



## **Learning Project 2 Evaluating the Evaluation Standards and Your Essay**

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### **Inquiry Activity 2-2: Evaluating The Essay**

#### **1. Identifying the Problem**

*Scan the directions and Evaluation Standards that follow.*

#### **From the Essay Directions and Topic**

Two evaluators will score your essay according to its overall effectiveness. Their evaluation will be based on the following features:

- Well-focused main points
- Clear organization
- Specific development of your ideas
- Control of sentence structure, punctuation, grammar, word choice, and spelling.

#### **Essay Scoring**

There is a four-point scoring guide that the essay evaluators use:

1: Inadequate, 2: Marginal, 3: Adequate, and 4: Effective.

A candidate (for the GED) cannot pass with an average score of less than 2 (average, because 2 evaluators will score the essay and if one evaluator gives a score of 1 and the other a score of 2, then the essay cannot pass).



The definitions of the four-point scoring guide are as follows:

### The Four-Point Scoring Guide for Essay Evaluation

The definitions of the four-point scoring guide as it applies to Well-Focused Main Points (or Response to the Prompt) are:

	<b>1 Inadequate</b>	<b>2 Marginal</b>	<b>3 Adequate</b>	<b>4 Effective</b>
	Reader has difficulty identifying or following writer's ideas.	Reader occasionally has difficulty understanding or following the writer's ideas.	Reader understands writer's ideas.	Reader understands and easily follows the writer's expression of ideas.
<b>Response to the Prompt</b>	Attempts to address prompt but with little or no success in establishing a focus.	Addresses the prompt, though the focus may shift.	Uses the writing prompt to establish a main idea.	Presents a clearly focused main idea that addresses the prompt.
<b>Clear Organization</b>	Fails to organize ideas.	Shows some evidence of an organizational plan.	Uses identifiable organizational plan.	Establishes a clear and logical organization.
<b>Development and Details</b>	Demonstrates little or no development; usually lacks details or examples or presents irrelevant information.	Has some development but lacks specific details; may be limited to a listing, repetitions, or generalizations.	Has focused but occasionally uneven development; incorporates some specific detail.	Achieves coherent development with specific and relevant details and examples.
<b>Conventions of Edited American English</b>	May exhibit minimal or no control of sentence structure and the conventions of Edited American English.	May demonstrate inconsistent control of sentence structure and the conventions of Edited American English.	Generally controls sentence structure and the conventions of Edited American English.	Consistently controls sentence structure and the conventions of Edited American English.
<b>Word Choice</b>	Exhibits weak and/or inappropriate words.	Exhibits a narrow range of word choice, often including inappropriate selections.	Exhibits appropriate word choice.	Exhibits varied and precise word choice.



## **2. Becoming Familiar with the Problem**

1. *Read again the information in Step 1, Identifying the Problem.*
2. *How has the exploration you did in Inquiry Activity 2-1 helped you to understand the Scoring Guide? Explain.*
3. *Do you still have any unanswered questions about the Scoring Guide? What are they?*
4. *Are you clear on the meaning of the words focus, main idea, organization, and development?*

## **3. Planning, Assigning, and Performing Tasks**

### ***Doing the Work:***

If you wish, select from the essays on Topic C and Topic F, included in your Guide.

For this Inquiry Activity, you may find that an essay that is graded as a 2 or a 3 will work the best. Students will be readily able to make corrections, additions, and constructive comments.

*Your instructor will make available to the class, either through copies or on the overhead, an essay written on another GED test topic. Read through the essay carefully, and working in your small group or with a partner, decide how you would grade the essay according to the evaluation standards of the GED. As you do this, list your comments on how this essay measures up to each of the first three GED evaluation standards: Response to Prompt, Clear Organization, Development and Details. Be as specific as possible in your comments.*

## **4. Sharing with Others**

*Now your instructor will place the essay on a transparency and ask the whole class to judge it according to the GED evaluation standards. The class should discuss this essay and support their conclusions with specific references to both the evaluation standards and the essay.*

## **5. Reflecting, Extending, and Evaluating**

***Reflecting:*** *Think about how well you understood what you have done.*

*Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.*

*What information did you get from the evaluation of this essay?*

*How does evaluating essays help you to plan for and write your own essay?*

***Extending:*** *Extend what you learned to new situations.*

***In extending, you are being asked to transfer the information learned in this Inquiry Activity to other information or situations.***

*Using the steps for writing an essay outlined in Learning Project #1 and the information you gained from the evaluation process in the Inquiry Activities in this Learning Project, revise the essay presented in this activity making the improvements or changes you and the class discussed.*

*Evaluate the essay and if you want, have your partner or group evaluate it also.*

It is often easier to revise the work of others, because there is no sense of "I know what I mean," nor any auto-correction.

*Was the essay easy to revise? Explain.*



*In what ways do you think it is now a better essay? Explain.*

*What did you do to correct some of the issues that were present in the original essay? Why did you choose the things you did?*

**Evaluating: Assess what you learned and how you learned it.**

***In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods to help you pass the GED test.***

*What parts of the activity worked best for you? Explain.*

*What parts did not work well for you? Explain*

*What new essay writing strategies did you learn from this Inquiry Activity?*

*What parts of this Inquiry Activity will you use when writing the essay on the GED test? Why?*

