

The GED® Test After 5 Years: What's on the Horizon?

Ann Evers, July 27 2018



Agenda



RLA Extended Response
with Scrollable passages



Score Report



New Scoring Tool
and
Data Matching Studies

Extended Response

Research findings and potential test improvements



Cognitive Labs

Why did we investigate the Extended Response task?

- Listened to educators that students weren't excelling since launch
- Investigated potential causes, including misunderstanding of
 - Task itself
 - Scoring criteria
 - Meaning of "analysis" and "evaluation"

What did we decide to do?

- Designed a series of studies with cognitive labs
 - Collected data in November 2015
- Invited students from multiple locations in several categories to participate
 - took RLA and passed
 - took RLA and failed
 - had not tested yet

Pilot Study Research Questions

- Do test takers
 - Understand what they need to do to complete the task?
- Comfortably interact with the computer?
 - Use the space in the response box?
 - Use the onscreen Answer Guidelines?
 - Navigate the tabs successfully?
- Prepare for the test?
 - Have a MYGED® account?
 - Use the resources on GED.com?

The screenshot displays the GED Ready® - RLA - Candidate Name interface. At the top right, it shows 'Time Remaining 00:44:51' and 'Question 1 of 1'. Below the header, there is a 'Highlight (J)' button and a 'Flag for Review' button. A navigation bar contains four tabs: 'page 1', 'page 2', 'page 3', and 'page 4'. The 'page 1' tab is selected and highlighted with a red circle. The main content area displays the title 'Diamond Mining: Harmful to the Environment' by Tavin McLeavitt. Below the title, there are two numbered paragraphs. The first paragraph discusses the impact of diamond mining on the environment and human rights. The second paragraph discusses the impact of mining on the environment and wildlife. To the right of the main content area, there is an 'Answer Guide' button, which is also circled in red. Below the 'Answer Guide' button, there is a yellow box containing the instruction: 'In your response, analyze the two articles to determine which position is best supported. Use relevant and specific evidence from both articles to support your response.' Below this instruction, there is a response box with a large red circle around it. At the bottom of the interface, there are buttons for 'Previous', 'Navigator', and 'Next'.

GED Ready® - RLA - Candidate Name

Time Remaining 00:44:51
Question 1 of 1

Highlight (J) Flag for Review

page 1 page 2 page 3 page 4

Diamond Mining: Harmful to the Environment
by Tavin McLeavitt

1 The diamond mining industry directly affects an estimated 10 million people around the world. Eleven nations are currently considered major producers of diamonds, and several other countries also currently operate diamond mines. While some companies and countries have made a fortune from diamond mining, the diamond mining industry as a whole has a long history of abusing human rights and exploiting workers. The industry's devastating impact on the environment is another reason why diamond mining should be banned.

2 During any mining process, the soil, water, and air surrounding a mine become polluted. Diamond mining is no different. Large quantities of soil must be removed, reducing available natural land resources. For example, the process of removing soil along the coast forever changes shorelines, which has a wide-ranging impact. In addition, any mine's expansion encroaches on natural animal habitats, decreasing wildlife populations.

Answer Guide

While opponents of diamond mining believe that the hazards associated with the industry should lead to a ban, proponents argue that companies are sufficiently improving practices and addressing public concerns.

In your response, analyze the two articles to determine which position is best supported. Use relevant and specific evidence from both articles to support your response.

Cut Copy Paste Undo Redo

Previous Navigator Next

Pilot Study Findings

Test-takers generally

- Do understand
 - Not to write their opinion and
 - The need to use evidence from the passages
- Don't understand
 - What the task wants them to do (“to analyze” means “to read”)
 - That they need to explain WHY the evidence they choose was the best to support the stronger argument
- Are comfortable with using computers
 - But are subtly influenced by the screen format to write responses that are too short
- Lack awareness of test preparation
 - Don't make use of Tutorial, Answer Guidelines, Noteboards

New Study Research Questions and Materials

Do test takers

- Understand what they need to do to complete the task?
- Comfortably interact with the computer interface?
- Prepare for the test?

- Created Instructional presentation
 - <https://youtu.be/c8Gg-yknu9Y>
- Reformatted the Extended Response Prompt and box
- Invited ABE students vs. Non-ABE students
- Structured interview questions to better understand our test takers

Beneficial Findings



Avid Mobile users



Positive Feedback on
Short Instructional Video



Looking for online tools
(Study Guide)



Guided Scaffolding
(Score Report Personalized
Study Guide)



Positive Outcomes to
Resized Box



Clearly Understood
Revised Instructions

January 2019 release in 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

Score Report

Multi-phased usability and human-centered design studies

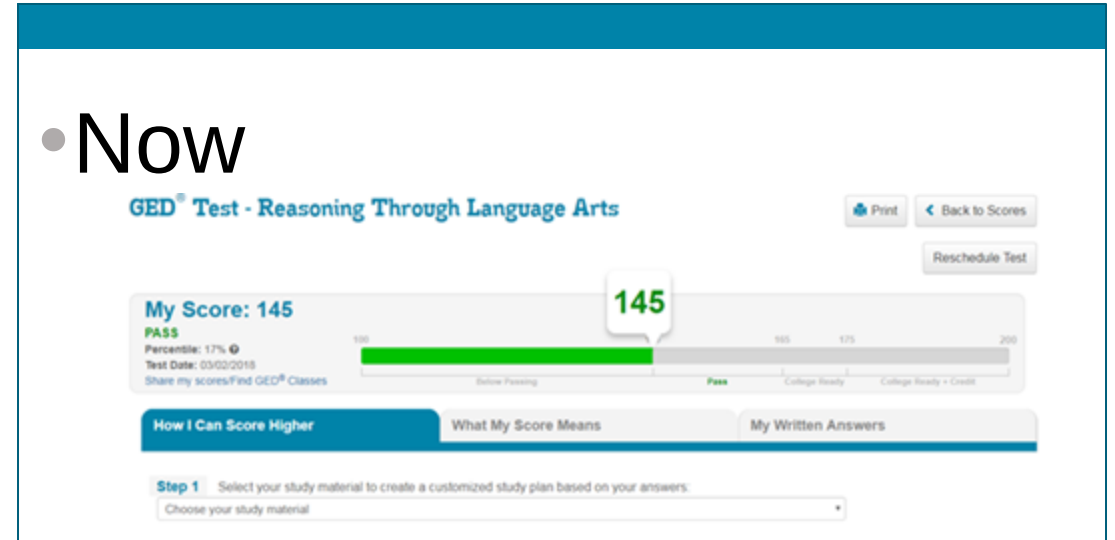


Why are we investigating our Score Report?

- Then



- Now



How do students and teachers **use** and **understand** the score report?

Study Overview

Phase 1 – To Understand

- Baseline Usability Study ✓
 - Students
- Contextual Inquiry ✓
 - Educators

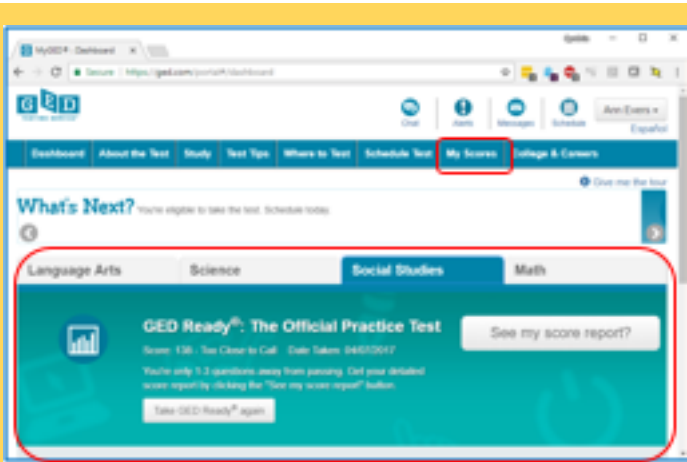
- 1) Research objectives and methodology
- 2) Participants
- 3) Data Collection
- 4) Combined findings for both studies

Phase 2 – To Ideate & Iterate

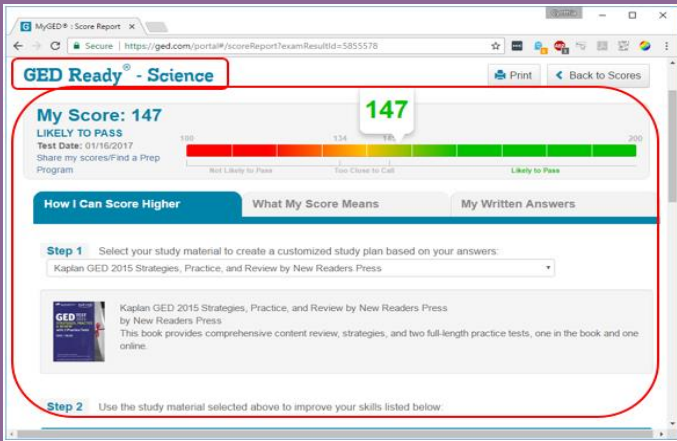
- Build Prototypes (Internal) ✓
- Concept testing
 - Students and Educators
- Usability Study
 - Students and Educators

Scope of Study

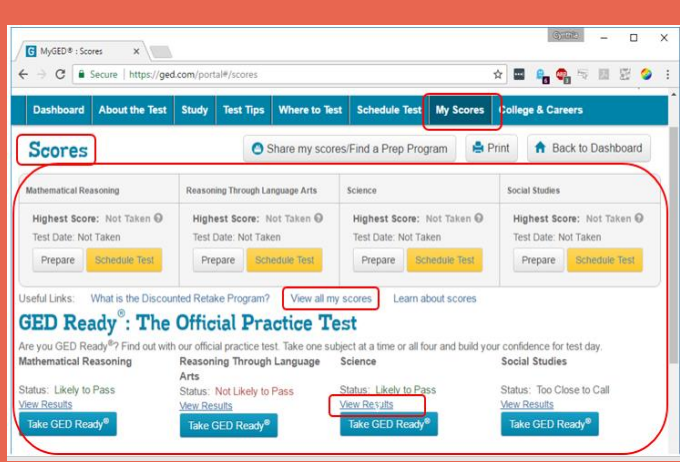
Dashboard



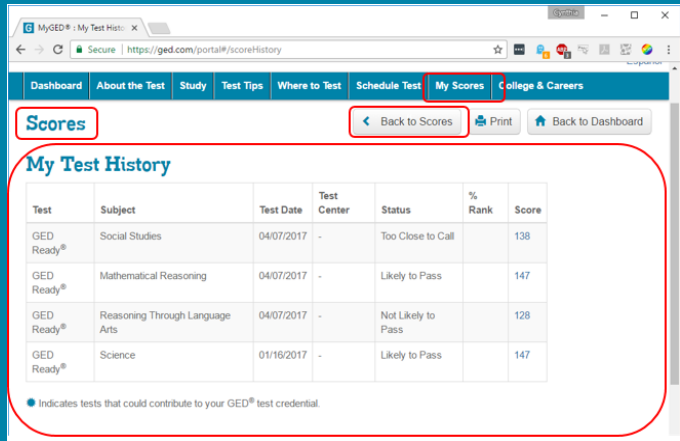
Score Report



My Scores/
Scores

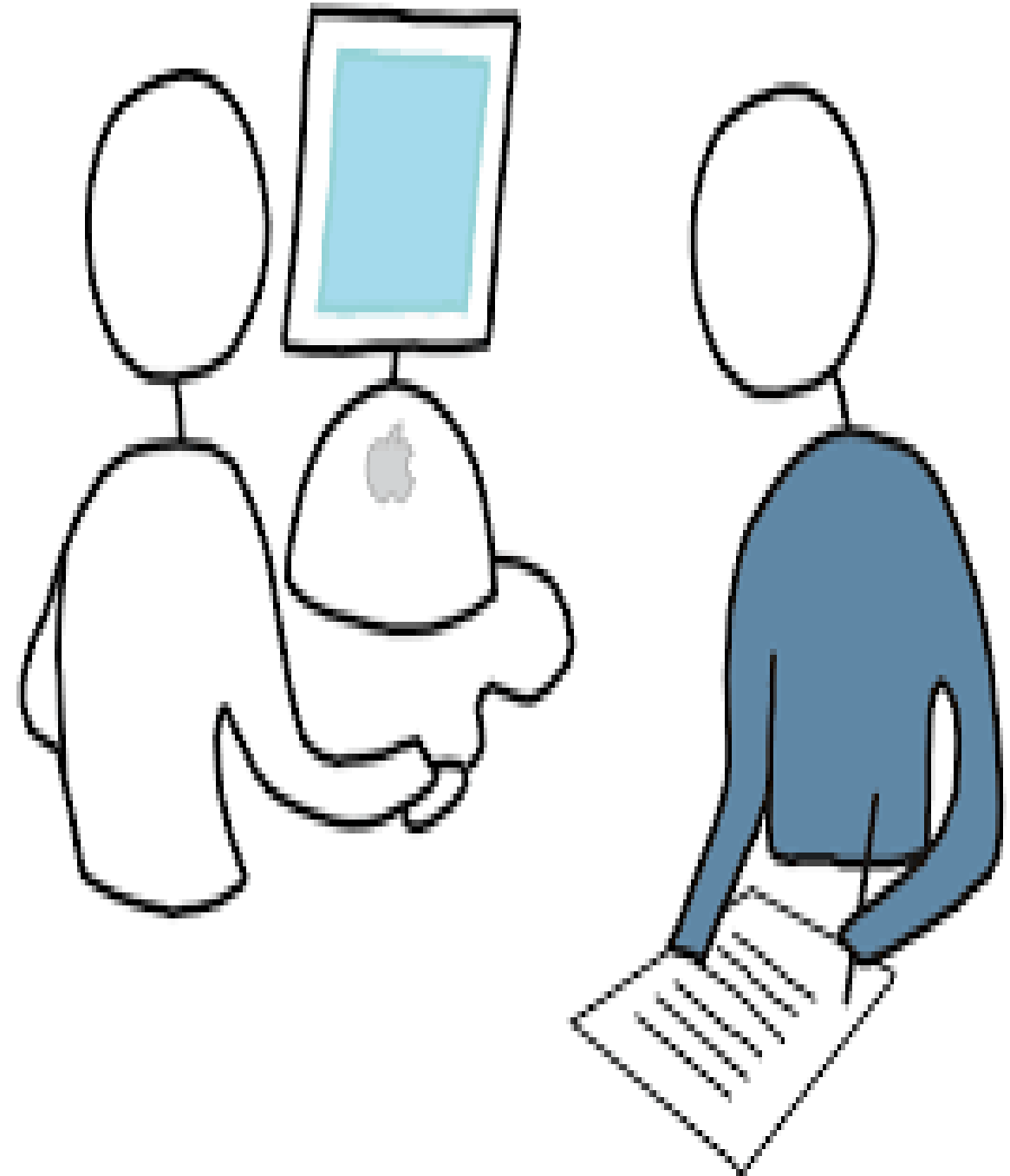


Scores/
My Test History



Usability Study

- Students



Why is usability important?



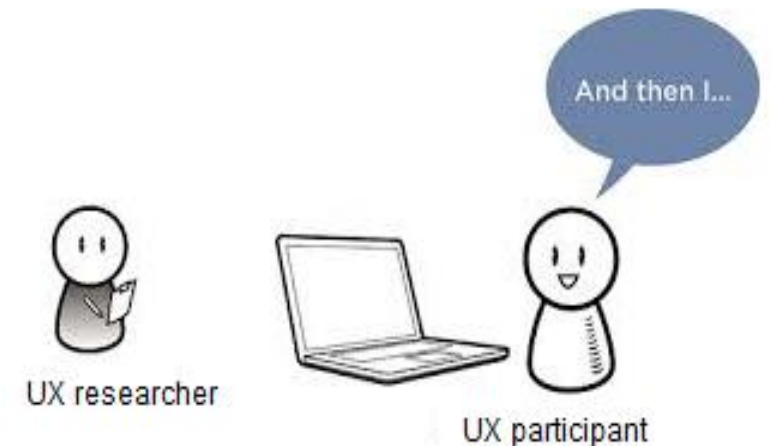
Research Objectives

- Evaluate the usability of the current score report, identify areas of confusion and recommend improvements.
 - Can students find it?
 - Do they understand it?
 - Is it easy to use?
 - Can they effectively use it as a tool to help them improve their score?
 - Which individual elements do they notice?
 - Which elements are most and least helpful?



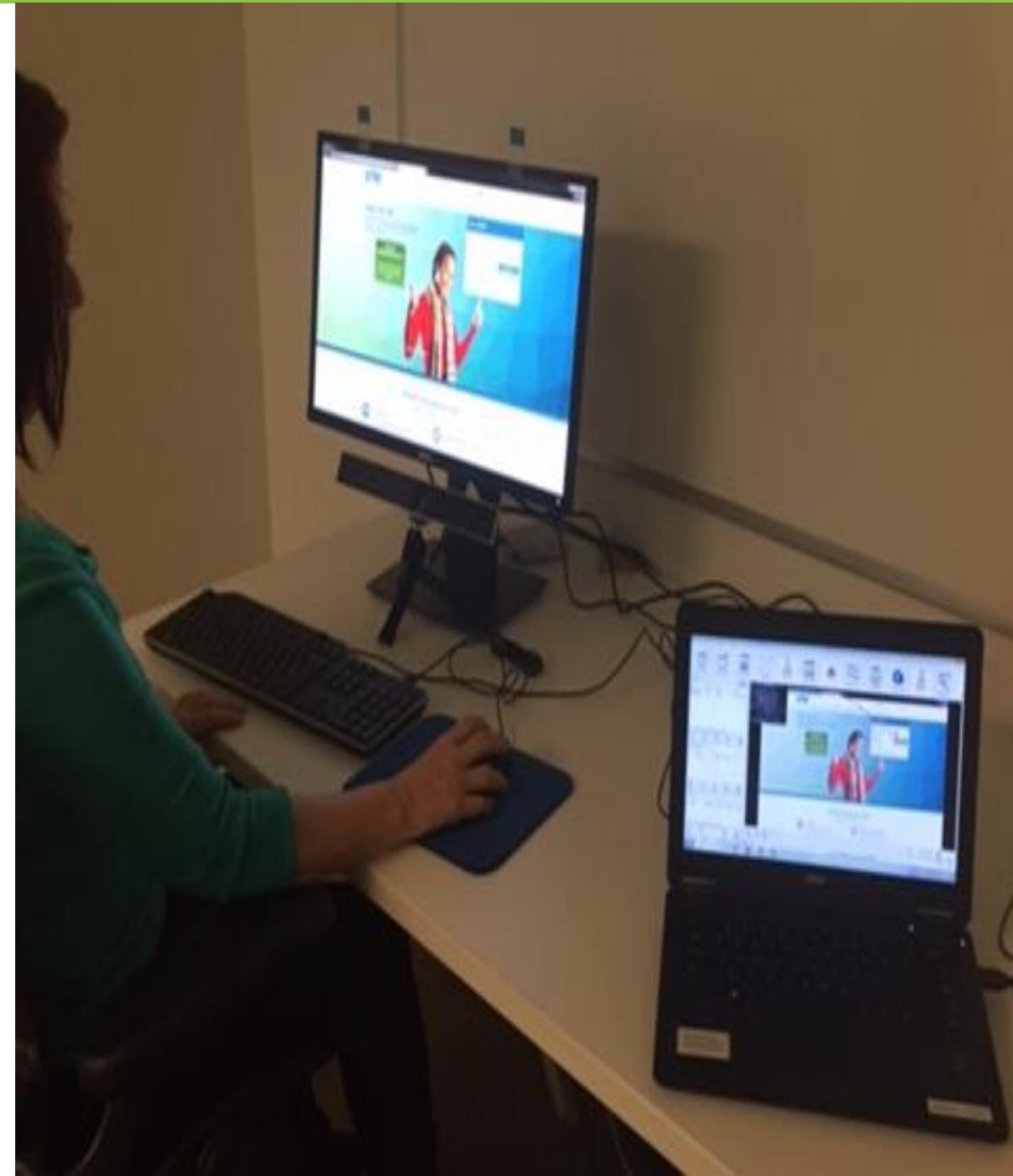
Our Student Participants

- Mix of students at various stages of their GED® journeys
 - No GED Ready® tests taken
 - 1+ GED Ready® tests taken
- Split between mobile and desktop
- Demographic diversity
- Ages from 21-41
- Mix of self-study and ABE students
- DC office



Study set up with *GAZEPOINT* Eye tracking on desktop

- Captured gaze patterns through hardware and software
- Researcher's computer showed, in real time, both the participant's display and participant's gaze plots.
- Eye gaze was tracked during the session to enhance prompting.



Calibration of Eye Tracking on Desktop

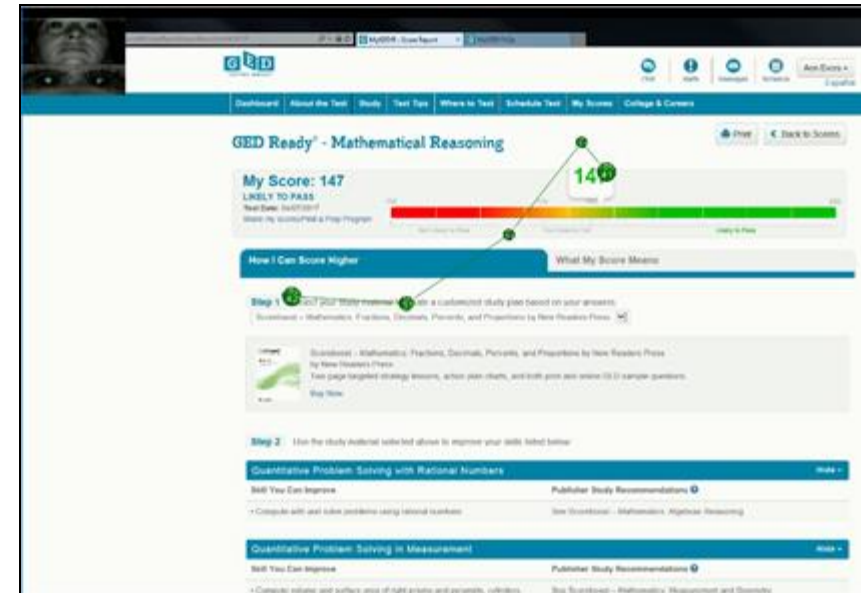
Calibration

- First calibrate participant's eyes.



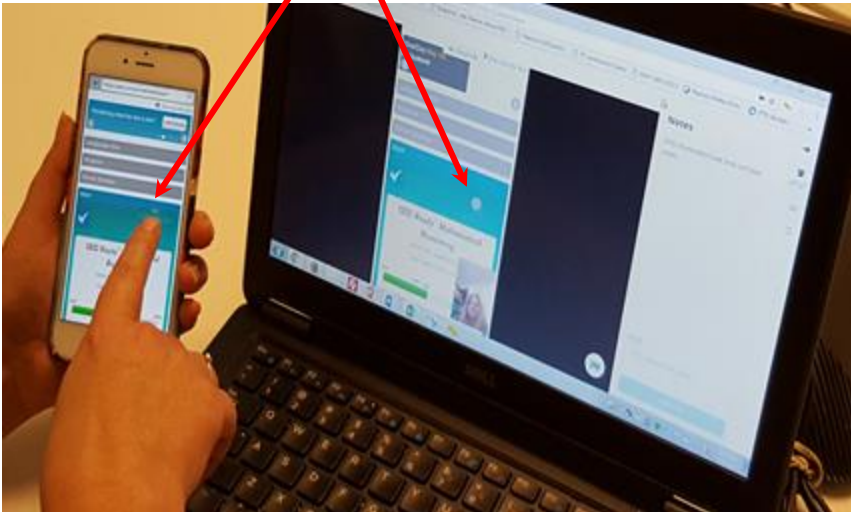
Fixation Maps

- Eye gaze plots

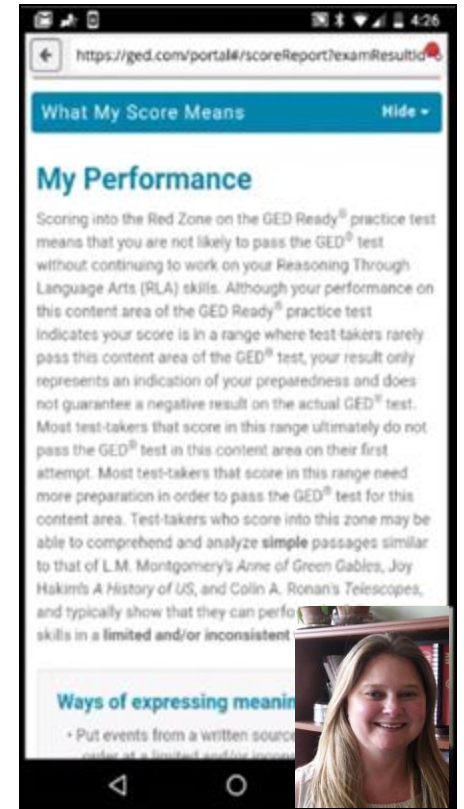


Screencasting on Mobile Remotely

- *Validately* app on phone
 - Records gestures and where they touch the screen



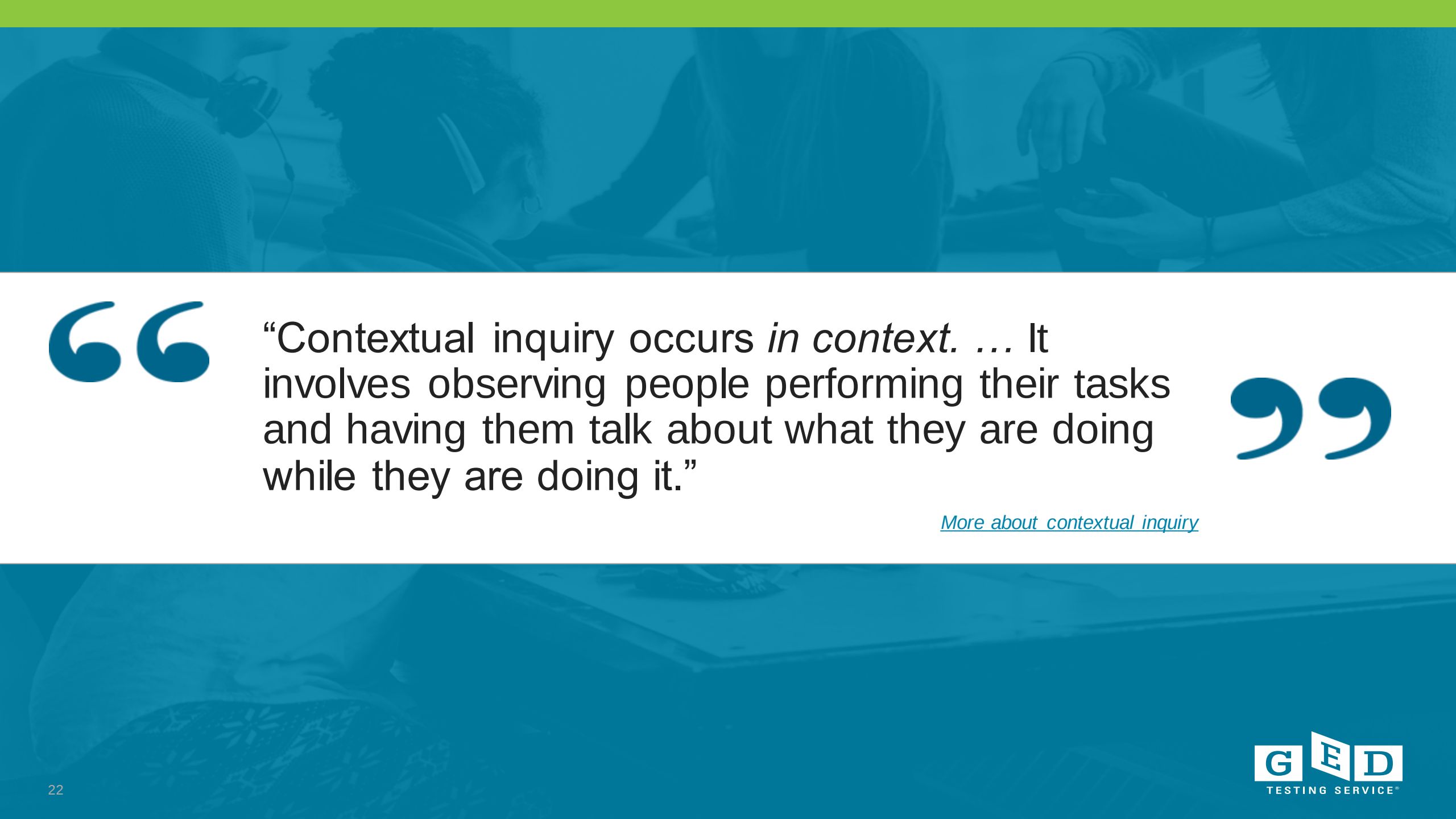
- Records their voice and facial expressions



Contextual Inquiry

- Educators





“

“Contextual inquiry occurs *in context*. ... It involves observing people performing their tasks and having them talk about what they are doing while they are doing it.”

”

[More about contextual inquiry](#)

Research Objectives

- Understand how and when educators use score related information, and evaluate the usability of the current score report for these uses.
 - What are their typical patterns of use?
 - How do they use score information individually and with students?
 - Which individual elements are most and least useful?
 - Is the content meaningful?
 - Can they effectively use it as a tool to help them guide their students?
 - What pain points do they encounter?



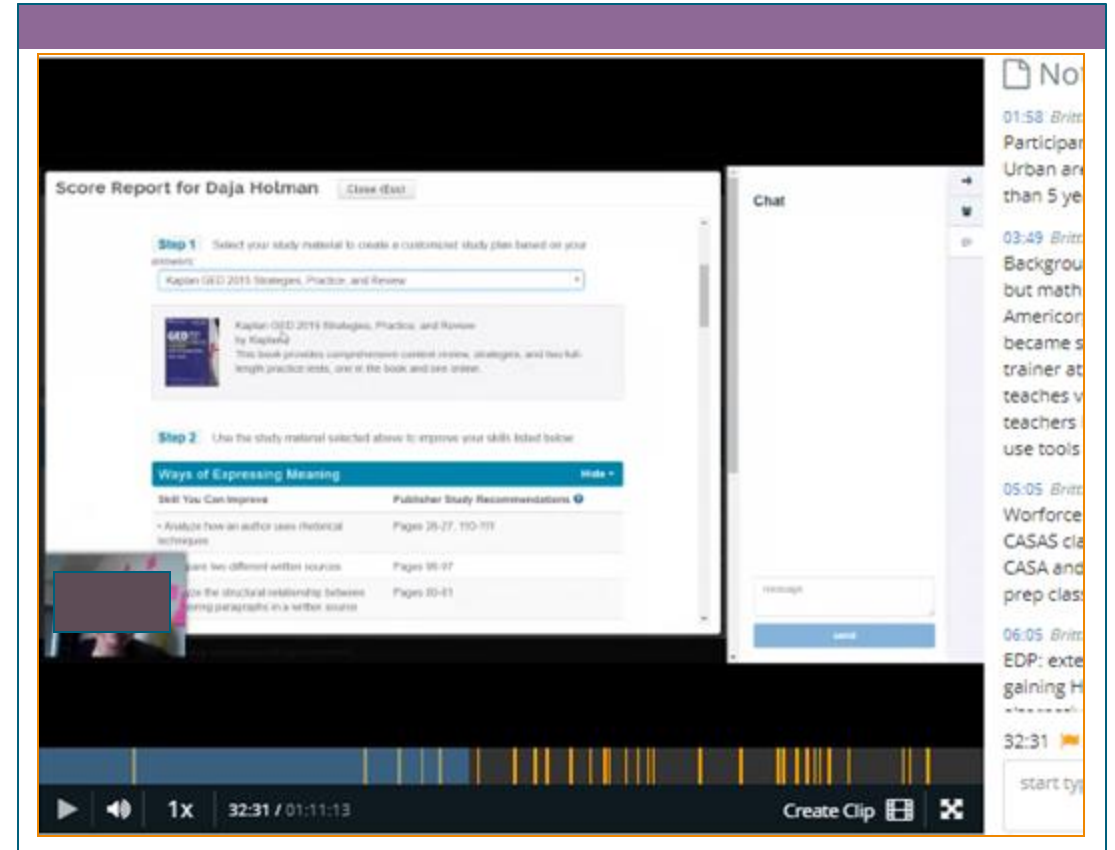
Our Educator Participants

- Educators in a variety of settings
 - Rural with a single, part-time tutor
 - Urban center with a large, multi-role staff
- Individual sessions held remotely
- Geographically dispersed



Screencasting on Desktop Remotely

- *Validately* app on desktop
 - Captured participant's face, voice and computer screen on desktop
 - Demonstrated using: GED.com, GED Manager and personal spreadsheets related to students' GED test scores



What did we learn?

- Students and Educators



Usability and Content Issues for Educators and Students

- Usability problems
 - Students trouble recalling page locations
 - Educators felt so frustrated they chose to limit their use of many score report elements
- Content improvements needed
 - Revise language to make easier to understand
 - Skills/indicators in How to Score Higher
 - What my Score Means
 - Reformat to highlight features
 - Directly link to the Scoring Tool in the Extended Response tab



Functionality

Educators

- Value additional functionality
 - Sorting the study plan by page numbers in the book
 - Being able to compare the performance of groups of students
- Often print the study plan
 - Hand-written notes in the margin and keep as a record.
 - Give copy and use it as an assignment for 2-3 weeks.

Students

- Find receiving a score report an emotional experience
 - Opportunity: Offer encouragement and support to aid student persistence
 - Opportunity: Mention College Ready and College Ready + Credit

Access to Score Report and Connectivity to Internet

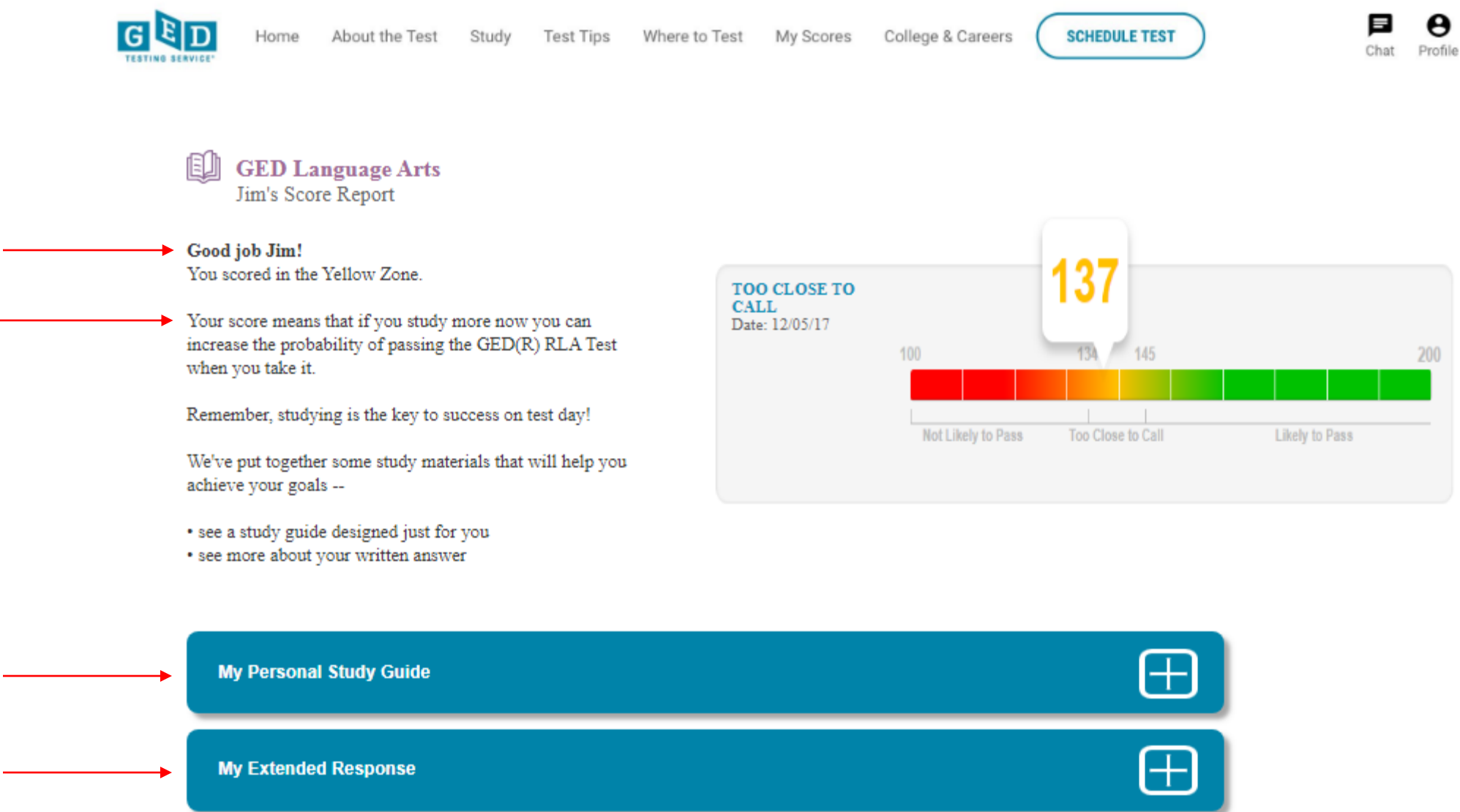
Educators

- Limited educator access to GED Manager™
 - Access Score Report through GED.com
- Corrections and some ABEs have minimal-to-no internet access

Students

- Ignore email and only read texts
 - Younger students treat email as spam.
- Smart phones are very common
- Some students have minimal-to-no access to computers or internet

GED Ready® RLA Score Report Prototype



Personal Study Guide Prototype

We've put together some study materials that will help you achieve your goals --

- see a study guide designed just for you
- see more about your written answer

My Personal Study Guide



Want to get a higher score?
Get your personalized study guide by clicking on a book or e-learning program below.
Then, see what you need to study.

Step 1: Select Your Study Material



Select a Book



Select an E-Learning Program



Step 2: See Your Personal Study Guide



My Extended Response



Personal Study Guide Prototype

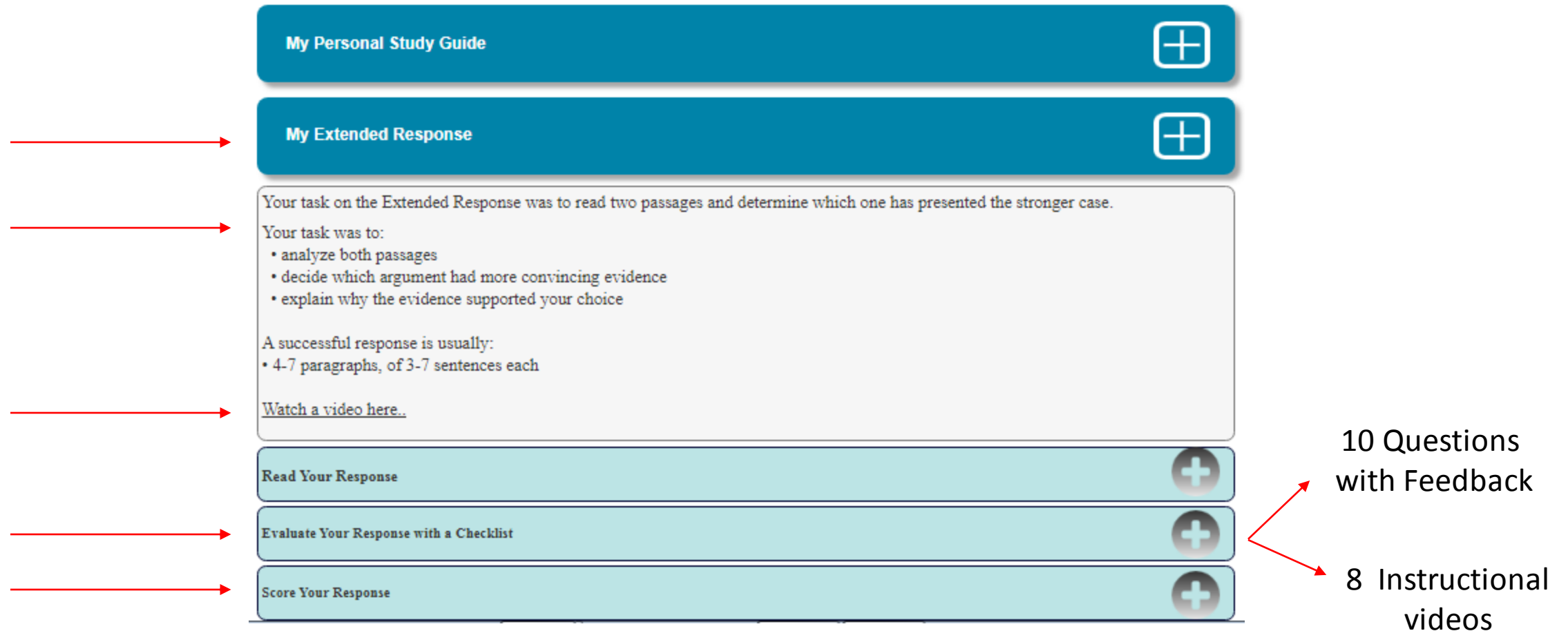
Select an E-Learning Program ▼

Step 2: See Your Personal Study Guide +

Your study guide -- based on your own answers to the GED Ready -- is provided below.
If you'd like to see an example, just click on any of the GED skills listed.

Page/ Unit	GED Skills to Study
1.1 Main ideas and Supporting Details	• The relationship of evidence to main ideas and details
1.2 Summaries and Inferences	• Identify the relationship between the main ideas and details • Determine the main idea • Identify the theme of a piece of fiction
2.2 Relationship in literary text	• Make inferences about plots, seq. of events, characters, setting and ideas • Analyze relationships
5.1 Transition words and Phrases	• Analyze how text is organized (Example: chronological, cause and effect, sequence)
6.1 Claims and support	• Describe the steps of an argument
7.5	

My Extended Response Prototype



Scoring Tool

Upcoming Studies

Score 0		Score 1		Score 2	
Put a mark in this column	makes no clearly-stated claims	Put a mark in this column	makes at least one clearly-stated claim or claims are strongly implied	Put a mark in this column	claims and cle There r multip claims
if the test-taker earned a zero in this sub-dimension	attempted or vague claims are illogical and are not text-based	if the test-taker earned a one in this sub-dimension	at least one claim is logical and text-based, while other claims may be tied to the larger issue rather than to a close reading of the text itself	if the test-taker earned a two in this sub-dimension	claims and ba close r text
	attempted or vague claims do not support an overall stance		implied or clearly-stated claims may support an overall stance. Stance may be vague, unclear or inconsistent		explicit suppor consist
	attempted or vague claims lack explanation such that the criteria for analyzing the issue or evaluating argumentation is		at least one claim is explained such that the criteria for analyzing the issue or evaluating the argumentation is		claims such th criteria the iss evalua argua

Scoring Tool

NOW

- Not easy to find on website
 - Can't find it
 - Don't know it exists
 - Don't use it
- Not easy to use
 - PDF
 - Download
 - Print

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

FUTURE

- Easier to find on redesigned website
- https://ged.com/educators_admins/teaching/classroom_materials/er_scoring_tools/
- Include in the Score Report
- Easy to use
- Electronic
- Designed to provide feedback
- See here:
<https://mygedtsctt.pearsonvue.com/preLogin2#/essayScoring>

Data Matching Study

Ongoing



Learning more about our GED® Graduates since 2014

- Matching GED® graduate data with state or school student data

- GED® data files include: GED® ID, score, demographic info
- State/school matches student with state information
- Pre-determined data elements

- Example data elements

- courses taken
- course grades
- whether the courses were credit-bearing
- placement test scores
- major or course of study
- enrollment dates
- credits earned
- whether any credential was earned
- Job/labor data, etc.

Interested?

- 1. Organization can be a state, school system, or individual school
- 2. Let us know you're interested – send email GED2014@ged.com to get started
- 3. Set up a data sharing agreement. Info needed includes
 - Address, Technical contact person, Administrative contact person
 - Purpose for data sharing
 - Scope of the use by each party
 - Term of Agreement
- 4. Agree on data file structure and criteria then do match
- 5. GEDTS does analysis, creates the report and shares with you/others



Thank you!

Ann Evers

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