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

The 2014 GED® test will...

• Align with college and work expectations
  • Rigorous content and application of knowledge
  • Performance standards supported by validity evidence

• Provide 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

• Provide information about a candidate’s strengths and areas of developmental need

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Today's realities

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

New Ways of 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

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

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 will the new test look like?

<table>
<thead>
<tr>
<th>2002 Series GED® test</th>
<th>2014 GED® test</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Language Arts, Writing – 120 minutes</td>
<td>• Reasoning through Language Arts – 150 minutes with 10 minute break included</td>
</tr>
<tr>
<td>• Language Arts, Reading – 65 minutes</td>
<td>• Social Studies – 90 minutes</td>
</tr>
<tr>
<td>• Social Studies – 70 minutes</td>
<td>• Science – 90 minutes</td>
</tr>
<tr>
<td>• Science – 80 minutes</td>
<td>• Mathematical Reasoning – 90 minutes</td>
</tr>
<tr>
<td>• Mathematics – Pts. 1 &amp; 2, – 90 minutes</td>
<td>• Field testing – 15 minutes</td>
</tr>
<tr>
<td>Total Battery – 7 hours, 5 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Total Battery – 7 hours 15 minutes

New 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
• The test will be standardized and normed on a nationally representative sample of graduating high school seniors in summer 2013

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

### 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.

### 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 . . . and Now

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

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

Then . . . and Now

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.

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.

Editing and Revising - Drop-Down Menus
Latch Degrees
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
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.

Materials from GED Testing Service®

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

Materials from GED Testing Service®

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

Materials from GED Testing Service®
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

Materials from GED Testing Service®

A Review of the Research

- Strategy Instruction
- Summarization
- Peer Assistance/Collaboration
- 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

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

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

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**Starting with Constructed Response**

**Integrating Reading and Writing**

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**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

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.

<table>
<thead>
<tr>
<th>Do</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Interaction between Marilla and Anne</td>
</tr>
<tr>
<td>Use</td>
<td>Multiple pieces of evidence</td>
</tr>
<tr>
<td>Type</td>
<td>Response</td>
</tr>
<tr>
<td>Take</td>
<td>Approximately 10 minutes</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Do</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select</td>
<td>Someone you’ve read about – a natural leader</td>
</tr>
<tr>
<td>Write</td>
<td>Essay</td>
</tr>
<tr>
<td>Describe</td>
<td>The person and accomplishments</td>
</tr>
</tbody>
</table>
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.

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.

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.

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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

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Start with Thesis Frames

- Although _____________________ (believes, demonstrates, argues) that __________________ supports/provides the clearest evidence that ____________________.
- 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

Explaining the Evidence

Claim
What is your thesis statement/claim?

Using a Direct Quote
What direct quote supports the claim?

Paraphrasing
How can you rewrite the direct quote in your own words?

Explanation
How does the evidence support the claim?

Let’s Try It!

Hershey and Mars
Closely read the article and question
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.

<table>
<thead>
<tr>
<th>Do</th>
<th>What</th>
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</table>

Unpack the Prompt – Do/What?

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?

<table>
<thead>
<tr>
<th>Text 1 – Hershey</th>
<th>Text 2 - Mars</th>
</tr>
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<tbody>
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</table>
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
- Make corrections
- Ensure adherence to standard English conventions
- Use editing checklist

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.
Practices that Make a Difference

• Teach often to the whole class, in small groups, and with individual students.
• Model, explain, and provide guided assistance.
• Provide support, but move towards self-regulation.
• Adapt writing assignments and instruction to meet student needs.
• Set high expectations.

The IPDAE project is supported with funds provided through the Adult and Family Literacy Act, Division of Career and Adult Education, Florida Department of Education.

Thank you for being with us today!

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