



# **Connecting the Dots for GED® Success: Tools and Strategies for Instruction**

**Professional Development for  
International Programs**

**Tuesday 18 September, 2018**

# Session Objectives

- Setting the Stage
- Teaching Thinking Skills
- Reviewing the “big ideas” of the GED® test
- Exploring Assessment Targets, PLDs, HIs, and Relationships
- Top Test-taking Tips
  - Pre-test, Test-day, Post-test
- Exploring tools and resources from the GED Testing Service®

# Setting the Stage

Background you should be familiar with and may share about the test

# Background

- Content alignment
- Test structure and forms equivalence
- Constructed response items and scoring
- Performance levels

# Content Alignment

## How is the GED® test aligned to specific content standards?

- The GED® test was developed by design to reflect college and career readiness standards
  - Crosswalks and external alignment studies demonstrate alignment between GED® Assessment Targets and CCR standards
  - CCR standards are US-centric, but are still relevant to international audiences
  - Standards from top-performing countries played a significant role in the development of the CCR standards.

# Content Alignment

- The underlying content standards are
  - Research- and evidence-based
  - Clear, understandable, and consistent
  - Aligned with college and career expectations
  - Based on rigorous content and the application of knowledge through higher-order thinking skills
  - Informed by international content standards

# Test Structure and Forms Equivalence

- The scale for each content test is 100 – 200 with passing set at 145
- How many questions do my students need to get right to pass?
  - We don't share that information because it
    - Differs slightly from form to form and
    - Differs slightly by content area
  - The *minimum* score for HSE requires around 40% of the total raw score points
    - Remaining score points are distributed between 146 and 200 scaled score points

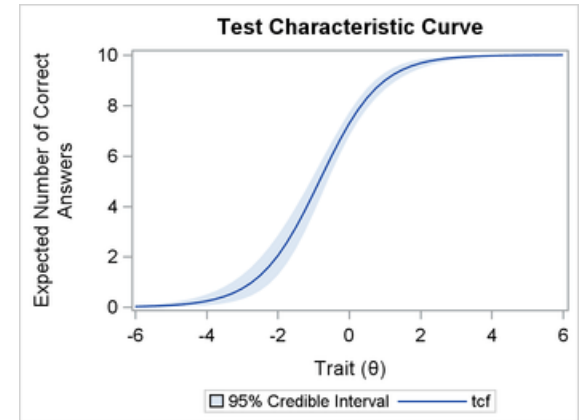
# Test Structure and Forms Equivalence

- What's the difference between raw score points and scaled score points?
  - Each content test has between 35 and 65 raw score points, *roughly* corresponding to the number of items
    - RLA has the largest number of raw score points – it is two content areas in one (reading and writing)
    - Test forms meet detailed blueprints and difficulty specifications
    - Forms are very similar in raw score difficulty but rarely exact
  - Transformation to “scaled scores” allows
    - Comparability of test performance – test score represents same level of performance, no matter what form was taken



# Test Structure and Forms Equivalence

- How do I know that all test forms are equivalent, when a student might report that one form seems harder/easier than another?
  - Test forms all match same blueprint and specifications
  - Test characteristic curves demonstrate the match across forms
  - Content within each reporting category is “sampled”
    - One form might have a content sample that is more or less familiar to a particular test-taker
    - This may lead to different learner perceptions of the test, even though the test forms are equated



# Constructed response items and scoring

- Can you pass the RLA test and score 0 on the ER item?
  - Yes, but most test-takers who pass at HSE do get some score points
  - The ER is designed to measure skills as score increase across the scale from 145 - 200
  - Many test-takers still do not understand the ER task
    - We will spend the morning session tomorrow digging into this topic

# Constructed Response Items and Scoring

- Why should I spend time on teaching writing skills if students don't need many points on writing to pass the test?
  - Writing skills are one of the critical differentiators of long-term success
  - Any score point earned counts towards the overall score
  - Building skills in this area helps develop thinking skills that impact performance on the entire test

# Constructed Response Items and Scoring

- How does the computer score the ER item? What is it looking for?
  - The automated scoring engine catalogs the characteristics of a writing sample
  - Compares those characteristics to real exemplar responses with known scores
  - Assigns a score based on similarity to existing exemplars
    - If no similar responses found, ER is human-scored
- Much more on this tomorrow!

# Performance Levels

- The test has two performance levels
  - Non-pass
  - Pass (high school equivalency)
- The "Pass" level can be divided into 3 "sub-levels" for instructional purposes
  - Pass, Pass+, Pass++
  - We will share the detailed descriptors for these levels with you for use in instruction

# Sharing insights activity

- Make groups of 5
  - 2 members who participated last year
  - 3 members who are first time participants
- Returning participants share the 3 – 5 things that were the most important learnings for you from last year
- New and returning participants discuss the 3 -5 things that you want to get out of this year's conference
- Record your learnings and expectations on a flipchart
- Take 10 minutes and be prepared to share with the large group



# Tip 1

**Use data to tell the story and assess areas of strength and need**





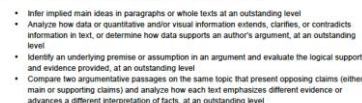
# Building Test-taker Confidence

- Test-taker Pass Rate
  - Battery pass rate
  - Content area pass rate
- Completion rate
- Retake rate

- The PLDs tell you what students should know and be able to do
- The Student Facing Skills translates those skills into learner friendly language

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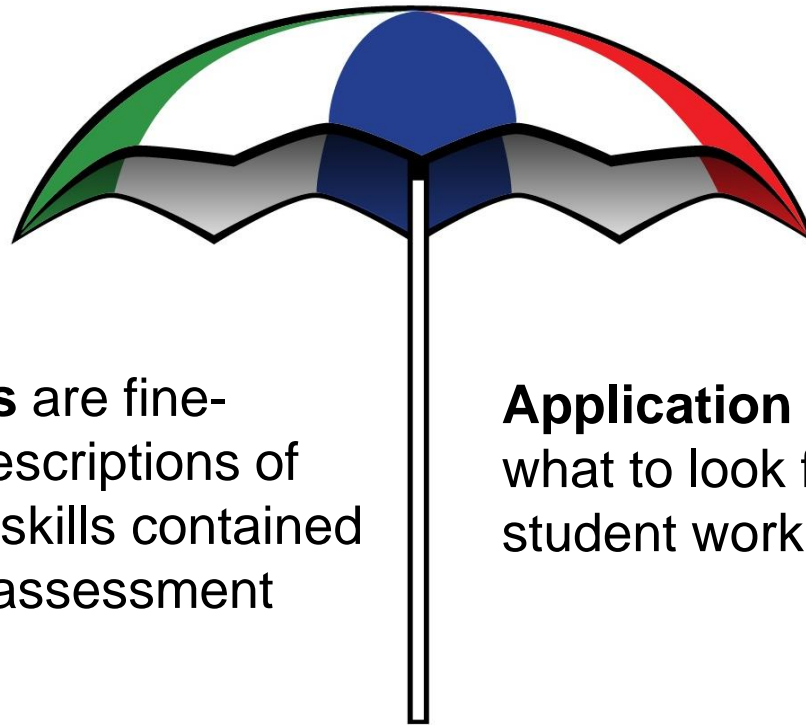
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# GED® Passing Performance Level

Pass/High School Equivalence		
145-164	165 - 174	175-200
PLDs level 2 – Pass Skills	PLDs level 2 - Pass+ Skills	PLDs level 2 Pass++ skills

# Targets → Indicators → 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

# Example

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

# 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



**High  
Impact  
Indicators**

## Tip 3

**From Performance Level  
Descriptors  
to  
High Impact Indicators  
to  
Relationships between  
indicators**

# What are *High Impact Indicators*?

- Important skills that are widely applicable across the content areas
- May currently receive light coverage during GED® test preparation
- Lend themselves to straightforward instruction
- Based on research

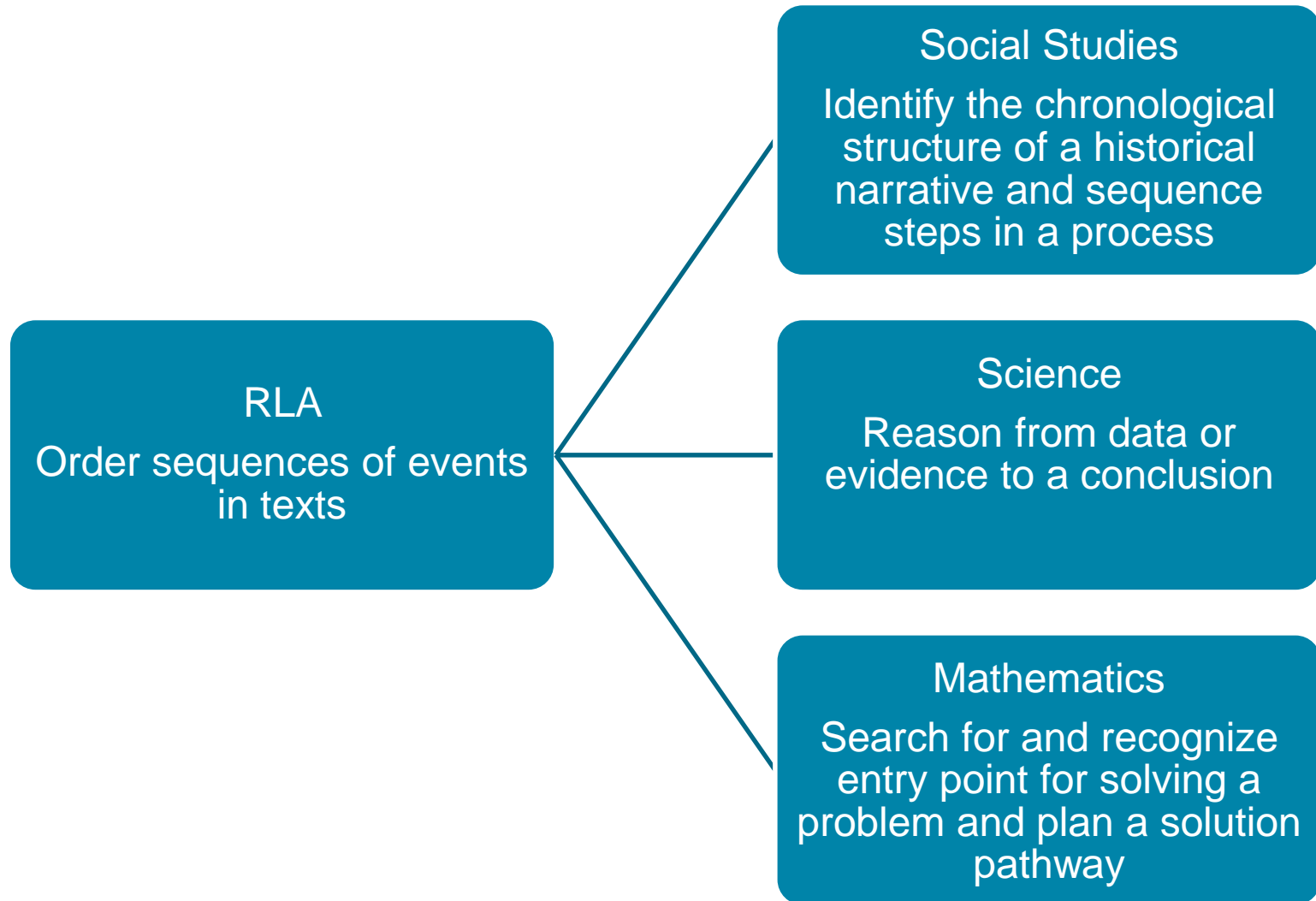


# It's All About Relationships

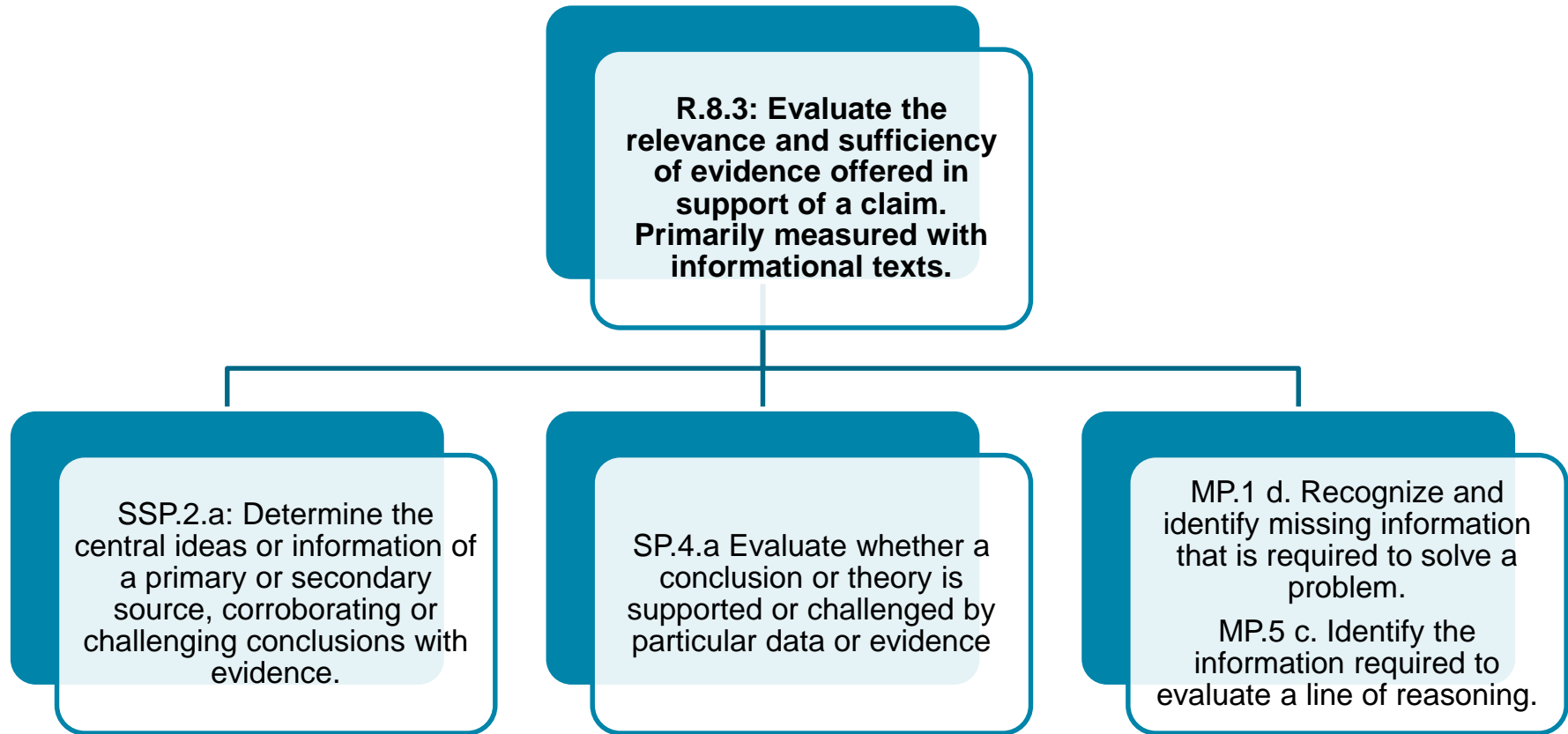


- Assist instructors in creating instructional plans that address the maximum number of skills
- Assist students in applying skills in multiple ways and in a variety of contexts

# An Example



# Digging Deeper: Let's Look at Evidence




# Where to Access HIIs and Relationships

- High Impact Indicators
- Relationships Between the High Impact Indicators and Other Indicators

## High Impact Indicators

## Relationships between High Impact Indicator and Other Indicators



### High Impact Indicators

All of the indicators listed in the GED® Assessment Target indicators describe the critical thinking skills essential to test-taker success in college, career training, and the workforce. However, those we are highlighting in the **High Impact Indicators** may be useful for educators to emphasize in their instruction.

We selected the following skills as High Impact Indicators because:


- They represent particular **foundational skills** that are the basis for the development of other skills covered in the GED® Assessment Targets and have **broad usefulness** that can be applied in multiple contexts.
- They are a **good fit for classroom instruction** because they are not complicated but are important for students to know and use.
- GED® testing data suggests that **educators may not be currently focusing on these skills** in their GED® test preparation.

While focused classroom instruction on these High Impact Indicators may quickly and positively impact your students' test performance, **educators should note that the High Impact Indicators are not more important than the rest of the indicators**. Proficiency with all of the indicators is essential for test-takers to perform well on the GED® test.

#### Reasoning Through Language Arts – High Impact Indicators

Indicator	
<b>R.3.1: Order sequences of events in texts.</b>	<ul style="list-style-type: none"><li>• located a single</li><li>• identified chronological</li><li>• described the sequence</li><li>• re-ordered events</li><li>• re-ordered events and-effect, etc.</li></ul>
Primarily measured with literary texts.	

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### Relationships Between the High Impact Indicators and Other Indicators

The High Impact Indicators are a set 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><b>SSP.3.a: Identify the chronological structure of a historical narrative and sequence steps in a process.</b></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>SSP.3.c: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</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 given.</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>

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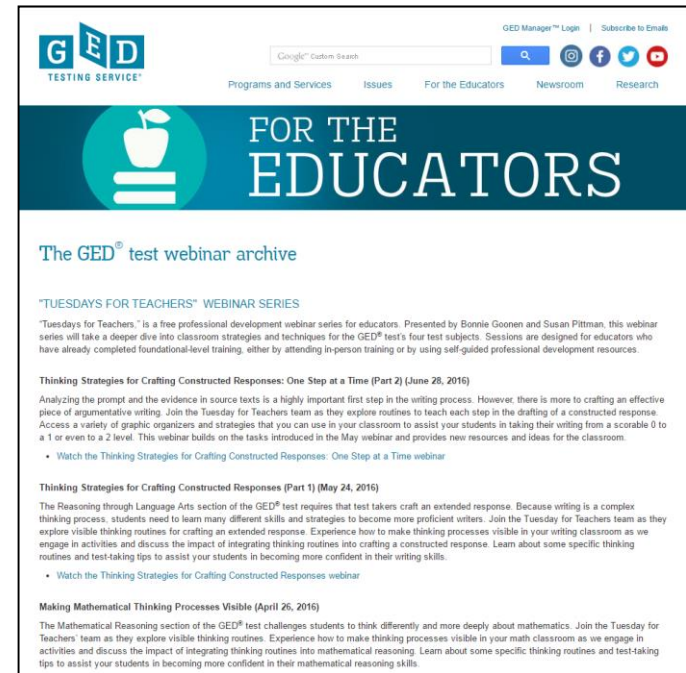


# **Tip 4**

## **Make Your Thinking Processes Visible**

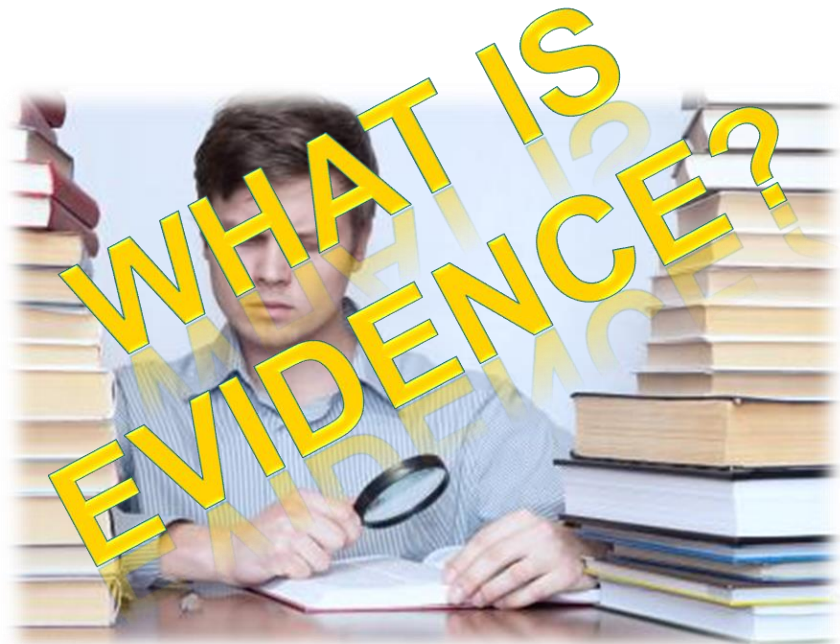
# Where to Find More on MTPV

1. Go to the GEDTS Webinar Archive –  
[Webinar link](#)
2. Click **Making Math Thinking Processes Visible**
3. Click **Thinking Strategies for Crafting Constructed Responses (Parts 1 and 2)**
4. Access PowerPoints and Guides



# Tip 5

**It's all about evidence,  
but first . . .**



# Where to Access More Strategies on Analyzing and Evaluating Evidence

- Thinking Strategies for Crafting Constructed Responses (Part 1)

[May 2016 webinar on evidence in constructed responses \(part 1\)](#)

- Thinking Strategies for Crafting Constructed Responses: One Step at a Time - Part 2

[June 2016 webinar about evidence in crafting constructed responses \(part 2\)](#)



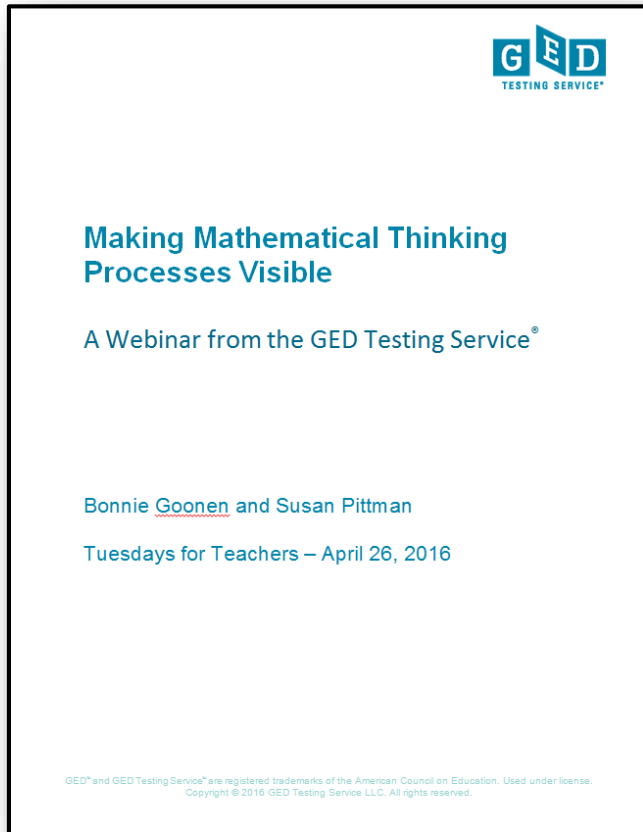


# Tip 6

**Teach students how to mathematically reason and use different methods to solve problems**



# Where to Access More Information on Problem Solving



## Making Mathematical Thinking Processes Visible [MTPV webinar for math - April 2016](#)

- Heuristics
- Graphic Organizers
- Websites
- More . . .

# Tip 7

## Teach Close Reading Strategies



# Where to Access More Strategies on Close Reading

## Tuesdays for Teachers

- Close Reading: A Key to Teaching Constructed Response (May 26, 2015)

[Close reading strategies webinar](#)

- Mathematical Reasoning (March 24-26, 2015)

[Close reading in mathematics](#)

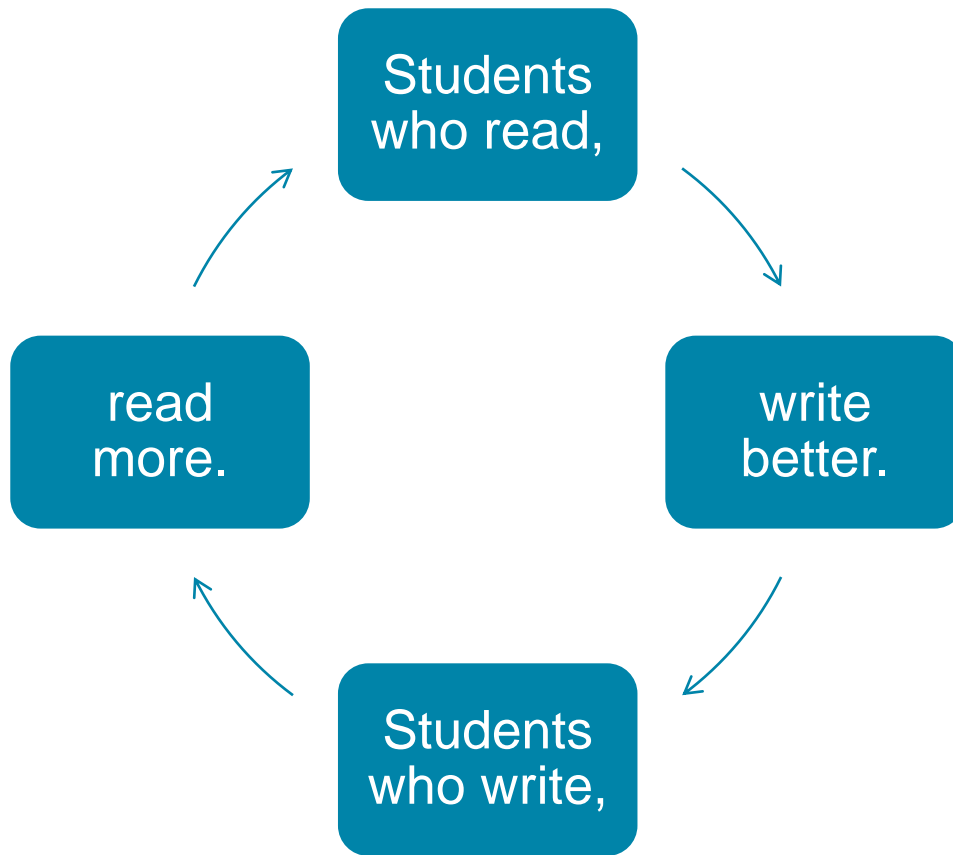


# Tip 8

**Incorporate reading and writing into every classroom, every day**



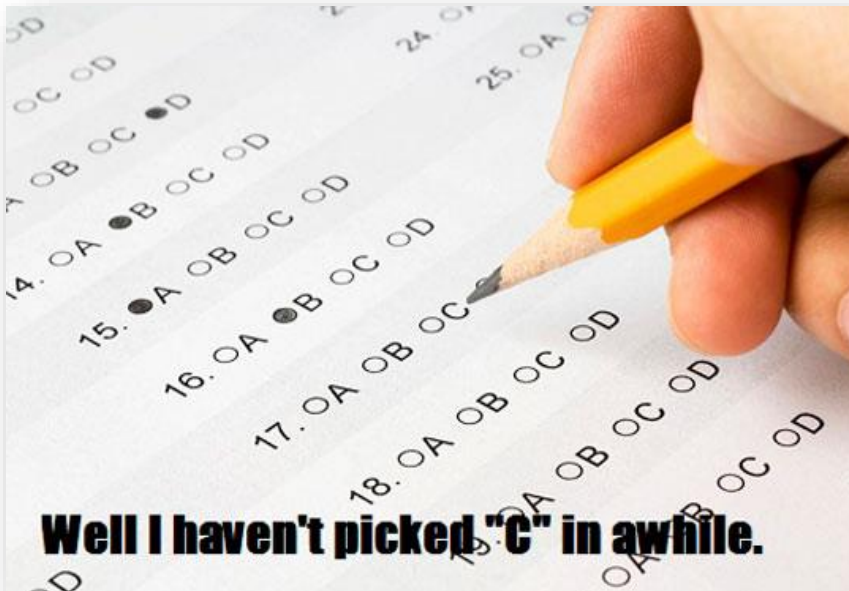
# The Link Between Reading and Writing



- Reading strategies should lead to writing
- Writing strategies should encourage further reading

# Tip 9

Share test-taking strategies and tips with students



# Set up their account with GED.com



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## Dashboard

[Language Arts](#)[Science](#)[Social Studies](#)[Math](#)

### GED Ready®: The Official Practice Test

Score: 100 - Not Likely to Pass **Not Likely to Pass** Date Taken: 06/29/2017

[Take GED Ready® again](#)[See my score report](#)

### Want extra help?

There are different ways to study and get help! Connect with a local GED® class for personal instruction and help to pass the test.

[Find GED® Classes](#)

### Prep for Language Arts with GED Flash™

GED Flash™ for Language Arts gives you access to hundreds of practice questions. You'll get instant results and explanations that show you how to master each concept.

# Pre-Test Preparation

- Practice, Practice, Practice
  - Test-taking is not a natural part of their everyday routine, so a “refresher” is needed
- Make certain everyone is familiar with the GED Tutorials and the “look and feel” of the test interface
  - Take advantage of all the information that is available on each screen
- There should be no “surprises” when they test in each content area – the PLDs tell them what is required to know and be able to do

# Free Resources

## International website



Home / International Prep Providers

About The Test Study Grads and Transcripts

Log In SIGN UP

Search Other Countries International Prep Providers

Become a Partner

Teaching the GED Test

**Top Resources**

 Professional Development Training  
[View Resource](#)

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**Announcements**

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### International Prep Providers



### Become a Partner

Get the latest details on how to become a partner with GED Testing Service.



### Teaching the GED Test

Access professional development training and free materials for your classroom

# Pre-test Preparation

- Free Practice Test
  - Become familiar with the “look and feel” of test items
- GED Ready<sup>®</sup> Official Practice Test
  - ½ length of the GED<sup>®</sup> test
  - Valuable feedback for test preparation

# Tutorials

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

The screenshot shows the GED Testing Service website. At the top, there is a navigation bar with links for 'About The Test', 'Study', 'Grads and Transcripts', and a 'Log In' button with a 'SIGN UP' button next to it. Below the navigation bar, there is a sidebar on the left with sections: 'Become a Partner', 'Teaching the GED Test', 'Free Classroom Materials' (highlighted), and 'Professional Development'. The main content area features a large banner for 'Free Classroom Materials' with a photo of students working together. Below the banner, there is a section titled 'Tutorials' with a sub-header '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)'. There are two tutorial cards: 'Computer-Based Test Tutorial' and 'Calculator Tutorial', both with 'View Now' links.

# Test-day Resources

- Noteboards (3)
- Formula Sheet
- Extended Response Tips
  - Order samples to have in the classroom so they will become familiar with them before they walk in on testing day.
  - Test Center Administrators can order by submitting a request via the “Incident Report.”

# GED® Ready

<b>Realistic practice opportunity</b>	Computer-based and same platform as GED® test except accessed online rather than in the test center
<b>Scale</b>	Same scale and reporting as official test
<b>Predictive</b>	Tells students their likelihood of passing (e.g., a student scoring 145 has about a 70% likelihood of attaining 145 or higher on the GED® test)
<b>Half-length</b>	~4.25 hours in length for all 4 subjects

# GED® Ready

- Feedback and links to study suggestions (focused study plans)
- Instructional feedback – extended response (RLA) and short answer items (Science) 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>

# Test-taking tips

- Time Management on the GED® test

Content Area	Time	Number of Sections
RLA	150 minutes	3+ break
Math	115 minutes	2
Social Studies	70	1
Science	90	1

- Test item arrangement - test-items *generally* increase in difficulty
  - Trouble with a question? Mark it for review and move on!
- Familiarity with Technology-enhanced item types

# Test-Taking Tips Across Content Areas

- Read the questions first and identify helpful hints
- Predict an answer BEFORE you look at the answer choices
- Use annotation tools
- Answer every question, but start with those that are familiar to you

# Test-Taking Tips Across Content Areas

Remember...

- The GED® test assesses different levels of skills.
- Some questions will be more difficult, so flag those questions so that you are not taking too much time trying to “figure them out.”
- Students are not penalized for incorrect answers, so select an answer for each question.
- Use the noteboards to plan your extended response and to make other notes!

# Test-Taking Tips for Math

- Tackle problems in three waves
  - Do problems that are easily and quickly completed
  - Go back to problems that will take a little longer
  - Save the most challenging problems for last
- Use close reading skills to determine what the word problems is asking
- Take advantage of the noteboards
- Check answers carefully

# Test-taking Tips for Social Studies

- Remind students to read closely and carefully, especially primary sources
- Examine graphics closely
- Use calculator for data and statistics items

# Test Taking Tips for RLA CR

- **Always** complete the constructed response! (You cannot use the 45 minutes provided for any other part of the test.)
- Closely read the prompt and source texts, analyzing and evaluating the evidence before determining your claim.
- Use the writing routines to draft an effective response.
- Practice using the highlighting tool and the erasable note boards for planning.
- Plan your time
  - Use the entire 45 minutes to read, plan and write your response
  - Spend 10-15 minutes in reading and planning
  - Save 4-5 minutes to proofread your response

# Post-test tips

- For successful test-takers
  - Review Score Report, share Score Report
  - For Passers, download electronic transcript and diploma
- For those who will need to re-take the test
  - Review the Score Report
  - Share the Score Report with Adult Educators



# Tip 10

## Stay Current - Sign up for *InSession*, be the “first” to know

The screenshot shows the top of the GED Testing Service website. The header includes the GED logo, a Google Custom Search bar, and links for GED Manager Login, Subscribe to Emails, and social media icons. Below the header is a navigation menu with links for Programs and Services, Issues, For the Educators, Newsroom, and Research. The main content area features a large banner for the 'INSESSION WITH THE GED® PROGRAM' newsletter. The banner includes the text 'The latest news, professional development educator resources delivered to your inbox' and a 'Subscribe today' button. On the left side of the banner, there is a smaller image of a laptop displaying the newsletter content, which includes headlines like 'New Sample Extended Responses for Classroom Practice' and 'New Tool Helps Students Explore Career Pathways'.

This screenshot shows the content of the 'INSESSION WITH THE GED® PROGRAM' newsletter. The page features a search bar at the top right and a 'Subscribe now' button. The main content area includes a 'GED Ready® Practice Test Sale' announcement for September 13, 2016, with a 50% off discount. Below this is an article titled '5 Tips For Marketing Your GED® Prep Classes' dated September 13, 2016, with a 'Continue reading' link. At the bottom, there is a section for 'Enhanced Experience for Students Requesting Accommodations'. On the right side, there is a 'Top Articles' list with five items, an 'Archives' section with a 'Select Month' dropdown, and a 'NOW ON-DEMAND' banner for 'Thinking'.

# Resources

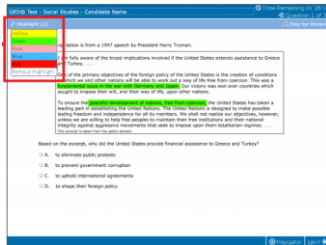
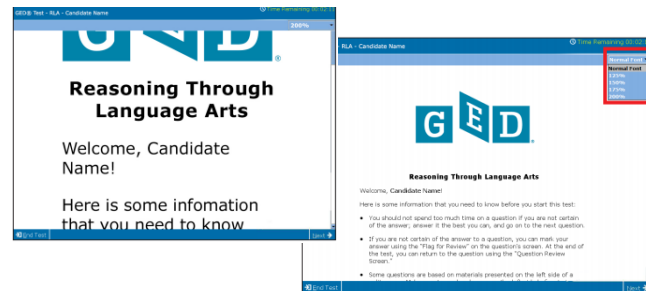
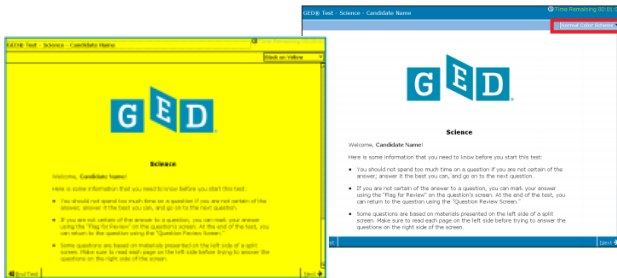
Tools for Test-Takers and Resources for Educators

# 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!



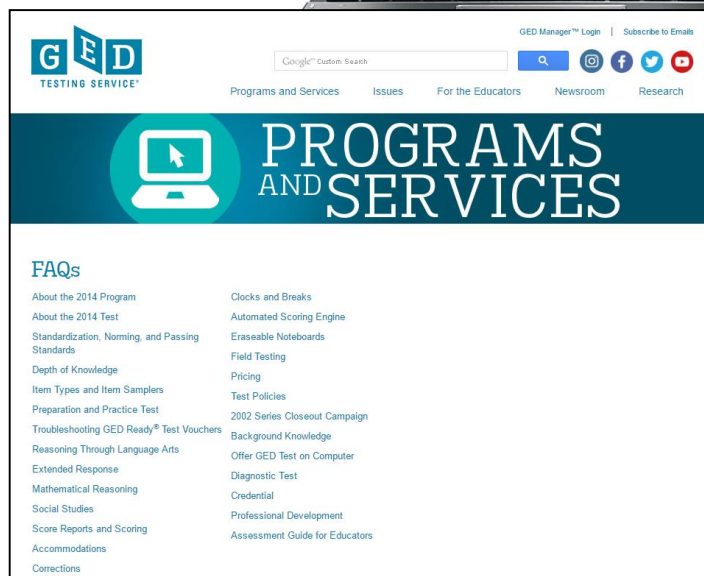
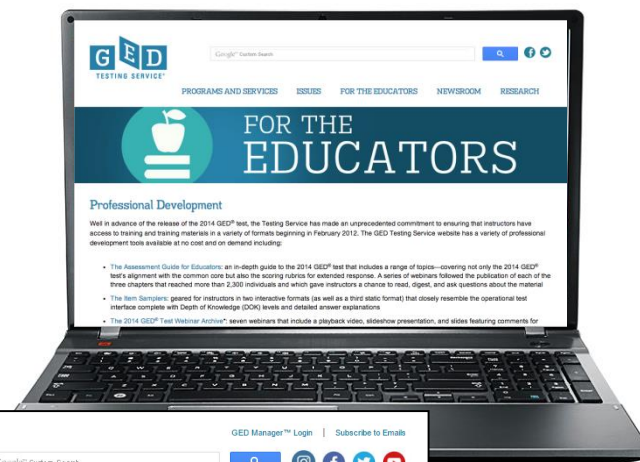
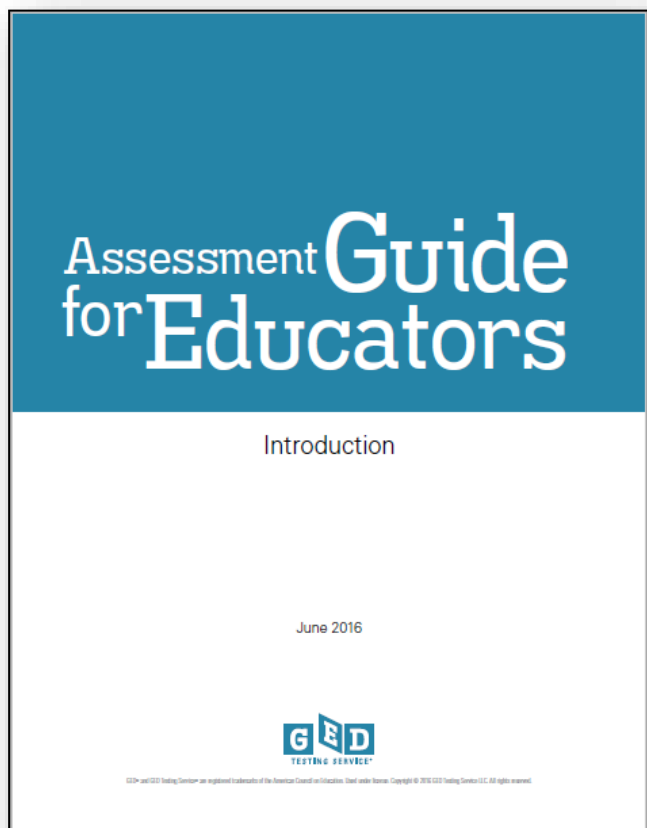
- On-screen color combinations
- Text size
- Highlighting text and shortcuts (cut/paste)

## Practice on the computer-based tutorial

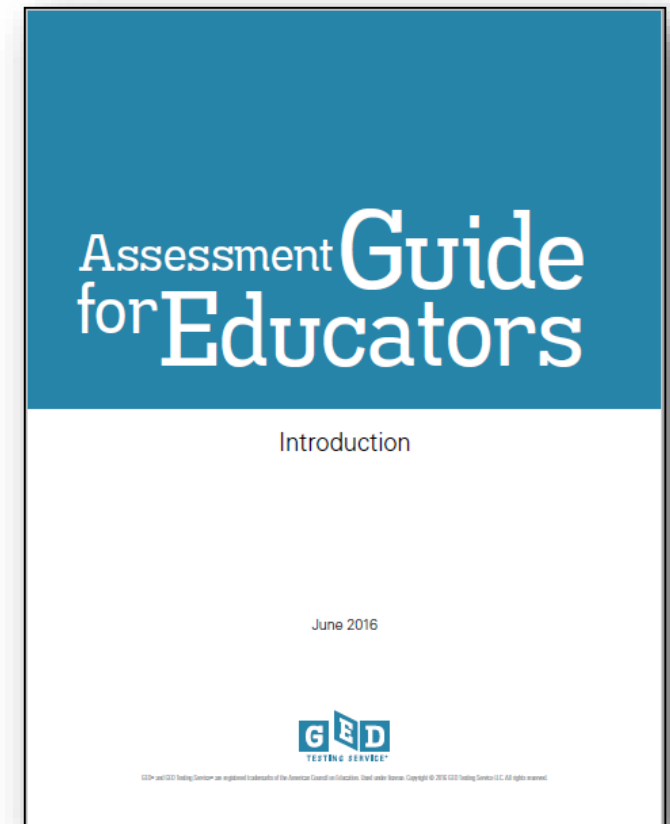
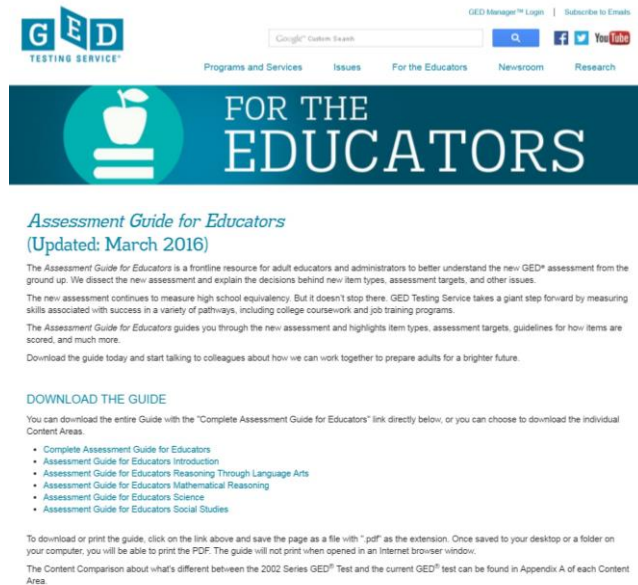


# Need more information?

## 8 Resources to Explore



# #1 The Assessment Guide for Educators



Covers all content areas

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



# #2 The Resource Guides

## MATHEMATICAL REASONING

- 2014 Computer-Based Test Tutorial ([View Online Now](#)) ([Download and View Later](#))
- 2014 Computer-Based Test Tutorial in Spanish ([View Online Now](#)) ([Download and View Later](#))
- 2014 Standalone Calculator Tutorial ([View Online Now](#)) ([Download and View Later](#))
- 2014 Standalone Calculator Tutorial in Spanish ([View Online Now](#)) ([Download and View Later](#))
- 2014 Item Samplers (English & Spanish)
- TI-30XS Calculator Introduction Video ([Click here to view in Spanish](#))
- AE Symbol Tool Explanation ([Click here to view in Spanish](#))
- Calculator Reference Sheet and Explanation ([Click here to view in Spanish](#))
- Mathematics Formula Sheet and Explanation ([Click here to view in Spanish](#))
- Performance Level Descriptors

## SCIENCE

- 2014 Computer-Based Test Tutorial ([View Online Now](#)) ([Download and View Later](#))
- 2014 Computer-Based Test Tutorial in Spanish ([View Online Now](#)) ([Download and View Later](#))
- 2014 Item Samplers (English & Spanish)
- TI-30XS Calculator Introduction Video ([Click here to view in Spanish](#))
- Calculator Reference Sheet and Explanation ([Click here to view in Spanish](#))
- Constructed Response: Short Answer Resource Guide and Scoring Tools
- Performance Level Descriptors
- GED Ready™ Extended Response, Short Answer Prompts, and Source Texts

## REASONING THROUGH LANGUAGE ARTS

- 2014 Computer-Based Test Tutorial ([View Online Now](#)) ([Download and View Later](#))
- 2014 Computer-Based Test Tutorial in Spanish ([View Online Now](#)) ([Download and View Later](#))
- 2014 Item Samplers (English & Spanish)
- Extended Response Answer Guidelines ([Click here to view in Spanish](#))
- AE Symbol Tool Explanation for Spanish Writing

## Constructed Response Resource Guides and Scoring Tools

Constructed Response items give students a chance to demonstrate important critical thinking abilities by developing an argument and using evidence to support it. The 2014 GED® test has two Constructed Response items for the Reasoning Through Language Arts test (RLA) test, and two Short Answers on the Science test.

These free tools, created by the test developers at GED Testing Service, will help you understand how Constructed Responses are scored. Use these tools to guide you as you score student responses and provide feedback to help them improve their writing skills.

### SCIENCE

- Short Answer Resource Guide for Adult Educators - Science (Spanish)
- Educator Scoring Tool for GED Ready® - Science - Farmer's Hypothesis Experiment Design (Spanish)
- Educator Scoring Tool for GED Ready® - Science - Ophiocordyceps unilateralis (Spanish)
- Educator Scoring Tool for GED Ready® - Science - Solubility Experiment Design
- Educator Scoring Tool for GED Ready® - Science - Wind Power (Spanish)
- GED Ready™ Extended Response, Short Answer Prompts, and Source Texts

### REASONING THROUGH LANGUAGE ARTS

- Extended Response Resource Guide for Adult Educators - RLA (Spanish)
- Extended Response Resource Guide for Adult Educators - RLA - Taxation and Revenue (Spanish)
- Educator Scoring Tool for GED Ready® - RLA (Spanish)
- GED Ready™ Extended Response, Short Answer Prompts, and Source Texts

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Q & A

WHICH about? WHICH? help? why what? who? WHERE when WHY

HOW answers? Where? why? WHEN? which? how? WHO? FAQ? ?



# Break

- When we return, we will do a high-level overview of the Mathematical Reasoning test and the how to use the workbook.