



1



2

Session Objectives



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



3

3

Exploring the Program

Moving to the Future



4

4



“To build the educated and
employed communities
of tomorrow.....
.....one student at a time.”

2014 GED® Program Goal

5



5

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

6



6

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

7



7

Scoring of the GED® Test



GED College Ready Scores Improve the Chances for College Success



GED® College Ready + Credit

175

Qualify for up to ten
college credit hours



GED® College Ready

165

Ready to take
college-level courses



Pass / High School Equivalency

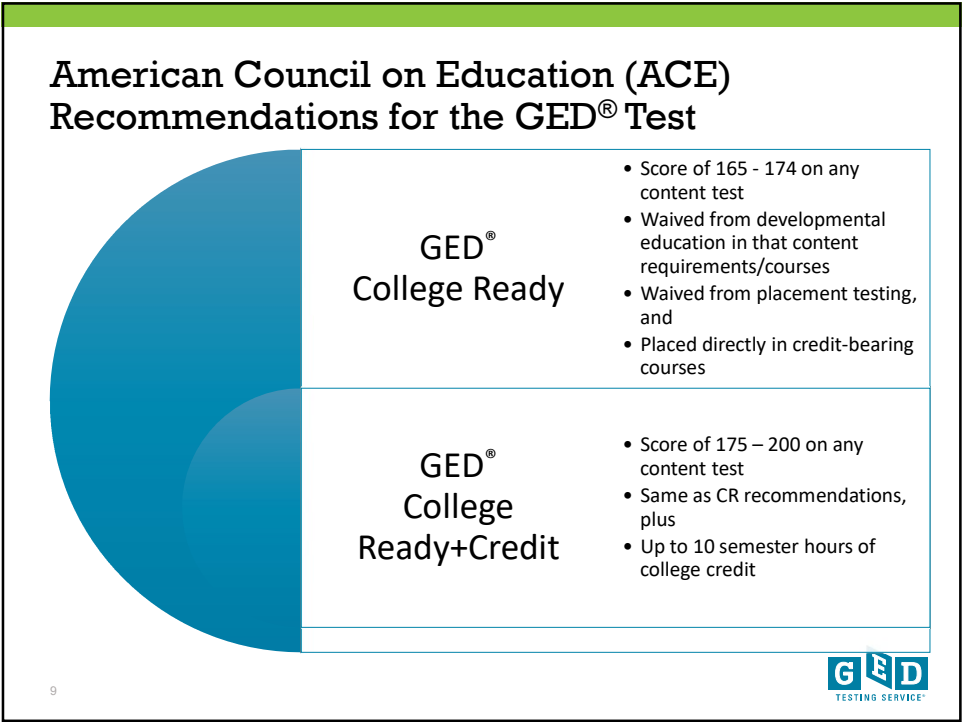
145

Earn a high school
equivalency diploma

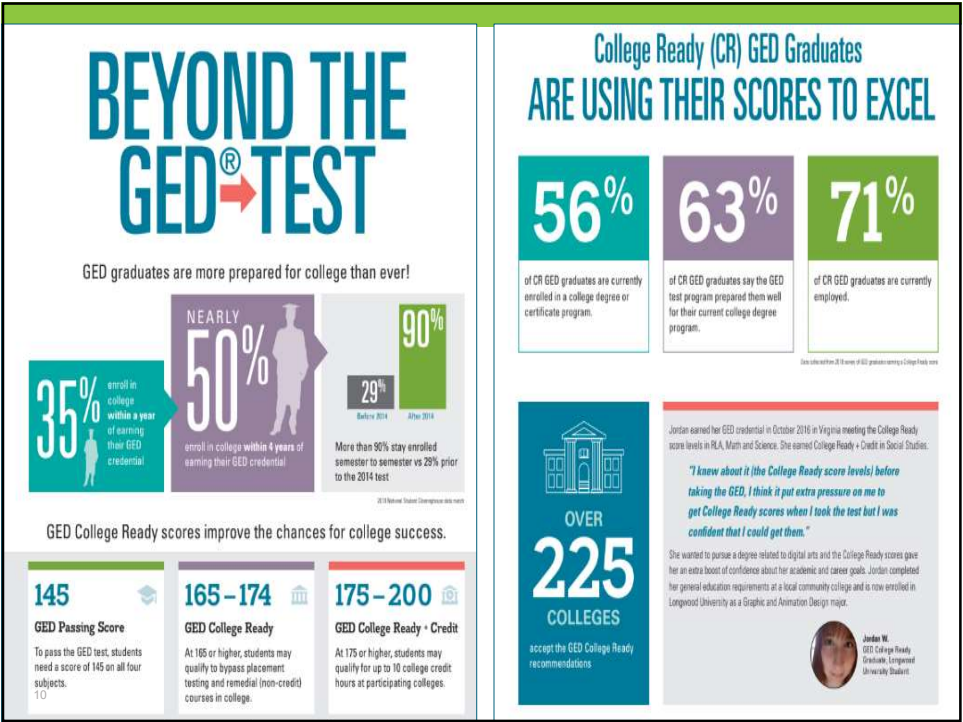
8

© Copyright GED Testing Service LLC. All rights reserved

4



9



10

National Test-taker Data: 2014-2019

	Math	RLA	Science	Social Studies	Battery - First Attempt	Battery - Multiple Attempts
Passed (145 or higher)	85%	89%	93%	90%	61%	86%
College Ready (165 or higher)	6%	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.	

11



11



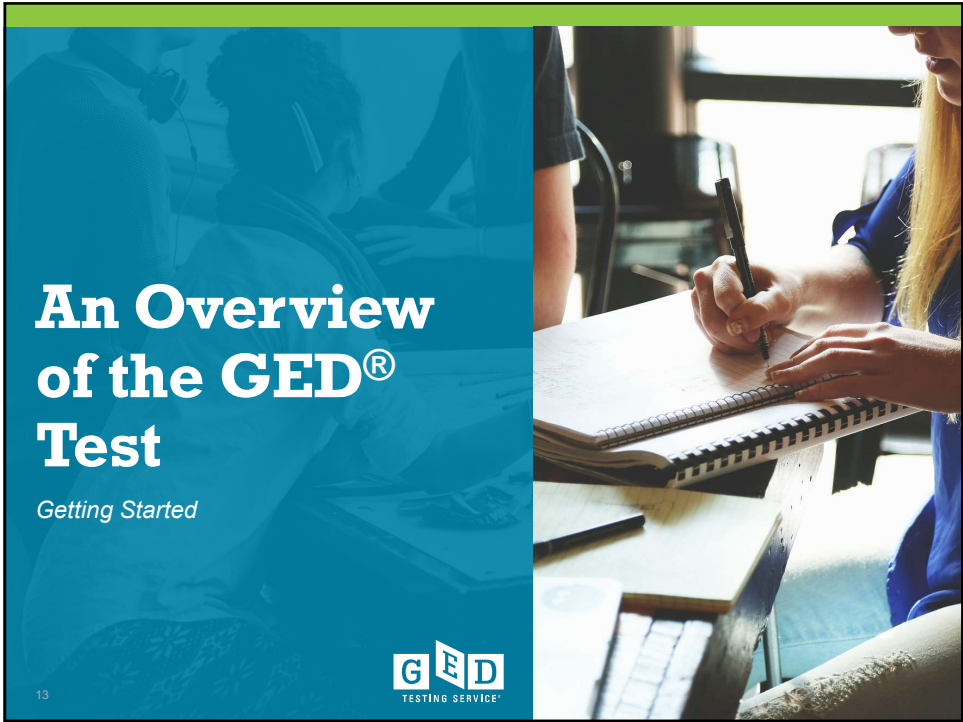
Many colleges have already adopted the ACE® Credit Recommendations

- Approximately **225** colleges across the U.S. have implemented one, or both, of the recommendations (CR and/or CR+credit)
 - Colorado Community College System (both recommendations)
 - Connecticut Public College System
 - Georgia Technical College System
 - Illinois Community College System
 - Kansas Board of Regents (2 & 4-year colleges)
 - Kentucky Community College System
 - Ohio Community College System
 - Virginia Community College System
- Additional Colleges in AL, AZ, KS, MA, MO, NJ, OR, RI, WA

12



12



13

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	

14

The GED® test

- Available in English and Spanish
- A wide array of accommodations available
 - Including zoom-text, alternate color palettes, Braille, screen reader, extended time, paper testing for special circumstances
- Test administered is delivered via computer. The exceptions to this is if a test-taker has a documented disability that will prevent them from testing on computer.

15



15

Variety of Item Types

Multiple-choice
Fill-in-the-blank
Drag-and-drop
Hot-spot
Drop-down
Extended-response (Language Arts)

16



16



17

GED® Ready	
Realistic practice opportunity	Computer based and same platform as GED® test
Standardized and normed	Same norming and standardization study as official test
Predictive	Tells students if they are likely to pass
Half-length	4.25 hours in length

18

Three Score Level Indicators on GED Ready®

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

19



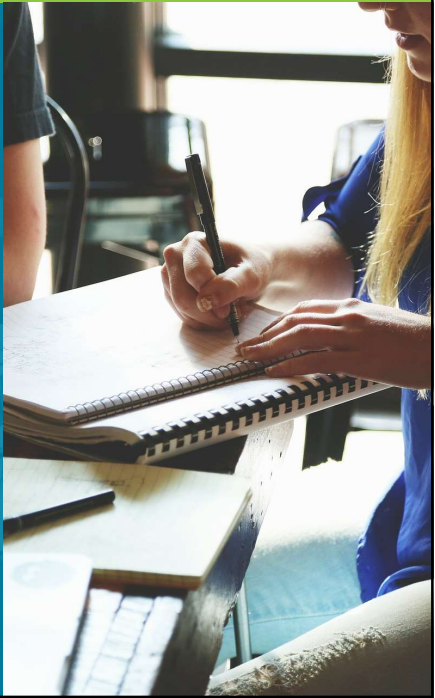
19

Writing and the GED Test

New Skills for the Test and Beyond

20





20

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

21



21

English and Spanish

22

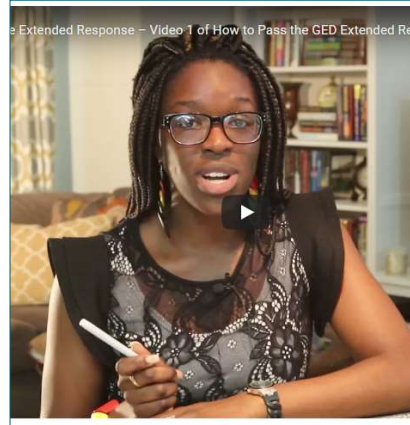


22

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*



23



23

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)

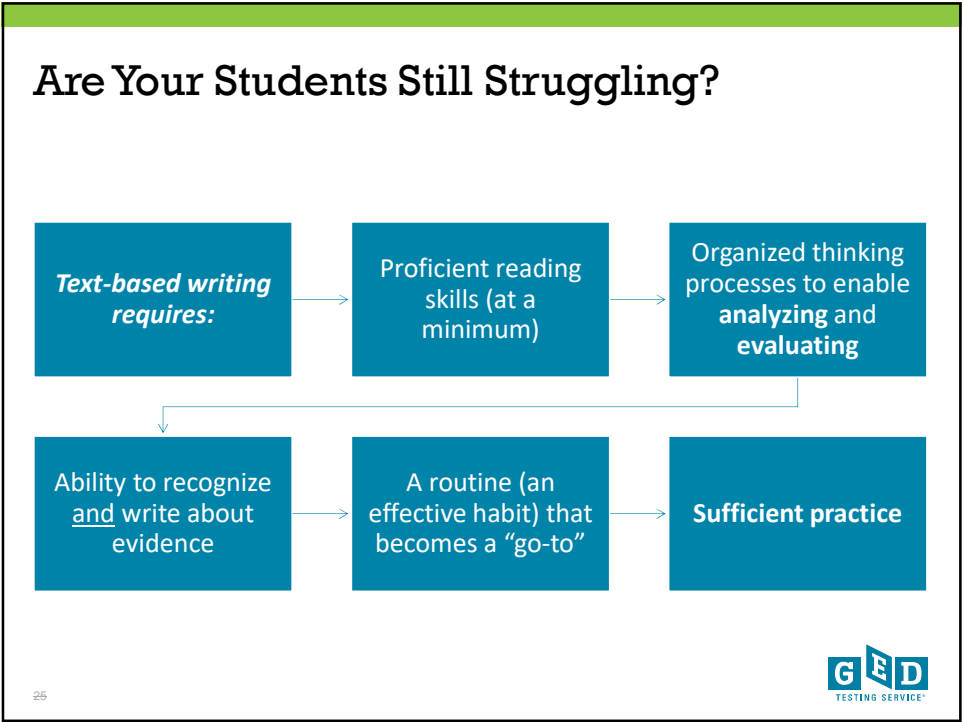


build your main points thoroughly

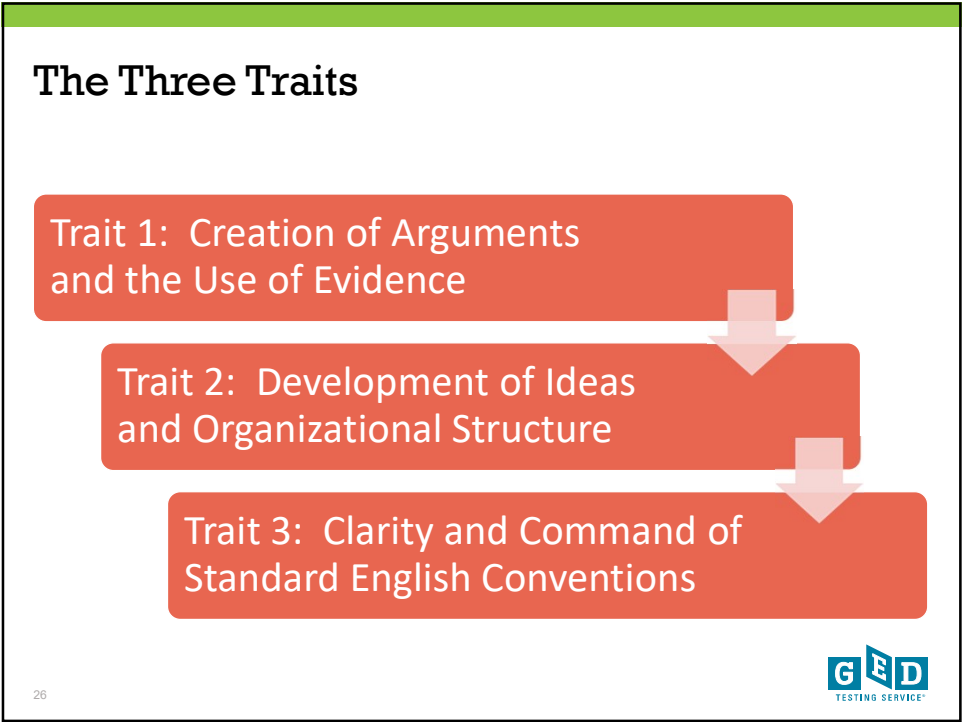
24



24



25



26

Scoring Tool!



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/



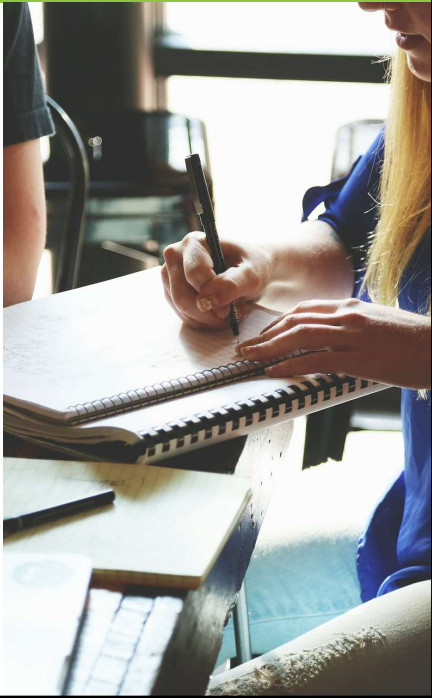
27

27

Focus on Concepts and Problem Solving

Mathematical Reasoning





28

28

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



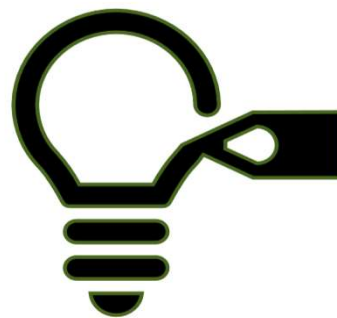
29



29

Teach the Big Ideas in Algebra

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



30



30

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

31

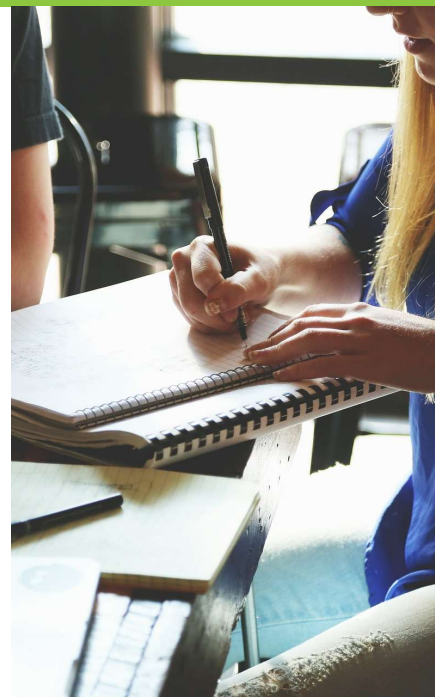


31

Building Student Knowledge and Critical Thinking Skills

Social Studies

32



32

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

33



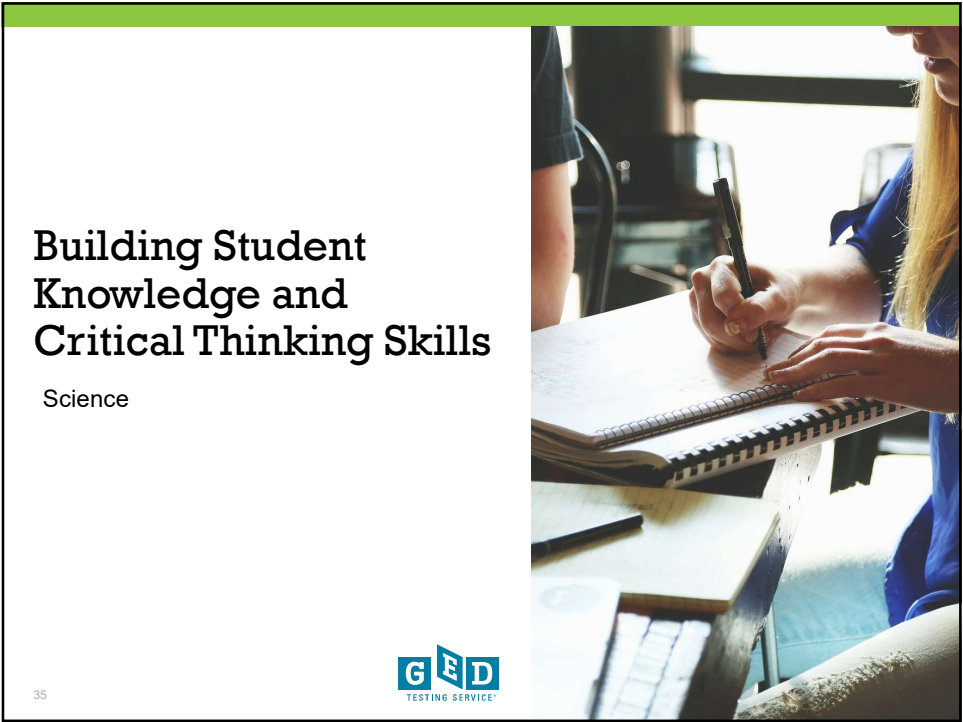
33

Social Studies Themes

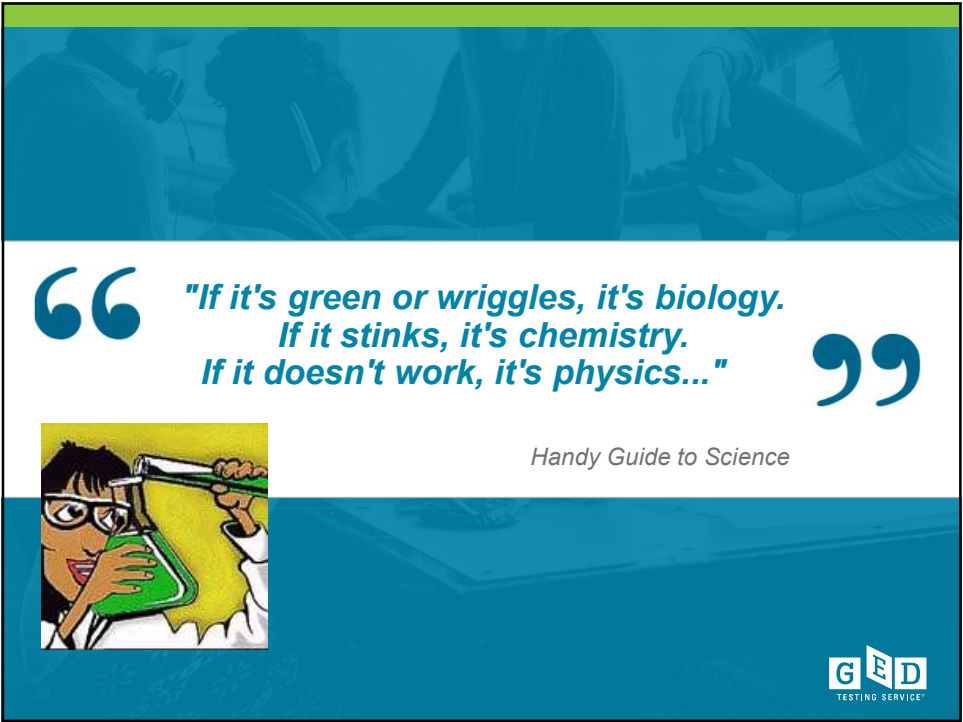
		Social Studies Example Topics			
		Civics & Gov't (50%)	US History (20%)	Economics (20%)	Geography & World (15%)
Focusing Themes	Development of Modern Liberties and Democracy	- Types of modern and historical governments - Structure and design of U.S. government	- Key historical documents - Civil War and Reconstruction	Key economic events that shape American government and policies	Development of classical civilizations
	Dynamic Responses in Societal Systems	- Political parties, campaigns, and elections - Contemporary public policy	- World War I & II - Cold War	- Fundamental economic concepts - Economic causes and impacts of war	- Borders between peoples and nations - Human migration



34



35



36

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

37



37

Focusing Themes of Science

		Science Content Topics		
		Life Science (40%)	Physical Science (40%)	Earth & Space Science (20%)
Focusing Themes	Human Health and Living Systems	- Human body and health - Organization of life - Molecular basis for heredity - Evolution	Chemical properties and reactions related to human systems	Interactions between Earth's systems and living things
	Energy and Related Systems	- Relationships between life functions and energy intake - Energy flows in ecologic networks (ecosystems)	- Conservation, transformation, and flow of energy - Work, motion, and forces	- Earth and its system components - Structure and organization of the cosmos

38



38

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?

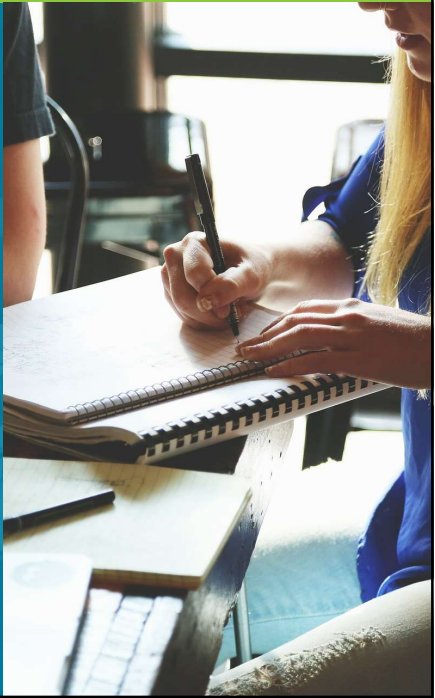


39

Important Tools for the Classroom

Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies

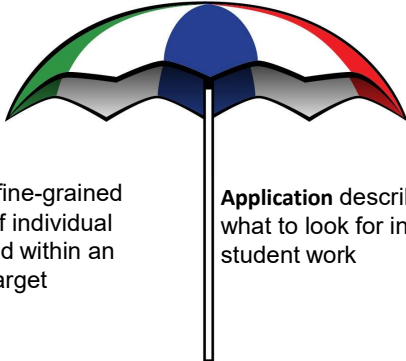




40

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

41



41

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

Los candidatos que tienen el examen y obtienen una puntuación en este nivel típicamente demuestran los siguientes conocimientos y habilidades: Pueden comprender y analizar textos literarios y no literarios, como los textos de Charles Dickens, John Steinbeck y Mark Twain. Los candidatos que tienen el examen y obtienen una puntuación en este nivel típicamente demuestran las siguientes habilidades: Pueden comprender y analizar textos literarios y no literarios, como los textos de Charles Dickens, John Steinbeck y Mark Twain.

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 Reasoning Through Language Arts Performance Level Descriptors. They can understand and analyze texts, including literary and informational texts, and they can use this information to support their own ideas and arguments. They can also understand and analyze texts, including literary and informational texts, and they can use this information to support their own ideas and arguments.

Analysing and Creating Text Features and Techniques

- 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 main idea, or how a setting or context affects structure and meaning
- 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 relationships between adjacent sections of text at a satisfactory level
- Analyze transitional language or organizational patterns and determine how they relate meaning
- Analyze the structure of a text, including how it is organized, at a satisfactory level
- Analyze the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose

42



42

How to Use PLDs in the Classroom

Use PLDs to:

- 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

https://ged.com/educators_admins/teaching/teaching_resources/plds/



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

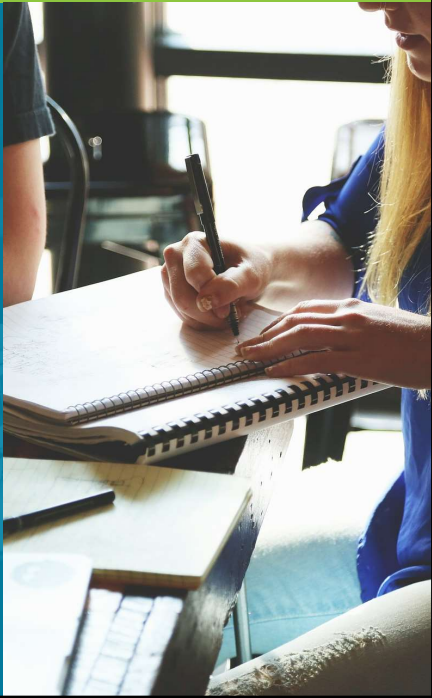


43

43

Skill Sets for High Impact Indicators Across Content Areas

Focusing Instruction



44

44

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
- https://ged.com/educators_admins/teaching/teaching_resources/

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 **SOLD** type.

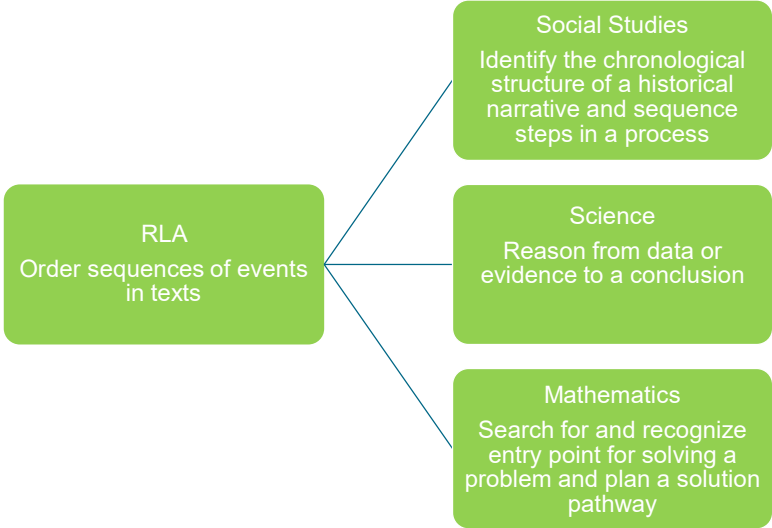
Reasoning Through Language Arts – High Impact Indicators

High Impact Indicator	Related Indicators from Other Content Areas		
RLA	Social Studies	Science	Mathematical Reasoning
R.3.1: Order sequences of events in texts. <i>Primarily measured with literary texts.</i>	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 contexts; evaluate the assumptions and implications inherent in differing positions.	SP 3.a: Reason from data or evidence to a conclusion. SP 3.b: Make a prediction based upon data or evidence.	MP 1.a: Search for and recognize entry points for solving a problem. MP 1.b: Plan a solution pathway or outline a line of reasoning. MP 1.d: Recognize and identify missing information that is required to solve a problem. MP 1.e: Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning. MP 2.c: Recognize the important and related attributes of a problem. MP 3.a: Build steps of a line of reasoning or solution pathway, based on previous ideas or given. MP 3.b: Complete the lines of reasoning of others. MP 3.c: Improve or correct a flawed line of reasoning.

GED® Testmap 2014 • 30340

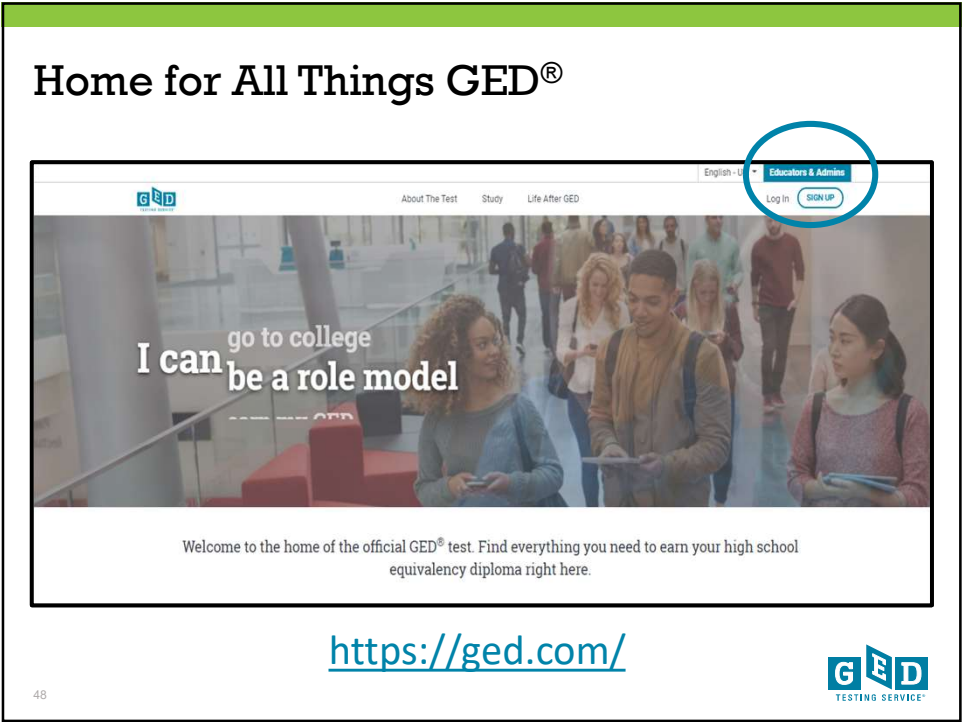
1

An Example





47



48

3 Things Every Educator Should Do

1. Create an account at GED.com & familiarize yourself with the student experience in order to help your students (use a non-work email address).
2. Take at least one subject of the GED Ready. Your SRM can provide you with a GED Ready voucher(s).
3. Bookmark and utilize GED.com – Educators & Admin

49



49

Tools – Tools – Tools!



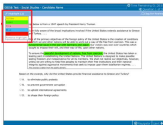
50

- Videos and Tutorials
- Quick Tips
- Calculator
- Calculator and Formula Reference
- Æ Symbol Tool Explanation
- Erasable Note Boards
- Additional Tools
 - Flagging Items for Review
 - Item Review Screen
 - Test Timer
 - Test Progress Indicator



50

Tools – Tools – Tools!



- On-screen color combinations
- Text size
- Highlighting text and shortcuts (cut/paste)

Computer-Based Test Tutorial

[View Now](#)[View Now - In Spanish](#)



51



GED Program Overview

Teaching the GED® Test

State Policies

Test Administration

Become a Test Center

Managing Your Test Center

Administration Policies

Testing in Corrections

Test Accommodations

GED Manager & GEDPrep Connect

GED Option

Top Resources

 Professional Development Training

SearchEnglish - USEducators & Admins

About The TestStudyGrads and TranscriptsBlogLog InSIGN UP

Online Proctored GED Test Pilot

Information and additional resources related to student eligibility, testing considerations, timing/schedule of pilot and policies:

Webinars

[Educator Webinar Part 1](#) - Password: 2n+@H8%\$

[Educator Webinar Part 1 Slide Deck](#)

[Password for Webinar Part 2](#): 9C-V19X.

[Educator Webinar Part 2 Slide Deck](#)

[Educator Webinar Part 3: August 2020 Updates](#)

[Password for Webinar Part 3](#): Ety\$DBT6

[Educator Webinar Part 3 Slide Deck](#)

Policies and Fact Sheets

[Online Proctored Pilot and CBT Policy Differences](#)

[State-By-State Info on Online Proctored GED Test](#)

Demos

[Full System Check](#)

[Onscreen Whiteboard](#)

[Calculator Tutorial](#)



52

The 5 Things Every Educator Needs to Know to Help Students Take an O.P. Test

Tell them that the O.P. GED test option is available to them

Find all the info they need about this option at GED.com under "About the Test"

OR find info on their GED.com account

Before test day students should practice with the Whiteboard tool to get comfortable before they test

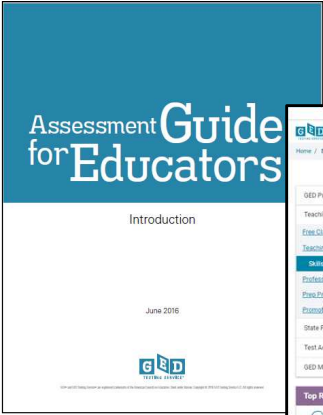
Complete the online system check before scheduling – to make sure their equipment works properly.

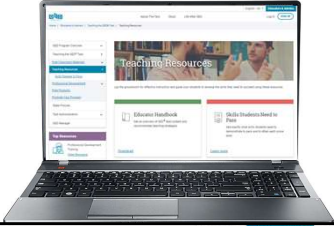
The content on the O.P. test is the same content they'd see when testing in person.

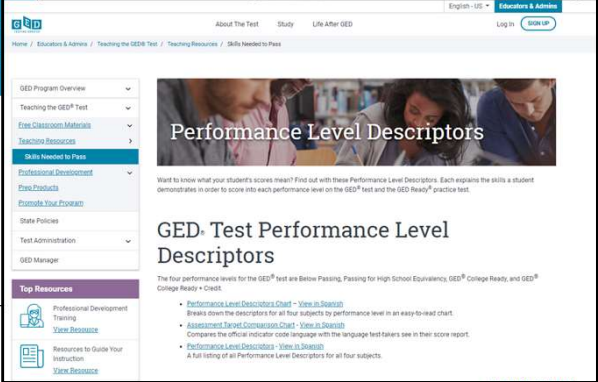


53

Need more information? 8 Resources to Explore







54

#1 The Assessment Guide for Educators

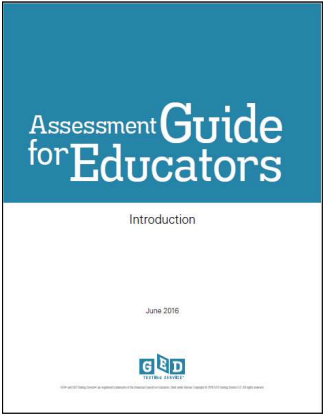
Assessment Guide for Educators

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](#)



- Covers all content areas
 - Item types
 - Assessment targets
 - Guidelines for how items are scored
 - More . . .





#2 Teaching Resources

Teaching Resources

lay the groundwork for effective instruction and guide your students to develop the skills they need to succeed using these resources.



Educator Handbook

Get an overview of GED® test content and recommended teaching strategies.

[Download](#)



Skills Students Need to Pass

See exactly what skills students need to demonstrate to pass and to attain each score level.

[Learn more](#)



High Impact Indicators

Skills are not all created equal! Improving certain skills can help students improve in other areas. These resources provide detailed guidance on how you can best help improve student performance.

[High Impact Indicators - View in Spanish](#)

[HII Relationships Across Content Areas - View in Spanish](#)

Help students test with confidence!



Order **FREE** professionally printed (Math & Calculator) posters for your classroom.



56

© Copyright GED Testing Service LLC. All rights reserved

28

#3 Tuesdays for Teachers Webinar Series



Stay in the know from GED® experts.

Tuesdays for Teachers Webinar Series

Tuesdays for Teachers is a free professional development webinar series designed for educators. Presented by well-known GED® training experts Bonnie Goennen and Susan Pittman, this webinar series will take a deeper dive into classroom strategies and techniques for the GED® test.

Registration for each webinar opens approximately two weeks before the webinar date. Attendance is limited and based on a first-come, first-served basis.

New Content
New Strategies
New Stuff for the New Normal!

Free Professional Development

- Over 30 professional development webinars archived on GED.com
- Each session comes with recording, webinar slides, workbook and certificate of completion

57



57

#4 In Session Educator Newsletter

Stay up-to-date by subscribing: https://ged.com/educators_admins/program/

At the bottom of each of the GED.com web pages is an opportunity to sign up for the In Session Educator Newsletter – please take the opportunity to sign up and stay informed on the latest news, resources, pricing specials, etc.

In Session Educator Newsletter

SIGN UP TO GET THE LATEST NEWS AND RESOURCES.

GED® Testing Service LLC. | GED® Official Website



About Us
Contact Us
FAQs

Newsroom
GEDWorks™
Accessibility Statement

Terms and Conditions
Privacy and Cookies

Copyright © 2018 GED® Testing Service LLC. All Rights Reserved.



58

#5 Tutorials

- Ensures no surprises on test day
- Opportunity to practice and build skills
- Familiarity can lead to better performance

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 Now](#) [View Now - In Spanish](#)

Calculator Tutorial



[View Now](#) [View Now - In Spanish](#)



59

59

#6 FAQs



English - US

About The Test Study Life After GED

Log In [SIGN UP](#)

Home / FAQs

FAQ Categories

- Top FAQs
- The GED Ready® Practice Test
- Scheduling the GED® Test
- Testing Accommodations
- What to Expect on Test Day
- Understanding Scores
- Test Retakes
- Technical Requirements
- GED® Test Fraud

GED® FAQs



60

60

#7 GED Resource Links

Educators & Admins page

https://ged.com/educators_admins/program/

Free Classroom materials

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

Here you find the Tutorials, the Free Practice Tests and all of the reference guides to prepare your students. The Scoring tool is also here.

Teaching Resources

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

This page is very useful for teachers to become familiar with the skills assessed on the test and specifically the High Impact Indicators.

Professional Development

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

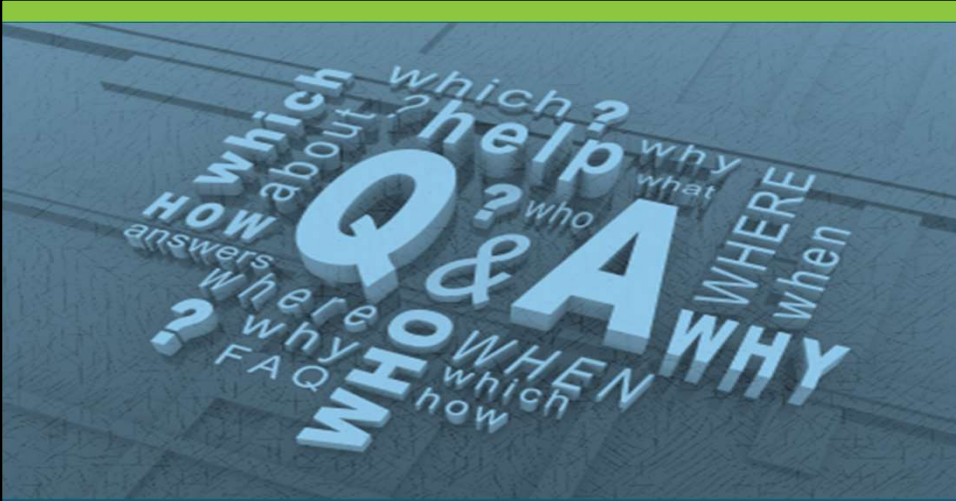
Here are the webinars that teachers can watch to become familiar with many different topics.



61

The advertisement features a blue-tinted background image of students working at desks. Overlaid on this is the text "GED" in large white letters, followed by "PLAY" in white letters inside a dark blue arrow pointing right, then a plus sign, and "GED Flash" in blue letters with a colorful square icon. Below this, the email address "sales@aztecsoftware.com" is written in white. At the bottom, there are two logos: the GED Testing Service logo on the left and the Aztec Software logo on the right, which includes a stylized sun or gear icon.

62



Adora Beard, State Relationship Manager
Adora.Beard@ged.com

Thank you!

63



63