One Site Fits All – Welcome to GED.com

- The webinar will start at 3:30 pm EDT/ 2:30 pm CDT.
- If you have a technical question before the webinar, please type it into the question panel. We will do our best to answer your question.
- When you log on, check your audio to make sure your headphones are working properly.
- If you use your phone to call in, be sure to enter the appropriate codes.
- As you enter the webinar, your audio will be muted to avoid a lot of background noise.
- You will not hear anything until 3:30 p.m. when the webinar goes live, so please don't think that anything is wrong.
- If you haven't downloaded the PowerPoint handout and guide, please feel free to do so from the handout panel.



Welcome!

- Daphne Atkinson, GED Testing Service
- Debi Faucette, GED Testing Service
- Bonnie Goonen, Consultant to GEDTS
- Susan Pittman, Consultant to GEDTS

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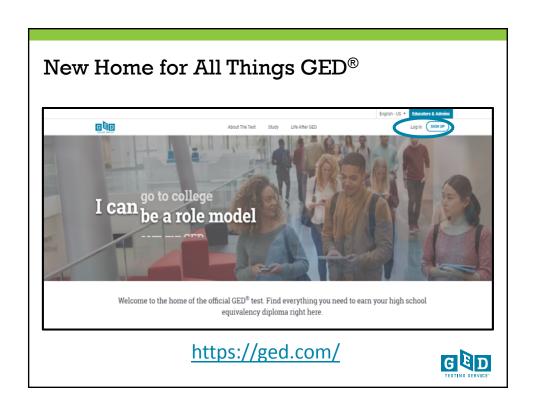
Session Objectives

- Explore the new GED.com website
- · Learn about student resources
- Learn about educator resources
- Identify locations of your favorite resources
- Spend time discussing issues and concerns









New Website Launched May 2018

- Focus is to improve student experience for:
 - Engagement
 - Persistence
 - · Long-term, sustained outcomes
- Because one size doesn't fit all:
 - we continue to highlight adult education, because we understand that teacher support is invaluable
 - we also have options for the 70% of people (nationally) who want to pursue a $\mbox{GED}^{\mbox{\scriptsize @}}$ on their own
 - Findings:
 - Extremely positive response from students

G E D

What Problem Are We Solving?

Students lack the *confidence* and *strategy* to earn their GED credentials.



Give students what they need at the time they need it.



Academic Behavioral



Give Students What They Need...

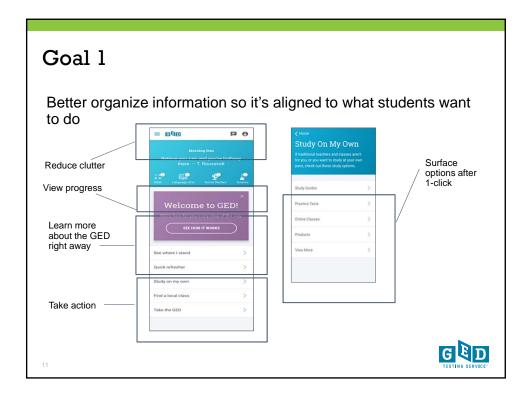
At the time they need it:

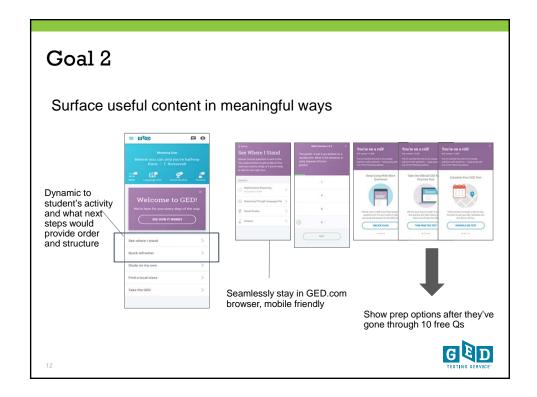
- Action (visible) guidance:
 Instructions and clarity on how they can earn their GED
- 2. Behavioral (non-visible)
 guidance: Help people do what
 they already want to do

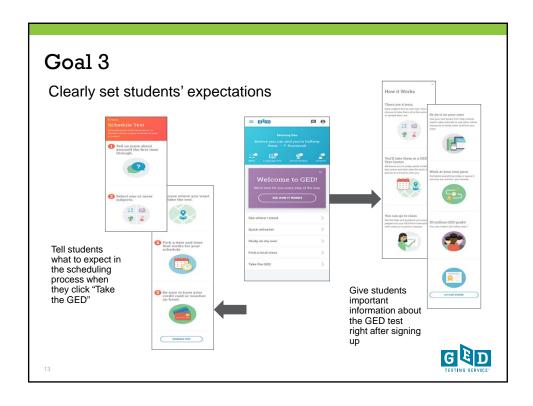


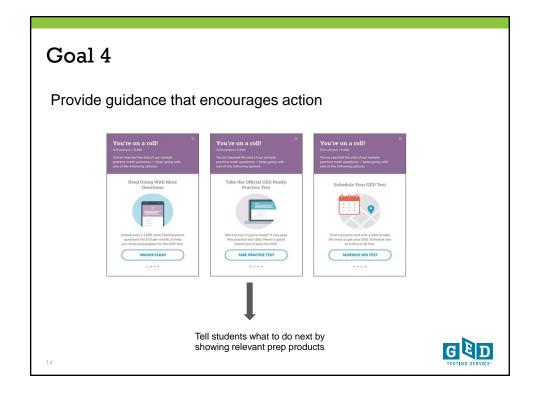


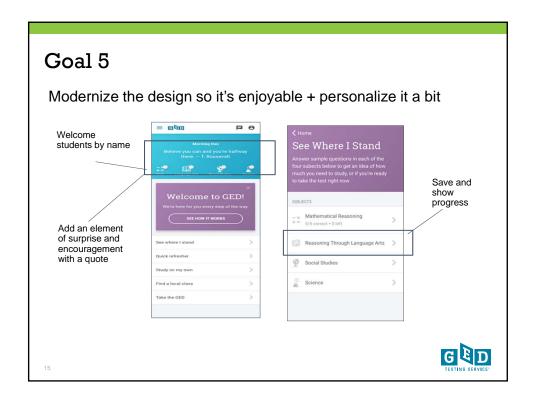
Assumptions: The new website design... Helps students Will promote Makes the Is laid out in a trust in the way that know what to **GED** seem expect attainable makes sense Delivers on our Will increase % Is easy to use Is engaging design goals of repeat (students like visitors Will increase % Is clear where Provides Helps students of students to go to guidance who don't that schedule schedule know where to 1st test start Is less Surfaces Won't slow down intimidating people already planning relevant and GED to schedule useful content

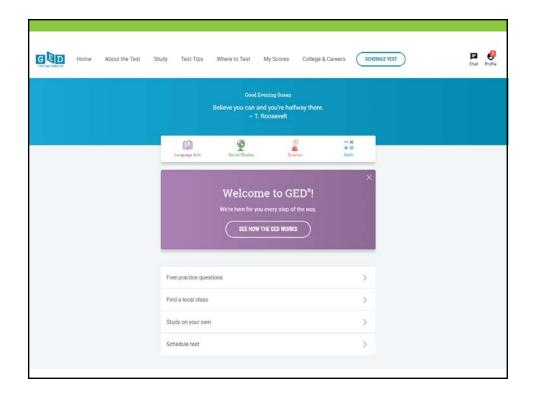


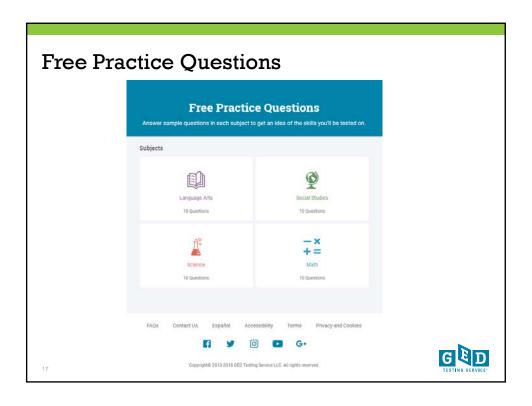


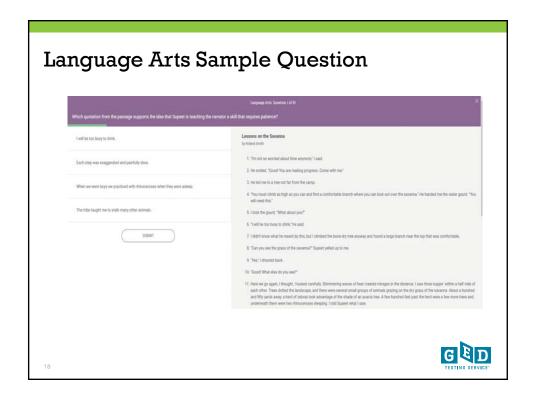


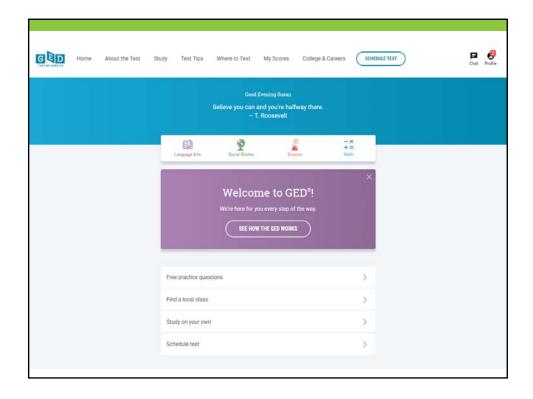


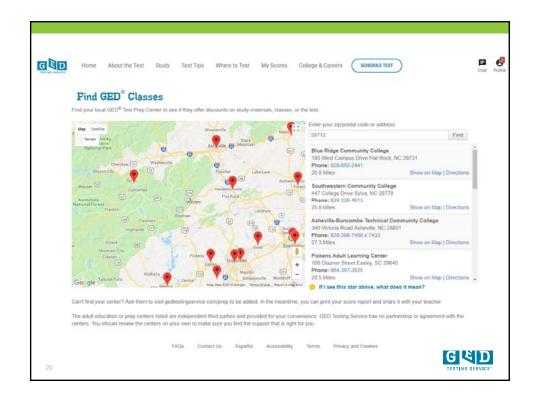


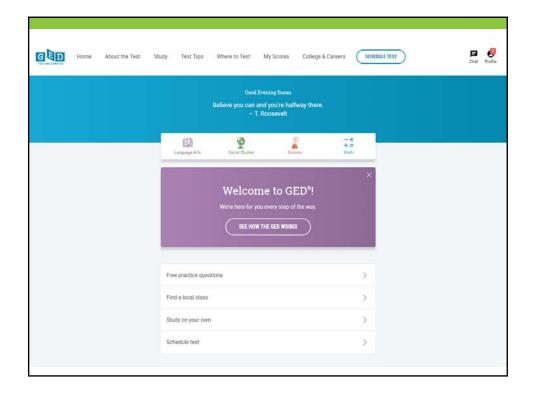


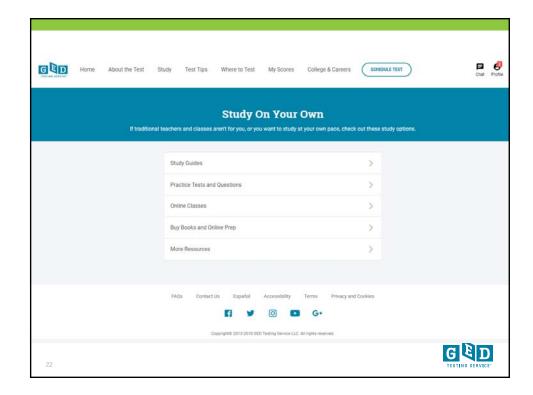


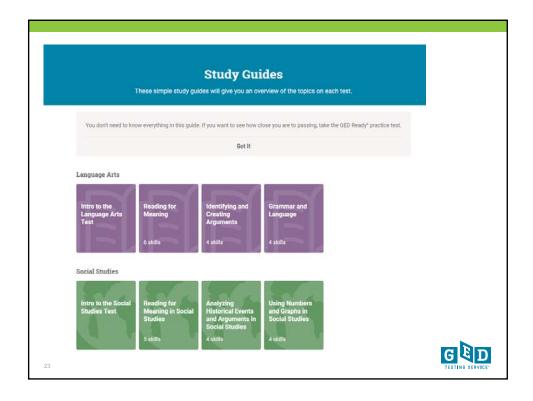


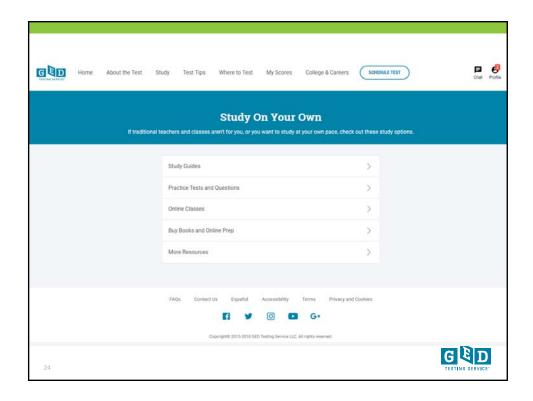




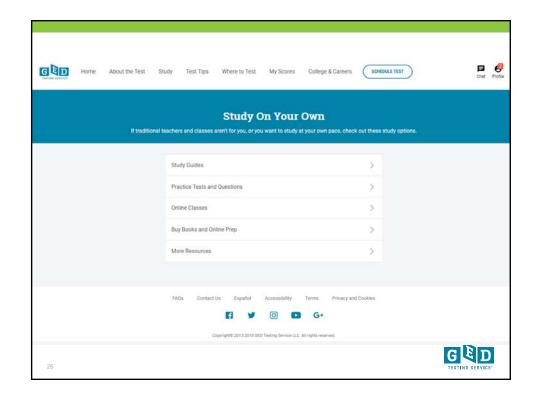




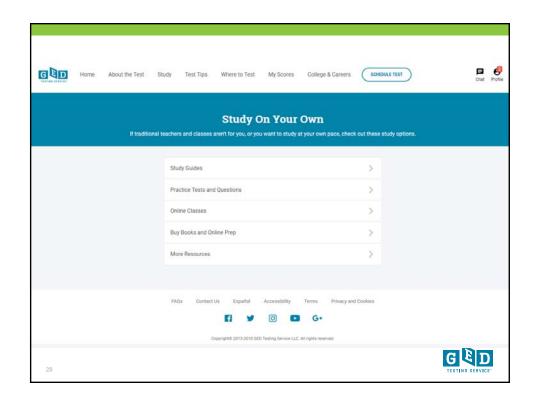


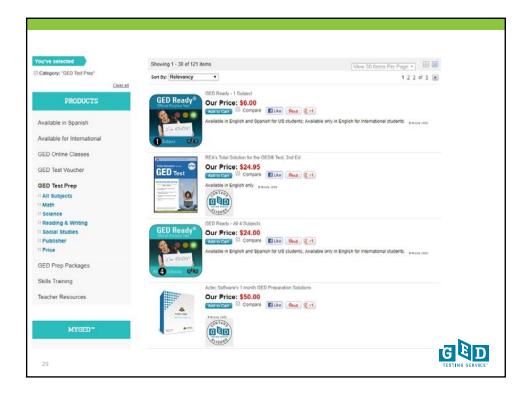


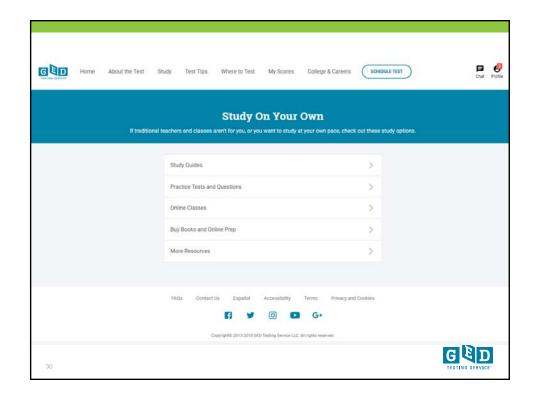


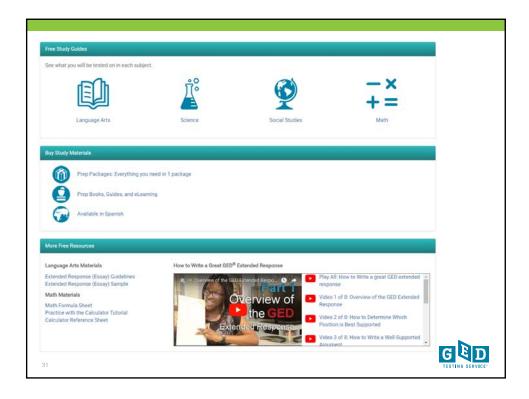


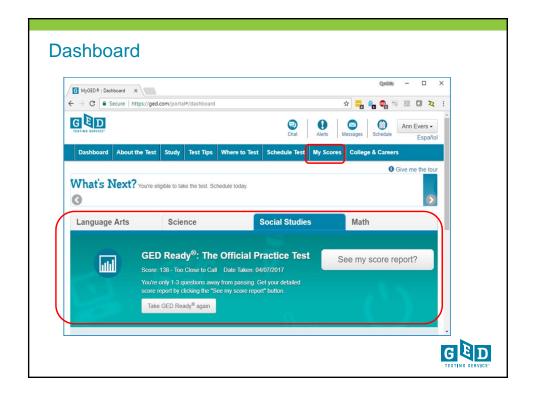


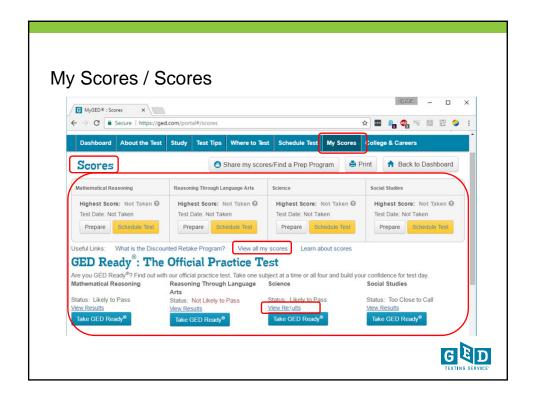


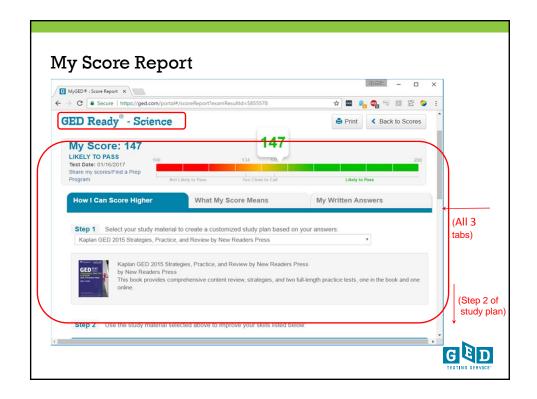




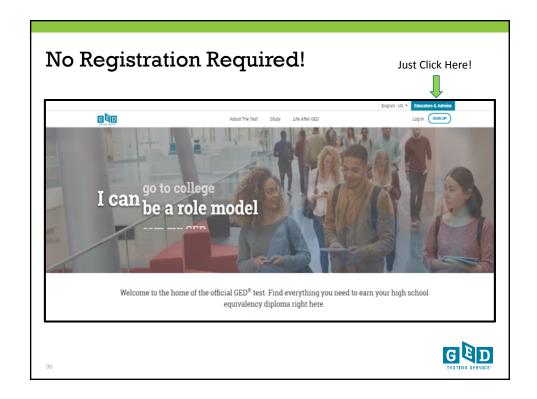




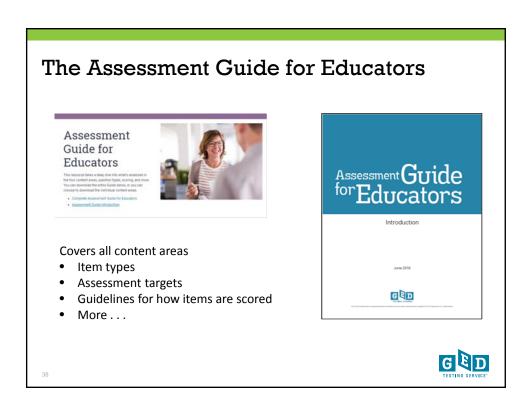












GED® Assessment Target Comparison Chart

The comparison chart provides the "technical" language of assessment targets with a "translation" that is test-taker friendly.

GED® Test - Reasoning Through Language Arts (RLA)

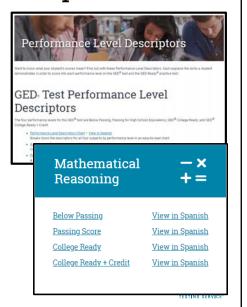
INDICATOR CODE	INDICATOR LANGUAGE FOR EDUCATORS	INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS
R.2.1	Comprehend explicit details and main ideas in text.	Understand specific details and main ideas in a passage.
R.2.2	Summarize details and ideas in text.	Summarize the details and ideas in a passage.
R.2.3	Make sentence level inferences about details that support main ideas.	Infer the relationship between the details and main idea given.
R.2.4	Infer implied main ideas in paragraphs or whole texts.	Infer the main idea based on a set of details in single paragraphs and the whole written source.
R.2.5	Determine which detail(s) support(s) a main idea.	Determine which details support the main idea.
R.2.6	Identify a theme, or identify which element(s) in a text support a theme.	Identify a theme or element of a written source that supports a theme.
R.2.7	Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.	Make generalizations or hypotheses based on evidence in a written source.



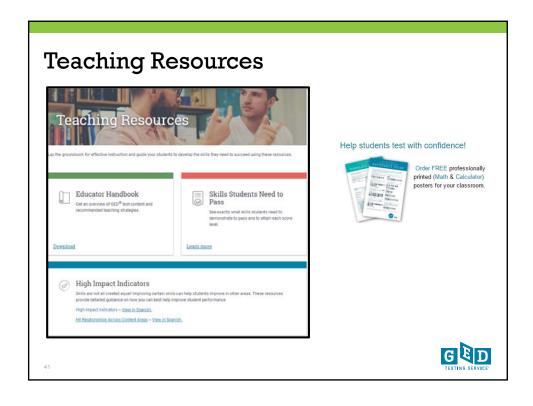
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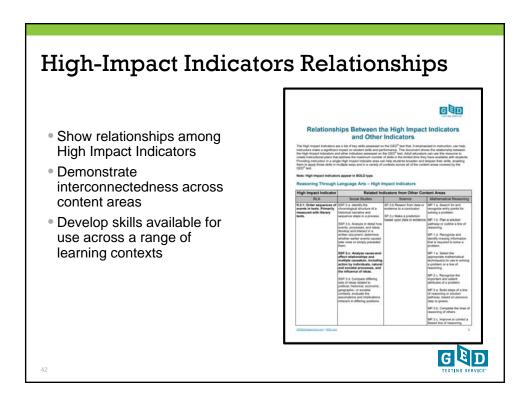
Performance Level Descriptors

- Four Performance Levels
 - Below Passing
 - HSE
 - GED® College Ready
 - GED[®] College Ready + Credit
- What skills are demonstrated at each level
- What skills need development to advance to the next level



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Tuesdays for Teachers Webinars

- Recorded presentation
- Slideshow document
- Resources including strategies & classroom activities
- More . . .



https://ged.com/educators admins/teaching/ professional development/webinars/

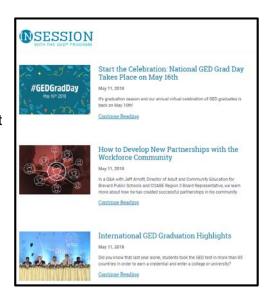


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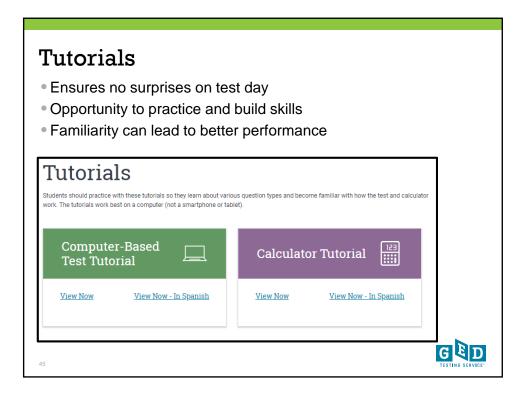
In Session

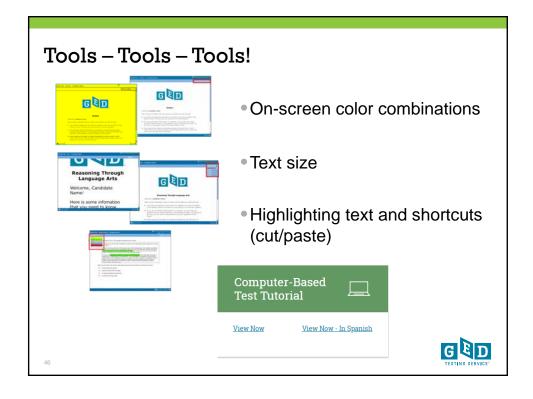
- Monthly newsletter
- Easy sign-up
- Topics of interest to adult educators
- Focus on changes that impact you <u>and</u> your students

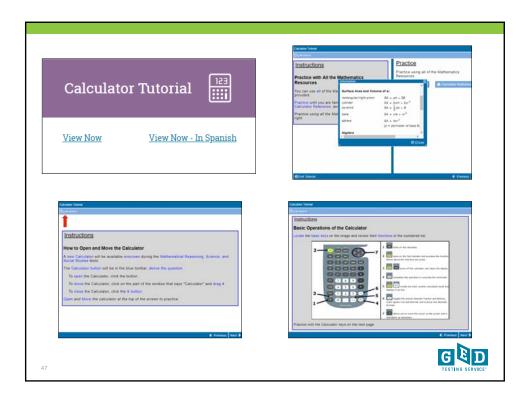
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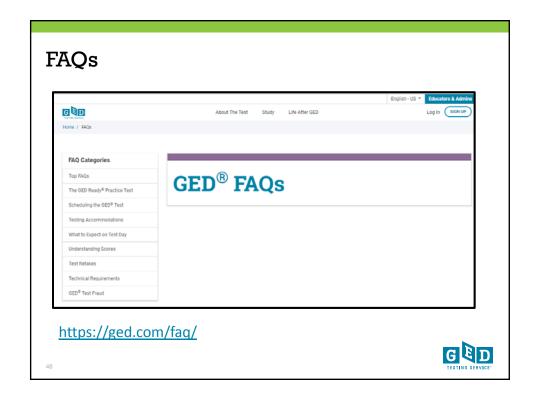


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