

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.

The Online Proctored GED® Test Part Two

A Tuesdays for Teachers Webinar
by the GED Testing Service®



Welcome



Debi Faucette,
Senior Director



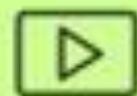
CT Turner
Vice President



Susan Pittman,
Education Consultant

In this session, we will...

- Review the steps students use to take the O.P. test
- Review most recent updates to the O.P. test
- Discuss strategies and activities they can use to prepare students for the O.P. test
- Address questions and concerns



Remember the timeline 2020 Style





It's a Brave New World

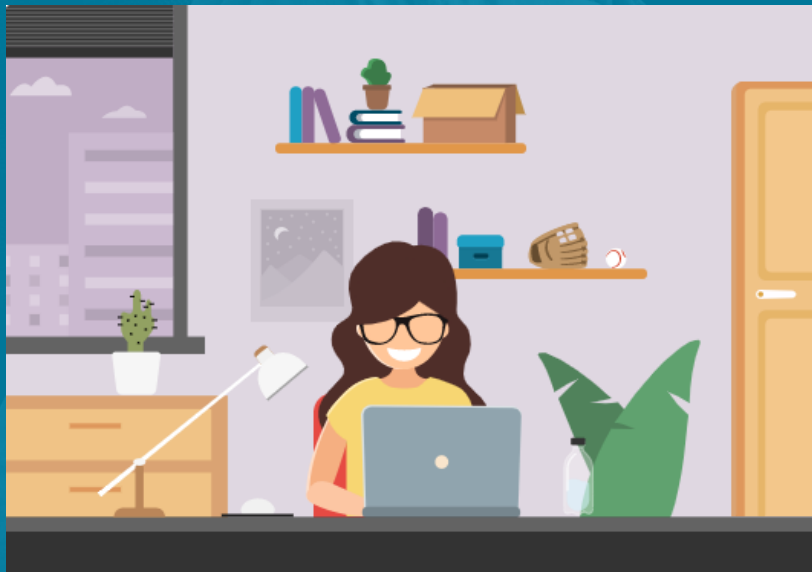
Transitioning from Test Centers to
Online Proctored Testing

The 5 Things Every Educator Needs to Know to Help Students Take an O.P. Test

1. Tell them that the O.P. GED test option is available to them
2. They can find all the info they need about this option at GED.com under “About the Test” or on their GED.com account
3. Before test day students should practice with the Whiteboard tool to get comfortable before they test
4. Complete the online system check before scheduling – to make sure their equipment works properly.
5. The content on the O.P. test is the same content they’d see when testing in person.

View of GED.com Account

- Where they'll see O.P. Info
- Scheduling



Good Morning Christopher

One of the lessons that I grew up with was to always stay true to yourself and never let what somebody says distract you from your goals.

– Michelle Obama



Language Arts



Social Studies



Science



Math



Congrats, you scored green on your practice test!

Your GED Ready Practice Test score shows you are likely to pass the Social Studies test. We recommend you schedule your test now. With some test centers still closed due to COVID-19, we have made online testing available, so you can take your test from the comfort of your home.

You must schedule an online test within 60 days of receiving a green score.

SCHEDULE TEST

[← Back](#)

Schedule Test

Scheduling your test takes about 10 minutes. Here's what to expect.

- 1 Tell us more about yourself the first time through.



- 2 Select one or more subjects.



- 3 Choose where you want to take the test.



- 4 Pick a date and time that works for your schedule.



- 5 Be sure to have your credit card or voucher on hand.



SCHEDULE TEST

[FAQs](#) [Contact](#) [Español](#) [Accessibility](#) [Terms](#) [Privacy & Cookies](#)



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Schedule GED® Test : Do you want to take your test online or in-person at a test center?

NEW



BETA

Online

Now you can take your GED tests online from the comfort of your home, while securely monitored by an online proctor. Before you can schedule an online test you need to score 'Green' on a GED Ready practice test within the last 60 days in the subject you want to schedule.

[Schedule Online Test](#)

[Learn more about online testing >](#)

[Run the system test to see if your computer meets requirements >](#)



In-Person at a Test Center

Take your GED test at a test center near you. Take any of the four tests you want.



Due to COVID-19 some test locations may be closed temporarily. Click 'Schedule at a Test Center' to find an open testing location near you.

[Schedule at a Test Center](#)

Student Selected Subject & Clicked Find An Appointment

Agree to online exam policies

GED_OV: GED® Test

To take this exam in an online environment, please agree to the following terms and conditions.

- ☐ By accessing this website and ticking the box you indicate your acceptance of Pearson VUE's, a business of NCS Pearson, Inc., Privacy and Cookies Policy ("Privacy Policy"), Terms and Conditions and use of cookies to support your experience. You also understand, acknowledge and agree that the testing programme sponsor has its own, possibly different, privacy policy.
- ☐ By providing your personal information, as stated in this [Privacy Policy](#), for the purpose of registering for a licensure, certification or academic admission test, including the administration of such test, you acknowledge, agree and consent to the video and audio recording of your face image, voice, desk and workspace for the purposes of test quality, security and the integrity of the testing process, and you consent to the processing of such personal information and test data by Pearson VUE and to the transfer of such data to Pearson VUE's hub server, located in the USA, as the data processor, its authorized third parties, if any, both in the capacity as data processors for the processing of your personal information and test data on behalf of the testing program sponsor, as the data controller, located in the USA or elsewhere. Pearson VUE and other data processing entities, if any, are the recipients of your personal information and test data are located outside of the European Union and the European Economic Area; however, Pearson VUE will enter into reasonable data transfer agreements with such entities for the purpose of communicating and following the instructions of your testing program sponsor and for establishing reasonable security measures to protect the confidentiality and integrity of your personal information and test data.
- ☐ If you choose to take the test through our online proctoring function, which is not mandatory in the event that there are other ways of taking the test as determined by the testing programme sponsor, you will be monitored during the testing session in real time so that your face, voice, desk and workspace will be captured and possibly recorded during the testing session. You understand, acknowledge and agree that you have no right to privacy at your current location during the exam testing session and you explicitly waive any and all claims asserting a right to individual privacy or other similar claims. By accessing this website and ticking this box you signify your acknowledgement and agreement that any inappropriate or wrongful conduct, as determined in Pearson VUE's or the test proctor's sole discretion, witnessed while monitoring your testing session at your current location will be reported by Pearson VUE to the testing programme sponsor and may also be reported to the appropriate governmental authorities, including, but not limited to, any law enforcement officials.
- ☐ By accessing this website and ticking this box you signify that you understand, acknowledge and agree that if any third party is: 1) detected as being present in your physical location, whether visible or not; or 2) overheard in any manner, whether physically detected through movement and making of noise or through sounds irrespective of whether they are in your current location or not during your testing session, the test will be terminated and you will not receive any score or in the event you've completed the test and received a score your score may be invalidated or revoked. Further, you understand, acknowledge and agree that if your testing session is terminated for this or any other reason you will not receive a test fee refund, credit or voucher.

NEXT

Student Selects Content Area

wsrtst2.pearsonvue.com/testtaker/registration/SelectModulesPage/GEDTS?conversationId=2329

Privacy and Cookies This website stores cookies on your computer which help us make the website work better for you. [LEARN MORE](#) [CLOSE THIS MESSAGE](#)

GED
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» <

Select content areas

GED_OV: GED® Test

Content Areas	Duration	Price
<input type="checkbox"/> SCI_OV: GED® Test - Science	95 minutes	USD 30.00

[PREVIOUS](#) [NEXT](#)

Student Selects Appointment Date & Time

Find an appointment

GED_OV: GED® Test

Select Date

[Why can't I find an available appointment?](#)

<

May 2020

>

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Select a date from the calendar. Only available dates can be selected.

Available start times: Friday, May 1, 2020
Times shown in: America/Chicago-CDT [Change](#) | [Show 24-hour](#)

Morning

Afternoon

12:00 AM

12:15 AM

12:30 AM

12:45 AM

01:00 AM

01:15 AM

12:00 PM

12:15 PM

12:30 PM

12:45 PM

01:00 PM

01:15 PM

Student Reviews Appointment Details & GEDTS Policies Pop-Up

Cart

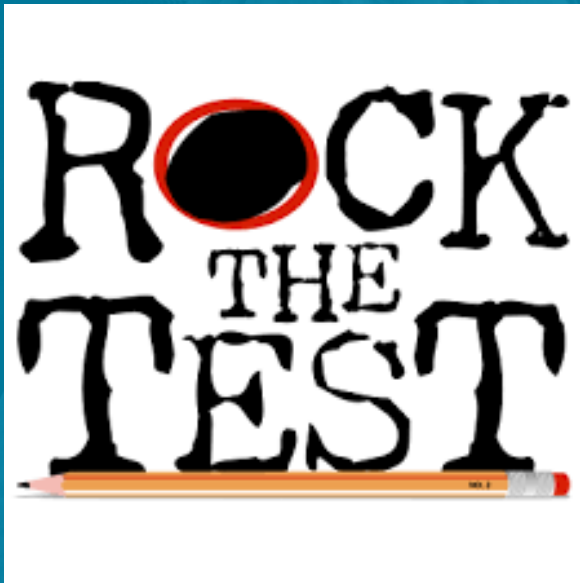
Description	Details	Price	Actions
Exam GED_OV: GED® Test Content Areas <ul style="list-style-type: none">MAT_OV: GED® Test - Mathematical Reasoning Language: English Exam Length: 120 minutes	Appointment Friday, May 1, 2020 Start Time: 12:00 PM CDT Change Appointment	30.00	Remove

Total Due

Subtotal:	30.00
Estimated Tax:	0.00
ESTIMATED TOTAL DUE:	USD 30.00

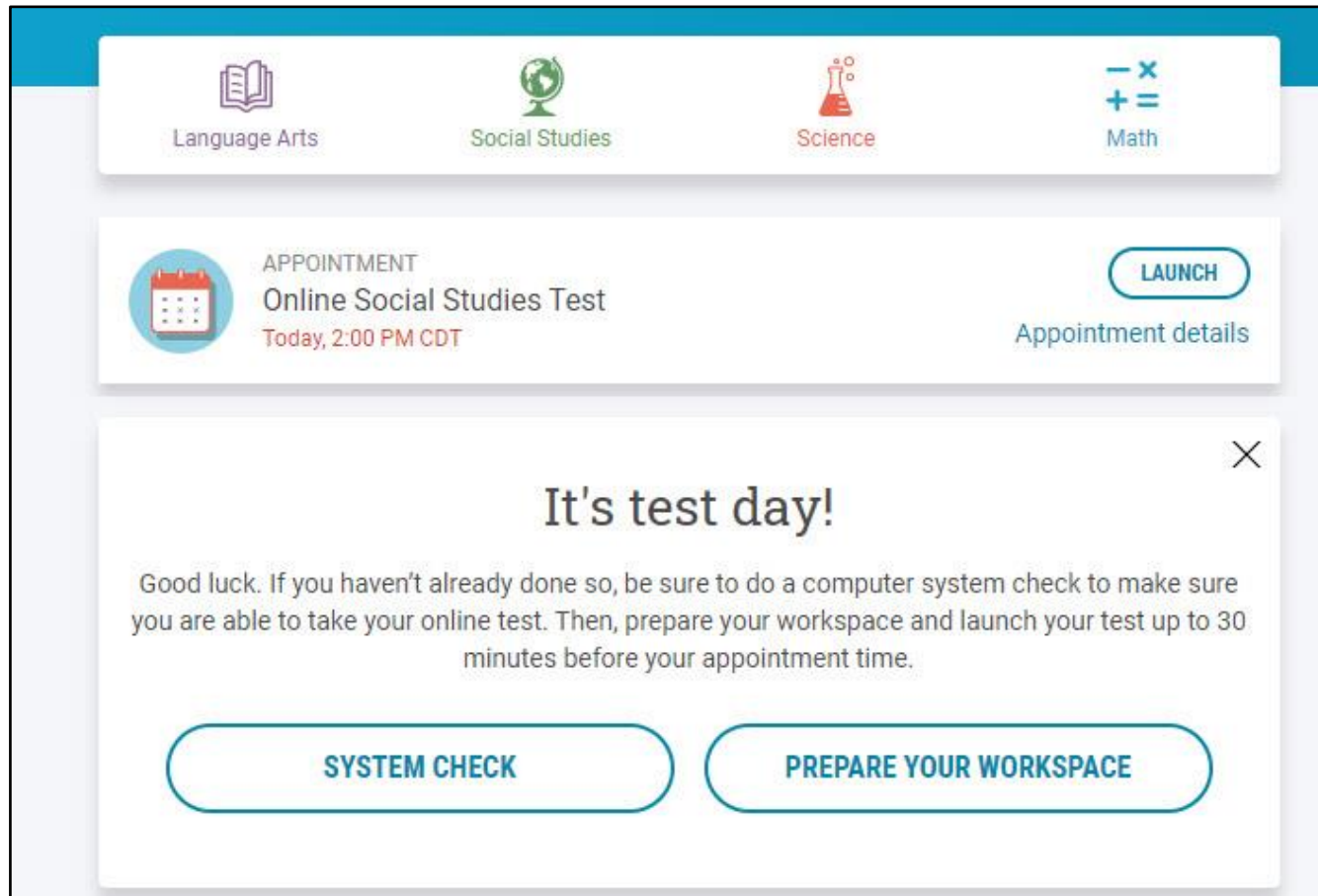
You can enter voucher/promotion codes on the payment screen.

Test Day Info



- Begin Exam
- Download Software
- ID Check
- System Check
- Room Photos
- Launch Exam
- Test

On Day of Test -Student Activity Card – Clicks “Launch”



Student Clicks “Begin Exam”

Online Exam Details

We highly recommend that you [run the system test](#) on the same computer and location you will be testing from on exam day to ensure system compatibility. Running the system test helps avoid issues during the exam.

Description	Details	Order Information
Exam GED_OV: GED® Test	Appointment Friday, May 1, 2020 Start Time: 11:00 AM CDT	Order Begin Exam Number/Invoice 0000-2900-4811 Registration ID 6053088 Status Purchased
Content Areas <ul style="list-style-type: none">• SOC_OV: GED® Test - Social Studies		
Language: English Exam Length: 75 minutes		

BEGIN EXAM

GED Testing Service Policies

Admission Policy

We ask you to arrive at the test center 15 minutes before your scheduled appointment time. This will give you adequate time to complete the necessary sign-in procedures. If you arrive more than 15 minutes late for your appointment you will be unable to test and you will not be reimbursed. You will be required to provide one or more valid forms of identification on the day of the test. The ID must be government-issued and non-expired. It must also include your name, address, date of birth, signature, and photograph. Your jurisdiction may require additional ID, proof of residence, or may have other requirements for testing. Prior to your testing appointment, it's important for you to check your messages dropdown in the upper left hand corner on MyGED™. If you do not present proper ID or required information (per the jurisdiction policies) you will be turned away the day of testing and will lose your test payments. No personal items may be taken into the testing room. This includes, but is not limited to; bags, notes, phones, pagers, watches and wallets. You can, however, bring your own handheld TI-30XS Multiview Scientific Calculator for the Mathematical Reasoning, Science, and Social Studies tests (not allowed for students testing outside the United States). You will need to store the calculator for Part 1 of the Math test but the testing center staff will tell you where to do this and when you can get it for use on Part 2.

International Test-takers

If you are testing outside of the US, please refer to our International policies, which include ID requirements, at <https://www.GED.com/en/policies/international>.

You will be asked to present proper identification and answer a series of questions about Data Privacy Consent before you can begin your exam.

Check-In Process Begins: Student Copies Access Code & Downloads OnVUE Software

Start Exam

- 1 Click on the "Copy Access Code" button below. This will automatically enter your access code into OnVUE once it is running. This access code will authorize you to start the exam check-in process.

228-720-878

Copy Access Code

- 2 Click "Download". Once complete, run the OnVUE application from the downloads folder.

Alert! Mac users, if prompted, will need to allow OnVUE within their 'System Preferences' Security & Privacy 'Privacy' settings for Microphone, Camera, Automation, and Input Monitoring.


Download

以下の日本語の説明は、ここをクリックするか、下にスクロールしてください。


Student Verifies Age & Begins System Check

Check-In Process

What you need to do to take your exam



System check



Your picture





Photo identification

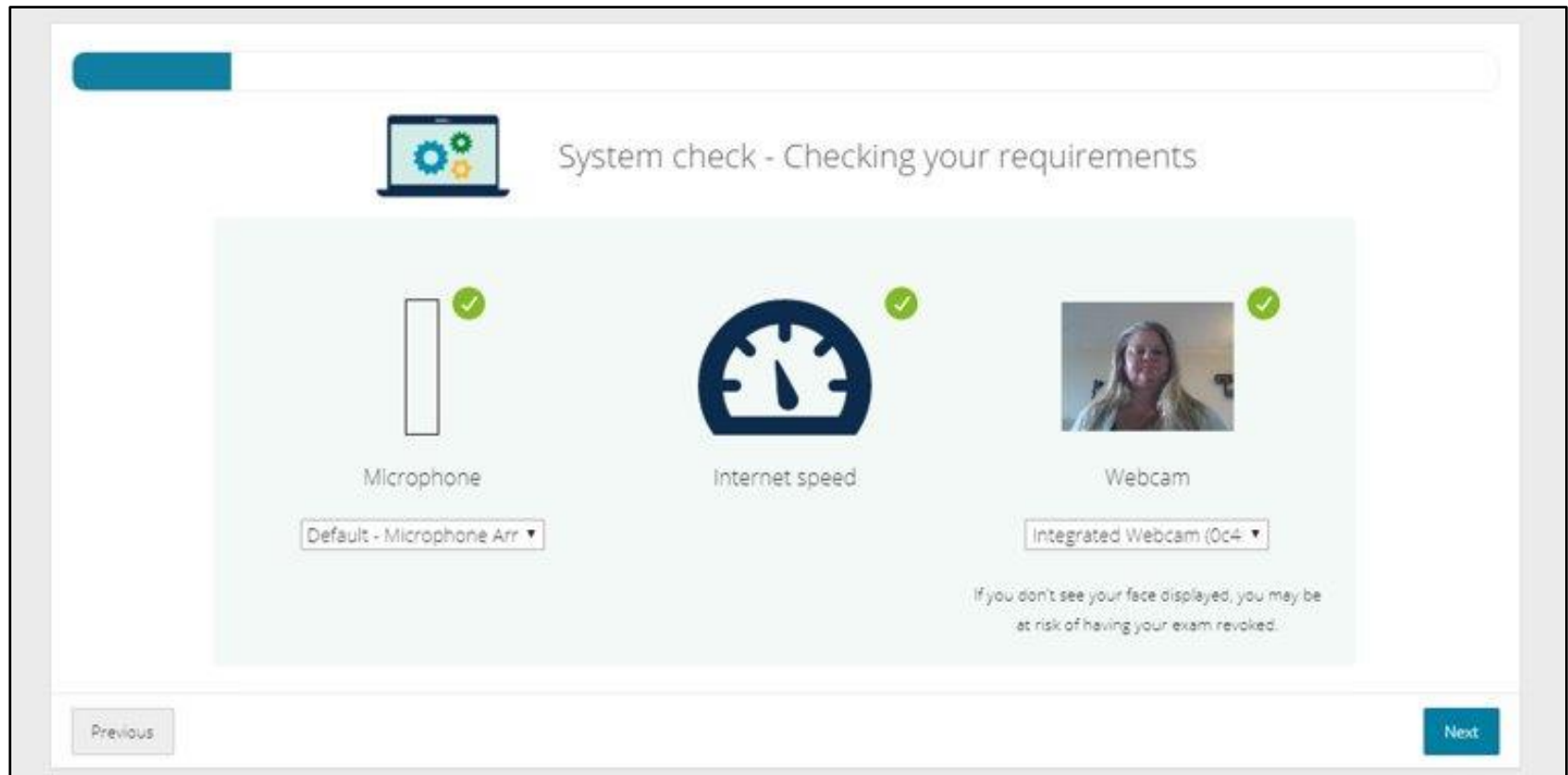


Workspace verification

☒ I am eighteen years of age or older.


☐ I am under eighteen years of age.

Student Passes System Check & Clicks Next




Student Chooses Mobile For Photo Capture

Use your mobile phone to take your required verification photos



If you don't have a mobile phone, use your webcam to take the required photos.



Your picture





Photo Identification



Workspace verification

1. Select access method


- ☐ Text message
- ☐ Type URL into mobile phone

2. Enter contact information

Previous


After Uploading Photos Student Directed to Click Refresh Onscreen

Complete the mobile verification process to proceed.



Text message sent to +1

Click on the link in the text message to access the mobile site. Then take the required pictures with your mobile phone. [Change phone number](#) [Resend link](#)



Your picture





Photo identification



Workspace verification

Refresh this page when you have successfully uploaded the required photos.
If you are not receiving the texts, please verify your phone number.

Previous

Refresh

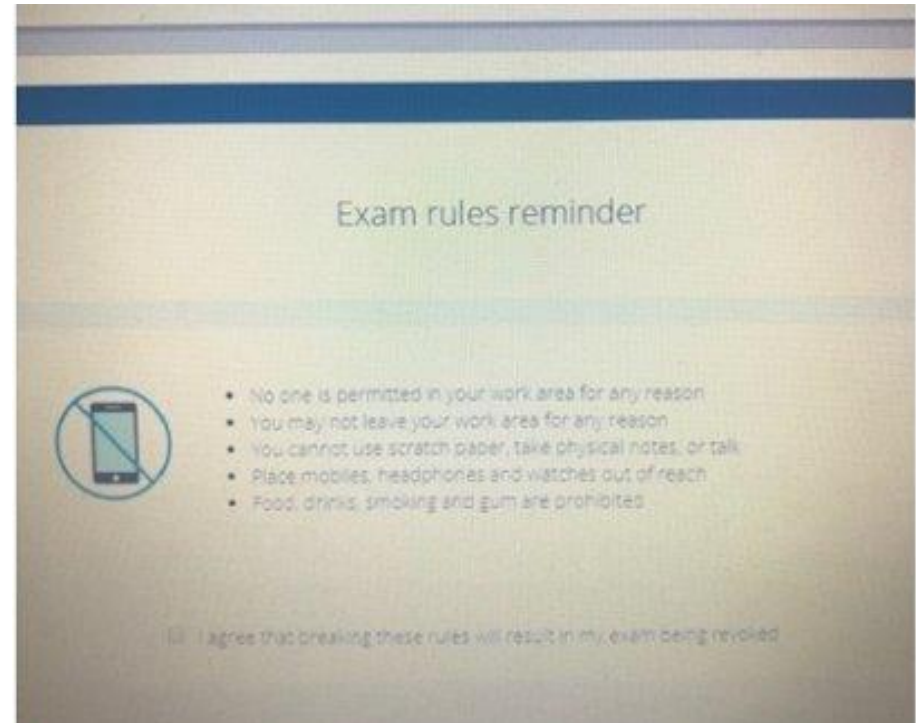
23

G E D
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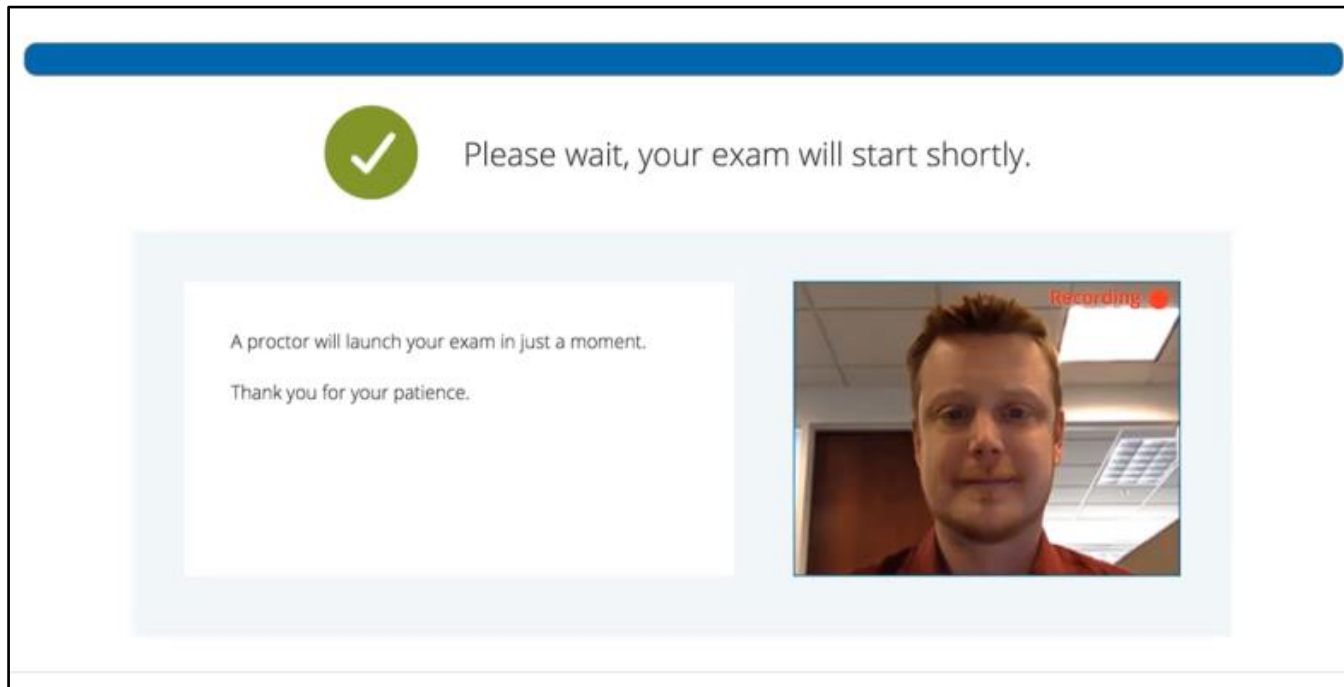
Student Is Reminded of Exam Rules

- No one is permitted in your work area for any reason
- You may not leave your work area for any reason
- You cannot use scratch paper, take physical notes or talk
- Place mobiles, headphones and watches out of reach
- Food, drinks, smoking and gum are prohibited

I agree that breaking these rules will result in my exam being revoked.

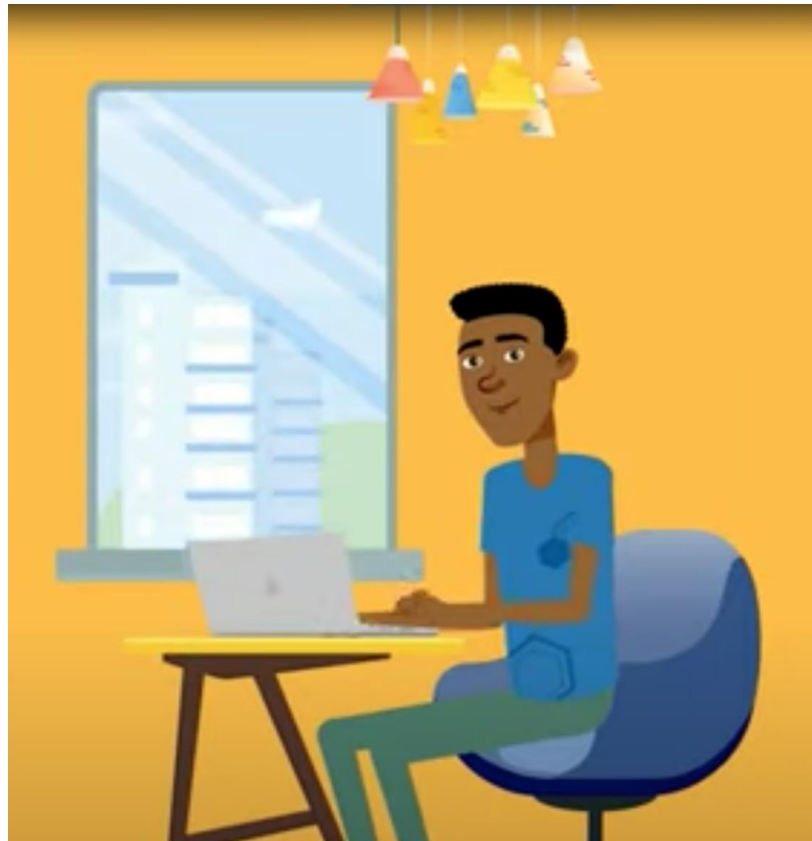


Student Clicked Next, Launch Exam & Is Now Waiting for a Proctor



Student begins O.P. GED® Test

SUCCESS!



Let's Do This!



Expand
Understanding



Take a Deep
Dive



Learn the Test
Tools



Model and
Practice



Integrate into
Instruction

Preparing Students for GED Testing



Start with Content

High Impact Indicators

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

We selected the following skills as High Impact Indicators because:

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

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

Reasoning Through Language Arts – High Impact Indicators

Indicator	What to look for in student work: Students' work shows they have...
R.3.1: Order sequences of events in texts. <i>Primarily measured with literary texts.</i>	<ul style="list-style-type: none"> • located a single, discrete event or plot point in texts. • identified chronological and non-chronological sequences of events • described the progression from one event to the next in a text. • re-ordered events presented in non-chronological order in texts into a different order (e.g. cause-and-effect, etc.) in order to determine the text's meaning.

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Relationships Between the High Impact Indicators and Other Indicators

The High Impact Indicators are a list of key skills assessed on the GED® test that, if emphasized in instruction, can help instructors make a significant impact on student skills and performance. This document shows the relationship between the High Impact Indicators and other indicators assessed on the GED® test. Adult educators can use this resource to create instructional plans that address the maximum number of skills in the limited time they have available with students. Providing instruction in a single High Impact Indicator area can help students broaden and deepen their skills, enabling them to apply those skills in multiple ways and in a variety of contexts across all of the content areas covered by the GED® test.

Note: High Impact Indicators appear in BOLD type.

Reasoning Through Language Arts – High Impact Indicators

High Impact Indicator	Related Indicators from Other Content Areas		
RLA	Social Studies	Science	Mathematical Reasoning
R.3.1: Order sequences of events in texts. Primarily measured with literary texts.	<p>SSP.3 a. Identify the chronological structure of a historical narrative and sequence steps in a process.</p> <p>SSP.3 b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.</p> <p>SSP.3.c. Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p> <p>SSP.3 d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.</p>	<p>SP.3.b Reason from data or evidence to a conclusion.</p> <p>SP.3.c Make a prediction based upon data or evidence.</p>	<p>MP.1 a. Search for and recognize entry points for solving a problem.</p> <p>MP.1 b. Plan a solution pathway or outline a line of reasoning.</p> <p>MP.1 d. Recognize and identify missing information that is required to solve a problem.</p> <p>MP.1 e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.</p> <p>MP.2 c. Recognize the important and salient attributes of a problem.</p> <p>MP.3 a. Build steps of a line of reasoning or solution pathway, based on previous step or givens.</p> <p>MP.3 b. Complete the lines of reasoning of others.</p> <p>MP.3 c. Improve or correct a flawed line of reasoning.</p>

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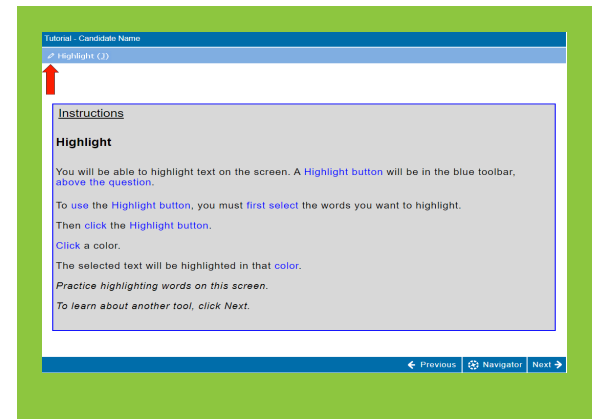
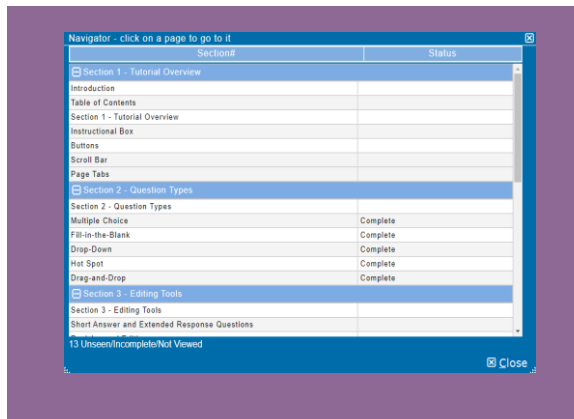
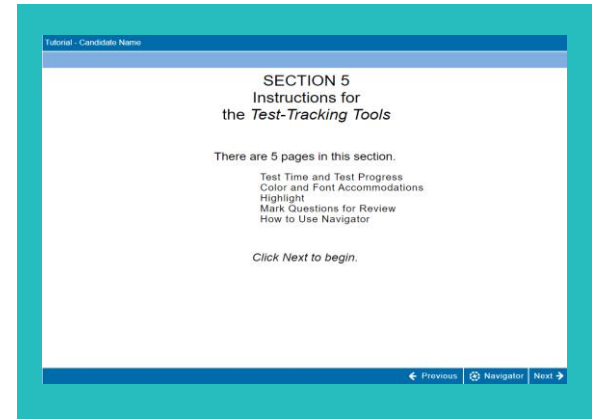
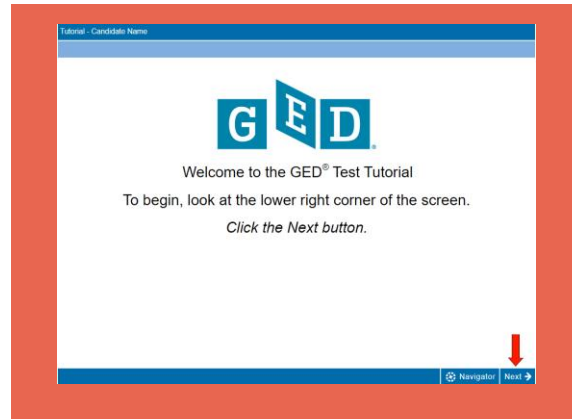
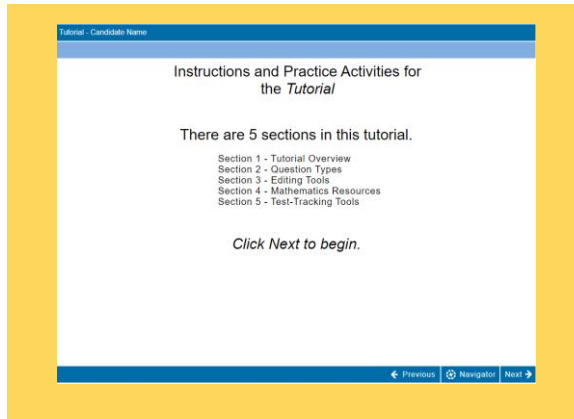
1

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

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



It's Time to Go Back to Basics



<https://ged.com/practice-test/en/computer-demonstrator/>

Preparing Students for O.P. GED RLA and Extended Response



What Students See – RLA Extended Response

QAReview - Candidate Name

Question 6 of 15

Flag for Review

page 1page 2

Instructions

Read

- On the **page 2 tab above**, you will **read two texts** presenting **different views** on the same topic.
- Both writers argue** that **their position** on the issue is **correct**.

Plan

- Analyze** the two texts **to determine** which writer presents the **stronger case**.
- Develop your own argument** in which **you explain** how one position is **better supported** than the other.
- Include** relevant and specific **evidence** from **both sources** to support your argument.

Write

- Type** your response in the **box on the right**.
- Your response should be approximately **4 to 7 paragraphs of 3 to 7 sentences each**.
- Remember** to allow a few minutes **to review and edit your response**.

CutCopyPasteUndoRedo

³² You have up to **45 minutes** for reading, planning, writing, and editing your response.

End Test

Previous

Navigator

Next

What Students See – RLA Extended Response

QAReview - Candidate Name Question 6 of 15 Flag for Review

page 1 **page 2**

Instructions

Read

- On the **page 2 tab** above, you will **read two texts** presenting **different views** on the same topic.
- Both writers argue** that **their position** on the issue is **correct**.

Plan

- Analyze** the two texts **to determine** which writer presents the **stronger case**.
- ~~Develop your own argument in which you explain~~ how one position is **better supported** than the other.
- Include** relevant and specific **evidence** from **both sources** to support your argument.

Write

- Type** your response in the **box on the right**.
- Your response should be approximately **4 to 7 paragraphs of 3 to 7 sentences each**.
- Remember** to allow a few minutes **to review and edit your response**.

You have up to **45 minutes** for reading, planning, writing, and editing your response.

Cut Copy Paste Undo Redo

End Test Previous Navigator Next

The Highlighter – A Student's Best Friend!

Students can

- 1) Highlight details of math problem
- 2) Highlight details from a story or narrative - 5Ws and H
- 3) Highlight key information to answer a question
- 4) Highlight key information on a graphic
- 5) Highlight evidence in extended response
- 6) Use different colors for pro evidence and con evidence

Tutorial - Candidate Name

Highlight (1)

Instructions

Highlight

You will be able to highlight text on the screen. A **Highlight button** will be in the blue toolbar, above the question.

To **use** the **Highlight button**, you must **first select** the words you want to highlight.

Then **click** the **Highlight button**.

Click a color.

The selected text will be highlighted in that **color**.

Practice highlighting words on this screen.

To learn about another tool, click Next.

← Previous Navigator Next →

Combine the Highlighter and Whiteboard Tools for Success

Tool	Tool Name	Tool Purpose
	Pen	Write or draw text, lines, or shapes; you can choose from several thickness and color settings
	Eraser	Erase content on your whiteboard; you can choose from several thickness settings
	Line	Draw lines; you can choose the type of line and the thickness
	Rectangle	Create boxes or grids
	Circle	Create circles or ovals (e.g. for Geometry or Venn diagrams)
Aa	Text	Enter text and take notes; you can resize and expand the text box (note: you will not be able to copy/paste text from the exam questions in the whiteboard during the exam)
	Free Shape / Polygon	Draw free form shapes
	Move / Pan	Pan and move across the whiteboard; this allows you to move and work across any part of the whiteboard
	Color Selection / Eyedropper	Color selector / dropper
	Stroke / Text Color	Choose or change the text color
	Fill Color	Choose or change the fill color of a shape
	Background Color	Choose or change the background color of the entire whiteboard
	Undo / Redo	Undo change or mistake, or redo to bring back deleted content
	Zoom In / Out	Zoom in and out on any area of the whiteboard
Clear	Clear	Clear all content on the whiteboard
	Close	Close the whiteboard

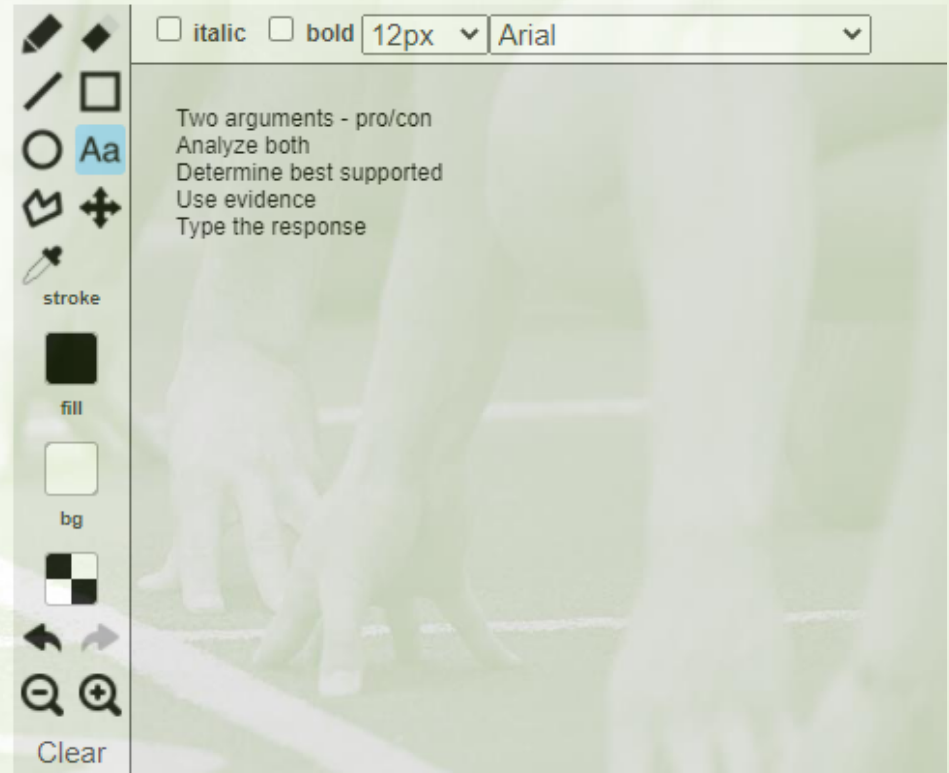
Understand the Prompt

Prompt

The article presents arguments from both supporters and critics of Daylight-Saving Time who disagree about the practice's impact on energy consumption and safety.

In your response, analyze both positions presented in the article to determine which one is best supported. Use relevant and specific evidence from the article to support your response.

Type your response in the box below. You should expect to spend up to 45 minutes in planning, drafting, and editing your response.



The image shows a digital writing interface. On the left is a toolbar with icons for drawing (pencil, eraser, line, rectangle, circle, text, selection, lasso), stroke, fill, background color, and a checkerboard pattern. Below these are undo/redo arrows, zoom in/out magnifying glasses, and a 'Clear' button. The main area on the right has a header with formatting options: checkboxes for 'italic' and 'bold', a font size dropdown set to '12px', and a font family dropdown set to 'Arial'. Below the header is a text box containing the prompt: 'Two arguments - pro/con', 'Analyze both', 'Determine best supported', 'Use evidence', and 'Type the response'.

Read and Highlight

Arguments against DST

Opponents of DST cite other studies that disagree with these outcomes. A 2007 study in California indicated that DST had little or no effect on energy consumption that year. A three-year study of counties in Indiana showed that residents of that state spent \$8.6 million more each year for energy, and air pollution increased after the state switched to DST. The researchers theorized that the energy jump was caused in part by increased use of air conditioning as a result of maximizing daylight hours.

Recent research has also brought into question the safety aspect of the yearly switch to and from DST. In one study, pedestrian fatalities from cars increased immediately after clocks were set back in the fall. Another study showed 227 pedestrians were killed in the week following the end of DST, compared with 65 pedestrians killed the week before DST ended.

The adjustment period drivers endure each year is a dangerous time for pedestrians, and Daylight Saving Time may be the reason. Instead of a gradual transition in the morning or afternoon by just minutes of sunlight each day, the immediate shift of one hour forward or backward fails to provide drivers and pedestrians time to adjust.

When you also consider the cost of the abrupt transition in terms of confusion caused by people who forget to adjust their clocks, opponents say, any benefits gained by DST are simply not worth the trouble.

Read and Highlight

•Benefits of DST

•Many studies have investigated the benefits and costs of DST. Research in the 1970s found that DST saved about 1% per day in energy costs. On average, most electricity used is for lighting and appliances. It makes sense that more sun at the end of the day meant less need for electricity. This follows right along with Ben Franklin's argument over 200 years ago.

•Supporters of DST also claim that more sunlight saves lives. Studies have indicated that traveling home from work or school in daylight is safer. Nearly three decades of research shows an 8-11% reduction in crashes involving pedestrians and a 6-10% decrease in crashes for vehicle occupants after the spring shift to DST.

•Other studies reveal that, following a similar logic, DST reduces crime because people are out completing chores after their business or school day in sunlight, lessening their exposure to crimes that are more common after dark.

The screenshot shows a web application interface for argument analysis. At the top, there are checkboxes for 'italic' and 'bold', a font size dropdown set to '18px', and a font family dropdown set to 'Helvetica'. Below this is a toolbar with icons for text editing (bold, italic, underline, strikethrough, link, unlink, list, indent, outdent, undo, redo) and a 'Clear' button. The main content area is divided into two columns: 'For' and 'Against'. The 'For' column contains the following text: '1970 study - 1% energy saving', 'More sun, less energy', 'Driving in day safer', '8-11% reduction in crashing of pedestrians', '6-10% reduction in vehicle occupants', 'Reduce crime', and 'Less chance of crime after dark'. The 'Against' column is currently empty.

Read and Highlight

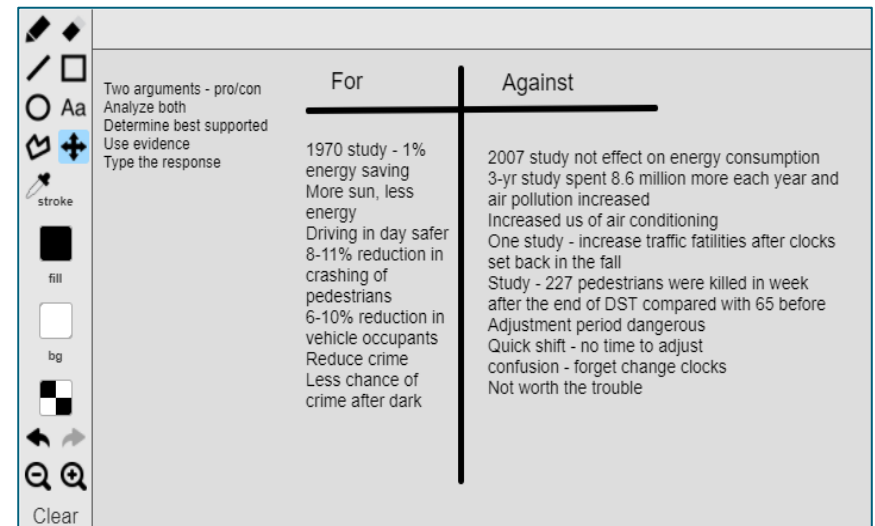
•Arguments against DST

•Opponents of DST cite other studies that disagree with these outcomes. A 2007 study in California indicated that DST had little or no effect on energy consumption that year. A three-year study of counties in Indiana showed that residents of that state spent \$8.6 million more each year for energy, and air pollution increased after the state switched to DST. The researchers theorized that the energy jump was caused in part by increased use of air conditioning as a result of maximizing daylight hours.

•Recent research has also brought into question the safety aspect of the yearly switch to and from DST. In one study, pedestrian fatalities from cars increased immediately after clocks were set back in the fall. Another study showed 227 pedestrians were killed in the week following the end of DST, compared with 65 pedestrians killed the week before DST ended.

•The adjustment period drivers endure each year is a dangerous time for pedestrians, and Daylight Saving Time may be the reason. Instead of a gradual transition in the morning or afternoon by just minutes of sunlight each day, the immediate shift of one hour forward or backward fails to provide drivers and pedestrians time to adjust.


















•When you also consider the cost of the abrupt transition in terms of confusion caused by people who forget to adjust their clocks, opponents say, any benefits gained by DST are simply not worth the trouble.



The screenshot shows a digital note-taking application with a toolbar on the left and a table of arguments in the center. The toolbar includes icons for drawing (pen, eraser, highlighter), text (Aa), selection (arrow), stroke (line), fill (solid black, white, and patterned), background (bg), and zoom (in, out, reset). The table has two columns: 'For' and 'Against'. The 'For' column lists arguments supporting DST, and the 'Against' column lists arguments opposing DST.

	For	Against
Two arguments - pro/con		
Analyze both		
Determine best supported		
Use evidence		
Type the response		
	1970 study - 1% energy saving More sun, less energy Driving in day safer 8-11% reduction in crashing of pedestrians 6-10% reduction in vehicle occupants Reduce crime Less chance of crime after dark	2007 study not effect on energy consumption 3-yr study spent 8.6 million more each year and air pollution increased Increased us of air conditioning One study - increase traffic fatalities after clocks set back in the fall Study - 227 pedestrians were killed in week after the end of DST compared with 65 before Adjustment period dangerous Quick shift - no time to adjust confusion - forget change clocks Not worth the trouble

Read and Highlight















Two arguments - pro/con
Analyze both
Determine best supported
Use evidence
Type the response

For	Against
1970 study - 1% energy saving More sun, less energy Driving in day safer 8-11% reduction in crashing of pedestrians 6-10% reduction in vehicle occupants Reduce crime Less chance of crime after dark	2007 study not effect on energy consumption 3-yr study spent 8.6 million more each year and air pollution increased Increased us of air conditioning One study - increase traffic fatalities after clocks set back in the fall Study - 227 pedestrians were killed in week after the end of DST compared with 65 before Adjustment period dangerous Quick shift - no time to adjust confusion - forget change clocks Not worth the trouble

Clear

Make Your Decision



Clear

☐ italic ☐ bold 14px ▾ Helvetica ▾

For	Against
1970 study - 1% energy saving More sun, less energy Driving in day safer 8-11% reduction in crashing of pedestrians 6-10% reduction in vehicle occupants Reduce crime Less chance of crime after dark	2007 study not effect on energy consumption 3-yr study spent 8.6 million more each year and air pollution increased Increased us of air conditioning One study - increase traffic fatalities after clocks set back in the fall Study - 227 pedestrians were killed in week after the end of DST compared with 65 before Adjustment period dangerous Quick shift - no time to adjust confusion - forget change clocks Not worth the trouble

☐

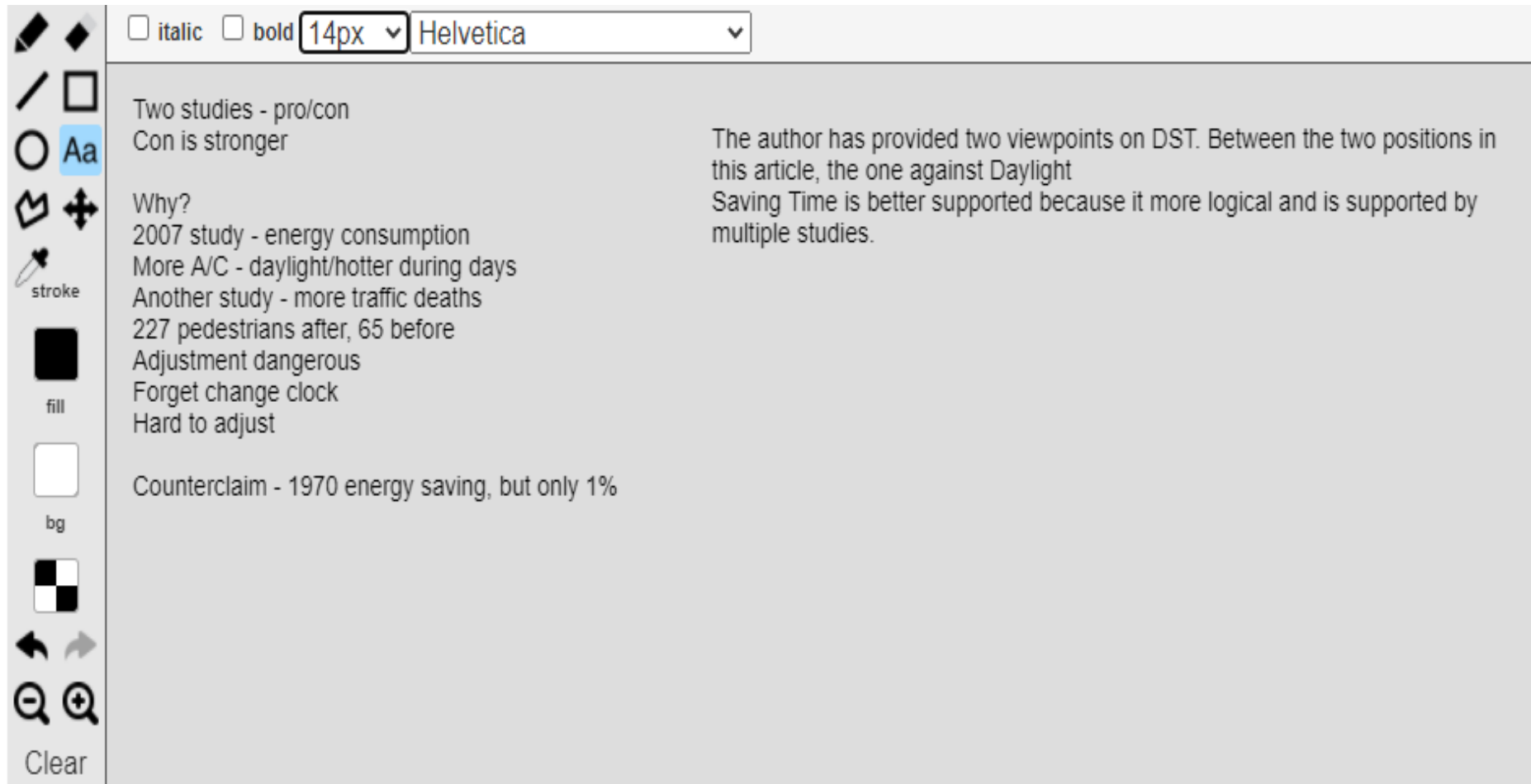
Two studies - pro/con
Con is stronger

Why?
2007 study - energy consumption
More A/C - daylight/hotter during days
Another study - more traffic deaths
227 pedestrians after, 65 before
Adjustment dangerous
Forget change clock
Hard to adjust

Counterclaim - 1970 energy saving, but only 1%

☐

Start with the Claim



The screenshot shows a digital writing tool interface. On the left is a vertical toolbar with icons for drawing (pencil, eraser, selection tools), text (Aa), stroke, fill, background color, and zoom. The top of the interface has a formatting bar with checkboxes for italic and bold, a font size dropdown set to 14px, and a font family dropdown set to Helvetica. The main text area contains the following text:

Two studies - pro/con
Con is stronger

Why?
2007 study - energy consumption
More A/C - daylight/hotter during days
Another study - more traffic deaths
227 pedestrians after, 65 before
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Forget change clock
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Counterclaim - 1970 energy saving, but only 1%

The author has provided two viewpoints on DST. Between the two positions in this article, the one against Daylight Saving Time is better supported because it more logical and is supported by multiple studies.

Read and Highlight – Pull it Together

The screenshot shows a text editor interface. On the left is a toolbar with icons for drawing (pencil, eraser, line, square), text (Aa), selection (arrow), stroke (dashed line), fill (solid black), background (white), and a checkerboard pattern. Below the toolbar is a 'Clear' button. The main area is divided into two columns. The left column contains a list of text items: 'Two studies - pro/con', 'Con is stronger', 'Why?', '2007 study - energy consumption', 'More A/C - daylight/hotter during days', 'Another study - more traffic deaths', '227 pedestrians after, 65 before', 'Adjustment dangerous', 'Forget change clock', 'Hard to adjust', and 'Counterclaim - 1970 energy saving, but only 1%'. The right column contains a paragraph of text: 'The author has provided two viewpoints on DST. Between the two positions in this article, the one against Daylight Saving Time is better supported because it more logical and is supported by multiple studies.' The paragraph is highlighted in light blue. At the top of the editor, there are formatting options: 'italic' and 'bold' checkboxes, a font size dropdown set to '14px', and a font family dropdown set to 'Helvetica'.

☐ italic ☐ bold 14px Helvetica

Two studies - pro/con
Con is stronger

Why?
2007 study - energy consumption
More A/C - daylight/hotter during days
Another study - more traffic deaths
227 pedestrians after, 65 before
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Forget change clock
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The author has provided two viewpoints on DST. Between the two positions in this article, the one against Daylight Saving Time is better supported because it more logical and is supported by multiple studies.

Preparing Students for O.P. GED Math Test



One More Time – Computer Tutorial!

Tutorial - Candidate Name

Navigator - click on a page to go to it

Section#	Status
Section 4 - Mathematics Resources	
Section 4 - Mathematics Resources	Unseen
How to Open and Move the Calculator	Unseen
How to Move and Size Documents	Unseen
Basic Operations of the Calculator	Unseen
Practice with the Calculator	Unseen
Calculator Reference	Unseen
Æ Symbol Tool	Unseen
Formula Sheet	Unseen
Practice with All the Mathematics Resources	Unseen
Section 5 - Test-Tracking Tools	
36 Unseen/Incomplete/Not Viewed	

Close

Navigator Next →

<https://ged.com/practice-test/en/computer-demonstrator/>

Next Up – Calculator Tutorial

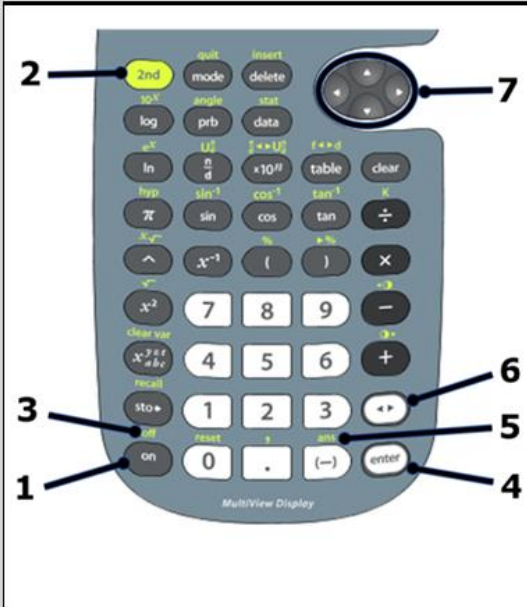
Calculator Tutorial








Calculator

Instructions

Basic Operations of the Calculator

Locate the **basic keys** on the image and review their **functions** in the numbered list.



- 1  turns on the calculator.
- 2  turns on the 2nd indicator and accesses the function shown above the next key you press.
- 3  turns off the calculator and clears the display.
- 4  completes the operation or executes the command.
- 5  recalls the most recently calculated result and displays it as Ans.
- 6  toggles the answer between fraction and decimal, exact square root and decimal, and exact pi and decimals formats.
- 7  allows you to move the cursor on the screen and in operations as necessary.

Practice with the Calculator keys on the next page.

← Previous Next →

<https://ged.com/practice-test/en/calculator/>

Know the Tools

Calculator Tutorial

Æ Symbol ☐ Calculator

Instructions

Æ Symbol Tool

The Æ Symbol Tool will be available during the Mathematical Reasoning test and on select Science and Social Studies questions.

You can use the Æ Symbol Tool with Fill-in-the-Blank questions, to enter mathematical symbols like greater than or square root.

The Æ tool will be in the blue toolbar. It is the Æ Symbol Tool button, next to the Calculator.

Practice using the Æ Symbol Tool on the right.

- Click the Æ Symbol Tool button.
- Move the Æ Symbol Tool to see the answer box on the right.
- Click in the answer box.
- Type in the number "7" from the keyboard.
- Click on the ">" symbol in the Æ Symbol Tool.
- Click Insert in the Æ Symbol Tool.
- Type the number "5" from the keyboard.

Practice

Consider this phrase.

Seven is greater than five.

Follow the boxed instructions on the left.

7>5

Æ Symbol

π	f	\geq	\leq	\neq	2	3		\times	\div	\pm	∞	
$\sqrt{}$	+	-	()	>	<	=					

Insert ☐ Close

Know the Tools

Calculator Tutorial

Calculator

Information

Mathematics Formula Sheet

Area of a:

parallelogram

$$A = bh$$

trapezoid

$$A = \frac{1}{2}h(b_1 + b_2)$$

Surface Area and Volume of a:

rectangular/right prism

$$SA = ph + 2B$$

$$V = Bh$$

cylinder

$$SA = 2\pi rh + 2\pi r^2$$

$$V = \pi r^2 h$$

pyramid

$$SA = \frac{1}{2}ps + B$$

$$V = \frac{1}{3}Bh$$

cone

$$SA = \pi rs + \pi r^2$$

$$V = \frac{1}{3}\pi r^2 h$$

sphere

$$SA = 4\pi r^2$$

$$V = \frac{4}{3}\pi r^3$$

(p = perimeter of base B ; $\pi \approx 3.14$)

Algebra

slope of a line

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

slope-intercept form

of the equation of a line

$$y = mx + b$$

ng, moving, and
et.

Close

← Previous

Next →

Know the Tools

Calculator Tutorial

Calculator

Information

TI-30XS Calculator Reference Sheet

BASIC ARITHMETIC

To perform basic arithmetic, enter numbers and operation symbols of operations.

EXAMPLE

$$8 \times -4 + 7 =$$

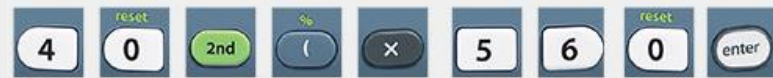


PERCENTAGES

To calculate with percentages, enter the number, then

EXAMPLE

$$40\% \times 560 =$$



SCIENTIFIC NOTATION

To perform calculations with scientific notation, use the $\times 10^{\square}$ key

EXAMPLE

$$7.8 \times 10^8 - 1.5 \times 10^8 =$$



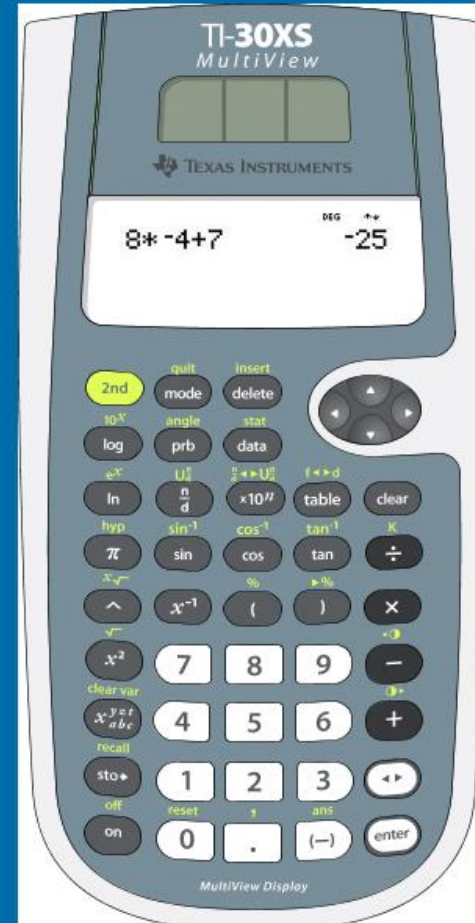
Close

Prac

- Open
- Open
- Use
- Use
- Use



Calculator



*Note: This is not a fully functioning calculator. The keys will work when you click on them in the order presented in the calculator reference.

Practice the Examples

Calculator Tutorial

Calculator

Information

TI-30XS Calculator Reference Sheet

BASIC ARITHMETIC

To perform basic arithmetic, enter numbers and operation symbols of operations.

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$$8 \times -4 + 7 =$$

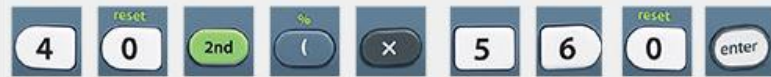


PERCENTAGES

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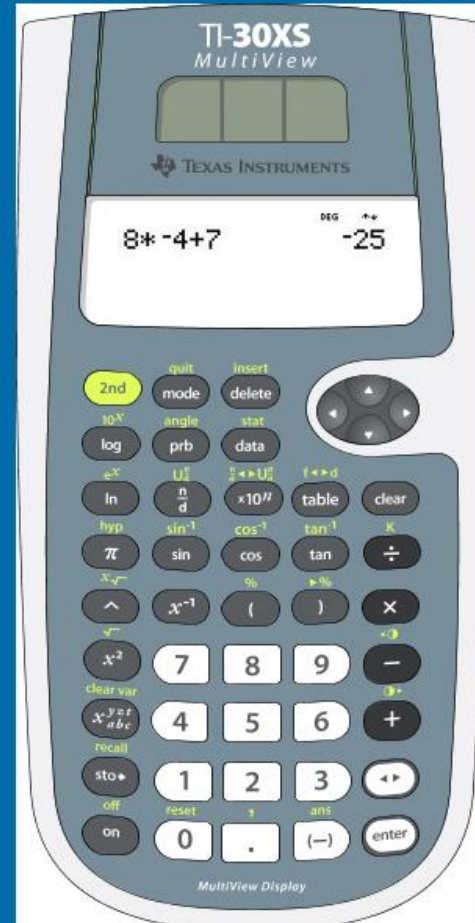
Close

Practice

- Open the document
- Open the practice
- Use the practice
- Use the practice



Calculator



*Note: This is not a fully functioning calculator. The keys will work when you click on them in the order presented in the calculator reference.

Put it all Together!

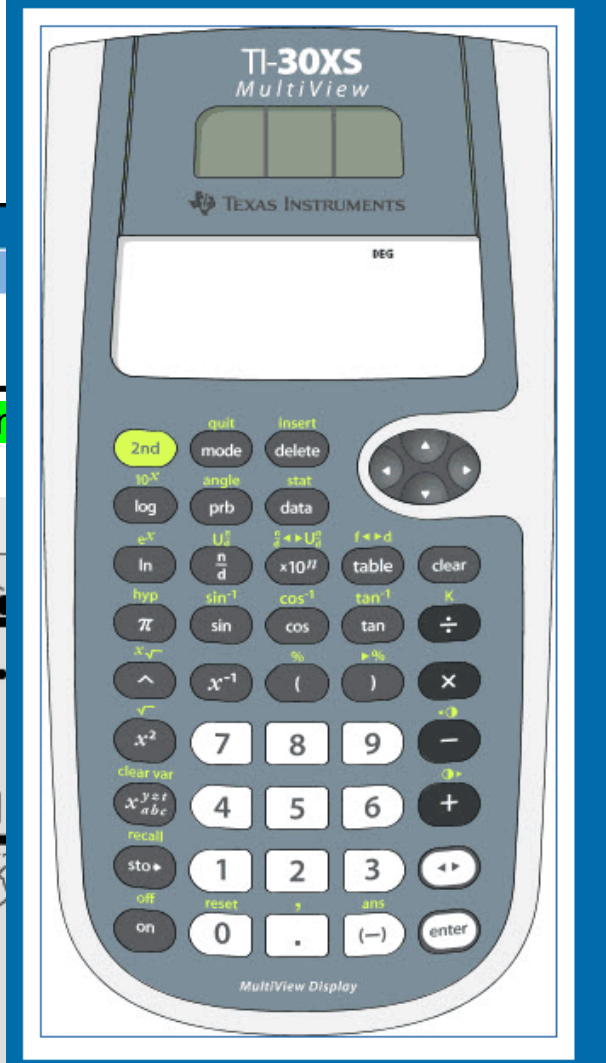
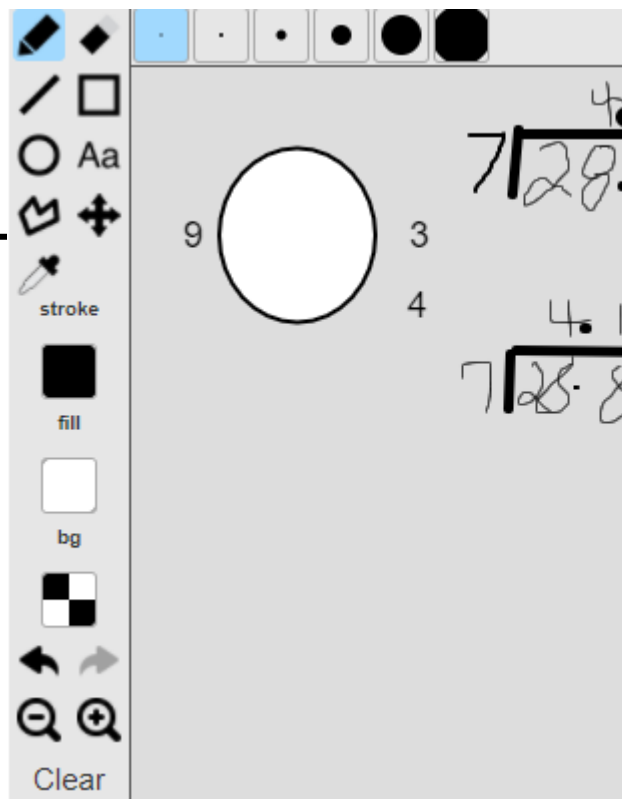
Mathematical Reasoning - Candidate Name

☒ Answer Explanation ☐ Calculator

[Formula Sheet](#)

A painter rented a wallpaper steamer at 9 a.m. and returned it at 4:00 p.m. What was the rental cost per hour?

A. \$2.43
B. \$3.61
C. \$4.12
D. \$5.77



PRACTICE

Mathematical Reasoning - Candidate Name

Question 1 of 10

☒ Answer Explanation ☐ Calculator

☐ Flag for Review

☐ Formula Sheet

☐ Calculator Reference

What is the value of $36x - 8y^2$ when $x = 3$ and $y = -6$?

- ☐ A. -288
- ☐ B. -180
- ☐ C. 1,200
- ☐ D. 3,600

Handwritten calculation on a digital grid:

$$36 \times 3 - 8(-6^2) =$$

Remember GEMS

$$108 - 8(36) = -180$$

The calculation shows the substitution of x=3 and y=-6 into the expression 36x - 8y^2. It uses the order of operations (GEMS) to first calculate the exponent (-6^2 = 36), then the multiplication (8 * 36 = 288), and finally the subtraction (108 - 288 = -180).

PRACTICE

Mathematical Reasoning - Candidate Name Question 1 of 10

☒ Answer Explanation ☐ Calculator ☐ Flag for Review

☐ Formula Sheet ☐ Calculator Reference

What is the

- ☐ A. -28
- ☐ B. -18
- ☐ C. 1,20
- ☐ D. 3,6

and $y = -6$?



Handwritten work on a digital notepad:

$$36 \times 3 - 8(-6^4) =$$

Remember GEMS

$$108 - 288 = -180$$

The notepad interface includes a toolbar with drawing tools (pen, eraser, highlighter), selection tools (lasso, arrow), and text formatting options (font size, bold, italic, underline, color, fill, background color, stroke, and clear).

PRACTICE

Answer Explanation Calculator

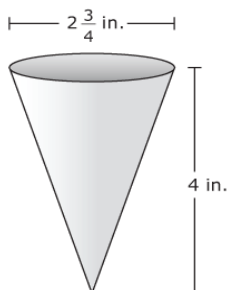
Formula Sheet

Question 1 of 10

Flag for Review

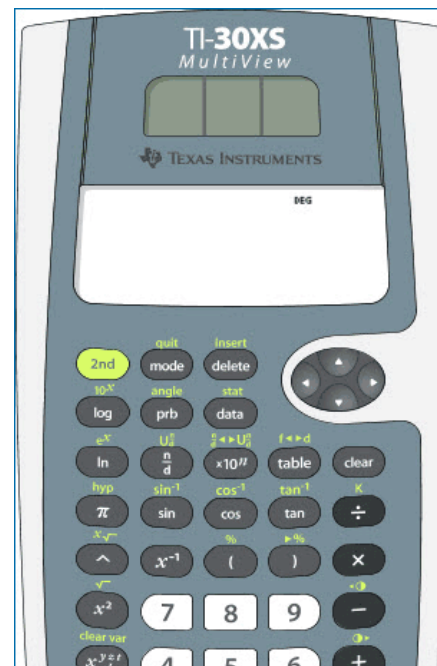
Calculator Reference

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?

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



Formula Sheet

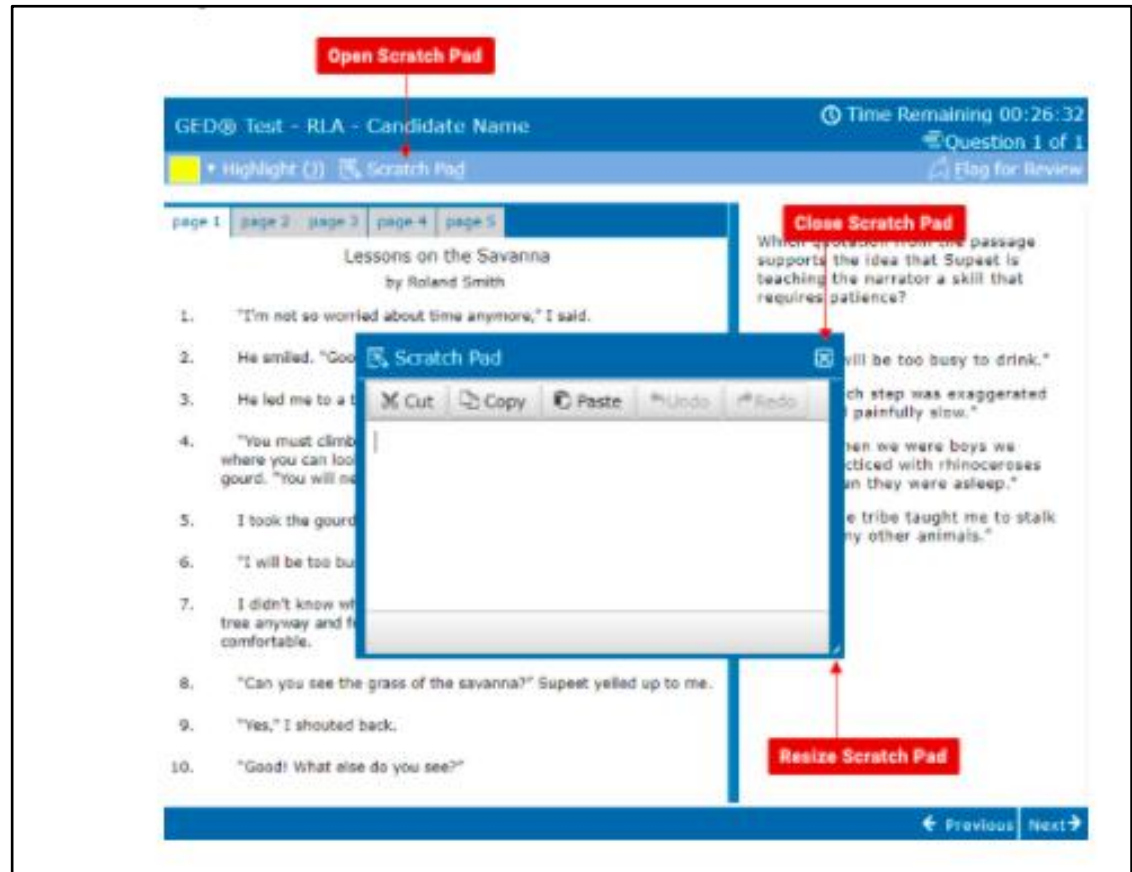
Surface area and volume of a:

rectangular prism	$SA = 2lw + 2lh + 2wh$	$V = lwh$
right prism	$SA = ph + 2B$	$V = Bh$
cylinder	$SA = 2\pi rh + 2\pi r^2$	$V = \pi r^2 h$
pyramid	$SA = \frac{1}{2}ps + B$	$V = \frac{1}{3}Bh$
cone	$SA = \pi rs + \pi r^2$	$V = \frac{1}{3}\pi r^2 h$
sphere	$SA = 4\pi r^2$	$V = \frac{4}{3}\pi r^3$

(p = perimeter of base with area B ; $\pi \approx 3.14$)

One More Tool – The Scratch Pad

- Is provided in addition to the Whiteboard
- Does not have the pen functionality of the whiteboard
- Can be opened and closed as a pop-up while the student is taking the test
- Use to take notes from reading passages



To-Do List Test SUCCESS

- View the computer tutorial (repeat as needed)
- Learn the basic tools of the test (highlighter, font/color change, text size, etc.)
- View the calculator tutorial (repeat as needed)
- Learn the calculator keys for required operations
- Know where to find and how to use the tools (calculator, symbol tool, formula page, calculator reference)
- Learn the whiteboard tools (pen, eraser, direction, undo, redo, clear, etc.)
- Practice using the cursor to write numbers and letters
- Repeat all of above as needed

Resources for Preparing Students for O.P. Testing



Set Aside Time for Tutorials

- 1) What to Expect
- 2) Calculator
- 3) Whiteboard



Calculator Tutorial

Calculator



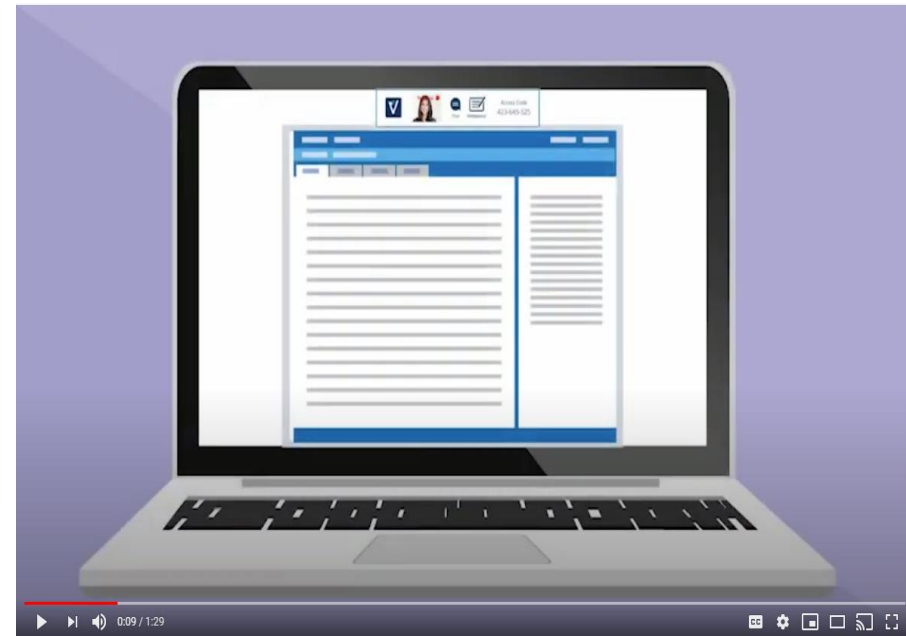
Welcome to the GED® Test Calculator Tutorial

To begin, look at the lower right corner of the screen.

Click the Next button.



Next →



Practice

- 1) Calculator
- 2) Whiteboard



Calculator Tutorial

Calculator



Welcome to the GED® Test Calculator Tutorial

To begin, look at the lower right corner of the screen.

Click the Next button.



Next →

Online testing is
different from
in-person
testing



▶ ▶| 🔊 0:05 / 1:29

CC ⚙️ 🖥️ 📱 🔗

Whiteboard in Zoom

Sharing a whiteboard

1. Click the **Share Screen** button located in your meeting tool bar.

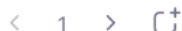


2. Click **Whiteboard**.



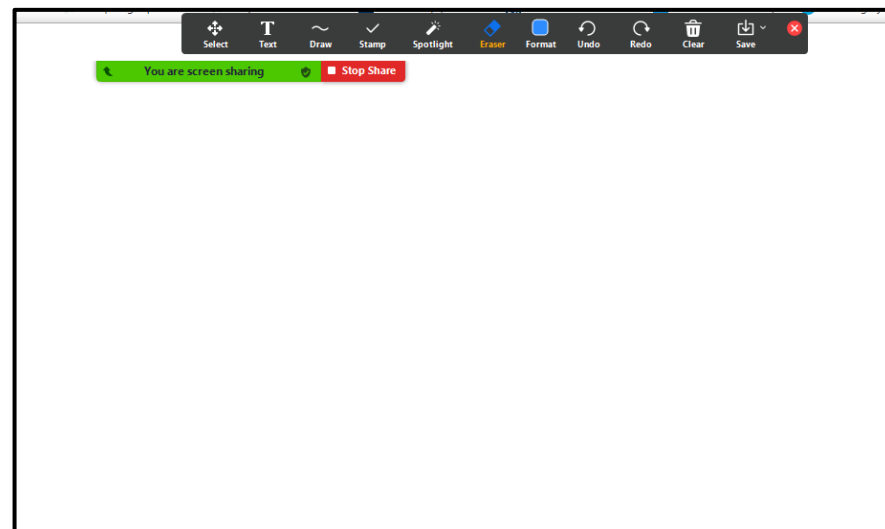
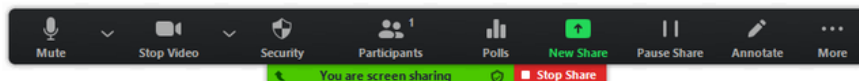
Whiteboard

3. Click **Share**.
4. The **annotation tools** will appear automatically, but you can press the **Whiteboard** option in the meeting controls to show and hide them.
5. Use the page controls in the bottom-right corner of the whiteboard to create new pages and switch between pages.



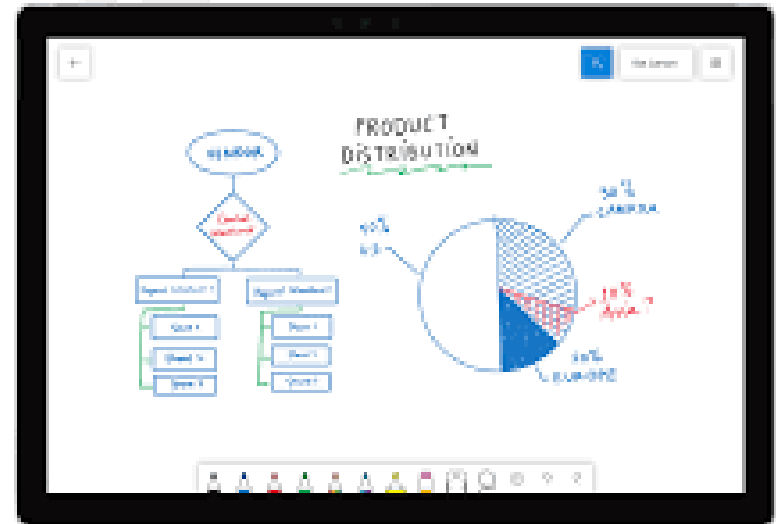
Note: Only the participant or host that started sharing the whiteboard has access to create and switch pages.

6. When you are done, click **Stop Share**.

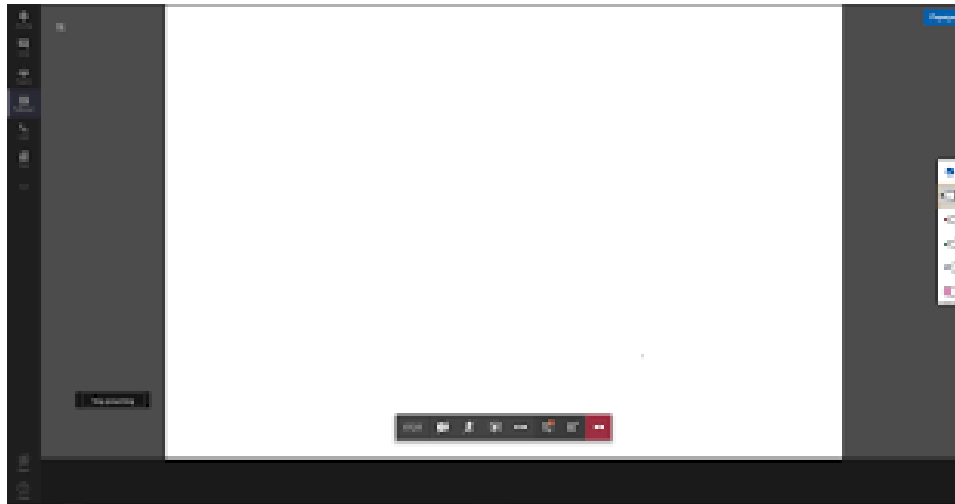


Microsoft Whiteboard

App



TEAMS





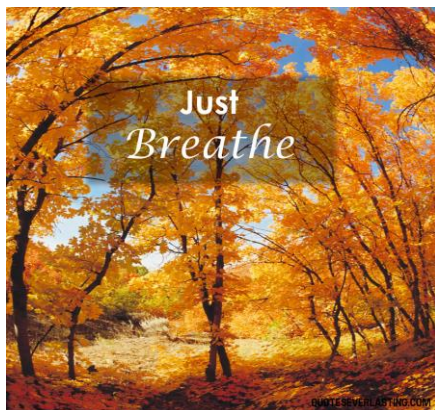
Take a Few Minutes for You!

**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



Q & A

Thank you!

*Communicate with GED Testing Service®
help@ged.com*

*CT Turner – CT.Turner@ged.com
Debi Faucette – Debi.Faucette@ged.com
Susan Pittman – skptvs@aol.com*