

You Can't Revise and Edit until You Analyze

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Tuesdays for Teachers - August 27, 2024



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.
4. The session and all associated materials will be posted on the GED website at: <https://www.ged.com/educators-admins/professional-development/>

Three Areas to Address

Student Interest,
Motivation, and Ability
to Write

Time Spent on Writing
Instruction and
Practice

Analyzing and
Evaluating Students'
Writing Samples

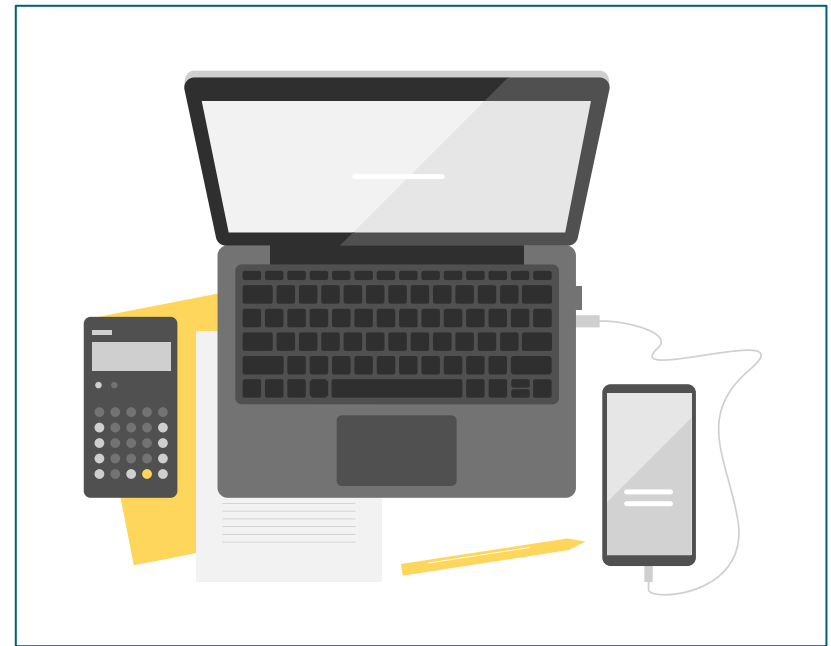
Lack of Interest and Motivation

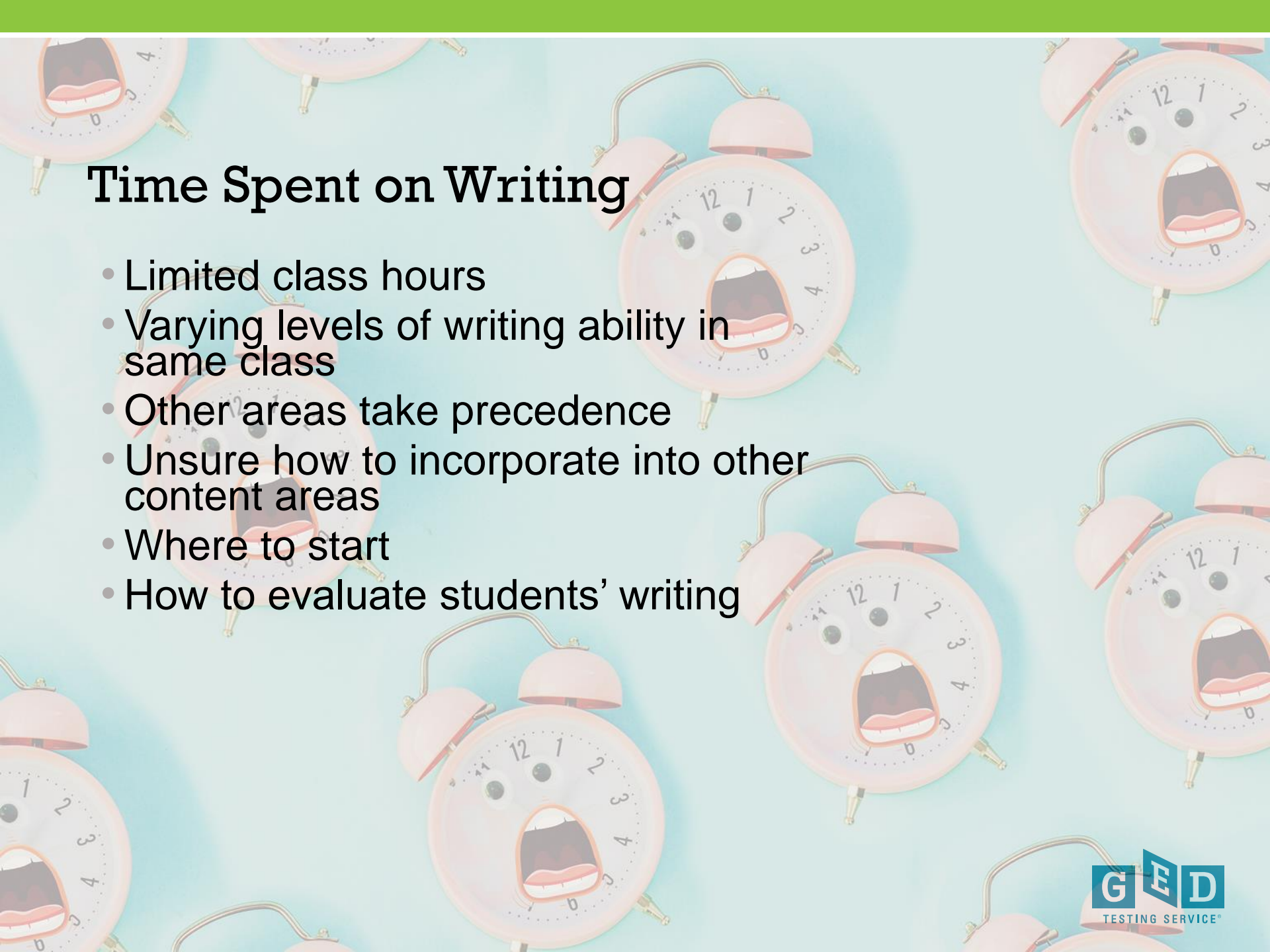
- They don't see the point in writing
- They find writing to be difficult
- They are not interested in the topics they are asked to write about
- They don't have effective writing strategies



Value Added Skill

- Students who process course material through writing
 - Retain information longer
 - Improve critical thinking skills
 - Become better readers and writers
- Writing helps students
 - improve communication skills
 - Increase self-confidence





Time Spent on Writing

- Limited class hours
- Varying levels of writing ability in same class
- Other areas take precedence
- Unsure how to incorporate into other content areas
- Where to start
- How to evaluate students' writing

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.
- 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.

page 1

page 2

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

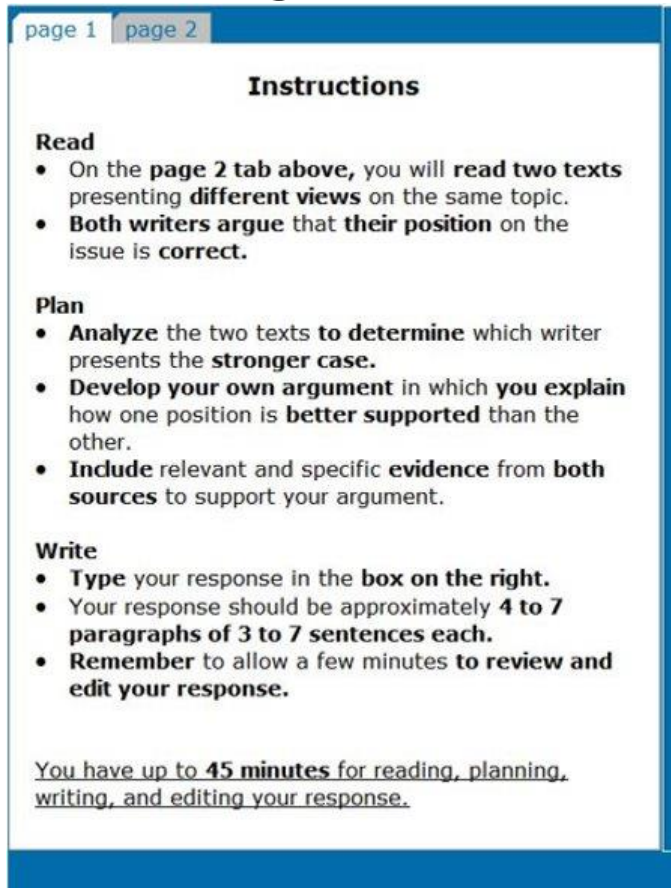
- **Analyze** the two texts **to determine** which writer presents the **stronger case**.
- **Develop your own argument** in which **you explain** how one position is **better supported** than the other.
- **Include** relevant and specific **evidence** from **both sources** to support your argument.

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.

Writing Prompt



The screenshot shows a digital interface for a writing prompt. At the top, there are two tabs: 'page 1' and 'page 2', with 'page 2' being the active tab. Below the tabs is a section titled 'Instructions'. The instructions are organized into three main sections: 'Read', 'Plan', and 'Write'. Each section contains a list of bullet points providing specific directions for the student. At the bottom of the instructions, there is a line of text stating the total time available for the task.

page 1 page 2

Instructions

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- **Both writers argue** that **their position** on the issue is **correct**.

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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)

Extended Response Scoring Traits

Trait 1 – Creation of Arguments and Use of Evidence

- Analyze the two texts
- Generate a text-based argument
- Establish a purpose related to the prompt
- Include evidence from both texts

Trait 2 – Development of Ideas and Organizational Structure

- Develop ideas
- Make clear connections between ideas
- Use transitional devices
- Have an organizational structure
- Keep formal style throughout
- Choose words wisely

Trait 3 – Clarity and Command of Standard English Conventions

- Use correct sentence structure to ensure clarity
- Apply conventions of standard English
- Avoid errors in mechanics and conventions to avoid interfering with comprehension

Response is not expected to be perfect.

Student Challenges with Argumentative Writing

General Issues

- There is no argument, rather there are summaries of the texts
- There is an argument, but it isn't supported by evidence
- The response includes an analysis of one of the text, not both
- There are limited, if any, supporting details
- The writer has difficulty staying on topic and providing facts and support
- The writing does not have structure

Opinion versus Argument

- Argument is backed by logic/support/facts and leads to a conclusion.
- Opinion is more personal and anecdotal.

Lack of Original Text

- Inability to paraphrase
- Too many quotes
- Copy words directly from the text

Student Challenges with Argumentative Writing

General Issues

- Correlation between performance on the RLA assessment as a whole and performance on ER
- Students who score 0s and 1s on the ER are more likely struggling with skills across the RLA assessment

How the skills align across all portion of the RLA

- Reading items correlate to Traits 1 and 2
- Language (Editing) items correlate to Trait 3

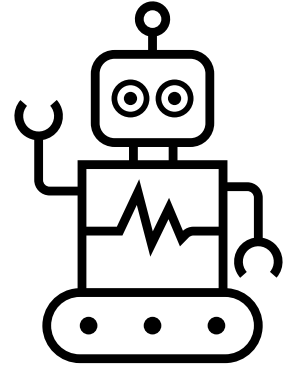
Common Reasons for Low Scores

- Students do not write a full response
- Students lack a structure and appropriate tone
- Students' English conventions are poor. Their writing lacks proper grammar, capitalization, punctuation, and vocabulary (word choice, slang, etc.)
- Students have issues with sentence structure

ER Scoring Engine

WHY use an Automated Scoring Engine?

- 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 hundred more are used to test the engine's validity.
- 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.

It's Time to Read

The Stimulus and the Prompt

Daylight Saving Time Stimulus Material (Free Practice Test)

Stimulus Passage

An Analysis of Daylight Saving Time

- 1 Twice a year, most Americans adjust their clocks before bedtime to prepare for Daylight Saving Time (DST). Every spring, clocks are moved ahead one hour. In the fall, they are moved back one hour, and all to maximize the benefits of the sun. DST was first implemented in the United States in 1918 to conserve resources for the war effort, though proponents encouraged its adoption long before then. Benjamin Franklin, for example, touted the idea of DST to citizens of France way back in 1784!

DST in America

- 2 For years following DST's U.S. debut, cities could choose if and when they wanted to participate. However, by the 1960s, the open choice resulted in various cities throughout the United States using different times. These varying times created confusion, particularly for entertainment and transportation schedules. Imagine traveling across several states, each adhering to its own little time zone!
- 3 In order to remedy the confusing situation, Congress established a start and stop date for DST when it passed the Uniform Time Act of 1966. Although this act helped clarify when DST went into effect around the country, cities were not required to use DST. To this day, parts of Arizona and all of Hawaii, for example, do not use DST.

Benefits of DST

- 4 Many studies have investigated the benefits and costs of DST. Research in the 1970s found that DST saved about 1% per day in energy costs. On average, most electricity used is for lighting and appliances. It makes sense that more sun at the end of the day meant less need for electricity. This follows right along with Ben Franklin's argument over 200 years ago.
- 5 Supporters of DST also claim that more sunlight saves lives. Studies have indicated that traveling home from work or school in daylight is safer. Nearly three decades of research shows an 8-11% reduction in crashes involving pedestrians and a 6-10% decrease in crashes for vehicle occupants after the spring shift to DST.
- 6 Other studies reveal that, following a similar logic, DST reduces crime because people are out completing chores after their business or school day in sunlight, lessening their exposure to crimes that are more common after dark.

Arguments against DST

- 7 Opponents of DST cite other studies that disagree with these outcomes. A 2007 study in California indicated that DST had little or no effect on energy consumption that year. A three-year study of counties in Indiana showed that residents of that state spent \$8.6 million more each year for energy, and air pollution increased after the state switched to DST. The researchers theorized that the energy jump was caused in part by increased use of air conditioning as a result of maximizing daylight hours.
- 8 Recent research has also brought into question the safety aspect of the yearly switch to and from DST. In one study, pedestrian fatalities from cars increased immediately after clocks were set back in the fall. Another study showed 227 pedestrians were killed in the week following the end of DST, compared with 65 pedestrians killed the week before DST ended.
- 9 The adjustment period drivers endure each year is a dangerous time for pedestrians, and Daylight Saving Time may be the reason. Instead of a gradual transition in the morning or afternoon by just minutes of sunlight each day, the immediate shift of one hour forward or backward fails to provide drivers and pedestrians time to adjust.
- 10 When you also consider the cost of the abrupt transition in terms of confusion caused by people who forget to adjust their clocks, opponents say, any benefits gained by DST are simply not worth the trouble.

Daylight Saving Time Prompt

The article presents arguments from both supporters and critics of Daylight Saving Time who disagree about the practice's impact on energy consumption and safety.

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

Type your response in the box below. You should expect to spend up to 45 minutes in planning, drafting, and editing your response.

One problem all students can avoid!

0	<ul style="list-style-type: none">• 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 3 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 3 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 <ul style="list-style-type: none">• response is insufficient to demonstrate level of mastery over conventions and usage
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Now the safety issue comes up again, in the yearly switch to and from DST. One study shows **pedestrian fatalities from cars increased immediately after clocks were set back in the fall.** Arguments continue **with another study that shows 227 pedestrians were killed in the week following the end of DST compared with 65 pedestrians killed the week before DST ended.** It is also stated **that the adjustment period drivers endure each year is a dangerous time for pedestrians, and DST may be the reason. Instead of a gradual transition in the morning or afternoon by just minutes of sunlight each day, the immediate shift of one hour forward or backward fails to provide drives and pedestrians time to adjust.** These opponents believe the consideration of cost and confusion are simply not worth all of the trouble. With everything there are pros and cons no matter what, so in the end we can only hope the good outweighs the bad.

Note: Text in red was copied directly from the source text.

Quick Check – GED® Extended Response

Student Name: _____ GED Ready® Topic _____



Trait 1	Yes	Needs Work	What I Plan to Do!
Is there a clear argument?			
Did the student indicate which side was best supported?			
Are there summaries of the texts, rather than an argument?			
Is it clear that the student read and understood the texts?			
Did the student include evidence that supports his/her argument?			
Is the response based on opinion or facts?			
Does the response include multiple quotes?			
Does the writer stay on topic?			



Trait 2	Yes	Needs Work	What I Plan to Do!
Is the response organized?			
Is there an introduction, body, and conclusion?			
Does the response make sense and have a clear purpose?			
Are there connections between ideas and details?			
Is the response written in a formal style?			
Is the word choice appropriate?			

Trait 3	Yes	Needs Work	What I Plan to Do!
Does the student avoid run-ons and fragments?			
Is the response wordy or awkward?			
Are homonyms used correctly?			
Does the response include proper capitalization and punctuation?			
Do the errors in mechanics and conventions interfere with the reader's comprehension of the response?			

Analyze This!

Daylight saving time is a practice that have been around for many years, and it have both good and bad aspects. One of the pros of daylight saving time is that it give us more daylight in the evenings. This can help people feel more active and have more energy to do things like exercise or go for a walk outside. Another benefit is that it can save energy because people don't need to use as much artificial lighting.

However, there are also cons to daylight saving time. One of the main drawback is that it can mess up people's sleep patterns. When the clocks are change forward or back, it can disrupt sleep and make people feel tired and groggy. This can lead to decreased productivity and more accidents.

In conclusion, daylight saving time bring benefits like more daylight and energy savings, but also have downfalls like disrupted sleep patterns and decreased productivity. It is a practice that have both good and bad effects on society.

Analyze This!

Daylight saving time can be good because it gives us more daylight in the evening for outdoor activities. It can make people feel more active and happy. Also, it can save energy when we don't need to use as much artificial lighting. However, it can be bad because the time changes can mess up people's sleep patterns. When people are tired, they can't be as productive. Also, it can be hard for some people to get used to the time changes. This can make them feel grumpy and not well. In conclusion, daylight saving time is good because it gives us more sunlight and saves energy. But it can also be bad because it can mess up our sleep and make us feel tired. Both the good and bad parts should be thought about when deciding if daylight saving time is helpful.

Between the two positions in this article, the one against Daylight Saving Time is better supported. Although both positions are well organized and supported with several examples, the evidence supporting the view against DST is more specific and thorough.

The first position makes some valid points, ones that are sure to catch any reader's attention. The writer brings up expenses, safety, and crime rates, all of which are supposedly improved through the use of DST. However, the evidence he uses to support this claim seems general and outdated. In paragraph four, he mentions that one study took place in the 1970s. He also uses phrases such as "many studies" and "other studies." While the points he makes are interesting, there are no specifics. One is left wondering just how outdated or reliable these studies are, and if they even apply to the average American. Had he used less generalized phrases, he may have sounded more convincing.

The second position is much better supported, especially compared to the somewhat lacking arguments of the previous position. The writer's information is precise, and he seems to use more studies than the first author. While the first author used studies from the 1970s, this one mentions a study done in 2007. The specifics of each study also improve the quality and seeming validity of the arguments made. The writer gives the states in which the studies were conducted and the reasons why the researches believed they got those results. Also, like the first author, the issues of which he writes are ones that will catch the reader's attention: energy consumption, safety, and confusion. While they are similar to those points brought up by the first writer, this second position is far better supported through its organization and attention to detail.

Why Should I Do This?

Analyzing your students' writing will help you

- Understand each student's writing skill level
- See strengths and weaknesses
- Identify specific targets for instruction
 - Reading
 - Organization
 - Sentence Structure
 - Mechanics
- Help students move their scores from 0 to 1

How do I address all the “needs work” areas?

Do not overwhelm the student by showing them all the problems at one time.

- Start with one big issue and one quick fix

Big issue – writing an effective argument that addresses the prompt

- ~~The best supported side is _____.~~
- The best supported side is _____ because it _____.

Quick fix – subject-verb agreement

- ~~The expert say that...~~
- The expert says that...

Resources for the Classroom

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



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)



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



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



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



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.

What Does Research Say About Grammar and Teaching Writing?

"Research strongly suggests that the most beneficial way of helping students improve their command of grammar in writing is to use students' writing as the basis for discussing grammatical concepts. Grammar instruction is most naturally integrated during the revising, editing, and proofreading phases of the writing process. In writing conferences, for example, teachers can help students revise for effective word choices. As the teacher and student discuss the real audience(s) for the writing, the teacher can ask the student to consider how formal or informal the writing should be, and remind the student that all people adjust the level of formality in oral conversation, depending on their listeners and the speaking context.

"To help students revise boring, monotonous sentences, teachers might ask students to read their writing aloud to partners. This strategy helps both the partner and the writer to recognize when, for example, too many sentences begin with "It is" or "There are." After the writer revises the sentences, the partner can read the sentences aloud. Then both can discuss the effectiveness of the revision.

"Teachers can help students edit from passive voice to active voice by presenting a mini lesson. In editing groups, students can exchange papers and look for verbs that often signal the passive voice, such as was and been. When students find these verbs, they read the sentence aloud to their partners and discuss whether the voice is passive and, if so, whether an active voice verb might strengthen the sentence.

"Teachers can help students become better proofreaders through peer editing groups. Based on the writing abilities of their students, teachers can assign different proofreading tasks to specific individuals in each group. For example, one person in the group might proofread for spelling errors, another person for agreement errors, another person for fragments and run-ons, and another person for punctuation errors. As students develop increasing skill in proofreading, they become responsible for more proofreading areas.

"As teachers integrate grammar instruction with writing instruction, they should use the grammar terms that make sense to the students. By incorporating grammar terms naturally into the processes of revising, editing, and proofreading, teachers help students understand and apply grammar purposefully to their own writing."

Source: TEAL Just Write Guide, 2011

U.S. Department of Education, Office of Vocational and Adult Education. (2011). *Just Write! Guide*. Washington, DC: Author.

Thank You!

Susan Pittman

Website Link: Contact Us – GED

Next: Hot Topic!



GED & Me™

The Official GED® Mobile App

Jane Bledsoe



Launched in the Apple App Store June 2024 to Independent Learners

Minimum Lovable Product
(MLP) "Clearing the Path"

Guidance

Connection

Study & Practice

Support

Delight 🧡

GEDReady Purchase

Test Scheduling

Test Reminders

*Post Credential Experience



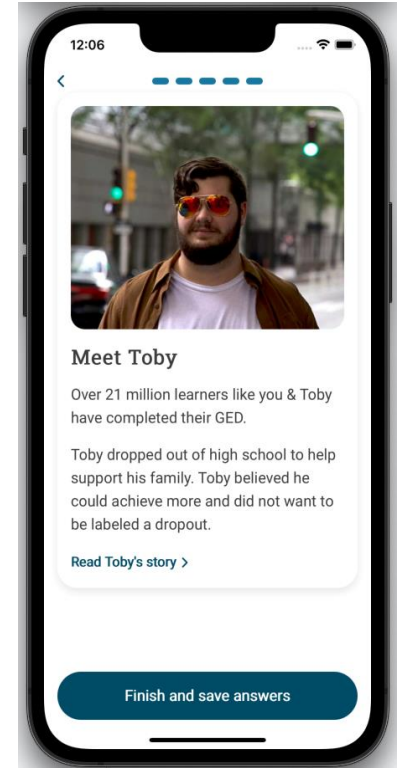
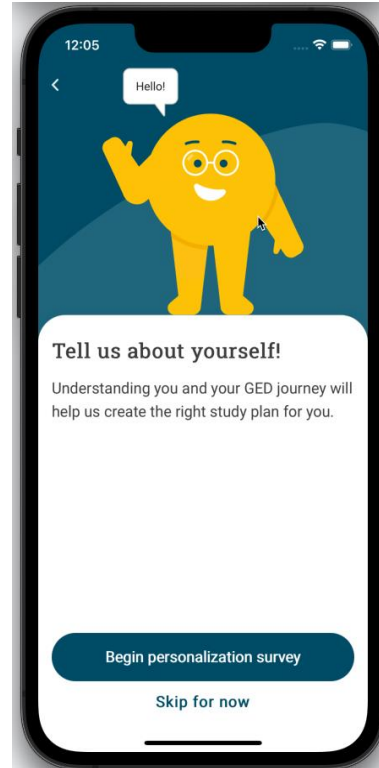
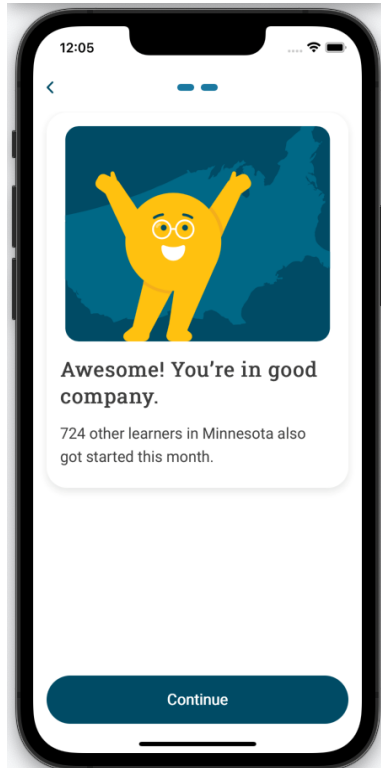
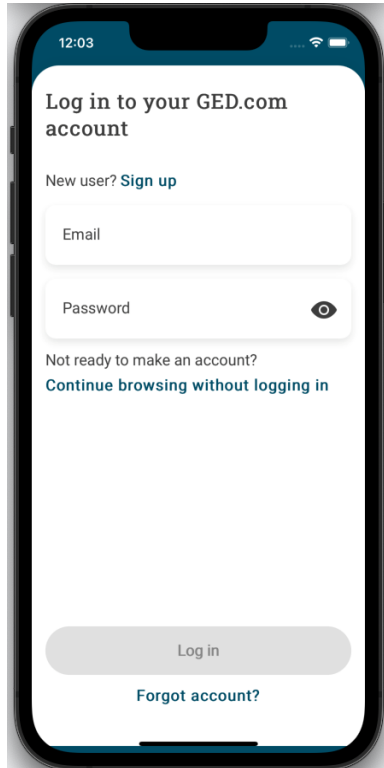
The OFFICIAL GED Mobile App!!



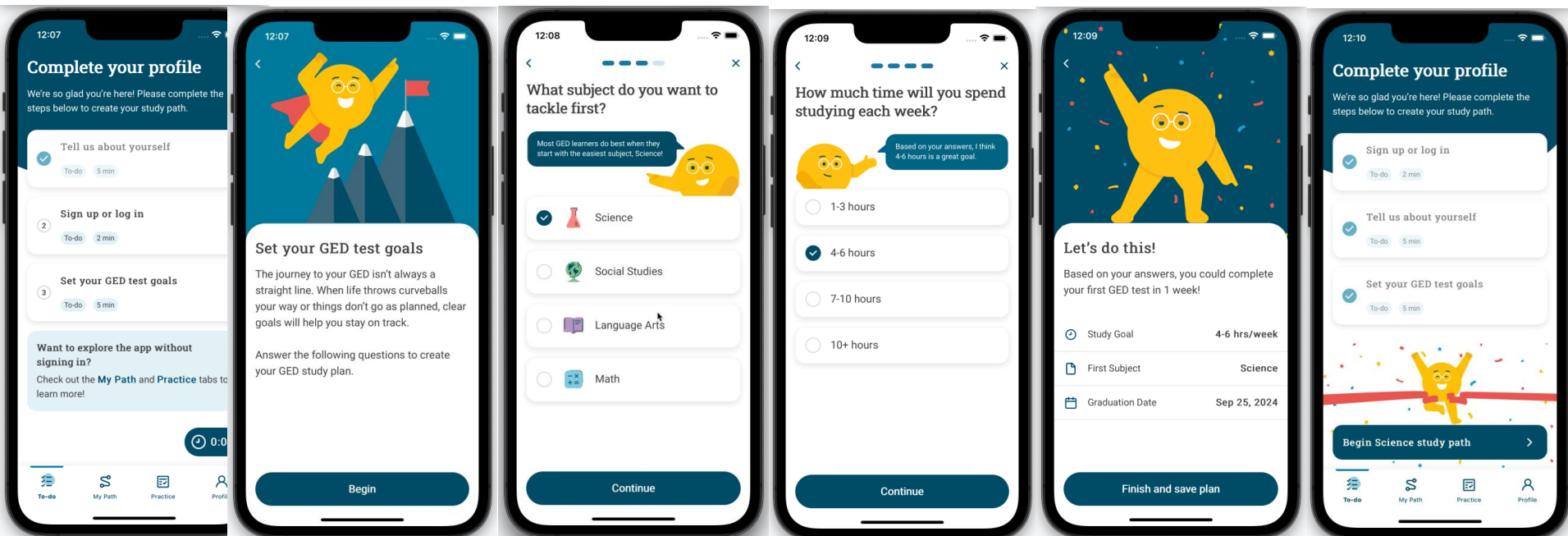
Quick overview of GED & Me™



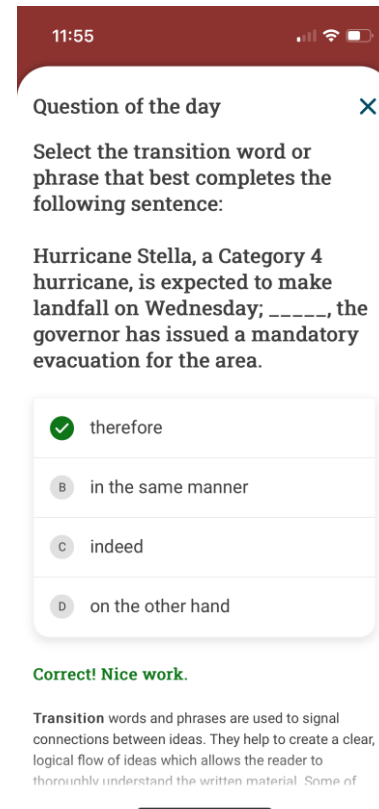
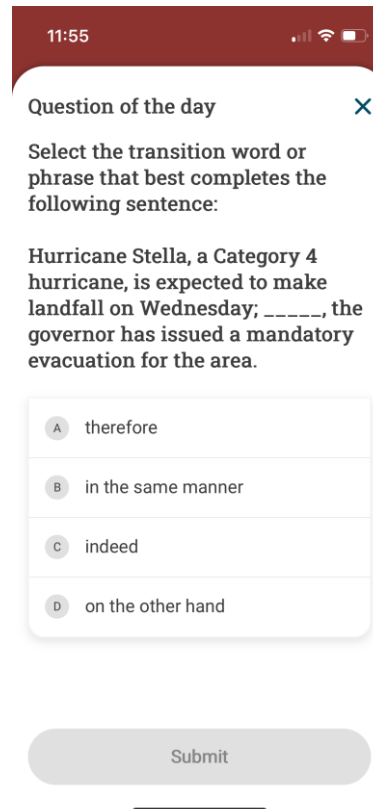
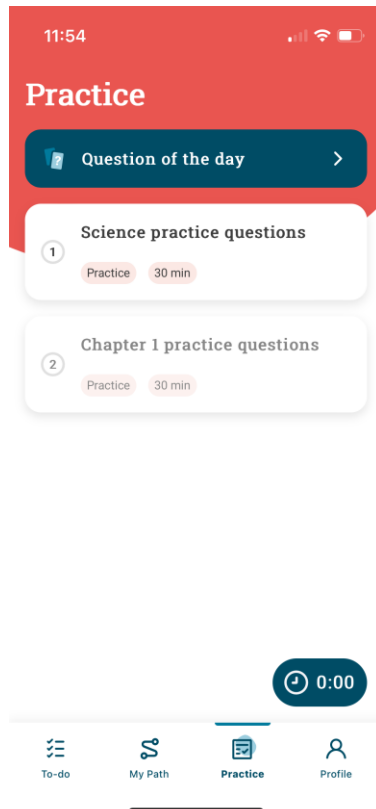
Connection



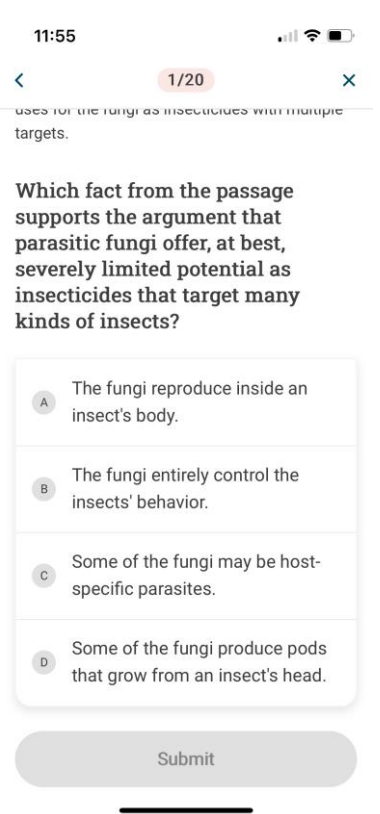
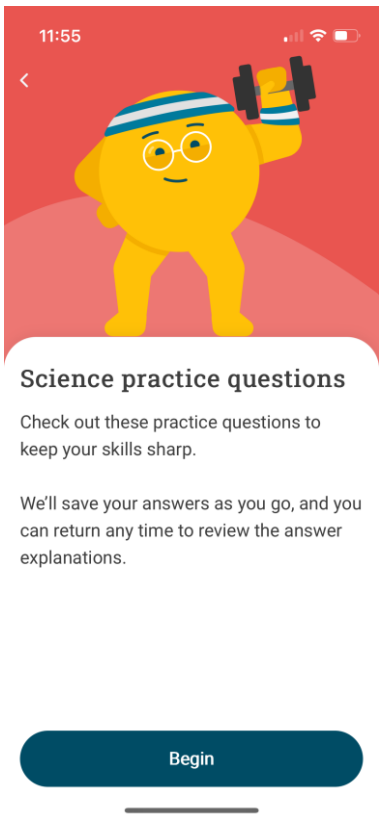
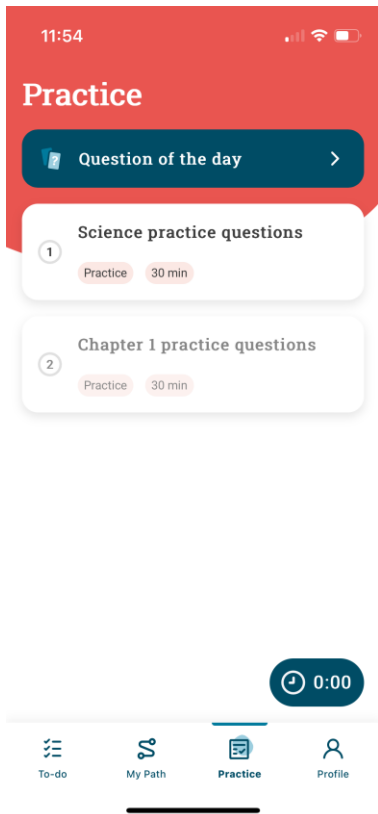
Goals



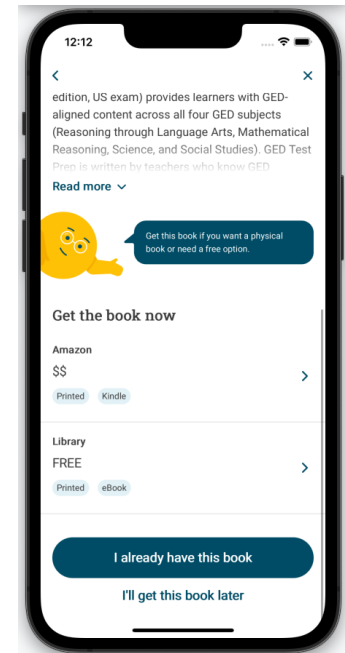
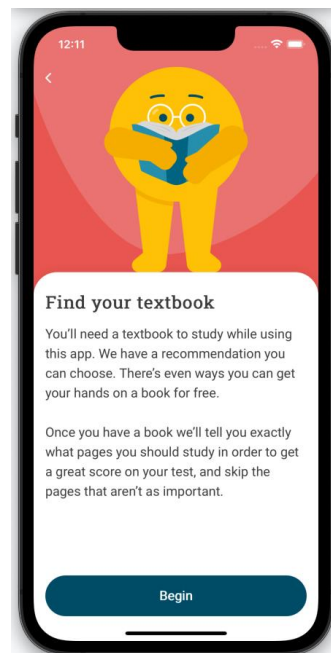
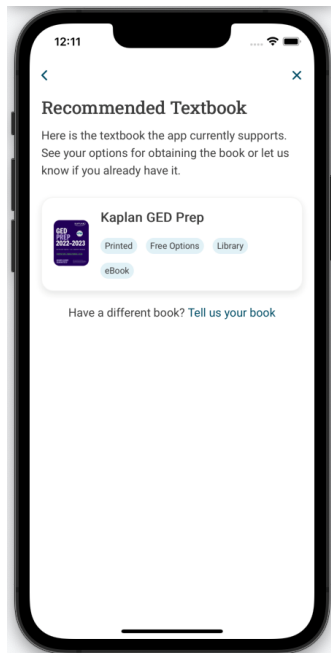
Free Daily practice – Question of the Day



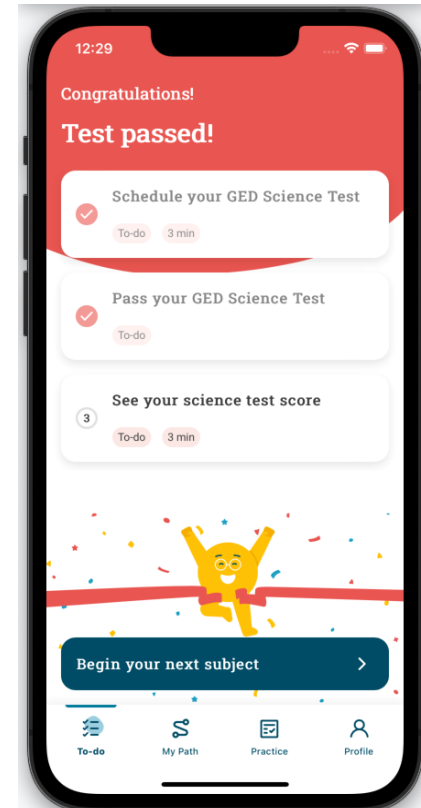
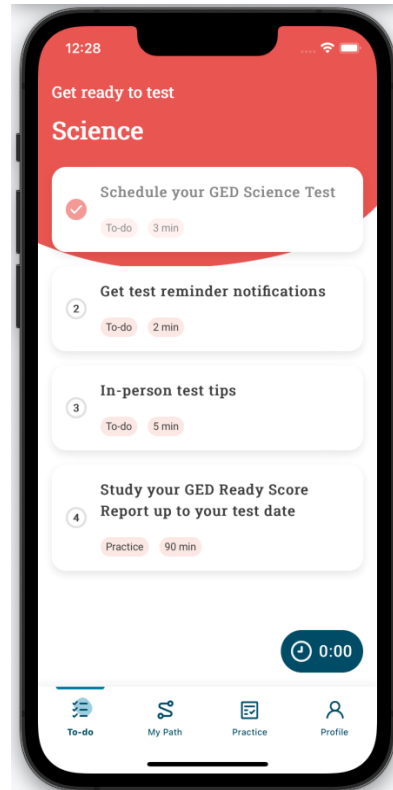
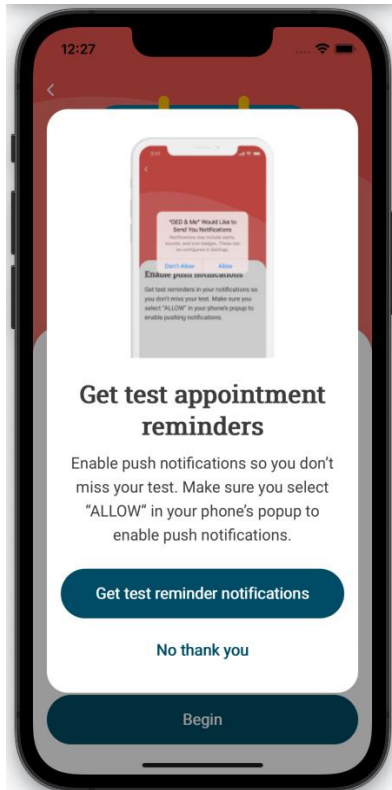
Free Practice – Sample Practice Questions



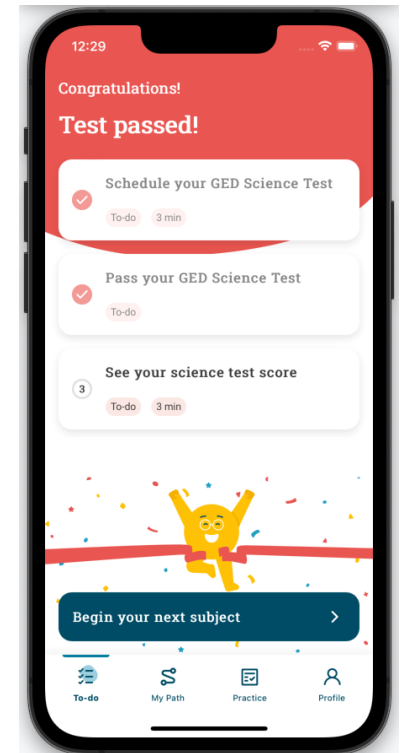
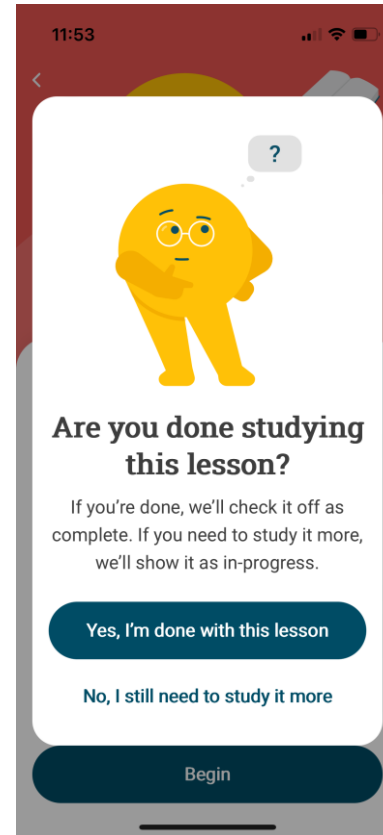
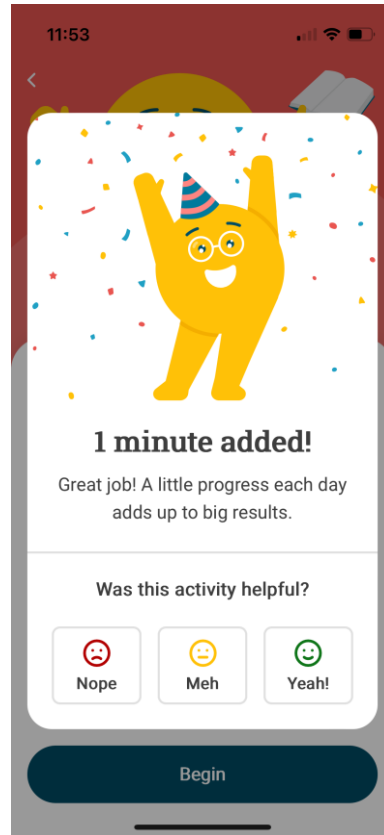
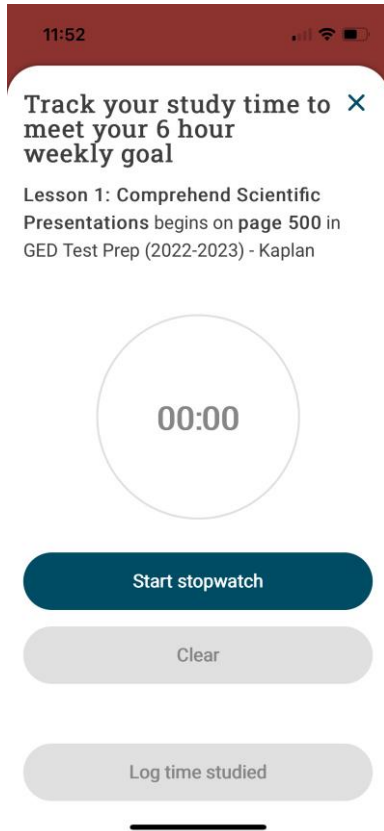
Study setup



Test Reminders



Support and delight

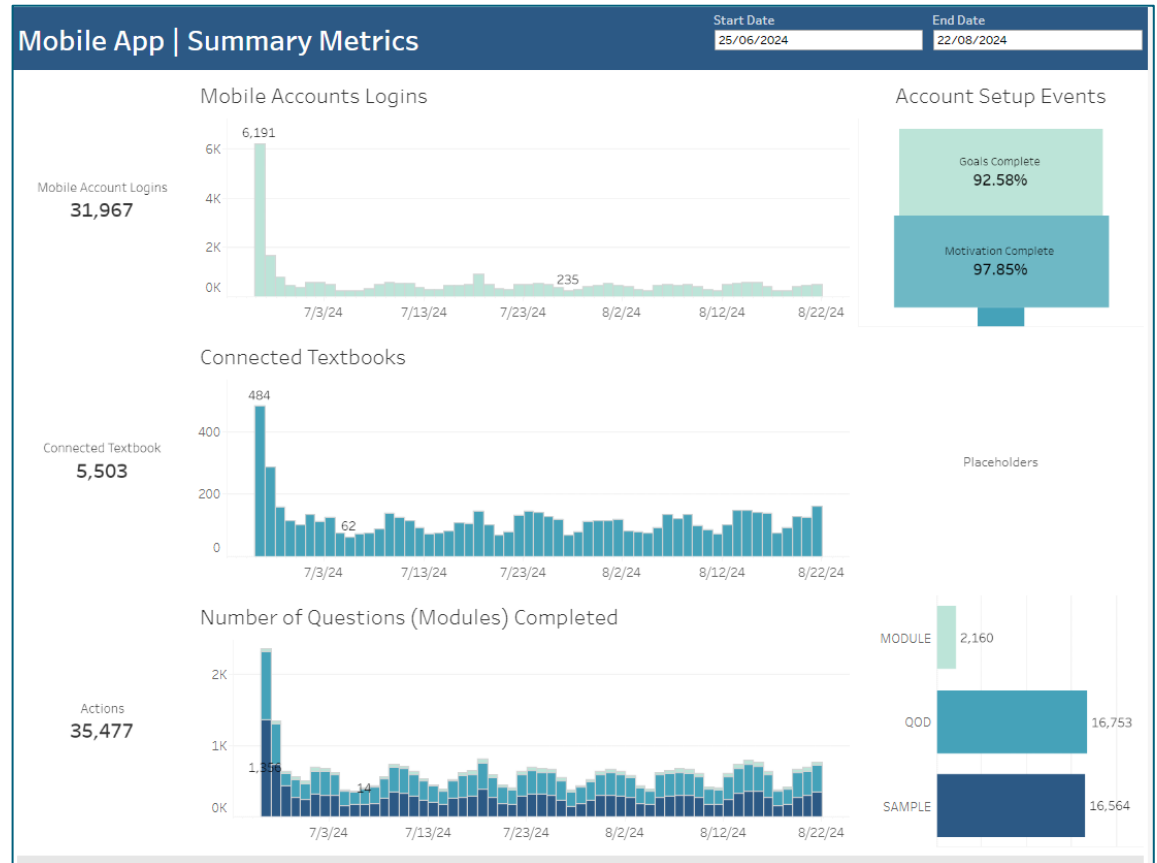


Key Engagement Metrics Mobile Users

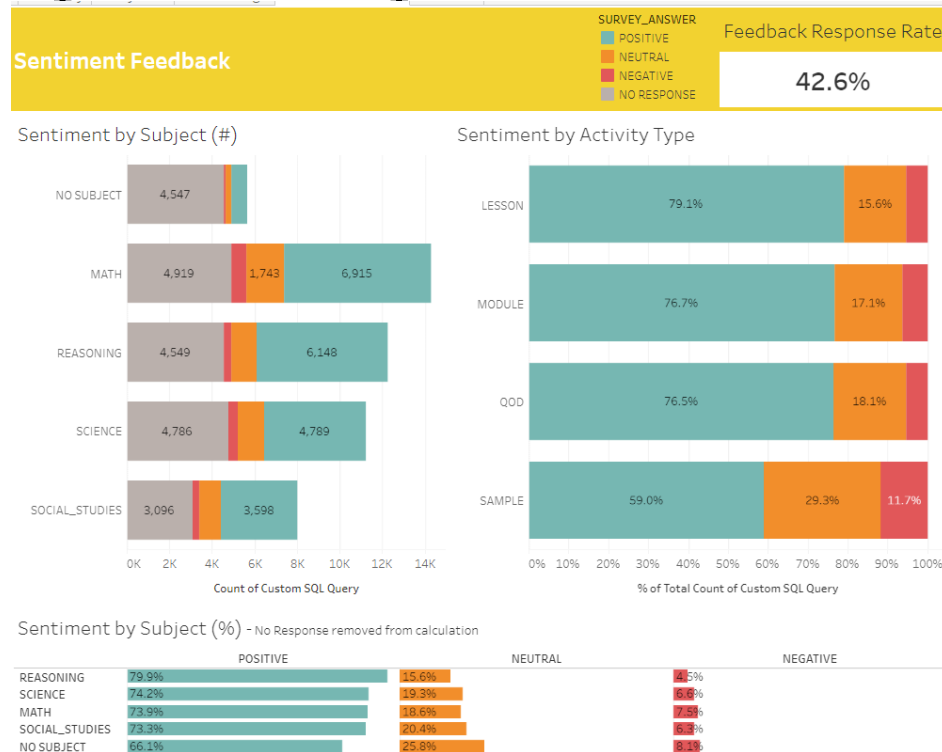


Key engagement metrics:

- Total downloads as of Aug 15: 41,686
- 500 new downloads per day
- 85% open/use the App
- 95% of learners share their goals
- More than 40% are using practice content



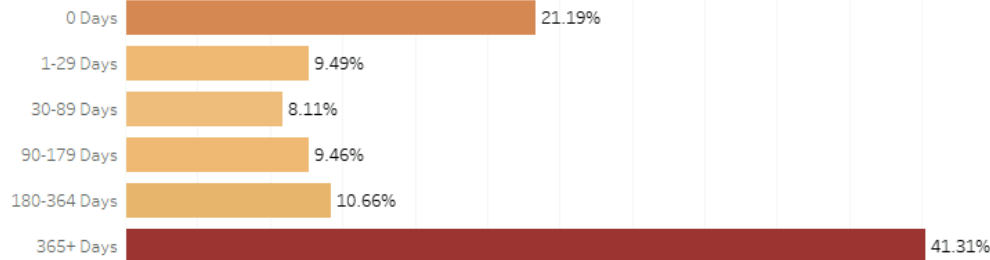
Learners feel positive about the content they are experiencing in the App, with the most responses collected in Math and highest positive response rate in RLA



The App is bringing learners back – 52% created accounts more than 6 months ago

Age of Account when Creating Mobile

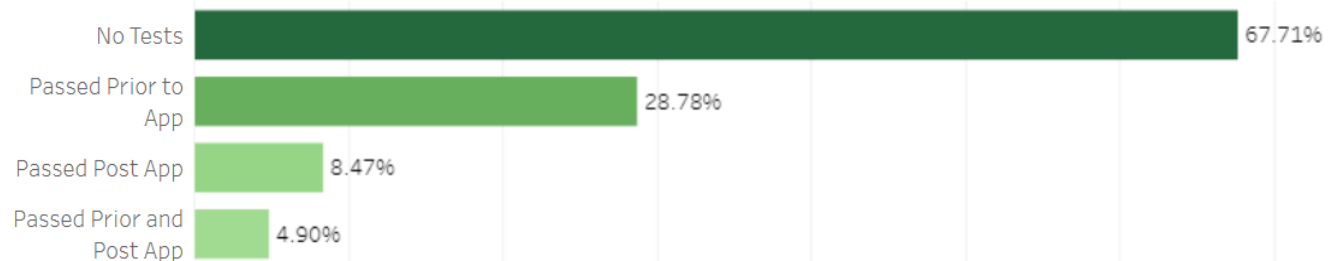
Shows user distribution based on the time difference between GED Account and Mobile Account creation



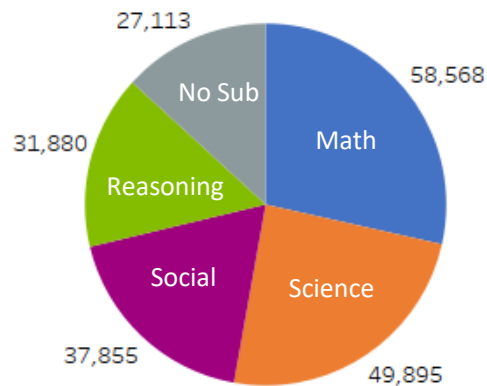
Significant amount of returning users (6+ months) as well as brand new users (0 days)

Most Mobile Users (67.7%) have never taken a test. This shows the app is mostly appealing to users who have not started their GED journey

User Distribution by Tests Taken

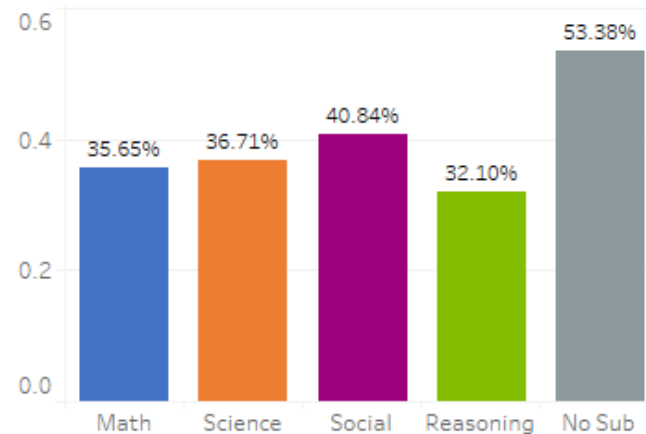


We continue to see learners spending a lot of time on Math, even though they are encouraged to start with Science



Practice Questions: Time by Subject (Minutes)

Question Series Complete Rate



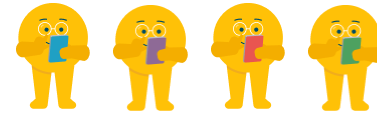
How teachers are using the app



- Bridging the Gap



- Lesson Planning



- Student Connection



Warm up



Digital Literacy

What's next?



Roadmap for app improvements



Stage 2 - Marking the way

- Progress tracking to goals
 - Test results in-App
 - Prominent test scheduling
 - More publisher study resources and practice
 - Exploring subscription and payment options
 - Study reminders
 - Study suggestions based on sentiment/reactions to content
-
- Spanish Translation
 - Android launch

Stage 3 - Drawing the map

- Learning, connection and inspiration through Video content
- Live guidance- chat with advisors or peers
- Opportunities - Jobs and college
- Practice and learning resources recommended based on learning style
- Expanded tailored practice content-Generative AI

Stage 4 - Connecting dots

- App support for Assisted Learners
 - Adult Education
 - GEDWorks/+
- Study time report sharing
- Explore GED Ready® Mobile
- AI Chat



Thank You!

Jane Bledsoe

Website Link: Contact Us – GED

Next Tuesdays for Teachers: October 22, 2024

