



Score Report Insights to Drive Instruction, Part 1: Focus on RLA and Social Studies

Daphne Atkinson, July 2018



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Session Objectives

- Analyze the GED Ready® and Operational GED® Test Score Reports
- Discuss the why and how of using score reports (as prescriptions) to drive instruction
- Share ideas and resources

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How Do YOU Use Score Reports?

GED Ready® - Reasoning Through Language Arts

My Score: 139

TOO CLOSE TO CALL

Test Date: 01/17/2018

How I Can Score Higher

Reading for Meaning

Skill You Can Improve

Analyze how details develop the main idea (Example: causes, reasons)

Analyze how the organization of a paragraph or passage supports the author's ideas

Identify the author's purpose when it is or is not stated

Understand how the use of words, phrases, or figurative language influences the author's intent

Make inferences about plots, sequence of events, characters, settings, and ideas

Publisher Study Recommendations 0

Select your study material from the dropdown above to get study recommendations



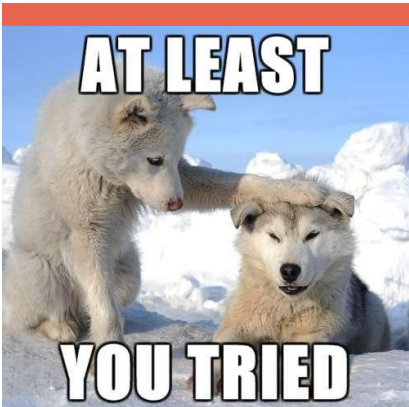
Common Score Report Uses

- Look at the score only...to gauge how far from 145 the score is
- Get a feel for what work needs to be done (in terms of skills and content)
- Compare the GED Ready® and the GED® operational test scores for similarities and differences
- Don't really use the score report—consider the feedback too “generic”

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So How Do You Take It From This . . .



There's nothing worse than when a test-taker doesn't pass the test.

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To This...



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How? Take Action!

- Review
- Diagnose
- Prescribe

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Features of the Enhanced Score Report

FEATURE	GED® TEST	GED READY® PRACTICE TEST
My Score	Indicates if a test-taker passed, passed with honors, or scored below passing.	Indicates if a test-taker is likely to pass, too close to call, or not likely to pass the GED® test.
How I Can Score Higher	Shows the skills a test-taker needs to work on before trying again. Includes a personalized study plan with pages and chapters to review in popular study materials.	Shows the skills a test-taker needs to work on before taking the GED® test. Includes a personalized study plan with pages and chapters to review in popular study materials.
What My Score Means	Explains what skills the student successfully demonstrated on the GED® test	Explains what skills the student successfully demonstrated on the GED Ready® practice test.
Review My Written Answers	Available for the RLA test subject. Shows the students' scores for their responses and the skills they need to work on to score higher. Not available for Science, Social Studies, or Math subjects.	Displays the test-taker's written responses to extended response and short answer items. Educators can use the constructed response scoring tools to give test-takers feedback on their responses.



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What Instructors Need to Know


Resources for Success




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Overview of RLA Test

- Content - Integrated reading and writing
 - Close reading
 - Clear writing
 - Editing and understanding the use of standard written English in context
- Source texts – 75% nonfiction; 25% fiction
- Passage length – 400-900 words
- Range of text complexity, including texts at the college- and career-ready level
- Technology-enhanced items and extended response



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A GED Ready® Score Report: Yellow Zone

1/10/2018

MyGED® - Score Report

GED Ready® - Reasoning Through Language Arts

My Score: 139

TOO CLOSE TO CALL

Test Date: 01/17/2018

How I Can Score Higher

Reading for Meaning

Skill You Can Improve

Publisher Study Recommendations ⓘ

•Analyze how details develop the main idea (Example: causes, reasons)

Select your study material from the dropdown above to get study recommendations

•Analyze how the organization of a paragraph or passage supports the author's ideas


•Infer the author's purpose when it is or is not stated

•Understand how the use of words, phrases, or figurative language influences the author's intent

•Make inferences about plots, sequence of events, characters, settings, and ideas

<https://app.ged.com/pdfs/scoreReport?examResultId=4082147>

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Skill You Can Improve

Publisher Study Recommendations

•Analyze how an author uses rhetorical techniques (Example: imagery, irony, analogies, repetition, qualifying statements)

Identifying and Creating Arguments

Skill You Can Improve

Publisher Study Recommendations ⓘ

• Understand main ideas and details

•Determine the main idea

• Identify the relationship between the main idea and details

•Identify evidence used to support a claim or conclusion

Additional Skills to Work On

Scoring into the Green Zone on the GED Ready® practice test shows that you are likely to pass the GED® test. In order to progress into the Green Zone, consider doing the following:

Strengthen the skills listed in the Red and Yellow Zones and apply them to texts at a challenging level of complexity, such as Zora Neale Hurston's *Their Eyes Were Watching God*, Martin Luther King Jr.'s *Letter from Birmingham Jail*, and *Euclid's Element*, with a particular focus on improving the following Yellow Zone skills:

• Make generalizations or hypotheses based on evidence in a written source

• Determine the author's point of view or purpose

• Analyze how an author uses rhetorical techniques

• Correct errors with frequently confused words

Develop the following additional skills:

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• Make a judgment about whether the evidence offered to support a claim is relevant and sufficient

• Eliminate run-on sentences, fused sentences, or sentence fragments

Please note that your projected score for Reasoning Through Language Arts of the GED® test is valid for 60 days from the date you took Reasoning Through Language Arts of GED Ready®. In addition, it assumes you took Reasoning Through Language Arts of GED Ready® in one sitting, under timed conditions, with no breaks. The projected score is only an indication of your preparedness for the actual GED® test and does not guarantee that you will actually obtain the projected score on the GED® test. See My Scores, "Review My Written Answers" page for detailed descriptions of typical written answers to Extended Response items that would meet the passing standard. Although the study recommendations listed on the "How I Can Score Higher" page may aid you in preparing for the GED® test, following these recommendations alone does not guarantee a positive result on the actual GED® test.

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The GED Ready® RLA Score: 139

Areas for Improvement

- Close Reading
- **Reading for Meaning**
 - Analyze how details develop the main idea (Example: causes, reasons)
 - Analyze how the organization of a paragraph or passage supports the author's ideas
 - Infer the author's purpose when it is or is not stated
 - Understand how the use of words, phrases, or figurative language influences the author's intent
- Inference
- Make inferences about plots, sequence of events, characters, settings, and ideas



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Diagnosis

- Conclusion: A “reluctant” reader
 - To tackle the GED® test successfully—in any content area—students must become competent readers
- Develop close reading skills
- Practice engaging with text (noticing, wondering, questioning, relating, thinking, and on occasion, arguing)
- Practice “reading between the lines” (aka inference)



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The GED Ready® RLA Score: 139

Areas for Improvement

- Identifying and Creating Arguments
 - Understand main ideas and details
 - Determine the main idea
 - Identify the relationship between the main idea and details
 - Identify evidence used to support a claim or conclusion
- *Additional Skills*
 - Make generalizations or hypotheses based on evidence in a written source
 - Determine the author's point of view or purpose
 - Analyze how an author uses rhetorical techniques
 - Correct errors with frequently confused words

Text
Structures

Evidence

Grammar!



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Green Zone Skill Alert: What's Missing

- Make inferences about plot/sequence of events, characters/people, settings, or ideas in written sources
- Infer what an author's stated and unstated purpose is based on the details in a written source
- Identify the specific pieces of evidence that an author uses in support of claims or conclusions

Inference

Evidence



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Diagnosis

In addition to building close reading skills...Our “reluctant” reader needs to work with

- Text structures
- Signal words
- Evidence—and not just acquiring a broader definition of what evidence is...but ALSO how evidence is used as support for a position or conclusion in text

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But...the Feedback Doesn't Cover What Specific Questions Were Missed

- No, the feedback **summarizes** the skills that are needed to earn a higher score
- And yes, we are *inferring* what's needed based on what was not demonstrated (and here we are talking about **consistency**)

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Ideally, What Happens Next?

How do we get the biggest bang for the buck with the available time?

- High Impact Indicators (HIIIs)
- Performance Level Descriptors (PLDs for Level 1- Not Passing and Level 2 – High School Equivalency)
- And, remember to have students review the Study Guide

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How to Use PLDs in the Classroom

Use PLDs to:

Tip 1: Assess student's current skill level

Tip 2: Determine when students are ready to test


Tip 3: Shape learning activities

Tip 4: Add perspective to lesson plans

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Getting Started with Content



Relationships Between the High Impact Indicators and Other Indicators

The high impact indicators are a set of key skills assessed on the GED® test that, if emphasized in instruction, can help students make a significant impact on student skills and performance. This document shows the relationship between the high impact indicators and other indicators assessed on the GED® test. Adult educators can use this resource to make instructional plans that address the common number of skills in the related time they have available with students. Focusing instruction on single high impact indicator areas can help students broaden and deepen their skills, enabling them to apply those skills in a variety of contexts across all of the content areas covered by the GED® test.

Note: High impact indicators appear in **BOLD** type.

Reasoning Through Language Arts – High Impact Indicators

High Impact Indicator	Related Indicators from Other Content Areas
RI.1.1: Order sequence of events in texts. Thoroughly measure with literary texts.	RI.1.1: Order sequence of events in texts. Thoroughly measure with literary texts. RI.1.2: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and social processes, and the influence of ideas. RI.1.3: Compare differing points of view related to political, historical, scientific, or social issues, including the assumptions, qualifications, and implications inherent in differing positions.

High Impact Indicators

All of the indicators listed in the GED® Assessment Target indicators describe the critical thinking skills essential to test-taker success in college, career training, and the workforce. However, those who are highlighting in the **High Impact Indicators** may be useful for educators to emphasize in their instruction.

We selected the following skills as High Impact Indicators because:

- They represent particular **foundational skills** that are the basis for the development of other skills covered in the GED® Assessment Targets and have **broad usefulness** that can be applied in multiple contexts.
- They are a **good fit for classroom instruction** because they are not complicated but are important for students to know and use.
- GED® testing data suggests that **educators may not be currently focusing on these skills** in their GED® test preparation.

While focused classroom instruction on these High Impact Indicators may quickly and positively impact your students' test performance, **educators should note that the High Impact Indicators are not more important than the rest of the indicators.** Proficiency with all of the indicators is essential for test-takers to perform well on the GED® test.

Reasoning Through Language Arts – High Impact Indicators

Revised 2016 GED® Test Performance Level Descriptors: Level 2 (Pass/High School Equivalency: 145-164)

Reasoning Through Language Arts	Mathematics	Science	Writing
RI.1.1: Order sequence of events in texts. Thoroughly measure with literary texts. Candidates will be able to identify the sequence of events in a text and explain how the sequence of events affects the meaning of the text. They will be able to identify the sequence of events in a text and explain how the sequence of events affects the meaning of the text. They will be able to identify the sequence of events in a text and explain how the sequence of events affects the meaning of the text.	RI.1.1: Order sequence of events in texts. Thoroughly measure with literary texts. Candidates will be able to identify the sequence of events in a text and explain how the sequence of events affects the meaning of the text. They will be able to identify the sequence of events in a text and explain how the sequence of events affects the meaning of the text. They will be able to identify the sequence of events in a text and explain how the sequence of events affects the meaning of the text.	RI.1.1: Order sequence of events in texts. Thoroughly measure with literary texts. Candidates will be able to identify the sequence of events in a text and explain how the sequence of events affects the meaning of the text. They will be able to identify the sequence of events in a text and explain how the sequence of events affects the meaning of the text. They will be able to identify the sequence of events in a text and explain how the sequence of events affects the meaning of the text.	RI.1.1: Order sequence of events in texts. Thoroughly measure with literary texts. Candidates will be able to identify the sequence of events in a text and explain how the sequence of events affects the meaning of the text. They will be able to identify the sequence of events in a text and explain how the sequence of events affects the meaning of the text. They will be able to identify the sequence of events in a text and explain how the sequence of events affects the meaning of the text.



GED Study Guide LANGUAGE ARTS

What you need to know about the GED® Language Arts Test

- 1** You should be familiar with reading and writing concepts, along with grammar.
However, the language arts test is not a memorization test! You don't need to memorize giant vocabulary words or diagram sentences.
- 2** You'll need to read and understand test passages (literary and informational excerpts), demonstrate that you can write clearly, and draw conclusions (which is using your critical thinking skills in reading and writing).
The test also covers grammar. This study guide and the example questions in it will help you get a idea of what's going to be on the test.
- 3** You don't need to know everything in this guide!
If you want to see how close you are to passing, the GED Ready® official practice test is a great way to help you determine if you're ready.

And What About Our “Too Close to Call” Test-Taker?

- The RLA test score was 137—completely in line with the feedback from the GED Ready® RLA exam
- The operational exam feedback identified the following areas as needing improvement
 - Reading for Meaning
 - Identifying and Creating Arguments
 - Making Inferences
- Sound familiar?

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What Instructors Need to Know: Social Studies

Same Skills...Different Context

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Overview of Social Studies Test

- Content
 - 50% - Civics and Government
 - 20% - United States History
 - 15% - Economics
 - 15% - Geography and the World
- Themes
 - Development of Modern Liberties and Democracy
 - Dynamic Responses in Societal Systems
- Social Studies Practices – analyzing, thinking, reasoning
- Technology-enhanced question items



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MyGED® : Score Report

GED Ready® - Social Studies

My Score: 137
TOO CLOSE TO CALL
Test Date: 02/08/2018

How I Can Score Higher

Reading for Meaning in Social Studies

Skill You Can Improve

Publisher Study Recommendations ⓘ


•Use details to make inferences or claims

Select your study material from the dropdown above to get study recommendations

•Compare information that differs between sources

•Determine the difference between fact and opinion

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Skill You Can Improve

Publisher Study Recommendations

•Determine which evidence supports an inference

•Identify bias and propaganda (Example: appealing to a specific group's emotions)

•Analyze cause-and-effect relationships

•Describe the connections between people, places, environments, processes, and events

Using Numbers and Graphs in Social Studies

Skill You Can Improve

Publisher Study Recommendations ⓘ

•Analyze information from maps, tables, charts, photographs, and political cartoons

•Interpret, use and create graphs with appropriate labeling, and use the data to predict trends (Example: predict relationships or trends from scatterplots or line graphs)

•Expressing text into visual form (Example: charts, graphs, tables etc)

Additional Skills to Work On

Scoring into the Green Zone on the GED Ready® practice test shows that you are likely to pass the GED® test. In order to progress into the Green Zone, consider the following:

Strengthen the skills listed in the Red and Yellow Zones and apply them at a basic level of proficiency, with a particular focus on improving the following Yellow Zone skills:

- Determine the clearly stated details in primary and secondary sources, and use this information to make logical inferences or valid claims

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- Determine the central ideas or information of a primary or secondary source document
- Determine the meaning of words and phrases used in a social studies context
- Determine the difference between fact and opinion in a primary or secondary source document
- Pull specific evidence from a document or other source to support inferences or analyses of given processes, events, or concepts
- Describe people, places, environments, processes, and events, and the connections between and among them
- Analyze cause-and-effect relationships, including those with multiple factors
- Analyze numerical and technical materials (for example, charts, research data) and written materials on a common topic
- Analyze information presented visually, for example, in maps, tables, charts, photographs, political cartoons, etc.
- Put numerical information found in a written source into tables, graphs and charts, and express numerical information in words
- Interpret, use and create graphs with appropriate labeling, and use the data to predict trends
- Show how dependent and independent variables are represented on a graph. Analyze and communicate how the variables are related to each other
- Recognize the difference between when one event or action causes another and when two or more events or actions are correlated with each other
- Calculate the mean, median, mode, and range of a set of data

Develop the following additional skills:

- Determine how authors reveal their points of view or purposes in historical documents
- Compare two sources on the same social studies topic, paying special attention to the differences between them
- Put historical events in chronological order and understand the order of steps in social studies processes (for example, how a bill becomes a law)
- Compare different sets of social studies-related ideas and make judgments about how those ideas create meaning in different arguments
- Identify bias and propaganda
- Analyze how historical circumstances shape an author's point of view

Please note that your projected score for Social Studies of the GED® test is valid for 60 days from the date you took Social Studies of GED Ready®. In addition, it assumes you took Social Studies of GED Ready® in one sitting, under timed conditions, with no breaks. The projected score is only an indication of your preparedness for the actual GED® test and does not guarantee that you will actually obtain the projected score on the GED® test. See My Scores, "Review My Written Answers" page for detailed descriptions of typical written answers to Extended Response items that would meet the passing standard. Although the study recommendations listed on the "How I Can Score Higher" page may aid you in preparing for the GED® test, following these recommendations alone does not guarantee a positive result on the actual GED® test.

GED Ready® Social Studies Score: 137

Areas for Improvement

- Reading for Meaning in Social Studies
 - Use details to make inferences or claims
 - Compare information that differs between sources
 - Determine the difference between fact and opinion
- Analyzing Historical Events and Arguments in Social Studies
 - Determine which evidence supports an inference
 - Identify bias and propaganda
 - Analyze cause and effect relationships
 - Describe the connections between people, places, environments, processes, and events

Inference

Comparison

Cause & Effect

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GED Ready® Social Studies Score: 137

Areas for Improvement

- Using Numbers and Graphs in Social Studies
 - Analyze information from maps, tables, charts, photographs, and political cartoons
- Interpret, use and create graphs with appropriate labeling, and use the data to predict trends (Example: predict relationships or trends from scatterplots or line graphs)
- Expressing text into visual form (Example: charts, graphs, tables, etc.)

Yes—math has a role in Social Studies!

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Skills to Work On

- Determine the clearly stated details in primary and secondary sources, and use this information to make logical inferences or valid claims
- Determine the central ideas or information of a primary or secondary source document
- Determine the meaning of words and phrases used in a social studies context
- Determine the difference between fact and opinion in a primary or secondary source document
- Pull specific evidence from a document or other source to support inferences or analyses of given processes, events, or concepts
- Describe people, places, environments, processes, and events, and the connections between and among them
- Analyze cause-and-effect relationships, including those with multiple factors
- Recognize the difference between when one event or action causes another and when two or more events or actions are correlated with each other

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Additional Skills

- Analyze numerical and technical materials (for example, charts, research data) and written materials on a common topic
- Analyze information presented visually, for example, in maps, tables, charts, photographs, political cartoons, etc.
- Put numerical information found in a written source into tables, graphs and charts, and express numerical information in words
- Interpret, use and create graphs with appropriate labeling, and use the data to predict trends
- Show how dependent and independent variables are represented on a graph. Analyze and communicate how the variables are related to each other
- Calculate the mean, median, mode, and range of a set of data

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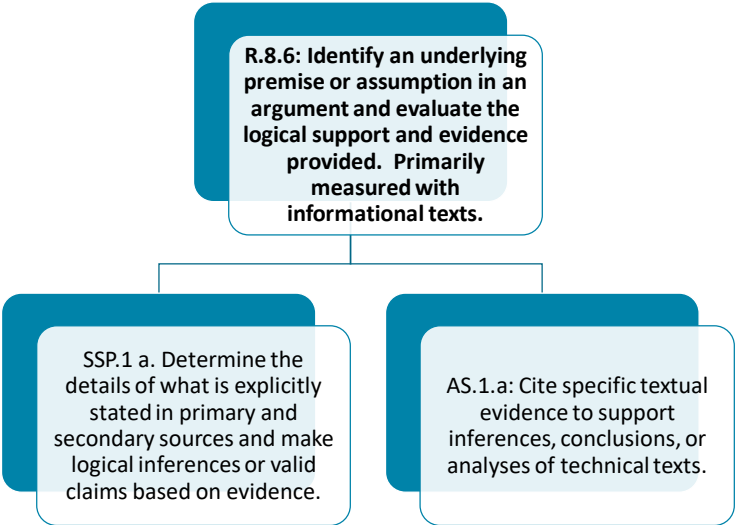
Diagnosis

- Conclusion: A “reluctant” reader
 - Transform into a proficient reader—being able to sort through the structure of text to extract important details, evidence, and facts
- Develop close reading skills (an essential)
- Practice engaging with Social Studies texts (noticing, wondering, questioning, relating, thinking, and on occasion, arguing)
- Practice “reading between the lines” (aka inference)

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Explore the Relationships



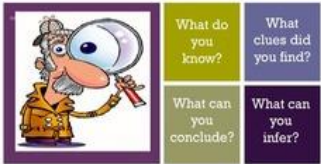
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How Do Good Readers Make Inferences?

They use:

- Word/text clues
- Picture clues
- Define unknown words
- Look for emotion (feelings)
- Use what they already know
- Look for explanations for events
- ASK themselves questions!



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Inference is Process-Driven

The alchemy of inference:

- Using active reading skills (beyond the basics)
- Engaging with the text and/or information presented
 - Questioning
 - Thinking critically
 - Making connections



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Teach Inference from Simple to Complex



Inference = Finding the Clues

From Simple to			Complex		
Pictures/ Advertisements	Comics	Sentences	Short paragraphs	Longer, more intricate passages – fiction/ mysteries	Longer, more intricate passages – nonfiction

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A Quick Example: Teaching with Comics

Sample Questions

1. What do you see?
2. What do you know about excuses on not having your homework done?
3. What does the student mean when he says, “I ate my homework.”?



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How Did Our Test-Taker Fare with Operational Testing?

- GED® Social Studies test score: 134
- The operational exam feedback identified the following areas as needing improvement
 - Reading for Meaning in Social Studies
 - Analyzing Historical Events and Arguments in Social Studies
 - Using Numbers and Graphs in Social Studies
- Sound familiar? It should...

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Questions for Reflection

What Can YOU Take Away from this Session?

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Questions to Ask Yourself...and Your Colleagues

- What are the key ingredients in skill development?
- What are some of the most effective ways to prompt persistence especially in students who struggle with reading, writing, or mathematical reasoning?
- How can I bring these elements to the classroom?

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A Few Takeaways...

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Key Takeaways

- One size doesn't fit all...and probably won't even fit most.
- Please unlearn the notion that there is ONLY one right way—whether it is writing, problem-solving, or thinking critically.
- Once is not enough—if that were true, we would have legions of experts!
- Flow with the plateaus—learning and skill development are not linear.
- Remember that *learning* is both iterative and integrative. This will enable you to expect the best and have your students deliver their best.

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“

Expect everything and attach to nothing.

”

— Carrie Campbell

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Questions?

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Thank you!

*Communicate with GED Testing Service®
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