One Site Fits All – Welcome to GED.com

• The webinar will start at 3:30 pm EDT/ 2:30 pm CDT.
• If you have a technical question before the webinar, please type it into the question panel. We will do our best to answer your question.
• 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.
• As you enter the webinar, your audio will be muted to avoid a lot of background noise.
• You will not hear anything until 3:30 p.m. when the webinar goes live, so please don’t think that anything is wrong.
• If you haven’t downloaded the PowerPoint handout and guide, please feel free to do so from the handout panel.
Welcome!

- Daphne Atkinson, GED Testing Service
- Debi Faucette, GED Testing Service
- Bonnie Goonen, Consultant to GEDTS
- Susan Pittman, Consultant to GEDTS

Session Objectives

- Explore the new GED.com website
- Learn about student resources
- Learn about educator resources
- Identify locations of your favorite resources
- Spend time discussing issues and concerns
Website Redesign

It's all about improving the student experience! And... you get the benefits, too!

New Home for All Things GED®

I can go to college
I can be a role model

Welcome to the home of the official GED® test. Find everything you need to earn your high school equivalency diploma right here.

https://ged.com/
New Website Launched May 2018

- Focus is to improve student experience for:
  - Engagement
  - Persistence
  - Long-term, sustained outcomes
- Because one size doesn't fit all:
  - we continue to highlight adult education, because we understand that teacher support is invaluable
  - we also have options for the 70% of people (nationally) who want to pursue a GED® on their own
- Findings:
  - Extremely positive response from students

What Problem Are We Solving?

Students lack the confidence and strategy to earn their GED credentials.

Give students what they need at the time they need it.

Academic  Behavioral
Give Students What They Need…

At the time they need it:

1. **Action (visible) guidance**: Instructions and clarity on how they can earn their GED
2. **Behavioral (non-visible) guidance**: Help people do what they already want to do

Assumptions: The new website design…

- Helps students know what to expect
- Will promote trust in the GED
- Makes the GED seem attainable
- Is laid out in a way that makes sense
- Delivers on our design goals
- Will increase % of repeat visitors
- Is easy to use
- Is engaging (students like it)
- Will increase % of students that schedule 1st test
- Is clear where to go to schedule
- Provides guidance
- Helps students who don’t know where to start
- Is less intimidating
- Surfaces relevant and useful content
- Won’t slow down people already planning to schedule
Goal 1

Better organize information so it's aligned to what students want to do

- Reduce clutter
- View progress
- Learn more about the GED right away
- Take action

Surface options after 1-click

Goal 2

Surface useful content in meaningful ways

- Dynamic to student’s activity and what next steps would provide order and structure
- Seamless stay in GED.com browser, mobile friendly
- Show prep options after they've gone through 10 free Qs
Goal 3
Clearly set students’ expectations

Tell students what to expect in the scheduling process when they click “Take the GED”

Give students important information about the GED test right after signing up

Goal 4
Provide guidance that encourages action

Tell students what to do next by showing relevant prep products

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Goal 5

Modernize the design so it’s enjoyable + personalize it a bit

- Welcome students by name
- Add an element of surprise and encouragement with a quote
- Save and show progress

Welcome to GED!

See Where I Stand
Answer sample questions in each of the four subjects below to get an idea of how much you need to study, or if you're ready to take the test right now.

- Mathematical Reasoning
- Reasoning Through Language Arts
- Social Studies
- Science

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Free Practice Questions

Language Arts Sample Question

which question from the passage suggests the idea that the speaker is teaching the listener a skill that requires practice?

1. "You once asked about trees and alas!"
2. "He asked, "You are really progressing. Some of the good men."
3. "I know the time a flow will not be from the lamp.
4. "If the moon, the moon, the moon, the moon will not be from the lamp."
5. "I am very glad to see you at this critical branch in your new rivers."
6. "Can you see the good?"
7. "Saw the wheel is mine and..."
8. "You see the good of the waters?"
9. "He" is divided into two.
10. "You, what was the reason?"

"Then we come again, though I checked myself. Not seeing oneself of foot, indeed, seeing oneself of foot and the foot, seeing oneself of foot."

"I saw them in the light, the light."

"And we can look at the ocean with the foot and the foot and the foot..."
Tuesdays for Teachers: One Site Fits All

Welcome to GED®!

We're here for you every step of the way.

See how the GED works

Find free practice questions

Find a local class

Study on your own

Schedule test

Find GED® Classes

Find your local GED® Test Prep Center to use if they offer resources on study materials, classes, or the test.

Enter your zip code or address:

Can't find your center? Ask them to visit gedtesting.com/corrections to learn more.

The adult education or prep centers listed are independent third parties and provided for your convenience. GED Testing Service has no partnership or agreement with the centers. You should review the centers on your own to make sure you find the support that is right for you.

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Tuesdays for Teachers: One Site Fits All

Welcome to GED®!
We're here for you every step of the way.

SEE HOW THE GED WORKS

Study On Your Own
If traditional teachers and classes aren't for you, or you want to study at your own pace, check out these study options.

Study Guides
Practice Tests and Questions
Online Classes
Buy Books and Online Prep
More Resources

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Study Guides
These simple study guides will give you an overview of the topics on each test.

- Language Arts
  - Intro to the Language Arts Test
  - Reading for Meaning
    - 6 skills
  - Writing and Creating Arguments
    - 4 skills
  - Grammar and Language
    - 4 skills

- Social Studies
  - Intro to the Social Studies Test
  - Reading for Meaning in Social Studies
    - 4 skills
  - Analyzing Historical Events and Arguments in Social Studies
    - 4 skills
  - Using Numbers and Graphs in Social Studies
    - 4 skills

Study On Your Own
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Practice
Practice makes progress

GED Ready® Practice Test

The official practice test by GED Testing Service

- 0.75 the length of the GED® test
- Questions similar to the real test
- Indicate how likely you are to pass the real test
- Get a targeted study plan that tells you exactly what you need to study

Product Details

GED Flash™

Build your confidence with access to thousands of digital practice questions in Math, Language Arts, Science, and Social Studies. Master any subjects by practicing the exact content you'll need to know to pass the GED test.

- Includes:
  - 30 days of unlimited access to practice questions in the subject you purchase
  - Availability whenever you want to study via mobile, tablet, testing, or printing
  - Instant answers with step-by-step explanations on how to master concepts like algebra, geometry, grammar, and reading for training

Product Details

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- Buy Books and Online Prep

More Resources

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Tuesdays for Teachers: One Site Fits All

Study On Your Own

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Dashboard

What's Next? You're eligible to take the test. Schedule today.

Language Arts  Science  Social Studies  Math

GED Ready®: The Official Practice Test
Score: 138  Time: 2hrs 55 mins  Date Taken: 04/01/2017
You're only 1-3 points away from passing. Get your detailed score report by clicking the "See my score report" button.

Try GED Ready® again  See my score report?
My Scores / Scores

My Score Report

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GED.com is the Place for Educators, Too!

No Registration Required! Just Click Here!
Resources to Explore

The Assessment Guide for Educators

Covers all content areas
- Item types
- Assessment targets
- Guidelines for how items are scored
- More . . .
GED® Assessment Target Comparison Chart

The comparison chart provides the “technical” language of assessment targets with a “translation” that is test-taker friendly.

GED® Test – Reasoning Through Language Arts (RLA)

<table>
<thead>
<tr>
<th>INDICATOR CODE</th>
<th>INDICATOR LANGUAGE FOR EDUCATORS</th>
<th>INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.2.1</td>
<td>Comprehend explicit details and main ideas in text.</td>
<td>Understand specific details and main ideas in a passage.</td>
</tr>
<tr>
<td>R.2.2</td>
<td>Summarize details and ideas in text.</td>
<td>Summarize the details and ideas in a passage.</td>
</tr>
<tr>
<td>R.2.3</td>
<td>Make sentence level inferences about details that support main ideas.</td>
<td>Infer the relationship between the details and main idea given.</td>
</tr>
<tr>
<td>R.2.4</td>
<td>Interpreted main ideas in paragraphs or whole texts.</td>
<td>Infer the main idea based on a set of details in single paragraphs and the whole written source.</td>
</tr>
<tr>
<td>R.2.5</td>
<td>Determine which detail(s) support(s) a main idea.</td>
<td>Determine which details support the main idea.</td>
</tr>
<tr>
<td>R.2.6</td>
<td>Identify a theme, or identify which element(s) in a text support a theme.</td>
<td>Identify a theme or element of a written source that supports a theme.</td>
</tr>
<tr>
<td>R.2.7</td>
<td>Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</td>
<td>Make generalizations or hypotheses based on evidence in a written source.</td>
</tr>
</tbody>
</table>

Performance Level Descriptors

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

High-Impact Indicators Relationships

- Show relationships among High Impact Indicators
- Demonstrate interconnectedness across content areas
- Develop skills available for use across a range of learning contexts
Tuesdays for Teachers Webinars

- Recorded presentation
- Slideshow document
- Resources – including strategies & classroom activities
- More . . .

https://ged.com/educators_admins/teaching/professional_development/webinars/

In Session

- Monthly newsletter
- Easy sign-up
- Topics of interest to adult educators
- Focus on changes that impact you and your students

https://ged.com/in-session/
Tutorials

- Ensures no surprises on test day
- Opportunity to practice and build skills
- Familiarity can lead to better performance

Tools – Tools – Tools!

- On-screen color combinations
- Text size
- Highlighting text and shortcuts (cut/paste)
It’s Your Turn

• Questions?
• Issues?
• Concerns?

"To build the educated and employed communities of tomorrow…one student at a time."

— 2014 GED® Program Goal
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