

Meeting the Challenge of Taking the Online Proctored GED® Test

A Workshop
by the GED Testing Service®

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In this session, we will...

- Focus on the tools and strategies students need as they prepare for the Online Proctored (OP) GED RLA and Math tests
- Give a brief preview of upcoming Tuesdays for Teachers sessions
- Address questions and concerns



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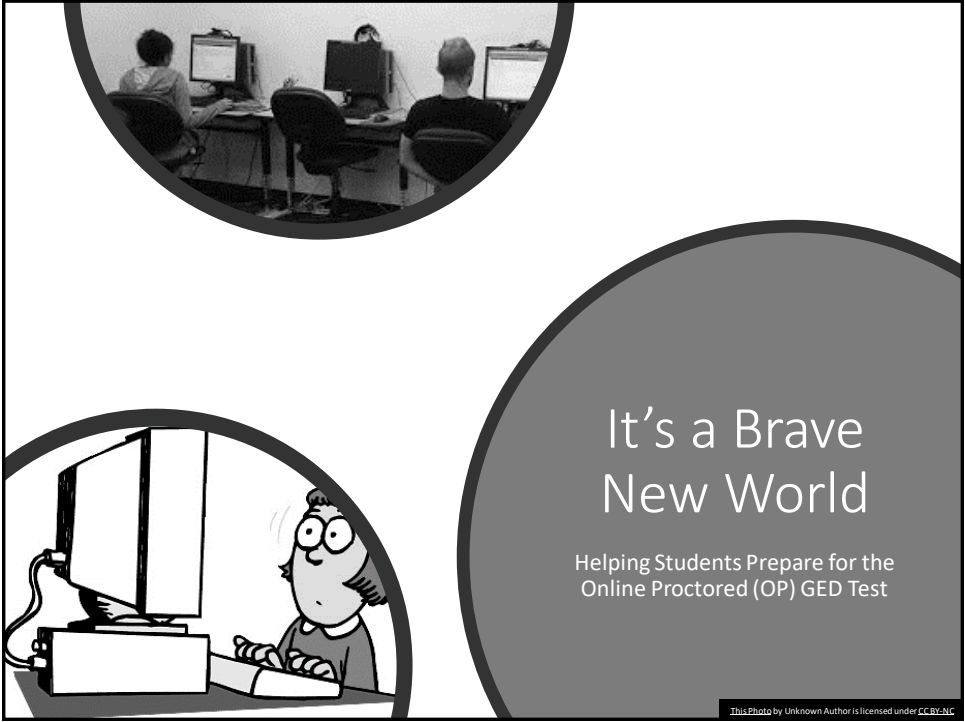
Online Proctored (O.P.) GED Test Data

- More than 403,559 O.P. subject tests have been delivered
- Approximately 18,000 learners have credentialed taking at least one O.P. test
- The pass rates for the O.P. test are on par with or above in-person testing
- O.P. tests were approximately 25% testing
- Thank you to our adult education partners for seeking creative solutions for students to participate in the O.P. GED Test!

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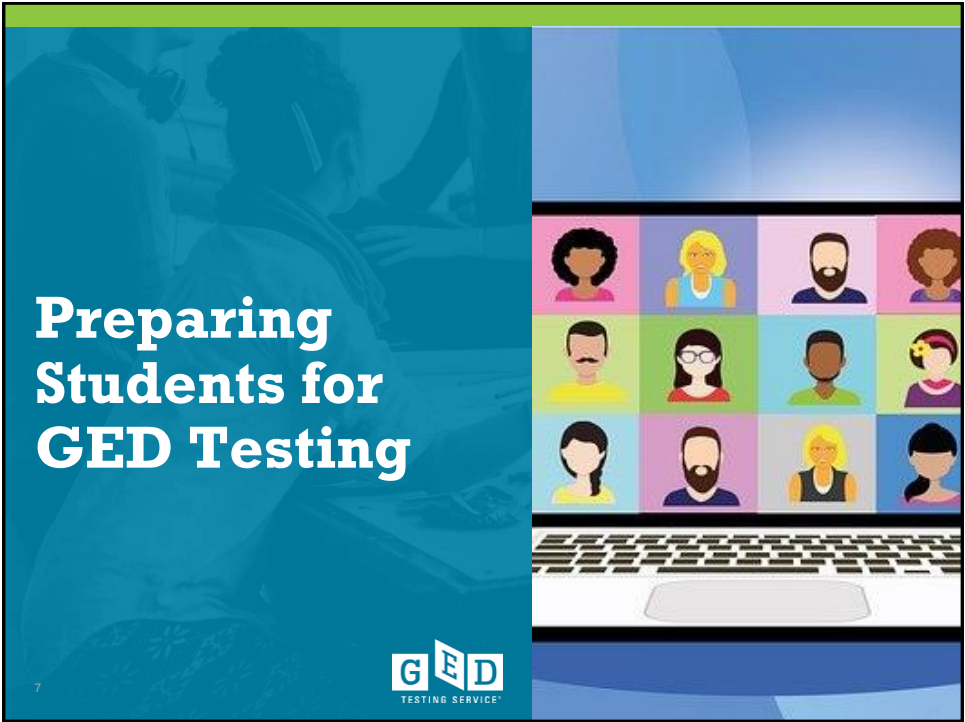
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Remember the Content Hasn't Changed

High Impact Indicators

All of the indicators listed in the GED® Assessment Target indicators describe the critical thinking skills success in college, career training, and the workforce. However, those we are highlighting in the High Impact Indicators are those that are most 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 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 and use.
- GED® testing data suggests that **educators may not be currently focusing on these skills** in preparation.

While focused classroom instruction on these High Impact Indicators may quickly and positively improve performance, **educators should note that the High Impact Indicators are not more important than all 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	What to look for in student work: Students' work shows they have...
R.3.1: Order sequences of events in texts. <i>Primarily measured with literary texts.</i>	• located a single, discrete event or plot point in texts; • identified chronological and non-chronological sequences of events within texts; • described the progression from one event to the next in a text; • re-ordered events presented in non-chronological order in texts into chronological order; • re-ordered events provided in chronological order texts into a different order (e.g. cause-and-effect, etc.) in order to determine the text's meaning.

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Relationships Between the High Impact Indicators and Other Indicators

The High Impact Indicators are a list of key skills assessed on the GED® test that, if emphasized in instruction, can help instructors make a significant impact on student 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						
R.3.1: Order sequences of events in texts. <i>Primarily measured with literary texts.</i>	<table><thead><tr><th>Social Studies</th><th>Science</th><th>Mathematical Reasoning</th></tr></thead><tbody><tr><td>SS.1.1: Identify the chronological structure of a historical narrative and sequence steps in a process. SS.2.1: Analyze a social narrative, process, and trend in a written document, determine whether earlier events caused later ones or simply preceded them. SS.3.1: Compare differing sets of data related to political, historical, economic, geographic, and social contexts, evaluate the assumptions and inferences inherent in differing positions.</td><td>SC.1.1: Reason from data or evidence to a conclusion. SC.2.1: Make a prediction based upon data or evidence.</td><td>MP.1.1: Search for and recognize entry points for solving a problem. MP.1.2: Plan a solution pathway or outline a line of reasoning. MP.1.3: Recognize and identify missing information that is required to solve a problem. MP.1.4: Select the appropriate mathematical techniques to use in solving a problem or as a step of reasoning. MP.2.1: Recognize the important and relevant portions of a problem. MP.2.2: Break down a line of reasoning or solution pathway, taking on previous step or given. MP.3.1: Complete the lines of reasoning or inferences. MP.3.2: Improve or correct a flawed line of reasoning.</td></tr></tbody></table>	Social Studies	Science	Mathematical Reasoning	SS.1.1: Identify the chronological structure of a historical narrative and sequence steps in a process. SS.2.1: Analyze a social narrative, process, and trend in a written document, determine whether earlier events caused later ones or simply preceded them. SS.3.1: Compare differing sets of data related to political, historical, economic, geographic, and social contexts, evaluate the assumptions and inferences inherent in differing positions.	SC.1.1: Reason from data or evidence to a conclusion. SC.2.1: Make a prediction based upon data or evidence.	MP.1.1: Search for and recognize entry points for solving a problem. MP.1.2: Plan a solution pathway or outline a line of reasoning. MP.1.3: Recognize and identify missing information that is required to solve a problem. MP.1.4: Select the appropriate mathematical techniques to use in solving a problem or as a step of reasoning. MP.2.1: Recognize the important and relevant portions of a problem. MP.2.2: Break down a line of reasoning or solution pathway, taking on previous step or given. MP.3.1: Complete the lines of reasoning or inferences. MP.3.2: Improve or correct a flawed line of reasoning.
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Students Need More Time Reviewing Tutorials

Instructions and Practice Activities for the Tutorial

There are 5 sections in this tutorial.

- Section 1 - Tutorial Overview
- Section 2 - Computer System
- Section 3 - Reading Test
- Section 4 - Writing Test
- Section 5 - Test-Taking Tools

Click Next to begin.

Welcome to the GED® Test Tutorial

To begin, look at the lower right corner of the screen.

Click the Next button.

SECTION 5
Instructions for the Test-Taking Tools

There are 5 pages in this section.

Test Time and Test Progress
Calculator and First Accommodations
Highlighter
Mark Questions for Review
How to Use Navigator

Click Next to begin.

Navigator - Click to a page to go to it

Page	Page Title	Page Status
1	Section 1: Tutorial Overview	Completed
2	Section 2: Computer System	Completed
3	Section 3: Reading Test	Completed
4	Section 4: Writing Test	Completed
5	Section 5: Test-Taking Tools	Current

Section 5: Test-Taking Tools

Section 5: Test-Taking Tools

Section 5: Test-Taking Tools	Page Status
Test Time and Test Progress	Completed
Calculator and First Accommodations	Completed
Highlighter	Completed
Mark Questions for Review	Completed
How to Use Navigator	Completed
Test-Taking Tools	Current

Instructions

You will be able to highlight text on the screen. A Highlighter button will be in the blue toolbar, above the questions.

To use the Highlighter button, you must first select the words you want to highlight.

Then click the Highlighter button.

Click a word.

The selected text will be highlighted in that color.

Practice highlighting words on this screen.

To learn about another tool, click Next.

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Two Challenges for Students

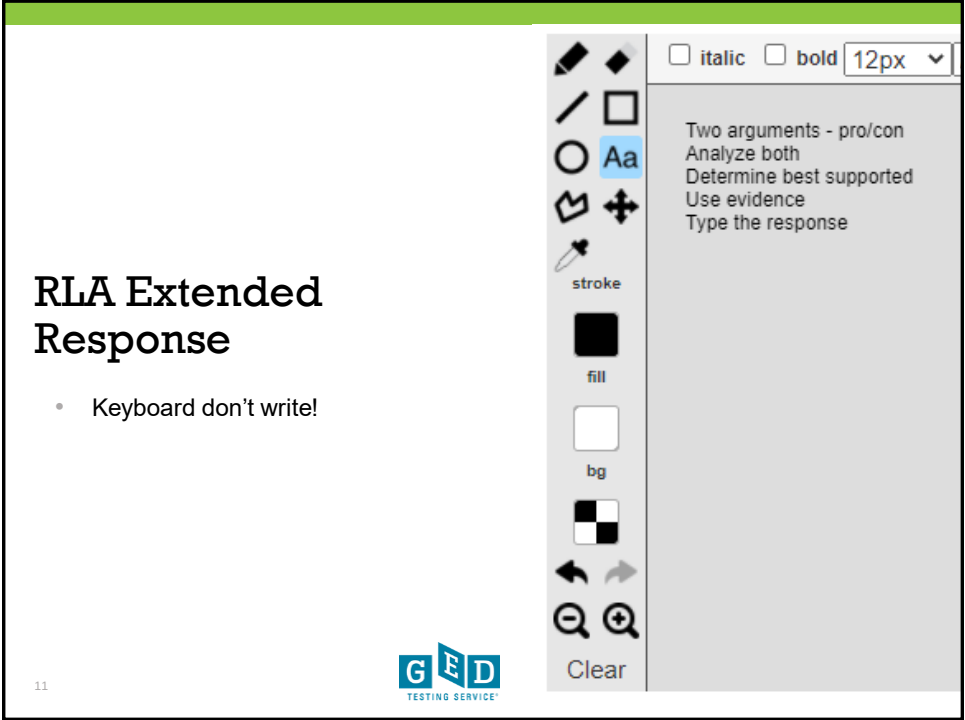
Lack of Erasable White Boards Requires that Students

- Need more practice with the online whiteboard
- Know which whiteboard tool works for writing with a cursor, drawing, and keyboarding

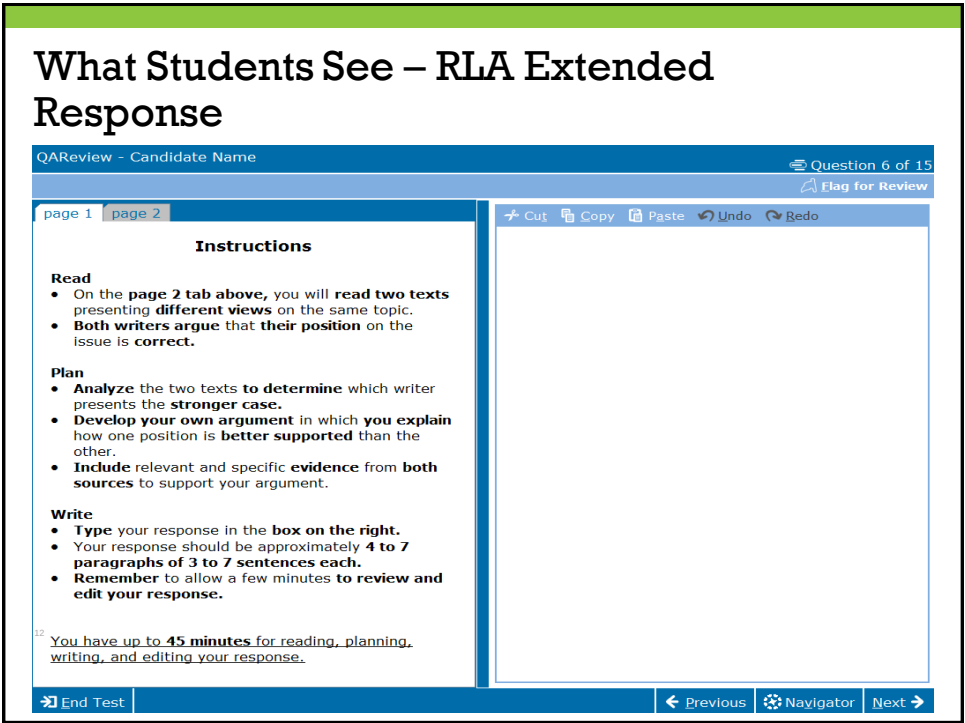
Need to Depend on Online Tools Requires that Students be Aware of and

- Use Highlighter
- Access reference sheets (calculator, formula page, symbols, etc.)
- Be able to position resources on the screen

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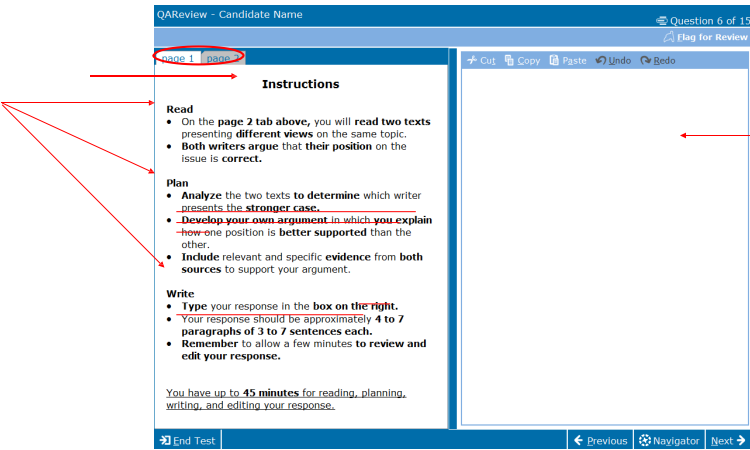


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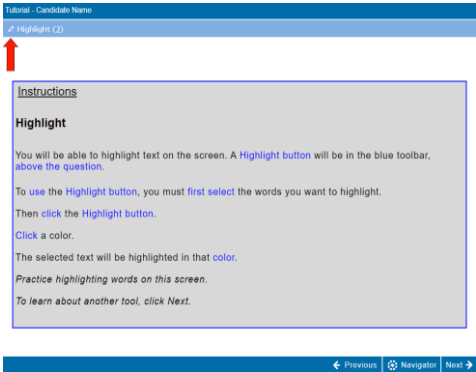
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What Students See – RLA Extended Response



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The Highlighter – A Student’s Best Friend!



Students can

- 1) Highlight details of math problem
- 2) Highlight details from a story or narrative - 5Ws and H
- 3) Highlight key information to answer a question
- 4) Highlight evidence in extended response source materials
- 5) Use different colors for pro evidence and con evidence



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There are Whiteboard Tools!

Tool	Tool Name	Tool Purpose
	Pen	Write or draw text, lines, or shapes; you can choose from several thickness and color settings
	Eraser	Erase content on your whiteboard; you can choose from several thickness settings
	Line	Draw lines; you can choose the type of line and the thickness
	Rectangle	Create boxes or grids
	Circle	Create circles or ovals (e.g. for Geometry or Venn diagrams)
	Text	Enter text and take notes; you can resize and expand the text box (note: you will not be able to copy/paste text from the exam questions in the whiteboard during the exam)
	Free Shape / Polygon	Draw free form shapes
	Move / Pan	Pan and move across the whiteboard; this allows you to move and work across any part of the whiteboard
	Color Selection / Eyedropper	Color selector / dropper
	Stroke / Text Color	Choose or change the text color
	Fill Color	Choose or change the fill color of a shape
	Background Color	Choose or change the background color of the entire whiteboard
	Undo / Redo	Undo change or mistake, or redo to bring back deleted content
	Zoom In / Out	Zoom in and out on any area of the whiteboard
	Clear	Clear all content on the whiteboard
	Close	Close the whiteboard

Remember!

You can expand the keyboard. Use the Move/Pan key to keep enlarging the space on which you can write or keyboard.

Don't clear any initial material, just keep expanding the screen as needed. This allows students to keep all their draft materials in one place.



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Check it out!

Type your initial material.

Click on move/pan button.

After you click on the move/pan button, just move your cursor to your left. More area will open up.

Want to go back and review old material, just click on the move/pan button again and move your cursor to your right.

<https://home.pearsonvue.com/Standalone-pages/Whiteboard.aspx>



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Read and Highlight



Clear

Two arguments - pro/con
Analyze both
Determine best supported
Use evidence
Type the response

For	Against
1970 study - 1% energy saving More sun, less energy Driving in day safer 8-11% reduction in crashing of pedestrians 6-10% reduction in vehicle occupants Reduce crime Less chance of crime after dark	2007 study not effect on energy consumption 3-yr study spent 8.6 million more each year and air pollution increased Increased us of air conditioning One study - increase traffic fatalities after clocks set back in the fall Study - 227 pedestrians were killed in week after the end of DST compared with 65 before Adjustment period dangerous Quick shift - no time to adjust confusion - forget change clocks Not worth the trouble

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Read and Highlight



Clear

☐ italic ☐ bold 14px Helvetica

Two arguments - pro/con
Analyze both
Determine best supported
Use evidence
Type the response

For	Against
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☐ italic ☐ bold Helvetica

Two studies - pro/con
Con is stronger

Why?
2007 study - energy consumption
More A/C - daylight/hotter during days
Another study - more traffic deaths
227 pedestrians after, 65 before
Adjustment dangerous
Forget change clock
Hard to adjust

Counterclaim - 1970 energy saving, but only 1%

The author has provided two viewpoints on DST. Between the two positions in this article, the one against Daylight Saving Time is better supported because it more logical and is supported by multiple studies.

stroke fill bg Clear

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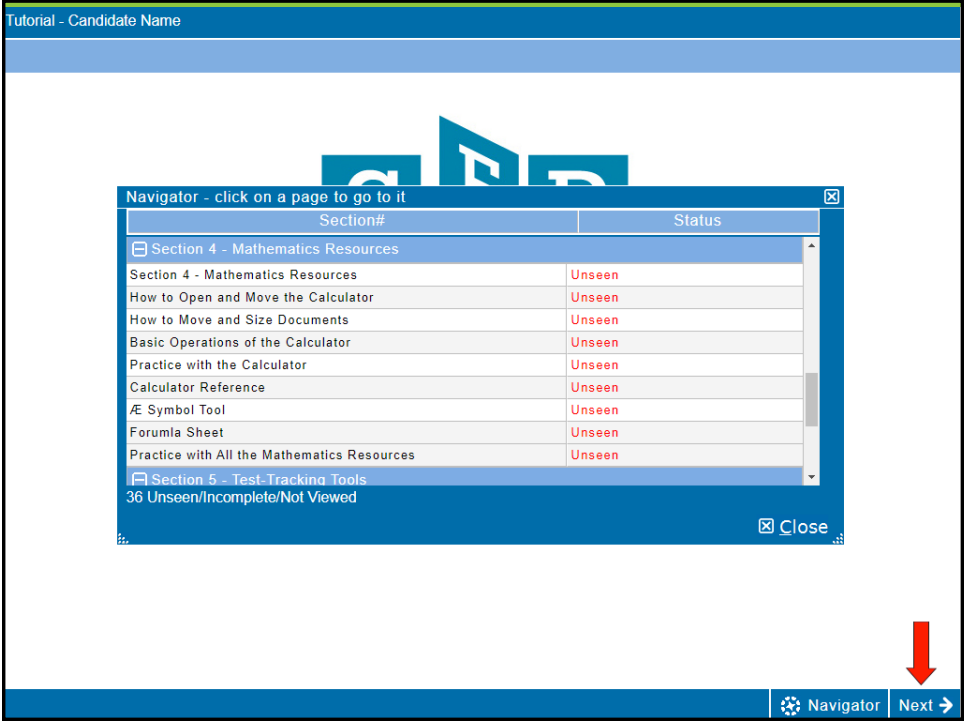
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[illegible]

25



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Learn the Operations

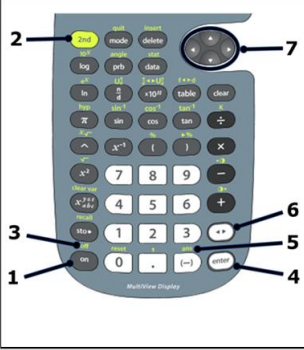
Calculator Tutorial

Calculator

Instructions

Basic Operations of the Calculator

Locate the **basic keys** on the image and review their **functions** in the numbered list.



- 1 **on** turns on the calculator.
- 2 **2nd** turns on the 2nd indicator and accesses the function shown above the next key you press.
- 3 **off** turns off the calculator and clears the display.
- 4 **=** completes the operation or executes the command.
- 5 **Ans** recalls the most recently calculated result and displays it as Ans.
- 6 **frac** toggles the answer between fraction and decimal, exact square root and decimal, and exact pi and decimals formats.
- 7 **arrow** allows you to move the cursor on the screen and in operations as necessary.

Practice with the Calculator keys on the next page.

Previous

Next



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Practice with the Examples

Calculator Tutorial

Calculator

Information

TI-30XS Calculator Reference Sheet

BASIC ARITHMETIC

To perform basic arithmetic, enter numbers and operation symbols of operations.

EXAMPLE

8 × -4 + 7 =

8 × (-) 4 + 7 enter

PERCENTAGES

To calculate with percentages, enter the number, then

EXAMPLE

40% × 560 =

40 % 2nd (1/x) × 5 6 0 enter

SCIENTIFIC NOTATION

To perform calculations with scientific notation, use the

EXAMPLE

7.8 × 10⁸ - 1.5 × 10⁸ =

7 8 . 8 × 10⁸ - 1 5 . × 10⁸ enter

Practice

Calculator

TI-30XS MultiView

TEXAS INSTRUMENTS

8 * -4 + 7

= -25

2nd mode delete

log prb data

ln 2nd (1/x) table clear

π sin cos tan ÷

2nd (x^y) %

2nd (x^-1) () ×

2nd (x^2) 7 8 9

2nd (x^3) 4 5 6 +

2nd (x^4) 1 2 3

2nd (x^5) 0

2nd (x^6) (-) enter

Note: This is not a fully functioning calculator. The keys will work when you click on them in the order presented in the calculator reference.

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Know the Tools

Calculator Tutorial

Æ Symbol Calculator

Instructions

Æ Symbol Tool

The Æ Symbol Tool will be available during the [Mathematical Reasoning test](#) and on select [Science and Social Studies questions](#).

You can use the Æ Symbol Tool with Fill-in-the-Blank questions, [to enter mathematical symbols](#) like greater than or square root.

The Æ tool will be in the blue toolbar. It is the [Æ Symbol Tool button](#), next to the Calculator.

Practice using the Æ Symbol Tool on the right.

- Click the Æ Symbol Tool button.
- Move the Æ Symbol Tool to see the answer box on the right.
- Click in the [answer box](#).
- Type in the number "7" from the keyboard.
- Click on the ">" symbol in the Æ Symbol Tool.
- Click [Insert](#) in the Æ Symbol Tool.
- Type the number "5" from the keyboard.

Practice

Consider this phrase.

Seven is greater than five.

Follow the boxed instructions on the left.

7>5

Æ Symbol

π f ≥ ≤ ≠ ∫ ∑ ∏ × ÷ ± ∞

√ + - () > < =

Insert Close

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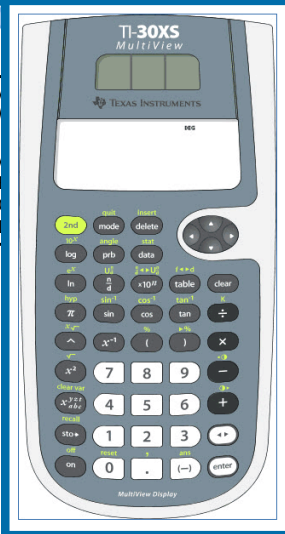
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Do the Same Thing in Math!

Calculator



Question 1 of 10

Flag for Review

Calculator Reference

at 9 a.m. and returned it at 4:00 p.m. He paid a total of \$28.84.

Handwritten work:

$$\begin{array}{r} 4.12 \\ 7 \overline{) 28.84} \\ \underline{28} \\ 84 \\ \underline{84} \\ 0 \end{array}$$

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Do the Same Thing in Math!

Mathematical Reasoning - Candidate Name

Question 1 of 10

Answer Explanation

Calculator

Flag for Review

Formula Sheet

Calculator Reference

What is the value of $36x - 8y^2$ when $x = 3$ and $y = -6$?

☐ A. -288

☐ B. -180

☐ C. 1,200

☐ D. 3,600

Handwritten work:

$$36 \times 3 - 8(-6^2) =$$

Remember GEMS

$$108 - 288 = -180$$

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Set Aside Time for Tutorials

1) What to Expect

2) Calculator

3) Whiteboard

Online GED Testing
What to Expect

Calculator Tutorial

GED

Welcome to the GED® Test Calculator Tutorial
To begin, look at the lower right corner of the screen.
Click the Next button.

Next

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One More Tool – The Scratch Pad

Is provided in addition to the Whiteboard

Does not have the pen functionality of the whiteboard

Can be opened and closed as a pop-up while the student is taking the test

Use to take notes from reading passages

Open Scratch Pad

GED® Test - RLA - Candidate Name

Time Remaining 00:26:32

Question 1 of 1

Highlight (3) | Scratch Pad

Flag for Review

page 1 | page 2 | page 3 | page 4 | page 5

Lessons on the Savanna

by Roland Smith

1. "I'm not so worried about time anymore," I said.

2. He smiled. "One Scratch Pad

3. He led me to a

4. "You must climb where you can see the gourd. "You will no

5. I took the gourd

6. "I will be too bu

7. I don't know w

8. "Can you see the grass of the savanna?" Suppet yelled up to me.

9. "Yes," I shouted back.

10. "Good! What else do you see?"

Close Scratch Pad

will be too busy to drink." This step was exaggerated painfully slow.

then we were boys we played with rhinoceroses in they were asleep.

e tribe taught me to stalk my other animals."

Resize Scratch Pad

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Practice

1) Calculator

2) Whiteboard

Calculator Tutorial

Calculator

G

E

D

Welcome to the GED® Test Calculator Tutorial

To begin, look at the lower right corner of the screen.

Click the Next button.

Next

G

E

D

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Tuesdays for Teachers Special Online
Proctored GED® Test Edition:
New Updates Plus Tips & Tricks for
Learners and Educators"

March 30, 2021
3:30 p.m.-5:00 p.m. EST

Tuesdays for Teachers

April 27, 2021
3:30 p.m.-5:00 p.m. EST

It's What You've Been Asking For!

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**Tuesdays for Teachers Special
Online Proctored
GED® Test Edition:**

**New Updates Plus Tips & Tricks
for
Learners and Educators"**

**March 30, 2021
3:30 p.m.-5:00 p.m. EST**



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**It's What You've Been
Asking For!**

**TfT, April 27, 2021
3:30 – 5:00 p.m. (EDT)**

In this Tuesdays for Teachers webinar, you will have an opportunity to meet GED State Relationship Managers as well as other staff who are available to answer questions, point you in the right direction, and lend a helping hand on PD and other issues. You will also have a chance to ask all those questions that you have and just haven't had the time to ask in previous TfT sessions. Join us for Q&A time that is all about you, your program, and your students.



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