GED® 101
An Introduction to the GED® Program and Test

A Workshop by GED Testing Service: Thomas Ross and Scott Salesses



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Session Objectives

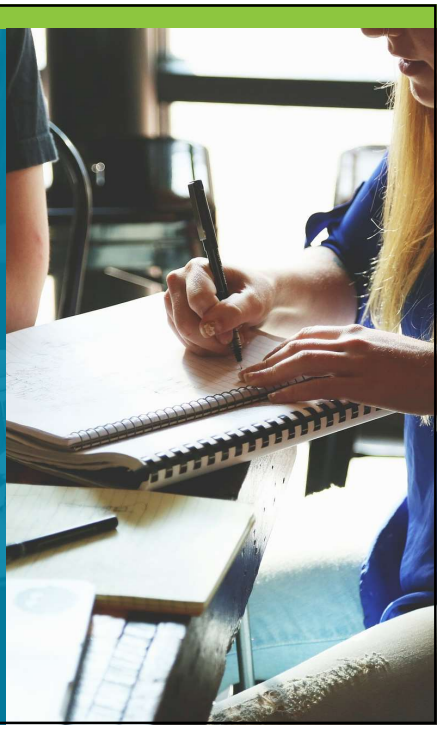


- Explore key components and structure of the GED® test
- Review student outcomes and research data
- Explore tools for the classroom
- Provide an overview of content and key strategies
- Share resources from the GED® Website

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Exploring the Program

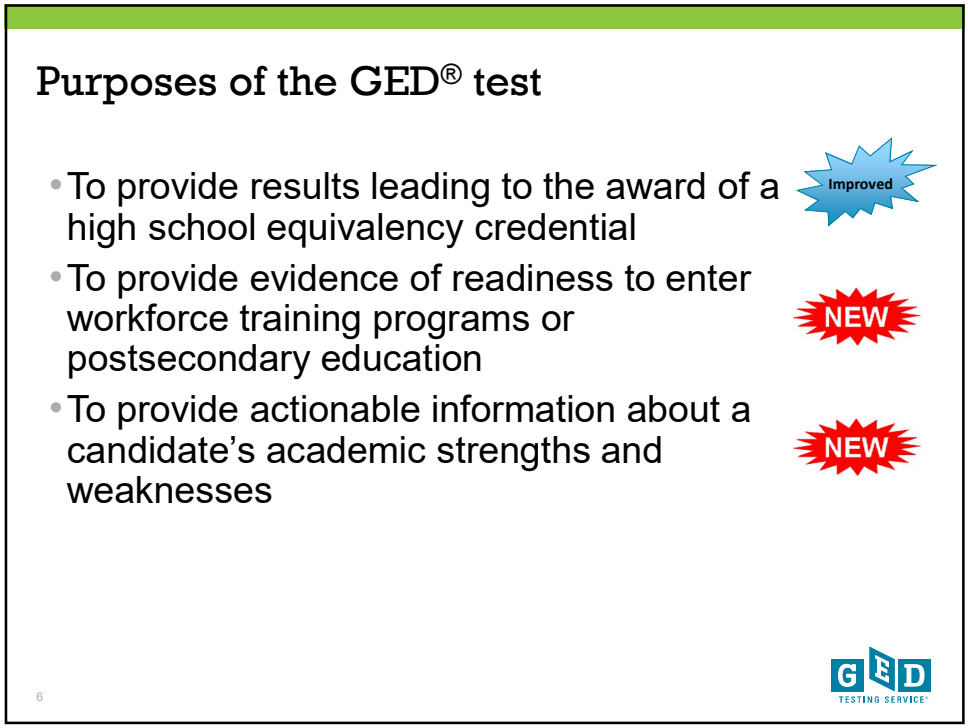
Moving to the Future



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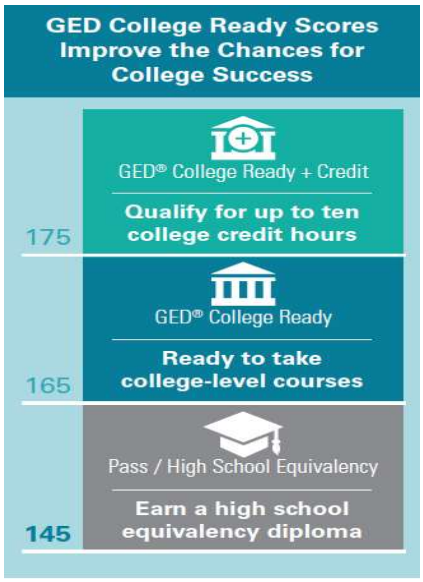
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A New Paradigm

- 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



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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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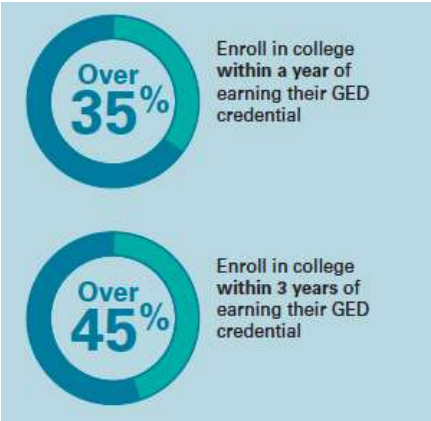
National Test-taker Data: 2014-2018

	Math	RLA	Science	Social Studies	Battery - First Attempt	Battery - Multiple Attempts
Passed (145 or higher)	84%	89%	92%	90%	61%	85%
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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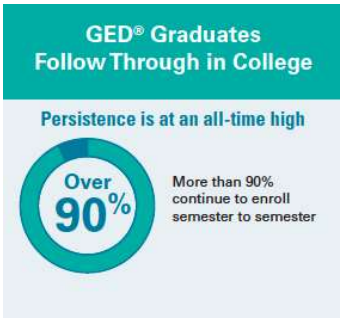
Postsecondary Activity & Outcomes



Based on data matches with National Student Clearinghouse (up to Fall 2017)

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Research Results Highlights



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

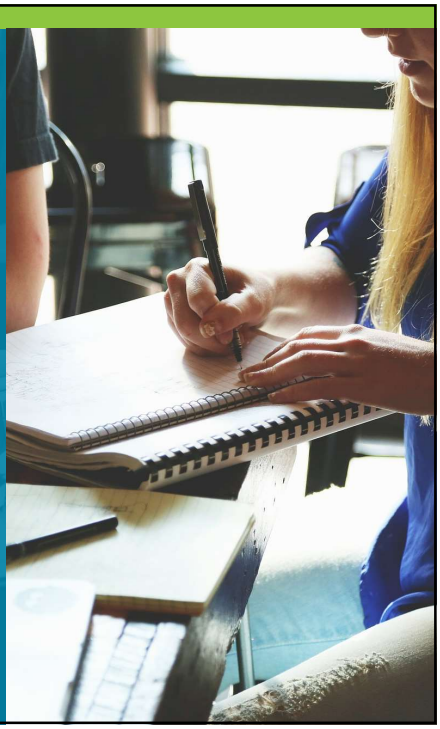
- ✓ **93% continue to be enrolled at the 2-year mark!**
- ✓ Of the 7% not enrolled: 8 in 10 left PSE with a certificate/credential
- ✓ Higher education leaders are becoming keenly interested in the persistence numbers

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Important Tools for the Classroom

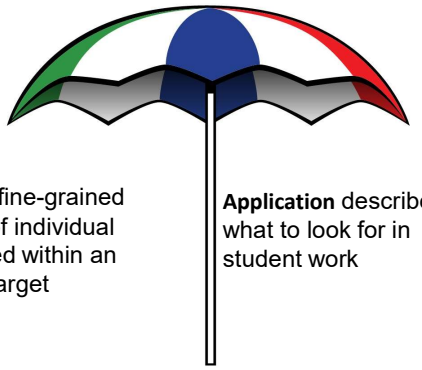
Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies



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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

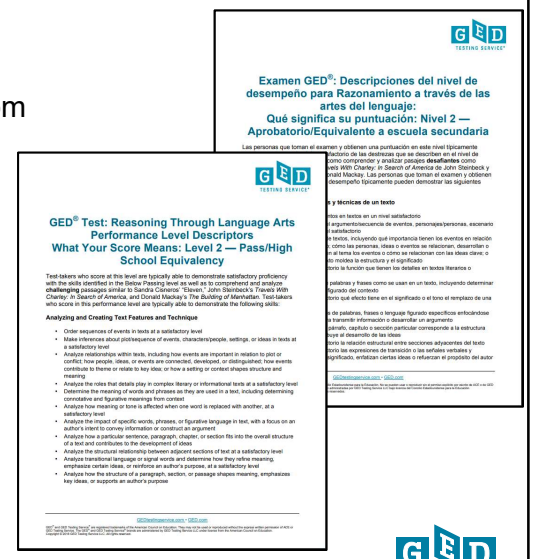
Application describes what to look for in student work

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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

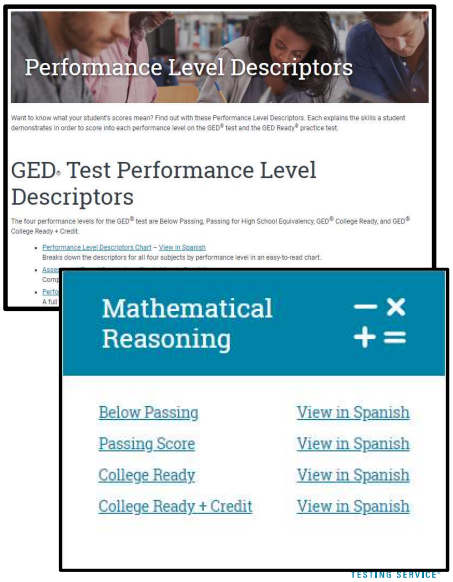


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Performance Level Descriptors

- 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



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How to Use PLDs in the Classroom

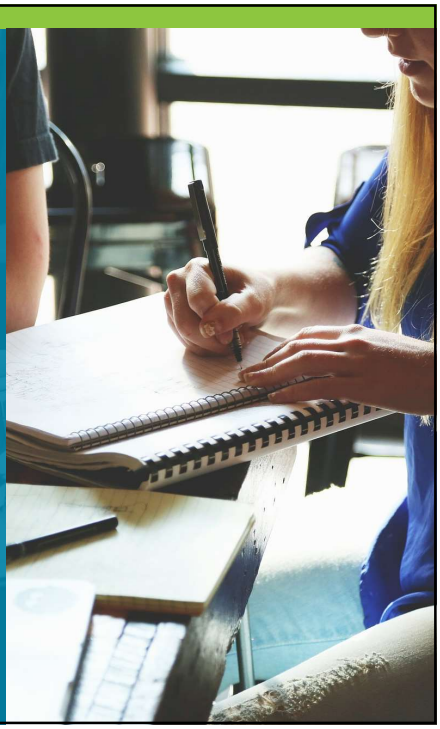
Use PLDs to:

- **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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Skill Sets for High Impact Indicators Across Content Areas

Focusing Instruction

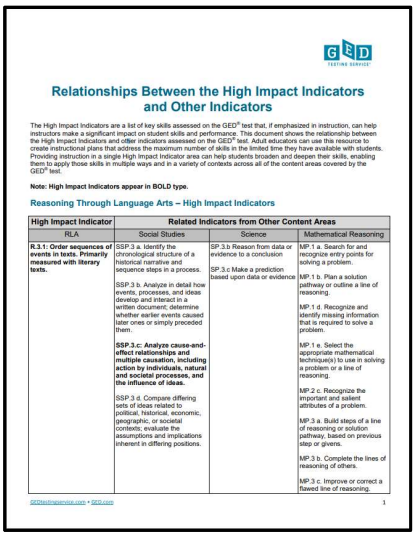


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What Makes Indicators High Impact?

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



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.

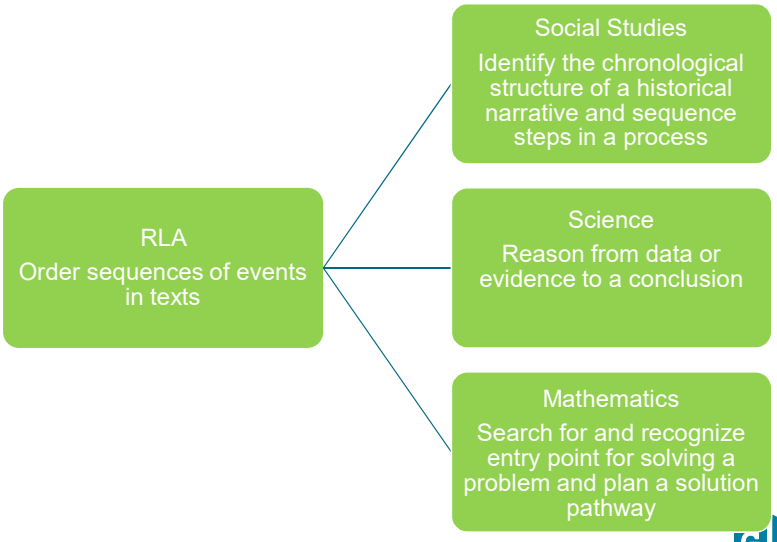
Reasoning Through Language Arts – High Impact Indicators

High Impact Indicator	Related Indicators from Other Content Areas		
RLA	Social Studies	Science	Mathematical Reasoning
R.3.1: Order sequences of events in texts. Primarily measured with literary texts.	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.b Reason from data or evidence to a conclusion SP.3.c 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 salient attributes of a problem. MP.3 a. Build steps of a line of reasoning or solution pathway, based on previous step or givens. MP.3 b. Complete the lines of reasoning of others. MP.3 c. Improve or correct a flawed line of reasoning.

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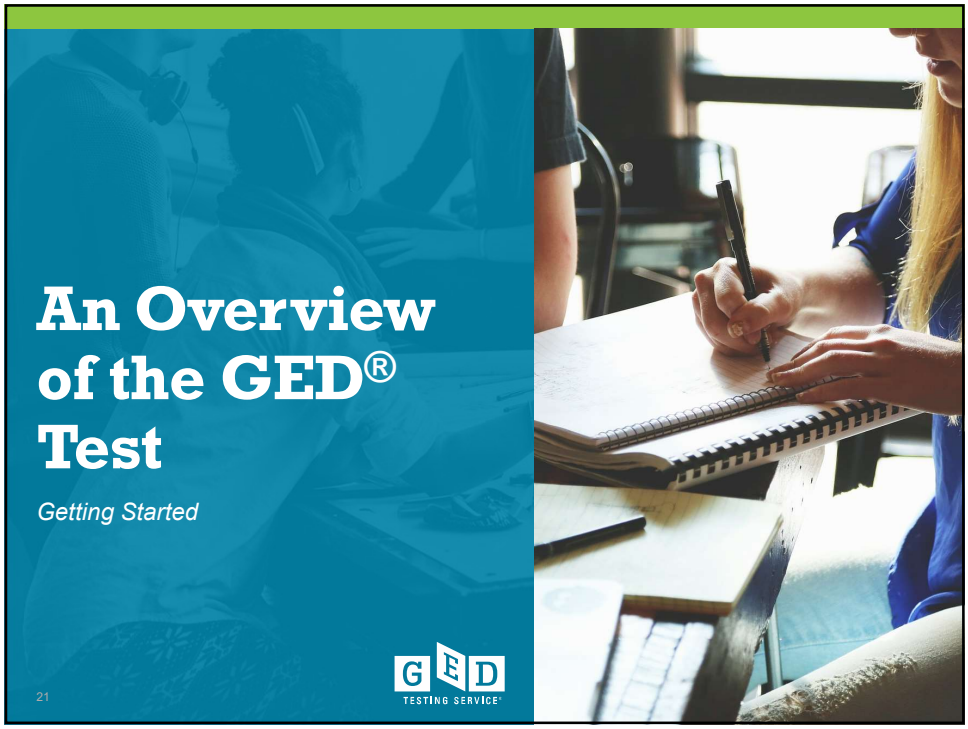
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An Example



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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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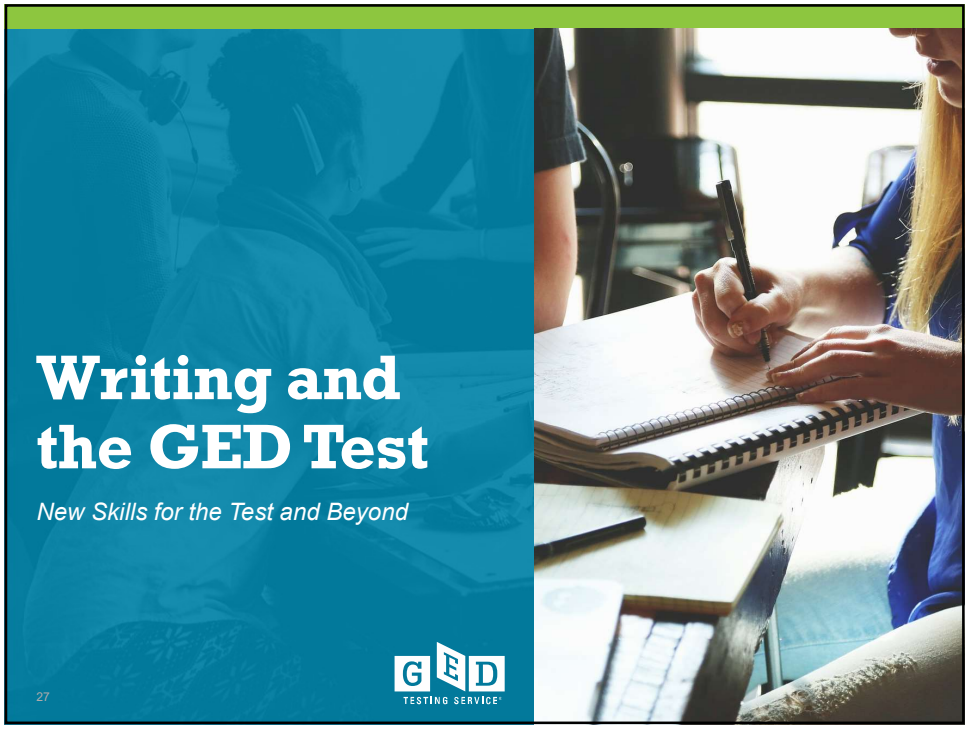
Overview of Science Test



- 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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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

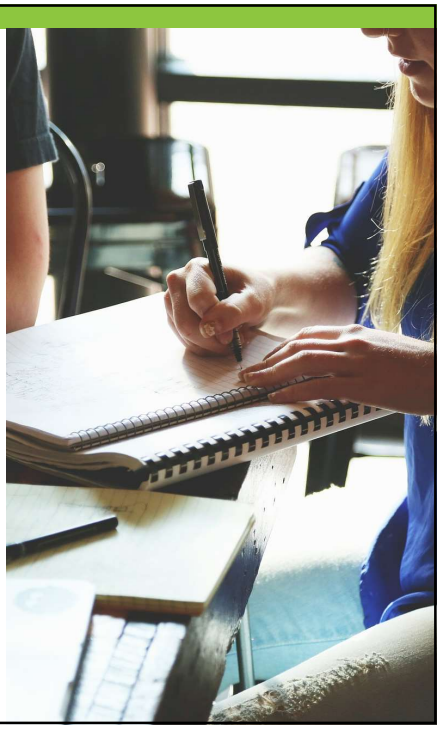
Expose students to a structured approach to the writing task and help them understand that they need to:

- 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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Burning Question - Constructed Response Items and Scoring

- Can you pass the RLA test and score 0 on the ER item?
  - Yes, but most test-takers who pass at HSE do get some score points
  - The ER is designed to measure skills at the higher HSE levels and CCR levels
  - Many test-takers still do not understand the ER task
    - GEDTS conducting research into how to best explain the task and what is required



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Burning Question - Constructed Response Items and Scoring

- Why should I spend time on teaching writing skills if students don't need many points on writing to pass the test?
  - Writing skills are one of the critical differentiators of long-term success
  - Any score point earned counts towards the overall score
  - Building skills in this area helps develop thinking skills that impact performance on the entire test



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Burning Question - Constructed Response Items and Scoring

- How does the computer score the ER item? What is it looking for?
  - The automated scoring engine catalogs the characteristics of a writing sample
  - Compares those characteristics to real exemplar responses with known scores
  - Assigns a score based on similarity to existing exemplars
    - If no similar responses found, ER is human-scored



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Where to Access a Step-by-Step Guide for Argumentative Writing



Tuesdays for Teachers

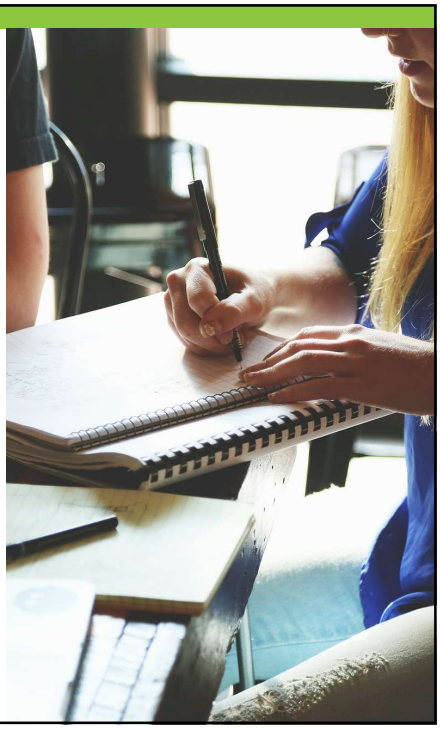
- Thinking Strategies for Crafting Constructed Responses (Part 1) (May 24, 2016)
  https://www.youtube.com/watch?v=7DQxBG56Ef4&index=13&t=0s&list=PLJ4lvP90ndyXDxVHLZ4hxacF0wIF-C2mc
- Thinking Strategies for Crafting Constructed Responses: One Step at a Time - Part 2 (June 2016)
  https://www.youtube.com/watch?v=nwWJ8S1JtHk&index=12&t=0s&list=PLJ4lvP90ndyXDxVHLZ4hxacF0wIF-C2mc

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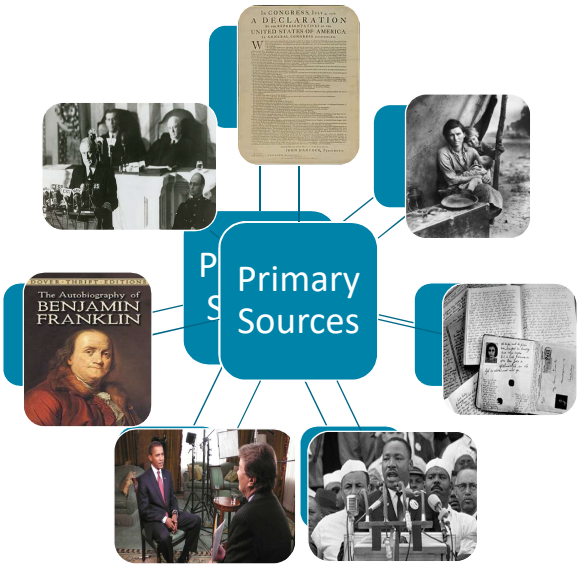
Building Student Knowledge and Critical Thinking Skills

- 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?

"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?

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

— John Adams,
Adams-Jefferson Letters

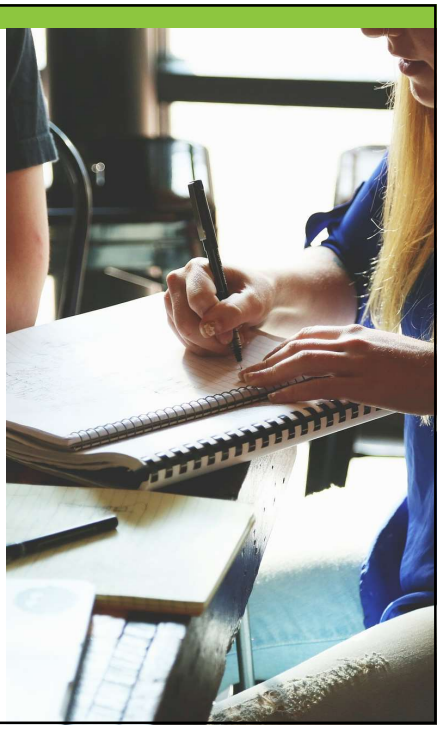


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Building Student Knowledge and Critical Thinking Skills

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..."

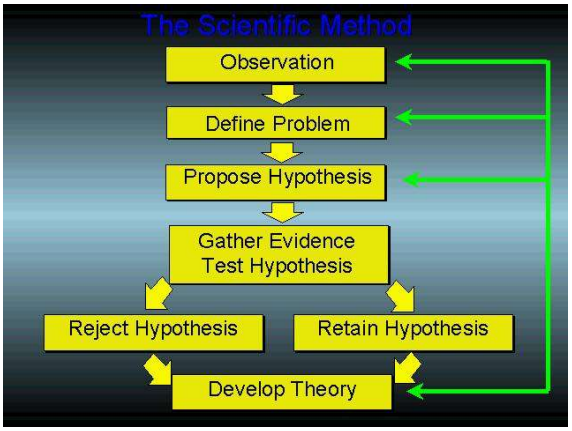
Handy Guide to Science



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The Scientific Method

Teach experimental design through real-world application and reporting.



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We Do It Everyday!

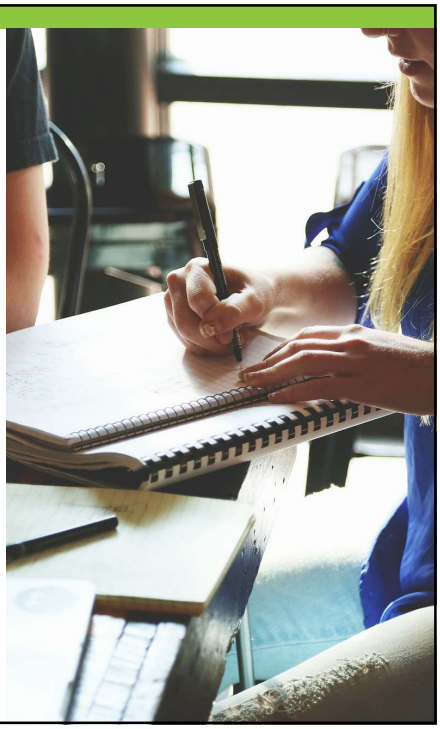
Hypothesis	There is something wrong with the car
Predictions	battery dead, ignition problem, out of gas
Test Predictions	turn on headlights, check spark plug wires, dip stick in gas tank
Analyze Results	headlights work, strong ignition spark, no gas on dip stick-gas gauge reads half full
Draw Conclusion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

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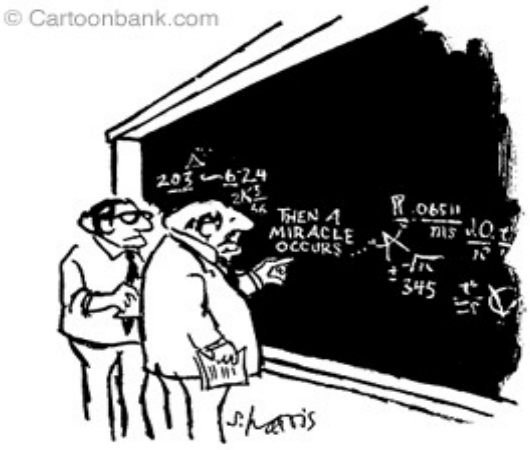
Focus on Concepts and Problem Solving

Mathematical Reasoning



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Problem-Solving in the Classroom



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

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Teach the Big Ideas in Algebra

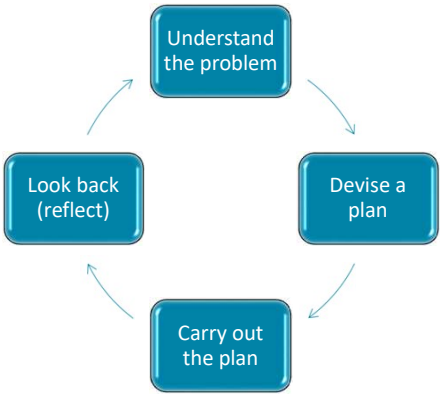
- Variable
- Symbolic Notation
- Equality
- Ratio and Proportion
- Pattern Generalization
- Equations and Inequalities
- Multiple Representations of Functions



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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® 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

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GED® Ready

- Feedback and links to study suggestions (focused study plans)
- Instructional feedback – extended response (RLA) scored by adult educators
- Online scoring tools (provide writing scores, feedback, and suggestions for improvement)

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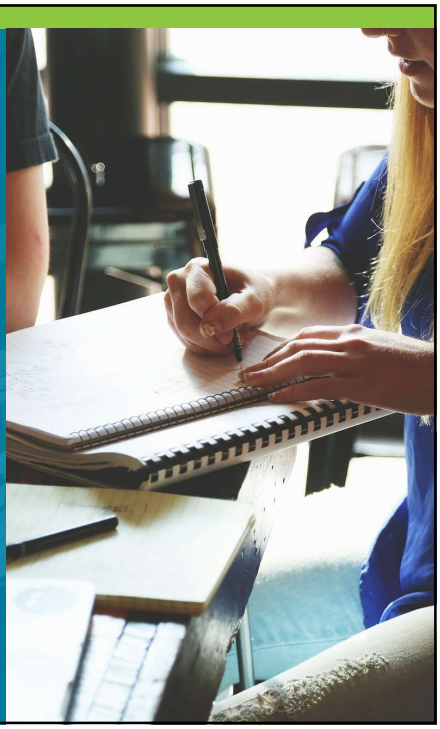
Three Score Level Indicators on GED Ready®

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

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Resources

Tools for Test-Takers and Resources for Educators



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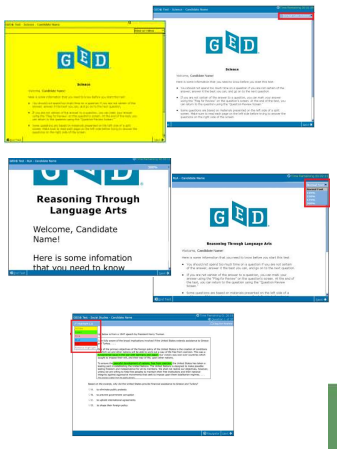
Tools – Tools – Tools!



- 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

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Tools – Tools – Tools!



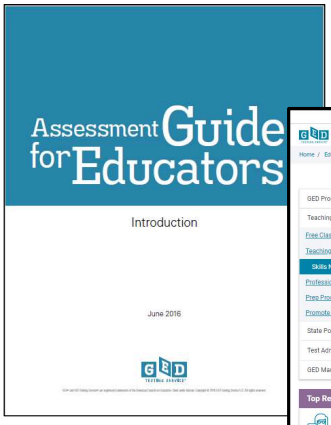
- On-screen color combinations
- Text size
- Highlighting text and shortcuts (cut/paste)

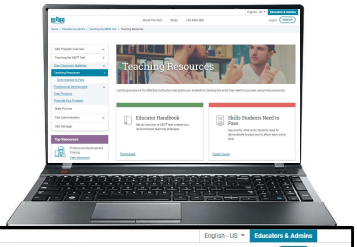


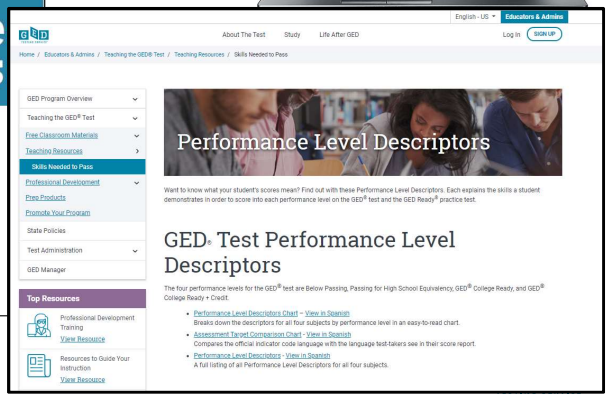
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Need more information? 8 Resources to Explore

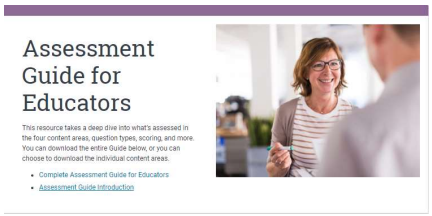


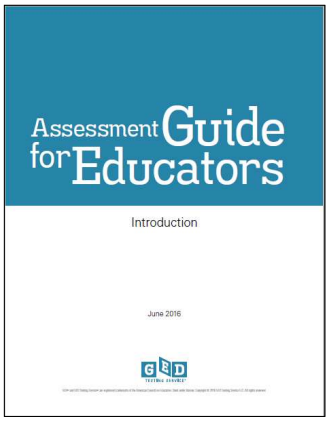




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#1 The Assessment Guide for Educators





Covers all content areas

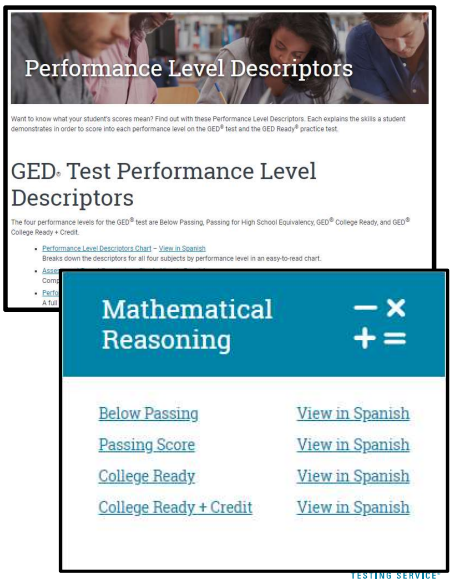
- Item types
- Assessment targets
- Guidelines for how items are scored
- More . . .

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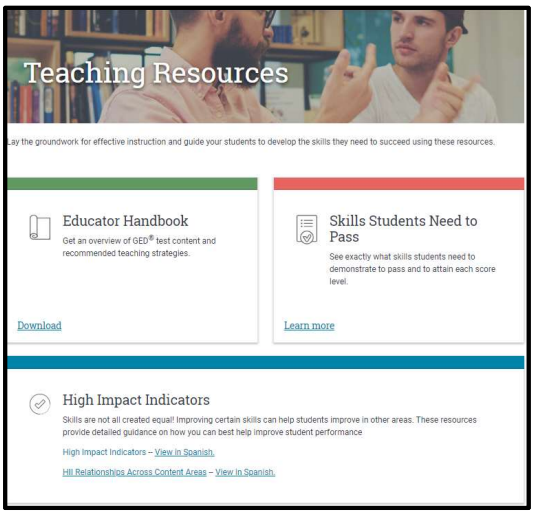
#2 Performance Level Descriptors

- 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



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#3 Teaching Resources



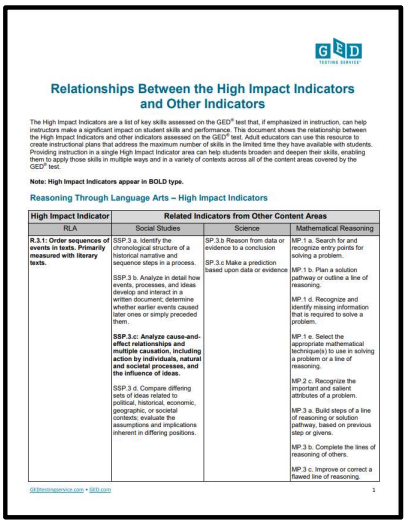


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#4 High-Impact Indicators Relationships

- Show relationships among High Impact Indicators
- Demonstrate interconnectedness across content areas
- Develop skills available for use across a range of learning contexts



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		
RLA	Social Studies	Science	Mathematical Reasoning
R.3.1: Order sequences of events in texts. Primarily measured with literary texts.	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.b Reason from data or evidence to a conclusion SP.3.c 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 salient attributes of a problem. MP.3.a. Build steps of a line of reasoning or solution pathway, based on previous step or givens. MP.3.b. Complete the lines of reasoning of others. MP.3.c. Improve or correct a flawed line of reasoning.

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#5 "Tuesdays for Teachers"

- Recorded presentation
- Slideshow document
- Resources – including strategies & classroom activities
- More . . .



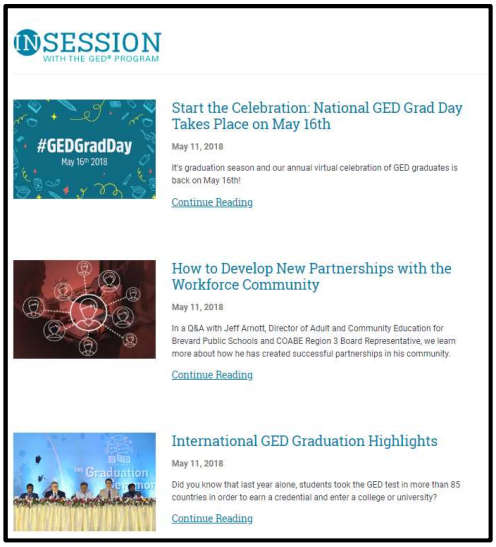
https://ged.com/educators_admins/teaching/professional_development/webinars/

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#6 In Session

- Monthly newsletter
- Easy sign-up
- Topics of interest to adult educators
- Focus on changes that impact you and your students

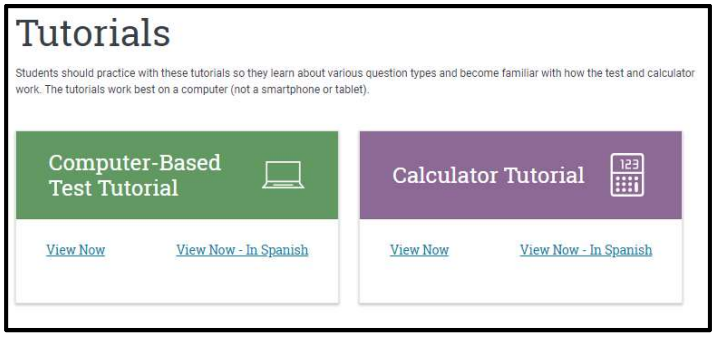


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#7 Tutorials

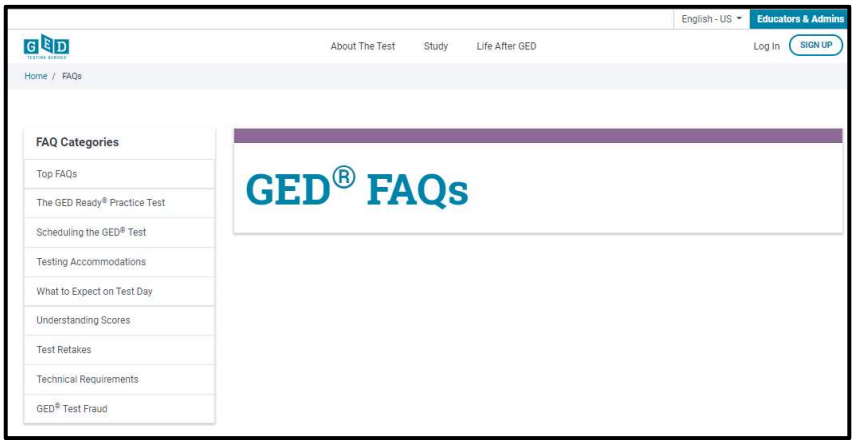
- Ensures no surprises on test day
- Opportunity to practice and build skills
- Familiarity can lead to better performance



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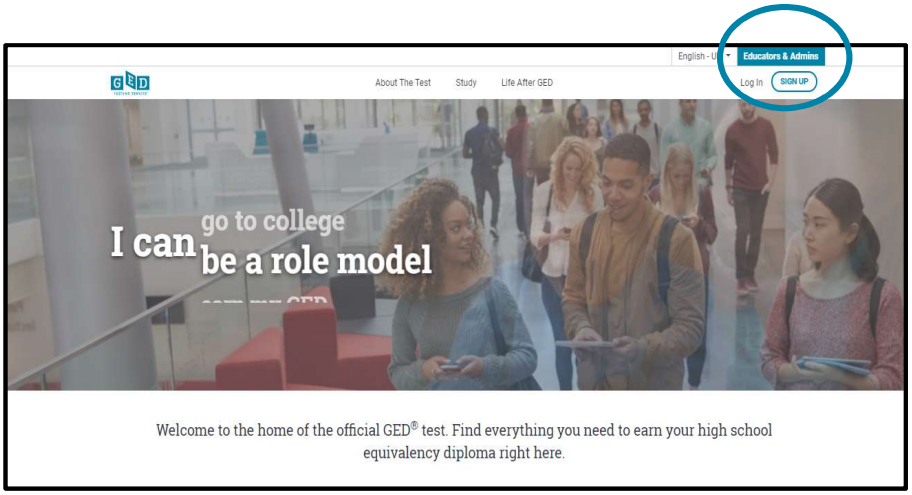
#8 FAQs



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New Home for All Things GED®



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Questions

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