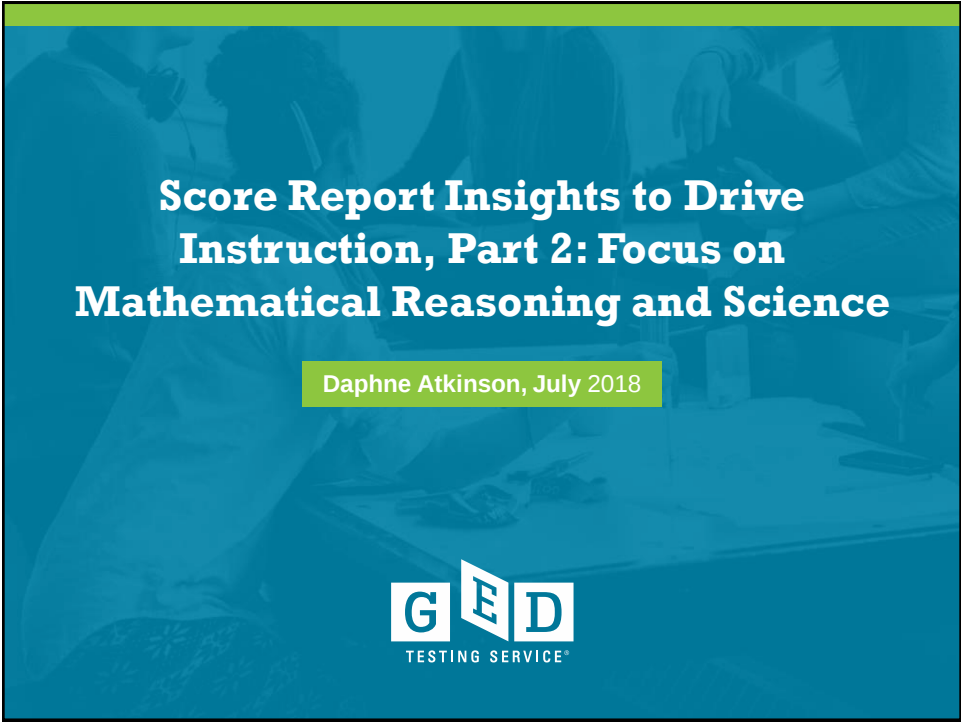




Session Objectives

- Analyze real GED Ready® and Operational GED® Test Score Reports
- Discuss the why and how of using score reports (as prescriptions) to drive instruction
- Share ideas and resources



3

How Do YOU Use Score Reports?

GED Ready® - Mathematical Reasoning

My Score: 136

TOO CLOSE TO CALL

Test Date: 01/25/2018

How I Can Score Higher

Basic Math

Skill You Can Improve

<Find the distance between numbers on a number line using absolute value

Publisher Study Recommendations ⓘ

Select your study material from the dropdown above to get study recommendations

Geometry

Skill You Can Improve

<Compare and solve problems with whole numbers, fractions, and decimals

Publisher Study Recommendations ⓘ

[View this report on practice.com/ready/ready?score=136&id=134523](#)

18



4

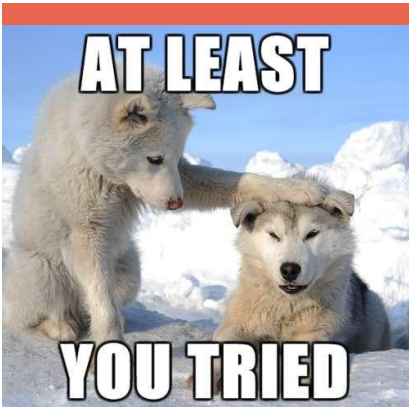
Common Score Report Uses

- Look at the score only...to gauge how far from 145 the score is
- Get a feel for what work needs to be done (in terms of skills and content)
- Compare the GED Ready and GED operational test scores for similarities and differences
- Don't really use the score report—consider the feedback too “generic”

5



So How You Take It From This . . .



There's nothing worse than when a test-taker doesn't pass the test...especially after multiple tries!

6



To This...



Devin, GED® Graduate

7



How? Take Action!

- Review
- Diagnose
- Prescribe

8



Features of the Enhanced Score Report

FEATURE	GED® TEST	GED READY® PRACTICE TEST
My Score	Indicates if a test-taker passed, passed with honors, or scored below passing.	Indicates if a test-taker is likely to pass, too close to call, or not likely to pass the GED® test.
How I Can Score Higher	Shows the skills a test-taker needs to work on before trying again. Includes a personalized study plan with pages and chapters to review in popular study materials.	Shows the skills a test-taker needs to work on before taking the GED® test. Includes a personalized study plan with pages and chapters to review in popular study materials.
What My Score Means	Explains what skills the student successfully demonstrated on the GED® test	Explains what skills the student successfully demonstrated on the GED Ready® practice test.
Review My Written Answers	Available for the RLA test subject. Shows the students' scores for their responses and the skills they need to work on to score higher. Not available for Science, Social Studies, or Math subjects.	Displays the test-taker's written responses to extended response and short answer items. Educators can use the constructed response scoring tools to give test-takers feedback on their responses.

9



What Instructors Need to Know

Resources for Success

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7/6/2018

MyGED® - Score Report

A GED Ready® Score Report: Yellow Zone

GED Ready® - Mathematical Reasoning

My Score: 136

TOO CLOSE TO CALL

Test Date: 01/25/2018

How I Can Score Higher

Basic Math

Skill You Can Improve

Publisher Study Recommendations ⓘ

•Find the distance between numbers on a number line using absolute value

Select your study material from the dropdown above to get study recommendations

•Compute and solve problems with whole numbers, fractions, and decimals

Geometry

Skill You Can Improve

Publisher Study Recommendations ⓘ

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GED

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MyGED® - Score Report

Skill You Can Improve

Publisher Study Recommendations ⓘ

•Construct, and explain data from bar graphs, circle graphs, dot plots, histograms, box plots, tables, scatter plots, and line graphs

•Find the volume and surface area of three-dimensional shapes (Examples: rectangular and right prisms, cylinders, right pyramids). Find the side lengths, radius, or diameter of a three-dimensional figure when given the volume or surface area

•Find the probability of one or more events happening

•Find the side lengths of triangles, rectangles, and polygons when given the area or perimeter

Basic Algebra

Skill You Can Improve

Publisher Study Recommendations ⓘ

•Solve inequalities and real-world problems that involve them, and graph the solutions

•Add, subtract, multiply, divide, and factor polynomials [Example: (x + 8) (x + 4); factor 3x² + 10x - 8]

•Create algebraic expressions to represent problem situations or word-to-symbol translations (Example: write an inequality to match a word problem)

Graphs and Functions

Skill You Can Improve

Publisher Study Recommendations ⓘ

<https://app.ged.com/portal#/scoreReport?examResultsId=8164333>

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GED

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7/6/2018

MyGED® : Score Report

Skill You Can Improve

Publisher Study Recommendations

•Recognize a function in a table or graph by determining whether or not there is only one output value for each input value

•Compare functions that are shown in different ways such as tables, graphs, descriptions, equations

•Find the slope of a graph that is made from a problem situation

Additional Skills to Work On

Scoring into the Green Zone on the GED Ready® practice test shows that you are likely to pass the GED® test. In order to progress into the Green Zone, consider doing the following:
Strengthen the skills listed in the Red and Yellow Zones and apply them at a satisfactory level of proficiency, with a particular focus on improving the following Yellow Zone skills:

• Compute with rational numbers

• Compute with squares and square roots of positive, rational numbers

• Solve problems involving rational numbers

• Compute unit rates

• Solve two-step, arithmetic, real world problems that involve percents

• Compute the area and perimeter of triangles and rectangles

• Find side lengths of triangles and rectangles, when given area or perimeter

• Compute volume and surface area of rectangular prisms

• Find height or side lengths of rectangular prisms, when given volume or surface area

• Represent, display, and interpret categorical data in bar graphs and circle graphs

• Represent, display, and interpret data involving two variables in tables and the coordinate plane, including scatter plots and graphs

<https://app.ged.com/portal#/scoreReport/examResultId=6164333>

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The GED Ready® Math Score: 136

Areas for Improvement (a sample)

• Basic Math (e.g. Number lines and problem solving with whole numbers, fractions, and decimals)

• Geometry (e.g. construct and interpret data from various types of graphs; volume and surface area of three dimensional figures; find side lengths, radius or diameter when given the volume or surface area; basic probability; finding side lengths when given area or perimeter)

• Basic Algebra (e.g. multiplying polynomials; solve inequalities; and create basic algebraic expressions to solve problems)

• Graphs and functions

Problem solving

Geometric reasoning

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What About the Additional Skills?

- These represent skills that the test-taker was NOT consistent with:
 - Solve problems involving rational numbers
 - Compute unit rates
 - Solve two-step, arithmetic, real world problems that involve percents
 - Compute the area and perimeter of triangles and rectangles
 - Find side lengths of triangles and rectangles, when given area or perimeter
 - Calculate the mean, median, mode, range, and weighted average, and calculate a missing data value, given the average and all the missing data values but one

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Diagnosis

- An “incidental” math student whose math reasoning abilities stalled after learning the basics.
- Use the Performance Level Descriptors (PLDs) to determine where the student is on the math continuum—as you already know, you can’t add the more complex topics until the foundation is in place.
- Students who are confused by a number line, more likely than not, are not going to be able to plot points on a coordinate plane.
- As you determine how to sequence math content, keep in mind what foundational skills are necessary.

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But...the Feedback Doesn't Cover What Specific Questions Were Missed

- No, the feedback **summarizes** the skills that are needed to earn a higher score
- And yes, we are *inferring* what's needed based on what was not demonstrated (and here we are talking about **consistency**)

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Ideally, What Happens Next?

How do we get the biggest bang for the buck with the available time?

- High Impact Indicators (HIIs)
- Performance Level Descriptors (PLDs for Level 1- Not Passing and Level 2 – High School Equivalency)
- And, remember to have students review the Study Guide

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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

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Mathematical Reasoning

Mathematical reasoning is the critical skill that enables a student to make use of all other **mathematical** skills. With the development of **mathematical reasoning**, students recognize that mathematics makes sense and can be understood.

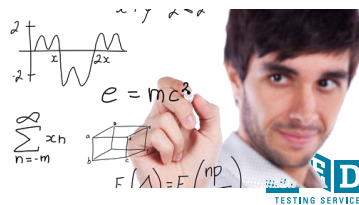
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In Mathematical Reasoning, items require:

- Application and development of quantitative and algebraic reasoning skills
 - Grounded in real-world examples
 - Beyond rote application of formulas and/or procedural steps
 - The “why” and “how” of math
- Strong critical reading and thinking skills
 - What is the question asking?
 - What heuristics can I use?
 - Is the answer reasonable?



Productive vs. Non-Productive Beliefs

Unproductive Beliefs	Productive Beliefs
Students can learn to apply mathematics only after they have mastered the basic skills.	Students can learn mathematics through exploring and solving contextual and mathematical problems.
The role of the student is to memorize information that is presented and then use it to solve routine problems on homework, quizzes, and tests.	The role of the student is to be actively involved in making sense of mathematics tasks by using varied strategies and representations, justifying solutions, making connections to prior knowledge or familiar contexts and experiences, and considering the reasoning of others.
An effective teacher makes the mathematics easy for students by guiding them step by step through problem solving to ensure that they are not frustrated or confused.	An effective teacher provides students with appropriate challenges, encourages perseverance in solving problems, and supports productive struggle in learning mathematics.

Effective Teaching and Learning. (2014). In *Principles to Actions : Ensuring mathematical success for all* (p. 11). Reston, VA: NCTM.



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Productive vs. Non-Productive Beliefs

Unproductive Beliefs	Productive Beliefs
Mathematics learning should focus on practicing procedures and memorizing basic number combinations.	Mathematics learning should focus on developing understanding of concepts and procedures through problem solving, reasoning, and discourse.
Students need only to learn and use the same standard computational algorithms and the same prescribed methods to solve algebraic problems.	All students need to have a range of strategies and approaches from which to choose in solving problems, including, but not limited to, general methods, standard algorithms, and procedures.
The role of the teacher is to tell students exactly what definitions, formulas, and rules they should know and demonstrate how to use this information to solve mathematics problems.	The role of the teacher is to engage students in tasks that promote reasoning and problem solving and facilitate discourse that moves students toward shared understanding of mathematics.

Effective Teaching and Learning. (2014). In *Principles to Actions : Ensuring mathematical success for all* (p. 11). Reston, VA: NCTM.



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Getting Started with Content



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 students make a significant impact on student data 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 make instructional plans that address the common themes of skills in the related time they have available with students. Focusing instruction on single high impact indicator areas can help students broaden and deepen their skills, enabling them to apply those skills 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
RI.1.1. Order sequence of events in texts. Thoroughly measure with literary texts.	RI.1.2.1. Analyze the purpose and point of view of a text. RI.1.2.2. Analyze the structure and organization of a text. RI.1.2.3. Analyze the style and tone of a text. RI.1.2.4. Analyze the audience and purpose of a text. RI.1.2.5. Analyze the context and setting of a text. RI.1.2.6. Analyze the historical and cultural context of a text. RI.1.2.7. Analyze the author's perspective and bias. RI.1.2.8. Analyze the text's contribution to the field. RI.1.2.9. Analyze the text's impact on the reader. RI.1.2.10. Analyze the text's impact on society.

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

Revised 2016 GED® Test Performance Level Descriptors: Level 2 (Pass/High School Equivalency: 145-164)

Reasoning Through Language Arts	Mathematics	Science	Writing
RI.1.1.1. Order sequence of events in texts. Thoroughly measure with literary texts. Identifies the sequence of events in a text and explains how the sequence affects the meaning of the text. Identifies the sequence of events in a text and explains how the sequence affects the meaning of the text. Identifies the sequence of events in a text and explains how the sequence affects the meaning of the text. Identifies the sequence of events in a text and explains how the sequence affects the meaning of the text.	RI.1.1.1. Order sequence of events in texts. Thoroughly measure with literary texts. Identifies the sequence of events in a text and explains how the sequence affects the meaning of the text. Identifies the sequence of events in a text and explains how the sequence affects the meaning of the text. Identifies the sequence of events in a text and explains how the sequence affects the meaning of the text. Identifies the sequence of events in a text and explains how the sequence affects the meaning of the text.	RI.1.1.1. Order sequence of events in texts. Thoroughly measure with literary texts. Identifies the sequence of events in a text and explains how the sequence affects the meaning of the text. Identifies the sequence of events in a text and explains how the sequence affects the meaning of the text. Identifies the sequence of events in a text and explains how the sequence affects the meaning of the text. Identifies the sequence of events in a text and explains how the sequence affects the meaning of the text.	RI.1.1.1. Order sequence of events in texts. Thoroughly measure with literary texts. Identifies the sequence of events in a text and explains how the sequence affects the meaning of the text. Identifies the sequence of events in a text and explains how the sequence affects the meaning of the text. Identifies the sequence of events in a text and explains how the sequence affects the meaning of the text. Identifies the sequence of events in a text and explains how the sequence affects the meaning of the text.



Just a Couple of Strategies for the Classroom

- Teach a simple approach to solving word problems by using real world examples
- Teach multiple ways to solve problems
- Focus on the WHY to give reasoning skills a boost



Reading and Reasoning Process

First Read: Read for Understanding

Second Read: Identify a Problem-Solving Process

Third Read: Solve the Problem and Check for Reasonableness

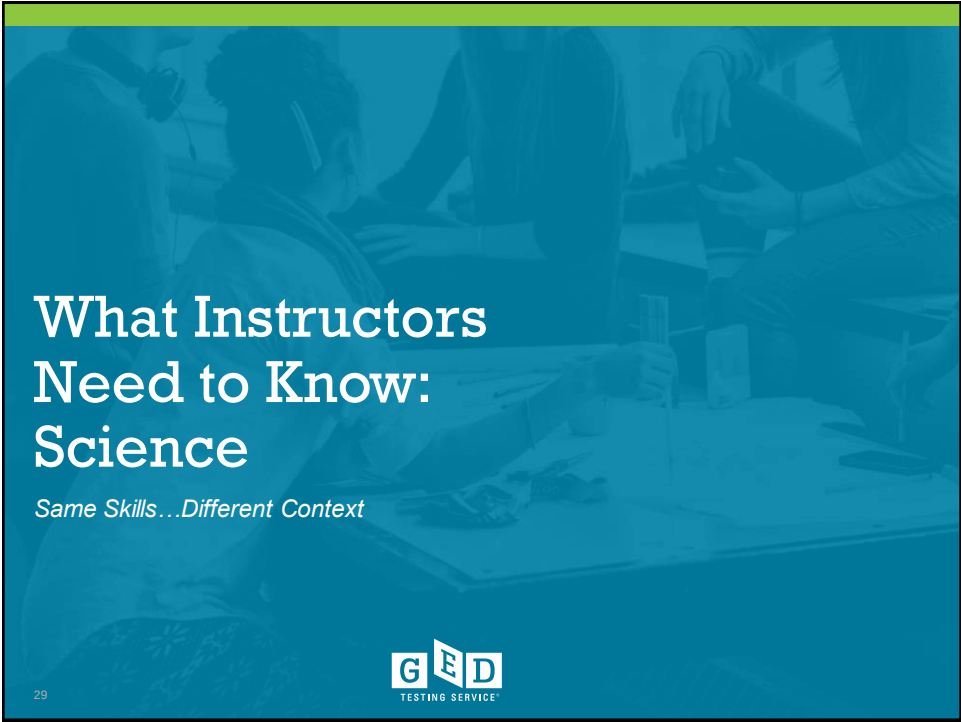
Miller, P. and Koesling, D. "Mathematics Teaching for Understanding: Reasoning, Reading, and Formative Assessment. Danvers, MA



And What About Our “Too Close to Call” Test-Taker?

- The Math test score was 135—completely in line with the feedback from the GED Ready® exam
- The operational exam feedback identified overlapped with the areas needing improvement on the GED Ready®—Basic Math, Geometry, Basic Algebra, Graphs & Functions...
- Sound familiar?





What Instructors Need to Know: Science

Same Skills...Different Context



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Overview of Science Test

- Content
 - Life Science – 40%
 - Physical Science – 40%
 - Earth and Space Science – 20%
- 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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7/6/2018

MyGED® : Score Report

GED Ready® - Science

My Score: 141

TOO CLOSE TO CALL

Test Date: 04/12/2018

How I Can Score Higher

Reading for Meaning in Science

Skill You Can Improve

- Understand symbols, terms, and phrases in science
- Understand and explain information from science readings

Publisher Study Recommendations ⓘ

Select your study material from the dropdown above to get study recommendations

Designing and Interpreting Science Experiments

Skill You Can Improve

- Understand and apply science theories and processes

Publisher Study Recommendations ⓘ

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7/6/2018

MyGED® : Score Report

Skill You Can Improve

Publisher Study Recommendations ⓘ

- Decide whether conclusions are supported by data
- Make predictions based on data
- Identify and improve hypotheses for scientific investigations

Using Numbers and Graphics in Science

Skill You Can Improve

- Use numbers or symbols to display science information (Examples: use chemical symbols for elements or provide a numeric answer from interpreting a graph or chart)
- Apply science formulas (Example: $s = d/t$)
- Explain different ways in which scientific information is presented (Examples: tables, charts, diagrams)

Publisher Study Recommendations ⓘ

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16

Additional Skills (Selected)

- Identify and refine hypotheses for scientific investigations
- Pull specific evidence from a written source to support a finding or conclusion
- Make a prediction based on data or evidence
- Make judgments about whether theories or conclusions are supported or challenged by data or evidence
- Express scientific information or findings using numbers or symbols
- Understand and explain written scientific presentations

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GED Ready® Science Score: 141

Areas for Improvement

- Reading for Meaning in Science
- Designing and Interpreting Science Experiments
- Using Numbers and Graphics in Science

Close
Reading

Scientific
Method

Math in
Science

34



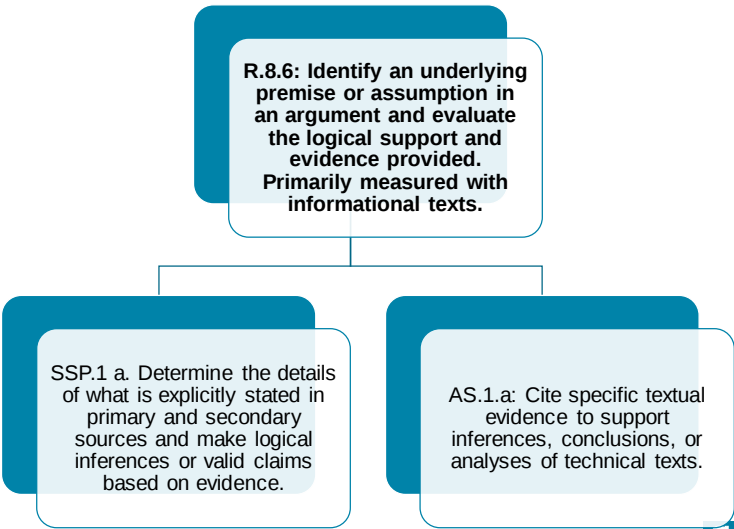
Diagnosis

- Transform into a proficient reader—being able to sort through the structure of text to extract important details, evidence, and facts
- Develop close reading skills (an essential)
- Practice engaging with Science texts (noticing, wondering, questioning, relating, thinking, and on occasion, arguing)
- Practice “reading between the lines” (aka inference)

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Explore the Relationships



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How Did Our Test-Taker Fare with Operational Testing?

- GED® Science test score: 143
- The operational exam feedback identified the following areas as needing improvement
 - Reading for Meaning in Science
 - Designing and Interpreting Science Experiments
 - Using Numbers and Graphics in Science
- Sound familiar? It should...the same feedback from the GED Ready®!

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Questions for Reflection

What Can YOU Take Away from this Session?

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Questions to Ask Yourself...and Your Colleagues

- What are the key ingredients in skill development?
- What are some of the most effective ways to prompt persistence especially in students who struggle with reading, writing, or mathematical reasoning?
- How can I bring these elements to the classroom?

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A Few Takeaways...

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Key Takeaways

- One size doesn't fit all...and probably won't even fit most.
- Please unlearn the notion that there is ONLY one right way—whether it is writing, problem-solving, or thinking critically.
- Once is not enough—if that were true, we would have legions of experts!
- Flow with the plateaus—learning and skill development are not linear.
- Remember that *learning* is both iterative and integrative. This will enable you to expect the best and have your students deliver their best.

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“

Expect everything and attach to nothing.

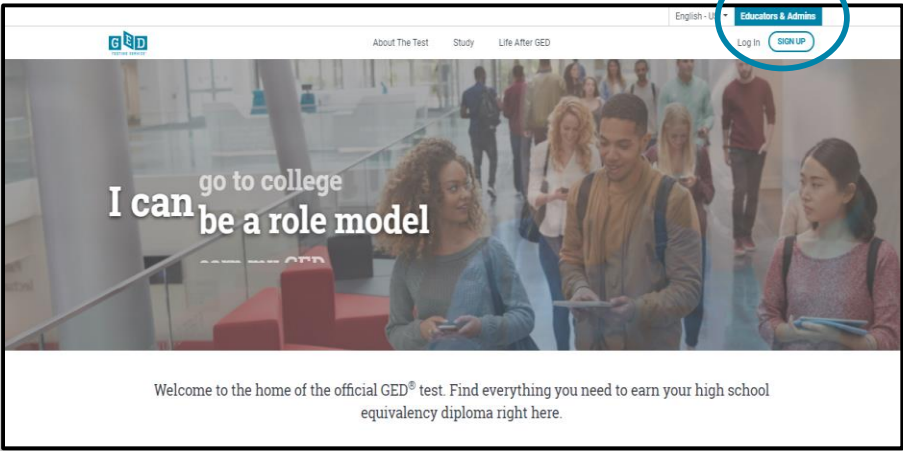
”

— Carrie Campbell

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Questions?

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Thank you!

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