



youinspire

2023 GED CONFERENCE

Have You Talked About “0” Lately?

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Welcome

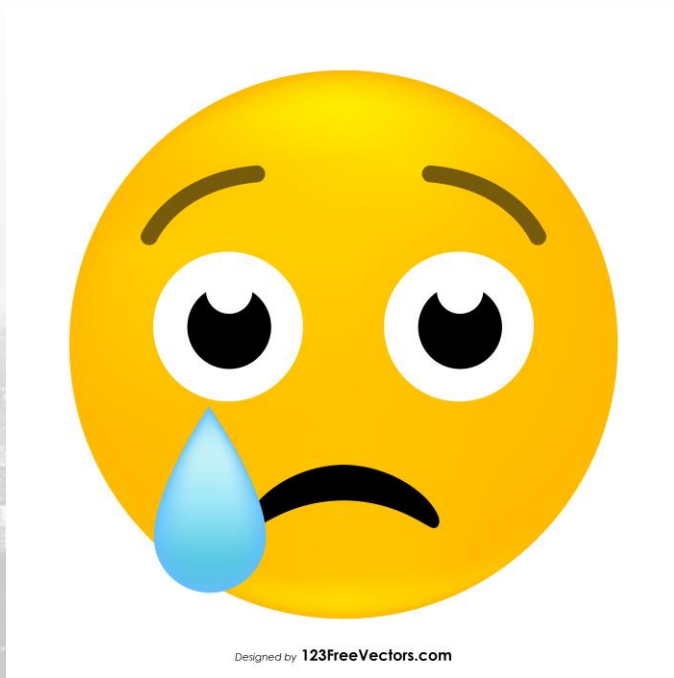


Debi Faucette

State Relationship Manager
Professional Development Manager

“I don’t understand. I really tried.”

“I don’t understand. We worked so hard!”



What Students Think They Did versus Reality

What students say.

- “I read the prompt and understood what I needed to do.”
- “I wrote so much.”
- “I explained which of the texts was best supported.
- “I used my own words when writing my response.”

What students did.

- Displayed no clear sense of understanding the text that they read.
- Produced a minimal response, sometimes less than 100 words.
- Summarized the two texts.
- Used multiple quotes and “paraphrased” by adding introductory phrases to the author’s text.

Reality Check

% of students who score zero on all parts of the ER

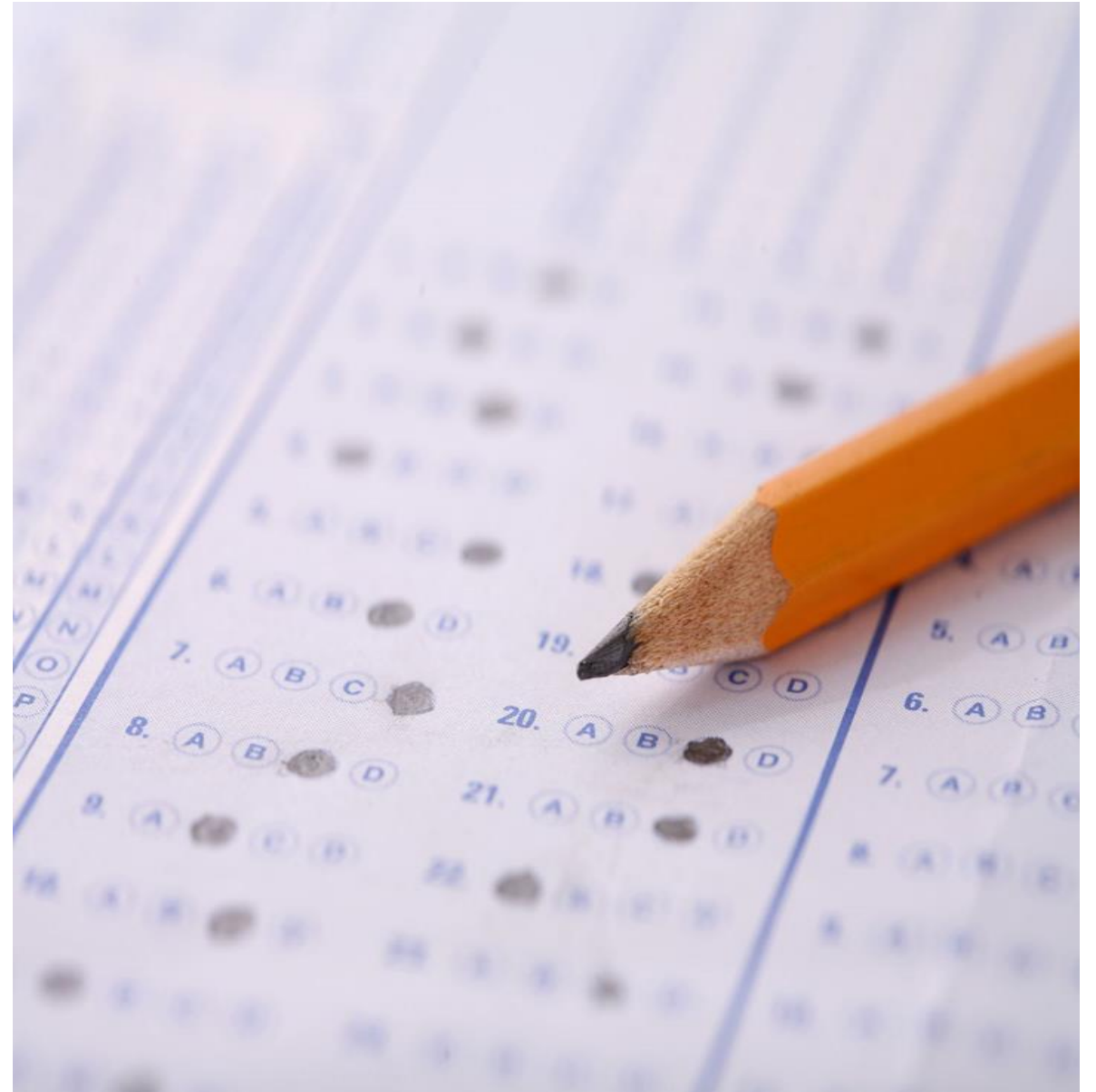
% of students who score zero by trait

% of students who earn 1s on all traits

% of students who earn 2s on at least one trait

Did you know...?

The History of Scoring the GED Test



A Bit of GED® History

Table 1: Key Changes to the GED

Year	Changes to the GED Testing Program
1942	GED test introduced for veterans. 80% of graduate bound high school seniors said to be able to pass all five batteries
1947	New York offers GED test to high school dropouts
1959	More civilians taking the GED test than veterans
1974	California becomes last state to introduce GED test for dropouts
1978	New series of GED test introduced. Shorter six hour time frame.
1981	Time limit extended to 6.75 hours. National Minimum age for testing abolished
1982	Test standards made more difficult, 75% of graduate bound high school seniors said to be able to pass the entire test
1988	Third series of GED test introduced. First series to include a writing sample. Time extended to 7.5 hours for taking the test
1992	National minimum age for GED test taking of 16 implemented
1997	Passing standards made more difficult, 67% of graduate bound high school seniors said to be able to pass the entire test
2002	New 2002 Series of the GED test introduced, allowing calculator for first time on parts of the math test. Passing standards made more difficult, 60% of graduate bound high school seniors said to be able to pass the entire test. Test time of approximately eight hours.

Sources: GED Testing Service [2009], Quinn [2008], and GED Testing Service [Various Years].

Recent History of the GED® Test

1988 Series

- Five tests
 - Math, SS, Science, Language Arts, Writing
- Scoring
 - Earn a total 225 pts for a 5-test average of 45
 - Minimum of 40 points per test
 - Essay had to receive a score of “2” to pass

2002 Series

- Five tests
 - Math, SS, Science, Language Arts, Writing
- Scoring
 - Earn a total of 2250 pts for a 5-test average of 450
 - Minimum of 410 pts per test
 - Essay had to receive a score of “2” to allow for scoring of the LA. A score of less than “2” resulted in having to retake entire LA test.

2014 Series

- Four Tests
 - Math, SS, Science, RLA-Reading and Writing
- Scoring
 - RLA-Reading and Writing is ONE score
 - Range is 100-200 pts per content area
 - 145 or higher is passing at HSE level
 - 3 performance levels

1988 GED Essay Checklist (Job Corps)

ESSAY CHECKLIST

CORPSMEMBER _____

ESSAY TOPIC _____

Purpose.....is there a clear idea stated?	1	2	3	4	5	6
Opinion.....does the writer take a side, express an opinion?	1	2	3	4	5	6
Support.....do details or examples back up the writer's ideas?	1	2	3	4	5	6
Organization....is there a logical presentation?	1	2	3	4	5	6
Language.....clear and appropriate wording?	1	2	3	4	5	6
Mechanics.....is good English used? Check areas needing improvement: spelling_____	1	2	3	4	5	6
punctuation_____						
grammar_____						

1988 Essay Scoring Guide

GED Essay Scoring Guide

Copyright © 1985, GED Testing Service, September, 1985

Papers will show *some or all* of the following characteristics.

Upper-half papers make clear a definite purpose, pursued with varying degrees of effectiveness. They also have a structure that shows evidence of some deliberate planning. The writer's control of English usage ranges from fairly reliable at 4 to confident and accomplished at 6.

- 6 Papers scored as a 6 tend to offer sophisticated ideas within an organization framework that is clear and appropriate for the topic. The supporting statements are particularly effective because of their substance, specificity, or illustrative quality. The writing is vivid and precise, though it may contain an occasional flaw.
- 5 Papers scored as a 5 are clearly organized with effective support for each of the writer's major points. The writing offers substantive ideas, though the paper may lack the flair or grace of a 6 paper. The surface features are consistently under control, despite an occasional lapse in usage.
- 4 Papers scored as a 4 show evidence of the writer's organizational plan. Support, though sufficient, tends to be less extensive or convincing than that found in papers scored as a 5 or 6. The writer generally observes the conventions of accepted English usage. Some errors are usually present, but they are not severe enough to interfere significantly with the writer's main purpose.

Lower-half papers either fail to convey a purpose sufficiently or lack one entirely. Consequently, their structure ranges from rudimentary at 3, to random at 2, to absent at 1. Control of the conventions of English usage tends to follow this same gradient.

- 3 Papers scored as a 3 usually show some evidence of planning or development. However, the organization is often limited to a simple listing or haphazard recitation of ideas about the topic, leaving an impression of insufficiency. The 3 papers often demonstrate repeated weaknesses in accepted English usage and are generally ineffective in accomplishing the writer's purpose.
 - 2 Papers scored as a 2 are characterized by a marked lack of development or inadequate support for ideas. The level of thought apparent in the writing is frequently unsophisticated or superficial, often marked by a listing of unsupported generalizations. Instead of suggesting a clear purpose, these papers often present conflicting purposes. Errors in accepted English usage may seriously interfere with the overall effectiveness of these papers.
 - 1 Papers scored as a 1 leave the impression that the writer has not only *not* accomplished a purpose, but has not made any purpose apparent. The dominant feature of these papers is the lack of control. The writer stumbles both in conveying a clear plan for the paper and in expressing ideas according to the conventions of accepted English usage.
- The zero score is reserved for papers which are blank, illegible, or written on a topic other than the one assigned.

Marginal

Does that word look familiar?

Looking Back - 2002 GED Essay Scoring Rubric

	Effective 4	Adequate 3	Marginal 2	Inadequate 1
Response to prompt	Presents a clearly focused main idea that addresses the prompt	Uses the writing prompt to establish a main idea	Addresses the prompt, though the focus may shift	Attempts to address prompt but with little or no success in establishing a focus
Organization	Establishes a clear and logical organization	Uses an identifiable organizational plan	Shows some evidence of an organizational plan	Fails to organize ideas
Development and Details	Achieves coherent development with specific and relevant details and examples	Has focused but occasionally uneven development; incorporates some specific detail	Has some development but lacks specific details; may be limited to a listing, repetitions, or generalizations	Demonstrates little or no development, usually lacks details or examples or presents irrelevant information
Conventions of EAE (Edited American English)	Consistently controls sentence structure and the conventions of EAE	Generally controls sentence structure and the conventions of EAE	Demonstrates inconsistent control of sentence structure and the conventions of EAE	Exhibits minimal or no control of sentence structure and the conventions of EAE
Word Choice	Exhibits varied and precise word choice.	Exhibits appropriate word choice	Exhibits a narrow range of word choice, often including inappropriate selection	Exhibits weak and/or inappropriate words

Look at the Big Picture

Whether an essay or evidence-based response, the expectation has always been that students could

- Respond to a prompt
- Have an organizational structure
- Develop the response with details or evidence
- Use appropriate vocabulary
- Use the conventions of the English language





- From stating an opinion on a random topic to writing about what they have read
- Claims rather than just main ideas
- Claims supported by evidence from a text
- Analysis and evaluation rather than summarization
- Varying sentence structures
- From first person to the more formal third person

What Does “Zero” Mean?

Trait 1 – Argument and Evidence

- May attempt to create an argument, or
- Argument lacks connection to the prompt
- Has little or no evidence from the source texts
- Has little or no evidence of student having analyzed or evaluated the issue
- Shows no understanding of the arguments presented



Example – Trait 1

In my way its good because in DST is good for lot of people. The 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. In sunlight we can finish our chores. In everything new things takes time to adjust. After some days went we feel this is the right thing. In studies only shows that too. Only one week after changing the clocks and before go back the clocks only accidents happen after that its not for only one week we think what about the rest of the weeks. If we see in everything its right or wrong. In my way DST is for lot of people. In way who dont like sun its natural way of light.

What Does “Zero” Mean?

Trait 2 – Organization and Development

- Ideas are insufficient or illogically developed
- Unclear or no progression of ideas
- Ideas are irrelevant
- Ineffective or no organizational structure
- No transitional devices
- Informal style of writing
- Misuses words or uses slang
- Ideas are vague or repetitious



Example – Trait 2

In my way its good because in DST is good for lot of people. The 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. In sunlight we can finish our chores. In everything new things takes time to adjust. After some days went we feel this is the right thing. In studies only shows that too. Only one week after changing the clocks and before go back the clocks only accidents happen after that its not for only one week we think what about the rest of the weeks. If we see in everything its right or wrong. In my way DST is for lot of people. In way who dont like sun its natural way of light.

What Does “Zero” Mean?

Trait 3 – Standard English Conventions

- Uses flawed sentence structure
 - Doesn't vary within paragraphs
 - Has issues with subordination, coordination, parallelism
 - Is wordy or awkward
 - Has issues with transitional words
 - Limited subject-verb agreement, pronoun-antecedent agreement, pronoun reference
 - Misplacement of modifiers
 - Issues with capitalization, punctuation (especially commas and apostrophes)



What Does “Zero” Mean?

Trait 3 – Standard English Conventions

- Contains severe and frequent errors in mechanics and conventions
- Is difficult to comprehend

Response is insufficient to demonstrate level of mastery over conventions and usage




Example – Trait 3

In my way its good because in DST is good for lot of people. The 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. In sunlight we can finishes our chores. In everything new things takes time to adjust. After some days went we feel this is the right thing. In studies only shows that too. Only one week after changing the clocks and before go back the clocks only accidens happen after that its not for only one week we think what about the rest of the weeks. If we see in everything its right or wrong. In my way DST is for lot of people. In way who dont like sun its natural way of light.

And the saddest response of all...

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 drivers 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 Picks


Some additional subtitle text

Transition to real life

Some additional subtitle text

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.

Is this what we want from our students?

Attached, please find me resume, as I would LOVE to be a lifestyle/wall street intern as both topics fascinate me and I have great experience in both. The only caveat IS I have to do this during non-working hours...Fear not, as I am willing to work well into the night to get clips and additional experience in writing.

Please let me know if you have any questions.

To Whom it May Concern,

My name is J. Harden and I am an interested applicant in the position currently available. My skills consist of being great at multi-tasking, great with computers, patient, bilingualism (fluent Spanish), reliable and having very flexible hours. I am 24 years old which is why I think this position is a great fit for me. I have attached my resume in the hopes of being considered for it. I am available weekdays, weekends, and at any time nights.

Thank you in advance for your time reading this email – should you choose to move forward , please do not hesitate to contact me vial e-mail.

Attentively,

JJ

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*

Employers want...

- New employees who
- Communicate using various electronic methods
 - Email, chats
 - Instant messaging
 - Shared documents
 - Understand how to structure communication between internal and external stakeholders
 - Know their audience
 - Provide explanations in a clear and concise manner
 - Use the appropriate format for a given audience
 - Revise and edit their writing

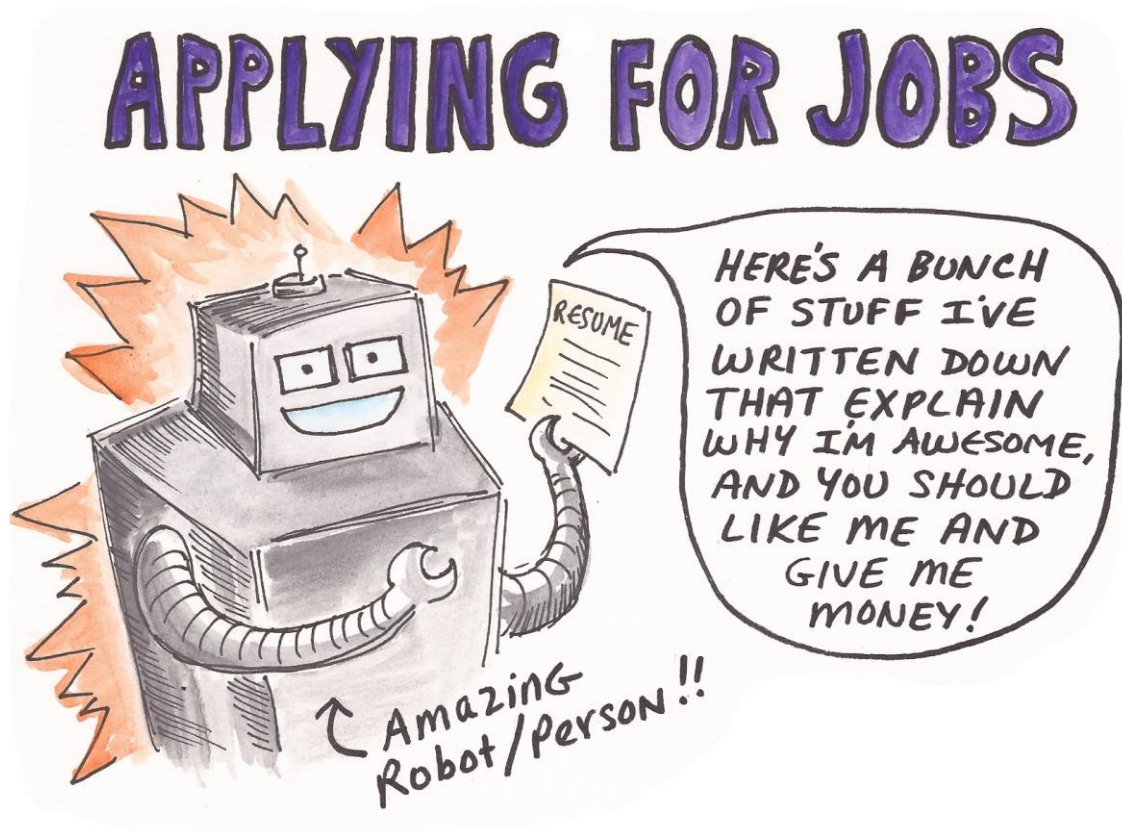
<https://www.purdueglobal.edu/blog/general-education/why-is-writing-important/>

What-Why-How

What What is the claim?	Why Why is that claim made?	How How do they know?
This is the claim.	These are the reasons for the claim.	This is the evidence that backs up that claim.

Steve Peha, Teaching That Makes Sense - <https://www.ttms.org/>

Make it Personal



Have students

- Create a What-Why-How chart that addresses why they would be the “right” candidate for a job
- Have students identify 3-4 reasons
- Have students provide evidence to support their reasons
- Create a cover letter based on chart

Where do you begin?

1. Start with a question
2. Take a position
3. State reasons
4. Provide evidence

What-Why-How

Questions and Statements

1. Do cell phones control our relationships?
2. Is technology changing the way humans think?
3. Texting and cell phones have caused young people to be less able to concentrate and focus (or you can do the reverse—have caused them to be able to handle multi-tasking more effectively and efficiently).
4. Should textbooks be replaced by I-Pads and online resources.
5. Should the minimum wage be raised or lowered?

Debrief – Activity 1

What?

What did we learn?

So What?

What is the significance of what we learned?

Now What?

What are we going to do or change going forward?

Session Survey

Your feedback is important. Please scan the QR code below to rate this session.



Thank You!

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