

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Writing	Cognitive Skill Level - Evaluation	Correlation to Framework - 01.09	Lesson Number - 18
<p>Activity Title - Understanding the Essay Scoring Process</p> <p>Goal/Objective</p> <p>To understand and use the GED 2002 Essay Scoring Rubric to personally evaluate the effectiveness of an essay.</p> <p>Lesson Outline Introduction</p> <p>Effective writing skills as essential at home and in the workplace. Students need to know how to effectively evaluate their own writing so they can make the necessary revisions. Understanding the standards included in the GED 2002 Essay Scoring Rubric will help students understand the scoring process and also provide them with a resource they can use to evaluate their own writing.</p> <p>Activity</p> <p>Write the following words on the board: inadequate, marginal, adequate and effective. Ask the students to define these words. You may want to use a real-life item such as a car for the students to define the words. Distribute copies of the GED 2002 Essay Scoring Rubric. Review with students the five standards by which an essay is judged. Distribute copies of sample essays that you feel fall into each of the categories. Have the students read the essays and give them their own score. Make sure students are prepared to defend their scores with specific comments.</p> <p>Debriefing/Evaluation Activity</p> <p>Have students present their scores for the various essays they reviewed. Have students present arguments as to why they scored each essay the way that they did—citing specific examples in the paper.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout—GED 2002 Essay Scoring Rubric • Sample essays • Paper and pencil
			<p>Extension Activity</p> <p>Have each student evaluate an essay that he/she has written using the rubric. Review with students the reasons he/she gave it a certain score. Discuss with the student ways to improve the essay. Have the student edit the essay and repeat the scoring process.</p>
<p>Real-Life Connection</p> <p>The word rubric may seem strange or confusing to students. However if students understand that a rubric is merely a set of criteria used to evaluate something they will have a better understanding of the term and its use. Explain that they use rubrics in everyday life when they select a movie based on its rating by the critics, when they eat in a restaurant because it has received good reviews, etc. Have students set up a 5 point rubric for evaluating their previous days lunch or dinner. 1 star, 2-star, etc.</p>			<p>ESE/ESOL Accommodations</p> <p>Pair students who need help with another student who will help them.</p> <p>Highlight important concepts in article.</p> <p>Color code the matrix, with a separate color for each level of essay so the student can more clearly focus on each area.</p>

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Area/Skill - LA, Writing	Cognitive Skill Level - Application	Correlation to Framework - 01.07	Lesson Number - 18
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Activity Title—Understanding the Essay Scoring Process

Introduction

Say: Effective writing skills are essential at home and in the workplace. It is important that you know how to effectively evaluate your own writing so you can make the necessary revisions. Understanding the standards included in the GED 2002 Essay Scoring Rubric will help you understand the scoring process when you take your GED Tests.

Main Activity

Write the following words on the board:

- inadequate
- marginal
- adequate
- effective

Ask the students to define the terms in their own words. You may want to use a real-life item such as a car for the students to define the words. *Ask:* If I said that my car is totally inadequate, what would that mean to you? Solicit key characteristics they would expect to find in an inadequate car, marginal car, etc.

Distribute copies of the GED 2002 Essay Scoring Rubric. Review with students the five standards by which an essay is judged. Distribute copies of sample essays written by students that you feel fall into each of the categories. Have the students read the essays and give them their own score. Make sure students are prepared to defend their scores with specific comments.

Debriefing/Evaluation Activity

Say: Now you will have an opportunity to present your findings to the class. In addition, you must be prepared to present the reasons for why you scored the paper the way you did. The rest of the students will have an opportunity to respond to your reasons and cite other reasons they may have. Discuss with students any areas of concern, such as over or under scoring the papers. Point out key components within the essay to support the “real” score that you have awarded each essay. Compare your essay scores with those of the students.

GED 2002 Essay Scoring Rubric

	4	3	2	1
	Effective	Adequate	Marginal	Inadequate
	Reader understands and easily follows the writer's expression of ideas.	Reader understands writer's ideas.	Reader occasionally has difficulty understanding or following the writer's ideas.	Reader has difficulty identifying or following the writer's ideas.
Response to the 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	Consistently controls sentence structure and the conventions of Edited American English (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 selections.	Exhibits weak and/or inappropriate words.