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2023 GED CONFERENCE

# Interpreting GED® Test Scores for Placement

**Debi Faucette**

**July 20, 2023**

GED TESTING SERVICE®

# Welcome

**Debi Faucette**

State Relationship Manager

Professional Development Manager

# In this session, we will…

- Discuss “why this session?”
- Examine the history of the GED® Test related to scoring and what can be determined from the scores
- Take a closer look at the 2014 performance levels
  - Discuss the External Evaluation of the 2014 GED® Test
  - Review alignment and concordance studies related to the 2014 GED® Program
- Provide resources to support placement decisions for HSE, CCR and CCR+credit consideration

# A Bit of GED® History

Table 1: Key Changes to the GED

| Year | Changes to the GED Testing Program |
|---|---|
| 1942 | GED test introduced for veterans. 80% of graduate bound high school seniors said to be able to pass all five batteries |
| 1947 | New York offers GED test to high school dropouts |
| 1959 | More civilians taking the GED test than veterans |
| 1974 | California becomes last state to introduce GED test for dropouts |
| 1978 | New series of GED test introduced. Shorter six hour time frame. |
| 1981 | Time limit extened to 6.75 hours. National Minimum age for testing abolished |
| 1982 | Test standards made more difficult, 75% of graduate bound high school seniors said to be able to pass the entire test |
| 1988 | Third series of GED test introduced. First series to include a writing sample. Time extended to 7.5 hours for taking the test |
| 1992 | National minimum age for GED test taking of 16 implemented |
| 1997 | Passing standards made more difficult, 67% of graduate bound high school seniors said to be able to pass the entire test |
| 2002 | New 2002 Series of the GED test introduced, allowing calculator for first time on parts of the math test. Passing standards made more difficult, 60% of graduate bound high school seniors said to be able to pass the entire test. Test time of approximately eight hours. |

Sources: GED Testing Service [2009], Quinn [2008], and GED Testing Service [Various Years].

# Recent History of the GED® Test

## 1988 Series

- Five tests
  - Math, SS, Science, Language Arts, Writing
- Scoring
  - Earn a total 225 pts for a 5-test average of 45
  - Minimum of 40 points per test
  - Essay had to receive a score of “2” to pass

## 2002 Series

- Five tests
  - Math, SS, Science, Language Arts, Writing
- Scoring
  - Earn a total of 2250 pts for a 5-test average of 450
  - Minimum of 410 pts per test
  - Essay had to receive a score of “2” to pass

## 2014 Series

- Four Tests
  - Math, SS, Science, RLA-Reading and Writing
- Scoring
  - RLA-Reading and Writing is ONE score
  - Range is100-200 pts per content area
  - 145 or higher is passing at HSE level
  - 3 performance levels

# When looking at test scores from any series

You cannot:

- Compare high school grades to GED Test score to draw any comparison or alignment

You can, for all test series:

- Review the transcript to determine the student's placement among the high school seniors who participated in the norming of the test for all test series
- Consider other factors such as length of time from school
- If CASAS/TABE data is available, it may provide additional insights

# When looking at scores from the 2014 series you can…

- Determine the student's performance level for each content area
  - Not passing, 100-144
  - High School Equivalency, 145-164
  - College and Career Ready, 165-174
  - College and Career Ready Plus Credit, 175-200
- Review multiple resources to explain skills evidenced in performance level
  - Performance Level Descriptors
  - Assessment Guide for Educators
- Have confidence that the skills match the performance level
  - External Evaluation
  - Concordance and alignment studies
  - GEDTS Longitudinal Research of GED Graduates

# 2002 Series GED® Test Scores

*Some additional subtitle text*



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# College Admissions Considerations-2002

- The percentile ranks on the Official Transcript of GED Test Results are those for graduating high school seniors, not for adult candidates
- Students who passed the GED Test surpassed 40% of the graduating seniors
- GED Standard Score can be used to estimate U.S. national class rank. i.e., 50% percentile as the cut for admission would compare to the GED Standard Score of 500
- An average standard score of 610 would be comparable to the top 10% of graduating seniors, possibly making them eligible for merit scholarships

GED Standard Score and Estimated National Class Rank (U.S.) of Graduating High School Seniors

| GED Standard Score | Estimated National Class Rank |
|---|---|
| 700 | Top 1% |
| 670 | Top 2% |
| 660 | Top 3% |
| 640 | Top 5% |
| 610 | Top 10% |
| 580 | Top 15% |
| 570 | Top 20% |
| 550 | Top 25% |
| 530 | Top 33% |
| 520 | Top 40% |
| 500 | Top 50% |
| 460 | Top 55% |
| 450 | Top 60% |

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# 2014 Series GED® Test Scores

*Some additional subtitle text*



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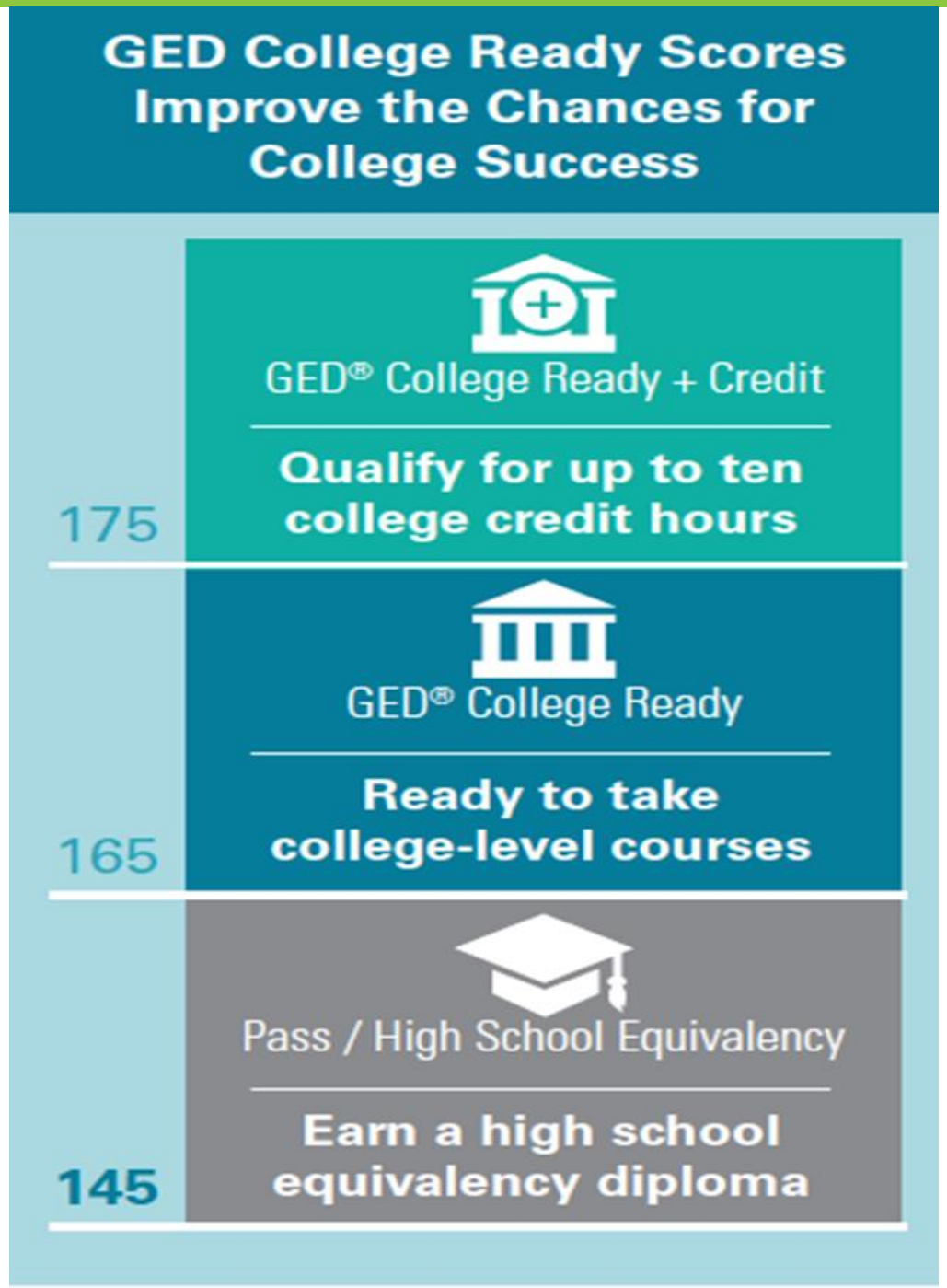
# Interpreting GED® Test Scores

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# Confidence to Offer the Recommendations

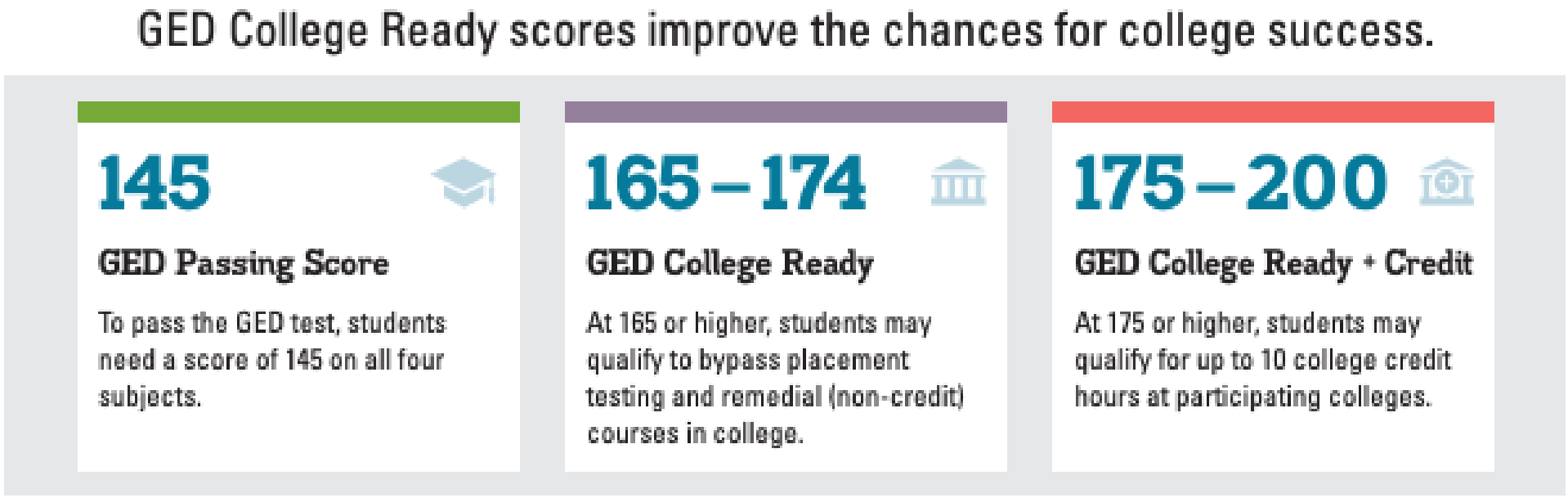
Background

- Research and External Evaluation
- Concordance and Alignment Studies
- CASAS Alignment Studies

Resources to Define a Student's Test Performance

- Assessment Guide for Educators
- Performance Level Descriptors

# GED® Score Levels Explained




Learn more at **GED.com/collegeready**



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# Adoption of College Ready Recommendations - GED®


Since introduction of the CR and CR + Credit score levels college leaders, elected officials and policymakers are increasingly interested in how they can help put these recommendations into practice. Nearly 200 colleges and systems have already implemented policies to allow students at the CR level to bypass all or part of their placement exams and be placed in credit-bearing courses. Many colleges are also awarding college credit for CR+ scores.

## ACE CREDIT® and the GED® Test

Since 1974, the American Council on Education College Credit Recommendation Service (ACE CREDIT®) has connected workplace learning with colleges and universities by helping students gain access to academic credit for training taken outside traditional degree programs.

ACE CREDIT® reviews are conducted by teams of experienced college and university teaching faculty and psychometricians.

- The teams review the content, scope, and rigor of an organization's training programs or assessments
- They examine how well the programs or assessments align with current college and university curricula

An ACE CREDIT® team has assessed whether the content of the GED® test reflects college-level work and also looked at 18 months of test-taker performance data. Based on the ACE CREDIT® team's recommendations, GED Testing Service created the GED® College Ready and GED® College Ready + Credit score levels.

- **GED® College Ready:** Test-takers who score in the GED® College Ready level (165-174) demonstrate the skills needed to start college-level courses and should qualify for waivers from placement testing or developmental education requirements.
- **GED® College Ready + Credit:** Test-takers who score in the GED® College Ready + Credit level (175-200) demonstrate some of the skills that are taught in college-level courses and may be eligible for up to 3 credits in Math, 3 credits in Science, 3 credits in Social Studies, and 1 credit in English.

# Adoption of College Ready Recommendations - GED®

## Applying ACE CREDIT® Recommendations

GED Testing Service works with ACE's College and University Partnerships (CUP) and the ACE CREDIT® College and University Network to broaden knowledge about GED® College Ready and GED® College Ready + Credit and encourage acceptance of credit recommendations. The network consists of more than 2,000 institutions that consider ACE CREDIT® recommendations for transfer to degree programs.

## A Guide for Admissions Officers

About one in twenty students entering postsecondary schools holds a high school credential earned by passing the GED® test. Learn how admissions officers can evaluate GED® graduate applicants.

Download

## In Session Educator Newsletter

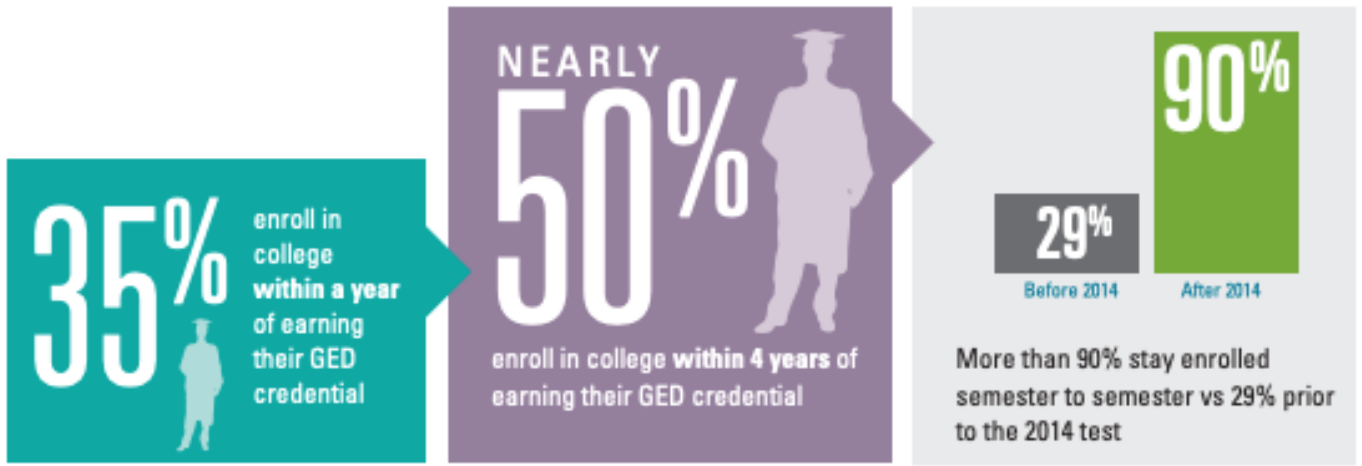
SIGN UP TO GET THE LATEST NEWS AND RESOURCES.

# GED® Test Outcomes Research Update

- Evidence that GED® Graduates are better prepared for success in college than ever before

# BEYOND THE GED® TEST

GED graduates are more prepared for college than ever!




GED College Ready scores improve the chances for college success.



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# Important Partnership for Data: CASAS and GED Testing Service

- Important partnership to benefit students and those who support them through preparation and testing

- CASAS conducted cooperative studies with HSE providers
  - An adult learner's performance on CASAS reading and math assessments predicts readiness to pass the GED® test
  - Results appear on the Individual Skills Profile as the "Likelihood of passing…"

- Provides checks and balances to assure an accurate accounting of students served and their progress
  - Affects funding and program stability

# Likelihood of Passing the GED® Test based on CASAS Math or Ready GOALS Scores

## CASAS – Diagnostic

| NRS levels based on CASAS Reading or Math Goals | Likelihood of Passing GED |
|---|---|
| 6 | High – Ready to Pass |
| 5 | Medium – May Pass, more study may be needed |
| 4 or below | Low – More Study Needed |

## GED Ready®- Assessing Readiness

| Three Score Level Indicators | |
|---|---|
| Likely to Pass | 145-200 |
| Too Close to Call | 134-144 |
| Not Likely to Pass | 100-133 |

# What about TABE Scores?

Inability to do the same type of research

Non-disclosure agreement related to frameworks of the tests

Competitors unable to share same level of information

# Correlation Between Various Placement Instruments For Reading Language/Writing Mathematics Elementary Algebra

GED Test Annotations:  This document has annotations indicating correspondence between the GED Test Scaled Scores of 150 and 165 with the scores on SAT and ACT in the English language arts and mathematics content areas.

While the GED Testing Service did not do a direct analysis between ACCUPLACER and the GED Test, we did collect SAT and ACT data during the time of our Standardization and Norming Study for the 2014 test in the fall of 2013.

Southern West Virginia Community & Technical College

# GED® score crosswalk to SAT and ACT

## SAT

GED® College Ready (165)

- SAT Math – 620
- SAT Reading – 633

GED® CR+Credit (175)

- SAT Math – 657
- SAT Reading – 671

## ACT

GED® College Ready (165)

- ACT Math – 28
- ACT Reading – 29

GED® CR+Credit (175)

- ACT Math – 30
- ACT Reading – 31

# PERFORMANCE LEVEL CONCORDANCE

## TABE Reading Grade Level/CPT Reading Scale Score/ SAT Verbal Score/ Enhanced ACT Reading Score/ASSET Reading Skills Score/ COMPASS Reading Scale Score

| TABE Grade Level | ACCUPLACER Reading Scale Score | SAT Reading Score | ENHANCED ACT Reading Score | ASSET Reading Skills Score | COMPASS Reading Scale Score |
|---|---|---|---|---|---|
| | 102 | 450 | 21 | 45 | 87 |
| | 103 | | | | |
| | 104 | 460 | | | |
| | 105 | | 22 | 46 | 89 |
| | 106 | | | | |
| | 107 | 470 | | | |
| | 108 | 480 | | | |
| | 109 | 510 | 23 | 47 | 91 |
| | 110 | 520 | | | |
| | 111 | | | | |
| 12.9 | 112 | 540 | 24 | 48 | 92 |
| | 113 | | 26 | 49 | 94 |
| | 114 | | | | |
| | 115 | | | | |
| | 116 | | 27 | | |
| | 117 | 560 | | | |
| | 118 | | | | |
| | 119 | | | | |
| | 120 | | | | |



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# PERFORMANCE LEVEL CONCORDANCE

## TABE Writing Grade Level/CPT Sentence Skills Scale Score / SAT Verbal Score/Enhanced ACT English Score/ASSET Writing Skills Score/ COMPASS Writing Scale Score

| TABE Grade Level | ACCUPLACER Sentence Skills Scale Score | SAT Verbal Score | ENHANCED ACT English Score | ASSET Writing Skills Score | COMPASS Writing Scale Score |
|---|---|---|---|---|---|
| | 105 | 420 | | | |
| | 106 | 430 | | | |
| | 107 | 440 | | | |
| | 108 | | 22 | | |
| | 109 | 450 | 23 | 49 | 92 |
| | 110 | 460 | | | |
| | 111 | 470 | 24 | 50 | 94 |
| | 112 | 480 | | | |
| | 113 | 490 | 25 | | |
| | 114 | 500 | 26 | | |
| | 115 | 510 | 27 | 52 | 98 |
| | 116 | 520 | | | |
| | 117 | 540 | | | |
| 12.9 | 118 | | 28 | | |
| | 119 | | | 54 | 99 |
| | 120 | 560 | 30 | | |



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# PERFORMANCE LEVEL CONCORDANCE

## TABE Mathematics Grade Level/CPT Arithmetic Scale Score/ SAT Math Score/Enhanced ACT Math Score/ ASSET Numerical Skills Score/COMPASS Pre-Algebra Scale Score

| TABE Grade Level | ACCUPLACER Arithmetic Scale Score | SAT Math Score | ENHANCED ACT Math Score | ASSET Numerical Skills Score | COMPASS Pre-Algebra Scale Score |
|---|---|---|---|---|---|
| | 96 | | | | |
| | 97 | 420 | | | |
| | 98 | | | | |
| | 99 | 430 | 18 | 42-43 | 50-53 |
| | 100 | | | | |
| | 101 | 440 | | | |
| | 102 | 450 | | | |
| | 103 | 460 | 19 | 44-45 | 58-61 |
| | 104 | 480 | | | |
| | 105 | 490 | | | |
| | 106 | 510 | | | |
| | 107 | 520 | | | |
| | 108 | 530 | 20 | 46 | 66 |
| | 109 | 540 | | | |
| | 110 | 570 | | | |
| | 111 | | | | |
| | 112 | | | | |
| | 113 | 600 | | | |
| | 114 | 610 | 21 | 47 | 73 |
| | 115 | | | | |
| 12.9 | 116 | | 23 | 49 | 82 |
| | 117 | | | | |
| | 118 | | 29 | 54 | 97 |
| | 119 | | | | |
| | 120 | 630 | 33 | | |



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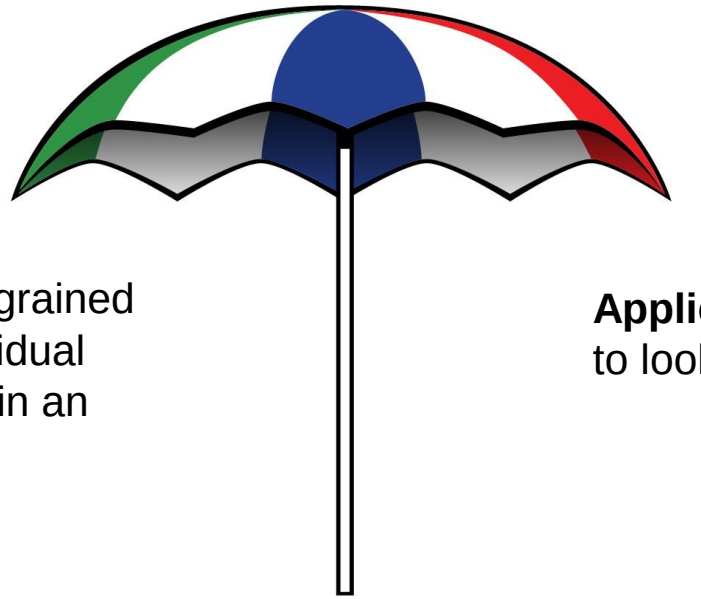
# Understanding the Skills on the GED® test

- Assessment Guide for Educators
- Performance Level Descriptors
- Teaching Resources

# 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

# Science Example

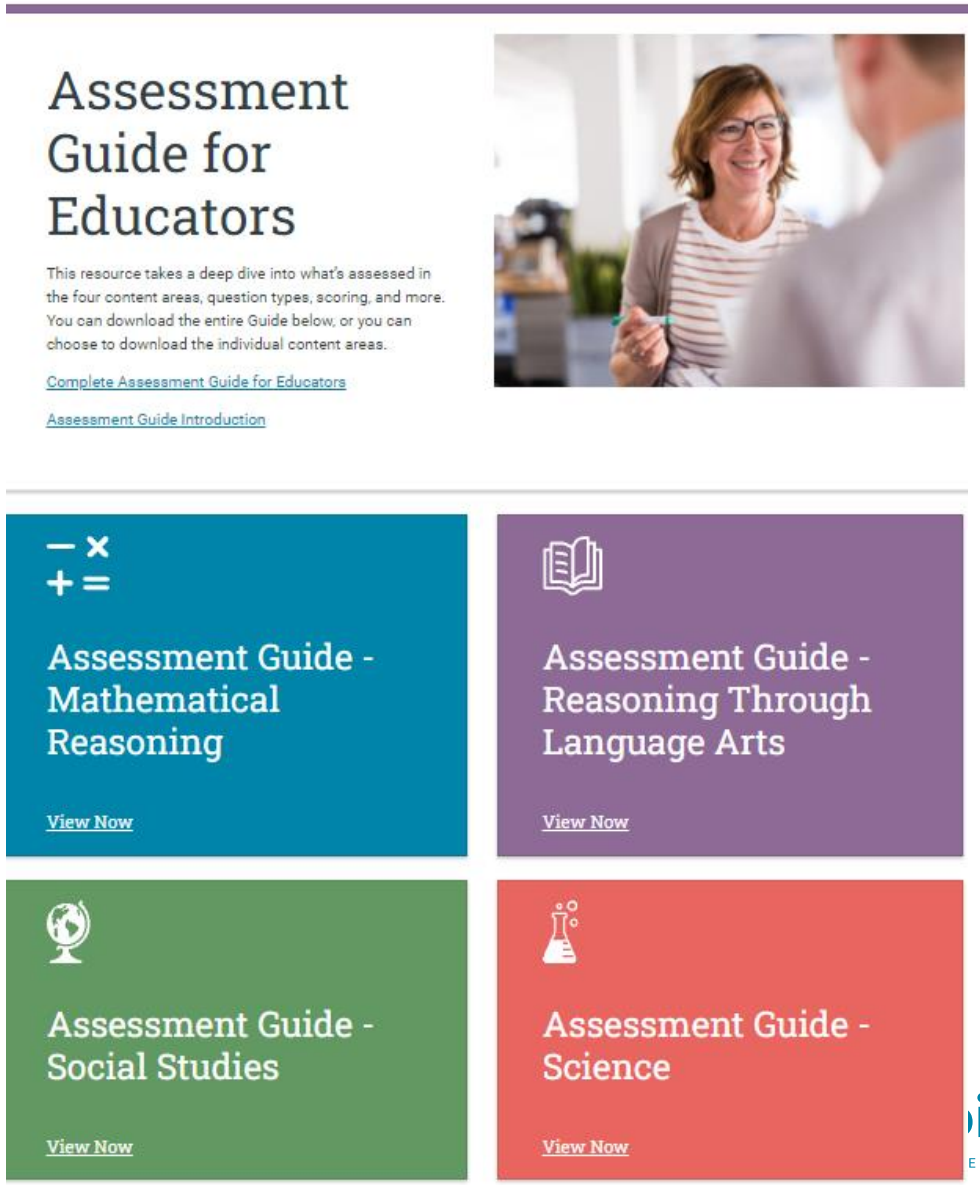
| Assessment Target | Indicators | What to look for in student work: The student has . . . |
|---|---|---|
| **SP.2 Investigation Design (Experimental and Observational)** | SP.2.b Identify and refine hypotheses for scientific investigations<br><br>SP.2.e Identify and interpret independent and dependent variables in scientific investigations. | • identified a hypothesis for a given scientific investigation.<br>• differentiated between an appropriate hypothesis and a poorly conceived hypothesis.<br>• used a hypothesis to support or challenge a given conclusion.<br>• identified a hypothesis for a given data set.<br>• refined a hypothesis to more appropriately suit a scientific experiment.<br>• identified the independent variable in a given investigation.<br>• identified the dependent variable in a given investigation.<br>• fully explained the relationship between the independent and dependent variables in a given experiment. |

# The Assessment Guide for Educators

Covers all content areas

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

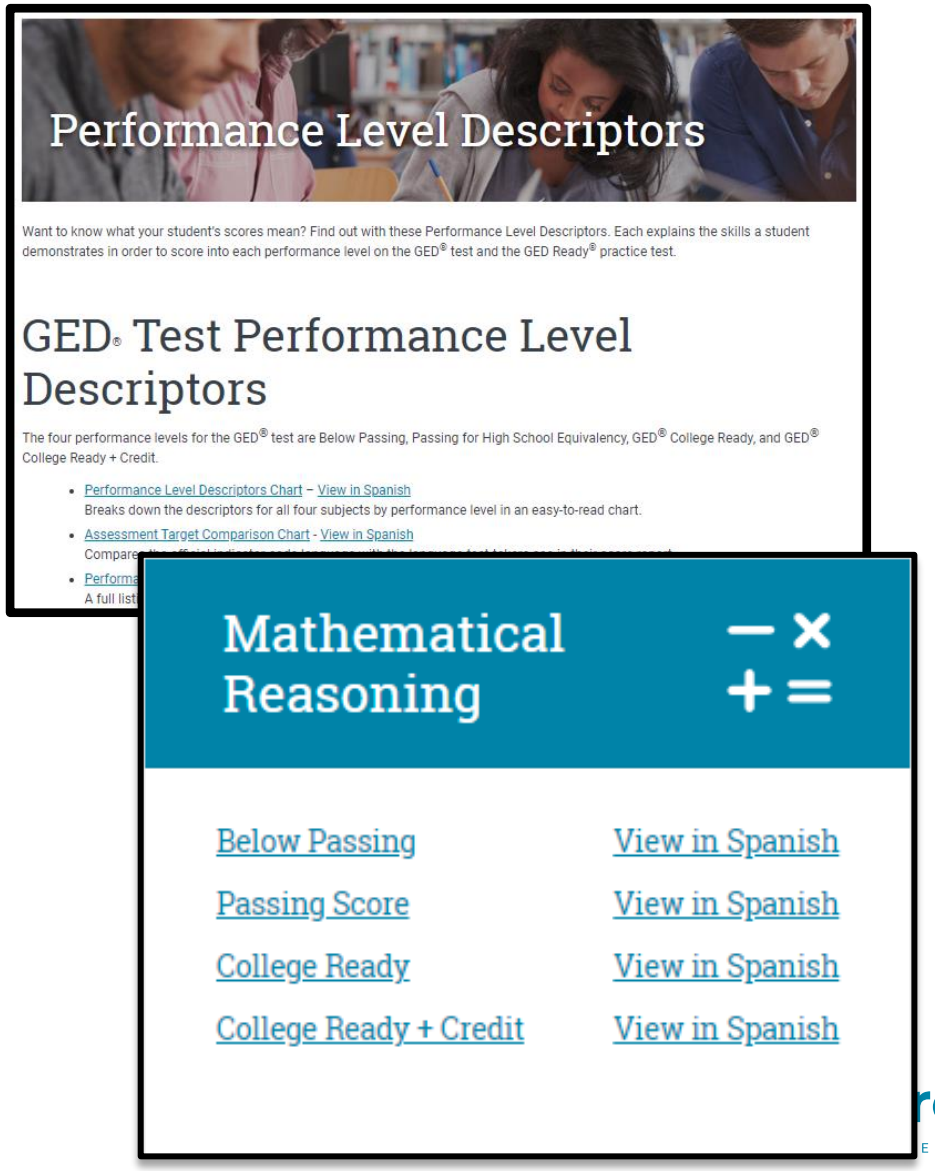
https://ged.com/educators_admins/teaching/teaching_resources/



# Performance Level Descriptors

- Four Performance Levels
  - Below Passing
  - HSE
  - GED® College Ready
  - GED ® College Ready + Credit
- What skills are demonstrated at each level
- What skills need development to advance to the next level

https://ged.com/educators_admins/teaching/teaching_resources/plds/



# GED® Passing Performance Levels

| Score Ranges for Passing the GED® Test | | |
|---|---|---|
| 145-164 | 165 – 174 | 175-200 |
| PLDs level 2 – High School Equivalency Skills | PLDs level 3 – College Ready Skills | PLDs level 4 – College Ready + Credit Skills |



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# Science PLD for Level 2: 145-164 HSE

- PLD's tell you what skills your students should know and be able to do

## GED® Test: Science
## Performance Level Descriptors
## What Your Score Means: Level 2 — Pass/High School Equivalency

Test-takers who score at this level typically have a **satisfactory** proficiency in demonstrating skills in the following categories: examining scientific text, understanding and applying scientific methods and concepts, and interpreting scientific data using numeric reasoning.

Test-takers are generally able to demonstrate knowledge of and ability with the skills identified in the Below Passing level at a satisfactory level as well as the following skills:

**Analyze Scientific and Technical Arguments, Evidence, and Text-Based Information**

- Understand and explain textual scientific presentations at a satisfactory level
- Express scientific information or findings verbally at a satisfactory level
- Determine the meaning of symbols, terms, and phrases as they are used in scientific presentations at a satisfactory level
- Reconcile multiple findings, conclusions, or theories at a satisfactory level

**Applying Scientific Processes and Procedural Concepts**

- Make a prediction based on data or evidence at a satisfactory level
- Identify possible sources of error and alter the design of an investigation to ameliorate that error at a satisfactory level
- Identify and interpret independent and dependent variables in scientific investigations at a satisfactory level
- Understand and apply scientific models, theories, and processes at a satisfactory level
- Design a scientific investigation at a satisfactory level
- Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence at a satisfactory level

**Reasoning Quantitatively and Interpreting Data in Scientific Contexts**

- Apply formulas from scientific theories at a satisfactory level
- Determine the probability of events at a satisfactory level
- Use counting and permutations to solve scientific problems at a satisfactory level



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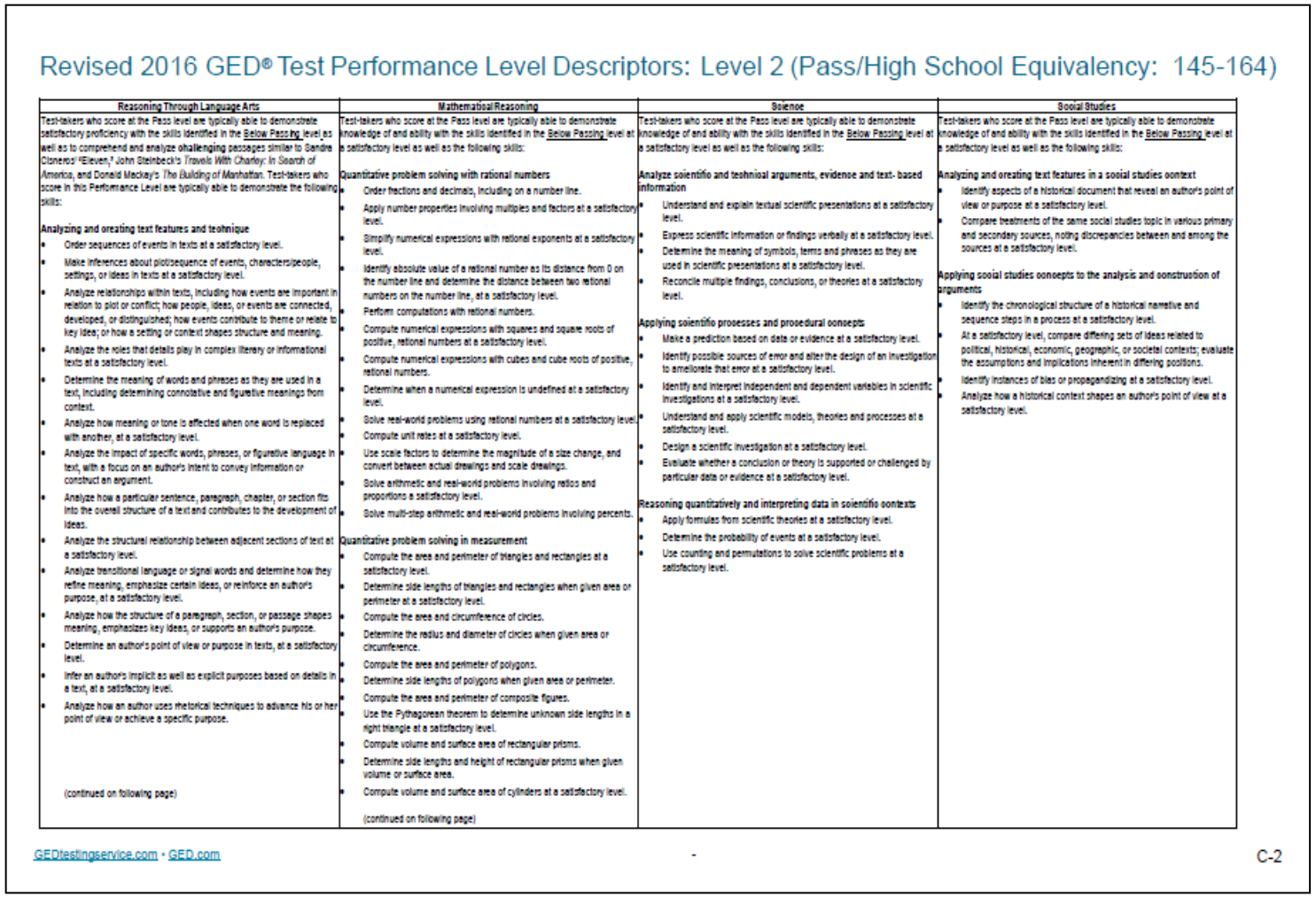
# PLDs across Content Area tests

- Performance Level Descriptors Chart – View in Spanish
  Breaks down the descriptors for all four subjects by performance level in an easy-to-read chart.



## Revised 2016 GED® Test Performance Level Descriptors: Level 2 (Pass/High School Equivalency: 145-164)

| Reasoning Through Language Arts | Mathematical Reasoning | Science | Social Studies |
|---|---|---|---|
| Test-takers who score at the Pass level are typically able to demonstrate satisfactory proficiency with the skills identified in the Below Passing level as well as to comprehend and analyze challenging passages similar to Sandra Cisneros' "Eleven," John Steinbeck's *Travels With Charley: In Search of America*, and Donald Mackay's *The Building of Manhattan*. Test-takers who score in this Performance Level are typically able to demonstrate the following skills:<br><br>**Analyzing and creating text features and technique**<br>• Order sequences of events in texts at a satisfactory level.<br>• Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a satisfactory level.<br>• Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key idea; or how a setting or context shapes structure and meaning.<br>• Analyze the roles that details play in complex literary or informational texts at a satisfactory level.<br>• Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.<br>• Analyze how meaning or tone is affected when one word is replaced with another, at a satisfactory level.<br>• Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument.<br>• Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.<br>• Analyze the structural relationship between adjacent sections of text at a satisfactory level.<br>• Analyze transitional language or signal words and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose, at a satisfactory level.<br>• Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.<br>• Determine an author's point of view or purpose in texts, at a satisfactory level.<br>• Infer an author's implicit as well as explicit purposes based on details in a text, at a satisfactory level.<br>• Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose.<br><br>(continued on following page) | Test-takers who score at the Pass level are typically able to demonstrate knowledge of and ability with the skills identified in the Below Passing level at a satisfactory level as well as the following skills:<br><br>**Quantitative problem solving with rational numbers**<br>• Order fractions and decimals, including on a number line.<br>• Apply number properties involving multiples and factors at a satisfactory level.<br>• Simplify numerical expressions with rational exponents at a satisfactory level.<br>• Identify absolute value of a rational number as its distance from 0 on the number line and determine the distance between two rational numbers on the number line, at a satisfactory level.<br>• Perform computations with rational numbers.<br>• Compute numerical expressions with squares and square roots of positive, rational numbers at a satisfactory level.<br>• Compute numerical expressions with cubes and cube roots of positive, rational numbers.<br>• Determine when a numerical expression is undefined at a satisfactory level.<br>• Solve real-world problems using rational numbers at a satisfactory level.<br>• Compute unit rates at a satisfactory level.<br>• Use scale factors to determine the magnitude of a size change, and convert between actual drawings and scale drawings.<br>• Solve arithmetic and real-world problems involving ratios and proportions a satisfactory level.<br>• Solve multi-step arithmetic and real-world problems involving percents.<br><br>**Quantitative problem solving in measurement**<br>• Compute the area and perimeter of triangles and rectangles at a satisfactory level.<br>• Determine side lengths of triangles and rectangles when given area or perimeter at a satisfactory level.<br>• Compute the area and circumference of circles.<br>• Determine the radius and diameter of circles when given area or circumference.<br>• Compute the area and perimeter of polygons.<br>• Determine side lengths of polygons when given area or perimeter.<br>• Compute the area and perimeter of composite figures.<br>• Use the Pythagorean theorem to determine unknown side lengths in a right triangle at a satisfactory level.<br>• Compute volume and surface area of rectangular prisms.<br>• Determine side lengths and height of rectangular prisms when given volume or surface area.<br>• Compute volume and surface area of cylinders at a satisfactory level.<br><br>(continued on following page) | Test-takers who score at the Pass level are typically able to demonstrate knowledge of and ability with the skills identified in the Below Passing level at a satisfactory level as well as the following skills:<br><br>**Analyze scientific and technical arguments, evidence and text- based information**<br>• Understand and explain textual scientific presentations at a satisfactory level.<br>• Express scientific information or findings verbally at a satisfactory level.<br>• Determine the meaning of symbols, terms and phrases as they are used in scientific presentations at a satisfactory level.<br>• Reconcile multiple findings, conclusions, or theories at a satisfactory level.<br><br>**Applying scientific processes and procedural concepts**<br>• Make a prediction based on data or evidence at a satisfactory level.<br>• Identify possible sources of error and alter the design of an investigation to ameliorate that error at a satisfactory level.<br>• Identify and interpret independent and dependent variables in scientific investigations at a satisfactory level.<br>• Understand and apply scientific models, theories and processes at a satisfactory level.<br>• Design a scientific investigation at a satisfactory level.<br>• Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence at a satisfactory level.<br><br>**Reasoning quantitatively and interpreting data in scientific contexts**<br>• Apply formulas from scientific theories at a satisfactory level.<br>• Determine the probability of events at a satisfactory level.<br>• Use counting and permutations to solve scientific problems at a satisfactory level. | Test-takers who score at the Pass level are typically able to demonstrate knowledge of and ability with the skills identified in the Below Passing level at a satisfactory level as well as the following skills:<br><br>**Analyzing and creating text features in a social studies context**<br>• Identify aspects of a historical document that reveal an author's point of view or purpose at a satisfactory level.<br>• Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources at a satisfactory level.<br><br>**Applying social studies concepts to the analysis and construction of arguments**<br>• Identify the chronological structure of a historical narrative and sequence steps in a process at a satisfactory level.<br>• At a satisfactory level, compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.<br>• Identify instances of bias or propagandizing at a satisfactory level.<br>• Analyze how a historical context shapes an author's point of view at a satisfactory level. |

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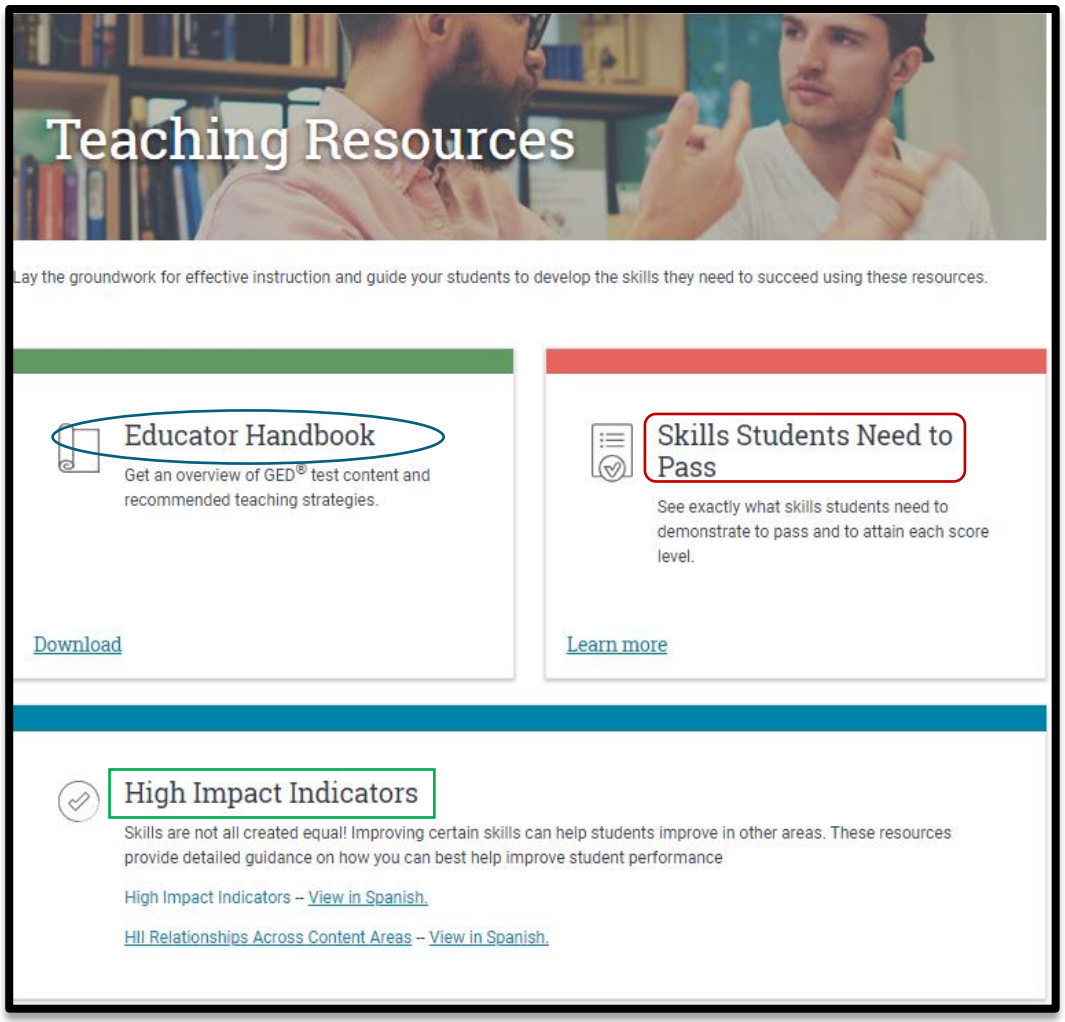
# Teaching Resources

## Teaching Resources - GED




Help students test with confidence!

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



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# Professional Development

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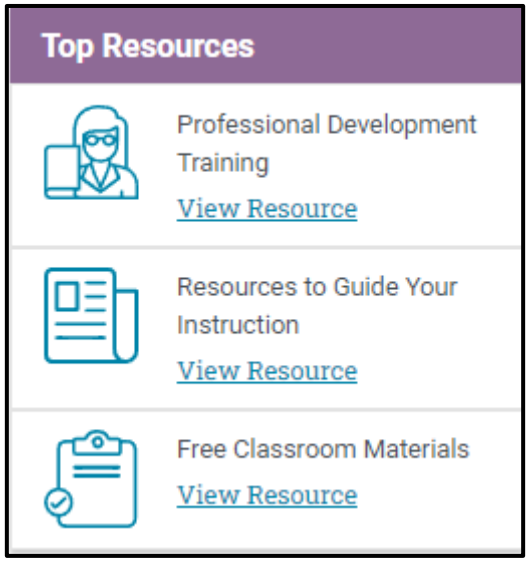
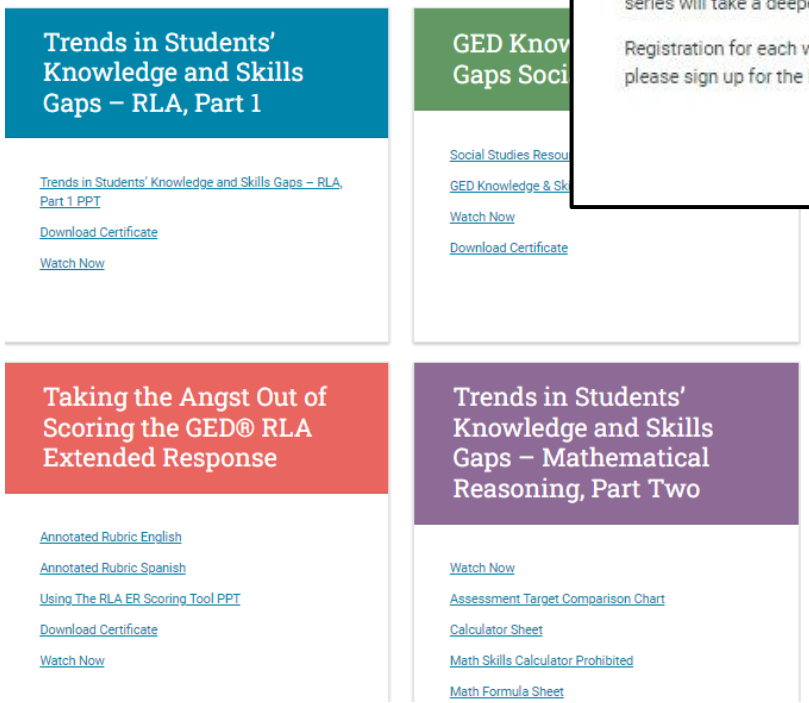

Top Resources
Professional Development Training
View Resource
Resources to Guide Your Instruction
View Resource
Free Classroom Materials
View Resource


Webinars
Stay in the know from GED® experts.
Tuesdays for Teachers Webinar Series
Tuesdays for Teachers is a free professional development webinar series designed for educators. This bi-monthly webinar series will take a deeper dive into classroom strategies and techniques for the GED test.
Registration for each webinar opens approximately two weeks before the webinar date. To be notified when registration opens, please sign up for the In Session educator newsletter by clicking the link at the bottom of this page.


Trends in Students' Knowledge and Skills Gaps – RLA, Part 1
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Assessment Target Comparison Chart
Calculator Sheet
Math Skills Calculator Prohibited
Math Formula Sheet

# Tell Us How We Can Support You

- State, regional, and district conferences
- Content & Operational Specific Sessions for District or School
  - Research and observations from Math, RLA, Science & Social Studies
  - Navigating the tools and resources: GED Manager, Analytics, Accommodations
- Small Group Q&A Sessions
- And there is always:

# GED Manager

*Some additional subtitle text*



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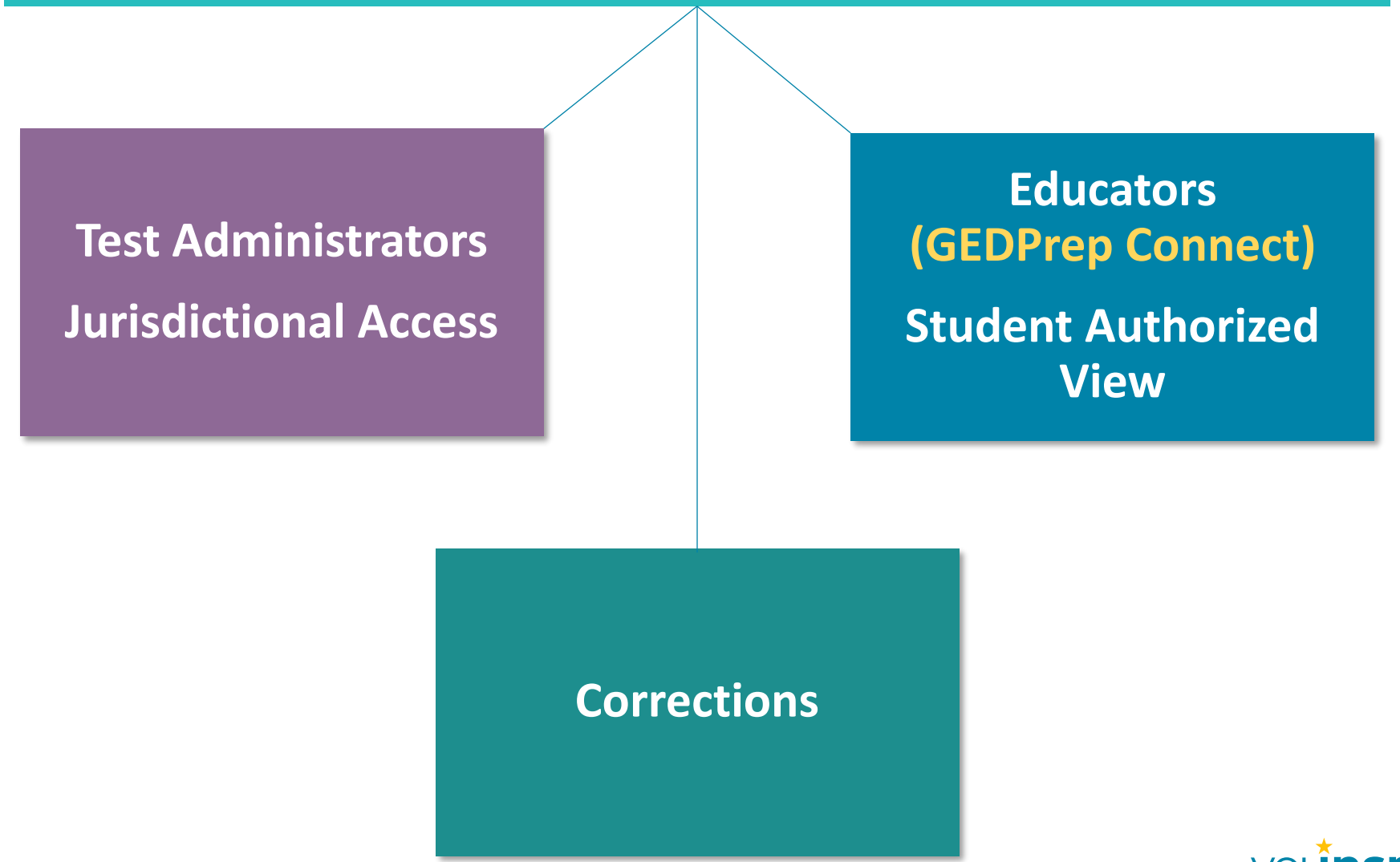
# GED Manager®


Test Administrators
Jurisdictional Access
Educators
(GEDPrep Connect)
Student Authorized View
Corrections

# You are a Student's Strongest Advocate

- Transcript
- Performance Level Descriptors
- Educate the Decision Makers
- Documentation provides more information than some other credentials

# Session Survey

Your feedback is important. Please scan the QR code below to rate this session.

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# Thank You!

Communicate with GED Testing Service:

*help@ged.com*

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***202.302.6658***