"ER" ROOM - EXTENDED RESPONSE TREATMENTS UNCOVERED

Preparing for the 2014 GED® test: Reasoning Through Language Arts module

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Reasoning through Language Arts: Rubric for Extended Response

Score	Description
Trait 1: Creation of Arguments and Use of Evidence	
2	- 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	- 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	- 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	- 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	- 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	- 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

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 3: Clarity and Command of Standard English Conventions	
2	- demonstrates largely correct sentence structure and a general fluency that enhances clarity with specific regard to the following skills: 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: 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	- 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 2 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 2 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	- 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 2 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 2 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. OR - response is insufficient to demonstrate level of mastery over conventions and usage

*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 2.

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
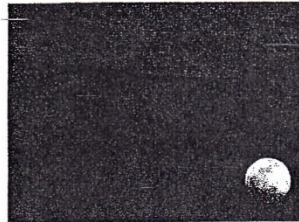Response has not been attempted (blank)   *Materials from GED Testing Service*[®]

Sample Passage for Extended Response Practice

Experts: Drones basis for new global arms race

Jim Michaels USA TODAY

January 9, 2013

The success of U.S. drones has triggered a global arms race, military experts say.

(Photo: Kirsty Wigglesworth, AP)

[Note: What is meant by the term "global arms race?"]

[Note: What is the benefit of an aircraft being remotely piloted?]

1 The success of U.S. drones in Iraq and Afghanistan has triggered a global arms race, raising concerns the remotely piloted aircraft could fall into unfriendly hands, military experts say.

2 The number of countries that have acquired or developed drones expanded to more than 75, up from about 40 in 2005, according to the Government Accountability Office, the investigative arm of Congress. Iran and China are among the countries that have fielded their own systems.

3 "People have seen the successes we've had," said Lt. Gen. Larry James, the Air Force's deputy chief of staff for intelligence, surveillance and reconnaissance.

4 The U.S. military has used drones extensively in Afghanistan, primarily to watch over enemy targets. Armed drones have been used to target terrorist leaders with missiles that are fired from miles away.

[Note: How are drones fired from miles away?]

5 The United States is years ahead of the world in the technology of drones. Israel is also a leader in developing the unmanned aircraft.

6 American drones are equipped with sophisticated sensors and linked to a global network that allows their video feeds to be monitored from anywhere. Armed drones fire the latest in precision guided missiles.

7 Building an unmanned aircraft is only part of what is needed for a successful drone program.

8 "Just because you can build a remotely piloted aircraft doesn't mean you can put all this together and do something with it," James said.

9 Analysts warn that even a less-sophisticated drone can be dangerous. Such drones can be equipped with chemical or biological weapons or be used to provide intelligence about the location of American forces.

10 The GAO reports it is likely that foreign countries have used drones to spy on U.S. military activities overseas. The report did not provide specifics. "Even the less sophisticated technologies can provide useful tactical battlefield intelligence," said Thomas Melito, a GAO official.

> **Explain the situation that occurs when countries like China and Israel help other countries develop drones.**

11 Israeli aircraft recently shot down an Iranian-made drone launched by Hezbollah that had penetrated Israeli airspace. Hezbollah is a U.S.-designated terror group supported by Iran that has fought wars with Israel and carried out attacks on U.S. personnel.

12 Pakistan is attempting to acquire an armed-drone system, apparently with help from China, according to IHS Jane's, a security research firm.

> **Why has the US rejected countries seeking drone technology?**

13 Countries may be able to narrow the technology gap over the course of years. "We are dramatically ahead today, but people will look and learn," James said. "Over time, they will build capacity."

14 The U.S. State Department and Defense Department control exports of U.S. drone technology and equipment, and the United States has rejected requests from a growing number of countries seeking drone technology. Israel has sold drone equipment to India, Russia and Georgia, according to the GAO.

15 Some analysts contend that nations seek the drones as much for the clout they bring as any military utility they provide, since few countries have the sophisticated sensors or precision weapons that the United States employs.

> **What is meant by the word clout?**

> **Why are drones considered prestigious?**

16 "It's a prestige thing," said Micah Zenko, an analyst at the Council on Foreign Relations. "It doesn't provide you with much additional combat capability."

> **What does Zenko mean when he says drones do not provide much combat capability?**

> **According to what you read, list ways drones benefit the United States.**

> **According to what you read, list ways drones are a threat to the United States.**

T-Chart

Add details to each column

Subject	Subject

Ebooks Vs. Traditional Books

By Minot Pettinato, eHow Contributor

Technology has taken over books. There are pros to both ebooks and traditional books. Ebooks are better for the environment because they save on paper, however with paper books, you will not have to worry about your reader getting dropped, malfunctioning or breaking down as you would with an ebook. While you may prefer the convenience of an ebook, there is still something to be said for curling up in bed with a traditional, printed book.

Ebook Convenience

Ebooks are simply more convenient than traditional books. Handheld readers are small, and you can store them away easily when you're traveling or on the go. The lighting on most readers makes it akin to an actual book page, and if you're unsatisfied with the text size, you can change the size of it to better suit your eyes. Also, unlike ordering traditional books online, there will be no shipping costs to ebook readers. Whether reading the book online or on a handheld reader, you will receive it almost instantly.

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Traditional Collector's Editions

Signed copies, numbered editions and beautiful bindings are all related to traditional books. With the age of ebooks, collector's editions and autographed copies of books might be a thing of the past.

Traditional Decor

Aside from reading, traditional books make for fantastic accent pieces. Those decorating an office with bookshelves or making a habit of collecting bright, antique books for a shabby chic style obviously prefer traditional books when making their decoration decisions.

Book Borrowing

So you've told your friend about the latest book your reading, and he wants to borrow it. Lending books becomes a much harder task when they take the form of data. Traditional books allow for book borrowing and lending without having to lend out your entire reader.

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