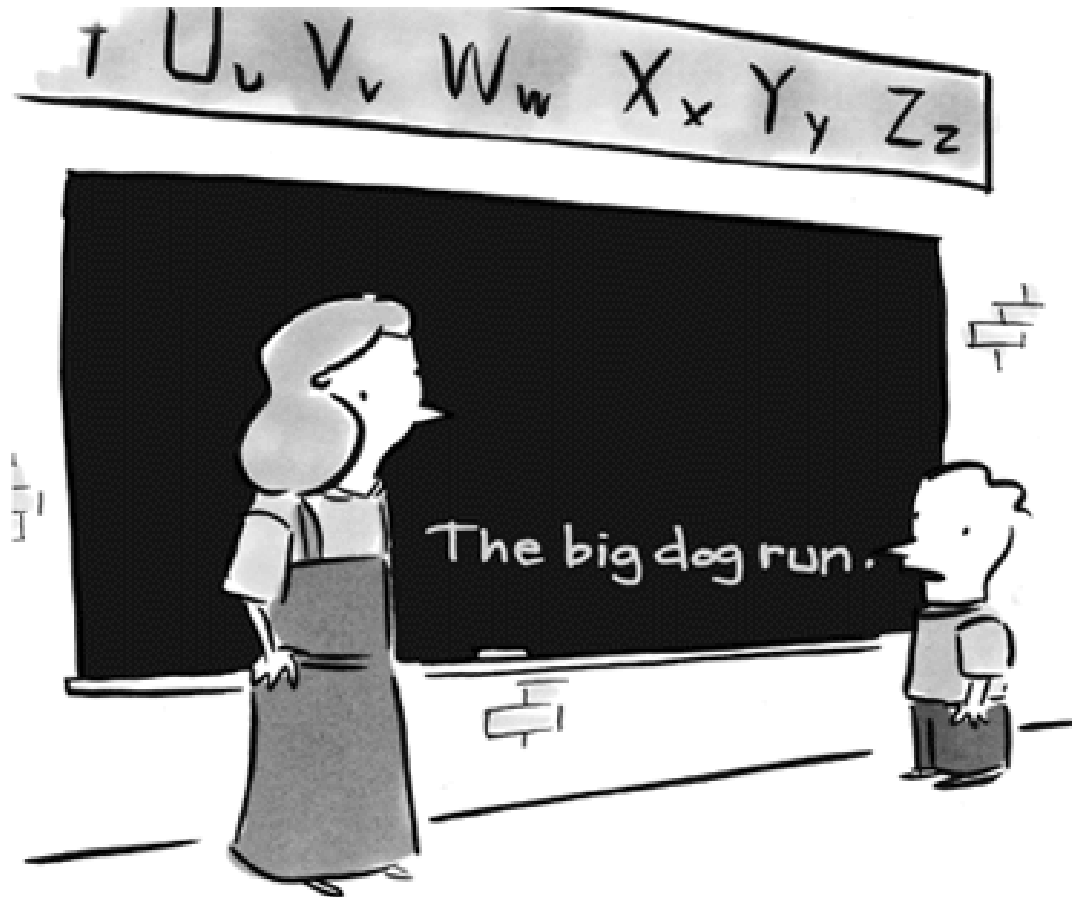
- sentence fragments, run-on sentences, and comma splices
- improper coordination and subordination, modification, and parallelism
- subject-verb agreement
- verb tense errors
- pronoun reference errors
- capitalization and punctuation
- spelling (possessives, contractions, homophones)



2014 GED® test

Edit to eliminate errors such as:

- run-on sentences, fused sentences, or sentence fragments
- dangling or misplaced modifiers, illogical word order, improper parallelism
- subject-verb agreement or pronoun antecedent agreement
- pronoun usage
- capitalization and punctuation
- incorrect usage of homonyms and possessives



"My subject and verb have agreed to disagree."

What's new in the *Language* content domain?

- Complete item types that simulate real-life editing tasks
- Edit to eliminate non-standard or informal usage (e.g., correctly use *try to win the game* instead of *try and win the game*).
- Develop an argument and support ideas with text-based evidence
- Strategically applies awareness of audience and purpose of the task to enhance meaning through the response.

Then . . .

Construction Shift – Multiple Choice

(10) The new school is being built on Howell Avenue. (11) It will serve at-risk children.

The most effective combination of sentences 10 and 11 would include which group of words?

- (1) school being built on
- (2) Howell Avenue, it will
- (3) Howell Avenue, and will
- (4) Avenue, but it will
- (5) Avenue and it would serve

and Now

Editing and Revising - Drop-Down Menus

I called Skyview again this morning.

Select...

The representative with whom I eventually spoke directed me to take our laptop to a repair facility 30 miles from our home. I mentioned the information I had learned, and was told that there is a shortage of the parts necessary for repair. Because of this shortage, he said the repair could take up to two months. This is not acceptable. My wife and I conduct business from home and need daily access to our computer.

I called Skyview again this morning.

The phone call lasted about 20 minutes asking for help with my problem.

The representative with whom I eventually spoke directed me to take our laptop to a repair facility 30 miles from our home. I mentioned the information I had learned, and was told that there is a shortage of the parts necessary for repair. Because of this shortage, he said the repair could take up to two months. This is not acceptable. My wife and I conduct business from home and need daily access to our computer.



Then . . .

2002 Essay Prompt

What is one important goal you would like to achieve in the next few years?

In your essay, identify that one goal and explain how you plan to achieve it. Use your personal observations, experience, and knowledge to support your essay.

and Now

2014 Extended Response

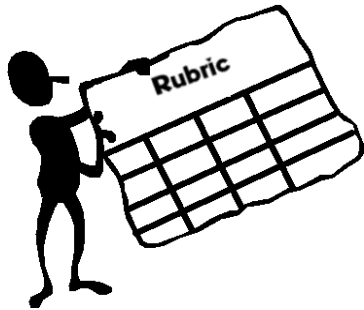
While Dr. Silverton's speech outlines the benefits of cloud seeding, the editorial identifies drawbacks of this process.

In your response, analyze both the speech and the editorial to determine which position is best supported. Use relevant and specific evidence from both sources to support your response.



2002 Essay Scoring Rubric

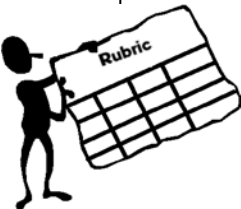
GED 2002 Essay Scoring Rubric



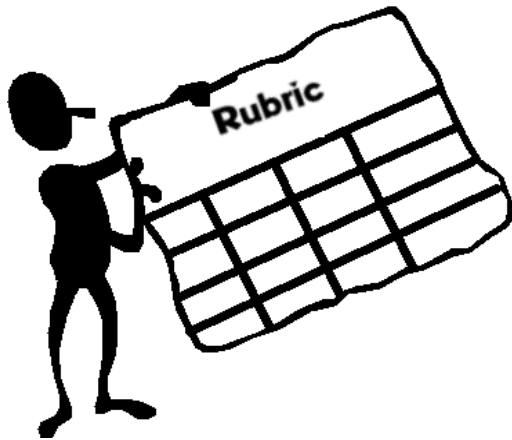
	4	3	2	1
	Effective	Adequate	Marginal	Inadequate
	Reader understands and easily follows the writer's expression of ideas.	Reader understands writer's ideas.	Reader occasionally has difficulty understanding or following the writer's ideas.	Reader has difficulty identifying or following the writer's ideas.
Response to the Prompt	Presents a clearly focused main idea that addresses the prompt.	Uses the writing prompt to establish a main idea.	Addresses the prompt, though the focus may shift.	Attempts to address prompt but with little or no success in establishing a focus.
Organization	Establishes a clear and logical organization.	Uses an identifiable organizational plan.	Shows some evidence of an organizational plan.	Fails to organize ideas.
Development and Details	Achieves coherent development with specific and relevant details and examples.	Has focused but occasionally uneven development; incorporates some specific detail.	Has some development but lacks specific details; may be limited to a listing, repetitions or generalizations.	Demonstrates little or no development; usually lacks details or examples or presents irrelevant information.
Conventions of EAE	Consistently controls sentence structure and the conventions of Edited American English (EAE).	Generally controls sentence structure and the conventions of EAE.	Demonstrates inconsistent control of sentence structure and the conventions of EAE.	Exhibits minimal or no control of sentence structure and the conventions of EAE.
Word Choice	Exhibits varied and precise word choice.	Exhibits appropriate word choice.	Exhibits a narrow range of word choice, often including inappropriate selections.	Exhibits weak and/or inappropriate words.

2014 RLA Extended Response Rubric

Score	Description
Trait 1: Creation of Arguments and Use of Evidence	
2	<ul style="list-style-type: none"> generates text-based argument(s) and establishes a purpose that is connected to the prompt cites relevant and specific evidence from source text(s) to support argument (may include few irrelevant pieces of evidence or unsupported claims) analyzes the issue and/or evaluates the validity of the argumentation within the source texts (e.g., distinguishes between supported and unsupported claims, makes reasonable inferences about underlying premises or assumptions, identifies fallacious reasoning, evaluates the credibility of sources, etc.)
1	<ul style="list-style-type: none"> generates an argument and demonstrates some connection to the prompt cites some evidence from source text(s) to support argument (may include a mix of relevant and irrelevant citations or a mix of textual and non-textual references) partially analyzes the issue and/or evaluates the validity of the argumentation within the source texts; may be simplistic, limited, or inaccurate
0	<ul style="list-style-type: none"> may attempt to create an argument OR lacks purpose or connection to the prompt OR does neither cites minimal or no evidence from source text(s) (sections of text may be copied from source) minimally analyzes the issue and/or evaluates the validity of the argumentation within the source texts; may completely lack analysis or demonstrate minimal or no understanding of the given argument(s)
Non-scoring Responses (Score of 0/Condition Codes) Response exclusively contains text copied from source text(s) or prompt Response shows no evidence that test-taker has read the prompt or is off-topic Response is incomprehensible Response is not in English Response has not been attempted (blank)Page Break.....	
Trait 2: Development of Ideas and Organizational Structure	
2	<ul style="list-style-type: none"> contains ideas that are well-developed and generally logical; most ideas are elaborated upon contains a sensible progression of ideas with clear connections between details and main points establishes an organizational structure that conveys the message and purpose of the response; applies transitional devices appropriately
1	<ul style="list-style-type: none"> contains ideas that are well-developed and generally logical; most ideas are elaborated upon contains a sensible progression of ideas with clear connections between details and main points establishes an organizational structure that conveys the message and purpose of the response; applies transitional devices appropriately
0	<ul style="list-style-type: none"> contains ideas that are well-developed and generally logical; most ideas are elaborated upon contains a sensible progression of ideas with clear connections between details and main points establishes an organizational structure that conveys the message and purpose of the response; applies transitional devices appropriately
Trait 3: Clarity and Command of Standard English Conventions	
2	<ul style="list-style-type: none"> demonstrates largely correct sentence structure and a general fluency that enhances clarity with specific regard to the following skills: <ul style="list-style-type: none"> varied sentence structure within a paragraph or paragraphs subordination, coordination and parallelism avoidance of wordiness and awkward sentence structures use of transitional words, conjunctive adverbs and other words that support logic and clarity avoidance of run-on sentences, fused sentences, or sentence fragments competent application of conventions with specific regard to the following: <ul style="list-style-type: none"> commonly confused words and homonyms, including contractions subject-verb agreement pronoun usage, including pronoun antecedent agreement, unclear pronoun references, and pronoun case placement of modifiers and correct word order italization (e.g., proper nouns, titles, and beginnings of sentences) use of apostrophes with possessive nouns use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation)
1	<ul style="list-style-type: none"> demonstrates largely correct sentence structure and a general fluency that enhances clarity with specific regard to the following skills: <ul style="list-style-type: none"> varied sentence structure within a paragraph or paragraphs subordination, coordination and parallelism avoidance of wordiness and awkward sentence structures use of transitional words, conjunctive adverbs and other words that support logic and clarity avoidance of run-on sentences, fused sentences, or sentence fragments competent application of conventions with specific regard to the following: <ul style="list-style-type: none"> commonly confused words and homonyms, including contractions subject-verb agreement pronoun usage, including pronoun antecedent agreement, unclear pronoun references, and pronoun case placement of modifiers and correct word order italization (e.g., proper nouns, titles, and beginnings of sentences) use of apostrophes with possessive nouns use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation)
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Multi-dimensional Scoring Rubric

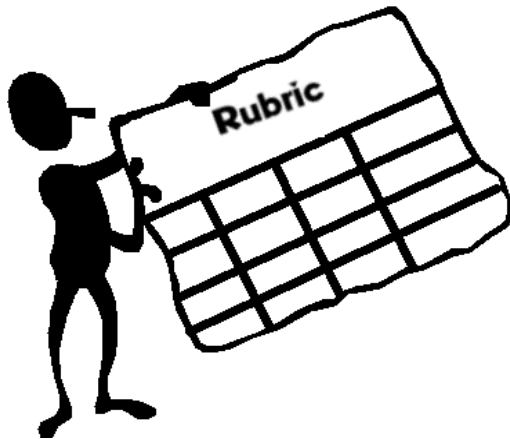


Candidate responses will be scored based on three dimensions:

- Trait 1: Analysis of arguments and use of evidence
- Trait 2: Development of ideas and structure
- Trait 3: Clarity and command of standard English conventions

Let's Take a Closer Look – Anchor Papers

An Analysis of Daylight Savings Time



The article presents arguments from both supporters and critics of Daylight Saving Time who disagree about the practice's impact on energy consumption and safety.

In your response, analyze both positions presented in the article to determine which one is best supported. Use relevant and specific evidence from the article to support your response.

Trait 1 Rubric Overview

- **Argument**
 - Creation of argument
 - Evidence – use of text citations to support created argument of source text(s)
- **Validity**
 - Assessment of the argument in source text(s)
 - Analysis of the issue
- **Integration**
 - Integration of claims, explanations and textual evidence
 - Connection of purpose to prompt

Trait 1: Creating Arguments and Using Evidence



Argument

- “In the argument for daylight savings time, it seems that the pro daylight savings time position has won. The first article brings up several improvements in the daily lives of Americans which daylight savings time brings about. The article then uses studies and large scale research to support it’s position. In the second article, only smaller scale studies are used, and the writer uses arguments with no factual basis to support an anti-daylight savings position.



Supporting Evidence

- In the first article, historical facts are supplied to explain why daylight savings time was created – to save energy during the first world war – and the way it has evolved over the years from a state decision to a national one. . . .”

Trait 2 Rubric Overview

- Ideas
 - Development (reasoning)
 - Elaboration of ideas
- Progression
 - Progression (flow) of ideas
 - Connection of details to main ideas
- Organization
 - Structured to convey message
 - Transitional devices
- Words
 - Appropriate word choice
 - Advanced vocabulary application
- Awareness
 - Demonstrated to audience and purpose
 - Form of writing – objective rhetorical and persuasive

Trait 2: Development of Ideas and Organizational Structure

“ . . . One of the largest benefits that supporters of daylight savings time point out is that it saves money by reducing energy use nationwide . . .

. . . On the other hand, opponents of DST show contradictory studies demonstrating little or no reduction in energy use after DST . . .

. . . Another claim by supporters of DST is that automobile accidents are reduced after DST, because people drive home from work while it is still light outside . . .

. . . But there is also research that shows these claims may not be accurate . . .

Overall the evidence supporting DST is insufficient to show any major benefit . . .”

Trait 3 Rubric Overview

- Conventions – Application of standard English (e.g., homonyms/contractions, subject-verb agreement, pronoun usage, placement of modifiers, capitalization, punctuation)
- Sentence Structure
 - Variety
 - Clarity
 - Fluency (e.g., correct subordination, avoidance of wordiness, run-on sentences, awkwardness, usage of transition words, appropriate usage for formal structure)
- Errors
 - Mechanics and conventions
 - Comprehension based on errors

Trait 3: Clarity and Command of Standard English Conventions

“ . . . Opponents counter this claim, stating other results from different studies nullify this finding. According to the article, “a study in California indicated that DST had little or no effect on energy consumption that year.” In another study done in Indiana, it showed that “residents of that state spend \$8.6 million more each year for energy, and air pollution increased aft he state switched to DST.” It is hypothesized that these jumps in energy and pollution are due to “increased use of air conditioning as a result of maximizing daylight hours.” Clearly this counters the argument that Daylight Savings Time is a cost effective measure. Energy efficiency isn’t the only aspect of DST that can be disproven. . . .”



Use of
standard
English



Sentence
variety



Clarity of
thoughts



Few errors

A Review of the Research

Evidence-based practices for teaching include . . .



*Adapted from the research of Steve Graham and Amy Gillespie,
Vanderbilt University (2011)*

A Review of the Research



- Strategy Instruction



- Summarization



- Peer Assistance/Collaboration

Goals



- Setting Product Goals



- Word Processing



- Sentence Combining

Adapted from the research of Steve Graham and Amy Gillespie, Vanderbilt University (2011)

A Review of the Research



- Process Approach



- Inquiry



- Pre-Writing Activities



- Writing as a Tool for Learning



- Study of Models

Don't Forget That Once Is Not Enough!

When teaching a new strategy, it is important to:

- Activate background knowledge
- Discuss the strategy
- Model the strategy
- Have students memorize the steps for the strategy
- Support students learning to implement (scaffolding)
- Establish independent practice to gain mastery (practice makes perfect)



Let's Start with the Sentence!

What is sentence combining?

- It is the act of making one smoother, more detailed sentence out of two or more short, choppy sentences.



Benefits of Sentence Combining

- Increases an awareness of writer motivations and reader responses
- Helps convey different ideas
- Assists in the use of the grammar in context
- Fosters revision skills



A Few Ways to Combine Sentences

- Use a series of words or phrases
- Use compound subjects and compound verbs
- Use a key word (move a word between sentences)
 - Ex. I am going to meet the president. I will meet him tomorrow.
Tomorrow, I am going to meet the president.
- Use phrases (prepositional, participle, infinitive, and appositive phrases)
- Use compound sentences
- Use complex sentences



What's a Kernel?

- A kernel sentence is an “irreducible” sentence

For example:

The dog ran.

The story is boring.



Let's Combine!

- Meditation can help you relax.
- Meditation is a technique.
- The technique can be learned.



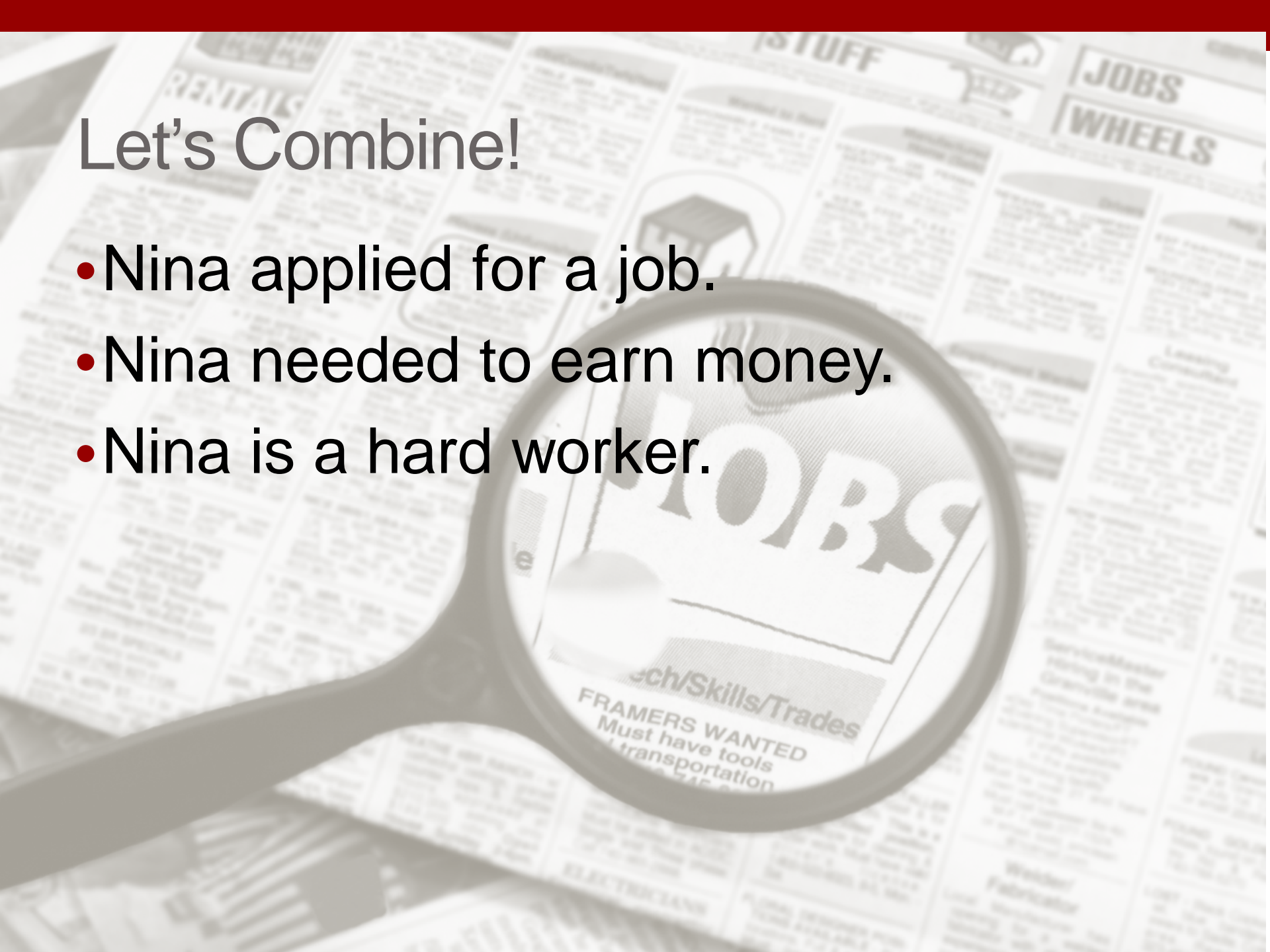
Let's Combine! How about . . .

- Meditation can help you relax.
- Meditation is a technique.
- The technique can be learned.

Meditation is a relaxation technique that can be learned.

Let's Combine!

- Nina applied for a job.
- Nina needed to earn money.
- Nina is a hard worker.



A magnifying glass is positioned over a newspaper's job section. The word "JOBS" is prominently displayed in large, bold letters within the lens. Other visible text in the background includes "RENTALS", "STUFF", "WHEELS", and "WANTED".

Let's Combine! How about . . .

- Nina applied for a job.
- Nina needed to earn money.
- Nina is a hard worker.

A diligent employee, Nina applied for a job to earn additional money.

Let's Combine!

- A sports car screamed around the corner.
- The sports car was red.
- It screeched to a stop in front of the doors.
- The doors led into the hospital.



Let's Combine! How about . . .



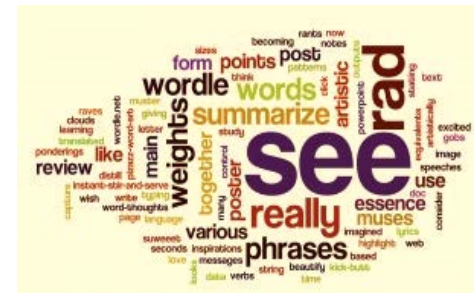
- A sports car screamed around the corner.
 - The sports car was red.
 - It screeched to a stop in front of the doors.
 - The doors led into the hospital.
-
- The fire-red sports car screamed around the corner and screeched to a stop in front of the hospital emergency room.
-
- Screaming around the corner, the fire-red sports car screeched to a stop in front of the hospital's emergency room door.

How to Incorporate Sentence Combining

- Introduce alongside the writing process.
- Provide short, frequent sessions
- Organize lessons into
 - Teacher modeling
 - Support/guided practice
 - Independent practice
- Develop evaluative questions
- Use content as exercises
- Make it fun!

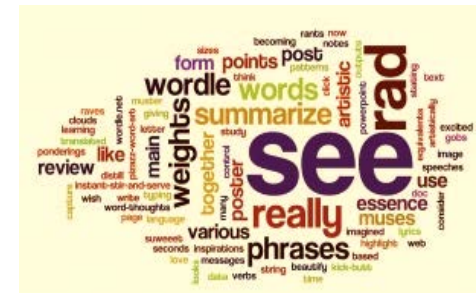
Double Duty

Summarizing
(a skill needed for both
effective reading and writing)



Teach the 6 Rules of Summarization

- **Delete** unnecessary material
- **Delete** redundant material
- **Compose** a word to replace a list of items
- **Compose** a word to replace individual parts of an action
- **Select** a topic sentence
- **Invent** a topic sentence if needed



British Pass Stamp Act – March 22, 1765

Hoping to raise sufficient funds to defend the vast new American territories won from the French in the Seven Years' War, the British government passes the notorious [Stamp Act](#) in 1765. The legislation levied a direct tax on all materials printed for commercial and legal use in the colonies, including everything from broadsides and insurance policies to playing cards and dice.



Though the Stamp Act employed a strategy that was common in England, it stirred a storm of protest in the colonies. The colonists argued that Parliament could not impose taxes upon them without their consent. Believing this right to be in peril, the colonists rioted and intimidated all the stamp agents responsible for enforcing the act into resignation.

Not ready to put down the rioters with military force, Parliament eventually repealed the legislation. However, the fracas over the Stamp Act helped plant seeds for a far larger movement against the British government and the eventual battle for independence.

According to the article, the Stamp Act was implemented by the British government in order to raise funds to defend the new American territories. Describe how the colonists responded to the Stamp Act. Use multiple details from the article to support your answer as well as your knowledge on events leading to the Revolutionary War. Type your essay in the box. This task may require approximately 10 minutes.

It's Your Turn!

Summary Chart – Non-Fiction

Important Idea

Important Idea

Important Idea

Summary:

Getting the GIST!

Building comprehension and writing skills. (It's really only 5 Ws and an H)

- **Who?**
- **What?**
- **When?**
- **Where?**
- **Why?**
- **How?**

Summarize in 20 words or less.

Starting with Constructed Response

Integrating Reading and Writing



What is constructed response?

- Assessment items that ask students to apply knowledge, skills, and critical thinking abilities
- Requires students to “construct” or develop answers without the benefit of any suggestions or choices.
- Requires students to generate and intertwine ideas into a response that is directly related to the text(s)
- Short or extended



Steps for Drafting Constructed Responses

1. **Read** the passage and question
2. **Unpack** the prompt (identify key words)
3. **Rewrite** the question in your own words and turn the question into a topic sentence/ thesis statement
4. **Collect** relevant details from passage
5. **Organize** details into a logical order
6. **Draft** your answer
7. **Re-read** and **edit/revise** your answer making sure all parts of the question are answered

Use a Process to Teach Argumentative Writing

Use a step-by-step approach, including how to:

- unpack a prompt
- set up a claim (thesis statement)
- identify evidence in the text to support the claim

RARE² Graphic Organizer for a Constructed Response Question

The Question _____

Restate the question as the beginning of a statement

Answer the question

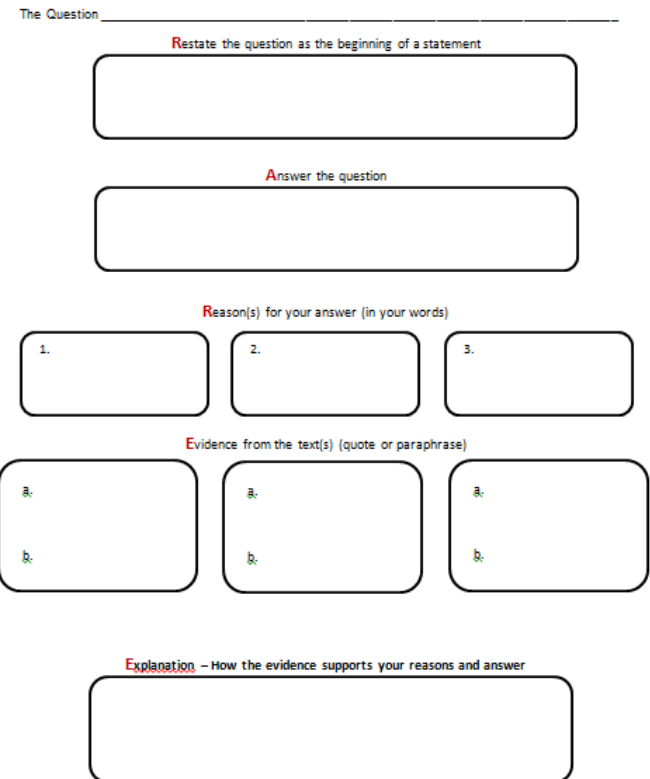
Reason(s) for your answer (in your words)

1. 2. 3.

Evidence from the text(s) (quote or paraphrase)

a. b. a. b. a. b.

Explanation – How the evidence supports your reasons and answer



Unpacking a Prompt – Do/What?

In the excerpt, Marilla meets Anne for the first time. Describe the interaction between Marilla and Anne using multiple pieces of evidence from the excerpt to support your response.

Type your response in the box. This task may require approximately 10 minutes to complete.

Do	What
Describe	Interaction between Marilla and Anne
Use	Multiple pieces of evidence
Type	Response
Take	Approximately 10 minutes

Unpacking a Prompt – Do/What?

A person who seems in charge of every situation is sometimes called a “natural leader.” People often look to such a person to lead them in projects both great and small.

Select someone you have read about who seems to be a natural leader. Write an essay in which you describe the person and his or her accomplishments so vividly that your readers will feel they know the person.

Do	What
Select	Someone you’ve read about – a natural leader
Write	Essay
Describe	The person and accomplishments

Unpacking a Prompt – It's Your Turn!

According to the article, evergreen trees are often found in cold, icy climates where water may be frozen. Describe how the tree survives in these conditions. Use multiple details from the article to support your answer.



Unpacking a Prompt – Do/What?

In the two autobiographies, the authors describe the challenges they must overcome to learn essential skills. Using specific details from the two passages, compare and contrast the challenges that each author faces and describe how each addresses those challenges. Type your answer. This task may require approximately 45 minutes.

Unpacking a Prompt – Do/What?

In the two autobiographies, the authors describe the challenges they must overcome to learn essential skills. Using specific details from the two passages, compare and contrast the challenges that each author faces and describe how each addresses those challenges. Type your answer. This task may require approximately 45 minutes.

Do	What
Compare and contrast	Challenges each author faces
Describe	How each addressed the challenges
Use	Evidence from both passages
Type	Answer
Take	About 45 minutes

Unpacking a Prompt – It's Your Turn!

Explain a key similarity between Truman's speech and Roosevelt's speech. Use evidence from both articles to support your response.

Type your response in the box. This task may require approximately 10 minutes to complete.



Unpacking a Prompt – It's Your Turn!

Though the Texas Court of Civil Appeals ruled against weather modification in *Southwest Weather Research v. Joe Rounsaville et al*, not everyone agrees with the decision.

In your response, analyze the passage to determine which position is best supported. Use relevant and specific evidence from the passage as well as your own understanding of the U. S. Constitution to support your response.

Type your essay in the box. This task may require approximately 25 minutes.



Let's Develop a Thesis Statement

- Thesis Statement = The main idea or main point of a written assignment.
 - Clearly identifies a topic
 - Contains an opinion or stance on the topic
 - Creates a roadmap for the writing
 - Answers the question: “What am I trying to prove?”
 - Usually located in the introduction



An Analysis of Daylight Savings Time

The article presents arguments from both supporters and critics of Daylight Saving Time who disagree about the practice's impact on energy consumption and safety.

In your response, analyze both positions presented in the article to determine which one is best supported. Use relevant and specific evidence from the article to support your response.



Thesis Statement – What is the claim?

- Looking at the arguments regarding this issue, it is clear that DST is beneficial to society in many ways.
- Between the two positions in this article, the one against Daylight Saving Time is better supported through recent research and specific evidence.
- When comparing the two positions in this article, Maxwell provides the clearest evidence that daylight savings time does not improve one's lifestyle.
- Even though the studies used in the article date back to the 1990s, the positive effect of daylight savings time in reducing energy costs and improving pedestrian safety is well documented.

Start with Thesis Frames

Although _____ (believes, demonstrates, argues) that _____, _____ supports/provides the clearest evidence _____.

When comparing the two positions in this article, _____ provides the clearest evidence that _____.

Looking at the arguments regarding _____, it is clear that _____.

What supports the claim? - It's evidence!

Evidence - that which tends to prove or disprove something

- Reasons and explanations
- Facts, examples, statements, details
- Key words – for example, however, because of this reason



Reasons, evidence, and explanation

What supports the claim? - It's evidence!

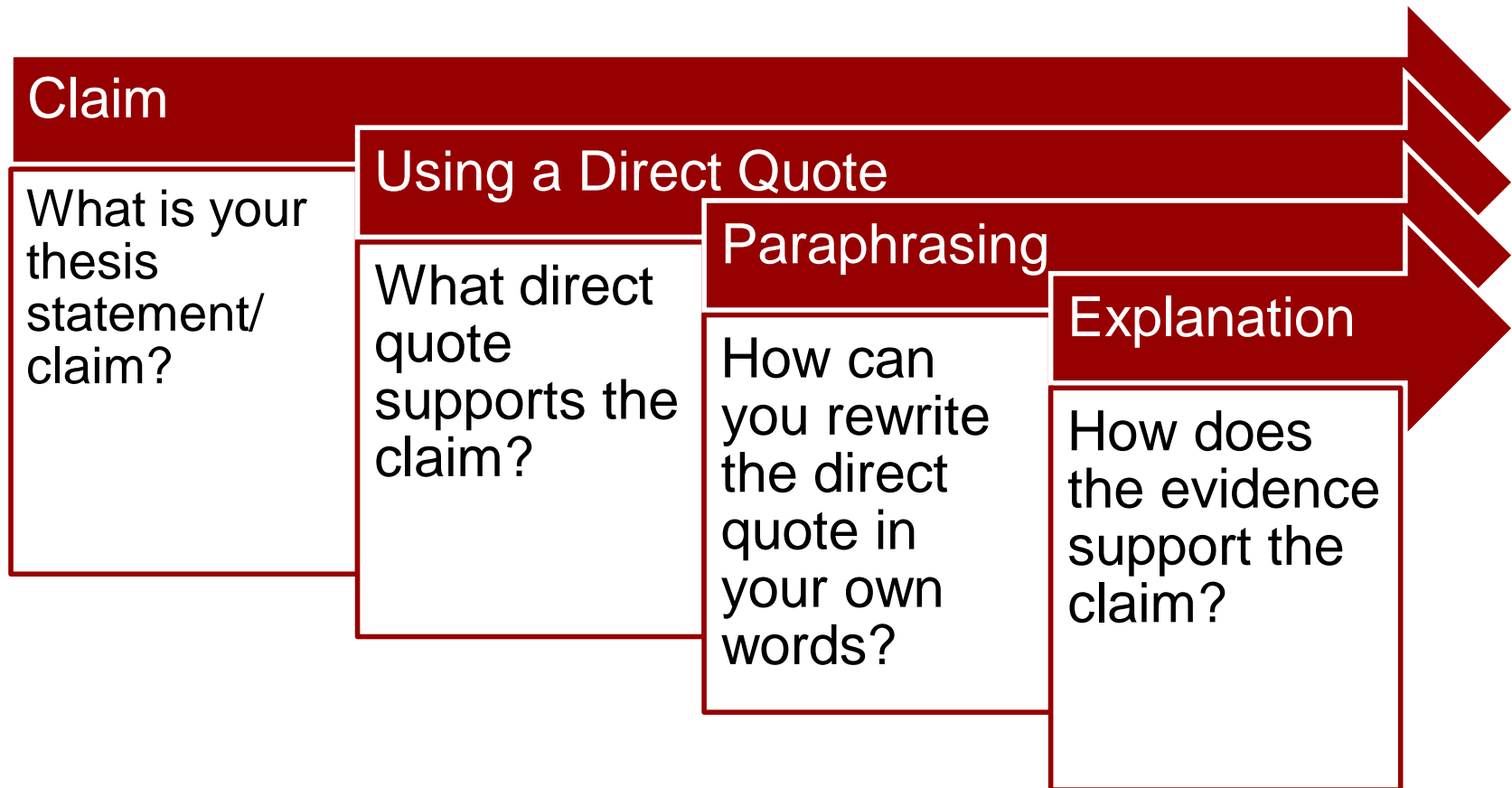
Sample evidence from the text(s)

- “Research in the 1970s found that Daylight Savings Time saved about 1% per day in energy costs.”
- “For example, it provides the results of a much more recent (2007) study in California.”
- “...the points listed in the counter-argument are more relevant...the data is 37 years more relevant!”



Reasons, evidence, and explanation

Explaining the Evidence



Let's Try It!

Hershey and Mars

Closely read the article
and question



Milton Hershey

p. 13



Milton Hershey was born in rural Pennsylvania to Mennonite parents who didn't agree on much. His mother was a strict observer of the frugal religion. His father could have been a changeling – he read Shakespeare, loved science and politics and was a dreamer. He also was a dismal failure at all he tried. (So much did his mother despise his father that when he died, she left his deathbed, piled all of his books into a nearby field and danced around the bonfire she had lit.) Hershey ended up with his father's dreams and, it appears none of his mother's meanness.

After several missteps of his own (two ailed candy operations, one at the over expansion urgings of his father), he hit on a winner with a caramel factory in Lancaster, Pa. In 1898, at the age of 41 and very wealthy, he married. In 1900, he sold the nation's No. 1 caramel factory for \$1 million.

And then it was on to chocolate. But more than chocolate – he wanted his own Candyland. He purchased 1,200 acres of farmland near his birthplace and set to work. Eventually, Hershey, Pa., would house the Hershey factory, schools, houses, a library, a hospital and, most important an orphanage – Hershey School.

Today, all profits of this public company are invested in the Hershey Trust to be directed to the school's 1,000 orphans and abandoned children from mostly inner cities. Those children receive the equivalent of a \$35,000-a-year education at the behest of Milton Hershey, who died in 1945 as a widower with no heirs. The trust is now worth \$5 billion.

Unpack the Prompt – Do/What?

Hershey and Mars were successful businessmen in the chocolate industry. Explain a key similarity between Hershey's and Mars' lives that assisted them in their success. Use evidence from both articles to support your answer.

Type your response in the box. This task may require approximately 10 minutes to complete.

Do	What

Unpack the Prompt – Do/What?

Hershey and Mars were successful businessmen in the chocolate industry. Explain a key similarity between Hershey's and Mars' lives that assisted them in their success. Use evidence from both articles to support your answer.

Type your response in the box. This task may require approximately 10 minutes to complete.

Do	What
Describe	How colonists responded to the Stamp Act
Use	Multiple details from article
Use	Knowledge of Revolutionary War
Type	Short answer
Take	About 10 minutes

What's Your Claim

A key factor in both Hershey's and Mars' success in business can be attributed to _____.

Both Hershey and Mars experienced _____ in their personal lives which assisted them in their success in the business world.

Although their personal lives were very different, both Hershey and Mars _____ which was a positive influence on their success as businessmen.

What's the Evidence?

What are key words, phrases, ideas that support the claim?

Text 1 – Hershey	Text 2 - Mars

Structure to Answering an Extended Response Question



Beginning

- The introduction states the main idea or position. It begins with a topic sentence/thesis statement. The beginning restates the question and sets the stage to answer the prompt.



Middle

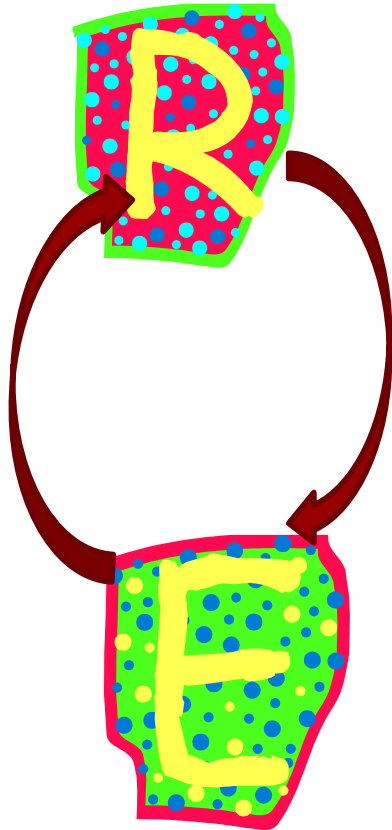
- Answer the question first.
- Provide important information the author stated and meant. This is where you go to the text(s) and provide examples/evidence and important details to support the answer.
- Sample phrases to introduce each text reference include: ... stated; in the text ...; for example . . .
- Include background information as required through the prompt.



Ending

- Write a closing that summarizes the position taken or restates the thesis statement in a different way.

Don't Forget to Revise and Edit



- Structure and content
- Make changes to the substance of the writing from one draft to another

A dd
R emove
M ove
S ubstitute

- Make corrections
- Ensure adherence to standard English conventions
- Use editing checklist

L ists
I ntroductory
E xtra
information
S entences

Step 1: Analyze/Plan			
Know	Do	Facts/Content	Support
What is the question about? • Underline or highlight important information • Identify and circle the performance verbs	What specific tasks is the question asking me to do?	What are the facts I need to provide to answer each part of the question	What are the supporting details that will help make my answer clear to the reader?
Step 2: Write your answer Response.		Prompt/Questions: Restatement of question in own words Sample answer	
R: Restate the question	Detailed body of evidence that supports answer be sure to include enough details to answer the question. Make sure that all details address the questions and are not off-topic.		
Step 3: Go back and review		Restated question Concluding thoughts	



RARE²



Current Results

Where the learners are.

Desired Results

Where they need to be.



How do you
fill this gap?

Practices that Make a Difference

- Dedicate time to writing and writing instruction across the curriculum.
- Involve students in various forms of writing.
- Treat writing as a process.
- Keep students engaged.
- Be enthusiastic about writing.



Q & A





Thank you for being with us today!

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