

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.



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GED Update – Testing and Instruction

A Tuesdays for Teachers Webinar
by the GED Testing Service®




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Welcome



Debi Faucette, Senior Director



Susan Pittman, Education Consultant





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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





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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 PVTs
 - States are reviewing policies and rules
 - The ability to modify rules during the crisis are being considered



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

We are not abandoning the traditional in-person test center model.	
Why?	To create a pressure relief valve and provide more access to those ready to test or those who have had cancelled appointments.
Who? (delivers)	GED Testing Service is contracting with OnVUE to deliver the Online Proctored GED exams.
Who? (takes)	Students who are eligible (next slide) will be sent a message and instructions on how to register/schedule an O.P. GED test.
What?	It is the same GED test content delivered online, continually monitored by a third-party, trained proctor.
When?	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.
Where?	In States that approve the use of the Online Proctored GED exam.
How? (much)	The cost of the test during the O.P. pilot will mirror current fees. Fees for test center compensation will support O.P.




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Online Proctored GED® Test Pilot – Timing/Schedule

Phase 1	Phase 2	Phase 3	Phase 4
<ul style="list-style-type: none">• “Go Live” Feedback period• App. 7-10 days• 5 states• Only students with cancelled appointments who also have a GED Ready “Green” score within last 60 days• Final system tests and gathering data and information from system and students	<ul style="list-style-type: none">• Invite eligible students in participating states with no residency queue• Eligibility:<ol style="list-style-type: none">1. cancelled appointments2. 3 of 4 tests passed3. GED Ready “Green”4. State’s essential cases	<ul style="list-style-type: none">• Invite newly eligible students: All GED Ready “Green” students in non-queue states invited regularly• Must have GED Ready “Green” within past 60 days	<ul style="list-style-type: none">• Invite newly eligible students: All GED Ready “Green” students in manual residency approval queue required by the state• The queue is estimated to be built and ready for use between June 9-18

Simultaneous GED Ready Promo 50% off through end of July

End of Pilot




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Communicating and Working with Students





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How are you staying in touch with your students?










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How are you providing virtual instruction?











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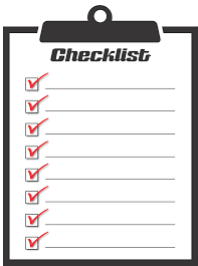
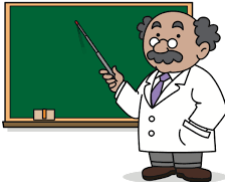
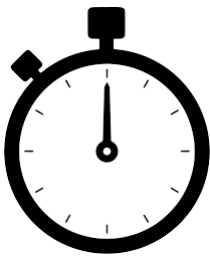
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NRS Reporting for Distance Learning

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.



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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

	Engage To engage students at the beginning of a lesson, insert video, image, quote, or another inspirational hook in this box.
	Explore Curate a collection of resources (articles, videos, infographics, text excerpts, etc.) for students to explore a topic.
	Explain Use this section of the HyperDoc to explain the lesson objective through direct instruction using your favorite web tool, or gather students together to teach the content.
	Apply Create an assignment for students to apply what they learn by using web tools to create, collaborate, and/or connect beyond the classroom.
	Share Collect student work to provide feedback, and/or include a section for students to share work with an authentic audience.
	Reflect Include an opportunity for face-to-face or digital reflection to guide students along their learning progression and set new goals.
	Extend Add links to more activities and online resources to extend the learning.


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HyperDocs are SO much more than just a doc with hyperlinks!

HyperDocs	A Doc with Hyperlinks
Allow for students to collaborate with one another through links embedded in the doc and or through sharing before, during or after.	Students click on links to get to a specific site.
Something is created either within the doc or through a link embedded in the doc. Students really "show what they know".	No opportunity for students to create within the doc.
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.	Students are consuming information through the sites they are linked to.
Students connect what they have learned to other subject areas, topics, and even the apply what they have learned to the real world.	No student connection or extensions in an explicit way. May provide links to games or activities

Image Created by Karly Maura @KarlyMaura
HyperDocs are created by Lisa Higgins, Kelly Hilton and Sarah Landis




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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



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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.


**Engage**
To **engage** students at the beginning of a lesson, insert video, image, quote, or another inspirational hook in this box.


**Explore**
Curate a collection of resources (articles, videos, infographics, text excerpts, etc.) for students to **explore** a topic.

**Explain**
Use this section of the HyperDoc to **explain** the lesson objective through direct instruction using your favorite web tool, or gather students together to teach the content.

**Apply**
Create an assignment for students to **apply** what they learn by using web tools to create, collaborate, and/or connect beyond the classroom.

**Share**
Collect student work to provide feedback, and/or include a section for students to **share** work with an authentic audience.

**Reflect**
Include an opportunity for face-to-face or digital **reflection** to guide students along their learning progression and set new goals.

**Extend**
Add links to more activities and online resources to **extend** the learning.

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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?




10 minutes



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.


Can You Convince Judge Judy.docx




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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]

15 minutes

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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



Building a Claim
Video Lesson.mp4

15 minutes


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20 minutes

Apply

Building a Claim

Select the question or statement that you want to address.
(Have cell phones and social media changed the way we relate to each other in a positive way?)
1) Testing and cell phones have caused young people to be less able to concentrate and focus.
2) Should textbooks be replaced by i-Pads and online resources.







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.




Practice Time - Build a Claim.docx

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10 minutes

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?



5 minutes

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

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](#).

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Let's Explore the HyperDoc

Building an Effective Claim

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 Can You Convince Judge Judy.docx



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HyperDoc Resources





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HyperDocs

A HyperDoc on HyperDocs

HyperDocs are documents that contain a mix of content, activities, and resources that are designed to be used in a classroom. They are a great way to engage students and make learning more interactive.

HyperDocs can be used in a variety of ways, including:

- As a starting point for a lesson
- As a resource for students to explore
- As a way to differentiate instruction
- As a way to assess student learning

What they heck is a HyperDoc?

- Hyper = as in hyperlink
- Doc = as in a Google Doc

Not just Google Docs!

- Slides
- Maps
- Sites
- And More

The HyperDoc to the left was originally created by Chris Justus from CCSO's IDPL, which was slightly modified to this version. Be kind to yourself as you learn and enjoy the process.

Find and modify other HyperDoc lessons that can be modified (check for attribution) from these sources:

- NR21 HyperDoc-Gallery Wall
- HyperDoc Samples
- HyperDoc Lessons Sample

<https://sites.google.com/view/drivingdigitallearning/hyperdoc-templates>

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ED TECH | WEDNESDAY, MARCH 13, 2019

The HyperDocs Toolbox: 14 engaging example activities

THE

HyperDocs

TOOLBOX

14 engaging example activities

<https://ditchthattextbook.com/the-hyperdocs-toolbox-14-engaging-example-activities/>


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MICROSOFT EDU | MONDAY, MAY 11, 2020

30+ FREE PowerPoint education templates + how to make them






DITCH THAT TEXTBOOK

30+ FREE

PowerPoint education templates (+ how to make your own)

29

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



29


ED TECH | FRIDAY, MARCH 27, 2020


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

How to get and use

IMAGES


the RIGHT way in class





30

<https://ditchthattextbook.com/how-to-get-and-use-free-images-the-right-way-in-class/>



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Breaking News English

breakingnewsenglish.com


Breaking News English

2,868 Free English News Lessons in 7 Levels

[1,000 Ideas e-Book](#)

[4,958 More Lessons](#)

- 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.

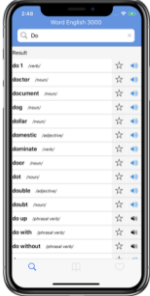


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Oxford 3000

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.)




The Oxford 3000™

The keywords of the Oxford 3000 have been carefully selected by a group of language experts and experienced teachers as the words which students are most likely to encounter in their studies. The Oxford 3000 is based on three criteria:

The words which occur most frequently in English are included, based on the extensive data collected from the Oxford Corpus Collection. A corpus is an electronically stored collection of texts or documents, often containing millions of words. The Oxford Corpus Collection is the largest corpus of its kind, containing over 100 million words from a wide range of sources, including newspapers, magazines, books, and websites. It is the most comprehensive collection of English text ever assembled.


Words which are useful in a wide range of contexts are included, so that students can use them in a variety of situations. These words are often found in textbooks, newspapers, and other educational materials. They are also words that are useful in everyday life, such as words for parts of the body, travel, and health.

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Google Play App information at:
https://play.google.com/store/apps/details?id=in.baljeetsingh.oxford3000essential&hl=en_US

Apple App information available at:
<https://apps.apple.com/us/app/3000-words-english/id1396959392>



Resource for the Classroom

Academic Word List

An Introduction to the Academic Word List

What is the Academic Word List?

The Academic Word List (AWL) is a list of 570 word families that are commonly found in academic texts. This list was selected by examining a large corpus (or collection) of written academic texts and selecting the words that occurred.

1 In texts from all four academic faculty sections: Arts, Commerce, Law and Science.

2 Over 100 times in the corpus overall.

3 At least 10 times in each academic faculty section.

4 Outside the 2000 most frequent words on Michael West's General Service List (GSL). The GSL includes everyday words such as I, house and do.

These principles ensured that only words that occurred reasonably frequently in a variety of study areas were selected.

The AWL targets vocabulary that occurs most often in written academic texts. These words also occur in newspapers but not as often as they do in textbooks. The AWL words appear even less in fiction. If your focus is learning academic vocabulary, you need to make sure you read academic textbooks so that you encounter these words in context.

How is the AWL organized?

The AWL is organized into Word Families. Word families are made up of the 'parent word' and family members. Take for example the word maximise. Its family members include inflections of the verb such as maximised, maximises and maximising as well as the noun maximum. The word family also includes the British spelling of the noun maximisation, as well as maximization, the US spelling.

If you learn the verb maximise, you will be able to recognise other family members such as maximised when you encounter them in your reading. These words are closely related and the meaning is likely to be the same or similar. When you are looking for words in this dictionary, think about other word family members too.

Why is the AWL important?

The AWL is intended as a reference for students who are studying or preparing to study at a tertiary level in English. As a university lecturer, I am aware of the difficulties that students had in mastering the vocabulary necessary for written assignments. The AWL does not include 'content' vocabulary for particular subjects which students obviously need to learn as well. The AWL focuses instead on the non-subject-specific vocabulary that students of any discipline will need to master in order to produce coherently-structured written assignments.

The AWL covers up to 10% of the vocabulary covered in written academic texts. This means that, on average, one word in 10 in an academic textbook is in the AWL. Look at the following extract from an academic text:

EUROPEAN ENVIRONMENTAL POLICY


Environmental issues are truly global. Many of the problems, like the releasing of CFCs into the atmosphere, have global effects and require global action. Some problems link to the exploitation of global commons - the resources shared by the international community such as ocean beds and the atmosphere. Sometimes small local problems, such as poisonous gases leaking from landfills and water pollution, are multiplied on many times in any local contexts that they become a major world hazard. The environment is a global concern requiring global policies.

Sample Word Family - interpret

interpretation ← **Most common form of the word family**

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

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




Don't Forget Libby!

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




Download on the App Store

GET IT ON Google Play

Apple Editors' Choice


Apple App of the Day

Google Play Editors' Choice



< A Curse So Dark and Lon...

You have borrowed A Curse So Dark and Lonely for 14 days.



Open Book

Keep Browsing

Go To Shelf

Trusted by millions of library patrons across North America and around the world.

BuzzFeed

Forbes

Reader's Digest

POPULAR SCIENCE

LJ

lifehacker

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GED Resources for the Classroom





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GED Program Overview

Teaching the GED® Test

Free Classroom Materials

Study Guides

Extended Response Scoring Tools

Teaching Resources

Professional Development

Prep Products

Promote Your Program

State Policies

Test Administration

GED Manager

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).

Computer-Based Test Tutorial

Calculator Tutorial

Top Resources

Professional Development Training

Resources to Guide Your Instruction

Free Classroom Materials

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Resources to Guide Instruction

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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
R.3.1: Order sequences of events in texts. Primarily measured with literary texts.	Social Studies SSP.3.a: Identify the chronological structure of a historical narrative and sequence steps in a process. 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. SSP.3.c: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas. 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.
	Science SP.3.b: Reason from data or evidence to a conclusion. SP.3.c: Make a prediction based upon data or evidence.
	Mathematical Reasoning MP.1.a: Search for and recognize entry points for solving a problem. MP.1.b: Plan a solution pathway or outline a line of reasoning. MP.1.d: Recognize and identify missing information that is required to solve a problem. MP.1.e: Select the appropriate mathematical techniques to use in solving a problem or a line of reasoning. MP.2.c: Recognize the important and salient attributes of a problem. MP.3.a: Build steps of a line of reasoning or solution pathway, based on previous step or given. MP.3.b: Complete the lines of reasoning of others. MP.3.c: Improve or correct a flawed line of reasoning.

https://ged.com/wp-content/uploads/relationships_between_HII_and_other_indicators.pdf

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COVID-19 Educator Support

Communicating with Students

Here's how educators and administrators can successfully continue to communicate and spin up virtual classrooms for distance education.

RESOURCES

[Two-way messaging system with Remind](#)

[Video Conferencing with Zoom for Education](#)

[Facebook for Education](#)

[Google for Education](#)

[Distance Learning with Edmodo](#)

READ

[Article: 100 Ways You Should Be Using Facebook in Your Classroom](#)

[Blog: 5 Quick Tips on How To Use Google Classroom](#)

[Tutorial: Welcome to your first day of Classroom \(Google for Education\)](#)

Content Resources for Developing Lessons

GED Resource Resources (Free)

Screenr (Free) Easy screen-recording tool that can be used to create short videos for students.

Quill (Free premium version until end of school year) Online program that provides writing and grammar exercises for all levels, including ESL.

Quill Teacher (Free until June 30, 2020, Limited features always free) Provides interactive study materials, learning activities, and games.

Breaking News English (Warning, has numerous ads) Uses the same concept as Newsela and CommonLit and adds Audio at a variety of speeds for each leveled text.

Math Antics Free math instructional videos (120/year subscription provides teachers with exercises and worksheets).

Edmentum Math Free math worksheets for TABE and GED skills practice.

Light and Salt Learning YouTube Channel with learning site dedicated to GED Playlists.

OL Learning (90 day free trial for teachers) Contains content aligned to TABE 11/12 for math, reading, and language.

GED Math Course (Google site developed by Kate Redman, a GED teacher. This site is connected to Light and Salt Learning).

Adaptive (available in multiple languages) Provides thousands of interactive math lessons and questions provide immediate feedback.

Virtual News Thousands of math videos hosted on YouTube and the Virtual News website. Supported by Pearson Learning.

Coronavirus Resources

Resources to help you and your students stay safe and informed:

[Information on how to take care of yourself during pandemic](#)

[Information on managing stress and anxiety](#)

[How to email or distribute to students](#)

[Strategies to help students manage their time](#)

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Join GED Facebook Group for Educators

GED Testing Service - Adult Education Community Group

Private group

Shortcuts

Transylvania Count...

20+

Join Group

More

Join this group to see the discussion, post and comment.

About This Group

Description

A community forum moderated by GED Testing Service for adult educators and GED instructors.

Private

Only members can see who's in the group and what they post

Visible

Anyone can find this group

General

HISTORY

Group created on September 10, 2017

See More

GROUP BY

GED Testing Service

48,914 like this

Sign Up

<https://www.facebook.com/groups/227021047827053/>

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Take a Few Minutes for You!


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Remember to take care of yourself.

You can't pour from an empty cup.









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Take Care of Yourself!


Be Aware



Support Yourself



Do Something Different



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