Welcome to the GED®
Tuesdays for Teachers Webinar
We're now on Zoom!

- When you log-in, you will be placed in a Waiting Room until the webinar begins.

- The webinar will start at 3:30 p.m. (EDT), 2:30 p.m. (CDT). You will not hear the presenters until then.

- Please, check your audio to make sure your sound is working properly. If you use your phone to call in, be sure to enter the appropriate codes.

- We will be using the Chat box for questions, so feel free to key in your questions throughout the presentation.

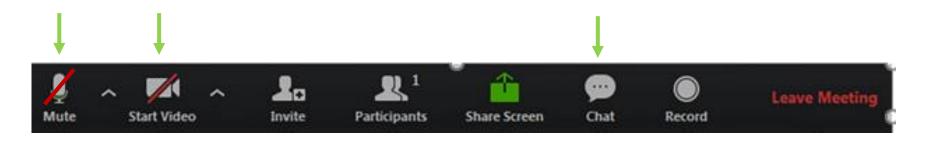- As usual, the webinar will be recorded and available for viewing within a few days.

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GED Knowledge & Skill Gaps

Reasoning Through Language Arts Session 3

**A Tuesdays for Teachers Webinar
by the GED Testing Service®
May 24, 2022**

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Before We Get Started

During the webinar, **please:**

1. Keep your sound and video **muted**. This will limit background noise.

2. Ask questions using the **chat function**.

3. Keep in mind that the session is being **recorded** for future viewing.

Welcome!

Debi Faucette

Cheryl Klar-Trim, GEDTS Manager of Test Development

Amy Hathorn, GEDTS Senior Content Specialist, RLA

Brooke Palmer, GEDTS Senior Content Specialist, RLA

Susan Pittman, Education Consultant

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Looking at the Big Picture

- Reasoning through Language Arts (RLA) content areas:
  - Language – Session 1
  - Reading – Session 2
  - Writing – Session 3

Today's Focus

➢ Targets and Indicators

➢ Writing prompts

➢ Scoring and rubrics

➢ Helpful online resources

➢ Strategies to close the gaps

➢ Q&A

Targets and Indicators

- GED® Assessment Guide for Educators
  - https://ged.com/wp-content/uploads/assessment_guide_for_educators_all_subjects.pdf
  - RLA begins on page 73; Targets and Indicators begin page 78.
  - Emphasis on critical thinking, argumentation, authentic tasks, and real-world skills.

- Reasoning through Language Arts (RLA) content areas:
  - Reading
  - Language
  - Writing

- Free Practice Test online
  - https://ged.com/practice-test/en/rla/start.html
  - https://ged.com/es/study/test_previews/ (Spanish)

GED® Writing Prompts

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GED® Extended Response

- Students read two short passages and respond to a prompt.

- Prompt directs students to write an essay evaluating which passage makes a stronger argument and is better supported.

- Prompt is essentially always the same, with slight wording differences as needed.

Writing Prompt

Instructions

Read
- On the **page 2 tab above**, you will **read two texts** presenting **different views** on the same topic.
- **Both writers argue** that **their position** on the issue is **correct.**

Plan
- **Analyze** the two texts **to determine** which writer presents the **stronger case.**
- **Develop your own argument** in which **you explain** how one position is **better supported** than the other.
- **Include** relevant and specific **evidence** from **both sources** to support your argument.

Write
- **Type** your response in the **box on the right.**
- Your response should be approximately **4 to 7 paragraphs of 3 to 7 sentences each.**
- **Remember** to allow a few minutes **to review and edit your response.**

You have up to **45 minutes** for reading, planning, writing, and editing your response.

- Prompt appears on "page 1" tab at top left of screen. Passages appear on "page 2" tab at top left of screen. Students enter their written response into a space on right side of screen.

- There is no "right" or "wrong" answer to the question of **which writer presents the stronger case**; students are scored on HOW they answer that question and address the prompt.

- Students are scored using 3 traits to determine the strength of their written expression.

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GED® Extended Response

Scored on three traits:

- Trait 1: Creation of Arguments and Use of Evidence

- Trait 2: Development of Ideas and Organizational Structure

- Trait 3: Clarity and Command of Standard English Conventions

Writing Prompt

Instructions

Read
- On the **page 2 tab above**, you will **read two texts** presenting **different views** on the same topic.
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- **Analyze** the two texts **to determine** which writer presents the **stronger case**.
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- **Include** relevant and specific **evidence** from **both sources** to support your argument.

Write
- **Type** your response in the **box on the right.**
- Your response should be approximately **4 to 7 paragraphs of 3 to 7 sentences each.**
- **Remember** to allow a few minutes **to review and edit your response.**

You have up to **45 minutes** for reading, planning, writing, and editing your response.

Prompt provides outline for success across all 3 traits

- Analyze the two texts…(Trait 1)

- Include evidence…(Trait 1)

- Include *relevant and specific* evidence…(Traits 1 & 2)

- Develop your own argument…(Trait 2)

- Your response should be **approximately**…(Trait 2)

- Remember to review and edit your response…(Traits 1,2,3)

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Why Students Struggle

Overall, Extended Response items are NOT underperforming.

- Data shows a strong correlation between test taker performance on the RLA assessment as a whole and performance on the ER.
- Students who are getting 0s and 1s on the ER are likely struggling with all skills across the RLA assessment.
- It helps to understand how the skills align across all portions of the RLA.
  - Reading items correlate to Traits 1 and 2.
  - Language (Editing) items correlate to Trait 3.
  - ER items require strong written performance of all 3 traits.

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Why Students Struggle

Some common reasons for low scores on ER responses:

- Students do not build an argument.
    - Students summarize the texts instead of evaluating the arguments made in the texts.
    - Students merely copy words from the texts (nonscorable = 0 points).
    - Students only analyze or discuss one of the texts rather than both.

- Students provide their own opinion about the topic rather than evaluating the arguments made in the texts.
    - Students discuss their agreement or disagreement with an author's position rather than discussing the strength or weakness of that author's position.

Why Students Struggle

Some common reasons for low scores on ER responses:

- Students do not write a full response.
  - They do not analyze, and/or
  - they do not elaborate, and/or
  - they do not reference the evidence in the text.

- Students lack a structure and appropriate tone.
  - Their writing has no clear introduction, body, or conclusion.
  - No transitions are made between ideas.
  - They are not writing for an audience.

- Students' English conventions are poor. Their writing lacks:
  - proper grammar (subject/verb agreement, etc.) and/or
  - proper capitalization, and/or
  - proper punctuation, and/or
  - complete sentences (run-ons or fused sentences used instead), and/or
  - improper vocabulary (incorrect word choice, slang, etc.).

GED® ER Scoring Process and Rubrics

ER Scoring Process – Field Test to Assessment

- Every ER item is Field Tested.
- Every Field-Tested ER item is scored by human scorers using a detailed rubric for each of the 3 traits.
- Each ER response is scored by at least 6 human scorers: 2 scorers for each trait.
  - If the 2 scorers disagree by 1 score point for the trait (0 vs 1), the higher score is assigned.
  - If the 2 scorers disagree by non-adjacent scores (0 vs 2), a Scoring Lead scores the trait.
  - In this way, it's possible for 9 scorers to be involved in determining the final score for a single ER item.
- After human scoring is complete for Field Test items, experts review the data and determine which items are fair for use on the GED assessment.
- After the selected ER items are used on the GED assessment, the items are scored by an automated scoring engine.

ER Scoring Engine

Automated Scoring Engine launched in 2014

WHY?

- To allow a speedy score response to be provided for test takers
  - Test takers receive scores within 3 hours

- To enable ER performance to be included in the standard score report
  - This was previously unfeasible

ER Scoring Engine Validity

- Several hundred scored Field Test responses are used to train the automated scoring engine, then several more hundred are used to test the engine's validity.
- When initially launched, responses were scored by both the engine and human scorers to ensure validity of the engine.
- Approximately 95% of ER responses are successfully scored via the engine.
  - The other 5% represent responses that are so atypical that the engine is unable to determine a score, in which case human scorers are used.

From Field Test to Score Report, the combination of human and machine scoring enables GED to provide valid results in remarkable time.

Trait 1 Writing Skills: Arguments and Evidence

Trait 1: Creation of Arguments and Use of Evidence A	
2	• generates text-based argument(s) and establishes a purpose that is connected to the prompt B • cites relevant and specific evidence from source text(s) to support argument (may include few irrelevant pieces of evidence or unsupported claims) C • 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.) D
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)

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Trait 1 Writing Skills: Arguments and Evidence

A Trait 1: Responses are scored according to the criteria outlined in all three bullets. Each bullet represents a distinct **dimension** or **quality of writing** that involves the creation of arguments and use of evidence. Each score point describes the same dimensions, but at varying levels of mastery. Responses may exhibit qualities indicative of more than one score point. For instance, a response may contain a logical text-based argument and sufficient support (a 4-point response), but the integration of claims might be simplistic (a 2-point response). When a response shows mixed evidence of proficiency levels, it will receive a score that reflects a balanced consideration of each quality, with no one dimension weighted more than the others.

B The first dimension relates to making claims or assertions. At higher score points, arguments will be focused on close reading and analysis of the source texts. As responses ascend the scale in this dimension, they will become more focused on making arguments.

C The second dimension focuses on a student's ability to use information from the source texts to support their claims or assertions. As responses ascend the scale in this dimension, they will use evidence that is progressively more tied to the text. At lower score points, the student may rely more heavily on evidence drawn from personal experience with the topic rather then from text-based evidence. While responses that argue the student's own opinion on the issue are acceptable, students who focus more specifically on the task outlined in the prompt, which asks them to analyze source texts to determine which position is better supported, will be more likely to score highly on this dimension. More specifically, responses that establish criteria for the evaluation of the source texts and then apply these criteria to specific text-based evidence are most likely to score highest in this dimension.

D The third dimension focuses on a student's ability to critically evaluate the rhetorical strategies and argumentation demonstrated by the authors of the source texts. While responses that argue the student's own opinion on the issue are acceptable, students who focus more specifically on the task outlined in the prompt, which asks them to analyze source texts to determine which position is better supported, will be more likely to score highly on this dimension. More specifically, responses that establish criteria for the evaluation of the source texts and then apply these criteria to specific text-based evidence are most likely to score highest in this dimension.

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Trait 2 Writing Skills: Developing Ideas/ Organization

Trait 2: Development of Ideas and Organizational Structure **E**	
2 You may continue to highlight connections across score points.	• contains ideas that are well developed and generally logical; most ideas are elaborated upon **F** contains a sensible progression of ideas with clear connections between details and main points **G** establishes an organizational structure that conveys the message and purpose of the response; applies transitional devices appropriately **H** establishes and maintains a formal style and appropriate tone that demonstrate awareness of the audience and purpose of the task **J** • chooses specific words to express ideas clearly **K**
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

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Trait 2 Writing Skills: Developing Ideas/ Organization

E The five bullets, or dimensions, in Trait 2 must be considered together to determine the score of any individual response. No one dimension is weighted more than any other. Each score point describes the same dimensions, but at varying levels of mastery.

F The first dimension relates to the depth and breadth of explanation exhibited in the response. While support for ideas should come from the source texts (like in Trait 1), fully developed ideas are often extended with additional evidence that builds upon central assertions. High-scoring papers will tend to contain multiple ideas that are fully elaborated upon and help articulate a central thesis. Responses that develop ideas insufficiently, unevenly, or illogically fall into the lower score ranges with regard to this dimension.

G The second dimension focuses on how effectively the response builds from one idea to the next as well as the degree in which details and central ideas are linked. High-scoring responses will maintain coherence and a sense of progression that help convey the writer's central thesis. Responses at lower score points demonstrate an increasingly disjointed or unclear progression of ideas. Details are increasingly unrelated to central ideas, or even absent.

H The third dimension relates to how well the response is organized. Though paragraphs may lend structure to many responses, it is possible for a well- organized, logical, non-paragraphed response to receive a high score. However, responses that contain circular, list-like, or scattered organizational structure, as well as those that do not fully integrate effective transitions between ideas, are often indicative of lower score points.

J The fourth dimension is associated with how well the response demonstrates an understanding of audience and purpose. Responses that score highly in this dimension will establish and maintain a formal style and objective tone while attending to the norms and conventions of argumentative writing.

K The fifth dimension focuses on word choice. Effective word choice does not necessarily suggest that students must employ a great deal of advanced vocabulary. Advanced vocabulary used correctly is often associated with a higher score on Trait 2, but responses that reflect a precision in word choice are just as likely to score well in this dimension. At lower score points, imprecise, vague and/or misused words are more prevalent.

Trait 3 Writing Skills: Conventions & Clarity

	Trait 3: Clarity and Command of Standard English Conventions L

2	• demonstrates largely correct sentence structure and a general fluency that enhances clarity with specific regard to the following skills: M
	   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: N
	   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. P

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

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Trait 3 Writing Skills: Conventions & Clarity

L As in the previous two traits, each of the three dimensions of Trait 3 must be weighed together to determine the score. Each score point describes the same dimensions, but at varying levels of mastery.

M This dimension relates to sentence structure and variety. Scoring will focus only on these skills essential to the development of sentence structure. High-scoring responses mix simple and compound sentences and purposefully incorporate a variety of clauses to enhance overall fluidity. Repetitive, choppy, rambling, and/or awkward sentence constructions are indicative of responses at the lower score points.

N The second dimension focuses on how well the response maintains specific conventions of standard English. Responses will be scored on the basis of a student's demonstrated mastery over the particular language skills listed in this dimension. Though there are many other conventions that come into play in a student's writing, these essential skills are the ones on which they will be scored. Further, the longer the response, the greater tolerance for errors. For example, 10 errors in a 10-line response will likely receive a lower score than a response that contains 20 errors but is 60 lines long.

P The third dimension pertains to overall fluency with conventions and mechanics. In order to receive a score higher than 1, students must sustain their writing long enough to demonstrate their level of proficiency with all the skills listed in the two previous dimensions. Then, writing samples are evaluated for level of grammatical and syntactical fluency appropriate for on-demand, draft writing.

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Annotated Sample Response – 0 Points

Test-Taker Anchor Response 1 – Score: 0 [Trait 1]	Annotation
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. And some bosses penalize the employees when they are late, which only makes it more agrivating. More accidents can also happen in rushing,when you forget to change all of your clocks. It would be even more confusing in Arizona, due to the fact every one in that state does not follow the dylight saving time change. Some times when running late you could miss your flight and loose a full day of work, if travel is needed in your job.

Adopting this process, and time zones, was developed purposely to conserve energy, and make it safer to travel from work or errands, and to arrive home before dark. To have the majority of the time when it is dark outside, to be in your home and sleeping, has been shown to be safer and to conserve energy. Many people have difficulty driving at nite, as it is not as easy to see their surroundings. Conserving energy in the areas that utilize the most energy, saves not only energy, but money. Hopefully the cost of implimenting this practice is offset by the savings in energy and accidents. And, possibly. if there is an increase in energy consumption, it is because people are able to run more errands and get more done in each day to make for a better life for them and their family.

I think, now that we are use to the daylight saving time, ==it will be best to continue with it, as it is safer, and saving energy==. | The response includes an issue-based statement of stance in favor of DST in the last line. ("…==it will be best to continue with it, as it is safer, and saving energy==.").

The writer only attempts to summarize the arguments from the source text in the response, though, with the first paragraph discussing the cons and the second paragraph discussing the pros.

While the response draws from the source text for information, the writer does not cite evidence to support any claims. Overall, the response offers a minimal summary of the arguments and lacks any analysis of the issue or the argumentation.

Therefore, Response 1 earns a score of 0 for Trait 1.

To view the annotations to Traits 2 and 3, click the links below. |

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Annotated Sample Response – 2 Points

Test-Taker Anchor Response 17 – Score: 2 [Trait 2]	Annotation
This article presents both opposing and proposing side to the issue of Daylight Savings Time (DST). Both sides argue that DST has an effect on energy consumption. Opponents of DST cite studies that have shown there is little to no effect on energy consumption based on a 2007 study completed in the state of California. Another study based in Indiana actually showed that energy consumption increases each year due to DST; further more, this study showed air pollution also increased. However, proponents of DST point to a study completed in 1970 that found DST reduced energy costs by 1% per day. They also indicated Benjamin Franklin made an argument for DST to the French in 1784. Unfortunately, it appears they have not considered that back in 1784 people needed daylight to be productive, while now we have electricity that allows to work all through the night, if needed. The other reason people advocate for the use of DST is safety. 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. That study indicated 227 pedestrians were killed the week following the end of DST, compared to only 65 pedestrian fatalities the week before the end of DST. It was stated that this abrupt change in daylight does not provide drivers and pedestrians enough time to adjust to the difference. In contrast, if we did not have DST to change would be gradual and allow both pedestrians and drivers the appropriate amount of time to adjust to the lower levels of sunlight. The other factor of safety concerns is crime. One study of DST argues that it actually reduced crime because during the evening hours when people are running errands after work the additional sunlight reduces their exposure to crime, which is more common after dark. Unfortunately, the opponents of DST have yet to cite any studies that show crime is not affected by DST. Although, they did point to the fact that DST causes confusion to the people	The writer establishes an adequate organizational structure in this response, beginning with a summary of the arguments on both sides, and then discussing the evidence related to safety, and providing a developed analysis to close. Within this structure is a reasonable progression of sufficiently developed ideas. Paragraph 2 offers a thorough breakdown of the arguments and evidence related to accidents involving vehicles and pedestrians ("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...However, they have not indicated the risk of injury when DST ends...Those against the use of DST cite one study that showed an increase in pedestrian related accident..."). Paragraph 3 provides evidence of the appropriate use of transitions ("The other factor of safety concerns is crime." and "Unfortunately, the opponents of

Annotated Sample Response – 2 Points

that forget to adjust their clocks; therefore, the people do not show up on time to work or appointments.

Both arguements 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 reasonings for its use are obsolete in this day and age. Further more, the study that found DST actually saved energy was completed in 1970 and our energy consumption needs have changed drastically since then. Also, the study that showed a decrease in pedestrian related accidents and vehicle only related accidents indicated it was completed over a period of three decades. However, it was not indicated when this study was completed, which brings into question the correlation between the current figures and the figures

from the unidentified time period. While the opponents of DST were unable to cite any studies that proved crime was unaffected by DST, the supporters of DST did not indicate when the study was completed. Therefore, it is hard to confirm those statistics are still valid in the present day. While both sides of the arguement have compelling facts, I believe the opponents to DST have provided a stronger case based on the facts given.

DST...").

The writer's tone demonstrates an awareness of audience and purpose, and the diction serves to adequately express ideas. As a whole, the response is successfully organized, adequately focused, and mostly developed.

Therefore, Response 17 earns a score of 2 for Trait 2.

To view the annotations to Traits 1 and 3, click the links below.

Trait 1 (Page 69)

Trait 3 (Page 133)

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Annotated Sample Response – 1 Point

Test-Taker Anchor Response 23 – Score: 1 [Trait 3]	Annotation
Daylight Savings Time is a great help to everyone. Having more time to get things done in a day is never a bad thing. It saves on money and electricity with longer lasting day hours. Electricity is a big part of America. We need light for almost have the day depending on what we're doing at home or work. It's rare to find someone going to bed like an early bird. People stay up late watching T.V or finishing work and require light in some cases. DST extends the amount of daylight and makes it still light out at a late hour in spring. People take advantage of this extra time and use it for all kinds of things. Not only does DST conserve electricity, it provides saftey to people in the day time. With more light in a day, traveling to and from places is much safer than in the fall where the days are dark at a very early time. With DST, there has been a reduction in pedestrian crashes by 8-11%. The same can be said about vehicle crashes which have been reduced by 6-10%. Something so minute as DST has made a greater impact than most people would think. Some people however don't have the same thoughts about DST. Studies in Indiana countered that instead of saving electricity, more had to be used for air conditioning on a day with more light hours. This caused a raise in air pollution as a result. Another study showed that instead of keeping drivers and pedestrians safe, the switch with DST in the fall put people in danger. The week before the end of DST, 227 pedestrians were killed in car accidents, along with 68 at the beginning week of DST. People just don't have enough time to adjust to the change, and some may become a danger to themselves and others.	The response demonstrates inconsistent sentence structure ("It's rare to find someone going to bed like an early bird."). Some sentences are awkward and are evidence of a lack of fluency ("It saves on money and electricity with longer lasting day hours."). The writer also demonstrates inconsistent control of standard English conventions, with specific regard to pronoun usage, punctuation, apostrophe usage, and subject-verb agreement. ("We need light for almost have the day. . ." "Though a few may not use it, its always there for someone's convenience."). These errors rarely interfere with comprehension, and overall this response is at an acceptable level of appropriateness for on-demand draft writing. Therefore, Response 23 earns a score of 1 for Trait 3.

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Annotated Sample Response – 1 Point

Daylight Savings Time has had good and bad effects on people who use it. The pros and cons of this tool battle closely with one another. But in the end DST does more good than harm. It's convenient and is really meant to benefit everyone. It's become a part of our routine and to live without it might be a difficult task. Though a few may not use it, its always there for someone's convenience.

To view the annotations to Traits 1 and 2, click the links below.

Trait 1 (Page 77)

Trait 2 (Page 102)

GED® ER Resources

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Extended Response Resources on GED.com

Resources for Instructor/Student "Classroom" Time

- Workbook

  https://ged.com/wp-content/uploads/TfT-What-Students-Need-to-Know-GED-RLA-Extended-Response-Workbook-1.pdf

- Answer guidelines

  https://ged.com/wp-content/uploads/extended_response_guidelines.pdf

- The workbook provides visual guides to demonstrate the skills that struggling writers need to improve in order to be successful.

- The answer guidelines linked to above are included in the workbook.

Extended Response Resources on GED.com

From the Workbook

	Struggling Writers	Successful Writers
Plan	• Are unaware of purpose or process of writing • Have little or no knowledge of the text structure of an essay • Have difficulty developing plans and staying focused on the topic • Experience greater writing anxiety and decreased motivation	• Analyze the task • Understand and apply all the elements of an essay • Create goals for their writing • Develop plans to achieve their goals • Discuss how and why a plan will work
Organize	• Produce fewer ideas • Fail to organize their thoughts	• Develop multiple ideas • Organize their ideas
Draft/Write	• Plan what they are going to say as they write • Use imprecise and nonspecific vocabulary • Struggle to convey their thoughts, ideas, and opinions • Write fewer sentences • Focus on mechanics rather than on clarity and organization	• Write using an organized plan, but adjust goals when obstacles arise • Use vocabulary accurately • Experience fewer difficulties with the elements of an essay • Generate sentences that support their ideas
Edit and Revise	• Experience problems with grammar, punctuation, and spelling • Place words and letters too close or too far from each other • Do not review and make correction	• Edit spelling, capitalization, and punctuation • Make more content revisions • Correct overall appearance

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Extended Response Resources on GED.com

Answer Guidelines

1. **Please note that this task must be completed in no more than 45 minutes.** However, don't rush through your response. Be sure to read through the passage(s) and the prompt. Then think about the message you want to convey in your response. **Be sure to plan your response before you begin writing.** Draft your response and revise it as needed.

2. 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 you in danger of scoring a 0 just for not showing enough of your writing skills.

3. As you read, think carefully about the **argumentation** presented in the passage(s). "Argumentation" refers to the assumptions, claims, support, reasoning, and credibility on which a position is based. Pay close attention to **how the author(s) use these strategies to convey his or her positions.**

4. When you write your essay, be sure to:
   - **determine which position presented** in the passage(s) is **better supported** by evidence from the passage(s)
   - **explain why the position you chose is the better-supported one**
   - **remember, the better-supported position is not necessarily the position you agree with**
   - **defend your assertions with multiple pieces of evidence** from the passage(s)
   - **build your main points thoroughly**
   - **put your main points in logical order** and tie your details to your main points
   - **organize your response carefully** and consider your **audience, message, and purpose**
   - **use transitional words and phrases** to connect sentences, paragraphs, and ideas
   - **choose words carefully** to express your ideas clearly
   - **vary your sentence structure** to enhance the flow and clarity of your response
   - **reread and revise your response** to correct any errors in grammar, usage, or punctuation

Extended Response Resources on GED.com

Resources for Instructor/Student "Classroom" Time

- **Videos: How to write a great GED® extended response**

  https://ged.com/about_test/test_subjects/language_arts/extended_response/

- This 8-video series discusses the logistical aspects of the ER portion of the assessment, in addition to tips for success.

- Videos 4-5 do a good job showcasing the skills from Traits 1 & 2. Information in Video 5 also guides students with tips for both analyzing *and* producing strong arguments.

- Video 7 encapsulates all 3 traits with an emphasis on Trait 3. Video 8 also covers all 3 traits and focuses on HOW the ER is scored.

- It's helpful to watch all videos; minor overlap emphasizes key tips for successfully using the 3 trait skills to address the prompt.

Extended Response Resources on GED.com

Overview of the GED Extended Response Format (1:28)

How to Pass the GED Extended Response (3:14)

How to Determine Which Position is Best Supported (2:49)

Video 3. How to Write a Well-Supporte...

How to Write a Well-Supported Argument (4:21)

Video 4. How to Make a Plan and Writ...

How to Make a Plan and Write an Introduction (3:25)

Video 5. How to Write the Body and C...

How to Write the Body and Conclusion (4:47)

Video 6. How to Write a Fully Support...

Video 7. How to Check and Revise Yo...

Video 8. Understand How Your Respo...

Extended Response Resources on GED.com

Resources for Instructor/Student "Classroom" Time

- Sample texts from GED Ready® practice test

  https://ged.com/wp-content/uploads/extended_response_ged_ready_source_texts.pdf

- Sample prompts for practice

  https://ged.com/wp-content/uploads/extended_response_classroom_practice.pdf

- After reviewing the ER Workbook, Answer Guide, and 8-video series, these sample prompts can be used in the classroom for student writing practice, which you will be able to score using the scoring guides and online scoring tool.

Extended Response Resources on GED.com

Resources for Instructor/Student "Scoring" Time

- Annotated responses for each score point

  https://ged.com/wp-content/uploads/extended_response_resource_guide.pdf

- Sample prompt (Taxation and Revenue) with scoring guide and rubric for each trait

  https://ged.com/wp-content/uploads/extended_response_resource_guide_taxation_revenue.pdf

- The sample prompt linked to above uses the same paired passage as in the Workbook but includes 9 actual responses across all 3 points per trait. See pages 31-33 for detailed information about the scoring process and scoring engine.

- Example of a perfect score

  https://ged.com/wp-content/uploads/extended_response_scoring.pdf

Extended Response Resources on GED.com

Resources for Instructor/Student "Scoring" Time

- T4T: **Taking the Angst Out of Scoring the GED® RLA Extended Response**
  https://ged.com/educators_admins/teaching/professional_development/webinars/

- Review the recording linked to above for a demonstration of how to use the online Extended Response Scoring Tool (linked below), along with tips for analyzing and developing strong arguments.

- Extended Response Scoring Tool (for educators to score student practice responses)
  https://app.ged.com/preLogin4?&_ga=2.230614492.1128253405.1647985869-1541966278.1614616540#/essayScoring

- The resources on slides 32-39 should be used in conjunction for instruction, writing practice, and providing students with an informed, rubric-guided ER score.

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GED® ER Strategies

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RLA Strategies: Writing

Recognize the Types of Evidence

Type of Evidence	Definition
Factual	Truthful statements that cannot be denied. Statements that the average person may know, or which can be proven.
Statistics or Data	Numerical facts; can be presented in raw numbers, percentages, or fractions.
Examples or Anecdotes	Real-life situations, events, or experiences that illustrate a position; anecdotal stories that help explain an author's claim.
Expert Testimony	The observations or conclusion of someone who is considered highly knowledgeable because he/she is an expert in a particular field of study or occupation; someone who has firsthand knowledge and experience.
Logical Reasoning	An explanation which draws conclusions that the reader can understand; a discussion which helps the reader understand or make sense out of facts or examples offered.
Emotional Appeal	Use of sympathy, fear, loyalty, etc. to persuade; manipulates the reader's emotions – ethos, pathos, logos.

Analyze and Evaluate the Evidence

Both Sides Now		
Evidence that Supports		**Evidence that Opposes**
Will ease traffic congestion		Will bypass town and harm it
Will create jobs		Road paid for with federal funds
Improving highway means jobs for construction workers	Which position regarding the building of a new road is better supported?	Few residents will use road
Will bring more long-distance travelers to area		Will lose money because of bypass
30% increase in traffic that won't impact city roads		Construction jobs are only temporary
Will attract national motel and restaurant chains		Minimum wage jobs will remain
Will eliminate truck traffic through city by as much as 75%		Highway will bypass four cities in one district, so fewer travelers will stop in the cities
Will reduce road maintenance costs		2001 study shows bypasses have negative impact on local businesses
Representative held town meetings		Representative did not listen to local concerns in her town meetings

Now, I will . . .

- List the evidence that supports

- List the evidence that opposes

- Evaluate the evidence

- Select the position that is better supported

Make a Decision and Explain Your Reasons

Decision (Claim)
When comparing the two positions, Representative Walls has the better supported position.

Reasons (Analysis/Evaluation)
The press release provides a stronger argument because it provides more factual and valid evidence instead of opinions.

In deciding which side was better supported, I asked myself…

- Was it based on evidence?
- What evidence was the strongest?
- Why was the evidence strongest?

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Start Building Your Response

Claim	States what is being argued and what points are being made. An effective claim is debatable, narrow enough to deal with in a writing, and has valid evidence to support it.
Evidence	Supports the claim; not personal opinions, but information from reliable sources (texts).
Bridge	The logical connection between the evidence and the claim - explains how the pieces of evidence are connected to the claim.
Counterclaim	A claim that negates or disagrees with the claim.
Rebuttal	Evidence that negates or disagrees with the counterclaim.
Conclusion	Closes the essay and once more attempts to convince the reader that the claim is the best position on the issue.

Remember, One Step at a Time

- Analyze the prompt.
- Closely read and interact with text.
- Analyze/evaluate the evidence.
- Plan/organize the essay.
  - Craft a claim.
  - Identify and connect evidence.
  - Determine counterclaim/rebuttal.
  - Craft a conclusion.
- Write the draft - put it all together.
- Revise and edit.
- Submit.

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General Strategies

- Share the GED® indicators and content topics with your students. The content topics can be used as a teaching/study guide.

- Review key foundational concepts/content.

- Remind students to carefully read the questions and excerpts.

- Encourage students to study key definitions and terms.

- Encourage students to read more. Strong reading skills will benefit students in all 4 subject area tests.

- Encourage students to analyze the content they read on a daily basis. Strong critical thinking skills will benefit students in all 4 subject area tests.

Tuesdays for Teachers
12:30-2:00 PDT/3:30-5:00 EDT

June 28, 2022	Science

Thank you!

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