

What a Difference an Electronic Scoring Tool Can Make!

2019 GED Annual Conference



WELCOME!

In this session, we will...

- Discuss the importance of scoring GED Ready® Extended Responses
- Review the Extended Response Rubric Traits
- Explore the electronic scoring tool and how it works
- Practice using the electronic scoring tool
- Share resources

Score 1

one clearly-stated or strongly implied claim

one claim is logical and text-based- Additional claim is a larger issue rather than being based on a close reading of the text

or clearly-stated claims may support an overall statement that may be vague, unclear, or inconsistent

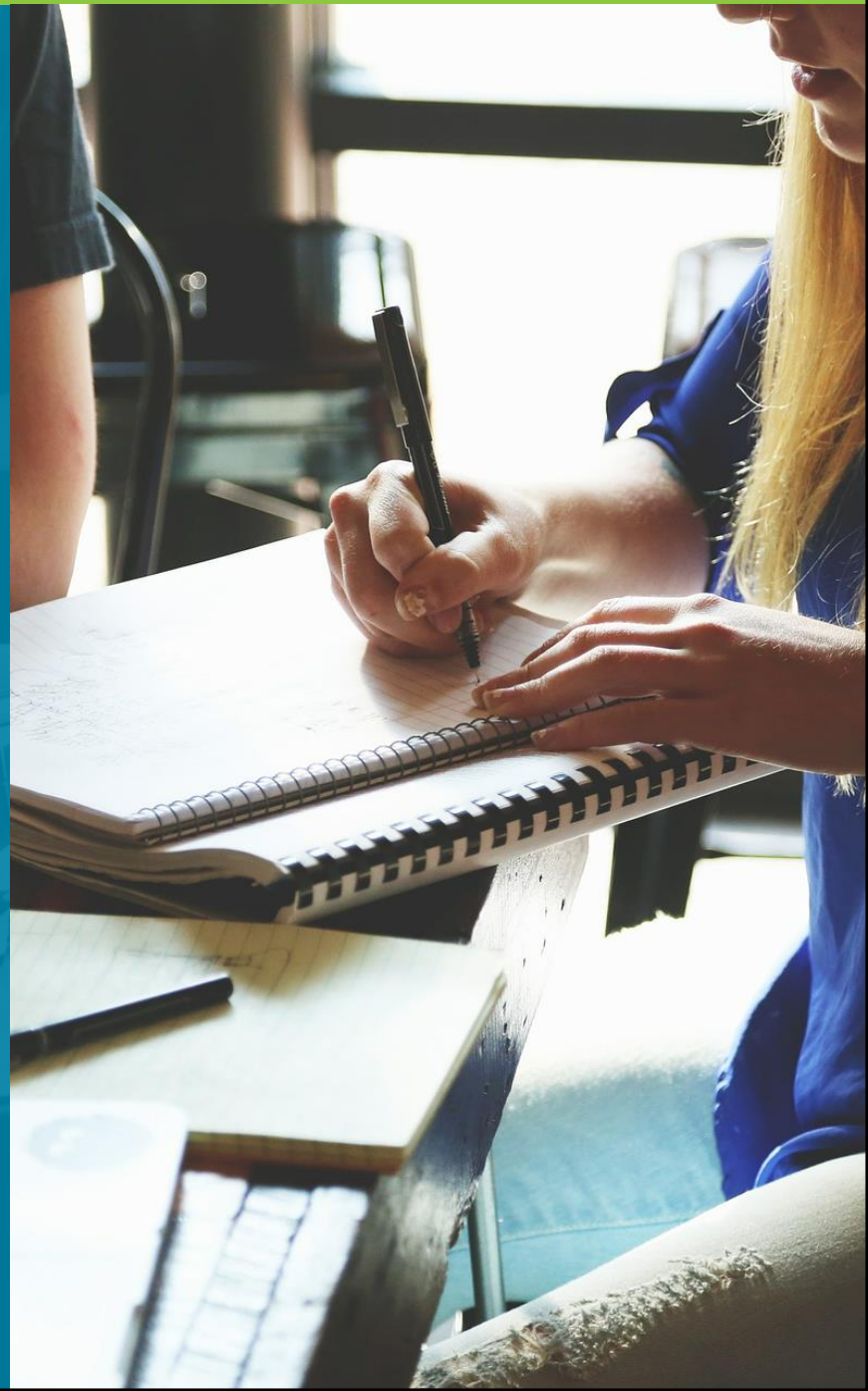
one claim is explained such that the criteria for analyzing and evaluating the argument is evident

claims are connected to the writing task, though the responses may occasionally wander off purpose

some evidence from the source text

The ER Electronic Scoring Tool

Let's Take a Quick Look!



So, how do I find it?

The screenshot shows the GED Testing Service website. In the top right corner, the 'Educators & Admins' link is circled in red. A large red arrow points from this link down to the 'Top Resources' section on the left sidebar. The main content area features a 'GED Program Overview' header, a 'REAL CONNECTIONS REAL BREAKTHROUGHS' banner for the GED Annual Conference, and sections for 'GED Annual Conference' and 'Why GED?'. The 'Top Resources' sidebar includes links for Professional Development Training, Resources to Enhance Your Instruction, and Free Classroom Materials, each with a 'View Resource' link.

GED TESTING SERVICE

About The Test Study Grads and Transcripts

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GED Program Overview

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Top Resources

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GED Program Overview

REAL CONNECTIONS
REAL BREAKTHROUGHS
GED Annual Conference • Chicago, Illinois
July 24, 2019 – July 26, 2019

GED Annual Conference

Learn from GED® experts, network with fellow educators, and hear the latest program updates at this can't-miss GED event.

[Register Now](#)

Why GED?

For more than 75 years, the GED has been a path to a better future for millions, the only high school equivalency program with proven outcomes and accepted by virtually all U.S. colleges and employers.

[Learn More](#)

Check the Resources

Extended Response Tools and Practice

Use these resources to improve your students' written responses. The scoring tools help you evaluate and provide feedback to students about their RLA GED Ready® written response.

English

[Extended Response Quick Tips](#)

[Extended Response Scoring Tools](#)

[Extended Response Classroom Practice](#)

[Extended Response Classroom Poster](#)

Spanish

[Extended Response Quick Tips - Spanish](#)

[Extended Response Scoring Tools - Spanish](#)

[Extended Response Classroom Practice - Spanish](#)

[Explanation of AE Symbol Tool For Spanish Writing](#)

Reasoning Through Language Arts - Extended Response Scoring Tools

English



[ER Resource Guide for Adult Educators](#)

[ER Resource Guide for Adult Educators - Taxation and Revenue](#)

[Scoring Tool for the GED Ready® practice test](#)

[GED Ready® Practice Test ER and Source Texts](#)

Spanish



[ER Resource Guide for Adult Educators - in Spanish](#)

[ER Resource Guide for Adult Educators - Taxation and Revenue - in Spanish](#)

[Scoring Tool for the GED Ready® practice test - in Spanish](#)

[GED Ready® Practice Test ER and Source Texts - in Spanish](#)

New Scoring Tool!



1. Skim through student response to see what prompt and passage was used.
2. Download GED Ready test prompts and passages.
3. Enter student name and date.
4. Read the passage and prompt.
5. Do the first read of the student's response.

Extended Response Scoring Tool

The GED Ready® Practice Test for language arts gives students a chance to practice their writing skills by completing an Extended Response (ER) question. This tool is designed to help you score and provide meaningful feedback to your students about their written response, located in their GED Ready Score Report.

Although this tool is complementary to the GED Ready Practice Test, it can be used with other practice questions in your classroom!

How to use this tool

This tool guides you in scoring your student's Extended Response based on three traits and provides feedback in a printable report.

1. [Download the prompts and passages](#) used in the GEDReady. As you read your student's response, you should be able to determine which one they were given.
2. Enter your student's name and test date (or date of response) to personalize their report.
3. For each trait, read your student's response and select the skill descriptors that best describe the response (you will read the response at least three times).
4. View the feedback report and print it to review with your student.

Candidate Name:

Test Date:

START SCORING

https://ged.com/educators_admins/teaching/classroom_materials/er_scoring_tools/



How the Template Works

Trait 1: Creation of Arguments and Use of Evidence

Read your student's response, then choose the skill descriptor in each row that best describes their response.

Generates text-based argument(s) and establishes a purpose that is connected to the prompt		
Score 0	Score 1	Score 2
<input type="radio"/> No clearly-stated claims or not applicable	<input type="radio"/> At least one clearly-stated or strongly implied claim	<input type="radio"/> Explicit and clearly stated claim or claims
<input type="radio"/> Attempted claims are vague and/or illogical and/or not text-based or not applicable	<input type="radio"/> At least one claim is logical and text-based- Additional claims may be tied to the larger issue rather being based on a close reading of the text	<input type="radio"/> Claims are logical and based on a close reading of the text
<input type="radio"/> Attempted claims are vague and/or do not support an overall stance or not applicable	<input type="radio"/> Implied or clearly-stated claims may support an overall stance, but the stance may be vague, unclear, or inconsistent	<input type="radio"/> Explicit claims support a clear and consistent stance

- Breaks down each dimension within a trait
- These dimensions are those that *trained scorers* may consider in scoring each of the three traits

Things to Keep in Mind

- Each test-taker receives three scores—one for each trait in the rubric
- Although each trait is broken down into sub-dimensions, the trait score is determined holistically
- When you use the resource guides and study the annotations, you'll see offsets—high levels in some sub-dimensions balanced by lower levels in others

Generates text-based argument(s) and establishes a purpose that is connected to the prompt

Score 0

- No clearly-stated claims or not applicable
- Attempted claims are vague and/or illogical and/or not text-based or not applicable
- Attempted claims are vague and/or do not support an overall stance or not applicable
- Attempted claims are vague and/or lack explanation such that the criteria for analyzing the issue or evaluating the argument is unclear or not applicable
- Stance lacks connection to the writing task or severely deviates from it or not applicable
- Uses few or no pieces of evidence directly from the source text or not applicable
- Includes off-topic information or is loosely connected to the source text or not applicable
- Evidence from the source text does not support the student's claims and stance or not applicable
- Student copies text directly from the source text with little or no commentary given or not applicable

Getting Down to the Nitty Gritty

Learn the process. Use the tool.

Score	Description
Trait 1: Creation of Arguments and Use of Evidence	
2	<ul style="list-style-type: none">• generates text-based argument(s) and the prompt B• cites relevant and specific evidence from source text(s) (may include few irrelevant pieces of evidence)• analyzes the issue and/or evaluates the source texts (e.g., distinguishes between relevant and irrelevant citations or arguments; makes reasonable inferences about understanding; identifies fallacious reasoning, evaluates the strength of the argument)
1	<ul style="list-style-type: none">• generates an argument and demonstrates understanding of the prompt• cites some evidence from source text(s) (may include some irrelevant citations or arguments)• partially analyzes the issue and/or evaluates the source texts; may be simplistic or incomplete
0	<ul style="list-style-type: none">• may attempt to create an argument OR does not attempt to create an argument OR does neither• cites minimal or no evidence from source text(s) (may include no evidence from source)• minimally analyzes the issue and/or evaluates the source texts; may completely misunderstand the given argument or prompt

Multiple Reads ARE Necessary

- When you review a document...you don't read for organization, grammar, typos, and overall development of ideas simultaneously
- You must read at least once for each trait
- It becomes *easier* the more you practice
- The goal is to internalize the process and the characteristics of each trait.



Quality Reigns Supreme!

- Each trait score is determined by the *quality* of the writing
- A response that receives a score of 2 on Trait 1 (Creation of Arguments and Use of Evidence) may have a few elements that seem consistent with a 1-level response.
- Because the response is so strong in other elements, it can still receive an **on-balance** score of 2 for Trait 1.



Overview: The Three Traits

- 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
Trait 1: Creation of Arguments and Use of Evidence	
2	<ul style="list-style-type: none">• generates 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 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.)
1	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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)
Non-scorable Responses (Score of 0/Condition Codes)	
Response exclusively contains text copied from source text(s) or prompt	
Response shows no evidence that test-taker has read the prompt or is off-topic	
Response is incomprehensible	
Response is not in English	
Response has not been attempted (blank)	

Why Focus on Trait 1?

- Is pivotal from a skills perspective
- Builds a solid foundation for cross-cutting skills
- Provides the basis for demonstrating Trait 2 (organization and development of ideas) and Trait 3 (standard English conventions)



Stimulus Material

Let's Review!

Taxation and Revenue Stimulus Material

Taxation and Revenue Stimulus Passage #1

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.

Taxation and Revenue Stimulus Passage #2

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.

Taxation and Revenue Prompt

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. Your response should contain 4 – 7 paragraphs of 3 to 7 sentences each, about 300 – 500 words.

Trait 1

Score	Description
Trait 1: Creation of Arguments and Use of Evidence	
2	<ul style="list-style-type: none"> generates 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 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.)
1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)
Non-scorable Responses (Score of 0/Condition Codes) Response exclusively contains text copied from source text(s) or prompt Response shows no evidence that test-taker has read the prompt or is off-topic Response is incomprehensible Response is not in English Response has not been attempted (blank)	

- Develop the argument
- Cite relevant evidence
- Explain how the evidence is connected to the argument and why it is important

Access the Scoring Tool

Trait 1

Let's Get Started!

- Access your copy of the Sample Response
- Turn to the first response
- Read for Trait 1

Response 4

We have 2 opposing viewpoints from Representative Walls and a citizen and business owner, Alice Jenkins, concerning using tax dollars to expand a highway from 2 lanes to 4 lanes.

I feel Jenkins has the better argument supported by common sense and enough data to win her the argument.

Walls held town meetings to discuss whether to expand a highway through her district and possibilities that this expansion would help the unemployment caused by 2 businesses closing down. Walls argues that the highway means jobs for construction and restaurants and motels and gas stations will pop up to make permanent jobs after the construction is complete. Does using tax payer dollars to build and expand a highway make up for 2 businesses being lost and jobs going with them?

As Jenkins points out, only minimum wage jobs will be available from the business that Walls describes will come to town. She argues these minimum wage jobs will not be enough to replace the jobs that left with the camera place and the auto place.

Too many times politicians think that minimum wage jobs are good jobs, which they are not. No one can live on minimum wage. Most would rather live on unemployment or move to another city with good jobs. The representative quotes a 2001 study that says that a bypass reduces traffic flow and congestion in towns by 75% which Jenkins agrees with but in the same study it says the bypass has a negative impact on local businesses.

Jenkins points out that if State money were used in the construction, the voters would have voted it down but since the federal government is involved, she feels the tax money could be used wise.

Jenkins correctly points out that this highway project is just a band aid on the scar left by the 2 businesses closing their doors.

Although the Walls is trying to bring some jobs to the community, it seems it is just a temporary fix and should concentrate on a better, more permanent solution.

Trait 2

Score	Description
Trait 2: Development of Ideas and Organizational Structure	
2	<ul style="list-style-type: none"> contains ideas that are well developed and generally logical; most ideas are elaborated upon contains a sensible progression of ideas with clear connections between details and main points establishes an organizational structure that conveys the message and purpose of the response; applies transitional devices appropriately establishes and maintains a formal style and appropriate tone that demonstrate awareness of the audience and purpose of the task chooses specific words to express ideas clearly
1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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
<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>	

- Provide fully developed ideas
- Use a structure that is logical and conveys message and purpose of the response
- Maintain formal style
- Use words to express ideas clearly

Access the Scoring Tool

Trait 2

Let's Get Started!

- Access your second copy of the Sample Response
- Read the response again
- Let's start with Trait 2

Response 4

We have 2 opposing viewpoints from Representative Walls and a citizen and business owner, Alice Jenkins, concerning using tax dollars to expand a highway from 2 lanes to 4 lanes.

I feel Jenkins has the better argument supported by common sense and enough data to win her the argument.

Walls held town meetings to discuss whether to expand a highway through her district and possibilities that this expansion would help the unemployment caused by 2 businesses closing down. Walls argues that the highway means jobs for construction and restaurants and motels and gas stations will pop up to make permanent jobs after the construction is complete. Does using tax payer dollars to build and expand a highway make up for 2 businesses being lost and jobs going with them?

As Jenkins points out, only minimum wage jobs will be available from the business that Walls describes will come to town. She argues these minimum wage jobs will not be enough to replace the jobs that left with the camera place and the auto place.

Too many times politicians think that minimum wage jobs are good jobs, which they are not. No one can live on minimum wage. Most would rather live on unemployment or move to another city with good jobs. The representative quotes a 2001 study that says that a bypass reduces traffic flow and congestion in towns by 75% which Jenkins agrees with but in the same study it says the bypass has a negative impact on local businesses.

Jenkins points out that if State money were used in the construction, the voters would have voted it down but since the federal government is involved, she feels the tax money could be used wise.

Jenkins correctly points out that this highway project is just a band aid on the scar left by the 2 businesses closing their doors.

Although the Walls is trying to bring some jobs to the community, it seems it is just a temporary fix and should concentrate on a better, more permanent solution.

Trait 3

Score	Description
Trait 3: Clarity and Command of Standard English Conventions	
2	<ul style="list-style-type: none"> demonstrates largely correct sentence structure and a general fluency that enhances clarity with specific regard to the following skills: <ol style="list-style-type: none"> varied sentence structure within a paragraph or paragraphs correct subordination, coordination and parallelism avoidance of wordiness and awkward sentence structures usage of transitional words, conjunctive adverbs and other words that support logic and clarity avoidance of run-on sentences, fused sentences, or sentence fragments demonstrates competent application of conventions with specific regard to the following skills: <ol style="list-style-type: none"> frequently confused words and homonyms, including contractions subject-verb agreement pronoun usage, including pronoun antecedent agreement, unclear pronoun references, and pronoun case placement of modifiers and correct word order capitalization (e.g., proper nouns, titles, and beginnings of sentences) use of apostrophes with possessive nouns 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.
1	<ul style="list-style-type: none"> 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 3 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 3 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	<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. <p>OR</p> <ul style="list-style-type: none"> response is insufficient to demonstrate level of mastery over conventions and usage
<p>*Because test-takers will be given only 45 minutes to complete Extended Response tasks, there is no expectation that a response should be completely free of conventions or usage errors to receive a score of 3.</p> <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>	

- Use varied sentence structure that provides a level of fluency in the response
- Demonstrate competency of conventions
- Limit errors in mechanics and usage by editing as needed

Access the Scoring Tool

Trait 3

Let's Get Started!

- Access your third copy of the Sample Response
- Read the response again
- Let's start with Trait 3

Response 4

We have 2 opposing viewpoints from Representative Walls and a citizen and business owner, Alice Jenkins, concerning using tax dollars to expand a highway from 2 lanes to 4 lanes.

I feel Jenkins has the better argument supported by common sense and enough data to win her the argument.

Walls held town meetings to discuss whether to expand a highway through her district and possibilities that this expansion would help the unemployment caused by 2 businesses closing down. Walls argues that the highway means jobs for construction and restaurants and motels and gas stations will pop up to make permanent jobs after the construction is complete. Does using tax payer dollars to build and expand a highway make up for 2 businesses being lost and jobs going with them?

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Although the Walls is trying to bring some jobs to the community, it seems it is just a temporary fix and should concentrate on a better, more permanent solution.

Where do we go from here?

Take the report and plan!

Trait 1: Creation of Argument

- ■ At least one clearly-stated or strong
- ■ At least one claim is logical and tex
- ■ Implied or clearly-stated claims ma
 - Attempted claims are vague and/or
- ■ Stance is connected to the writing t
- ■ Uses some evidence from the sour
 - Includes off-topic information or is
- ■ Evidence from the source text gene
- ■ Student provides commentary on th
- ■ Response partially or simplistically
 - Response does not evaluate the arg

The Report is In!

KEY: ■ Needs Improvement ■ Satisfactory ■ Desirable

Trait 1: Creation of Arguments and Use of Evidence

1/2

- At least one clearly-stated or strongly implied claim
- At least one claim is logical and text-based- Additional claims may be tied to the larger issue rather being based on a close reading of the text
- Implied or clearly-stated claims may support an overall stance, but the stance may be vague, unclear, or inconsistent
- Attempted claims are vague and/or lack explanation such that the criteria for analyzing the issue or evaluating the argument is unclear or not applicable
- Stance is connected to the writing task, though the response may occasionally wander off purpose
- Uses some evidence from the source text
- Includes off-topic information or is loosely connected to the source text or not applicable
- Evidence from the source text generally supports the student's claims and stance
- Student provides commentary on the evidence chosen, but commentary is general, vague or weakly tied to the argument
- Response partially or simplistically analyzes the issue in the source texts
- Response does not evaluate the argumentation developed in the source texts or not applicable
- Response presents limited or partially inaccurate analysis of the arguments in the source texts

1

2

1

3

3

The Report is In!

Trait 2: Development of Ideas and Organizational Structure

1/2

- Ideas are inconsistently or simplistically developed **2**
- Ideas may reflect simplistic or vague reasoning
- Some (i.e. more than one) ideas may be elaborated on
 - Contains an unclear or no progression of ideas **2**
 - Details may be irrelevant to the main idea or not applicable **3**
 - Details may be disjointedly connected to each other or inconsistently used in service of the progression of ideaD **3**
- Establishes an organization structure
- May group ideas inconsistently or be only partially effective at conveying the message of the response
 - Does not use or inappropriately uses transitional devices **1**
- Inconsistently uses a formal style **1**
- Inconsistently applies an appropriate tone
- Demonstrates a general awareness of audience and purpose
- May occasionally misuse words
- May occasionally use slang but it does not overly detract from the overall message
- Some ideas may be expressed vaguely

The Report is In!

Trait 3: Clarity and Command of Standard English Conventions

1/2

- Some sentence structures may be frequently repeated, but the response still demonstrates some sentence structure variety
- Subordination, coordination, and parallelism are largely correct with a few significant errors
- May contain frequent wordy and/or awkward construction **1**
- Transitional words and conjunctive adverbs are either absent, used inappropriately or do not contribute to overall clarity **1**
- May contain a few run-on sentences, fused sentences and/or sentence fragments
- May contain frequent errors with commonly confused words and homonyms, including contractions or not applicable **3**
- May contain occasional subject-verb agreement errors
- Demonstrates appropriate use of pronoun usage (e.g. pronouns and their antecedents agree, unclear pronoun references are avoided and pronoun cases are used properly)
- Demonstrates largely correct word order with correctly placed modifiers, but may contain occasional errors
- May contain occasional capitalization errors
- May contain frequent apostrophe errors or not applicable **3**
- May contain frequent punctuation errors or not applicable **2**
- 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



“

*You can always edit a bad page.
You can't edit a blank page.*

”

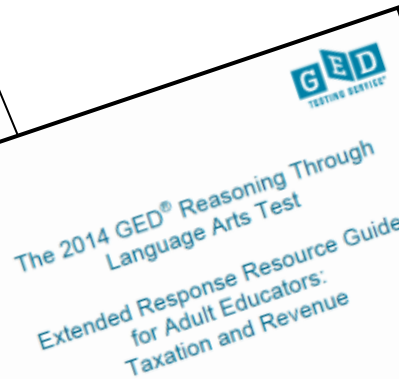
— Jodi Picoult



Resources

Access GED Webinars and More

https://ged.com/educators_admins/program/



Thinking Strategies for Crafting Constructed Responses: Part 1 Evaluating Evidence to Support a Claim

Tuesdays for Teachers Webinar

May 24, 2016

Computer-Based Test Tutorial



[View Now](#)

[View Now - In Spanish](#)



Thinking Strategies for Crafting Constructed Responses: Part 2 - One Step at a Time

Tuesdays for Teachers Webinar

June 28, 2016



Q & A



Thank you!

*Communicate with GED Testing Service®
communications@ged.com
Susan Pittman
skptvs@gmail.com*