

# **GED® 101**

## **An Introduction to the GED® Program and Test**

A Workshop by GED Testing Service





# Session Objectives



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

# Exploring the Program

*Moving to the Future*



A blue-tinted background image showing students in a classroom. Some students are wearing headphones, and others are looking at books or papers. The image is partially obscured by the text and quote marks.

“

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

”

*2014 GED® Program Goal*

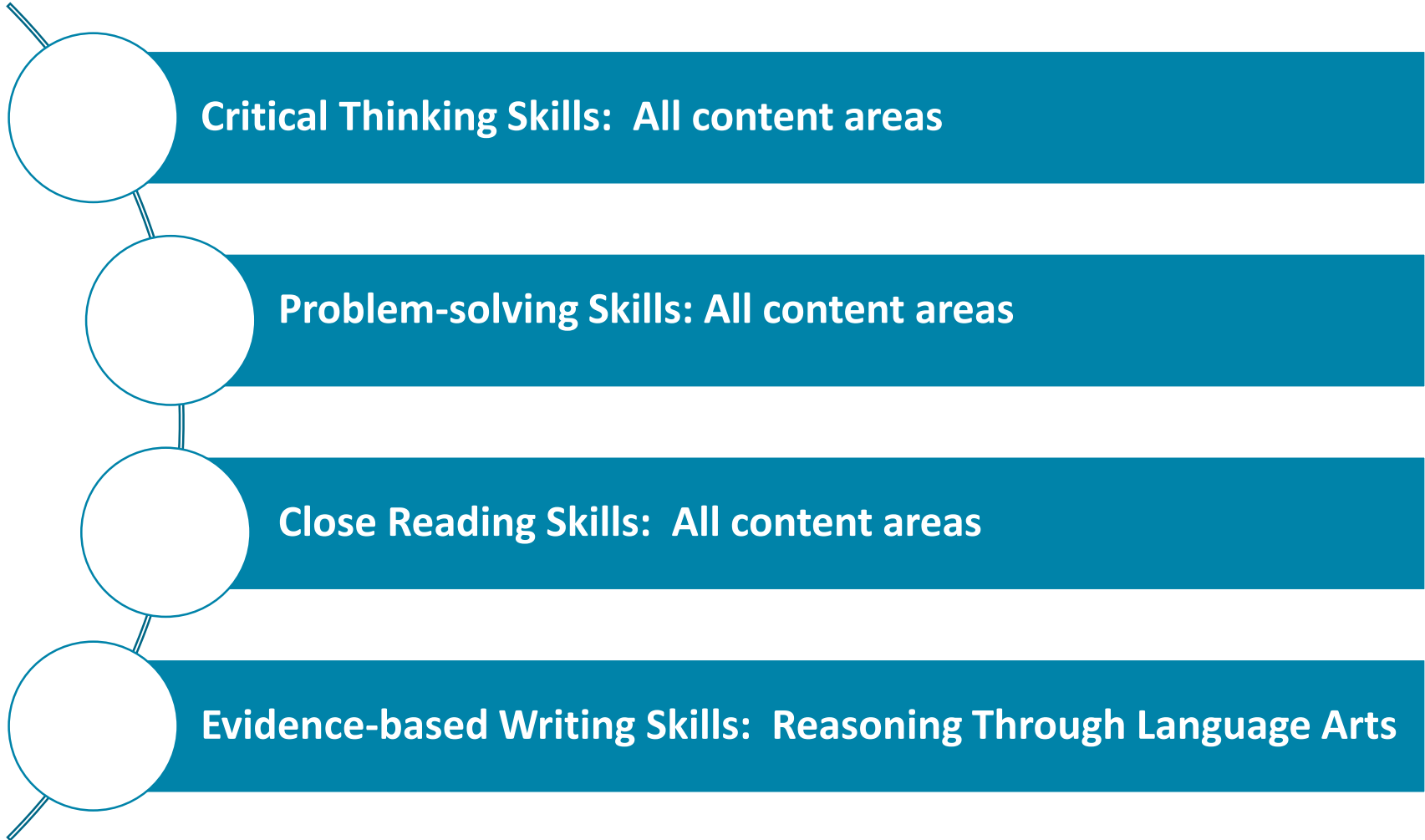


# Purposes of the GED® test

- 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



# A New Paradigm

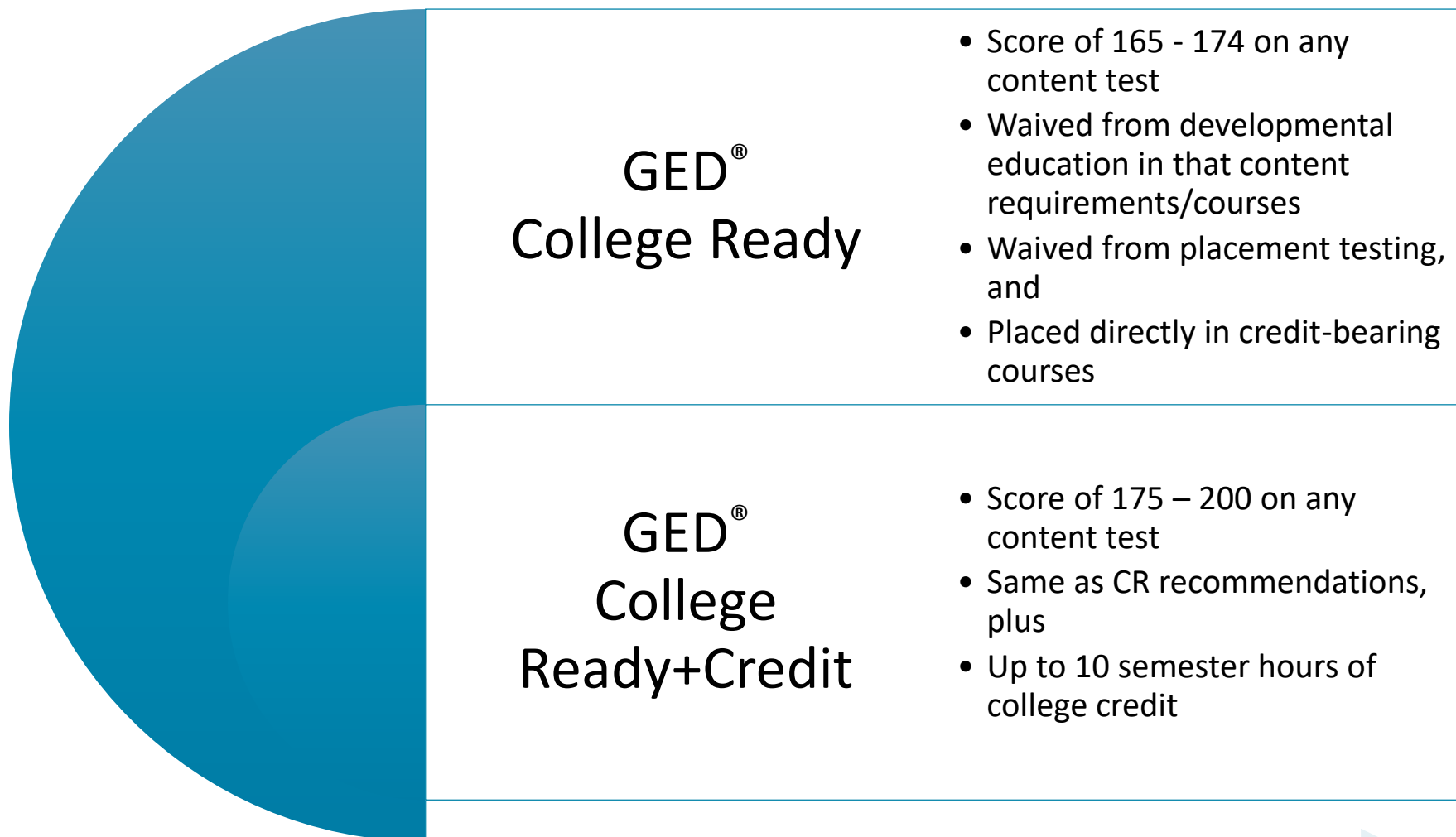


# Scoring of the GED® Test





# American Council on Education (ACE) Recommendations for the GED® Test

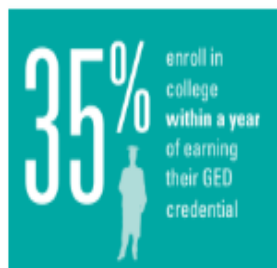


# National Test-taker Data: 2014-2019

	Math	RLA	Science	Social Studies	Battery - First Attempt	Battery - Multiple Attempts
Passed (145 or higher)	85%	89%	93%	90%	61%	86%
College Ready (165 or higher)	6%	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.	

# BEYOND THE GED<sup>®</sup> → TEST

GED graduates are more prepared for college than ever!



2018 National Student Clearinghouse data match

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.

## College Ready (CR) GED Graduates ARE USING THEIR SCORES TO EXCEL

**56%**

of CR GED graduates are currently enrolled in a college degree or certificate program.

**63%**

of CR GED graduates say the GED test program prepared them well for their current college degree program.

**71%**

of CR GED graduates are currently employed.

Data collected from 2018 survey of GED graduates naming a College Ready score



OVER  
**225**  
COLLEGES

accept the GED College Ready recommendations

Jordan earned her GED credential in October 2016 in Virginia meeting the College Ready score levels in RLA, Math and Science. She earned College Ready + Credit in Social Studies.

*"I knew about it (the College Ready score levels) before taking the GED. I think it put extra pressure on me to get College Ready scores when I took the test but I was confident that I could get them."*

She wanted to pursue a degree related to digital arts and the College Ready scores gave her an extra boost of confidence about her academic and career goals. Jordan completed her general education requirements at a local community college and is now enrolled in Longwood University as a Graphic and Animation Design major.



Jordan W.  
GED College Ready Graduate, Longwood University Student



# Many colleges have already adopted the ACE<sup>®</sup> Credit Recommendations

- Approximately 225 colleges across the U.S. have implemented one, or both, of the recommendations (CR and/or CR+credit)
  - Colorado Community College System (both recommendations)
  - Connecticut Public College System
  - Georgia Technical College System
  - Illinois Community College System
  - Kansas Board of Regents (2 & 4-year colleges)
  - Kentucky Community College System
  - Ohio Community College System
  - Virginia Community College System
- Additional Colleges in AL, AZ, KS, MA, MO, NJ, OR, RI, WA

# An Overview of the GED® Test

*Getting Started*



# 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	

# The GED® test

- Available in English and Spanish
- A wide array of accommodations available
  - Including zoom-text, alternate color palettes, Braille, screen reader, extended time, paper testing for special circumstances
- Test administered is delivered via computer. The exceptions to this is if a test-taker has a documented disability that will prevent them from testing on computer.



# 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, 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 most items)
- Integration of mathematical practices
- Formula page, symbols, and calculator page provided

# 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

# 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

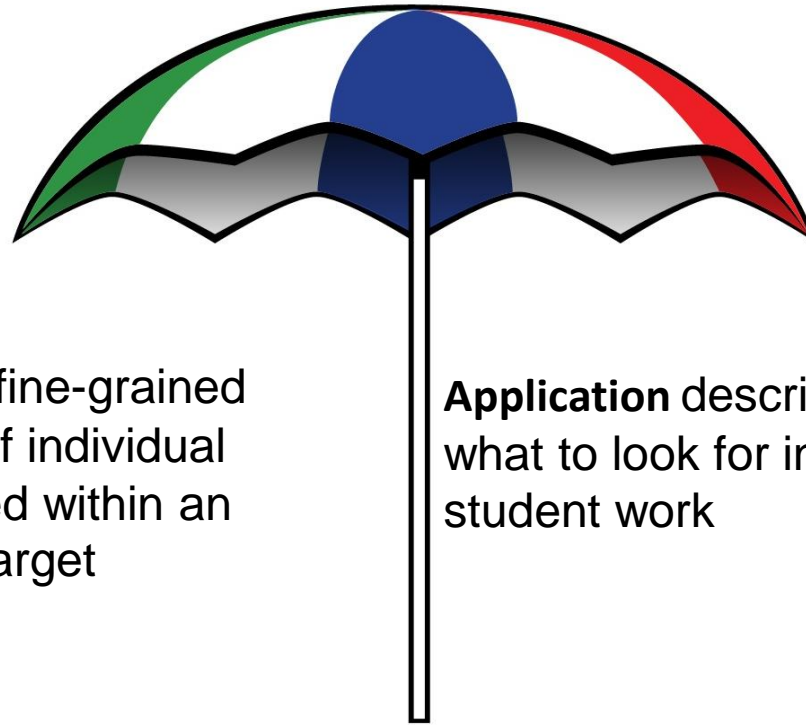
# Important Tools for the Classroom

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



# 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




# Performance Level Descriptors (PLDs)

- Most under-used and undervalued resources
- Helpful tool for the classroom
- Details the skills students need to pass the test
- 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 ★



**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...



**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 refine meaning, emphasize certain ideas, or reinforce 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

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# How to Use PLDs in the Classroom

## Use PLDs to:

**Tip 1:** Assess student's current skill level

**Tip 2:** Determine when students are ready to test

**Tip 3:** Shape learning activities

**Tip 4:** Add perspective to lesson plans

[https://ged.com/educators\\_admins/teaching/teaching\\_resources/plds/](https://ged.com/educators_admins/teaching/teaching_resources/plds/)

# Skill Sets for High Impact Indicators Across Content Areas

*Focusing Instruction*



# 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
- [https://ged.com/educators\\_admins/teaching/teaching\\_resources/](https://ged.com/educators_admins/teaching/teaching_resources/)



## 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

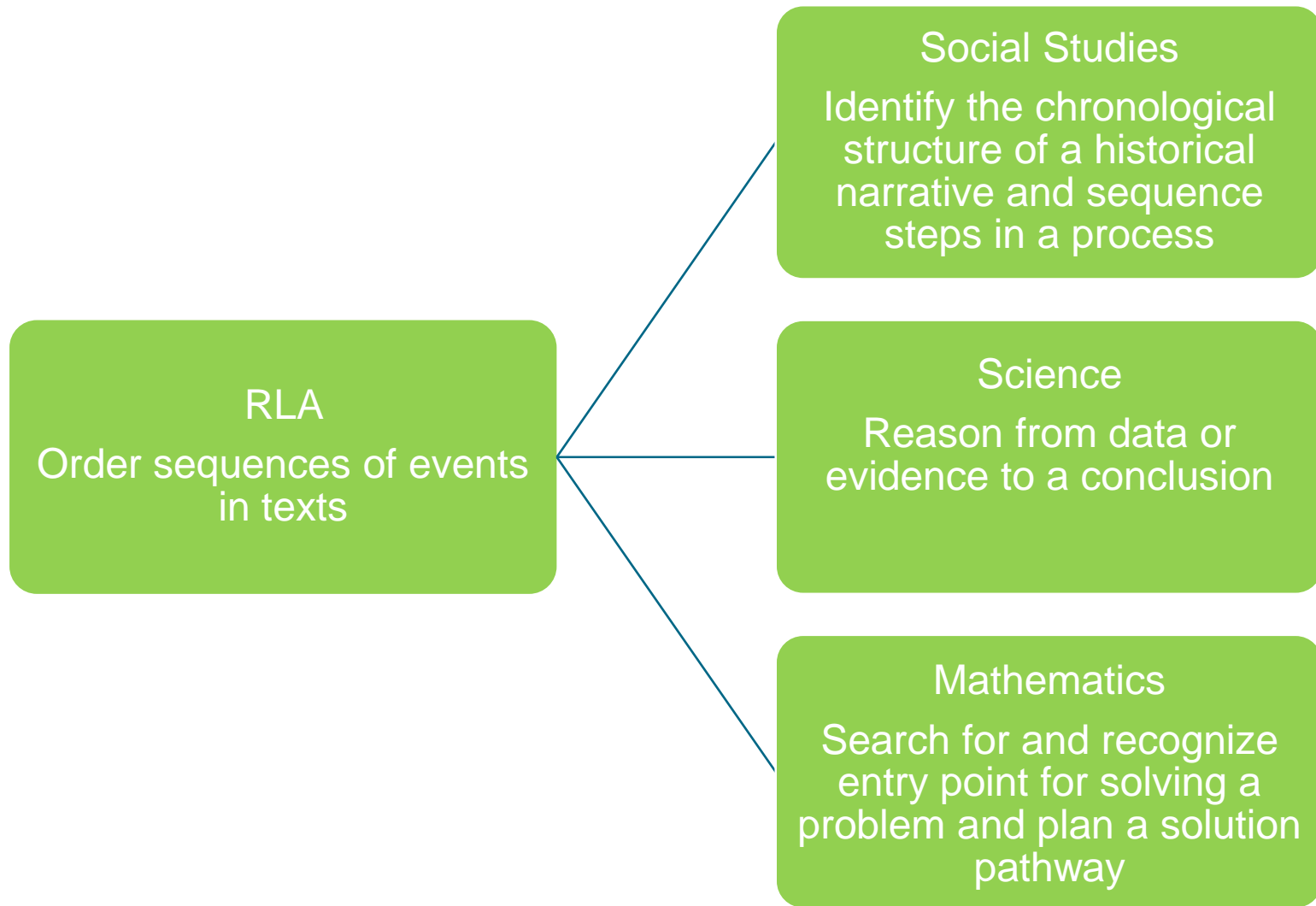
High Impact Indicator	Related Indicators from Other Content Areas		
RLA	Social Studies	Science	Mathematical Reasoning
<b>R.3.1: Order sequences of events in texts. Primarily measured with literary texts.</b>	<p>SSP.3 a. Identify the chronological structure of a historical narrative and sequence steps 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><b>SSP.3.c: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</b></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>SP.3.b Reason from data or evidence to a conclusion</p> <p>SP.3.c Make a prediction based upon data or evidence</p>	<p>MP.1 a. Search for and recognize entry points for solving a problem.</p> <p>MP.1 b. Plan a solution pathway or outline a line of reasoning.</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.2 c. Recognize the important and salient attributes of a problem.</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>

[gedtesting.com](https://gedtesting.com) • [ged.com](https://ged.com)

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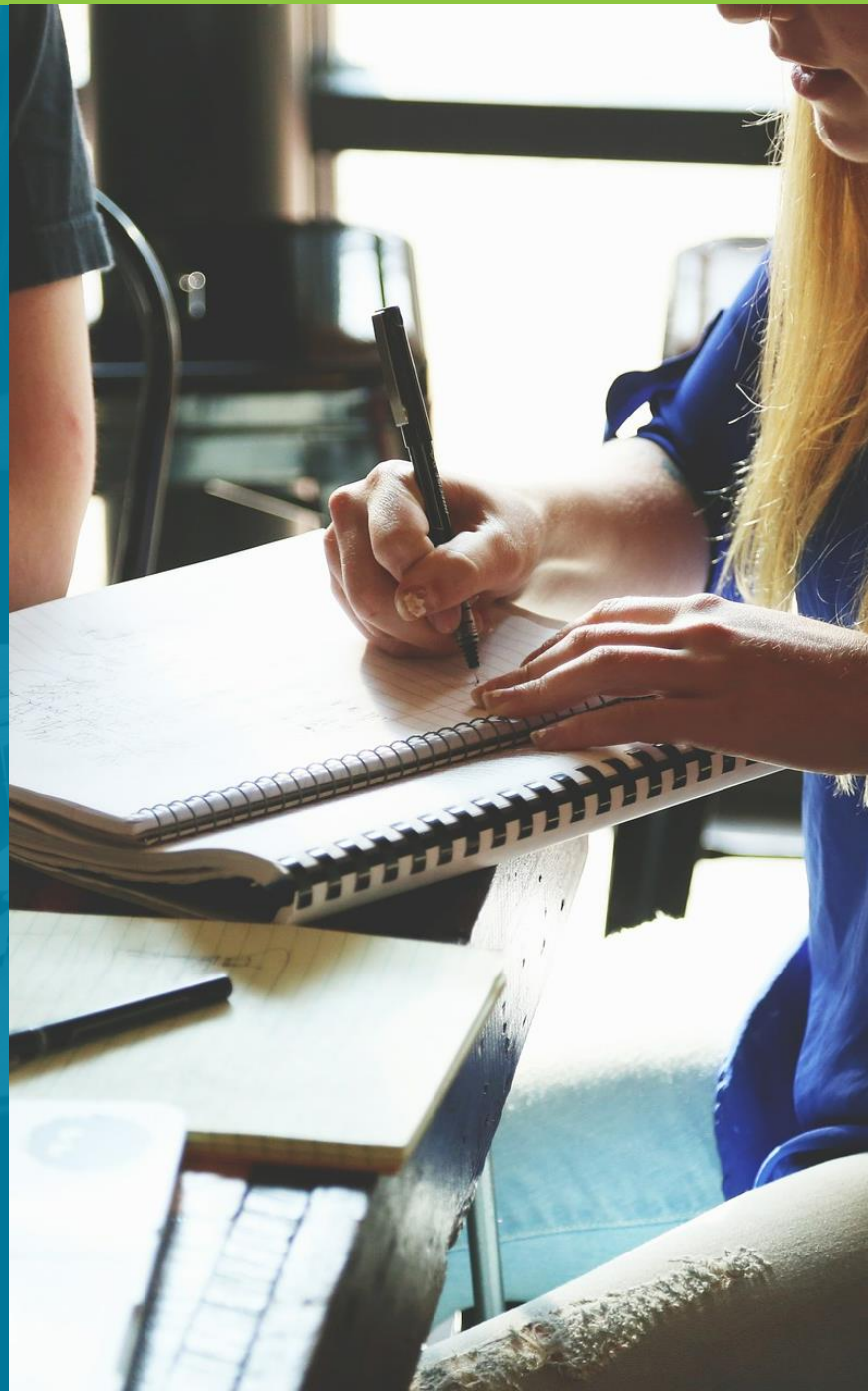
# An Example





# Writing and the GED Test

*New Skills for the Test and Beyond*



# Pilot Study Research Questions

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

The screenshot displays the GED Ready® interface. At the top, it shows 'GED Ready® - RLA - Candidate Name' and a 'Time Remaining 00:44:51'. Below this, there are navigation tabs for 'page 1', 'page 2', 'page 3', and 'page 4', with 'page 1' being the active tab. The main content area displays a reading passage titled 'Diamond Mining: Harmful to the Environment' by Tavin McLeavitt. The passage consists of two numbered paragraphs. To the right of the passage, there is a section titled 'Answer Guide' which contains a prompt: 'In your response, analyze the two articles to determine which position is best supported. Use relevant and specific evidence from both articles to support your response.' Below the prompt is a large, empty response box. At the bottom of the interface, there are navigation buttons: 'Previous', 'Navigator', and 'Next'.



# January 2019 release in English and Spanish

QAReview - Candidate Name

Question 6 of 15

Flag for Review

page 1 page 2

### Instructions

**Read**

- On the **page 2 tab above**, you will **read two texts** presenting **different views** on the same topic.
- Both writers argue** that **their position** on the issue is **correct**.

**Plan**

- Analyze** the two texts **to determine** which writer presents the **stronger case**.
- ~~Develop your own argument in which you explain~~ how one position is **better supported** than the other.
- Include** relevant and specific **evidence** from **both sources** to support your argument.

**Write**

- Type** your response in the **box on the right**.
- Your response should be approximately **4 to 7 paragraphs of 3 to 7 sentences each**.
- Remember** to allow a few minutes **to review and edit your response**.

You have up to **45 minutes** for reading, planning, writing, and editing your response.

End Test Previous Navigator Next

# Extended 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

# 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*

# The Three Traits

- **Trait 1:** Creation of Arguments and the Use of Evidence
- **Trait 2:** Development of Ideas and Organizational Structure
- **Trait 3:** Clarity and Command of Standard English Conventions

# 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**

# 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

# Inquiring Minds Want to Know

Reasoning through Language Arts





# Burning Question - Extended 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



# Burning Question - Extended 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



# Burning Question - Extended 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



# 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>

# Building Student Knowledge and Critical Thinking Skills

- Social Studies



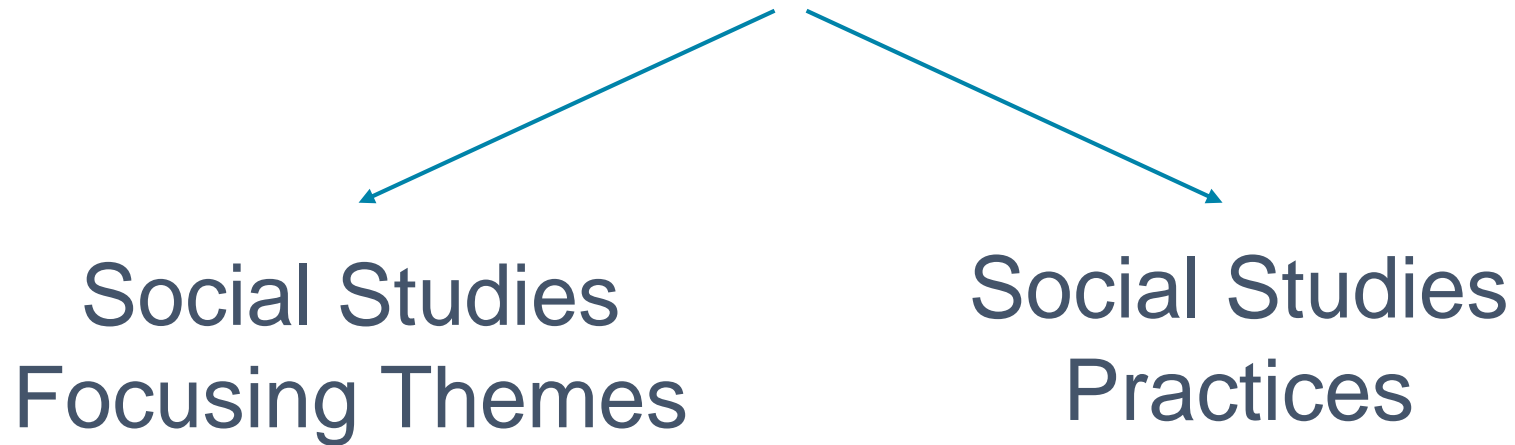
# Social Studies Themes

		Social Studies Example Topics			
		Civics & Gov't (50%)	US History (20%)	Economics (20%)	Geography & World (15%)
Focusing Themes	<b><i>Development of Modern Liberties and Democracy</i></b>	<ul style="list-style-type: none"> <li>Types of modern and historical governments</li> <li>Structure and design of U.S. government</li> </ul>	<ul style="list-style-type: none"> <li>Key historical documents</li> <li>Civil War and Reconstruction</li> </ul>	<ul style="list-style-type: none"> <li>Key economic events that shape American government and policies</li> </ul>	<ul style="list-style-type: none"> <li>Development of classical civilizations</li> </ul>
	<b><i>Dynamic Responses in Societal Systems</i></b>	<ul style="list-style-type: none"> <li>Political parties, campaigns, and elections</li> <li>Contemporary public policy</li> </ul>	<ul style="list-style-type: none"> <li>World War I &amp; II</li> <li>Cold War</li> </ul>	<ul style="list-style-type: none"> <li>Fundamental economic concepts</li> <li>Economic causes and impacts of war</li> </ul>	<ul style="list-style-type: none"> <li>Borders between peoples and nations</li> <li>Human migration</li> </ul>

# What Should I Teach?

## Social Studies Content

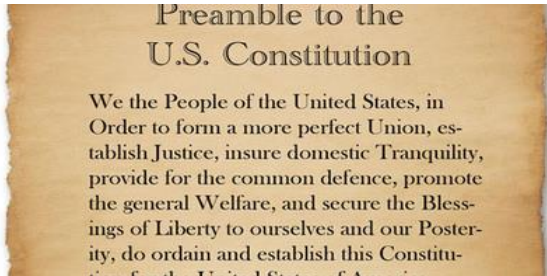
(GEDTS Assessment Guide – Social Studies)



Students apply skills of analyzing and evaluating to create meaning and understanding



# Instructor Focus:



## Civics and Government and U.S. History

- 70% of the test
- Focused instruction on these two areas better position students to pass the test
- Gain valuable knowledge to use in real-life within their own communities
- Example: Preamble to the U.S. Constitution



## Primary and Secondary Sources

- Engage students and build reading and thinking skills
- Official documents, newspapers, magazines, speeches, interviews, journals, and photos
- Examples: Declaration of Independence, Bill of Rights, and MLK speeches
- Secondary: Post-event history



## Enduring Issues

- Great way to build content knowledge and to assess cause and effect
- Reinforce ideas and beliefs of which our government and political system is based
- Understanding of the fundamentals of both U.S. History and Civics and Government



# Building Student Knowledge and Critical Thinking Skills

Science



“

*"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*



# Focusing Themes of Science

		Science Content Topics		
		Life Science (40%)	Physical Science (40%)	Earth & Space Science (20%)
Focusing Themes	Human Health and Living Systems	<ul style="list-style-type: none"> <li>Human body and health</li> <li>Organization of life</li> <li>Molecular basis for heredity</li> <li>Evolution</li> </ul>	<ul style="list-style-type: none"> <li>Chemical properties and reactions related to human systems</li> </ul>	<ul style="list-style-type: none"> <li>Interactions between Earth's systems and living things</li> </ul>
	Energy and Related Systems	<ul style="list-style-type: none"> <li>Relationships between life functions and energy intake</li> <li>Energy flows in ecologic networks (ecosystems)</li> </ul>	<ul style="list-style-type: none"> <li>Conservation, transformation, and flow of energy</li> <li>Work, motion, and forces</li> </ul>	<ul style="list-style-type: none"> <li>Earth and its system components</li> <li>Structure and organization of the cosmos</li> </ul>

# What Should I Teach?

## Science Content

(GEDTS Assessment Guide – Science)

Science Focusing  
Themes

Science  
Practices

Students apply skills of science to develop an understanding of the scientific concepts.

# Instructor Focus -- Can your students . . . ?

Evaluate whether data supports a hypothesis?

Identify variables in an experimental process?

Determine a method for collecting data?

Draw a conclusion based on scientific data?

Determine the correct process for an experiment?

Create a hypothesis?

Design a scientific investigation based on a given hypothesis?

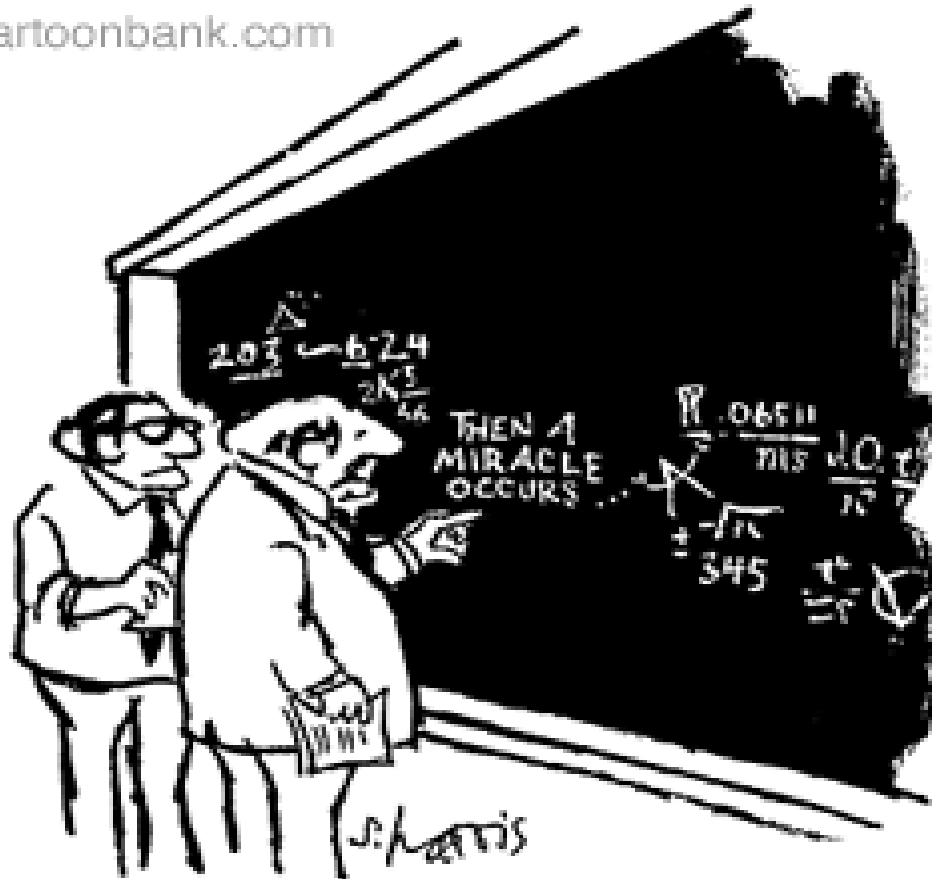
# Focus on Concepts and Problem Solving

Mathematical Reasoning



# Problem-Solving in the Classroom

© Cartoonbank.com



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

# Teach the Big Ideas in Algebra

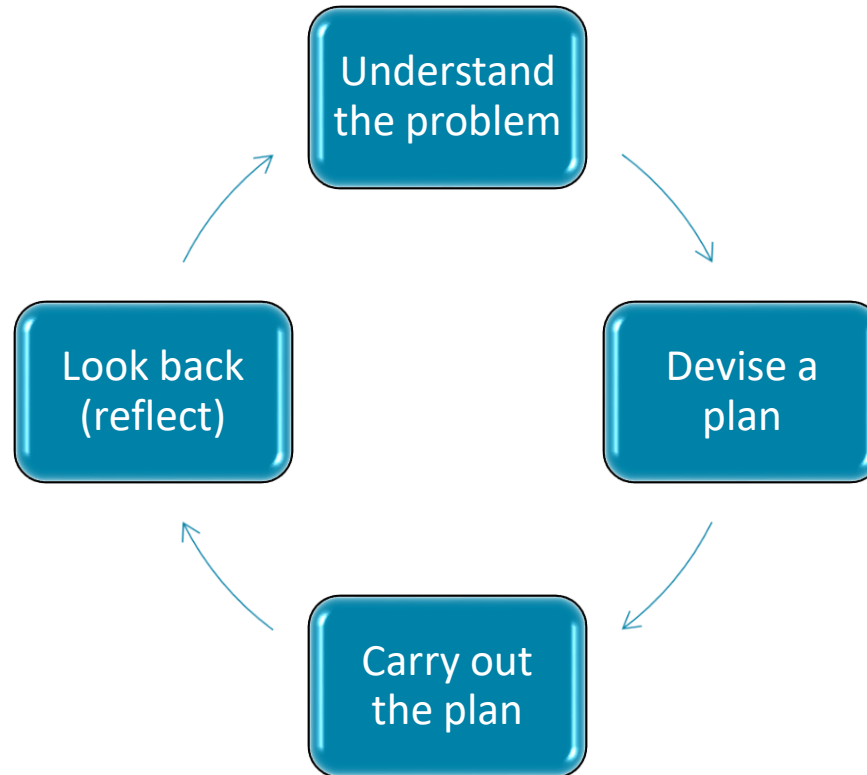
- Variable
- Symbolic Notation
- Equality
- Ratio and Proportion
- Pattern Generalization
- Equations and Inequalities
- Multiple Representations of Functions





# Focus on Problem Solving

## Polya's Four Steps to Problem Solving



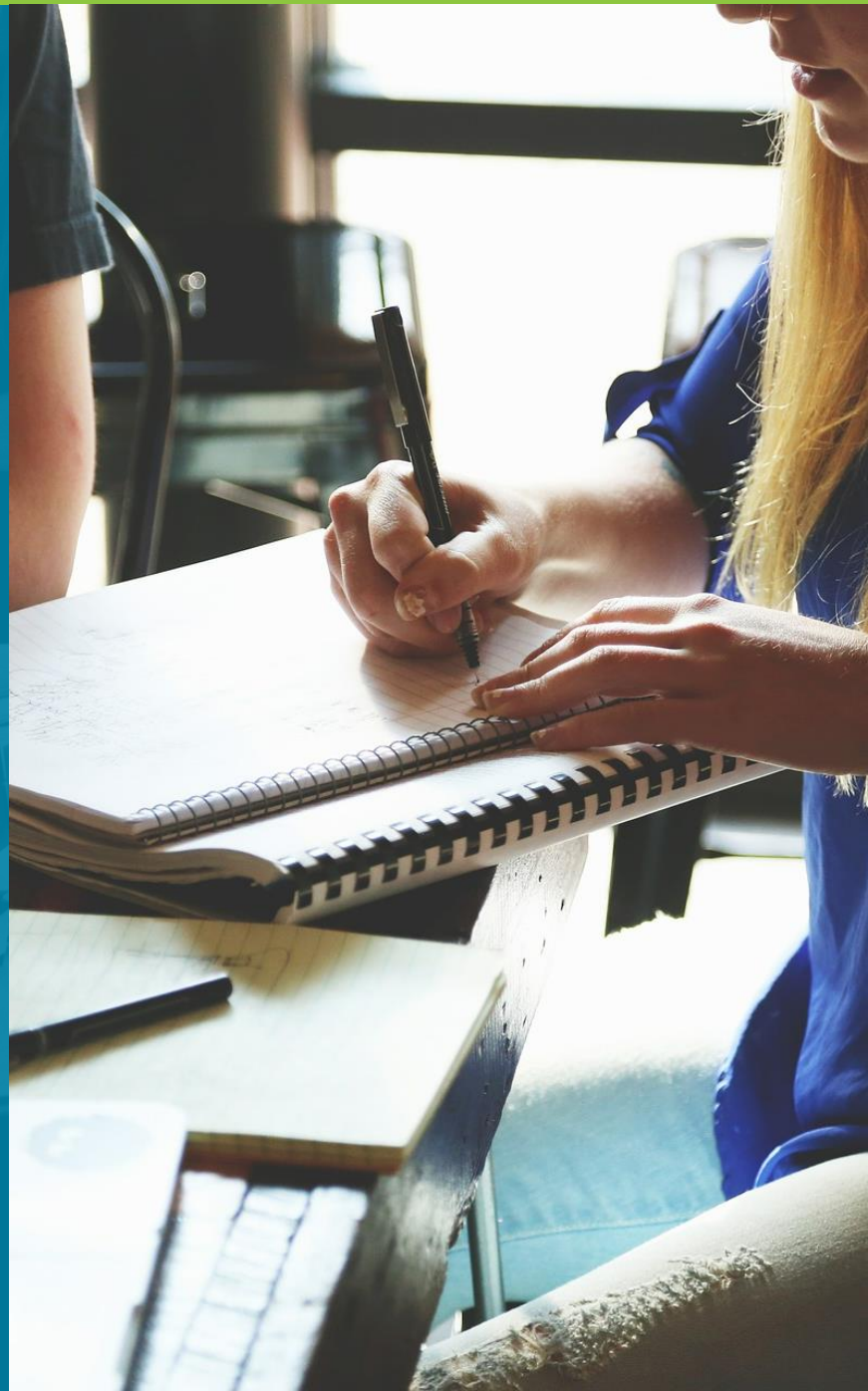
Polya, George. *How To Solve It*, 2nd ed. (1957). Princeton University Press.

# 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

# GED Ready®

*Assessing Readiness*



# GED® Ready

<b>Realistic practice opportunity</b>	Computer based and same platform as GED® test
<b>Standardized and normed</b>	Same norming and standardization study as official test
<b>Predictive</b>	Tells students if they are likely to pass
<b>Half-length</b>	4.25 hours in length

# 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)

# Three Score Level Indicators on GED Ready®

<b>Not Likely to Pass</b>	<b>Too Close to Call</b>	<b>Likely to Pass</b>
<b>100-133</b>	<b>134-144</b>	<b>145-200</b>

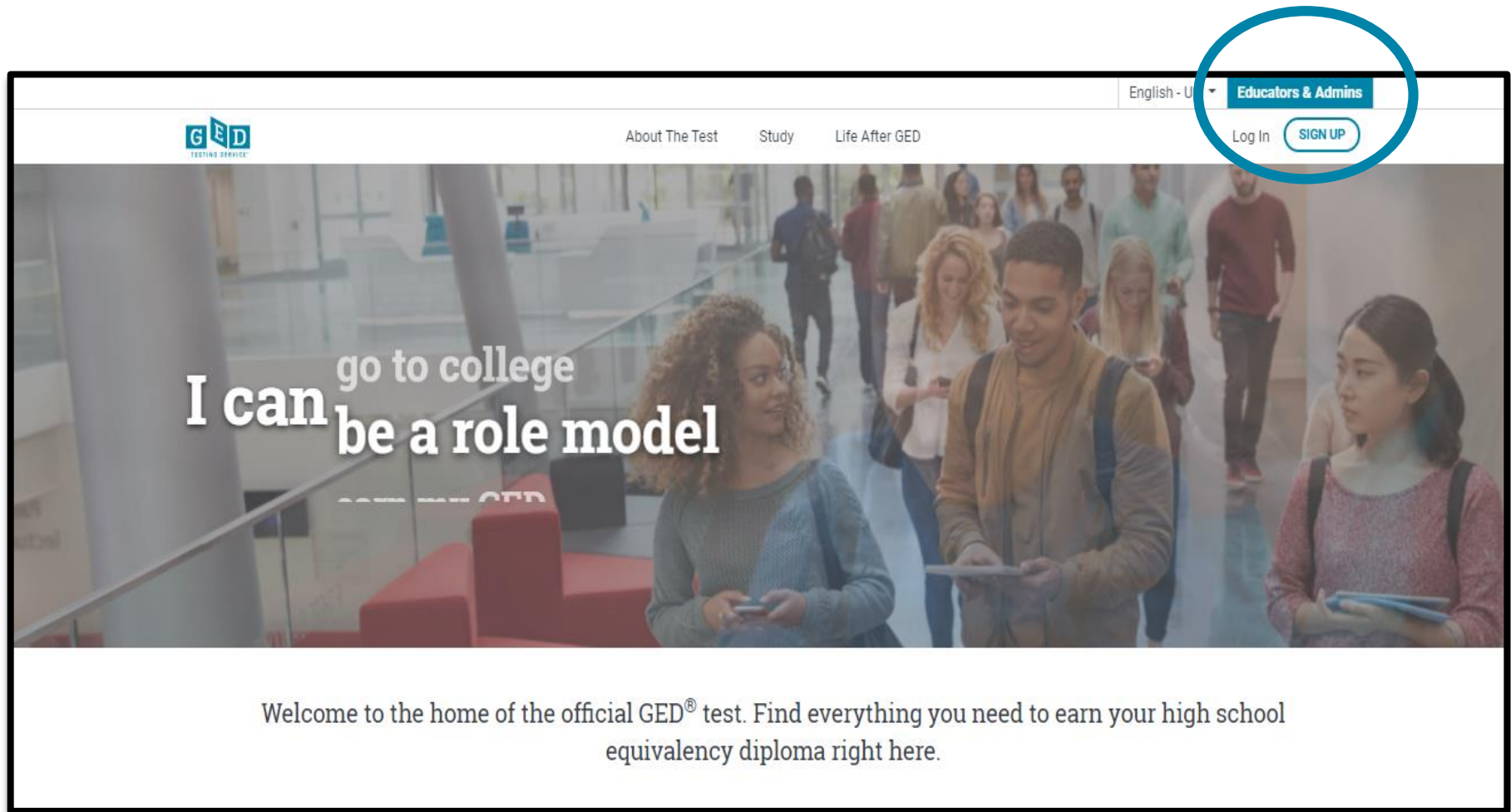
# Resources

*Tools for Test-Takers and Resources for Educators*





# Home for All Things GED®



<https://ged.com/>



# 3 Things Every Educator Should Do

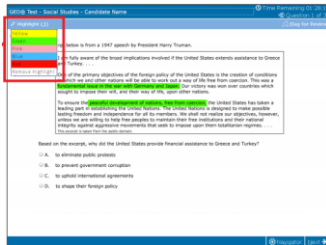
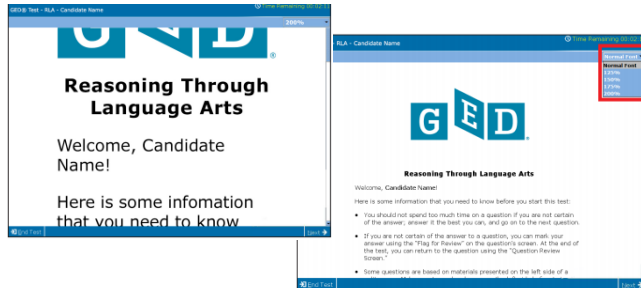
- Create an account at GED.com & familiarize yourself with the student experience in order to help your students (use a non-work email address).
- Take at least one subject of the GED Ready. Your SRM can provide you with a GED Ready voucher(s).
- Bookmark and utilize GED.com – Educators & Admin

# 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

# Tools – Tools – Tools!



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

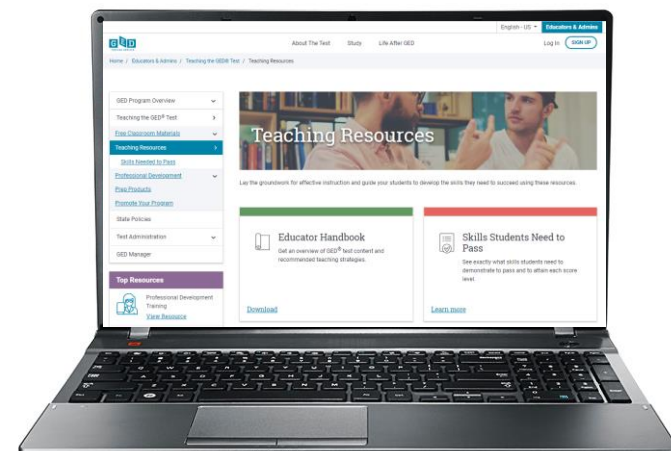
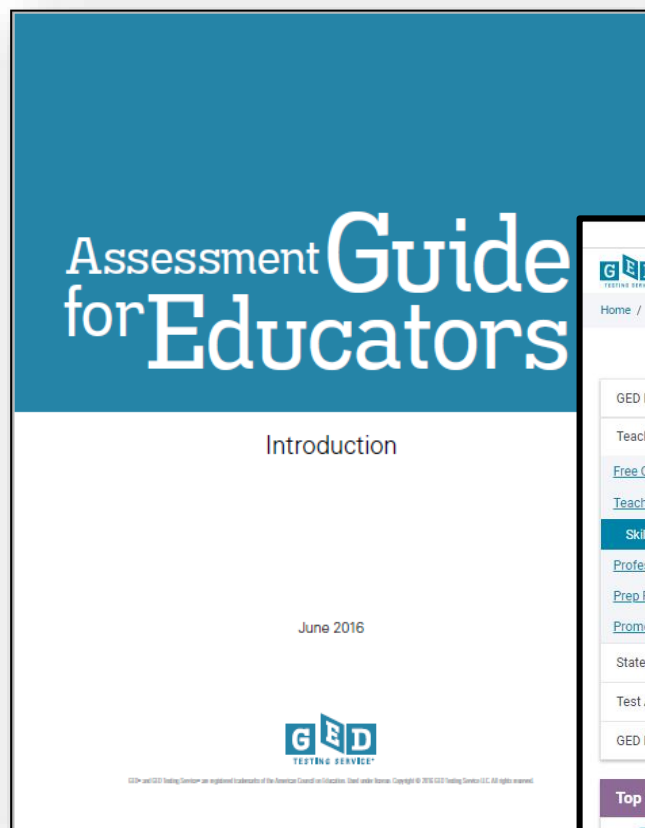
Computer-Based  
Test Tutorial



[View Now](#)

[View Now - In Spanish](#)

# Need more information? 8 Resources to Explore



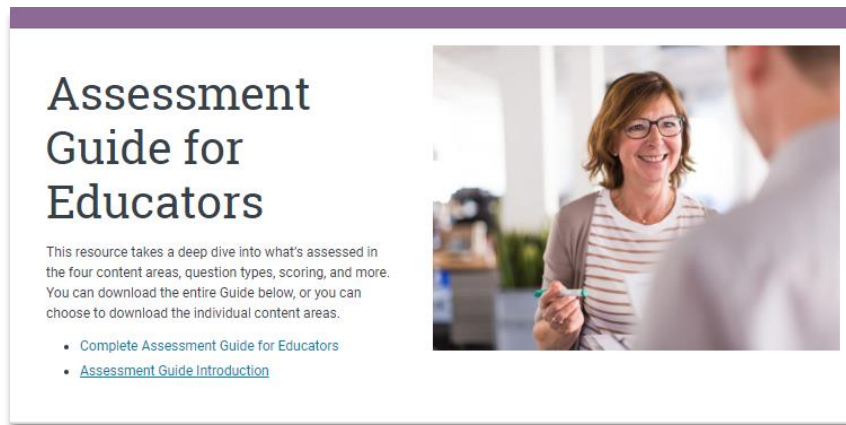
The screenshot shows the GED website's 'Performance Level Descriptors' page. The page has a white background with a blue header. The navigation menu on the left includes 'GED Program Overview', 'Teaching the GED® Test', 'Free Classroom Materials', 'Teaching Resources', 'Skills Needed to Pass', 'Professional Development', 'Prep Products', 'Promote Your Program', 'State Policies', 'Test Administration', and 'GED Manager'. The main content area features a large image of three students studying, with the title 'Performance Level Descriptors' overlaid. Below the image, there is a paragraph explaining the purpose of the descriptors. The section is titled 'GED® Test Performance Level Descriptors' and lists the four performance levels: Below Passing, Passing for High School Equivalency, GED® College Ready, and GED® College Ready + Credit. A list of resources is provided, including 'Performance Level Descriptors Chart', 'Assessment Target Comparison Chart', and 'Performance Level Descriptors'.

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.

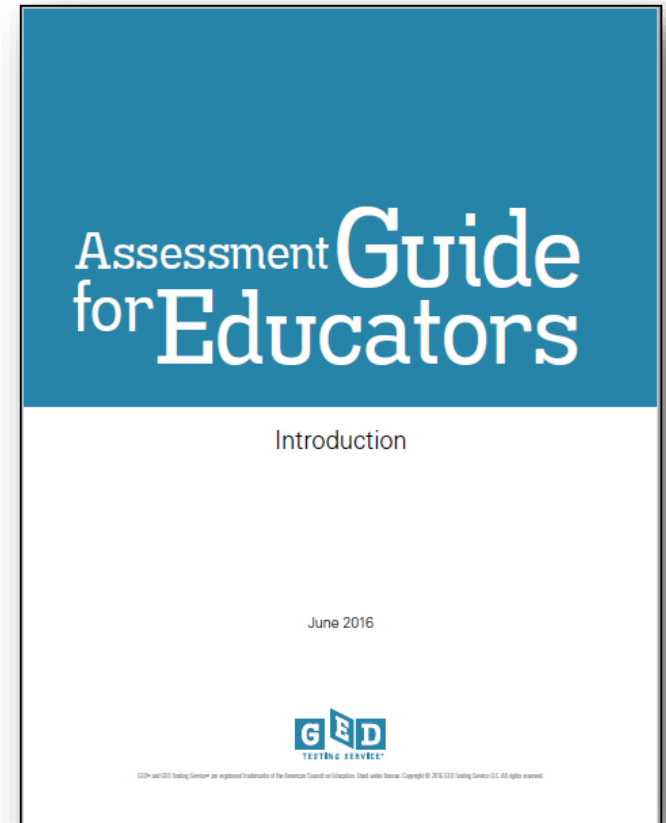
- [Performance Level Descriptors Chart - View in Spanish](#)  
Breaks down the descriptors for all four subjects by performance level in an easy-to-read chart.
- [Assessment Target Comparison Chart - View in Spanish](#)  
Compares the official indicator code language with the language test-takers see in their score report.
- [Performance Level Descriptors - View in Spanish](#)  
A full listing of all Performance Level Descriptors for all four subjects.

# #1 The Assessment Guide for Educators




Covers all content areas

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




# #2 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.



# #3 “Tuesdays for Teachers”

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

A screenshot of a webpage for the "Tuesdays for Teachers Webinar Series". The page features a header image of four people in a classroom setting with the word "Webinars" overlaid. Below the header, the text "Stay in the know from GED® experts." is displayed. The main title "Tuesdays for Teachers Webinar Series" is prominently shown. The body text describes the series as a free professional development webinar for educators, presented by GED® training experts Bonnie Goonen and Susan Pittman. It details the focus on classroom strategies and techniques for the GED® test's four test subjects, noting that sessions are for educators who have completed foundational-level training. Registration information states that registration opens approximately two weeks before the webinar date, with attendance limited and based on a first-come, first-served basis. A note at the bottom advises users to check the "minimum system requirements" for "GoToWebinar" to participate.

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 Goonen and Susan Pittman, this webinar series will take a deeper dive into classroom strategies and techniques for the GED® test's 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/](https://ged.com/educators_admins/teaching/professional_development/webinars/)

# #4 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/>




## 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 Arnott, 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](#)




# #5 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



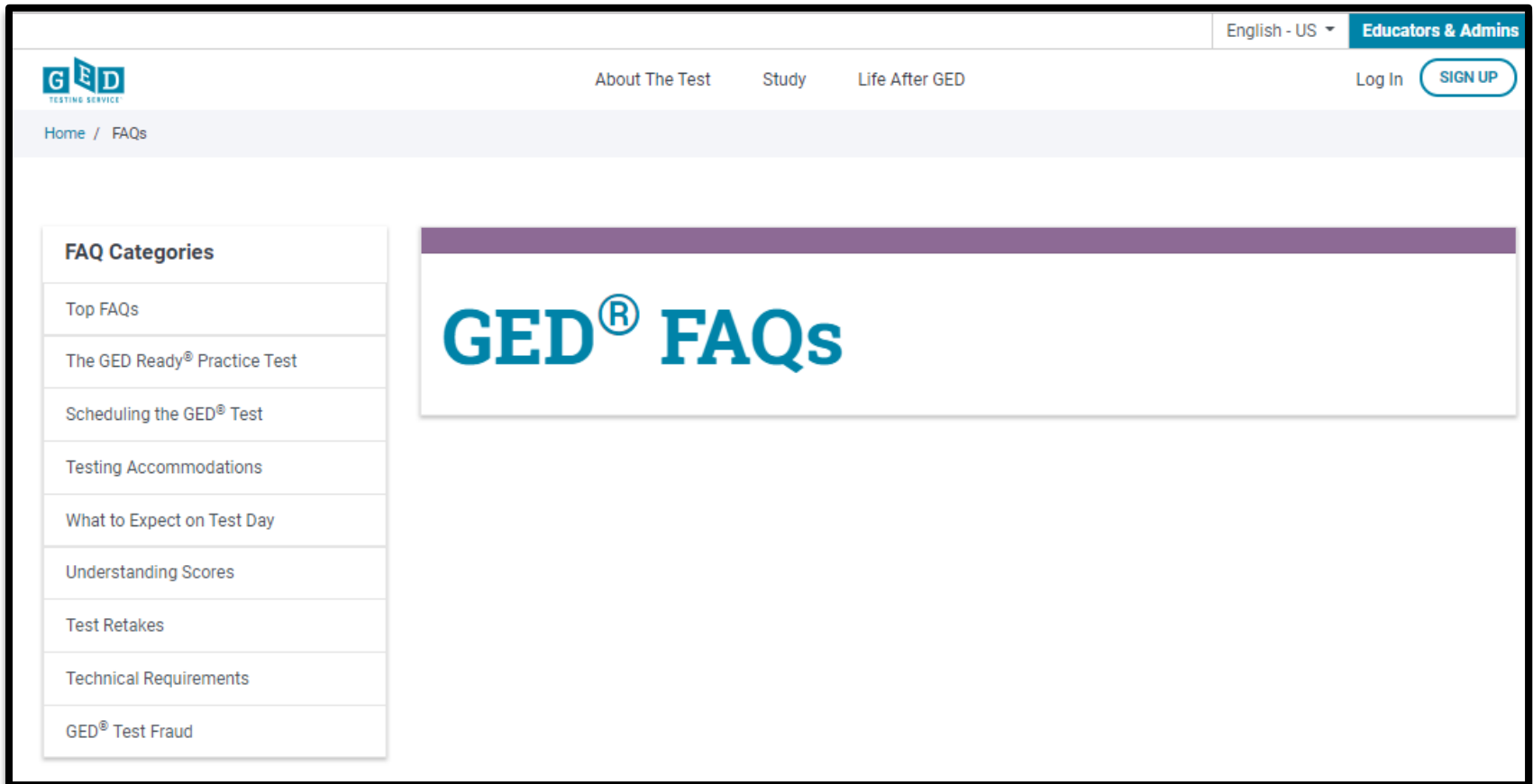
[View Now](#) [View Now - In Spanish](#)

### Calculator Tutorial



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

# #6 FAQs



The screenshot shows the GED Testing Service website's FAQ page. The header includes the GED logo, navigation links for 'About The Test', 'Study', and 'Life After GED', and a 'Log In' button with a 'SIGN UP' button next to it. A language dropdown is set to 'English - US'. Below the header, a breadcrumb trail reads 'Home / FAQs'. On the left, a 'FAQ Categories' sidebar lists: 'Top FAQs', 'The GED Ready® Practice Test', 'Scheduling the GED® Test', 'Testing Accommodations', 'What to Expect on Test Day', 'Understanding Scores', 'Test Retakes', 'Technical Requirements', and 'GED® Test Fraud'. The main content area features a large purple header with the text 'GED® FAQs' in blue.

English - US Educators & Admins

GED TESTING SERVICE

About The Test Study Life After GED

Log In SIGN UP

Home / FAQs

**FAQ Categories**

- Top FAQs
- The GED Ready® Practice Test
- Scheduling the GED® Test
- Testing Accommodations
- What to Expect on Test Day
- Understanding Scores
- Test Retakes
- Technical Requirements
- GED® Test Fraud

**GED® FAQs**

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

# #7 GED Resource Links

## **Educators & Admins page**

[https://ged.com/educators\\_admins/program/](https://ged.com/educators_admins/program/)

## **Free Classroom materials**

[https://ged.com/educators\\_admins/teaching/classroom\\_materials/](https://ged.com/educators_admins/teaching/classroom_materials/)

Here you find the Tutorials, the Free Practice Tests and all of the reference guides to prepare your students. The Scoring tool is also here.

## **Teaching Resources**

[https://ged.com/educators\\_admins/teaching/teaching\\_resources/](https://ged.com/educators_admins/teaching/teaching_resources/)

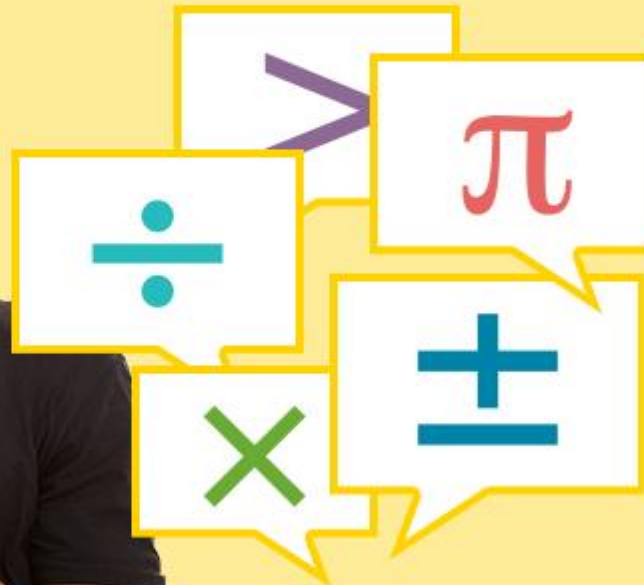
This page is very useful for teachers to become familiar with the skills assessed on the test and specifically the High Impact Indicators.

## **Professional Development**

[https://ged.com/educators\\_admins/teaching/professional\\_development/](https://ged.com/educators_admins/teaching/professional_development/)

Here are the webinars that teachers can watch to become familiar with many different topics.

# GED Flash™



**GED**  
TESTING SERVICE®

  
**AZTEC**  
SOFTWARE

# Practice and Feedback!

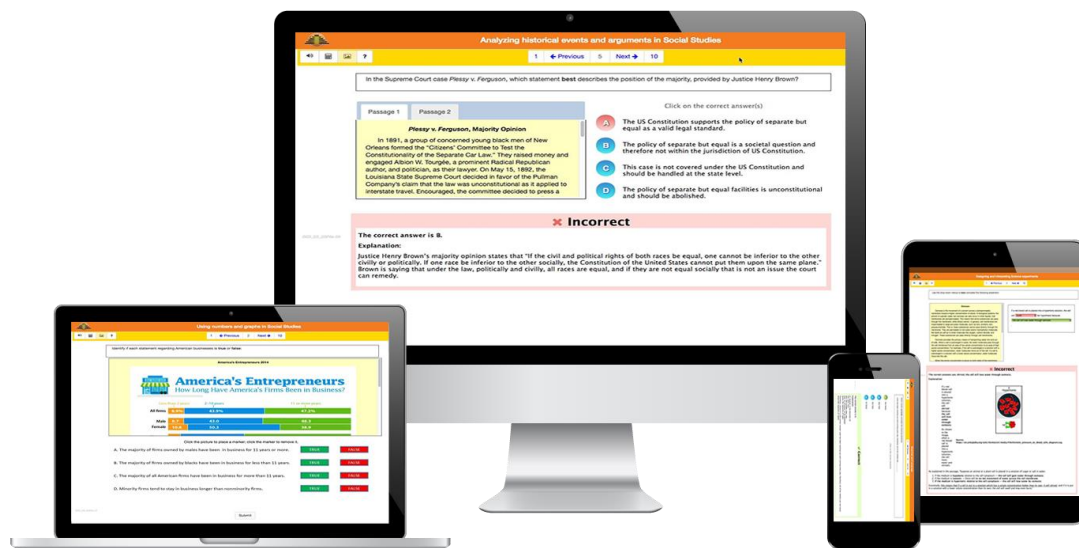
- Student's #1 request in feedback to us is more practice test questions. 75% of students surveyed asked for more practice test questions
- Developed by Aztec Software in partnership with GED Testing Service
- Digital flashcards
- Coming very soon for correctional programs

# Practice and Feedback!

- Adult education programs purchase via Aztec Software
- Adult education programs who use this product will have access to administrative reports showing student performance data, time on task, strengths & weaknesses
- More than 6,000 practice test questions across the 4 subject areas
- Instant feedback with answer explanation

# GED Flash for Organizations: An Interactive Tool to Help Students Pass

Developed in partnership between GED Testing Service and Aztec Software

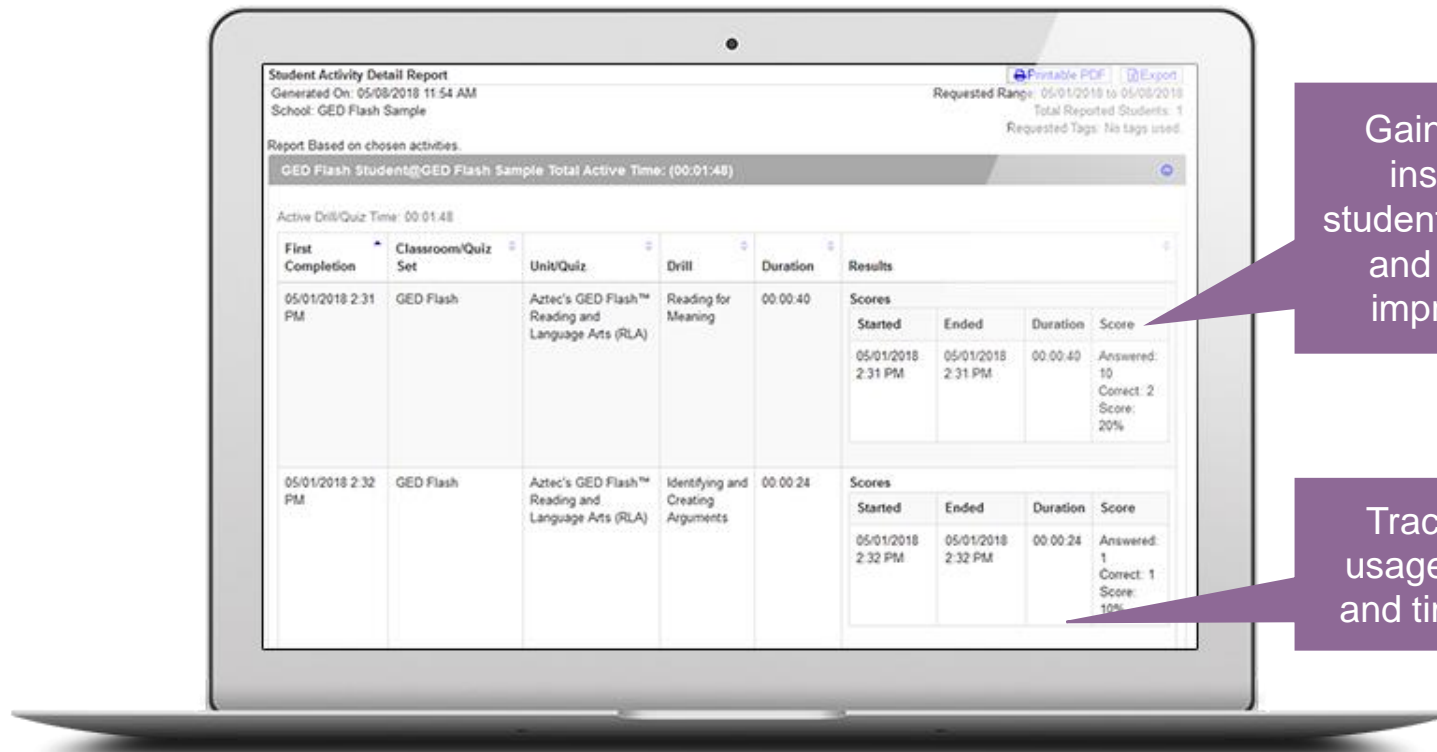


75% of students surveyed want more practice questions to better prepare for the test. This tool helps students prepare for each subject while building confidence step by step.



# Detailed Reporting and Insights

A robust dashboard provides valuable insights about each student's performance and areas for improvement.



Gain valuable insights on students' strengths and areas for improvement

Track student usage, progress and time-on-task

Visit [aztecsoftware.com/gedflash](http://aztecsoftware.com/gedflash) or contact [sales@aztecsoftware.com](mailto:sales@aztecsoftware.com) for info

# Questions

# Thank you!

[communications@GED.com](mailto:communications@GED.com)