



Did You Know? An Introduction to the GED® Test for New Teachers

COABE 2018

Session Objectives

In this session, we will:

- ❖ Explore key components and structure of the GED® test
- ❖ Review student outcomes and research data
- ❖ Explore tools for the classroom
- ❖ Provide an overview of content and key strategies
- ❖ Share resources from the GED® Website

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Exploring the Changes

Moving to the Future

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A New Paradigm

- Critical Thinking Skills: All content areas
- Problem-solving Skills: All content areas
- Close Reading Skills: All content areas
- Evidence-based Writing Skills: Reasoning Through Language Arts

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Scoring of the GED® Test

GED College Ready Scores Improve the Chances for College Success

175

GED® College Ready + Credit

Qualify for up to ten college credit hours

165

GED® College Ready

Ready to take college-level courses

145

Pass / High School Equivalency

Earn a high school equivalency diploma

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National Test-taker Data: 2014-present

	Math	RLA	Science	Social Studies	Battery - First Attempt	Battery - Multiple Attempts
Passed (145 or higher)	83%	89%	91%	89%	42%	83%
College Ready (165 or higher)	7%	12%	11%	14%	20% in at least one content	
College Ready+Credit (175 or higher)	2%	2%	2%	3%	5% in at least one content	

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GED® College Ready & College Ready + Credit Update

Momentum and PSE Outcomes

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American Council on Education (ACE) Recommendations for the GED® Test

GED® College Ready

- Score of 165 - 174 on any content test
- Waived from developmental education in that content requirements/courses
- Waived from placement testing, and
- Placed directly in credit-bearing courses

GED® College Ready+Credit

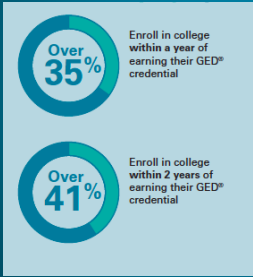
- Score of 175 – 200 on any content test
- Same as CR recommendations, plus
- Up to 10 semester hours of college credit

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Research Results Highlights

Data matches in 2015 and 2016 with National Student Clearinghouse indicate:



* Results based on random samples of 10,000 graduates in 2015 and 27,000 graduates in 2016



Research Results Highlights

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- ✓ 93% continue to be enrolled at the 2-year mark!
- ✓ Of the 7% not enrolled: 8 in 10 left PSE with a certificate/credential
- ✓ Higher education leaders are becoming keenly interested in the persistence numbers

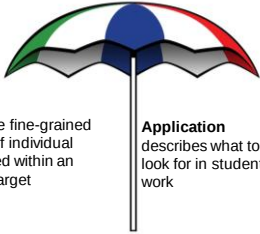
Important Tools for the Classroom

RLA, Social Studies, Science, and Math



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

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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 ★



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How to Use PLDs in the Classroom

- Tip 1:** Assess student's current skill level
- Tip 2:** Determine when students are ready to test
- Tip 3:** Shape learning activities
- Tip 4:** Add perspective to lesson plans

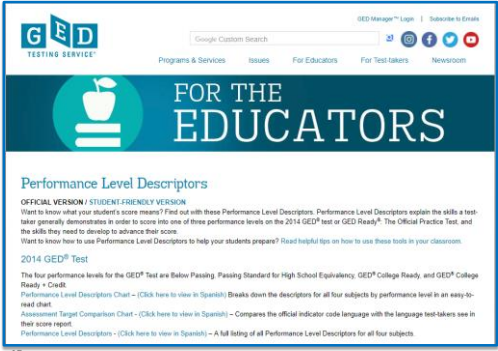


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Check out the PLDs





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What Makes Indicators High Impact?

- Important skills that are used across content areas
- May currently receive light coverage in classroom
- Lend themselves to straightforward instruction

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Look a Little Closer

RLA
Order sequences of events in texts

Social Studies
Identify the chronological structure of a historical narrative and sequence steps in a process

Science
Reason from data or evidence to a conclusion

Mathematics
Search for and recognize entry point for solving a problem and plan a solution pathway

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An Overview of the GED® Test

Getting Started

Purposes of the GED® test

- To provide results leading to the award of a high school equivalency credential
- To provide evidence of readiness to enter workforce training programs or postsecondary education
- To provide actionable information about a candidate's academic strengths and weaknesses

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GED® Test

Test	Time	Notes
Reasoning through Language Arts	150 minutes	Includes 45 minutes for extended response (timed separately) and a 10 minute break
Mathematical Reasoning	115 minutes	Part 1 – calculator not allowed; Part 2 – calculator allowed
Social Studies	70 minutes	
Science	90 minutes	

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Overview of RLA Test

- Content - Integrated reading and writing
 - Close reading
 - Clear writing
 - Editing and understanding the use of standard written English in context
- Source texts – 75% nonfiction; 25% fiction
- Passage length – 400-900 words
- Range of text complexity, including texts at the college- and career-ready level
- Technology-enhanced items and extended response

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Overview of Mathematical Reasoning Test

- Content
 - 45% - Quantitative Problem Solving
 - Number operations
 - Geometric thinking
 - 55% - Algebraic Problem Solving
- Texas Instruments - TI 30XS Multiview™ (calculator allowed on most items)
- Integration of mathematical practices
- Formula page, symbols, and calculator page provided

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Overview of Social Studies Test

- Content
 - 50% - Civics and Government
 - 20% - United States History
 - 15% - Economics
 - 15% - Geography and the World
- Themes
 - Development of Modern Liberties and Democracy
 - Dynamic Responses in Societal Systems
- Social Studies Practices – analyzing, thinking, reasoning
- Technology-enhanced question items

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Overview of Science Test

- Content
 - Life Science – 40%
 - Physical Science – 40%
 - Earth and Space Science – 20% Themes
- Themes
 - Human Health and Living Systems
 - Energy and Related Systems
- Science Practices – reasoning and thinking scientifically
- Question types - Technology-enhanced items



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Writing and the GED® Test

New Skills for the Test and Beyond



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Purpose of Extended Response

To provide test-takers with an opportunity to demonstrate

- Knowledge of writing conventions in English
- Understanding of what they've read
- How well they use evidence to build arguments
- Their ability to clearly communicate their thinking *in their own words*



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Constructed Response on RLA

A constructed response item includes:

- One or more source texts
- Texts offer two positions on a given topic
- A prompt that provides instruction on what the students is expected to do



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Know What is Expected

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**

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Don't Forget the Little Stuff

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

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

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Inquiring Minds Want to Know:
Reasoning through Language Arts

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Constructed Response Items and Scoring

- Can you pass the RLA test and score 0 on the ER item?
- Why should I spend time on teaching writing skills if students don't need many points on writing to pass the test?
- Now that the Social Studies ER item has been eliminated, do I still need to teach “enduring issues?”
- How does the computer score the ER item? What is it looking for?

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Build Student Knowledge and Critical Reading Skills

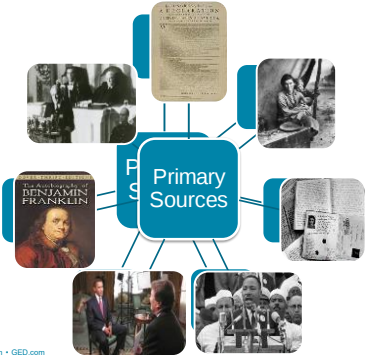
Social Studies

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What is a Primary Source?



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Double Duty – Primary Source + Enduring Issues

“BUT, WHAT ARE ENDURING ISSUES?”



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What Are Enduring Issues?

50% of the questions for the GED® Social Studies Test fall under the category of Civics and Government. Knowing the major themes will provide test-takers with a frame of reference for this content area.

The themes of Civics and Government are:

- An individual's rights versus the good of the community
- Separation of powers
- Checks and Balances
- States' rights versus federal power

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What's My Enduring Issue?

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."



First Amendment to the U.S. Constitution

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What's My Enduring Issue?

"In order to lay a due foundation for that separate and distinct exercise of the different powers of government, which to a certain extent, is admitted on all hands to be essential to the preservation of liberty, it is evident that each department should have a will of its own..."



James Madison, *Federalist* 51, 1789

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What's My Enduring Issue?

"Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly."



Dr. Martin Luther King, Jr.
Letter from Birmingham Jail

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What's My Enduring Issue?

"...I say, that Power must never be trusted without a check."



— John Adams,
Adams-Jefferson Letters

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Build Student Knowledge and Critical Thinking Skills

Science

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"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

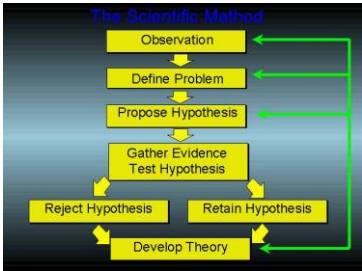
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The Scientific Method

Teach experimental design through real-world application and reporting.



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We Do It Everyday!

Hypothesis	There is something wrong with the car
Predictions	battery dead, ignition problem, out of gas
Test Predictions	turn on headlights, check spark plug wires, dip stick in gas tank
Analyze Results	headlights work, strong ignition spark, no gas on dip stick-gas gauge reads half full
Draw Conclusion	gauge inaccurate, out of gas

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Focus on Concepts and Problem Solving

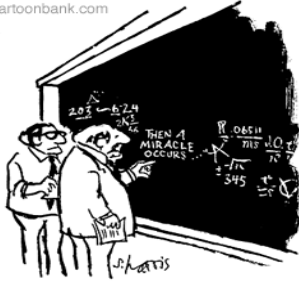
Mathematical Reasoning

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Problem-Solving in the Classroom

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"I think you should be more explicit here in step two."

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Teach the Big Ideas in Algebra

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

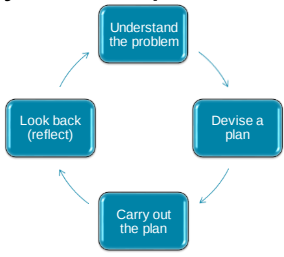


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Focus on Problem Solving

Polya's Four Steps to Problem Solving



Polya, George. *How To Solve It*, 2nd ed. (1957). Princeton University Press.

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Help Students . . .

- Build their reading skills
- Increase their conceptual knowledge in math
- Build math vocabulary
- Depend less on rote memory and more on conceptual knowledge
- Encourage perseverance when solving problems

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GED® Student Score Reports

Scores

Mathematical Reasoning

Reasoning Through Language Arts

Science

Social Studies

Useful Links

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Score Reports

Happy with your scores?

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My Score: 147

How I Can Score Higher

What My Score Means

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

What you'll be tested on

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