



Interpreting GED *TestPrepped*™ *Profile: Case Studies*

John W. Jones, Ph.D. & Kelly Dages, Ph.D.



Table of Contents

Interpreting the GED TestPrepped™ Profile Report.....	3
Case Study #1: Lower Test Preparation/Lower Test Readiness	3
Case Study #2: Lower Test Preparation/Higher Test Readiness.....	5
Case Study #3: Higher Test Preparation/Lower Test Readiness.....	7
Case Study #4: Higher Test Preparation/Higher Test Readiness	9
Summary	10

This document includes a collection of four GED-Specific case studies that are used to teach GED TestPrepped Profile interpretation skills. Assessment-based coaching tips are also included. Aspiring coaches will grow in their ability to link GED TestPrepped coaching interpretations to various coaching interventions.

Interpreting the GED TestPrepped™ Profile Report

The *GED TestPrepped Profile* provides a summary report of a test takers' specific Test Preparation-by-Test Readiness style along with guidance on which competencies to focus on in order to increase one's odds of mastering the GED test. See the Coach's Reference Guide for descriptions of dimensions and competencies.

The purpose of this section is to provide very brief interpretations of four (4) actual *GED TestPrepped™ Profile* reports derived from students preparing to take the GED® test. Tables were used to present the scores for each of the four *GED TestPrepped™ Profiles case studies*. While the profiles are from actual GED® students, the names and the coaching details were fictionalized to ensure anonymity. Also, please remember that the typical profile report is 14 pages in length and includes bar charts of the scores, narrative descriptions of High, Average, and Low scores along with possible actions to improve or self-manage the competency.

Case Study #1: Lower Test Preparation/Lower Test Readiness

The profile report below was obtained by Mike T., a student diligently preparing for the GED® test. Yet the GED® instructor was concerned that Mike needed more than just GED® instruction; he also needed some test mastery coaching. This insight was confirmed when Mike received an overall Test Mastery percentile score of 14, a Test Preparation score of 29, and a Test Readiness score of 11. This meant that Mike was in the lower third of test-takers when compared to a comparable norm or reference group. His GED TestPrepped™ Style was also confirmed at “Lower Test Preparation/Lower Test Readiness”. He would likely benefit from coaching.

From a test preparation perspective, Mike needed to focus more on being fully engaged with the test preparation process. He had to choose to become more committed to preparing for and passing the GED® test, and he had to avoid procrastination when it came to studying. He also needed to become more time-efficient and self-disciplined in relation to his test preparation efforts.

From a test readiness perspective, Mike also needed to learn to remain calm and even-tempered when he took important exams like the GED® test. He needed to learn how to fully commit to taking practice tests in order to develop more self-confidence related to his test taking skills. He also needed to learn how to remain positive and optimistic at all times when it came to mentally preparing for the GED® test.

Finally, although they only reached the Average level, Mike did have a few competencies that were deemed strengths to leverage. These included being studious and assertive. However, Mike was encouraged not to become complacent in terms of his study practices. He was also encouraged to continuously take practice tests, especially when it came to covering the more complex subject matter. The test mastery coaching sessions definitely complemented Mike's academic studies.

Case Study #1 Mike T.

#1 GED TestPrepped™ Profile: Dimensions/Scales	Percentile Score	Qualitative Description
Motivation Plus Dimension	45	Average
Committed	27	Adequate
Studious	40	Average
Productive	52	Average
Energetic	60	Average
Responsibility Plus Dimension	29	Adequate
Organized	54	Average
Time-Efficient	12	Developing
Self-Disciplined	30	Adequate
Assertive	48	Average
Confidence Plus Dimension	27	Adequate
Mentally Tough	11	Developing
Self-Assured	58	Average
Internally Controlled	25	Adequate
Attentive	20	Adequate
Resiliency Plus Dimension	15	Developing
Optimistic	10	Developing
Centered	14	Developing
Composed	9	Developing
Quality-Oriented	27	Adequate
Composites:		
Overall Test Preparation	29	Adequate
Overall Test Readiness	11	Developing
Overall Test Mastery	14	Developing

Case Study #2: Lower Test Preparation/Higher Test Readiness

Sarah L. obtained a GED TestPrepped™ Style classified as, “Lower Preparation/Higher Readiness.” She was coached to strengthen her test preparation competencies by focusing on being more committed, studious, productive, and energetic. In essence, she really needed to increase her motivation level when it came to preparing for the GED® test. She also needed to become more assertive so that family, friends, and even employers would engage in supportive behavior and not distract her.

From a test readiness perspective, Sarah is optimistic, centered, and composed. That is, she shows Adequately high resiliency. This means that she more than likely can endure the demands associated with testing day, although she can still strengthen her quality-orientation behaviors. In essence, Sarah needs to focus on improving her motivation associated with preparing for the GED® test, since she does seem Adequately confident that she has the resiliency to endure this type of exam.

Sarah’s profile report also included a number of test mastery competencies that she needed to better self-manage. She especially needed to adopt the attitude that her ultimate success as a test taker is due to her hard work and study and not due to luck, fate, or chance. She also needed to fully commit to completing all GED® test-related readings, assignments, and practice tests on time. She especially needed to commit to taking GED®-related practice tests to strengthen her “test taking muscles.”

Yet Sarah’s feedback report also summarized her top test mastery competencies to leverage. These strengths would allow her to spend more time on the relevant test preparation competencies as opposed to the test readiness competencies. A few test mastery strengths that were identified that the coach can now reinforce are summarized below:

- The ability to remain calm and attentive during important exams.
- Using encouraging self-talk and positive self-statements when taking high-stakes exams.
- The ability to stay relaxed and at times enter a comforting “mental zone” when taking important exams.
- Exhibiting effective concentration skills and therefore being highly attentive when taking important exams.
- Remaining highly organized in terms of GED® study materials, textbooks, class notes, and practice tests.
- Diligently attending all required study groups and review classes.
- Finally, successfully avoiding the tendency to “cram” for important exams as opposed to being fully prepared ahead of time.

Case Study #2 Sarah L.

#2 GED TestPrepped™ Profile: Dimensions/Scales	Percentile Scores	Qualitative Description
Motivation Plus Dimension	29	Adequate
Committed	12	Developing
Studious	27	Adequate
Productive	25	Adequate
Energetic	52	Average
Responsibility Plus Dimension	62	Average
Organized	75	Desirable
Time-Efficient	55	Average
Self-Disciplined	73	Desirable
Assertive	58	Adequate
Confidence Plus Dimension	55	Average
Mentally Tough	64	Average
Self-Assured	59	Average
Internally Controlled	14	Developing
Attentive	40	Average
Resiliency Plus Dimension	86	Very Desirable
Optimistic	92	Very Desirable
Centered	88	Very Desirable
Composed	85	Very Desirable
Quality-Oriented	52	Average
Composites		
Overall Test Preparation	30	Adequate
Overall Test Readiness	65	Desirable
Overall Test Mastery	52	Average

Case Study #3: Higher Test Preparation/Lower Test Readiness

Sam T. is an active GED® student who appeared to be an extremely hard worker. His faculty advisor was always impressed with his hard work and dedication. All instructors involved with Sam assumed that he would be fully prepared to master the GED® test. However, to be sure, Sam was administered the *GED TestPrepped™ Profile* to make sure that he possessed the essential competencies required to be fully prepared for the GED® test.

Assessing Sam's level of test preparation and test readiness competencies was a prudent step. This is because his GED TestPrepped™ Style was classified as, "Higher Test Preparation/Lower Test Readiness." While Sam's personalized profile report did indeed confirm that he was highly motivated and Adequately responsible when it came to high test preparation practices, he did struggle in terms of his overall resiliency when it came to taking important exams.

More specifically, the *GED TestPrepped™ Profile* report identified that Sam needed to immediately learn new ways to be more centered and composed when taking important exams. This risk exposure was actually "hidden" from the coach. That is, the coach just never had any opportunity to observe this student in a real-world situation taking important exams. By learning about this student's needs to become more centered and composed during a high-stakes testing situation, the coach will not be caught off guard again by thinking that the only thing the student needs to do to master his upcoming big exam is to work harder and smarter. The student also needs to learn how to become more resilient.

In order to become more centered, the coach discussed with the student the need to practice deep breathing and relaxation while taking challenging practice tests. The student was also coached to remain "centered" by not getting too excited or frustrated during such practice exams. In other words, the student was also coached to become more "centered" by keeping the distracting highs and lows of his test-taking emotions in check.

In order to remain more composed, the student shared his experience of getting too worried and even fearful when taking important high-stakes exams. The coach learned that Sam had even worked with a guidance counselor during high school to learn coping skills related to becoming test-anxious. The coach was not aware of this historic detail. Therefore, the coach was able to work with the GED® student to determine if he needed to revisit this type support. In the meantime, the coach was able to encourage the student to work on being calm, relaxed, and worry free when taking practice tests so as to gradually overcome these types of distracting emotions.

This case indicates that a GED® instructor should never focus on just how motivated and hardworking a student test taker seems to be. That is, it is possible for a student to score very high on the Test Preparation dimension score, which would be indicative of high motivation and responsibility related to an upcoming exam, yet still be at-risk to underperform on an important test. This is because the student could also score very low on the Test Readiness dimension which could be indicative of lower confidence and/or resiliency. Students need to strive to be both "Test Prepped" and "Test Ready."

Case Study #3 Sam T.

#3 GED TestPrepped™ Profile: Dimensions/Scales	Percentile Scores	Qualitative Description
Motivation Plus Dimension	87	Very Desirable
Committed	77	Desirable
Studious	90	Very Desirable
Productive	52	Average
Energetic	82	Very Desirable
Responsibility Plus Dimension	73	Desirable
Organized	55	Average
Time-Efficient	62	Average
Self-Disciplined	79	Desirable
Assertive	87	Very Desirable
Confidence Plus Dimension	77	Desirable
Mentally Tough	80	Desirable
Self-Assured	86	Very Desirable
Internally Controlled	72	Very Desirable
Attentive	58	Average
Resiliency Plus Dimension	12	Developing
Optimistic	40	Average
Centered	1	Basic
Composed	26	Adequate
Quality-Oriented	36	Average
Composites		
Overall Test Preparation	75	Desirable
Overall Test Readiness	28	Adequate
Overall Test Mastery	56	Average

Case Study #4: Higher Test Preparation/Higher Test Readiness

The final case study was based on a *GED TestPrepped™ Profile* generated for Mary J. Her overall test mastery style was classified as, “Higher Test Preparation/Higher Test Readiness.” This is the desired style. Mary’s Test Preparation composite percentile score was 98, her Test Readiness composite was 86, and her overall Test Mastery composite was 98. Hence, little follow-up coaching is needed, unless the goal is to ensure that Mary never becomes lazy, complacent, or overly confident in terms of her test preparation requirements and deliverables.

Also, as with all highly competent test-takers, there is usually at least one test mastery competency that can be strengthened. In Mary’s case, she could become a bit more attentive and she could also strengthen her quality-orientation. Still, these two competencies are already in the “Average” range.

Case Study #4 Mary J.

#4 GED TestPrepped™ Profile: Dimensions/Scales	Percentile Scores	Qualitative Description
Motivation Plus Dimension	98	Outstanding
Committed	92	Very Desirable
Studious	99	Outstanding
Productive	89	Very Desirable
Energetic	86	Very Desirable
Responsibility Plus Dimension	98	Outstanding
Organized	80	Desirable
Time-Efficient	88	Very Desirable
Self-Disciplined	94	Very Desirable
Assertive	96	Very Desirable
Confidence Plus Dimension	87	Very Desirable
Mentally Tough	90	Very Desirable
Self-Assured	92	Very Desirable
Internally Controlled	74	Desirable
Attentive	62	Average
Resiliency Plus Dimension	86	Very Desirable
Optimistic	88	Very Desirable
Centered	91	Very Desirable
Composed	93	Very Desirable
Quality-Oriented	57	Average
Composites		
Overall Test Preparation	98	Outstanding
Overall Test Readiness	86	Very Desirable
Overall Test Mastery	98	Outstanding

Summary

This GED TestPrepped Profile case studies for instructors, TestPrep coaches, and guidance counselors provides another resource to prepare test takers for the GED test. Test Mastery Coaches primarily teach test takers to better leverage stronger test preparation and test readiness competencies, while strengthening and better self-managing weaker competencies to ensure that they do not become obstacles in one's efforts to pass the GED test.

This competency-based coaching program is relevant across five potential phases of a test taker's experience with the GED testing process. That is, a competency-based coaching program, versus a more traditional educational instruction program, is relevant to (1) dormant/inactive candidates, (2) test takers preparing for their GED test, (3) test takers who want to be emotionally "Test Ready" on exam day, (4) potential retesters, and (5) even students who passed the exam and must eventually take other high-stakes exams. Hence, including a competency-based coaching component appears to be a prudent complement to other GED test mastery programming efforts.

Finally, the GED TestPrepped Profile and the coaching recommendations serve as supplemental test preparation resources. However, these coaching resources, aimed at empowering GED test takers to be both "Test Prepped" and "Test Ready", are not to be used as substitutes for any form of professional service that is needed to ensure success on the GED test, including but not limited to TestPrep coursework, formal instruction, and guidance counseling, to name a few.