The Future Starts Here

HiSET Writing-the Essay
Iowa webinar May 2016

The HiSET® Exam
Agenda

• Introductions

• The ETS Scoring Process
  • Strategies for the classroom

• Using the Scoring Guide as a Rubric
  • Changing up terminology for the Adult learner

• Understanding the HiSET’s Individual Score Report for Writing

• Resources
  • Literacy Assistance Center
What can I expect?

- Dispelling rumors, hearsay and misunderstanding
- Clarity & Consistency!
The Scoring Process

• HiSET essays are double human scored

• There is **no** “formula” or algorithm for success
  • *No mandatory character counts*
  • *No e-rater system scanning for key words*
  • *No mandatory number of paragraphs*
The Scoring Process

Raters receive:
- Systems training for online scoring
- Content training to understand prompt, benchmarks and scoring guide

Raters must:
- Pass certification test
- Calibrate before scoring
- Score essays using essay prompt, scoring guide and benchmarks as reference
What scoring process can you apply in the classroom?

Anonymity?
Double scoring?
The Scoring Guide

- HiSET Writing Scoring Guide
- HiSET Writing Essay Sample Responses
- HiSET Road Map:
Understanding the Writing Score Report

Language Arts - Writing

<table>
<thead>
<tr>
<th></th>
<th>Your score</th>
<th>Out of possible</th>
<th>Minimum scaled score required</th>
<th>Did you achieve the minimum score?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts - Writing</td>
<td>11</td>
<td>20</td>
<td>8</td>
<td>Yes</td>
</tr>
<tr>
<td>Essay</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Did you meet the minimum requirements of the Language Arts - Writing subtest? Yes

Language Arts - Writing Performance Summary

- Organization of Ideas: 64%
- Language Facility: 61%
- Writing Conventions: 50%

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Items answered correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>64%</td>
</tr>
</tbody>
</table>

Your Score | Possible Score
---|----------------
2          | 6
Changing up Terminology:

Scoring a 1:
Essays at this score point demonstrate weak command over writing an argument on a given substantive topic using valid reasoning (logical connection) and relevant and sufficient evidence (text or related information that proves the connection).

Key words demonstrating “weak”
- Little or no development
- Ideas derived (copied or taken from) entirely from provided text
- Lacks introduction/conclusion
- Word choice “simple”
Changing up Terminology:

**Scoring a 2:**

Essays at this score point demonstrate **limited** command over writing an argument on a given substantive topic using **valid reasoning** and **relevant and sufficient evidence**.

*Key words demonstrating “limited”*

- “explanation is thin” (*lacks detail*)
- “minimally developed”
- “repetitive” (*word choice*)
Changing up Terminology:

Scoring a 3:

Essays at this score point demonstrate partial command over writing an argument on a given substantive topic using valid reasoning and relevant and sufficient evidence.

**Key words demonstrating a partial command:**
- Partial development of central position
- Introduces claim (*position*) and counterclaim (*opposition*)
- Writer’s own position is evident
- Limited use of evidence from text
- Underdeveloped introduction or conclusion
- Word choice general
Resources for Writing

Literacy Assistance Center – HiSET’s official Professional Development Consultant

https://sites.google.com/site/commoncoreshiftsforliteracy/home

Sample prompt for the classroom: