



Power Up with GED!

Adora Beard

Director of State Relationships, Community Engagement & Culture



Session Overview

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What do the numbers say?

2

Important Tools and Strategies for the Classroom

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GED Ready®

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Exploring the Program

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Resources

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GED Program Overview

Teaching the GED® Test

Free Classroom Materials

Teaching Resources

Professional Development

Prep Products

Promote Your Program

State Policies

Test Administration

GED Manager

Top Resources


Professional Development Training
[View Resource](#)


Resources to Guide Your Instruction
[View Resource](#)



Free Classroom



Teaching Resources

3 Things Every Educator Should Do



Create an account at GED.com & familiarize yourself with the student experience in order to help your students (use a non-work email address). Use **CANDIDATE** as your last name.

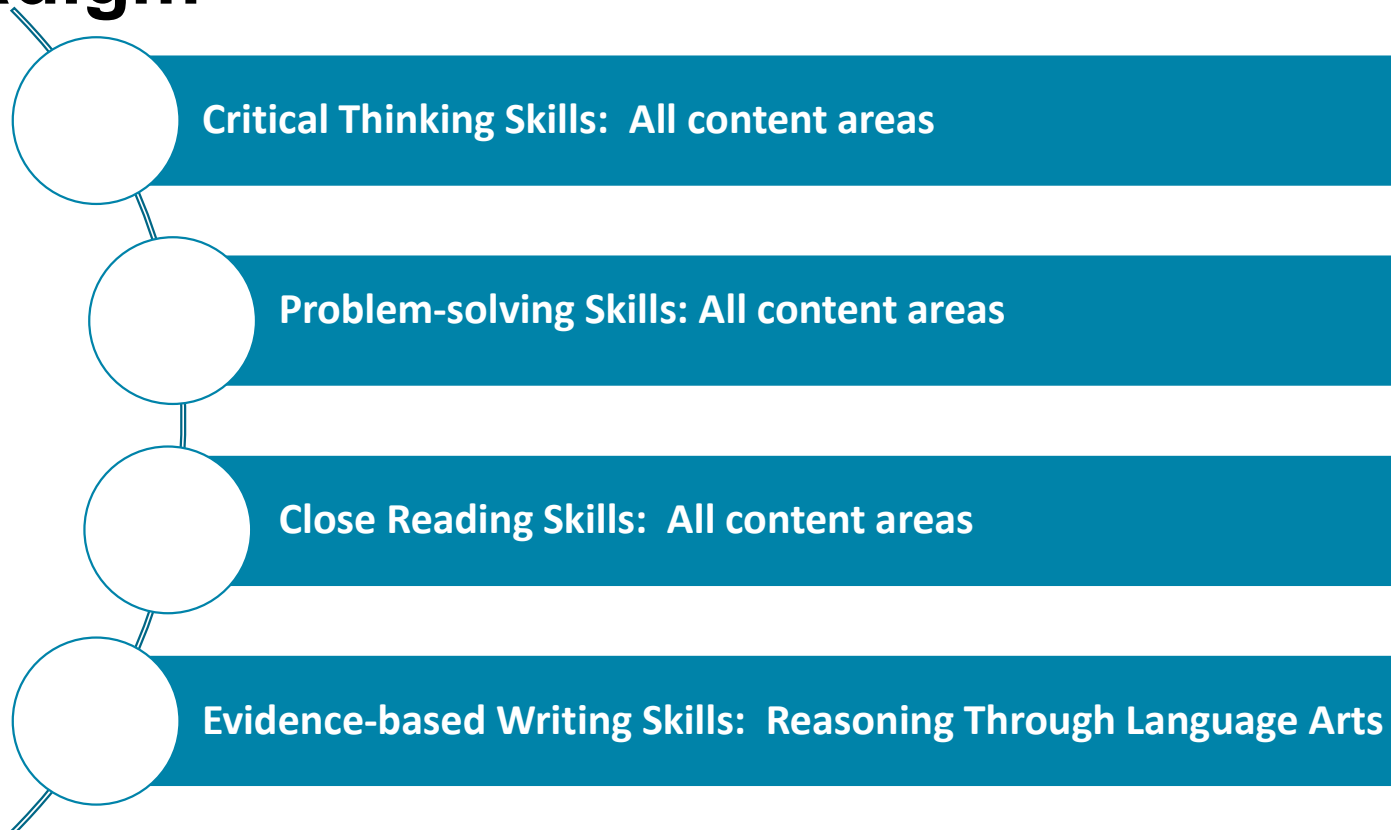


Take at least one subject of the GED Ready. Your SRM can provide you with a GED Ready voucher(s).

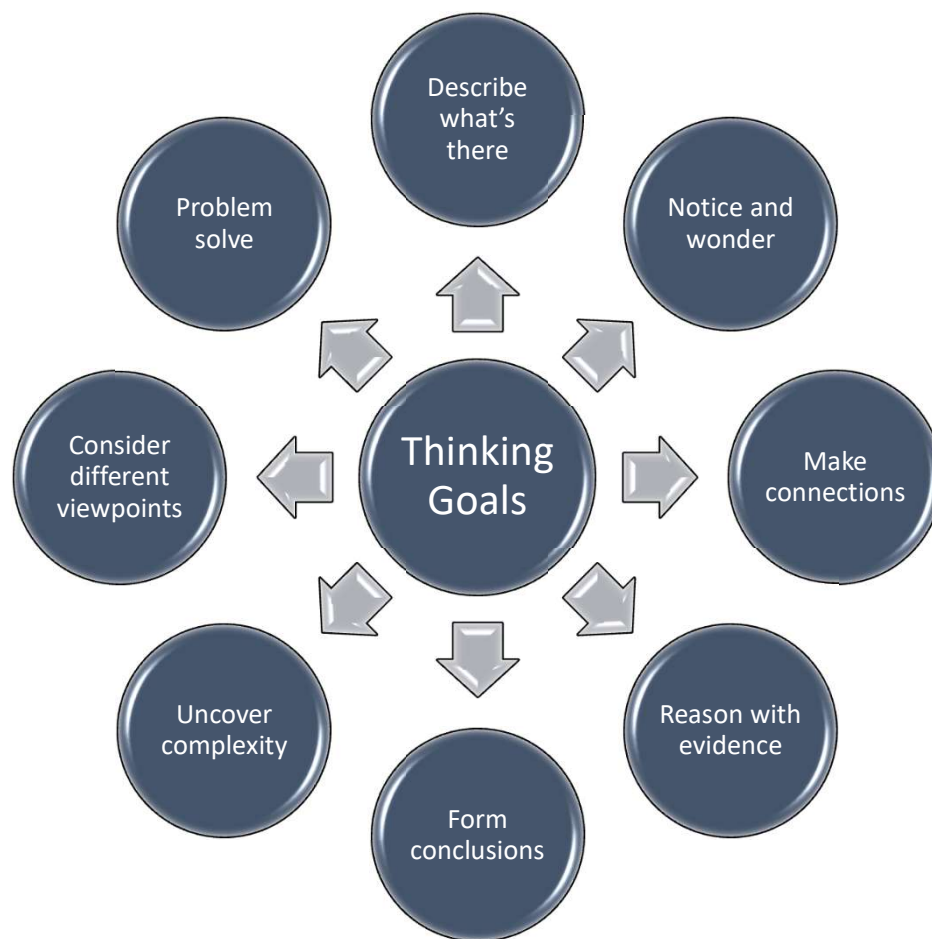


Bookmark and utilize GED.com – Educators & Admin

A Paradigm



What Kind of Thinking Goals Do We Want Our Students to Have?



GED® Testing Program Results

Pass Rate: National CY 2026

	January 1, 2026 – Present
National Pass Rate	69%

	National
GED.com Accounts	459,631
Test Takers	237,638
Passers	93,399

3 of 4

BENEFITS OF RE-ENGAGEMENT

- These learners are **one test away** from completion
- They already demonstrated **high readiness and persistence**
- Reengagement leads to **quick wins for programs and states**
- Focused instruction is typically needed (often Math or RLA)
- Lower cost compared to recruiting and supporting brand-new learners
- Short-term interventions (like boot camps) can close the gap quickly
- Campaign model can be lead by everyone:
 - Statewide
 - Regional
 - Program-level



Average Passing Scores Per Content Area

Average Scores

	MATH	RLA	SCIENCE	SOCIAL STUDIES
GED Test Average Passing Score	156	156	156	156
GED Test Average Non Passing Score	139	139	140	139
GED Test Overall Average Score	148	150	153	152
GED Ready Overall Average Score	154	152	159	157

Note: Results reflect 1/1/2026 – 7/30/2026

Simplify and Slow Down

Ask yourself the following!

- What knowledge is essential?
- What are prerequisite skills that students need to address the content?
- What practice can be emphasized that transfers across multiple content areas?
- What skills promote analyzing text, constructing arguments, and building knowledge, each of which is needed in real-life and the workplace?
- What skills have greatest relevance to students?

Melanie Kitchen, Curator of Creative Curiosity

<https://sites.google.com/view/curatorofcreativity/blended-learning>

Important Tools and Strategies for the Classroom

What's In Your Bag?



Professional Development: Tuesday for Teachers

**March 31, 2026 -
Leveling Up with
Innovation, Impact,
and the Evolutionary
Loop**

[Watch Now](#)

[PPT](#)

[Download Certificate](#)

**Intersecting the Adult
Learning Theory &
Universal Design**

[Watch Now](#)

[PPT](#)

[Download Certificate](#)

**GED Math Test-Taking
Strategies & Calculator
Skills Part 2**

[Watch Now](#)

[PPT](#)

[General Math Practice Problems](#)

[Download Certificate](#)

**Getting Students
Ready for Re-entry**

[Watch Now](#)

[PPT](#)

**A Hypothesis is More
than Just a Guess –
Building Science
Knowledge**

**Boost your Students'
Civics Knowledge**

[Watch Now](#)

[PPT](#)



Tuesdays for Teachers Webinars

by GED Testing Service

Playlist • 72 videos • 22,556 views

Tuesdays for Teachers is a free professional development webinar series designed for GED® educators. This ...[more](#)

Play all



Be “In the Know”:

In Session Educator Newsletter

SIGN UP TO GET THE LATEST NEWS AND RESOURCES

Tuesday for Teachers Registration
New Product Announcements
Spotlights Celebrating Success

Assessment Guide for Educators

This resource takes a deep dive into what's assessed in the four content areas, question types, scoring, and more. You can download the entire Guide below, or you can choose to download the individual content areas.

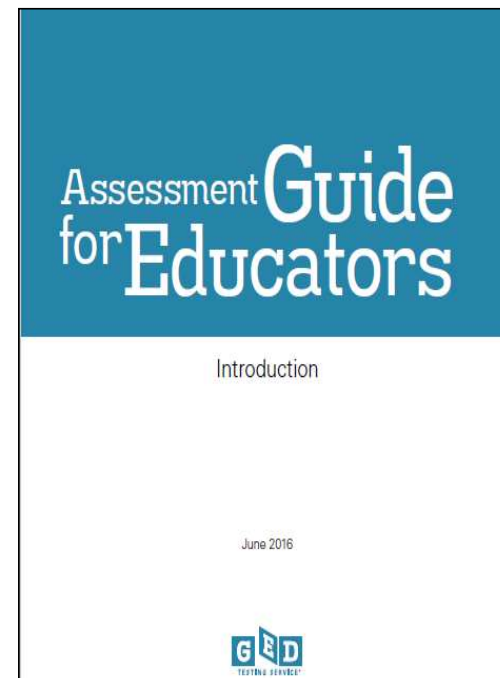
- Complete Assessment Guide for Educators
- [Assessment Guide Introduction](#)



THIS IS YOUR RESOURCE GUIDE!

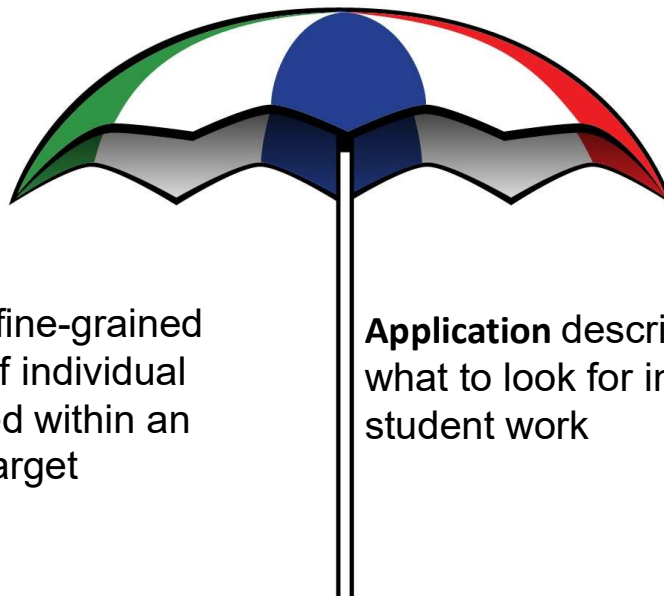
THE source for getting under the hood of the GED® test

- Updated regularly
- Crosswalk 2002 versus 2014 (by content area)
- Item types (explained)
- Scoring (explained)
- Rubrics for constructed response
- Norming & standardization
- Comprehensive (may appear daunting!)



From Targets to Indicators to Application

Assessment Targets describe the general concepts that are assessed on the GED® test



Indicators are fine-grained descriptions of individual skills contained within an assessment target

Application describes what to look for in student work

Performance Level Descriptors (PLDs)

- Most under-used and undervalued resources
- Helpful tool for the classroom
- Details the skills students need to pass the test
- Two formats
 - Official Version
 - Test-taker Version
- 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



Examen GED®: Descripciones del nivel de desempeño para Razonamiento a través de las artes del lenguaje:

Qué significa su puntuación: Nivel 2 — Aprobatorio/Equivalente a escuela secundaria

Las personas que toman el examen y obtienen una puntuación en este nivel típicamente demuestran destrezas que se describen en el nivel de leer y analizar pasajes desafiantes como *Key: In Search of America* de John Steinbeck y *Eleven* de Sandra Cisneros. Las personas que toman el examen y obtienen una puntuación en este nivel típicamente pueden demostrar las siguientes habilidades:

Leer un texto

En un nivel satisfactorio, las personas pueden:

- identificar la secuencia de eventos, personajes/personas, escenario y temas.
- explicar qué importancia tienen los eventos en relación con las ideas o temas, o cómo se relacionan con las ideas clave, o cómo contribuyen a la estructura y el significado.
- explicar que tienen los detalles en textos literarios o informativos.
- explicar cómo se usan en un texto, incluyendo determinar el propósito del texto.
- explicar cómo se relaciona el significado o el tono del texto con la estructura o el lenguaje figurado específicos enfocándose en la información o desarrollar un argumento.
- explicar cómo una sección particular corresponde a la estructura global de las ideas.
- explicar la relación estructural entre secciones adyacentes del texto.
- explicar las transiciones o las señales verbales y no verbales que indican ciertas ideas o refuerzan el propósito del autor.

[Ver más - GED.com](#)

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GED® Test: Reasoning Through Language Arts Performance Level Descriptors

What Your Score Means: Level 2 — Pass/High School Equivalency

Test-takers who score at this level are typically able to demonstrate satisfactory proficiency with the skills identified in the Below Passing level as well as to comprehend and analyze challenging passages similar to Sandra Cisneros' "Eleven," John Steinbeck's *Travels With Charley: In Search of America*, and Donald Mackay's *The Building of Manhattan*. Test-takers who score in this performance level are typically able to demonstrate the following skills:

Analyzing and Creating Text Features and Technique

- Order sequences of events in texts at a satisfactory level
- Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a satisfactory level
- Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning
- Analyze the roles that details play in complex literary or informational texts at a satisfactory level
- Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context
- Analyze how meaning or tone is affected when one word is replaced with another, at a satisfactory level
- Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas
- Analyze the structural relationship between adjacent sections of text at a satisfactory level
- Analyze transitional language or signal words and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose, at a satisfactory level
- Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose

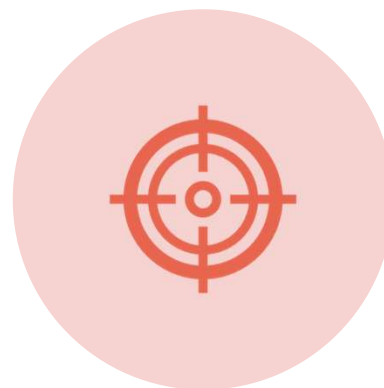
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Assess where your students are



CAN USE AS A **BASIC CHECKLIST** TO
DETERMINE CURRENT SKILL LEVELS
(DIAGNOSTIC BASED ON OBSERVATIONS)



IDENTIFY WHERE TO FOCUS IN ORDER TO
DEVELOP SKILLS AT THE NEXT LEVEL

Unprecedented to Test-Takers and Educators



In the past, it may not have been clear what specific skill levels were required to meet the passing standard



PLDs change all that—instructors and test-takers can know what skills must be demonstrated



Use PLDs to provide an on-the-spot snapshot of knowledge and skills...and then use it to create better outcomes

Where to Access PLDs?

Skills Needed to Pass - Educators and Admins


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Skills Needed to Pass

[Professional Development](#)

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State Policies

Test Administration ▾

GED Manager

Top Resources



Professional Development Training

[View Resource](#)



Resources to Guide Your Instruction

[View Resource](#)



Free Classroom Materials

[View Resource](#)

Announcements



Performance Level Descriptors

Want to know what your student's scores mean? Find out with these Performance Level Descriptors. Each explains the skills a student demonstrates in order to score into each performance level on the GED® test and the GED Ready® practice test.

GED® Test Performance Level Descriptors

The four performance levels for the GED® test are Below Passing, Passing for High School Equivalency, GED® College Ready, and GED® College Ready + Credit.

- [Performance Level Descriptors Chart](#) - [View in Spanish](#)
Breaks down the descriptors for all four subjects by performance level in an easy-to-read chart.
- [Assessment Target Comparison Chart](#) - [View in Spanish](#)
Compares the official indicator code language with the language test-takers see in their score report.
- [Performance Level Descriptors](#) - [View in Spanish](#)
A full listing of all Performance Level Descriptors for all four subjects.

Mathematical Reasoning

[Below Passing](#) [View in Spanish](#)

[Passing Score](#) [View in Spanish](#)

Language Arts

[Below Passing](#) [View in Spanish](#)

[Passing Score](#) [View in Spanish](#)

High Impact Indicators

[relationships between HII and other indicators.pdf](#)

It's all about relationships!

- Assist **instructors** in creating instructional plans that address the maximum number of skills
- Assist **students** in applying skills in multiple ways and in a variety of contexts



High Impact Indicators

All of the indicators listed in the GED® Assessment Target Indicators describe the critical thinking skills essential to test-taker success in college, career training, and the workforce. However, those we are highlighting in the **High Impact Indicators** may be useful for educators to emphasize in their instruction.

We selected the following skills as High Impact Indicators because:

- They represent particular **foundational skills** that are the basis for the development of other skills covered in the GED® Assessment Targets and have **broad usefulness** that can be applied in multiple contexts.
- They are a **good fit for classroom instruction** because they are not complicated but are important for students to know and use.
- GED® testing data suggests that **educators may not be currently focusing on these skills** in their GED® test preparation.

While focused classroom instruction on these High Impact Indicators may quickly and positively impact your students' test performance, **educators should note that the High Impact Indicators are not more important than the rest of the indicators**. Proficiency with all of the indicators is essential for test-takers to perform well on the GED® test.

Reasoning Through Language Arts – High Impact Indicators

Indicator	
R.3.1: Order sequences of events in texts. <i>Primarily measured with literary texts.</i>	• located a single, identified chron • described the pre-re-ordered event • re-ordered event and effect, etc.)

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Relationships Between the High Impact Indicators and Other Indicators

The High Impact Indicators are a set of key skills assessed on the GED® test that, if emphasized in instruction, can help educators make a significant impact on students' skills and performance. This document shows the relationship between the High Impact Indicators and other indicators assessed on the GED® test. Adult educators can use this resource to create instructional plans that address the maximum number of skills in the limited time they have available with students. Providing instruction in a single High Impact Indicator area can help students broaden and deepen their skills, enabling them to apply those skills in multiple ways and in a variety of contexts across all of the content areas covered by the GED® test.

Note: High Impact Indicators appear in **BOLD** type.

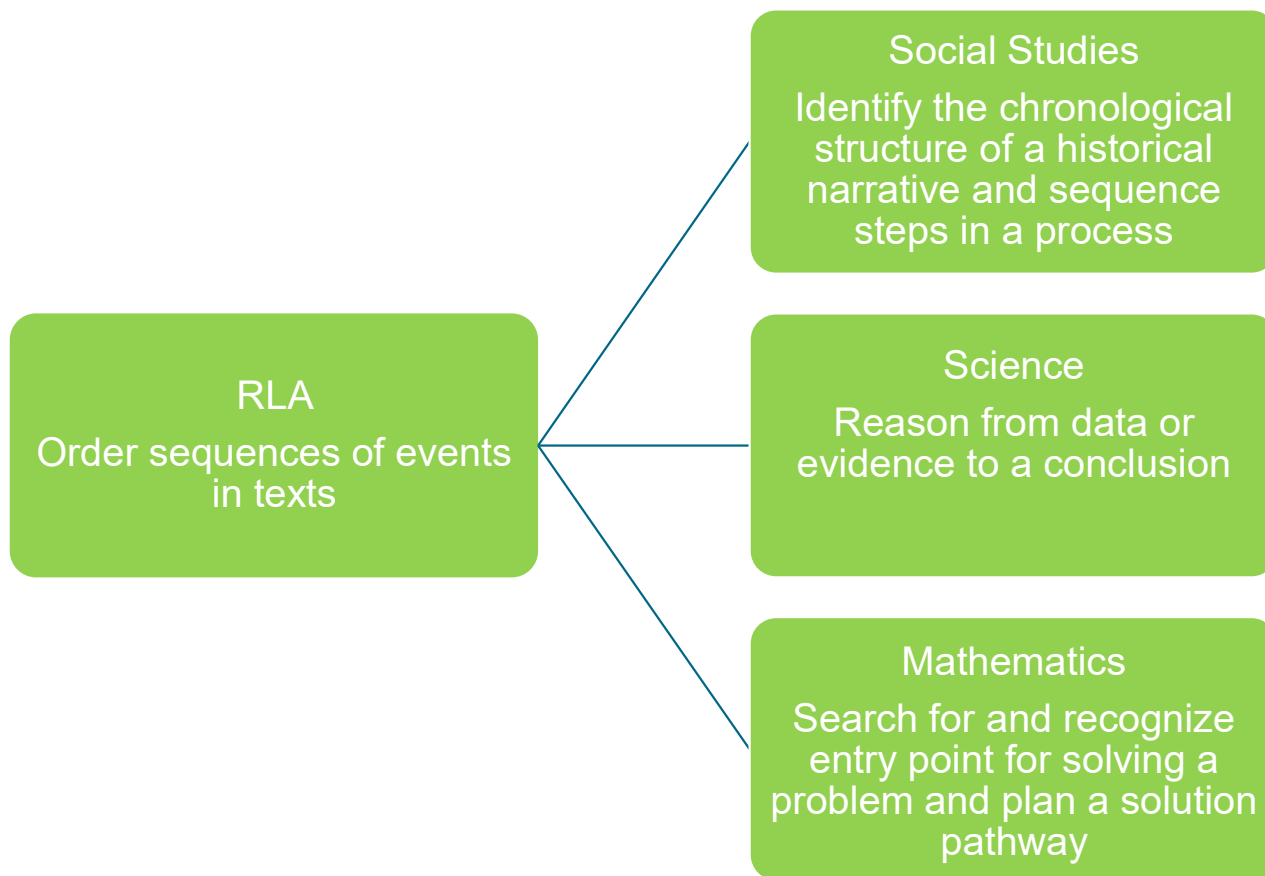
Reasoning Through Language Arts – High Impact Indicators

High Impact Indicator	Related Indicators from Other Content Areas	
RLA	Social Studies Science Mathematical Reasoning	
R.3.1: Order sequences of events in texts. Primarily measured with literary texts.	SSP 3.a: Identify the chronological structure of a historical narrative and sequence steps in a process. SSP 3.b: Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them. SSP 3.c: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas. SSP 3.d: Compare differing sets of ideas related to political, historical, economic, geographic, or societal conflicts; evaluate the assumptions and implications inherent in differing positions.	SP 3.a: Measure from data or evidence to a conclusion. SP 3.b: Make a prediction based on data or evidence. MP 1.b: Plan a solution pathway or outline a line of reasoning. MP 1.c: Recognize and identify missing information that is required to solve a problem. MP 1.d: Select the appropriate mathematical methodology to use in solving a problem or a line of reasoning. MP 2.c: Recognize the important and salient attributes of a problem. MP 3.a: Build steps of a line of reasoning or solution pathway, based on previous steps or given. MP 3.b: Complete the lines of reasoning of others. MP 3.c: Improve or correct a flawed line of reasoning.

GEDtesting.com • GED.com

An Example:

[relationships between HII and other indicators.pdf](#)



Study Guides

The following study guides explain the skills that are covered in each GED® test subject and include sample questions. Use these with your students to help them prepare for each test subject.

Mathematical Reasoning



[View Now](#)

[View Now in Spanish](#)

Language Arts



[View Now](#)

[View Now in Spanish](#)

Social Studies



[View Now](#)

[View Now in Spanish](#)

Science



[View Now](#)

[View Now in Spanish](#)



GED Study Guide SOCIAL STUDIES

What you need to know about the GED® Social Studies Test

- 1** You should be familiar with basic social studies concepts, but you're not expected to have in-depth knowledge of each topic.
Remember, the social studies test is not a memorization test! You don't need to know the capitals of countries or the timeframes that certain wars occurred.
- 2** You'll need to understand social studies concepts, use logic and reasoning, and draw conclusions (which is using your critical thinking skills in social studies).
This study guide and the example questions in it will help you get an idea of what's going to be on the test.
- 3** You don't need to know everything in this guide!
If you want to see how close you are to passing, the GED Ready® official practice test is a great way to help you determine if you're ready.

Test Overview



Topics

Reading for Meaning in Social Studies
Analyzing Historical Events and Arguments in Social Studies
Using Numbers and Graphs in Social Studies



Time (to take the test)

70 minutes
No breaks

Extended Response Resources

Extended Response Tools and Practice

Use these resources to improve your students' written responses. The scoring tools help you evaluate and provide feedback to students about their RLA GED Ready® written response.

English

- [Extended Response Quick Tips](#)
- [Extended Response Scoring Tools](#)
- [Extended Response Classroom Practice](#)
- [Extended Response Classroom Poster](#)

Spanish

- [Extended Response Quick Tips – Spanish](#)
- [Extended Response Scoring Tools – Spanish](#)
- [Extended Response Classroom Practice – Spanish](#)
- [Explanation of AE Symbol Tool For Spanish Writing](#)

Arsenal of Tools



Enhanced Score Report



Publisher's Recommendations (Chapters/Pages)



Performance Level Descriptors

[Skills Needed to Pass - GED](#)



High Impact Indicators

https://ged.com/wp-content/uploads/relationships_between_HII_and_other_indicators.pdf



GED Ready Scoring Tool

https://ged.com/educators_admins/teaching/classroom_materials/er_scoring_tools/



Assessment Guide for Educators

[assessment guide for educators all subjects.pdf \(ged.com\)](#)



Educator Handbook

[Teaching Resources - GED](#)



Study Guides

[Study Guides - GED](#)



GED Ready®

Assessing Readiness



Three Score Level Indicators on GED Ready®

Not Likely to Pass	Too Close to Call	Likely to Pass
100-133	134-144	145-200

When should we test?

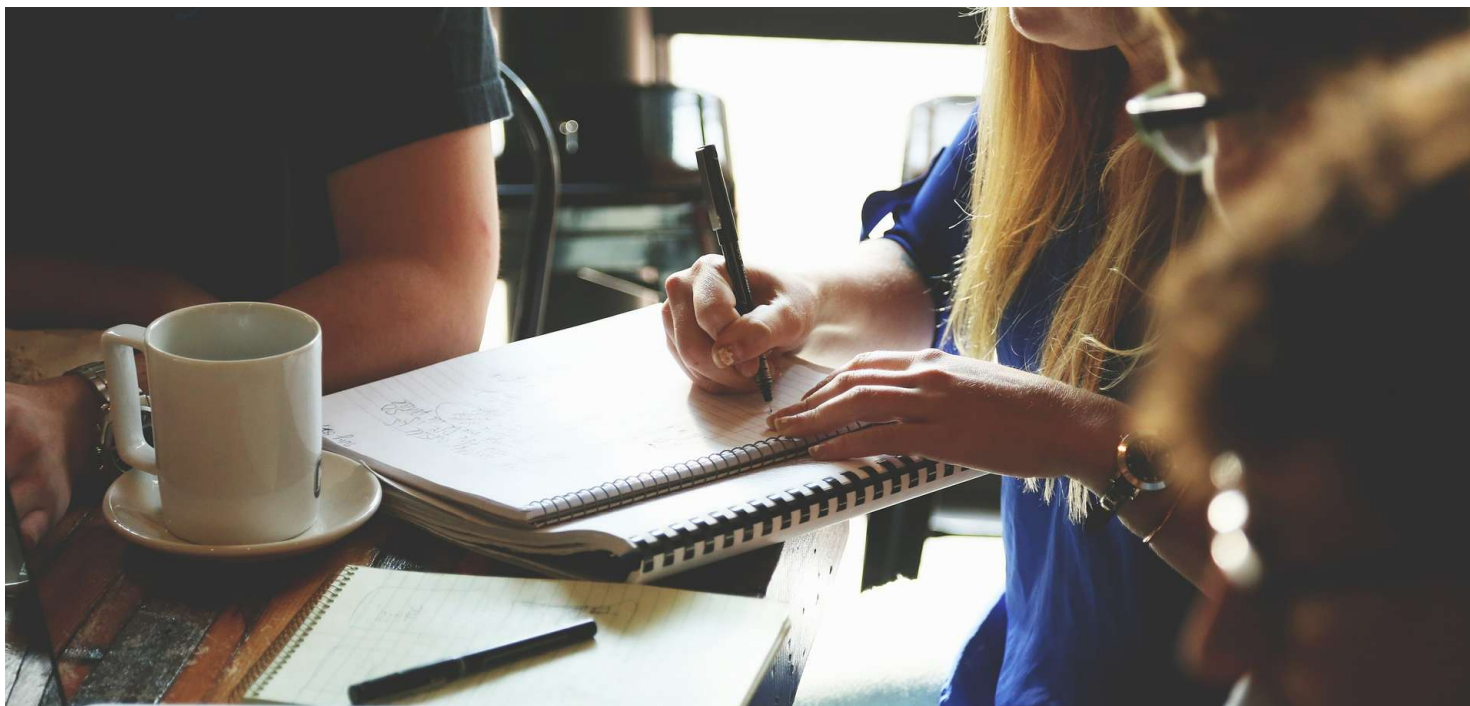
“Green” = Test as soon as possible

“Yellow” = May attempt, but advise accordingly because more remediation may be necessary

Keep unnecessary testing to a minimum

Prevent test-takers from becoming discouraged by non-passing scores on the operational exam

Exploring the Program





Inquiring Minds Want to Know

RLA Extended Response

Why Should I Spend Time on the ER

- The ability to write is one of the critical differentiators of long-term success
- Writing skills help develop thinking skills that impact performance on the entire test
- Any score point earned counts towards the overall score



The Urban Legends: Student Remix

- NO ONE earns any points on the ER
- You can game the system by using key words and phrases
- Forty-five minutes isn't enough time to read, plan, and write
- The instructions don't tell you what you have to do
- There is definitely a “right” answer—they are just not admitting it

ER Format

English and Spanish

QAReview - Candidate Name Question 6 of 15 Flag for Review

page 1 page 2

Instructions

Read

- On the **page 2** tab above, you will read two texts presenting **different views** on the same topic.
- Both writers argue** that **their position** on the issue is **correct**.

Plan

- Analyze** the two texts **to determine** which writer presents the **stronger case**.
- Develop your own argument** in which **you explain** how one position is **better supported** than the other.
- Include** relevant and specific **evidence** from **both sources** to support your argument.

Write

- Type** your response in the **box on the right**.
- Your response should be approximately **4 to 7 paragraphs of 3 to 7 sentences each**.
- Remember** to allow a few minutes **to review and edit your response**.

You have up to 45 minutes for reading, planning, writing, and editing your response.

Cut Copy Paste Undo Redo

End Test Previous Navigator Next

Expectations for Constructed Response



When you write . . .



determine which position presented in the passage(s) is **better supported** by evidence from the passage(s)



explain why the position you chose is the better-supported one



remember, the better-supported position is not necessarily the position you agree with



defend your assertions with multiple pieces of evidence from the passage(s)



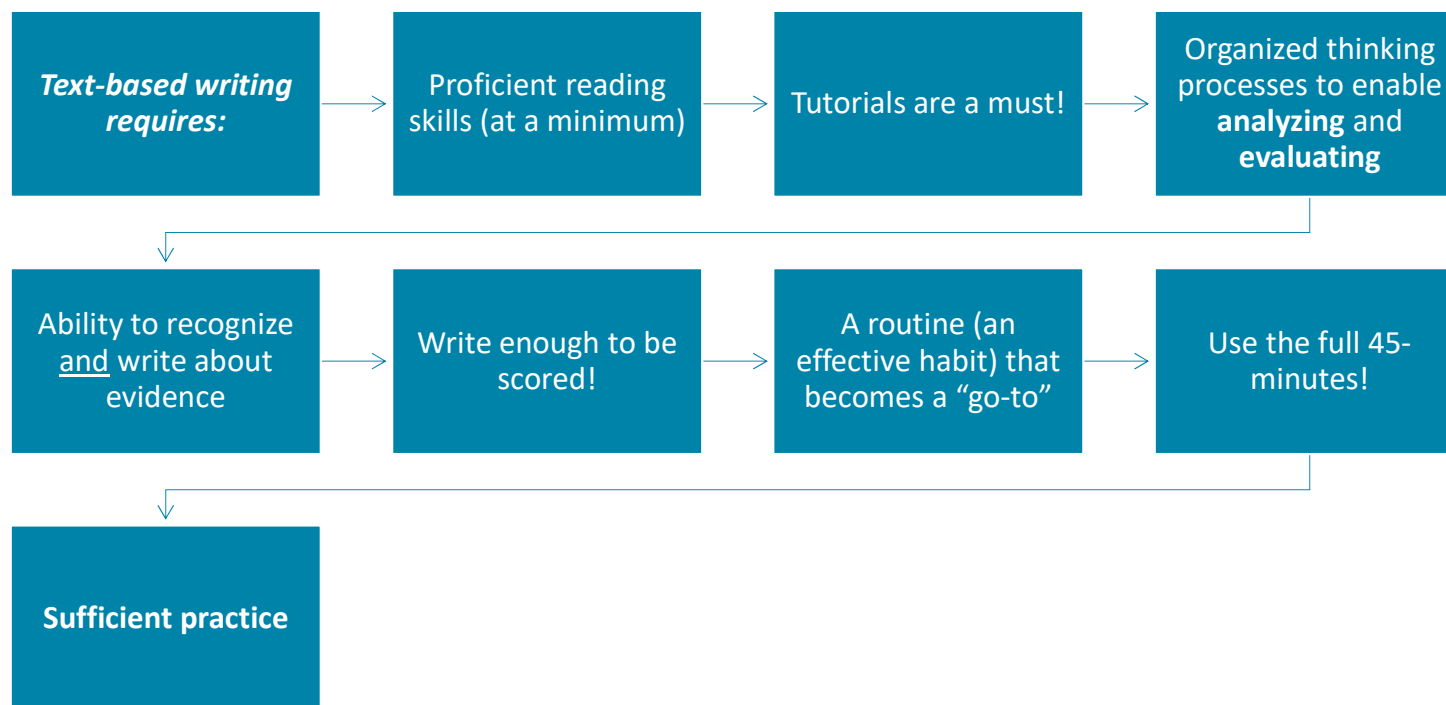
build your main points thoroughly



A Few Insights to Improve Student Performance

What Earns Points

Are Your Students Still Struggling?



Interact with Text – Analyze

Purpose/Context	What is the text about? What type of text is it? What overall purpose does the text serve?
Author	Who is the author of the text? What qualifies him/her to write on this subject?
Audience	Where does the text appear? What does the author expect the reader to do or think based on the argument/information presented?
Proof/Evidence	What type of evidence is provided? Is more than one type of evidence provided? Is evidence provided for both sides of an argument?
Organization/ Structure/Style	What is the organization of the text? What is the tone? What type of sentence structure/complexity, figurative language, rhetorical questions are used?

What Earns Points

- **Analyzing** the issue or the quality of the argument through which both sides are presented
 - Evidence cited must support overall message **and** must be analyzed in some way
- Demonstrating that the test-taker has *engaged with the text* and has *created a text-based argument*

Evidence in Text Sources

Type of Evidence	Definition
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 conclusion of someone who is considered highly knowledgeable because he/she is an expert in a particular field of study or occupation; someone who has firsthand 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.

What Earns Points

- Going beyond merely stating which side is better supported
 - A single statement of a stance is considered insufficient
 - Needs to include the “why”
- Doing more than just using quotations
 - Evidence cited must support the overall message and must be analyzed in some way



The Value of the Word **Because**

- People do things **because** they provide a benefit or have value.
- People choose to live somewhere **because** of its proximity to schools or work.
- People drive a certain car **because** of its fuel economy, reliability, etc.

"because"

If **because** is a power word, shouldn't students be using it to make their claims stronger?

From Struggling to Successful

	Struggling Writers	Successful Writers
Plan	• Are unaware of purpose or process of writing • Have little or no knowledge of the text structure of an essay • Have difficulty developing plans and staying focused on the topic • Experience greater writing anxiety and decreased motivation	• Analyze the task • Understand and apply all the elements of an essay • Create goals for their writing • Develop plans to achieve their goals • Discuss how and why a plan will work
Organize	• Produce fewer ideas • Fail to organize their thoughts	• Develop multiple ideas • Organize their ideas
Draft/write	• Plan what they are going to say as they write • Use imprecise and nonspecific vocabulary • Struggle to convey their thoughts, ideas, and opinions • Write fewer sentences • Focus on mechanics rather than on clarity and organization	• Write using an organized plan, but adjust goals when obstacles arise • Use vocabulary accurately • Experience fewer difficulties with the elements of an essay • Generate sentences that support their ideas
Edit and Revise	• Experience problems with grammar, punctuation, and spelling • Place words and letters too close or too far from each other • Do not review and make correction	• Edit spelling, capitalization, and punctuation • Make more content revisions • Correct overall appearance

Do these examples of summarization and personal information look familiar?

Summarization

If those are the arguments that are made, then people just need to be more responsible if they are having trouble adjusting with the time change.

Personal Information

Back when it was thought of it made sense – but times have changed and now its time to not have it.

Educators often work with both of these types of writing in the classroom. However, this is not the type of writing being assessed by constructed response on the RLA test.

What to Avoid

Responses should not

- Be composed of a summary of the passage or authors' positions
- Include personal information (*e.g. opinion = I think, I feel, or I know*)
- Be written in first person

Keep it Simple!

Beginning

- The introduction states the main idea or position. It begins with a topic sentence/thesis statement. The beginning restates the question and sets the stage to answer the prompt.

Middle

- Answer the question first.
- Provide important information the author stated and meant. This is where you go to the text(s) and provide examples/evidence and important details to support the answer.
- Sample phrases to introduce each text reference include: ... stated; in the text ...; for example . . .
- Include background information as required through the prompt.

Ending

- Write a closing that summarizes the position taken or restates the thesis statement in a different way.

Simple Techniques to Improve Scores

Expose students to a structured approach to the writing task and help them understand that they need to:

- Write a complete response (300-500 words), not just a short paragraph
- Provide commentary on the evidence cited (explain the “why”)
- Develop two or three ideas fully, rather than mention a lot of things without detail
- Leave five minutes at the end for proofreading

- Practice, practice, practice!
- Use a plan (e.g., a graphic organizer or an outline) for organizing the information from the reading and then write about it
- Bringing good grammar to the writing task
- Answer the question that is asked

Grammar



"It's still just grammar, but now they think it's cool."

Raise your hand if you agree with this.

- Research indicates that teaching grammar in isolation does not transfer into real communication
- Grammar is best taught/practices in communicative contexts
- Supportive feedback is more helpful than overt correction
- Students may need many opportunities to hear, read, practice a new structure before they internalize it or produce it—months, perhaps years

Do you know all the punctuations

Mark	Name	Example
.	full stop/period	I like English.
,	comma	I speak English, French, and Thai.
;	semi-colon	I don't often go swimming; I prefer to play tennis.
:	colon	You have two choices: finish the work today or lose the contract.
-	hyphen	This is a rather out-of-date book.
—	dash	In each town—London, Paris and Rome—we stayed in youth hostels.
?	question mark	Where is Shangri-La?
!	exclamation mark	"Help!" she cried. "I'm drowning!"
/	oblique/slash	Please press your browser's Refresh/Reload button.
"	quotation marks	"I love you," she said.
'	apostrophe	This is John's car.
()	round brackets	I went to Bangkok (my favorite city) and stayed there for two weeks.
[]	square brackets	The newspaper reported that the hostages [most of them French] had been released.
...	ellipsis	One happy customer wrote: "This is the best program...that I have ever seen."



Dig Deeper into Students' Writing Samples

Using the Electronic Scoring Tool

GED Ready Scoring Tool!



Chat Español

Extended Response Scoring Tool

The GED Ready® Practice Test for language arts gives students a chance to practice their writing skills by completing an Extended Response (ER) question. This tool is designed to help you score and provide meaningful feedback to your students about their written response, located in their GED Ready Score Report.

Although this tool is complementary to the GED Ready Practice Test, it can be used with other practice questions in your classroom!

How to use this tool

This tool guides you in scoring your student's Extended Response based on three traits and provides feedback in a printable report.

1. Download the prompts and passages used in the GEDReady. As you read your student's response, you should be able to determine which one they were given.
2. Enter your student's name and test date (or date of response) to personalize their report.
3. For each trait, read your student's response and select the skill descriptors that best describe the response (you will read the response at least three times).
4. View the feedback report and print it to review with your student.

Candidate Name:

Test Date:

START SCORING

https://ged.com/educators_admins/teaching/classroom_materials/er_scoring_tools/

For Your Information... Hand Scoring of Spanish RLA Tests

- ALL of the Spanish RLA ERs are hand-scored
- Every single response is scored by at least 6 expert scorers (2 per each of the three traits)
- Sometimes as many as 9 expert scorers (if there are scoring disagreements among any of the pairs of scorers)
- This takes a bit of time, although we still return scores on the Spanish RLA relatively quickly, usually within a couple of days at most



A short reminder about the importance of reading skills...



Reading...IS fundamental



Is essential for developing or enhancing higher order thinking skills (e.g. critical thinking, problem solving, and reasoning)



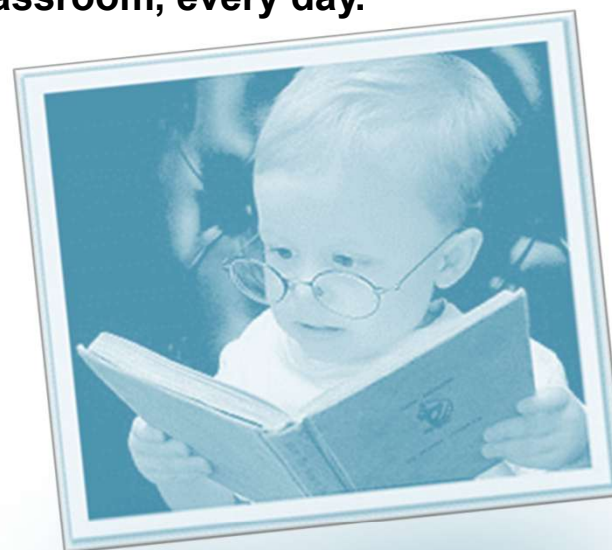
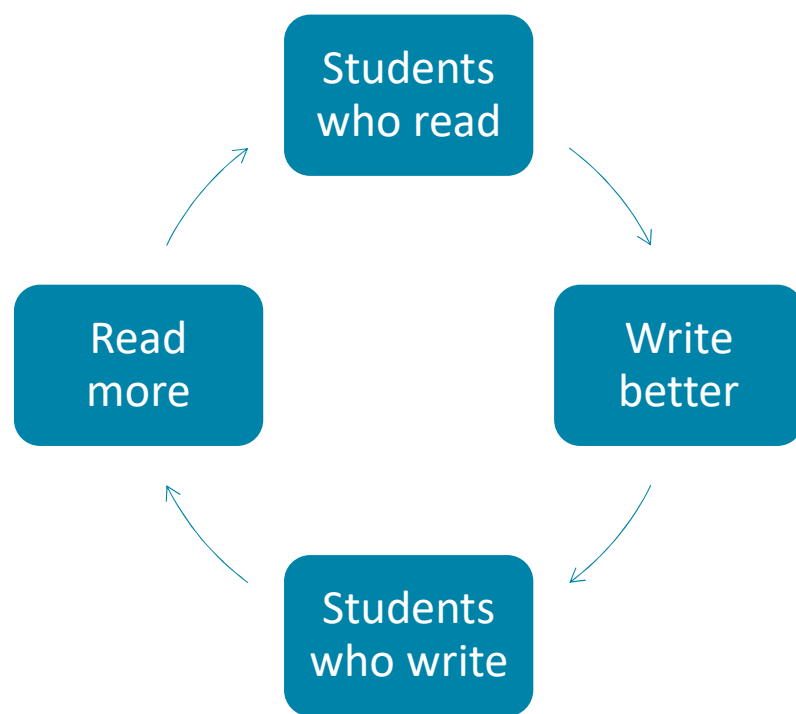
Is at the heart of all content—without reading skills, content cannot be accessed or learned



Provides the necessary framework that enables learning

Teach Close Reading Strategies!

Incorporate reading and writing into every classroom, every day.



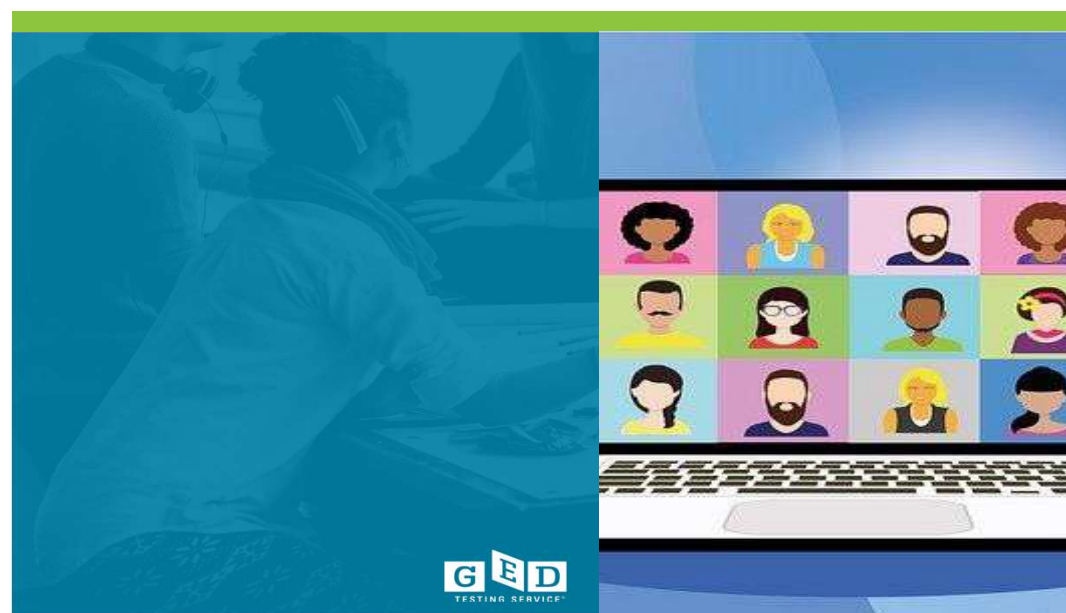
- Reading strategies should lead to writing
- Writing strategies should encourage further reading

Close Reading Strategies

Prepare for reading

- **Think** about what you are going to be reading and asking yourself questions.
- **Seek** to understand the author's purpose – why was this important?
- **Ask questions** as you read to help maintain focus.
- **Re-read the text.** Think about the WHOLE text.
- **Do not rush.** Instead, take a breath and focus.
- **Stamina** – stick with what they are reading, build up from one paragraph, to multiple
- **Use the highlighter tool** to mark key parts in the text (and make the passage less daunting).
- **Note taking**

Build Students' Content Knowledge



Focus on Concepts and Problem Solving

Mathematical Reasoning



Teach the Big Ideas in Algebra

- Variable
- Symbolic Notation
- Equality
- Ratio and Proportion
- Pattern Generalization
- Equations and Inequalities
- Multiple Representations of Functions



Help Students . . .

- Tackle problems in three waves
 - Do problems that are easily and quickly completed
 - Go back to problems that will take a little longer
 - Save the most challenging problems for last
 - Take advantage of the erasable whiteboards

Build

- Build their reading skills
- Build math vocabulary

Increase

- Increase their conceptual knowledge in math
- Depend less on rote memory

Encourage

- Encourage perseverance when solving problems

Building Student Knowledge and Critical Thinking Skills

- Social Studies



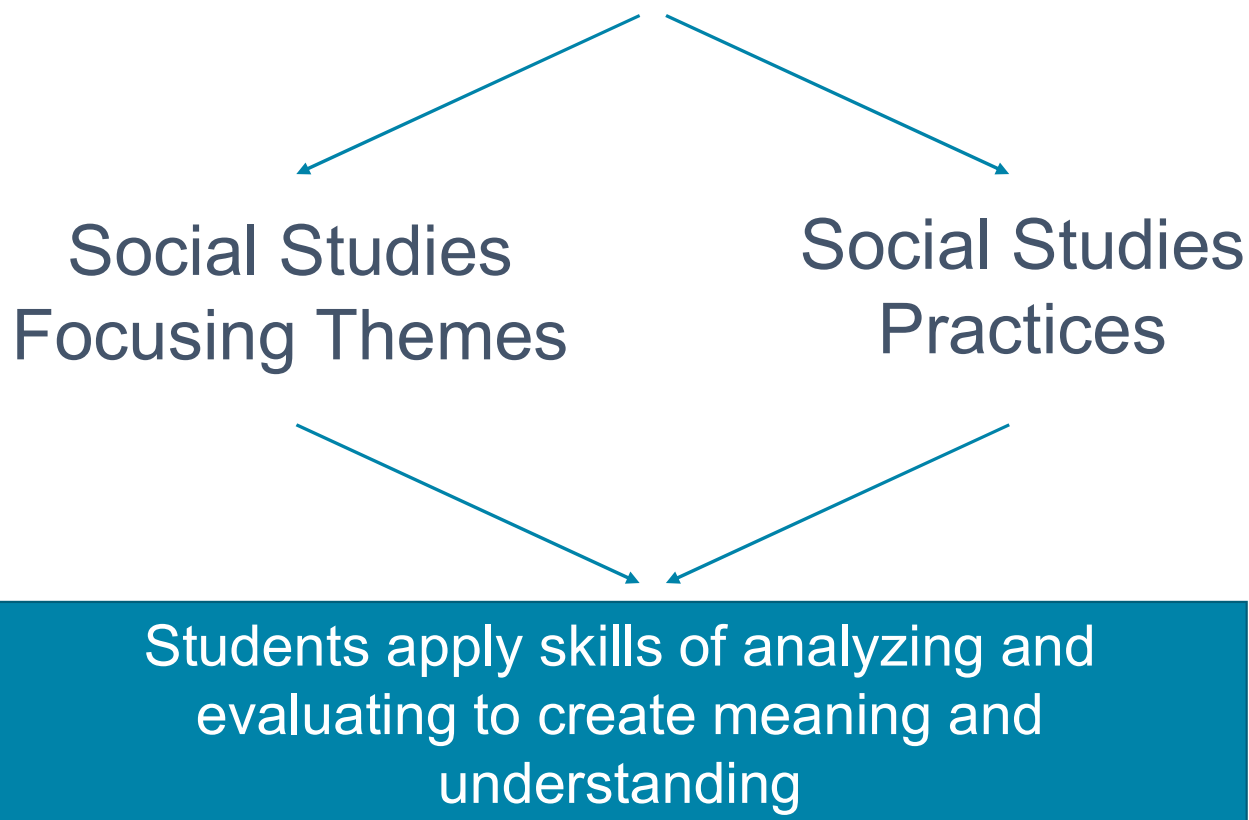
70%

Focusing Themes	Social Studies Topic Matrix			
	CG: Civics and Government (50%)	USH: U.S. History (20%)	E: Economics (15%)	G: Geography and the World (15%)
I. Development of Modern Liberties and Democracy	a. Types of modern and historical governments b. Principles that have contributed to development of American constitutional democracy c. Structure and design of United States government d. Individual rights and civic responsibilities	a. Key historical documents that have shaped American constitutional government b. Revolutionary and Early Republic Periods c. Civil War & Reconstruction d. Civil Rights Movement	a. Key economic events that have shaped American government and policies b. Relationship between political and economic freedoms	a. Development of classic civilizations
II. Dynamic Responses in Societal Systems	e. Political parties, campaigns, and elections in American politics f. Contemporary public policy	e. European population of the Americas f. World War I & II g. The Cold War h. American foreign policy since 9/11	c. Fundamental economic concepts d. Microeconomics and macroeconomics e. Consumer economics f. Economic causes and impacts of wars g. Economic drivers of exploration and colonization h. Scientific and Industrial Revolutions	b. Relationships between the environment and societal development c. Borders between peoples and nations d. Human migration

What Should I Teach?

Social Studies Content

(GEDTS Assessment Guide – Social Studies)



Test-taking Tips for Social Studies



Remind students to read closely and carefully, especially primary sources



Examine graphics closely



Use calculator for data and statistics items

Building Student Knowledge and Critical Thinking Skills

Science



“

*"If it's green or wriggles, it's biology.
If it stinks, it's chemistry.
If it doesn't work, it's physics..."*

”



Handy Guide to Science

Science Test: Topics & Themes

		Science Content Topics		
		Life Science (L) (40%)	Physical Science (P) (40%)	Earth and Space Science (ES) (20%)
Focusing Themes	Human Health and Living Systems	a. Human body and health b. Organization of life (structure and function of life) c. Molecular basis for heredity d. Evolution	a. Chemical Properties and Reactions Related to Human Systems	a. Interactions between Earth's systems and living things
	Energy and Related Systems	e. Relationships between life functions and energy intake f. Energy flows in ecologic networks (ecosystems)	b. Conservation, transformation, and flow of energy c. Work, motion, and forces	b. Earth and its system components and interactions c. Structure and organization of the cosmos

[Assessment Guide for Educators - Science](#)

What Should I Teach?

Science Content

(GEDTS Assessment Guide – Science)

Science Focusing
Themes

Science
Practices

Students apply skills of science to develop an understanding of the scientific concepts.

Instructor Focus -- Can your students . . . ?

Evaluate whether data supports a hypothesis?

Identify variables in an experimental process?

Determine a method for collecting data?

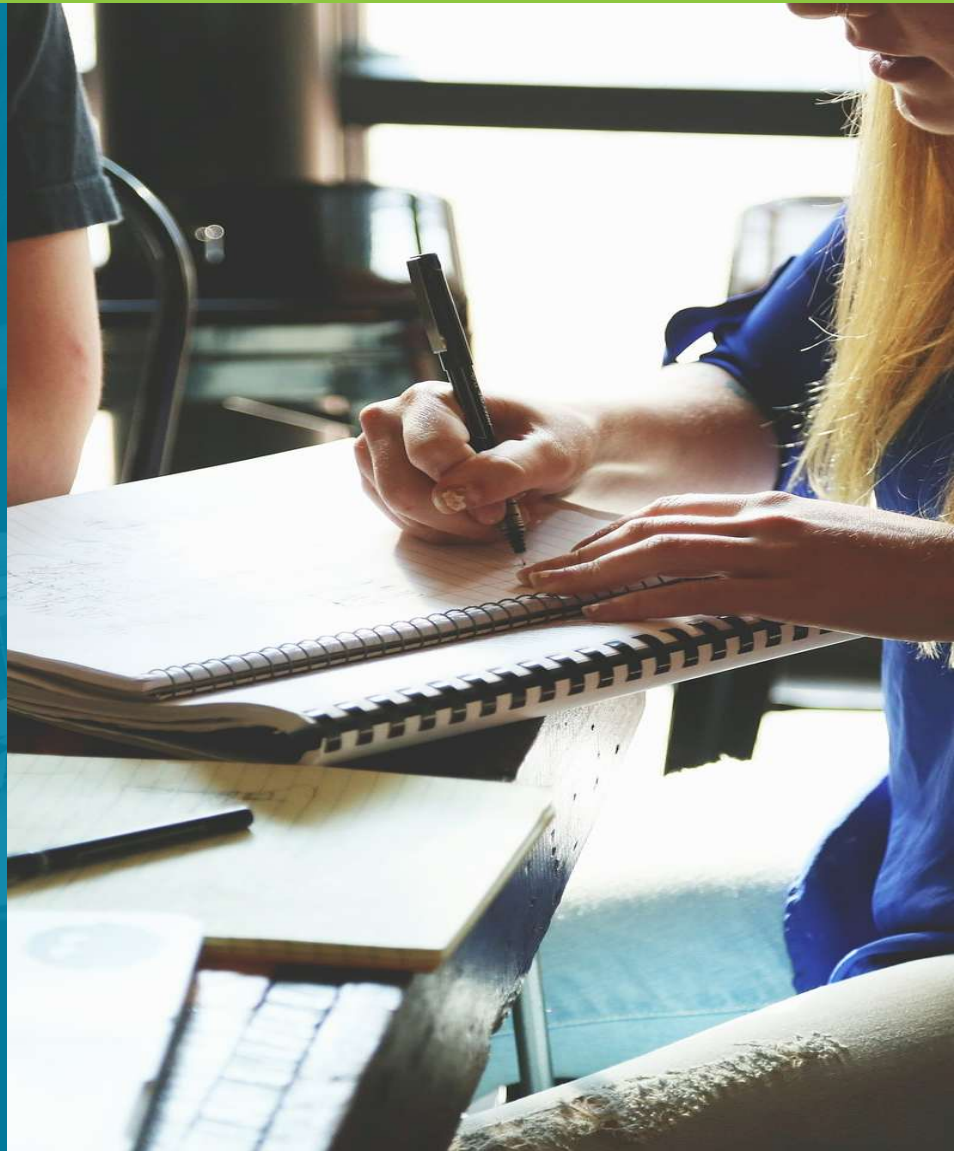
Determine the correct process for an experiment?

Draw a conclusion based on scientific data?

Create a hypothesis?

Design a scientific investigation based on a given hypothesis?

Resources



Tutorials

https://ged.com/educators_admins/teaching/classroom_materials/

- Ensures no surprises on test day
- Opportunity to practice and build skills
- Familiarity can lead to better performance
- Practice using the annotation tools (highlighter and white boards)
- ***Students Will Receive:***
 - *Whiteboards and Graph Paper (3)*
 - *Formula Sheet*

Free Classroom Materials

Study Guides

Extended Response

Scoring Tools

Teaching Resources

Professional Development

Prep Products

Promote Your Program

State Policies

Test Administration

GED Manager

Top Resources

Professional Development Training

View

Get your classroom ready for action by downloading free materials such as tutorials, practice questions, and reference sheets to help students test with confidence.

Tutorials

Students should practice with these tutorials so they learn about various question types and become familiar with how the test and calculator work. The tutorials work best on a computer (not a smartphone or tablet).

Computer-Based Test Tutorial

View View Now - Now In Spanish

Calculator Tutorial

View View Now - Now In Spanish

Preview the Test

Use the Free Practice Test, which is about one-fourth the length of the actual test, to give your students a preview of the GED® test. It works best on a computer (not a smartphone or tablet). The Study

Reference Sheets

Many of these resources are available to your students in the testing center on test day. Review these with your students so there are no surprises on test day.

English

- [Calculator Reference Sheet](#)
- [Mathematics Formula Sheet](#)
- [Extended Response Answer Guidelines](#)

Spanish

- [Calculator Reference Sheet – Spanish](#)
- [Mathematics Formula Sheet – Spanish](#)
- [Extended Response Answer Guidelines – Spanish](#)

Sample: Math Formula Sheet

2014 GED® Test Resources



Mathematics Formula Sheet & Explanation

The 2014 GED® Mathematical Reasoning test contains a formula sheet, which displays formulas relating to geometric measurement and certain algebra concepts. Formulas are provided to test-takers so that they may focus on *application*, rather than the *memorization*, of formulas.

Area of a:

square	$A = s^2$
rectangle	$A = lw$
parallelogram	$A = bh$
triangle	$A = \frac{1}{2}bh$
trapezoid	$A = \frac{1}{2}h(b_1 + b_2)$
circle	$A = \pi r^2$

Perimeter of a:

square	$P = 4s$
rectangle	$P = 2l + 2w$
triangle	$P = s_1 + s_2 + s_3$
Circumference of a circle	$C = 2\pi r$ OR $C = \pi d$; $\pi \approx 3.14$

Surface area and volume of a:

rectangular prism	$SA = 2lw + 2lh + 2wh$	$V = lwh$
right prism	$SA = ph + 2B$	$V = Bh$
cylinder	$SA = 2\pi rh + 2\pi r^2$	$V = \pi r^2 h$
pyramid	$SA = \frac{1}{2}ps + B$	$V = \frac{1}{3}Bh$
cone	$SA = \pi rs + \pi r^2$	$V = \frac{1}{3}\pi r^2 h$
sphere	$SA = 4\pi r^2$	$V = \frac{4}{3}\pi r^3$

(p = perimeter of base with area B ; $\pi \approx 3.14$)

Data

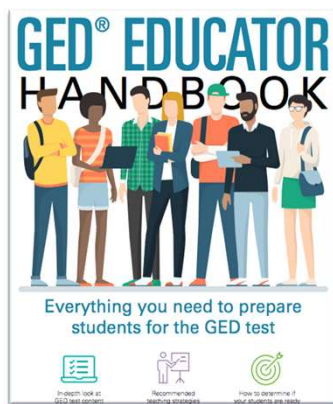
mean	mean is equal to the total of the values of a data set, divided by the number of elements in the data set
median	median is the middle value in an odd number of ordered values of a data set, or the mean of the two middle values in an even number of ordered values in a data set

Math Resource

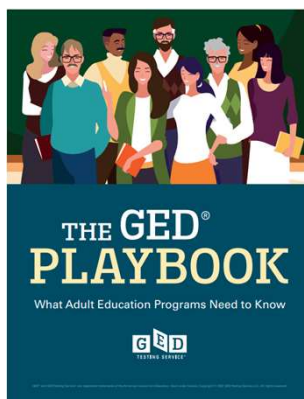
Research shows that students struggle with non-calculator items on the GED Math test. Use these resources to target your instruction and improve student performance.

- [Calculator-Prohibited Indicators](#) [View in Spanish](#)
- [Tips for Calculator-Prohibited Section](#) [View in Spanish](#)
- [Tips for Attaining High School Equivalency](#) [View in Spanish](#)

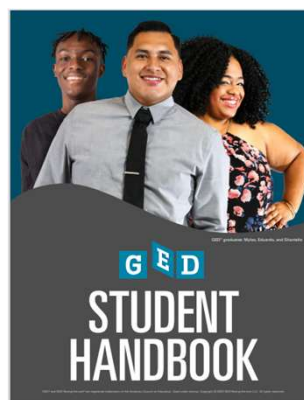
Resources!



[Educator Handbook](#)



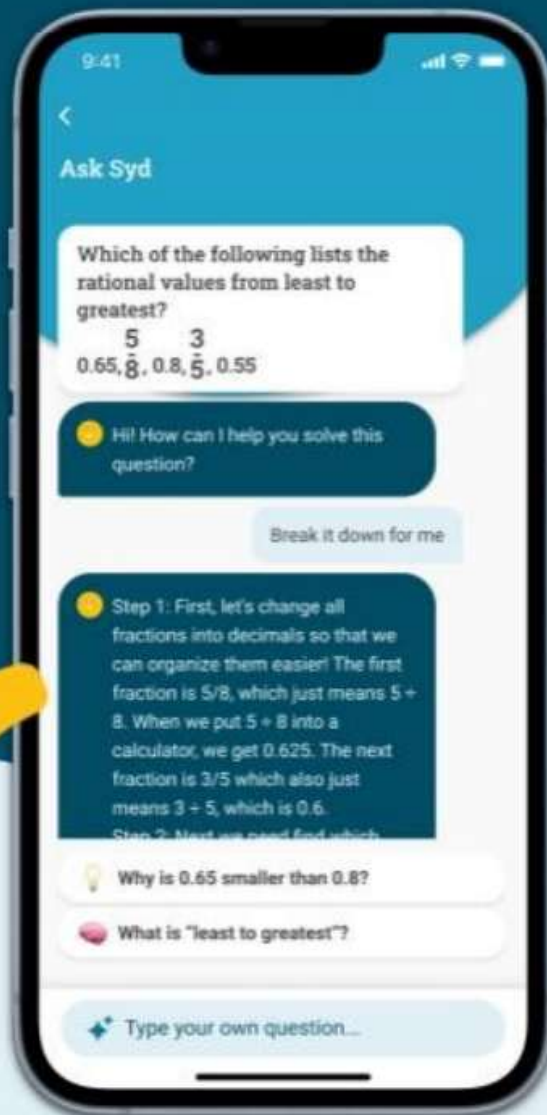
[GED Playbook](#)



[Student Handbook](#)

BIG UPDATE

Studying for math
just got easier
with Syd AI!



AI for GED Learners

Syd AI is uniquely trained to deeply understand the GED learner and the GED test to deliver support that's truly aligned with what learners need to succeed.

Tap me for help!



Scaffolded Learning

Syd AI provides targeted explanations and multilingual support, in over 250 languages, to meet the learner where they're at. Syd ensures learners receive accessible guidance no matter their language proficiency.



Available 24/7

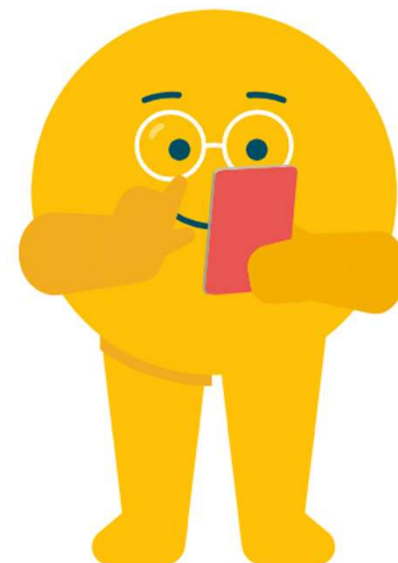
Syd AI is built into the mobile app experience and available on-demand. Learners can get help anytime, anywhere.

GED & ME app

- It's all about PERSISTENCE!
- Designed for Independent Study
- Linked to the learner's GED account at www.ged.com

Free Support:

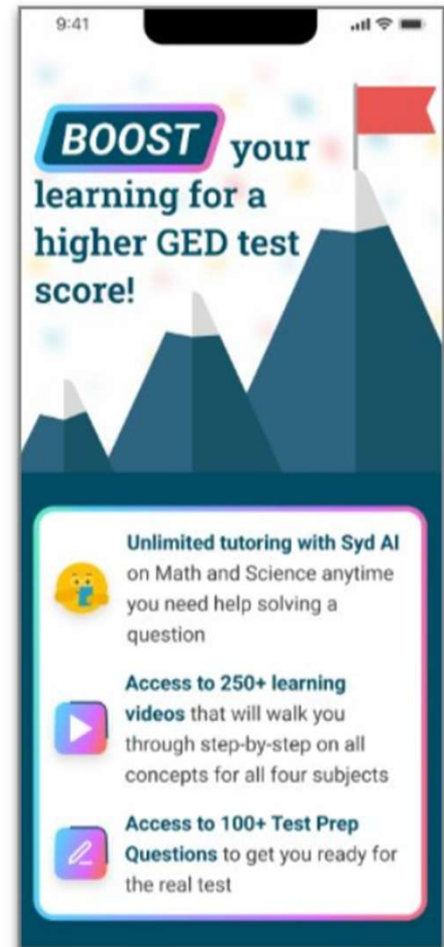
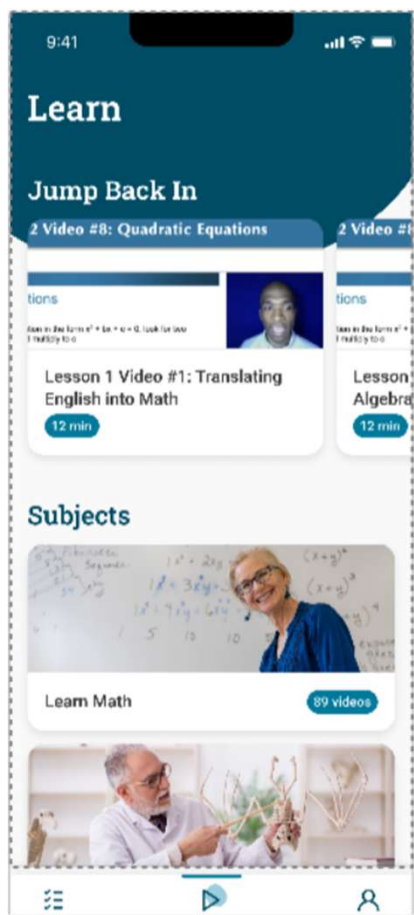
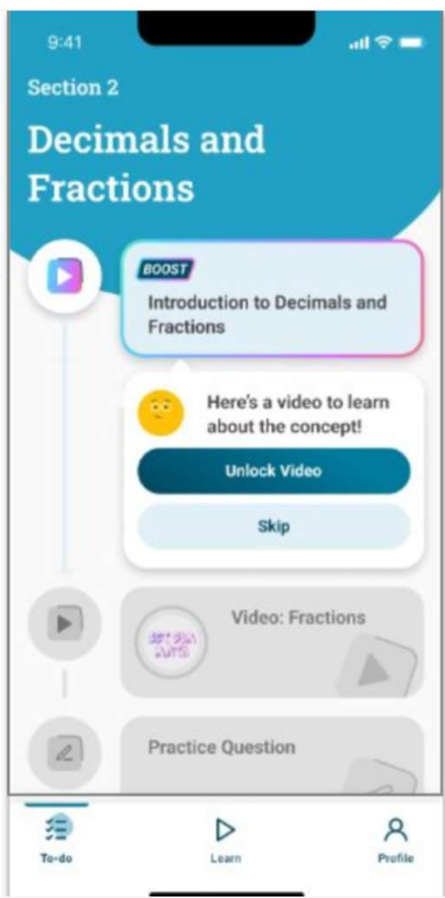
- Limited interactions with Syd, the AI Tutor
- Limited study questions per day
- Free Math videos in partnership with Youtuber "GetSumMath"



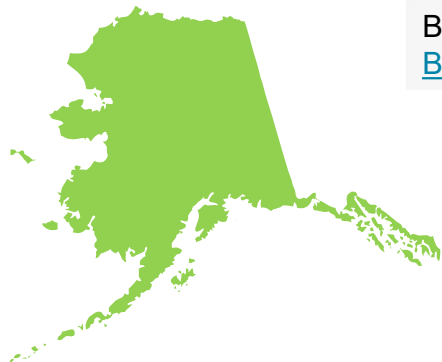
Meet “Boost”: unlocking more practice questions, more videos and unlimited interactions with the AI Tutor

Premium
‘Boost’
content
denoted
with a
colorful
play button

Free video
content (Get
Sum Math) and
free practice
questions and AI
tutor in Math/Sc
still available to
all



Your State Relationship Team

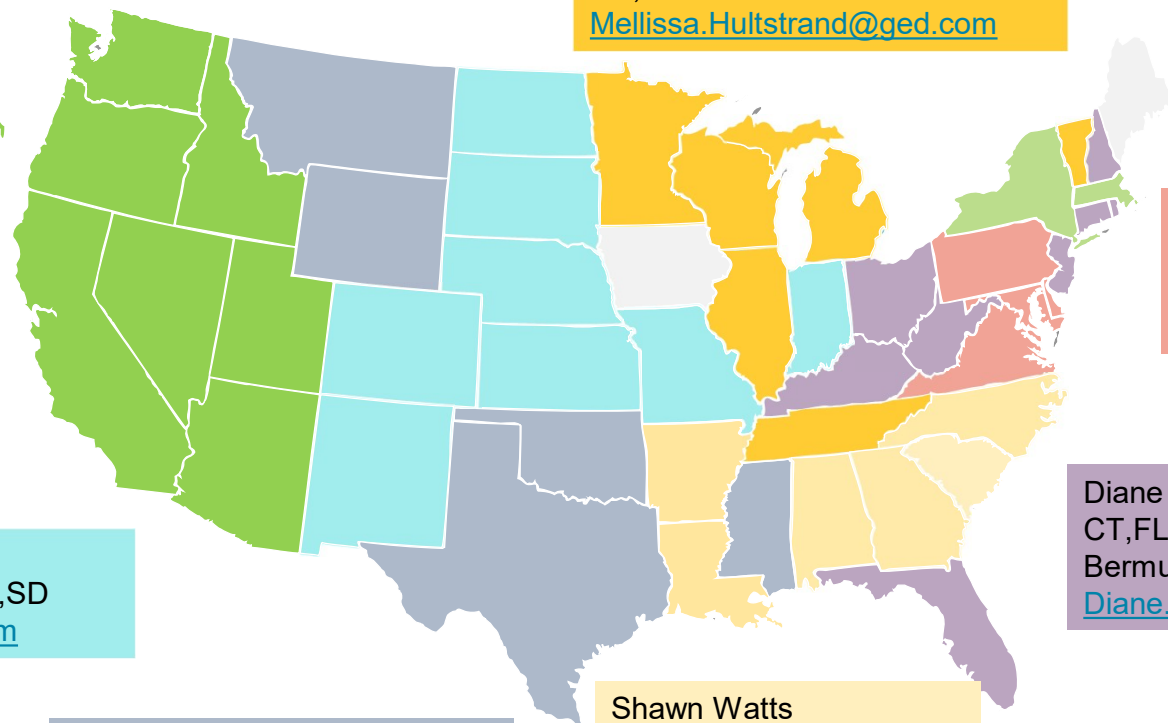


Brian Smith, Director
Brian.Smith@ged.com

Mellissa Hultstrand
IL, MI, MN, TN, VT, WI,
PR, VI
Mellissa.Hultstrand@ged.com

Scott Salesses
MA, NY, FBOP
Scott.Salesses@ged.com

Lisa Pool-Osorio
AK, AZ, CA, ID, NV, OR, UT,
WA, Guam
Lisa.Pool-Osorio@ged.com



Adora Beard
DC, DE, MD, VA, PA, PR
Military
Adora.Beard@ged.com

Liz Lanphear
CO, HI, IN, KS, MO, NE, NM, ND, SD
Elizabeth.Lanphear@ged.com

Diane Vaccari
CT, FL, KY, NH, NJ, OH, RI, WV
Bermuda
Diane.Vaccari@ged.com

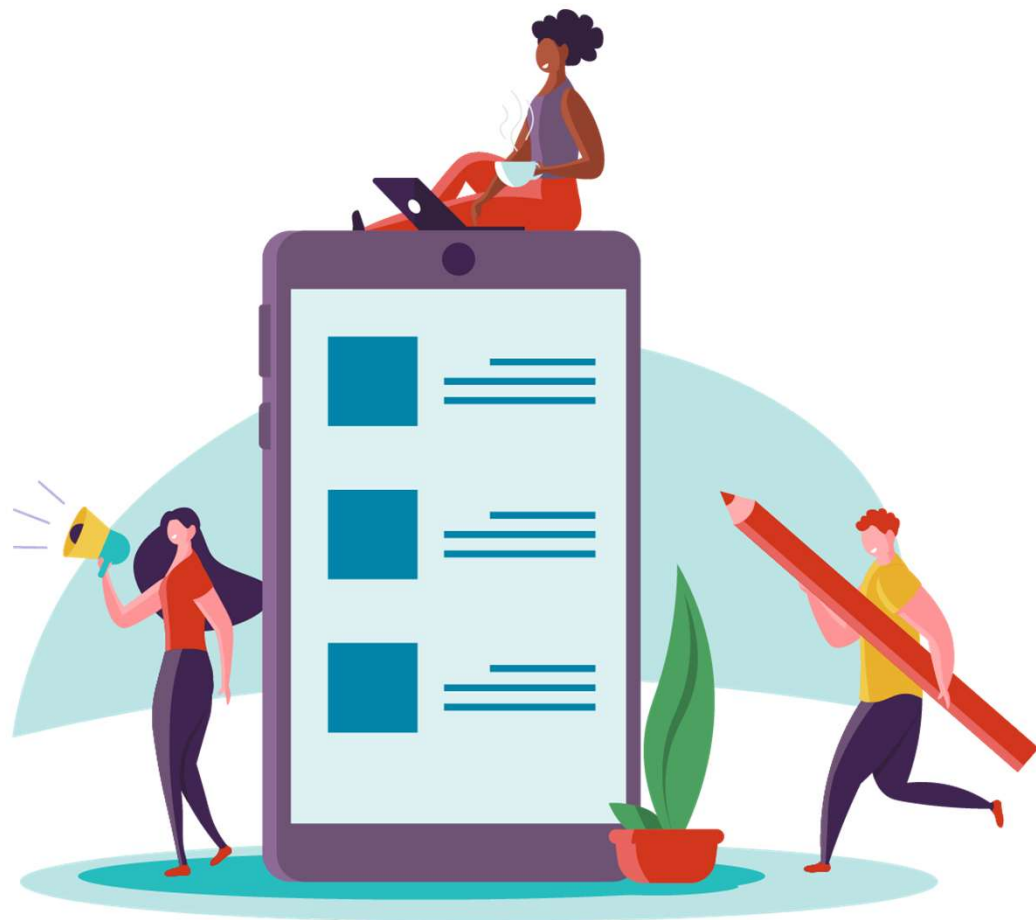
Jonna McDonough
CA, MS, MT, OK, TX, WY
Jonna.Mcdonough@ged.com

Shawn Watts
AL, AR, GA, LA, NC, SC
Shawn.Watts@ged.com



Session Survey

Your feedback is important. Please scan the QR code below to rate this session.



Questions?

Thank you!

Adora.Beard@ged.com

202.306.0761

