



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS



Show Me the Evidence GED® Reasoning through Language Arts

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Welcome!





- Highlight the importance of evidence in Constructed Responses (CR)
- Find the evidence (facts)
- Identify strategies to nurture student skills—identifying, explaining, analyzing, and evaluating evidence from text

How does evidence-based writing connect to the standards, the rubric, and high-impact indicators?

EVIDENCE-BASED WRITING

How does evidence figure into the “High Impact Indicators”?

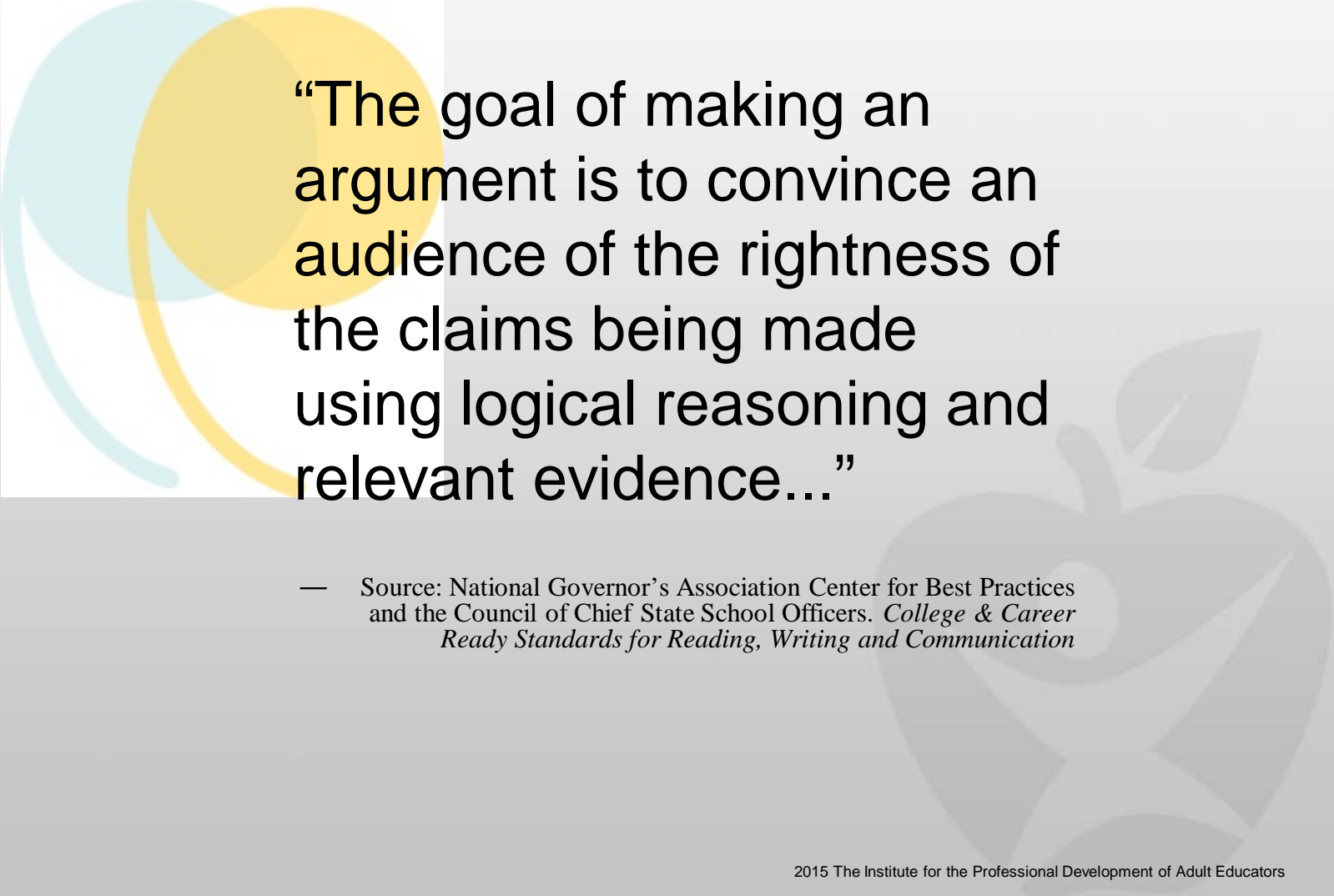
Ability to reason—qualitatively and quantitatively

- In RLA, Science, and Social Studies, high impact indicators include those items that require
 - Analysis of written material—including the role of details, main ideas, thematic support and relationships within written sources;
 - Extraction of **evidence** (facts, statistics, or expert knowledge) from written material and the ability to draw logical inferences or make valid claims;
 - “Connecting the dots:” understanding relationships (between people, places, things like processes and events, etc.) and the analysis of cause-and-effect relationships, both simple and complex

- Shift 1: Complexity
 - Regular practice with complex text and its academic language
- Shift 2: Evidence
 - Reading, writing, and speaking grounded in evidence from text, both literary and informational
- Shift 3: Knowledge
 - Building knowledge through content-rich nonfiction

- Trait 1: Creation of Arguments and the Use of Evidence
- Trait 2: Development of Ideas and Organizational Structure
- Trait 3: Clarity and Command of Standard English Conventions

| Score | Description |
|-------|--|
| 2 | <p>Trait 1: Creation of Arguments and the Use of Evidence</p> <ul style="list-style-type: none"> • presents 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 source and/or evaluates the validity of the argumentation within the source text(s) (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"> • presents an argument and demonstrates some connections 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 evidence, limited inferences) • partially analyzes the source and/or evaluates the validity of the argumentation within the source text(s) (may be incomplete, limited, or inaccurate) |
| 0 | <ul style="list-style-type: none"> • may attempt to create an argument OR lacks purpose or connections to the prompt OR does not • cites minimal or no evidence from source text(s) (actions of text may be copied from source) • minimally analyzes the source and/or evaluates the validity of the argumentation within the source text(s) (may completely lack analysis or demonstrate minimal or no understanding of the prompt) |
| 1 | <p>Non-Scorable Responses (Score of 0 Condition Codes)</p> <p>Response exclusively contains text copied from source text(s) or prompt</p> <p>Response shows no evidence that test-taker has read the prompt or is off topic</p> <p>Response is incomprehensible</p> <p>Response is not in English</p> <p>Response has not been attempted/blank</p> <p>Page three</p> |



“The goal of making an argument is to convince an audience of the rightness of the claims being made using logical reasoning and relevant evidence...”

— Source: National Governor’s Association Center for Best Practices and the Council of Chief State School Officers. *College & Career Ready Standards for Reading, Writing and Communication*

What is
evidence?



Facts, documentation, or testimony used to strengthen a claim, support an argument, or reach a conclusion.

Evidence can be presented as:

- Quotations
- Paraphrasing
- Summaries
- Hard facts or visual representations (statistics, data, charts, graphs, photographs, illustrations)



- **Facts** are statements that can be **proven**.
- **Opinions** **can not be proven**. They are based on someone's thoughts, *their* feelings, and *their* understanding.
 - Though you may be able to use facts to add credibility to an opinion, it is still an opinion!
 - Though an opinion may be widely accepted, that does not make it a fact.

Facts

| | |
|------------------|-------------|
| numbers | eyewitness |
| statistics | record |
| verified | prove |
| document | photographs |
| corroborate | substantive |
| facts | support |
| expert knowledge | |

Can this statement be proven?

Opinions

| | |
|---------------|----------------|
| think | believe |
| usually | worst |
| should | think |
| always/never | interpretation |
| point of view | perhaps |
| suggest | good/bad |
| most | probably |

Also look for adjectives that express judgment: brave, funny, strong, kind, etc.

Fact or Opinion? You Decide



THE FACTS
MA'AM -
JUST THE FACTS

The price of gas has grown to become too expensive. **F**

Almost half of all Americans drink coffee every day, making it the most widely consumed drug in the United States. **T**

Eating a vegetarian diet is the best way to stay healthy. **F**

93% of all greeting cards are purchased by women. **T**

Heart disease should not be a problem in America. **F**



Identifying evidence in writings

SEARCHING FOR THE EVIDENCE

Analyze the arguments presented in the press release and the letter to the editor.

In your response, develop an argument in which you explain how one position is better supported than the other. Incorporate relevant and specific evidence from both sources to support your argument.

Remember, the better-argued position is not necessarily the position with which you agree. This task should take approximately 45 minutes to complete.

The response should be 5-7 paragraphs and 300-500 words

GED Testing Service® Prompt

"Taxation and Revenue" – Test Bank Item 18101, Stimulus and Prompt
Press Release from the Office of U.S Representative Melody Walls
United States House of Representatives
Washington, DC

Representative Walls Announces Economic Boost for 12th District
July 17, 2013

Washington, DC – Representative Melody Walls announced that Congress passed the highway and transit bill today.

"This bill funds the expansion of Highway 17 from a two-lane highway to a four-lane thoroughfare. It will positively affect the town of Oak Falls," Walls said. As part of the expansion, Highway 17 will move two miles east of the town of Oak Falls. The bill will ease traffic congestion and create job opportunities during and after construction.

Last year, Representative Walls held town hall meetings to gather opinions from her constituents about revitalizing the economy in the 12th District. Two years ago, Turnaround Motors and Bell Camera closed their factory doors. The result has been high unemployment with no immediate prospects for new businesses. Representative Walls heard residents' concerns for jobs in the district.

Improving the highway means jobs for local construction workers. Once completed, the highway will bring more long-distance travelers into the area. Some officials anticipate a 30% increase in highway traffic due to the ease of traveling on the improved Highway 17. An increase in travelers will attract national motel and restaurant chains along the highway route. These national businesses will mean permanent jobs for residents.

In the future, historical features in Oak Falls and Gaston, such as brick streets built by early settlers and the old wheat mill, will likely become popular tourist attractions. More visitors will increase business for local shops and restaurants.

The improved highway will eliminate eighteen-wheeler traffic through towns, a major source of traffic congestion and noise. A 2001 study in Texas showed that bypasses reduce traffic through towns by as much as 75%. Eliminating eighteen-wheeler traffic will also reduce road maintenance costs.

The improvement of Highway 17, funded by federal tax allocations, is an important investment in the area.

Oak Falls Gazette
Letter to the Editor

I am a small-business owner living in Representative Walls's congressional district. A bill has been passed to expand Highway 17 from a two-lane highway to a four-lane thoroughfare. This change includes plans to move Highway 17 two miles to the east, which means it will now bypass our town completely. I find this unacceptable.

The *Gazette* reports that because Highway 17 runs through six states, construction will be paid for with federal road funds. That means some of our federal taxes will pay for a road that I believe will harm our town. I also believe that few residents of Oak Falls will use the road. Our town and district will lose money as a result of this highway bypass paid for by our tax dollars.

The road construction jobs are only a temporary bandage on the wound made by our two manufacturers closing their doors. Once the road construction is finished, only minimum wage jobs will remain.

In fact, the highway will bypass four cities in our district alone. Each of these towns will lose business because fewer travelers will pass through them and eat, stay overnight, or purchase gas. There is no guarantee that tourists will drive an extra two miles into our town if national chain motels and restaurants are built at the highway exits. The 2001 study Representative Walls references does show that bypasses reduce traffic and noise in towns, but the study also shows they have a negative impact on local businesses.

If this project were paid for with state tax money alone, angry voters would have struck it down. Representative Walls held town hall meetings to hear residents' opinions about the local economy, but obviously she did not listen to the concerns they voiced. Please consider local concerns about this federal project.

Webinar Guide – pp. 3 & 4



- Read Response 1 for the argument and the evidence
- Identify the following:
 - Argument/Claim
 - Text-Based Evidence and Connection

Webinar Guide – pp. 5 & 6

“this proves, with
factual information, . . .”

“the author of the letter
counters . . .”

Claim
“While both sides make an
acceptable case, the letter
provides a stronger
argument.”

THE FACTS
MA'AM -
JUST THE FACTS

“backed by logical
explanations and facts
with few speculations”

“a resident...is more
credible...as compared
to a representative”

“one example is . . .”

“author’s explanation of
the 2001 study”

- Read the other responses
- Identify the:
 - Argument/Claim
 - Text-Based Evidence and Connection
- Study the annotations



Modeling the Process

FOCUSING ON INSTRUCTION

G. Hillocks (2010) points out that “many teachers begin to teach some version of argument with the writing of a thesis statement [but] in reality, good argument begins with looking at *the data that are likely to become the evidence in an argument* and that gives rise to a thesis statement or major claim.”

Hillocks, G. (2010) *Teaching argument for critical thinking and writing: An introduction*. English Journal 99(6) 24-32

Start by a close reading of the text . . .

Model for students how you:

- Unpack the prompt
- Read the stimulus material by actively interacting with the text, including:
 - underlining the evidence for both sides
 - making logical inferences
 - analyzing and evaluating the strength of the arguments



Identify the evidence in order to develop a claim

| Both Sides Now | | |
|-------------------------------|--|-----------------------|
| Evidence that Supports | | Evidence that Opposes |
| | Question or statement Which position is better supported? | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Decision (Claim) | | |
| Reasons (Analysis/Evaluation) | | |

Model for students how to look at both sides of the argument

- Question
- Evidence (both sides)
- Decision
- Reasons (rational)

Webinar Guide – p. 16

Model how to extract evidence for the writing process

- **State** your claim/argument: State the idea you had about the text.
- **Cite** what in the text led you to the idea: Give supporting evidence from the text (by paraphrasing or directly quoting from the text. If you are directly quoting from the text, you must use quotation marks.
Sentence starters = In the first paragraph, _____ the author says...The text states...The text describes/For example...The author explains...Early in the text, the author/For instance
- **Explain** the evidence: Explain how the quote(s) or paraphrase(s) you pointed out support your idea. *Sentence starters = This shows...This is because...This means...This reveals...This illustrates...This highlights the difference between...*

Citing the Evidence: Putting It to Work

- Question: Will the highway and transit bill be beneficial?
- As a class, we will read *the two stimulus items*.
- As we read, we will highlight in yellow (or underline in pencil) the evidence that supports the benefits of the highway and transit bill. We will highlight in blue (or underline in pen) the evidence supporting that the highway and transit bill will be detrimental.

The goal is for students to be able to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Citing the Evidence: Putting It to Work

- Now it's your turn, incorporate the evidence into your graphic organizer
- Analyze and evaluate the evidence that you have included in your chart and
 - Determine which position is better supported
 - Identify your decision (claim)
 - Provide reason(s) “why” you made the decision

The goal is for students to be able to use the evidence in order to identify their claim and a rationale for making the claim.

Citing Explicit Textual Evidence

- After you have read and identified the evidence and your decision and reasons for the decision, you will use the graphic organizer entitled: *State, Cite, Explain*. This will assist you in providing multiple pieces of explicit textual evidence in your writing.
- First, write down the question.
- Next, state your claim - the idea you had about the text (if you are responding to a specific question, be sure your idea restates the question).

| Question | State | Cite | Explain |
|---|---|------|---------|
| Is the highway and transit bill beneficial? | State your claim - the idea you had about the text. | | |

Citing Explicit Textual Evidence

- Now give supporting evidence from the text.
- To cite explicitly, paraphrase or use quotes from the text.
- If you use direct quotes from a text, you must use quotation marks.
You should combine what the reading says and your thoughts (inferences) to answer the question (Is the highway and transit bill beneficial?) to create new meaning -- the inference. Place the evidence you found from the article in the (Cite) box.

| Question | State | Cite | Explain |
|---|---|---|---------|
| Is the highway and transit bill beneficial? | State your claim - the idea you had about the text. | Cite what in the text led you to that statement or claim. | |

Citing Explicit Textual Evidence

- Finally, explain how each piece of evidence supports your idea.

| Question | State | Cite | Explain |
|---|---|---|---|
| Is the highway and transit bill beneficial? | State your claim - the idea you had about the text. | Cite what in the text led you to that statement or claim. | Explain how each piece of evidence supports your idea/claim |

Putting It All Together – Citing Evidence

| Question | State | Cite | Explain |
|---|--|--|---|
| Is the highway and transit bill beneficial? | The bill will prove detrimental because the research provides strong arguments against it. | Improving the highway means jobs for local construction workers. | Because the construction jobs are temporary, they will not create a boom in the district's economy. |

What does written argument look like in the classroom?

The Question

Your Claim

Your Explicit
Textual Evidence

Your
Reasoning
(Connection)

Counterclaims/Rebuttals

Summary (conclusion) of your
argument

- Evaluate data
- Make a claim
- List evidence and reasoning
- Identify counterclaims and provide rebuttals

Main reasons for “Earned” Zeroes

- Choosing the right evidence, but **quoting the material extensively** rather than by explaining or paraphrasing
- Not enough of their own writing is available to be assessed
- Too many test-takers are merely **summarizing** the arguments made by each author rather than creating their own arguments

The best candidate for the jon would be to fix the highways with the four lane it would possibly affect some change in town for Oak Falls. The bill might ease traffic congestion and create job opportunities. As of last yar the unemployment has no fast results for a new business in this case the district were worried about these peoples jobs.

And with the highway built it will attract national motel and restaurant chains. That means more permanent jobs and reduce traffic by a good 75%.

A local business owner has disagreed with the development of highway 17 being built. Because it might harm the town. Federal taxes will be paid by the local people around the area and will lose money as a result of this highway bypass paid for by tax dollars.

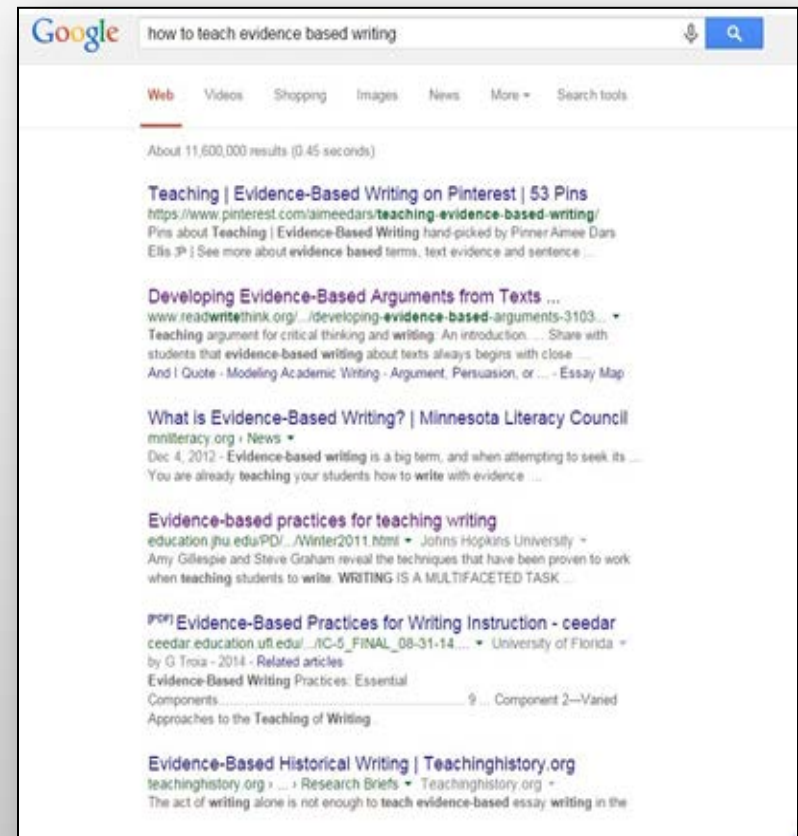
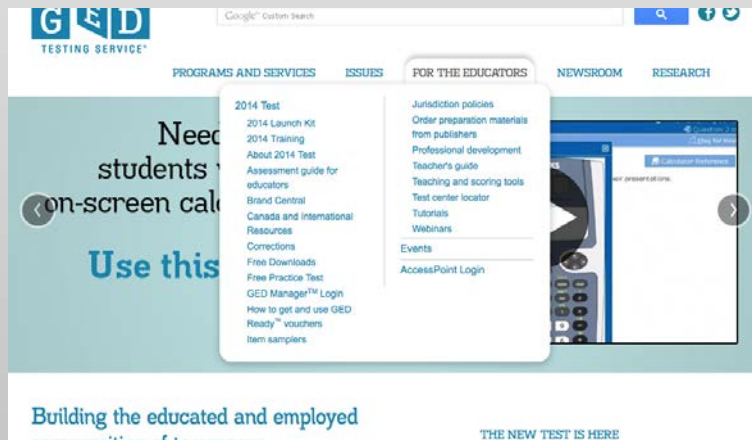
Alice stated, "Once the road construction is finished, only minimum wage jobs will remain." Okay, so we all know it will bypass four cities in district alone. That means the local business stores will lose customers and won't purchase anything along with these highways involved.

If this was to happen the state tax dollars would be plummet from angered voters. They lacked the consideration of letting people know about this future project. Which remains under concerned to this day.

- Practice for skill building
- Leverage close reading
- Challenge students
- Bring the real world materials into reading and writing



- Some Internet search strings to try:
 - “Evidence”
 - “Evidence-based writing”
- GEDTS Website Resources



- Use sample passages and prompts in the classroom
- Identify a passage/prompt through which you will model the process
- Make your “thinking” visible to students.



Sample Extended Response Passages and Prompts for Classroom Practice - RLA

Help your students get ready for the extended responses on the GED® test – Reasoning Through Language Arts test by practicing with these sample prompts and source materials in the classroom.

Fully answering an ER prompt often requires 4 to 7 paragraphs of 3 to 7 sentences each – that can quickly add up to 300 to 500 words of writing! A response that is significantly shorter could put your students in danger of scoring a 0 just for not showing enough of their writing skills.

Passage #1 - Are Tweens Ready for Cell Phones?

Extended Response Stimulus Materials:

Source Material #1

Speech: “Tweens” Are Ready for Cell Phones by Deborah Pendergast
“Safer Kids Summit”

Thank you for inviting me to the first “Safer Kids Summit.” We are here to discuss ways to keep our children safe in an increasingly complex world. Today’s focus is on technology— specifically on the ideal age to give kids their own cell phones. As a representative of a large telecommunications company, I receive many inquiries from parents on this topic, and this is what I tell them: It depends on the child, of course, but in general, age 10 is just about right.

A 2012 survey by the National Consumers League backs me up. The survey found that almost 60 percent of children ages 8 to 12 already have cell phones. These “tweens” can contact their parents at any time, and vice versa, giving the kids a sense of empowerment and their parents a feeling of security. Caroline Knorr, of the group Common Sense Media, says, “We want our kids to be independent, to be able to walk home from school and play at the playground without us. We want them to have that old-fashioned, fun experience of being on their own, and cell phones can help with that.” Picture the following scenario: You told your fourth-grader that you would pick her up after school, but you are stuck in traffic. She is waiting for you ...and waiting, and waiting. But if you both have cell phones, you can call her to let her know you are delayed, and she can go back inside the school, where there are adults around. You both breathe a sigh of relief.

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Questions

Comments



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The IPDAE Team

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