



Introduction to Professional Development at the 2018 International GED® Conference

Ann Evers, September 5 2018



On the Webinar Today . . .

- Ann Evers, Test Development Manager
- CT Turner, Senior Director, State Accounts and Government Relations
- Ben Jouchounchom, GED International Director

Session Objectives



-- For all conference attendees --

- Introduce the Train-the-Trainer professional development sessions
- Identify next steps prior to the conference

-- For first-time conference attendees --

- Review the “big ideas” of the new GED® test
- Overview of Webb’s Depth of Knowledge
- Explore the “Performance Level Descriptors” (“PLDs”)
- Get acquainted with tools and resources from the GED Testing Service

Overview of the International Train - the - Trainer

Building Capacity

Program Objectives

- Utilize the capacity of education stakeholders
- Provide high quality, content-driven professional development sessions to a network of education professionals
- Enable more educators to continue to effectively prepare students for the GED® Test, as well as enable learners to succeed in careers and higher education

How the Program Is Designed

Blended Learning Approach

- Instructional webinars
- Introductory training delivered face-to-face
- Supplementary training and updates using virtual platforms
- Access to GEDTS staff and current resources

Takeaways from the upcoming training

- Scripted PowerPoint decks ready for delivery by participants to other educators
- Accompanying Resource Guides and collateral materials for each deck
- Background and content on the test's development, history, and essential components in addition to research results and research currently in progress
- Contact information and access to GED Testing Service staff

Expectations for Working With the PowerPoint Decks

Do . . .

- understand that the instructional design has been carefully constructed to maximize learning
- use the formats provided in the GEDTS® template
- consult with GEDTS staff if the content needs adjustment for longer or shorter workshop times
- contact GEDTS staff if you receive requests for content not covered by the decks
- develop your own content on your own templates

Do not . . .

- transfer the content to other slide deck templates
- add or subtract content from the existing slide decks

Outcomes

- Close partnership and collaboration with international educators
- Expanded reach at the international level
- Enhanced capacity to deliver professional development for the GED[®] test introduced in 2018
- Distribution of accurate information about
 - test content,
 - test-taker performance, and
 - researchwithin the international education community

Next Steps

Things to Do Prior to the Training



Before the training . . .

Link coming soon

Print

- PPT presentations and workbooks
 - RLA, Mathematics, Social Studies, and Science



Download

- PLDs
- Other materials and resources on the International Summit web page



An Overview on the GED® Test

Getting Started

Purposes of the new GED® test

- To provide results leading to the award of a US high school equivalency credential
- To provide evidence of readiness to enter workforce training programs or postsecondary education
- To provide actionable information about a candidate's academic strengths and weaknesses



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	

GED® Performance Levels

1 Below Passing	2 Pass / High School Equivalency
100-144	145-200
Scores below the GED® test Passing Standard	Scores at or above the GED® test Passing Standard indicative of High School Equivalency as well as increasing readiness for credit-bearing postsecondary coursework

Item Types

- Multiple choice
- Technology-enhanced
 - Fill-in-the-blank
 - Hot-spot
 - Drag-and-drop
 - Drop-down selection
- Extended response

Drag-and-drop Item (split screen)

This example shows three drag tokens (the yellow stars) placed on the drop target (the chart on the right). In items that use this layout, the appearance and number of the drag tokens and the drop targets may vary, but all drag-and-drop items allow test-takers to interact with the material as they move objects around on the screen.

GED Layouts - Candidate Name

Question 1 of 13 (5050DND)

Draggers

Flag for Review

A teacher conducted an experiment in which he asked students questions about their reading assignment. The table shows the number of questions each student answered correctly.

Student	Number of Questions Answered Correctly
Jada	6
Harry	4
Dana	2
Tim	6
Patrick	3
Anita	2
Sara	1
Ruben	4
Kevin	5
Chip	2

The teacher made a chart and put a gold star beside the name of each student who answered 5 or 6 questions correctly. Which students have a gold star beside their names?

Drag the star into the box next to the name of each student who earned a gold star.

Jada	★	Anita	
Harry		Sara	
Dana		Ruben	
Tim	★	Kevin	★
Patrick		Chip	

Next →

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% literary
- Stimulus passage length – 400-900 words
- Range of text complexity, including texts at the college- and career-ready level
- Technology-enhanced items and extended response

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 all but first 5 – 7 items)
- Integration of mathematical practices
- Formula page, symbols, and calculator page provided
- Technology-enhanced items



Overview of Social Studies Test



- Focus is on Social Studies Practices – analyzing, thinking, reasoning
- Themes
 - Development of Modern Liberties and Democracy
 - Dynamic Responses in Societal Systems
- Context for skill application
 - 50% - US Civics and Government
 - 20% - United States History
 - 15% - Economics
 - 15% - Geography and the World
- Technology-enhanced items

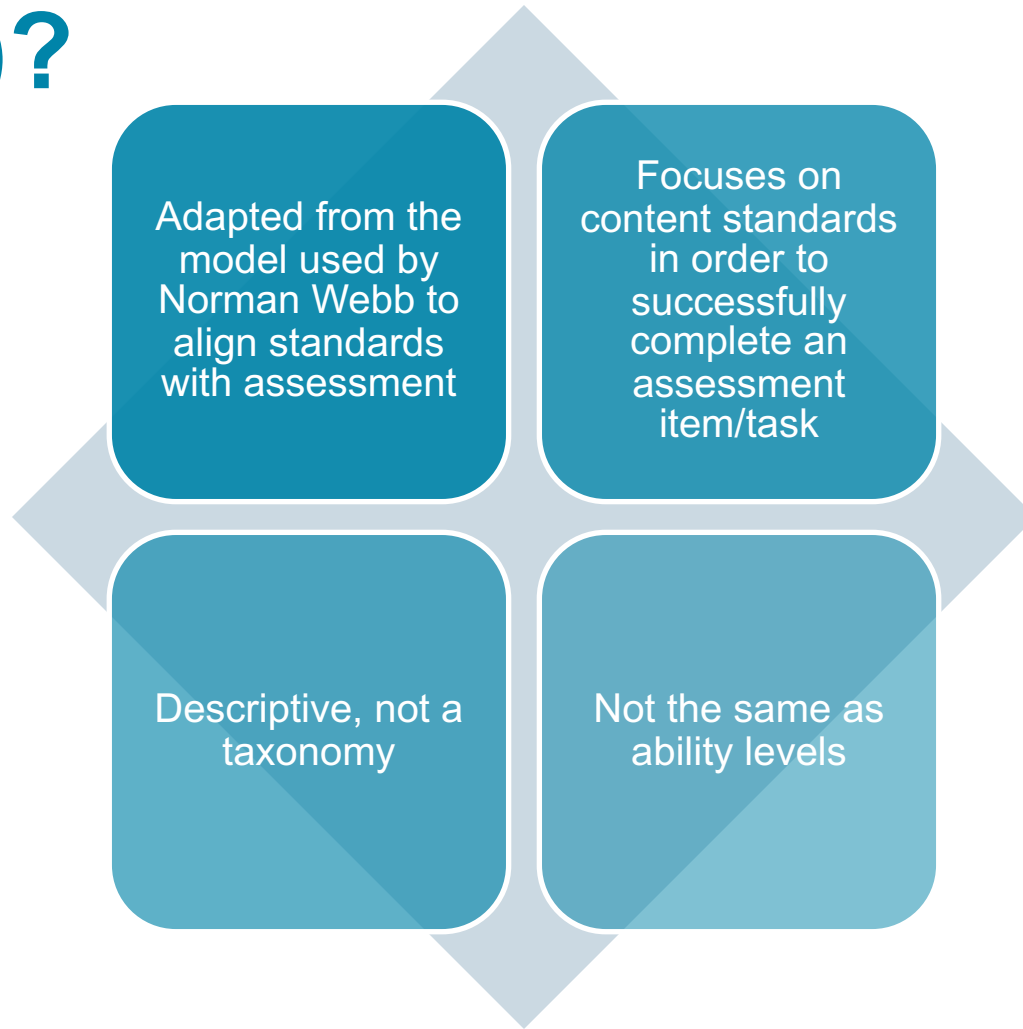
Overview of Science Test



- Focus is on Science Practices – reasoning and thinking scientifically
- Themes
 - Human Health and Living Systems
 - Energy and Related Systems
- Context for skill application
 - 40% - Life Science
 - 40% - Physical Science
 - 20% - Earth and Space Science
- Technology-enhanced items

Webb's Depth of Knowledge

What is Depth of Knowledge (DOK)?



Recall: DOK Level 1



- DOK 1 requires recall of information, such as a fact, definition, term, or performance of a simple process or procedure.
- Answering a Level 1 item can involve following a simple, well-known procedure or formula.

Sample Level 1 GED® Question

RLA - Candidate Name


Question 2 of 10

☒ Answer Explanation

Flag for Review

page 1page 2page 3page 4

Excerpt from *Anne of Green Gables*
by L. M. Montgomery



1 Marilla came briskly forward as Matthew opened the door. But when her eyes fell on the odd little figure in the stiff, ugly dress, with the long braids of red hair and the eager, luminous eyes, she stopped short in amazement.

2 "Matthew Cuthbert, who's that?" she exclaimed. "Where is the boy?"

3 "There wasn't any boy," said Matthew wretchedly. "There was only *her*."

Drag and drop the events into the chart to show the order in which they occur in the excerpt.

Order of Events

Marilla tells Anne not to cry.

Matthew explains Anne's presence.

Previous

Next

Recall

List

Skills/Concepts: Level 2

- DOK 2 includes mental processing beyond recalling or reproducing a response. Items require students to make some decisions as to how to approach the question or problem.
- These actions imply more than one mental or cognitive process/step.



Sample Level 2 GED® Question

RLA - Candidate Name


Question 3 of 10

☒ Answer Explanation

Flag for Review

page 1page 2page 3page 4

Excerpt from *Anne of Green Gables*
by L. M. Montgomery

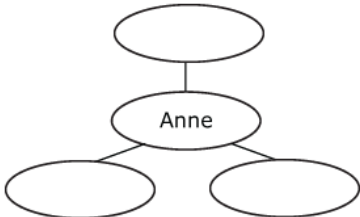


1 Marilla came briskly forward as Matthew opened the door. But when her eyes fell on the odd little figure in the stiff, ugly dress, with the long braids of red hair and the eager, luminous eyes, she stopped short in amazement.

2 "Matthew Cuthbert, who's that?" she exclaimed. "Where is the boy?"

3 "There wasn't any boy," said Matthew wretchedly. "There was only *her*."

Drag and drop each word that describes Anne into the character web.



dramatic practical satisfied

enthusiastic disappointed

← Previous

Next →

Comprehend

Synthesize

Describe
(why)

Strategic Thinking: Level 3



- DOK 3 requires deep understanding as exhibited through planning, using evidence, and more demanding cognitive reasoning. The cognitive demands at Level 3 are complex and abstract.
- An assessment item that has more than one possible answer and requires students to justify the response they give would most likely be a Level 3.

Sample Level 3 GED® test Question

RLA - Candidate Name Question 12 of 12

☒ Answer Explanation Flag for Review

page 1 page 2 page 3 page 4

An Analysis of Daylight Saving Time

1 Twice a year, most Americans adjust their clocks before bedtime to prepare for Daylight Saving Time (DST). Every spring, clocks are moved ahead one hour. In the fall, they are moved back one hour, and all to maximize the benefits of the sun. DST was first implemented in the United States in 1918 to conserve resources for the war effort, though proponents encouraged its adoption long before then. Benjamin Franklin, for example, touted the idea of DST to citizens of France way back in 1784!

DST in America

2 For years following DST's U.S. debut, cities could choose if and when they wanted to participate. However, by the 1960s, the open choice resulted in various cities throughout the United States using different times. These varying times created confusion, particularly for entertainment and transportation schedules. Imagine traveling across several states, each adhering to its own little time zone!

3 In order to remedy the confusing situation, Congress established a start and stop date for DST when it passed the Uniform Time Act of 1966. Although this act helped clarify when DST went into effect around the country, cities were not required to use DST. To this day, parts of Arizona and all of Hawaii, for example, do not use DST.

The article presents arguments from both supporters and critics of Daylight Saving Time who disagree about the practice's impact on energy consumption and safety.

In your response, analyze both positions presented in the article to determine which one is best supported. Use relevant and specific evidence from the article to support your response.

Cut Copy Paste Undo Redo

Review Screen Previous Next

Analyze

Evaluate

Cite/Connect

Support

Extended Thinking: Level 4



- DOK 4 requires high cognitive demand and is very complex. Students are expected to make connections - restate ideas with the content or among content areas- and have to select or devise one approach among many alternatives on how the situation can be solved.
- Due to the complexity of cognitive demand, DOK 4 often requires an extended period of time.

Webb's Depth of Knowledge

What else can be done
with the knowledge?

DOK 4

Extended Thinking

What is the impact?

What is the influence?

What is the relationship?

What if?

What would happen?

What could happen?

What do you believe / feel / think?

What can you create / design / develop?

Why can the
knowledge be used?

DOK 3

Strategic Thinking

Why?

Why did it happen?

How can you use it?

Why can you use it?

What is the cause?

What is the effect?

What is the reason?

What is the result?

How can the
knowledge be used?

DOK 2

Basic Application of Skills and Concepts

How does / did it happen?

How does / did it work?

How is / was it used?

What is the
knowledge?

DOK 1

Recall & Reproduction

Who?

What?

Where?

When?

How?

From Assessment Targets to Indicators to Application

Focusing Instruction

Targets ➡ Indicators ➡ Application

- ***Assessment targets*** describe the general concepts assessed on the GED® test
- ***Indicators*** (PLDs) are
 - fine-grained descriptions of individual skills in an assessment target
 - at a particular level of performance
- ***Application*** describes what to look for in student work

Example


Assessment Target	Indicators	What to look for in student work: The student has . . .
SP.2 Investigation Design (Experimental and Observational)	<p>SP.2.b Identify and refine hypotheses for scientific investigations</p> <p>SP.2.e Identify and interpret independent and dependent variables in scientific investigations.</p>	<ul style="list-style-type: none"> • identified a hypothesis for a given scientific investigation. • differentiated between an appropriate hypothesis and a poorly conceived hypothesis. • used a hypothesis to support or challenge a given conclusion. • identified a hypothesis for a given data set. • refined a hypothesis to more appropriately suit a scientific experiment. • identified the independent variable in a given investigation. • identified the dependent variable in a given investigation. • fully explained the relationship between the independent and dependent variables in a given experiment.

Performance Level Descriptors (PLDs)

- Helpful tool for the classroom
- Explain in detail the skills students need to demonstrate to pass the test
- Two formats
 - “Official” Version
 - “Test-taker” Version



For example . . .


GED® Test: Reasoning Through Language Arts
Performance Level Descriptors
What Your Score Means: Level 2 — Pass/High School Equivalency

Test-takers who score at this level are typically able to demonstrate satisfactory proficiency with the skills identified in the Below Passing level as well as to comprehend and analyze challenging passages similar to Sandra Cisneros' "Eleven," John Steinbeck's "Travels With Charley: In Search of America," and Donald Mackay's "The Building of Manhattan." Test-takers who score in this performance level are typically able to demonstrate the following skills:


Analyzing and Creating Text Features and Technique

- Order sequences of events in texts at a satisfactory level
- Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a satisfactory level
- Analyze relationships within texts, including how events are important in relation to plot or conflict, how people, ideas, or events are connected, developed, or distinguished, how events contribute to theme or relate to key idea, or how a setting or context shapes structure and meaning
- Analyze the roles that details play in complex literary or informational texts at a satisfactory level
- Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context
- Analyze how meaning or tone is affected when one word is replaced with another, at a satisfactory level
- Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas
- Analyze the structural relationship between adjacent sections of text at a satisfactory level
- Analyze transitional language or signal words and determine how they reflect meaning, emphasize certain ideas, or influence an author's purpose, at a satisfactory level
- Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose

<https://www.gedtesting.com/ged-test-reasoning-through-language-arts-performance-level-descriptors>

“Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.”

versus


GED® Test: Reasoning Through Language Arts
Performance Level Descriptors
What Your Score Means: Level 2 — Pass/High School Equivalency

Congratulations on attaining the Pass/High School Equivalency level! Test-takers who score at this performance level are typically able to understand and analyze challenging written sources similar to that of Sandra Cisneros' "Eleven," John Steinbeck's "Travels With Charley: In Search of America," and Donald Mackay's "The Building of Manhattan."

Test-takers who score at this performance level generally show satisfactory abilities with the following skills:

Ways of Expressing Meaning

- Put events from a written source in the correct order at a satisfactory level
- Make inferences about plot/sequence of events, characters/people, settings, or ideas in written sources, at a satisfactory level
- Infer the relationship between ideas in a written source at a satisfactory level
- Analyze how details function in a written source, at a satisfactory level
- Figure out what words and phrases mean using clues from the context of a written source at a satisfactory level
- Analyze how meaning or tone is affected when one word is replaced with another at a satisfactory level
- Analyze how specific words, phrases, or figurative language affect a written source at a satisfactory level
- Analyze how a particular section fits into the overall structure of a written source and contributes to ideas at a satisfactory level
- Analyze the structural relationship between neighboring paragraphs in a written source, at a satisfactory level
- Analyze how transition words (for example: however, nevertheless, etc.) function in a written source, at a satisfactory level

* Note: In the Reasoning Through Language Arts content area, the performance levels are driven by the level of complexity of the written source, about which test-takers must answer questions. That is, test-takers will be asked to perform similar skills with written sources that vary from simple to complex. Therefore, each level description reflects references to sample written sources that are typical of what test-takers can comprehend and analyze at each level. In addition, the performance levels represent a progression of skills, from basic to more sophisticated, with each performance level building on the skills developed at the lower levels.

<https://www.gedtesting.com/ged-test-reasoning-through-language-arts-performance-level-descriptors>

“Figure out what words and phrases mean using clues from the context of a written source.”

Check out the Performance Level Descriptors

- Level 1 – Below Passing (100-144)
- Level 2 – Pass/High School Equivalency (145-200)

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

GED Ready®

Assessing Readiness

GED® Ready

Realistic practice opportunity	Half-length, and same computer-based platform as GED® test
Standardized and normed	Scores are on same scale as the operational GED® test
Predictive	Reports student's likelihood of passing the GED® test
Use	Capstone of instructional program

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)

Score reports

Helpful, regardless of the results!

*Worst case scenario:
Students score
“Not Likely to
Pass,” or on the
low end of “Too
Close to Call.”*

Gives me a starting point as a teacher for each individual.

Pinpoints areas where students can boost their scores.

Gives students a taste of what they need to be able to do.

Provides a plan and sense of control, and can increase student ownership.

*Best case scenario:
Students score
on the high end
of “Too Close to
Call” or “Likely
to Pass.”*

Three Score Level Indicators on GED Ready®

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

Next Steps

Things to Do Prior to the Training



Familiarize yourself with GED.COM





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Performance Level Descriptors

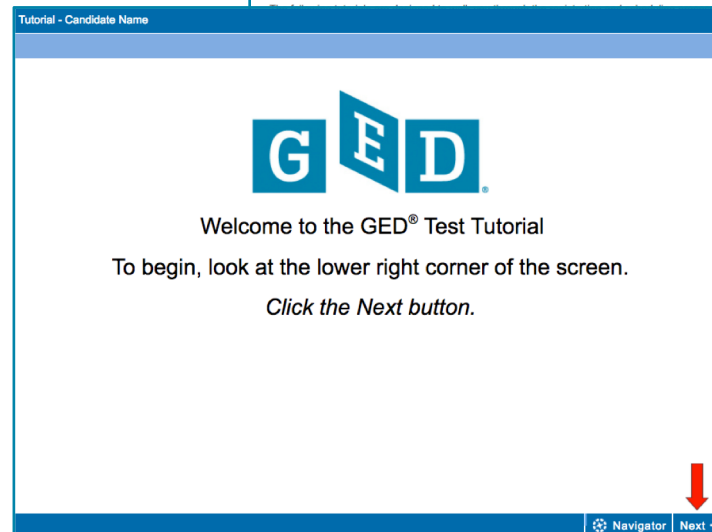
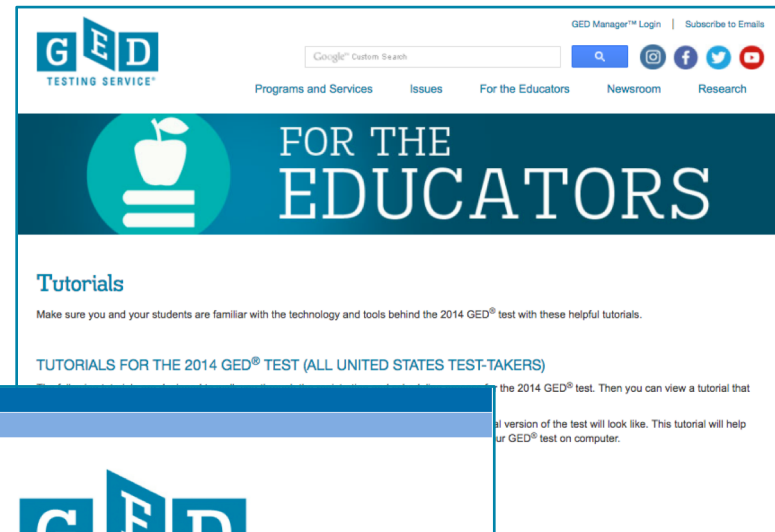
- Access, download, and review the PLDs for:
 - Reasoning through Language Arts
 - Mathematical Reasoning
 - Science
 - Social Studies

Performance Level Descriptors



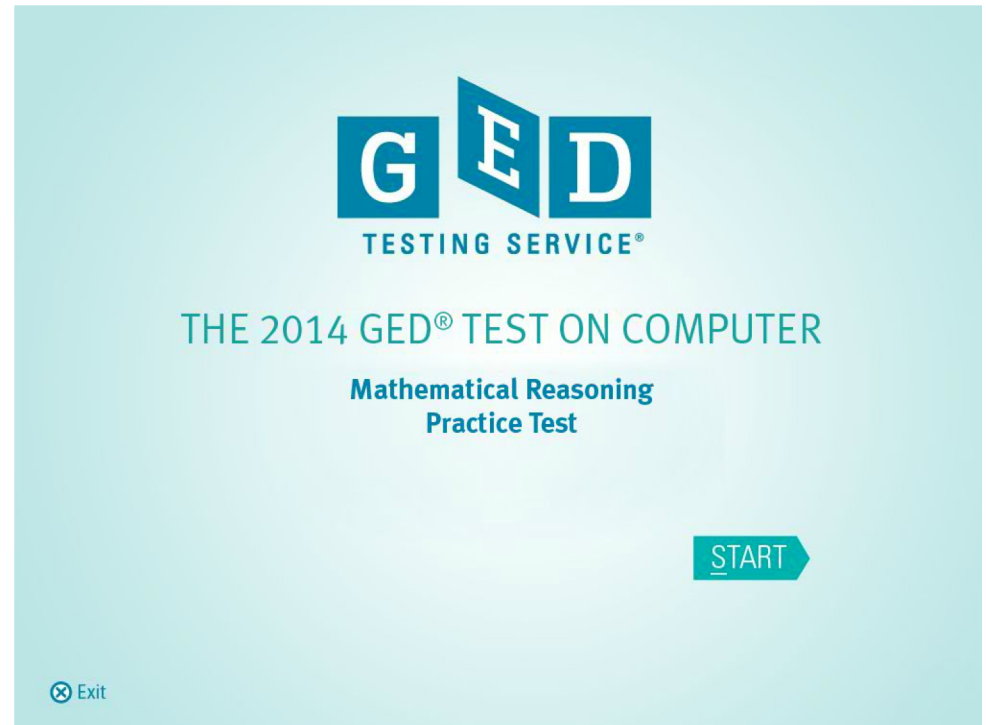
Practice Using the Computer Tutorials

Computer-Based Test Tutorial



Access and Review the Free Practice Test

Free Practice Test



Before the training . . .

Link coming soon

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Questions

Thank you!

communications@GEDTestingService.com