GED® Student Cognitive Lab Findings and Instructor Advice on RLA ER

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Student Cognitive Lab Research Study

re: previous ER format
New ER Format
January 2019 release in English and Spanish

Why Are Students Still Struggling?

- Not utilizing an outline or plan from which to write
- Not taking a structured approach to the task
- Not writing enough to be scored (still!)
- Not fully utilizing the available time (45 minutes)

Text-based writing requires:
- Proficient reading skills (at a minimum)
- Organized thinking processes to enable analyzing and evaluating
- Ability to recognize and write about evidence
- A routine (an effective habit) that becomes a “go-to”
- Sufficient practice
From Struggling to Successful

<table>
<thead>
<tr>
<th>Struggling Writers</th>
<th>Successful Writers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan</strong></td>
<td></td>
</tr>
<tr>
<td>• Are unaware of purpose or process of writing</td>
<td>• Analyze the task</td>
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<tr>
<td>• Have little or no knowledge of the text structure of an essay</td>
<td>• Understand and apply all the elements of an essay</td>
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<tr>
<td>• Have difficulty developing plans and staying focused on the topic</td>
<td>• Create goals for their writing</td>
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<tr>
<td>• Experience greater writing anxiety and decreased motivation</td>
<td>• Develop plans to achieve their goals</td>
</tr>
<tr>
<td>• Experience greater writing anxiety and decreased motivation</td>
<td>• Discuss how and why a plan will work</td>
</tr>
<tr>
<td><strong>Organize</strong></td>
<td></td>
</tr>
<tr>
<td>• Produce fewer ideas</td>
<td>• Develop multiple ideas</td>
</tr>
<tr>
<td>• Fail to organize their thoughts</td>
<td>• Organize their ideas</td>
</tr>
<tr>
<td><strong>Draft/write</strong></td>
<td></td>
</tr>
<tr>
<td>• Plan what they are going to say as they write</td>
<td>• Write using an organized plan, but adjust goals when obstacles arise</td>
</tr>
<tr>
<td>• Use imprecise and nonspecific vocabulary</td>
<td>• Use vocabulary accurately</td>
</tr>
<tr>
<td>• Struggle to convey their thoughts, ideas, and opinions</td>
<td>• Experience fewer difficulties with the elements of an essay</td>
</tr>
<tr>
<td>• Write fewer sentences</td>
<td>• Generate sentences that support their ideas</td>
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<tr>
<td>• Focus on mechanics rather than on clarity and organization</td>
<td></td>
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<tr>
<td><strong>Edit and Revise</strong></td>
<td></td>
</tr>
<tr>
<td>• Experience problems with grammar, punctuation, and spelling</td>
<td>• Edit spelling, capitalization, and punctuation</td>
</tr>
<tr>
<td>• Place words and letters too close or too far from each other</td>
<td>• Make more content revisions</td>
</tr>
<tr>
<td>• Do not review and make correction</td>
<td>• Correct overall appearance</td>
</tr>
</tbody>
</table>

Evidence in Text Sources

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factual</td>
<td>Truthful statements that cannot be denied. Statements that the average person may know or which can be proven.</td>
</tr>
<tr>
<td>Statistics or Data</td>
<td>Numerical facts; can be presented in raw numbers, percentages, or fractions.</td>
</tr>
<tr>
<td>Examples or Anecdotes</td>
<td>Real-life situations, events, or experiences that illustrate a position; anecdotal stories that help explain an author’s claim.</td>
</tr>
<tr>
<td>Expert Testimony</td>
<td>The observations or conclusion of someone who is considered highly knowledgeable because he/she is an expert in a particular field of study or occupation; someone who has firsthand knowledge and experience.</td>
</tr>
<tr>
<td>Logical Reasoning</td>
<td>An explanation which draws conclusions that the reader can understand; a discussion which helps the reader understand or make sense out of facts or examples offered.</td>
</tr>
<tr>
<td>Emotional Appeal</td>
<td>Use of sympathy, fear, loyalty, etc. to persuade; manipulates the reader’s emotions – ethos, pathos, logos.</td>
</tr>
</tbody>
</table>
Setting the Claim (statement of stance)

**This . . .**

In the argument for daylight savings time, the pro daylight savings position is better supported because the research is more timely and reliable.

Between the two positions arguing whether or not Daylight Saving Time (DST) is useful in terms of energy consumption and safety, the argument in favor of DST is better supported because it uses more factual evidence.

**Instead of . . .**

They say daylight savings time is a great thing.

The changing to daylight saving time twice a year is quite confusing to a lot of people, especially at the time right before and after the change.

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Interact with Text – Analyze

| Purpose/Context | What is the text about?  
|                 | What type of text is it?  
|                 | What overall purpose does the text serve?  
| Author          | Who is the author of the text?  
|                 | What qualifies him/her to write on this subject?  
| Audience        | Where does the text appear?  
|                 | What does the author expect the reader to do or think based on the argument/information presented?  
| Proof/Evidence  | What type of evidence is provided? Is more than one type of evidence provided? Is evidence provided for both sides of an argument?  
| Organization/Structure/Style | What is the organization of the text? What is the tone? What type of sentence structure/complexity, figurative language, rhetorical questions are used?  

Analyze, (Evaluate), and Engage

This . . .

In the argument for daylight savings time, it seems that the pro daylight savings time position has won. The first article brings up several improvements in the daily lives of Americans which daylight savings time brings about. The article then uses studies and large scale research to support its position. In the second article, only smaller scale studies are used, and the writer uses arguments with no factual basis to support anti-daylight savings positions.

Instead of . . .

The changing to daylight saving time twice a year is quite confusing to a lot of people, especially at the time right before and after the change. A person can become upset when they forget to change their clock each time. More accidents can also happen in rushing, when you forget to change all of your clocks.

Keep it Simple!

- 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.

- 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.

- Write a closing that summarizes the position taken or restates the thesis statement in a different way.
Do these examples of summarization and personal information look familiar?

**Summarization**
If those are the arguments that are made, then people just need to be more responsible if they are having trouble adjusting with the time change.

**Personal Information**
Back when it was thought of it made sense – but times have changed and now its time to not have it.

Educators often work with both of these types of writing in the classroom. However, this is not the type of writing being assessed by constructed response on the RLA test.

New Scoring Tool!

**Extended Response Scoring Tool**
This tool guides you in assessing your students' Extended Response based on three tools and provides feedback in a printable report.

1. Download the principle and passage used in the AR (this is for you, not your students) you should be able to determine which one they were given.
2. Enter your students' name and test date (or date of response) to personalize their report.
3. For each tool, enter your student's response and select the AR descriptors that best describe the response (you will need the response at least three times).
4. Now the feedback report and print it to review with your student.

https://ged.com/educators_admins/teaching/classroom_materials/er_scoring_tools/
HOT TIP!

Teach Close Reading Strategies

Incorporate reading and writing into every classroom, every day.

The Link Between Reading and Writing

- Reading strategies should lead to writing
- Writing strategies should encourage further reading
Hot Tip!
What’s in your bag?!

- Enhanced Score Report
- Publisher’s Recommendations (Chapters/Pages)
- Performance Level Descriptors
- Assessment Target Comparison Chart
- High Impact Indicators
- Assessment Guide for Educators
  (Updated regularly)
- Educator Handbook – Recently updated
- Study Guides

GED.com Resource Links – Just Click!

Educators &Admins page
https://ged.com/educators_admins/program/

Free Classroom materials
https://ged.com/educators_admins/teaching/classroom_materials/
Here you find the Tutorials, the Free Practice Tests and all of the reference
guides to prepare your students. The Scoring tool is also here.

Teaching Resources
https://ged.com/educators_admins/teaching/teaching_resources/
This page is very useful for teachers to become familiar with the skills assessed
on the test and specifically the High Impact Indicators.

Professional Development
https://ged.com/educators_admins/teaching/professional_development/
Here are the webinars that teachers can watch to become familiar with many
different topics.
Access Online Reading Materials

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