


Connecting the Dots for GED® Success


A presentation by GED Testing Service®

October 22, 2024




Today's Agenda


 What do the numbers say?


 Important Tools and Strategies for the Classroom

 GED Ready®

 Exploring the Program

 Resources

 Enhanced Score Report

 Marketing & Communications (Promote Your Program)

 GED® Direct

GED.com - Educators and Administrators

English - US **Educators & Admins** Log In SIGN UP

About The Test Study Life After GED

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- GED Program Overview
- Teaching the GED® Test**
- [Free Classroom Materials](#)
- [Teaching Resources](#)
- [Professional Development](#)
- [Prep Products](#)
- [Promote Your Program](#)


State Policies

Test Administration


GED Manager

Top Resources

-  Professional Development Training [View Resource](#)
-  Resources to Guide Your Instruction



Free Classroom



Teaching Resources

3 Things Every Educator Should Do



Create an account at GED.com & familiarize yourself with the student experience in order to help your students (use a non-work email address). Use **CANDIDATE** as your last name.

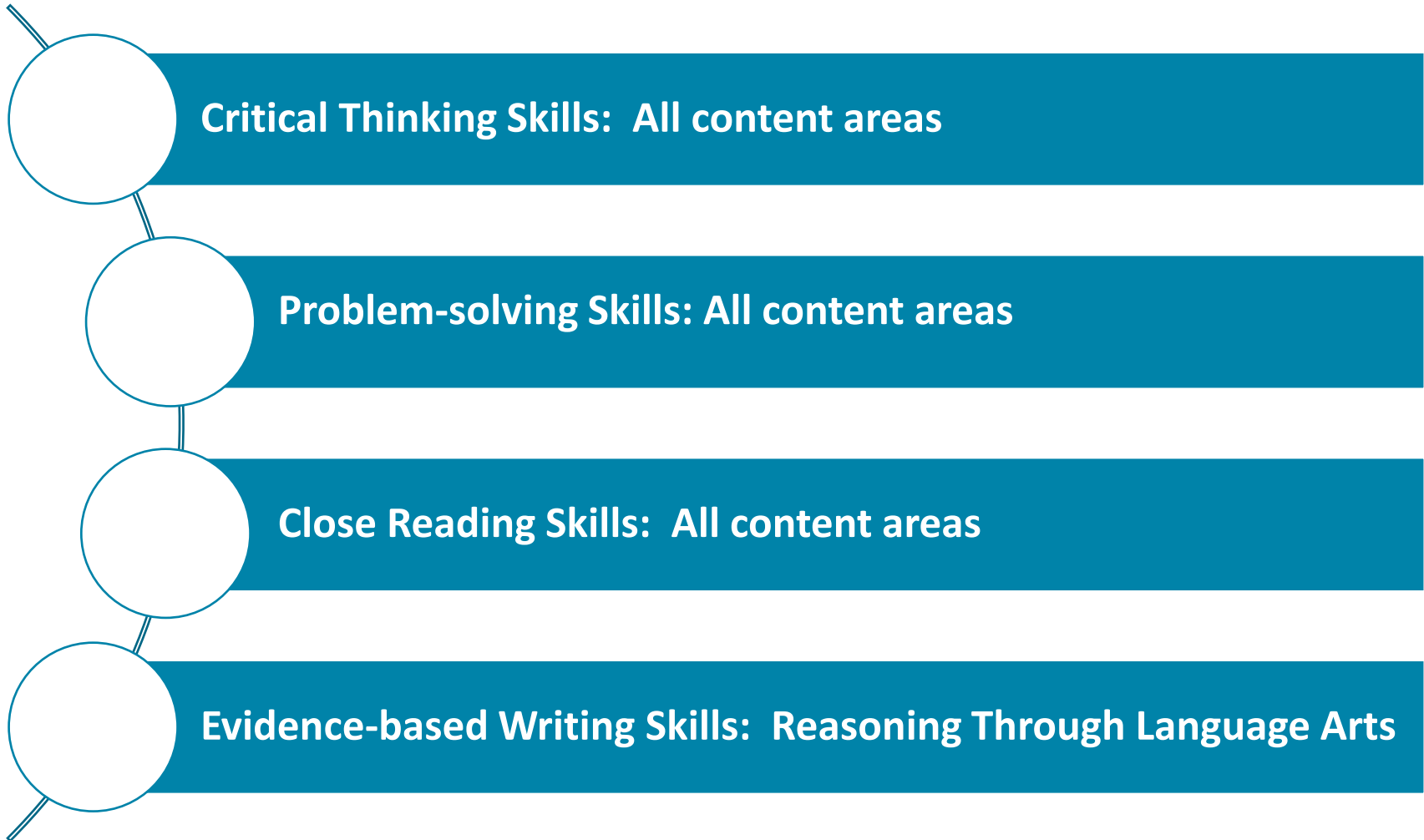


Take at least one subject of the GED Ready. Your SRM can provide you with a GED Ready voucher(s).

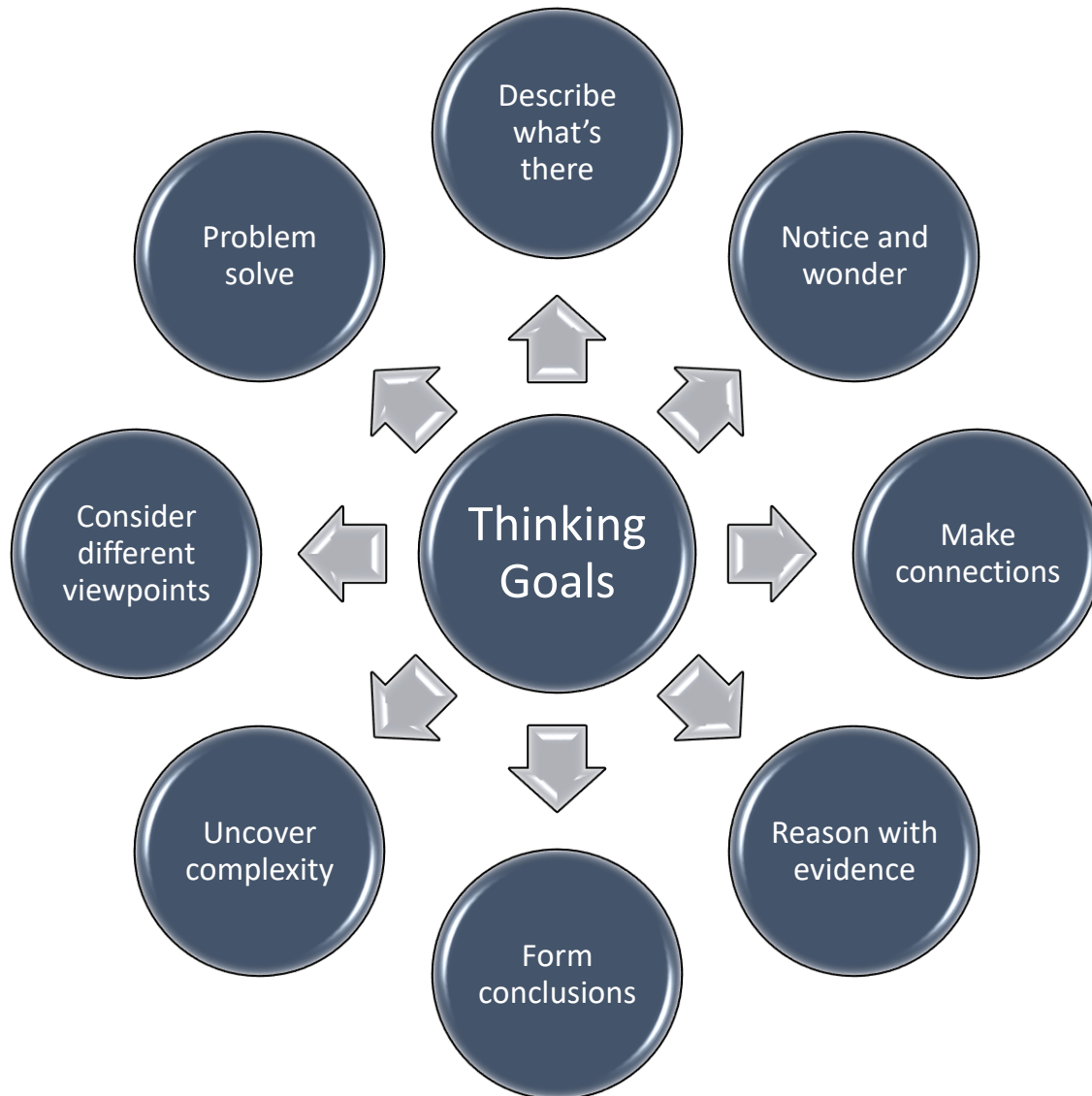


Bookmark and utilize GED.com – Educators & Admin

A Paradigm



What Kind of Thinking Goals Do We Want Our Students to Have?



GED[®] Testing Program Results

Pass Rate: Virginia vs National

CY 2024

	January 1, 2024 – September 30, 2024
National Pass Rate	72%
Virginia Pass Rate	75%

	National	Virginia
GED.com Accounts	556,186	12,245
Test Takers	261,052	6,507
Passers	110,081	2,881

Candidates Passed 3 Content Areas

CYs 2014 - 2024

- Some VA students have only 1 test left to pass.
- Many test-takers with 1 test pending require Mathematics to obtain their credential.
- Follow through with your follow up strategy and re-engagement plan.
- Consider a variety of ways to promote your program.
- Consider that GEDTS offers Professional Development Webinars and Math Boot Camps for Educators
- Neighboring States/Jurisdictions initiated 3 of 4 campaigns.
 - Maryland (launched Sept. 16, 2024)
 - D.C. (launches in October 2024)

Virginia

4000+

Average Passing Scores Per Content Area

CY 2024 – Virginia

	MATH	RLA	SCIENCE	SOCIAL STUDIES
GED Test Average Passing Score	154	155	156	156
GED Test Average Non Passing Score	139	139	140	139
GED Test Overall Average Score	148	149	152	151
GED Ready Overall Average Score	149	148	153	151

Note: Results reflect 1/1/2024 – 9/30/2024

Simplify and Slow Down

Ask yourself the following!

- What knowledge is essential?
- What are prerequisite skills that students need to address the content?
- What practice can be emphasized that transfers across multiple content areas?
- What skills promote analyzing text, constructing arguments, and building knowledge, each of which is needed in real-life and the workplace?
- What skills have greatest relevance to students?

Melanie Kitchen, Curator
of Creative Curiosity

<https://sites.google.com/view/curatorofcreativity/blend-ed-learning>

Important Tools and Strategies for the Classroom

What's In Your Bag?



Webinars

Stay in the know from GED® experts.

Tuesdays for Teachers Webinar Series

Tuesdays for Teachers is a free professional development webinar series designed for educators. This bi-monthly webinar series will take a deeper dive into classroom strategies and techniques for the GED test.

Registration for each webinar opens approximately two weeks before the webinar date. To be notified when registration opens, please sign up for the In Session educator newsletter by clicking the link at the bottom of this page.

[Webinars - GED](#)

Trends in Students' Knowledge and Skills Gaps-RLA, Part 3-Writing

[Trends in Student Knowledge and Skills Gaps - RLA, Part 3 - Writing](#)

[Watch Now](#)

[Download Certificate](#)

Trends in Students' Knowledge and Skills Gaps – RLA, Part 2 - Reading

[TFT Knowledge And Skills Gaps Reading 4 26 2022 PPT](#)

[Watch Now](#)

Passcode: 7XL&HxB4

[Download Certificate](#)

Trends in Students' Knowledge and Skills Gaps – RLA, Part 1

[Trends in Students' Knowledge and Skills Gaps – RLA, Part 1 PPT](#)

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GED Knowledge & Skill Gaps Social Studies

[Social Studies Resources From The World Wide Web](#)

[GED Knowledge & Skill Gaps Social Studies PPT](#)

[Watch Now](#)

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Assessment Guide for Educators

This resource takes a deep dive into what's assessed in the four content areas, question types, scoring, and more. You can download the entire Guide below, or you can choose to download the individual content areas.

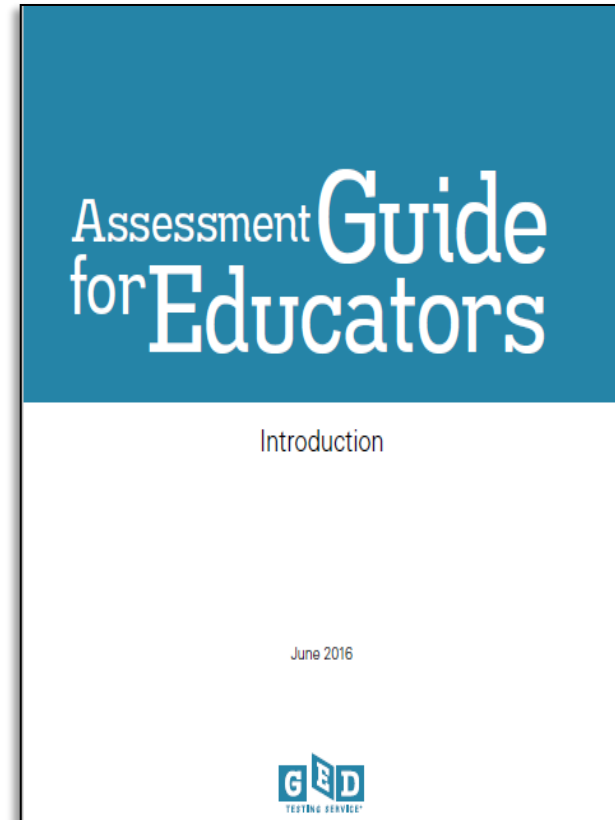
- [Complete Assessment Guide for Educators](#)
- [Assessment Guide Introduction](#)



THIS IS YOUR RESOURCE GUIDE!

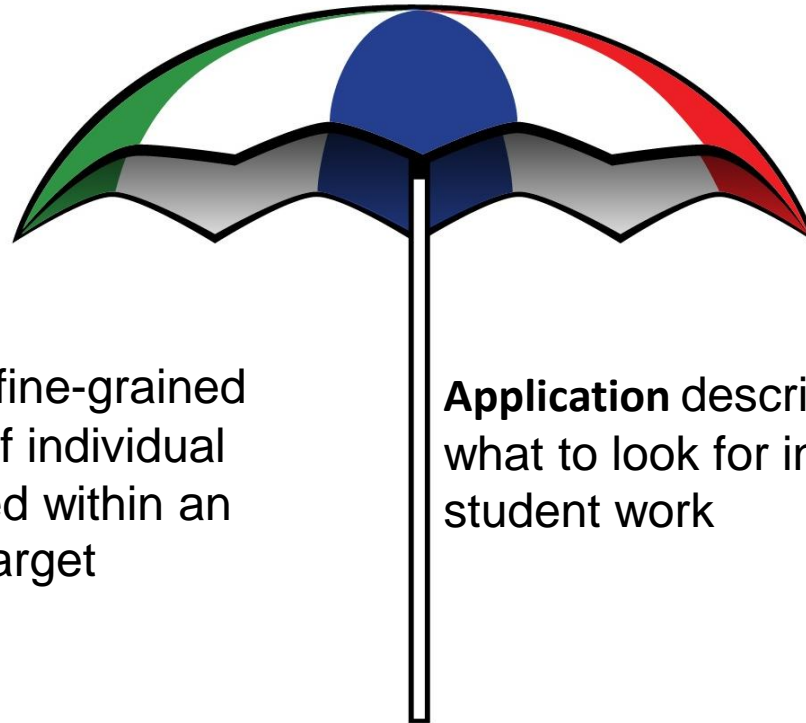
THE source for getting under the hood of the GED® test

- Updated regularly
- Crosswalk 2002 versus 2014 (by content area)
- Item types (explained)
- Scoring (explained)
- Rubrics for constructed response
- Norming & standardization
- Comprehensive (may appear daunting!)



From Targets to Indicators to Application

Assessment Targets describe the general concepts that are assessed on the GED® test



Indicators are fine-grained descriptions of individual skills contained within an assessment target

Application describes what to look for in student work

Performance Level Descriptors (PLDs)

- Most under-used and undervalued resources
- Helpful tool for the classroom
- Details the skills students need to pass the test
- Two formats
 - Official Version
 - Test-taker Version
- 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



Examen GED[®]: Descripciones del nivel de desempeño para Razonamiento a través de las artes del lenguaje: Qué significa su puntuación: Nivel 2 — Aprobatorio/Equivalente a escuela secundaria

Las personas que toman el examen y obtienen una puntuación en este nivel típicamente demuestran destrezas que se describen en el nivel de leer y analizar pasajes desafiantes como *Walden* de Henry David Thoreau y *Travels With Charley: In Search of America* de John Steinbeck y *The Building of Manhattan* de Donald Mackay. Las personas que toman el examen y obtienen una puntuación en este nivel típicamente pueden demostrar las siguientes destrezas:



GED[®] Test: Reasoning Through Language Arts Performance Level Descriptors What Your Score Means: Level 2 — Pass/High School Equivalency

Test-takers who score at this level are typically able to demonstrate satisfactory proficiency with the skills identified in the Below Passing level as well as to comprehend and analyze challenging passages similar to Sandra Cisneros' "Eleven," John Steinbeck's *Travels With Charley: In Search of America*, and Donald Mackay's *The Building of Manhattan*. Test-takers who score in this performance level are typically able to demonstrate the following skills:

Analyzing and Creating Text Features and Technique

- Order sequences of events in texts at a satisfactory level
- Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a satisfactory level
- Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key idea; or how a setting or context shapes structure and meaning
- Analyze the roles that details play in complex literary or informational texts at a satisfactory level
- Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context
- Analyze how meaning or tone is affected when one word is replaced with another, at a satisfactory level
- Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas
- Analyze the structural relationship between adjacent sections of text at a satisfactory level
- Analyze transitional language or signal words and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose, at a satisfactory level
- Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose

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de un texto

en un nivel satisfactorio frecuencia de eventos, personajes/personas, escenario

endo qué importancia tienen los eventos en relación bonas, ideas o eventos se relacionan, desarrollan o ventos o cómo se relacionan con las ideas clave; o estructura y el significado que tienen los detalles en textos literarios o

es como se usan en un texto, incluyendo determinar texto que tiene en el significado o el tono el remplazo de una

rases o lenguaje figurado específicos enfocándose oración o desarrollar un argumento o sección particular corresponde a la estructura llo de las ideas y estructural entre secciones adyacentes del texto siones de transición o las señales verbales y atizan ciertas ideas o refuerzan el propósito del autor

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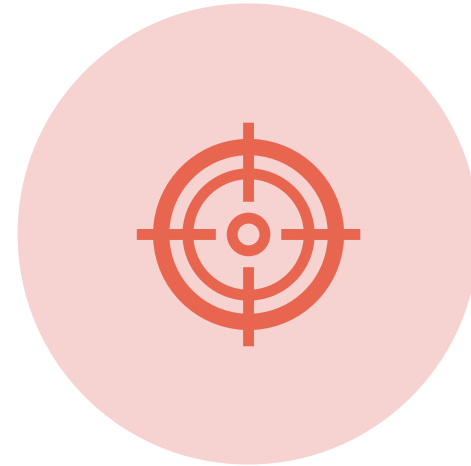
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Assess where your students are



CAN USE AS A **BASIC CHECKLIST** TO
DETERMINE CURRENT SKILL LEVELS
(DIAGNOSTIC BASED ON OBSERVATIONS)



IDENTIFY WHERE TO FOCUS IN ORDER TO
DEVELOP SKILLS AT THE NEXT LEVEL

Unprecedented to Test-Takers and Educators



In the past, it may not have been clear what specific skill levels were required to meet the passing standard



PLDs change all that—instructors and test-takers can know what skills must be demonstrated



Use PLDs to provide an on-the-spot snapshot of knowledge and skills...and then use it to create better outcomes

Where to Access PLDs?

[Skills Needed to Pass - Educators and Admins](#)



About The Test

Study

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Skills Needed to Pass

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State Policies

[Test Administration](#) ▾

GED Manager

Top Resources



Professional Development Training

[View Resource](#)



Resources to Guide Your Instruction

[View Resource](#)



Free Classroom Materials

[View Resource](#)

Announcements



Want to know what your student's scores mean? Find out with these Performance Level Descriptors. Each explains the skills a student demonstrates in order to score into each performance level on the GED® test and the GED Ready® practice test.

GED® Test Performance Level Descriptors

The four performance levels for the GED® test are Below Passing, Passing for High School Equivalency, GED® College Ready, and GED® College Ready + Credit.

- [Performance Level Descriptors Chart - View in Spanish](#)
Breaks down the descriptors for all four subjects by performance level in an easy-to-read chart.
- [Assessment Target Comparison Chart - View in Spanish](#)
Compares the official indicator code language with the language test-takers see in their score report.
- [Performance Level Descriptors - View in Spanish](#)
A full listing of all Performance Level Descriptors for all four subjects.

Mathematical Reasoning



[Below Passing](#) [View in Spanish](#)

[Passing Score](#) [View in Spanish](#)

Language Arts



[Below Passing](#) [View in Spanish](#)

[Passing Score](#) [View in Spanish](#)



High Impact Indicators

[relationships between HII and other indicators.pdf](#)



High Impact Indicators

All of the indicators listed in the GED® Assessment Target indicators describe the critical thinking skills essential to test-taker success in college, career training, and the workforce. However, those we are highlighting in the **High Impact Indicators** may be 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 skills covered in the GED® 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 for students to know and use.
- GED® testing data suggests that **educators may not be currently focusing on these skills** in their GED® test preparation.

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

Reasoning Through Language Arts – High Impact Indicators

Indicator	
R.3.1: Order sequences of events in texts.	<ul style="list-style-type: none"> • located a single, • identified chrono- • described the pr- • re-ordered event • re-ordered event and-effect, etc.)
<i>Primarily measured with literary texts.</i>	

GED®

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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 c. 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 given.</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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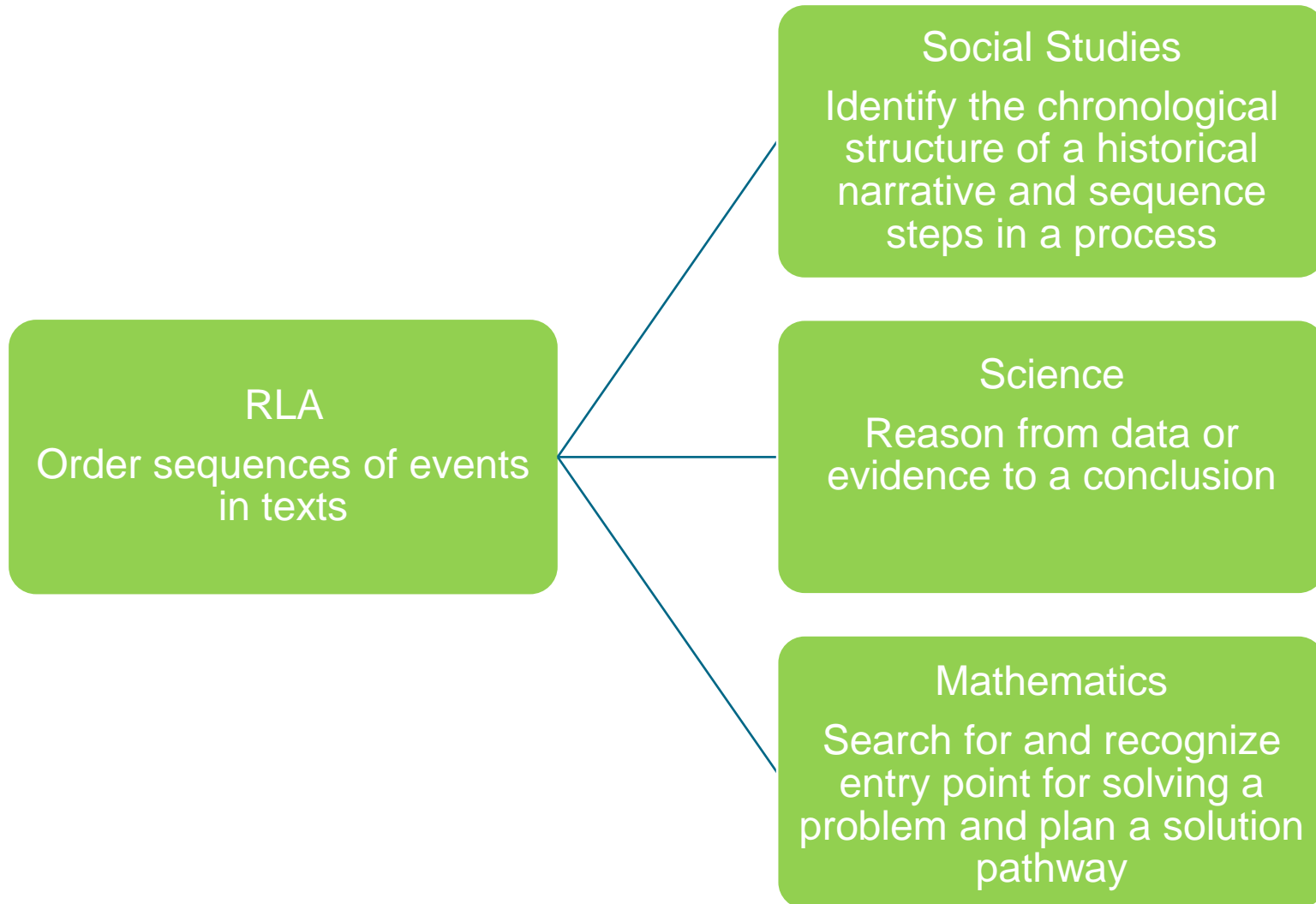
1

It's all about relationships!

- Assist **instructors** in creating instructional plans that address the maximum number of skills
- Assist **students** in applying skills in multiple ways and in a variety of contexts

An Example:

[relationships between HII and other indicators.pdf](#)



Study Guides

The following study guides explain the skills that are covered in each GED® test subject and include sample questions. Use these with your students to help them prepare for each test subject.

Mathematical Reasoning



[View Now](#)

[View Now in Spanish](#)

Language Arts



[View Now](#)

[View Now in Spanish](#)

Social Studies



[View Now](#)

[View Now in Spanish](#)

Science



[View Now](#)

[View Now in Spanish](#)



GED Study Guide

SOCIAL STUDIES

What you need to know about the GED® Social Studies Test

1 You should be familiar with basic social studies concepts, but you're not expected to have in-depth knowledge of each topic.

Remember, the social studies test is not a memorization test! You don't need to know the capitals of countries or the timeframes that certain wars occurred.

2 You'll need to understand social studies concepts, use logic and reasoning, and draw conclusions (which is using your critical thinking skills in social studies).

This study guide and the example questions in it will help you get an idea of what's going to be on the test.

3 You don't need to know everything in this guide!

If you want to see how close you are to passing, the GED Ready® official practice test is a great way to help you determine if you're ready.

Test Overview



Topics

Reading for Meaning in Social Studies
Analyzing Historical Events and Arguments in Social Studies
Using Numbers and Graphs in Social Studies



Time (to take the test)

70 minutes
No breaks

Extended Response Resources

Extended Response Tools and Practice

Use these resources to improve your students' written responses. The scoring tools help you evaluate and provide feedback to students about their RLA GED Ready® written response.

English

- [Extended Response Quick Tips](#)
- [Extended Response Scoring Tools](#)
- [Extended Response Classroom Practice](#)
- [Extended Response Classroom Poster](#)

Spanish

- [Extended Response Quick Tips – Spanish](#)
- [Extended Response Scoring Tools – Spanish](#)
- [Extended Response Classroom Practice – Spanish](#)
- [Explanation of AE Symbol Tool For Spanish Writing](#)

Arsenal of Tools



Enhanced Score Report



Publisher's Recommendations (Chapters/Pages)



Performance Level Descriptors

[Skills Needed to Pass - GED](#)



High Impact Indicators

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



GED Ready Scoring Tool

https://ged.com/educators_admins/teaching/classroom_materials/er_scoring_tools/



Assessment Guide for Educators

[assessment guide for educators all subjects.pdf \(ged.com\)](#)



Educator Handbook

[Teaching Resources - GED](#)



Study Guides

[Study Guides - GED](#)



GED Ready[®]

Assessing Readiness



Three Score Level Indicators on GED Ready[®]

Not Likely to Pass	Too Close to Call	Likely to Pass
100-133	134-144	145-200

When should we test?

“Green” = Test as soon as possible

“Yellow” = May attempt, but advise accordingly because more remediation may be necessary

Keep unnecessary testing to a minimum

Prevent test-takers from becoming discouraged by non-passing scores on the operational exam

Exploring the Program





Inquiring Minds Want to Know

RLA Extended Response

Why Should I Spend Time on the ER

- The ability to write is one of the critical differentiators of long-term success
- Writing skills help develop thinking skills that impact performance on the entire test
- Any score point earned counts towards the overall score



The Urban Legends: Student Remix

- NO ONE earns any points on the ER
- You can game the system by using key words and phrases
- Forty-five minutes isn't enough time to read, plan, and write
- The instructions don't tell you what you have to do
- There is definitely a “right” answer—they are just not admitting it

ER Format

English and Spanish

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

Expectations for Constructed Response



When you write . . .



determine which position presented in the passage(s) is **better supported** by evidence from the passage(s)



explain why the position you chose is the better-supported one



remember, the better-supported position is not necessarily the position you agree with



defend your assertions with multiple pieces of evidence from the passage(s)



build your main points thoroughly

Pilot Study Findings...



Test-takers generally

Do understand

- Not to write their opinion and
- The need to use evidence from the passages



Don't understand

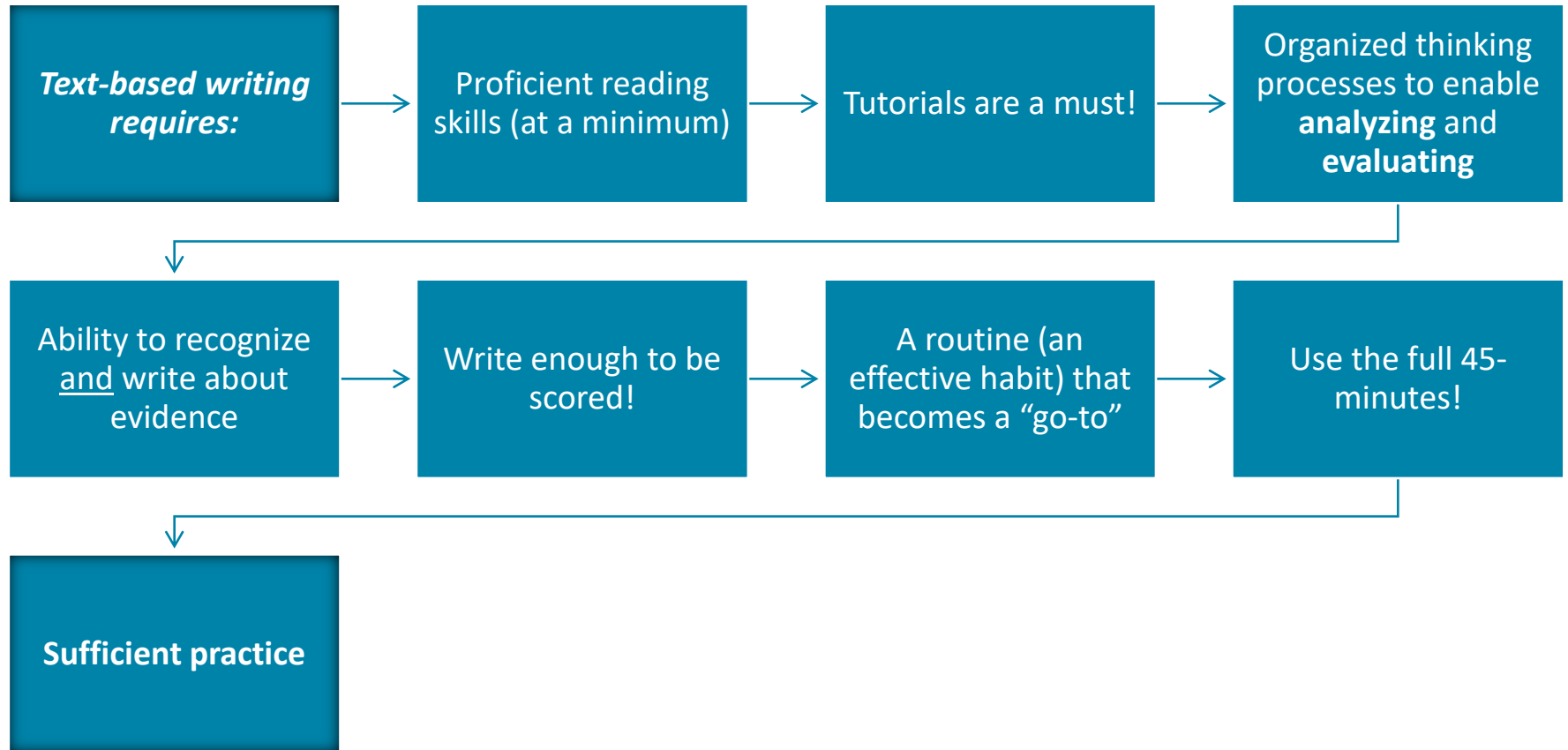
What the task wants them to do (“to analyze” means “to read”)

That they need to explain WHY the evidence they choose was the best to support the stronger argument

A Few Insights to Improve Student Performance

What Earns Points

Are Your Students Still Struggling?



Interact with Text – Analyze

Purpose/Context	What is the text about? What type of text is it? What overall purpose does the text serve?
Author	Who is the author of the text? What qualifies him/her to write on this subject?
Audience	Where does the text appear? What does the author expect the reader to do or think based on the argument/information presented?
Proof/Evidence	What type of evidence is provided? Is more than one type of evidence provided? Is evidence provided for both sides of an argument?
Organization/ Structure/Style	What is the organization of the text? What is the tone? What type of sentence structure/complexity, figurative language, rhetorical questions are used?

What Earns Points

- **Analyzing** the issue or the quality of the argument through which both sides are presented
 - Evidence cited must support overall message **and** must be analyzed in some way
- Demonstrating that the test-taker has *engaged with the text* and has *created a text-based argument*

Evidence in Text Sources

Type of Evidence	Definition
Factual	Truthful statements that cannot be denied. Statements that the average person may know or which can be proven.
Statistics or Data	Numerical facts; can be presented in raw numbers, percentages, or fractions.
Examples or Anecdotes	Real-life situations, events, or experiences that illustrate a position; anecdotal stories that help explain an author's claim.
Expert Testimony	The observations or conclusion of someone who is considered highly knowledgeable because he/she is an expert in a particular field of study or occupation; someone who has firsthand knowledge and experience.
Logical Reasoning	An explanation which draws conclusions that the reader can understand; a discussion which helps the reader understand or make sense out of facts or examples offered.
Emotional Appeal	Use of sympathy, fear, loyalty, etc. to persuade; manipulates the reader's emotions – ethos, pathos, logos.

What Earns Points

- Going beyond merely stating which side is better supported
 - A single statement of a stance is considered insufficient
 - Needs to include the “why”
- Doing more than just using quotations
 - Evidence cited must support the overall message and must be analyzed in some way



From Struggling to Successful

	Struggling Writers	Successful Writers
Plan	<ul style="list-style-type: none"> • Are unaware of purpose or process of writing • Have little or no knowledge of the text structure of an essay • Have difficulty developing plans and staying focused on the topic • Experience greater writing anxiety and decreased motivation 	<ul style="list-style-type: none"> • Analyze the task • Understand and apply all the elements of an essay • Create goals for their writing • Develop plans to achieve their goals • Discuss how and why a plan will work
Organize	<ul style="list-style-type: none"> • Produce fewer ideas • Fail to organize their thoughts 	<ul style="list-style-type: none"> • Develop multiple ideas • Organize their ideas
Draft/write	<ul style="list-style-type: none"> • Plan what they are going to say as they write • Use imprecise and nonspecific vocabulary • Struggle to convey their thoughts, ideas, and opinions • Write fewer sentences • Focus on mechanics rather than on clarity and organization 	<ul style="list-style-type: none"> • Write using an organized plan, but adjust goals when obstacles arise • Use vocabulary accurately • Experience fewer difficulties with the elements of an essay • Generate sentences that support their ideas
Edit and Revise	<ul style="list-style-type: none"> • Experience problems with grammar, punctuation, and spelling • Place words and letters too close or too far from each other • Do not review and make correction 	<ul style="list-style-type: none"> • Edit spelling, capitalization, and punctuation • Make more content revisions • Correct overall appearance

Do these examples of summarization and personal information look familiar?

Summarization

If those are the arguments that are made, then people just need to be more responsible if they are having trouble adjusting with the time change.

Personal Information

Back when it was thought of it made sense – but times have changed and now its time to not have it.

Educators often work with both of these types of writing in the classroom. However, this is not the type of writing being assessed by constructed response on the RLA test.

What to Avoid

Responses should not

- Be composed of a summary of the passage or authors' positions
- Include personal information (*e.g. opinion = I think, I feel, or I know*)
- Be written in first person

Setting the Claim (statement of stance)

This . . .

In the argument for daylight savings time, the pro daylight savings position is better supported because the research is more timely and reliable.

Between the two positions arguing whether or not Daylight Saving Time (DST) is useful in terms of energy consumption and safety, the argument in favor of DST is better supported because it uses more factual evidence.

Instead of . . .

They say daylight savings time is a great thing.

The changing to daylight saving time twice a year is quite confusing to a lot of people, especially at the time right before and after the change.

Analyze, (Evaluate), and Engage

This . . .

In the argument for daylight savings time, it seems that the pro daylight savings time position has won. The first article brings up several improvements in the daily lives of Americans which daylight savings time brings about. The article then uses studies and large scale research to support its position. In the second article, only smaller scale studies are used, and the writer uses arguments with no factual basis to support anti-daylight savings positions.

Instead of . . .

The changing to daylight saving time twice a year is quite confusing to a lot of people, especially at the time right before and after the change. A person can become upset when they forget to change their clock each time. More accidents can also happen in rushing, when you forget to change all of your clocks.

Keep it Simple!

Beginning

- The introduction states the main idea or position. It begins with a topic sentence/thesis statement. The beginning restates the question and sets the stage to answer the prompt.

Middle

- Answer the question first.
- Provide important information the author stated and meant. This is where you go to the text(s) and provide examples/evidence and important details to support the answer.
- Sample phrases to introduce each text reference include: ... stated; in the text ...; for example . . .
- Include background information as required through the prompt.

Ending

- Write a closing that summarizes the position taken or restates the thesis statement in a different way.

Simple Techniques to Improve Scores

Expose students to a structured approach to the writing task and help them understand that they need to:

- Write a complete response (300-500 words), not just a short paragraph
- Provide commentary on the evidence cited (explain the “why”)
- Develop two or three ideas fully, rather than mention a lot of things without detail
- Leave five minutes at the end for proofreading

- Practice, practice, practice!
- Use a plan (e.g., a graphic organizer or an outline) for organizing the information from the reading and then write about it
- Bringing good grammar to the writing task
- Answer the question that is asked



Dig Deeper into Students' Writing Samples

Using the Electronic Scoring Tool

GED Ready Scoring Tool!



Extended Response Scoring Tool

The GED Ready® Practice Test for language arts gives students a chance to practice their writing skills by completing an Extended Response (ER) question. This tool is designed to help you score and provide meaningful feedback to your students about their written response, located in their GED Ready Score Report.

Although this tool is complementary to the GED Ready Practice Test, it can be used with other practice questions in your classroom!

How to use this tool

This tool guides you in scoring your student's Extended Response based on three traits and provides feedback in a printable report.

1. Download the prompts and passages used in the GEDReady. As you read your student's response, you should be able to determine which one they were given.
2. Enter your student's name and test date (or date of response) to personalize their report.
3. For each trait, read your student's response and select the skill descriptors that best describe the response (you will read the response at least three times).
4. View the feedback report and print it to review with your student.

Candidate Name:

Test Date:

START SCORING

https://ged.com/educators_admins/teaching/classroom_materials/er_scoring_tools/



For Your Information... Hand Scoring of Spanish RLA Tests

- ALL of the Spanish RLA ERs are hand-scored
- Every single response is scored by at least 6 expert scorers (2 per each of the three traits)
- Sometimes as many as 9 expert scorers (if there are scoring disagreements among any of the pairs of scorers)
- This takes a bit of time, although we still return scores on the Spanish RLA relatively quickly, usually within a couple of days at most



A short reminder about the importance of reading skills...



Reading...IS fundamental



Is essential for developing or enhancing higher order thinking skills (e.g. critical thinking, problem solving, and reasoning)



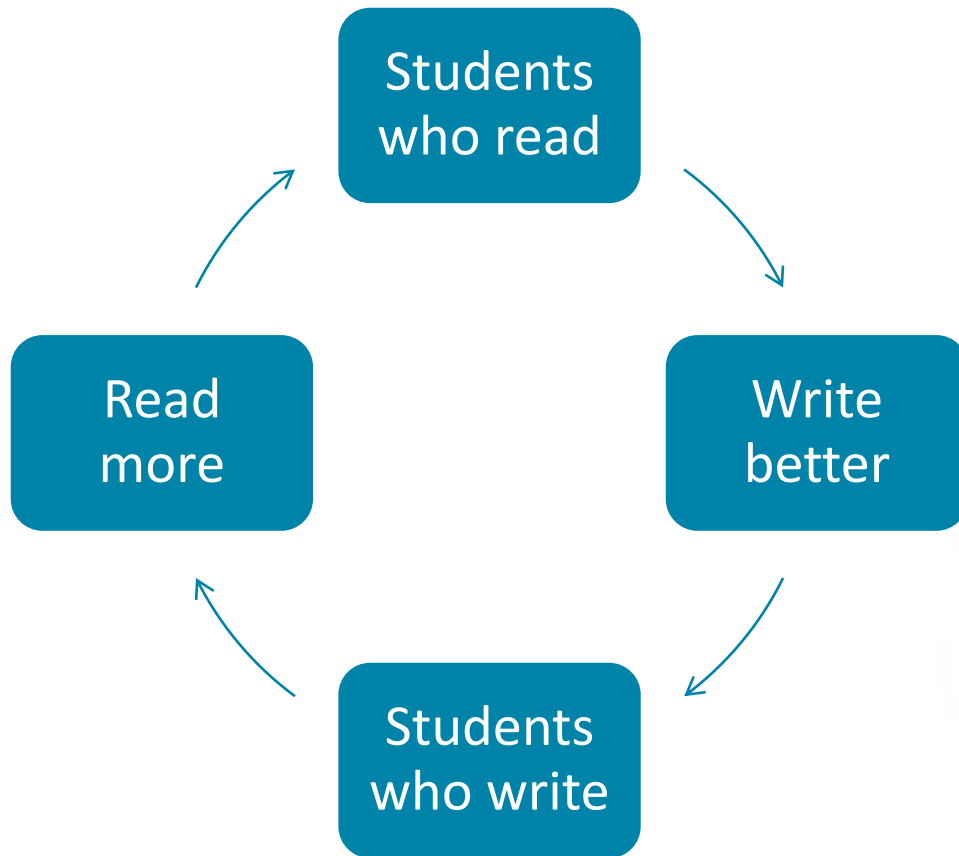
Is at the heart of all content—without reading skills, content cannot be accessed or learned



Provides the necessary framework that enables learning

Teach Close Reading Strategies!

Incorporate reading and writing into every classroom, every day.



- Reading strategies should lead to writing
- Writing strategies should encourage further reading

Advice

Build Vocabulary



Build Students' Content Knowledge



Focus on Concepts and Problem Solving

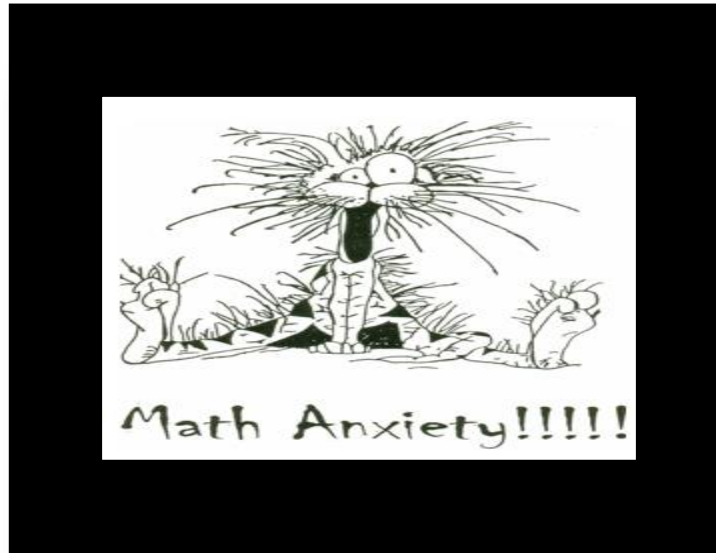
Mathematical Reasoning



Teach the Big Ideas in Algebra

- Variable
- Symbolic Notation
- Equality
- Ratio and Proportion
- Pattern Generalization
- Equations and Inequalities
- Multiple Representations of Functions





One secret I have about math is . . .

My best experience with math was when . . .

My worst experience with math was when . . .

Help Students . . .

- Tackle problems in three waves
 - Do problems that are easily and quickly completed
 - Go back to problems that will take a little longer
 - Save the most challenging problems for last
 - Take advantage of the erasable whiteboards

Build

- Build their reading skills
- Build math vocabulary

Increase

- Increase their conceptual knowledge in math
- Depend less on rote memory

Encourage

- Encourage perseverance when solving problems

Building Student Knowledge and Critical Thinking Skills

- Social Studies



Social Studies Themes

		Social Studies Example Topics			
		Civics & Gov't (50%)	US History (20%)	Economics (20%)	Geography & World (15%)
Focusing Themes	<i>Development of Modern Liberties and Democracy</i>	<ul style="list-style-type: none"> Types of modern and historical governments Structure and design of U.S. government 	<ul style="list-style-type: none"> Key historical documents Civil War and Reconstruction 	<ul style="list-style-type: none"> Key economic events that shape American government and policies 	<ul style="list-style-type: none"> Development of classical civilizations
	<i>Dynamic Responses in Societal Systems</i>	<ul style="list-style-type: none"> Political parties, campaigns, and elections Contemporary public policy 	<ul style="list-style-type: none"> World War I & II Cold War 	<ul style="list-style-type: none"> Fundamental economic concepts Economic causes and impacts of war 	<ul style="list-style-type: none"> Borders between peoples and nations Human migration

What Should I Teach?

Social Studies Content

(GEDTS Assessment Guide – Social Studies)

Social Studies
Focusing Themes

Social Studies
Practices

Students apply skills of analyzing and evaluating to create meaning and understanding

Test-taking Tips for Social Studies



Remind students to read closely and carefully, especially primary sources



Examine graphics closely



Use calculator for data and statistics items

Building Student Knowledge and Critical Thinking Skills

Science



“

*"If it's green or wriggles, it's biology.
If it stinks, it's chemistry.
If it doesn't work, it's physics..."*

”



Handy Guide to Science

Focusing Themes of Science

		Science Content Topics		
		Life Science (40%)	Physical Science (40%)	Earth & Space Science (20%)
Focusing Themes	Human Health and Living Systems	<ul style="list-style-type: none"> • Human body and health • Organization of life • Molecular basis for heredity • Evolution 	<ul style="list-style-type: none"> • Chemical properties and reactions related to human systems 	<ul style="list-style-type: none"> • Interactions between Earth's systems and living things
	Energy and Related Systems	<ul style="list-style-type: none"> • Relationships between life functions and energy intake • Energy flows in ecologic networks (ecosystems) 	<ul style="list-style-type: none"> • Conservation, transformation, and flow of energy • Work, motion, and forces 	<ul style="list-style-type: none"> • Earth and its system components • Structure and organization of the cosmos

What Should I Teach?

Science Content

(GEDTS Assessment Guide – Science)

Science Focusing
Themes

Science
Practices

Students apply skills of science to develop an understanding of the scientific concepts.

Instructor Focus -- Can your students . . . ?

Evaluate whether data supports a hypothesis?

Identify variables in an experimental process?

Determine a method for collecting data?

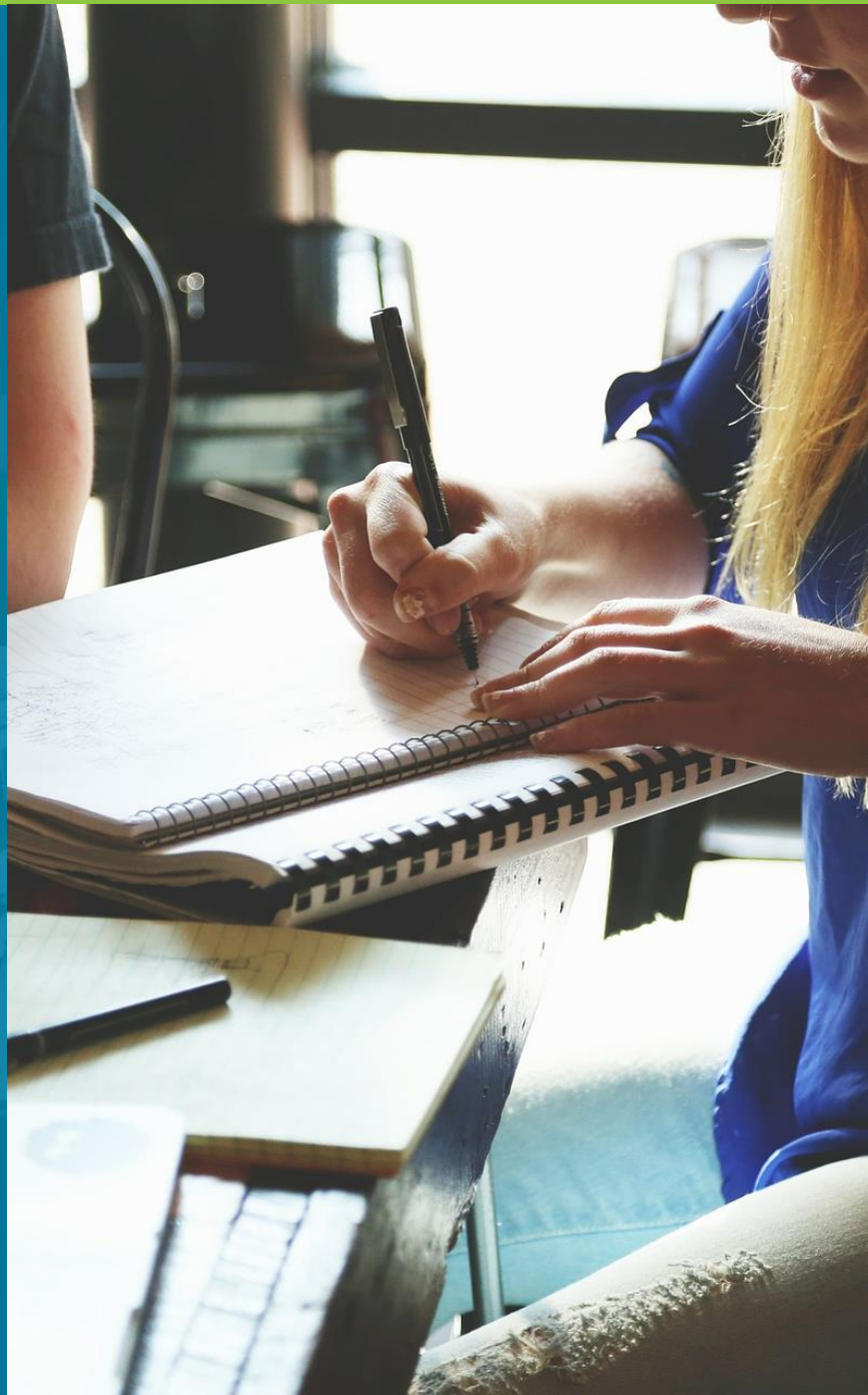
Draw a conclusion based on scientific data?

Determine the correct process for an experiment?

Create a hypothesis?

Design a scientific investigation based on a given hypothesis?

Resources



Tutorials

https://ged.com/educators_admins/teaching/classroom_materials/

- Ensures no surprises on test day
- Opportunity to practice and build skills
- Familiarity can lead to better performance
- Practice using the annotation tools (highlighter and white boards)
- **Students Will Receive:**
 - *Whiteboards and Graph Paper (3)*
 - *Formula Sheet*

- Free Classroom Materials
- Study Guides
- Extended Response
- Scoring Tools
- Teaching Resources
- Professional Development
- Prep Products
- Promote Your Program
- State Policies
- Test Administration
- GED Manager

- Top Resources
- Professional Development Training
- View

Get your classroom ready for action by downloading free materials such as tutorials, practice questions, and reference sheets to help students test with confidence.

Tutorials

Students should practice with these tutorials so they learn about various question types and become familiar with how the test and calculator work. The tutorials work best on a computer (not a smartphone or tablet).

Computer-Based Test Tutorial	Calculator Tutorial
View View Now - Now In Spanish	View View Now - Now In Spanish

Preview the Test

Use the Free Practice Test, which is about one-fourth the length of the actual test, to give your students a preview of the GED® test. It works best on a computer (not a smartphone or tablet). The Study

Reference Sheets

Many of these resources are available to your students in the testing center on test day. Review these with your students so there are no surprises on test day.

English

- [Calculator Reference Sheet](#)
- [Mathematics Formula Sheet](#)
- [Extended Response Answer Guidelines](#)

Spanish

- [Calculator Reference Sheet – Spanish](#)
- [Mathematics Formula Sheet – Spanish](#)
- [Extended Response Answer Guidelines – Spanish](#)

Sample: Math Formula Sheet

2014 GED® Test Resources



Mathematics Formula Sheet & Explanation

The 2014 GED® Mathematical Reasoning test contains a formula sheet, which displays formulas relating to geometric measurement and certain algebra concepts. Formulas are provided to test-takers so that they may focus on *application*, rather than the *memorization*, of formulas.

Area of a:

square	$A = s^2$
rectangle	$A = lw$
parallelogram	$A = bh$
triangle	$A = \frac{1}{2}bh$
trapezoid	$A = \frac{1}{2}h(b_1 + b_2)$
circle	$A = \pi r^2$

Perimeter of a:

square	$P = 4s$
rectangle	$P = 2l + 2w$
triangle	$P = s_1 + s_2 + s_3$
Circumference of a circle	$C = 2\pi r$ OR $C = \pi d$; $\pi \approx 3.14$

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 ; $\pi \approx 3.14$)

Data

mean	mean is equal to the total of the values of a data set, divided by the number of elements in the data set
median	median is the middle value in an odd number of ordered values of a data set, or the mean of the two middle values in an even number of ordered values in a data set

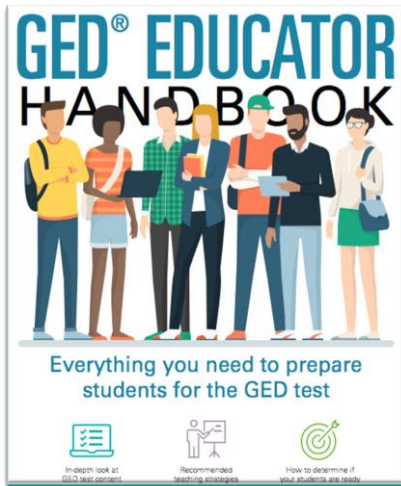
Math Resource

Research shows that students struggle with non-calculator items on the GED Math test. Use these resources to target your instruction and improve student performance.

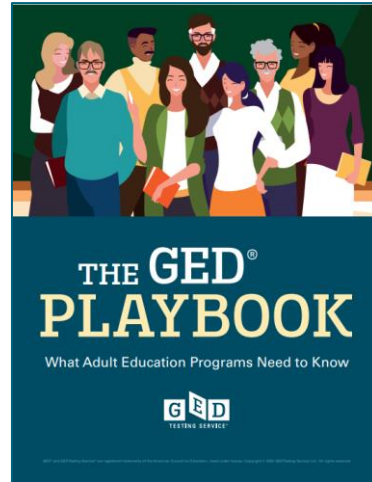
- [Calculator-Prohibited Indicators](#) [View in Spanish](#)
- [Tips for Calculator-Prohibited Section](#) [View in Spanish](#)
- [Tips for Attaining High School Equivalency](#) [View in Spanish](#)

Resources!

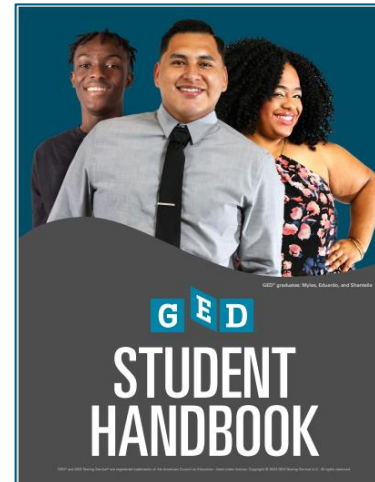
New



[Educator Handbook](#)



[GED Playbook](#)



[Student Handbook](#)



[Learning Preferences eBook](#)

Access Online Reading Materials

The Leonard Annenberg Institute for Civics presents

Annenberg Classroom

Resources for Excellent Civics Education

Search



Introduction to Key Constitutional Concepts and Supreme Court Cases

Online Constitution Course

Explore the Constitution and the Bill of Rights through our free online course. The journey begins with the origin of our founding document, examines how it has changed over the years and discusses the Supreme Court cases that show how the Framers' ideas have lived in modern times. A study guide will be available for teachers and students.

OUR MISSION: Promoting **critical thinking**, education, and informed citizenship by presenting controversial issues in a straightforward, nonpartisan, primarily pro-con format.

ProCon.org is a nonpartisan, 501(c)(3) nonprofit public charity.

PROS AND CONS OF 52 CONTROVERSIAL ISSUES

EDUCATION	POLITICS
1. College Education	30. ACLU
2. D.A.R.E.	31. Concealed Handguns
3. School Uniforms	32. Death Penalty
4. Standardized Tests	33. Boston Marathon Bomber
5. Tablets vs. Textbooks	34. Drinking Age
6. Teacher Tenure	35. Illegal Immigration

ELECTIONS & PRESIDENTS	RELIGION
7. 2008 Presidential Election	36. Social Security Privatization
8. 2012 Presidential Election	37. WTC Muslim Center
9. 2014 Santa Monica Local Elections	38. Churches and Taxes
10. Bill Clinton	39. Under God in the Pledge
11. Felon Voting	
12. Ronald Reagan	
13. Voting Machines	

SCIENCE & TECHNOLOGY
39. Alternative Energy vs. Fossil Fuels

NEWS

5/18/2015 Supreme Court: Maryland has been illegally double-taxing residents who pay income tax to other states
RELATED CONTENT - Timeline: The Commerce Clause

5/18/2015 Obama to set new limits on police use of military equipment
Reuters

5/18/2015 Red Tape Slows Control System That Could Have Saved Speeding Train
AP

RELATED CONTENT - Speak Out: How would you prioritize the transportation budget?



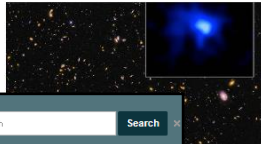
View All News Today in History

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About Newsela & PRO Sign In Sign Up

WAR & PEACE SCIENCE KIDS MONEY LAW HEALTH ARTS SPORTS

SCIENCE



400 SCIENCE 915 780

05.14.15 Scientists say sea animals on alien planet would probably swim the same

05.12.15 Experts worry as crab-fishing poses a whale of a problem

THE ASPEN INSTITUTE Digital Resource Library

Search Documents: (advanced) GO Participant Log In

Home About Common Core Resources Topics Network Meetings

Home > Common Core Resources from The Aspen Institute > Tools for Teachers: Professional Development Modules >

Tools for Teachers: Professional Development Modules

The Tools for Teachers professional development modules are open educational resources designed to meet the needs of teachers, schools, and districts working to make the key instructional shifts in the CCSS for ELA & Literacy a reality for teachers and students. Each module comes with a PowerPoint presentation and facilitator's guide designed for PD instructors, as well as a suite of supplemental exemplars, worksheets, and related resources for deep engagement with the topics.

- Part 1: Text Complexity and the CCSS
- Part 2: Close Reading and Text-Dependent Questions
- Part 3: Designing Close Reading Instruction
- Part 4: Engaging in Academic Writing
- Part 5: Using Evaluation to Support Mastery in Academic Writing
- Part 6: Implementing the CCSS: The Role of ILTs and LASW

Common Core Resources from The Aspen Institute:

- Higher Ed & Teacher Prep Faculty Self-Assessment Tool
- Leading from the Front of the Classroom
- School Transition Resources
- Strengthening Literacy through the Common Core
- Tools for Teachers



President's Corner: Collaboration, Community, and Celebration at the 2022 GED® Conference

August 10, 2022

I'm incredibly grateful that we held the GED Testing Service Annual Conference last month in Atlanta after two years of [...]



Meet our 2022 GED® Graduates of the Year

August 10, 2022

GED Testing Service presented five GED graduates from Georgia with the 2022 GED Graduate of the Year award during the [...]

Recent Posts

[President's Corner: Collaboration, Community, and Celebration at the 2022 GED® Conference](#)

[Meet our 2022 GED® Graduates of the Year](#)

[GED Direct™ Offers Educators a New Way to Buy GED® Tests](#)

[GED® Program Updates](#)

[New Professional Development from the GED Testing Service Conference](#)

[President's Corner: Supporting LGBTQ+ Students and Community Members](#)

[GEDTS 2022 Annual Conference Preview](#)

[GED® Mentorship and Community Partnership Programs](#)

[GED® Program Updates](#)

[GED® Program Spotlight: The Women's Prison Project \(WPP\) Oahu, Hawaii](#)

Enhanced Score Report



Score Graphic

GED Ready® - Reasoning Through Language Arts

170

My Score: 170

LIKELY TO PASS

Test Date: 09/20/2020

[Share my scores/Find GED® Classes](#)



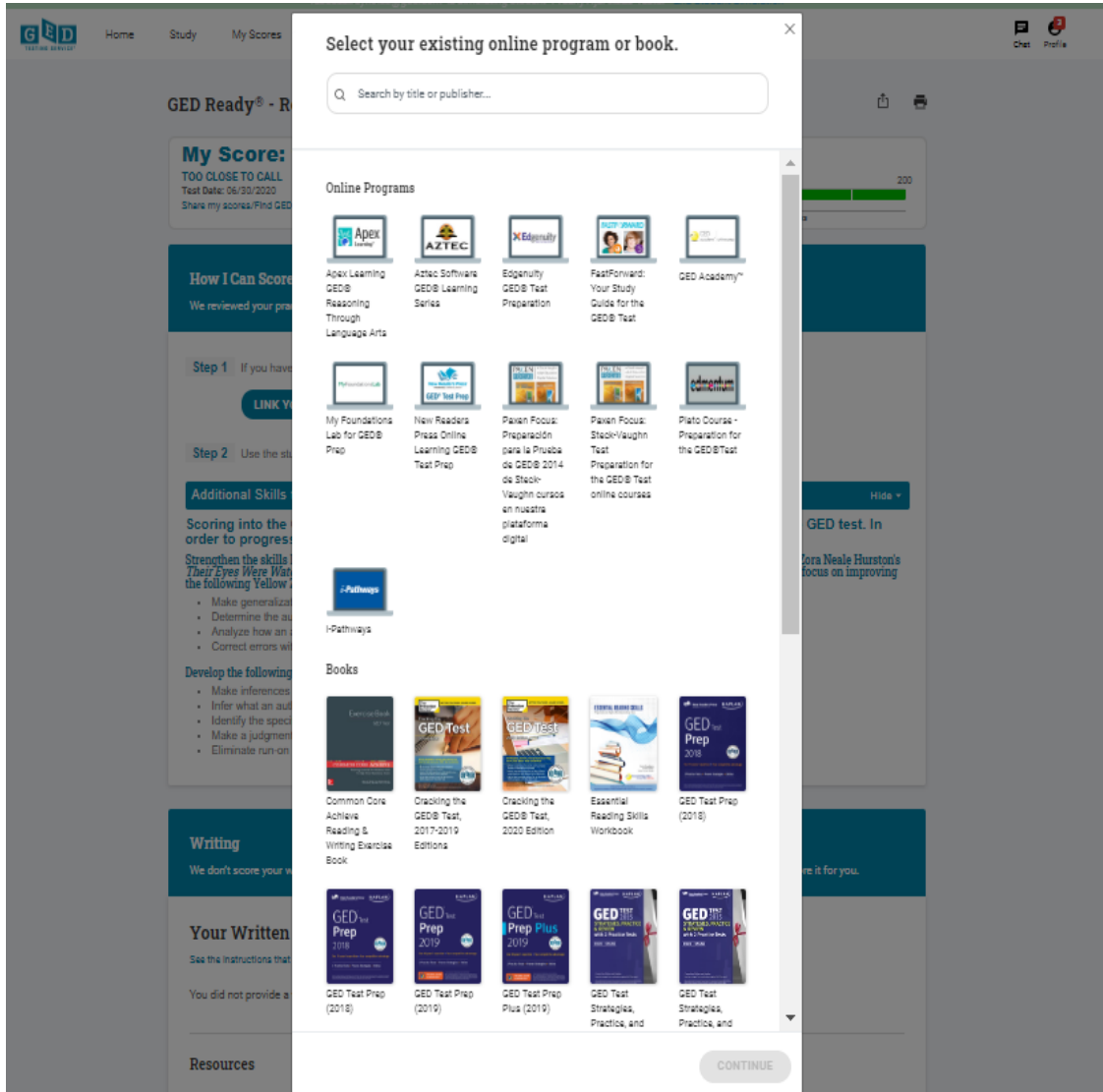
Congrats Christine, you're ready to take the GED test!

Your GED Ready results show you're likely to pass the GED test for Language Arts. Keep the momentum going by scheduling your test!

[Schedule Test](#)

Likely to Pass, Too Close to Call, Not Likely to Pass

Select Study Material Pop-Up



Student can use the Search field to find their study material by name or publisher.

Online study materials are shown inside a computer screen.

Books are shown by a graphic of their cover.

GED® Content Aligned Products



[PRODUCT DETAILS](#)



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[PRODUCT DETAILS](#)

Study Plan Created

Link Your Study Material

We've identified the exact skills you need to work on, based off your GED Ready results. Link a book or online program to see the exact pages/sections for each skill you need to study in the checklist to the left.



Your linked study Material:

GED Test Prep 2018

[Change >](#)

Your Skills to Improve Checklist

1/14 completed



Link your study material above

See exactly what pages/sections you need to study, below:



Study pages 60-61

Determine the main idea



Study pages 60-61

Determine which details support a main idea



Study pages 60-61

Understand main ideas and details

Book has been linked - study plan has been created as a Skills to Improve Checklist.

Added ER Resources

- ❖ Student's Written Response Shows in main section.
- ❖ Resources include Answer Guidelines & Example of a Perfect Score
- ❖ Video Lessons
- ❖ Share with AE
- ❖ Print copy of Score Report
- ❖ Find GED Classes

Writing

We don't score your written response on the practice test. If you want to get feedback on your writing, you can ask a teacher to score it for you.

Your Written Response

See the instructions that were on the test.

You did not provide a written answer.


Resources

WRITTEN RESPONSE
[Answer Guidelines](#)


WRITTEN RESPONSE
[Example of a Perfect Score](#)

Video Lessons: How to Write a Great Written Response


Page 1 of 3




Overview of the GED Extended Response Format (1:28)




How to Pass the GED Extended Response (3:14)



How to Determine Which Position is Best Supported (2:49)




How to Write a Well-Supported Argument (4:21)




How to Make an Introduction (1:15)


Share Your Score Report With a Teacher



[Share with Adult Education Center](#)



[Print to take to Adult Education Center](#)



[Find GED classes nearby](#)

Please note that your projected score for Reasoning Through Language Arts of the GED test is valid for 60 days from the date you took GED Ready for Reasoning Through Language Arts. In addition, it assumes you took GED Ready for Reasoning Through Language Arts in one sitting, under timed conditions, with no breaks. The projected score is only an indication of your preparedness for the actual GED test and does not guarantee that you will actually obtain the projected score on the GED test. Although the study recommendations listed on the 'How I Can Score Higher' page may aid you in preparing for the GED test, following these recommendations alone does not guarantee a positive result on the actual GED test.

82

Printable Version

Score Report: GED Ready® - Reasoning Through Language Arts

Christine Blaisdell's Score: 170

09/20/2020

Congrats Christine, you're ready to take the GED test!

Your GED Ready results show you're likely to pass the GED test for Language Arts. Keep the momentum going by scheduling your test!



Your linked study Material:

FastForward: Your Study Guide for the GED® Test

Your Skills to Improve Checklist

Link your study material above

See exactly what pages/sections you need to study, below:

Reading: 1.1 Main Ideas and Supporting Details

Understand main ideas and details

Reading: 1.2 Summaries and Inferences

Identify the relationship between the main idea and details

Reading: 1.2 Summaries and Inferences

Identify the theme of a piece of fiction or nonfiction

Notes

Shows linked study material and skills to improve checklist.

Notes for educator.

RLA shows student's written response to ER and instructions they were given on test.

Marketing & Communications

How/Where to Access Print Flyers

The screenshot shows the GED website interface. At the top, there is a search bar and a language dropdown set to 'English - US'. A navigation bar includes 'About The Test', 'Study', 'Grads and Transcripts', and 'Blog'. A 'Log In' button with a 'SIGN UP' link is also present. The breadcrumb trail reads: Home / Educators & Admins / Teaching the GED® Test / Promote Your Program.

The left sidebar contains a menu with the following items: GED Program Overview, Teaching the GED® Test, Free Classroom Materials, Teaching Resources, Professional Development, Prep Products, Promote Your Program (highlighted), State Policies, Test Administration, and GED Manager. Below the menu are sections for 'Top Resources' (Professional Development Training, Resources to Guide Your Instruction, Free Classroom Materials) and 'Announcements' (2020 GED Annual Conference).

The main content area features a 'Promote Your Program' banner with a photo of people in a classroom. Below it is a section for 'GEDPrep Connect™' with a book icon, describing a tool for connecting with students and listing its features. A 'Learn More About GED Manager™' link is provided.

The bottom section is titled 'GED PrintHub' and contains a sub-section for 'Printable Flyers'. This section states that users can download flyers in English and Spanish and provides a 'Download' link. A blue circle and arrow highlight this 'Download' link, with a callout box pointing to it.

Download Here
Eng. & Esp. Versions

GED TESTING SERVICE®

CAMBIA TU FUTURO
EMPIEZA CON EL GED®



"El siguiente paso es continuar con la universidad, lograr mi bachillerato e ir por más."
 — Alicia, GED Grad

YA SEA QUE SE TRATE DE UNA NUEVA CARRERA O DE IR A LA UNIVERSIDAD, TODO ES POSIBLE CUANDO OBTIENES TU GED.

EMPIEZA HOY EN GED.COM

ENCUENTRA UN CENTRO CERCANO. PREPÁRATE A TU RITMO. PREPÁRATE PARA PASAR.



Type information about your center here.

Example: name, address, hours of operation, phone number, and email address in addition to other information.

¿POR QUÉ GED®?

¡MÁS DE
20 MILLONES
 DE GRADUADOS, Y CONTANDO!



98% 
 de las universidades y empleadoras
 aceptan el GED.

Los graduados de GED pueden
 ganar un promedio
\$9,000 más por
 año.

"Lo que me gustó del programa de GED es que me permitió ir a mi propio ritmo."
 — Yvette, GED grad

Prepárate a tu ritmo. Sigue estos pasos para comenzar tu futuro:



Regístrate para clases locales o estudia por tu cuenta a través de una variedad de opciones en GED.com.



Toma el examen de práctica GED Ready oficial para descubrir que posibilidades tienes de pasar el examen.



Toma los exámenes en un centro cerca de ti. Puedes tomar los cuatro a la vez o uno a la vez.

EMPIEZA HOY EN GED.COM



GED Vouchers



GED Direct™ Offers Educators a New Way to Buy GED® Tests

August 10, 2022

- A new way to purchase GED test subjects and directly assign them to learners.
- A feature within GED Manager
 - **No** voucher codes to manage
 - **No** extending voucher expiration dates
 - Learners can schedule their assigned GED tests from their student accounts.
- Purchase all tests at once – GED Ready Practice tests, In-Person GED tests, and Online Proctored GED tests.
- You must have a GED Manager account. More information about GED Manager and how to obtain access is available here: https://ged.com/educators_admins/test_admin/ged_manager/
- Access to GED Manager must be approved by your DC GEDPO office.



The official podcast of GED Testing Service

From test takers to change makers, we're sharing the stories of people who have taken a non-traditional path to a better life. Tune in to hear from grads, adult educators, GEDWorks™ partners, and more.

[Listen & subscribe!](#)

GED.com/podcast

Questions?

Thank you!
Adora.Bead@ged.com
202.306.0761

