Resources for ABE/GED® Classrooms in Correctional Facilities

COABE 2021

Presented by Susan Pittman



Welcome!





Debi Faucette





Susan Pittman

Session Objectives



- Discuss the instructional landscape as programs reopen
- Share resources to address the instructional and student-driven challenges
- Answer your questions!



Finishing 2020: Correctional Facilities



Use of Paper Packets for Instruction

- Students in lockdown
- Computer-based testing continues
- Limited face to face instruction



2021: Reconnecting Programs in Correctional Facilities



Variety of Delivery Methods

- Paper-based packets
- Some face to face
- Limited computer/virtual instruction



Re-engaging Learners

Paper Packets





What Skills Do They Need?

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



GED Ready® Practice Test Mathematical Reasoning Performance Level Descriptors: Red Zone

Red Zone: Not Likely to Pass

Scoring into the **Red Zone** on the GED Ready® practice test - Mathematical Reasoning indicates that the test-taker is not likely to pass the GED® test - Mathematical Reasoning without further development of his or her mathematical reasoning skills.

Although the test-taker's performance on the GED Ready® practice test shows his or her score is in a range where test-takers rarely pass the GED® test, the result only represents an indication of the test-taker's preparedness and does not guarantee a negative result on the GED® test. Most test-takers that score in this range ultimately do not pass the GED® test - Mathematical Reasoning on their first attempt and need more preparation in order to pass the GED® test.

Test-takers who score into this zone typically demonstrate limited and/or inconsistent proficiency with the following skills:

Quantitative Problem Solving with Rational Numbers

- · Solve problems using rational numbers at a limited and/or inconsistent level
- · Compute unit rates at a limited and/or inconsistent level

Quantitative Problem Solving in Measurement

 Represent, display, and interpret categorical data in bar graphs or circle graphs at a limited and/or inconsistent level

Algebraic Problem Solving with Expressions and Equations

 Write linear expressions as part of word-to-symbol translations or to represent common settings at a limited and/or inconsistent level

Algebraic Problem Solving with Graphs and Functions

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GED Ready® Practice Test

Reasoning Through Language Arts Performance Level Descriptors: Red Zone

Red Zone: Not Likely to Pass

Scoring into the **Red Zone** on the GED Ready[®] practice test indicates that the test-taker is not likely to pass the GED[®] test without further development of his or her Reasoning Through Language Arts skills. Although a test-taker's performance on this content area of the GED Ready[®] practice test indicates his or her score is in a range where test-takers rarely pass this content area of the GED[®] test, this result only represents an indication of the test-taker's preparedness and does not guarantee a negative result on the actual GED[®] test. Most test-takers that score in this range ultimately do not pass the GED[®] test in this content area on their first attempt. Most test-takers that score in this range need more preparation in order to pass the GED[®] test for this content area. While the test-taker <u>may</u> be able to comprehend and analyze **simple** passages similar to that of L.M. Montgomery's *Anne of Green Gables*, Joy Hakim's *A History of US*, and Colin A. Ronan's "Telescopes," he or she has demonstrated **limited and/or inconsistent** with the following skills:

Analyzing and Creating Text Features and Technique

- Order sequences of events in texts at a limited and/or inconsistent level
- · Analyze relationships within texts at a limited and/or inconsistent level

Using Evidence to Understand, Analyze, and Create Arguments

- . Comprehend explicit details and main ideas in a text, at a limited and/or inconsistent level
- . Summarize details and ideas in a text at a limited and/or inconsistent level
- Identify a theme, or identify which element(s) in a text support a theme at a limited and/or inconsistent level

Applying Knowledge of English Language Conventions and Usage

- · Edit to correct errors in pronoun usage
- · Edit to eliminate non-standard or informal usage

Scoring into the Green Zone on the GED Ready® practice test indicates that the test-taker is likely to pass the GED® test. In order to progress into the Green Zone, the test-taker should:

 strengthen the skills listed in Red Zone and apply them to texts at a basic level of complexity, such as Ray Bradbury's Fahrenheit 451, John Adams's "Letter on Thomas Jefferson." and "Elementary Particles" from New Book of Popular Science, with a

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Why are certain knowledge & skills problematic?

Test takers and students may have specific knowledge or skill gaps that need more coverage during GED® test preparation



How were content and skills gaps identified?

Performance trends were identified based on field test data generated by GED® test takers

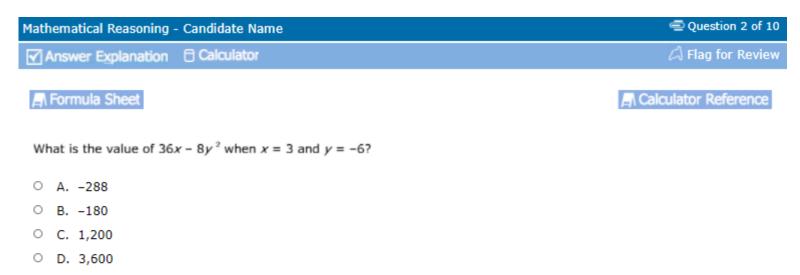


Skills Gap Areas in Math

- non-calculator items
- > exponents
- >three-dimensional shapes
- > algebraic computation
- > inequalities
- > slope/graphing
- > multiple correct answers



Sample Item – Math

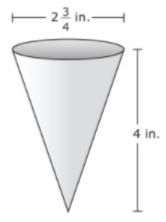




Sample Item – Math



An office uses paper drinking cups in the shape of a cone, with dimensions as shown.



To the nearest tenth of a cubic inch, what is the volume of each drinking cup?

- O A. 2.5
- O B. 7.9
- O C. 23.7
- O D. 31.7





Skill Gap Areas in RLA

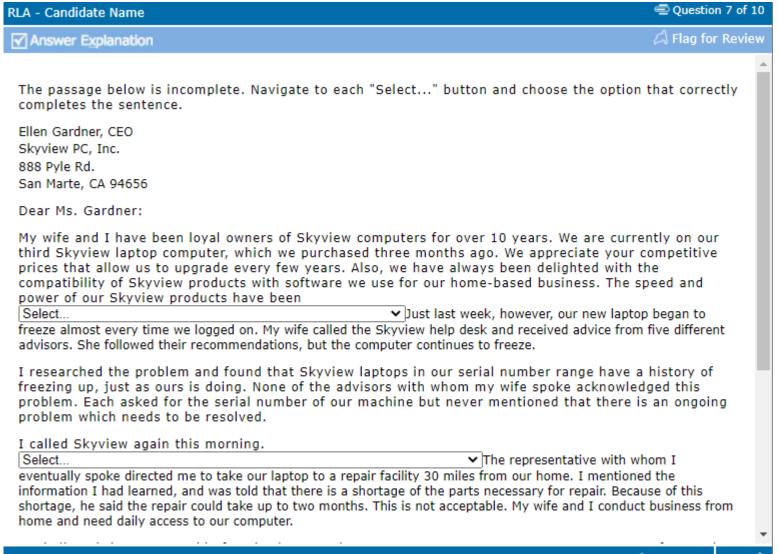
Students have problems with

- Frequently confused words and homonyms
- Subject-verb agreement
- Transitional words
- Apostrophes with possessive nouns
- Awkward sentence structure

Students need stronger reading skills across content areas!



Sample Item – RLA





MyGED® : Study Guide		
kample Questions		
Vord usage		
Question:		
Choose the phrase that correctly completes the sentence below	<i>i</i> .	
It's been many years since he has been backoccassion.	he would not want to miss this special	
A to his home town, but we new		
B too his home town, but we new		
c to his home town, but we knew		
D too his home town, but we knew		

MyGED®: Study Guide

The passage below is incomplete. Choose the option that correctly completes the sentence.

Ellen Gardner, CEO Skyview PC, Inc. 888 Pyle Rd. San Marte, CA 94656

Dear Ms. Gardner:

My wife and I have been loyal owners of Skyview computers for over 10 years. We are currently on our third Skyview laptop computer, which we purchased three months ago. We appreciate your competitive prices that allow us to upgrade every few years. Also, we have always been delighted with the compatibility of Skyview products with software we use for our home-based business. The speed and power of our Skyview products have been _____.

Question:

Choose the option that correctly completes the last sentence in the paragraph above.

- (A) outstanding your products are always well-suited to our needs
- B outstanding
- C outstanding, they are always well-suited to our needs
- D outstanding. Always well-suited to our needs



Transition words			
You'll be asked to effectively use transitional words and phrases.			
There are many transitional words and phrases. Common examples include however, although, and in conclusion.			
Example Questions			
Transition words			
Question:			
Choose the phrase that correctly completes the sentence below.			
Not having to budget for tuition will allow me to reduce my hours at work I can take.			
A while increase the number of classes			
B and increasing the number of classes			
while increasing the number of classes			
D and have increased the number of classes			



MyGED®: Study Guide		
Question:		
Choose the phrase that correctly completes the sentence below.		
Just in front of the	will lead off the parade through downtown.	
A Ruiz family's float, the Gran	d Marshall's car	
B Ruiz familys' float, the Grand Marshall's car		
C Ruiz family's float, the Grand Marshalls' car		
D Ruiz familys' float, the Gran	d Marshalls' car	



Re-engaging Learners

- Review assessment results
 - TABE 11/12
 - CASAS
 - GED Ready
- Determine high priority items
 - Look at foundational skill areas (without these students struggle)
 - Check out GED Performance Level Descriptors (PLDs), especially in the Red Zone
 - Under-performing areas (where are students struggling)
- Streamline where possible



Where Should I Begin in Math?

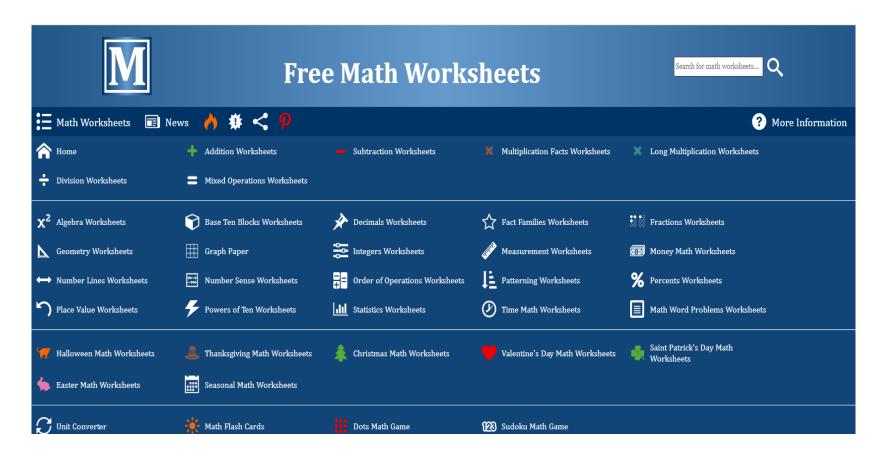


TEST-TAKER RECOMMENDATIONS FOR CALCULATOR-PROHIBITED INDICATORS

The first several questions of the GED[®] Mathematical Reasoning test assess eight indicators covering various concepts in number sense and computation (Q.1.a through Q.1.d and Q.2.a through Q.2.d) that prohibit the use of the calculator. GED Testing Service has analyzed data on these calculator-prohibited items, resulting in the following comments and recommendations:

Indicator	Background	Recommendations for Test-takers
Q.1.a Order fractions and decimals, including on a number line.	These questions may require comparing or ordering positive numbers, or negative numbers, or both, with or without a number line. Test takers generally do very well on this indicator, with the exception of questions that require test takers to compare or order a set consisting entirely of <i>negative</i> numbers.	Leverage skills in comparing and ordering positive fractions and decimals toward similar skills comparing and ordering negative fractions and decimals. Understand the difference in how negative numbers are compared and ordered: For instance, while 0.7 is greater than 0.2, -0.7 is actually less than -0.2. Since positives and negatives are essentially opposites, the rules for ordering each type of number are applied in a similarly opposite manner.
Q.1.b Apply number properties involving multiples and factors, such as using the least common multiple, greatest common factor, or distributive property to rewrite numeric expressions.	Test takers generally perform very well on this indicator, which includes questions that include both context or pure computation (no context) and which test factors of a number, multiples of a number, least common multiple, greatest common factor, etc.	No specific recommendations are provided, as the general population of GED® test takers performs well on this indicator.

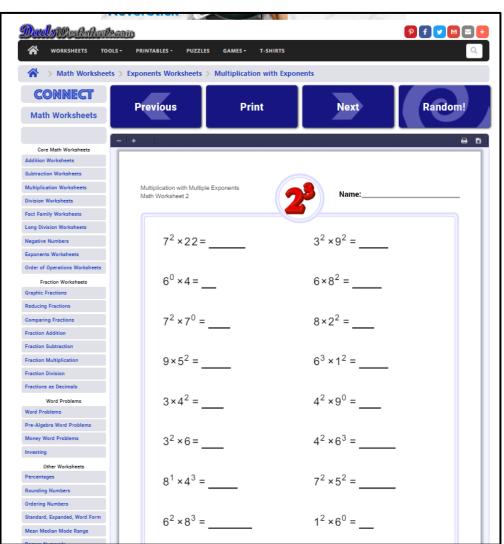




https://www.math-drills.com/

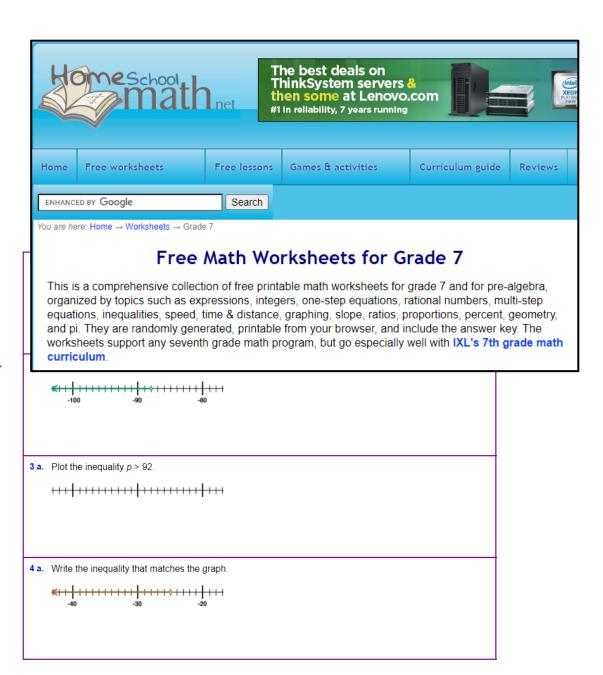


https://www.dadsworksheets.com/worksheets/exponents/multiplication-withmultiple-exponents-v2.html

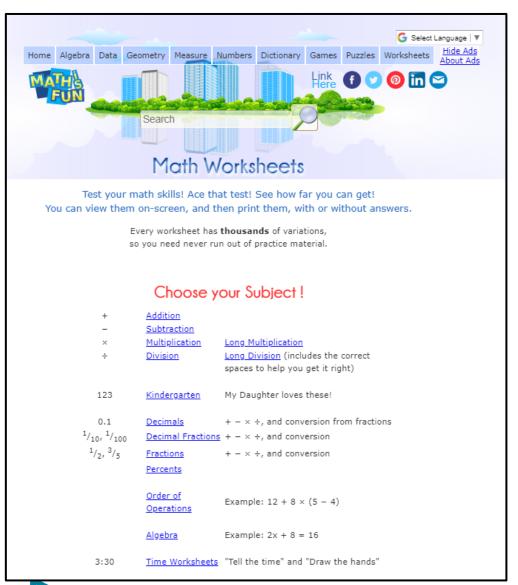




https://www.homeschoolmath .net/worksheets/grade_7.php #integers



https://www.mathsisfun.com/worksheets/index.php







https://www.k12reader.com/s ubject/composition/editingand-proofing/

Spot It: Unnecessary Words



Practice identifying unnecessary words with this printable worksheet on editing and proofing. Students will be asked to read through a series of sentences and circle the ones that contain unnecessary words. This activity is great for use both at home and in the classroom.

Grade Levels: 4th and 5th Grade, 6th - 8th Grade, 9th - 12th Grade, Grades K-

12

CCSS Code(s): L.5.3.A

Spot It! Faulty Coordination



Help your students with their reading and writing skills by using this printable activity in class. With this worksheet on editing and proofing, students will be asked to read through ten sentences and identify the ones that contain faulty coordination. Ideal for 5th – 8th grade, but can be used where appropriate.

Grade Levels: 4th and 5th Grade, 6th - 8th Grade, Grades K-12

CCSS Code(s): L.5.1.A

Correcting Mistakes in Sentences



Use these printable learning materials to teach your students how to correct sentence mistakes.

Grade Levels: 6th - 8th Grade, Grades K-12

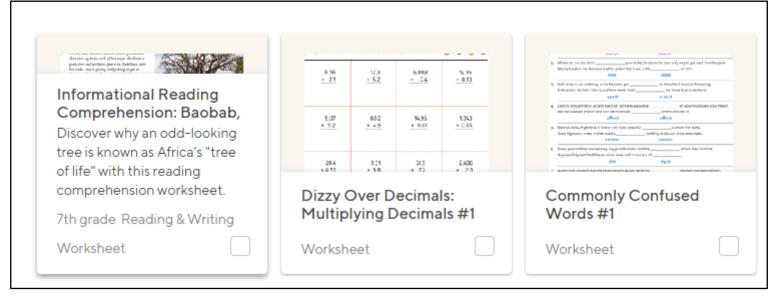
CCSS Code(s): L.6.1, W.6.5, W.7.5



https://www.education.com/worksheets/seventh-grade/grammar/

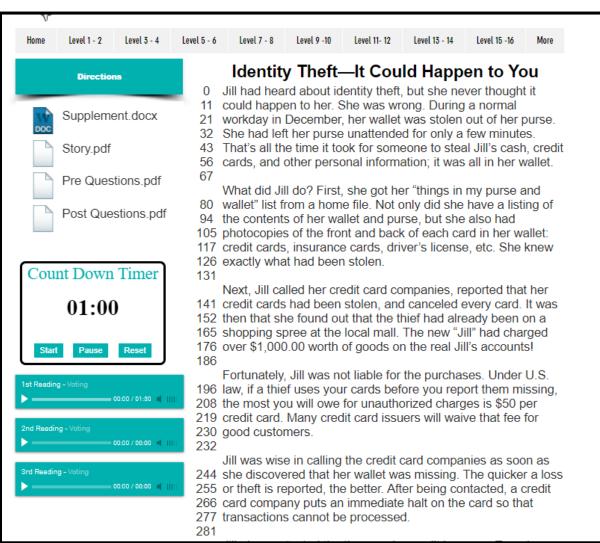


Learning Library





https://www.readingskills4today.com/





Understanding

- 1. Why did Jill put a fraud alert on her account?
- 2. How did Jill access the fraud alert?
- 3. What does the word liable mean?
- 4. Why was Jill not liable for any of the charges made to her credit card?

zed mean?

vour own words

important to call your credit card companies right away?

ntity theft you have heard of or experienced.

200

232

Fortunately, Jill was not liable for the purchases. Under U.S. law, if a thief uses your cards before you report them missing, the most you will owe for unauthorized charges is \$50 per credit card. Many credit card issuers will waive that fee for good customers.

Jill was wise in calling the credit card companies as soon as she discovered

rallet was missing. The quicker a loss or theft is reported, the better. After

tacted, a credit card company puts an immediate halt on the card so that ns cannot be processed.

also contacted the three major credit bureaus: Experian, Equifax, and on. They put fraud alerts on all of Jill's accounts. A fraud alert means must contact you before opening new accounts in your name.

fraud alerts worked very well. A week after her wallet was stolen; Jill call from a credit card company asking if she had recently applied for a card. The real Jill had not, but the fake Jill, using all of Jill's real ion, had! The new account was denied.

o weeks after Jill's wallet was stolen, Jill got a call from an internet The phone representative said, "Hi. Is this Jill Smith?" responded, "Yes."

caller then said she had a woman on another line claiming to be Jill Smith ng internet service installed at a home 100 miles from where the real Jill ed. The thief was again using Jill's personal information and taking on Jill's his time for new internet service.

sed on the information the phone company employee received, she was able ine the place from where the thief was calling. Police officers in the area prehended the thief. Officers found Jill's wallet and its contents at the here the new phone service was to be installed. They also found the ise that had been charged to Jill's accounts.

> Level 15/CCRS Level C/D 9000-1000L

Identity Theft—It Could Happen to You

Pre-reading

Ouestions:

· What do you know about identity theft?

Definitions:

- unauthorized not authorized: without permission or approval
- · contents the things that are inside something
- · processed dealt with by using a particular system
- · liable legally responsible for
- · waive allow something such as a fee to not be paid due to special circumstances
- · creditors a person, bank, or company that lends money to someone
- · identity theft the illegal use of someone else's personal identifying information in order to open new accounts or buy goods and services
- · apprehended found, caught, and arrested
- · shopping spree spending a lot of money in a short period of time
- · credit bureaus the three firms in the U.S. that assign credit ratings to consumers based on their spending habits and also can put a stop on new accounts in the case of theft

Reading

67

15 Jill had heard about identity theft, but she never thought it could happen to her. 30 She was wrong. During a normal workday in December, her wallet was stolen out of her purse. She had left her purse unattended for only a few minutes. That's all the time it took for someone to steal Jill's cash, credit cards, and other personal information; it was all in her wallet.

84 What did Jill do? First, she got her "things in my purse and wallet" list from a 102 home file. Not only did she have a listing of the contents of her wallet and purse, but she also had photocopies of the front and back of each card in her wallet: credit 131 cards, insurance cards, driver's license, etc. She knew exactly what had been stolen.

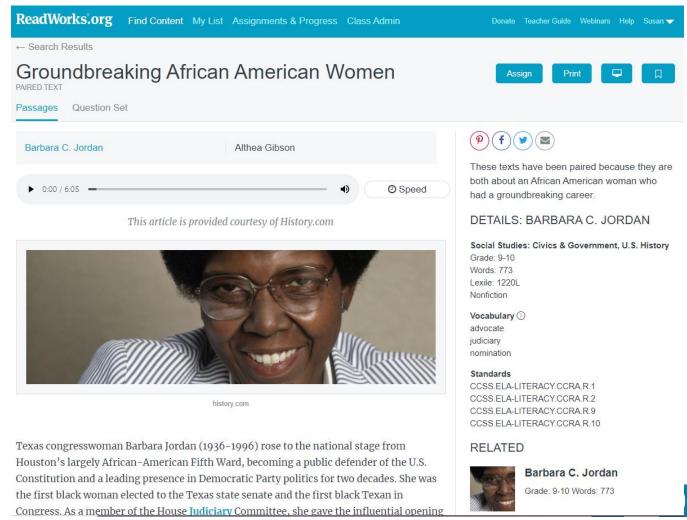
144 Next, Jill called her credit card companies, reported that her credit cards had 161 been stolen, and canceled every card. It was then that she found out that the thief had already been on a shopping spree at the local mall. The new "Jill" had charged over 186 \$1,000.00 worth of goods on the real Jill's accounts!



http://ttms.org/



https://www.readworks.org/



What about virtual instruction?

If you can conduct Zoom classes, consider the following:

- Investing in an inexpensive document camera to help students build basic concepts
- Mastering the use of screen mirroring from an iPhone or iPad
- Taking advantage of the Zoom whiteboard to demonstrate problems
- Using Screencastify to create your own 5-minute videos to share during the meeting.
- Downloading Zoom to your class Smart Board (if allowed by facility)



Document Camera





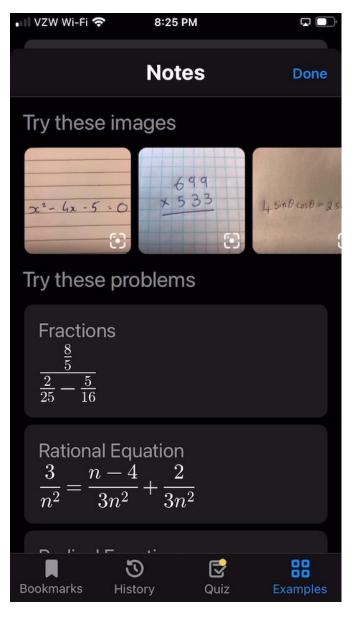
OKIOLABS OKIOCAM S USB 2-in-1 Webcam and Document Camera for Distance Learning, Video Conferencing, Remote Working, Stop Motion, Time Lapse, Overhead Video Recording, Super High Definition 1440p Visit the OKIOCAM Store 4.5 out of 5 stars 2,734 ratings | 112 answered questions Amazon's Choice for Webcams by OKIOCAM

Best Seller Price: \$69.00



Screen Mirroring



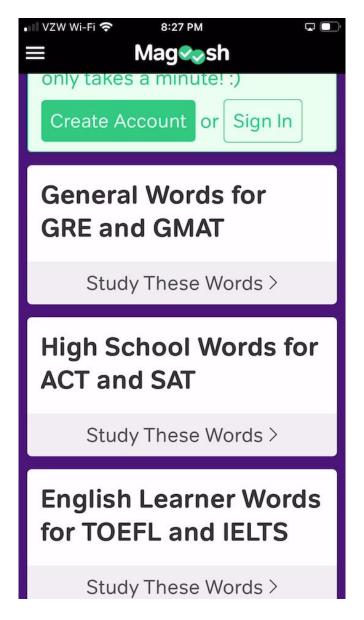


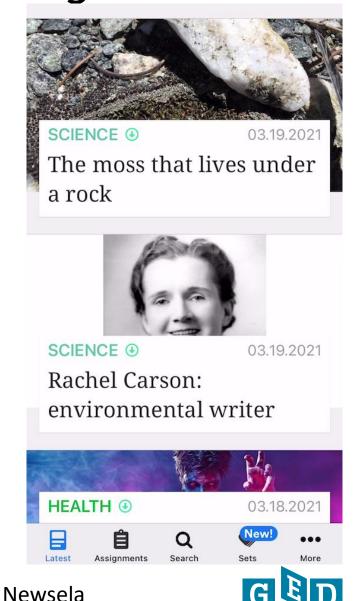
iPhone/iPad App - Microsoft Math



Screen Mirroring

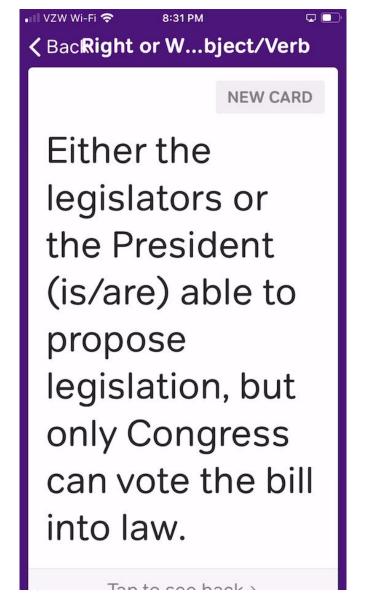
Magoosh Vocabulary

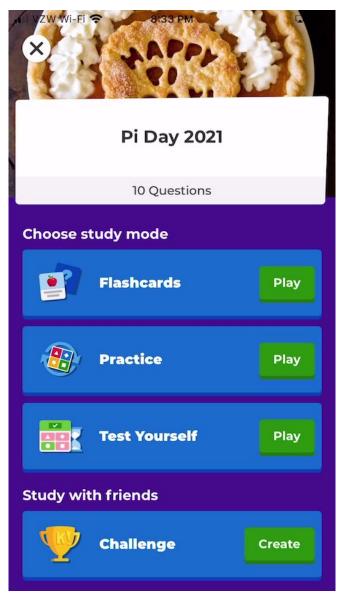




Screen Mirroring

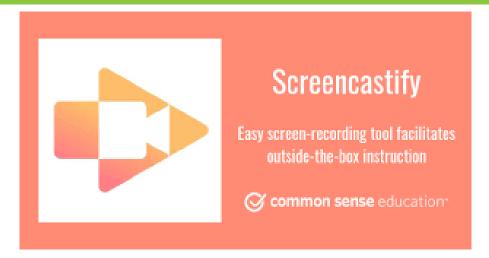
Magoosh English Grammar





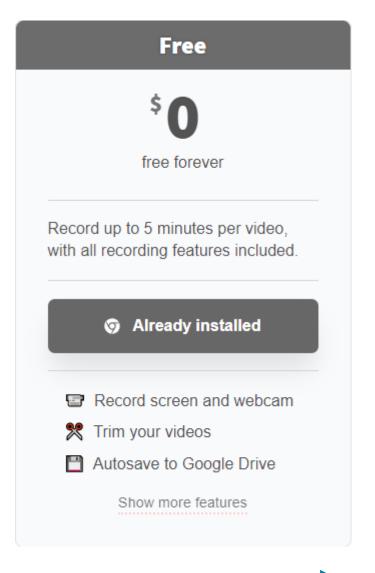
Kahoot





Click, click, classroom flipped!

- Teachers make learning more personal in their blended and flipped classrooms by recording:
- Full and/or bite-sized lessons
- Assignment solutions and explanations
- Verbal student feedback





Study Buddy

Study Buddy Mobile Tutor



The **Study Buddy** allows non-traditional students to study at their own pace. Students master each lesson with a 3-step process:

- PLAY LESSON: A short video lesson teaches the standard.
- 2. **STUDY**: Students answer questions and receive immediate feedback.
- 3. **TEST**: A test on each lesson will record the scores to track progress.

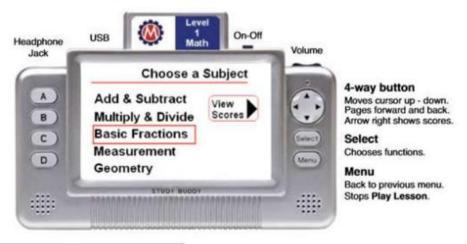
Choose from a wide range of material for GED, HiSET, TASC, and Adult Basic Education.

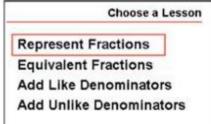
www.Brainchild.com or call at (800) 811-2724

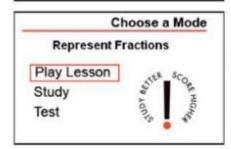


Study Buddy

Study Buddy Mobile Tutor





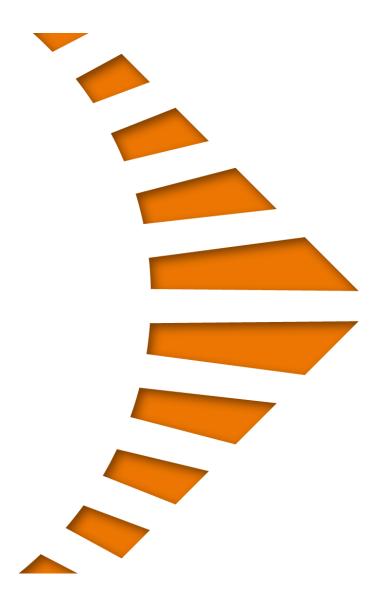


Basic Operation

- 1. Insert a cartridge
- 2. Choose a Subject
- 3. Choose a Lesson









GED® SUPPORTING PRODUCTS

The Aztec Software Learning System



GED® SUPPORTING PRODUCTS

Official Practice Tool





More Practice. Higher Pass Rates.

The official practice tool built in partnership with the GED Testing Service to help students pass the GED® test by providing thousands of completely aligned and vetted questions with immediate feedback.

On Demand Video. On Demand Learning
The only on demand video learning program tool developed
by GED Testing Service, Kaplan and Aztec Software to
provide a targeted video learning support across key GED®
measured skills.





STUDENT ACCESS

Practice Preparation Aligned to the Test

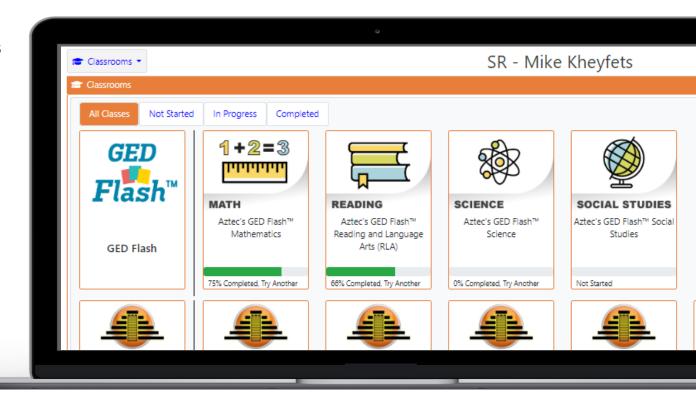


Aligned To GED Blueprint Similar experience and features to the pre-test.

Questions In All Subjects 1000's of questions across all four subjects.

Immediate Feedback Step-by-step explanations after each question.

Easy To Use & Assign
Provide support per subject.









On Demand Video Learning

The Perfect Reinforcement Supplement

GED™ Play was developed from our experience with GED Flash and the need for quick remediation.



Versatile Use

Can be used as in-classroom and distance learning supplement & reinforcement tool.



Alignment to GED Flash and GED Test

Questions are aligned to and cover the key skills from the test. Also aligned to GED Flash allowing seamless remediation of specific sections.



Performance Insight

Gain insight on students' performance and reportable information.







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WORLD CLASS EDUCATION TECHNOLOGY

Anywhere, Anytime, Any Browser





Designed For Adult Ed
Platform and user experience
designed for adult education in
an easy to navigate manner.



Online Platforms
Our carefully planned learning system focuses on providing adult learners rich content at every step.



Offline Lan Platform
Secure LAN platform provides an offline solution to programs requiring an alternative solution.



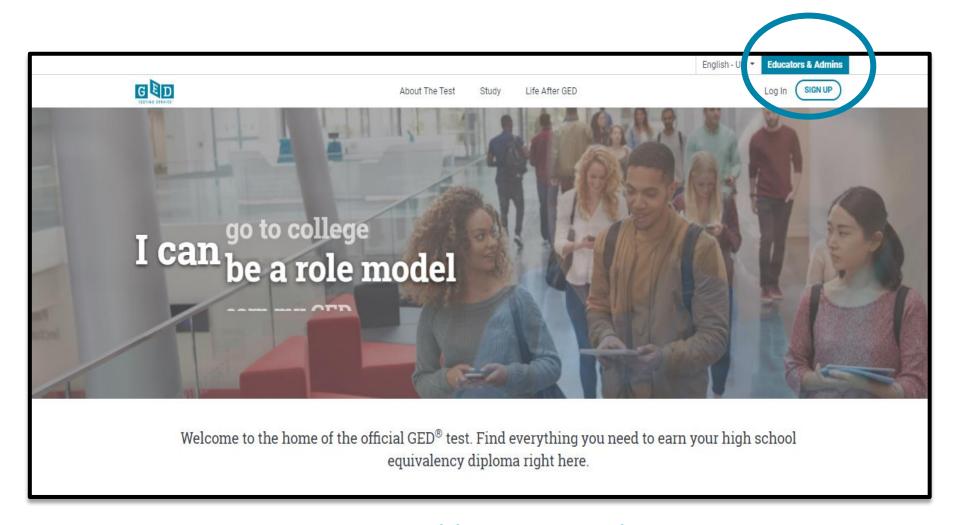


GEDTS Resources





Home for All Things GED®



https://ged.com/





About The Test

Study

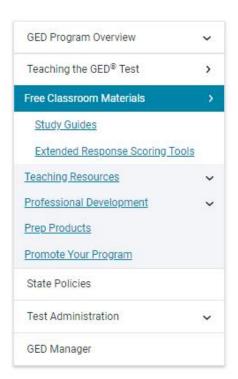
Grads and Transcripts

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Home / Educators & Admins / Teaching the GED® Test / Free Classroom Materials





Get your classroom ready for action by downloading free materials such as tutorials, practice questions, and reference sheets to help students test with confidence.

Tutorials

Students should practice with these tutorials so they learn about various question types and become familiar with how the test and calculator work. The tutorials work best on a computer (not a smartphone or tablet).

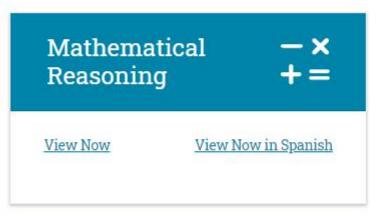


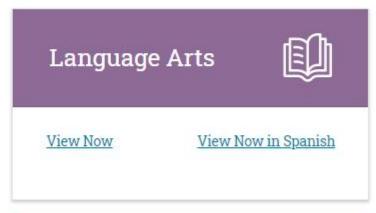




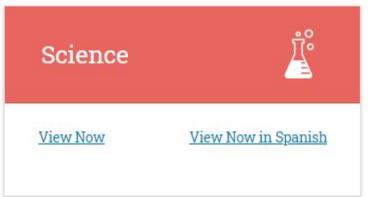


The following study guides explain the skills that are covered in each GED® test subject and include sample questions. Use these with your students to help them prepare for each test subject.





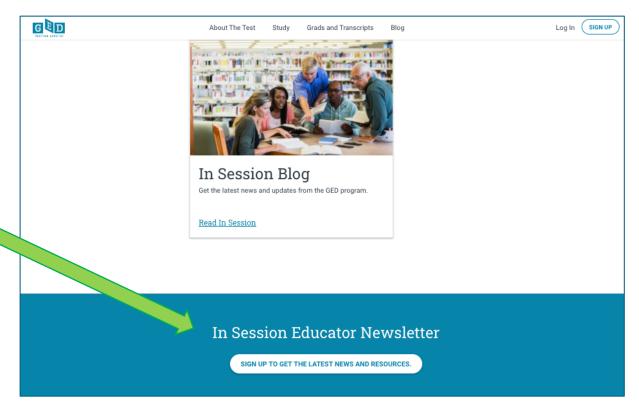




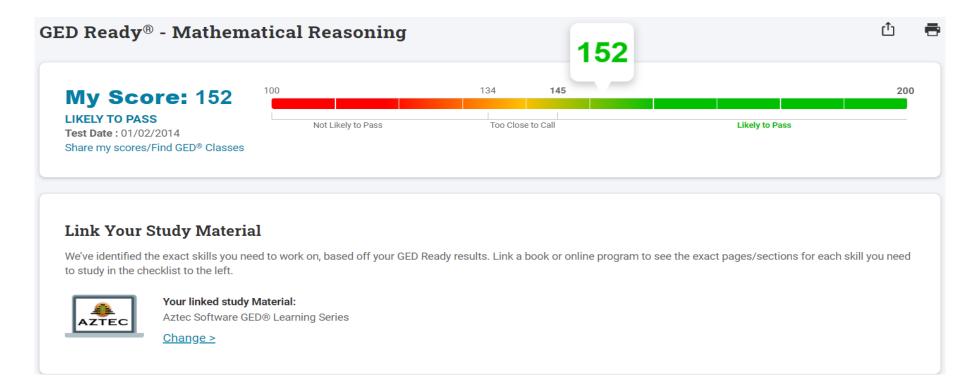


In Session – The Best Way to Get Information Quickly/Reliably Delivered to You

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GED Ready Score Report



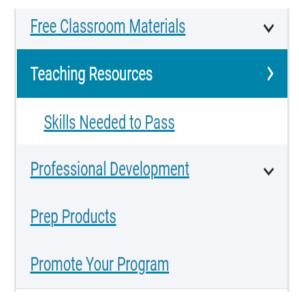


Professional Development: Everything Old is New Again!

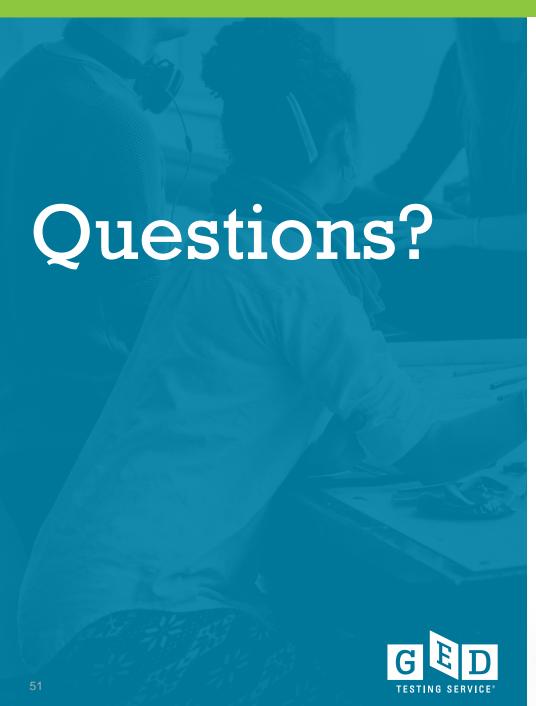




- Tuesdays for Teachers
- On Demand specific webinars/discussions









Thank you!

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