

WRITING ABOUT READING: PREPARING FOR THE 2014 GED® TEST

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Objectives

- Discuss the next generation GED® assessment with emphasis on Reasoning through Language Arts and extended and short answer responses
- Recognize the need for integrating reading and writing
- Use graphic organizers to develop constructed responses
- Discuss need for standard English conventions
- Understand where adult education writing instruction is today and where it must be to meet the challenges of the college and career ready standards

What will the 2014 GED® test look like?

- Reasoning through Language Arts: 3 hours – including 10 minute break (1 extended responses; 2 short answer responses)
- Mathematical Reasoning: 1.25 hours
- Science: 1.25 hours (2 short answer responses)
- Social Studies : 1.5 hours (1 extended response answer)



A Quick Update

The Next Generation GED® Assessment

- Format
 - Assessment Guide for Educators, Chapter 1
- Assessment targets
 - Assessment Guide for Educators, Chapter 2
- Information on writing rubric and scoring
 - Assessment Guide for Educators, Chapter 3

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2014 GED® test Item Types

- Extended Response
- Short Answer
- Technology-Enhanced Items
 - Drag-and-drop
 - Drop-down selection items
 - Hot spot
 - Cloze
 - Fill-in-the-blank
 - Multiple choice



Reasoning through Language Arts

A focus on:

- 75% informational texts, 25% literature
- Academic, workforce, and literary contexts
- A range of text complexity, including texts at the CCR level
- Text length of 450 to 900 words
- Vocabulary, with emphasis on words that appear frequently in a wide variety of disciplines
 - (e.g., relative, vary, formulate, specificity, accumulate, calibrate, itemize, periphery, misfortune, dignified, faltered, unabashedly)
- Shift towards "writing about reading" tasks



Then . . .

2002 Essay Prompt

What is one important goal you would like to achieve in the next few years?

In your essay, identify that one goal and explain how you plan to achieve it. Use your personal observations, experience, and knowledge to support your essay.

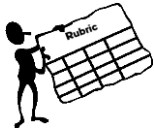
and Now

2014 Extended Response

While Dr. Silverton's speech outlines the benefits of cloud seeding, the editorial identifies drawbacks of this process.

In your response, analyze both the speech and the editorial to determine which position is best supported. Use relevant and specific evidence from both sources to support your response.

Multi-trait Scoring Rubric



Candidate responses will be scored based on three elements:

- Trait 1: Analysis of arguments and use of evidence
- Trait 2: Development of ideas and structure
- Trait 3: Clarity and command of standard English conventions

What students will need to do

- Read closely multiple text(s)
- Determine what is explicitly stated
- Make logical inferences based on evidence
- Assess and present valid **argument(s) with evidence** from the source text(s)
- Cite relevant, specific, and sufficient evidence
- Establish effective organizational structure
- Include appropriate ideas and word choice to support the main ideas
- Demonstrate clarity and command of standard English conventions



What students will need to do

- Read closely text that
 - Is more complex
 - Is greater in length
- Determine what is explicitly stated
- Make logical inferences based on evidence
- Make inferences about characters

What students will need to do

- Demonstrate command of conventions of standard English
- Recognize the errors in the responses that are not correct
- Identify option that is grammatically correct
- Edit to eliminate run-on sentences, fused sentences, or sentence fragments

Recognizing the Challenges Ahead

- **Rigorous content**
 - Based on college and career ready skills
 - Evidence-based writing
 - Two extended responses (Reasoning through English Language Arts and Social Studies)
 - Four short answer responses (Reasoning through English Language Arts and Science)
- **Depth of Knowledge (DOK) model**
 - Cognitive complexity vs. difficulty
- **Integration of technology**
 - Use of word processing for writing



What We Know

- The better a student understands the text structure, the better the reading comprehension
- Reading & writing are integrally related
 - Writing cements knowledge
- Comprehension and learning increase in collaborative settings



Evidence-based practices for teaching writing include:

- Teaching strategies for planning, revising, and editing
- Having students write summaries of texts
- Permitting students to write collaboratively with peers
- Setting goals for student writing
- Allowing students to use a word processor

Steve Graham and Amy Gillespie, Vanderbilt University (2011)

Evidence-based practices for teaching writing include:

- Teaching sentence combining skills
- Using the process writing approach
- Having students participate in inquiry activities for writing
- Involving students in prewriting activities
- Providing models of good writing

Steve Graham and Amy Gillespie, Vanderbilt University (2011)

Strategy Instruction



Summarization (6 Rules)

- Delete unnecessary material
- Delete redundant material
- Compose a word to replace a list of items
- Compose a word to replace individual parts of an action
- Select a topic sentence
- Invent a topic sentence if need be

Peer Assistance/Collaboration

Have students work together to plan, draft, and/or revise their compositions.



Setting Product Goals

Assign students specific goals for the written product they are to complete.



Word Processing

Have students use word processing and related software to write.



Sentence Combining

Teach students to construct more complex and sophisticated sentences through exercises where two or more basic sentences are combined into a single sentence.



Process Approach

Provide students with

- extended opportunities for writing
- cycles of planning, translating, and reviewing
- personal responsibility and ownership
- high levels of student interactions
- a supportive writing environment
- self-reflection and evaluation
- personalized individual assistance and instruction, as well as a systematic approach to writing when needed.



Inquiry

Engage students in activities that help them develop ideas and content for a particular writing task by analyzing immediate and concrete data (e.g., comparing and contrasting cases or collecting and evaluating evidence).

Example of Inquiry:

- Goal – Describe the action of people
- Analyze Data – Observe one or more peers during specific activities
- Specific Strategies – Ask the people observed why they did what they did
- Apply – Write based on insights



Pre-Writing Activities

Engage students in activities (such as using a semantic web or brainstorming ideas) designed to help them generate or organize ideas for their composition.



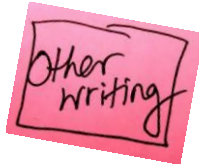
Writing as a Tool for Learning

Have students use writing as a tool for learning content material.



Study of Models

Provide students with good writing examples and have them examine one or more specific types of text and attempt to emulate the patterns or forms in these examples in their own writing.



Don't Forget That Once Is Not Enough!

When teaching a new strategy, it is important to

- Activate background knowledge
- Discuss the strategy
- Model the strategy
- Have students memorize the steps for the strategy
- Support students are learning to implement (scaffolding)
- Establish independent practice to gain mastery (practice makes perfect)



Let's Start with the Sentence!

What is sentence combining?

• It is the act of making one smoother, more detailed sentence out of two or more short, choppy sentences.

• **Example:**

- There was silence.
- The silence was awkward.
- The silence was long.



Combined: There was a long, awkward silence.

A Few Ways to Combine Sentences

- Use a series of words or phrases
- Use compound subjects and compound verbs
- Use a key word (move a word between sentences)
 - Ex. I am going to meet the president. I will meet him tomorrow.
Tomorrow, I am going to meet the president.
- Use phrases (prepositional, participle, infinitive, and appositive phrases)
- Use compound sentences
- Use complex sentences

Questioning Skills What – Why – How

**A first step towards
evidence-based writing**



Writing about Reading

Students must be able to . . .

Discern the most important ideas, events, or information, and summarize them accurately and concisely.

Determine when, where, and why events unfold in the text, and explain how they relate to one another.



Upcoming Events:

Go to <http://www.floridatechnet.org> for future professional development opportunities:

- Regional Trainings in the areas of
 - Reasoning through Language Arts
 - Mathematical Reasoning
- Webinars
- Videos on Instructional Strategies
- Materials and more!



AECPC 21st Century Skills Strategic Planning Collaboration Professional Development Florida Career Pathways Research Resource Center

Thank you for your participation!

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