

December 8, 2016

The following was sent to KYAE listserv.



Professional development opportunity from the GEDTS®

Program directors and instructors,

A modification has been made to one of the professional development sessions included in the GED® Series in Close Reading, Writing, Scoring and Graphic Literacy. The session originally titled **Making the Most of the GED® Scoring Tool** is now titled **Analyzing Your Students' Written Responses**.

The session is being provided by nationally recognized GEDTS® trainers Bonnie Goonan and Susan Pittman. The focus will be on improving student writing for the GED® test using the scoring tool. **Please see the last page of this document for the announcement from Bonnie and Susan.**

There are three opportunities to participate across the state (see below). **Note: Although the webinar dates have passed, you will have a chance to view the webinar before the face-to-face sessions, which begin the week of January 24, 2017.**

To register, go to the [KYAE PD catalog](http://www.kyvae.org/courses/courses.aspx) (<http://www.kyvae.org/courses/courses.aspx>) and use the codes below, or you may contact Debbie Thurmond at deborah.thurmond@uky.edu as soon as possible for this great opportunity!

Dates and Locations: Analyzing Your Students' Written Responses

Cohort #1 KYAE199C1	Activity	Location	Dates	Timeframe
Madisonville; specific location TBD	Assessment of Prior Knowledge	Edmodo	November 28– December 2, 2016	30 minutes
Madisonville; specific location TBD	Workshop Prep	Webinar	December 5 or 12, 2016	1 hour
Madisonville; specific location TBD	Workshop Session	Madisonville	January 24, 2017	6 hours
Madisonville; specific location TBD	Application Activity	Job-embedded and Edmodo	January 25–February 17, 2017	3 hours
Madisonville; specific location TBD	Assessment of Knowledge Gained	Edmodo	February 20– February 24, 2017	30 minutes
Madisonville; specific location TBD	Workshop Debrief	Webinar	February 20– February 27, 2017	1 hour

Cohort #2 KYAE199C2	Activity	Location	Dates	Timeframe
Hazard Specific Location TBD	Assessment of Prior Knowledge	Edmodo	November 28– December 2, 2016	30 minutes
Hazard Specific Location TBD	Workshop Prep	Webinar	December 5 or 12, 2016	1 hour
Hazard Specific Location TBD	Workshop Session	Hazard	January 26, 2017	6 hours
Hazard Specific Location TBD	Application Activity	Job-embedded and Edmodo	January 26–February 17, 2017	3 hours
Hazard Specific Location TBD	Assessment of Knowledge Gained	Edmodo	February 20– February 24, 2017	30 minutes
Hazard Specific Location TBD	Workshop Debrief	Webinar	February 20– February 27, 2017	1 hour

Cohort #3 KYAE199C3	Activity	Location	Dates	Timeframe
Lexington, Specific Location TBD	Assessment of Prior Knowledge	Edmodo	November 28– December 2, 2016	30 minutes
Lexington, Specific Location TBD	Workshop Prep	Webinar	December 5 or 12, 2016	1 hour
Lexington, Specific Location TBD	Workshop Session	Lexington	January 27, 2016	6 hours
Lexington, Specific Location TBD	Application Activity	Job-embedded and Edmodo	January 30–February 17, 2017	3 hours
Lexington, Specific Location TBD	Assessment of Knowledge Gained	Edmodo	February 20– February 24, 2017	30 minutes
Lexington, Specific Location TBD	Workshop Debrief	Webinar	February 20– February 27, 2017	1 hour

KYAE/CCLD GED® Professional Development Workshop 3
Analyzing Your Students' Written Responses
January 24-27, 2016

Does this scenario sound familiar to you?

You have been working really hard with a student to prepare for the GED® RLA test. You have covered the basics in writing argumentative responses. You have helped the student work on organizational skills, learn how to write in third person, and edit for sentence structure and grammar. The student goes and takes the test and earns 0 points on the extended response. The student doesn't even get a point on Trait 3 – grammar and sentence structure.

This scenario is all too familiar and frustrating for many students and for you as their teacher. You've tried, but found that the GED® Scoring Tool is cumbersome and doesn't do what you need it to do when analyzing responses. Bonnie and Susan are taking a different approach to analyzing students writing. Join them as they:

- Look at what differentiates a Scorable 0 response and a Level 1 response
- Identify specific steps that teachers can take to help students revise and edit their work
- Use a checklist for students and teachers so they can analyze their own writing
- Use information from the checklist to develop an individualized writing plan for students
- Explore strategies to help students improve their organizational skills and grammar skills

As part of the workshop, teachers will be asked to bring in samples of their students' writing, so they can put the strategies to work based on "real" examples of writing from the classroom rather than those provided through the resource materials online.