

Educator Scoring Tool for GED Ready™ Social Studies Extended Response

This tool was designed to help teachers better understand how their students' responses to the Social Studies Extended Response (ER) task might be scored on the 2014 GED® test. The tool breaks down each dimension (or bulleted skill descriptor) in the Social Studies Multi-Trait Extended Response Scoring Rubric into several sub-dimensions that trained scorers may consider when determining a trait score for a test-taker's response. While the rubric itself was derived directly from career- and college-readiness instructional standards (such as the Common Core State Standards and others), these sub-dimensions have been created and vetted by expert educators to help describe the fine-grained components essential to writing well-constructed text-based arguments.

A couple things to keep in mind when using this tool:

- Each test-taker response will receive three scores—one for each of the three traits in the rubric. Though each trait is broken into multiple dimensions (in this tool we have provided even greater detail in the sub-dimensions), each trait score is actually determined holistically. That is, dimensions and sub-dimensions can balance each other. In other words, a response can demonstrate such a high level of skill with one dimension that it compensates for a somewhat lower level of skill with another dimension or vice versa. Each trait score is determined by the *quality* of the writing, not merely by the presence or absence of specific elements. For instance, a response that receives a score of 2 on Trait 1 (Creation of Arguments and Use of Evidence) may have a few elements that seem consistent with a 1-level response. However, because the response is so strong in other elements, it can still receive an on-balance score of 2 for Trait 1.
- The Educator Scoring Tool is intended to be an aid, helping you analyze your students' responses to the GED Ready™ - Social Studies Extended Response prompts in a manner similar to what trained scorers use. You may find that, as you become more familiar with the rubric, you can use this tool as a general guide but do not need to fully complete it for every test-taker response you score. With practice, you will most likely discover that you can quickly determine all three trait scores for a specific response by simply reading the response three times (in order to consider each of the traits separately).

Instructions:

Read each response at least once for each trait.

Then, select the sub-dimension descriptor that most accurately describes the response you are scoring.

Place a mark in the score box next to the appropriate sub-dimension descriptor.

To tabulate each trait score:

- 1) Give 2 points for each sub-dimension on which the response received a score of 2, give 1 point for scores of 1, and give 0 points for scores of 0. **Note:** In Social Studies, Trait 2 and Trait 3 are scored on a 0-to-1 scale, so responses will not receive scores of 2 on those two traits.
- 2) Tally the total number of points you have awarded.
- 3) Divide the total number of points by the number of sub-dimensions in the trait. **Note:** For the Social Studies Extended Response, Trait 1 has 14 sub-dimensions, Trait 2 has 9 sub-dimensions and Trait 3 has 15 sub-dimensions.

The number you find through this tabulation is likely to be a good indication of trait score the response should receive. However, you may find it helpful to step back and view the response as a whole one more time. Sometimes, a response is greater (or less than) the sum of its parts! Let your judgment as an experienced educator be your guide.

Trait 1: Creation of Arguments and Use of Evidence
Dimensions and Sub-dimensions

DIMENSION: Generates a text-based argument that demonstrates a clear understanding of the relationships among ideas, events, and figures as presented in the source text(s) and the historical contexts from which they are drawn (sub-dimensions below)	Sub-dimensions		Score 1		Score 2		
	Score 0						
	1	Put a mark in this column	makes no clearly-stated claims	Put a mark in this column	makes at least one clearly-stated claim or claims are strongly implied	Put a mark in this column	claims are explicit and clearly stated. There may be multiple explicit claims made
	2	if the test-taker earned a zero in this sub-dimension	attempted or vague claims are illogical and are not text-based	if the test-taker earned a one in this sub-dimension	at least one claim is logical and text-based, while other claims may be tied to the larger issue rather than to a close reading of the text itself	if the test-taker earned a two in this sub-dimension	claims are logical and based on a close reading of the text
	3		attempted or vague claims do not support an overall stance		implied or clearly-stated claims may support an overall stance. Stance may be vague, unclear or inconsistent		explicit claims support a clear and consistent stance
4		attempted or vague claims lack explanation such that the criteria for analyzing the issue or evaluating argumentation is unclear		at least one claim is explained such that the criteria for analyzing the issue or evaluating the argumentation is evident		Multiple claims are explained such that the criteria for analyzing the issue or evaluating the argumentation is evident	

	5		overall stance may lack connection to the prompt or deviate severely		overall stance is connected to the prompt. May wander off purpose occasionally and briefly.		overall stance is well-connected to the prompt and remains focused throughout the response
	6		may demonstrate minimal or no understanding of ideas, events and figures presented in the source texts		may demonstrate some understanding of the ideas, events and figures presented in the source texts, but analysis may be limited or partial		analysis of ideas, events and figures presented in the source texts is largely accurate and reflects an understanding of the enduring issue expressed
	7		may demonstrate no understanding of the historical context from which the source texts are drawn		may demonstrate minimal or inaccurate understanding of the historical contexts from which the source texts are drawn, or understanding of historical contexts may be minimally tied to the prompt		provides largely accurate and relevant information about the historical contexts from which the source texts are drawn in order to support overall stance
DIMENSION: Cites relevant and specific evidence from primary and secondary source text(s) that	8	Put a mark in this column	cites no pieces of evidence directly from the source text	Put a mark in this column	cites at least one piece of evidence from the source text	Put a mark in this column	multiple pieces of specific evidence are cited from the source text

adequately supports an argument (sub-dimensions below)	9	if the test-taker earned a zero in this sub-dimension	may include off-topic or tenuously tied information not drawn from the source text	if the test-taker earned a one in this sub-dimension	may include some on-topic historical information not drawn from the source text	if the test-taker earned a two in this sub-dimension	although some evidence will be drawn from outside knowledge of the historical context, the majority of the evidence cited is drawn directly from the source text
	10		any evidence from the source text that is cited minimally or does not support the claims and overall stance		evidence from the source text generally supports the claims and overall stance		evidence chosen is largely relevant and is used in service of the argument's overall stance and supports the internal claims
	11		sections of text may be copied from the source text with little or no commentary given		evidence chosen is commented upon, but commentary may be general, vague or tenuously tied to the overall argument		commentary on most pieces of cited evidence is provided, and commentary generally supports the overall stance
DIMENSION: Is well-connected to both the prompt and the source text (sub-dimensions below)	12	Put a mark in this column	the issue described in the source text is minimally or not analyzed	Put a mark in this column	the issue in the source texts is partially or simplistically analyzed	Put a mark in this column	the issue in the source texts is analyzed thoroughly and specifically
	13	if the test-taker earned a zero in this sub-dimension	the argumentation developed in the source texts is minimally or not evaluated	if the test-taker earned a one in this sub-dimension	the argumentation in the source texts is partially or minimally analyzed	if the test-taker earned a two in this sub-dimension	the validity of the argumentation in the source texts is evaluated thoroughly, citing specific techniques that the author uses to convey his or her message
	14		may demonstrate		analysis given may		analysis given is

			no understanding of the arguments given in the source texts		be limited or partially inaccurate		largely accurate and reflects clear understanding of the source texts
TOTALS		0 * x number of marks		1 * x number of marks		2 * x number of marks	
							Sum of total points to left
							FINAL TRAIT SCORE
							Divide total above by number of sub-dimensions (14)

Trait 2: Development of Ideas and Organizational Structure
Dimensions and Sub-dimensions

DIMENSION: Connection between details and main ideas (sub-dimensions below)	Sub-dimensions				
	Score 0		Score 1		
	1	Put a mark in this column	contains an unclear or no progression of ideas	Put a mark in this column	demonstrates a sensible progression of ideas (i.e. most ideas lead logically one to the next)
	2	if the test-taker earned a zero in this sub-dimension	details may be irrelevant to the main idea	if the test-taker earned a one in this sub-dimension	details are connected to the main idea
3		details may be absent		details are chosen to enhance logic and overall flow	

DIMENSION: Multiple ideas are elaborated upon (sub-dimensions below)	4	Put a mark in this column	ideas are insufficiently developed	Put a mark in this column	one or more ideas are developed and/or one idea may have multiple extensions
	5	if the test-taker earned a zero in this sub-dimension	ideas may be illogical	if the test-taker earned a one in this sub-dimension	the ideas are generally logical in relation to the source texts
	6		there is minimal or no elaboration on main ideas		multiple ideas are elaborated upon
DIMENSION: Purpose of the task (sub-dimensions below)	7	Put a mark in this column	uses an informal style	Put a mark in this column	establishes and maintains a formal style throughout the response
	8	if the test-taker earned a zero in this dimension	uses a tone inappropriate for the task (e.g. overly conversational or list-like in approach)	if the test-taker earned a one in this dimension	establishes and maintains an appropriate tone for on-demand academic writing
	9		demonstrates limited or no awareness of audience and purpose		demonstrates and maintains an awareness of audience and purpose of the task
TOTALS		0 * x number of marks		1 * x number of marks	Sum of total points to left
FINAL TRAIT SCORE					Divide total above by number of sub-dimensions (9)

Trait 3: Clarity and Command of Standard English Conventions*
Dimensions and Sub-dimensions

DIMENSION: General	Sub-dimen	Score 0	Score 1
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fluency that enhances clarity (sub-dimensions below)	sions				
	1	Put a mark in this column	sentence structures are largely repetitive and/or simplistic	Put a mark in this column	demonstrates varied sentence structure within a paragraph or paragraphs
	2	if the test-taker earned a zero in this sub-dimension	may contain multiple significant errors in subordination, coordination and parallelism	if the test-taker earned a one in this sub-dimension	demonstrates correct subordination, coordination and parallelism
	3		may contain frequent wordy and/or awkward constructions		avoids wordiness and awkward sentence structure
	4		transitional words and conjunctive adverbs are either absent, used inappropriately or do not contribute to overall clarity		uses transitional words, conjunctive adverbs and other words that support logic and clarity
	5		may contain multiple significant errors with run-on sentences, fused sentences and/or sentence fragments		avoids run-on sentences, fused sentences and sentence fragments
DIMENSION: Demonstrates adequate application of conventions (sub-dimensions below)	6	Put a mark in this column	may contain frequent errors with commonly confused words and homonyms, including contractions	Put a mark in this column	demonstrates understanding of the usages of commonly confused words and homonyms, including contractions

	7	if the test-taker earned a zero in this sub-dimension	may contain frequent errors with subject-verb agreement	if the test-taker earned a one in this sub-dimension	demonstrates appropriate application of subject-verb agreement
	8		may contain frequent errors with pronoun usage		demonstrates appropriate use of pronoun usage (e.g. pronouns and their antecedents agree, unclear pronoun references are avoided and pronoun cases are used properly)
	9		word order may be largely inappropriate or confusing		demonstrates correct word order and modifiers are placed correctly
	10	Put a marks in this column	may contain frequent errors with capitalization	Put a marks in this column	demonstrates proper use of capitalization (e.g. proper nouns, titles and the beginnings of sentences)
	11	if the test-taker earned a zero in this sub-dimension	may contain frequent errors with apostrophes	if the test-taker earned a one in this sub-dimension	demonstrates appropriate use of apostrophes with possessive nouns

	12		may contain frequent errors with punctuation		demonstrates appropriate use of punctuation (e.g. commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation)
DIMENSION: Standard language is at a level appropriate for on-demand draft (sub-dimensions below)	13	Put a mark in this column	contains severe and frequent errors in mechanics and conventions that interfere with comprehension	Put a mark in this column	may contain some errors in conventions, but they do not interfere with comprehension
	14	if the test-taker earned a zero in this sub-dimension	standard usage is at an unacceptable level for on-demand draft writing	if the test-taker earned a one in this sub-dimension	standard usage is appropriate for on-demand draft writing
	15		OR response is insufficient to demonstrate level of mastery over conventions and usage		
TOTALS		0 * x number of marks		1 * x number of marks	Sum of total points to left
FINAL TRAIT SCORE					Divide total above by number of sub-dimensions (15)

* Because test-takers will be given only 25 minutes to complete Extended Response tasks, there is no expectation that a response should be completely free of errors to receive a score of 1.