

This One Is For You!

GED 101

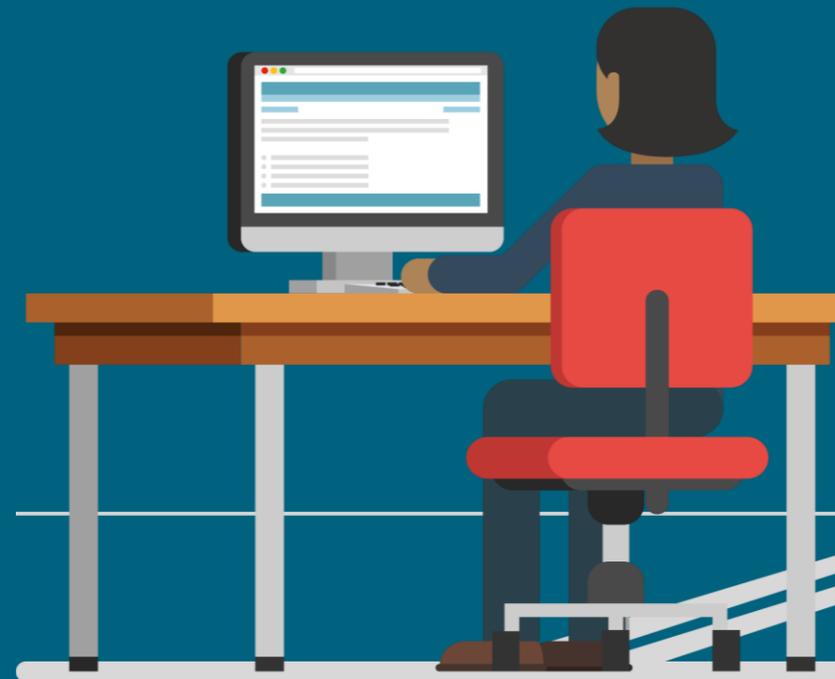
**Debi Faucette, Susan Pittman and
Jane Bledsoe**

May 28, 2024



I Have a Few Questions.

- How do I decide what to teach?
- What's on the test?
- How are the questions set up?
- What do GED questions look like?
- How do I access a student's score report?
- What is a score report?
- What if my student needs accommodations?
- How do I handle a student who took the test and didn't pass, even though his GED Ready "said" he was likely to pass?
- Is there a GED App?
- Are there any resources I can use with my students?



GED Testing by the Numbers in 2023

- 302,527 people took the GED Test
- 181,749 completed all 4 parts
- 136,640 earned a GED credential
- 946,905 individual tests
- 1,117,240 GED Ready tests
- 15% of testers received a College Ready Score
- 5% of testers received a College Ready+Credit score

- Science had a pass rate of 88%
- Social Studies had a pass rate of 84%
- RLA had a pass rate of 82%
- Math had a pass rate of 75%
- Median age of our testers is 23
- ~75% of testers are 33 or under

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	

Variety of Item Types

Multiple-choice

Fill-in-the-blank

Drag-and-drop

Hot-spot

Drop-down

Extended-response (Language Arts)

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
- Technology-enhanced items and extended response

Assessment targets

The assessment targets for all four content areas provide a complete description of the skills and knowledge that are measured on the GED® test. Evidence strongly indicates that proficiency with the core skills identified in the assessment targets is predictive of success in a wide range of career and college pathways.

Passage selection and test question development for the reading comprehension component of the GED® RLA test reflect these two high-level standards. The texts span a range of complexity, including texts at the career- and college-readiness level.

The targets and indicators in the following tables are derived from nationally recognized career- and college-readiness curricular standards.

Reading Assessment Targets ¹	Range of Depth of Knowledge (DOK) Levels ²
Common Core Connection: R.29	
Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.	
R.2.1 Comprehend explicit details and main ideas in text.	1-2
R.2.2 Summarize details and ideas in text.	2
R.2.3 Make sentence level inferences about details that support main ideas.	2-3
R.2.4 Infer implied main ideas in paragraphs or whole texts.	2-3
R.2.5 Determine which detail(s) support(s) a main idea.	1-3
R.2.6 Identify a theme, or identify which element(s) in a text support a theme.	1-3
R.2.7 Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.	2-3
R.2.8 Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.	2-3
Common Core Connection: R.3	
Analyze how individuals, events, and ideas develop and interact over the course of a text.	
R.3.1 Order sequences of events in texts.	1-2
R.3.2 Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.	2
R.3.3 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 relate to key ideas; or how a setting or context shapes structure and meaning.	2-3
R.3.4 Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).	2-3
R.3.5 Analyze the roles that details play in complex literary or informational texts.	2-3

https://www.ged.com/wp-content/uploads/assessment_guide_for_educators_ria.pdf

Sample Item

RLA

Question 3 of 10

Answer Explanation

 Flag for Review

Page 1

Page 2

Page 3

Page 4

Page 5

15. For several minutes he stood perfectly still, looking at the zebras beneath the acacia tree, then he began to move very slowly in their direction. His movement reminded me of the mimes I had seen in Central Park. Each step was exaggerated and painfully slow. Sometimes he froze midstep, holding his leg up for several minutes, before putting his foot gently on the ground. The closer he got to the zebras the slower he went. Twice I took my eyes off him and had trouble finding him again.
16. When he was twenty-five feet away from the zebras they still gave no sign that they knew he was there. It was incredible! They swished their tails at the flies and looked out over the savanna as if nothing were happening. I waited for Supeet to rush in on them, but instead, he moved even more slowly. In fact, the only way I could tell he was moving was by looking at the spot he had previously occupied. He literally inched his way toward them. I wondered how long it had taken him to perfect this technique. If Supeet could make himself essentially invisible, he could do just about anything—including make it rain.

Which definition best matches the use of the word **occupied** in paragraph 16?

- A. to have held (a position or office, etc.)
- B. to have taken or filled up (space, time, etc.)
- C. to have been a resident or tenant of; to have dwelt in
- D. to have taken possession or control of (a place), as by military invasion

Extended Response

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

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*

Extended Response

Responses are scored using a multi-dimensional rubric that focuses on three core elements (“traits”).

Trait 1: Creation of Arguments and Use of Evidence

Trait 2: Development of Ideas and Organizational Structure

Trait 3: Clarity and Command of Standard English Conventions

Language Assessment Targets⁶

Common Core Connection: L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.1.1** Edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too, to; there, their, they're; knew, new; it's its).
- L.1.2** Edit to correct errors in straightforward subject-verb agreement.
- L.1.3** Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references, and pronoun case.
- L.1.4** Edit to eliminate non-standard or informal usage (e.g., correctly use try to win the game instead of try and win the game).
- L.1.5** Edit to eliminate dangling or misplaced modifiers or illogical word order (e.g., correctly use to meet almost all requirements instead of to almost meet all requirements.)
- L.1.6** Edit to ensure parallelism and proper subordination and coordination.
- L.1.7** Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases, or collective nouns).
- L.1.8** Edit to eliminate wordiness or awkward sentence construction.
- L.1.9** Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity.

Common Core Connection: L.2

Demonstrate command of the conventions of standard English capitalization and punctuation when writing.

- L.2.1** Edit to ensure correct use of capitalization (e.g., proper nouns, titles, and beginnings of sentences).
- L.2.2** Edit to eliminate run-on sentences, fused sentences, or sentence fragments.
- L.2.3** Edit to ensure correct use of apostrophes with possessive nouns.
- L.2.4** Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation).

Sample ER Instructions

The screenshot shows a digital interface for an English Reading and Writing task. On the left, a document titled 'Instructions' is displayed, with tabs for 'page 1' and 'page 2'. The instructions are organized into three sections: 'Read', 'Plan', and 'Write'. The 'Read' section contains two bullet points about reading two texts with different views. The 'Plan' section contains three bullet points about analyzing the texts, developing an argument, and including evidence. The 'Write' section contains three bullet points about typing the response, its length, and reviewing it. At the bottom of the instructions, a note states: 'You have up to 45 minutes for reading, planning, writing, and editing your response.' On the right side of the interface is a large, empty rectangular box for writing the response. The top of the interface has a menu bar with 'Cut', 'Copy', 'Paste', 'Undo', and 'Redo' options. The bottom of the interface has a blue bar with a 'Navigator' icon and a 'Next' button with a right-pointing arrow.

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

Navigator Next →

Overview of Mathematical Reasoning Test

- Content
 - 45% - Quantitative Problem Solving
 - Number operations
 - Geometric thinking
 - 55% - Algebraic Problem Solving
- Texas Instruments - TI 30XS Multiview™
- Integration of mathematical practices
- Formula page, symbols, and calculator page provided

Assessment Guide for Educators: Mathematical Reasoning **Chapter 1: Assessment Targets**

Common Core State Standards References ²		Quantitative Problem Solving Assessment Targets Content Indicators	Range of Depth of Knowledge (DOK) ³
7G.4	Q.4.b	Compute the area and circumference of circles. Determine the radius or diameter when given area or circumference.	1-2
6.EE.2; 7G.6	Q.4.c	Compute the perimeter of a polygon. Given a geometric formula, compute the area of a polygon. Determine side lengths of the figure when given the perimeter or area.	1-2
6.EE.2; 7G.6; 8.G.9	Q.4.d	Compute perimeter and area of 2-D composite geometric figures, which could include circles, given geometric formulas as needed.	1-2
8.G.7	Q.4.e	Use the Pythagorean theorem to determine unknown side lengths in a right triangle.	1-2
	Q.5	Calculate dimensions, surface area, and volume of three-dimensional figures	
6.EE.2; 7G.6; 8.G.9	Q.5.a	When given geometric formulas, compute volume and surface area of rectangular prisms. Solve for side lengths or height, when given volume or surface area.	1-2
6.EE.2; 7G.6; 8.G.9	Q.5.b	When given geometric formulas, compute volume and surface area of cylinders. Solve for height, radius, or diameter when given volume or surface area.	1-2
6.EE.2; 7G.6; 8.G.9	Q.5.c	When given geometric formulas, compute volume and surface area of right prisms. Solve for side lengths or height, when given volume or surface area.	1-2
6.EE.2; 7G.6; 8.G.9	Q.5.d	When given geometric formulas, compute volume and surface area of right pyramids and cones. Solve for side lengths, height, radius, or diameter when given volume or surface area.	1-2
6.EE.2; 8.G.9	Q.5.e	When given geometric formulas, compute volume and surface area of spheres. Solve for radius or diameter when given the surface area.	1-2
6.EE.2; 8.G.9	Q.5.f	Compute surface area and volume of composite 3-D geometric figures, given geometric formulas as needed.	1-2
	Q.6	Interpret and create data displays	
7.RP.2; 3.MD.3	Q.6.a	Represent, display, and interpret categorical data in bar graphs or circle graphs.	1-2
S-ID.1	Q.6.b	Represent, display, and interpret data involving one variable plots on the real number line including dot plots, histograms, and box plots.	1-2
8.SP.1	Q.6.c	Represent, display, and interpret data involving two variables in tables and the coordinate plane including scatter plots and graphs.	1-2
	Q.7	Calculate and use mean, median, mode and weighted average	
6.SP.3; S-MD.2	Q.7.a	Calculate the mean, median, mode and range. Calculate a missing data value, given the average and all the missing data values but one, as well as calculating the average, given the frequency counts of all the data values, and calculating a weighted average.	1-2
	Q.8	Utilize counting techniques and determine probabilities	
S-CP.9	Q.8.a	Use counting techniques to solve problems and determine combinations and permutations.	1-2
7.SP.7; 7.SP.8; S-CP.1; S-CP.2	Q.8.b	Determine the probability of simple and compound events.	1-2

2 See the Common Core State Standards for Mathematics at www.illustrativemathematics.org for more information on the reference codes listed in the column.
3 The Depth of Knowledge (DOK) levels correspond to Norman Webb's (University of Wisconsin) Depth of Knowledge model for cognitive complexity.

Sample Item

An oil storage tank has a capacity of 16,000 gallons and is filled using a pipe that carries 40 gallons of oil per minute. The tank currently holds 9,600 gallons of oil. How many minutes will it take to fill the tank to capacity?

Task: determine number of minutes

Information:

- total capacity
- current amount
- rate of fill

Mathematical language: how do I translate the text into mathematical quantities and relationships, and how do I use those relationships to complete the task?

What's Not Assessed

If a concept is *not* described in the GED Mathematical Reasoning indicators, then it is *not* assessed on the GED Mathematical Reasoning test.

- Geometric proofs
- Trigonometry
- Exponential functions
- Two-variable inequalities
- Graphing quadratic equations
- Determining lines of best fit

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

Assessment Guide for Educators: Social Studies		Chapter 1: Assessment Targets
References to Common Core State Standards, NCSS and NSH ¹	Social Studies Practices	Range of Depth of Knowledge (DOK) levels ²
R.9.1, R.7.1, R.7.2, Q7: 7.RP, 3.MD.3, S-ID.1, 8.SP.1, S-ID.6, S-ID.7, NSH 2,	SSP6 Integrating Content Presented in Different Ways	
	a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	2-3
	b. Analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, political cartoons.	2-3
	c. Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.	1-3
R.8, NSH 3.E	SSP7 Evaluating Reasoning and Evidence	
	a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document.	2-3
	b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.	2-3
R.9, R.7	SSP8 Analyzing Relationships between Texts	
	a. Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.	2-3
R.1, W.1, W.2, W.4, W.5, L.1, L.2, L.4	SSP9 Writing Analytic Response to Source Texts³	
	a. Produce writing that develops the idea(s), claim(s) and/or argument(s) thoroughly and logically, with well-chosen examples, facts, or details from primary and secondary source documents.	2-3
	b. Produce writing that introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; and maintains a coherent focus.	2-3
	c. Write clearly and demonstrate sufficient command of standard English conventions.	1-2
Q7: 7.RP, 3.MD.3, S-ID.1, 8.SP.1, S-ID.6, S-ID.7	SSP10 Reading and Interpreting Graphs, Charts and Other Data Representation	
	a. Interpret, use, and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit).	2-3
	b. Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.	2-3
	c. Distinguish between correlation and causation.	1-3
Q8: 6.SP.3, S-ID.2, 6.SP.2, 6.SP.5, S-ID.2, S-ID.3, S-ID.4, S-ID.9	SSP11 Measuring the Center of a Statistical Dataset	
	a. Calculate the mean, median, mode, and range of a dataset.	1

Sample Item

These excerpts are from a 2014 newspaper editorial by U.S. Senator John Cornyn and a 2016 veto letter by Missouri Governor Jay Nixon.

Editorial

Voter ID laws are a sensible solution to a genuine problem. The Supreme Court confirmed as much in 2008 when it upheld Indiana's voter ID law, which is very similar to the Texas law. The lead opinion in that case was written by Supreme Court Justice John Paul Stevens . . . , "The application of the statute to the vast majority of Indiana voters," declared Stevens, "is amply justified by the valid interest in protecting 'the integrity and reliability of the electoral process.'"

. . . So the problem is real enough, and voter ID laws strike most Americans as a reasonable solution. Opponents claim that these laws will reduce turnout, especially among black Americans, but the numbers say otherwise. . . .

Veto Letter

. . . House Bill No. 1631 purports to solve a problem which does not exist. Missouri already has strong protections in place to prevent voter fraud, and voter impersonation fraud is an extremely rare occurrence. Due to the clear and overwhelming evidence that photo ID requirements are not necessary, the [rapid spread] of these laws is widely understood to be motivated by an attempt to suppress turnout. . . . Indeed, research has shown that, when controlling for other factors, photo ID requirements have a negative effect on turnout among racial and ethnic minorities.

Voting is the foundation of our democracy. . . . Putting additional and unwarranted barriers between citizens and their ability to vote is wrong and detrimental to our system of government as a whole.

Which idea is *only* behind the editorial?

- A Public approval of a law matters.
- B Minority voter turnout is affected by voter ID laws.
- C Elections are a vital part of the democratic process.
- D Expert opinions on voter ID laws should be considered.

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

Assessment Guide for Educators: Science		Chapter 1: Assessment Targets
Scientific Practices in A Framework for K-12 Science Education		
References to Common Core State Standards and Framework for K-12 Science Education ¹	Science Practices	Range of Depth of Knowledge (DOK) levels ²
SP.1 Comprehending Scientific Presentations		
R2, R8, P8, M2, M6	SP1.a Understand and explain textual scientific presentations <ul style="list-style-type: none"> • Identify summaries and central ideas of passages. • Recognize restatements of research or experimental findings. • Recognize comparisons between scientific processes, theories and trends. 	1-3
R4, L4, P8, M2, M4, M6	SP1.b Determine the meaning of symbols, terms and phrases as they are used in scientific presentations. <ul style="list-style-type: none"> • Distinguish between multiple meanings of an academic vocabulary term used in context. • Determine the meaning of symbols as they are used in scientific presentations 	2
S-ID, 8.SP, P8, M2, M4, M6	SP1.c Understand and explain a non-textual scientific presentations <ul style="list-style-type: none"> • Interpret scientific results and information in graphs, tables and various scientific diagrams. 	2
SP.2 Investigation Design (Experimental and Observational)		
R8, P3, P4, M4	SP2.a Identify possible sources of error and alter the design of an investigation to ameliorate that error <ul style="list-style-type: none"> • Identify the source of error using discrepant results. • Redesign an experiment to reduce sources of error. 	2-3
R2, R5, W5, P1, P8, M, M4, M8	SP2.b Identify and refine hypotheses for scientific investigations <ul style="list-style-type: none"> • Identify the hypothesis in a scientific investigation. • Refine the hypothesis in a scientific investigation. 	2-3
R8, R9, P2, P5, M3, M4	SP2.c Identify the strength and weaknesses of one or more scientific investigation (i.e. experimental or observational) designs <ul style="list-style-type: none"> • Identify the strengths or weaknesses of a single experimental design. • Compare experimental designs to identify strengths or weaknesses. 	2-3
W7, 3.MD, P3, P5, M4, M8	SP2.d Design a scientific investigation <ul style="list-style-type: none"> • Identify the correct order of steps in a scientific experiment. • Identify proper measurement tools or appropriate units for a scientific experiment. 	1-3
R5, P2, P4, M4	SP2.e Identify and interpret independent and dependent variables in scientific investigations <ul style="list-style-type: none"> • Identify the independent and dependent variables in a scientific experiment. • Interpret the relationship between the independent and dependent variables in a scientific experiment. 	2-3

Sample Item

A biology student wants to determine the carrying capacity of trout in a region. He selects a lake that is open to the public that does not have trout but is capable of supporting trout. He plans to follow the steps shown to determine the carrying capacity of trout in the lake.

1. Stock the public lake with a predetermined number of trout.
2. Count the trout population three times a year for two years.
3. When the trout population begins to decrease, count individual trout for an additional three years.

Which statement describes a weakness of this investigation?

- A. The student will use a predetermined number of trout.
- B. The student plans to conduct the study using a public lake.
- C. The student will evaluate the lake for three years after the trout population decreases.
- D. The student plans to count the trout population three times a year for two years.

Scientific Tools and Processes as shown in Indicators and Content Topics (handout)

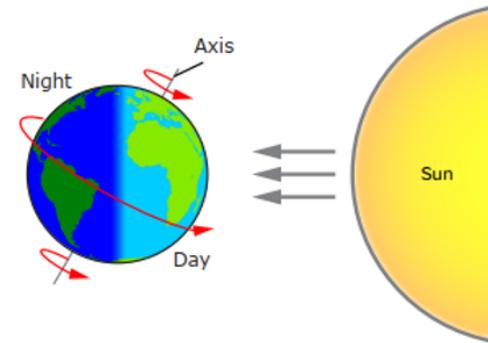
Balance (triple beam)

An instrument that measures the mass (grams; milligrams) of an object



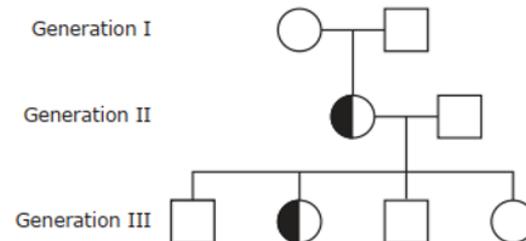
Earth's Rotation

The amount of time (approximately 24 hours; 1 day) it takes Earth to complete one rotation on its axis



Pedigree Chart

A diagram that shows an inherited trait in a family over several generations



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Score Levels Explained



GED Ready® - Assessing Readiness

Three Score Level Indicators on GED Ready®

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

GED Score Report:

- GED Ready®
- GED Exam

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

GED Score Levels Explained

GED College Ready scores improve the chances for college success.

145



GED Passing Score

To pass the GED test, students need a score of 145 on all four subjects.

165 – 174



GED College Ready

At 165 or higher, students may qualify to bypass placement testing and remedial (non-credit) courses in college.

175 – 200



GED College Ready + Credit

At 175 or higher, students may qualify for up to 10 college credit hours at participating colleges.

Approximately 250 colleges across the U.S. have implemented one, or both, of the recommendations (CR and/or CR+credit)

Our Graduates Are Interested in College

2 out of 3
express interest

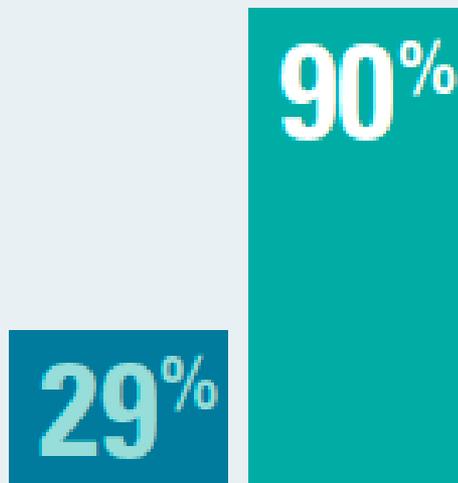


Enroll in college **within a year** of earning their GED credential



Enroll in college **within 4 years** of earning their GED credential

Persistence is at an all-time high

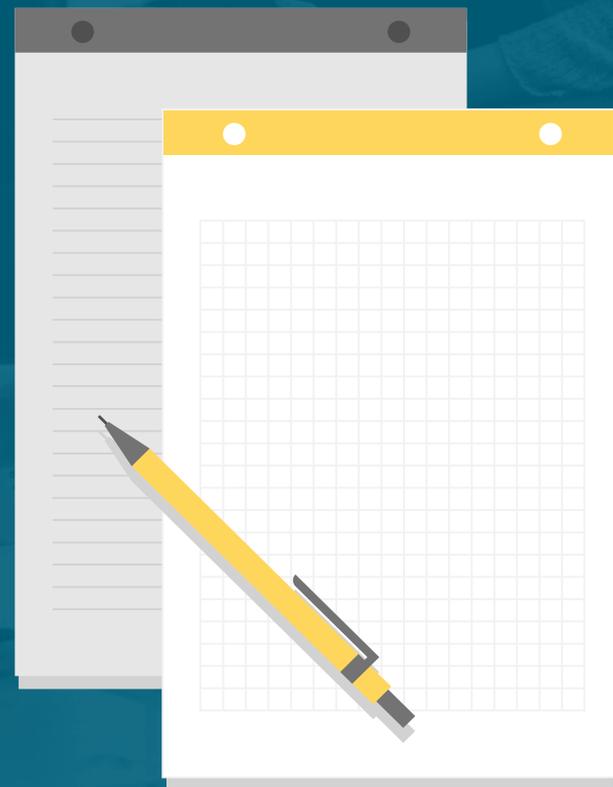


Before 2014

After 2014

More than 90% continue to enroll semester to semester vs 29% prior to the 2014 GED test

10 Tips for GED Success



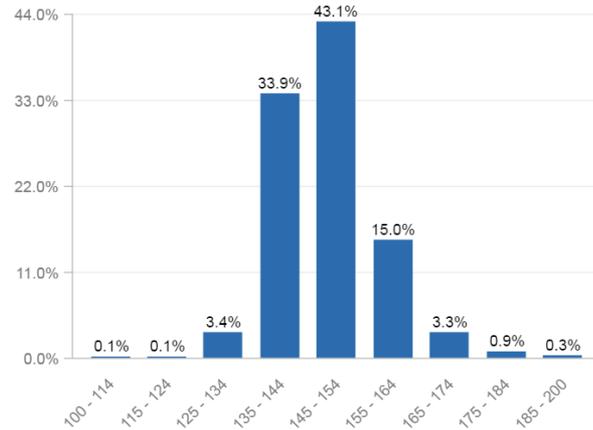
Tip 1

Use data to assess areas of strength and need

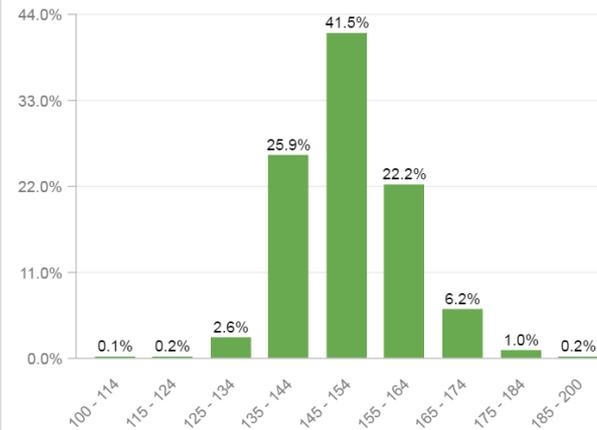


Score Distribution by Content Area

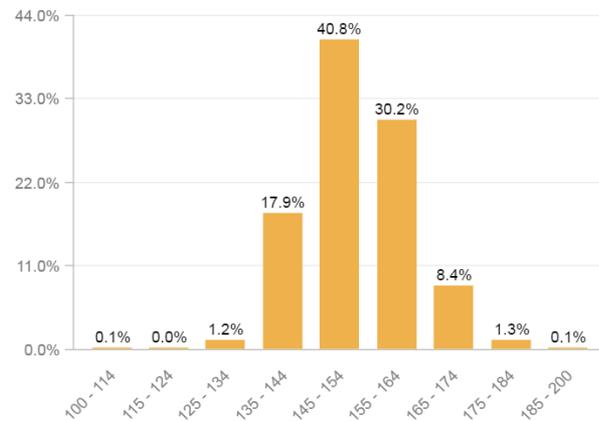
GED® Math Test Score % Distribution



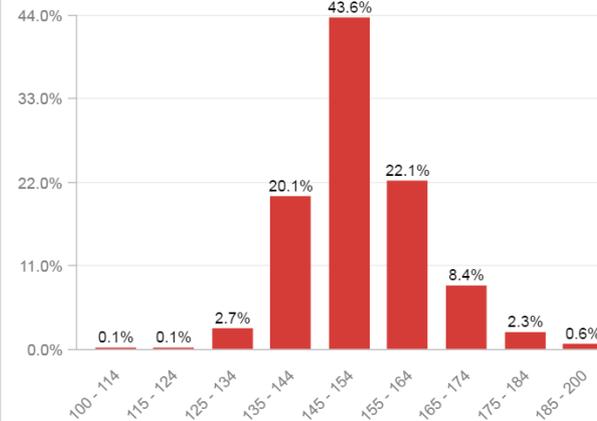
GED® RLA Test Score % Distribution



GED® Science Test Score % Distribution



GED® Social Studies Test Score % Distribution



Score Reports

My Scores

My Scores

Your GED Test and GED Ready Practice Test scores.

Highest GED Scores

You need to score at least 145 on each subject to pass and scoring higher can have additional benefits. [Learn more about GED test scoring](#)

Language Arts	Social Studies	Science	Math
No Score	No Score	No Score	No Score
Not Taken	Not Taken	Not Taken	Not Taken
SCHEDULE TEST	SCHEDULE TEST	SCHEDULE TEST	SCHEDULE TEST

[VIEW ALL TEST SCORES](#)

Most Recent GED Ready Practice Test Scores

After taking your practice test, if you're *likely to pass* then schedule your test right away. If not, read your score report and see exactly what skills you need to brush up on.

Language Arts	Social Studies	Science	Math
170	180	165	165
Likely to Pass	Likely to Pass	Likely to Pass	Likely to Pass
SCORE REPORT	SCORE REPORT	SCORE REPORT	SCORE REPORT

[VIEW ALL GED READY SCORES](#)

Click on
[Score Report](#)

My Score: 157

LIKELY TO PASS

Test Date: 04/03/2020

Student Score

Congrats Jonna, you're ready to take the GED test!

Your GED Ready results show you're likely to pass the GED test for Language Arts. Keep the momentum going by scheduling your test!

SCHEDULE TEST

Link Your Study Material

We've identified the exact skills you need to work on, based off your GED Ready results. Link a book or online program to see the exact pages/sections for each skill you need to study in the checklist to the left.



Your linked study Material:

Scoreboost - Thinking Skills: Critical Thinking for Reading, Science, and Social Studies

[Change](#)

Select Student Curriculum

Your Skills to Improve Checklist

1/8 completed

Link your study material above

See exactly what pages/sections you need to study, below:

4, 5

Understand main ideas and details

Review Checklist of lessons in Student Curriculum for further study/remediation

Individualized Study Guides

GED Ready Mathematical Reasoning

165

100 134 145 200

Not Likely to Pass Too Close to Call Likely to Pass

Ready to take the GED test!

Your Linked Study Material

We've identified the exact skills you need to work on based off your GED Ready results. Use your linked study tool to see the exact pages/sections for each skill you need to study in the checklist below.

Plato Course - Preparation for the GED® Test
[Change >](#)

Your Skills to Improve Checklist 1/16 completed

- Link your study material above
See exactly what pages/sections you need to study, below.
- Plato Course - Preparation for the GED® Test - Math: Building Inequalities to Solve Real-World Problems Plato Course - Preparation for the GED® Test - Math: Linear Inequalities in 1 Variable, Part 2 Plato Course - Preparation for the GED® Test - Math: More Difficult Linear Inequalities in 1 Variable
Solve inequalities and real-world problems that involve them, and graph the solutions
- Plato Course - Preparation for the GED® Test - Math: Area Plato Course - Preparation for the GED® Test - Math: Course Activity: Finding the Perimeter of Polygons
Find the side lengths of triangles, rectangles, and polygons when given the area or perimeter
- Plato Course - Preparation for the GED® Test - Math: Area and Circumference of a Circle
Find the area and circumference of a circle. Find the radius or diameter of a circle when given the area of circumference
- Plato Course - Preparation for the GED® Test - Math: Comparing Functions Plato Course - Preparation for the GED® Test - Math: Quadratic Functions

Creating a customized study guide allows students to know exactly what to study. They feel like they are not “wasting time”. This accelerates the process and helps them stay engaged.

Tip 2

Use the Assessment Targets to determine what to teach

Assessment targets

The assessment targets for all four content areas provide a complete description of the skills and knowledge that are measured on the GED® test. Evidence strongly indicates that proficiency with the core skills identified in the assessment targets is predictive of success in a wide range of career and college pathways.

Passage selection and test question development for the reading comprehension component of the GED® RLA test reflect these two high-level standards. The texts span a range of complexity, including texts at the career- and college-readiness level.

The targets and indicators in the following tables are derived from nationally recognized career- and college-readiness curricular standards.

Reading Assessment Targets ¹	Range of Depth of Knowledge (DOK) Levels ²
Common Core Connection: R.29	
Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.	
R.2.1 Comprehend explicit details and main ideas in text.	1-2
R.2.2 Summarize details and ideas in text.	2
R.2.3 Make sentence-level inferences about details that support main ideas.	2-3
R.2.4 Infer implied main ideas in paragraphs or whole texts.	2-3
R.2.5 Determine which detail(s) support(s) a main idea.	1-3
R.2.6 Identify a theme, or identify which element(s) in a text support a theme.	1-3
R.2.7 Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.	2-3
R.2.8 Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.	2-3
Common Core Connection: R.3	
Analyze how individuals, events, and ideas develop and interact over the course of a text.	
R.3.1 Order sequences of events in texts.	1-2
R.3.2 Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.	2
R.3.3 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 relate to key ideas; or how a setting or context shapes structure and meaning.	2-3
R.3.4 Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).	2-3
R.3.5 Analyze the roles that details play in complex literary or informational texts.	2-3



Tip 3

Use High Impact Indicators to find relationships between content areas

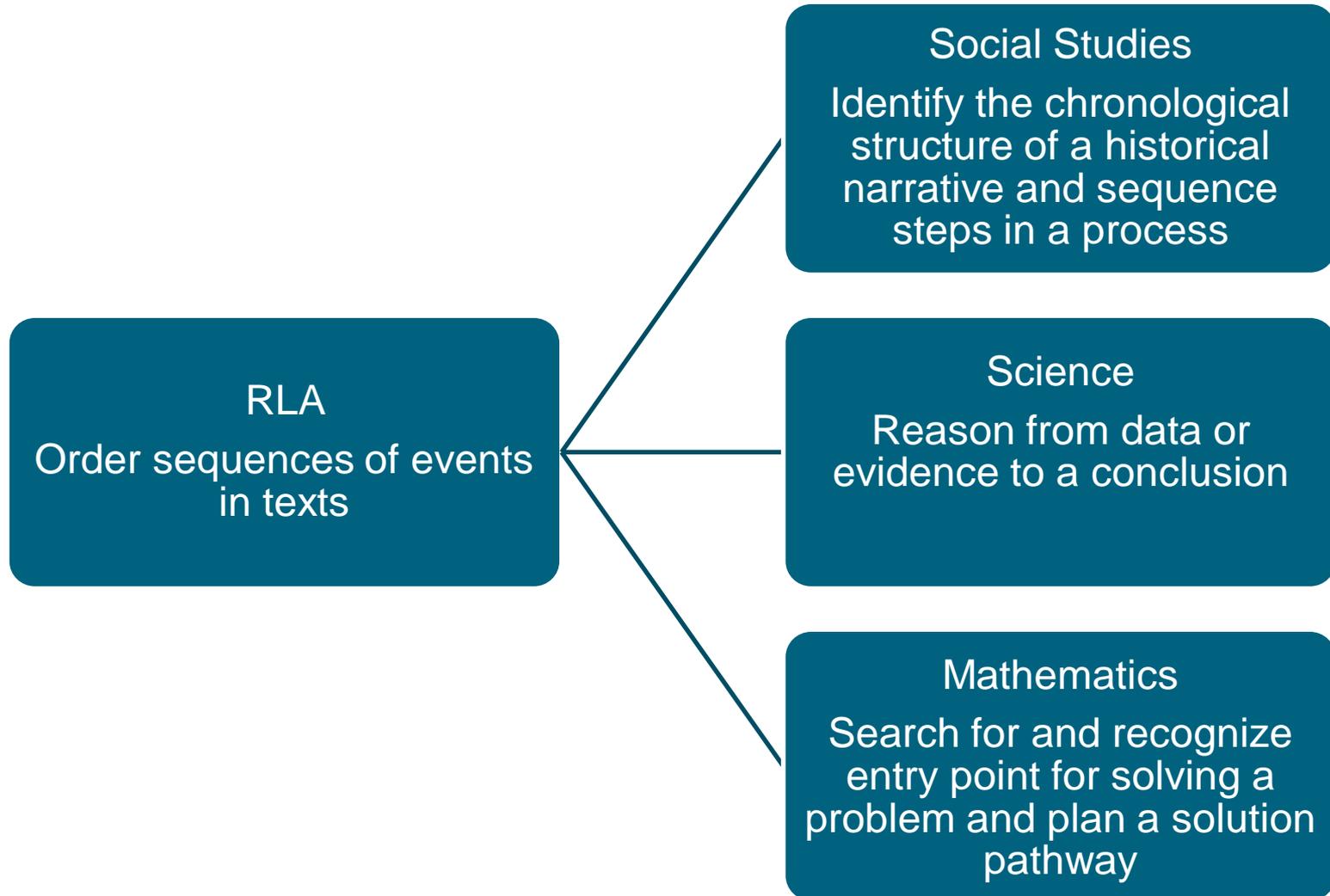
What are *High Impact Indicators*?

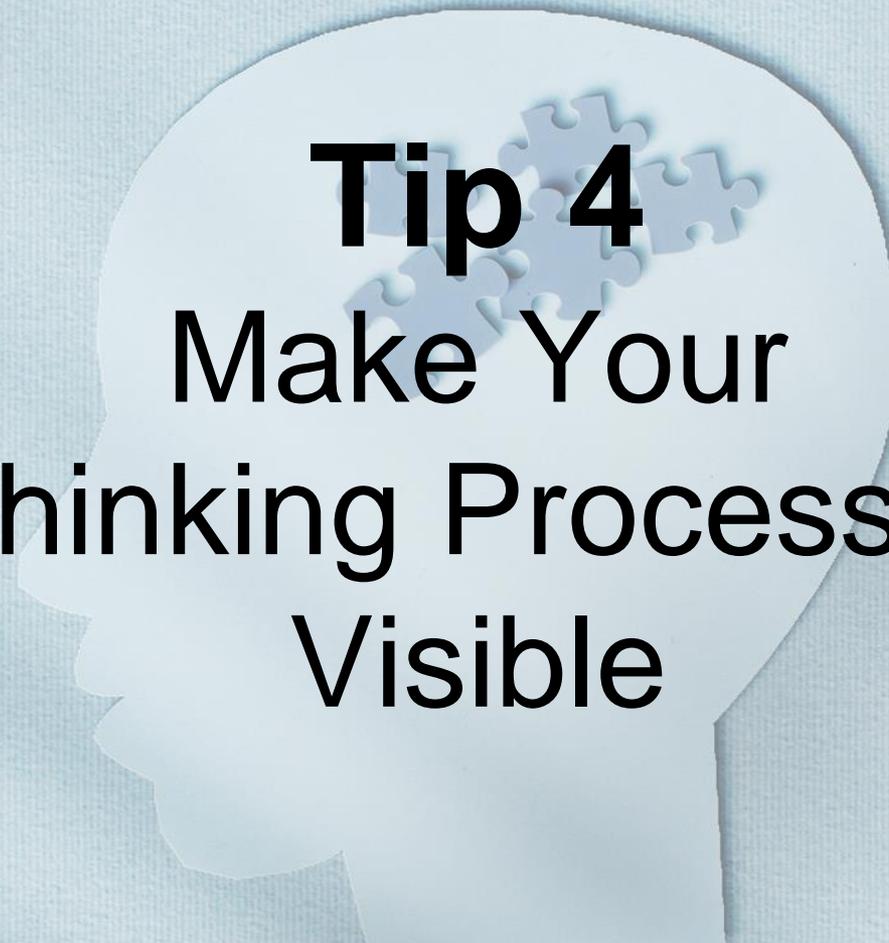
- Important skills that are widely applicable
- May currently receive light coverage during GED® test preparation
- Lend themselves to straightforward instruction
- Based on research

https://www.ged.com/wp-content/uploads/relationships_between_HII_and_other_indicators.pdf

High Impact Indicator	Related Indicators from Other Content Areas		
	RLA	Social Studies	Science
R.8.3: Evaluate the relevance and sufficiency of evidence offered in support of a claim. Primarily measured with informational texts.	<p>SSP.1 a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.</p> <p>SSP.2.a: Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.</p> <p>SSP.3 a. Identify the chronological structure of a historical narrative and sequence steps in a process.</p> <p>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.</p> <p>SSP.3.c: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p> <p>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.</p> <p>SSP.7 a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document.</p> <p>SSP.7 b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.</p>	<p>SP.1.a Understand and explain textual scientific presentations</p> <p>SP.2.a Identify possible sources of error and alter the design of an investigation to ameliorate that error</p> <p>SP.2.c Identify the strength and weaknesses of one or more scientific investigation (i.e. experimental or observational) designs</p> <p>SP.4.a Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence</p>	<p>MP.1 d. Recognize and identify missing information that is required to solve a problem.</p> <p>MP.1 e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.</p> <p>MP.3 a. Build steps of a line of reasoning or solution pathway, based on previous step or givens.</p> <p>MP.3 b. Complete the lines of reasoning of others.</p> <p>MP.3 c. Improve or correct a flawed line of reasoning.</p> <p>MP.5 a. Recognize flaws in others' reasoning.</p> <p>MP.5 b. Recognize and use counterexamples.</p> <p>MP.5 c. Identify the information required to evaluate a line of reasoning.</p>

An Example





Tip 4
Make Your
Thinking Processes
Visible

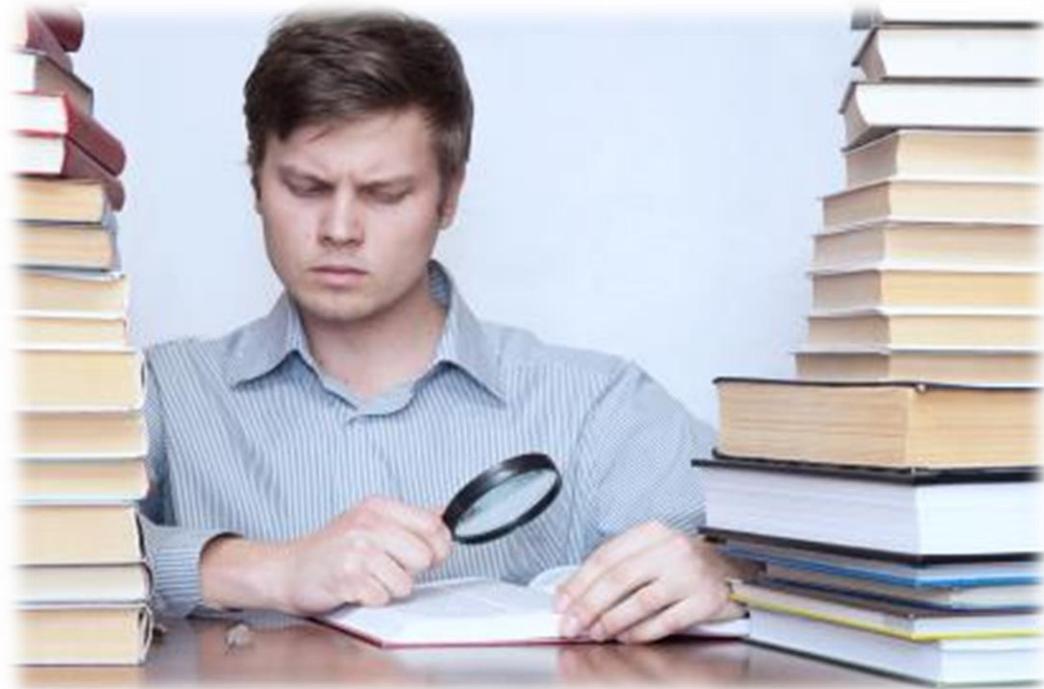
What kind of thinking do we want our students to do?

- Make connections
- Reason with evidence
- Observe closely and describe
- Consider different viewpoints
- Capture the heart and form conclusions
- Build explanations and interpretations
- Solve problems in different ways



Tip 5

It's All About Evidence, but First . . .



Evidence – It's More Than Just RLA

R.8.3: Evaluate the relevance and sufficiency of evidence offered in support of a claim. Primarily measured with informational texts.

SSP.2.a: Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.

SP.4.a Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence

MP.1 d. Recognize and identify missing information that is required to solve a problem.

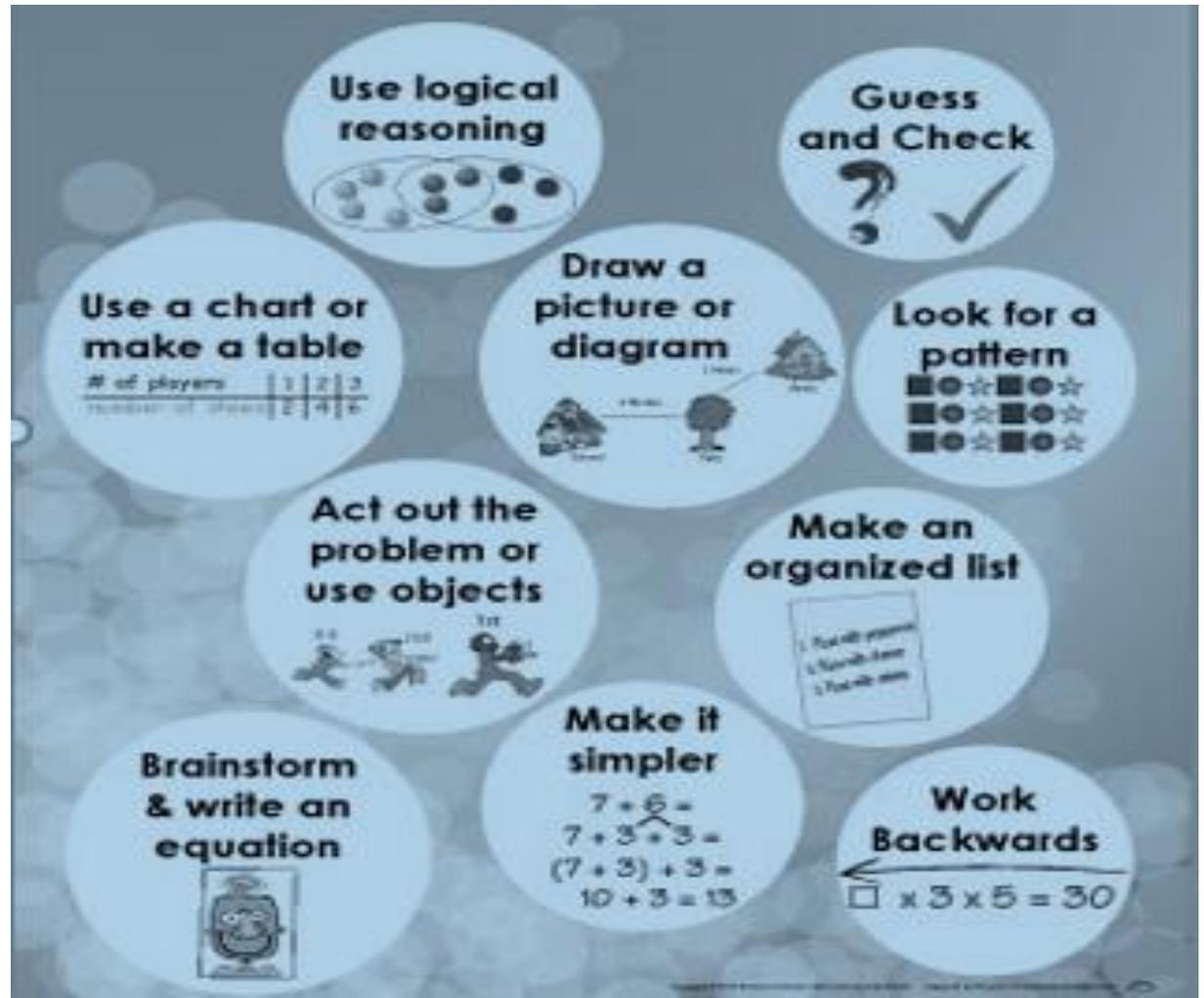
MP.5 c. Identify the information required to evaluate a line of reasoning.

Tip 6
Teach students
how to
mathematically
reason and use
different heuristics
to solve problems



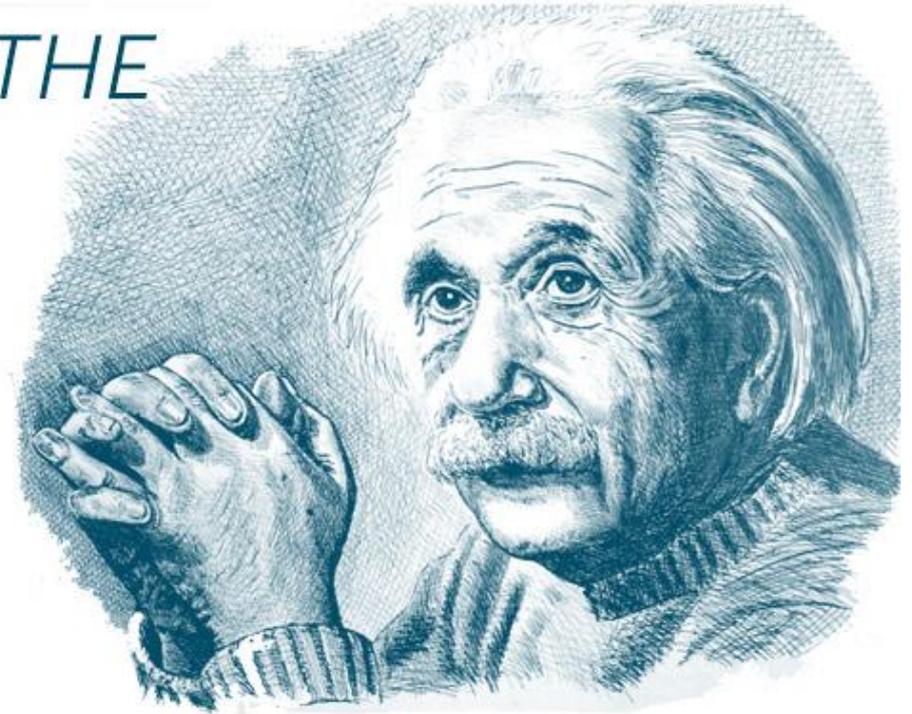
What are heuristics?

Must-Have Strategies for Problem Solving



*"EDUCATION IS NOT THE
LEARNING OF FACTS,
BUT THE TRAINING
OF THE MIND
TO THINK."*

- ALBERT EINSTEIN



Tip 7

Teach Close Reading Strategies





“A careful and purposeful rereading of a text.”

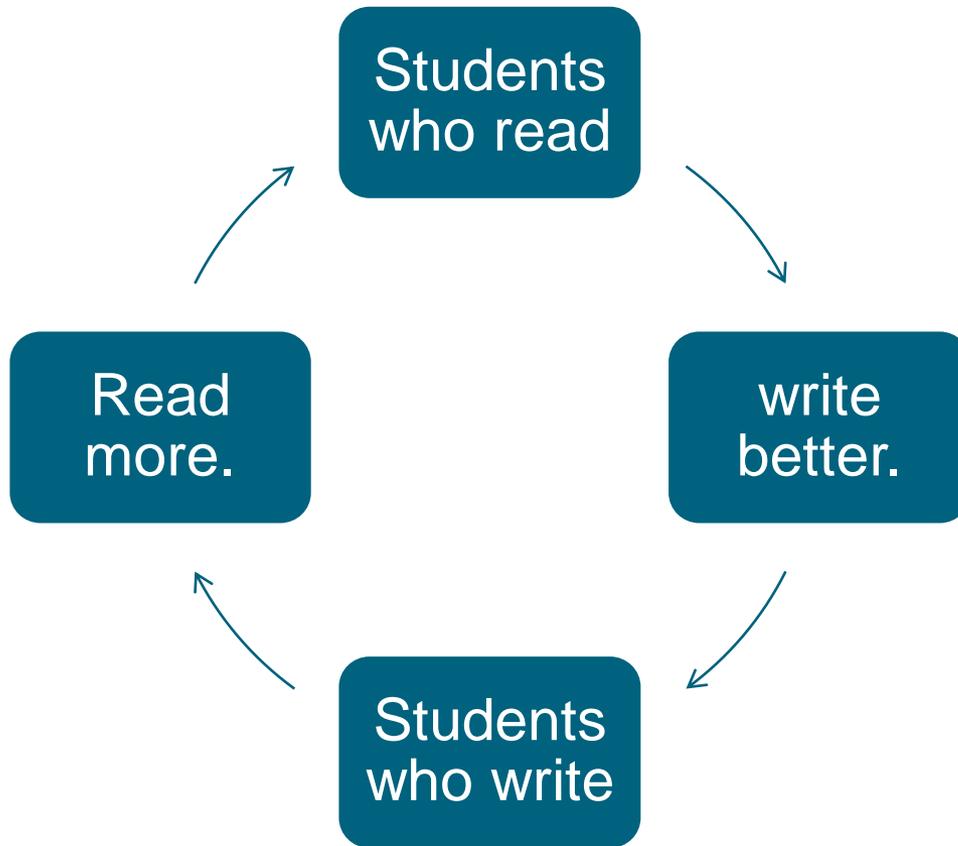
— Dr. Douglas Fisher
San Diego State University

Tip 8

Incorporate reading and writing into every classroom, every day



The Link Between Reading and Writing



- Reading strategies should lead to writing
- Writing strategies should encourage further reading

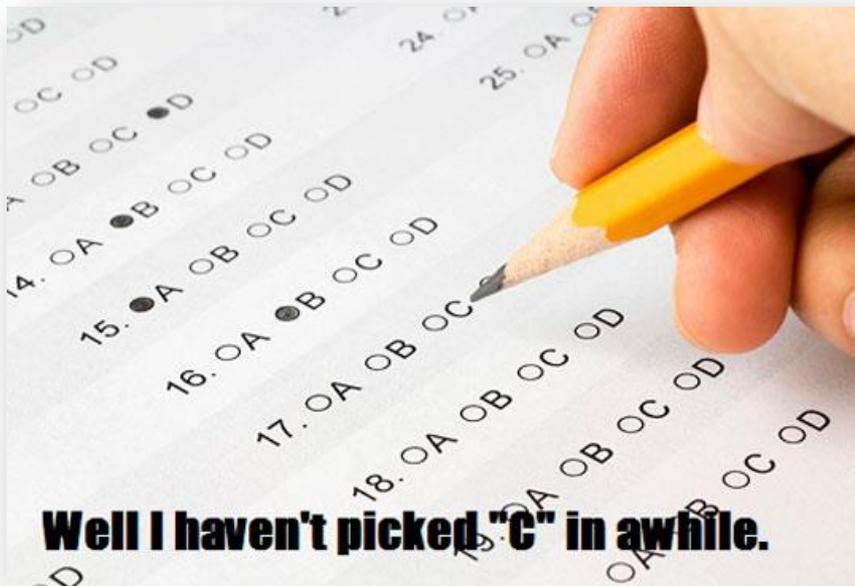
Teaching Argumentative Writing – One Step at a Time

- Analyze the prompt
- Closely read and interact with text
- Analyze/evaluate the evidence
- Plan/organize the essay
 - Craft a claim
 - Identify and connect evidence
 - Determine counterclaim/rebuttal
 - Craft a conclusion
- Write the draft - Put it all together
- Revise and edit
- Publish



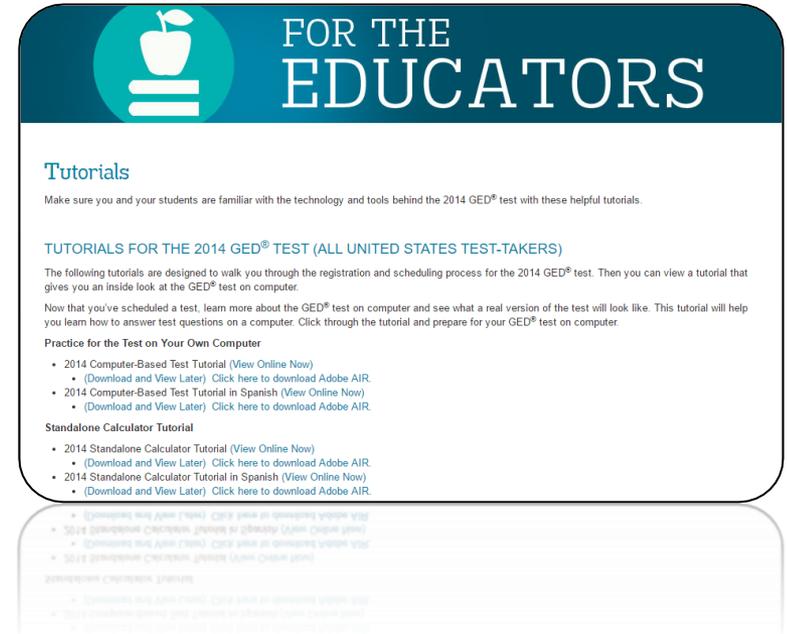
Tip 9

Share test-taking strategies and tips with students



Tutorials

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



The screenshot shows a webpage titled "FOR THE EDUCATORS" with a logo of a graduation cap and an apple. The page is titled "Tutorials" and contains the following text:

Make sure you and your students are familiar with the technology and tools behind the 2014 GED® test with these helpful tutorials.

TUTORIALS FOR THE 2014 GED® TEST (ALL UNITED STATES TEST-TAKERS)

The following tutorials are designed to walk you through the registration and scheduling process for the 2014 GED® test. Then you can view a tutorial that gives you an inside look at the GED® test on computer.

Now that you've scheduled a test, learn more about the GED® test on computer and see what a real version of the test will look like. This tutorial will help you learn how to answer test questions on a computer. Click through the tutorial and prepare for your GED® test on computer.

Practice for the Test on Your Own Computer

- 2014 Computer-Based Test Tutorial ([View Online Now](#))
 - ([Download and View Later](#)) [Click here to download Adobe AIR](#)
 - 2014 Computer-Based Test Tutorial in Spanish ([View Online Now](#))
 - ([Download and View Later](#)) [Click here to download Adobe AIR](#)

Standalone Calculator Tutorial

- 2014 Standalone Calculator Tutorial ([View Online Now](#))
 - ([Download and View Later](#)) [Click here to download Adobe AIR](#)
 - 2014 Standalone Calculator Tutorial in Spanish ([View Online Now](#))
 - ([Download and View Later](#)) [Click here to download Adobe AIR](#)

The bottom of the screenshot shows a reflection of the text above.

Beginning Test-Taking Tips

- Have students practice using the tutorials
- Ensure students are familiar with and can use all of the embedded tools
- Have students practice using the annotation tools (highlighter and white boards)
- Emphasize reading the questions first to identify helpful hints
- Have students begin with questions that are most familiar (flagging more difficult items that they can come back to if time permits)
- Tell students to answer every question (test-takers are not penalized for incorrect answers)

Tip 10

Stay up-to-date by subscribing

At the bottom of each of the 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



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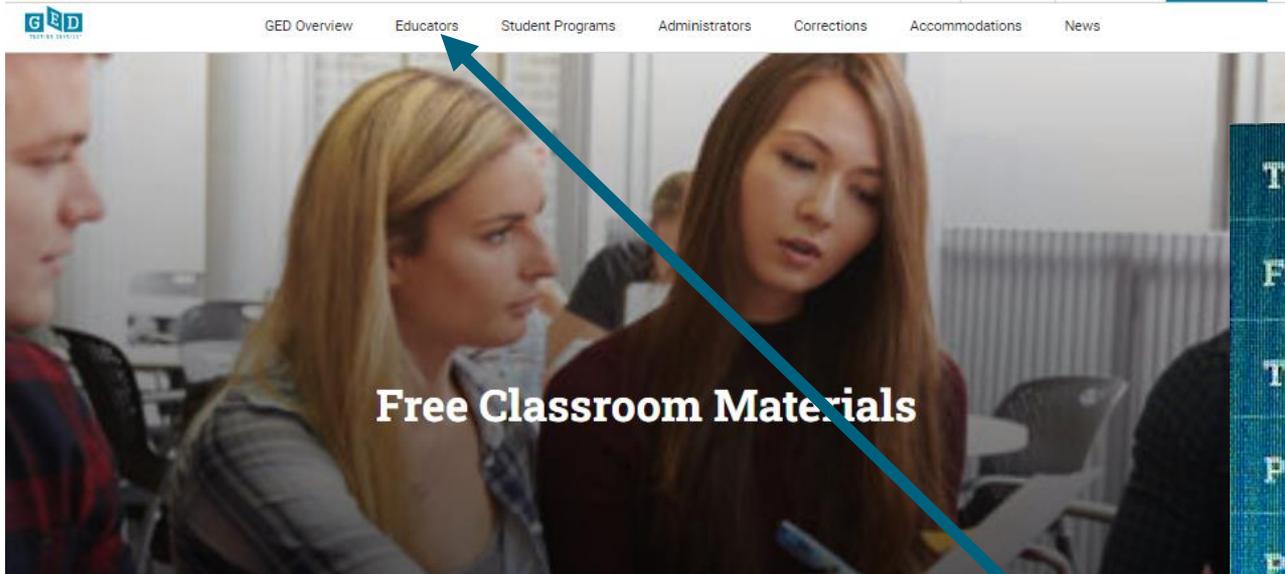
Copyright © 2018 GED® Testing Service LLC. All Rights Reserved.

Important Resources for the Classroom



GED.com

click on “Educators & Admins” then Educators



- Teaching the GED® Test
- Free Classroom Materials
- Teaching Resources
- Professional Development
- Prep Products
- Adult Education Program Toolkit
- GED Direct™
- GED Manager™
- GED TestPrepped™ Coaching Program Course

Skills Students Need to Pass



Educator Guides

These educator resources provide an overview of GED® test content, recommended teaching strategies, and what adult education programs need to know.

[Educator Handbook](#) [View in Spanish](#)

[Test Taker Brochure](#) [View in Spanish](#)

[Student Handbook](#)

[The GED Playbook](#)

[Learning Styles eBook](#)

[Digital Upskilling Pathways](#)



Skills Students Need to Pass

Also known as Performance Level Descriptors or PLDs, see exactly what skills students need to demonstrate 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](#)

[Relationship Across Content Areas](#)

[View in Spanish](#)



How-to-Guides for Supporting Students

Print-ready guides that provide step-by-step instructions complete with screenshots.

[Learn More](#)



Essential Resources for Math Instruction

Research shows that students struggle with non-calculator items on the GED Math test. Use these resources to target your instruction and improve student performance.

[Calculator-Prohibited Indicators](#) [View in Spanish](#)

[Tips for Calculator-Prohibited Section](#) [View in Spanish](#)

[Tips for Attaining High School Equivalency](#) [View in Spanish](#)

Free Classroom Materials

https://www.ged.com/educators-admins/teaching/classroom_materials/



Computer-Based Test Tutorial

[View Now](#)

[View Now – In Spanish](#)

Calculator Tutorial

[View Now](#)

[View Now – In Spanish](#)



Free Practice Test

[View All Sample Tests](#)



Study Guides

[View Study Guides](#)

Reference Sheets, Extended Response Tools and Practice

Reference Sheets

Many of these resources are available to your students in the testing center on test day. Review these with your students so there are no surprises on test day.

English

[Calculator Reference Sheet](#)

[Mathematics Formula Sheet](#)

[Extended Response Answer Guidelines](#)

Spanish

[Calculator Reference Sheet - Spanish](#)

[Mathematics Formula Sheet - Spanish](#)

[Extended Response Answer Guidelines - Spanish](#)

Extended Response Tools and Practice

Use these resources to improve your students' written responses. The scoring tools help you evaluate and provide feedback to students about their RLA GED Ready[®] written response.

English

[Extended Response Quick Tips](#)

[Extended Response Scoring Tools](#)

[Extended Response Classroom Practice](#)

[Extended Response Classroom Poster](#)

Spanish

[Extended Response Quick Tips - Spanish](#)

[Extended Response Scoring Tools - Spanish](#)

[Extended Response Classroom Practice - Spanish](#)

[Explanation of AE Symbol Tool For Spanish Writing](#)

Extended Response Videos

- Available for educators here:

https://ged.com/educators_admins/teaching/classroom_materials/, scroll down to “Extended Response Videos”

Extended Response Videos

Watch this 8-episode series with your students to take a deeper dive into the skills and expectations that will help students excel on their written responses.



WATCH MORE

- Available at: www.newreaderspress.com/writing-for-the-ged-test
- Or contact New Readers Press for DVDs that can be sent to your facility:
 - tlipke@proliteracy.org (Videos are FREE)

Accommodations

https://www.ged.com/about_test/accommodations/

Documentation Guidelines

Learning & Cognitive Disorders (LCD)

[Download](#)

Attention Deficit/ Hyperactivity Disorder (ADHD)

[Download](#)

Psychological & Psychiatric Disorders (EPP)

[Download](#)

Physical Disabilities & Chronic Health Conditions (PCH)

[Download](#)

How to Apply

1. [Create an account on GED.com](#)
2. Then, follow the instructions found [here](#).

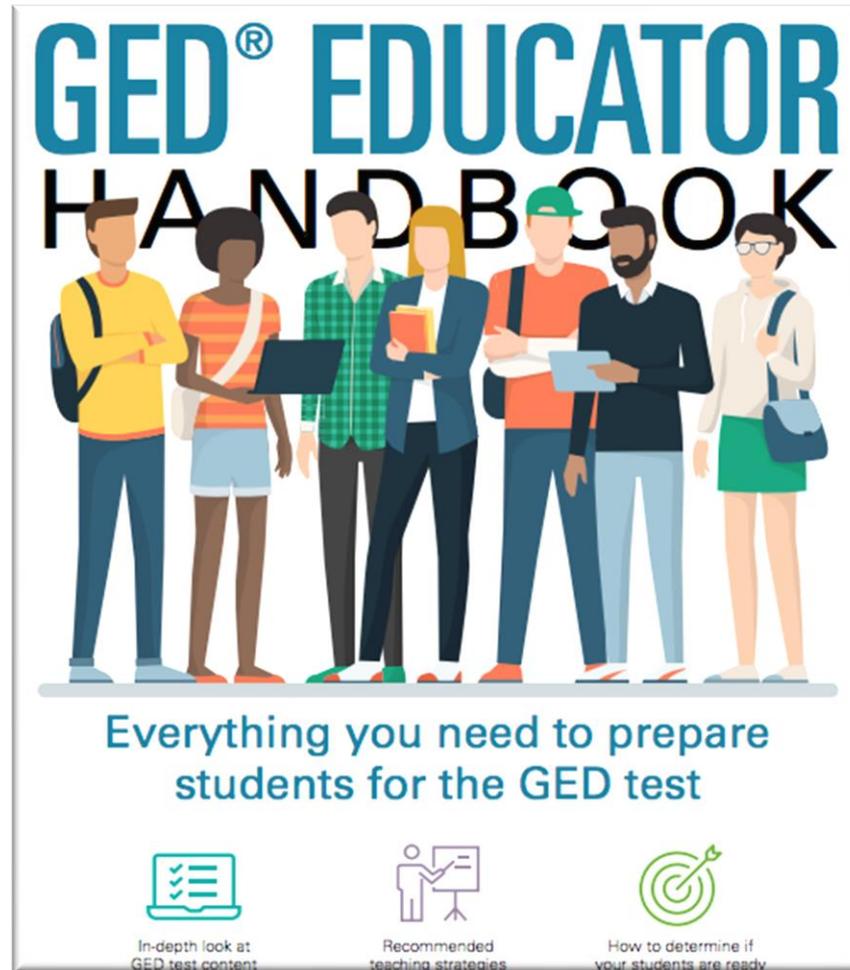
Appeal Process

You may appeal an accommodations decision if you're unhappy with the outcome. Simply click on the "Request an Appeal" button in the Accommodations System to start the appeal process. Please include additional documentation along with the [appeal form](#) (i.e. letter from a doctor, report, etc) to review if possible.

Educator Handbook!

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

In other words:
Start here!



https://www.ged.com/educators-admins/wp-content/uploads/sites/3/2024/04/Educator_Handbook_Ed7_US_ebook.pdf

New Educator Checklist!

- Our "New Educator Checklist" is located right inside the new Educator Handbook
- This is designed to help new teachers focus on the most important resources to get them up to speed on being a GED instructor

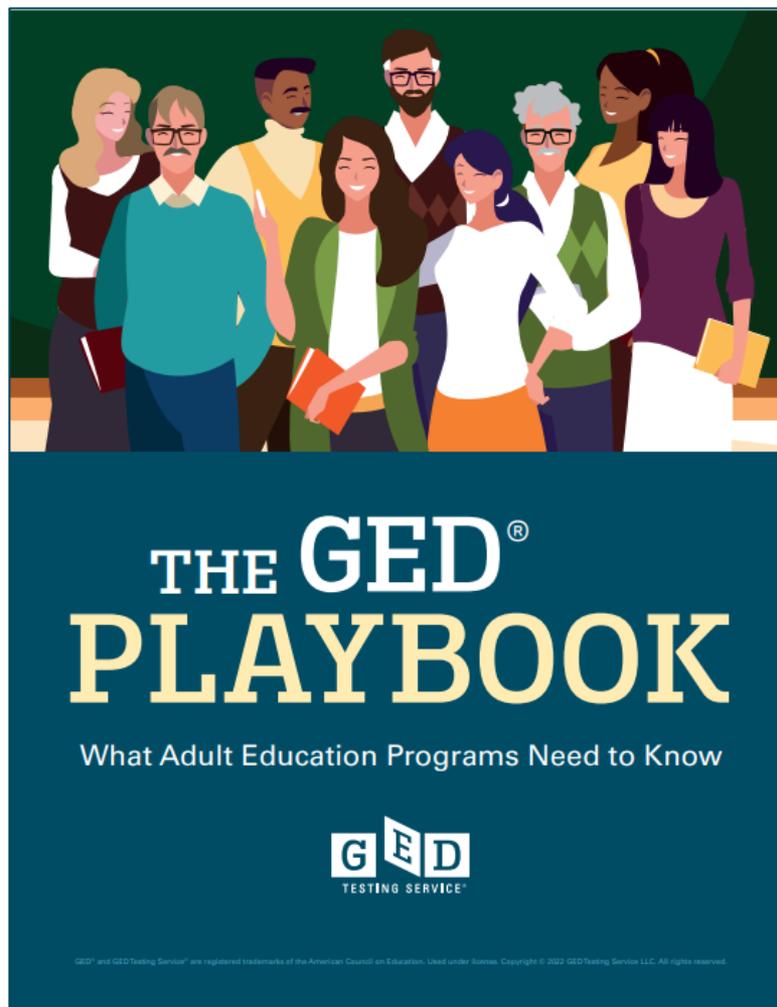
New Educator Checklist

If you are new to teaching the GED test, here's a checklist to help you get started.

1. First, familiarize yourself with some of the basics of the test and make sure you are receiving our latest updates.
 - ✓ [Sign up for our monthly newsletter, *In Session*](#), to get test updates, helpful resources and program news.
 - ✓ Look through our [student study guides](#). These provide an overview of the skills being tested and include sample problems for each skill.
2. Once you know the basics, now it is time to better understand the student experience in GED.com.
 - ✓ Feel free to create your own [account in GED.com](#) so you understand what your students will go through (please list your last name as "Candidate" so we know you are an instructor).
 - ✓ Take the [free practice test](#) so you understand the format of the test and the different types of questions.
 - ✓ Finally, consider taking a [GED Ready®](#) test, the official GED practice test. This is half the length of the GED test and is highly predictive of how students will perform on the actual test.
 - Make sure you review your detailed score report. This is the report that tells students the areas they need to work on to score higher on the test.
 - Notice that they can select their study materials from the dropdown box to create a customized study plan.
3. After becoming familiar with the student journey, it's time to apply for [GED Manager](#), a free tool designed for adult educators where you can see your students' scores and score reports.
 - ✓ [Apply for access](#) via the [Educators](#) section of GED.com. Each state has different rules on who can gain access.
 - ✓ Once you get access, watch our training on how to effectively use the tool.

Explore these additional tools and resources to help you prepare your students.

GED Playbook – For Adult Educators



[https://www.ged.com/wp-content/uploads/GED Playbook 2022-08_1937a_FINAL.pdf](https://www.ged.com/wp-content/uploads/GED_Playbook_2022-08_1937a_FINAL.pdf)

GED Playbook

Table of contents

Who should use the <i>GED® Playbook</i>?	5
The GED Testing Service organization	5
College Readiness	6
Career Readiness and Workforce Development	6
Typical program structure	7
How is the typical GED® Program structured?	7
What are the duties of an Adult Education Program Manager and Program Director?	8
National Reporting and Assessment References	9
Wraparound Services	9
Getting to know the GED® test	10
What is the GED® test?	10
What are the parts of the GED® test?	11
Data: GED Test Takers Over the Past 7 Years	11
Getting started as a teacher	11
What are the duties of a GED teacher?	11
What skills does it take to be an effective teacher?	12
Program Profiles: Student orientation and recruitment	13
Sample: Adult Education Orientation Process as a Best Practice	14
Checklist for Student Enrollment	15
Self-Assessment for Adult Education Instructors	16

Content and Support	17
Areas of Instructional Focus for each Content area Test	17
GED Testing Service Professional Development Initiative	19
Diversity, Equity, and Inclusion	20
GED Test Prepped™ Program	20
GED READY® Practice Test	22
Resources of GED.com	23
GED Marketplace™—Offering More High School Equivalency Test Preparation	23
GED Direct™ (The GED Ready® Practice Test – GED)	23
Customer Service for Examinees	24
Useful Links	24
Appendix	27
Teacher Checklist: Getting ready for your GED® class	27
Sample: Student Work Folder Check List	28
References	29
Acknowledgments	29

Professional Development

As teachers, your expertise and commitment is vital to the thousands of students who take the GED® test every year. To help you shine, we have created training resources to guide your GED instruction.



Webinar Trainings

Learn effective classroom strategies and techniques with our bi-monthly Tuesdays for Teachers webinar series, a free professional development webinar series for educators.

[Access Webinars](#)

https://www.ged.com/educators-admins/teaching/professional_development/

Professional Development Webinars

Pearson's network of opportunities for the GED student and graduate

[Watch Now](#)

Passcode: 85i&nF*f

[Pearson's network of opportunities for the GED student and graduate PPT](#)

[Download Certificate](#)

Trends in Students' Knowledge and Skills Gaps – Science

[Watch Now](#)

[Download Certificate](#)

GED Knowledge & Skill Gaps Social Studies

[Social Studies Resources From The World Wide Web](#)

[GED Knowledge & Skill Gaps Social Studies PPT](#)

[Watch Now](#)

[Download Certificate](#)

Taking the Angst Out of Scoring the GED® RLA Extended Response

[Annotated Rubric English](#)

[Annotated Rubric Spanish](#)

[Using The RLA ER Scoring Tool PPT](#)

[Download Certificate](#)

[Watch Now](#)

Trends in Students' Knowledge and Skills Gaps – Mathematical Reasoning, Part Two

[Watch Now](#)

[Assessment Target Comparison Chart](#)

[Calculator Sheet](#)

[Math Skills Calculator Prohibited](#)

[Math Formula Sheet](#)

[Math T4T Session 2 PPT](#)

[Download Certificate](#)

Trends in Students' Knowledge and Skills Gaps – Mathematical Reasoning, Part One

[Watch Now](#)

[Calculator Sheet](#)

[Assessment Target Comparison Chart](#)

[GED Study Guide Math](#)

[Math Skills Calculator Prohibited](#)

[Math Formula Sheet](#)

[Math T4T Session1 PPT](#)

[Download Certificate](#)

Scroll down, click “Watch More”

WATCH MORE

1 Reading to Learn– Strategies to Build Reading Skills for the GED Test

WATCHED 1:25:15

GED Testing Service

Click a video

2 Trick or Treat Mining GED Ready® Score Reports

1:35:10

GED Testing

3 Changes in Reading to Learn– Strategies to Build Reading Skills for the GED Test

WATCHED 1:32:19

GED Testing

0:00 / 1:25:14

Reading to Learn– Strategies to Build Reading Skills for the GED Test

14,718 views • Dec 19, 2018

 GED Testing Service
13.7K subscribers

The ability to read is a vital skill in today's society. Reading is how we discover and learn new things. People who know how to read can educate themselves in any area of life they see fit.

We live in an age rich with information

SHOW MORE

To access the resources for that webinar, click “Show More” under the video

 GED Testing Service
13.7K subscribers

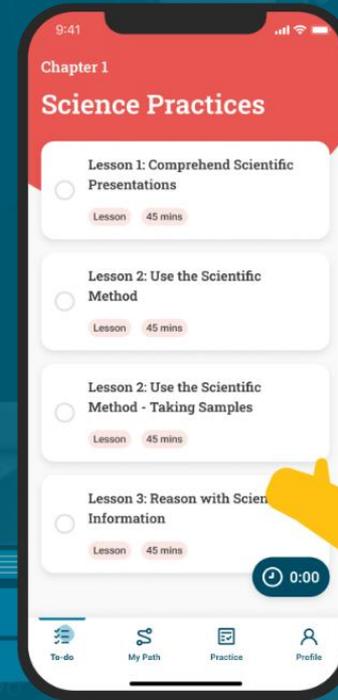
The ability to read is a vital skill in today's society. Reading is how we discover and learn new things. People who know how to read can educate themselves in any area of life they see fit. We live in an age rich with information; reading is the way to access that information. When asked about students' challenges in preparing for the GED® test, adult educators frequently lament the poor, inefficient, and ineffective reading skills of their students. This lack of strong and effective reading skills often leads to students' difficulty in passing portions of the GED® test. This webinar will focus on strategies that can be used to build students' reading skills. Join us as we review some of the reading challenges student face and learn about strategies, activities and resources that can be used in the classroom.

Download the Presentation: <https://bit.ly/2Gvrxba>
Download the Study Guide: <https://bit.ly/2PLbXyp>
Download the Vocabulary Strategies: <https://bit.ly/2SY09nv>
Download the High Mileage Word List: <https://bit.ly/2EALGKV>
Download the Reading Rate Sample: <https://bit.ly/2rKhy7t>
Download the Certificate: <https://bit.ly/2ECV1QR>

SHOW LESS

Hot Topic GED and Me!

Jane Bledsoe



Launched Beta in February 2024 to Independent Learners

GED

Now on Apple Store
for pre-order!



& ME



The OFFICIAL GED Mobile App!!

GED
TESTING SERVICE®

GED
TESTING SERVICE®

What do **teachers** think learners need to know to be successful on GED tests?



2024 COABE National Conference

Poll question
What's the most important thing that a learner needs to know to pass the GED tests?

My response



They need to believe in themselves that they can do it



They need to know what the most important things to study



There are job opportunities and educational programs available



There are millions of other learners like me who are struggling



Only displaying the top results. There were 1 other poll options

Powered by Whova

What do GED grads say learners need to know to be successful on GED tests?



GED Testing Service (US)

Admin · February 20 at 11:21 AM ·



Poll of the day for GED Grads: What's the most important thing that a learner needs to know to pass the GED tests?

- a. There are millions of other learners like them who have passed 7% >
-  b. There are job opportunities and education opportunities they can access with a GED credential 50% >
- c. They need to know what to study 12% >
- d. They need to know how to find resources to help them pass the tests 10% >
- e. They need to believe in themselves that they can do it 21% >

Our product goal: Identify how we might drive increased persistence to the final exam through a mobile app

We Know

- More than 60% of GED® learners are engaging with us from their mobile devices
- 60% of learners who create an account on GED.com don't make any progress on testing in a year's time
- We want to help learners who get stuck along the way

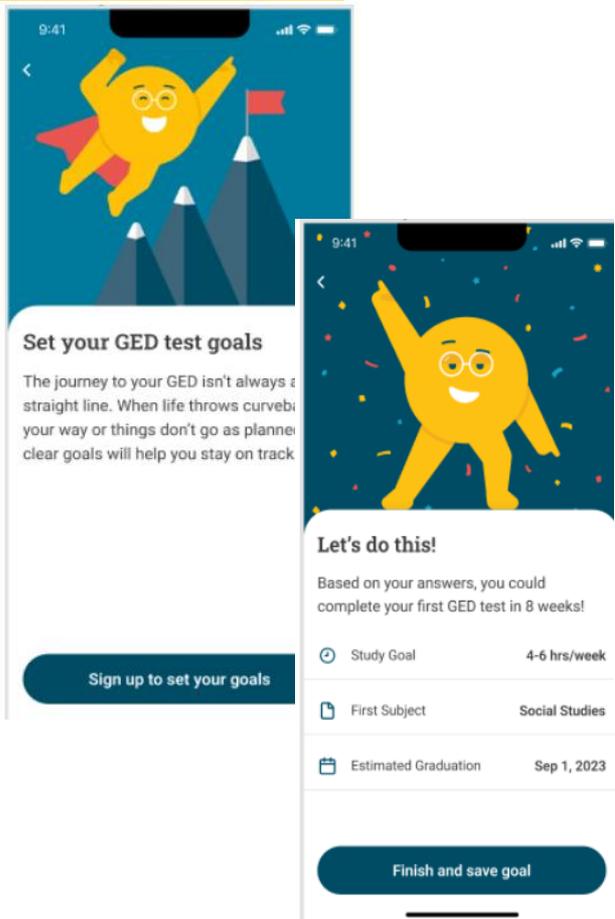


Can we?

- Keep learners engaged, resulting in higher persistence by making information easier to access and using push notifications
- Reach more learners and get them engaged in their GED® journey
- Create an additional communication channel for nudging/informing our students
- Meet learner/educator expectations

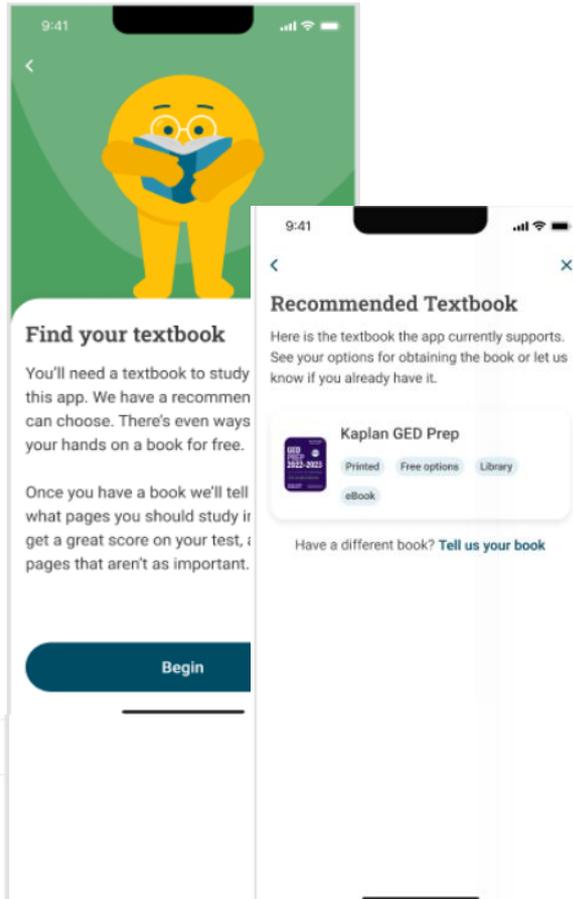
The App helps learners set goals, find study tools and practice

Set Goals

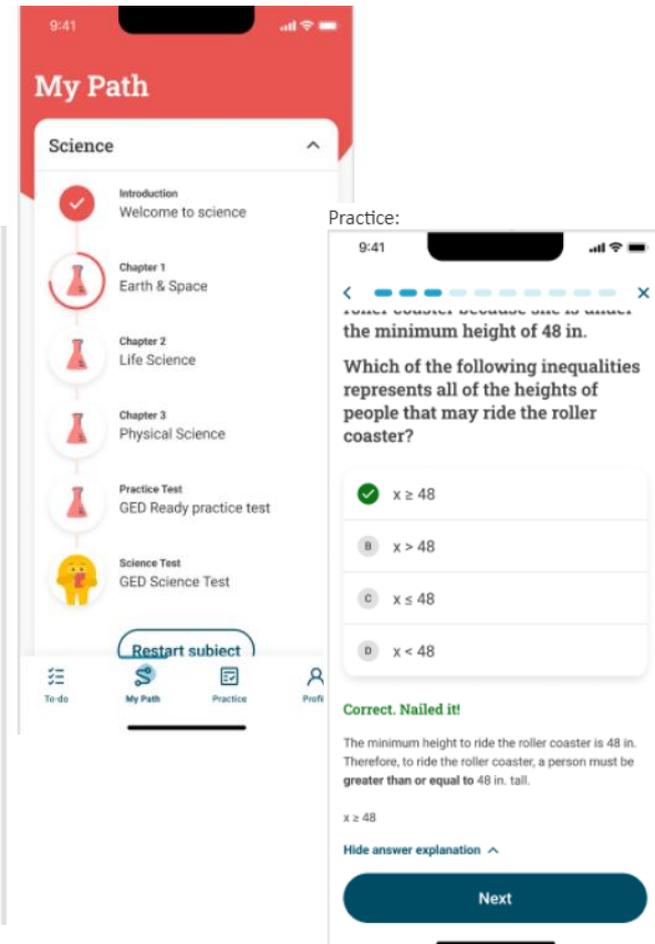


Use with a textbook

Use with a textbook:



Guidance & Practice



Estimated Timeline 2024



BETA launch

- 500 independent learners
- Research includes moderated usability studies, data observation of learner progression, and quantitative survey

Feb

Minimum Lovable Product (MLP) -available on Apple as a pre-order, May 17

May

March

50 adult education programs were invited to participate in Beta

May-June

MLP national launch

- Expected engagement from the introduction of the App this year:
- 1 million GED accounts created via the App and GED.com website

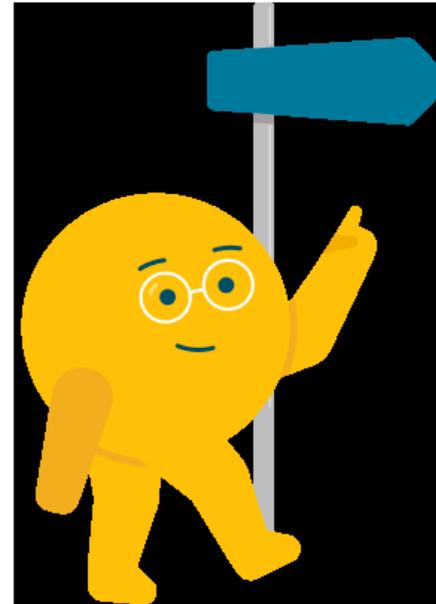
Summary of Findings:

Learners are teaching us what we need to do to help them

- **The study path, mobile app format and ease of navigation have resulted in learners feeling less intimidated and overwhelmed** by the GED® experience
- There is a strong desire for a holistic learning experience that is **heavy on content with guidance to additional resources**
- **Practice questions are the most engaging content** for learners
- **Goal-setting** and personalized study tools are well-received
- The **'mobile advisor' character was positively received**, contributing to a more engaging and supported learning experience
- **Content subscription features were desired and attractive to learners**, who reported willingness to buy more study materials, so long as they were tightly integrated with the app

"It's like GED for Dummies, and I mean it in a good way."

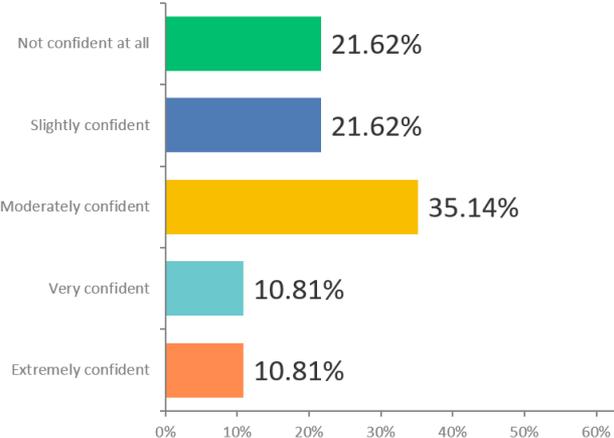
 **Maya**



Beta findings: Eliminated the feelings of 'not confident at all' and improved the very/extremely confident from 22% to over 50%

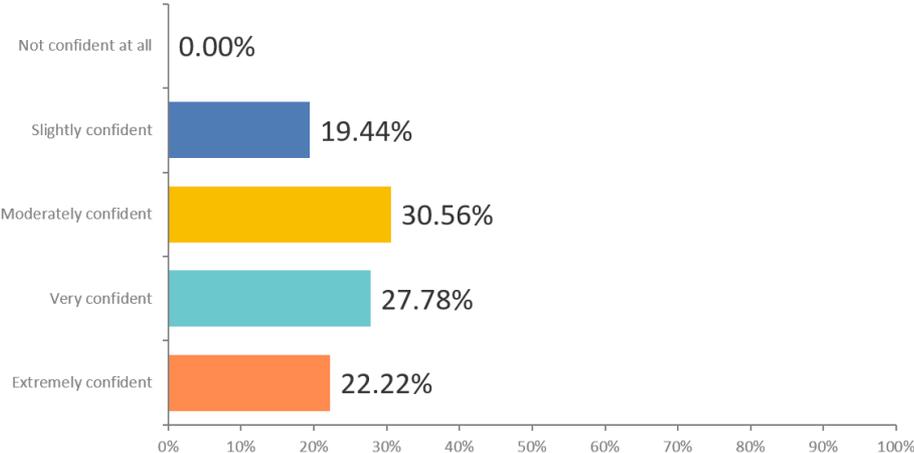
Q9: Before using the GED & Me app, how did you feel about earning your GED?

Answered: 37 Skipped: 13



Q10: After having used the GED & Me app, how do you feel about earning your GED now?

Answered: 36 Skipped: 14



Do you want to learn more?

- See our web page for more details: <https://www.ged.com/study/ged-mobile-app/>
- Go to the Apple App Store and Pre-order – additional details and screen shots will be shared in your pre-order request
- Contact jane.bledsoe@pearson.com



FAQS ABOUT GED & ME

When will the app be available for me to download?

Is the app available in all app stores?

Will the app help me study?

How is the mobile app different from the website?

What is in the app related to testing?

Can I take my tests in the app?

Can I see tests and test scores I've taken in the past?

Can I access my score report in the app?

Can I access my GED account from the app?

Thank You!

Communicate with GED Testing Service:

help@ged.com

