TOOLS FOR SUCCESSFUL TRANSITION WITH GED/HSED
TITLE I-D CONFERENCE
MADISON, WISCONSIN
NOVEMBER 10, 2017

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Department of Public Instruction

TERMS

- GED: 4 GED tests + Civics
- HSED: 5 Options + Civics
  - 5.05: GED + health, employability skills, career awareness
  - 5.06: 22 high school credits
  - 5.07: 24/32 post-secondary credits
  - 5.08: Foreign diploma
  - 5.09: Competency based
- GEDO #2: GED Option #2, available only for approved school districts

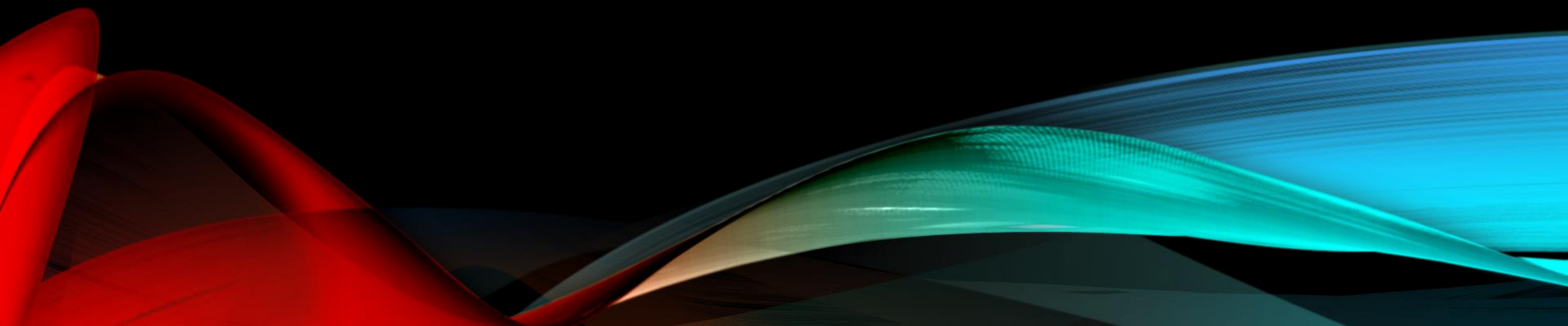
CIVICS UPDATE

Passing score on civics = 65 effective 9/23/17

GED UPDATES

- Constructed Response
  - Removed from Science test
  - May return
  - Does not change the length of the test
  - Does not change the content or the PLDs
- New Products
  - GED Live (Kaplan Test Prep)
  - GED Flash – Online study tool to help students conquer GED test subjects

CONNECTING THE DOTS FOR GED SUCCESS
10 Strategies Every Teacher Can Use




TOP
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TIP 1

USE DATA TO TELL THE STORY AND ASSESS AREAS OF STRENGTH AND NEED

GED TEST SUCCESS RATES

Year	National Pass Rate	Wisconsin Test Takers	Wisconsin Ages 17-21	Wisconsin Inmates
2014	59%	65%	65%	73%
2015	79%	82%	87%	92%
2016	81%	85%	84%	87%
2017 YTD	79%	80%	83%	78%

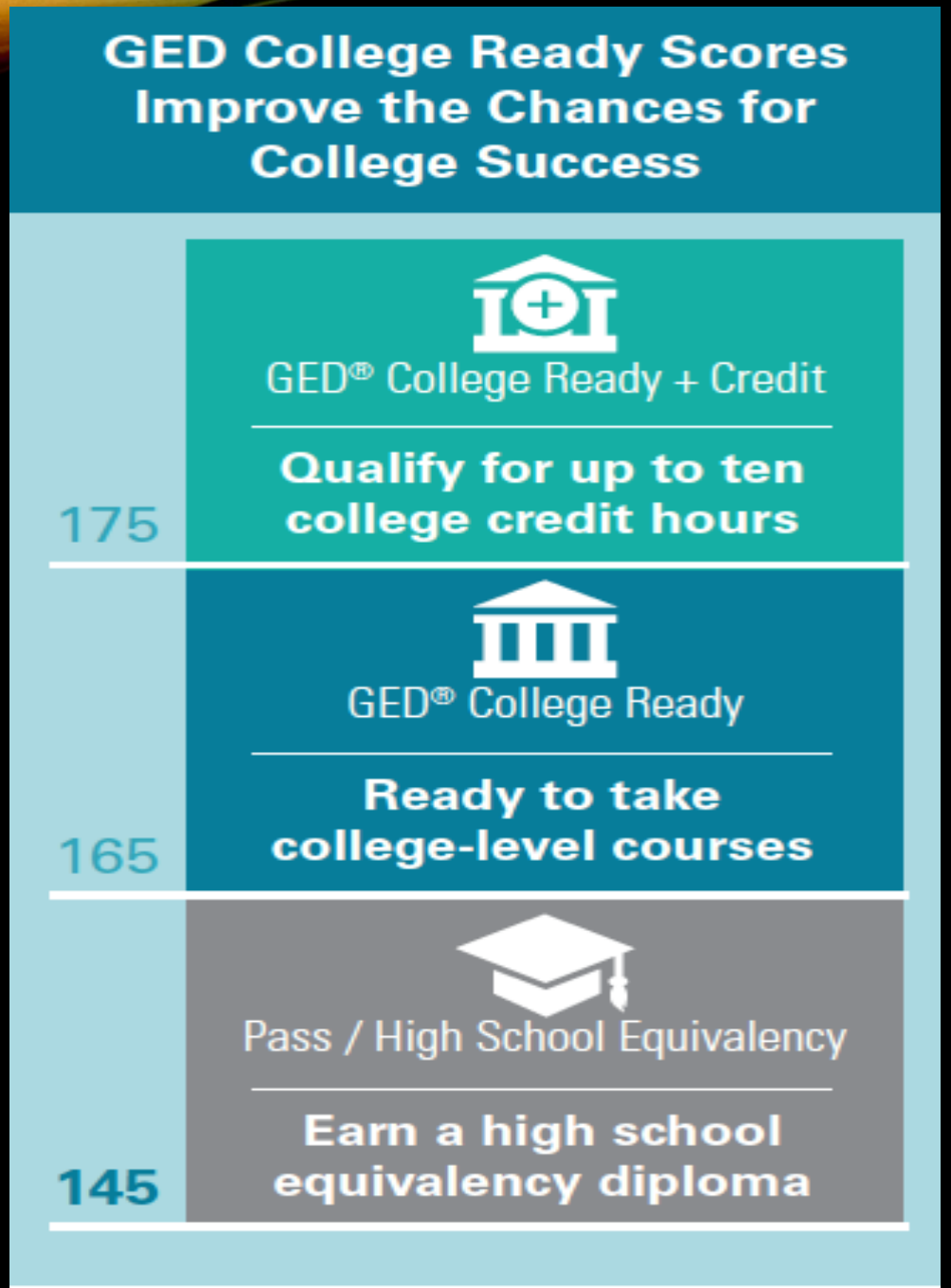
AVERAGE PASSING SCORE PER CONTENT AREA

NATIONAL

- Math: 153
- Science: 155
- RLA: 155
- Social Studies: 155

WISCONSIN

- Math: 155
- Science: 157
- RLA: 157
- Social Studies: 157

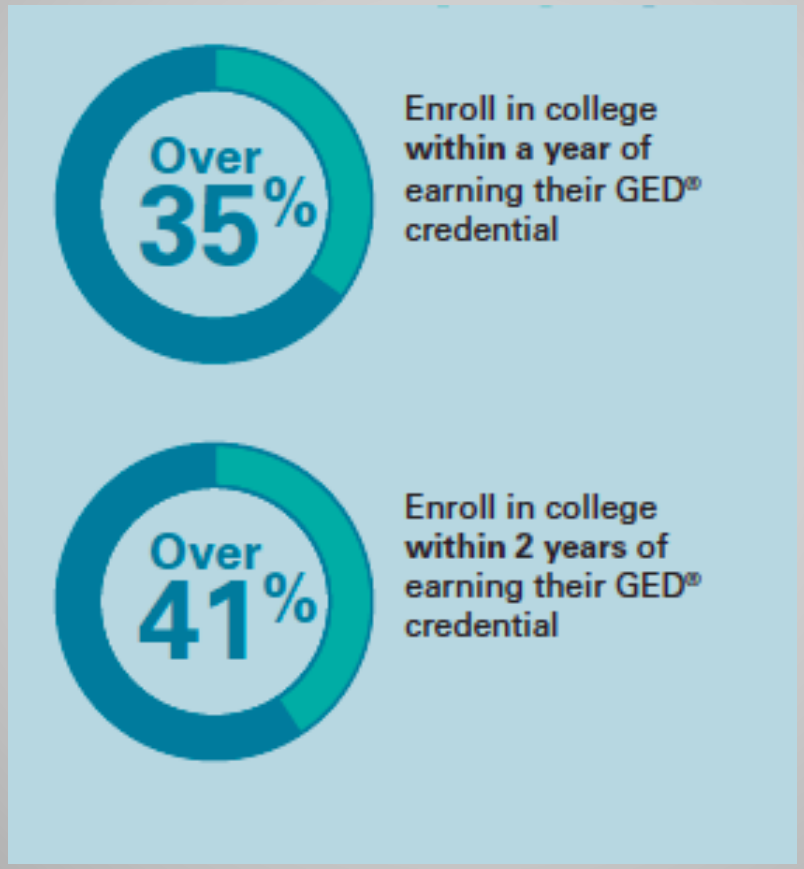

GED College Ready Scores Improve the Chances for College Success
GED® College Ready + Credit
Qualify for up to ten college credit hours
175
GED® College Ready
Ready to take college-level courses
165
Pass / High School Equivalency
Earn a high school equivalency diploma
145

GED® PERFORMANCE LEVELS

1. Below Passing	2. Pass/High School Equivalence	3. GED® College Ready	4. GED® College Ready + Credit
0-144	145-164	165-174	175-200
Scores below the GED® test Passing Standard	Scores at or above the GED® test Passing Standard	Scores indicative of College and Career Readiness	Scores indicative of skills taught in some beginning college-level courses

RESEARCH RESULTS HIGHLIGHTS

- Data matches in 2015 and 2016 with National Student Clearinghouse indicate:



* Results based on random samples of 10,000 graduates in 2015 and 27,000 graduates in 2016

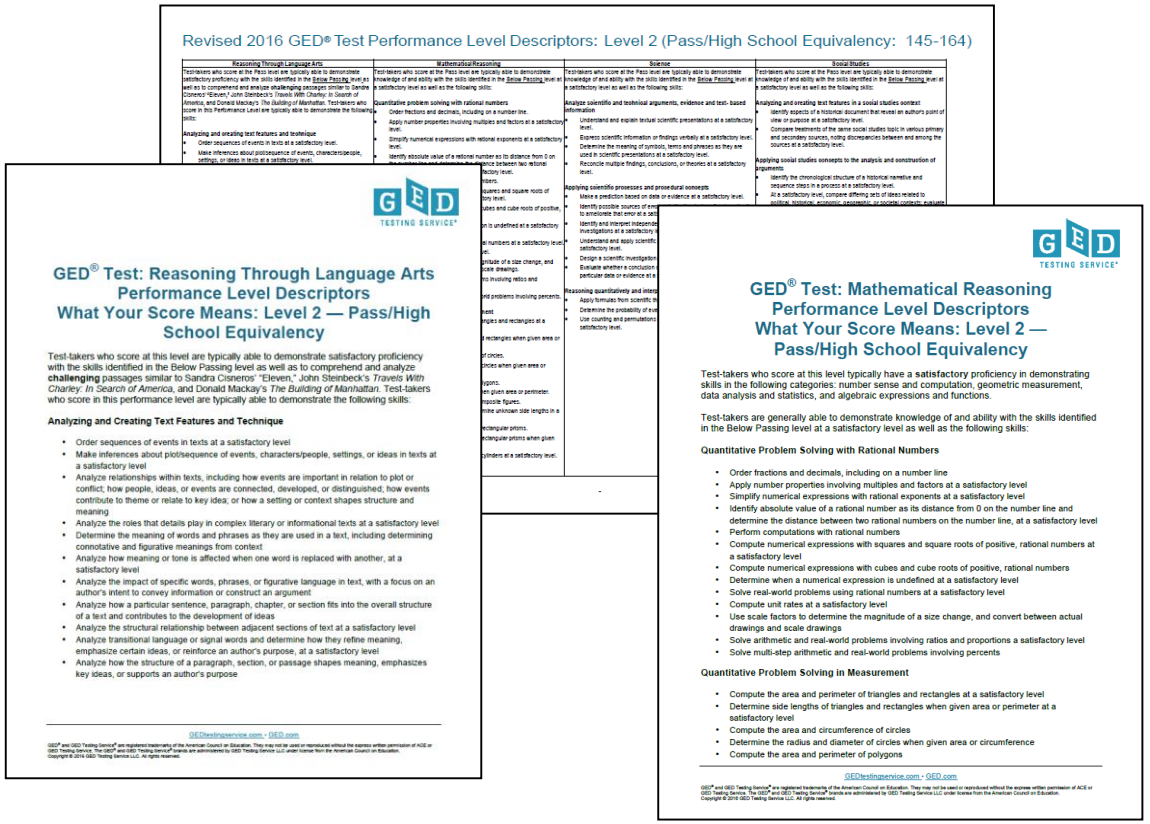
RESEARCH RESULTS HIGHLIGHTS

- Data matches in 2015 and 2016 with National Student Clearinghouse indicate:

- ✓ **93% continue to be enrolled at the 2-year mark!**
- ✓ Of the 7% not enrolled: 8 in 10 left PSE with a certificate/credential
- ✓ Higher education leaders are becoming keenly interested in the persistence numbers

* Results based on random samples of 10,000 graduates in 2015 and 27,000 graduates in 2016

Tip 2



PLDs – Stuff to Teach!

Performance Level Descriptors (PLDs)

Four Performance Levels

- Level 1: Below Passing (100-144)
- Level 2: HSE (145-164)
- Level 3: GED® College Ready (165-174)
- Level 4: GED ® College Ready + Credit (175-200)

Performance Level Descriptors (PLDs)

- Helpful tool for the classroom
- Explain in detail the skills students need to demonstrate to pass the test
- Two formats
  - Official Version
  - Test-taker Version

EXAMPLE OF PLDS

Official Version

Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.

Test Taker Version

Figure out what words and phrases mean using clues from the context of a written source.

HOW TO USE PLDS IN THE CLASSROOM

Tip 1: Assess student's current skill level

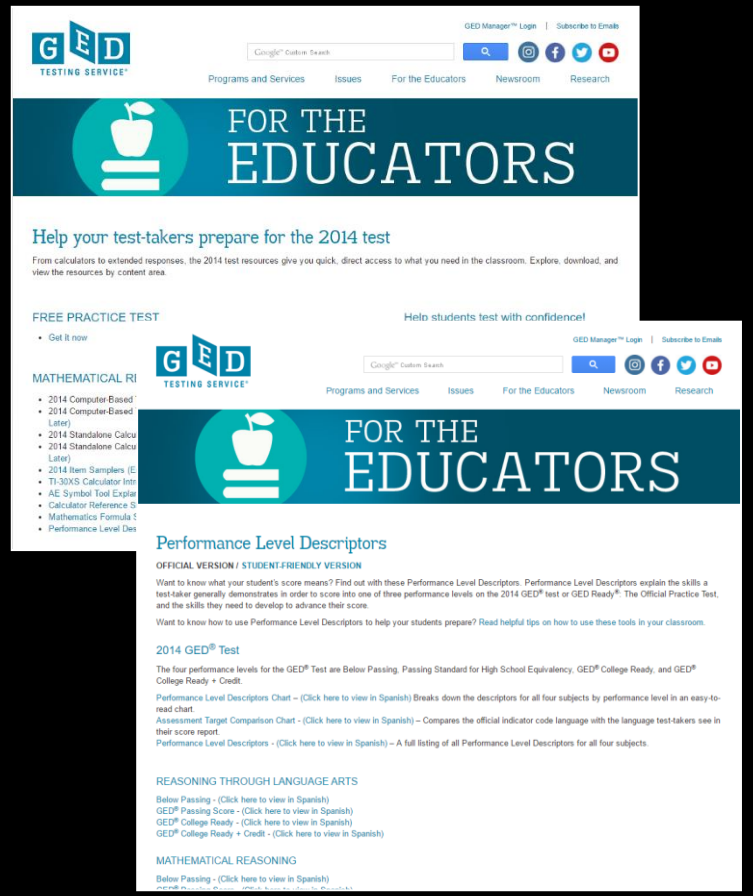
Tip 2: Determine when students are ready to test

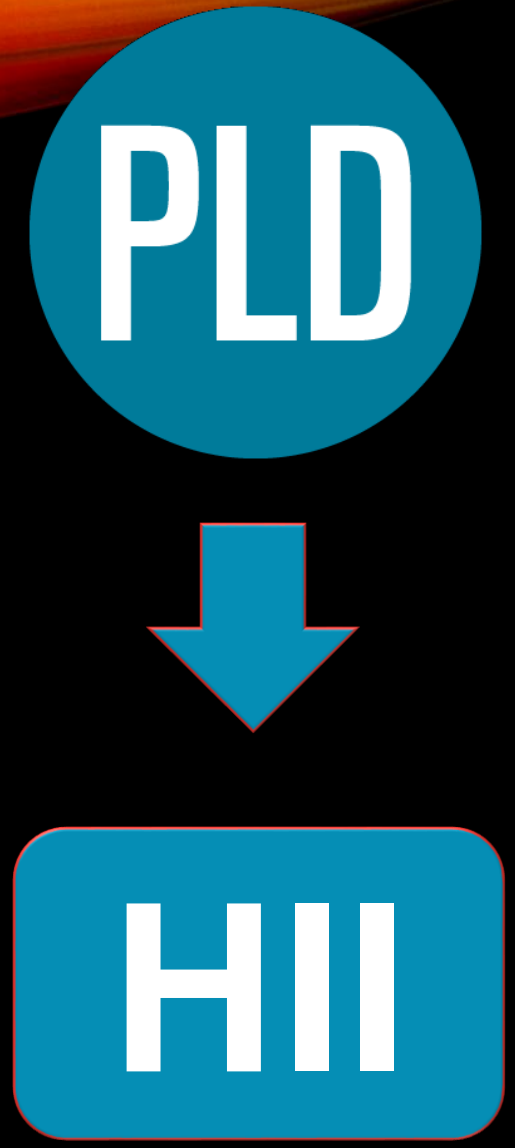
Tip 3: Shape learning activities

Tip 4: Add perspective to lesson plans

WHERE TO ACCESS PLDS

1. Go to: www.gedtestingservice.com/educators/pld
2. Click *Educators*
3. Click *For the Educators*
4. Click *Teaching and Scoring Tools*
5. Access *Performance Level Descriptors*





TIP 3

FROM PLDS TO HIIS TO RELATIONSHIPS

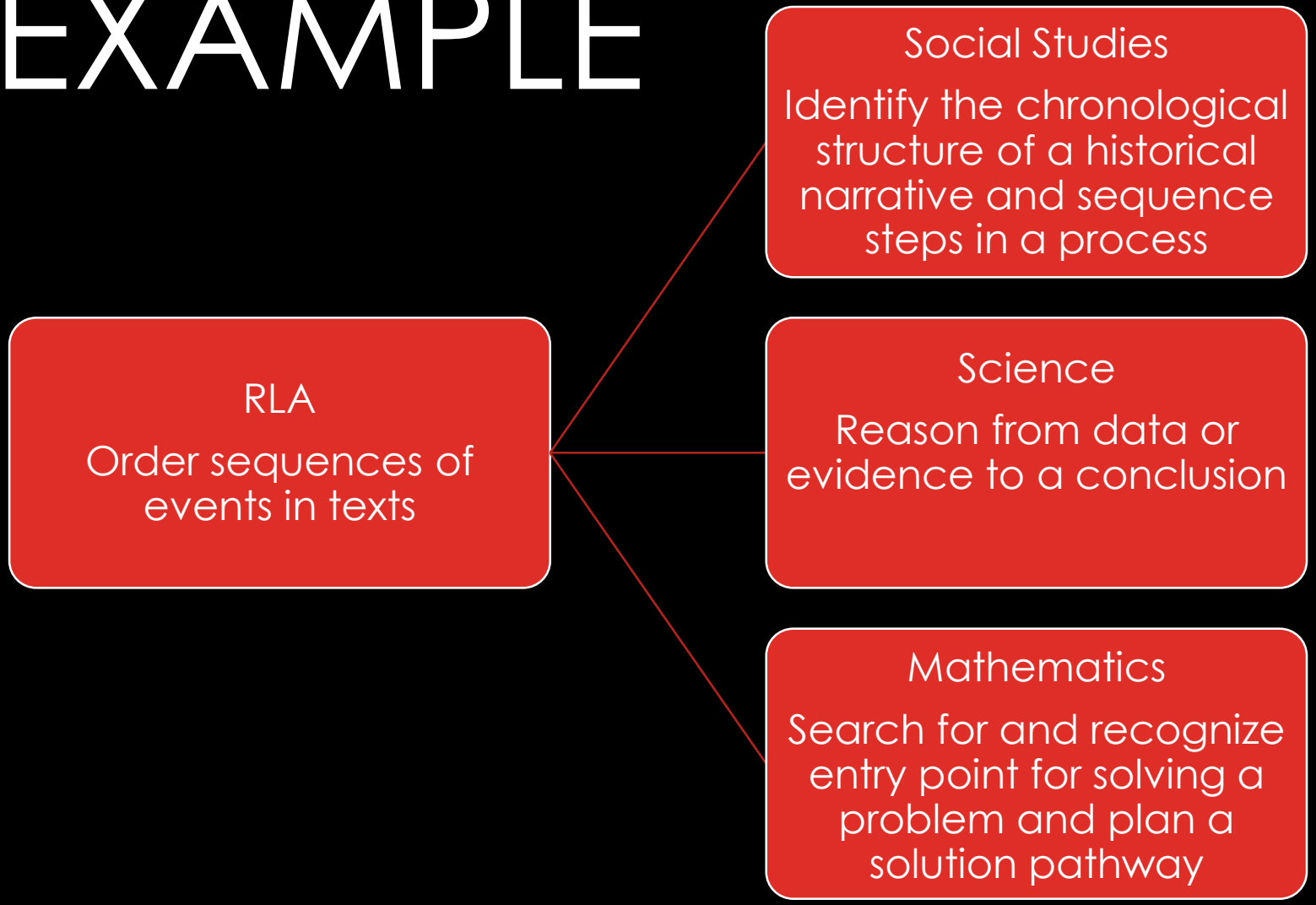
WHAT ARE *HIGH IMPACT INDICATORS*?

- Important skills that are widely applicable
- May currently receive light coverage during GED®test preparation
- Lend themselves to straightforward instruction
- Based on research

IT'S ALL ABOUT RELATIONSHIPS

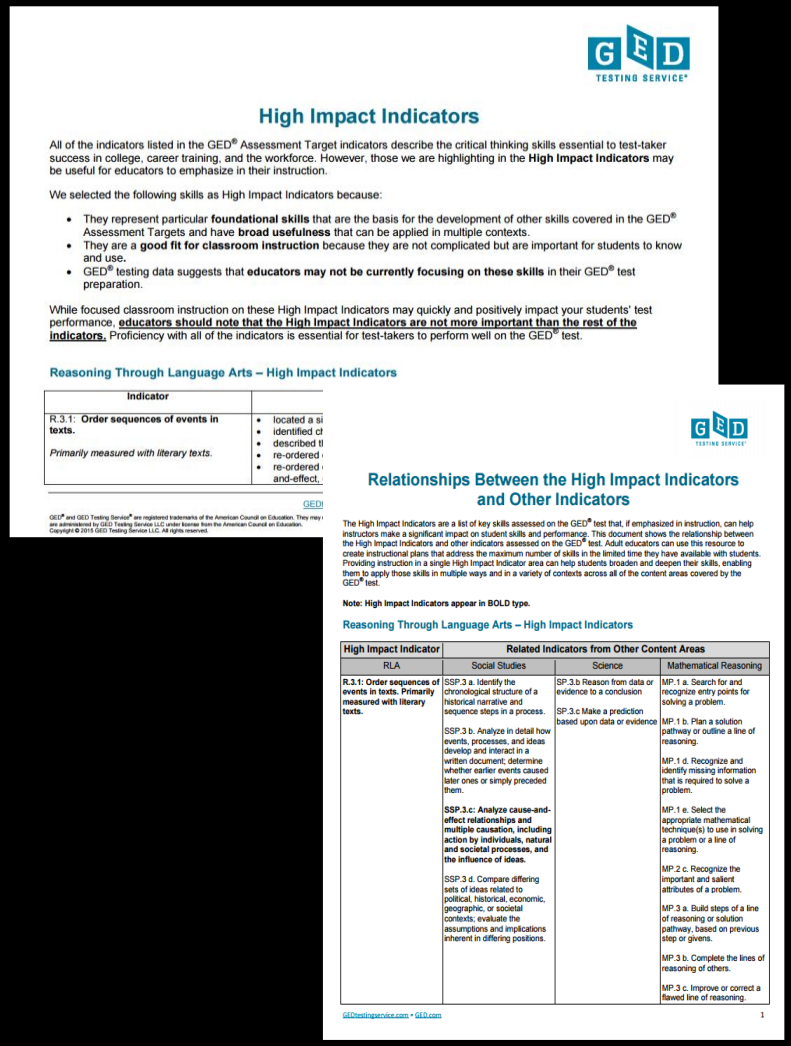
- Assist instructors in creating instructional plans that address the maximum number of skills
- Assist students in applying skills in multiple ways and in a variety of contexts

AN EXAMPLE


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

WHERE TO ACCESS HIIS AND RELATIONSHIPS

- High Impact Indicators
  https://www.gedtestingservice.com/uploads/files/38c313c646bfdb3afbbffb6330ddf209.pdf
- Relationships Between the High Impact Indicators and Other Indicators
  https://www.gedtestingservice.com/uploads/files/10e886ff3d5a3931ef5581367f4cfd15.pdf



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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.** *Primarily measured with literary texts.*	• located a si • identified ch • described th • re-ordered • re-ordered and-effect.

GEDt

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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.	SSP.3 a. Identify the chronological structure of a historical narrative and sequence steps in a process. 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. **SSP.3.c: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.** 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.	SP.3.b Reason from data or evidence to a conclusion SP.3.c Make a prediction based upon data or evidence	MP.1 a. Search for and recognize entry points for solving a problem. MP.1 b. Plan a solution pathway or outline a line of reasoning. MP.1 d. Recognize and identify missing information that is required to solve a problem. MP.1 e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning. MP.2 c. Recognize the important and salient attributes of a problem. MP.3 a. Build steps of a line of reasoning or solution pathway, based on previous step or givens. MP.3 b. Complete the lines of reasoning of others. MP.3 c. Improve or correct a flawed line of reasoning.

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TIP 4:

Make Your Thinking Processes Visible

WHAT KIND OF THINKING DO WE WANT OUR STUDENTS TO DO?

- Make connections
- Reason with evidence
- Observe closely and describe
- Consider different viewpoints
- Capture the heart and form conclusions
- Build explanations and interpretations
- Solve problems in different ways
- ? ? ?

HOW DO WE GET STARTED IN TEACHING THINKING SKILLS?

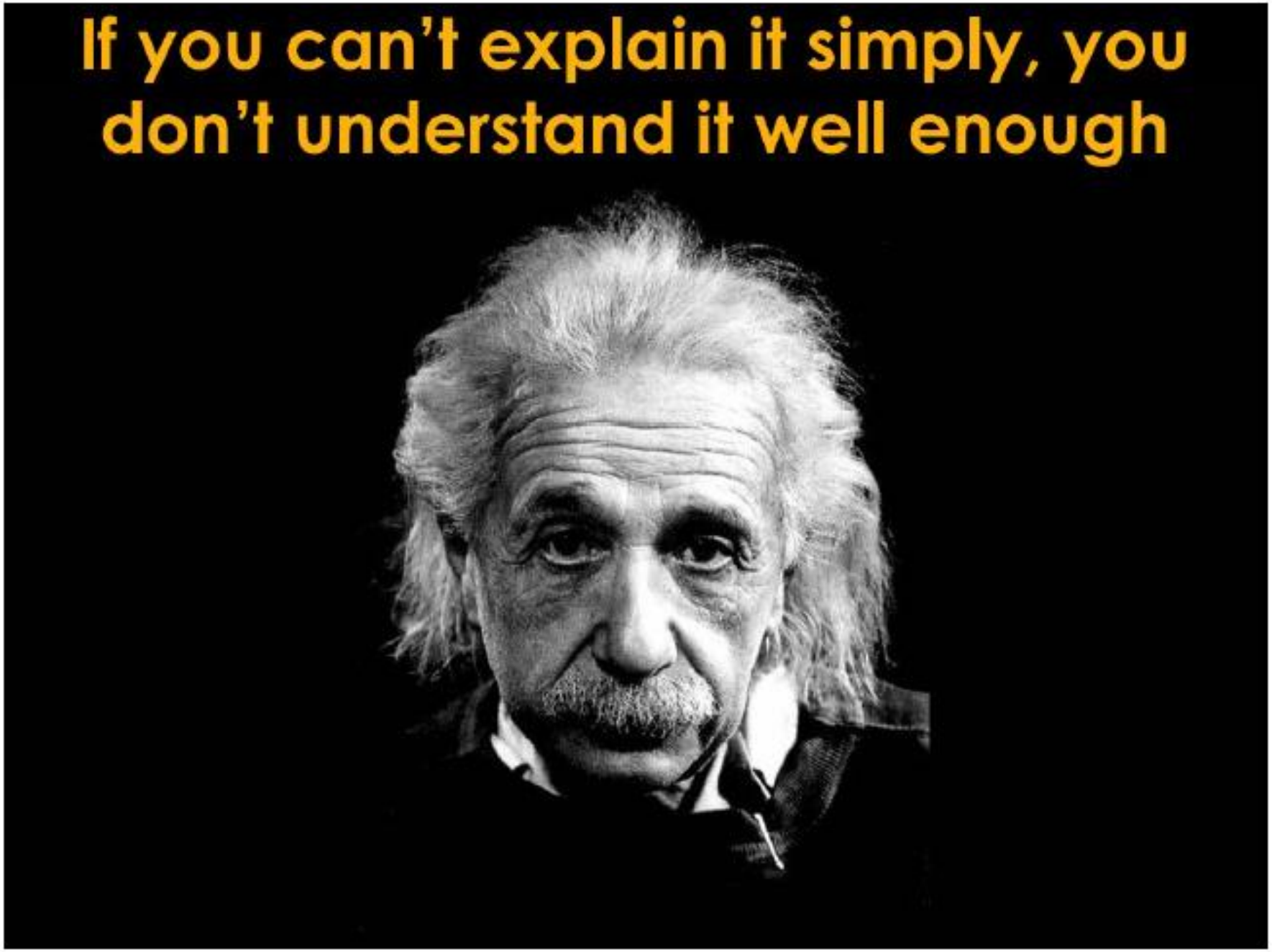
Start by concisely describing for students what you and they will be doing.

MODELING AND SCAFFOLDING

Consider how two classroom strategies…

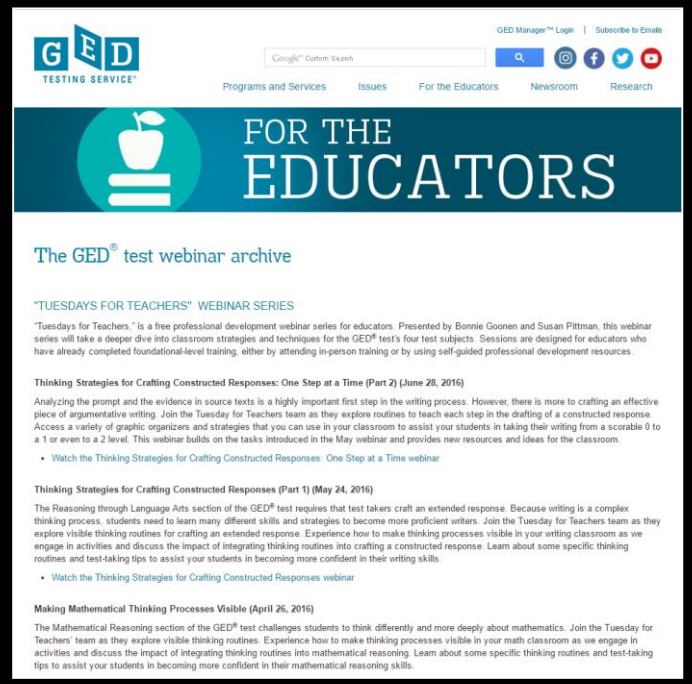
- **Modeling** (making thinking processes visible)
- **Scaffolding** (meeting students where they are and taking them where they need to go)

can support incorporating visual thinking in the classroom.


If you can't explain it simply, you don't understand it well enough

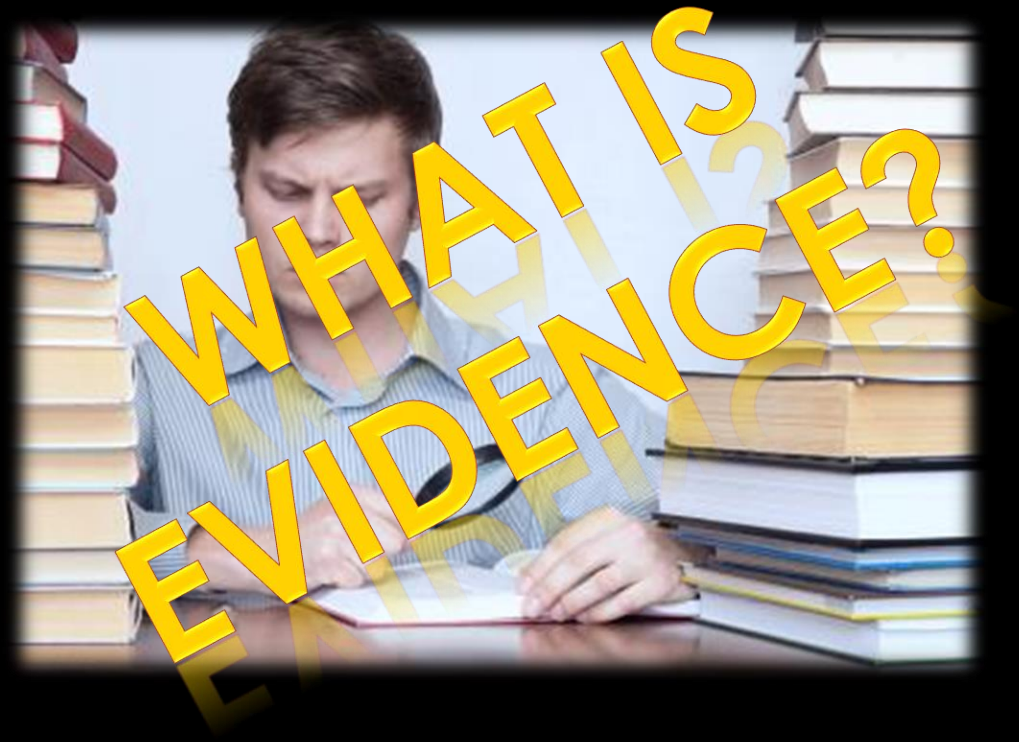
WHERE TO FIND MORE ON MTPV

1. Go to the GEDTS Webinar Archive - http://www.gedtestingservice.com/educators/exploring-the-2014-ged-test-webinar-archive
2. Click **Making Math Thinking Processes Visible**
3. Click **Thinking Strategies for Crafting Constructed Responses (Parts 1 and 2)**
4. Access PowerPoints and Guides



TIP 5

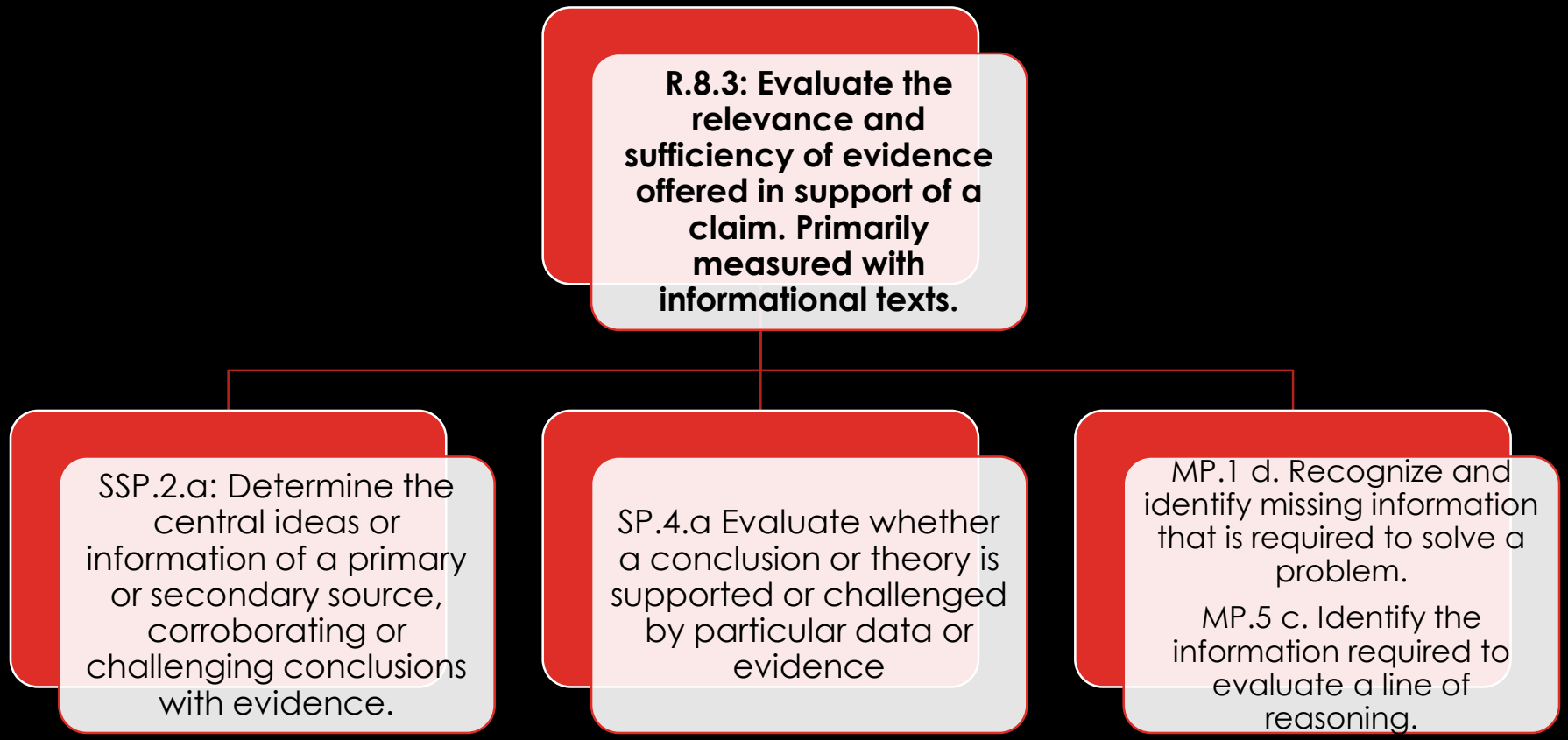
It's All About Evidence, but First . . .



DIFFERENT TYPES OF EVIDENCE

Types 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.

EVIDENCE – IT'S MORE THAN JUST RLA



BOTH SIDES NOW – A TOOL FOR ANALYZING AND EVALUATING EVIDENCE

Both Sides Now		
Evidence that Supports		**Evidence that Opposes**
Will ease traffic congestion		Will bypass town and harm it
Will create jobs		Road paid for with federal funds
Improving highway means jobs for construction workers	**Which position regarding the building of a new road is better supported?**	Few residents will use road
Will bring more long-distance travelers to area		Will lose money because of bypass
30% increase in traffic that won't impact city roads		Construction jobs are only temporary
Will attract national motel and restaurant chains		Minimum wage jobs will remain
Will eliminate truck traffic through city by as much as 75%		Highway will bypass four cities in one district, so fewer travelers will stop in the cities
Will reduce road maintenance costs		2001 study shows bypasses have negative impact on local businesses
Representative held town meetings		Representative did not listen to local concerns in her town meetings

Have students

- List the evidence that supports
- List the evidence that opposes
- Evaluate the evidence
- Select the position that is better supported

Where to Access More Strategies on Analyzing and Evaluating Evidence

Tuesdays for Teachers

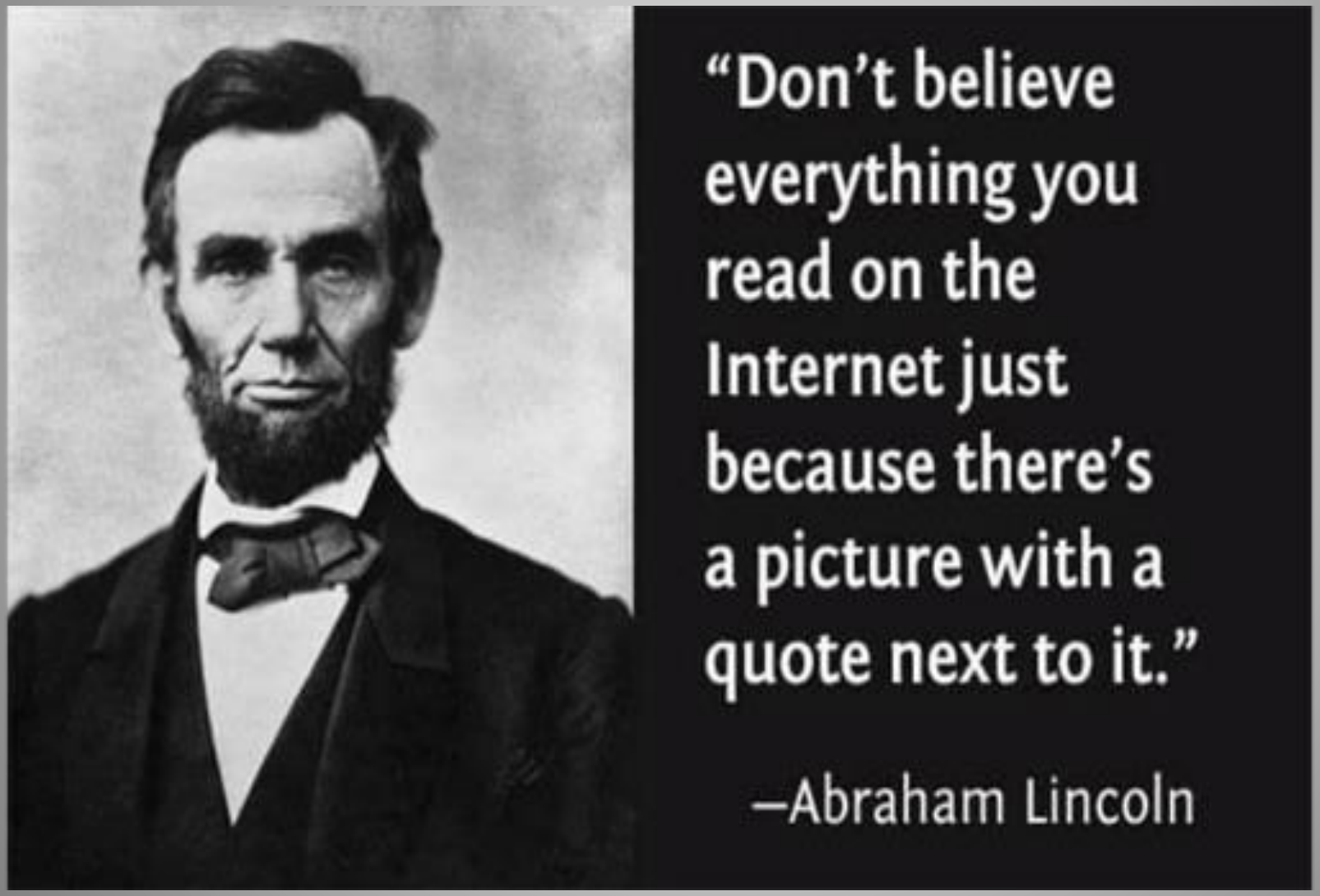
- Thinking Strategies for Crafting Constructed Responses (Part 1) (May 24, 2016)

  http://www.gedtestingservice.com/educators/thinkingstrategiesforconstructedresponsepart1

- Thinking Strategies for Crafting Constructed Responses: One Step at a Time - Part 2 (June 2016)

  http://www.gedtestingservice.com/educators/thinkingstrategiesconstructedresponsepart2

ONE LAST THOUGHT ON EVIDENCE:

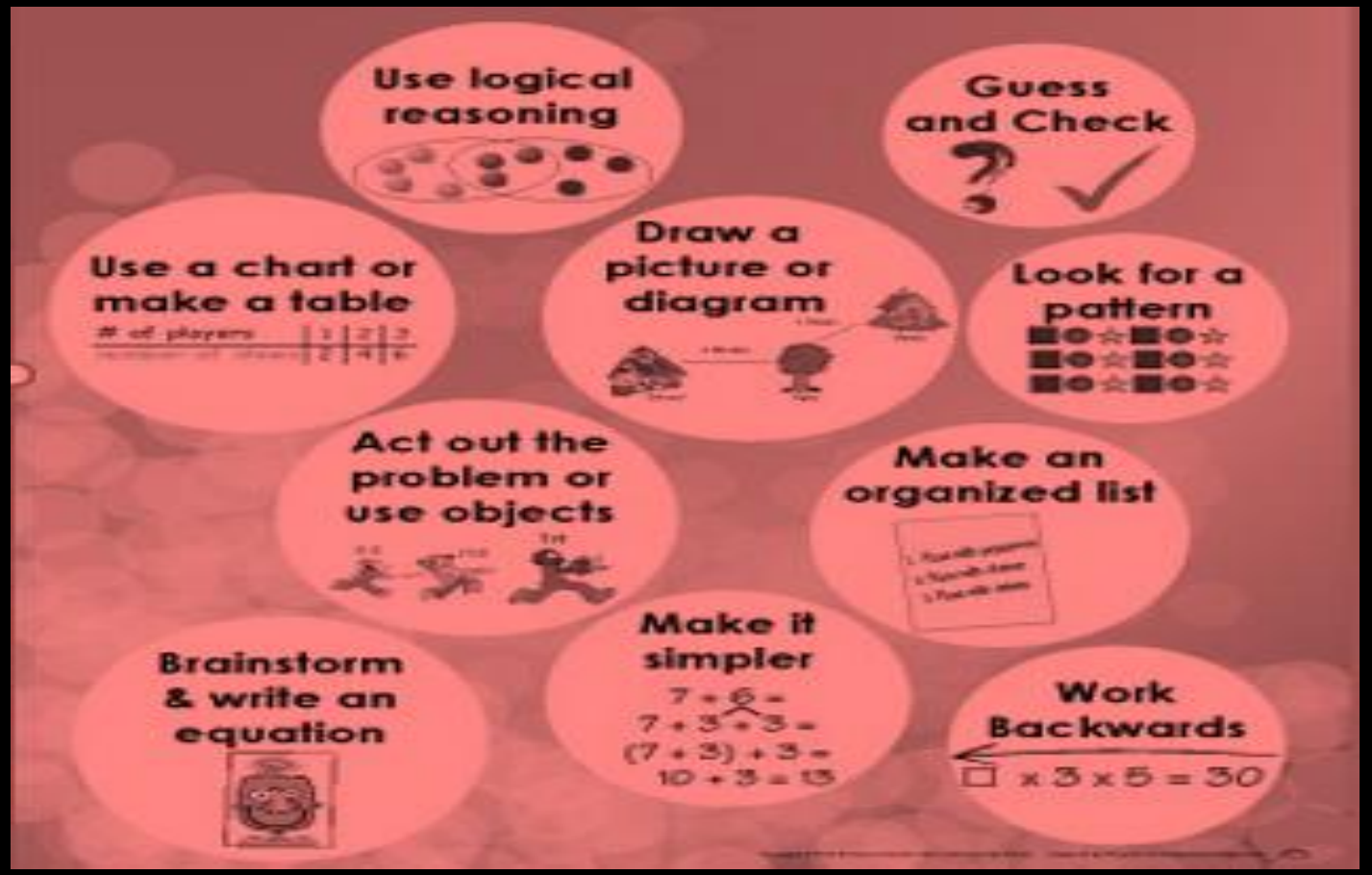


TIP 6:

- Teach students how to mathematically reason and use different heuristics to solve problems

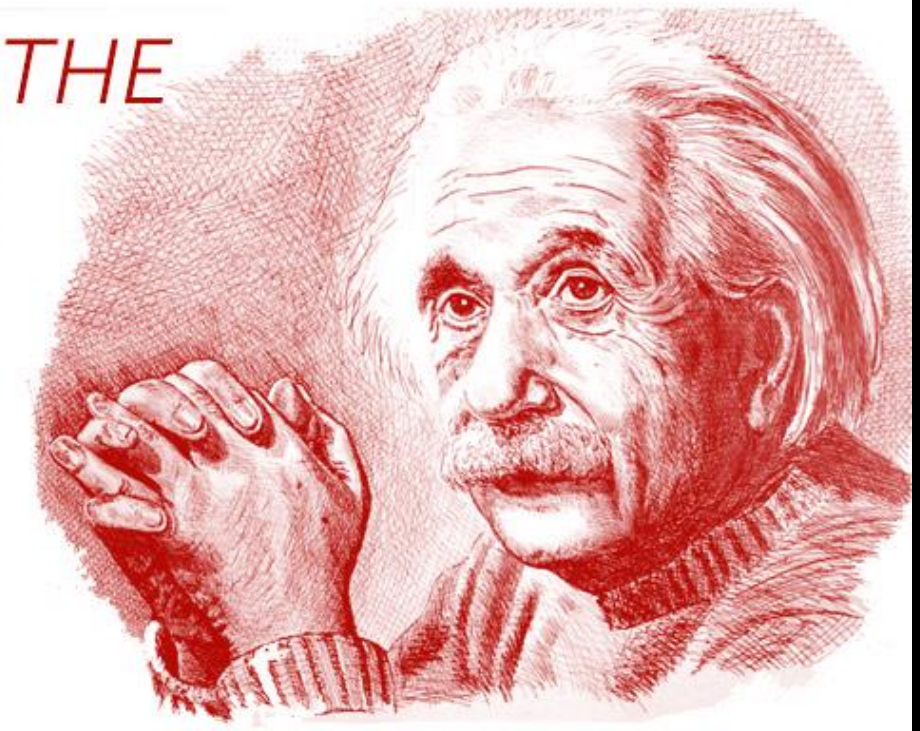
What are heuristics?

MUST-HAVE STRATEGIES FOR PROBLEM SOLVING

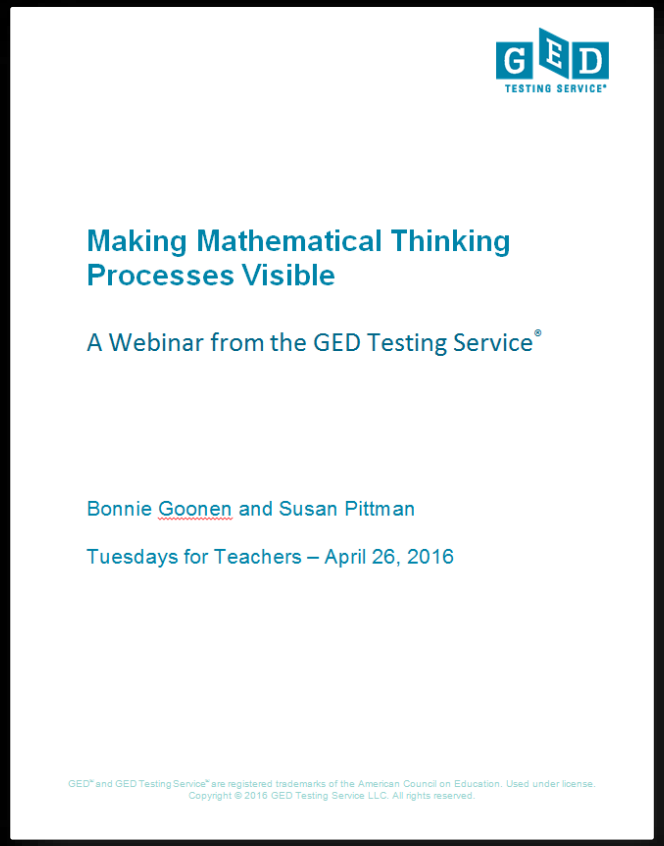


"EDUCATION IS NOT THE LEARNING OF FACTS, BUT THE TRAINING OF THE MIND TO THINK."

- ALBERT EINSTEIN



WHERE TO ACCESS MORE INFORMATION ON PROBLEM SOLVING



Making Mathematical Thinking Processes Visible (Tuesdays for Teachers - April 26, 2016)

http://www.gedtestingservice.com/educators/makingmaththinkingvisible

- Heuristics
- Graphic Organizers
- Websites
- More . . .

TIP 7

TEACH CLOSE READING STRATEGIES

"A careful and purposeful rereading of a text."

— Dr. Douglas Fisher

San Diego State University

WHY CLOSE READING

- Helps students understand WHY WE READ
- Promotes CRITICAL THINKING, PROBLEM SOLVING, conversation, and understanding
- Is one of the main analytical tools used in HIGHER EDUCATION and the WORKPLACE
- Is a SURVIVAL SKILL in our media saturated world

WAYS TO TEACH CLOSE READING

1. Use short passages (don't start out with "War and Peace").
2. Let students guide the way. Begin by asking students what they notice about the text and use their observations for discussion.
3. Keep discussions focused on the text.

PUTTING THE PROCESS TO WORK

Step 1 – Find the Right Text

Step 2 – Do Your Pre-Work

Step 3 – Teach Students to Read with a Pencil

Step 4 – Discuss Students' Responses to TDQs

Step 5 – Have Students Write About What They Read

CLOSE READING IS ABOUT MATH TOO

- First Read: Read for Understanding
- Second Read: Read to Identify a Problem Solving Process
- Third Read: Solve the Problem and Check for Reasonableness

Miller, P. and Koesling, D. "Mathematics Teaching for Understanding: Reasoning, Reading, and Formative Assessment. Danvers, MA

WHERE TO ACCESS MORE STRATEGIES ON CLOSE READING

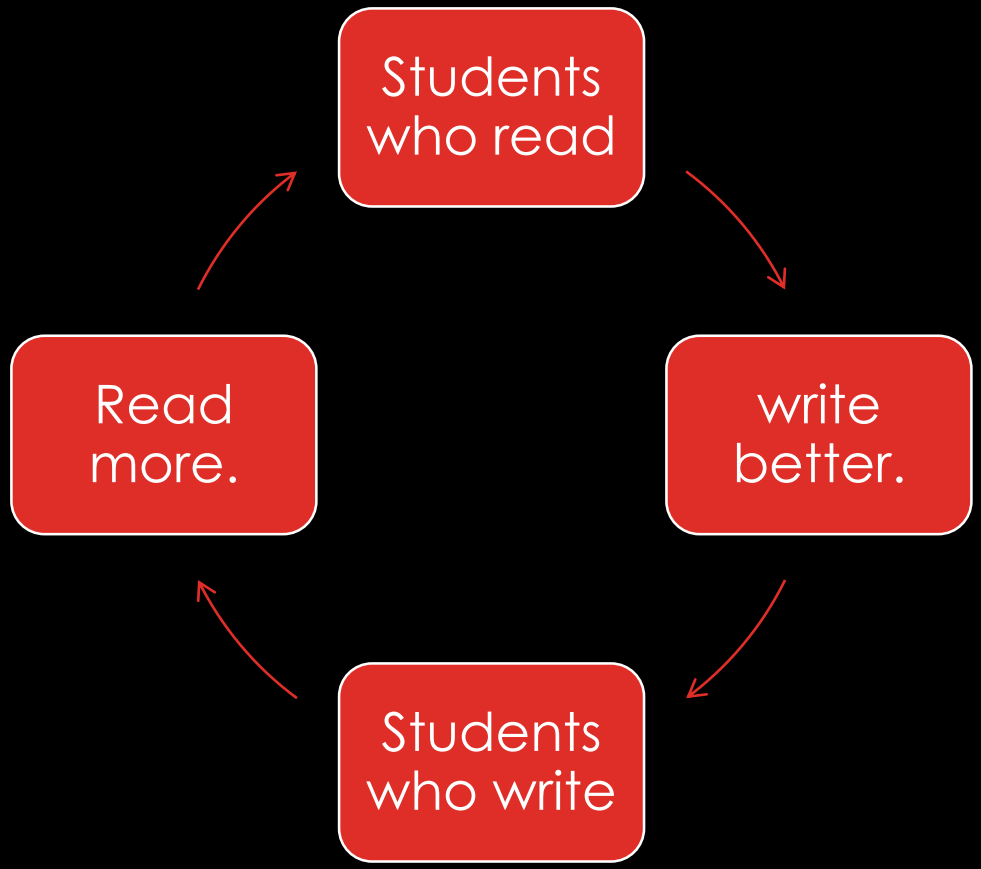
Tuesdays for Teachers

- **Close Reading: A Key to Teaching Constructed Response (May 26, 2015)**
  http://www.gedtestingservice.com/educators/exploring-the-2014-ged-test-webinar-archive
- **Mathematical Reasoning (March 24-26, 2015)**
  http://www.gedtestingservice.com/ educators/tftwebinar-mathematical_reasoning

TIP 8

INCORPORATE READING AND WRITING INTO EVERY CLASSROOM, EVERY DAY

THE LINK BETWEEN READING AND WRITING



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

TEACHING ARGUMENTATIVE WRITING – ONE STEP AT A TIME

- Analyze the prompt
- Closely read and interact with text
- Analyze/evaluate the evidence
- Plan/organize the essay
  - Craft a claim
  - Identify and connect evidence
  - Determine counterclaim/rebuttal
  - Craft a conclusion
- Write the draft - Put it all together
- Revise and edit
- Publish

WHERE TO ACCESS A STEP-BY-STEP GUIDE FOR ARGUMENTATIVE WRITING

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  http://www.gedtestingservice.com/educators/thinkingstrategiesforconstructedresponsepart1

- Thinking Strategies for Crafting Constructed Responses: One Step at a Time - Part 2 (June 2016)

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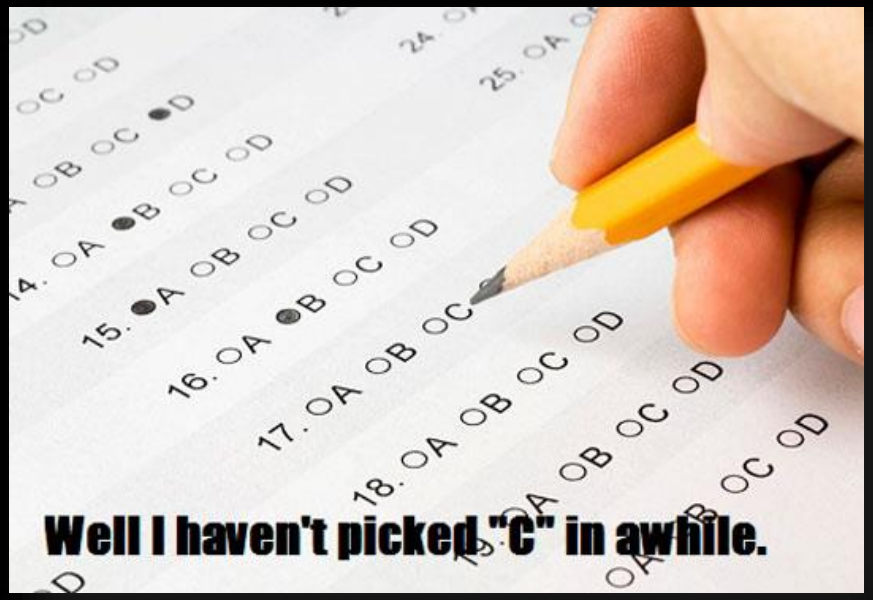
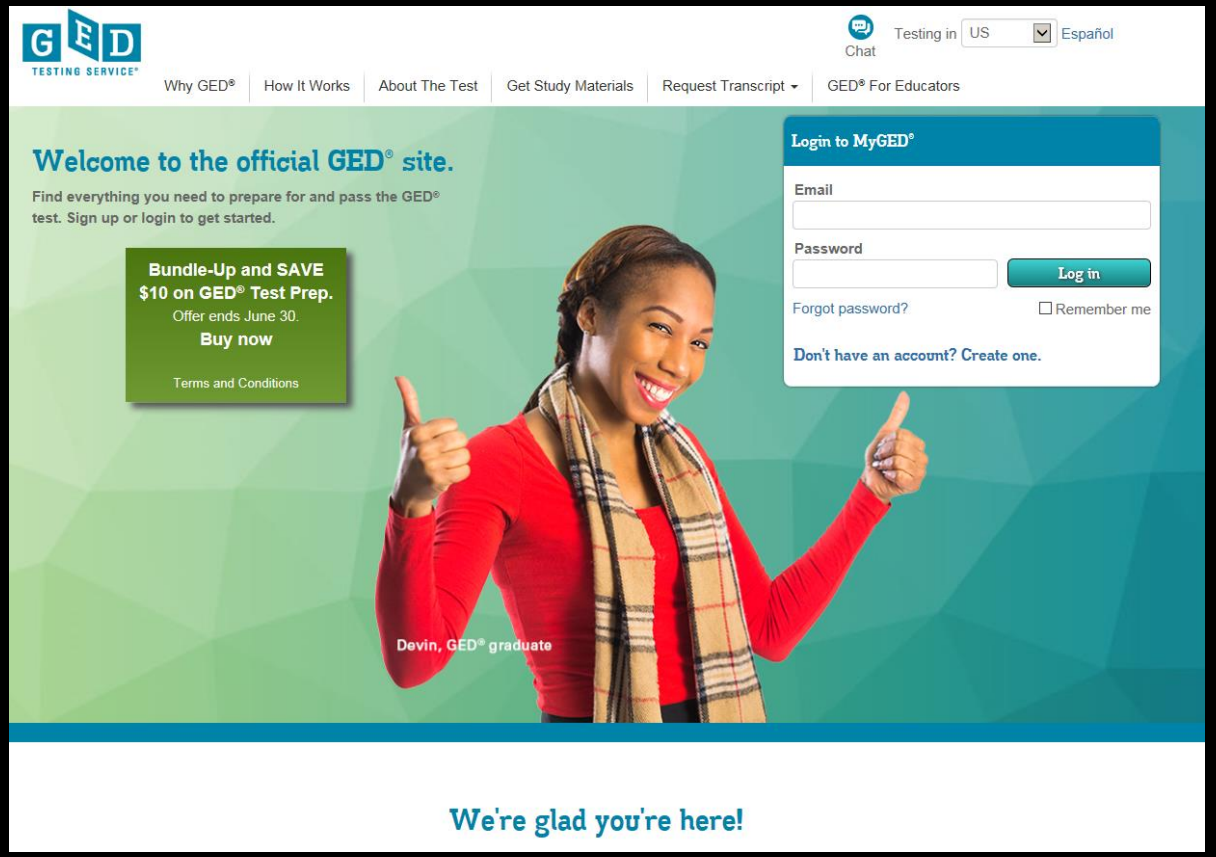
TIP 9

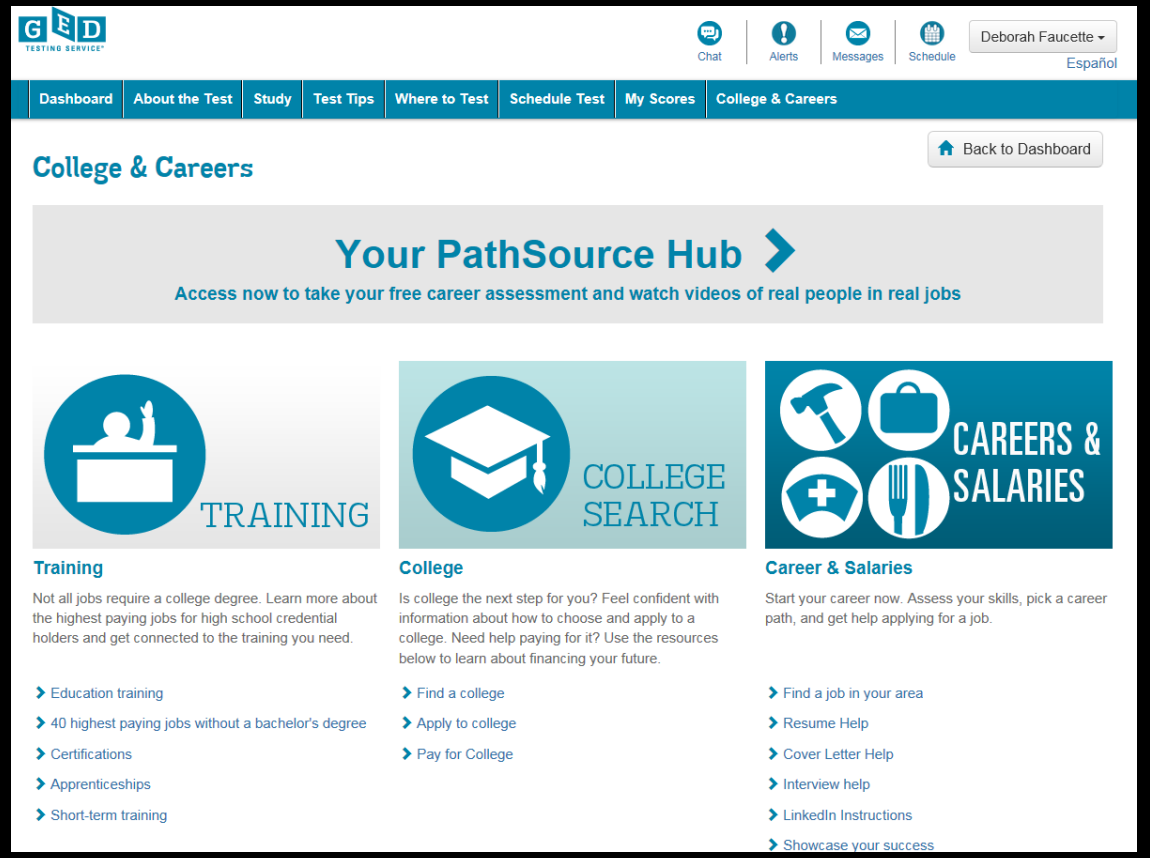


SHARE TEST-TAKING STRATEGIES AND TIPS WITH STUDENTS

SET UP THEIR ACCOUNT WITH GED.COM

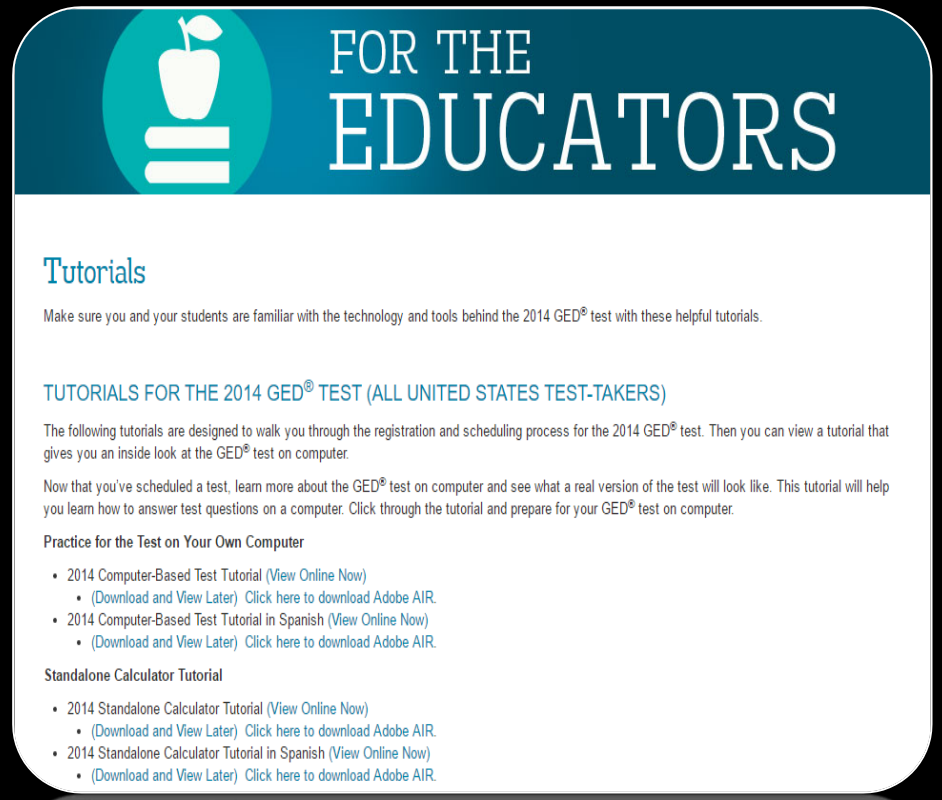


EXPLORE THE DASHBOARD



TUTORIALS

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



FOR THE EDUCATORS

Tutorials

Make sure you and your students are familiar with the technology and tools behind the 2014 GED® test with these helpful tutorials.

TUTORIALS FOR THE 2014 GED® TEST (ALL UNITED STATES TEST-TAKERS)

The following tutorials are designed to walk you through the registration and scheduling process for the 2014 GED® test. Then you can view a tutorial that gives you an inside look at the GED® test on computer.

Now that you've scheduled a test, learn more about the GED® test on computer and see what a real version of the test will look like. This tutorial will help you learn how to answer test questions on a computer. Click through the tutorial and prepare for your GED® test on computer.

Practice for the Test on Your Own Computer

- 2014 Computer-Based Test Tutorial (View Online Now)
  - (Download and View Later) Click here to download Adobe AIR.
- 2014 Computer-Based Test Tutorial in Spanish (View Online Now)
  - (Download and View Later) Click here to download Adobe AIR.

Standalone Calculator Tutorial

- 2014 Standalone Calculator Tutorial (View Online Now)
  - (Download and View Later) Click here to download Adobe AIR.
- 2014 Standalone Calculator Tutorial in Spanish (View Online Now)
  - (Download and View Later) Click here to download Adobe AIR.

BEGINNING TEST-TAKING TIPS

- Have students practice using the tutorials
- Ensure students are familiar with and can use all of the embedded tools
- Have students practice using the annotation tools (highlighter and white boards)

BEGINNING TEST-TAKING TIPS

- Emphasize reading the questions first to identify helpful hints
- Have students begin with questions that are most familiar (flagging more difficult items that they can come back to if time permits)
- Tell students to answer every question (test-takers are not penalized for incorrect answers)

PRE-TEST PREPARATION

- Free Practice Test
  - Become familiar with the "look and feel" of test items
- Use Timed Writing Drills in the classroom
- GED Ready®
  - ½ length practice test
  - Valuable feedback for test preparation

TEST-DAY RESOURCES

- Whiteboards and Graph Paper (3)
- Formula Sheet
- Extended Response Tips
  - Order samples to have in the classroom so they will become familiar with them before they walk in on testing day.
  - Download directly from the GEDTS website

Test-taking tips

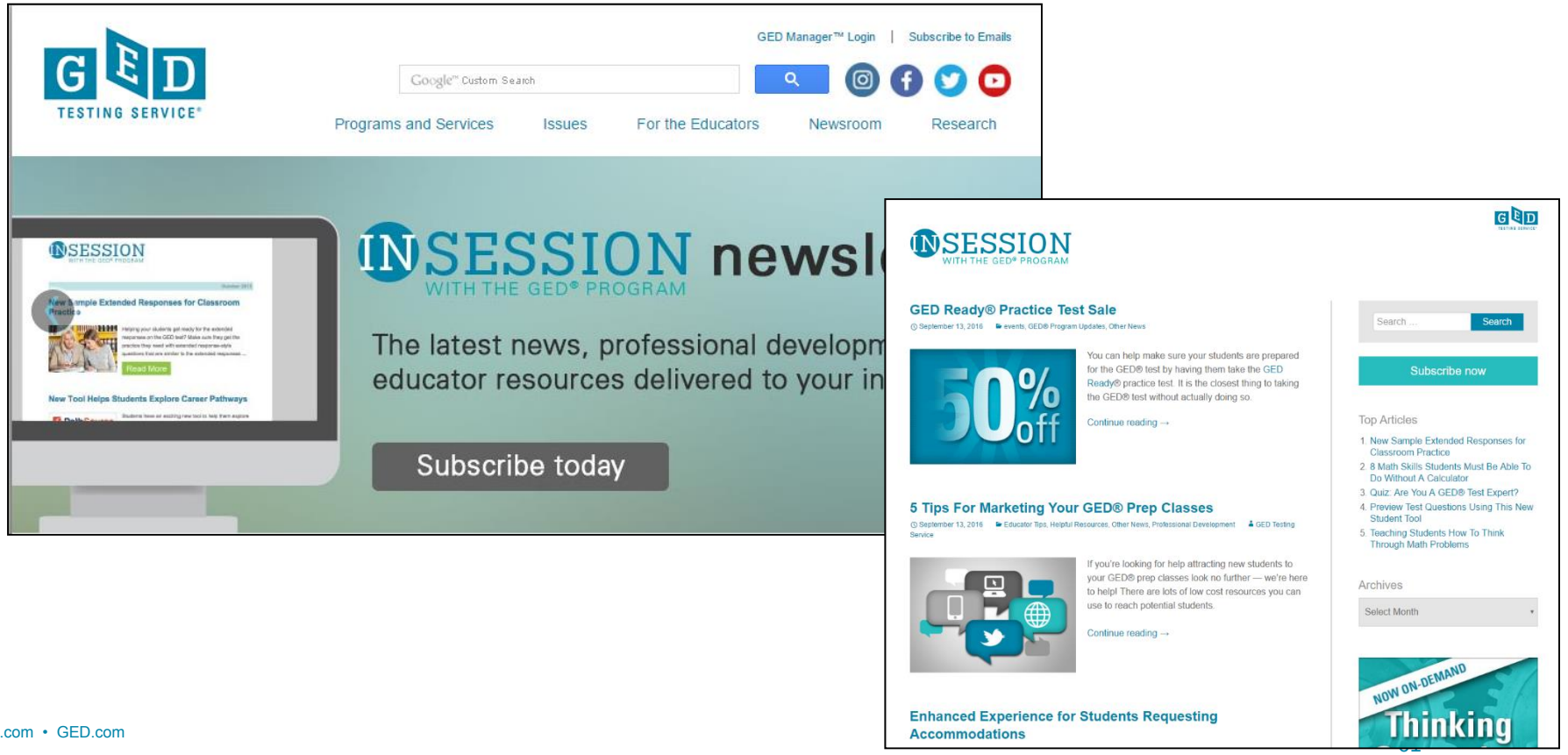
- Time Management

Content Area	Time	Number of Sections
RLA	150 minutes	3+ break
Math	115 minutes	2
Social Studies	70	1
Science	90	1

- Test item arrangement includes random placement
  - items and item difficulty
- Familiarity with Technology-enhanced item types

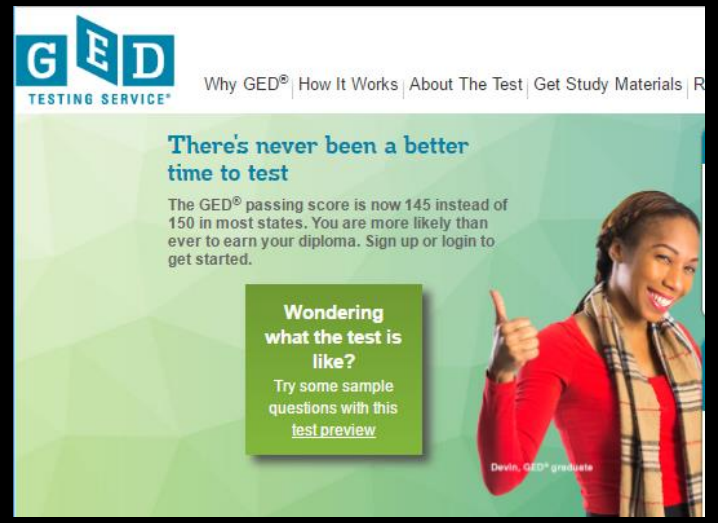
Tip 10

Stay Current - Sign up for *InSession*, be the "first" to know



WHERE TO ACCESS MORE TEST-TAKING TIPS

- Tuesday for Teachers' Webinars
- Tutorials
- GEDTS YouTube (includes instructional videos)
- GED Testing Service® Social Media Sites
  - Facebook
  - Twitter
- Make sure that your students sign up for MyGED® https://ged.com/




A Special
Thank
You!

ACCOMMODATIONS

- Based on ADA not IDEA
- Recent Documentation
  - 5 Years for LD & ADHD
  - 1 Year for Psychological and Psychiatric
  - 1 Year for Physical and Chronic Health
- LD requires IQ test and specific achievement tests
- IEP is not sufficient
- Documentation must be prescriptive and descriptive

Updated GEDTS Accommodations link

EXPERTISE IN THE ROOM

CONTACT INFORMATION

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