

# Getting Students College and Career Ready in RLA

2019 GED Annual Conference



**WELCOME!**

# In this session, we will...

- Discuss the importance of helping students reach CCR levels in RLA
- Review the Extended Response Rubric Traits
- Explore the expectations for Score Level 2 responses
- Use a report from the electronic scoring tool to identify areas on which to work
- Share resources

165 - 174

## GED® College Ready

Scoring above 165 (on any test subject) means you have demonstrated you are ready to take college level courses and you may qualify for waivers from placement testing or developmental education requirements if you enroll in college.

175 - 200

## GED® College Ready + Credit

Scoring above 175 (on any test subject) means you have demonstrated skills that could qualify for up to 10 college credit hours.

# What Does the Data Tell Us?

*Let's Take a Quick Look!*

## GED College Ready Scores Improve the Chances for College Success



GED® College Ready + Credit

75

**Qualify for up to ten college credit hours**



GED® College Ready

65

**Ready to take college-level courses**



Pass / High School Equivalency

45

**Earn a high school equivalency diploma**

# National Data: Jan 1, 2016-June 9, 2019

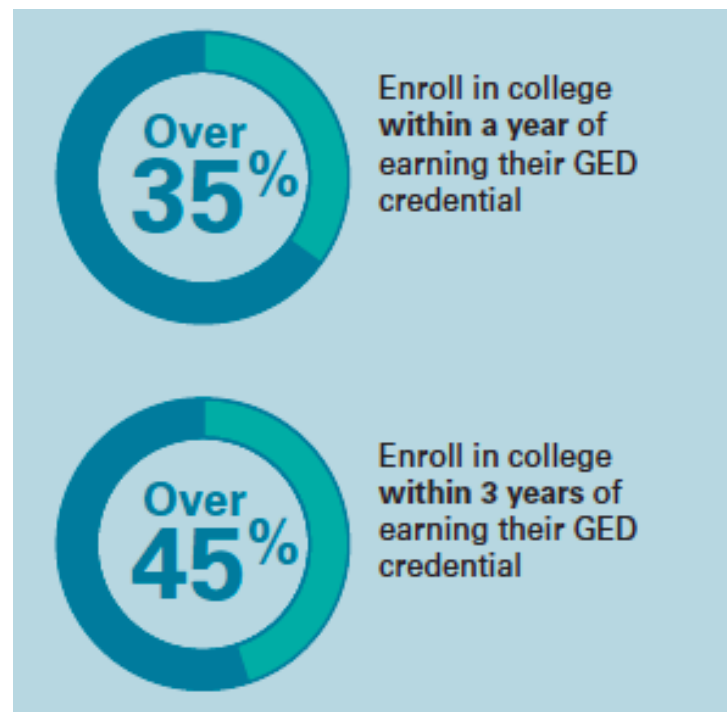
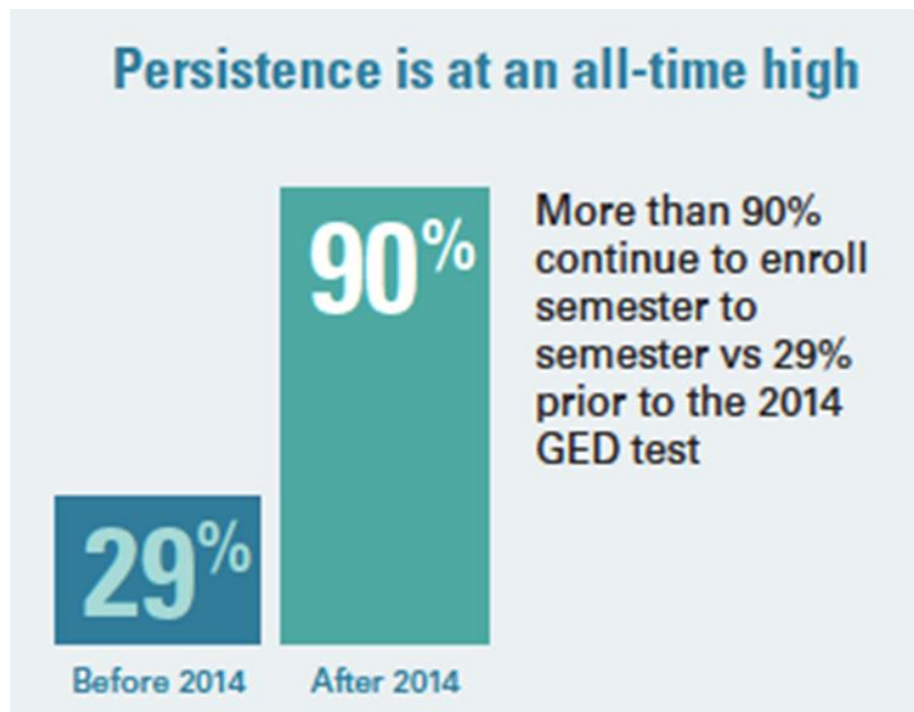
## GED® Test Taker Performance Distribution

	Math	RLA	Science	Social Studies
Below Passing	15%	12%	7%	9%
Passed	85%	88%	93%	91%
Nat'l Pass % <small>All tests delivered since 1/1/2014 No filtering available</small>	85%	89%	93%	90%
College Ready	6%	10%	11%	13%
College Ready + Credit	1%	2%	2%	3%

# How students are doing at CCR and CCR+Credit

	College Ready	College Ready + Credit
Math (905,400)	6% 54,324	1% 91
RLA (881,069)	10% 88,107	2% 17,621
Science (772,099)	11% 84,931	2% 15,441
Social Studies (853,356)	13% 110,936	3% 25,601
<b>Total</b>	<b>338,298</b>	<b>58,754</b>

# Persistence, Postsecondary Activity, and Outcomes



Based on data matches with National Student Clearinghouse (up to Fall 2017)



# Research Highlights



Students enrolled in PSE  
had a mean GED 160  
score across content  
areas



3 out of 4 students enroll  
in 2-year institutions



24% enrolled in  
liberal arts  
programs



4% in technology  
programs



7% enrolled in  
health-related  
programs

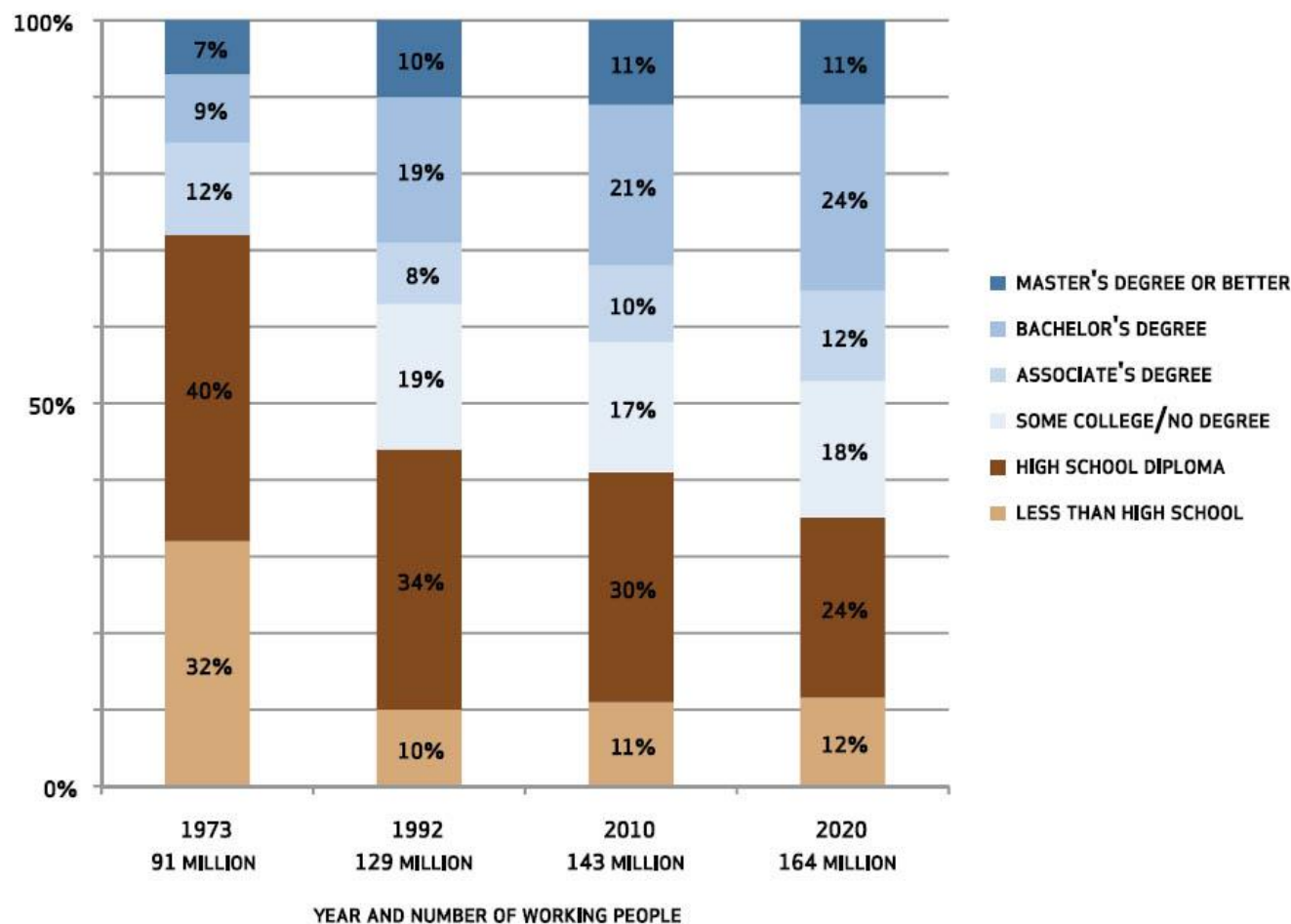


7% in business  
programs



# Education and the Workforce

By 2020, 65 percent of all jobs will require postsecondary education and training, up from 28 percent in 1973.




Note: Numbers may not sum to 100 percent due to rounding.

<http://cew.georgetown.edu/recovery2020>

# It Depends on Your Perception

**Figure 1: Employer vs. Student Perception of Proficiency in Career Readiness Competencies, by Percentage of Respondents**



Competency	% of Employers That Rated Recent Grads Proficient*	% of Students Who Considered Themselves Proficient**
Professionalism/Work Ethic	42.5%	89.4%
Oral/Written Communications	41.6%	79.4%
Critical Thinking/Problem Solving	55.8%	79.9%
Teamwork/Collaboration	77.0%	85.1%
Leadership	33.0%	70.5%
Digital Technology	65.8%	59.9%
Career Management	17.3%	40.9%
Global/Intercultural Fluency	20.7%	34.9%

Source: *Job Outlook 2018* (N=201 employing organizations) and *The Class of 2017 Student Survey Report* (N=4,213 graduating seniors), National Association of Colleges and Employers

\*The percentages corresponding to "rated proficient" represent, among all responding employers, the percentage who, on a 5-point scale, rated recent graduates either "very" (4) or "extremely" (5) proficient in the respective competency.

\*\*The percentages corresponding to "considered proficient" represent, among all responding graduating seniors from the Class of 2017, the percentage who, on a 5-point scale, considered himself/herself either "very" (4) or "extremely" (5) proficient in the respective competency.

# What Employers Want!

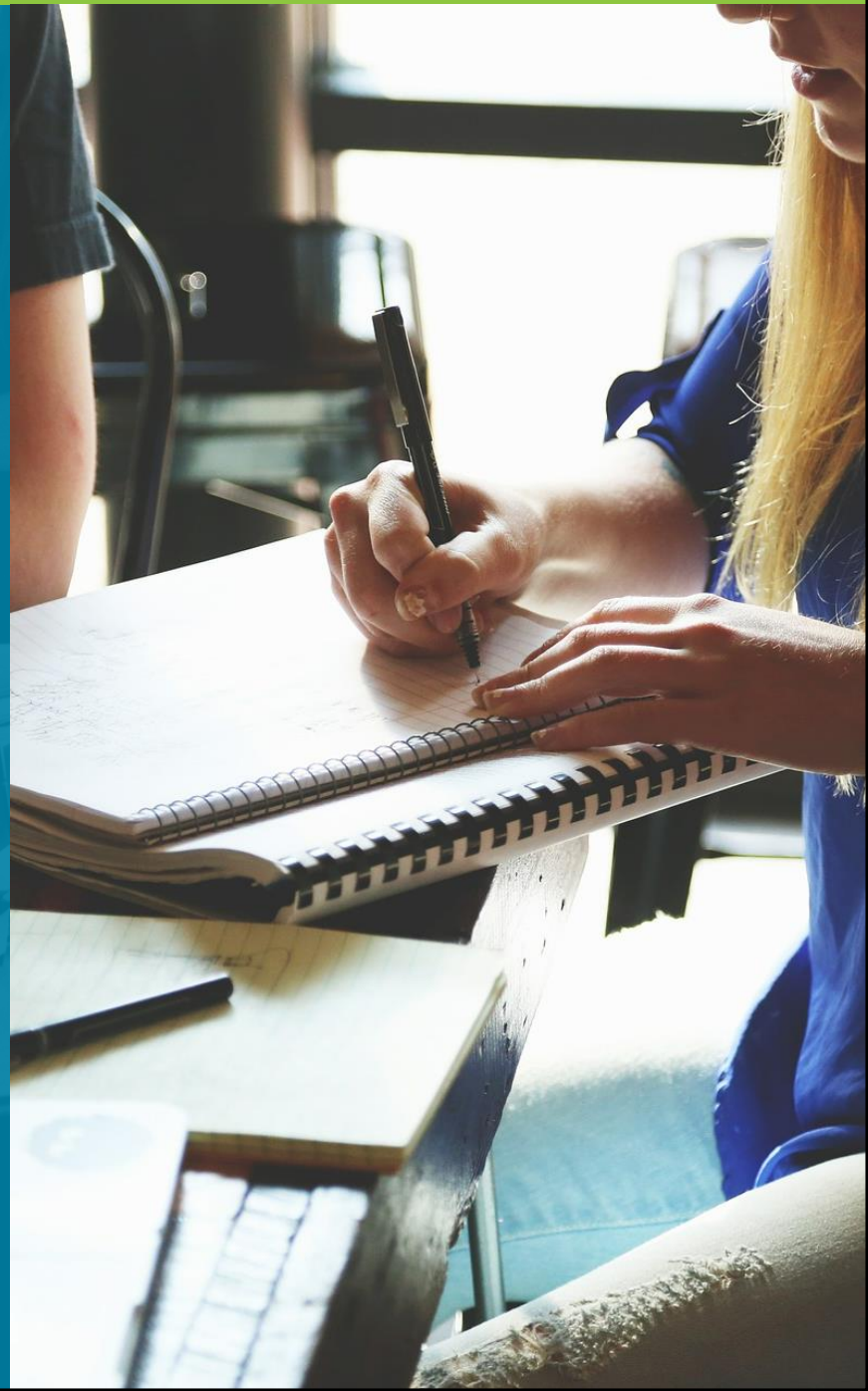
- According to the National Association of Colleges and Employers, **73.4% of employers** want a candidate with strong written communication skills.
- Written communication was the number three most desired quality overall, behind leadership skills and ability to work as a team member.

*"If you are trying to decide among a few people to fill a position, hire the best writer. [His/her] writing skills will pay off. That's because being a good writer is about more than writing clear writing. Clear writing is a sign of clear thinking. Great writers know how to communicate. They make things easy to understand. They can put themselves in someone else's shoes. They know what to omit. And those are qualities you want in any candidate. Writing is making a comeback all over our society...Writing is today's currency for good ideas."*

-Jason Fried, *Rework*

# Getting Started

*Trait 1 – The Pivotal Trait*



# 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 12<sup>th</sup> 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 12<sup>th</sup> 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.



# Begin with the End in Mind

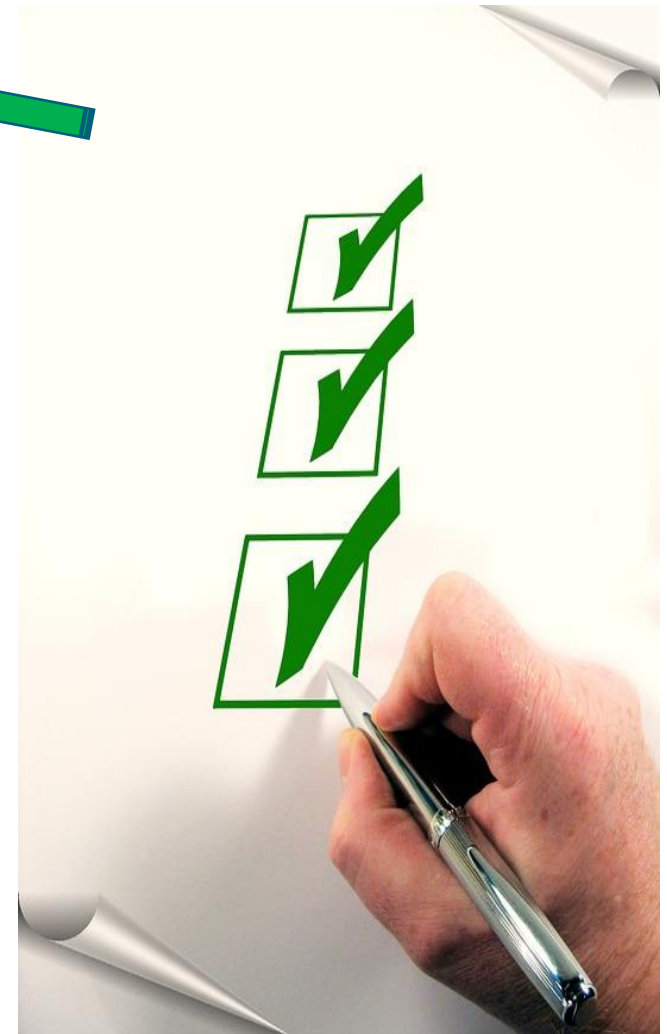
Both the press release and the letter to the editor offer positions that are supported by both fact and opinion. The press release seeks to exhort the new bill for expansion of Highway 17, while the letter argues that the passing of the bill could prove detrimental to the district. While both sides make an acceptable case, the latter provides a stronger argument.

One example of the letter's stronger argument is the explanation that federal tax dollars pay for the road, as it will incorporate six different states, therefore eliminating this particular state's ability to strike the bill down. This proves, with factual information, that the district did not have a fair say in the bill. The notion that few residents will use the road that their tax dollars are providing is an opinion. However, a resident and small-business owner in the town is more credible in the awareness of the town's concern, as compared to a representative who attended a few meetings in the town hall.

Another example of the better supported argument in the letter is the reference to the construction jobs as temporary. The press release praises the new jobs created by the highway construction, as this is a valid point. However, the author of the letter is correct in the fact that the jobs will not create a boom in the district's economy, or fill in the gap caused by the closures in the manufacturing plants, as the press release leads listeners to believe. The road construction does not solve the long-term issue of unemployment in the town. In addition, the author of the letter counters the argument that new motels, restaurants, and gas stations along the highway will create permanent jobs for the residents of the town. She explains that, "...only minimum wage jobs will remain." This is a valid argument also, as unemployed residents that need enough income to support a household would not be much better off. Providing restaurant or motel jobs is very unlikely to feed or support an entire family. It will not pick up the laid-off employees of the manufacturing plants, who may have worked for many years towards promotions and a pension.

Another example of the letter's stronger argument is the author's explanation of the 2001 study. She concedes that the representative is correct in citing that bypasses are proven to reduce noise and traffic in town, but she argues that the study shows a negative effect on local businesses. This piece of the study was not mentioned by Representative Walls or the press release, and it is a proven fact. This draws more credibility to the argument in the letter. Also, although it is a speculation, it is more reasonable that traveler's will stick to the main highway and not venture miles off their path into small town when chain gas stations, restaurants, and motels are conveniently located directly at the highway exits. It is less likely that old roads in the towns will become historical locations, attracting tourists and boosting small business sales.

Despite the argument and evidence given by the press release, it appears that the letter to the editor offers a stronger case. The author's ideas are backed up by logical explanations and facts with a few speculations. Though the press release offers some fact, it is mainly specked with anticipations and hopes, driven to overshadow any doubts and quell any concerns. The letter is penned by a resident of the town and owner of a business, subject to first-hand opinions of the citizens of the district. The press release is pushed by an elected representative who, upon visiting the town a number of times and consulting a small percentage of the constituents, is convinced she understands the majority. Although both parties may very well have the best interests of the district in mind, and either position could be correct, it is clear that the letter provides a better-supported argument.



# 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.



# 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 than 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

# What's the Starting Point?

## The claim

- Is the roadmap with signs and markings
- Guides the writer and reader through the argument
- Provides the position taken
- Provides the reason “why”
- Passes the “so what” test



# Which One Provides the Best Roadmap?

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

Both the press release and the letter to the editor offer positions that are supported by both fact and opinion. The press release seeks to exhort the new bill for expansion of Highway 17, while the letter argues that the passing of the bill could prove detrimental to the district. While both sides make an acceptable case, the latter provides a stronger argument.

# Which One Provides the Best Roadmap?

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

Why?

- What constitutes common sense?
- What evidence is related to the common sense?
- Why does the writer mean about “enough data” ?
- What is the starting point?
- Where will the writer go with this claim?
- What about the Representative’s evidence? Any good points?

# Which One Provides the Best Roadmap?

Both the press release and the letter to the editor offer positions that are supported by both fact and opinion. The press release seeks to exhort the new bill for expansion of Highway 17, while the letter argues that the passing of the bill could prove detrimental to the district. While both sides make an acceptable case, the latter provides a stronger argument.

Why?

- The response will explain why the letter writer provides a better-supported argument.
- The response will show why the letter to the editor is more credible than the press release.
- The response will show how the letter writer uses facts to strengthen logical explanations.

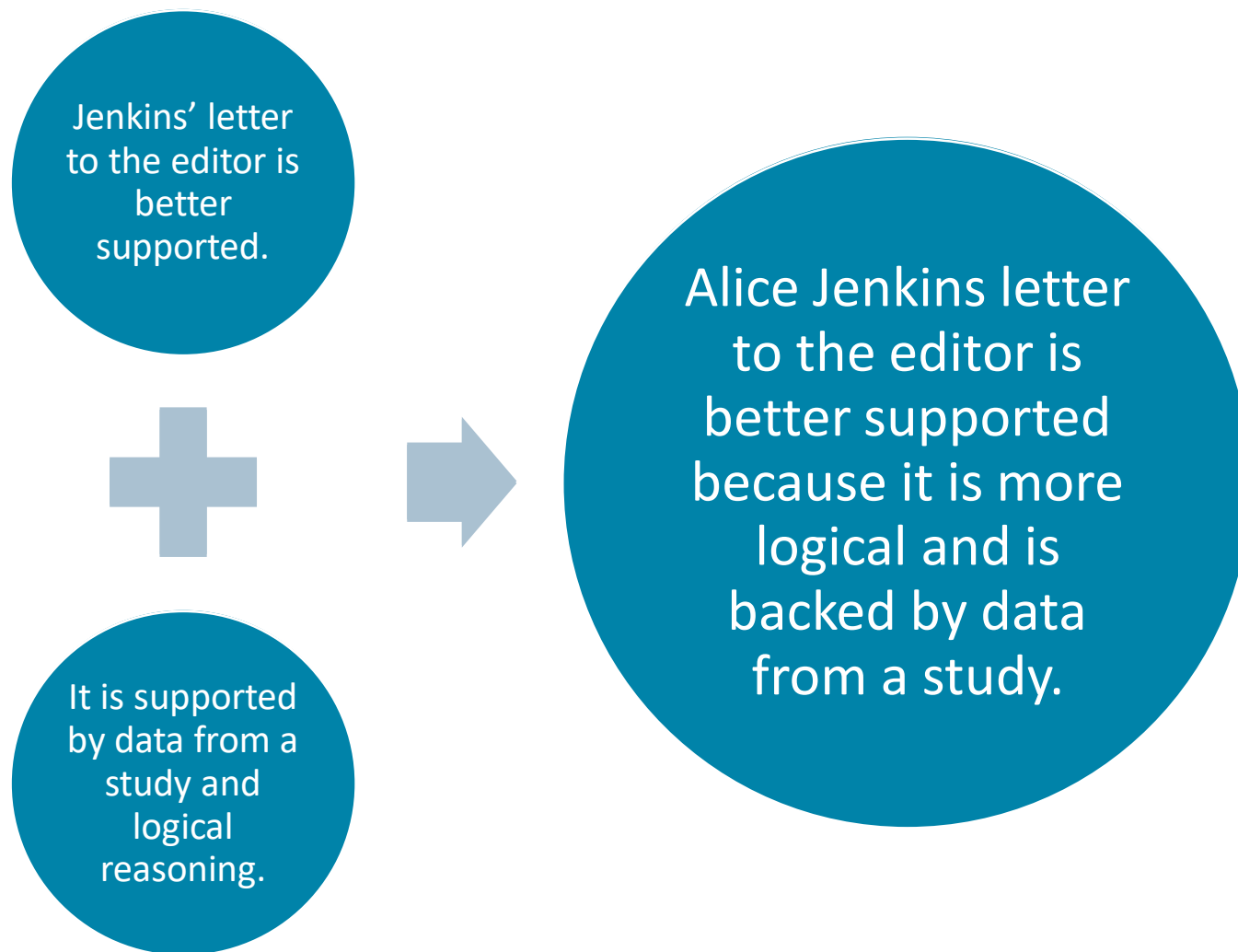
# What do You do to Help this Student?

1. Start with the existing claim.
2. Identify what needs to change to make this a better claim.
3. Read through the student's response and identify evidence used.
4. Identify what these pieces of evidence have in common.

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

- Only minimum wage jobs created.
- Won't replace the jobs that left
- Study says the bypass has a negative impact on local business
- State money would have been voted down
- Just a band aid on the scar left by 2 businesses closing their doors

# Build the New Claim





# Rework the Introduction

## Current Intro

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.~~

Representative Walls and Alice Jenkins, a citizen and business owner, have opposing viewpoints on expanding a nearby highway from two to four lanes. Both present good arguments about the impact on the town of expanding the nearby highway. Alice Jenkins letter to the editor is better supported because it is more logical and is backed by data from the study.

## Quick Fix

Have the student delete  
the items that express an opinion or  
information not included in the text.

*Representative Walls and Alice Jenkins, a citizen and business owner, have opposing viewpoints on expanding a nearby highway from two to four lanes. Both present good arguments about the impact on the town of expanding the nearby highway. Alice Jenkins letter to the editor is better supported because it is more logical and is backed by data from the study.*

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.

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.

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.

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



# What do we have so far?

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.

# We Need A Conclusion

## Your Task!

- Work with partner.
- Review the claim.
- Review the body of the response.
- Develop a conclusion.

### Avoid

- Ending with a rephrased thesis statement
- Introducing a new idea or subtopic
- Tacking a sentence on to your final point
- Apologizing for your view

### Do

- Include a brief summary main points
- Use a quotation
- Pull it all together by showing how the points fit together

## Quick Fix

Assess the student's ability to work with easily confused words, contractions, and apostrophe use.

# There's More Work to Do!

## Trait 2 Issues

- Address the progression of ideas
- ~~Details may be irrelevant~~
- Need to incorporate transitional devices to improve the flow

## Trait 3 Issues

- Wordy and/or awkward construction
- Transitional word and conjunctive adverbs are missing



# Transitional Devices - Conjunctions

## Correlative Conjunctions

- Pairs of words that join words, phrase, and clauses
  - both...and
  - either...or
  - neither...nor
  - not...but
  - whether...or

### Example

*Whether you stay or leave is entirely up to you.*

## Coordinating Conjunctions

- Think **FANBOYS** – for, and, nor, but, or, yet, so

### Example

*Look in the cabinet or in the drawer.*

I just learned what conjunctions are!

And...?

# Transitional Devices - Conjunctions

## Subordinating conjunctions

introduce dependent clauses. These clauses cannot stand by themselves but must be joined to a main or independent clause.

after	even though	than	wherever
although	if	that	whether
as	in order that	though	which
as if	in order to	unless	while
as though	rather than	until	who
because	since	when	
before	so as to	whenever	
even if	so that	where	

# Transitional Devices – Conjunctive Adverbs

**Conjunctive adverbs** modify the action by creating logical connections in meaning between independent clauses.

Unlike conjunctions, conjunctive adverbs are not always at the beginning of the clause.

**Of Addition** – also, besides, furthermore,  
*The lecturer had a droning voice, furthermore, he jumped from topic to topic so that the lecture was hard to follow.*

**Of Contrast** - however, still, nevertheless  
*It's rainy outside today; we can't complain, however, as it has been nice until today.*

**Of Result** – therefore, thus, consequently  
*Caffeine is a stimulant; thus, it can keep a person awake at night.*

**Of Time** – next, then, meanwhile, finally  
*The office network has crashed; next, the power will off.*

# There's More Work to Do!

## Trait 2 Issues

- Address the progression of ideas
- ~~Details may be irrelevant~~
- ~~Need to incorporate transitional devices to improve the flow~~

## Trait 3 Issues

- ~~Wordy and/or awkward construction~~
- ~~Transitional word and conjunctive adverbs are missing~~



“

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

”

— Jodi Picoult

# Bringing It All Together!

- Start with the students' own work
- Use the Electronic Scoring Tool to assess the response
- Review the report and map out a plan
- Start with the claim and a quick fix (something easy for the student to change, such as removing irrelevant information)
- Spend ample time working with the claim and the evidence that supports it
- Review the sentences and make revisions
- Check the organizational structure
- Address any grammatical errors

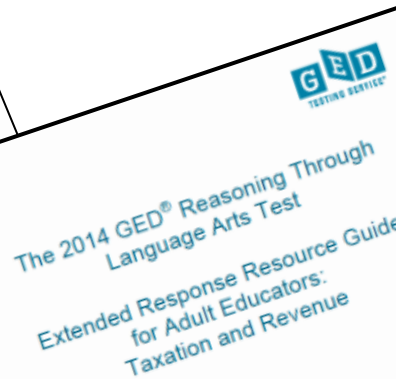
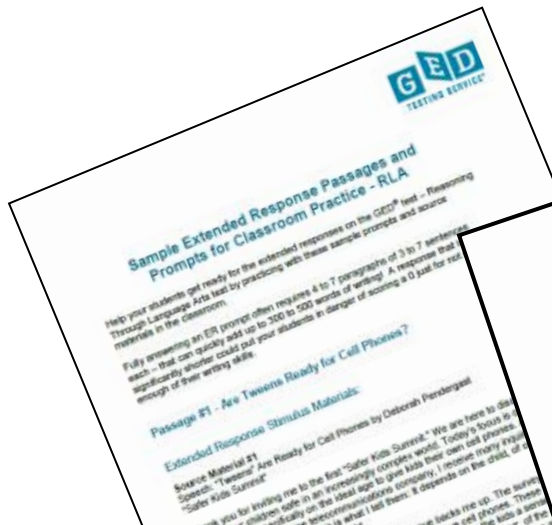
## Celebrate Success!



# Resources

# Access GED Webinars and More

[https://ged.com/educators\\_admins/program/](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*