



INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS



## GED® Update: Lessons Learned in 2014-2015

Bonnie Goonen & Susan Pittman



**Welcome!**





Review lessons learned during past year



Discuss ways to improve student performance in the upcoming year



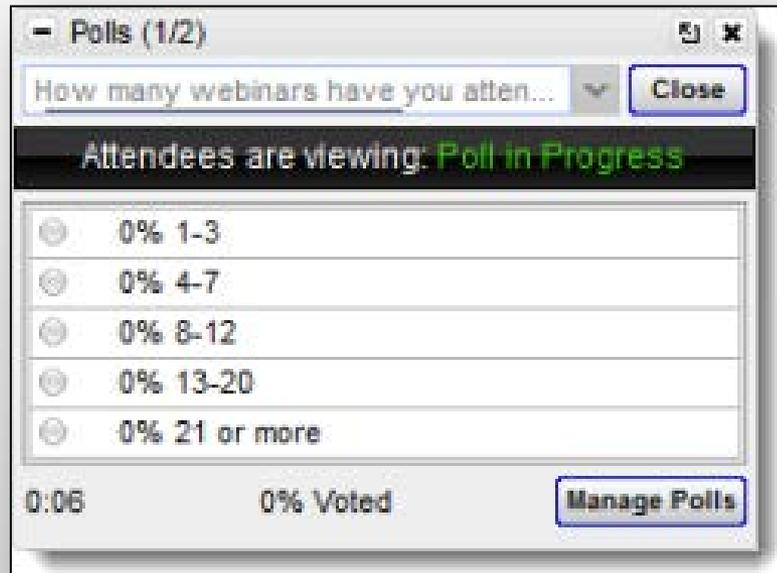
Access new tools and resources available to assist students



Preview future webinars related to GED<sup>®</sup> instruction



Through observation, we will know where a student is; standards will tell us where the student should be; and it will be our job as an instructor to identify how we can get the student there.



Let's get started by taking a quick poll.



Who are you?

- ✓ Program Manager/Administrator
- ✓ Instructor
- ✓ Volunteer
- ✓ Other Professional



Where are you?

- ✓ Panhandle
- ✓ North Florida
- ✓ Central Florida
- ✓ South Florida
- ✓ Keys and Other Islands



Are you currently registered for  
the GED Testing Service<sup>®</sup>  
Monthly Newsletter – *In  
Session?*

- ✓ Yes
- ✓ No





How often do you check the Florida IPDAE website to see new information and resources?

- ✓ Several times a week
- ✓ At least once a week
- ✓ Every week or so
- ✓ Monthly

Has the number of students taking and passing the GED® test increased over the past six months?

- ✓ Yes
- ✓ No



Which of the following is the biggest concern that you have regarding student performance on the GED® test? (Select only one response.)

- ✓ Algebra
- ✓ Writing constructed responses
- ✓ Social studies content
- ✓ Science content



### Increasing Numbers

- There is a steady increase in the number of adults taking the test.

### Passing Rates are Climbing

- More students are taking and passing the test. More students are taking advantage of the GED Ready™ prior to taking the operational test. Teachers have more information to help students.

### Learners Achieving Their Goals

- More GED® grads are achieving their goals of higher education, technical training, and employment.

### More Resources and Support

- GEDTS® has taken a very proactive role in providing new resources and professional development opportunities.

## High Impact Indicators

- Research has shown us where to focus instruction to achieve greater student outcomes.

## Right Way to Approach Writing

- Research has shown why students are earning few if any points on constructed responses.

## Special Promotions Open Doors

- Special promotions by the GEDTS<sup>®</sup> increase number of students accessing GED Ready<sup>™</sup>.

Nationally, test-takers, completers, and passers continue to show improvement on the computer-based test

	Jan - June 2014	July – Dec 2014	Jan – June 2015	% improvement from June 2014 – June 2015
Test-takers	82,590	113,627	151,147	+ 83%
Completers	44,963	53,588	67,509	+ 50%
Passers	23,229	35,335	47,822	+ 105%

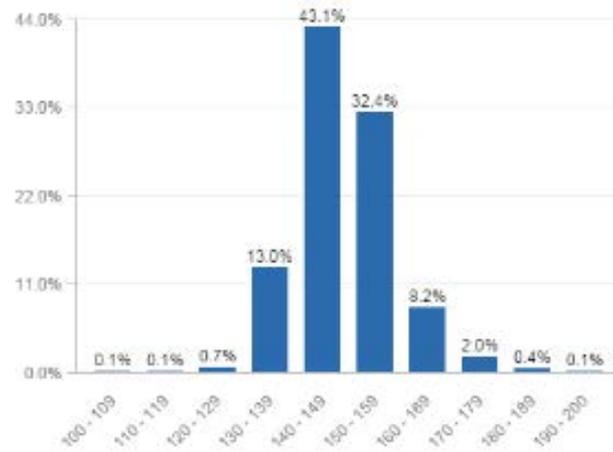
## Pass-rates continue to show improvement on the computer-based test January – June 2015

### GED® Test Taker Performance Distribution

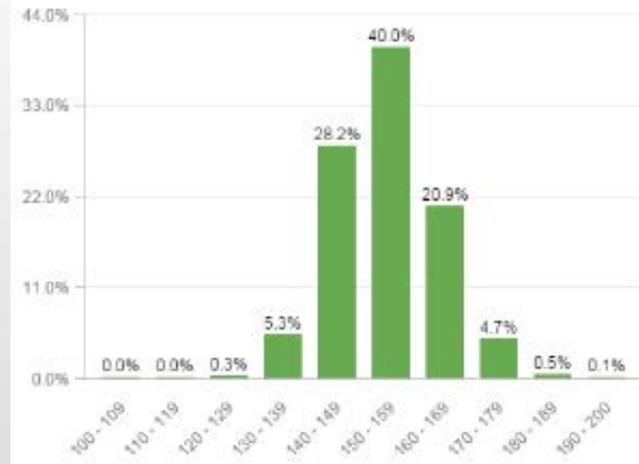
	Math	RLA	Science	Social Studies
Below Passing	39%	26%	24%	29%
Passed	61%	74%	76%	71%

Math	RLA	Science	Social Studies
+11%	Same	+6%	+5%

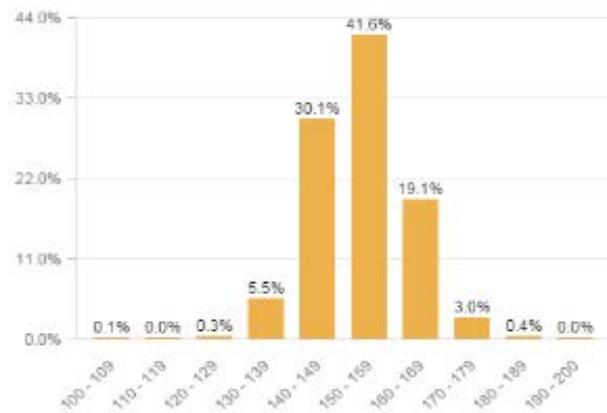
GED® Math Test Score % Distribution



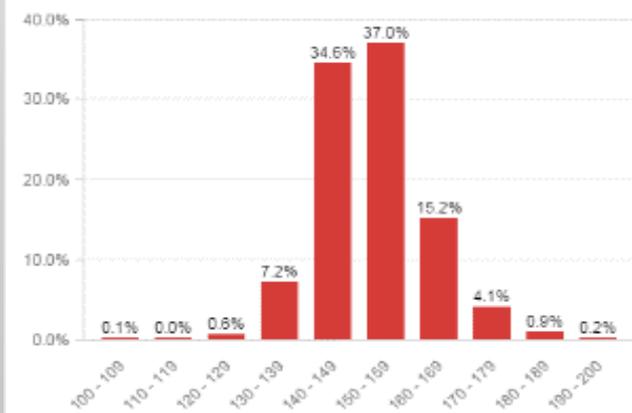
GED® RLA Test Score % Distribution



GED® Science Test Score % Distribution



GED® Social Studies Test Score % Distribution



- **College Bound Grads**
  - 54% said they want to go to college
  - 74% have already applied
  - 89% of those have been accepted
- **Moving Up to Better Jobs/Pay**
  - 15% said main motivation was job related
  - 30% have already gotten a new job
- **Career-Training Enrollees**
  - 17% wanted to enroll in job training or skills based certificate programs
  - 44% of those have already enrolled

*Have you seen the latest resources from the  
GED Testing Service®?*

# **RESOURCES FOR YOU AND YOUR STUDENTS**

- Webinars with the option to participate live or the ability to access recordings on demand
- CDs or DVDs for educators working in restricted settings (e.g. corrections)
- More interactive modules posted to [www.gedtestingservice.com](http://www.gedtestingservice.com)
- PD content reorganized for an easier, more intuitive experience



## Beginner



Just getting started teaching for the GED® test?

- Begin with GED® Test 101 which covers the basic details of the GED® test.
- Create an account at GED.com, update your profile to educator and get an inside look at the student portal.
- Read up on how you can use the GED Ready® practice test in your classroom and view the Enhanced Score Report Tutorial to see how to use the Enhanced Score Report to help students score higher.
- Check out these GED® Classroom Tools, designed to help students feel confident and comfortable on test day.

## Foundational



Now that you know the basics, learn more about teaching strategies for the classroom.

- Skills Students Need to Pass (Performance Level Descriptors) depict the exact skills students need to pass the GED® test. The perfect tool to guide your lesson plans!
- Use the Constructed Response Tools to give your students feedback on constructed response items.
- Top Questions Test-takers are Missing explains the skills that students must demonstrate in order to get the most frequently missed test questions correct.
- Item Samples - See the types of questions your student can expect on the GED® test.
- Access free, self-paced online courses covering test content and teaching strategies for Reasoning Through Language Arts and Mathematics.
- The Educator Handbook reviews GED® test content and recommended teaching strategies.

## Intermediate



Ready for a deeper dive into teaching strategies for the test? These resources cover specialized classroom strategies and tools that will help you further develop your skills and effectiveness in the classroom.

- Webinar Trainings - Take a deeper dive into classroom strategies and techniques with the Tuesdays for Teachers webinar series.



Classroom Tools



Assessment Guide for Educators

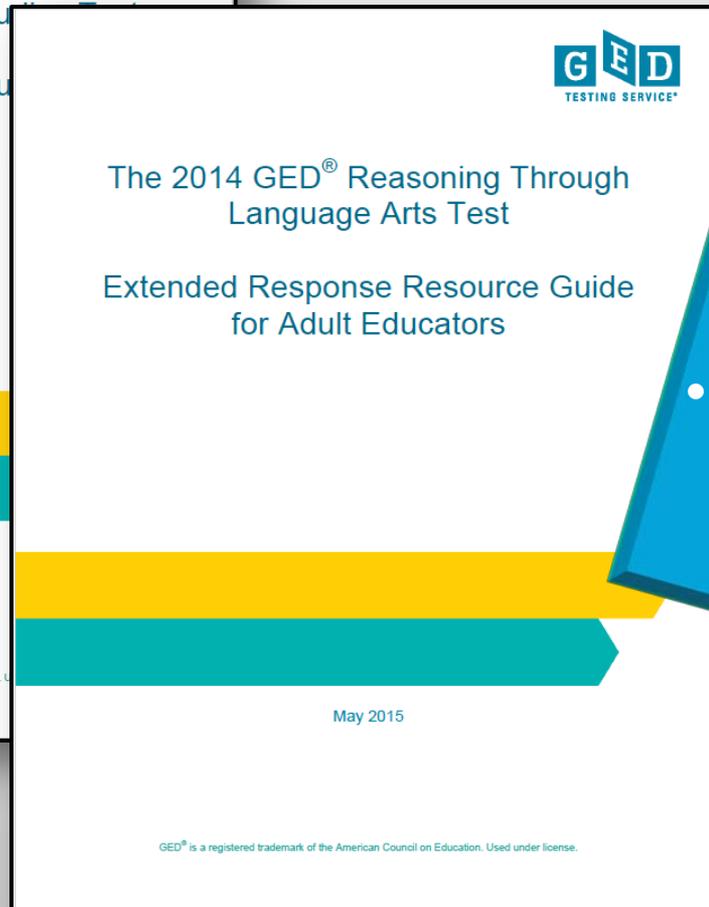
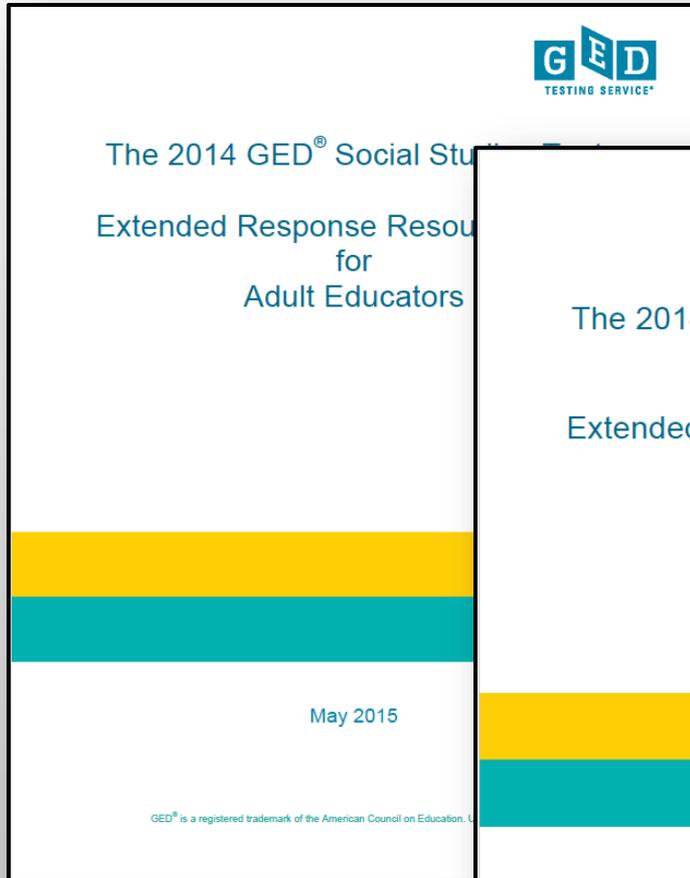
## Latest Webinars

View the latest webinar in the Tuesdays for Teachers series. Check back for a new edition each month.

- Watch the Close Reading: A Key to Teaching Constructed Response webinar video

Watch past webinars





**NEW for You!**

- Annotations for all 3 Traits
- Information on Enduring Issues
- Extended Response Guidelines



**Sample Extended Response Passages and Prompts for Classroom Practice - RLA**

Help your students get ready for the extended responses on the Language Arts test by practicing with these sample materials in the classroom.

Fully answering an ER prompt often requires 4 to 7 paragraphs each – that can quickly add up to 300 to 500 words of writing. A response that is significantly shorter could put your students in danger of scoring a 0 just for not showing enough of their writing skills.

**Passage #1 - Are Tweens Ready for Cell Phones**

**Extended Response Stimulus Materials:**

**Source Material #1**  
Speech: "Tweens" Are Ready for Cell Phones by Debora "Safer Kids Summit"

Thank you for inviting me to the first "Safer Kids Summit" to keep our children safe in an increasingly complex world of technology— specifically on the ideal age to give kids the representative of a large telecommunications company, I parents on this topic, and this is what I tell them: It depends in general, age 10 is just about right.

A 2012 survey by the National Consumers League backs almost 60 percent of children ages 8 to 12 already have cell phones. Parents can contact their parents at any time, and vice versa, give empowerment and their parents a feeling of security. Car Common Sense Media, says, "We want our kids to be independent from school and play at the playground without us. old-fashioned, fun experience of being on their own, and Picture the following scenario: You told your fourth-grade after school, but you are stuck in traffic. She is waiting for waiting. But if you both have cell phones, you can call her delayed, and she can go back inside the school, where they both breathe a sigh of relief.

[GEDtesting.com](http://GEDtesting.com) - [GED.com](http://GED.com)

GED® and GED Testing Service® are registered trademarks of the American Council on Education. They may not be used or reproduced without the express written permission of ACE or GED Testing Service. The GED® and GED Testing Service® brands are administered by GED Testing Service, LLC. Copyright © 2015 GED Testing Service LLC. All rights reserved.



**Sample Extended Response Passages and Prompts for Classroom Practice – Social Studies**

Help your students get ready for the extended responses on the GED® test – Social Studies test by practicing with these sample prompts and source materials in the classroom.

Fully answering a Social Studies ER prompt often requires 3 to 5 paragraphs of 3 to 7 sentences each – that can quickly add up to 200 to 400 words of writing! A response that is significantly shorter could put you students in danger of scoring a 0 just for not showing enough of their writing skills.

**Passage #1 - Bakke**

**Extended Response Stimulus Materials:**

**Source Material #1**

**Quotation:**  
"Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful."  
-- John Marshall Harlan, Supreme Court Justice, 1896

**Source Material #2**

Letter to the Editor  
October 7, 1977

Sir:

In 1965, less than 5% of college students in the U.S. were black. As a first year medical student I was among them. Thanks to President Kennedy, who first used the term "affirmative action," and President Johnson, who required government contractors to hire members of minority groups, things are changing. Universities have joined the effort to provide more opportunities to minorities. Affirmative action policies have started to level the playing field for black and Hispanic applicants.

Due to centuries of discrimination, children in minority neighborhoods receive an inferior education to those in affluent white areas. This puts minority children at a disadvantage in the competitive world of higher education. With a little boost from affirmative action,

[GEDtesting.com](http://GEDtesting.com) - [GED.com](http://GED.com)

GED® and GED Testing Service® are registered trademarks of the American Council on Education. They may not be used or reproduced without the express written permission of ACE or GED Testing Service. The GED® and GED Testing Service® brands are administered by GED Testing Service, LLC under license from the American Council on Education. Copyright © 2015 GED Testing Service LLC. All rights reserved.

**NEW for You!**

- Source Texts and Practice Prompts for the Classroom
- RLA – 5 new passages
- SS – 5 new passages



## See a Perfect Scoring GED® Test Extended Response

Getting ready to take the GED® test? Use this guide to prepare for the extended responses that you'll be writing on the Reasoning Through Language Arts and Social Studies test subjects. Take a look at a perfect scoring sample extended response and see the explanations why it received a perfect score.

When you're done reviewing the response, download instructions and passages to practice your own extended response.

### Extended Response Instructions:

Analyze the arguments presented in the press release and the letter to the editor. In your response, develop an argument in which you explain how one position is better supported than the other. Incorporate relevant and specific evidence from both sources to support your argument.

Remember, the better-argued position is not necessarily the position with which you agree. This task should take approximately 45 minutes to complete.

[Download the passages analyzed in this response and practice your own response.](#)

### Sample Response:

Both the press release and the letter to the editor offer positions that are supported by both fact and opinion. The press release seeks to exhort the new bill for expansion of Highway 17, while the letter argues that the passing of the bill could prove detrimental to the district. While both sides make an acceptable case, the latter provides a stronger argument.

One example of the letter's stronger argument is the explanation that federal tax dollars pay for the road, as it will incorporate six different states, therefore eliminating this particular state's ability to strike the bill down. This proves, with factual information, that the district did not have a fair say in the bill. The notion that few residents will use the road that their tax dollars are providing is an opinion. However, a resident and small-business owner in the town is

[GEDtestingservice.com](http://GEDtestingservice.com) - [GED.com](http://GED.com)

GED® and GED Testing Service® are registered trademarks of the American Council on Education. They may not be used or reproduced without the express written permission of ACE or GED Testing Service. The GED® and GED Testing Service® brands are administered by GED Testing Service LLC under license from the American Council on Education. Copyright © 2015 GED Testing Service LLC. All rights reserved.

## See What Perfect Scoring Looks Like!

- Passage
- Sample Response
- Annotations
- Understand how and why

<http://bit.ly/1JTvO1q>

## What you need to know

The GED® test extended response



## Extended response The Basics



- ✓ Analyze the evidence
- ✗ Summarize the evidence
- ✗ Give opinion on the topic



 Cut  Copy  Paste  Undo

Now the safety issue comes up again, in the year following the change from DST. One study shows pedestrian fatalities increased immediately after clocks were set back. Arguments continue with another study that shows 22 pedestrians were killed in the week following the end of DST compared with 65 pedestrians killed the week before DST ended. It is also stated that the adjustment period drivers endure each year is a dangerous time for pedestrians, and DST 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. These opponents believe the consideration of cost and confusion are simply not worth all of the trouble. With everything there are pros and cons no matter what, so in the end we can only hope the good outweighs the bad.

Copied from author's words and ideas



 Cut  Copy  Paste  Undo

However, the author of the letter is correct in the belief that road construction will not create a boom in the district's economy, or cause by the closures in the manufacturing plants, release of jobs. The road construction does not solve the unemployment in the town. In addition, the construction of new stations along the highway creates permanent jobs for the residents of the town that, "...only minimum wage jobs will remain." This is an argument also, as unemployed residents that need even more income to support a household would not be much better off. Providing restaurant or motel jobs is very unlikely to feed or support an entire family. It will not pick up the laid-off employees of the manufacturing plants, who may have worked for many years towards promotions and a pension.

Evidence

Your explanation

Evidence

Your explanation

# Tips and Guidelines



## Extended Response Quick Tips

### How can I earn points on my written responses?

Simply attempting a written response on the Extended Response items doesn't always mean you will receive points for your work. Your responses are scored against specific criteria shown in the Extended Response Scoring Rubrics. To see a full breakdown of these criteria for RLA and Social Studies, please see the complete RLA and Social Studies Rubrics. You can also refer to the "Extended Response Answer Guidelines."

Here are a few tips for helping you earn points for your written responses:

1. **Write a complete essay.** The ER prompts are designed to give you enough information to analyze so that you can make a statement that answers the prompt and then provide evidence from the source texts to develop your ideas in your own words. If you create a very brief essay, your response may not provide enough evidence of your writing skills to receive any points. Also, fully answering an ER prompt often requires 4 to 7 paragraphs of 3 to 7 sentences each – that can quickly add up to 300 to 500 words of writing! A response that is significantly shorter could put you in danger of scoring a 0 just for not showing enough of your writing skills.
2. **Give commentary on quotations from the source texts.** While you are encouraged to cite specific evidence (phrases and even complete sentences) from the passages that accompany the prompts, you are scored on not just how well you can quote from the passages, but also on whether you can express your own thoughts about your chosen evidence. So you should explain *why* the evidence you've chosen helps you make the point you want to make. Also, if too large a portion of your response is material from the source text, you may receive a 0 because that material is someone else's writing, not yours. Copied text contributes to your score only if you fully explain how that text illustrates a point you are making. Simply lifting information from the passages isn't going to be enough to earn you points.
3. **Develop ideas.** One way to earn points on the ER items is for you to pick two or three main ideas and really explain them fully. A full explanation may require several sentences, each containing related thoughts, to fully develop a main idea. Some responses that briefly mention several ideas but do not build upon them may not score very highly.

[GEDtesting.com](http://GEDtesting.com) • [GED.com](http://GED.com)

GED® and GED Testing Service® are registered trademarks of the American Council on Education. They may not be used or reproduced without the express written permission of ACE or GED Testing Service. The GED® and GED Testing Service® logos are administered by GED Testing Service LLC under license from the American Council on Education. Copyright © 2015 GED Testing Service LLC. All rights reserved.



## Extended Response Answer Guidelines – Social Studies Test

Please use the guidelines below as you answer the Extended Response question on the Social Studies test. Following these guidelines as closely as possible will ensure that you provide the best response.

1. **Please note that this task must be completed in no more than 25 minutes.** However, don't rush through your response. Be sure to read through the passage(s) and the prompt. Then think about the message you want to convey in your response. Be sure to plan your response before you begin writing. Draft your response and revise it as needed.
2. **Fully answering a Social Studies ER prompt often requires 3 to 5 paragraphs of 3 to 7 sentences each** – that can quickly add up to 200 to 400 words of writing! A response that is significantly shorter could put you in danger of scoring a 0 just for not showing enough of your writing skills.
3. **As you read the quotation and the passage, think carefully about the enduring issue expressed in the quotation given.** An enduring issue reflects the founding principles of the United States and is an important idea that people often grapple with as new situations arise.
4. **When you write your essay, be sure to**
  - develop an argument about how the ideas expressed by the author of the passage are related to the excerpt or quotation that is presented first
  - support your explanation with multiple pieces of evidence, using ideas from both the quotation or excerpt and the passage
  - incorporate your own knowledge of the topic's background and historical context into your response
  - answer the prompt directly by staying focused on the passage and the quotation or excerpt throughout your response
  - build your main points thoroughly
  - put your main points in logical order and tie your details to your main points
  - organize your response carefully and consider your audience, message, and purpose
  - use transitional words and phrases to connect sentences, paragraphs, and ideas
  - choose words carefully to express your ideas clearly
  - vary your sentence structure to enhance the flow and clarity of your response
  - reread and revise your response to correct any errors in grammar, usage, or punctuation

[GEDtesting.com](http://GEDtesting.com) • [GED.com](http://GED.com)

GED® and GED Testing Service® are registered trademarks of the American Council on Education. They may not be used or reproduced without the express written permission of ACE or GED Testing Service. The GED® and GED Testing Service® logos are administered by GED Testing Service LLC under license from the American Council on Education. Copyright © 2015 GED Testing Service LLC. All rights reserved.

- Important skills that are widely applicable
- May currently receive light coverage during GED<sup>®</sup> test preparation
- Lend themselves to straightforward instruction

# Targets → Indicators → Application

- **Assessment targets** describe the general concepts that are assessed on the GED<sup>®</sup> test
- **Indicators** are fine-grained descriptions of individual skills contained within an assessment target
- **Application** describes what to look for in student work

## High Impact Indicators

Assessment Targets	
Q.4 Calculate dimensions, perimeter, circumference, and area of two-dimensional figures.	Q.5 Calculate dimensions, surface area, and volume of three-dimensional figures.



Indicators	
<p>Q.4.a Compute the area and perimeter of triangles and rectangles. Determine side lengths of triangles and rectangles when given area or perimeter.</p> <p>Q.4.b Compute the area and circumference of circles. Determine the radius or diameter when given area or circumference</p> <p>Q.4.c Compute the perimeter of a polygon. Given a geometric formula, compute the area of a polygon. Determine side lengths of the figure when given the perimeter or area.</p> <p>Q.4.d Compute perimeter and area of 2-D composite geometric figures, which could include circles, given geometric formulas as needed.</p>	<p>Q.5.a When given geometric formulas, compute volume and surface area of rectangular prisms. Solve for side lengths or height, when given volume or surface area.</p> <p>Q.5.b When given geometric formulas, compute volume and surface area of cylinders. Solve for height, radius, or diameter when given volume or surface area.</p> <p>Q.5.c When given geometric formulas, compute volume and surface area of right prisms. Solve for side lengths or height, when given volume or surface area.</p> <p>Q.5.d When given geometric formulas, compute volume and surface area of right pyramids and cones. Solve for side lengths, height, radius, or diameter when given volume or surface area.</p> <p>Q.5.e When given geometric formulas, compute volume and surface area of spheres. Solve for radius or diameter when given the surface area.</p> <p>Q.5.f Compute surface area and volume of composite 3-D geometric figures, given geometric formulas as needed.</p>



Application
<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>Identify the dimensions of a geometric figure from a diagram, then substitute the values for those dimensions into the appropriate formula for geometric measurement, then calculate the resulting numerical expression.</li> <li>Calculate the perimeter of polygons.</li> <li>Identify the shapes that comprise a composite figure.</li> </ul>

## Main reasons for “Earned” Zeroes

- Choosing the right evidence, but by **quoting the material extensively** rather than by explaining or paraphrasing
- Not enough of their own writing is available to be assessed
- Too many test-takers are merely **summarizing** the arguments made by each author rather than creating their own arguments

0	<ul style="list-style-type: none"> <li>• demonstrates consistently flawed sentence structure such that meaning may be obscured; demonstrates minimal control over skills 1-5 as listed in the first bullet under Trait 3, Score Point 3 above</li> <li>• demonstrates minimal control of basic conventions with specific regard to skills 1 – 7 as listed in the second bullet under Trait 3, Score Point 3 above</li> <li>• contains severe and frequent errors in mechanics and conventions that interfere with comprehension; overall, standard usage is at an unacceptable level for on-demand draft writing.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• response is insufficient to demonstrate level of mastery over conventions and usage</li> </ul>
---	--

Now the safety issue comes up again, in the yearly switch to and from DST. One study shows **pedestrian fatalities from cars increased immediately after clocks were set back in the fall.** Arguments continue with **another study that shows 227 pedestrians were killed in the week following the end of DST compared with 65 pedestrians killed the week before DST ended.** It is also stated that **the adjustment period drivers endure each year is a dangerous time for pedestrians, and DST 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.** These opponents believe the consideration of cost and confusion are simply not worth all of the trouble. With everything there are pros and cons no matter what, so in the end we can only hope the good outweighs the bad.

- Write a complete essay
- Give commentary on quotations
- Develop ideas
- Save 4-5 minutes for proofreading





**From September 21 – October 31, students can take advantage of these two offers:**

- **GED Ready™ practice test for \$1**
- **GED Ready™ Practice Test Guarantee –** Students who take the GED Ready™ practice test and score “Likely to Pass” are guaranteed to pass that test subject of the real test ... or their retake is free!



## How It Works:

### GED Ready® practice test for \$1

- Students login to GED.com, purchase a GED Ready® practice test, and enter promo code **BACKTOSCHOOL** at checkout
- Students must purchase and take the GED Ready® practice test by Oct. 31
- Any practice test purchased for \$1 but not started by Oct. 31 will be refunded \$1
- Any unused \$1 vouchers after Oct. 31 can be applied towards future GED Ready® practice test purchase

### GED Ready® Practice Test Guarantee

- If a student takes the GED Ready® practice test between Sept. 21 – Oct. 31 and scores “Likely to Pass”, then takes the corresponding test subject within 60 day but does not pass, we will pay for 100% of their test retake.
- Free retake offer must be redeemed within 60 days of taking the GED® test subject
- To schedule the free retake, students call 1-877-EXAM-GED



Educators can find more information about the Back to School promotion, as well as collateral to promote these offers at:

<http://www.gedtestingservice.com/backtoschool>

Materials include:

- Customizable flyer
- Email template
- Sample social media posts
- Media advisory
- Web ads

Note to educators: Distribution of materials may begin any time after 9/21.  
The promo code will not work until then.

As you start the new school year with your students remember:

- Student performance is increasing
- Your hard work is paying off as more students take and pass the GED® test
- There are many new resources available
- New professional development activities are available with the click of a mouse
- High Impact Indicators can help you make the most of your instructional time
- There are resources available to you to help your students move from “earned” 0s to 2s.
- Always take advantage of the special promotions
- Stay connected through the Florida IPDAE and GED® Testing Service websites

**And  
always  
remember  
that . . .**



The road to  
**SUCCESS**  
is always under  
construction.  
~ Lily Tomlin

- Webinars – Focus on GED® Instruction
  - 9/30/2015 – GED® Reasoning through Language Arts: Show Me the Evidence
  - 11/11/2015 - GED® Mathematical Reasoning High Impact Indicators: How to Get the Most from Your Instructional Time
  - 2/24/2016 - GED® Social Studies: Don't Forget About the Graphics
  - 3/2/2016 - GED® Science: 5Es for Effective Instruction
- More Lesson Plans
- Much, much more . . .





**QUESTIONS**

**COMMENTS**

**“The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students.”**

**Edutopia 2014**

**Always here to assist!**

*The IPDAE Team*

*Stay  
Connected*