

Module: Reasoning through Language Arts

Lesson Title: Analyzing Your Own Writing

Objectives and Standards

Students will:

- Review traits of effective writing
- Review and analyze different levels of writing
- Conduct an analysis of their own writing

Prerequisite Skills Common Core State Standards	Reasoning through Language Arts 2014 GED® Assessment Targets
<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)</p> <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1)</p> <p>Write arguments to support claims with clear reasons and relevant evidence. (ELA-Literacy.W.8.1)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (ELA-Literacy.L.8.1)</p>	<p>Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence. W.1</p> <p>Produce an extended analytic response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus. W.2</p> <p>Write clearly and demonstrate sufficient command of standard English conventions. W.3</p>

Materials

- **Handout A: RLA Extended Response Scoring Rubric**
- **Handout B: Writing Analysis Form**
- Students’ personal extended responses

Note to Teachers: This lesson should be completed prior to students taking the GED Ready™ Reasoning through Language Arts test.

Prior to completing this lesson, students should have an understanding of the elements of effective argumentative writing. If your students are experiencing difficulty with argumentative writing, you may wish to first conduct the lessons entitled:

- Are Cell Phones Safe? Creating a Constructed Response
- Looking for Evidence

These lessons may be downloaded from the Florida IPDAE website at: <http://www.floridaipdae.org>. Click on the tab for GED® and AHS and access Lessons

Instructional Plan

Overview

In this lesson, students will have a chance to learn about the scoring rubric for the extended response for the GED® Reasoning through Language Arts and learn how to analyze their own writing. This lesson is intended to ensure that students have a clear understanding of how their extended responses will be scored.

Process

Write the words “rubric” on the board. Have students brainstorm what the word means. Write their responses on the board. Students’ responses may include: *a way to evaluate something, a set of rules, or a set of criteria for scoring.*

Write the word “analysis” on the board. Ask students what analysis means? Students’ responses may include: *look at something closely, take it apart, or study something.*

Many students are very concerned about how the extended response on the Reasoning through Language Arts test is scored. They are also concerned about how to earn points on the extended response. Spend time talking with students about their concerns. Explain that the best way to overcome these concerns is to:

- learn as much as possible about what is expected
- learn how to evaluate their own writing, so they can continue improving their writing skills
- practice, practice, practice

Explain that the GED Testing Service® has established specific criteria that is used to score extended responses. This criteria is explained in the RLA Extended Response Scoring Rubric. Provide students with **Handout A: RLA Extended Response Scoring Rubric**. Remind students that every point they earn on the extended response is doubled and that they can earn as much as 12 points for the extended response. Discuss how earning points can help them in their overall score for the GED® RLA test.

As a group, work through each of the traits of the scoring rubric. Have students take note of the differences between each score level. Point out key words in each level, such as

- Trait 1 – first bullet refers to the development of the argument
 - Score 2 – generates text-based argument
 - Score 1 – generates an argument
 - Score 0 – may attempt to create an argument
- Trait 2 – second bullet refers to use of evidence
 - Score 2 – cites relevant and specific evidence from source text(s)
 - Score 1 – cites some evidence...(may include a mix of relevant and irrelevant)
 - Score 0 – cites minimal or no evidence from source text (or may be copied)
- Trait 3 – third bullet refers to Clarity and Command of Standard English Conventions
 - Score 2 – demonstrates largely correct sentence structure and competent application of standard English conventions
 - Score 1 – demonstrates inconsistent sentence structure and inconsistent control application of standard English conventions
 - Score 0 – demonstrates consistently flawed sentence structure, minimal control of standard English conventions, and severe and frequent errors in mechanics and conventions

Have students identify the differences between the score points for the third bullet of Trait 1. Explain that understanding the differences in each score point, can help guide them to produce responses that meet the higher levels of criteria.

Repeat the process with Traits 2 and 3. Have students identify and discuss the differences that they see at each score level. If students overlook some differences, point them out.

Note to Teachers: If students have already written an extended response based on one of the **Sample Extended Response Passages and Prompts for Classroom Practice – RLA** or for the GED Ready® RLA test, have them use their extended response for the following activity. If students have not yet written an extended response, then have them do so before proceeding to the next activity. Download the sample passages and prompts for classroom practice from the GED Testing Service® website at:

<http://www.gedtestingservice.com/uploads/files/ddd59448b9f95046eb43f60019cacd9e.pdf>

Discuss with students the difference between analyzing and proofreading. Explain that analyzing goes a step further than merely proofreading. While proofreading is very important as a final step in developing a finished product with minimal or no errors, analyzing focuses on looking deeper at different aspects of the entire response. Distribute **Handout B: Writing Analysis Form**. Have students do a quick read through **Handout B**. Ask students to identify some areas of this form that go beyond proofreading. Students should respond that the items under Trait 1 are really at the heart of the analysis process.

Explain that an essential element in earning points on the extended response on the GED® RLA test is for a student to develop an effective argument that is supported by evidence from what they have read. It also includes an explanation of why that evidence supports the argument. These are the dimensions scored in Trait 1, which were reviewed in the first activity.

Discuss with students each of the elements included under Trait 1. Answer any questions that students may have about this Trait. Have each student read his/her own extended response and analyze it for Trait 1. Explain that they need to read critically, not as the writer, but rather as someone else who is reading their response. Explain that as they read they need to indicate for each item whether their response:

- Meets the criteria
- Needs work
- What they intend to do to make the response stronger

After students complete their first read, discuss the results. Have students share where they were strongest and where things need to be changed.

Repeat the process for Trait 2 and Trait 3. Discuss each of the elements within these two traits before students begin their second and third reading.

After students complete the final reading and have analyzed their work, ask them again in what areas they need to devote the most time. For many students this will be Trait 1 since that is a new element for students. Explain that at the next class session, they will be expected to revise and edit their responses based on their own recommendations.

After students have revised and edited their responses, have them compare the two writing samples. Have them discuss the differences and what they have learned from the process.

Assessments/Extensions

Using either the Writing Analysis Form or the RLA Extended Response Scoring Tool (downloaded from the GED Testing Service® website), evaluate the students' final responses. Provide students with feedback on their responses so they can continue to work to improve their writing skills. Keep in mind that you will need to read the responses three times as you evaluate for each of the three traits.

Keep in mind that extended responses that earn a score of 2 in each of the traits is considered College and Career Ready writing. It is not expected that all students will reach this goal. However, at the high school equivalency level, students should be able to earn a score of 1 on each trait.

Handout A: RLA Extended Response Scoring 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-scorable 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)

Score	Description
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 • establishes and maintains a formal style and appropriate tone that demonstrate awareness of the audience and purpose of the task • chooses specific words to express ideas clearly
1	<ul style="list-style-type: none"> • contains ideas that are inconsistently developed and/or may reflect simplistic or vague reasoning; some ideas are elaborated upon • demonstrates some evidence of a progression of ideas, but details may be disjointed or lacking connection to main ideas • establishes an organization structure that may inconsistently group ideas or is partially effective at conveying the message of the task; uses transitional devices inconsistently • may inconsistently maintain a formal style and appropriate tone to demonstrate an awareness of the audience and purpose of the task • may occasionally misuse words and/or choose words that express ideas in vague terms
0	<ul style="list-style-type: none"> • contains ideas that are insufficiently or illogically developed, with minimal or no elaboration on main ideas • contains an unclear or no progression of ideas; details may be absent or irrelevant to the main ideas • establishes an ineffective or no discernable organizational structure; does not apply transitional devices, or does so inappropriately • uses an informal style and/or inappropriate tone that demonstrates limited or no awareness of audience and purpose • may frequently misuse words, overuse slang or express ideas in a vague or repetitious manner

Score	Description
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: <ol style="list-style-type: none"> 1) varied sentence structure within a paragraph or paragraphs 2) correct subordination, coordination and parallelism 3) avoidance of wordiness and awkward sentence structures 4) usage of transitional words, conjunctive adverbs and other words that support logic and clarity 5) avoidance of run-on sentences, fused sentences, or sentence fragments • demonstrates competent application of conventions with specific regard to the following skills: <ol style="list-style-type: none"> 1) frequently confused words and homonyms, including contractions 2) subject-verb agreement 3) pronoun usage, including pronoun antecedent agreement, unclear pronoun references, and pronoun case 4) placement of modifiers and correct word order 5) capitalization (e.g., proper nouns, titles, and beginnings of sentences) 6) use of apostrophes with possessive nouns 7) 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) • may contain some errors in mechanics and conventions, but they do not interfere with comprehension; overall, standard usage is at a level appropriate for on-demand draft writing.
1	<ul style="list-style-type: none"> • demonstrates inconsistent sentence structure; may contain some repetitive, choppy, rambling, or awkward sentences that may detract from clarity; demonstrates inconsistent control over skills 1-5 as listed in the first bullet under Trait 3, Score Point 3 above • demonstrates inconsistent control of basic conventions with specific regard to skills 1 – 7 as listed in the second bullet under Trait 3, Score Point 3 above • may contain frequent errors in mechanics and conventions that occasionally interfere with comprehension; standard usage is at a minimally acceptable level of appropriateness for on-demand draft writing.
0	<ul style="list-style-type: none"> • demonstrates consistently flawed sentence structure such that meaning may be obscured; demonstrates minimal control over skills 1-5 as listed in the first bullet under Trait 3, Score Point 3 above • demonstrates minimal control of basic conventions with specific regard to skills 1 – 7 as listed in the second bullet under Trait 3, Score Point 3 above • contains severe and frequent errors in mechanics and conventions that interfere with comprehension; overall, standard usage is at an unacceptable level for on-demand draft writing. <p>OR</p> <ul style="list-style-type: none"> • response is insufficient to demonstrate level of mastery over conventions and usage

Note: Because test-takers will be given only 45 minutes to complete Extended Response tasks, there is no expectation that a response should be completely free of conventions or usage errors to receive a score of 3.
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Handout B: Writing Analysis Form

It is important when you analyze your writing that you read your response three times. Each time that you read, you will be analyzing for a different Trait. Remember, your extended response on the GED® RLA test will be scored based on three traits.

Trait 1 – Creation of Arguments and Use of Evidence

	Yes	Needs Work	What I Plan to Do!
The argument is based on the text that I read.			
The argument has a clear purpose.			
The argument shows that I have analyzed and evaluated the texts.			
The argument is connected to the prompt.			
Evidence included in the response is from the text.			
Evidence supports the argument.			
There are explanations provided for the evidence that is used.			
The response is not based on personal opinion.			

Trait 2 – Development of Ideas and Organizational Structure

	Yes	Needs Work	What I Plan to Do!
The ideas in the response are well developed.			
The ideas show the reasons for the response.			

The ideas are in a logical order.			
The response is well organized.			
The response is written in a formal style.			
The word choice is appropriate for a high school graduate.			
There are no slang words or text abbreviations in the response.			

Trait 3 – Clarity and Command of Standard English Conventions

	Yes	Needs Work	What I Plan to Do!
There are different types of sentence structure in the response.			
The sentences vary in length.			
The sentences are not awkward or wordy.			
Transition words were used appropriately.			
There are no run-on sentences.			
There are no sentence fragments.			
Homonyms or easily confused words are used correctly. (its, it's, their, there, they're, etc.)			
There are no subject-verb agreement errors.			

Pronouns are used correctly.			
The response has been edited to ensure no capitalization errors.			
Punctuation has been checked to correct any possible errors with commas and apostrophes.			
It is clear that the response has been edited carefully to ensure there are no careless grammar errors.			