

The 2014 GED® Test – Social Studies

Extended Response Resource Guide for Adult Educators

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Overview and Introduction to West Virginia State Board of Education v. Barnette Resource Materials

This guide has been assembled by GED Testing Service to help adult educators increase their understanding of and skill in scoring the Extended Response (ER) questions on the 2014 GED® Test – Social Studies. Using these resources will help you to identify the various qualities and attributes of ER responses at the full range of score points for each of the three traits on the rubric, which, in turn, will help you to focus your writing instruction for test-takers who will be taking the 2014 GED® test. Using these materials will also help you in scoring responses that test-takers provide you as part of their preparation for the test in taking GED Ready™: The Official Practice Test. GED Ready™ is accompanied by the Educator Scoring Tool for GED Ready™ (<http://www.gedtestingservice.com/2014testresources>), which can help you score test-taker responses. This guide, as a supplement to the Educator Scoring Tool, is intended to increase your facility with and accuracy in scoring ER items for the 2014 GED® test - Social Studies.*

The materials in this guide are based on a publicly-released ER item that appears on the 2014 GED® program free practice test (<http://www.gedtestingservice.com/freepracticetest>), based on an excerpt and a letter dealing with the court case known as “*West Virginia State Board of Education v. Barnette*.” This stimulus material and its associated prompt (which are incorporated into this guide) were part of an extensive field-testing process that each of the questions on the 2014 GED® test went through in 2012. The responses that you will see in this guide are actual writing samples written by adult test-takers in response to the stimulus material and prompt on *West Virginia State Board of Education v. Barnette*. These writing samples were generated under standardized computer-based testing administration conditions that replicated the conditions of actual operational GED® testing on computer in all respects (e.g., instructions provided to test-takers, tools available to test-takers, time allotment, etc., were identical to authentic testing conditions). All of the characteristics of the responses, including spelling, paragraphing, and spacing, have been left exactly as originally written and submitted by the test-takers. The responses also appear here exactly as they appeared to the educator Subject Matter Experts (SMEs) who determined the range of responses for each score point, and to the expert human scorers who provided the final certified scores for the responses. The annotations that are presented to enhance your understanding of the score each response received were also written by SMEs.

Scoring of each response is conducted one trait at a time. That is, three separate sets of scorers evaluated each response, each group reviewing one trait. Therefore, you will see three different sets of exemplar responses or “anchor sets” – one for each trait. Of course, when you score your own test-takers’ responses, you will be reading each one three times in order to evaluate it for the different characteristics listed in each trait.

* Note: The ER scoring tool is meant to be used as a guide to scoring, but once you become more familiar with the dimensions and sub-dimensions, you will be able to score writing samples holistically, without fully following the tool. There is no expectation that you will use the tool for EVERY response that you score, and the materials in this guide should help you begin to gain the skills at evaluation of writing that you will need to effectively score extended responses first with the tool and later, without relying on it.

2014 GED® Program Free Practice Test – Social Studies – Item #16

The following pages present the textual stimulus and the prompt for the *West Virginia State Board of Education v. Barnette* Extended Response from the 2014 GED® program free practice test (question 16).

Stimulus Material

Excerpt

All too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will, to be rightful, must be reasonable; that the minority possess their equal rights, which equal laws must protect, and to violate which would be oppression.

- Thomas Jefferson, 1801

Letter

June 15, 1943

To the Editor:

Students and teachers across this land say the pledge of allegiance each day to honor a republic committed to liberty and justice for all. That commitment was reaffirmed yesterday by the Supreme Court's ruling in *West Virginia State Board of Education v. Barnette*. The ruling struck down as unconstitutional West Virginia's directive that schoolchildren must daily salute the flag while reciting the pledge of allegiance or face expulsion. The Barnettes challenged the compulsory salute and pledge because it conflicts with their religious beliefs as Jehovah's Witnesses. Even so, the Court did not make its ruling based on freedom of religion. Instead, the decision was based, in large part, on freedom of speech.

Our Constitution places certain rights beyond the reach of government officials and beyond the reach of what the majority likes. The freedom of speech is certainly such a right. Yesterday's ruling not only affirmed the freedom of speech but expanded it to include the right not to speak. The court has made clear that the government cannot force people to say things they do not believe.

As our nation fights a worldwide war, it is natural to seek the reassurance that comes from a shared sense of patriotism. As a society, we have looked to our public schools to help develop a love of country in our young people. But do we want patriotism that is “demonstrated” by government-mandated expressions of allegiance by test-takers (or any citizen)? Of course we do not!

We want a nation which commands our love and respect because the government does not infringe on personal beliefs and protects the rights of all citizens. Yesterday’s ruling helps ensure that that is the type of nation in which we and our children will live!

- Amelia Parsons
Wheeling, West Virginia

Prompt

In your response, develop an argument about how the author’s position in her letter reflects the enduring issue expressed in the excerpt from Thomas Jefferson. Incorporate relevant and specific evidence from the excerpt, the letter, and your own knowledge of the enduring issue and the circumstances surrounding the case to support your analysis.

Social Studies Extended Response Answer Guidelines

The guidelines below are presented to test-takers as a tool within the testing environment to remind them of the elements and attributes of argumentation, organization, language usage, etc., that should be incorporated into their responses to the ER prompt.

Extended Response Answer Guidelines for Social Studies

Please use the guidelines below as you answer the Extended Response question on the Social Studies test. Following these guidelines as closely as possible will ensure that you provide the best response.

1. **You will have up to (but no more than) 25 minutes to complete this task.** However, don't rush through your response. Be sure to read through the passage(s) and the prompt. Then think about the message you want to convey in your response. **Be sure to plan your response before you begin writing.** Draft your response and revise it as needed.
2. As you read the quotation and the passage, think carefully about the **enduring issue** expressed in the quotation given. An **enduring issue** reflects the founding principles of the United States and is an important idea that people often grapple with as new situations arise.
3. When you write your essay, be sure to
 - ☐ **develop an argument** about how the ideas expressed by the author of the passage are related to the excerpt or quotation that is presented first
 - ☐ **support your explanation** with multiple pieces of evidence, **using ideas from both the quotation or excerpt and the passage**
 - ☐ **incorporate your own knowledge** of the topic's background and historical context into your response
 - ☐ **answer the prompt directly** by staying focused on the passage and the quotation or excerpt throughout your response
 - ☐ **build your main points thoroughly**
 - ☐ **put your main points in logical order** and tie your details to your main points
 - ☐ **organize your response carefully** and consider your **audience, message, and purpose**
 - ☐ **use transitional words and phrases** to connect sentences, paragraphs, and ideas
 - ☐ **choose words carefully** to express your ideas clearly
 - ☐ **vary your sentence structure** to enhance the flow and clarity of your response
 - ☐ **reread and revise your response** to correct any errors in grammar, usage, or punctuation

Social Studies ER Rubric – Trait 1

The Social Studies Extended Response Rubric for Trait 1 appears below:

Social Studies Extended Response Scoring Rubric

Score	Description
Trait 1: Creation of Arguments and Use of Evidence A	
2	<ul style="list-style-type: none">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 Bcites relevant and specific evidence from primary and secondary source text(s) that adequately supports an argument Cis well-connected to both the prompt and the source text(s) D
1	<ul style="list-style-type: none">generates an argument that demonstrates an understanding of the relationships among ideas, events, and figures as presented in the source text(s)cites some evidence from primary and secondary source texts in support of an argument (may include a mix of relevant and irrelevant textual references)is connected to both the prompt and the source text(s)
0	<ul style="list-style-type: none">may attempt to create an argument but demonstrates minimal or no understanding of the ideas, events and figures presented in the source texts or the contexts from which these texts are drawncites minimal or no evidence from the primary and secondary source texts; may or may not demonstrate an attempt to create an argument.lacks connection either to the prompt or the source text(s)

Non-scorable Responses (Score of 0/Condition Codes)

Response exclusively contains text copied from source text(s) or prompt

Response demonstrates that the that test-taker has read neither the prompt nor the source text(s)

Response is incomprehensible

Response is not in English

Response has not been attempted (blank)

Note: The annotations to the rubric, A through D, appear on the next page of this guide.

- A** For Trait 1, test-taker responses are scored according to the criteria outlined in three bullets, each of which represents a distinct **dimension** or **quality of writing** that contributes to the creation of arguments and use of evidence. Each score point describes the same three dimensions, but at varying levels of mastery. Responses may exhibit qualities indicative of more than one score point. For instance, a response may contain a logical text-based argument (a 2-point response), but the evidence cited may include both relevant and irrelevant references (a 1-point response). When a response shows mixed evidence of proficiency level with regard to the three dimensions of Trait 1, it will receive a score that reflects a balanced consideration of each quality, with no one dimension weighted more than the others.
- B** The first dimension relates to writing a rhetorical argument about the connection between the two source texts. Responses that score highly will bring the test-taker's own content knowledge of the enduring issue referenced in the quotation and/or the event and context referenced in the passage to bear on his or her stance. Responses that receive a lower score may rely on summarizing the source texts, discussing the test-taker's own experiences with the topic, or addressing whether or not the test-taker agrees with the positions taken in the texts.
- C** The second dimension focuses on using information from source text(s) to support the test-taker's claims or assertions. Higher scoring responses cite multiple pieces of text-based evidence in support of the writer's assertions. Higher scoring responses will incorporate evidence more effectively and feature arguments more closely focused on the source texts. At lower score points, the prevalence of summary and evidence drawn from a test-taker's personal experience may be more pronounced.
- D** The third dimension focuses on the degree to which the response reflects the task given in the prompt and integrates information from the source text into it. While responses that argue the test-taker's opinion are acceptable, test-takers who focus more specifically on the task outlined in the prompt and establish an argument based on a close reading of the source text will be more likely to score higher on this dimension. Higher scoring responses will link both texts to the development of an argument about how the position taken by the author of the passage reflects the enduring issue presented in the quotation.

Trait 1 Guidelines for Score Point 0

Trait 1 of the Social Studies Extended Response Rubric focuses on whether the test-taker can compose an effective argument and use text-based evidence to support his or her argument. Because this complex set of skills is new to the GED® test, the following guidance is provided to help educators understand more clearly what a score point of 0 on Trait 1 means, based on the rubric.

Responses receiving a score of 0 are not blank, off-topic, or otherwise unscorable (when test-takers submit responses that fall into one of the categories of unscorable responses, which are listed below each rubric trait, their score reports will reflect the category into which their response fell). Rather, the score point of 0 reflects that though the test-taker has attempted a response (i.e., the response shows evidence that the test-taker has, indeed, read either the passage, its accompanying prompt or both), the response does not provide adequate observable evidence of the skills described in the rubric. General guidelines to help you understand when to assign the score point of 0 on Trait 1 are provided below.

Overall, responses that receive scores 0 show a great deal of variety. Remember:

- In order to score higher than a 0, the response must do more than merely pull quotations directly from the stimulus material. That is, to fulfill the rubric requirement of citing evidence, the evidence cited must support the overall message the test-taker is attempting to convey, and must be analyzed in some way.
- Responses at all score points may (or may not) explicitly state an opinion. However, in order to score higher than a 0, responses must analyze the issue at hand *or* the quality of the argumentation through which both sides of the issue are presented and the connection between the ideas in the stimulus source texts.
- Some responses may be composed primarily of simple summary of the passage. Summary alone, with no commentary upon the text are insufficient to receive a score higher than 0.
- While scoring, try to avoid skimming for key words or excerpts from the passage. How well the test-taker uses excerpts from the passage to support his or her overall argument is just as important as whether the response includes specific citations from the written source at all. Sometimes it's tempting to reward a response that includes information or interesting anecdotes from the test-taker's own experience. However, this task requires test-takers to engage with the text provided and to demonstrate their level of skill with creating a text-based argument. Therefore, while references to personal experience do not "count against" the test-taker, they must be considered "white noise" and should generally be ignored.
- Some 0s are obvious. In fact, some 0s may seem much lower in quality than Anchor Response 1 below.

Social Studies ER Trait 1 Anchor Responses and Comments

Test-taker anchor responses with annotated comments for Trait 1 appear below and continue through page 19.

Text from the responses quoted within the annotated comments for each passage is highlighted in yellow in both the comments and the test-taker response to help you to more easily identify key pieces of evidence or aspects of an argument used by the test-taker.

Test-taker Anchor Response 1 – Score: 0 [Trait 1]	Annotation
<p>There is a difference in the faces of The United States, and like so, there is a difference in the religions they believe in. While this country was founded on the Christian believe of one God, to the point that "In God We Trust" is on the 25 cent piece, we should allow (as it says in the Constitution) others freedom of speech and freedom of religion. If someone doesn't want to say "... under God ..." in the Pledge of Allegiance because they do not pray to the Christian God, then they should not be forced to. This nation is the place to be for freedom and opportunity, and if a few are denied those things, and then what is this country really valuing?</p> <p>Certainly not the rights of all the people, but only some of the people. People will say or not say whatever they do please, and one person cannot violate the rights of another in this country, therefore they should not ever attempt to.</p>	<p>This very brief response attempts an argument that is only minimally connected to the ideas in the letter ("While this country was founded on the Christian believe of one God If someone doesn't want to say'...under God...'in the Pledge of Allegiance. , .. then they should not be forced to.").</p> <p>It demonstrates no understanding of the ideas, events, and figures as presented in the source texts, and it cites no evidence from either of the source texts, relying instead on statements of the writer's own opinions ("This nation is the place for freedom and opportunity, and if a few are denied those things, then what is this country really valuing?"). The response lacks connection to both the prompt and the source texts.</p> <p>Therefore, Response 1 earns a score of 0 for Trait 1.</p>

Test-taker Anchor Response 2 – Score: 0 [Trait 1]	Annotation
<p>Ms. Parsons from Wheeling, West Virginia does a good job of defending the Supreme Court decision to strike down as unconstitutional the in her state that said children must also salute the flag while of allegiance or be expelled from school.</p> <p>In 1801 Thomas Jefferson said that the will of the majority in all cases is to prevail yet be rightful and majority. In all cases is to prevail yet be rightful and reasonable and that the minority has equal rights and that the laws must protect their rights as well as the majority.</p> <p>In West Virginia a couple challenged the compulsory salute to the flag when saying the pledge of allegiance in direct conflict with their religious beliefs.</p> <p>The Supreme Court, when taking into consideration this law used the freedom of speech amendment more so than the freedom of religion.</p> <p>Our Constitution places certain rights beyond the reach of government officials as well as beyond the reach of what the majority likes. In this ruling, it affirmed our right to freedom of speech as well as including the right to not say anything. Our government cannot and should not try to force people to say or do things that are in direct conflict with their belief system.</p> <p>Yes, there needs to be Patriotism. I am a believer in and grew up with my hand on my heart as a respect to the flag as we said the pledge of allegiance as a group. The words we uttered were real; they were a part of who we are as a people and as a nation for us to break that tradition really saddens me. I am sorry; if you are in the United States of America ... you are a citizen of United States of America. Nothing should stand in your way of being an American. Saying the pledge of allegiance and respecting the flag are a couple ways of proving allegiance to this great country.</p>	<p>In the first five paragraphs of this response the writer provides a summary of the two source texts but does not generate an argument that demonstrates an understanding of the connection between the two texts. The presentation of ideas from the texts in the first part of the response is not evidentiary.</p> <p>The remainder of the response is comprised of statements about the writer’s opinions and personal experience (“Yes, there needs to be Patriotism. I am a believer in and grew up with my hand on my heart as a respect to the flag as we said the pledge of allegiance as a group.”) This response is not sufficiently connected to the prompt.</p> <p>Therefore, Response 2 earns a score of 0 for Trait 1.</p>

Test-taker Anchor Response 3 – Score: 0 [Trait 1]	Annotation
<p>The minority possess their equal rights, which equal laws must protect.</p> <p>Our Constitution places certain rights beyond the reach of government officials and beyond the reach of what the majority likes.</p> <p>The ruling that was struck down in West Virginia Stated that school children must daily salute the flag while reciting the pledge of allegiance or face expulsion. That ruling violates our Constitutional right of freedom of speech.</p> <p>Freedom of speech includes the right not to speak. That right has the same protection as the right to speak.</p> <p>We want a nation which commands our love and respect because the government does not infringe on personal beliefs and protects the rights of all citizens.</p>	<p>This brief response is composed of a series of quotations and paraphrases from each of the source texts. This cited evidence is not, however, used to support a discernible argument that addresses the prompt or demonstrates understanding of the ideas in the texts. Thus, the response lacks connection to the prompt.</p> <p>Therefore, Response 3 earns a score of 0 for Trait 1.</p>

Test-taker Anchor Response 4 – Score: 1 [Trait 1]	Annotation
<p>The author, Amelia Parsons, addresses the issue of reciting the pledge of allegiance and saluting the flag in school. She speaks of not only how it is their right to not salute the flag while reciting the pledge of allegiance if they do not want to, but how it is principal that the country accept this notion because our nations "commands our of all citizens." She states that patriotism is important, especially during a worldwide war, but it should not be demonstrated by mandations of students, especially when they, as a minority, do not agree with the belief behind the gesture.</p> <p>Thomas Jefferson makes this same notion which can be seen in his quote. He respects the rights of the minority by stating that the minority possess their equal rights, which equal laws must protect, and to violate which would be oppressed.</p> <p>Parsons correctly reflects Thomas Jefferson's beliefs in her own by appealing to these practices.</p>	<p>This relatively brief response provides an argument that "Parsons correctly reflects Thomas Jefferson's beliefs." The writer cites evidence from the letter in the first paragraph ("The author, Amelia Parsons...speaks of not only how it is their right to not salute the flag while reciting the pledge of allegiance if they do not want to, but how it is principal that the country accept this notion because our nations 'commands our love and respect because the government does not infringe on personal beliefs and protects the right of all citizens.' She states that patriotism is important, especially during a worldwide war, but it should not be demonstrated by mandations of students, especially when they, as a minority, do not agree with the belief behind the gesture.") and from the Jefferson quotation in the second paragraph.</p> <p>Overall, this response provides an argument that demonstrates understanding of the texts and the relationship between the two, cites some textual evidence, and is connected to both the prompt and the source texts.</p> <p>Therefore, Response 4 earns a score of 1 for Trait 1.</p>

Test-taker Anchor Response 5 – Score: 0 [Trait 1]	Annotation
<p>Amelia Parson's letter reflects upon Thomas Jefferson's quote about how minorities cannot be mob ruled if we are to truly be free.</p> <p>Amelia talks about West Virginia State Board of Education v. Barnette, in which children were mandated to pledge allegiance to the flag. She rightfully stated sided with the dissenters.</p> <p>Amelia says "Our Constitution places certain rights beyond the reach of what the majority likes. The freedom of speech is such a right."</p> <p>Jefferson would certainly agree with this, since he firmly believed that the minority have an equal level of rights that are to be protected. Having such rights so far outside the realm of public or private hands helps to ensure that we all have as close to fair treatment as possible.</p> <p>Amelia talks about our nation fighting in World War 2, and that patriotism in these times is a great sense to share with one another. However, she has the clarity to see that mandating allegiance is not patriotism at all. Jefferson would most likely agree with this, since he believed that infringing on these rights was considered oppression.</p> <p>Amelia says "We want a nation which commands our love and respect because the government does not infringe on personal beliefs and protects the rights of all citizens."</p> <p>Amelia has the clarity to see that people love a place where they can be themselves, and will fight for it. This is exactly the type of foundation that Jefferson had fought for years ago.</p>	<p>The writer's argument that "Amelia Parson's letter reflects upon Thomas Jefferson's quote about how minorities cannot be mob ruled if we are to truly be free," demonstrates understanding of the enduring issue of minority rights in tension with majority rule and how that issue is reflected in the letter.</p> <p>The writer cites evidence from both source texts throughout the response, perhaps most effectively in the fifth paragraph ("Amelia talks about our nation fighting in World War 2, and that patriotism in these times is a great sense to share with one another. However, she has the clarity to see that mandating allegiance is not patriotism at all. Jefferson would most likely agree with this, since he believed that infringing on these rights was considered oppression.").</p> <p>While this response is connected to both the prompt and the source texts, it is not <i>well-connected</i> to the prompt because it does not include outside information from the writer's own knowledge of the enduring issue or the broader historical context of the Court's decision. The writer's simple reference to "World War 2" is not adequate for this purpose.</p> <p>Therefore, Response 5 earns a score of 1 for Trait 1.</p>

Test-taker Anchor Response 6 – Score: 1 [Trait 1]	Annotation
<p>Thomas Jefferson's statement indicates that, though the majority be the country's deciding force, its stance cannot be just if that stance oppresses citizens of differing opinions; that minority viewpoints are no less deserving of consideration; and that if, in administering its decision, the many quash the needs and voices of the few, they are guilty of oppression.</p> <p>Amelia Parson's letter makes an excellent model for the importance of this compromise. She recognizes that the majority (school officials, schoolchildren, and their families) willingly pledge their allegiance daily to a glorified piece of cloth, and that their enthusiasm is understandable to her, when taking into account the events in which the nation was involved (World War II). She goes on to address that, despite these valid points and the culture's need for solidarity, institutionally-mandated shows of patriotism can and do force the minority which, for reasons of their own determination, do not wish to participate in such puppet shows, to lay aside their Constitutionally-defended right to choice of belief (and how to demonstrate that belief) in favor of a hollow rite.</p> <p>Jefferson's words (particularly the adjective "sacred") imply that it is the majority's responsibility not to wield the power of their numbers to corral the minority opinion-holders into false obeisance, be it through ignorance or intent. Should the majority discard this vital principle, the result, no matter the justification, is oppression of the small. A body, nation, or state that allows such tyranny (as Amelia points out) is not the nation which its citizens have been raised to respect.</p>	<p>The writer of this response presents an argument that demonstrates an understanding of how the enduring issue of minority rights is reflected in both of the source texts. After summarizing Jefferson's views about the balance between majority rule and minority rights in the first paragraph, the writer states, "Amelia Parsons's letter makes an excellent model for the importance of this compromise." The response provides relevant and specific evidence from the Jefferson quotation in the first and last paragraphs ("Thomas Jefferson's statement indicates that, though the majority will ultimately be the country's deciding force, its stance cannot be just if that stance oppresses citizens of differing opinions ... ") and from the Parsons letter in the second and third paragraphs ("[Amelia Parsons] recognizes that the majority . . . willingly pledge their allegiance daily She goes on to address that ... institutionally mandated shows of patriotism can and do force the minority [who] ... do not wish to participate...to lay aside their Constitutionally defended right ... ").</p> <p>The response is connected to both the prompt and the source texts, but it does not include information beyond what is presented in the texts about the enduring issue or the broader historical context of the court case, so it is ineligible for a score of 2.</p> <p>Therefore, Response 6 earns a score of 1 for Trait 1.</p>

Test-taker Anchor Response 7 – Score: 2 [Trait 1]	Annotation
<p>Thomas Jefferson states very clearly, and without faltering, that while the country will be represented by the desires of the majority, that the rights of the minority will not be infringed upon in the process. The Ms. Parsons demonstrates that the country continues to uphold this principle almost 150 years after Thomas Jefferson made that statement.</p> <p>In the issue at hand the United States Supreme Court struck down a mandate that all students recite the Pledge of Allegiance and salute the flag each morning. In some situations, such as in the case of the Jehovah's Witnesses, saying the Pledge while saluting the flag violates their religious beliefs, and so therefore of religion. However, it was not ruled to be a violation of their freedom of religion, but rather of their freedom of speech, to say or not say what they desired.</p> <p>There is nothing wrong with asking children to say the Pledge of Allegiance, as pointed out by the author. It is wrong, nevertheless, to require that this be done under penalty of punishment. It resonates with Nazi idealisms of the time, that you would salute Hitler and obey the Nazi regime or face death or internment. We as a people were appalled by these revelations, but West Virginia, in their desire to prove the patriotism of their students, attempted to take the United States one step closer to this fanaticism. Despite that, the Supreme Court struck down the law and prevented one of the most basic freedoms we as Americans hold dear from being trampled upon by a majority opinion.</p>	<p>The writer of this response generates an argument that demonstrates a clear understanding of how the enduring issue of minority rights expressed in the excerpt from Thomas Jefferson is reflected in the Parsons letter ("Thomas Jefferson states very clearly . . . that while the country will be represented by the desires of the majority, that the rights of the minority will not be infringed upon in the process. The letter submitted by Ms. Parsons demonstrates that the country continues to uphold this principle almost 150 years after Thomas Jefferson made that statement.").</p> <p>The writer cites evidence from the letter to support the analysis in the second and third paragraphs of the response (example: ". . . the United States Supreme Court struck down a mandate that all students recite the Pledge of Allegiance and salute the flag each morning. In some situations, such as in the case of the Jehovah's Witnesses, saying the Pledge while saluting the flag violates their religious beliefs, and so therefore their freedom of religion. However, it was not ruled to be a violation of their freedom of religion, but rather of their freedom of speech, to say or not say what they desired.").</p> <p>Additionally, the response includes information from the writer's own knowledge of the broader historical context to support the argument ("It resonates with Nazi idealisms of the time, that you would salute Hitler and obey the Nazi regime or face death or internment."). As a whole, this response is well-connected to both the prompt and the source texts.</p> <p>Therefore, Response 7 earns a score of 2 for Trait 1.</p>

Test-taker Anchor Response 8 – Score: 2 [Trait 1]	Annotation
<p>The connection between Ms. Parson's stance and the belief expressed by Mr. Jefferson is surprisingly obvious, and a tribute to both writers – Mr. Jefferson primarily, of course, as his work in making such a slippery concept simple enough that an entire nation may grasp it.</p> <p>The idea, in short, is that the Majority rules - but without overruling the Minority. Ms. Parsons certainly understands how this has been incorporated into our government, stating, "Our constitution places certain rights beyond ... the reach of what the majority likes." True as that is, it pales beside the more emotion-based, "We want a nation which commands our love and respect because the government does not infringe on personal beliefs and protects the rights of all citizens."</p> <p>Both writers believed this was at the core of our nation's success in self-governance. Jefferson had the belief before the fact, enough to play midwife during the nation's birth. Amelia Parsons had the advantage of history, though she, too, could draw from current events; her letter dates from the depth of American involvement in World War during the summer of 1943.</p> <p>While often overlooked, the importance of time and history on such beliefs cannot be overstated, as their intent is to create a better future. Though not expressly said, that belief in the future is reflected in both statements, ties them closely and echoes the events that have shaped the country.</p> <p>As a nation, we've fought amongst ourselves since the Continental Congress for equal rights for all; our bloodiest war, the Civil War, had its roots there, and many a metropolis burned during the summers of 1967 and 1968 for this.</p> <p>But we keep trying. We don't stop until we get it right... and, even then, we fight to defend those rights. This is the truest, subtlest saying hidden in the words of both the Famous Man and the near-unknown Lady from West Virginia that makes those words so similar.</p>	<p>The writer of this response generates an argument that "The connection between Ms. Parson's stance and the belief expressed by Mr. Jefferson is surprisingly obvious The idea, in short, is that the Majority rules - but without overruling the Minority."</p> <p>This argument incorporates evidence from Jefferson's quote and demonstrates understanding of the enduring issue of minority rights under majority rule. The writer a cites evidence from the letter, primarily in the second paragraph ("Miss Parsons certainly understands how this has been incorporated into our government, stating, 'Our constitution places certain rights beyond ... the reach of what the majority likes.' [and] 'We want a nation which commands our love and respect because the government does not infringe on personal beliefs and protects the rights of all citizens.'").</p> <p>Further, the response includes information from the writer's own knowledge and understanding of the enduring issue ("As a nation, we've fought amongst ourselves since the Continental Congress for equal rights for all; our bloodiest war, the Civil War, had its roots there, and many a metropolis burned during the summers of 1967 and 1968 for this.").</p> <p>Overall, this response is well-connected to both the prompt and the source texts.</p> <p>Therefore, Response 8 earns a score of 2 for Trait 1.</p>

Test-taker Anchor Response 9 – Score: 2 [Trait 1]	Annotation
<p>A government action that breaches Constitutional rights would most certainly spark outrage in popular opinion. However, if that action happens to be refusing to say the Pledge of Allegiance, the tides turn, for now the victim is the one being "disloyal" to the United States. Although not saying the Pledge of Allegiance would, in most cases, be a sign of disrespect towards this country and frowned upon by most people, freedom of speech protects citizens from being forced to say something they don't believe in.</p> <p>In this letter to the editor, Amelia Parsons applauds the Supreme Court's ruling in <i>West Virginia State Board of Education vs. Barnette</i> that it is unconstitutional for West Virginia's schools to make students recite the pledge of allegiance or be expelled. The <i>Barnettes</i> refused because of religion, but, as Parsons points out, the ruling was mostly based around freedom of speech, or freedom to not speak.</p> <p>Thomas Jefferson was very clear that it is important to protect the rights of the minority, and any violation of this would lead to oppression. As outrageous as it may be to watch the Westboro Baptist Church protest at soldiers' funerals, or your neighbor burning a flag, their rights as minorities are protected in the Constitution. The same applies to these students; although they are the minority opinion, they must also have freedom of speech and the freedom of keeping silent about something they do not believe in with no fear of punishment. For those of us who still aren't convinced, what if one day we were in the minority? Would we want our rights to be protected then?</p>	<p>This response provides an argument that demonstrates a clear understanding of the ideas presented in both of the source texts and makes a strongly implied connection between the two. The argument is introduced in the opening paragraph ("Although not saying the Pledge of Allegiance would, in most cases, be a sign of disrespect towards this country and frowned upon by most people, freedom of speech protects citizens from being forced to say something they don't believe in.").</p> <p>The writer cites evidence from the Parsons letter in the second paragraph ("In this letter to the editor, Amelia Parsons applauds the Supreme Court's ruling in <i>West Virginia State Board of Education vs. Barnette</i> that it is unconstitutional for West Virginia's schools to make students recite the pludge of allegiance or be expelled. The <i>Barnettes</i> refused because of religion, but, as Parsons points out, the ruling was mostly based around freedom of speech, or freedom to not speak.") and from the Jefferson excerpt in the third paragraph ("Thomas Jefferson was very clear that it is important to protect the right of the minority, and any violation of this would lead to oppression.").</p> <p>The response also provides relevant information from the writer's own knowledge and understanding of the enduring issue ("As outrageous as it may be to watch the Westboro Baptist Church protest at soldiers' funerals, or your neighbor burning a flag, their rights as minorities are protected in the Constitution.").</p> <p>As a whole, this rather succinct response is well-connected to both the prompt and both of the source texts.</p> <p>Therefore, Response 9 earns a score of 2 for Trait 1.</p>

Social Studies ER Rubric – Trait 2

The Social Studies Extended Response Rubric for Trait 2 appears below:

Score	Description
Trait 2: Development of Ideas and Organizational Structure E	
1	<ul style="list-style-type: none">• Contains a sensible progression of ideas with understandable connections between details and main ideas F• Contains ideas that are developed and generally logical; multiple ideas are elaborated upon G• Demonstrates appropriate awareness of the task H
0	<ul style="list-style-type: none">• Contains an unclear or no apparent progression of ideas• Contains ideas that are insufficiently developed or illogical; just one idea is elaborated upon• Demonstrates no awareness of the task

Non-scorable Responses (Score of 0/Condition Codes)

Response exclusively contains text copied from source text(s) or prompt

Response demonstrates that the test-taker has read neither the prompt nor the source text(s)

Response is incomprehensible

Response is not in English

Response has not been attempted (blank)

Note: The annotations appear below.

E The three bullets, or dimensions, in Trait 2 must be considered together to determine the score of any individual response. No one dimension is weighted more than any other. Each score point describes the same dimensions, but at varying levels of mastery.

F The first dimension focuses on how well the response is organized and how effectively the response builds from one idea to the next. Though paragraphs may lend structure to many responses, it is possible for a well-organized, logical, non-paragraphed response to receive a high score. However, responses that contain circular, list-like, or scattered organizational structure, as well as those that do not fully integrate effective transitions between ideas, often indicate a lower score point. High-scoring responses will maintain coherence and a sense of progression that aid in conveying the writer's central thesis.

G The second dimension relates to the depth and breadth of explanation exhibited in the response. While support for ideas should come from the source texts (like Trait 1), fully developed ideas often contain multiple extensions that build upon assertions. High-scoring papers will tend to contain multiple ideas that are fully elaborated upon and help articulate a central thesis. Responses that develop ideas insufficiently, unevenly, or illogically fall into a lower score range with regard to this dimension.

H The third dimension is associated with how well the response demonstrates an understanding of audience and purpose. Higher scoring responses will establish and maintain a formal style and objective tone while attending to the norms and conventions of argumentative writing.

Social Studies ER Trait 2 Anchor Responses and Comments

Test-taker anchor responses with annotated comments for Trait 2 appear below and continue through page 26.

Text from the responses quoted within the annotated comments for each passage is highlighted in yellow in both the comments and the test-taker response to help you to more easily identify elements of writing evaluated in Trait 2 used by the test-taker.

Test-taker Anchor Response 10 – Score: 0 [Trait 2]	Annotation
<p>The minority possess their equal rights, which equal laws must protect.</p> <p>Our Constitution places certain rights beyond the reach of government officials and beyond the reach of what the majority likes.</p> <p>The ruling that was struck down in West Virginia Stated that school children must daily salute the flag while reciting the pledge of allegiance or face expulsion. That ruling violates our Constitutional right of freedom of speech.</p> <p>Freedom of speech includes the right not to speak. That right has the same protection as the right to speak.</p> <p>We want a nation which commands our love and respect because the government does not infringe on personal beliefs and protects the rights of all citizens.</p>	<p>This brief response contains an unclear progression of ideas, largely due to the placement of the third paragraph on the Supreme Court decision.</p> <p>The response contains multiple ideas, but none are developed ("Our Constitution places certain rights beyond the reach of government officials and beyond the reach of what the majority likes... Freedom of speech includes the rights not to speak. That right has the same protection as the right to speak. We want a nation which commands our love and respect because the government does not infringe on personal beliefs and protects the rights of all citizens.").</p> <p>The response demonstrates appropriate awareness of the purpose of the task (formal, objective, argumentative writing).</p> <p>Therefore, Response 10 earns a score of 0 on Trait 2.</p>

Test-taker Anchor Response 11 – Score: 0 [Trait 2]	Annotation
<p>The author, Amelia Parsons, addresses the issue of reciting the pledge of allegiance and saluting the flag in school. She speaks of not only how it is their right to not salute the flag while reciting the pledge of allegiance if they do not want to, but how it is principal that the country accept this notion because our nations "commands our love and respect because the government does not infringe on personal beliefs and protects the right of all citizens." She states that patriotism is important, especially during a worldwide war, but it should not be demonstrated by mandations of students, especially when they, as a minority, do not agree with the belief behind the gesture.</p> <p>Thomas Jefferson makes this same notion which can be seen in his quote. He respects the rights of the minority by stating that the minority possess their equal rights, which equal laws must protect, and to violate which would be oppressed.</p> <p>Parsons correctly reflects Thomas Jefferson's beliefs in her own by appealing to these practices.</p>	<p>The response contains an unclear progression of ideas (Parsons to Jefferson back to Parsons). Although the response contains multiple ideas, only one developed idea is developed ("She speaks out of not only how it is their right to not salute the flag while reciting the pledge of allegiance if they do not want to, but how it is principal that the country accept this notion because our nations 'commands our love and respect because the government does not infringe on personal beliefs and protects the right of all citizens.'").</p> <p>The response demonstrates appropriate awareness of the purpose of the task (formal, objective, argumentative writing).</p> <p>Therefore, Response 11 earns a score of 0 on Trait 2.</p>

Test-taker Anchor Response 12 – Score: 0 [Trait 2]	Annotation
<p>The author says that freedom of speech is a guaranteed right of all citizens even if they are students. In the Constitution the freedom of speech is a given right. There are things that the government cannot without from citizens. With saying the of allegiance, it does run into the freedom of speech, some may not believe in saying the pledge of allegiance because they might not believe in what the pledge stands for. Also it can run into religious beliefs, as did the case West Virginia State Board of Education v. Barnette, with the Barnettes being Jehovah's Witnesses. The Jehovah's Witnesses religion do not believe in God. The pledge of allegiance has the phrase, "God", and since the Barnette are Jehovah's Witnesses, if they are to recite the pledge, they are going against their religion. "The Court has made clear that the government cannot force people to say things they do not believe." With the Constitution, you have the freedom of religion. The Court having the ruling on freedom of speech, it still will have violated the Barnettes religion. The equal rights to all, the speech, "to be rightful, must be reasonable; that the minority possess their equal rights, which equal laws must protect..." This giving the right to protect each one's religion and their rights, freedom of speech and religion.</p> <p>The author talks about the school system helps young kids develop the love of our country, which is true at times. But if we are to show the kids a wrong doing then they will continue to believe in that wrong. As Jefferson," ... Which equal laws must protect, and to violate which would be oppression." If the government goes behind the Constitution, then the government is sending the young kids a wrong message. That kids and citizens do not have any rights or freedom as to which they believe in when they learn this from school. The author," We want a nation which commands our love and respect because the government does not infringe on personal beliefs and protects the rights of all citizens."</p>	<p>The response contains a very unclear progression overall ("With the Constitution, you have the freedom of religion. The Court having the ruling on freedom of speech, it still will have violated the Barnettes religion. The Constitution gives equal rights to all, the speech, "to be rightful, must be reasonable; that the minority possess their equal rights, which equal laws must protect..." and "This giving the right to protect each one's religion and their rights, freedom of speech and religion.").</p> <p>The response demonstrates appropriate awareness of the purpose of the task (formal, objective, argumentative writing).</p> <p>Although the response contains developed ideas, the complete lack of a clear overall sense of progression prevents the response from rising to a scorepoint of 1.</p> <p>Therefore, Response 12 earns score of 0 for Trait 2.</p>

Test-taker Anchor Response 13 – Score: 1 [Trait 2]	Annotation
<p>Thomas Jefferson expressed in 1801 that all people, including those in the minority, should have "equal rights, which equal laws must protect" and anything less would be oppression; he considered this to be a "sacred principle". In Amelia Parsons' 1943 Letter to the Editor, more than 100 years after Thomas Jefferson expressed his opinion on the subject, she details the exact same sentiments about a court decision that had just taken place. In <i>West Virginia State Board of Education v. Barnette</i>, the Supreme Court ruled that children would not be forced to say the pledge of allegiance if they did not want to. Apparently, the decision did not stem so much from the Court's desire to protect freedom of religion, but rather to protect freedom of speech. As Amelia states in her letter, "[the] ruling not only affirmed the freedom of speech but expanded it to include the right not to speak". The Court ruling in favor of American's right to not speak was a powerful decision. This ruling declared that the American government is not allowed to force Americans to say something that they don't want to say, regardless of their reasons. Because this case was ruled under a desire to maintain freedom of speech rather than freedom of religion, those who choose not to speak do not have to explain themselves; those who choose not to say the pledge of allegiance do not have to prove that they're of a religion that forbids it. To paraphrase Amelia, although an individual may not say the pledge of allegiance it does not mean that they do not respect and love their country; rather they love their country because they don't have to say it.</p>	<p>The response contains a clear progression of ideas (comparing Jefferson's ideas and Parsons' ideas on minority rights then exploring the Supreme Court decision on minority rights) and clearly connects the two main ideas. The response contains two ideas that are sufficiently elaborated upon ("Thomas Jefferson expressed in 1801 that all people, including those in the minority, should have "equal rights, which equal laws must protect" and anything less would be oppression; he considered this to be a "sacred principle". In Amelia Parsons' 1943 Letter to the Editor, more than 100 years after Thomas Jefferson expressed his opinion on the subject, she details the exact same sentiments about a court decision that had just taken place.").</p> <p>The response also demonstrates appropriate awareness of the purpose of the task (formal, objective, argumentative writing).</p> <p>Therefore, Response 13 earns a score of 1 for Trait 2.</p>

Test-taker Anchor Response 14 – Score: 1 [Trait 2]	Annotation
<p>Amelia Parson's letter reflects upon Thomas Jefferson's quote about how minorities cannot be mob ruled if we are to truly be free.</p> <p>Amelia talks about West Virginia State Board of Education v. Barnette, in which children were mandated to pledge allegiance to the flag. She rightfully stated sided with the dissenters.</p> <p>Amelia says "Our Constitution places certain rights beyond the reach of government officials and beyond the reach of what the majority likes. The freedom of speech is such a right."</p> <p>Jefferson would certainly agree with this, since he firmly believed that the minority have an equal level of rights that are to be protected. Having such rights so far outside the realm of public or private hands helps to ensure that we all have as close to fair treatment as possible.</p> <p>Amelia talks about our nation fighting in World War 2, and that patriotism in these times is a great sense to share with one another. However, she has the clarity to see that mandating allegiance is not patriotism at all. Jefferson would most likely agree with this, since he believed that infringing on these rights was considered oppression.</p> <p>Amelia says "We want a nation which commands our love and respect because the government does not infringe on personal beliefs and protects the rights of all citizens."</p> <p>Amelia has the clarity to see that people love a place where they can be themselves, and will fight for it. This is exactly the type of foundation that Jefferson had fought for years ago.</p>	<p>The response contains a sensible, though not exemplary, progression of ideas, mainly focusing on a description of Parsons' letter and how Jefferson and Parsons' agree. Each idea is sufficiently elaborated upon to receive a score point 1. The first three paragraphs constitute one idea and the final four paragraphs constitute a second idea. Paragraph breaks, or lack of paragraph breaks, should be ignored in this trait.</p> <p>This succinct response also demonstrates appropriate awareness of the purpose of the task (formal, objective, argumentative writing).</p> <p>Therefore, Response 14 earns a score of 1 for Trait 2.</p>

Test-taker Anchor Response 15 – Score: 1 [Trait 2]	Annotation
<p>Thomas Jefferson says that "the minority possess their equal rights ... and to violate which would be oppression." The author of the letter to the editor has a position that agrees with Thomas Jefferson. She says that having a freedom to speak to speak." She also has the position that people should be able to love and respect the government only if they want to.</p> <p>As one of Jehovah's Witnesses, I know how difficult it is for the young ones in the congregation to take a stand for our beliefs. Some teachers feel very strongly that they must put "a love of country in our young people" by mandating they say the pledge of allegiance every morning. Because of their strong beliefs, teachers may try to force the young witnesses to say "things they don't believe" as Amelia Parsons says in her letter. This would infringe on the young students' right "not to speak." Forcing them to do so would break Jefferson's belief that protecting the minority's right would be oppression.</p> <p>Pledging allegiance to the flag of the United States of America is not done by Jehovah's Witnesses because it would be committing idolatry against Jehovah. Jehovah is a "God exacting exclusive devotion" (Exodus20:4,5), and by saying that you are allying yourself with a flag representing a nation you are saying that the flag is more important than Jehovah. Idolatry is the worship of anything other than God, which includes images. Also, idolaters are included in the group of people that will not inherit God's kingdom. Therefore, Witnesses love Jehovah, and ally themselves with his kingdom, instead of a flag.</p> <p>As a Witness of Jehovah, I do appreciate the court's ruling in West Virginia State Board of Education v. Barnette because it allows me the ability to keep silent when speaking would harm my relationship with Jehovah, and be contrary to my beliefs. Even though the majority does not agree with me, my rights are protected by the Constitution, and to deny that, would go against the belief of one of America's founding fathers, that to not protect the minority's rights, and to in fact violate them, "would be oppression."</p> <p>The letter written to the editor goes along with Jefferson's excerpt very well. The last paragraph says "the government does not infringe on personal beliefs and protects the rights of all citizens" which includes Jefferson's minority. In the case mentioned in Ms. Parsons' letter, the minority was Jehovah's Witnesses. Our rights are equal.</p>	<p>The response contains a sensible progression of ideas with understandable connections. Each idea is well developed, logical, and elaborated upon, including Jefferson's and Parsons' ideas ("The author of the letter has a position that agrees with Thomas Jefferson."), the rights of Jehovah's Witnesses as a minority rights in relation to the pledge of allegiance ("Forcing them to do so would break Jefferson's belief that protecting the minority's right would be oppression. Pledging allegiance to the flag of the United States of America is not done by Jehovah's Witnesses because it would be committing idolatry against Jehovah."), and personal constitutional protection ("Even though the majority does not agree with me, my rights are protected by the Constitution").</p> <p>In addition, the response demonstrates appropriate awareness of the purpose of the task (formal, objective, argumentative writing).</p> <p>Therefore, Response 15 earns a score of 1 for Trait 2.</p>

RLA ER Rubric – Trait 3

The Social Studies Extended Response Rubric for Trait 3 appears below:

Score	Description
Trait 3: Clarity and Command of Standard English Conventions J	
1	<ul style="list-style-type: none"> demonstrates adequate applications of conventions with specific regard to the following skills: K <ol style="list-style-type: none"> frequently confused words and homonyms, including contractions subject-verb agreement pronoun usage, including pronoun antecedent agreement, unclear pronoun references, and pronoun case placement of modifiers and correct word order capitalization (e.g., proper nouns, titles, and beginnings of sentences) use of apostrophes with possessive nouns 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) demonstrates largely correct sentence structure with variance from sentence to sentence; is generally fluent and clear with specific regard to the following skills: L <ol style="list-style-type: none"> correct subordination, coordination and parallelism avoidance of wordiness and awkward sentence structures usage of transitional words, conjunctive adverbs and other words that support logic and clarity avoidance of run-on sentences, fused sentences, or sentence fragments standard usage at a level of formality appropriate for on-demand, draft writing. may contain some errors in mechanics and conventions, but they do not interfere with understanding* M
0	<ul style="list-style-type: none"> demonstrates minimal control of basic conventions with specific regard to skills 1 – 7 as listed in the first bullet under Trait 3, Score Point 1 above demonstrates consistently flawed sentence structure; minimal or no variance such that meaning may be obscured; demonstrates minimal control over skills 1-5 as listed in the second bullet under Trait 3, Score Point 1 above contains severe and frequent errors in mechanics and conventions that interfere with comprehension <p>OR</p> <ul style="list-style-type: none"> response is insufficient to demonstrate level of mastery over conventions and usage

*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 conventions or usage errors to receive a score of 1.

Non-scorable Responses (Score of 0/Condition Codes)

Response exclusively contains text copied from source text(s) or prompt

Response demonstrates that the that test-taker has read neither the prompt nor the source text(s)

Response is incomprehensible

Response is not in English

Response has not been attempted (blank)

Note: The annotations to the rubric, J through M appear on the next page of this guide. (Note that the letter “I” was skipped in coding the annotations to avoid confusion with the number “1”).

- J** As in the previous two traits, each of the three dimensions of Trait 3 must be weighed together to determine the score. Each score point describes the same dimensions, but at differing levels of mastery.
- K** The first dimension focuses on how well the response adheres to specific conventions of standard English for on-demand draft writing. Responses will be scored on demonstrated mastery over the particular language skills listed in this dimension. Though there are many other conventions that come into play in a test-taker's writing, these essential skills are the ones on which responses will be scored. Further, the longer the response, the greater tolerance for errors. For example, 10 errors in a 10-line response would likely receive a lower score than a response that contains 20 errors but fills 40 or 50 lines.
- L** This dimension relates to sentence structure and variety. As in the first dimension described above, scoring will focus only on these skills essential to the development of sentence structure. Repetitive, choppy, rambling, and/or awkward sentence constructions indicate responses at the lower score point.
- M** This dimension pertains to overall fluency with conventions and mechanics. In order to receive a score of 1, test-takers must sustain their writing long enough to demonstrate their level of proficiency with all the skills listed in the two previous dimensions. Then, responses are evaluated for level of grammatical and syntactical fluency appropriate for on-demand, draft writing.

RLA ER Trait 3 Anchor Responses and Annotations

Test-taker anchor responses with annotated comments for Trait 3 appear below and continue through page 36.

Text from the responses quoted within the annotated comments for each passage is highlighted in yellow in both the comments and the test-taker response to help you to more easily identify elements of clarity and command of standard English conventions evaluated in Trait 3 used by the test-taker.

Test-taker Anchor Response 16 – Score: 0 [Trait 3]	Annotation
<p>The minority possess their equal rights, which equal laws must protect.</p> <p>Our Constitution places certain rights beyond the reach of government officials and beyond the reach of what the majority likes.</p> <p>The ruling that was struck down in West Virginia Stated that school children must daily salute the flag while reciting the pledge of allegiance or face expulsion. That ruling violates our Constitutional right of freedom of speech.</p> <p>Freedom of speech includes the right not to speak. That right has the same protection as the right to speak.</p> <p>We want a nation which commands our love and respect because the government does not infringe on personal beliefs and protects the rights of all citizens.</p>	<p>Original writing in this response consists only of the following: "The ruling that was struck down in West Virginia. Stated that ... " and "That ruling violates our Constitutional right of freedom of speech. Freedom of speech includes ... " and "That right has the same protection as the right to speak."</p> <p>Due to a lack of original writing, the response is insufficient to demonstrate level of mastery over conventions and usage. Additionally, the original writing fails to use appropriate punctuation to mark quotations from source texts and contains errors in sentence construction: ("The ruling that was struck down in West Virginia. Stated that ["] school children ... face expulsion. ["]")</p> <p>Therefore, Response 16 earns a score of 0 for Trait 3.</p>

Test-taker Anchor Response 17 – Score: 0 [Trait 3]	Annotation
<p>The author says that freedom of speech is a guaranteed right of all citizens even if they are students. In the Constitution the freedom of speech is a given right. There are things that the government cannot without from citizens. With saying the of allegiance, it does run into the freedom of speech, some may not believe in saying the pledge of allegiance because they might not believe in what the pledge stands for. Also it can run into religious beliefs, as did the case West Virginia State Board of Education v. Barnette, with the Barnettes being Jehovah's Witnesses. The Jehovah's Witnesses religions do not believe in God. The pledge of allegiance has the phrase, "God", and since the Barnette are Jehovah's Witnesses, if they are to recite the pledge, they are going against their religion. "The Court has made clear that the government cannot force people to say things they do not believe." With the Constitution, you have the freedom of religion. The Court having the ruling on freedom of speech, it still will have violated the Barnettes religion. The Constitution gives equal rights to all, the speech, "to be rightful, must be reasonable; that the minority possess their equal rights, which equal laws must protect". This giving the right to protect each one's religion and their rights, freedom of speech and religion.</p> <p>The author talks bout the school system helps young kids develop the love of our country, which is true at times. But if we are to show the kids a wrong doing then they will continue to believe in that wrong. As Jefferson, " .. Which equal laws must protect, and to violate which would be oppression." If the government goes behind the Constitution, then the government is sending the young kids a wrong message. That kids and citizens do not have any rights or freedom as to which they believe in when they learn this from school. The author, " We want a nation which commands our love and respect because the government does not infringe on personal beliefs and protects the rights of all citizens."</p>	<p>The minimal control of basic conventions demonstrated in this response can be seen in errors in subject-verb agreement ("This giving...") and in the writer's use of punctuation.</p> <p>The response lacks commas for clause separation ("In the Constitution [,]the ... "Also[,] it can run ... "), contains errors in the use of apostrophes with possessive nouns ("The Jehovah's Witnesses religions do not ... ,"), includes incorrect use of semi-colons (" ... must be reasonable; that the minority possess ... ") and incorrect placement of end marks ("...the phrase, 'God', and ..." and "... must protect .'").</p> <p>Additionally, the response is characterized by consistently flawed sentence structure. These flawed structures include awkward sentences ("There are things that the government cannot without from citizens." and "This giving the right to protect each one's religion and their rights, freedom of speech and religion." and "The author talks about the school system helps young kids develop the love of our country, which is true at times.") and fragments ("As Jefferson ... which would be oppression."" "The author ... protects the rights of all citizens.""").</p> <p>Overall, the response contains severe and frequent errors in mechanics and conventions that interfere with comprehension.</p> <p>Therefore, Response 17 earns a score of 0 for Trait 1.</p>

Test-taker Anchor Response 18 – Score: 0 [Trait 3]	Annotation
<p>There are certain people in our country who try to undermine the idea of the separation of church and state. It is done more often, very subtly, a bible verse inscribed on a government monument, or in this case in questioning ones patriotism to the country, just because someone does not choose to worship god, or more often, THEIR particular god.</p> <p>It gets downplayed. "Oh, it's just a prayer at school", or some such thing, but without people to monitor these sort of happenings, a particular religion, Christianity in our country, becomes mixed up into government business.</p> <p>People take for granted that not everyone is christian, and religious leaders often use this sort of controversy less for promoting peace and understanding, like their own god preaches at great length, and use it as a way to cast stones at "godless heathens" in our government.</p> <p>I am not against religion. I am not against government. I just don't feel the too should be too closely aligned. Think about it, even the pilgrims, devout expatriates and some of the first acknowledged white settlers of our country were escaping england, because essentially, the English government and The Church Of England persecuted them so harshly.</p> <p>Certainly Jefferson realized that. In his time, Christianity was not even as popular as claimed by zealots these days. It was the heyday of the Age Of Reason and most learned men, such as Thomas Jefferson, were of a fairly atheistic outlook on life as a whole, but I feel he recognized the fact that though he may not share the beliefs of his countrymen, it was his duty in this social experiment that became America, that we should find a way or a judicious manner in which to co-exist amongst a myriad of conflicting ideas.</p> <p>America was founded on an ideas not being coerced into saying something you don't believe in, of fairness and tolerance, an idea that we have struggled with for hundreds of years, with many speed bumps, many injustices, but some victories on the way as well. The agreement to disagree with what our leaders, religious or political, offer up as unquestionable truth is one of the TRUE founding principles of our country.</p>	<p>The response, which demonstrates minimal control of basic conventions, contains errors in frequently confused words (some one/someone; too/two) and errors in capitalization (" ... a bible verse ..." "does not choose to worship god..." "... not everyone is christian ..." "...were escaping england.").</p> <p>The response is characterized by errors in sentence structure that interfere with comprehension. The majority of the response is composed of run-on sentences ("People take for granted that not everyone is christian ... in our government." "It was the heyday of the Age of Reason ... amongst a myriad of conflicting ideas." "America was founded on an ideas ... some victories on the way as well.").</p> <p>Overall, the response includes frequent errors that interfere with comprehension.</p> <p>Therefore, Response 18 earns a score of 0 for Trait 3.</p>

Test-taker Anchor Response 19 – Score: 1 [Trait 3]	Annotation
<p>In Amelia Parsons letter, she supports the decision of the Supreme Court's ruling in West Virginia State Board of Education v. Barnette. This decision ended a West Virginia mandate for all schoolchildren to salute the flag and recite the pledge of allegiance or else face disciplinary action. In so doing, the Supreme Court also upheld the freedom of speech in such a way that it allowed for a person's right to not speak. Parsons averred that it is important to have a government that not only protects our rights, but that also does not "infringe on personal beliefs". This sentiment is one repeated in an excerpt by Thomas Jefferson that states that it is not just the majority that must be appeased in matters, but that the minority possesses rights that must be equally protected in order to avoid oppression.</p> <p>In West Virginia State Board of Education v. Barnette, the Barnettes appealed to the court to remove the compulsory salute and pledge due to its conflict with their religious beliefs. The court did indeed overrule the unconstitutional directive, basing its decision on the freedom of speech. Parsons states that the freedom of speech is a right that cannot be controlled by the majority. She believes that no government should enforce a law that oppresses a people, or one that makes people speak contrary to their beliefs.</p> <p>Both Amelia Parsons and Thomas Jefferson have mentioned that, in maintaining what is right, our government must see each individual as a significant voice and seek to exhibit the greatest liberty, so long as it is reasonable.</p>	<p>The response demonstrates adequate applications of conventions, including subject-verb agreement, pronoun usage, capitalization, apostrophe usage, and punctuation usage. The response demonstrates largely correct sentence structure, incorporates variance in sentence structure, and, in general, is fluent and clear.</p> <p>While there are occasional errors in use of punctuation, such as the incorrect use of end marks ("infringe on personal beliefs:"), and use of apostrophes ("In Amelia Parsons letter") and a run-on sentence ("This sentiment is one repeated in an excerpt...n order to avoid oppression."), taken as a whole, the minor errors present do not interfere with understanding. Given the length of the response, these errors are not frequent.</p> <p>Overall, the standard usage is at an appropriate level for on-demand draft writing.</p> <p>Therefore, Response 19 earns a score of 1 for Trait 3.</p>

Test-taker Anchor Response 20 – Score: 1 [Trait 3]	Annotation
<p>Amelia Parson's letter reflects upon Thomas Jefferson's quote about how minorities cannot be mob ruled if we are to truly be free.</p> <p>Amelia talks about West Virginia State Board of Education v. Barnette, in which children were mandated to pledge allegiance to the flag. She rightfully stated sided with the dissenters.</p> <p>Amelia says "Our Constitution places certain rights beyond the reach of government officials and beyond the reach of what the majority likes. The freedom of speech is such a right."</p> <p>Jefferson would certainly agree with this, since he firmly believed that the minority have an equal level of rights that are to be protected. Having such rights so far outside the realm of public or private hands helps to ensure that we all have as close to fair treatment as possible.</p> <p>Amelia talks about our nation fighting in World War 2, and that patriotism in these times is a great sense to share with one another. However, she has the clarity to see that mandating allegiance is not patriotism at all. Jefferson would most likely agree with this, since he believed that infringing on these rights was considered oppression.</p> <p>Amelia says "We want a nation which commands our love and respect because the government does not infringe on personal beliefs and protects the rights of all citizens."</p> <p>Amelia has the clarity to see that people love a place where they can be themselves, and will fight for it. This is exactly the type of foundation that Jefferson had fought for years ago.</p>	<p>This response demonstrates adequate applications of conventions, including subject-verb agreement, pronoun usage, correct use of punctuation to mark quotations from source texts, mostly correct use of commas around introductory and interrupting clauses, capitalization, and apostrophe usage.</p> <p>It should be noted, in looking at this response, that neither missing words, nor the inclusion of extra words, are amongst the error types listed in the rubric and are considered to be akin to typos ("She rightfully stated sided with the dissenters.")</p> <p>The response which, overall, is fluent and clear overall demonstrates largely correct sentence structure but with limited variance (Amelia talks, Amelia says, Amelia talks, Amelia says) and limited use of transitional words and phrases to support logic.</p> <p>The response does contain errors such use of the incorrect pronoun case ("... about how minorities cannot be mob ruled if we are...") and occasional lack of commas for clause separation ("Amelia says [,] "Our Constitution ..." "Amelia says [,]"We want a nation ..."). However, the minor errors present do not interfere with understanding and, given the length of the response, these errors are not frequent.</p> <p>Overall, the standard usage is at an appropriate level for on-demand draft writing.</p> <p>Therefore, Response 20 earns a score of 1 for Trait 3.</p>

Test-taker Anchor Response 21 – Score: 1 [Trait 3]	Annotation
<p>The author, Amelia Parsons, makes the argument that forcing children to say the pledge of allegiance each morning in school, is a violation of the first amendment for some children, whose families may hold certain religious or other values, and in fact, that is what the Supreme Court has ruled in this case.</p> <p>I, being a strongly patriotic person, find myself in agreement with the ruling, however, I am troubled by the road this ruling has led us down in the course of more recent history.</p> <p>The Supreme Court's ruling in the case of "West Virginia State Board of Education v. Barnette" as mentioned in the article, struck down the directive that schoolchildren must salute the American Flag and recite the pledge of allegiance or face expulsion. The author makes an excellent point in stating that we do not want people who pledge allegiance to The Flag of The United States of America because they are forced to at the risk of not being allowed to continue their education. We want people to pledge their allegiance because they love this great country and all that it stands for.</p> <p>However, in recent years, this issue has been brought into courtrooms all across this country on the basis that nobody should be allowed to say the pledge of allegiance in school. If we support the rights of those who wish to abstain from reciting these words, shouldn't we also respect the rights of those who do wish to stand up each morning in front of their fellow classmates and pledge their allegiance to this great nation?</p> <p>in the excerpt, Thomas Jefferson said that "... the will of the majority ... to be rightful, must be reasonable .. " and" ... equal laws must protect..." the rights of the minority, as well as the majority. In order for the rights of the minority and the majority to be protected, in this case, students must be afforded the opportunity to stand and recite the pledge of allegiance with their classmates, but must also have the right to refuse to do the same.</p>	<p>This response demonstrates adequate application of conventions, including pronoun usage, correct use of punctuation to mark quotations from source texts, mostly correct use of commas around introductory and interrupting clauses, and subject-verb agreement. The response demonstrates largely correct sentence structure, incorporates variance in sentence structure and is generally fluent and clear.</p> <p>The response does contain some run-on sentences ("The author, Amelia Parsons, makes ... has ruled in this case." "The Supreme Court's ruling ... or face expulsion."), fused sentences ("I, being a strongly patriotic person, find myself in agreement with the ruling, however, I am troubled ... ") and some awkward sentence constructions ("The author makes an excellent point in stating that we do not want people who pledge allegiance to The Flag of The United States of American because they are forced to at the risk of not being allowed to continue their education.").</p> <p>However, given the length of the response and the evidence of adequate command of conventions, errors in sentence construction and errors in capitalization ("...to The Flag ... ") are minor and do not impede understanding.</p> <p>Overall, the standard usage is at an appropriate level for on-demand draft writing.</p> <p>Therefore, Response 21 earns a score of 1 for Trait 3.</p>

Test-taker Anchor Response 22 – Score: 1 [Trait 3]	Annotation
<p>Amelia Parsons, from Wheeling, West Virginia, reflects Thomas Jefferson's views of minority rights and the belief that government should not impose its will, nor the will of the majority, on all people unless it is reasonable and just. In her letter to the editor she reaffirms the beliefs of our forefathers. Those beliefs, to respect the rights of all people and to allow them the freedom to express those beliefs openly and without fear of reprisal, are sacred.</p> <p>Reprisal is a form of oppression, which is exactly what Thomas Jefferson was expressing in the excerpt from 1801. To be punished for not reciting a pledge of allegiance to the government is certainly oppression. There is no law in this country that compels you to "love" our government, or else. But, you do see these types of laws in countries that don't respect their citizens. Those citizens are in constant fear of reprisal.</p> <p>Reprisal in the form of expulsion from school is a devastating event for a young person, so it compels them to follow the rules. It is much more important to teach our children not follow directives blindly, and to question validity and reasonability of the demands being made upon young minds. In countries where there is freedom, such as in North Korea, devastating results can occur. In that country the school children are taught from a very early age to hate Americans.</p> <p>Young North Koreans are being taught this hatred because of a government that cannot forget the past and move on to a peaceful and prosperous future. Imagine having to spend part of your school day, as early as five years old, stabbing American dummy soldiers with baonetted rifles.</p> <p>What makes America strong is developing young minds to be strong and independent. Young children who are not taught to be self sufficient and independent will grow up being dependent upon their government for everything. They will look to authority to solve all their problems and to supply them with their basic needs. North Korea struggles with horrible economic conditions. America is strong because of its entrepreneurs and innovators who create jobs and prosperity. That is because our citizens are granted basic rights to stand up for themselves.</p> <p>We must never waiver from our belief that all people in this great nation have the basic right to their own beliefs. We must never allow legislators or "well-meaning" majorities to impose their will on people unless it is reasonable and just because that is what makes us a strong country with a bright future.</p>	<p>The response demonstrates adequate application of conventions, including subject-verb agreement, pronoun usage, capitalization, and punctuation usage. Largely correct sentence structure, including some variance in structure from sentence to sentence, is used throughout the response.</p> <p>Some minor errors, such as the lack of a comma for clause separation ("In her letter to the editor[,] she reaffirms the beliefs ...") and an error in pronoun antecedent agreement ("... for a young person, so it compels them ..."), are present. However, given the length of the response, errors are infrequent. Further, the errors present are not severe and do not interfere with understanding.</p> <p>Overall, the standard usage is at an appropriate level for on-demand draft writing.</p> <p>Therefore, Response 22 earns a score of 1 for Trait 3.</p>

Test-taker Anchor Response 23 – Score: 1 [Trait 3]	Annotation
<p>Thomas Jefferson expressed in 1801 that all people, including those in the minority, should have "equal rights, which equal laws must protect" and anything less would be oppression; he considered this to be a "sacred principle". In Amelia Parsons' 1943 Letter to the Editor, more than 100 years after Thomas Jefferson expressed his opinion on the subject, she details the exact same sentiments about a court decision that had just taken place. In <i>West Virginia State Board of Education v. Barnette</i>, the Supreme Court ruled that children would not be forced to say the pledge of allegiance if they did not want to. Apparently, the decision did not stem so much from the Court's desire to protect freedom of religion, but rather to protect freedom of speech. As Amelia states in her letter, "[the] ruling not only affirmed the freedom of speech but expanded it to include the right not to speak". The Court ruling in favor of American's right to not speak was a powerful decision. This ruling declared that the American government is not allowed to force Americans to say something that they don't want to say, regardless of their reasons. Because this case was ruled under a desire to maintain freedom of speech rather than freedom of religion, those who choose not to speak do not have to explain themselves; those who choose not to say the pledge of allegiance do not have to prove that they're of a religion that forbids it. To paraphrase Amelia, although an individual may not say the pledge of allegiance it does not mean that they do not respect and love their country; rather they love their country because they don't have to say it.</p>	<p>The response demonstrates adequate application of conventions, including subject-verb agreement, apostrophe usage, correct use of commas for clause separation ("Apparently, the decision did not stem so much from the Court's desire to protect freedom of religion, but rather ..."), correct use of semicolons ("... anything less would be oppression; he considered this ..."), and mostly correct use of punctuation to mark quotations from source texts.</p> <p>The generally fluent response demonstrates correct sentence structure with variance, includes complex sentence constructions, and uses transitional words, phrases and other words to support logic and clarity.</p> <p>Taken as a whole, the minor errors present, such as repetition of the same error in capitalization ("... in favor of American's right ..." "... declared that the American government is not allowed to force Americans to say something ...") and incorrect placement of end marks ("... to be a 'sacred principle' and "... the right not to speak'."), do not interfere with understanding.</p> <p>Overall, the standard usage is at an appropriate level for on-demand draft writing.</p> <p>Therefore, Response 23 earns a score of 1 for Trait 3.</p>

Automated Scoring of Constructed Response Items on the 2014 GED® Test

The 2014 GED® test contains four Constructed Response (CR) items: one 45-minute Extended Response (ER) item on the Reasoning Through Language Arts (RLA) module, one 25-minute Extended Response (ER) item on the Social Studies module, and two 10-minute Short Answer (SA) items on the Science module.

Logistically, the ER item in RLA is in its own separately-timed section of the test at the end of the first half of the RLA module (prior to a 10-minute break). The ER item in the Social Studies test is in its own separately-timed section that appears as the last item of the Social Studies module. The Science Short Answer items are distributed within the 90-minute Science module and are not timed separately—test-takers use their time-management skills to monitor their use of time on those items and are given guidelines as to approximately how much writing is expected in those responses (the test-taker is instructed to take up to about 10 minutes to read the question, and formulate, write, and edit their answer).

It was a critical goal of GED Testing Service to incorporate CR items into the design of the 2014 GED® test because these types of items are a key method of assessing a test-taker's higher order thinking skills as well as their skills in expressing themselves clearly in their own words. To ensure that the results of testing are available to test-takers in the quickest timeframe possible (because adults usually do not have the luxury of waiting days or weeks for their test results to be finalized), GED Testing Service will be scoring CR items using an automated scoring engine, supplemented by human scorers as necessary, described in more detail below.

Great strides have been made in automated scoring over the last decade, and the use of automated scoring is intended to replicate the human scoring process. However, the automated scoring engine will need to be supplemented by human scorers in certain circumstances. Automated scoring is not fully developed enough to result in reliable scoring in the area of mathematics, so GED Testing Service elected not to incorporate CR items into the Mathematical Reasoning test. We hope in the future to be able to build those item types into the test as the technology develops and matures in the future.

The following description applies equally to all CR items, whether ER or SA.

During the item development process, experts in automated scoring are involved from the outset, rather than being brought into the process after items have already been authored. This collaborative consultation and review helps ensure that responses have a high likelihood of being reliably scored by the automated engine. For example, questions that do not provide adequate instruction to the test-takers about what information they should include in their answers sometimes produce a wide and/or unpredictable range of responses that both people and computers can have difficulty in scoring consistently. Creating item stems that focus the test-taker on the specific expectations of the item is important so the item can both validly assess the intended content specification and also have a high probability of being scored appropriately and reliably both by humans and computer.

Once items have been written, reviewed by both scoring and content experts, and finalized, they are field-tested. In the case of the initial forms for the 2014 GED® test, thousands of test-takers in locations across the U.S. in the summer and fall of 2012 participated in the field-

testing. The test-takers that were recruited to participate matched the profile of our adult GED® test-taking population. At the conclusion of field testing, the written responses to the CR items were examined and a sample of test-taker responses was selected for each of the items. Teams of content experts reviewed the responses in a process known as "rangefinding." The purpose of rangefinding is to determine range and variety of responses that fulfill each score point as defined on the rubric that is very carefully constructed and designed to guide the overall evaluation of responses. This standard best-practice procedure for the scoring of CR items results in the selection of exemplar responses at each score point. These responses are used to build anchor sets (human scorers' official guide that is used in evaluating test-taker responses), practice sets (sets of responses used in training human scorers), and qualification sets (sets of responses that scorers take in a "quiz" in which they must match their scores to "true scores" given during rangefinding to qualify to appropriately and reliably score CR items).

When these materials have been compiled and scorer training is complete, all of the test-taker responses from the field test are scored by humans, using the "double read with resolution" approach. This scoring model entails each and every response being read and scored independently by no fewer than two individuals. If the scores applied by the two different scorers are in exact agreement, the score for that response is final. If the two scores differ by only a single point, they are averaged and rounded up, effectively resulting in acceptance of the higher score point. If the scores differ by more than one point ("non-adjacent scores"), the response is read by a scoring leader (an expert scorer) who determines the correct score for that response in a process called "resolution." Because the ER items are scored across three key traits, each of which contains multiple dimensions that are considered together in a compensatory manner (meaning that a response that is particularly strong in one dimension can still receive a higher score even if it is weaker in other dimensions), each ER response is actually read by no fewer than six people. That is, each scorer is trained to score only one rubric trait, and two scorers trained on each of the three traits read each response. Therefore, it is possible for a single ER response to be read by up to nine people, if the first two scores on all three traits are non-adjacent. This process ensures that the human scoring process produces the highest quality results and data.

When the scoring of all of the responses generated through field-testing is complete, a team of content experts, psychometricians and automated scoring experts reviews the range of scores for each constructed response item. At that time, some items are rejected because they do not meet the minimum criteria for inclusion on any operational 2014 GED® test or GED Ready™: The Official Practice Test. Items that survive this process then are passed along to the scoring organization to train the automated scoring engine. Several hundred scored responses for each item are fed into the automated scoring engine. Then, several hundred more scored responses are used to test the reliability of scores generated by the automated engine. The engine evaluates each response on over 100 different dimensions in relation to the score that the response was given. Through this training and testing procedure, the automated engine "learns" how to score the items and is then able to replicate the scoring that was done by humans. Once this process is complete, data from the replication process is reviewed, and occasionally, if the scoring is determined to be insufficiently reliable to be used on an operational 2014 GED® test during this data review, some items may be allocated for use on GED Ready™ because the CR items on the practice test are always scored by humans.

Only CR items that successfully survive the entirety of this process are placed on operational 2014 GED® test forms. When the test goes live in 2014, test-takers will respond to the CR

items and their responses will be fed into the automated engine for scoring immediately upon completion of each individual content area test. Of course, there will be a slight delay in submission of responses for scoring in some testing situations, such as with tests administered within the corrections system, in which the testing center is Internet independent. In these situations, additional steps need to be taken to upload the raw testing data (e.g., the test-takers' responses themselves) via a secure Internet connection.

Based on the experience of GED Testing Service with automated scoring during the field testing and other test development processes, we expect the vast majority of test-taker responses (most likely 95 percent or greater) to be reliably scored by the automated scoring engine—in a process that is completed in nanoseconds. However, as with any process that involves the variability present in people's writing, there will be responses that the automated scoring engine will recognize as not fitting any type of response that was previously seen in the training of the engine. For example, an extremely short response that uses a great deal of advanced vocabulary might be unusual and therefore would be automatically flagged by the automated scoring engine as an "outlier" in need of human intervention for scoring. These outlier responses are securely routed electronically to a network of human scorers who have been trained to score the item using the anchor items and training sets created during the rangefinding process, as well as the scoring rubric that is used to provide overall guidance to the scoring process. These human scorers score the test-taker response using the "double read with resolution" framework that was also used to score the field test responses.

Although the human scoring process is efficient, it does require additional time. GED Testing Service is committed to returning test results and a score report to test-takers within three hours of the completion of each test. Of course, the vast majority of results would actually be ready immediately because of advantage of the speed of the automated scoring, but, in order to manage test-taker expectations and avoid situations in which one test-taker at a site receives a score immediately while another test-taker does not, a three-hour delay has been built into the process of delivering test scores.

Three additional quality control procedures have also been built into the automated scoring system to ensure that test-takers receive reliable and valid scores from this process.

First, when the test goes live in 2014, the program will implement a process known as the "Initial Analysis Period" (IAP). The purpose of the IAP is to provide final validation of the automated scoring engine and its performance with the adult population of GED® test-takers. During the IAP, all CR responses will be scored both by the automated scoring engine and by human scorers (using the "double-read with resolution" model as appropriate). This ensures that all test-takers are being evaluated fairly and that the automated scoring engine is operating properly.

Second, an audit procedure will be conducted on an on-going basis, in which a percentage of all test-taker responses scored by the automated engine will be reviewed by human scorers. This audit will be *in addition* to the scoring of "outliers" described above, and will help to ensure the ongoing accuracy of the system.

Third, an automatic rescore process is being implemented. This process flags tests that have a failing score within a predetermined margin, such that if the CR scores on the test would have been higher, the final score result would have changed from "fail" to "pass." The CR responses

on these flagged tests will also be automatically routed to human scorers for evaluation so that the results from the automated scoring engine can be confirmed or adjustments made.

Because of the extreme care that GED Testing Service is taking with the implementation of the automated scoring engine, in combination with human scoring and audit procedures, we are highly confident that our approach will produce high quality results with reliable and valid test scores for our test-takers. Due to ongoing involvement of human scorers in the scoring process (through the IAP, evaluation of outlier responses, the audit procedure, and the automatic rescore), the database of known response types will grow over time. This expanded response base will be used to periodically retrain the automated scoring engine to further improve its performance.

Finally, another key benefit of using the automated scoring engine technology is that it allows GED Testing Service to integrate specific feedback on test-takers' performance on the extended response and short answer items right into the standard score report—a useful new feature that has never been possible in the past with the paper-based scoring system. This valuable process is part of GED Testing Service's effort to create a more learner-based testing system that will help guide test-takers to continuously improve their performance.