

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

3



Exploring the Program

Moving to the Future



4






“To build the educated and employed communities of tomorrow.....
.....one student at a time.”

2014 GED® Program Goal


5



Purposes of the GED® test

- To provide results leading to the award of a 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 

6



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

7

GED

TESTING SERVICE®

Scoring of the GED® Test

GED College Ready Scores
Improve the Chances for
College Success

175

GED® College Ready + Credit

Qualify for up to ten
college credit hours

165

GED® College Ready

Ready to take
college-level courses

145

Pass / High School Equivalency

Earn a high school
equivalency diploma

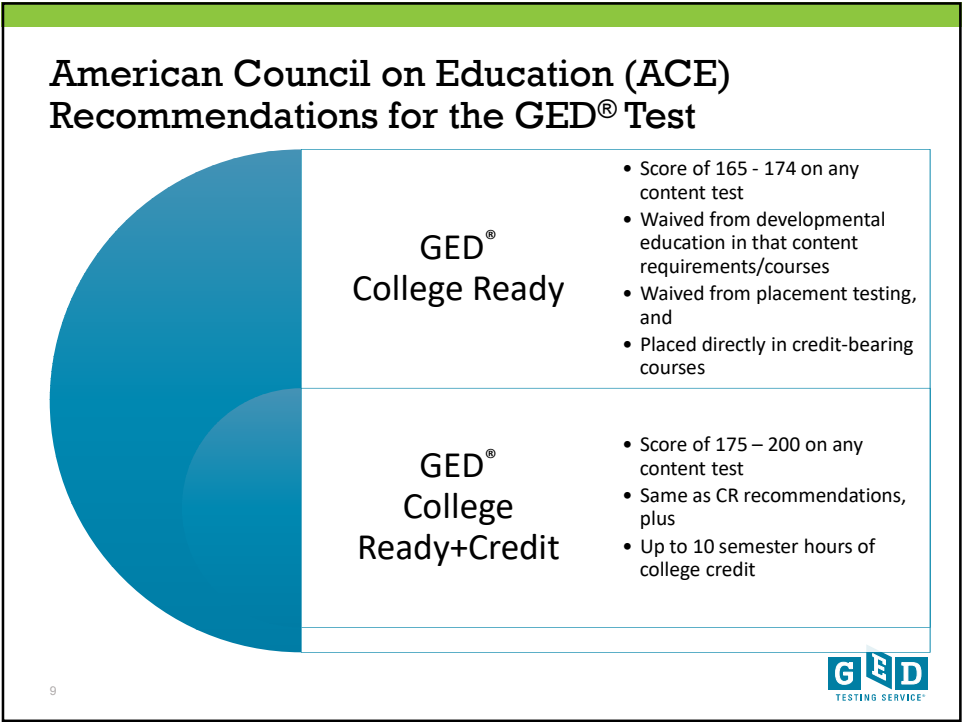
8

GED

TESTING SERVICE®

© Copyright GED Testing Service LLC. All rights reserved

4

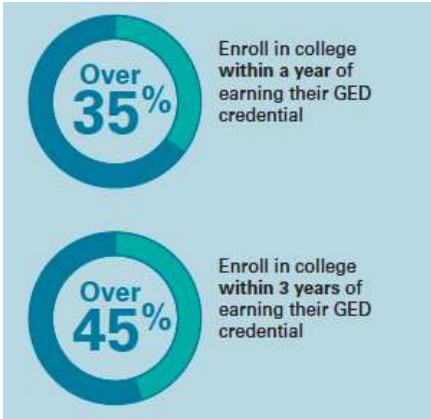


National Test-taker Data: 2014-2018

	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.	

10

Postsecondary Activity & Outcomes

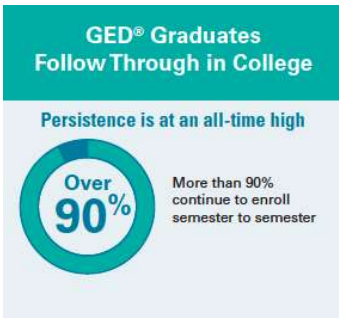


Based on data matches with National Student Clearinghouse (up to Fall 2017)



11

Research Results Highlights



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

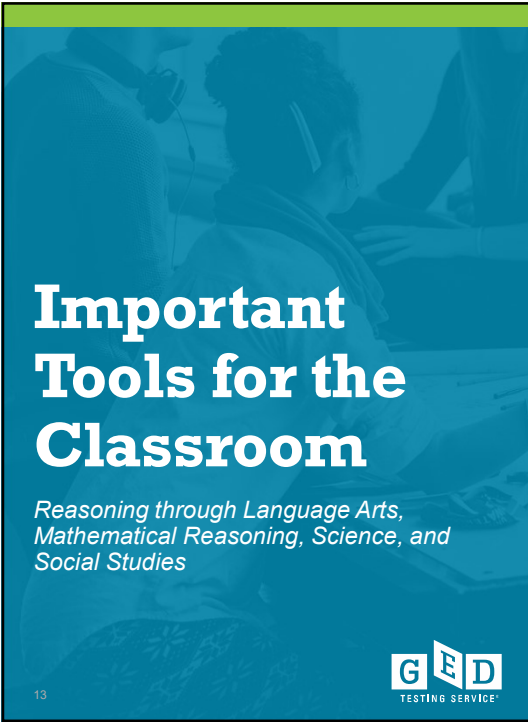
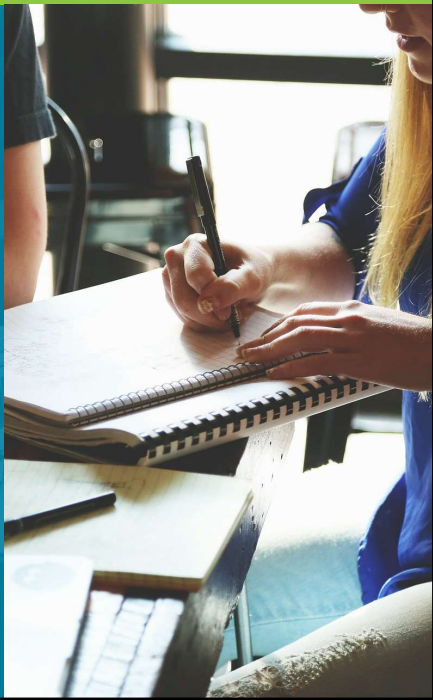
- ✓ **93% continue to be enrolled at the 2-year mark!**
- ✓ Of the 7% not enrolled: 8 in 10 left PSE with a certificate/credential
- ✓ Higher education leaders are becoming keenly interested in the persistence numbers




12

Important Tools for the Classroom

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

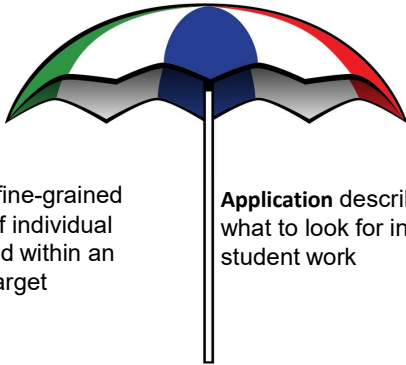


13



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

14



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



15

Examen GED®: Descripciones del nivel de desempeño para Razonamiento a través de las artes del lenguaje: Qué significa su puntuación: Nivel 2 — Aprobatorio/Equivalente a escuela secundaria

Las personas que toman el examen y obtienen una puntuación en este nivel típicamente conocen de las destrezas que se describen en el nivel de desempeño y pueden aplicarlas de manera efectiva.

Por ejemplo, en el caso de la lectura, las personas que toman el examen y obtienen una puntuación en este nivel típicamente pueden demostrar las siguientes habilidades:

• **Identificar el propósito de un texto.** Pueden identificar el propósito de un texto, como por ejemplo, informar, persuadir o entretener.

• **Identificar la estructura de un texto.** Pueden identificar la estructura de un texto, como por ejemplo, la introducción, el desarrollo y la conclusión.

• **Identificar el tono de un texto.** Pueden identificar el tono de un texto, como por ejemplo, serio, humorístico o sarcástico.

• **Identificar el punto de vista de un texto.** Pueden identificar el punto de vista de un texto, como por ejemplo, el autor o un personaje.

• **Identificar el tema de un texto.** Pueden identificar el tema de un texto, como por ejemplo, la vida o la muerte.

• **Identificar el mensaje de un texto.** Pueden identificar el mensaje de un texto, como por ejemplo, la importancia de la educación.

• **Identificar el propósito de un texto.** Pueden identificar el propósito de un texto, como por ejemplo, informar, persuadir o entretener.

• **Identificar la estructura de un texto.** Pueden identificar la estructura de un texto, como por ejemplo, la introducción, el desarrollo y la conclusión.

• **Identificar el tono de un texto.** Pueden identificar el tono de un texto, como por ejemplo, serio, humorístico o sarcástico.

• **Identificar el punto de vista de un texto.** Pueden identificar el punto de vista de un texto, como por ejemplo, el autor o un personaje.

• **Identificar el tema de un texto.** Pueden identificar el tema de un texto, como por ejemplo, la vida o la muerte.

• **Identificar el mensaje de un texto.** Pueden identificar el mensaje de un texto, como por ejemplo, la importancia de la educación.

• **Identificar el propósito de un texto.** Pueden identificar el propósito de un texto, como por ejemplo, informar, persuadir o entretener.

• **Identificar la estructura de un texto.** Pueden identificar la estructura de un texto, como por ejemplo, la introducción, el desarrollo y la conclusión.

• **Identificar el tono de un texto.** Pueden identificar el tono de un texto, como por ejemplo, serio, humorístico o sarcástico.

• **Identificar el punto de vista de un texto.** Pueden identificar el punto de vista de un texto, como por ejemplo, el autor o un personaje.

• **Identificar el tema de un texto.** Pueden identificar el tema de un texto, como por ejemplo, la vida o la muerte.

• **Identificar el mensaje de un texto.** Pueden identificar el mensaje de un texto, como por ejemplo, la importancia de la educación.

• **Identificar el propósito de un texto.** Pueden identificar el propósito de un texto, como por ejemplo, informar, persuadir o entretener.

• **Identificar la estructura de un texto.** Pueden identificar la estructura de un texto, como por ejemplo, la introducción, el desarrollo y la conclusión.

• **Identificar el tono de un texto.** Pueden identificar el tono de un texto, como por ejemplo, serio, humorístico o sarcástico.

• **Identificar el punto de vista de un texto.** Pueden identificar el punto de vista de un texto, como por ejemplo, el autor o un personaje.

• **Identificar el tema de un texto.** Pueden identificar el tema de un texto, como por ejemplo, la vida o la muerte.

• **Identificar el mensaje de un texto.** Pueden identificar el mensaje de un texto, como por ejemplo, la importancia de la educación.

• **Identificar el propósito de un texto.** Pueden identificar el propósito de un texto, como por ejemplo, informar, persuadir o entretener.

• **Identificar la estructura de un texto.** Pueden identificar la estructura de un texto, como por ejemplo, la introducción, el desarrollo y la conclusión.

• **Identificar el tono de un texto.** Pueden identificar el tono de un texto, como por ejemplo, serio, humorístico o sarcástico.

• **Identificar el punto de vista de un texto.** Pueden identificar el punto de vista de un texto, como por ejemplo, el autor o un personaje.

• **Identificar el tema de un texto.** Pueden identificar el tema de un texto, como por ejemplo, la vida o la muerte.

• **Identificar el mensaje de un texto.** Pueden identificar el mensaje de un texto, como por ejemplo, la importancia de la educación.

• **Identificar el propósito de un texto.** Pueden identificar el propósito de un texto, como por ejemplo, informar, persuadir o entretener.

• **Identificar la estructura de un texto.** Pueden identificar la estructura de un texto, como por ejemplo, la introducción, el desarrollo y la conclusión.

• **Identificar el tono de un texto.** Pueden identificar el tono de un texto, como por ejemplo, serio, humorístico o sarcástico.

• **Identificar el punto de vista de un texto.** Pueden identificar el punto de vista de un texto, como por ejemplo, el autor o un personaje.

• **Identificar el tema de un texto.** Pueden identificar el tema de un texto, como por ejemplo, la vida o la muerte.

• **Identificar el mensaje de un texto.** Pueden identificar el mensaje de un texto, como por ejemplo, la importancia de la educación.

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

Performance Level Descriptors

Want to know what your students' scores mean? Find out with these Performance Level Descriptors. Each explains the skills a student demonstrates in order to score into each performance level on the GED® test and the GED Ready® practice test.

GED® Test Performance Level Descriptors

The four performance levels for the GED® test are Below Passing, Passing for High School Equivalency, GED® College Ready, and GED® College Ready + Credit.

• [Performance Level Descriptors Chart - View in Spanish](#)

• [Breaks down the descriptors for all four subjects by performance level in an easy-to-read chart.](#)

• [Below Passing](#)

• [Passing Score](#)

• [College Ready](#)

• [College Ready + Credit](#)

Mathematical Reasoning

— ×
+ =

[Below Passing](#)

[Passing Score](#)

[College Ready](#)

[College Ready + Credit](#)

[View in Spanish](#)

[View in Spanish](#)

[View in Spanish](#)

[View in Spanish](#)

16

TESTING SERVICE

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

17



Skill Sets for High Impact Indicators Across Content Areas

Focusing Instruction

18



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.

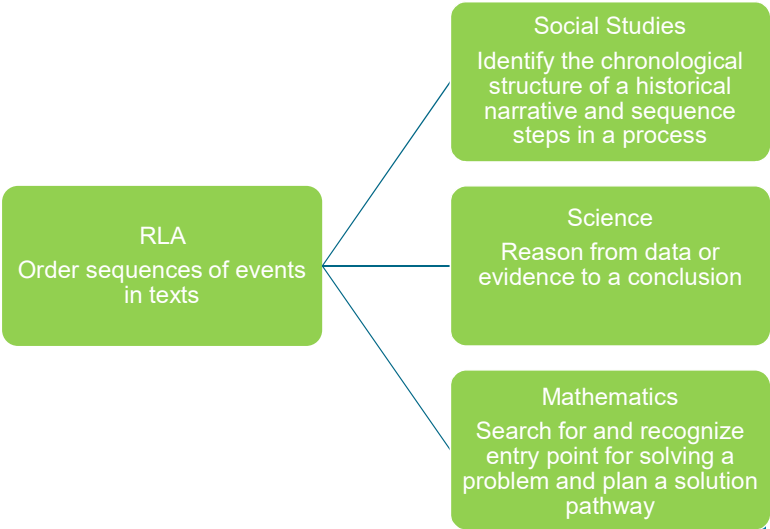
Note: High Impact Indicators appear in **BOLD** type.

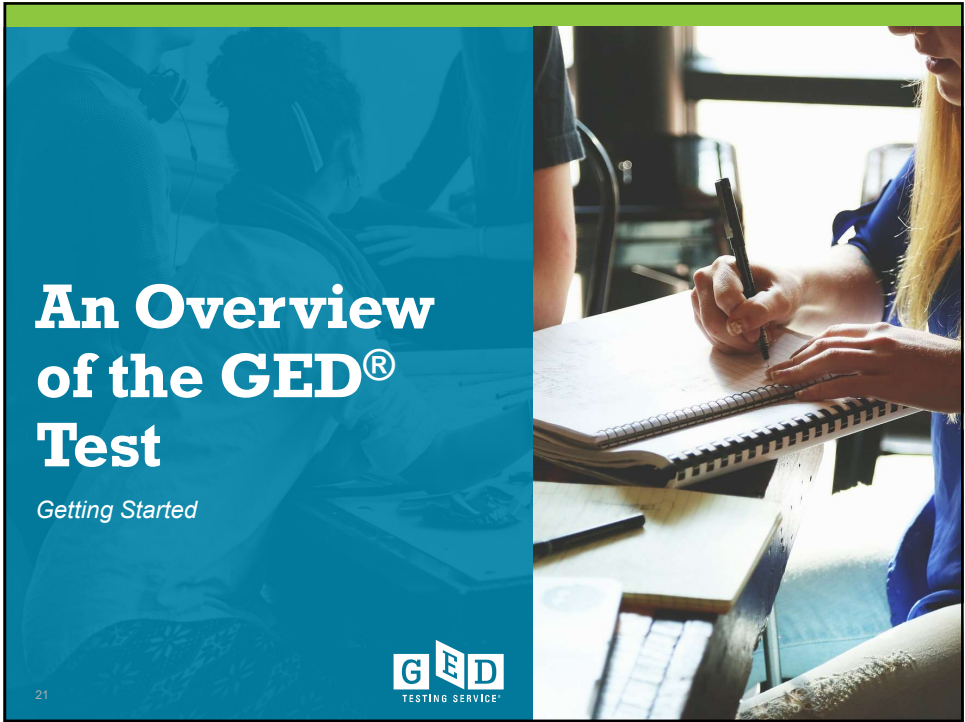
Reasoning Through Language Arts – High Impact Indicators

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, nature 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.a. Reason from data or evidence to a conclusion. SP.3.b. 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.a. Recognize the important and related attributes of a problem. MP.3.a. Build steps of a line of reasoning or solution pathway, based on previous ideas or given. MP.3.b. Complete the lines of reasoning of others. MP.3.c. Improve or correct a flawed line of reasoning.

<https://www.ged.com/relationships> • [PDF](#)

An Example





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	



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

23



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

24



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

25



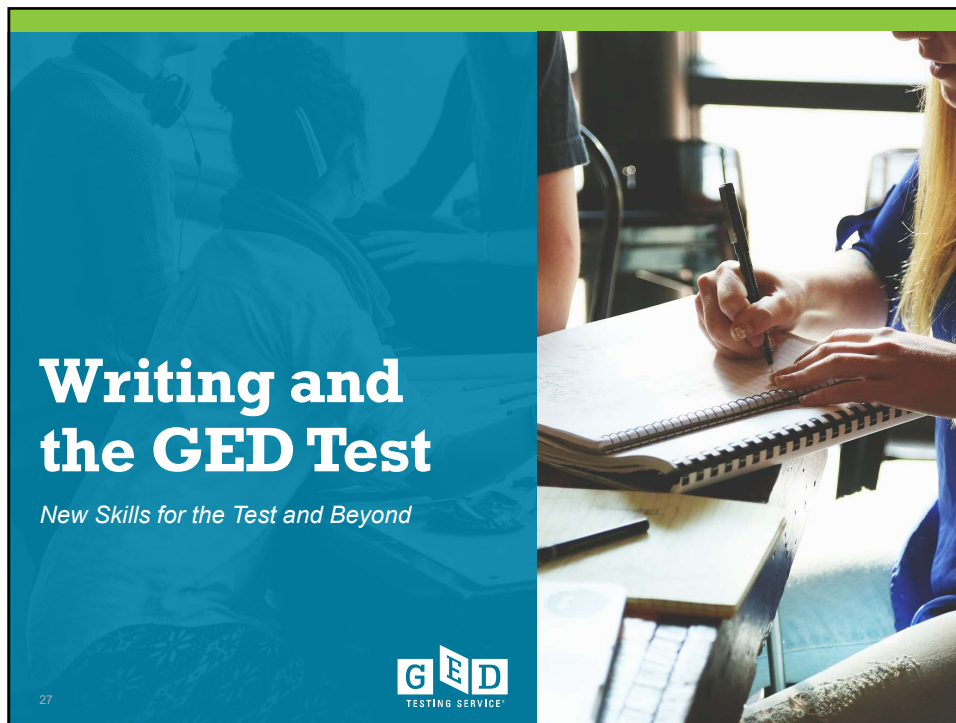
Overview of Science Test



- 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

26





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*

28



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

29



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**

30



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

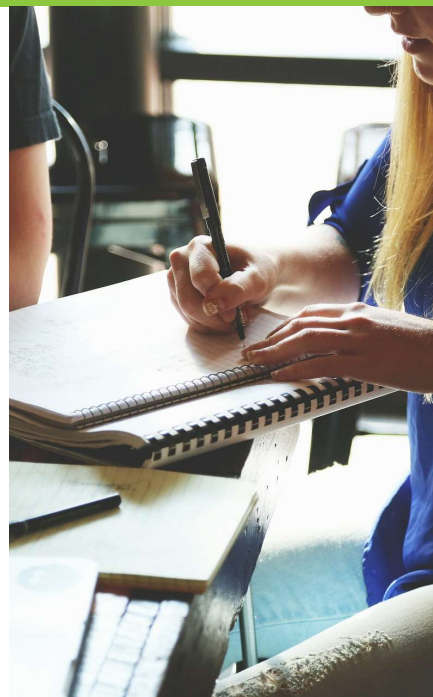
31



Inquiring Minds Want to Know

Reasoning through Language Arts

32



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



33



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



34

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



35

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>

36



Building Student Knowledge and Critical Thinking Skills

- Social Studies

37

What is a Primary Source?

38

Double Duty – Primary Source + Enduring Issues

**“BUT, WHAT ARE
ENDURING
ISSUES?”**



39



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

40



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



41



What's My Enduring Issue?

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

*— John Adams,
Adams-Jefferson Letters*



42



Building Student Knowledge and Critical Thinking Skills

Science

43

“

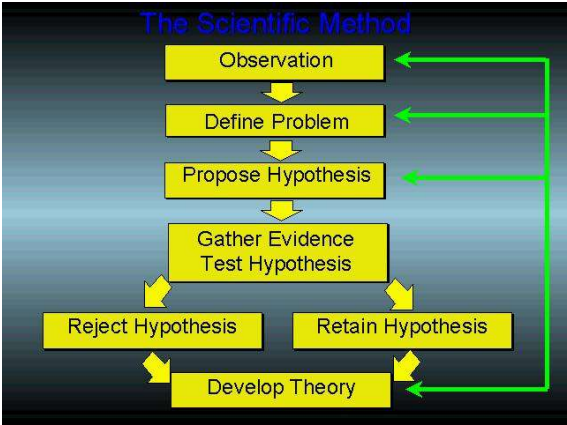
*"If it's green or wriggles, it's biology.
If it stinks, it's chemistry.
If it doesn't work, it's physics..."*

”

Handy Guide to Science

The Scientific Method

Teach experimental design through real-world application and reporting.



45



We Do It Everyday!

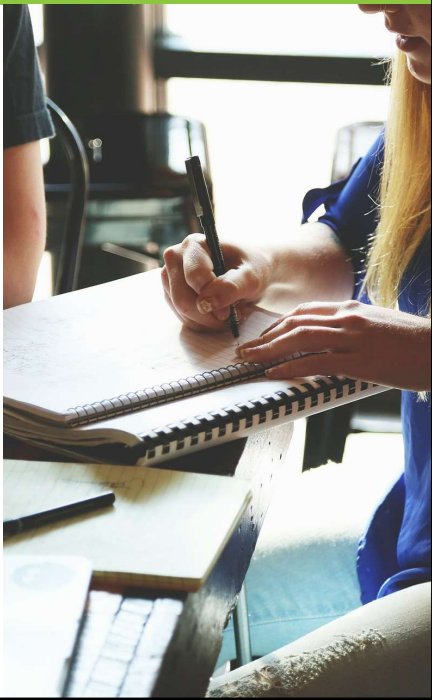
Hypothesis	There is something wrong with the car
Predictions	battery dead, ignition problem, out of gas
Test Predictions	turn on headlights, check spark plug wires, dip stick in gas tank
Analyze Results	headlights work, strong ignition spark, no gas on dip stick-gas gauge reads half full
Draw Conclusion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

46




Focus on Concepts and Problem Solving

Mathematical Reasoning

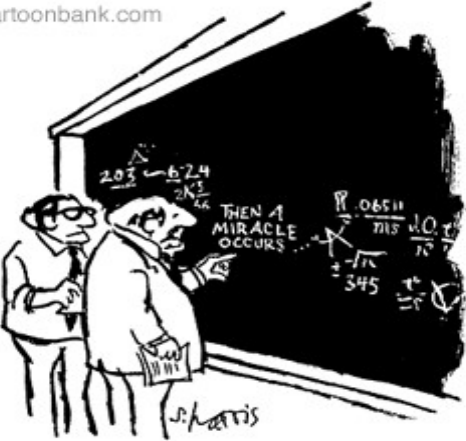


47




Problem-Solving in the Classroom

© Cartoonbank.com



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

48



Teach the Big Ideas in Algebra

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

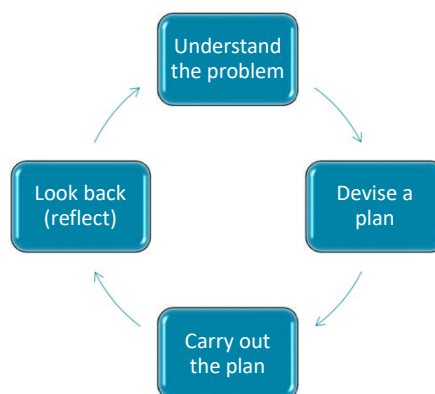


49



Focus on Problem Solving

Polya's Four Steps to Problem Solving



Polya, George. *How To Solve It*, 2nd ed. (1957). Princeton University Press.

50



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

51



GED Ready®

Assessing Readiness

52



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

53



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)


54



Three Score Level Indicators on GED Ready®

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

55



Resources

Tools for Test-Takers and Resources for Educators

56





Tools – Tools – Tools!

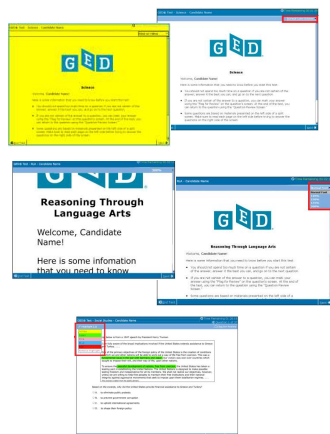


- Videos and Tutorials
- Quick Tips
- Calculator
- Calculator and Formula Reference
- Æ Symbol Tool Explanation
- Erasable Note Boards
- Additional Tools
 - Flagging Items for Review
 - Item Review Screen
 - Test Timer
 - Test Progress Indicator

57



Tools – Tools – Tools!



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

Computer-Based
Test Tutorial



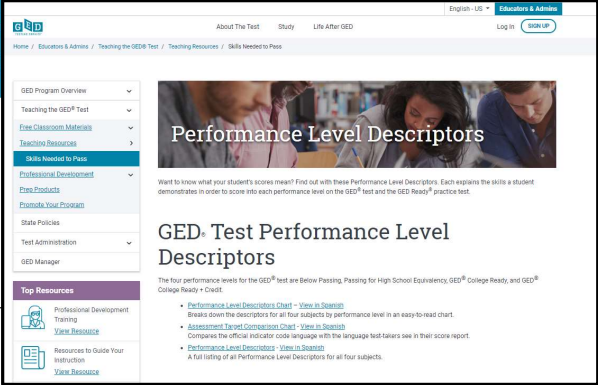
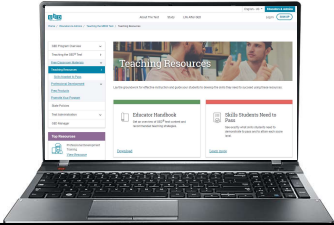
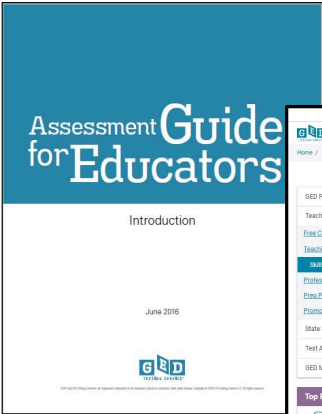
[View Now](#)

[View Now - In Spanish](#)

58

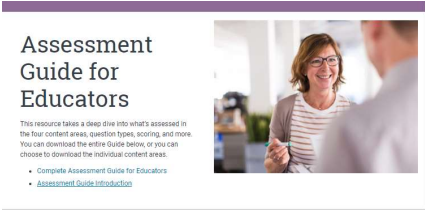



Need more information? 8 Resources to Explore



59

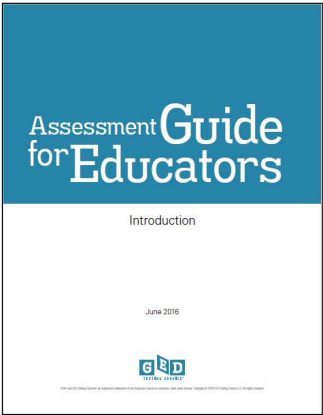
#1 The Assessment Guide for Educators






Covers all content areas

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





60

#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

Performance Level Descriptors

Want to know what your student's scores mean? Find out with these Performance Level Descriptors. Each explains the skills a student demonstrates in order to score into each performance level on the GED® test and the GED Ready® practice test.

GED® Test Performance Level Descriptors

The four performance levels for the GED® test are Below Passing, Passing for High School Equivalency (GED® College Ready, and GED® College Ready + Credit.

- Performance Level Descriptors Chart - [View in Spanish](#)
- Break down the descriptors for all four subjects by performance level in an easy-to-read chart.
- [Below Passing](#)
- [Passing Score](#)
- [College Ready](#)
- [College Ready + Credit](#)

Mathematical Reasoning

– ×

+ =

Below Passing	View in Spanish
Passing Score	View in Spanish
College Ready	View in Spanish
College Ready + Credit	View in Spanish


61

TESTING SERVICE

#3 Teaching Resources

Teaching Resources


Lay the groundwork for effective instruction and guide your students to develop the skills they need to succeed using these resources.



Educator Handbook

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


[Download](#)



Skills Students Need to Pass

See exactly what skills students need to demonstrate to pass and 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](#)

[HII Relationships Across Content Areas - View in Spanish](#)

Help students test with confidence!




Order FREE professionally printed (Math & Calculator) posters for your classroom.

62



#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 shortest 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
RI.1.1. 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 social contexts, evaluate the assumptions and implications inherent in differing positions.
	Science
	SP.3.a. Reason from data or evidence to a conclusion based upon data or evidence. SP.3.b. Make a prediction based upon data or evidence.
	Mathematical Reasoning
	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.c. Recognize and identify missing information that is required to solve a problem. MP.1.d. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning. MP.2.a. Recognize the important and salient attributes of a problem. MP.2.b. Build steps of a line of reasoning to solve a problem, based on previous steps or givens. MP.2.c. Complete the line of reasoning of others. MP.2.d. Improve or correct a flawed line of reasoning.



#5 “Tuesdays for Teachers”

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



Webinars

Stay in the know from GED® experts.

Tuesdays for Teachers Webinar Series

Tuesdays for Teachers is a free professional development webinar series designed for educators. Presented by well-known GED® training experts Bonnie Goonan and Susan Pittman, this webinar series will take a deeper dive into classroom strategies and techniques for the GED® tests four test subjects. Sessions are meant for educators who have already completed foundational-level training, either by attending in-person training or by using self-guided professional development resources.

Registration for each webinar opens approximately two weeks before the webinar date. Attendance is limited and based on a first-come, first-served basis.

Be sure you have the [minimum system requirements](#) for [GoToWebinar](#) so you can participate in the webinar.


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



#6 In Session

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

<https://ged.com/in-session/>




#GEDGradDay
May 16th 2018

Start the Celebration: National GED Grad Day Takes Place on May 16th

May 11, 2018

It's graduation season and our annual virtual celebration of GED graduates is back on May 16th!

[Continue Reading](#)




How to Develop New Partnerships with the Workforce Community

May 11, 2018

In a Q&A with Jeff Amott, Director of Adult and Community Education for Brevard Public Schools and COABE Region 3 Board Representative, we learn more about how he has created successful partnerships in his community.

[Continue Reading](#)



International GED Graduation Highlights

May 11, 2018

Did you know that last year alone, students took the GED test in more than 85 countries in order to earn a credential and enter a college or university?

[Continue Reading](#)



65


#7 Tutorials

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

Tutorials


Students should practice with these tutorials so they learn about various question types and become familiar with how the test and calculator work. The tutorials work best on a computer (not a smartphone or tablet).

Computer-Based Test Tutorial



[View Now](#) [View Now - In Spanish](#)

Calculator Tutorial

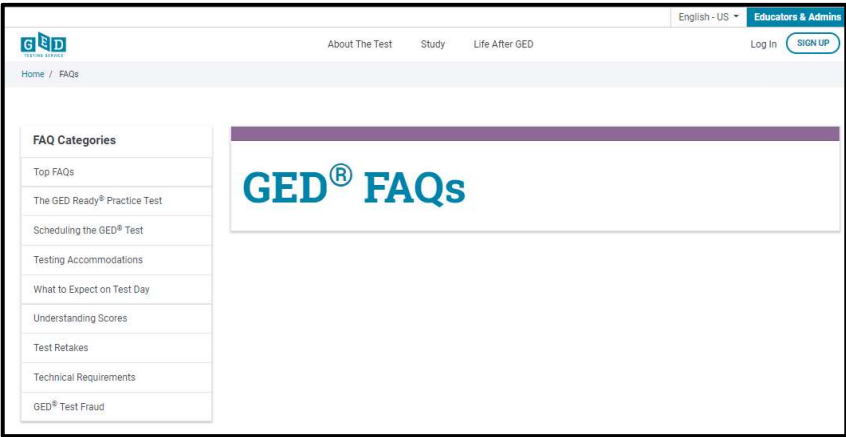


[View Now](#) [View Now - In Spanish](#)



66

#8 FAQs

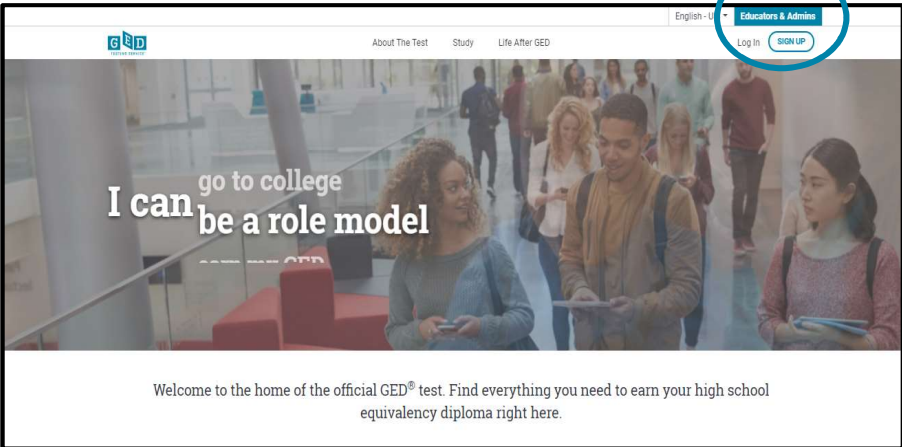


<https://ged.com/faq/>

67



New Home for All Things GED®



<https://ged.com/>

68



Questions

69



Thank you!

communications@GED.com

70

