Welcome to the GED® Tuesdays for Teachers Webinar

- The webinar will start at 3:30 p.m. (EDT), 2:30 p.m. (CDT).
- If you have a technical question, please type it into the question panel.
- When you log on, check your audio to make sure your headphones are working properly. If you use your phone to call in, be sure to enter the appropriate codes.
  - If you do not hear anything during your audio test, look on the dashboard. Open the “audio” tab and select the option you prefer.
- You will not hear the presenters until 3:30 p.m. when the webinar goes live.
- Check the chat box to see any messages from the presenters.
- Thank you for joining us today.
In this session, we will...

- Discuss the online proctoring pilot
- Survey how you are providing distance learning
- Explore a HyperDoc that you can use in your virtual classroom
- Review HyperDoc resources that you can use to build lessons
- Explore a few new online resources and apps for the classroom
- Explore GEDTS resources that can be used in the classroom
What’s Happening on the Testing Front
Test Delivery Alternatives

- Online Proctored GED® Tests
  - GED Testing will soon be available through the OnVUE online proctored system
  - Most states have agreed to participate in the pilot launching later this week

- Consideration of Approval of Additional PVTCs
  - States are reviewing policies and rules
  - The ability to modify rules during the crisis are being considered

Online Proctored (OP) GED® Test Pilot – The Basics

<table>
<thead>
<tr>
<th>Why?</th>
<th>To create a pressure relief valve and provide more access to those ready to test or those who have had cancelled appointments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who? (delivers)</td>
<td>GED Testing Service is contracting with OnVUE to deliver the Online Proctored GED exams.</td>
</tr>
<tr>
<td>Who? (takes)</td>
<td>Students who are eligible (next slide) will be sent a message and instructions on how to register/schedule an O.P. GED test.</td>
</tr>
<tr>
<td>What?</td>
<td>It is the same GED test content delivered online, continually monitored by a third-party, trained proctor.</td>
</tr>
<tr>
<td>When?</td>
<td>The Pilot is anticipated to launch later in the week of May 18 or week of May 25 timeframe. It will be multi-phased and expected to wrap up near the end of July.</td>
</tr>
<tr>
<td>Where?</td>
<td>In States that approve the use of the Online Proctored GED exam.</td>
</tr>
<tr>
<td>How? (much)</td>
<td>The cost of the test during the O.P. pilot will mirror current fees. Fees for test center compensation will support O.P.</td>
</tr>
</tbody>
</table>
## Online Proctored GED® Test Pilot – Timing/Schedule

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Go Live” Feedback period</td>
<td>Invite eligible students in participating states with no residency queue</td>
<td>Invite newly eligible students: All GED Ready “Green” students in non-queue states invited regularly</td>
<td>Invite newly eligible students: All GED Ready “Green” students in non-queue states invited regularly</td>
</tr>
<tr>
<td>App. 7-10 days</td>
<td>Eligibility: 1. cancelled appointments</td>
<td>Must have GED Ready “Green” within past 60 days</td>
<td>The queue is estimated to be built and ready for use between June 9-18</td>
</tr>
<tr>
<td>5 states</td>
<td>2. 3 of 4 tests passed</td>
<td>State’s essential cases</td>
<td></td>
</tr>
<tr>
<td>Only students with cancelled appointments who also have a GED Ready “Green” score within last 60 days</td>
<td>3. GED Ready “Green”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final system tests and gathering data and information from system and students</td>
<td>4. State’s essential cases</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Simultaneous GED Ready Promo 50% off through end of July

End of Pilot

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## Communicating and Working with Students
How are you staying in touch with your students?

How are you providing virtual instruction?
NRS Reporting for Distance Learning

Recording distance learning hours is useful for determining when post-testing should occur. There are three ways to report “proxy hours” rather than classroom instructional hours.

Consider Using a HyperDoc

What is a HyperDoc?
  *Hyper = as in hyperlink*
  *Doc = as in a Google Doc*

However, It is So Much More!
  *Slides*
  *Maps*
  *Sites*
  *Videos*
### HyperDocs are SO much more than just a doc with hyperlinks!

<table>
<thead>
<tr>
<th>HyperDocs</th>
<th>A Doc with Hyperlinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow for students to collaborate with one another through links embedded in the doc and/or through sharing before, during or after.</td>
<td>Students click on links to get to a specific site.</td>
</tr>
<tr>
<td>Something is created either within the doc or through a link embedded in the doc. Students really “show what they know”.</td>
<td>No opportunity for students to create within the doc.</td>
</tr>
<tr>
<td>A key piece of a quality HyperDoc assignment is that students reflect upon their learning and engage in a process that allows for students to apply what they have learned.</td>
<td>Students are consuming information through the sites they are linked to.</td>
</tr>
<tr>
<td>Students connect what they have learned to other subject areas, topics, and even the apply what they have learned to the real world.</td>
<td>No student connection or extensions in an explicit way. May provide links to games or activities</td>
</tr>
</tbody>
</table>

### Where Do I Begin?

- Identify the concept, process, or skill that you want students to explore
- Select a HyperDoc template that works for you
- Outline your lesson
- Find the resources you want to use
  - YouTube Videos
  - Presentations
  - Handouts
  - Links
- Be creative and have fun
My Selections

I know students have difficulty writing an extended response.

Extended responses that I have reviewed often fail to begin with an effective claim.

Students need time and practice to learn how to build effective claims.

I need to start with the fundamentals, before I move to the type of claim required on the GED RLA Extended Response.

Building an Effective Claim

Why Do I Need to Know This?
- As a student preparing for the GED RLA test, you will be expected to write an evidence-based argument. The argument accounts for 20% of your total score on the GED RLA test.
- An effective argument begins with a strong claim which is supported by evidence from texts that you will read.
- In this lesson, you will learn how to develop an effective claim.

Essential Question to Consider Throughout this Lesson
What are the most important elements of an effective claim?

Engage

Your neighbor backed his car into your fence. He said that he would pay for the fence repair, but he never did. It has been six months, and you want the money to pay for the repairs. You decide to take your case to Judge Judy.

You have been told that when you come before Judge Judy, you will need to make a claim and provide evidence to support it.

Work with a partner and determine what you will say and do when you appear before Judge Judy. Type your response in this form.
Explore

A claim is a roadmap with signs and markings. It guides the writer and the reader through the argument. It includes the position taken and the reason why.

It is the starting point for your argument. You want to make a good impression for your reader from the very beginning of your argument.

Watch the video: Making a Claim.

Take a few minutes to reflect on what you saw in the video.
- What is one thing that you learned about making a claim from this video?
- How will you use this information to help you build a better claim?

Watch the video: General Argument Writing - Making a Claim.

When developing a claim, where do you need to start? Fill in the graphic by placing the following terms in the correct location:

Claim  Evidence/Facts  Argument/Position

[Text]  [Text]  [Text]

Explain

The claim is probably the single most important part of an argument. It serves as a roadmap for your response, and it lets the reader know where you headed.

In this video lesson, you will learn how to
- Identify the part of a claim
- Use a P-R-E Graphic Organizer to help you pull together the information you need to build a claim
- Use a Claim Builder Graphic Organizer to help you pull the claim together into one effective sentence
- Construct a sample claim and prepare to build your own claims

15 minutes
**Apply**

**Building a Claim**

- Select the question or statement that you want to address.
- Choose the most relevant one and write it down.
- Consider how your writing will be perceived and respond accordingly.

**Complete the P-R-E Chart**

1. Take a position
2. List your reasons
3. Provide evidence to support your position

**Use the Claim Builder**

**Share Your Claim!**

Access the handout and apply what you have learned by building your own claim.

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**Share**

Share your claim with another student. Explain why you chose that particular question or statement on which to practice. Tell them how you developed your claim. Ask for their feedback. After talking with the student, is there anything that you would like to change? If so, why?

10 minutes

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**Reflect**

Think about what you have learned in this lesson. Do you feel that you are better prepared to move to the next level in writing claims and arguments? Why, or why not?

5 minutes

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**Extend**

Now, it's time to learn some of the facts about what is expected on the extended response of the GED RLA test.

Watch the video [How to Pass the GED Extended Response](#).
Let’s Explore the HyperDoc

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Can You Convince Judge Judy.docx

HyperDoc Resources
https://sites.google.com/view/drivingdigitallearning/hyperdoc-templates

The HyperDocs Toolbox: 14 engaging example activities

https://ditchthattextbook.com/the-hyperdocs-toolbox-14-engaging-example-activities/
30+ FREE PowerPoint education templates + how to make them

https://ditchthattextbook.com/powerpoint-templates/

How to get and use free images the RIGHT way in class

More Online Resources for the Classroom

Breaking News English

Boasting “2,868 Free English News Lessons in 7 Levels,” Breaking News English takes the concept offered by Newsela and CommonLit and adds AUDIO AT A VARIETY OF SPEEDS FOR EACH LEVELED TEXT.

- Offers printable lesson plans, Cloze reading worksheets, vocabulary by paragraph, targeted grammar, and comprehension work.
- Work from here will have to be “adapted” to work with Google Classroom or other LMSes
- Clicking the “4,958 More Lessons” link takes you to another page of free ESL Materials.
Oxford 3000

The Oxford 3000 includes words that
• Occur most frequently in English
• Occur across a range of different types of text
• Are very familiar to most users of English (parts of the body, travel, health, etc.)

Google Play App information at:

Apple App information available at:

Resource for the Classroom

Sample Word Family - Interpret

interpretation
interpretations
interpretative
interpreted
interpreting
interpretive
interprets
misinterpret
misinterpretation
misinterpretations
misinterpreting
misinterprets
reinterpret
reinterpreted
reinterprets
reinterpreting
reinterpretation
reinterpretations

Most common form of the word family

https://www.academia.edu/6556194/An_Introduction_to_the_Academic_Word_List_What_is_the_Academic_Word_List

Activities: https://www.vocabulary.com/lists/218701

Don’t Forget Libby!

Hi! I’m Libby.
Borrow and read ebooks and audiobooks from your local public library for free!
Get the app today! Or, use it in your web browser at libbyapp.com.

https://www.overdrive.com/apps/libby/

GED Resources for the Classroom
Resources to Guide Instruction

COVID-19 Educator Support

Communicating with Students

- Use our new, interactive platform with videos.
- Video Conferences with Zoom for Educators.
- Connect for Educators.
- Coronavirus Lessons with Scope.

ReAssure your students.

- How to communicate with your students.
- tailor your messages to your students.
- ReAssure your students.

Join GED Facebook Group for Educators

- GED Testing Service - Adult Education Community Group.
- https://www.facebook.com/groups/227021047827053/

Coronavirus Resources

- Resources to help you and your students stay safe and informed.
- Information on how to take care of your health and safety.
- Information on maintaining hygiene and cleanliness.
- Tips to reduce stress and anxiety.
- Information on mental health and well-being.

COVID-19 Educator Support

- Join GED Facebook Group for Educators.
- https://www.facebook.com/groups/227021047827053/
Take a Few Minutes for You!

Remember to take care of yourself. You can’t pour from an empty cup.

Take Care of Yourself!

Be Aware  Support Yourself  Do Something Different
Thank you!

Communicate with GED Testing Service®
communications@ged.com