



Introduction to Writing

Learning Project 2

Evaluating the Evaluation Standards and Your Essay



Learning Project 2 addresses the Four-Point Scoring Guide used to evaluate the essays written for the GED Language Arts Writing Test part 2. The GED 2002 Essay is different from its predecessors, in that it no longer requires a formulaic essay. But just as writers must always consider their audience when they write any piece, so must the test-takers be aware of what their audience of two will be looking for as they evaluate.

The Four-Point Scoring Guide is given in the Appendix, and also appears in the Inquiry Activities in this Learning Project. Essays are scored on having well-developed main points, clear organization, development of the ideas brought forth in the essay, and control of sentence structure, punctuation, word choice and spelling. The levels considered by the readers range from inadequate to effective. It sometimes surprises instructors and their learners alike to recognize that mechanics and usage are the fourth consideration. There is no fixed number of errors allowed. In this guide, grammar takes its functional role of making sure that the meaning of the writer is clear.

In this Learning Project, we begin the process of evaluating written work. Beginning with practice essays, provided in the Appendix, instructors can take their learners through this process of evaluating. Is it clear? Do I understand? Should this sentence be moved? Should this paragraph be broken?

After evaluating practice essays, learners will work with partners and evaluate each other's work. Peer evaluation is how writers understand the effects of their work on the reader. It is easy for writers to understand their writing; it came from their own thinking processes. If someone else understands what they have written, then they know that their ideas are clearly stated.