



The GED *TestPrepped™* Profile: Coach's Reference Guide

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GED® Coach’s Reference Guide

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Helping Test Takers Master the GED Test

The *GED® TestPrepped Profile* is a self-development assessment designed to provide GED test takers with comprehensive insights into how they typically prepare for the GED test. This coach's reference should be used by coaches to help guide GED test-takers identify how they can strengthen their test preparation and test readiness competencies. This guide provides an overview of the 16 essential competencies that are beneficial to mastering important exams like the GED test and tips on how test-takers can effectively self-manage and leverage these essential competencies. This reference will also help users understand scores in the *GED TestPrepped Profile* report. The Coach's Reference Guide works hand in hand with the GED TestPrepped Profile Report and your coaching activities. In order to get the most benefit from this process, students, with the help of a coach, should become familiar with scores and the information found in their report as part of the coaching session.

Mastering the GED Test: Being “Test Prepped” & “Test Ready”

The goal of the GED TestPrepped Coaching program is to strengthen test takers' test preparation and test-taking competencies. Oftentimes, in order to pass important exams like the GED test, test takers must prepare successfully for the examination through diligent test preparation and committed study. Yet succeeding at test preparation is not always enough. A test taker must also be “test ready” when taking the GED test. Test readiness relates to being both highly confident that one's test preparation efforts will lead to a passing score, and very resilient so that the GED test taker can withstand the demands of actually taking a challenging exam.

The *GED TestPrepped Profile* assesses both of these major factors of test mastery (i.e., “test preparation” and “test readiness”). Therefore, GED test takers can complete this profile to better gauge the strength of their test preparation and test readiness competencies. Most of the traditional test preparation programs overemphasize the knowledge acquisition requirements while oftentimes overlooking the test readiness requirements. The *GED TestPrepped Profile* can be added to these traditional programs to correct this situation.

The four (4) Test Preparation/Test Readiness styles (a.k.a., GED Test Mastery Styles) assessed with the *GED TestPrepped Profile* are summarized in Table 1. Therefore, these two important composite variables are briefly defined below using terminology from the *GED TestPrepped Profile*:

Test Preparation: This composite score is computed by combining the Motivation and the Responsibility Dimension scores presented in Table 2. Therefore, the following essential competencies contribute to this composite score: Committed, Studious, Productive, Energetic, Organized, Time-Efficient, Self-Disciplined, and Assertive. Higher Test Preparation scores mean that a GED test taker is more motivated and very responsible when it comes to preparing for the GED test.

Test Readiness: This composite score is computed by combining the Confidence and the Resiliency Dimension scores presented in Table 2. Therefore, the following essential competencies contribute to this composite score: Mentally Tough, Self-Assured, Internally Controlled, Attentive, Optimistic, Centered, Composed, and Quality-Oriented. Higher Test Readiness scores mean that a GED test taker is more confident and very resilient when it comes to taking the GED test.

Table 1: GED® Test Mastery Styles: The Four Test Preparation-by-Test Readiness Styles¹

GED Test Mastery Styles	Test Readiness (Lower)	Test Readiness (Higher)
Test Preparation (Lower)	<p>Style 1: Test Prepped (Low)/ Test Ready (Low):</p> <p>These GED test takers need to become more engaged in the test preparation process in addition to remaining more poised when taking the GED test. That is, they need to self-manage their competencies so that they can increase their levels of motivation, responsibility, self-confidence, and resiliency when preparing for and taking the GED test.</p>	<p>Style 2: Test Prepped (Low)/ Test Ready (High):</p> <p>These GED test takers need to become more motivated with and engaged in the test preparation process, but they do appear to be more poised when it comes to handling the demands and challenges of preparing for and taking the GED test. This group should clearly benefit from higher test taking self-confidence and resiliency.</p>
Test Preparation (Higher)	<p>Test Preparation (Higher) Style 3: Test Prepped (High)/ Test Ready (Low):</p> <p>These GED test takers are very motivated and responsible when it comes to preparing for an important exam. However, as the date for completing the GED test approaches, and even during the actual testing session, these test takers run a greater risk of struggling with their poise, as evidenced by a loss of self-confidence and increased feelings of stress and worry.</p>	<p>Style 4: Test Prepped (High)/ Test Ready (High):</p> <p>These GED test takers remain fully engaged with the test preparation process and they tend to remain extremely poised when preparing for and taking the actual GED test. That is, this group exhibits very desirable levels of motivation, responsibility, confidence, and resiliency when it comes to GED-related test preparation and test readiness.</p>

¹ The *GED TestPrepped Profile* provides a personalized 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.

Four Dimensions of Test Mastery

Test Preparation and Test Readiness are based on composites of four dimensions (see Figure 1). The four dimensions are the organizing framework for the 16 essential competencies. Each dimension is made up of four competencies. Table 2 lists the four Dimensions, the 16 Competencies, and the three Composites measured by the *GED TestPrepped Profile*.



Figure 1: Four Dimensions of Test Mastery

Table 2: GED TestPrepped Profile Dimensions (N = 4), Competencies (N = 16) & Composites (N = 3)

GED TestPrepped Profile Dimensions:	Test Mastery Competencies Measured:
I. Motivation Plus <i>(Test Preparation)</i>	1. Committed
	2. Studious
	3. Productive
	4. Energetic
II. Responsibility Plus <i>(Test Preparation)</i>	5. Organized
	6. Time-Efficient
	7. Self-Disciplined
	8. Assertive
III. Confidence Plus <i>(Test Readiness)</i>	9. Mentally Tough
	10. Self-Assured
	11. Internally Controlled
	12. Attentive
IV. Resiliency Plus <i>(Test Readiness)</i>	13. Optimistic
	14. Centered
	15. Composed
	16. Quality-Oriented
Overall Preparation Composite	Based on 8 Test Preparation Scales (I & II)
Overall Readiness Composite	Based on 8 Test Readiness Scales (III & IV)
Overall Mastery Composite	Based on 16 Competency Scales (I, II, III & IV)

Understanding the 16 Test Mastery Competencies

This section includes a brief interpretation for each the 16 test mastery competencies. GED test takers would benefit from becoming familiar with the following 16 essential competencies which form the foundation of this competency-based test taker development program. The GED TestPrepped Profile report that test-takers will receive includes descriptions of lower, average, and higher scores for the competencies and dimension, along with possible actions to improve the competency.

Coaches should help embrace this new knowledge about Test Mastery Competencies and stay positive about the self-development journey. Remember that the goal is to build on strengths and strengthen weaker Test Mastery Competencies in order to optimize Test Mastery Style and performance on the GED test.

Competency #1: Committed

Competency Interpretation:

- **Lower Scorer:** Would benefit from increasing the drive and motivation to pass the GED test at all costs and with flying colors.
- **Average Score:** Has an acceptable amount of drive and motivation to pass the high-stakes exam and score well.
- **Higher Scorer:** Is highly motivated to do whatever it takes to not only pass the GED test, but to score as high as possible on it.

GED Test Takers May Need To:

- Become fully committed to GED test preparation.
- Increase their GED test preparation productivity.
- Become more passionate about their need for test preparation.
- Set higher standards for themselves in terms of both their test preparation goals and the passing scores that these GED test takers aim to achieve.

Competency #2: Studious

Competency Interpretation:

- **Lower Scorer:** Needs to learn how to fully enjoy the intellectual demands and routines that accompany studying for the GED test.
- **Average Score:** Shows some enjoyment and commitment to the intellectual demands and routines that are needed when studying for high-stakes exams.
- **Higher Scorer:** Really enjoys and is committed to the intellectual demands and routines that are required when studying for the GED test.

GED Test Takers May Need To:

- Study books, audio recordings, and/or computer-based instruction on effective test-taking strategies and study skills.
- Learn to enjoy their GED test preparation studies.
- Become fully committed to completing many different GED practice tests to strengthen “test taking muscles.”
- Continuously develop GED test-taking knowledge and skills by repeatedly studying flash cards, online tutorials, and related reference materials.
- Fully commit to a GED test preparation program that covers all of the more complex subjects on the GED test.
- Possibly utilize special tutoring for the more difficult subject matter that could be on the GED test.

Competency #3: Productive

Competency Interpretation:

- **Lower Scorer:** Is less likely to be fully productive and might get behind schedule when studying for the GED test, and therefore might avoid, delay, and even skip some GED test preparation activities.
- **Average Score:** Is likely to be reasonably productive and stay on schedule when studying for a high-stakes exam and regularly attends test preparation activities.
- **Higher Scorer:** Is more likely to be fully productive and even ahead of schedule when studying for the GED test and reliably attends all recommended test preparation events (e.g., review classes).

GED Test Takers May Need To:

- Fully commit to completing all GED-related readings, assignments, and practice tests on time.
- Try never to get behind in their GED-related studies.
- Become committed to completing all required practice tests which form the cornerstone of a strong GED test preparation program.
- Use all available time to maximize their GED test preparation productivity, including a portion of their spare time.
- Realize that they might need to delay some leisure activities in the service of more test preparation.

Competency #4: Energetic

Competency Interpretation:

- **Lower Scorer:** Probably likes to take it easy and not act with the sense of urgency and energy required to more easily pass the GED test.
- **Average Score:** Engages in test preparation and study activities with moderate energy levels.
- **Higher Scorer:** Acts with a sense of urgency and energy when undertaking all of the GED test preparation and study requirements.

GED Test Takers May Need To:

- Try to push themselves a bit harder in terms of their total GED study time in order to stay ahead of schedule.
- Commit more of their spare time to active study time as they prepare for the GED test.
- Study how to successfully multi-task so that they can handle many different test preparation projects at once.
- Try to overcome any tendencies to “take it easy” or to get a bit lazy when preparing for the GED test.
- Make sure that they are getting the proper amount of rest, diet, and exercise to maintain needed levels of energy.

Competency #5: Organized

Competency Interpretation:

- **Lower Scorer:** Test taker needs to learn how to maintain a highly organized study environment required when preparing for the GED test, and might even prepare for the test in a disorganized manner.
- **Average Score:** Is usually able to maintain an organized study environment and approach high-stakes exams in an organized manner.
- **Higher Scorer:** Approaches the GED test in a highly organized manner and knows how to maintain a very organized study environment during the test preparation phase.

GED Test Takers May Need To:

- Study books, articles, and/or audio recordings on how to stay organized.
- Make sure their study materials, textbooks, class notes, and practice tests are properly filed and easily accessible as they prepare for the GED test.
- Make sure that their study partners are highly organized and productive when they study and prepare for the GED test together.
- Utilize a well-designed study schedule and strictly adhere to this schedule at all times.

Competency #6: Time-Efficient

Competency Interpretation:

- **Lower Scorer:** Needs to learn how to manage time optimally and to utilize highly time-efficient GED test preparation strategies.
- **Average Score:** Is generally good with time management and typically utilizes time-efficient test preparation strategies.
- **Higher Scorer:** Is a strong time manager and utilizes very time-efficient GED test preparation strategies.

GED Test Takers May Need To:

- Consistently complete all test preparation activities on time.
- Take a time management course if needed.
- Engage in the self-study of time management principles by studying brief articles and audio recordings on time management.
- Avoid wasting time at all costs, especially when preparing for the GED test.
- Avoid becoming overextended in their personal and/or work lives since this type of situation will surely interfere with their GED test preparation efforts.

Competency #7: Self-Disciplined

Competency Interpretation:

- **Lower Scorer:** Needs to develop and maintain the self-discipline to stick to the GED test preparation “game plan” and must avoid procrastinating and cutting corners.
- **Average Score:** Is oftentimes able to stick to a test preparation “game plan” and is generally disciplined when utilizing study time.
- **Higher Scorer:** Reliably sticks to a winning GED test preparation “game plan” and always maximizes study time while remaining disciplined.

GED Test Takers May Need To:

- Keep their word to teachers, tutors, family, and/or friends and stick to the approved study schedule.
- Avoid skipping any study groups or review classes as they prepare for the GED test.
- Avoid procrastination when it comes to their GED studies because this will only increase the odds that they will need to cram right before the GED test.
- Avoid thoughts of cancelling or skipping the GED test, and instead increase their level of motivation to commit fully to this important test.
- Never engage in cheating of any kind.

Competency #8: Assertive

Competency Interpretation:

- **Lower Scorer:** Needs to become more assertive and effectively block actions by others that interfere with studying for the GED test.
- **Average Score:** Typically remains assertive to block others’ attempts to interrupt study efforts.
- **Higher Scorer:** Is appropriately assertive and can easily disarm attempts to interrupt GED study efforts while winning over supporters.

GED Test Takers May Need To:

- Study simple ways to increase their assertiveness so that nothing will get in the way of their GED test preparation efforts.
- Attend a brief assertiveness training workshop if necessary.
- Simply begin to act more assertively when it comes to protecting their GED test preparation time and resources.
- Assertively push themselves to study harder as opposed to waiting for others to motivate them to study more.

Competency #9: Mentally Tough

Competency Interpretation:

- **Lower Scorer:** Needs to learn how to feel like a “winning” test taker and might need to learn how to better cope with the pressures of important taking.
- **Average Score:** Generally feels like a successful test taker when taking high-stakes exams and can oftentimes cope with the pressures of test-taking.
- **Higher Scorer:** Feels like a “winner” with the “right stuff” when taking important exams like the GED test and can usually cope effectively.

GED Test Takers May Need To:

- Utilize positive self-talk and affirmations whereby they learn to self-reinforce their ambition of being “winning” test takers.
- Utilize positive visualizations whereby they view themselves performing as successful test takers at all times.
- Make sure they stay as physically fit as possible for when they sit for demanding important exams.
- Practice winning test-taking strategies so that they can better guarantee their success on the GED test.
- Complete many different types of GED practice tests under simulated “game conditions” so that these test takers can learn to cope with the pressure associated with the GED test.

Competency #10: Self-Assured

Competency Interpretation:

- **Lower Scorer:** Often feels discouraged and hopeless when taking an important exam like the GED test, and therefore might need to develop and strengthen test taking self-esteem.
- **Average Score:** Usually feels prepared and confident when taking high-stakes exams and tends to have high self-esteem.
- **Higher Scorer:** Almost always feels totally prepared and confident when taking important exams like the GED test, and therefore possesses high levels of test taking self-esteem.

GED Test Takers May Need To:

- Take many practice tests to gain the confidence of seeing their scores improve over time.
- Never get discouraged or demoralized when taking the GED test, and instead view the entire test preparation and test taking process as a very meaningful growth experience in their life.
- Strive to remain very satisfied with all aspects of their GED test preparation and test taking activities, as these feelings of satisfaction contribute to higher self-confidence.
- Possibly utilize a tutor to learn how to best approach the most difficult questions on the GED test and to strengthen their overall test taking confidence

Competency #11: Internally Controlled

Competency Interpretation:

- **Lower Scorer:** Possesses an “external” locus of control and therefore might believe that passing the GED test is due to chance, fate, or luck.
- **Average Score:** Tends to believe that passing the test is due to skill and hard work but may sometimes believe that chance and luck play a role.
- **Higher Scorer:** Has an “internal” locus of control and believes that passing the GED test is primarily due to skill and hard work.

GED Test Takers May Need To:

- Adopt the attitude that their ultimate success on the GED test is due to their hard work, study, and practice and is not due to luck or chance.
- Believe in the importance of the hard work and effort required for them to excel at taking the GED test.
- Always visualize themselves passing an important exam like the GED test and then celebrating the success afterwards with reinforcing self-talk.
- Fully realize that their ultimate success with the GED test is due to both their strong work ethic and their day-to-day decisions to push themselves to the limits in terms of studying and taking practice tests.

Competency #12: Attentive

Competency Interpretation:

- **Lower Scorer:** Might get confused and defocused very easily during important exams like the GED test and therefore might forget important facts and details.
- **Average Score:** Is able to concentrate and stay focused most of the time when completing important tests.
- **Higher Scorer:** Can effectively concentrate while staying fully focused on each and every question, even with timed tests.

GED Test Takers May Need To:

- Practice staying fully vigilant and attentive while taking practice tests since this skill will generalize to the actual GED test.
- Set aside some difficult GED practice questions to focus as much on their concentration levels when completing these questions as they do on getting the right answers.
- Learn to avoid getting distracted with surrounding sounds or distracting movements as they strive to improve their focus when taking practice tests.
- Take practice tests to also further develop their awareness and ability to know exactly how much time remains at any point in the exam.

Competency #13: Optimistic

Competency Interpretation:

- **Lower Scorer:** At risk to take a pessimistic, overly negative view of having to take an important exam like the GED test.
- **Average Score:** Tries to keep an optimistic, positive view of having to take a high-stakes exam.
- **Higher Scorer:** Confidently takes a very optimistic, positive view of having to take an important exam like the GED test.

GED Test Takers May Need To:

- Try to remain positive and optimistic at all times in relation to their test-taking thoughts and ruminations.
- Use encouraging self-talk every time they do their best to answer a challenging question (e.g., "I understood the question, I applied my strategy, and I feel that I did my very best on this rather difficult item. I am pleased!").
- Try to avoid any distractions the day of the exam, especially self-imposed distractions.
- Optimistically focus more on the process of efficiently taking an important exam as opposed to what their eventual grade will be.

Competency #14: Centered

Competency Interpretation:

- **Lower Scorer:** At risk to be very moody, restless, and at times "out of control" when sitting for an important test.
- **Average Score:** Tends to stay calm and "centered" when taking an important test but may have moments of restlessness.
- **Higher Scorer:** Typically stays very calm and "centered" when taking an important test and knows how to maintain a clear mind during a challenging important exam.

GED Test Takers May Need To:

- Take various practice tests to also learn how to sit calmly, breathe deeply, and let go of any feelings of tension during the testing process.
- Practice entering a relaxed state of being very calm yet very attentive so that this state of mind can be used when taking the actual GED test.
- Commit to staying "centered" while avoiding getting too excited or too frustrated when taking both the GED practice tests and the actual test.
- Learn to just breathe deeply and tell themselves to "relax, clear the mind, and slowdown," especially if their thoughts ever start racing during an exam.
- Always keep any negative emotions in check when taking the GED test, especially feelings of anger, frustration, and/or fear.

Competency #15: Composed

Competency Interpretation:

- **Lower Scorer:** Might at times experience troublesome “test nervousness” and might be at risk to exhibit excessive fear and worry during important exams like the GED test.
- **Average Score:** Is usually able to stay relaxed and at ease while taking a high-stakes exam though may exhibit some nervousness.
- **Higher Scorer:** Usually experiences “test calmness” and is often able to stay relaxed and worry free during an important exam.

GED Test Takers May Need To:

- Complete practice tests where they focus as much on staying calm, relaxed, and worry free as they do on getting the correct answers.
- Learn how to relax physically during important tests by engaging in a mild form of progressive relaxation where they tense and relax various muscle sets, while self-reinforcing themselves when a sense of relaxation sets in (e.g., “I can feel my entire body start to relax so I am more confident that I will be better able to deal with the challenges of the GED test”.)
- Learn to trust themselves during practice testing sessions when they are in a positive “mental zone” where they are able to read, analyze, and correctly answer very challenging questions.
- Eliminate such emotions as fear and worry from their test-taking experience, although this type of thought stopping and reframing might require that they work with a skilled professional.

Competency #16: Quality-Oriented

Competency Interpretation:

- **Lower Scorer:** Might struggle to avoid careless mistakes during challenging exams and typically does not utilize or adhere to a proven test taking strategy.
- **Average Score:** Is usually able to avoid careless mistakes when taking high pressure exams and uses a proven test-taking strategy.
- **Higher Scorer:** Has learned how to avoid careless mistakes when taking high pressure exams like the GED test and adheres to a proven test taking strategy.

GED Test Takers May Need To:

- Complete a large number of practice tests to learn how to avoid careless mistakes when they eventually take the GED test.
- Take practice tests to learn to focus on carefully reading and thinking through all questions, but especially the more difficult questions.
- Utilize specific test-taking strategies when completing important exams like the GED test (e.g., work at a predetermined pace, take brief notes when allowed, know when to make educated guesses, and know how to apply a strategy to
- Always avoid rushing their answers to the point where they are making uneducated guesses.
- Practice checking their answers when completing a high volume of practice tests so that they can skillfully and efficiently check their answers when taking the GED test.

Interpreting the *GED*[®] *TestPrepped Profile Report*

The major goal of this section is to inform test takers how to interpret their *GED TestPrepped Profile* report. The report includes the Test Mastery Style (Test Preparation by Test Readiness). Scores for the 16 Test Mastery Competencies that contribute to each of the four TestPrepped Profile Dimension are presented and described.

Scores shown in the *GED TestPrepped Profile Report* are Percentiles. This means, for example, a score of 60 means approximately 59% of the national comparison group scored lower on that Dimension or Competency. The national comparison group is comprised of GED test-takers. The scores are charted on bar graphs with score ranges designated as High, Average, and Low. Scores in the High and Average range are important to making Test Prepped and Test Ready for the GED, but the Competencies in the Low range are the areas that need attention.

The Percentile scores in the *GED TestPrepped Profile* report can be converted to seven mastery levels to help understand scores on the competencies and dimensions. Narrative-based mastery levels may be used to help understand competency level. The Percentile scores can be converted to narratives that range from “Basic” for the lowest score to “Good” for the average score to “Outstanding” for the highest score. By using the overall mastery level interpretation guide presented below, a GED test taker can rely on a straightforward and relatively simple interpretation strategy.

Overall Mastery Level

Low			32 - 69 Average	High		
< 2 Basic	2 - 15 Developing	16 - 31 Adequate		70 - 83 Desirable	84 - 97 Very Desirable	98 > Outstanding

Percentile Score Range

Interpretation Guide: The following brief interpretation guide should be used to understand the definitions of the four dimension scores, the 16 competency scores, and the three composite scores, especially the Overall Mastery Composite score. This brief interpretation guide provides the definitions of both “lower” and “higher” scores. Due to the large number of test mastery competencies that are assessed with the *GED TestPrepped Profile*, this interpretation guide should always be at one’s fingertips (See below). The coaching goal is to always strengthen these 16 competencies.

GED® TestPrepped™ Scales:	LOW SCORES (Percentile: 2 to 31) suggest that the test-taker has the following development needs:	HIGH SCORES (Percentile: 70 to 99) suggest that the test-taker has the following strengths:
Test Preparation - Motivation:	<ul style="list-style-type: none"> • Increase commitment to preparing for the test • Learn to like the demands of studying for the test • Increase productivity during the test preparation phase • Increase ability to maintain a high energy level when preparing for the test 	<ul style="list-style-type: none"> • Shows commitment to preparing for the test • Enjoys the mental demands of studying for the test • Shows high productivity during the test preparation phase • Acts with a sense of urgency and energy when preparing for the test
Committed	– Increase the drive and motivation required to pass the test	– Does whatever it takes to both pass and excel on the test
Studious	– Learn to fully embrace the mental demands and routines of test preparation	– Demonstrates enjoyment of and commitment to the mental demands and routines of test preparation
Productive	<ul style="list-style-type: none"> – Improve productivity and ability to stay on schedule when studying for the test – Try not to avoid, delay, or skip critical test preparation activities 	<ul style="list-style-type: none"> – Demonstrates full productivity and ability to stay on or ahead of schedule when studying for the test – Reliably attends all test preparation events (e.g., review classes)
Energetic	– May like to “take it easy” and not act with the sense of urgency and energy required when preparing for the test	– Acts with a sense of urgency and energy when engaging in all of the test preparation and study requirements
Test Preparation – Responsibility:	<ul style="list-style-type: none"> • Improve organization when studying for the test • Work on the time management skills required for test preparation • Increase self-discipline during test preparation phase • Learn to assertively protect preparation and study time 	<ul style="list-style-type: none"> • Uses organization skills effectively during the GED test preparation phase • Shows highly efficient time management when studying • Demonstrates self-discipline when preparing for the test • Assertively protects test preparation and study time
Organized	– Improve creating and maintaining a highly organized study environment to foster test preparation	– Maintains an organized study environment during the test preparation phase.
Time-Efficient	– Learn to manage time optimally and utilize highly time-efficient test preparation strategies	– Demonstrates strong time management skills and utilizes time-efficient test preparation strategies
Self-Disciplined	<ul style="list-style-type: none"> – Improve self-discipline to stick to the test preparation “game plan” – Decrease any tendency to procrastinate and/or cut corners 	<ul style="list-style-type: none"> – Reliably sticks to a winning test preparation “game plan” – Always maximizes study time while remaining disciplined
Assertive	– Work on assertively blocking actions by others that interfere with GED test preparation	– Disarms attempts to interrupt test preparation efforts and builds allies to help in preparation
Test Preparation Composite	Develop increased motivation and responsibility to excel fully at the GED test preparation phase.	Demonstrates the optimal levels of motivation in addition to the required level of responsibility to excel fully at the GED test preparation phase.

GED® TestPrepped™ Scales:	LOW SCORES (Percentile: 2 to 31) suggest that the test-taker has the following development needs:	HIGH SCORES (Percentile: 70 to 99) suggest that the test-taker has the following strengths:
Test Readiness – Confidence:	<ul style="list-style-type: none"> • Adopt a winning test-taking attitude • Become more self-assured about test-taking skills and abilities • Reduce belief that test-taking success is due to luck or chance rather than skill • Maintain focus and reduce distractions when taking important exams 	<ul style="list-style-type: none"> • Shows a winning test taking attitude • Exhibits high levels of test-taking self-confidence • Believes that test-taking success is ultimately due to skill and hard work • Exhibits exemplary focus and concentration when taking important exams
Mentally Tough	– Learning how to cope with the pressures of test taking and adopt the attitude of a “winner”	– Feels like a “winner” with the “right stuff” when taking important exams and can cope effectively with the pressures of test taking
Self-Assured	– Fight feelings of discouragement and hopelessness when taking important tests, to improve test taking self-esteem	– Feels totally confident when taking important tests, and therefore possesses high levels of test taking self-esteem
Internally Controlled	– Give up the belief that passing the test is due to chance, fate, or luck rather than skill and hard work	– Believes that passing the GED test is primarily due to skill and hard work
Attentive	– Maintain focus to fight confusion in order to remember important facts and details	– Effectively concentrates while staying fully focused on each and every question, even with timed tests
Test Readiness –Resiliency:	<ul style="list-style-type: none"> • Fight feelings of pessimism and negativity when taking an important exam • Maintain a positive mood and outlook during the testing session • Do not worry too much when completing an important test to avoid careless mis takes on a challenging exam 	<ul style="list-style-type: none"> • Is very positive and optimistic when taking an important test • Knows how to remain calm and stable during demanding testing sessions • Stays worry free and fearless during the testing experience in order to avoid careless mistakes on a challenging test
Optimistic	– Learn to build an optimistic, positive view of having to take the GED test and the opportunities it provides	– Confidently takes an optimistic, positive view of having to take the GED test
Centered	– Learn to maintain a positive, focused and unemotional mood when sitting for an important test.	– Stays very calm and “centered” when taking an important test and knows how to maintain a clear mind during a challenging exam
Composed	– Combat “test nervousness” and excessive worry during the GED test	– Usually experiences “test calmness” and is often able to stay relaxed and worry free during an important exam
Quality-Oriented	<ul style="list-style-type: none"> – Avoid careless mistakes during challenging tests – Stick to a proven test taking strategy 	<ul style="list-style-type: none"> – Avoids careless mistakes during challenging tests – Adheres to a proven test taking strategy
Test Readiness Composite	Develop increased test taking confidence and resiliency to improve results of the GED test taking process.	Shows higher levels of test taking confidence and resiliency that facilitate the overall GED test taking process.
Overall Mastery Composite	Develop increased motivation and take increased responsibility in relation to the GED test, in addition to building test-taking confidence and resiliency.	Shows more motivation and reliability in relation to the GED test and possesses test-taking confidence and resiliency.

Appendix: Test Mastery Coaching Tips and Strategies

The GED TestPrepped Coaching Program is a competency-based approach to test takers' mindset. Test Mastery Coaches help empower high-stakes test takers to be fully prepared for the GED test. It is important for coaches to try to be in-tune with their students' test mastery needs and challenges. Test Mastery Coaches use the *GED TestPrepped Profile* with GED test takers to strengthen any competencies that are assessed as being “low,” and motivate students to strategically leverage any competencies that are assessed as being “high.”

Coaching Tips: Target Competencies

The *GED TestPrepped Profile* report provides a list of actions that can be followed to strengthen each of the 16 essential test preparation and test readiness competencies. Based on the scores in the report, coaches can help test takers select competencies that need improvement and areas of strength to leverage.

Select Areas Needing Improvement

GED Test takers will review their report and are encouraged to initially focus on the bottom 3-5 competencies (i.e., the lowest scores) listed in their personalized reports that offer clear-cut opportunities for growth. Then this list can also be reduced down to the most important competency that needs immediate attention (e.g., if one isn't committed to preparing for a test that is only a couple months away, then this low Commitment scale score more than likely needs to be addressed first). Coaches can help the test takers focus on the most demanding competency. Test takers will definitely want to focus on those scale score recommendations that are below percentile score of 32.

If test takers have competency scores that are relatively high compared to the norms (i.e., most of their percentile scores are greater than 50), then their focus might be on their lowest score compared to their other scores, even though none of their competency scores are low. In either case, the competency scales on which a test taker scores the lowest are potential targets for immediate improvement.

Select Areas of Strength to Leverage

GED test takers should use a similar process to select those competencies that represent their clear-cut strengths. Again, a good starting point is to focus first on the top 3-5 competencies that have been identified on the *GED TestPrepped Profile* report, and then boil this list down by determining what the top priority competency within this short list is.

One might want to first focus on those stronger competencies that are 70 or above. However, if one's overall profile score is relatively low, then the focus would more than likely be on those competencies that have the highest scores. By leveraging a strong set of competencies, high-stakes test takers will maximize their potential.

Implement Test Mastery Actions

Now that GED test takers' competency-based strengths and opportunities for growth have been identified and prioritized, they can work with their coach to select the specific coaching actions that they will want to utilize. Each *GED TestPrepped Profile* report provides a list of actions. Still, the provided list is a starting point for consideration.²

GED test takers may also want to consult their guidance counselors, test preparation instructors, and/or fellow students for additional ideas on how to optimally address a low competency score, or how to best leverage the benefits of a high score. Ideally, the specific coaching interventions selected need to be SMART:

1. **S**pecific to the targeted competency.
2. **M**easurable to best ascertain if progress is being made.
3. **A**chievable so that the plan is realistic and does not become overly burdensome.
4. **R**elevant, meaning that the intervention clearly addresses the targeted competency.
5. **T**imely, meaning that the intervention can be completed so that it proves beneficial for the upcoming test.

General Test Mastery Coaching Strategies

A few highly relevant coaching strategies that can improve a test taker's overall mindset are summarized below:

- **Increase self-awareness:** By becoming self-aware of test mastery strengths and opportunities to improve, test takers will increase their test-taking insights and can learn to leverage strengths and self-manage weaknesses. It may be helpful for test takers to write about which strengths and weaknesses were a surprise and which were expected. Test takers can also make self-reinforcing statements every time they self-manage a test preparation weakness and/or leverage a known strength.
- **Reaffirm self-worth:** Test Mastery Coaches constantly reaffirm high-stakes test takers' self-worth. For example, before a high-stakes exam, test takers might be encouraged to spend a few minutes writing about their many favorable interests and activities in life. This type of writing reaffirms the test taker's positive sense of self and promotes strong feelings of self-worth. Confidence is boosted and test taking performance increases.
- **Express any worries:** Researchers at the University of Chicago have documented experimentally that writing for 10 minutes about any worries related to taking an upcoming high-stakes exam can mitigate test anxiety. That is, the anxieties and debilitating worries that might emerge in the actual high-stakes testing situation can be significantly reduced by expressing and working through such worries ahead of time during a brief self-coaching writing session. Hence, Test Mastery Coaches can recommend this brief intervention and others designed to address test anxiety.

²It is important to note that research studies do not exist for all test taker coaching interventions listed in this guide or on the *GED TestPrepped Profile* report. Still, test validation studies have shown that the *GED TestPrepped Profile* yields valid and reliable scores, and therefore the essential competencies assessed with this instrument are relevant when it comes to identifying both weaker and stronger test preparation competencies compared to the relevant norm group. In addition, published research exists for certain types of recommended interventions (e.g., shifting from rational to irrational self-talk and learning relaxation skills), while some interventions are based on case study reports. Finally, all recommended interventions have been logically linked to each of the 16 competencies so that test takers will get to review and consider some very viable coaching interventions compared to some less viable interventions that they might have selected on their own without the benefit of the *GED TestPrepped Profile*.

- **Meditate away negative thinking:** Meditation training can help high-stakes test takers to learn how not to dwell on their test taking worries and instead discard negative thoughts. Therefore, meditators have a higher potential for harnessing all of their “cognitive horsepower” for accurately completing high-stakes exams.
- **Practice under pressure:** Peak performance researchers have documented that repeatedly testing oneself on relevant material helps high-stakes test takers remember the material better in the long run. That is, high-stakes test takers should continuously practice being tested. Ideally, the practice testing sessions will be timed with no study aids so that they accurately simulate the eventual exam day.
- **Reinterpret physiological reactions:** When under high-stakes testing pressure, coaches can encourage students to interpret their physiological reactions (e.g., racing heart, sweaty palms and muscle tension) positively as opposed to negatively. That is, test takers can be taught to interpret their heightened physiological reactions as being indicative of being “charged up” for the high-stakes exam as opposed to being “freaked out.” In other words, coaches teach test takers to turn their bodily reactions to their advantage.
- **Focus on the positive:** A key Test Mastery Coaching intervention is to teach test takers to remain positive at all times. Students who focus on the negative run the risk of not studying as hard and failing to reach their goal of passing the high-stakes exam. High-stakes test takers need to learn to stop any negative thoughts on the spot and quickly replace them with positive thoughts. The on-going use of positive test taking affirmations is obviously highly relevant here (See below for more on using positive affirmations).

Test Mastery Coaching: Positive Affirmations

Test takers often struggle with negative self-talk. Their negative internal dialogue is self-defeating and can lead to lower test-taking motivation, irresponsible test preparation behavior, a lack of confidence when taking any high-stakes exam, and an absence of resiliency when the exam is experienced as being overly complicated, too lengthy, and/or unbearably stressful.

However, the use of positive affirmations allows these high-stakes test takers to draw on positive counterstatements that can override the self-defeating internal dialogue. Affirmations are strong, positive statements that suggest that something important has already been accomplished. Such affirmations ideally are suited to refute a continuous, albeit negative inner dialogue going on within the test taker’s mind. These negative inner dialogues need to be self-managed and converted to positive affirmations because, at a simple level, a test taker’s mental mindset influences and colors his/her feelings and perceptions about the test taking process, and such thoughts definitely contribute to the ultimate test outcome.

Habitual, self-defeating thoughts like, “I will never be able to pass this complicated test” are often “old programming” that is still influencing one’s test taking behavior in the here and now. The practice of positive affirmations allows a GED test taker to replace this self-defeating inner dialogue with more positive ideas and concepts.

Affirmations can be done silently or spoken aloud. A test taker can also write down his/her favorite affirmations and place them where they can be viewed daily. Affirmations can also be recorded and listened to multiple times a day. Repetition helps to internalize the positive message. Moreover, GED test takers are most likely to internalize these positive test taking affirmations when they focus on them while in a relaxed state, so using affirmations when engaging in meditation or a comparable relaxed state is encouraged. Here are some guidelines for the proper use of affirmations:

- 1. Phrase affirmations in the positive.** Test takers should always affirm what they do want, not what they don't want. Hence, an affirmation such as, "I will no longer be tempted to cheat on a high-stakes exam" is less desirable. Conversely, an affirmation such as, "I am a person with the highest levels of integrity who can always be trusted when taking high-stakes exams" is more acceptable.
- 2. Phrase affirmations in the present tense, not in the future.** Word all affirmations as if the desired attitudes and behaviors already exist. This is important because students are self-managing their new internal dialogue before it manifests into their desired external reality. Hence, instead of saying, "I plan on someday being very confident when I sit for the GED test," it would be more beneficial to say, "I am always a very confident test taker when I sit for all of my important exams, including the GED test."
- 3. Keep all affirmations short and simple.** Ideally, an affirmation will be a clear statement that reflects a positive feeling and outcome. Succinct and focused affirmations make a stronger impression on the mind than affirmations that are too long and wordy.
- 4. Experience affirmations as being true.** Affirmations help to create a new point of view about high-stakes testing. However, it is recommended that test takers who use affirmations suspend all doubts about the goal of the affirmation while putting their full mental and emotional energy into believing the affirmation, even if for only a few minutes. That is, rather than merely saying or writing the affirmations by rote, test takers should truly embrace the feeling that they have the power to create that reality.

Some illustrative affirmations for each of the testing competencies assessed by the *GED TestPrepped Profile* are listed below.

Affirmations for Test Mastery Coaching (Illustrative Listing Only)

Committed:

- “I am enthusiastic about preparing for the upcoming GED test.”
- “I am honored to be in the position to sit for this very important GED test.”

Studios:

- “I enjoy studying very important GED subjects.”
- “I take great pride in the knowledge that I acquire through my daily GED studies.”

Productive:

- “I have a very strong work ethic that serves me well during GED test preparation.”
- “I love being highly productive when I prepare for important exams like the GED test, and I am routinely rewarded with higher scores.”

Energetic:

- “I wake up full of energy each and every morning.”
- “I always have sufficient energy to work long, productive hours when I prepare for important exams like the GED test.”

Organized:

- “I am benefiting from maintaining an organized life, especially as I prepare for the important GED test.”
- “I am learning to live each day by my GED test preparation study schedule, and I feel very pleased.”

Time-Efficient:

- “I trust my ability to skillfully manage my time as I prepare for the important GED test.”
- “I take pride in staying ahead of schedule with my GED studies.”

Self-Disciplined:

- “I respect that I am an honest test taker whose scores reflect my true skills and abilities.”
- “I can always be trusted to keep my word that I will religiously adhere to a strict GED study schedule at all times.”

Assertive:

- “I deserve the respect from others to fully accept my right to take as much preparation time as I need for this very important GED test.”
- “It is okay for me to ask others to assist me in a wide variety of ways as I wholeheartedly prepare for this very important GED test.”

Mentally Tough:

- "I believe in my ability to succeed when taking any high-stakes exam, including the GED test."
- "I am a winning test taker who enjoys sitting for high-stakes exams like the GED test."

Self-Assured:

- "I am learning to be a more self-confident GED test taker every day."
- "I have many good qualities as a prepared GED test taker."

Internally Controlled:

- "I embrace the reality that I am fully responsible for my success when taking the GED test."
- "My hard work and commitment routinely lead to successful outcomes when I take important exams like the GED test."

Attentive:

- "I am an attentive student who stays focused on the most important GED test preparation assignments."
- "I remain fully alert to my environment at all times when taking important exams like the GED test."

Optimistic:

- "I am very pleased and satisfied with how prepared I am for the very important GED test."
- "All of my test preparation efforts have come together nicely so that I am now more than ready for this high-stakes exam."

Composed:

- "I am learning each day to let go of any doubts and fears related to taking the GED test."
- "I am proud of my ability to immediately relax whenever any high-stakes exam gets a bit too demanding."

Quality Oriented:

- "I am committed to sticking to a winning GED test taking strategy at all times."
- "Others perceive me as being a careful test taker who accurately completes important exams like the GED test in a quality-oriented manner."

On-the-Spot Coaching Exercises:

These coaching exercises are optional exercises that you can use with your students. You can select the exercises you believe will best help your students understand and improve their test-taking mindset.

Positive Affirmations Coaching Exercises

1. Have your student's think of the most negative beliefs that they typically encounter when preparing for the GED test. Have them write that negative belief down and then write a positive affirmation to refute that extremely toxic negative belief:

a. Negative Test Preparation Belief: _____

b. Positive Test Preparation Belief: _____

2. Now have your students think of the most destructive beliefs that they encounter when they take high-stakes exams. Have them write that negative belief down and then write a positive affirmation to refute that extremely negative belief:

a. Negative Test Preparation Belief: _____

b. Positive Test Preparation Belief: _____

Self-Awareness Coaching Exercises:

1. Before taking the *GED TestPrepped Profile*, ask your students to think about and describe their major strengths in terms of their test preparation and test readiness competencies.

2. After taking the *GED TestPrepped Profile*, help your students determine what their actual strengths were in terms of their 16 test preparation and readiness competencies?

3. What differences surprised your students the most between the perceptions of their strengths before and after taking the *GED TestPrepped Profile*?

4. Before taking the *GED TestPrepped Profile*, what did your students think their major weaknesses were, if any, in terms of the 16 test preparation and readiness competencies *GED TestPrepped Profile*?

5. After taking the *GED TestPrepped Profile*, what were their actual weaknesses, if any, in terms of the 16 test preparation and readiness competencies?

6. What differences surprised your students the most between the perceptions of their weaknesses, if any, before and after taking the *GED TestPrepped Profile*?

7. What is the most important area of increased self-awareness from which your students hope to benefit the most in terms of passing the GED test?

Rational Thinking Coaching Exercises:

1. Have your students give an example of an irrational, highly pessimistic thought that they repeatedly say to themselves whenever they are preparing for the GED test. Also, have them write down on a scale from 1 (Not Distressed) to 10 (Very Distressed) how distraught this irrational, pessimistic thought makes them feel.

2. Now invite them to write down a more rational, optimistic thought to replace their overly pessimistic, irrational thought that they routinely encounter when preparing for the GED test. Also encourage them to write down on the same 1-to-10 scale how they feel when they use this substitute thought pattern.

3. Now write down a highly irrational, pessimistic thought that they routinely encounter when they sit for a high-stakes exam like the GED test. Also encourage them to write down on the 1-to-10 scale how distressed they typically feel when encountering this type of thinking.

4. Finally, invite them to write down a more rational, positive thought that can serve as a replacement for the more irrational, pessimistic pattern of thinking that they experience when sitting for a high-stakes exam like the GED test. Again, encourage them to use the 1-to-10 scale to rate how much distress they experience when using the substitute thought.
