


## You Want Me to Do What? Part 1: Adding Points to Constructed Responses

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1

### Objectives



- Review scoring rubric
- Compare scorable 0 to 2 level writings
- Dig deeper into assessing effective writing

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2

### Time Out for an Update . . .



### CONSTRUCTED RESPONSES (Integrating Reading and Writing)



### Constructed Response on the 2014 GED® test

- CRs are the best way of directly assessing
  - Writing skills
  - Higher-order thinking skills
- Four CR items
  - RLA ER – 45 min., ~20% of test
  - Social Studies ER – 25 min., ~20% of test
  - 2 Science Short Answer - ~10 min. each, 15% of test

5

### Let's look at RLA

ER requires the following skills

- Skills of use of evidence
- Skills of ways of expressing meaning
- Skills of language conventions and usage

... **To response to this standard prompt**

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

6

### Let's look at Social Studies

ER requires the following skills

- Skills of reading & writing in a social studies context
- Skills of applying social studies concepts

... **To response to this standard prompt**

"In your response, develop an argument about how the author's position reflects the enduring issue expressed in the excerpt. Incorporate relevant and specific evidence from the excerpt, article, and your own knowledge to support your analysis."

7

### The science short answer requires the following skills ...

- Cite specific textual evidence
- Develop a logical argument
- Using the evidence, present a line of reasoning
- Apply understanding of a science concept
- One SA always tests experimental design
  - Identifying a research question
  - Designing an investigation
  - Justifying a line of reasoning

8

### Can you see the similarities between content modules?

- All measure higher-order thinking skills
- All reflect the overall content of the module
- All incorporate skills of “close reading”
- All emphasize creation of an argument
- Science and Social Studies include background knowledge for highest scoring potential



9



10

### Why “Argument” Matters

- **Argument** is the ability to support a claim using valid reasoning based on relevant and sufficient evidence. Well-crafted argumentative writing is an expression of rigorous analysis and critical thinking. To support a claim effectively, a writer must:
  - identify and extract relevant and sufficient evidence from credible primary and secondary sources;
  - develop a logical and reasoned analysis based on evidence;
  - acknowledge the strengths and weaknesses of counterclaims.

### “There is nothing to fear but fear itself”

According to GEDTS,

- Even test-takers with lower skill levels CAN attain points on the CR items
  - Scoring a “1” on trait 3 of the RLA ER only requires about 7 – 10 lines of mostly grammatically-correct writing (= 2 raw score points, the same as answering 2 M/C items correctly)
  - Scoring a “1” on trait 2 of RLA ER just requires a clear organizational structure (progression of ideas) – even if the content is “off” (= 2 raw score points)

12

### Some Basics of Scoring

- Non-scorable 0 (no score across all three traits)
  - Special conditions must exist, such as
    - Exclusively contains text copied from source text(s)
    - Off-topic
    - Not written in English
    - Incomprehensible
    - Left blank
- No specific score to “pass” Extended Response (ER)
- ER score added to the rest of the RLA test
- Each trait scored separately then added together
  - $2 - 1 - 0$  for each trait  $\times 2 =$  total score (highest weighted score possible is 12)

13



Let’s take a closer look at RLA . . . one trait at a time.

- Creation of Arguments and Use of Evidence
- Development of Ideas and Structure
- Clarity and Command of Standard English Conventions

14

### Trait 1: Creation of Arguments and Use of Evidence

#### Dimension 1 – text-based argument(s)

- development of claim or thesis
- argument should focus on close reading and analysis of source text(s)

#### Dimension 2 – text-based evidence

- establishment of criteria from evaluation of text
- application of the criteria to text-based evidence that is cited



15

### Trait 1: Creation of Arguments and Use of Evidence

#### Dimension 3 – analysis/evaluation

- critical evaluation of the rhetorical strategies and the validity of the authors’ arguments with the source text(s)
- establishment of criteria for evaluation of source texts
- application of criteria to text-based evidence



16

### This for Trait 1 (Creation of arguments and use of evidence) . . .

This article presents arguments from both supporters and critics of Daylight Saving Time who disagree about the practice's impact on energy consumption and safety. Both sides provide good support for their position, but the argument against Daylight Saving Time is stronger and more complete. It responds to points made in the argument in favor of Daylight Saving Time and also incorporates arguments of its own.

17

### Instead of this . . .

In my way its good because in DST is good for lot of people. The studies has indicated that traveling home from work or school in daylight is safer. Nearly three decades of research shows an 8-11% reduction in crashes involvingpedestrains and a 6-10% decrease in crashes for vehicle occupants after the spring shift to DST.In sunlight we can finishes our chores. In everything new things takes time to adjust. After some days went we feel this is the right thing.

18

### Trait 1: Going beyond a scorable 0

- Response must go beyond merely stating which side the test-taker agrees with
  - A single statement of a stance is considered insufficient
- Response must do more than use quotations
  - Evidence cited must support the overall message and must be analyzed in some way



19

### Setting the claim (statement of stance)

#### This . . .

Between the two positions in this article, the one against Daylight Savings Time is better supported.

Between the two positions arguing whether or not Daylight Saving Time (DST) is useful in terms of energy consumption and safety, the argument in favor of DST is better supported.

#### Instead of . . .

They say daylight savings time is a great thing.

The changing to daylight saving time twice a year is quite confusing to a lot of people, especially at the time right before and after the change.

20

### Trait 1: Going beyond a scorable 0

- Response must analyze the issue or the quality of the argument through which both sides are presented
  - Evidence cited must support overall message and must be analyzed in some way
- Response must show evidence that the test-taker has engaged with the text and has created a text-based argument

21

### Analyze, (evaluate), and engage

#### This . . .

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 its position. In the second article, only smaller scale studies are used, and the writer uses arguments with no factual basis to support anti-daylight savings positions.

#### Instead of . . .

The changing to daylight saving time twice a year is quite confusing to a lot of people, especially at the time right before and after the change. A person can become upset when they forget to change their clock each time. More accidents can also happen in rushing, when you forget to change all of your clocks.

22

### Trait 1: Going beyond a scorable 0

Responses should not

- Be composed of a summary of the passage
- Include personal information
- Be written in first person

23

### Examples


#### Summarization

If those are the arguments that are made, then people just need to be more responsible if they are having trouble adjusting with the time change.

#### Personal Information

Back when it was thought of it made sense – but times have changed and now its time to not have it.

24



**EVALUATING AN ARGUMENT IN TEXT**

25

### Evaluating an Argument


Evaluating an argument requires that students:

- Analyze the purpose of the argument
- Recognize the main claim and evaluate how it is expressed
- Understand and evaluate the structure of the argument
- Evaluate the reliability of evidence
- Understand and evaluate reasoning about the evidence

26

### Trait 2: Development of Ideas and Structure


- Dimension 1 – depth and breadth – fully developed ideas extended with additional evidence that builds upon the central assertions
- Dimension 2 – coherence – the building from one idea to another



27

### Trait 2: Development of Ideas and Structure

- Dimension 3 – organization – progression of ideas in a logical fashion and integration of effective transitions
- Dimension 4 – audience and purpose – formal style and objective tone
- Dimension 5 – word choice – advanced vocabulary, precision in word choice



28

### This for Trait 2 (Development of ideas and structure) . . .

Supporters of DST cite three decades of research that shows an 8 – 11% reduction in pedestrian related accidents and an 6 – 10% reduction in vehicle only crashes after the spring shift to DST. However, they have not indicated the risk of injury when DST ends in the fall. Those against the use of DST cite one study that showed an increase in pedestrian related accident immediately after the end of DST in the fall.

29

### Instead of this . . .

Pros-daylight savings time

1. Because the days are longer and nights are longer, there is more criminal activity, in that crime normally occurs at night.
2. Driving home from work when it is daylight is safer, therefore saving a lot of lives.
3. The more sun, the less light. This saves on electricity.

30

### Tone, style, and word choice

#### This . . .

Both arguments have been backed by reputable studies. However, the studies cited by the supporters of DST seem to be outdated. While the fact that Benjamin Franklin was a proponent of DST is a significant reason for its use; his reasoning for its use are obsolete in this day and age. Further more . . .

31

#### Instead of this . . .

They claim that the more sunlight, the better.  
  
If those are the arguments that are made then people just need to be more responsible if they are having trouble adjusting with the time change.

### Tie it together with transitional devices, specificity and elaboration

#### This . . .


The DST act is stated to help with energy costs, saving lives and possibly reducing crime. There are low percentages in these cases, but . . . Research in the 70s says that DST "saved 1% per day in energy costs." Imagine the savings . . . Thirty years of research have stated that . . . Studies have also shown that . . .

32

#### Instead of this . . .

For those who support DST, they claim that the more sunlight, the better. In this article studies have indicated . . . Researcher have indicated that . . . DST has also reduced crimes for . . .






**CONNECTING IDEAS**

33

### Trait 3: Clarity and Command of Standard English Conventions

- Dimension 1 – Sentence structure and variety - a mixture of simple, compound, and complex sentences incorporating a variety of clauses
- Dimension 2 – Conventions of standard English
- Dimension 3 – Fluency – grammatical and syntactical through a writing long enough to demonstrate proficiency



34

### This for Trait 3 (Clarity and command of standard English conventions) . . .

This article presents arguments from both supporters and critics of Daylight Saving Time who disagree about the practice's impact on energy consumption and safety. Both sides provide good support for their position, but the argument against Daylight Saving Time is stronger and more complete. It responds to points made in the argument in favor of Daylight Saving Time and *also* incorporates arguments of its own.

35

### Instead of this . . .

In my way its good because in DST is good for lot of people. The studies has indicated that traveling home from work or school in daylight is safer. Nearly three decades of research shows an 8-11% reduction in crashes involvingpedestrains and a 6-10% decrease in crashes for vehicle occupants after the spring shift to DST.In sunlight we can finishes our chores. In everything new things takes time to adjust.

36

### Sentence structure and variety


This . . .	Instead of this . . .
<p>The best-supported position in this article is the position against Daylight Saving Time.</p> <p>On the other hand, opponents of DST show contradictory studies demonstrating little or no reduction in energy use after DST. This is supported by the meager 1% savings that DST supporters claim. . . Several studies have even shown a significant increase in energy costs after DST has been implemented . . .</p>	<p>One of the first benefits of DST is one of the most important I think, the saving of electricity.</p> <p>First position would be the benefits of daylight savings time. The study also talked about the issues of safety for those who get off work or school and the safety of traveling in the daylight verses night fall. The next point they make would be . . . They also talked about . . .</p>

37

### Standard English conventions

This . . .	Instead of this . . .
<p>To fix this complication, Congress enacted the Uniform Time Act of 1966, but yet this still did not require all cities to adhere to DST.</p> <p>The study showed that Daylight Saving Time "had little or no effect on energy consumption that year," thus, countering the argument that Daylight Saving Time lowered energy use. Also, the results of "recent" research provide evidence . . .</p>	<p>Though a few may not use it, its always there for someone's convenience</p> <p>If we see in everything its right or wrong.</p> <p>If the studies are correct, I would say they are right, three decades supports research that 8-11% reduction in crashes involving pedertrains.</p>

38




**SENTENCE STRUCTURES:  
HELPING STUDENTS DISCUSS,  
READ AND WRITE ABOUT  
TEXTS**

39


### Remember, effective argumentative writing should include:

P	E	E	L	S
<b>Point</b>	<b>Evidence</b>	<b>Explan- ation</b>	<b>Link</b>	<b>Style</b>
A claim or thesis	Evidence & examples to support the claim	Explan-ation of the evidence (how and why it supports the claim)	A link (transition) to the next point or from the last point	A formal style throughout



40

**Need more information?**



**Tune In!**  
 Tuesday  
 June 16, 3:00 p.m.  
 Part II – Digging Deeper  
 into Strategies for  
 Teaching Argumentative  
 Writing Skills

41

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<http://floridatechnet.org/>

42


“Don’t just sit around and think about it  
**GET UP & DO IT!**”



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— Taysha  
 Florida, 2014 graduate



43