



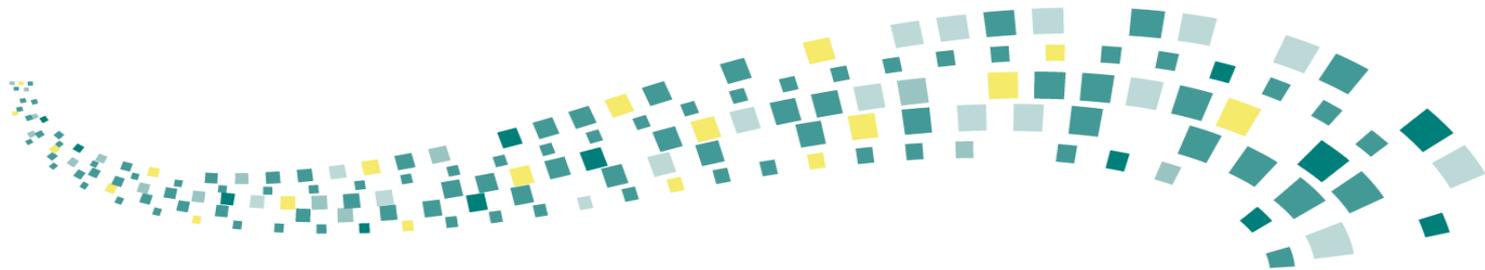
2014 ATDN Summer Institute

GED[®] Constructed Response

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Constructed Response on the 2014 GED® Test

- Constructed Responses (CR) are best way of directly assessing
 - Writing skills
 - Higher-order thinking skills
- Four CR items on 2014 GED® test
 - Reasoning Through Language Arts (RLA) Extended Response (ER) – 45 min., ~20% of test
 - Social Studies ER – 25 min., ~20% of test
 - Two Science Short Answer (SA) – ~10 min each, 15% of test



Extended Response in RLA

ER requires

- use of evidence,
- ways of expressing meaning, and
- language conventions and usage

to respond to the prompt.

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



In Social Studies

ER requires these additional skills

- reading and writing in a social studies context and
- applying social studies concepts

to respond to the prompt.

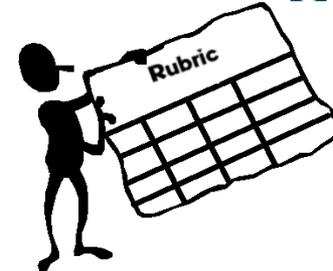
“In your response, develop an argument about how the author’s position in her/his letter reflects the enduring issue expressed in the excerpt. Incorporate relevant and specific evidence from the excerpt and your knowledge to support your analysis.”

ER requires the following skills

- “Closely” read text that is more complex and greater in length
- Determine what is explicitly stated
- Draw specific comparisons between two texts
- Distinguish between valid arguments and faulty reasoning
- Distinguish between supported and unsupported claims
- Make logical inferences based on evidence
- Draw relevant and sufficient evidence from the texts

Three-trait, Multi-dimensional Scoring Rubric

Responses scored based on three traits:



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

Social Studies has stronger emphasis on Trait 1.

Other things to know about CR

- Scored by Automated Scoring Engine (ASE) that replicates human scoring process
- All writing is expected to be “on-demand, draft” quality
- Items have no “passing requirement”
- Even test-takers with lower skill levels can attain points on the items
 - Scoring a “1” on trait 3 of the RLA ER only requires about 7 – 10 lines of “mostly” grammatically-correct writing*
 - (= 2 raw score points, the same as answering 2 M/C items correctly)
 - Scoring a “1” on trait 2 of RLA ER just requires a clear organizational structure
 - (= 2 raw score points)

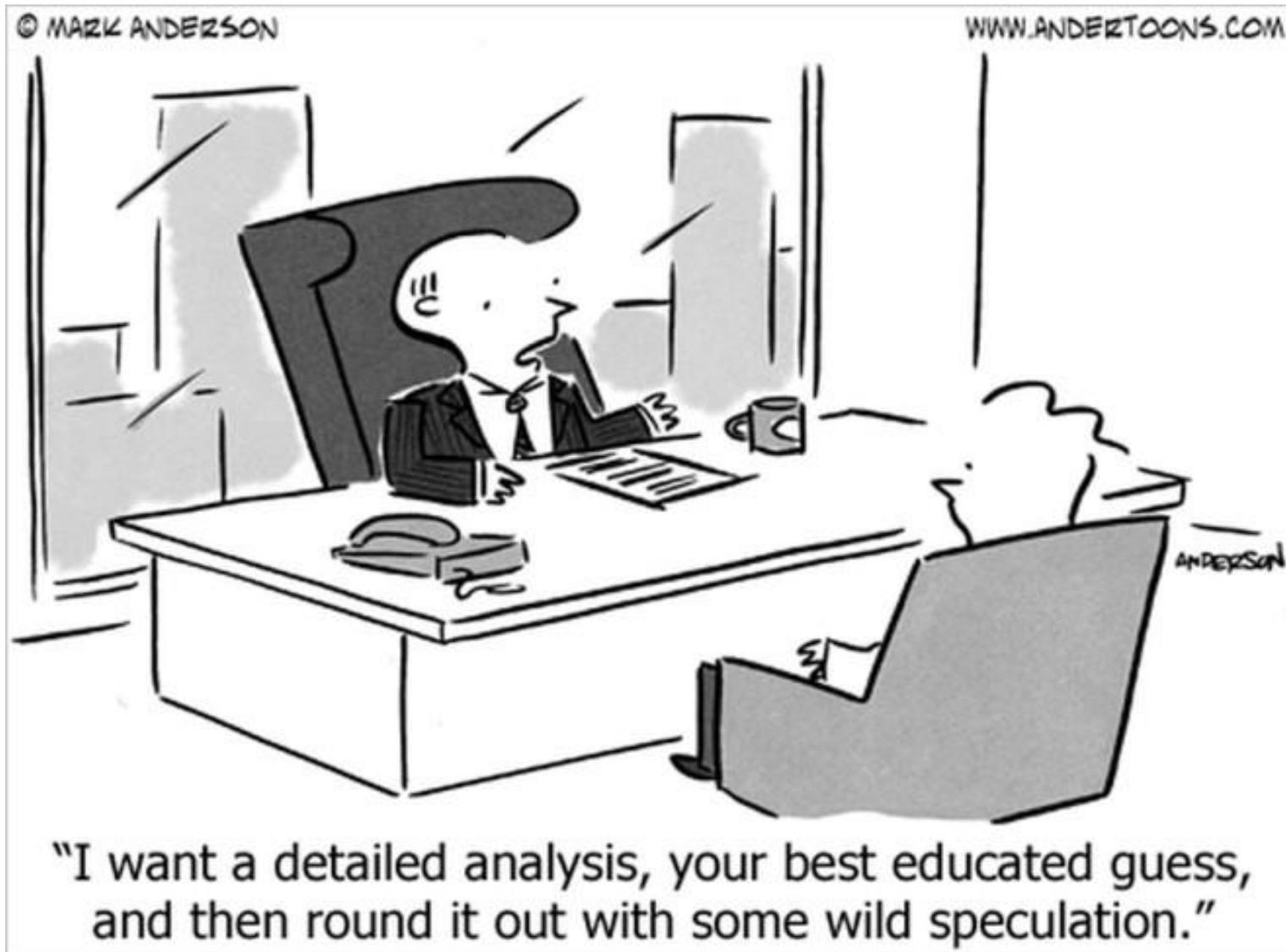
**an ER response should be closer to 7 paragraphs, not 7 lines!*

Take a look at ER from the GED® Resource Guides



Preparing my students...

What am I teaching?	My Concerns	What can I add to my teaching?
		<ol style="list-style-type: none"><li data-bbox="1251 515 1296 558">1.<li data-bbox="1251 743 1296 786">2.<li data-bbox="1251 972 1296 1015">3.



What is constructed response?

- Assessment items that ask students to apply knowledge, skills, and critical thinking abilities
- Requires students to “construct” answers without the benefit of any suggestions or choices.
- Requires students to generate and intertwine ideas into a response that is directly related to the text(s)
- Short or extended



Steps for Drafting Constructed Responses

1. **Read** the passage and question
2. **Unpack** the prompt (identify key words)
3. **Rewrite** the question in your own words and turn the question into a topic sentence/ thesis statement
4. **Collect** relevant details from passage
5. **Organize** details into a logical order
6. **Draft** an answer
7. **Re-read** and **edit/revise** your answer making sure all parts of the question are answered

Use a Process

Use a step-by-step approach, including how to:

- unpack a prompt
- set up a claim (thesis statement)
- identify evidence in the text(s) to support the claim

Unpacking a Prompt – Do/What?

Explain a key similarity between Truman's speech and Roosevelt's speech. Use evidence from both articles to support your response.

Type your response in the box. This task may require approximately 25 minutes to complete.

Do	What
Explain	Key similarity between the two speeches
Use	Evidence from both articles
Type	Your response
Take	Approximately 25 minutes

Unpacking a Prompt – Do/What?

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.

Type your response in the box. This task may require approximately 45 minutes to complete.

Do	What
Analyze	Speech and editorial
Determine	Best supported position
Use	Relevant/specific evidence from both
Type	Response
Take	45 minutes

Develop a Thesis Statement

- Thesis Statement = The main idea or main point of a written assignment.
 - Clearly identifies a topic
 - Contains a claim or stance on the topic
 - Creates a roadmap for the writing
 - Answers the question: “What am I trying to prove?”
 - Usually located in the introduction



Thesis Statement – What is the claim?

- Looking at the arguments regarding this issue, it is clear that DST is beneficial to society in many ways.
- Between the two positions in this article, the one against Daylight Saving Time is better supported through recent research and specific evidence.
- Even though the studies used in the article date back to the 1970s, the positive effect of daylight savings time in reducing energy costs and improving pedestrian safety is well documented.

Start with Thesis Frames

Although _____ (believes, demonstrates, argues) that _____, _____ supports/provides the clearest evidence _____.

When comparing the two positions in this article, _____ provides the clearest evidence that _____.

Looking at the arguments regarding _____, it is clear that _____.

What supports the claim?

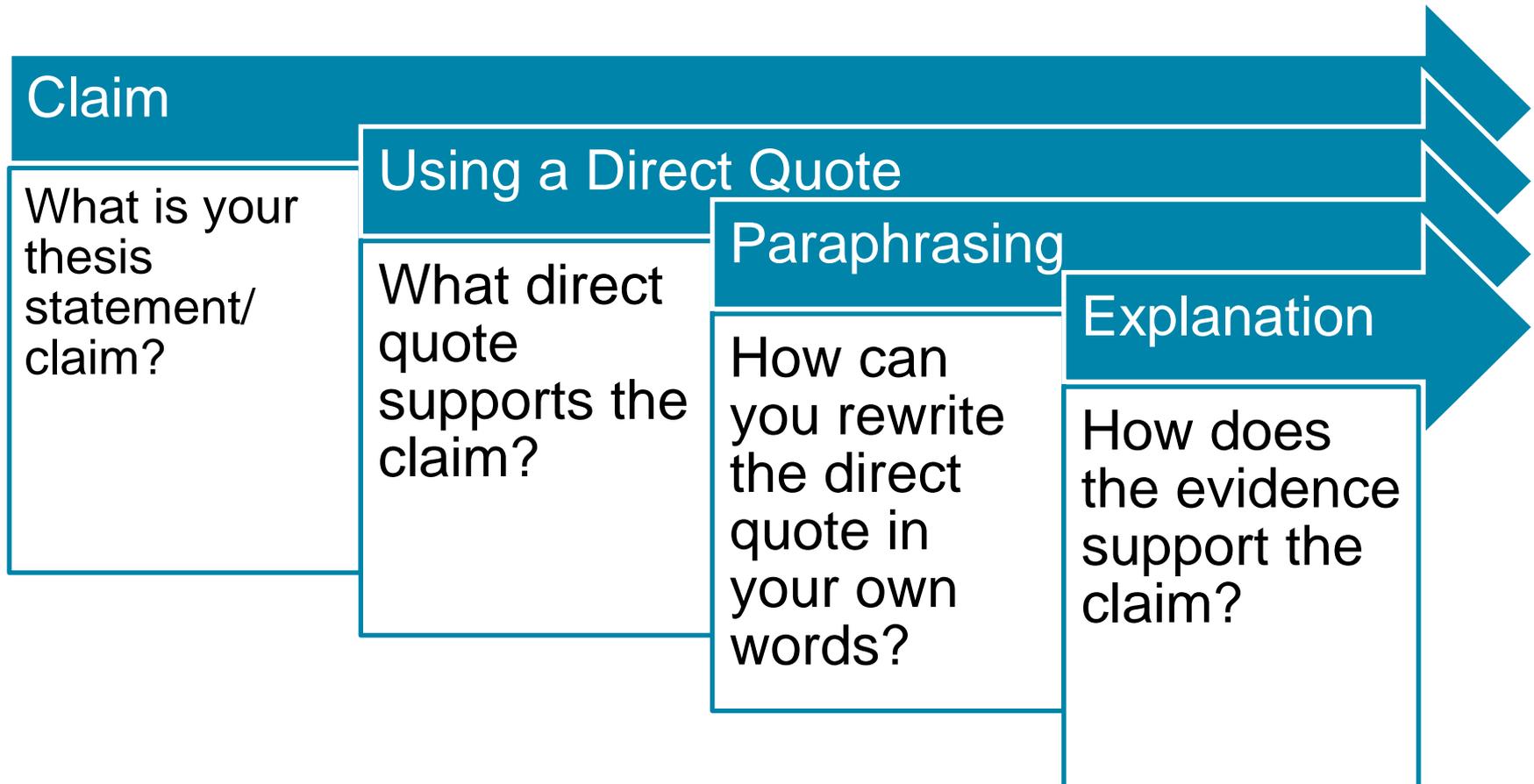
Evidence:

That which tends to prove or disprove something.

- Reasons and explanations
- Facts, examples, statements, details
- Key words – “for example”, “however”, “because of this reason”

Reasons, evidence, and explanation

Explaining the Evidence



How evidence supports the claim

Direct quote

- “DST was first implemented in 1918 to conserve resources for the war effort.”
- “study against daylight savings time showed 227 pedestrians were killed in the week following the end of DST, compared with 65 pedestrians killed the week before DST ended”

Paraphrase

- Historical facts are supplied to explain why daylight savings time was created.
- A study used by opponents of DST, actually supports the fact that fewer pedestrians were killed during DST than after it ended

Explanation

- Save energy during the war years
- Important to conserve energy as a nation, not just at the state level
- The facts quoted by the opponents of DST could be better used in the first article as an example of the support for daylight savings time.

Extended Response Structure



Beginning

- The introduction states the main idea or position. It begins with a topic sentence/thesis statement. The beginning restates the question and sets the stage to answer the prompt.



Middle

- Answer the question first.
- Provide important information the author stated and meant. This is where you go to the text(s) and provide examples/evidence and important details to support the answer.
- Sample phrases to introduce each text reference include: ... stated; in the text ...; for example . . .
- Include background information as required through the prompt.



Ending

- Write a closing that summarizes the position taken or restates the thesis statement in a different way.

Remember - once is not enough!

When teaching a new strategy:

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

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FOR THE EDUCATORS

Constructed Response Resource Guides and Scoring Tools

Constructed Response items give students a chance to demonstrate important critical thinking abilities by developing an argument and using evidence to support it. The 2014 GED® test has four Constructed Response items - one Extended Response on both the Reasoning Through Language Arts test (RLA) and Social Studies tests, and two Short Answers on the Science test.

These free tools, created by the test developers at GED Testing Service, will help you understand how Constructed Responses are scored. Use these tools to guide you as you score student responses and provide feedback to help them improve their writing skills.