ipdae

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Sample Graphic Organizers for Constructed Response

From the ABE to the GED® Prep Classroom

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Institute for the Professional Development of Adult Educators

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T-Chart

Sometimes it's difficult to come up with a good topic about which to write. One approach that works well is to use a Topic T-Chart strategy. Have students make two lists at the same time based on opposites. Students should always put something on both sides of the chart.

Examples could include:

- Like-Dislike. Things you like and things you dislike.
- Typical-Unusual. Typical experiences that happen almost every day and unusual experiences that have happened only once or twice in your entire life.
- Fun-Have To. Things you do for fun and things you do because you have to.
- Regret-Proud Of. Things you regret and things of which you are proud.

The lists can be used over and over as students need opportunities to write.

T-Chart Tips

- Have students save their t-charts as they include numerous topics on which they can write.

- Have students select only the best topics. Topics selected should be something that they:
    - Know a lot about
    - Have strong feelings about
    - Wish to research
    - Are appropriate for the audience

Topic T-Chart

Like	Dislike

Like/Dislike
Things you like and things you dislike.

Typical/Unusual
Typical life experiences and unusual life experiences.

Fun/Have To
Things you do for fun and things you do because you have to do them.

Change/Stay the Same
Things you want to change and things you want to stay the same.

Regret/Proud Of
Things you regret and things of which you are proud

Expressing Ideas through a What-Why-How Chart

Teach students how to express their opinions by having them first develop their ideas using a What-Why-How chart. Provide students with a writing prompt and a sample chart. Have students complete the chart by answering the following questions:

What do you think? Share with students that this is their opinion. Sometimes a single sentence will be all that is written in this column. However, sometimes students may need more than one sentence. Students may wish to think of this column as the main idea or the thesis of their essay.

Why do you think it? Have students explain their reasons for having a specific opinion. Students should document each of their reasons in a separate box.

How do you know? In this section, have students provide the evidence or proof that they will use to support their opinion. For every reason listed, students should have a least one example or other type of proof to support the reason.

The How column is often the most difficult for students to complete. We all have opinions and reasons for those opinions. However, it is sometimes difficult to determine the evidence on which we base the opinion.

After completing the chart, show students how each row of the chart can become a single paragraph or how the chart can be expanded to create a more complex document.

What-Why-How: Putting Evidence into Your Writing

What	**Why**	**How**
What do you think?	Why do you think it?	How do you know?

This is your opinion	This is your reason	This your evidence or examples

Adapted from Peha, Steve. Teaching That Makes Sense. http://ttms.org/

What-Why-How: Writing About Reading

What	Why	How
This is the author's opinion/point of view.	This is the author's reasons/rationale for thinking a certain way.	This is the author's support, evidence, and examples for each reason.

Adapted from Peha, Steve. Teaching That Makes Sense. http://ttms.org/

My Favorite Commercial! Claim-Evidence-Reasoning

Question	What is the best commercial?
Claim	
Evidence	
Reasoning	

Put your ideas together in a short paragraph.

TIPP?

Elements	Notes
T - Title **What do the title, subheadings, and layout tell me about this text?**	
I - Introduction **What is included in the introduction?**	
P - Paragraphs **What information is included in the first sentence of each paragraph?**	
P - Photographs **What do the photographs, maps, charts, tables, illustrations tell me?**	
?? - Questions **What questions do I have about this text?**	

Unpack the Prompt

Do	What

Close Reading Questions

After they have read the excerpt(s), can your students answer these questions?

- What is the author's argument?
- What position does the author take (for or against)?
- What is one point that supports the author's argument?
- What evidence does the author give to support this point?
- What is the point of view of the author?
- What is one point that refutes the author's point of view?

Evaluating What You Have Read

After reading the article, answer these questions to help you to reflect upon and analyze the article.

Question	Answer
1. What is the author's main argument? Use your own words to rearticulate the main idea.	
2. List and explain the reasons the author provides for his/her main argument.	
3. What kind of evidence is presented to support the author's argument? Is it fact or opinion or a different type of evidence? What is the source of the information? Does it come from an informed authority in the field?	
4. What is the purpose and tone of the article?	
5. Is the author objective or does he/she try to convince the reader to have a certain opinion? If so, what viewpoint does the author use to try and convince you of his/her position?	
6. Does the author's argument assume that the reader thinks in a particular way or has a particular view? What are the major underlying assumptions that the author makes? Do you think they are reasonable and acceptable to most people?	
7. Does the author make inferences based on his/her evidence? Is the line of reasoning logical or illogical? Why?	
8. Does the author try to appeal to the reader's emotions? Does the author use any "loaded" words in the headline or the article? List these words or phrases and explain their effect on the reader.	
9. Based on what you have read, how has the author persuaded or dissuaded you from his/her viewpoint? Why?	

Types of Evidence to Support an Argument

Evidence isn't the same as proof. "Whereas *evidence* allows for professional judgment, *proof* is absolute and incontestable."
(Denis Hayes, *Learning and Teaching in Primary Schools*, 2009)

Definition of Evidence

Facts, documentation, or testimony used to strengthen a claim, support an argument, or reach a conclusion.

Type of Evidence	Definition	Samples Supporting an Author's Claim
Factual	Truthful statements that cannot be denied. Statements that the average person may know or which can be proven.	
Statistics or Data	Numerical facts; can be presented in raw numbers, percentages, or fractions.	
Examples or Anecdotes	Real-life situations, events, or experiences that illustrate a position; anecdotal stories that help explain an author's claim.	
Expert Testimony	The observations or conclusions of someone who is considered highly knowledgeable because he/she is an expert in a particular field of study or occupation; someone who has first-hand knowledge and experience.	
Logical Reasoning	An explanation which draws conclusions that the reader can understand; a discussion which helps the reader understand or make sense out of facts or examples offered.	
Emotional Appeal	Use of sympathy, fear, loyalty, etc. to persuade; manipulates the reader's emotions – ethos, pathos, logos	

Both Sides Now

When reading argumentative non-fiction text, materials often present one side or viewpoint on a particular issue. Sometimes, the text may provide evidence to support both sides. Then, it is up to the reader to determine which is best supported. Analyzing and evaluating the evidence for both sides is one way to identify a claim and the reasons for making a specific decision/claim.

<table>
<tr><th colspan="3">Both Sides Now</th></tr>
<tr><th>Evidence that Supports</th><td rowspan="11">Question or statement

Which position is better supported?</td><th>Evidence that Opposes</th></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
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<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td colspan="3">Decision (Claim)</td></tr>
<tr><td colspan="3">Reasons (Analysis/Evaluation)</td></tr>
</table>

Argumentative Writing Organizers: Pros and Cons

Question or Statement	
Pros ***(Evidence that Supports}***	**Cons** ***(Evidence that Opposes)***

Decision for a claim:

_____

_____

Defend your decision:

_____

_____

STAR

One way to identify the better supported argument is by evaluating the evidence provided by each author. Using the STAR criteria is one way to determine whether or not the evidence used by the author is effective.

S	ufficiency	Is there enough evidence to support the claim?
T	ypicality	Is the evidence typical or representative?
A	ccuracy	Is the cited evidence up to date and accurate
R	elevance	Is the cited evidence directly relevant to the claim(s) it is being used to support?

Don't forget to consider currency. Is the evidence outdated?

Fulkerson, R. (1996). Teaching the argument in writing. Retrieved from: http://www.eric.ed.gov/PDFS/ED397450.pdf

Fulkerson, cited in Rammage et al. 2007:110

Constructed Response Organizer – A Quick Outline

Claim	
Evidence and Connection	
Counterclaim and Rebuttal	
Conclusion	

Constructed Response Organizer

Prompt/Question:		
Restatement of question in your own words (unpack it)		
Claim		
Evidence Detailed body of evidence or reasons that support answer – include enough details to answer the question. Make sure all details support the claim and are not off-topic.	Text 1	Text 2
Counterargument(s)	Claim	Rebuttal
Restated question Concluding thoughts		

Constructed Response Organizer

Introductory Paragraph

Hook the audience:

Give a little background on the issue

Body Paragraph #1 Reason/Evidence/Connection (use as many paragraphs as needed)

Reason #1

Evidence, Support and Connection

Body Paragraph Counterclaim/Rebuttal

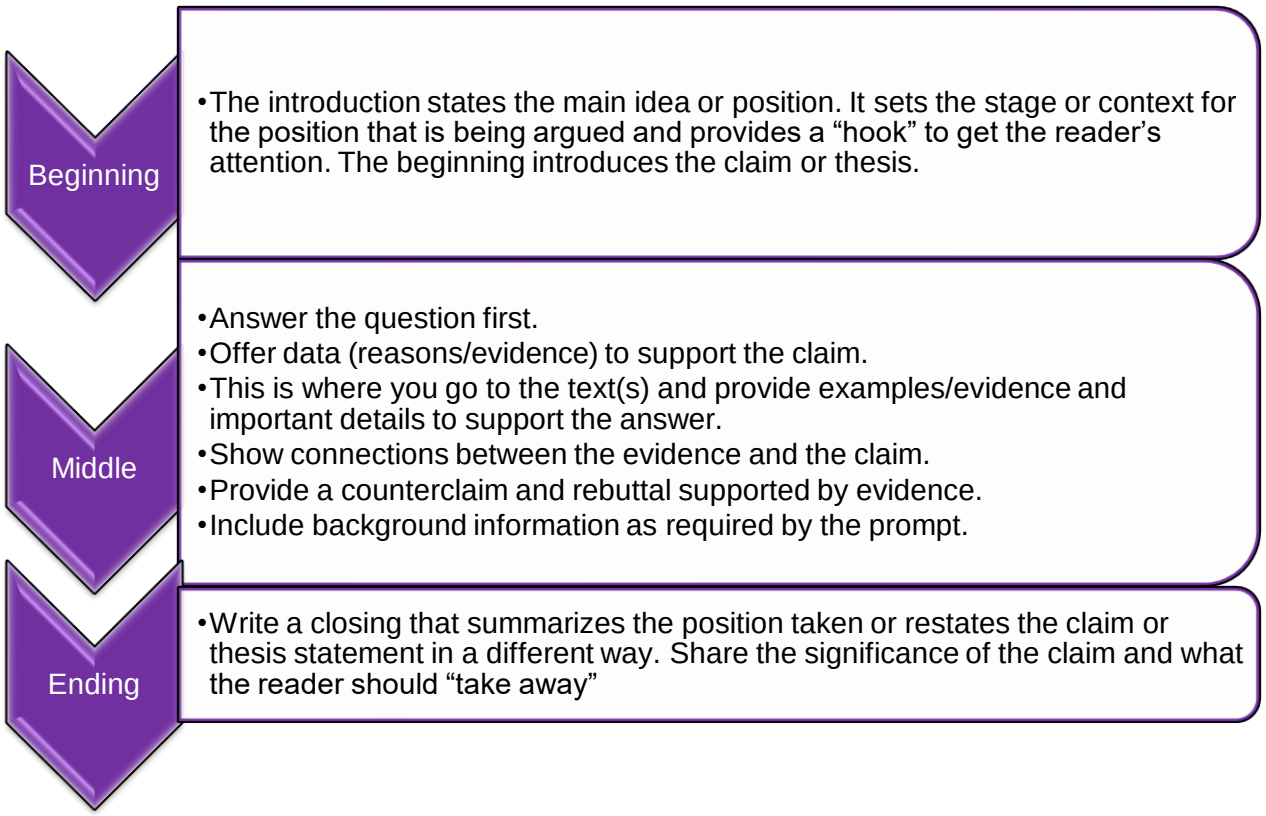
Counterclaim (Evidence and Support)

Conclusion Paragraph

Provide take-away points

Structure for Constructed Response

One way to identify the better supported argument is by evaluating the evidence provided by each author. Using the STAR Criteria is one way to determine whether or not the evidence used by the author is effective.



Sample Thesis/Claim Frames

A thesis is an answer to a specific question. A thesis statement makes a claim or proposition that reflects a specific point of view. The thesis statement should recognize both sides of a question, yet focus on two to three specific points (discussion points) sometimes called points of analyses. A thesis statement is the roadmap for the written response. The placement of the thesis statement is generally located in the introduction and summarized in the conclusion of a writing sample.

The general argument made by _____ in his/her work _____ is that _____ because _____.

Although _____ (believes, demonstrates, argues) that _____, _____ supports/provides the _____ evidence _____.

A key factor in both _____ can be attributed to _____.

When comparing the two positions in this article, _____ provides the clearest evidence that _____ because _____.

Looking at the arguments regarding _____, it is clear that _____.

In discussion of _____, one controversial issue has been _____. _____ believes that _____. On the other hand, _____ asserts that _____. _____ is clearly the best supported argument on the issue of _____ because _____.

How Do You Know? – Frames for Incorporating Evidence

In the article, "_____," _____ maintains that _____.

_____'s point is that _____

____'s claim rests upon the questionable assumption that _____

One reason that _____ maintains the position of _____ is that _____

According to the text/article/passage/report, _____

An example of _____, is _____

_____. This proves/supports that _____

The author states that _____

In addition, the author/article/research supports that _____

_____. This proves that _____.

Examples/data supporting _____, include _____

Citing the Evidence

Body paragraphs in academic essays contain evidence that supports debatable main ideas that appear in topic sentences, and responsible writers make sure to introduce, cite, and explain quotes and paraphrases used as evidence.

- **Topic sentence:** Include a sentence with one reason that supports your claim.
- **Introduce and State Evidence:** Use a signal phrase/word and provide evidence *(according to, another example of, as stated by, as said by, in addition to , to illustrate that, reasons for, facts, statistics, and/or quotations)* from the text to support your claim.
- **Elaborate on Evidence:** Explain and elaborate on how the evidence is connected to the point that you are making. Give more detail. Provide an analysis that ties the evidence back to the argument that you are making.
- **Concluding Sentence:** End your paragraph with a concluding sentence that wraps up this paragraph and moves into your next point.

Citing the Evidence: State-Cite-Explain

Question	State	Cite	Explain
This is the question you are directly responding to. If you are writing an essay, you must also use part of the stimulus in your answer so your audience knows what you are talking about.	State the claim - the idea you had about the text.	Cite what in the text led you to that idea.	Explain how each piece of evidence supports your idea.

Question	State	Cite	Explain

Citing the Evidence: Introduce-Cite-Explain/Elaborate

	What to Do	Example
I	Introduce your evidence (e.g., according to, another example of, as stated by, as said by, in addition to, to illustrate, etc.)	Another example of Dr. Morgan's stronger argument is the author's use of a 2012 research study.
C	Cite your evidence. Use appropriate parenthetical citations for all quotes.	The study that she uses reports that gaming shows a positive impact on higher-order thinking skills and that it reduces training time.
E	Explain and elaborate on how the evidence is connected or important to the claim that you are making. Provide an analysis that ties the evidence back to the argument that you are making.	Because training is an important part of the workplace, reducing training time and providing a more effective way of teaching new skills can positively enhance a workplace's return on investment.

Introduce	
Cite	
Explain/Elaborate	

Connecting Ideas – Using Transitional Words and Phrases

Transitional words and phrases create a link between your ideas when you are speaking and writing. They help your audience understand the logic of your thoughts. When using transitional words, make sure that it is the right match for what you want to express. Remember, transition words work best when they are connecting two or more strong ideas that are clearly stated. The following is a list of transitional words and phrases that you can use for different purposes.

Add Related Information	**Give an Example or Illustrate an Idea**	**Make Sure Your Thinking is Clearly Understood**	**Compare Ideas or Show How Ideas Are Similar**	**Contrast Ideas or Show How They Are Different**
· furthermore · moreover · too · also · again · in addition · next · further · finally · and, or, nor	· to illustrate · to demonstrate · specifically · for instance · as an illustration · for example	· that is to say · in other words · to explain · i.e., (that is) · to clarify · to rephrase it · to put it another way	· in the same way · by the same token · similarly · in like manner · likewise · in similar fashion	· nevertheless · but · however · otherwise · on the contrary · in contrast · on the other hand
Explain How One Thing Causes Another	**Explain the Effect or Result of Something**	**Explain Your Purpose**	**List Related Information**	**Qualify Something**
· because · since · on account of · for that reason	· therefore · consequently · accordingly · thus · hence · as a result	· in order that · so that · to that end, to this end · for this purpose · for this reason	· First, second, third… · First, then, also, finally	· almost · nearly · probably · never · always · frequently · perhaps · maybe · although

From Odell Education

Sentence Structures: Helping Students Discuss, Read, and Write About Texts

Students at all levels struggle to find language that expresses their ideas and helps them achieve their rhetorical purpose. Sentence structures offer a useful means of getting students up and running with academic language through either sentence starters or sentence frames. Both approaches are useful for writing about and discussing different types of texts.

Sentence Starters	Sentence Frames
Making Predictions • I predict that… • If *x* happens, then… • Because *x* did *y*, I expect *z*. **Making Connections** • *X* reminds me of… • *X* is similar to *y* because… • *X* is important to *y* because… **Making Inferences** • *X* means . . . since *x* is… • Early on the author says… which suggests • *X* is… • *X* causes *y* as a result of… which shows… **Summarizing** • The main (central) idea is… • The author argues that… • In _____, (author's name) implies… **Evaluating** • The author's point is/is not valid because… • The author does/does not do a good job of… • The most important aspect/event/idea is…	**Summarizing** • Readers often assume that…. • While many suggest *x*, others say *y*…. • (Author's name) agrees/disagrees with *x*, pointing out… **Responding** • *X* claims…which I agree/disagree with because…. • *X's* point assumes *x*, which I would argue means… • While I agree that___, you could also say… **Agreeing** • Most will agree that… • I agree with those who suggest that… • *X* offers an effective explanation of why *y* happens, which is especially useful because most think that…. **Disagreeing** • I would challenge *x's* point about *y*, arguing instead... • *X* claims *y*, but recent discoveries show this is… • While *X* suggests *y*, this cannot be true since…

Analyzing the Text

- The author uses _____ to show/achieve…
- The author assumes _____ which is/is not true…
- The use of _____ strengthens/weakens the author's argument by…

Clarifying

- What the author is saying is…
- Given that *x* happened, the author is trying to show…
- *X* is not _____ but is, instead, _____ since….

Synthesizing

- These elements/details, when considered together, suggest…
- Initial impressions suggested *x*, but after learning _____ it is now clear that… It is not a question of *x* but rather of *y* because….

Taking the Third Path: Agreeing *and* Disagreeing

- While I agree that…, I reject the larger argument that…since we now know…
- I share X's belief that…, but question…due to…
- Most concede *x* though few would agree that *y* is true…

Arguing

- Although *x* is increasing/decreasing, it is not *y* but *z* that is the cause…
- While *x* is true, I would argue *y* because of *z*.
- *X* was, in the past, the most important factor but *y* has changed, making it the real cause.

Explaining Importance

- Based on *x*, people assumed *y*, which made sense at the time, but now we realize *z*, which means….
- This change questions our previous understanding of *x*, which means that now we must assume…
- While this conclusion appears insignificant, it…
- challenges our current understanding of *x*, which means that…
-

Sentence starters and frames from: "A Cognitive Strategies Approach to Reading and Writing Instruction for English Learners in Secondary School," by Olson and Land in *Research in the Teaching of English* (Feb 2007) and *They Say/I Say: The Moves that Matter in Academic Writing*, by Graff and Birkenstein (Norton 2006/2010).

Revising and Editing Checklist

Introduction

☐ Does your introduction begin with a sentence that grabs the reader's attention?

☐ Does your paper contain a thesis that is a clear summary of your main point or argument?

☐ Is your thesis arguable? Your thesis should not simply be the statement of a fact because a statement is NOT arguable.

☐ Does your thesis match your assignment? A thesis for a compare-contrast paper is constructed differently than a thesis for a personal narrative or a research paper.

☐ Is your thesis placed correctly? Normally the thesis should be the last sentence of your introductory paragraph, but it can also appear either as the first sentence or within the first paragraph.

☐ Does your thesis provide a clear outline for the entirety of your paper?

☐ Does your thesis answer a question? Keep in mind, a thesis should never be written as a question.

Body Paragraphs

☐ Does the topic sentence of each body paragraph summarize the entirety of the points that paragraph covers?

☐ Does each topic sentence correspond with your thesis statement?

☐ Does all of the information in your paragraph support your topic sentence?

☐ Is the final sentence in each body paragraph a sentence that either summarizes the paragraph or transitions to the next point?

☐ Do you acknowledge an opposing point of view and then explain why you think it isn't strong enough to change the point of view selected?

Conclusion

☐Does the last paragraph remind readers of the main points of the essay, without going into too much detail repeating everything readers just read?

☐ Is the conclusion free of new information (such as another supporting point)?

☐ Does the last sentence leave readers with a strong final impression?

Entire Paper

General

☐ Is the writing in formal, third person?

☐ Does one idea flow smoothly into the next?

☐ Do the sentence structures and lengths vary?

☐ Does every sentence relate to the thesis?

☐ Does everything make sense?

☐ Is the essay convincing?

☐ Are the grammar, punctuation, and spelling correct?

Sentence Composition

☐ Have you removed unnecessary hedges that weaken your arguments such as *probably*, *might be*, *somewhat*, or *kind of*?

☐ Have you removed unnecessary words that do not add to the sentence such as *really* or *a lot*?

☐ Have you varied your vocabulary by utilizing a thesaurus and dictionary when necessary in order to avoid repetition or incorrect word choices?

☐ Are your sentences of varied lengths and complexities? A paper is stronger when it has a mixture of sentences versus all short sentences or all long sentences.

☐ Are all transitions from one idea to another smooth and clearly explained, so the reader does not need to make any leaps in logic?

☐ Has all slang and conversational language been removed?

☐ Have you removed any offensive language, such as gender-based or biased language?

Verbs

☐ Do your verb tenses match?

☐ Are your verb tenses consistent?

☐ Have you replaced unnecessary “to be" verbs (be, been, is, are, were, was) with stronger verbs?

☐ Are you using “active" verbs?

Integration of Information

☐ Are all of your quotes and paraphrases correctly cited?

☐ Are all of your quotes introduced and explained properly?

☐ Is all of your information, such as quotes and data, pertinent to your topic? Does your information correspond with the topic sentence of your current paragraph?

Grammar and Mechanics

☐ Have you used parallel structure?

☐ Do your pronouns agree with the antecedents they are replacing?

☐ Is your paper free of fragments and run-on sentences?

☐ Is your paper properly punctuated?

☐ Is your paper free of spelling errors?

☐ Have you read through your paper (slowly) in order to catch errors that you would miss otherwise?

RLA Resources from the World Wide Web

National Council for Teachers of English. This site provides lessons and strategies for teaching nonfiction text. http://www.ncte.org/

Newsela. A site with nonfiction articles available in 4-5 different Lexile Levels with many of them providing a quiz that is aligned to a specific anchor standard. It is necessary to sign up for the free account to see the different level of articles. https://newsela.com/

PBS Teacher Source. Lesson plans and lots of activities are included in the teacher section of PBS. http://www.pbslearningmedia.org/

ProCon.org. A website that provides both sides of the argument. Useful for use in teaching argumentative writing. http://www.procon.org/

Purdue University's OWL. One of the most extensive collections of advice about writing found on the web. https://owl.english.purdue.edu/

ReadWorks.org. Written for the K-12 program, many of these nonfiction texts and lessons are usable in the adult basic education program. http://www.readworks.org/

ReadWriteThink. From the International Reading Association and the National Council of Teachers of English, this site has great resources. http://www.readwritethink.org/

Teach 4 Results. A list of resources for teaching the writing process. http://iteach4results.wikispaces.com/*Writing

Teaching That Makes Sense. A K-12 site with lots of free resources and graphic organizers from Steve Peha. http://ttms.org/

The Writing Studio – Colorado State University. A step-by-step guide for argumentative writing. http://writing.colostate.edu/guides/guide.cfm?guideid=58

Tools for Teachers: Engaging in Academic Writing. Resources from the Aspen Institute. http://www.aspendrl.org/portal/browse/CategoryList?categoryId=281

Writing Fix. Lessons and strategies on how to teach different types of writing skills, including constructed responses and RAFTS. http://writingfix.com/rica/constructed_response.htm

Writer's Web. Materials from the University of Richmond's Writing Center. http://writing2.richmond.edu/writing/wweb.html

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Sample Completed Constructed Response with Organizers

Passage #2 – Game-Based Learning

Extended Response Stimulus Materials:

Source Material #1

Game-based Learning Is Merely a Fad

Solomon Robles, Ed.D., Professor of Education at Winborne College

Workplace Training Journal

Electronic learning, or "eLearning," was sold to many CEOs as the wave of the corporate future. There's no need to hire human beings to train staff, managers were told. All the information you require can be accessed online — at a reduced cost for the company, and more flexible scheduling for employees. It sounded too good to be true — and it was. As one writer noted, "most eLearning is nothing more than online lectures or course notes." To teach skills beyond basic facts, the person-to-person method is still more effective than any form of electronic learning.

And yet, along comes the next eLearning fad: "gamification," which means using video games to teach. Video-game-based learning is already widely used in schools, and has spread to corporations as a tool for training workers and motivating customers. This approach is even used in the military. But does it work?

Most research on game-based learning has looked at schools. Results have been inconsistent but not especially encouraging. One 2013 study found that "students who completed the gamified experience got better scores in practical assignments and in overall score, but … performed poorly on written assignments and participated less during class activities." This makes sense: If you're playing video games, you are not developing the so-called "soft skills" —also known as "people skills" – that are necessary for success in any job. In a traditional classroom, on the other hand, students can ask questions and engage with the teacher and with other learners.

In the workplace, game-based learning is yet another wedge driven between younger employees, who might applaud gamification, and older workers, who may now feel obsolete. What's more, the prestigious magazine The Economist points out that "many of the aspects of gamification that do work are merely old ideas in trendy new clothes." For example, the points and other rewards that are selling features of video games are just online versions of sales contests or "employee of the month" perks. Like other trends, game-based learning is likely to fade away as the next new teaching fad appears on the horizon.

Source Material #2

Game-based Learning: An Effective Training Strategy

Janette Morgan, Ph.D., Professor of Business, Saratoga State University

Innovative Trends in the Workplace

Already a multi-billion-dollar business, game-based learning in the corporate world continues to grow at a steady pace, and is here to stay. Executives are smart — they are not going to waste resources on training methods that don't work. Let's look at some of the advantages of "gamifying" workplace training.

First, many people are "gamers" in their non-work lives, so playing video games is something they are already comfortable with and enjoy. This makes game-based learning in the workplace more attractive and motivating than traditional instruction. And according to the Entertainment Software Association, despite the image of video-game players as teenaged boys, "the average gamer is now 37 years old." Further challenging the stereotype, nearly half of gamers are girls or women. Even 29 percent of those over age 50 are getting into the video-game habit. Teenagers and young men, in fact, make up only 15 percent of the over 190 million video-game users in the United States.

Evidence supporting the effectiveness of game-based learning is starting to emerge. Researchers point out that video games have "compelling storylines, attainable challenges, rewards, recognition and control," all of which stimulate learners. A 2012 report on game-based learning notes that "there is research evidence demonstrating positive impact on higher order skills such as decision making and problem solving." The report adds that using video games can also reduce training time, an advantage for both managers and employees.

Finally, unlike one-time training in a classroom, game-based learning is infinitely repeatable. If employees miss something or need more practice, they can always start the game again, using the feedback provided by the game to gauge their progress. This leads to a sense of accomplishment and creates a supportive learning environment, which is what we all want in an education strategy.

Extended Response Prompt:

Analyze the arguments presented in the two journal articles. In your response, develop an argument in which you explain how one position is better supported than the other. Incorporate relevant and specific evidence from both sources to support your argument.

Remember, the better-argued position is not necessarily the position with which you agree. This task should take approximately 45 minutes to complete.

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Unpack the Prompt

Analyze the arguments presented in the two journal articles. In your response, develop an argument in which you explain how one position is better supported than the other. Incorporate relevant and specific evidence from both sources to support your argument.

Remember, the better-argued position is not necessarily the position with which you agree. This task should take approximately 45 minutes to complete.

Do	What
Analyze	The arguments presented in the two articles
Develop	Argument
Explain	Why one position is better supported than the other
Incorporate	Relevant and specific evidence from both sources
Take	Approximately 45 minutes

Both Sides Now

Both Sides Now		
Evidence that Supports Game-Based Learning		**Evidence that Opposes Game-Based Learning**
Multi-billion dollar business		No evidence that it works
Continues to grow in corporate world		eLearning is just online lectures or notes
Doesn't waste resources on training methods that don't work		Teaches only facts
Many people are already gamers, so they're comfortable with it		Person-to-person teaching more effective
Game-based learning is attractive and motivating		A fad that will fade away when something new comes along
Average gamer is 37 years old	**Which author provides the better supported argument regarding game-based learning?**	Results inconsistent when used in schools
Half of gamers are women		Results not encouraging
29% of people over 50 play video games		Most research focused on school, not work place
190 million gamers in U. S.		2013 study shows students performed poorly on writing assignments
Research says games stimulate learners		2013 study shows students participated less in class
2012 report –research demonstrates positive impact on higher order skills		Poor at developing people/soft skills
2012 report - games reduce training time		Drives wedge between younger and older workers
Repeatable		Video games are online versions of sales contests or "employee of the month"
Leads to accomplishment		"merely old ideas in trendy new clothes" – Economist
Provides supportive learning environment		"doesn't work" – Economist
Decision (Claim) When comparing the two positions, Dr. Morgan provides a better supported argument.		
Reasons (Analysis/Evaluation) Because she uses more accurate and relevant evidence that is representative of the workplace. The writer is also more credible regarding workplace training because her background is business.		

STAR

One way to identify the better supported argument is by evaluating the evidence provided by each author. Using the STAR Criteria is one way to determine whether or not the evidence used by the author is effective.

S ufficiency	Is there enough evidence to support the claim?
T ypicality	Is the evidence typical or representative?
A ccuracy	Is the cited evidence up to date and accurate
R elevance	Is the cited evidence directly relevant to the claim(s) it is being used to support?

Don't forget to consider currency. Is the evidence outdated?

Fulkerson, R. (1996). Teaching the argument in writing. Retrieved from: http://www.eric.ed.gov/PDFS/ED397450.pdf

Fulkerson, cited in Rammage et al. 2007:110

A Quick Outline

Claim	Both Dr. Robles and Dr. Morgan address eLearning and provide evidence to support their stance. However, it is Dr. Morgan's argument for eLearning that is better supported because of her strong use of accurate and relevant evidence.
Evidence and Connection	Average gamer is 37, over half of gamers are female, 29% of gamers are over 50. This means that mature adults who are currently in workplace use this type of technology. A 2012 research study says that gaming produces higher-order thinking skills and reduces training time. Use of more effective ways of teaching new skills enhances workplace's return on investment. Dr. Robles is a Professor of Education; Dr. Morgan is a Professor of Business. Dr. Morgan's expertise in business is more credible in determining best way to train workplace
Counterclaim and Rebuttal	According to Dr. Robles, eLearning is a fad that results in students having less class participation and poor writing skills. However, the studies listed by Dr. Robles only focus on school, not the workplace. Research supports long-term use of technology in workplace training.
Conclusion	Because Dr. Morgan uses more relevant evidence that is related to workplace training, she has a more convincing argument.

Sample Constructed Response

The use of electronic learning, or "eLearning," is a very controversial issue. Some believe that using eLearning is the "wave of the future," while others argue that eLearning is nothing more than online lectures. Both Dr. Robles and Dr. Morgan address this issue in their journal articles and provide evidence to support their stance. However, it is Dr. Morgan's argument for eLearning that is better supported because of her strong use of accurate and relevant evidence. Ultimately this is the most convincing argument.

Dr. Morgan provides relevant evidence to support her claim as she discusses the preponderance of individuals who are already gamers. As opposed to the type of evidence provided by Dr. Robles, Dr. Morgan uses facts and statistics to support her argument. Dr. Morgan points out that the average gamer is 37 years old. She further provides strong statistical evidence regarding the profile of gamers. Often, people view gamers as young males. However, according to the article, over half of gamers are female and 29% of gamers are over the age of 50. This support for eLearning shows that it is not only youth who use this type of technology, but also mature adults who are currently in the workplace. This use of gaming by a wide range of individuals refutes Dr. Robles' stance that the use of eLearning drives a wedge between younger and older workers. Instead, Dr. Morgan shows proof that the use of eLearning and gaming is accepted and used by a wide variety of individuals.

Another example of Dr. Morgan's stronger argument is the author's use of a 2012 research study. The study that she uses reports that gaming shows a positive impact on higher-order thinking skills and that it reduces training time. Because training is an important part of the workplace, reducing training time and providing a more effective way of teaching new skills can positively enhance a workplace's return on investment. This type of evidence was not mentioned by Dr. Robles. The study referred to by Dr. Morgan provides strong and pertinent evidence for the support of workplace eLearning.

Credibility is also something that needs to be considered when reading both articles. Although both authors have advanced degrees, Dr. Robles is Professor of Education, whereas Dr. Morgan is Professor of Business. As the claim is whether or not eLearning is effective in the workplace, Dr. Morgan has the most appropriate educational background from which to argue this point. Also, Dr. Robles continues to refer to students within his article. Dr. Morgan references terms used in the business field, such as managers, employees, and workplace training.

Dr. Robles quotes a 2013 study that shows students who used eLearning showed less participation in class and performed poorly on writing. However, these studies focused on schools, not on the workplace. Dr. Robles also repeatedly discusses that gaming is just a fad. This is a statement that Dr. Morgan is able to refute through the use of relevant research supporting the strong usage and longevity of this type of training.

Despite the argument and evidence provided by Dr. Robles, Dr. Morgan's argument is better supported. Dr. Robles' argument does have merit and provides evidence to support that eLearning may negatively impact student learning. However, Dr. Morgan provides strong, research-based evidence and statistics to support the innovative use of eLearning in the workplace. Dr. Morgan uses more relevant evidence that is related to workplace training in order to provide a more convincing argument to the reader.

Note: This writing sample was crafted to model specific skills. It is not the work of GED Testing Service®.

Sample Constructed Response with Annotations

Set the stage What is the topic?

The use of electronic learning, or "eLearning," is a very controversial issue. Some believe that using eLearning is the "wave of the future," while others argue that eLearning is nothing more than online lectures.

Overview of sides

Both Dr. Robles and Dr. Morgan address this issue in their journal articles and provide evidence to support their stance. However, it is Dr. Morgan's argument for eLearning that is better supported because of her strong use of accurate and relevant evidence. Ultimately this is the most convincing argument.

Claim

Dr. Morgan provides relevant evidence to support her claim as she discusses the preponderance of individuals who are already gamers. As opposed to the type of evidence provided by Dr. Robles, Dr. Morgan uses facts and statistics to support her argument. Dr. Morgan points out that the average gamer is 37 years old. She further provides strong statistical evidence regarding the profile of gamers. Often, people view gamers as young males. However, according to the article, over half of gamers are female and 29% of gamers are over the age of 50. This support for eLearning shows that it is not only youth who use this type of technology, but also mature adults who are currently in the workplace. This use of gaming by a wide range of individuals refutes Dr. Robles' stance that the use of eLearning drives a wedge between younger and older workers. Instead, Dr. Morgan shows proof that the use of eLearning and gaming is accepted and used by a wide variety of individuals.

Ex: Compare/ Contrast

Evidence – statistics/ data

Connection/ Elaboration

Another example of Dr. Morgan's stronger argument is the author's use of a 2012 research study. The study that she uses reports that gaming shows a positive impact on higher-order thinking skills and that it reduces training time. Because training is an important part of the workplace, reducing training time and providing a more effective way of teaching new skills can positively enhance a workplace's return on investment. This type of evidence was not mentioned by Dr. Robles.

Topic Sentence

Evidence – research study

Connection/ Elaboration

Compare/ Contrast

The study referred to by Dr. Morgan provides strong and pertinent evidence for the support of workplace eLearning.

Connection/ Elaboration

Topic Sentence

Credibility is also something that needs to be considered when reading both articles. Although both authors have advanced degrees, Dr. Robles is Professor of Education, whereas Dr. Morgan is Professor of Business. As the claim is whether or not eLearning is effective in the workplace, Dr. Morgan has the most appropriate educational background from which to argue this point. Also, Dr. Robles continues to refer to students within his article. Dr. Morgan references terms used in the business field, such as managers, employees, and workplace training.

Evidence credibility

Compare/ Contrast

Connection/ Elaboration

Counter-claim

Rebuttal

Dr. Robles quotes a 2013 study that shows students who used eLearning showed less participation in class and performed poorly on writing. However, these studies focused on schools, not on the workplace. Dr. Robles also repeatedly discusses that gaming is just a fad. This is a statement that Dr. Morgan is able to refute through the use of relevant research supporting the strong usage and longevity of this type of training.

Counter-claim

Rebuttal

Despite the argument and evidence provided by Dr. Robles, Dr. Morgan's argument regarding the positive impact of eLearning is better supported. Dr. Robles' argument does have merit and provides evidence to support that eLearning may negatively impact student learning. However, Dr. Morgan provides strong, research-based evidence and statistics to support the innovative use of eLearning in the workplace. Dr. Morgan uses more relevant evidence that is related to workplace training in order to provide a more convincing argument to the reader.

Conclusion

Topic Sentence/ Restatement of claim

Restatement of claim and concluding rationale

Types of Evidence to Support an Argument

Type of Evidence	Passage 1 Samples Supporting the Author's Claim	Passage 2 Samples Supporting the Author's Claim
Factual	E-learning sold to businesses as wave of the future Approach used in the military 2013 study found students get better scores on practical assignments 2013 study says students performed poorly on written skills	2012 report states using video games reduces training time 2012 report says there's research that says gaming helps develop higher-order skills
Statistics or Data	Reduced cost?	Multi-billion dollar business Average gamer is now 37 years old Half of gamers are female 29% over age 50 are getting into video games Teens and younger men make up 15 percent of over 190 million game users in U. S.
Examples or Anecdotes	Rewards that are selling features of video games are just online versions of sales contests or "employee of the month" perks	Many people are "gamers" in their non-work lives, so playing video games is something they are already comfortable with and enjoy
Expert Testimony	One writer says – "most eLearning is nothing more than online lectures or notes" Economist – "many of the aspects of gamification that do work are merely old ideas in trendy new clothes"	Researchers report "compelling storylines, attainable challenges, rewards, recognition and control," all of which stimulate learners
Logical Reasoning	E-learning sold to businesses as wave of the future If you play video games, you don't develop "soft/people" skills	Executives are smart — they are not going to waste resources on training methods that don't work.
Emotional Appeal	Drives wedge between younger employees and older workers No need to hire human trainers	. . . leads to a sense of accomplishment and creates a supportive learning environment