HiSET 2016 Essay: Implications for Instruction

2015 HiSET Conference
New Orleans, LA
210pm-330pm

Shannon Allen
Literacy Assistance Center
Objectives

• Understand 2016 HiSET essay changes
• Experience and reflect upon CCRAE-aligned and evidence-based instructional strategies for teaching students to write extended responses to paired-texts using textual evidence
• Set intentions for the 2016 transition
Turn-and-Talk: Agree or Disagree?

1. Students must learn to write a 5-paragraph essay in order to be granted a good score.
2. Essays will not receive a good score if they contain grammatical or conventional errors.
3. We can only expect timed-essay prompts to generate good rough drafts.
4. Practice writing a passing GED/HiSET essay is good preparation for college and career.

<table>
<thead>
<tr>
<th>Same?</th>
<th>Changing?</th>
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<tbody>
<tr>
<td>120 minute test</td>
<td>Students can begin writing the essay at any time.</td>
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<tr>
<td>Persuasive essay with a minimum score of 2 to pass</td>
<td>New prompt. Students have to read two informational texts (~9(^{\text{th}}) GE/300 words) on opposite sides of a debate and then write an essay taking a position using evidence from texts.</td>
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<tr>
<td>6-point rubric</td>
<td>New scoring rubric</td>
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*Literacy Assistance Center, 2015*
HiSET 2016 Essay Prompt

Reading comprehension:
• Structure: How is the essay prompt text organized?
• Sequence: What are the directions?

Create HiSET essay prompts related to the paired texts you select. Click here to access the birthright citizenship sample and texts that I shared during the presentation.
## 2016 Essay Scoring Guide

<table>
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<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Weak</td>
<td>Limited</td>
<td>Partial</td>
<td>Adequate</td>
<td>Strong</td>
<td>Superior</td>
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**Official HiSET Writing Response Scoring Guide**

**LAC’s HiSET Rubric Adjusted for Instructors**

**Turn and talk:** How, if at all, do you use rubrics as instructional tools?
2016 Essay Checklist

- Central position or claim?
- Context provided with claims & counterclaims?
- Ideas are explained with reasons, examples, details, and evidence from texts?
- Introduction, Body, Conclusion?
- Transitions?
- Academic words and sentence variety?
- Formal and objective?
- Few errors?
HiSET Informational Texts

- Reading: 40%
- Social Studies: 100%
- Science: 100%
- Writing Part 1 (M/C): 80-100%
- Writing Part 2 (Essay): 100% (paired Pro/Con essays)

Find online reading resources here.
Birthright Citizenship Paired Texts

• What grade-equivalent level do you think each text is written at and why do you think this?
• What reading comprehension activities will help students understand these texts?
• Which vocabulary would you work with for each text and why those words?
• What are some cross-disciplinary opportunities for these paired texts?
Implementing the CCRAE

Literacy “Instructional Shifts”

1. Engage students in regular practice with complex texts and their academic language.

2. Read, write, and speak grounded in evidence from texts, both literary and informational.

3. Build knowledge through content-rich nonfiction.
Implications for Instruction? Read, Read, Write!

• Teach students to read like detectives and write like investigative reporters.
• Write about what you read across disciplines!
• Read, speak, and write about paired-informational texts often.
• **Teach students to avoid plagiarism** (Purdue OWL).
How do we teach students to write in conversation with texts?

• Rubrics & Study of Models
• Note-taking while reading (T-Charts)
• Teach the Writing Process using Mnemonics & Graphic Organizers
• Writing Frames
Birthright Citizenship Lesson

Civil War and Reconstruction Unit

1. Quick Write
2. Get the GIST for each text
3. Teacher created essay prompt
4. Teach persuasive writing strategies using STOP + DARE + SCAN mnemonic

Literacy Assistance Center, 2015
Quick Write

3-5 mins.

All children born in the US are automatically granted citizenship, regardless of their parents’ citizenship. Do you think this is good or bad for the United States? Why?
Get the GIST

• 15 words or less for each paragraph or section of text.

• Combine all paraphrases into a final summative GIST statement consisting of 20 words or less.
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<thead>
<tr>
<th>STOP</th>
<th>Suspend judgement</th>
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<tbody>
<tr>
<td></td>
<td>Take a side</td>
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<tr>
<td></td>
<td>Organize your ideas</td>
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<td></td>
<td>Plan more as you write</td>
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<table>
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<tr>
<th>DARE</th>
<th>Develop a topic sentence</th>
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<td></td>
<td>Add supporting details</td>
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<td></td>
<td>Reject the other side</td>
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<td></td>
<td>End with a conclusion</td>
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<tr>
<th>SCAN</th>
<th>Sense?</th>
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<tbody>
<tr>
<td></td>
<td>Connections?</td>
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<tr>
<td></td>
<td>Need to say more?</td>
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<td></td>
<td>Errors?</td>
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Argumentative Writing Frame

There is a lot of discussion about whether...The people who support...claim that....They also argue that...A further point they make is...

On the other hand, there are also strong arguments against this point of view. Opponents of...believe...They say that...Furthermore they claim that...

After weighing both sides of the debate about..., it is clear that ...because...
**Turn & Talk: Reflect & Set Intentions**

**Resources**
- HiSET prompts & prompt templates
- Paired informational text sources
- HiSET Rubrics or Checklists
- Sample essays

**Strategies**
- Quick Write
- Note-taking while reading
- Using rubrics/checklists to evaluate student work or for peer review
- (and) Study of Models
- STOP + DARE + SCAN
- Argumentative Writing Frame

*Literacy Assistance Center, 2015*
“THE SECRET OF CHANGE IS TO FOCUS ALL OF YOUR ENERGY, NOT ON FIGHTING THE OLD, BUT ON BUILDING THE NEW.”

— SOCRATES
Thank you!

Shannon Allen
Literacy Specialist

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212-803-3303
The LAC is proud to serve as ETS’s official professional development and technical assistance partner for programs in states and territories that have adopted the HiSET® assessment.
Who We Are and What We Do

The LAC is a New York City-based non-profit professional development and technical assistance organization dedicated to building the capacity and improving the quality of adult literacy and out-of-school youth programs. Since 1983, the LAC has been working to strengthen and expand adult education programs serving educationally disadvantaged and economically marginalized communities.
The LAC’s team of professional developers can address a range of topics, including:

- The College and Career Readiness Standards for Adult Education
- Evidence-based instructional practices for adult educators
- Instructional design for HiSET® success
- Literacy instruction integration across the curriculum
- Instructional strategies & resources for the 2016 essay
- How to break the habit of teaching only procedural mathematics
- How to identify the core concepts behind math skills
- Integrating technology and social media into HiSET® instruction
- Spanish HiSET®
- The Next Generation Science Standards and the HiSET® Science test
The LAC’s professional development team can provide a range of services, including:

- conference presentations
- Workshops and workshop series
- certificate bearing courses
- instructional coaching
- program consulting
- webinars
- and curriculum development
LAC's HiSET projects in 2015

• In July, Tennessee asked us to present on the College and Career Readiness for Adult Education and Social Studies instruction during their 2015 Academy for Instructional Excellence state conference.

• In August, Louisiana asked us to present on College and Career Readiness for Adult Education and best practices in Content Literacy, Writing and Mathematics during their annual state conference.

• In October, Maine asked us to present a full-day session on the 2016 changes to the Writing test and how to adapt instruction to teachers and program directors across the state. We will provide a follow-up webinar to workshop participants in late January.
Shannon Allen
Literacy Specialist

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Shannon has worked in the field of adult education since 2002 and has expertise in the College and Career Readiness Standards, the new high school equivalency exams, and literacy instruction. Shannon worked as a curriculum developer for the NYC Mayor’s Office of Adult Education and as a GED instructor in NYC and Philadelphia. Shannon holds a master’s from Teachers College, Columbia University, and is working on completing her doctorate in the City University of New York Graduate Center’s Urban Education program.
Cynthia Bell
Numeracy Specialist

CynthiaB@lacnyc.org

Cynthia is a member of the Adult Numeracy Network. She received her bachelor’s degree from Florida International University and completed her master’s at the Steinhardt School of Education at New York University. She began teaching the reading, writing, and mathematics sections of the SAT and subsequently transitioned into teaching ABE, pre-GED, and GED mathematics. Cynthia has taught HSE and college transition mathematics with a particular focus on standards-based instruction.
Lizelena Iglesias
Science & Spanish
HSE Specialist

Lizelena holds a B.S. in Biology from Havana University, a Master's of Education from Framingham State University and an International Baccalaureate Certification. In her native country of Cuba, she worked in the National Botanical Garden as well as the National Museum of Natural History. Thereafter she spent seven years teaching science and math overseas. In New York she transitioned into teaching and developing curricula for the Spanish high school equivalency exams, more recently integrating the Next Generation Science Standards into HSE science instruction.