
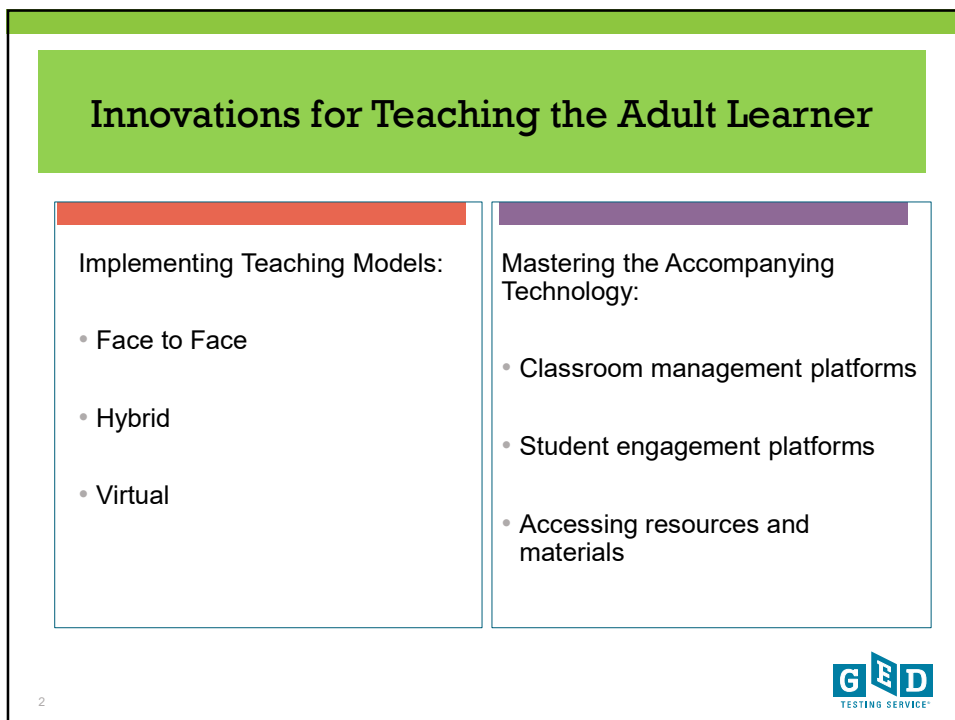
A blue-tinted background image showing several people sitting at a table, looking at documents. Overlaid on this is a white text box with a green border containing the title and workshop details. At the bottom center is the GED Testing Service logo.

Getting Back to Basics in RLA: Instructional Strategies to Help Students Hit the Mark for HSE

A Workshop by GED Testing Service®
Adora Beard, State Relationship Manager
April 19, 2021




1

A slide with a green header bar. Below the header are two white boxes with colored bars at the top. The left box has a red bar and lists teaching models. The right box has a purple bar and lists accompanying technologies. The GED Testing Service logo is in the bottom right corner.

Innovations for Teaching the Adult Learner

Implementing Teaching Models: <ul style="list-style-type: none">• Face to Face• Hybrid• Virtual	Mastering the Accompanying Technology: <ul style="list-style-type: none">• Classroom management platforms• Student engagement platforms• Accessing resources and materials
--	---



2

Tuesdays for Teachers: August -December 2020

How Can I Make This Work-Teaching GED® Students in the "New Normal"

GED Update – Testing and Instruction

Meeting the Challenges to Finishing Strong in Math


ND DOCR Transformation in Adult Education & Growth Mindset

The Online Proctored GED® Test –Part One


Practice Makes Perfect (AND Could Raise a GED Score by 4 Points!)

Modeling Hybrid Learning

The Online Proctored GED® Test –Part Two



3



It's a Brave New World


Transitioning from Test Centers to Online Proctored Testing

4

Innovations in Test Delivery

- On-site Test Delivery
 - Reduced capacity
 - Socially distanced
 - Limited hours
 - According to county health requirements
- Online Proctored GED® Test
 - GED Test offered in English and Spanish
 - Local educators shared information with students
 - Local educators continue to be a critical connection in preparation for the online test experience

5



5


Simplify and Slow Down

Ask yourself the following!

- What knowledge is essential?
- What are prerequisite skills that students need to address the new 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/blended-learning>

6



6

A Paradigm

- Critical Thinking Skills: All content areas
- Problem-solving Skills: All content areas
- Close Reading Skills: All content areas
- Evidence-based Writing Skills: Reasoning Through Language Arts

7

7

GED.com - Educators and Administrators

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

Home / Educators & Admins / Teaching the GED® Test

- GED Program Overview
- Teaching the GED® Test**
- Free Classroom Materials
- Teaching Resources
- Professional Development
- Print 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

8

8

3 Things Every Educator Should Do

1. 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.
2. Take at least one subject of the GED Ready. Your SRM can provide you with a GED Ready voucher(s).
3. Bookmark and utilize GED.com – Educators & Admin

9



9

Inquiring Minds Want to Know

RLA Extended Response



10



10

Why Constructed Response?

- CR is the best way of directly assessing
 - Writing skills
 - Higher-order thinking skills
- RLA ER – 45 min., ~20% of test (in terms of *raw score points*)
- And, yes, it is possible to pass without earning score points . . . however, this is **NOT** a good test strategy



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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



42

12

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

13


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**

14


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”)

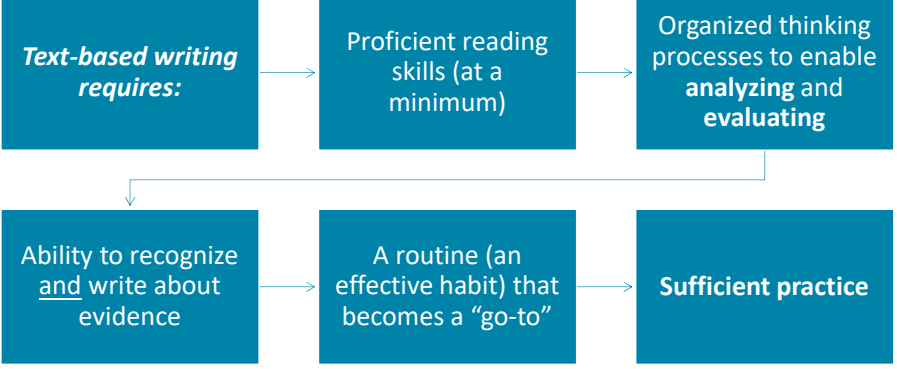
That they need to explain WHY the evidence they choose was the best to support the stronger argument



15


15

Are Your Students Still Struggling?



```

graph TD
    A[Text-based writing requires:] --> B[Proficient reading skills (at a minimum)]
    B --> C[Organized thinking processes to enable analyzing and evaluating]
    C --> D[Ability to recognize and write about evidence]
    D --> E[A routine (an effective habit) that becomes a "go-to"]
    E --> F[Sufficient practice]
    
```



16

16

English and Spanish

QAReview - Candidate Name
Question 6 of 15

Page 1 of 2
Flag for Review

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.

End Test
Previous
Navigator
Next

17

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

The IRIS Center Vanderbilt Peabody College

18



A Few Insights to Improve Student Performance

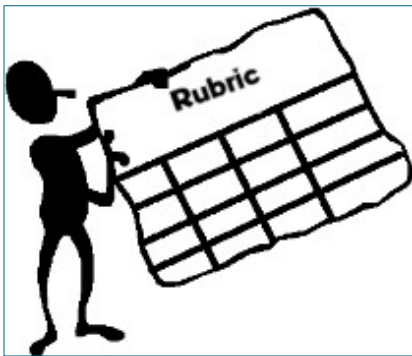
What Earns Points

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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




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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.



21

21

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.




22

22

What to Avoid

Responses should not!

Be composed of a summary of the passage or authors' positions	Include personal information (e.g. opinion)	Be written in first person (let's discuss why)
---	---	--




23

23

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*



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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?

25



25

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.

26



26

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.

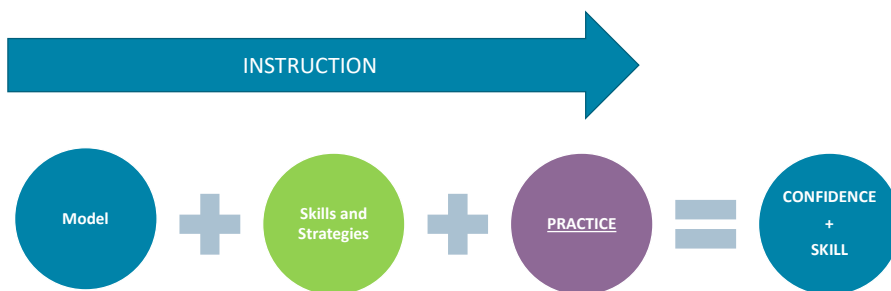
Educators often work with both of these types of writing in the classroom. However, this is not the type of writing being assessed by constructed response on the RLA test.

27



27

Building Better Writing Skills



28



28

We See This All the Time!

- Sentence Structure – Fragments, Run-ons, Comma splices, Dangling modifiers, Parallel structure
- Word Choice
- Mechanics – Capitalization, Punctuation, and Spelling
- Usage – Subject-Verb Agreement, Verb Tense, Pronoun Reference, and Modifiers

Can You Spot the Error?




29

What's wrong?

Sentence Fragment

Because of the creaking sound of the rusty gate.

The doctors, who were using peer-reviewed research articles that contributed to the body of knowledge in their fields, which was internal medicine.



30

What's wrong?

Run-On Sentence

The results of the study were inconclusive, therefore more research needs to be done on the topic.



31

What's wrong?

Comma Splice

The flowers are beautiful, they brighten the room!

The coach was mad at his team, he told the players that they had to work harder in practice, he made them watch extra film to prepare for the next game.



32

What's wrong?

Parallelism

**In the summer we love to swim at Red Lake
and hiking in Falls Park.**



33

What's wrong?

Wordiness or Awkward Sentences

**Some sort of identification that would show
how old we were was requested of us by
the man that collects tickets from people at
the movie theater.**



34

Do you know all of the punctuation marks?
How many are there?

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And the answer is...

Mark	Name	Example
.	full stop/period	I like English.
,	comma	I speak English, French, and Thai.
;	semi-colon	I don't often go swimming; I prefer to play tennis.
:	colon	You have two choices: finish the work today or lose the contract.
-	hyphen	This is a rather out-of-date book.
—	dash	In each town—London, Paris and Rome—we stayed in youth hostels.
?	question mark	Where is Shangri-La?
!	exclamation mark	"Help!" she cried. "I'm drowning!"
/	oblique/slash	Please press your browser's Refresh/Reload button.
" "	quotation marks	"I love you," she said.
'	apostrophe	This is John's car.
()	round brackets	I went to Bangkok (my favorite city) and stayed there for two weeks.
[]	square brackets	The newspaper reported that the hostages [most of them French] had been released.
...	ellipsis	One happy customer wrote: "This is the best program...that I have ever seen."

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Do You Know What This Is?



Where Can You Find This Non-Standard Punctuation Mark Today?



The interrobang is a combination of an exclamation mark and a question mark. Advertising executive, Martin Speckter, introduced it in 1962, pitching it as a 'typographically eloquent way in which to end a statement that expresses excited disbelief, asks a question in an excited manner, or proposes a rhetorical question'. The interrobang was enthusiastically embraced for a brief period until the late '60s.

Pearson adopted the interrobang to emphasize the company's motto of "Always Learning".



37

**Have a Process
and Use It!**



38

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Both Sides Now

Both Sides Now		
Evidence that Supports		Evidence that Opposes
	Question or statement Which position is better supported?	
Decision (Claim)		
Reasons (Analysis/Evaluation)		

Students should

- List the evidence that supports
- List the evidence that opposes
- Evaluate the evidence
- Select the position that is better supported
- Provide reasons why (analysis/evaluation)

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Written Argument in the Classroom

The Question	
Your Claim	
Your Evidence	Your Reasoning
Counterclaims/Rebuttals:	
Summary of your argument:	

- Evaluate data
- Make a claim
- List evidence and reasoning
- Identify counterclaims and provide rebuttals

40



40

Keep it Simple!

Beginning

Middle

Ending

- 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.

- 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.

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

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Simple Techniques to Improve Scores

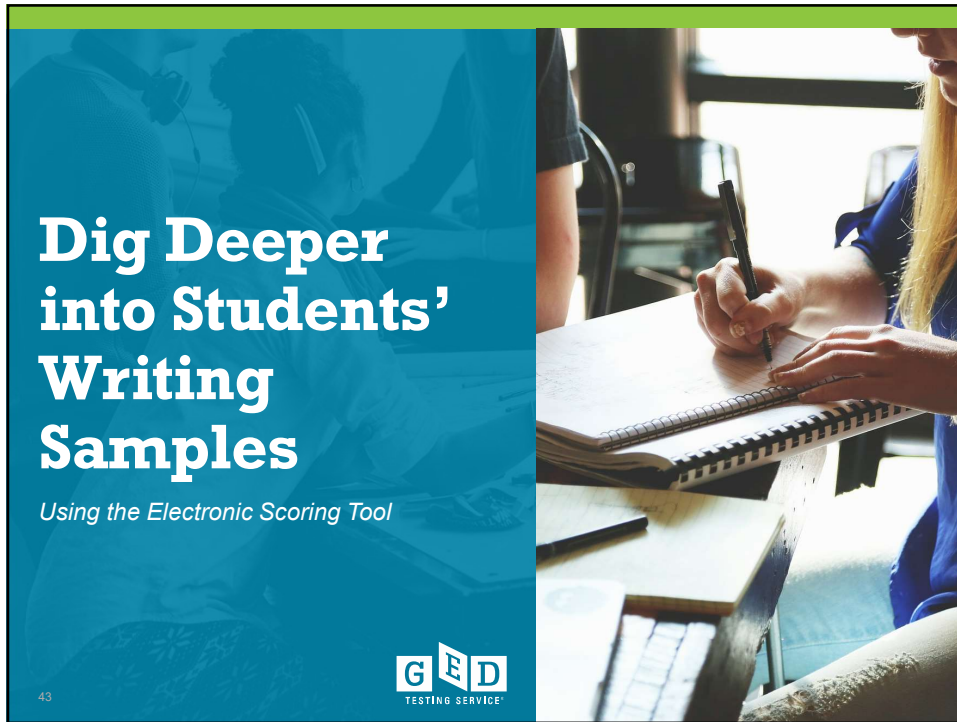
Expose students to a structured approach to the writing task and help them understand that they need to:

- 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

42

42



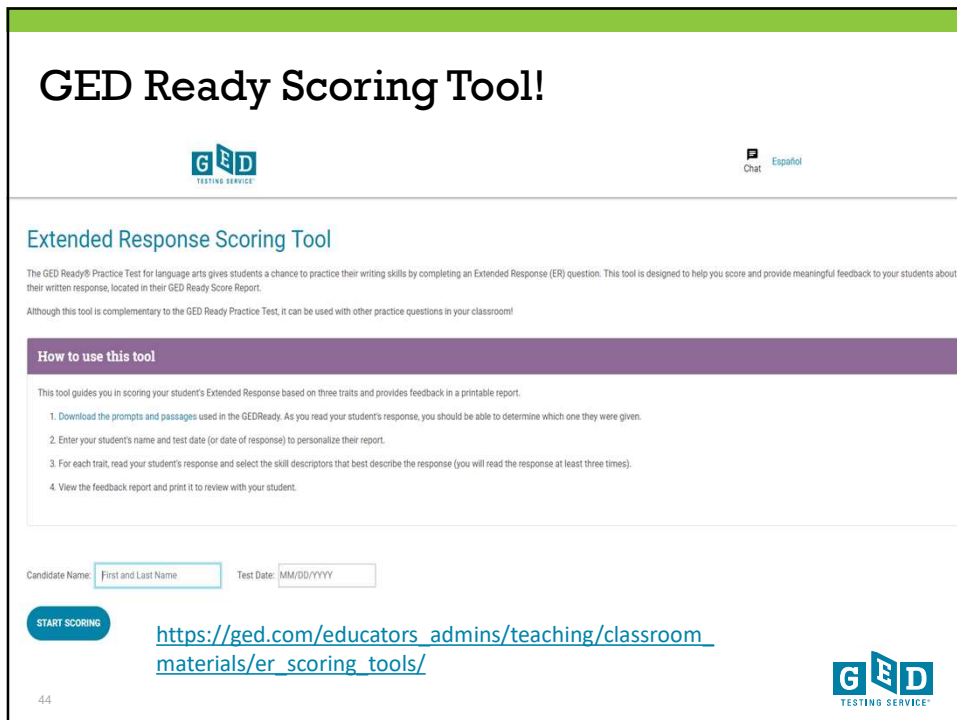
Dig Deeper into Students' Writing Samples

Using the Electronic Scoring Tool

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GED Ready Scoring Tool!

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Chat Español

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.

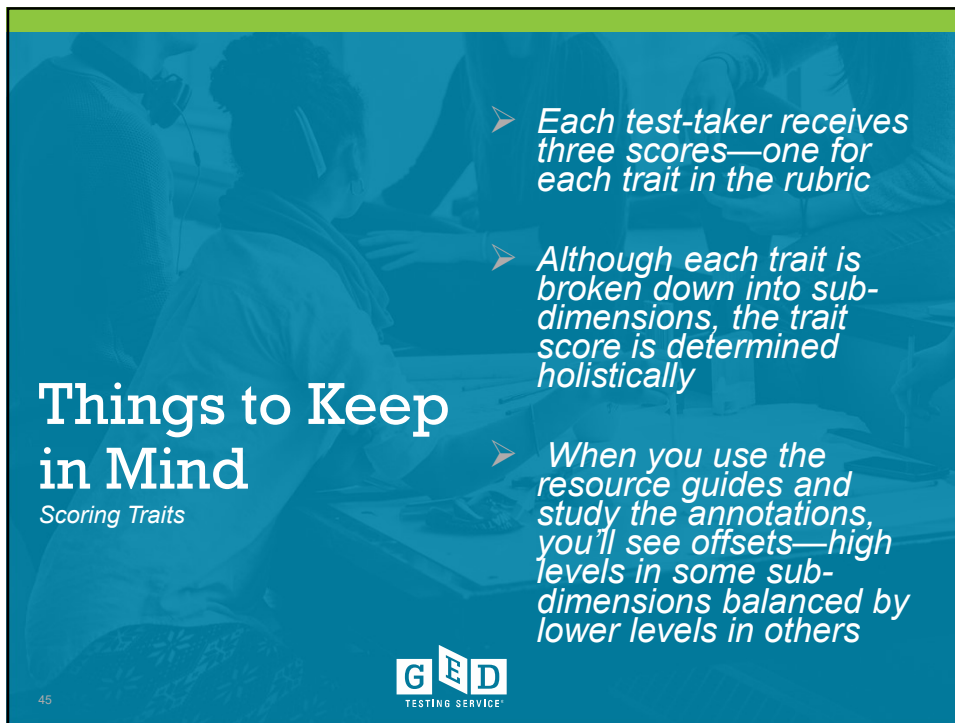
Candidate Name: Test Date:

[START SCORING](https://ged.com/educators_admins/teaching/classroom_materials/er_scoring_tools/) https://ged.com/educators_admins/teaching/classroom_materials/er_scoring_tools/

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44

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Things to Keep in Mind

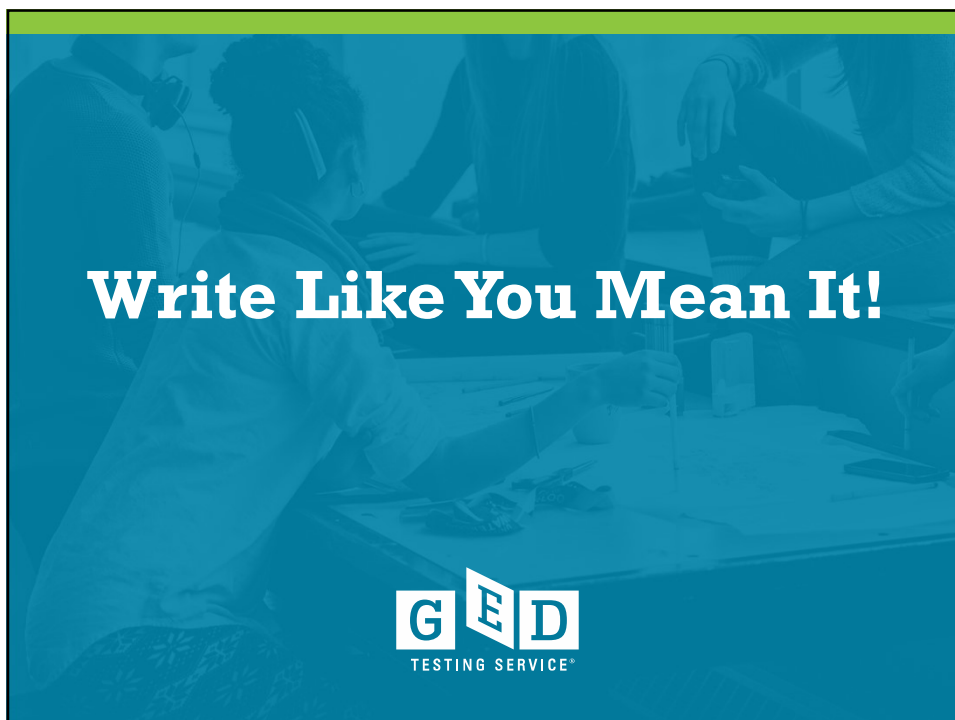
Scoring Traits

- *Each test-taker receives three scores—one for each trait in the rubric*
- *Although each trait is broken down into sub-dimensions, the trait score is determined holistically*
- *When you use the resource guides and study the annotations, you'll see offsets—high levels in some sub-dimensions balanced by lower levels in others*


45



45



Write Like You Mean It!



46

Advice

Build Vocabulary

47

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Building Vocabulary

Vocabulary falls into four categories:

1. Listening: the words we understand when we hear them.
2. Speaking: the words we use when talking.
3. Reading: the words we understand when we read
4. Writing: the words we use when writing

Edgar Dale – Cone of Experience

48

Word Meaning - Vocabulary

What level of reading vocabulary is fun, challenging, or frustrating for students?

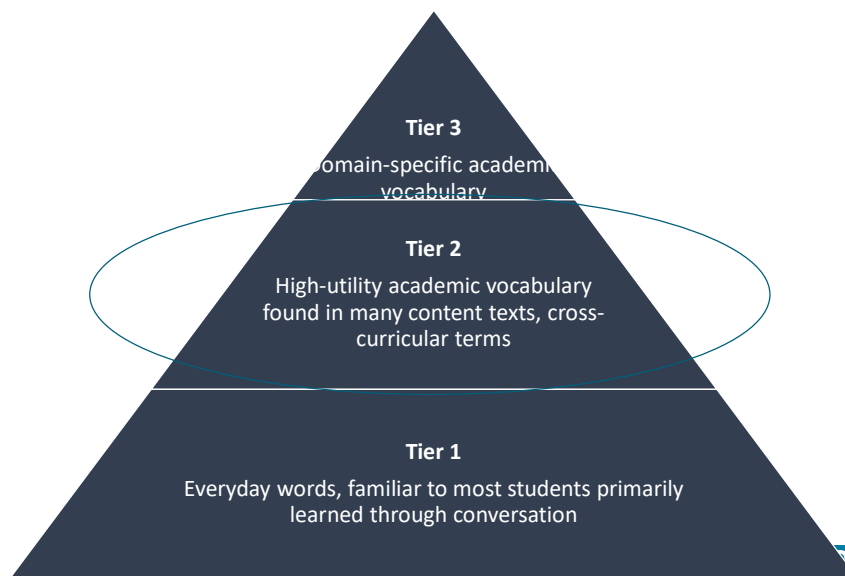
- 98% of words fun
- 95% of words challenging
- <90% of words frustrating

Edgar Dale – Cone of Experience



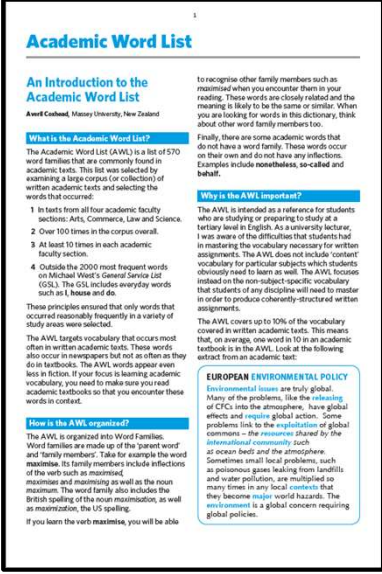
49

Tiered Vocabulary



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Resource for the Classroom




Sample Word Family - interpret

interpretation ← Most common form of the word family

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

[https://www.academia.edu/6556194/An Introduction to the Academic Word List What is the Academic Word List?auto=download](https://www.academia.edu/6556194/An_Introduction_to_the_Academic_Word_List_What_is_the_Academic_Word_List?auto=download)




51

Advice

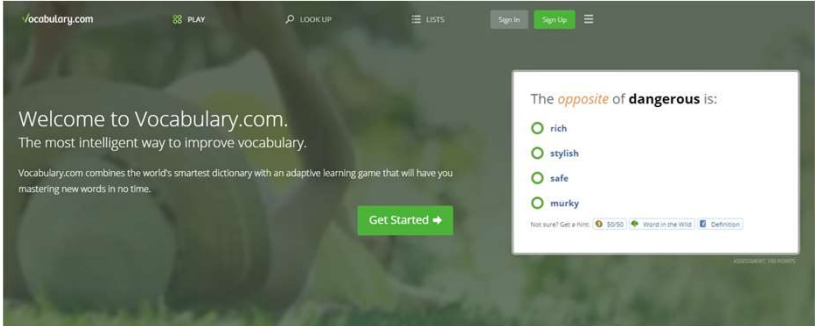
Provide opportunities for practice





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Build Vocabulary



Welcome to Vocabulary.com.
The most intelligent way to improve vocabulary.

Vocabulary.com combines the world's smartest dictionary with an adaptive learning game that will have you mastering new words in no time.

[Get Started](#)

The *opposite* of **dangerous** is:

- rich
- stylish
- safe
- murky

Not sure? Get a hint: 10/50 Word in the Wild Definition


Have some words you need to learn?
Whatever you're learning (or teaching), Vocabulary.com can help.

Quiz coming up?
Enter the words you want to learn and click the "Start Learning" button. We'll work with you until you know them cold.

Teaching a book or article in class?
Paste up to 100 pages of text into the box and we'll create a learning activity you can assign to your students. It's like magic.

<https://www.vocabulary.com/>

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HOT TIP

Teach Close Reading Strategies

Incorporate reading and writing into every classroom, every day.



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54

The Link Between Reading and Writing


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

55

Proficient Readers (and Writers) Can...

Read complex text	Identify text structure	Look for key words and phrases
Unpack the prompt	Develop a claim or argument	Find the evidence that supports that claim or argument
Analyze and evaluate the evidence	Explain how the evidence is connected to the claim or argument	This holds true across <u>all</u> content areas


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Advice

Teach Before, During, and After Reading Strategies

57




57


Research to Practice
These are the things that students need to know and be able to do, if they are to move from struggling to effective reader.

Before Reading	During Reading	After Reading
<ul style="list-style-type: none"> Look at title Review headings and subheadings Identify structure Activate prior knowledge Determine Purpose 	<ul style="list-style-type: none"> Ask Question Make connections based on what they already know Use signal words Use context to identify unfamiliar words Reread and make notes 	<ul style="list-style-type: none"> Summarize Ask clarifying questions Evaluate what has been read Discuss with the group

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58



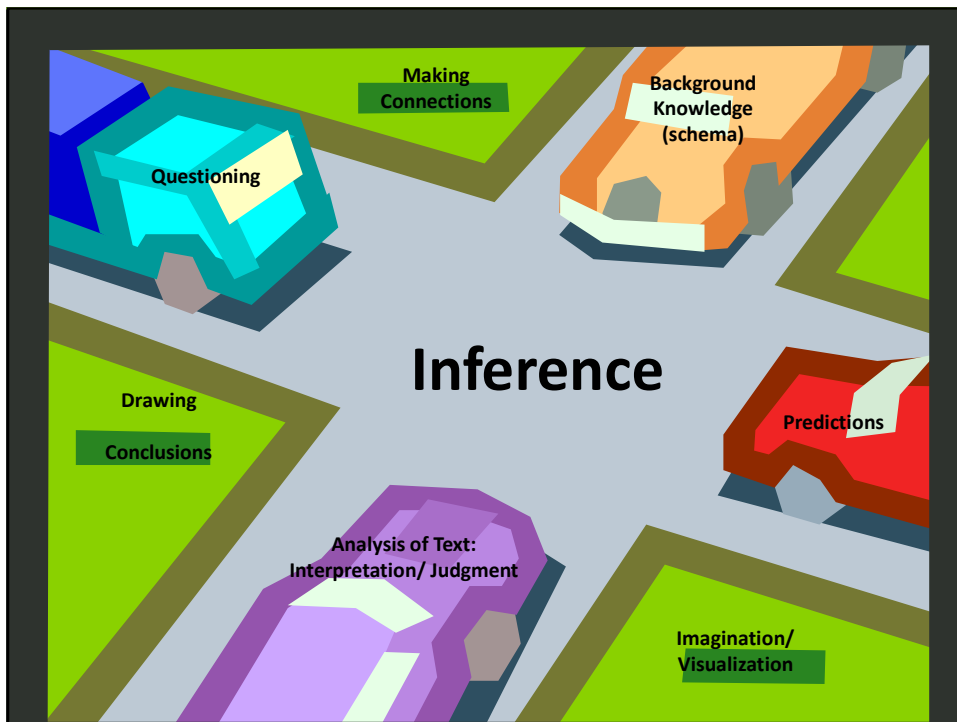
Advice

Build Inference Skills

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59



60

Start with What Students Know



BODY LANGUAGE



61

What can you infer?



62

What can you infer?



63

What can you infer?



64

Inferences

Proficient readers can “read between the lines” and draw deeper understanding and appreciation for what is being read.



Types of Inferences	
Location	Time
Action	Instrument
Object	Category
Occupation or Pastime	Cause-Effect
Problem-Solution	Feeling-Attitude



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Important Tools for the Classroom

What's In Your Bag?




66

66

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.

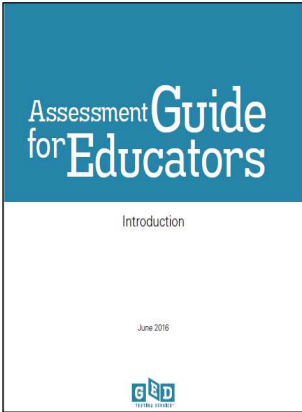
- [Complete Assessment Guide for Educators](#)
- [Assessment Guide Introduction](#)




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!)

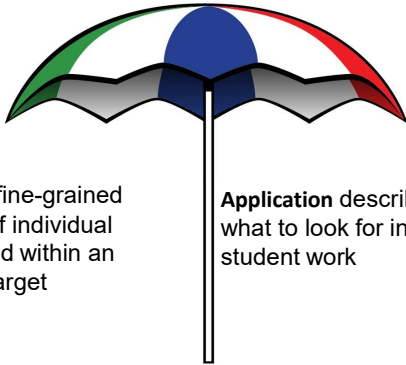


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From Targets to Indicators to Application

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

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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

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' "Caramelo," 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 Techniques

- Order sequences of events in texts at a satisfactory level
- Make inferences about participation of events, characteristics, 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 themes or issues in key texts, 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 connotation and figurative meaning, both context
- Analyze how meaning or form 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 need 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 central 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

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 tienen el examen y obtienen una puntuación en este nivel normalmente demuestran una competencia satisfactoria con las habilidades que se describen en el nivel de "Por debajo de pasar." También pueden comprender y analizar pasajes desafiantes similares a los de Sandra Cisneros' "Caramelo," John Steinbeck's "Travels With Charley," In Search of America, and Donald Mackay's "The Building of Manhattan." Los estudiantes que obtienen esta puntuación en este nivel de desempeño pueden demostrar las siguientes habilidades:


En un texto

- Ordenar secuencias de eventos en textos a un nivel satisfactorio
- Hacer inferencias sobre la participación de eventos, personajes/personajes, escenarios y/o ideas que importancia tienen los eventos en relación con el conflicto o el conflicto de los personajes, o cómo se relacionan con las ideas clave, o contribuyen al significado
- Analizar los roles que desempeñan los detalles en textos literarios o de información
- Determinar el significado de palabras y frases como se usan en un texto, incluyendo determinar connotación o significado figurado
- Analizar cómo el significado o la forma se ven afectados cuando una palabra es reemplazada por otra
- Analizar el impacto de palabras, frases o lenguaje figurado en un texto, con un enfoque en cómo el autor necesita transmitir información o construir un argumento
- Analizar cómo una oración, párrafo, capítulo o sección se relaciona con la estructura general de un texto y contribuye al desarrollo de ideas
- Analizar la relación estructural entre secciones adyacentes de un texto a un nivel satisfactorio
- Analizar el lenguaje de transición o palabras de señal y determinar cómo refinen el significado, enfatizan ideas clave, o refuerzan el propósito del autor, a un nivel satisfactorio
- Analizar cómo la estructura de un párrafo, sección, o pasaje da forma al significado, enfatiza ideas clave, o respalda el propósito del autor


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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

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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

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Where to Access PLDs?

GED.com/educators_admins/teaching/teaching_resources/plds/

About The Test Study Life After GED
Log In [SIGN UP](#)

- GED Program Overview
- Teaching the GED® Test
- Free Classroom Materials
- Teaching Resources
- Skills Needed to Pass
- 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 [View Resource](#)
- Free Classroom Materials [View Resource](#)

Announcements

Performance Level Descriptors

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

:E

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

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Strategize!

Skill Sets for High Impact Indicators Across Content Areas

Focusing Instruction




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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

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

RLA
Order sequences of events
in texts

Social Studies
Identify the chronological
structure of a historical
narrative and sequence
steps in a process

Science
Reason from data or
evidence to a conclusion

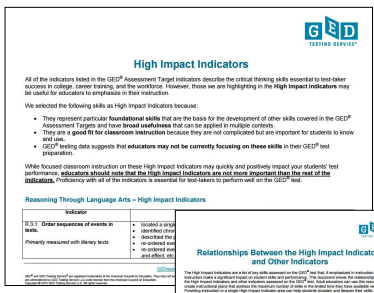
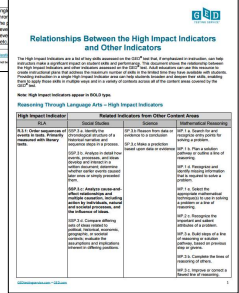
Mathematics
Search for and recognize
entry point for solving a
problem and plan a solution
pathway

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Where to Access HIIs and Relationships

- High Impact Indicators
[https://ged.com/wp-content/uploads/High_Impact Indicators.pdf](https://ged.com/wp-content/uploads/High_Impact_Indicators.pdf)
- Relationships Between the High Impact Indicators and Other Indicators
https://ged.com/wp-content/uploads/relationships_between_HII_and_other_indicators.pdf

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Hot Tip

Arsenal of Tools

- **Enhanced Score Report**
- **Publisher’s Recommendations (Chapters/Pages)**
- **Performance Level Descriptors**
- **High Impact Indicators**
- Assessment Guide for Educators
(Updated regularly)
- Educator Handbook – *Recently updated*
- Study Guides

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Resources

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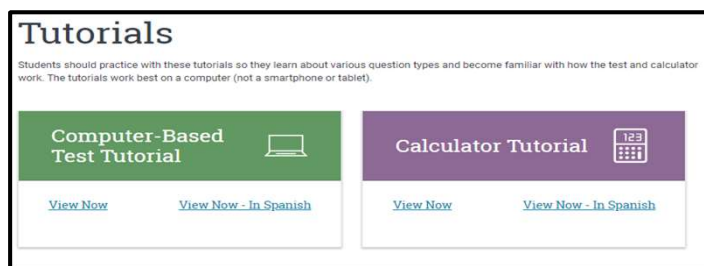


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Tutorials

- Ensures no surprises on test day
- Opportunity to practice and build skills
- Familiarity can lead to better performance
 - **Students Will Receive:**
 - *Whiteboards and Graph Paper (3)*
 - *Formula Sheet*

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



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New E.R. Video Series

Pro Literacy collaboration with GED Testing Service

- Available on GEDTS website under "Classroom Resources"

- Available on **YouTube – Pro Literacy’s Channel**



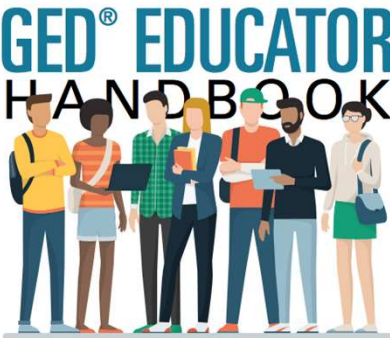
1		Overview of the GED Extended Response—Video 1 of How to Pass the GED Extended Response ProLiteracy
2		How to Determine Which Position is Best Supported—Video 2 of How to Pass the GED Extended Response ProLiteracy
3		How to Write a Well-Supported Argument—Video 3 of How to Pass the GED Extended Response ProLiteracy
4		How to Make a Plan and Write an Introduction—Video 4 of How to Pass the GED Extended Response ProLiteracy
5		How to Write the Body and Conclusion—Video 5 of How to Pass the 2018 GED Extended Response ProLiteracy
6		How to Write a Fully Supported Response—Video 6 of How to Pass the GED Extended Response ProLiteracy
7		How to Check and Revise Your Response—Video 7 of How to Pass the GED Extended Response ProLiteracy

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Educator Handbook!




GED® EDUCATOR HANDBOOK


Everything you need to prepare
students for the GED test



In-depth look at
GED test content




Recommended
teaching strategies



How to determine if
your students are ready

Download at GED.com/educator_handbook



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Tuesdays for Teachers Webinar Series



New Content
New Strategies
New Stuff for the New
Normal!

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. Presented by well-known GED® training experts Bessie Goeman and Susan Pittman, this 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. Attendance is limited and based on a first come, first served basis.

Free
Professional
Development

- Over 30 professional development webinars archived on GED.com
- Each session comes with recording, webinar slides, workbook and certificate of completion



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[Meet Our New GED Board Member: Phyllis Kelley - GED](#)

[Meet Our New GED Board Member: Kellie Blair Hardt - GED](#)

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Access Online Reading Materials

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GED.com Resource Links – Just Click!

Educators & Admins page

https://ged.com/educators_admins/program/

Free Classroom materials

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

Here you find the Tutorials, the Free Practice Tests and all of the reference guides to prepare your students. The Scoring tool is also here.

Teaching Resources

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

This page is very useful for teachers to become familiar with the skills assessed on the test and specifically the High Impact Indicators.

Professional Development

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

Here are the webinars that teachers can watch to become familiar with many different topics.



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General Contact Information

- Student Hotline: 1-877-EXAM-GED (392-6433)

- Test Center Support Line: 1-866-389-3665

Matrix for testing centers only: <https://ged.com/wp-content/uploads/GED-Testing-Center-Support-Line-Matrix.pdf>

Scheduling & General Questions

help@ged.com

For faster service, please include your first and last name, mailing address, and telephone number as listed in your account.

Testing Accommodations

accommodations@ged.com

Online Orders

storehelp@ged.com

This includes orders placed on GED.com and GED Marketplace. For faster service, please include your name and order number.



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Questions?

Thank you!
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202.306.0761

Twitter: @adoradelight
LinkedIn: LinkedIn.com/in/adorabeard55

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