

High School Equivalency Assessment : Writing

We will begin shortly. Please make sure that you have **speakers** or **headphones** plugged in and the volume is turned **up** so you can hear the webinar.

This webinar will be recorded for future use.

Thank you!



INDIANA
ADULT EDUCATION



High School Equivalency Assessment

TASC & Writing



INDIANA
WORKFORCE
DEVELOPMENT
AND ITS **WorkOne** CENTERS

Table of Contents

1. TASC Information
2. Webb's Depth of Knowledge
3. Standards
4. Test Question Samples
5. Essay Information
6. Instructional Shifts

TASC Information

Section 1



TASC Evolution

Gradual movement to full rigor by 2016

2014 – TASC Lunches on January 2nd.

2015 – New item types will be introduced

2016 – Essay scored by artificial intelligence

***Mostly DOK
Levels 1-2***

***Mostly DOK
Levels 2-3***

***Mostly DOK
Level 3***



TEST ASSESSING
SECONDARY COMPLETION™

TASC Structure for 2014

Subject	Testing Time (minutes)	Number of Items and Item Types
Language Arts – Reading	70	50 Multiple Choice
Language Arts – Writing	110	50 Multiple Choice 1 Essay Prompt Based on 1-2 Passages
Mathematics	90	40 Multiple Choice 12 Gridded Response
Social Studies	70	47 Multiple Choice
Science	80	47 Multiple Choice

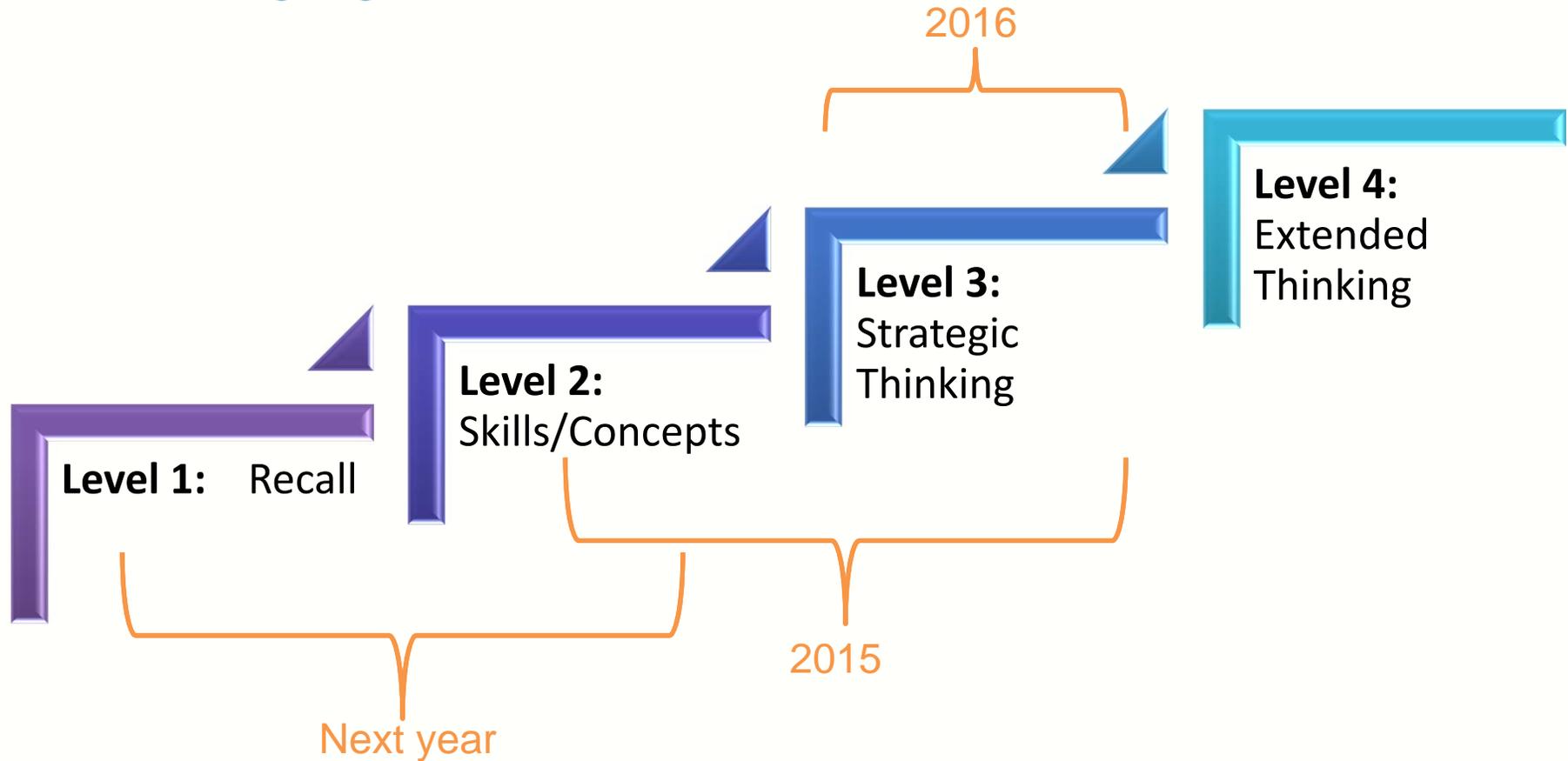
Webb's Depth of Knowledge

Section 2



Webb's Depth of Knowledge (DOK)

Increasing Rigor



Webb's DOK Question Stems – TASC 2014

DOK Level 1 (recall)

- Who discovered_____?
- Can you identify_____?
- Can you recall_____?
- Can you select_____?
- What is_____?
- How would you describe_?

DOK Level 2 (application)

- How would you classify___?
- How would you compare___?
- What did you notice about_?
- How would you summarize_?
- How would you compare and contrast_____?

Webb's DOK Question Stems

TASC 2015 and Beyond

DOK Level 3 (strategic thinking)

- What conclusions can you draw?
- **What is the best answer?**
- **What is your interpretation of the text? What is your rationale?**
- Can you predict the outcome if ____?

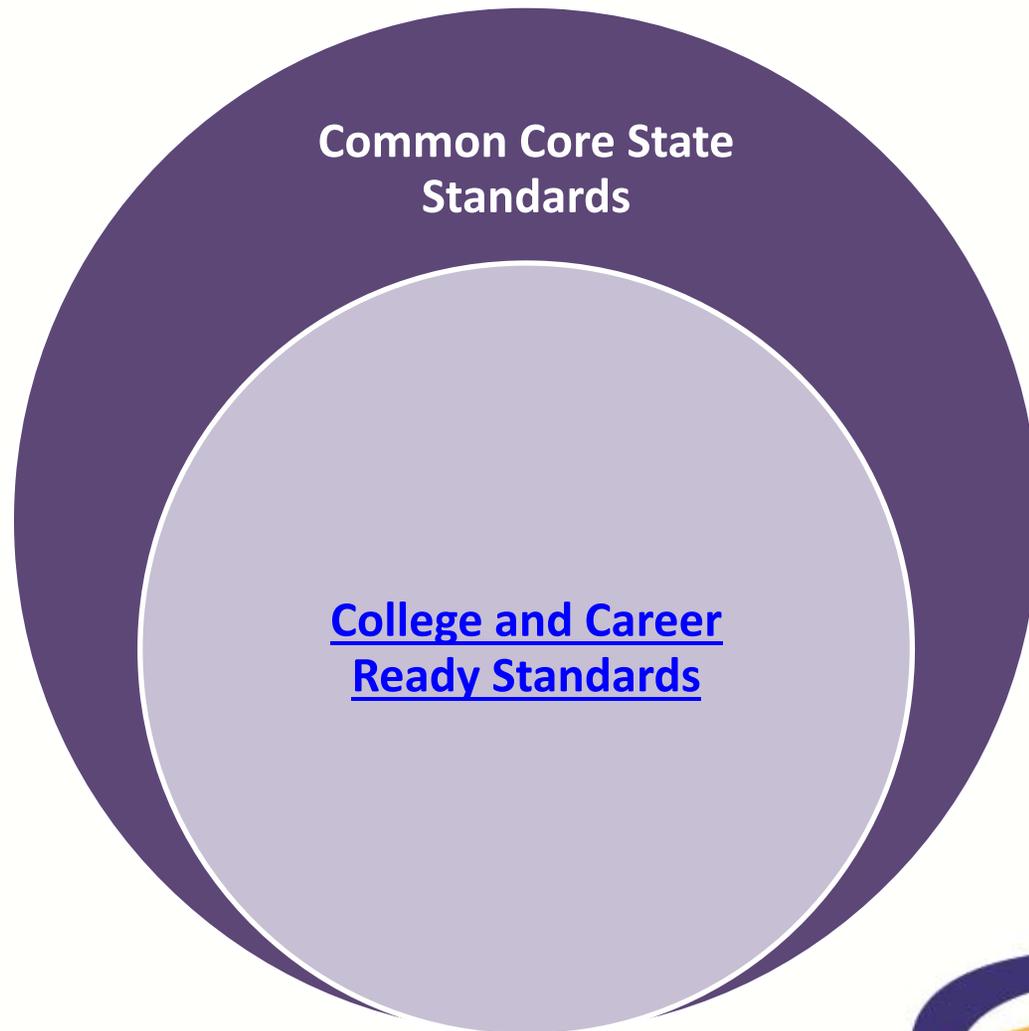
DOK LEVEL 4

- 
- Write a thesis statement.
 - Write a research paper on a topic.

Career & College-Readiness Standards Section 3



Language Arts & Math Standards



Understanding ELA Standards Labeling

RI: Reading Informational Text

RL: Reading Literature

RH: Reading Historical/Social Studies Text

RST: Reading Scientific and Technical Text

W: **Writing**

WHST: Writing for History/Social Studies,
Scientific and Technical Subjects

SL: Speaking and Listening

L: **Language**

RF: Reading Foundations

Two Strands of ELA Standards

Writing (W)

Language (L)

9 Anchor Standards

6 Anchor Standards

Within each anchor are
the actual standards





College & Career Readiness Standards

Writing Anchor Standards #1-5

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



College & Career Readiness Standards

Writing Anchor Standards #6-9

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.



College & Career Readiness Standards

Language Anchor Standards #1-3

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.



College & Career Readiness Standards

Language Anchor Standards #6-9

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

How

stion

Waiting for news about the flight delay, Sam looked for a quiet place in the noisy terminal to make a phone call. Jordan tried to find an outlet where she could plug in her computer.

Which revision most clearly combines the two sentences?

- A Waiting for news about the flight delay, Sam, while Jordan tried to find an outlet where she could plug in her computer, looked for a quiet place in the noisy terminal to make a phone call.
- B Waiting for news about the flight delay, Sam and Jordan looked for a quiet place in the noisy terminal to make a phone call and tried to find an outlet where she could plug in her computer.
- C Waiting for news about the flight delay, Sam looked for a quiet place in the noisy terminal to make a phone call, while Jordan tried to find an outlet where she could plug in her computer.
- D Wait

Answer: C
Standard: L.9-10.1b
DOK level: 2 (construct, modify)

How a Standard Relates to a Test Question

K-1

2-3

4-5

6-8

9-12

A	B	C	D	E
<p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>				
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). 	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>). b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). e. Form and use the past tense 	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). c. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. 	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns. c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague or unclear pronouns. e. Recognize variations from standard English in their own 	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (L.9-10.1)

How a Standard Relates to a Test Question

9-12

E
CCR Anchor 1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Use parallel structure.
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (L.9-10.1)

Standard: L.9-10.1b

L = Language

9-10 = Grade level

1 = Anchor 1

b = Actual standard

Summary of What Will be Assessed on Multiple Choice

<p>Ability to revise writing by applying knowledge of how language functions in different contexts (Language Anchor #3)</p>	<p>Making effective choices to convey meaning or style (Language Anchor #5)</p>	<p>Command of English grammar, usage, and conventions (Language Anchors #1 & #2)</p>	<p>Revising text structure and creating divisions and transitions to achieve more effective organization, unity/coherence and clarity (Writing Anchor #5)</p>
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Test Question Samples

Section 4



What Will These Questions Look Like?

- Edit sentences and paragraphs
- Revise paragraphs or the larger document by:
 - adding
 - removing
 - repositioningsentences or paragraphs

Sample Question

Which of these sentences includes a misspelled word?

- A** Bobby was ecstatic about heading into the city with his friends for a baseball game this weekend.
- B** He also reassured his brother that he would bring him an extraordinary souvenir from the ballpark's gift shop.
- C** The spring weather was already getting warm but had not become miserably hot yet—perfect weather for a baseball game!
- D** Bobby had promised his little brother that he would take pictures of some of the star players, as well as attempt to aquire their autographs.

Answer: D (acquire)

Standard: L.11-12.2b

DOK Level: 2 (use context clues)

Sa

There was an effortless with which Barry played his guitar, and it was making it appear as if he and his instrument had—because of something almost impossible to describe—miraculously merged together into a single, music-producing unit.

Which revision of the sentence best expresses the idea precisely and concisely?

- A He and his instrument were a miraculous music-producing unit, impossible to describe.
- B Miraculously merged together, Barry played his guitar with an effortless as if he and his instrument were a single, music-producing unit.
- C The effortless with which Barry played his guitar made it appear as if he and his instrument had miraculously merged into a single, music-producing unit.
- D There was an effortless with which Barry played his guitar, because of something almost impossible to describe, making it appear as if he and his instrument had miraculously merged together into a single, music-producing unit.

Answer: C (includes more info than A, but better-worded than B or D)

Standard: L.7.3a

DOK Level: 2 (interpret, distinguish, construct)

An everyday hero is the average person who responds out of a sense of urgency to a situation that demands immediate action. The everyday hero recognizes that complacency is not an option. Risk to self is considered, but generally only after the fact.

Which sentence best concludes this paragraph?

- A The world is filled with many different kinds of heroes.
- B The actions define the hero as a giver, touching humanity in the process.
- C The everyday hero is the next-door neighbor who rescues the child from the oncoming car.
- D The size of the risk taken is of no matter to the hero because there is little time to consider the consequences.

Answer: B

Standard: W.11-12.1e

DOK Level: 2 (concluding statements)

Read this excerpt of a draft of an essay. Then answer the questions.

¹All across the United States, there are cities known for their “specialty” dishes. ²Each dish has a unique flavor and story, and people travel from all across the country just to try it out. ³Chicago is famous for its deep-dish pizza. ⁴New York-style cheesecake is one of New York City’s claims to fame.

⁵Pat and Harry were born in South Philadelphia. ⁶Pat was born in 1907, and Harry was born nine years later. ⁷When Harry was but a lad of three, the family Olivieri transported themselves to Italy. ⁸The family stayed in Italy a short time before returning to Philadelphia. ⁹Harry took up carpentry. ¹⁰He worked after school. ¹¹He also worked at the Navy shipyard. ¹²Pat began building sleds. ¹³Harry and Pat wanted to earn a better living so they decided to open a hot dog stand and sell hot dogs at night. ¹⁴In 1930, the brothers opened a hot dog stand at the corners of 9th Street, Wharton Street, and Passyunk Avenue.

Item 5

Which sentence best completes the first paragraph in order to create a good transition between the two paragraphs?



Sample Question

Which sentence best completes the first paragraph in order to create a good transition between the two paragraphs?

- A** Philly cheesesteaks were invented by the Olivieri brothers.
- B** Pat and Harry Olivieri, who once lived in Philadelphia, invented the Philly cheesesteak.
- C** The Olivieri brothers invented the Philly cheesesteak in order to bring publicity to the city they called home.
- D** Thanks to two brothers, Pat and Harry Olivieri, Philadelphia has its own famous food as well: the Philly cheesesteak.

Answer: D

Standard: W.11-12.1e

DOK Level: 2 (understand transitions, connect using relevant ideas)

returning to Philadelphia. ⁹Harry took up carpentry. ¹⁰He worked after school.
¹¹He also worked at the Navy shipyard. ¹²Pat began building sleds. ¹³Harry and Pat



Which revision most effectively combines the ideas of Sentences 9 through 12 into one sentence?

- A** Because Pat built sleds, Harry worked at carpentry after school as well as at the shipyard.
- B** Pat built sleds, and Harry worked after school, taking up carpentry and working at the shipyard.
- C** The brothers worked after school at carpentry (Harry), at the shipyard (Harry), and at building sleds (Pat).
- D** Harry kept busy after school, taking up carpentry and working at the shipyard, while Pat began building sleds.

Answer: D

Standard: L.11-12.3

DOK Level: 2 (organize, modify, construct)

Essay Information

Section 5



Sa

There is an ongoing debate in the public domain as to whether free public libraries are still practical in today's world. What are the implications for society of a "free" public library system? Has the time come for cities to consider requiring patrons to pay a fee to use library services?

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the free library system. Be sure to use information from both texts in your argumentative essay.

Before you begin planning and writing, read the two texts:

1. The Worthwhile Investment in Free Public Libraries
2. Can We Afford "Free" Libraries?

As you read the texts, think about what details from the texts you might use in your argumentative essay. You may take notes or highlight the details as you read.

After reading the texts, create a plan for your argumentative essay. Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph.

Essay Grading

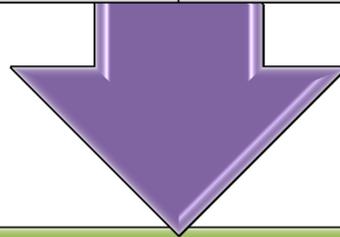
Writing Anchor #1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

4. The response is a well-developed essay that develops and supports an opinion or argument.

3. The response is a complete essay that develops and supports an opinion or argument

2. The response is an incomplete or oversimplified essay that develops and supports an opinion or argument.

1. The response provides evidence of an attempt to write an essay that offers an opinion or argument.



Writing Anchor #2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

4. The response is a well-developed essay that examines a topic and presents related information.

3. The response is a complete essay that examines a topic and presents information.

2. The response is an incomplete or oversimplified essay that examines a topic.

1. The response provides evidence of an attempt to write an essay that examines a topic.

Instructional Shifts

Section 6



Three ELA Shifts

Shift 1: Complexity

- Regular practice with complex text and its academic language

Shift 2: Evidence

- Reading, writing, and speaking grounded in evidence from text, both literary and informational

Shift 3: Knowledge

- Building knowledge through content-rich nonfiction



Shift 1: Complexity

Linked to ELA Language Anchor Standard 6:

Use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level

Demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression



Shift #2

Evidence:

Writing grounded in evidence from text,
both literary and informational

Linked to these
Writing Anchor
Standards:

#8

#9

Standard Details

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essay Question on the **writing** section will be comparing two non-fiction texts as we saw earlier

Will also be assessed in **science** via future constructed response items

Shift #3-Knowledge:
Building knowledge through content-rich nonfiction

Future “**technical**” subject matter will be assessed on the science and social studies sections after 2014.

Social studies will continue its obvious informational text emphasis.

More to come...

HSEA Webinars

- Friday, September 20 at 10-11:30am (EST) – Mathematics
- Local in-person trainings with Regional Trainers to happen Fall of 2013

October 25, 2013—Shifts Happen

- Focus on the instructional shifts associated with the standards
- Will provide instruction on how the shifts are seen in assessment items, classroom activities, and instructional methods

Resources



- **Writing-Specific Resources:**

- **Video on evidence-based writing:** <http://www.regentsreviewlive.net/new/>
- All subjects: <http://www.teacherspayteachers.com/>
- Background on evidence-based writing:
<http://education.jhu.edu/PD/newhorizons/Better/articles/Winter2011.html>

- **CCR Standards (OVAE)**

- <http://www.ed.gov/edblogs/ovae/2013/04/22/college-and-career-readiness-ccr-standards-for-adult-education/>

- **TASC Website**

- <http://www.ctb.com/ctb.com/control/ctbLndingPageViewAction?LndngPageId=52783>
 - TASC Writing Sample Questions:
 - http://www.ctbassessments.com/pdfs/TASC_WritingSampleTestItems.pdf
 - TASC Reading Sample Questions:
 - http://www.ctbassessments.com/pdfs/TASC_ReadingSampleTestItems.pdf

- **AmplifyAE**

- <http://www.amplifyae.org/high-school-equivalency-assessment>
 - Webinar recordings



Questions



Please Complete this Survey



https://www.surveymonkey.com/s/TASC_Writing_Survey

