

# GED ILLINOIS



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# GED Start-Up Packet

July, 2001

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Dear GED Instructor:

Adult education instructors and administrators in Illinois have expressed a need for a GED 2002 introduction to help orient new GED teachers and make them comfortable in transitioning to this new test. In response to this need, the Illinois Adult Education Service Center Network has put together this *GED Start-Up Packet* to assist you in preparing students to pass the GED 2002 Test. This packet includes the following:

- overview of test components,
- information on special accommodations for documented disabilities,
- a few handy lesson ideas
- suggested resources
- GED publishers
- *Foundations for ABE/GED Instructors* self-rating form
- GED hotline flyers

This project was funded by the Illinois Community College Board and Governor George Ryan under Title I of the Workforce Investment Act. We hope that you will find this information helpful. Please feel free to contact your regional service center if you have any questions.

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# **Overview of GED 2002**

# Introduction: GED 2002

## *Did you know?*

- The General Educational Development (GED) Testing Service develops and distributes the GED Tests.
- More than 800,000 adults take the GED Tests each year.
- Those who obtain scores high enough to earn a GED diploma outperform at least one-third of today's high school seniors.
- GED graduates include: Bill Cosby, Wendy's founder Dave Thomas, Delaware's Lieutenant Governor Ruth Ann Minner, and U.S. Senator Ben Nighthorse Campbell.
- One out of every seven people who graduate each year earns his/her diploma by passing the GED Tests.
- More than 95 percent of employers in the U.S. consider GED graduates the same as traditional high school graduates in regard to hiring, salary, and opportunity for advancement.

## ***A Brief History***

The first GED Tests were developed in 1942 to help returning World War II veterans finish their studies and re-enter civilian life. Then, as now, the GED Tests measure the academic skills and knowledge expected of high school graduates in the U.S. or Canada. Recognized throughout North America, the GED program has served as a bridge to education and employment for an estimated 13 million people over its 58 year history. About one in seven high school diplomas issued in the United States each year is based on passing the GED Tests. A program of the American Council on Education's Center for Adult Learning and Educational Credentials, the GED Testing Service's primary mission is to provide a reliable vehicle through which adults can certify that they possess the major and lasting outcomes of a traditional high school education.

To this end, the GED Testing Service develops the GED Tests and provides information about the people who take them. The GED testing program is jointly administered by three separate entities: the GED Testing Service of the American Council on Education; each participating state, provincial, or territorial government; and the 3,500 Official GED Testing Centers that serve as the main point of contact for GED candidates in communities across North America and overseas.

That is where the real story of the GED program lives, in the people who take the GED Tests as a step toward achieving their personal goals. GED candidates are a richly diverse group. Some have recently left school. Others have been out of school for several years. Most take the tests to qualify for further education; others do it to encourage younger family members to stay in school, or to qualify for a new job or promotion.

Many who take the GED Tests are preparing to enter a community college or four-year university. In fact, about one in 20 first-year college students is a GED graduate. GED graduates are successful doctors, public servants, office workers, mechanics, technicians, college professors, military leaders, business people, writers, and artists.

## **The GED 2002 Test Series**

The Tests of General Educational Development (GED Tests) measure the general academic knowledge and skills of a four-year program of secondary school education in the United States and Canada using the most up-to-date, widely used secondary school curriculum standards and standardized assessment practices available.

The GED Test 2002-series covers the core academic areas of language arts, social studies, science, and mathematics. Developed by committees of professional educators and test specialists in each subject area, the GED Tests are administered to graduating high school seniors to establish the passing standard. Individual states, provinces, and territories may set a passing standard higher than, but not lower than, the mark established by the GED Testing Service.

<b>OVERALL DESIGN OF GED 2002</b>		
<b>Test</b>	<b>Length (in minutes)</b>	<b>Number of Questions</b>
Language Arts, Writing	120	50 + essay
Social Studies	80	50
Science	80	50
Language Arts, Reading	65	40
Mathematics	90	50
Total	435	240

In addition, Illinois school code requires that all GED candidates pass a Constitution test in order to receive their GED certificates. This multiple choice exam focuses on the U.S. Constitution, the Illinois Constitution, the Declaration of Independence, and the rules for properly displaying the U. S. flag. A teacher's manual and student study guide is available through:

Curriculum Publications Clearing House  
Horrabin Hall 46  
Western Illinois University  
1 University Circle  
Macomb, IL 61455-1390  
800/322-3905  
[www.wiu.edu/users/micpc](http://www.wiu.edu/users/micpc)

Between 55-60 percent of the items on the GED 2002 Tests are presented in graphic form. Included are maps, graphs, diagrams, charts, tables, political cartoons, advertisements, photographs, and excerpts from practical documents such as manuals, forms, almanacs, atlases, web-sites, and statistical reports. Graphic information may be presented alone or in combination with text.

<b>VISUAL TEXT</b>	
<b>(graphs, charts, maps, photos, figures, and cartoons)</b>	
50%	Science Test
60%	Social Studies Test
50%	Mathematics Test

Questions on the GED 2002 Tests are classified by cognitive level using an adaptation of Bloom’s Taxonomy of Educational Objectives (Benjamin Bloom, ed., 1st ed., New York: Longmans Green, 1956). A copy of Bloom’s Taxonomy is included in the Appendix. Questions classified at the highest cognitive levels (e.g., synthesis, evaluation) require the use of skills described at the lower levels (e.g., knowledge and comprehension). In addition, the tests’ content reflects the impact of welfare-to-work legislation and the increased emphasis on academic standards in the K–12 community. These standards reflect an emphasis on critical thinking and problem solving as well as the addition of business-related documents and the inclusion of visual text.

<b>CRITICAL THINKING AND PROBLEM SOLVING</b>		
<b>Test</b>		<b>Number of Questions</b>
<b>Language Arts, Reading</b>		
20%	Comprehension	8
30-35%	Analysis	12-14
30-35%	Synthesis	12-14
<b>Social Studies</b>		
20%	Comprehension	10
20%	Application	10
40%	Analysis	20
20%	Evaluation	10

## ***Test Administration and Scoring***

The Illinois State Board of Education is authorized by Illinois law (school code 3-15.12) to implement the GED Testing Program. In most cases, the Regional Superintendent of schools is responsible for establishing and supervising testing centers. The GED Test is offered in English, Spanish, French, and in Braille or large print. Special accommodations can be requested for students' documented disabilities (See Accommodations Section).

Candidates record their answers on an official scoring sheet, which is scored electronically at one of several official-scoring sites. It is recommended that instructors familiarize themselves and their students with the form and how to complete it as part of their classroom instruction.

The Scores on the GED Test are standard scores based on a standard score scale of 200-800. Before 2001, scores were based on a standard scale of 20-80 with a passing score on a single test of 40. This score was often interpreted by the public as a "F" grade. To eliminate confusion, the current standard score scale was adopted. Standard scores are mathematically derived to allow an individual's score to be compared to the performance of 30,000 high school seniors (randomly selected from a national sample) who took the GED test before graduation. Passing scores are set so that approximately 34 percent of high school graduates in the United States fall below the passing score.

# Test 1: Language Arts, Writing Test

## Part I: Multiple Choice

The GED Language Arts, Writing Test consists of two sections. Part 1 is a multiple-choice section that measures the candidate’s ability to edit sentences within the context of one or more paragraphs of extended discourse. Three types of documents are used in this portion of the writing test:

1. **Business communications:** documents that are part of the business environment. These documents have 200 to 300 words and might be letters, memos, meeting notes E-mail, reports, executive summaries, applications, or similar correspondence.
2. **“How to” texts:** documents that provide instructions or directions. These documents have 200 to 300 words and focus on topics such as securing a job, writing a resume, dressing for success, leasing a car, or planning a trip.
3. **Informational documents:** these documents focus on the analysis of a particular topic, such as the growing popularity of mega-malls, the building of a monument, or the history of tea.

These documents are used to test the candidate’s ability to proofread connected pieces of discourse. Documents are 12 to 18 sentences long, and when corrected are examples of good writing. The errors to be corrected are those most often encountered in student writing, most criticized by the public, and most likely to hamper a person’s ability to communicate effectively.

The test consists of three types of items: correction, revision, and construction shift. Within each area, the candidate may be asked to edit organization of sentences or paragraphs, sentence structure, usage, or mechanics (punctuation). Spelling is not tested except for homonyms, possessives, and contractions. Commas are only tested when they are used to eliminate confusion.

Writing Test Specifications		Correction 45%	Revision 35%	Construction Shifts 20%	
Organization	15%	3	5	0	7-8 Items
Sentence Structure	30%	5	5	5	15 Items
Usage	30%	6	4	5	15 Items
Mechanics (homonyms, punctuation, and capitalization)	25%	8	4	0	12-13 Items
		<b>22 Items</b>	<b>18 Items</b>	<b>10 Items</b>	

*Item Numbers are approximations*

Each paragraph within a document will be lettered (A), (B), (C), and so on. Each sentence within a document will be numbered (1), (2), (3) and so on. In each question the sentence to be corrected is repeated and five possible alternatives (answers) are presented.

The candidate will be asked to do more than one of the following:

1. remove a sentence
2. move a sentence
3. combine sentences
4. begin a new paragraph
5. insert information

The fifth response may sometimes indicate “no revisions necessary”.

### **Sample Directions and Question for Writing Test, Part I**

**Directions:** Choose the one best answer to each item

**Items 1 to 3** refer to the following paragraph.

(1) One of the lifelong memories many of us share are the moment we obtained a driver’s license. (2) If we were teenagers at the time, these licenses signified our passage to adulthood. (3) We clearly remember practicing to handle a car well in heavy traffic and learning to parallel park. (4) We also prepared for the test by studying the driver’s booklet, memorizing rules, and learning road signs. (5) Because we dreaded possible disaster, the road test seemed worse than the written test. (6) While conducting these difficult tests, the state driving inspectors often seemed stern and unyielding. (7) Therefore, when all the tests were finally over, we felt a real sense of achievement. (8) Whether or not we have chosen to use our licenses since then, they remain of enormous value to us. (9) They symbolize our passport both to independence and to the open road.

1] Sentence 1: One of the lifelong memories many of us share are the moment we obtained a driver’s license.

What correction should be made to this sentence?

1. Change the spelling of memories to memors
2. Insert a comma after memories
- \*3. Change are to is
4. Change driver’s to drivers
5. No correction is necessary

\* Correct answer

## **Part II: Essay**

Part II of the Language Arts, Writing Test measures the candidate's ability to write an essay on an expository topic. The candidate is provided a single topic that asks him/her to present an opinion or an explanation regarding a situation about which adults would be expected to have some general knowledge. GED specifically chooses topics found to be potentially interesting and meaningful to writers as well as to readers who score them.

### **Sample Topic for Writing Skills Part II**

If you could make one positive change in your daily life, what would that change be?

In your essay, identify the one change you would make. Explain the reasons for your choice. Use your personal observations, experiences, and knowledge.

The instructions for writing the essay include directions asking the candidate to draw upon his or her personal observations, knowledge, and experience when composing the essay. Although there is no word requirement for the GED 2002 essay, 200-250 words are expected. Candidates have 45 minutes to write on the assigned essay topic. The test directions encourage examinees to plan their essay, to make notes before writing, and to revise and edit their final products.

### **Scoring the Essay**

The Language Arts, Writing Test score is a combined score of the multiple-choice section and the essay. However, a score of 2 (adequate) or higher must be achieved on the essay portion of the test in order to pass the Language Arts, Writing Test. Candidates who receive a score of 1 (inadequate) will be notified that they have failed the Language Arts, Writing Test and must retake both parts. Individual scores for each section will not be available.

Each essay is scored holistically on a four-point scale by two trained readers and by a third reader if the first two scores are more than one point apart. Essay readers evaluate each essay based on its overall effectiveness rather than by analyzing papers for specific errors. All essay readers use the GED Testing Service essay scoring scale, which draws the reader's attention to elements of support, elaboration, organization, and control of grammatical conventions.

## GED Testing Service Essay Scoring Scale

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Effective</b>	<b>Adequate</b>	<b>Marginal</b>	<b>Inadequate</b>
	Reader understands and easily follows the writer's expression of ideas.	Reader understands writer's ideas.	Reader occasionally has difficulty understanding or following the writer's ideas.	Reader has difficulty identifying or following the writer's ideas.
<b>Response to the Prompt</b>	Presents a clearly focused main idea that addresses the prompt.	Uses the writing prompt to establish a main idea.	Addresses the prompt, though the focus may shift.	Attempts to address the prompt but with little or no success in establishing a focus.
<b>Organization</b>	Establishes a clear and logical organization.	Uses an identifiable organization pattern.	Shows some evidence of an organizational plan.	Fails to organize ideas.
<b>Development and Details</b>	Achieves coherent development with specific and relevant details and examples.	Has focused but occasionally uneven development; incorporates some specific detail.	Has some development but lacks specific details; may be limited to a listing, repetitions or generalizations.	Demonstrates little or no development; usually lacks details or examples or presents irrelevant information.
<b>Conventions of EAE</b>	Consistently controls sentence structure and the conventions of Edited American English (EAE)	Generally controls sentence structure and the conventions of EAE.	Demonstrates inconsistent control of sentence structure and the conventions of EAE.	Exhibits minimal or no control of sentence structure and the conventions of EAE.
<b>Word Choice</b>	Exhibits varied and precise word choice.	Exhibits appropriate word choice.	Exhibits a narrow range of word choice, often including inappropriate selections.	Exhibits weak and/or inappropriate word choice.

## Test 2: Social Studies

The Social Studies Test uses a multiple-choice format to measure concepts and skills from the academic high school subject areas of history, geography, civics and government, and economics within contexts familiar to and relevant to adults. The test is based on the primary purpose statement formulated by the National Council for Social Studies Curriculum Standards which states in part that the goal of social studies is one of “developing the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world”.

The Social Studies Test measures four of the general critical thinking skills: comprehension, application, analysis, and evaluation using both primary and secondary sources of three kinds:

1. **Prose-only:** articles, speeches, textbooks, letters, laws, and historical documents
2. **Visual-only:** maps, graphs, charts, tables, diagrams, cartoons, and photographs
3. **Combined:** source materials containing both prose and graphics

The questions are arranged in sets or as single questions. Question sets measure the candidate’s ability to integrate concepts from different social studies content areas. The test measures the candidate’s ability to use higher level thinking skills by assuming and requiring the use of prior knowledge of important social studies concepts, principles, events, and skills. The following outline of higher level thinking skills details what could be asked at each level.

Social Studies Test Specifications		Comprehension 20%	Application 20%	Analysis 40%	Evaluation 20%	
U.S. History	25%	3	2	8	2	15 Items
Geography	15%	2	3	3	1	9 Items
Economics	20%	2	3	3	4	12 Items
Civics & Govt.	25%	4	3	5	3	15 Items
World History	15%	1	1	5	2	9 items
		<b>12 Items</b>	<b>12 Items</b>	<b>24 Items</b>	<b>12 Items</b>	<b>60 Items</b>

*Item Numbers are approximations*

The test includes at least one “practical” document such as a voter’s guide, tax form, budget tool, or survey. It also includes at least one excerpt or adaptation from the U.S. Declaration of Independence, the U.S. Constitution, the Federalist Papers, and landmark Supreme Court cases. In addition, at least one map of the U.S. is included.

## **Sample Directions and Question for Social Studies**

**Directions:** Choose the one best answer to each item

**Items 1 to 2** refer to the following information.

Five amendments to the U.S. Constitution directly affect voting qualifications.

- The Fifteenth Amendment, ratified in 1870, prohibited states from using race or color as standards for determining the right to vote.
- The Nineteenth Amendment, ratified in 1920, prohibited the states from using gender as a voting qualification.
- The Twenty-Third Amendment, ratified in 1961, granted the residents of Washington, D.C. a voice in the selection of the President and Vice President.
- The Twenty-Fourth Amendment, ratified in 1964, outlawed the state poll tax as a requirement for voting in national elections.
- The Twenty-Sixth Amendment, ratified in 1971, prohibited states from denying the vote to anyone 18 years old or over.

1] Which statement about the five amendments appears to be the best summary?

1. They affirm the right of women to vote.
2. They limit the right of U.S. citizens to vote according to where they live.
- \*3. They prohibit the use of certain requirements as voting qualifications.
4. They prohibit some citizens from voting.
5. They permit certain qualifications to be used in voting.

\* Correct answer

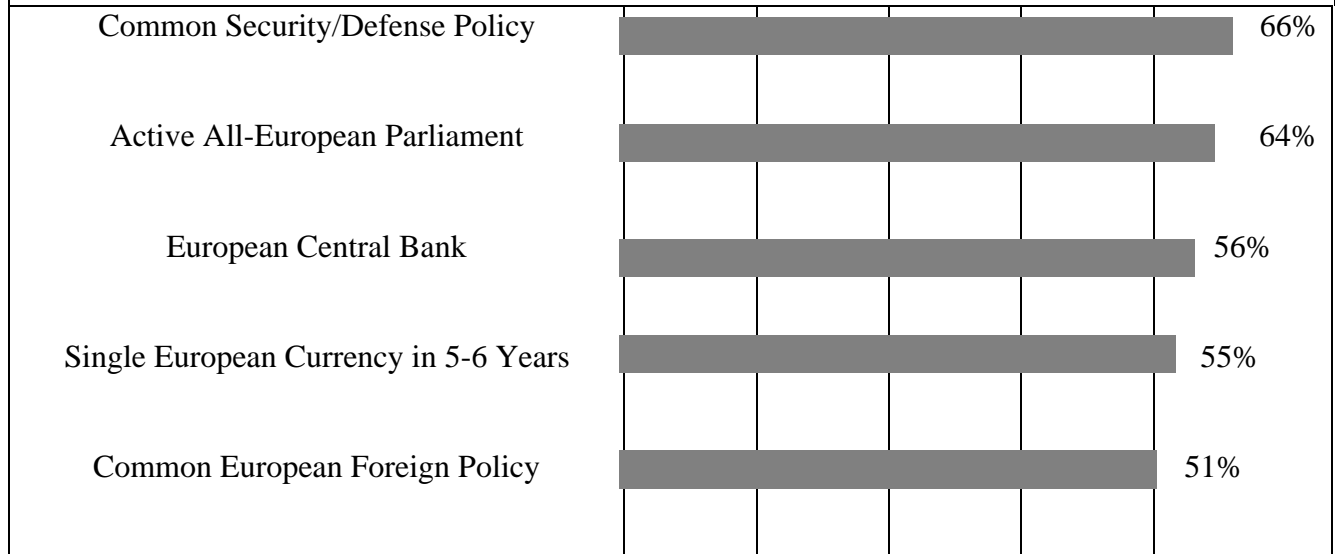
The National Council for Social Studies Curriculum Standards has identified visual processing skills among those essential for civic participation. Candidates must be able to perform the following tasks given visual or graphic sources:

- Acquire information
- Organize and use information
- Evaluate the quality of information
- Evaluate systems that that primarily rely on visually transmitted information

**Sample Directions and Question for Social Studies Test**

**Directions:** Questions 8 and 9 refer to the following graph.

**Percentage of Europeans in October 1990 Who Supported:**



Which of the following must happen in the modern world if the majority opinions shown in the graph are to be successfully carried out?

1. North American and Asian countries must give up some of their military power.
2. The industrialized countries in Western Europe must control agricultural countries there.
- \*3. European Union nations must cooperate to enforce common political and economic policies.
4. Productivity must increase immediately and equally among European Union nations.
5. Free trade in Western Europe must be curbed by stronger international border controls.

\* Correct answer

## Test 3: Science

The GED Science Test contains multiple-choice questions drawn from the following content areas: biology, earth science, physics, and chemistry. In addition, the 2002 series GED Science Test is aligned with the National Science Education Standards (National Research Council, 1996) that states that science standards are “designed to ensure that all students graduate from high school with science knowledge and intellectual abilities they will need to make effective decisions in their everyday lives, participate in civic and cultural affairs, and become economically productive citizens.”

The Science Test measures skills in problem-solving and reasoning. Test questions relate to major concepts that cover all areas of science as they relate to everyday life. For example, a life science item might include environmental and health topic, such as recycling, heredity, prevention of disease, pollution, or climate. Test items are categorized as measuring the candidate’s knowledge of:

- fundamental understandings,
- unifying concepts and processes,
- science as inquiry,
- science and technology,
- science in personal and social perspectives,
- history and nature of science.

Science Test Specifications	Fundamental Understanding 60%	Unifying Concepts & Processes	Science as Inquiry	Science & Technology
Life Science 45%	14	1	2	1
Earth and Space Science 15%	6	0	1	1
Physical Science 20%	10	1	1	0
	<b>30 Items</b>	<b>2 Items</b>	<b>4 Items</b>	<b>2 Items</b>

Science Test Specifications (cont.)	Science in Personal & Social Perspective	History & Nature of Science	Totals
Life Science 45%	4	1	23 Items
Earth and Space Science 15%	2	1	11 Items
Physical Science 20%	2	2	16 Items
	<b>8 Items</b>	<b>4 Items</b>	<b>50 Items</b>

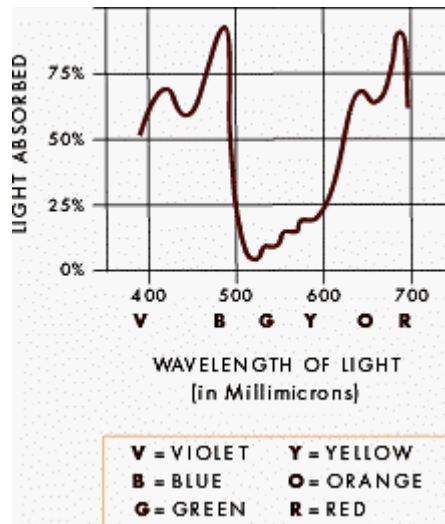
*Items Numbers are approximations*

Like the Social Studies Test, candidates will use graphs, tables, charts, maps, and figures to gather the information needed to answer questions. Fifty percent of the test focuses on conceptual understanding questions; the remaining 50 percent focuses on problem solving questions. In every case, the candidate must understand, use, analyze, or evaluate the information provided to answer the questions correctly. There are three kinds of science questions to assess the candidate's ability to interpret material about real life situations:

- brief written passages or statements
- a graphic format
- a text and graphic illustration format combined

**Sample Directions and Question for Science Test.**

Item 3 is based on the following figure:



According to the graph above, which of the following colors of light is absorbed the **least** by a plant?

1. red
2. yellow
- \* 3. green
4. blue
5. violet

\* Correct answer

## Test 4: Language Arts, Reading Test

The passages on the new GED Language Arts, Reading Test reflect diversity in perspective (for example, gender, ethnicity, age, and region). The test contains approximately seven selections ranging from 300 to 400 words each and includes one poem (8 to 25 lines) and one piece of drama. Content areas are divided into Literary (75%) and Nonfiction (25%). Literature is divided into three time periods: pre-1920, 1920–1960, and 1960–present, with passages distributed across the time periods.

The nonfiction passages incorporate business-related documents such as an excerpt from an employee handbook, training manual, or contract/lease agreement. At least one business document will be included on the test. Other nonfiction prose passage selections are drawn from articles, editorials, reviews, etc. However, there will not be graphics on this test.

The test uses a multiple-choice format that reflects Bloom’s Taxonomy of cognitive levels of comprehension; application, analysis, and synthesis (See Appendix). Each of the seven passages is followed by four to eight multiple choice questions, a total of 40 items.

<b>Language Arts, Reading Test Specifications</b>		<b>Comprehension 20%</b>	<b>Application 15%</b>	<b>Analysis 30-35%</b>	<b>Synthesis 30-35%</b>	
Literary text	75%	6	4	10	10	30 Items
Nonfiction Prose	25%	2	2	3	3	10 Items
		<b>8 Items</b>	<b>6 Items</b>	<b>12-14 Items</b>	<b>12-14 Items</b>	<b>40 Items</b>

*Item Numbers are approximations*

Some test items ask the candidate to integrate an additional piece provided in the stem of the question with the information from the reading. This type of question tests the candidate’s ability to synthesize information from two different sources. For example, the reading selection may be from a piece of fiction such as a short story by the Russian author Anton Chekhov. An expanded synthesis question might include in the question stem a quote from the Chekhov’s credo about man’s struggle. The question might then ask the candidate to identify an element in the reading that demonstrates the author’s stated philosophy.

The following example is based on an excerpt from a Chekhov short story titled, “The Nincompoop” in which the master of a large estate is reviewing his children’s governess’ monthly wages. During the course of the interview, the master catalogs the various minor losses for which he holds the governess responsible. For each infraction, he deducts money from the wages he owes the governess. In the end, the master offers the governess only the smallest fraction of her wages, and—incredibly to him—she accepts the pittance gratefully. He rails at her for being so submissive, saying that he was playing a “little joke” on her, a “cruel lesson, just to teach” her to stand up for herself. At the end, the master marvels to himself that it is “possible in this world to be without teeth and claws—to be such a nincompoop.”

## **Sample Directions and Question for Language Arts, Reading Test**

**Directions:** Choose the best answer to each item

**Chekhov once wrote in his notebook “Man will become better only when you make him see what he is like.”**

How does this quotation relate to the passage?

- \* 1. It clarifies Chekhov’s purpose in having the narrator of the story try to change the governess’ behavior.
- 2. It reinforces Chekhov’s skill in capturing the governess’ anger.
- 3. It reveals Chekhov’s inability to depict the secondary characters mentioned in the passage.
- 4. It suggests that Chekhov’s goal as a writer was to use fiction to hide the flaws of humans.
- 5. It shows that Chekhov created characters that despised comments that would be considered critical.

\*Correct Answer

Synthesis questions draw from several sources for the piece of additional information: events that occur earlier or later in the piece from which the passage is drawn; information about the author’s life, his or her other writings, critical reviews of the work; or historical and cultural background information from the passage itself.

## Test 5: Mathematics Test

The Mathematics Test measures the candidate’s ability to solve—or find the best method to solve—mathematical problems typical of those studied in high school mathematics courses. Test questions are drawn from four major areas:

- number operations and number sense,
- measurement and geometry,
- data analysis, statistics and probability,
- algebra, functions, and patterns.

Each of these areas will be tested in terms of procedural knowledge, conceptual understanding, and problem solving. These four areas are presented in a context that incorporates realistic tasks (as compared to academic) with which the adult learner has had considerable experiences. A small minority of questions involves specific application of mathematical knowledge in non-contextual situations. For contextual items, the situations are natural rather than contrived, and deal with world of work, the consumer, technology, and family experiences.

<b>Mathematics Test Specifications</b>	<b>Procedural Knowledge 20%</b>	<b>Conceptual Understanding 30%</b>	<b>Problem Solving 50%</b>	
Number, Number Sense & Operations 20-30%	4	3	6	10-13 Items
Measurement and Geometry 20-30%	2	3	8	12-15 Items
Data., Statistics & Probability 20-30%	2	3	5	1 0-13 Items
Algebra, Functions & Patterns 20-30%	3	4	7	14 Items
	<b>11 Items</b>	<b>13 Items</b>	<b>26 Items</b>	<b>50 Items</b>

*Item Numbers are approximations*

The GED Mathematics Test will consist of 25 percent set-up questions in which candidates are asked to select the formula for solving a problem but do not have to do the computation. The GED Mathematics Test is presented in two booklets: Part 1 permits the use of a calculator, Part 2 does not. Each part of the test is equally weighted. Therefore, a candidate must complete both parts of the test to receive a score. A scientific calculator is provided to the candidate for use on Part 1. Prior to testing, a candidate is provided with an instruction sheet and samples questions for the calculator and time to practice using the calculator. By permitting calculator use, the GED Testing Service has opened the door to increased realism in the types of mathematics problems, to multi-step problems, and to technology that is more common in the workplace. A sample of the calculator instruction sheet and formula page are included at the end of this section.

The Mathematics test will use two alternate format types on the answer sheet. Both require the candidate to bubble in their answer. They do not have multiple choice responses. Answer booklet one (1) for calculator will consist of 6 standard grids and 1 coordinate plane grid. Answer booklet two (2) for the non-calculator portion of test, will consist of 2 standard grids and 1 coordinate plane grid.

### Sample Alternate Format and Grids

#### Multiple-Choice Format

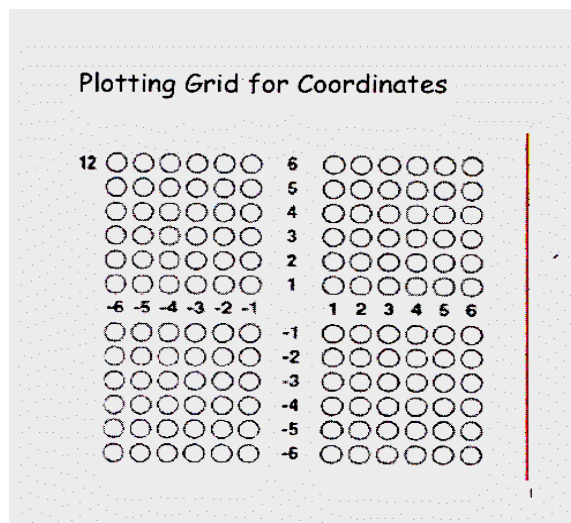
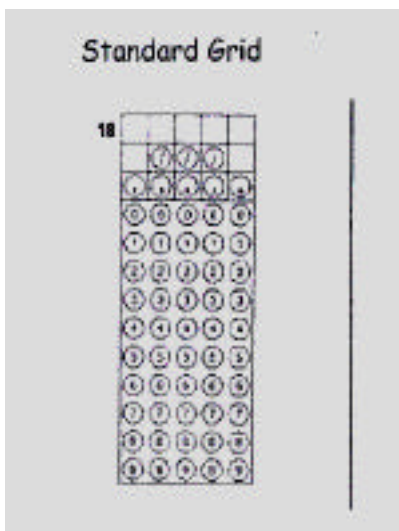
A train travels 120 miles in 2 hours. If a car can travel the same distance in 3 hours how many hours will it take the car to travel 360 miles?

- \* (1) 9
- (2) 6
- (3) 4
- (4) 3
- (5) 1

#### Alternate or Open-Ended Format

A train travels 120 miles in 2 hours. If a car travel the same distance in 3 hours how many hours will it take the car to travel 360 miles?

Mark your answer in the circles in the grid on the answer sheet.



\*Correct Answer

Approximately 20 percent of the items are alternate format (not multiple-choice). Alternate format items are included on both parts of the test. Item sets (several items corresponding to one graphic or other stimuli) play an increasingly important role. Multiple pieces of information are effectively communicated through graphics such as pie charts, bar graphs, and tables. The GED Mathematics Test includes many questions that require the candidate to access information from single sources such as these.



# **Testing Accommodations**

# Special Accommodations for Documented Disabilities

The GED Testing Service believes that:

“Not all individuals can be fairly tested under standard administrations of regular print editions of the GED Tests. In such cases, special administrations may be arranged at the request of the candidate and with the approval of the Chief Examiner and the GED Administrator...”

The range of accommodations available to GED candidates is determined by the needs of test-takers with documented disabilities. When applying to take the GED with accommodations candidates must first obtain a copy of Form L-15, Accommodations Request for Learning Disabilities and/or Hyperactivity Disorder. Form L-15 is available at the local GED testing center. There is no cost for this form. Upon completion the Form L-15 is sent to the Illinois GED Chief Examiner who verifies that a competent and qualified professional has performed all documentation and diagnoses. The Form L-15 is then forwarded to the GED Administrator in Washington D.C. for final approval.

The most common accommodations for candidates with specific learning disabilities and/or attention deficit hyperactivity disorder are listed below. If an instructor believes that a GED candidate needs an accommodation that is not listed but is not explicitly prohibited, he or she should contact the Illinois GED Administrator.

- audiocassette edition (with printed reference copy)
- large print edition
- use of a scribe
- extended time
- use of a calculator on both parts of the math test
- frequent breaks
- use of a private room for testing

## Verifying and Documenting Disabilities

Verification of documented disabilities must occur before a GED candidate can request special accommodations during testing. While both medical and emotional disabilities may be verified through consultation with the candidate’s medical doctor, specific learning disabilities and attention deficit/ADHD must be diagnosed and verified by a certified professional.

To request special accommodations for medical and emotional disabilities, use form SA-001. Form L-15 should be used to request accommodations for specific learning disabilities and attention deficit disorders.

## Resources on Disabilities

Following are several sites that contain basic information on learning disabilities and more specific information on appropriate accommodations for students with learning disabilities.

### HEATH Resource Center

<http://www.heath-resource-center.org/>

Serves as a national information exchange about educational support services, policies, procedures, adaptations, and opportunities at American campuses, vocational-technical schools, and other training providers. Also available on the site are a quarterly electronic newsletter, various resources and publications, commonly asked questions regarding learning disabilities, and other helpful links.

### Learning Disabilities Association of America

[www.ldanatl.org](http://www.ldanatl.org)

Contains links to state and regional resource centers, publications and resources for people with learning disabilities, fact sheets and bulletin alerts, and adult support group information.

### The National Adult Literacy and Learning Disabilities Center

<http://novel.nifl.gov/nalldtop.htm>

Promotes awareness about the relationship between adult literacy and learning disabilities, builds the capacity of literacy practitioners to help identify and serve adult students with suspected or diagnosed learning disabilities, and produces and refines materials that enhance the knowledge base for adult literacy and learning disabilities. Offers an extensive information exchange network as well as targeted training and technical assistance programs.

### National Center for Learning Disabilities

<http://www.nclد.org/>

Promotes public awareness and understanding of children and adults with learning disabilities, and provides national leadership on their behalf so they may achieve their potential and enjoy full participation in our society. This site contains basic information on learning disabilities, including individual legal rights, test assessment information, and a wide variety of resources.

### Accommodating Accommodations: GED resource page for adults with learning disabilities and/or ADHD

<http://gwis2.circ.gwu.edu/%7Ekkid/gedhome.htm>

The GED Testing Service provides accommodations during testing to individuals with disabilities under the guidelines of federal laws. The Accommodating Accommodations page helps those with learning disabilities and/or attention deficit hyperactivity disorder understand GEDTS policy of requesting accommodations. It explains how to complete Form L-15, the form needed to request accommodations for LD and/or ADHD. The page offers in-depth information about learning disabilities and ADHD, the laws relating to disabilities accommodation, and links to other useful sites.



# **A Few Handy Lesson Ideas**

# A Few Handy Lesson Ideas\*

## ***Teaching Strategies for Writing***

It is important to provide opportunities for your students to write. Writing should occur during each classroom session and should be integrated into the learning process. Students can be writing on topics dealing with the entire GED curricula. It is important to remove the artificial barrier between other subjects and writing. Remember, not all written work needs to be graded. Students need to be comfortable in the writing process and have opportunities to write real life assignments. The following are strategies that can be use to enhance writing in your classroom (Routman, 1996).

### **1. Graphic Organizers**

Graphic organizers are highly powerful learning tools designed to help a student focus on concepts, illustrate ideas, provide a step-by-step procedure and encourage organized thinking. They help students organize their thoughts and provide a visual picture of what they are going to write about. Graphic organizers are also known as advanced organizers, mind maps, or spider webs.

### **2. Personal Journals**

The GED instructor can use journals to personalize the writing process. Students write on topics of their choice or selected by the teacher. Personal journals provide students with a non-threatening activity that will increase their writing skills and comfort. Personal journals should never be graded; however, they can be used to personalize classroom learning if they are turned in periodically to the instructor for comment or response. Personal journals are often good beginning writing activities.

### **3. Reading Journals**

Students keep journals to document and enhance their understanding of materials that are read for class. Encourage students to write entries that reflect the main idea, major points or questions that they may have after reading a selection. To increase critical thinking skills, instructors may request that students write about possible applications of ideas. Journals can also assist students to better understand what has been taught.

### **4. Learning Logs**

Learning logs are journals where the page is divided into two columns. Key concepts are written in the left column and student responses to the concepts are written in the right column. This method assists students in organizational skills and formulating ideas for personal writing.

### **5. Summaries**

Instructors can ask students to write a brief summary of the major points of a reading assignment. This summary can be as brief as 25 words or extend to several paragraphs based on student writing performance level. This not only checks reading comprehension but can also be graded quickly. Summarizing is a very important skill for students to learn.

### **6. Brainstorming**

In brainstorming activities, teachers provide students with a problem. They then ask them to quickly jot down ideas about the problem. Students should be encouraged to come up with as many ideas as possible

and not worry about form or grammar. Brainstorming can be used either prior to presenting a topic or as a summarizing activity. Prior to the introduction of new material, brainstorming can be used for students to predict answers or solutions. As a summarizing technique, students can quickly identify important things to remember.

### **8. Written Conversation**

Students are requested to list one question that they would like to have discussed during class. Students read each other's questions and write responses to them, passing them on for further responses from other class members. This method helps students understand the different types of questions students may have on the same topic.

### **9. Shared Writing**

In this activity, students are allowed to provide ideas that the teacher will then scribe into an essay or other genre. This strategy shows students the thought process required for good writing. Students need to see that even teachers need to think out loud, revise, and edit their work. This can be a fun group activity.

### **10. Class Summary**

In this activity students are asked to summarize what they learned in class. This is a good check of what you thought you taught and what the student actually learned during the class.

### **11. Reaction Paper**

At the end of class or after a discussion, ask students to write a one-minute reaction paper. For example, an instructor might ask students to write down their ideas before they respond to a question asked in class. From these ideas, a writing assignment can be provided. A short writing assignment can also summarize what a student learned in the class. This will help you get input as well as test for understanding.

### **12. Cross-Disciplinary Writing**

Students need to write in a variety of genres. They should be encouraged to write poetry, letters, stories, interviews, "how to books," greeting cards, messages, children's stories, etc.

### **13. Timed Writing**

As the Official GED Tests are timed, students should experience longer timed writings as they near the skill level required to successfully pass the *Official GED Language Arts Writing Test*. Instructors should provide lined paper similar to that used on the exam as well as a pencil for writing. Initially, timed writings should be short. Provide topics that are easily handled by the student. Remember that all writings do not need to be "graded." As the student's writing proficiency increases, increase both the time provided and the length of the writing sample. Prior to taking the *Official GED Language Arts Writing Test*, the student should be able to write a five paragraph essay on any given topic in a 45 minute period.

## **The GED Essay**

Students are required to write an essay for the *Official GED Language Arts, Writing Test*. The testing situation provides students with one choice on which to write. Although no special or technical knowledge is required, the essay must be able to clearly and effectively present their ideas with minimal grammatical, spelling, and content errors. Students are called upon to use their personal observations, experience, and knowledge. Use the Essay Scoring Guide (A copy is in the overview) to edit, review, and discuss essay.

The following is an outline on how to organize a five-paragraph essay that can be shared with your students. Use the essay's scoring guide (a copy is in the overview) to edit, review and discuss essays.

## **1. The Introductory Paragraph**

The opening paragraph sets the tone, so start with a topic sentence. This paragraph introduces the topic. If you do a good job in the opening paragraph you will draw your reader into your "experience." Vary sentence structure in the paragraph and write in an active voice. It is important to practice writing introductory paragraphs on various topics.

## **2. Supporting Paragraphs**

Write a transition to establish the sub-topics. Each paragraph has to flow to the next. The transition can be included in the topic sentence. These paragraphs provide supporting ideas, examples, or details to your essay. Vary the sentence structure for interest when writing supporting paragraphs.

## **3. Ending or Summary Paragraph**

This is a difficult paragraph to write effectively. Restate the introductory idea or paragraph but with originality. Do not simply copy the first paragraph. This is the last thought that you will leave with the reader so summarize your argument with some degree of authority. This paragraph should leave no doubt as to your position or conclusion.

## **4. Edit and Revise Your Essay**

- a. Check for Usage of Correct Standard English and Spelling
  - Check for correct spelling and grammar
  - Check for subject and verb agreement
  - Check for consistent verb tenses
  - Check for spelling
- b. Review Individual Sentences
  - Use active verbs
  - Use active voice
  - Use transitional words and phrases
- c. Read the Essay for Continuity
  - Does it flow?
  - Does it make sense?
  - Does it have a major topic and supporting sub-topics?
  - Are there introductory and concluding paragraphs?

## ***Teaching Strategies for Mathematics***

Most GED teachers would say that the mathematics test is the hardest for their students to pass. Research from the American Council on Education supports these statements. Students enrolling in a GED math course generally have basic computation skills such as operations with whole numbers, fractions, decimals, and percentages. They also may have skills in introductory algebra, geometry and formulas. If students need additional practice in specific areas of computation there are numerous printed text and computer-based materials. However, most students also do not have the application or critical thinking skills required in the mathematics area. They are unable to identify what computation skills or steps are required to solve the problems presented. The teaching of mathematical problem solving skills requires a different approach than that of teaching calculation skills.

Activities in an adult education math class should focus on math understanding as well as computational skills. Too often, we teach one math concept at a time. For math education to be effective and meaningful, we must create integrated learning experiences.

There are many strategies to use when teaching the diverse group of adults in your math classroom. Adapted from the NCAL Technical Report - TR 96-02, the following suggestions provide students with skills that transfer to real life (Ginsburg, L. & Gal, I. May 1996).

**1. Address and evaluate attitudes and beliefs regarding both learning math and using math.**

Students are often fearful regarding mathematics. Prior to any true learning taking place, the instructor must discuss with students how traditional methods of teaching math may have caused them to develop a negative attitude.

**2. Determine what students already know about a topic before instruction.**

Use an informal discussion of what students already know about a topic prior to teaching. Formal assessment instruments do not always provide an accurate picture of a student's real life knowledge or thinking processes. For example, if discussing positive and negative integers, discuss a bank account and the concept of being "overdrawn" or in the negative category.

**3. Develop understanding by providing opportunities to explore mathematical ideas with concrete or visual representations and hands-on activities.**

Students in GED programs will learn more effectively if they can visualize concretely an abstract concept. Use manipulatives such as cuisenaire rods, fraction circles, geoboards or everyday objects such as coins, toothpicks, etc. to help students explain how mathematical rules and concepts work.

**4. Encourage the development and practice of estimation skills.**

During everyday life, one does not always use "exact" math. Teach students how to estimate. Strategies to use can include rounding to whole numbers, multiplying by 10 rather than 9 or dividing by whole numbers rather than multiplying by fractions. Use test examples to show students that good estimation can result in correct answers. Have the students work out the problem using computation skills to support their estimations.

**5. Emphasize the use of "mental math" as a legitimate alternative computational strategy. Encourage the development of mental math skills by making connections between different mathematical procedures and concepts.**

GED students often have difficulty with multi-step problems. Teach them mental math strategies that "make sense to them." An example would be to multiply \$4.00 by 4 and then subtract 4 from the answer to solve the equation  $\$3.99 \times 4$ . Utilizing division rather than percentages is another example of mental math, i.e. dividing a number by 4 rather than multiplying it by the equivalent percentage 25%. Always discuss the "why" of such skills and whether paper/pencil calculation or mental math is the best method to use for the problem.

**6. View computation as a tool for problem solving, not an end in itself.**

GED students must learn more than mere calculations. The Official GED Test focus on the why and when concepts. Integrate problem-solving abilities while teaching computation skills. Story problems or real life problems must be a significant part of instructional time. Have students write their own story problems to reinforce the connection between computation and real life skills. Share the problems with the class, providing a mixture of computational procedures rather than supporting just one concept such as subtracting fractions.

**7. Encourage use of multiple solution strategies.**

Teach your students how to solve problems in different ways. In many mathematical problems, there is more than one way to find the solution. Integrate learned skills with current processes. An example is showing students that repeated addition can be replaced by multiplication or that fraction problems can be completed using percentages. Teaching alternative solution strategies assists students in looking for another way to complete a problem.

**8. Develop students' calculator skills and foster familiarity with computer technology.**

Calculators will be used on the GED 2002 Series Tests for certain segments of the math sub-test. It is important for students to know what a math procedure does and why it works. They should also be able to evaluate the results. Since calculators will be used on the new GED exam, set aside time to teach students how to correctly use calculators to perform single and multi-tasked problems. Calculators can be used by students to check their work, to solve tedious computations, and as a problem-solving tool. The usage of computers allows students to use simulations not easily provided in written form. Since most jobs in the workplace require familiarity with technology, the usage of computers helps students to become computer literate and develop necessary workforce skills.

**9. Provide opportunities for group work.**

The workforce requires teamwork. Even in mathematics, teachers should work on the concept of teaming. Develop a project where a group effort is appropriate. An example would be to organize an activity where the development of a plan, schedule, budget, needed business materials, and a report would be required. As with all group activities, clear goals and rules must initiate the project. A rubric would be helpful in providing students with the structure to assess their own progress as a group.

**10. Link numeracy and literacy instruction by providing opportunities for students to communicate about mathematical issues.**

GED students need to be able to communicate about math. Teachers should provide real life activities in which math is used. Examples would include teaching math concepts to others, letters of complaint to companies clearly detailing a billing problem, a detailed explanation of why a bank statement was incorrect, or a formal discussion of why a method was selected to solve a particular real life problem.

**11. Provide problem-solving tasks within a meaningful, realistic context in order to facilitate transfer of learning.**

Students need to view math as a necessary skill in their lives. Students can assist transference of mathematical skills to real life experiences through the sharing of experiences. These experiences can be used as problem solving projects for the class. Projects can be as simple as comparing the price of cereals to as complex as finding the best mortgage deal. Discuss how students use math in their daily lives and set up problems based upon these scenarios.

**12. Develop students' skills in interpreting numerical or graphical information appearing within documents and text.**

Math does not always take the form of computation. Graphs, tables, text, payment schedules, and contracts are just a few of the ways in which text is filled with mathematical concepts. Strategies to use in teaching students how to accurately interpret such documents can include having students graph information from their lives for the last 24 hours. Pictorial, circle, line or any type of graph can be used to visually document numerical information. Another activity would be to have students critique and discuss an article filled with numerical information such as an employee benefit statement.

**13. Assess a broad range of skills, reasoning processes, and dispositions using a range of methods.**

GED 2002 Series Tests will assess mathematical skills in a variety of methods. Use various assessment strategies when teaching mathematics. Include not only multiple-choice questions, but also gridded answers. Open-ended questions, graphs, tables, text, and short answer questions requiring verbal documentation of how a solution was obtained are just a few of the types of assessments that should be used. Remember that assessments do not always have to be formally graded.

## ***Reading in the Content Area: Science, Social Studies, and Interpreting Literature and the Arts***

Engaging learners in a greater variety of experiences combining reading and writing instruction leads to a higher level of thinking. Research has begun to show that writing leads to improved reading achievement and reading leads to better writing performance. Combined instruction in reading and writing leads to improvement in both areas. Students who are content literate have a heightened awareness and use of the organization and structure of texts. They know how to read in strategic ways to obtain important knowledge in diverse reading materials. The strategic reader knows how to preview an article in order to become familiar with the focus, scope, findings and complexity of the material before doing a more thorough reading.

A less informed reader usually reads text in a generic way with limited comprehension and recall. The underprepared reader uses a single inefficient and ineffective method of reading regardless of the type of text of the actual assignment. Different kinds of questions are asked on the Official GED Test. Teaching students how to learn as well as what to learn ensures greater success. In the subject areas of science, social studies, and literature, it is important for the instructor to teach test taking as well as cross-content skills. Watch what students do when given a problem to solve. The answer itself is not as important as how a student approaches the problem. Critical thinking is a skill that anyone can learn. Good critical thinking skills help students think more clearly and see things for what they really are. The GED instructor must assist the student in becoming a critical thinker through the acquisition of incremental steps. Critical reading requires that students assess basic problems and circumstances as well as the alternatives.

### ***Strategies for Teaching Critical Thinking and Reading***

- End every lecture or discussion with questions that have been left unanswered.
- Provide alternative ideas or approaches to discussion topics.
- Ask "why" something should be accepted.
- Ask what detailed evidence supports the argument or answer to a problem.
- Use a **think, solve, and explain** method so that students analyze the problem presented, determine a way to solve the problem and write an answer in their own words. Techniques for using the **think-solve-explain** method are:
  - 1. Think** -- Read the question carefully. Think about and analyze what you are being asked to do. Make sure you understand what you are supposed to do before you begin answering the question.
  - 2. Solve** -- Begin solving the question using the strategy you know best. Ensure that you use all of the information provided to determine what information is necessary to the problem and what information is irrelevant.
  - 3. Explain** -- Follow the directions for solving the problem and writing the solution. Reading selections on the Official GED Test include passages taken from magazines, books, technical manuals, and literature at a high school grade level. Reading selections are reproduced in the test booklets along with the kinds of pictures, captions, and graphics that are typically a part of the published passages. Effective reading instruction focuses on teaching the individual student rather than a reading program.

## ***Strategies for Timed Readings***

The fluent reader is able to quickly review an article with understanding. Many GED students read in a slow and methodical fashion decreasing their ability to comprehend. Use timed readings to increase a student's reading speed and comprehension. There are many commercial materials for timed reading; however, any type of fiction or non-fiction reading material can be used.

Initiate timed readings by providing a student with a single paragraph. Time the student for one minute. Divide the number of words the student has read by the number of minutes used in the timing. This is the student's rate of reading per minute. As the student becomes more fluent, increase the timed readings to five minutes. Add simple comprehension questions after the student is comfortable with the process.

Reading activities can also be located on the Internet. Use of a computer for timed readings provides a student with independence and a simple way to incorporate this strategy into the GED classroom.

## ***Strategies for Building Meaning Before, During, and After Reading***

Content literate readers generally use the following strategies in the reading process:

- Inference -- reaching conclusions based on textual information
- Identifying Important Information -- finding critical facts or details in the text regardless of the type of writing
- Monitoring -- identifying difficulties and changing strategies to improve understanding
- Summarizing -- pulling together important information from a lengthy article
- Question Generating -- asking silent questions about the reading material in order to integrate information

## ***Strategies for Content Literacy***

As students become proficient readers, they develop strategies for solving problems within the reading materials. The following are good practices to implement in the GED classroom.

1. Deliver a balanced content reading program including oral, written, and reading materials from a variety of resources:
  - Teach students to read both orally and silently from a variety of fiction and non-fiction materials. Use such diverse materials as technical manuals, literature, magazines, newspapers, textbooks, and business communications
  - Have students use writing activities to increase their comprehension
  - Use comprehension activities that include higher order skills of evaluation, synthesis, analyzing, inference, and inquiry
  - Teach students vocabulary building
  - Use formal and informal assessments such as comprehension tests, portfolios, teacher observation of oral and silent reading, timed readings, and writing assignments
2. Teach students how to use the structure of language to increase speed and comprehension:
  - Teach students, through demonstrations, how to use text organization to aid their comprehension
    - a. Select an article and photocopy the section for each student
    - b. Read the selection through, paragraph by paragraph, and "think aloud" your own strategies for reading the selection. Have students write down your think-alouds in the margin
    - c. After completing the reading demonstration, have students summarize the strategies that you used for reading the text
    - d. Have students write their own summary of strategies
    - e. Complete numerous demonstrations until students understand the strategies that you use

- Teach students how to use contextual clues, prefixes, suffixes, decoding skills and high frequency words
  - a. Have students identify main ideas, introductory, and conclusion sentences
  - b. Have students review graphs, charts, lists, bold and italicized print, and symbolism in articles
- Integrate reading and writing instruction
  - a. Have students read and write on a daily basis
  - b. Use writing to critique a reading sample
- Use multiple resources to teach each individual student to better comprehend the written word, such as:
  - a. Libraries
  - b. Internet
  - c. Technology
  - d. Real life



# **GED Resources**

# Instructional Resources

## **GED Preparation Books**

The materials in this section contain materials developed for GED 2002 preparation and books designed to develop knowledge and skills in specific academic areas.

Contemporary's GED 2002: GED: the Complete Book (Available Fall 2001)

McGraw-Hill/Contemporary

(800) 621-1918

All five tests are covered in one book.

Focus on Skills Series, 2000

Steck-Vaugh Company

Each skills book focuses on one of the five GED tests and provides practice in specific skills areas.

Foundation Series

McGraw-Hill/Contemporary

(800) 621-1918

Books contained in series are Writing, Social Studies, Science, Reading, Mathematics

GED Esenciales: Repaso Completo y Conciso para el Examen de Equivalencia de Escuela Secundaria

McGraw-Hill/Contemporary

(800) 621-1918

Spanish version of GED Test. All five tests are covered in one book.

Model Test for 2002 Series

McGraw-Hill/Contemporary

(800) 621-1881

Individual booklets for each test

## **Content Area Materials**

“Beyond the GED: Lesson Plans and Materials for the GED Classroom”

Sandra Cass and Barbara Garner 2000

(617) 495-4843

Can also be downloaded <http://gseweb.harvard.edu/~ncsall/publication.html>

This guide is meant for GED instructors to use in GED classrooms and provides learners with the opportunity to practice using graphs, reading charts, and writing. Learners will analyze research findings on the economic impact of the GED.

“Literacy Resource Series: Strategies for Adult Learners”

Linda Thistlewaite 2000

Curriculum Publications Clearinghouse

(800) 322-3905

This six-book literacy resource series provides teachers with more than 140 strategies related to the development of literacy skills.

## Graph Attack! Understanding Charts and Graph

Warner, Jack (1993)

Cambridge Adult Education

(800) 238-5833

Covers a variety of charts and graphs. Each chapter includes an explanation along with exercises related to the topic.

## **Computer-Based Instruction**

GED Interactive: Computer Based Preparation for the GED Test (Fall 2001)

McGraw-Hill/Contemporary

## **Lesson Plans Instructional Resources**

While not specifically GED, these Internet sites provide information in a variety of content areas covered on the GED 2002 tests.

Adult Education Teacher's Page

<http://forum.swarthmore.edu/teachers/adult.ed/index.html>

Provides information and resources for adult education math and specifically for the GED.

Assignment Editor

<http://www.assignmenteditor.com/>

Provides access to a wide variety of on-line national news sources including newspapers, network news, and news magazines.

AT&T the Writing Process

<http://www.att.com/learningnetwork/>

This K-12 site offers lesson plans and activities that are easily adapted to GED instruction.

Daryl Cagle's Professional Cartoonist's Index

<http://cagle.slate.msn.com/>

This site includes a teacher guide to different cartoons from over 60 cartoonists.

Learning Resource

<http://literacynet.org/cnnsf/home.html>

This site includes an interactive newspaper with an instructor page.

Math Forum

<http://forum.swarthmore.edu/library/>

Great source for lesson plans, activities, and resources.

Mrs. Glossers' Math Goodies

<http://www.mathgoodies.com/>

This site provides lesson plans, puzzles, games, activities, for all levels of math.

New York Times Learning Network

<http://www.nytimes.com/learning/>

This site provides integrated content lesson plans and resources based on current news stories.

School of California Online Resources for Education

<http://score.rims.k12.ca.us/>

Lots of on line resource and lesson plans for teaching history and social studies

Teachers First

<http://www.teachersfirst.com/>

Although K-12, this site has excellent materials and resources for GED instruction.

Teaching and Problem Solving

<http://www2.hawaii.edu/suremath>

This site focuses on math problem solving, also has links to other interactive math sites.

Turner Learning

<http://learning.turner.com/>

Provides information on TNT historical and literary programs such as “Hamlet” and “Buffalo Soldiers”. Lesson plan activities include information on historical background, synopsis of story and pre- and post-viewing activities. Site also is linked to CNN news.

U.S News and World Report

<http://www.usnews.com/>

This site focuses on current news stories and political happenings.

USA Today

<http://www.usatoday.com/educate/home.htm>

This is a great site for graphics and photos that relate to current news stories.

# GED Publishers

***American Guidance Services/AGS***  
4201 Woodland Road  
Circle Pines, MN 55014  
800-328-2560

***BLS Tutorsystems***  
6 Beagle Club Way  
Neswark, DE 19711  
800-545-7766

***Cambridge Adult Education Company***  
214 Third Avenue  
Waltham, MA 02154  
800-637-0047

***Curriculum Publications Clearinghouse***  
Horrabin Hall 46  
Western Illinois University  
1 University Circle  
Macomb, IL 61455-1390  
800-322-3905  
[www.wiu.edu/users/micpc](http://www.wiu.edu/users/micpc)

***GTB/McGraw-Hill***  
*Contemporary*  
*National Textbook Company*  
4255 West Touhy Avenue  
Lincolnwood, IL 60712-1975  
800-621-1918

***Glencoe/McGraw-Hill Publishing***  
3100 Breckinridge Blvd.  
Duluth, GA 30097  
770-717-7007

***Kentucky Educational Television***  
600 Cooper Drive  
Lexington, KY 40502-2296  
800-354-9067

***National Center for the Study of Adult Learning and Literacy***  
Harvard University Graduate School of Education  
Nichols House, Appian Way  
Cambridge, MA 02138  
Phone: 617-495-4843

***PACE Learning Systems. Inc.***  
3710 Resource Drive  
Tuscaloosa, AL 35401  
800-826-7723

***South Western Publishing***  
5101 Madison Road  
Cincinnati, OH 45227  
800-824-5179

***Steck-Vaughn***  
P.O. Box 26015  
Austin, TX 78755  
800-531-5015

# GED 2002 Information Resources

There are many publishers of GED materials. The challenge is finding materials that are appropriate for each student. It is recommended that a variety of materials be available in the GED classroom. The following is a list of print materials for the GED classroom. This listing is not meant to be comprehensive, new materials and companies enter the market each year.

## ***GED 2002 Information and Updates***

While these sites are specifically directed toward teachers, they also provide information for interested students.

American Council on Education-

<http://www.acenet.edu/calec/ged>

As the official Site of the GED Testing Service, this site provides information for students as well as instructors.

Florida GED Web-site

<http://floridatechnet.org/ged/>

Provides valuable information about GED 2002 and resources.

About.com GED Pages

<http://adulted.about.com/education/adulted/cs/ged/>

Provides resources on adult learning and the GED.

## ***Teacher Preparation Videos***

“GED 2002: Everything You Need to Know”

PBS Adult Learning Service

1320 Braddock Place

Alexandria, VA 22314-1698

800-257-2578

<http://www.pbs.org/literacy/videoconferences/ged-everything.html>

This videotaped two-hour teleconference provides an overview of GED 2002 test focusing on changes found in the new 2002 Series tests. Suggestions for teachers and program administrators are included. Participants' packets are available free.

“GED 2002: Making the Transition”

PBS Adult Learning Service

800-257-2578

<http://www.pbs.org/als/order/literacy/videoconferences/ged2002-making.html>

This two-hour teleconference features Joan Auchter, executive director of the GED Testing Service, discussing how to prepare your program and your learner for the GED 200w exam. It also includes information on Spanish and French versions, accommodation for persons with disabilities and implications of the new test on adult education performance measure.

“Phasing into the New GED 2002: It’s Here! A Student’s Guide to Understanding the Test”

CIAESC

2001

SEN/CAIT

[www.wiu.edu/users/micpc](http://www.wiu.edu/users/micpc)

This student directed video (filmed in similar format as the popular television show “Dragnet”) answers questions and addresses concerns about the GED 2002 test series that students may have who have not previously enrolled in a GED program. The video provides a good introduction to the new test for teachers as well. (GED)

“Phasing into the New GED 2002: A student’s Guide to Upcoming Changes

CIAESC

2001

SEN/CAIT

[www.wiu.edu/users/micpc](http://www.wiu.edu/users/micpc)

This student directed video addresses questions that currently enrolled GED students may have about the upcoming changes that will occur in connection with the new GED 2002 test series. The video provides a good introduction to the new test for teachers as well. (GED)

“Time Out! A GED 2002 Update

USDLC Star Schools 2001

CAIT/SEN

[www.wiu.edu/users/micpc](http://www.wiu.edu/users/micpc)

Viewers of this April 25, 2001 Star Schools video will be taken through the maze of the changes in the GED 2002 test as educators prepare for classroom teaching. Central Illinois Adult Education Service Center Curriculum/Resource Specialists Linda Thistlethwaite, Raemarie Oatman, Debbie Rignedy-Hays, and Beth Ann Leaf present an overview of the test as well as current information regarding specific content areas of the new GED 2002 test series. (GED)

KET/GED Video Series

Kentucky Educational Development, Enterprise Division

(800) 354-9067

<http://www.ket.org/adulted/products/ged/>

The series’ 39 half-hour videotapes and accompanying student workbooks and a teacher’s manual will be available August 2001.

“Phasing into the New GED 2002”

Curriculum Publications Clearinghouse

(800) 322-3905

[www.wiu.edu/users/micpc](http://www.wiu.edu/users/micpc)

This two-part video series provides instructors with information for assisting students in passing the GED 2002 test. “Part 1: Preparing Students to Think Critically” focuses on critical thinking skill that are assessed by the GED test. “Part 2: Understanding the Changes to the Test” provides an overview of changes in GED 2002 test and gives additional strategies for teaching.

## **Academic Standards and Resources**

Most of these National Centers and councils also provide curriculum resources and instructional materials.

“Alignment of National and State Standards: A Report by the GED Testing Service” 1991

GED Testing Service

GED Fulfillment Service

P.O Box 26

Annapolis Junction, MD 20701

(301) 604-9073

(301) 604-0158 (FAX)

Can also be viewed online at <http://www.acenet.edu/calec/ged/standards-bookinfo.html>

“Geography for Life: National Geography Standards” 1994

National Council for Geographic Education

Indiana University of Pennsylvania

16A Leonard Hall

Indiana, PA 15705-1087

(724) 357-6290

(724) 357-7708 (FAX)

Can also be viewed online. <http://ncge.org>

“National Standards for Civics and Government” 1994

Center for Civic Education

5146 Douglas Fir Rd.

Calabasas, CA 91302-1467

(818) 591-9321

(818) 591-9330 (FAX)

Can also be viewed online. <http://civiced.org/stds.html>

“National Standards for History: Basic” 1996

National Center for History in Schools.

Social Studies School Services

10200 Jefferson Blvd, Box 802

Culver city, CA 90232

(800) 421-4246

Can also be viewed online. <http://www.sscnet.ucla.edu/nchs/>

“National Science Education Standards” 1995

National Academy of Science

National Academy Press

2101 Constitution Avenue, N.W, Box 285

Washington, DC 20418

(800) 624-6242

Can also be viewed online at <http://www.nap.edu/readingroom/books/nses/>

“Principles and Standards for School Mathematics, 2000

National Council of Teachers of Math

1906 Association Drive,

Reston, VA 20191-9988

(703) 620-9840

(703) 476-2970 (FAX)

Can also be viewed online at <http://www.nctm.org/standards/>

“Standards for the English Language Arts” 1998

National Council of Teachers of English and International Reading Association

National Council of Teachers of English

1111 Kenyon Road

Urbana, IL 61801-1096

(800) 369-6283

“Voluntary National Content Standards in Economics” 1995

National Council on Economic Education

1140 Avenue of the Americas

New York, NY 10036

(800) 338-1192

Can also be viewed online at <http://www.economicsamerica.org/standards/index.html>

# Online Tutorials and GED Preparation Classes

## ***GED Test Preparation***

These sites are specific to the GED 2002 Test and provide both information and simulation exercises.

### ABE/GED Math

<http://www.net1plus.com/users/devenslc/problems.html>

This site provides practice in problem-solving as it is reflected in the GED Math Test.

### Center for Adult Learning

<http://www.acenet.edu/calec/home.html>

This is the Official GED Test site also provides information for candidates and sample test items.

### Formula QuickGuide

<http://cite.telecampus.com/GED/math.html>

This site provides a list of all the formulas (with examples) on the mathematics section of the GED tests.

### GED 2002 Input on Instruction

[http://www.crec.org/atdn/teacher\\_resources/ged2002pre.shtml](http://www.crec.org/atdn/teacher_resources/ged2002pre.shtml)

This site provides information and ideas for instructors on how to help students pass the GED 2002.

### Literacylink

<http://www.pbs.org/literacy>

Part of the National Institute for Literacy, this site provides news about ABE/GED including GED 2002. A student site is also included.

### Phasing in the New GED 2002

<http://www.cait.org/ciaesc/training/ged2002/>

Provides background information on the GED 2002.

### Science Resources: GED 2002

<http://www.jctrc.org/resources/GED/sciencelinks.htm>

This is a list of specific science sites selected to reflect the requirements of the GED 2002 tests.

### Social Studies Resources: GED 2002

<http://www.jctrc.org/resources/GED/sociallinks.htm>

This is a list of specific social studies sites selected to reflect the requirements of GED 2002 tests.

## **General Instruction Sites**

While not specific to GED 2002 these sites provide instruction and practice exercises in specific content areas.

Encarta

<http://encarta.msn.com/reference>

This online encyclopedia and atlas makes information instantaneously available to the classroom.

Explorit's Science Quizzes

[http://www.dcn.davis.ca.us/~explorit/quiz\\_index.html](http://www.dcn.davis.ca.us/~explorit/quiz_index.html)

Lots of interactive quizzes on content areas in science.

Five Paragraph Essay Wizard

<http://www.geocities.com/SoHo/Atrium/1437/index.html>

This site provides instruction and practice activities for essay writing.

Funbrain

<http://www.funbrain.com/>

This site focuses on interactive math games and activities.

Grammar Bites

<http://www.chompchomp.com>

This site provides good GED level explanations and exercises for grammar.

Pop-Up Grammar

<http://www.brownlee.org/durk/grammar/quizpage.html>

Provides an interactive online grammar instruction.

Punctuation Quick Guide

<http://cite.telecampus.com/GED/punct.html>

Provides a quick reference guide (with examples) reviewing proper use of a variety of punctuation marks.

Punctuation Rules

<http://www.virtualsalt.com/punctu8.htm>

This GED level site provides get-to-the-point rules about punctuation.

Hypertext Webster Gateway

[http://work.uscsd.edu:5141/cgi-bin/http\\_webster](http://work.uscsd.edu:5141/cgi-bin/http_webster)

Provides an exact definition of an entered word along with synonyms and .

Paradigm Online Writing Assistant

<http://powa.org/>

An excellent online tutor that focuses on components of essay writing. Can be used online with students or downloaded and used in classroom setting.

SOS Mathematics

<http://www.sosmath.com/>

Provides an online math tutor with links to other resources.



# **Appendices**

# Bloom's Taxonomy

## Test Specifications and Construction

Questions on the GED Tests are classified by cognitive level using an adaptation of Bloom's Taxonomy of Educational Objectives (Benjamin Bloom, ed., 1st ed., New York: Longmans Green, 1956). Questions classified at the highest cognitive levels (e.g., synthesis, evaluation) require the use of skills described at the lower levels (e.g., knowledge and comprehension).

## Comprehension

Comprehension questions require an understanding of the meaning and intent of written and graphic stimulus material. They measure the candidate's ability to restate information, summarize ideas, identify implications, and draw conclusions.

*How would you classify the type of...?*

*How would you compare...? contrast...?*

*Will you state or interpret in your own words...?*

*How would you rephrase the meaning...?*

*What facts or ideas show...?*

## Application

Application questions require the ability to use information and ideas in a concrete situation. They measure the candidate's skill in using ideas in a context different from the one in which they were initially presented.

*How would you use...?*

*What examples can you find to...?*

*How would you solve \_\_\_\_\_ using what you have learned...?*

*How would you organize \_\_\_\_\_ to show...?*

*How would you show your understanding of...?*

## Analysis

Questions involving analysis require the ability to break down information and explore relationships between component ideas. They measure the candidate's ability to perform reasoning tasks such as:

- distinguishing facts from hypotheses or opinions
- identifying cause-and-effect relationships
- recognizing unstated assumptions
- comparing, contrasting, and inferring

*What are the features of...?*

*How is \_\_\_\_\_ related to...?*

*Why do you think...?*

*What is the theme...?*

*What motive is there...?*

## Synthesis

Skills at this level require the production of information in the form of hypotheses, theories, stories or compositions. Synthesis requires the construction of new and independent communication.

*What changes would you make to solve...?*

*How would you improve...?*

*What would happen if...?*

*Can you elaborate on the reason...?*

*Can you propose an alternative...?*

## Evaluation

Evaluation questions require the ability to make judgements about the validity or accuracy of information or methods using provided or assumed criteria. They measure the candidate's ability to:

- assess the data used to substantiate hypotheses, conclusions, or generalization
- recognize the role of values in beliefs and decisions making
- perceive logical fallacies in arguments.

*Do you agree with the actions...? with the outcomes...?*

*What is your opinion of...?*

*How would you prove...? disprove...?*

*Can you assess the value or importance of...?*

*Would it be better if...?*

# Foundations for ABE/GED Instructors

## Self Rating Form

The Foundations for ABE/GED Instructors is a series of competency statements that reflect the knowledge and skills that instructors should have in order to most effectively instruct ABE/GED students. Program administrators and coordinators can use this list to develop a framework for staff development. Instructors can use this list as a self-assessment tool to assist in developing a personal staff development plan.

*Effective instructors of ABE/GED demonstrate the following skills and knowledge.*

*Circle the number you think describes your current level of knowledge.*

### **Background Knowledge:**

#### ***The Adult Learner***

	<b>A Lot</b>				<b>Very Little</b>		
	7	6	5	4	3	2	1
1. Possess knowledge of adult learning theory, including how adults acquire knowledge and connect new information to personal experience.	7	6	5	4	3	2	1
2. Possess knowledge of learning styles and strategies.	7	6	5	4	3	2	1
3. Possess general knowledge about exceptionality in learning, including learning disabilities.	7	6	5	4	3	2	1
4. Demonstrate sensitivity for cultural, gender, and age differences.	7	6	5	4	3	2	1
5. Possess general knowledge of ABE/GED organizational structure, practices, mission, and goals.	7	6	5	4	3	2	1

#### ***Needs Assessment and Lesson Planning***

	<b>A Lot</b>				<b>Very Little</b>		
	7	6	5	4	3	2	1
1. Use a variety of techniques to assess learners' needs, including informal assessment and self-assessment.	7	6	5	4	3	2	1
2. Select materials appropriate to learners' needs.	7	6	5	4	3	2	1
3. Develop lesson plans which integrate presentation, practice, performance, and application.	7	6	5	4	3	2	1
4. Incorporate learners' prior experiences, cultural heritage, learning styles, and community resources into instruction.	7	6	5	4	3	2	1
5. Provide learners with the opportunity to apply new information and skills in a wide range of contexts.	7	6	5	4	3	2	1
6. Individualize instruction as appropriate.	7	6	5	4	3	2	1
7. Integrate appropriate technology into the needs assessment process and lesson planning.	7	6	5	4	3	2	1

## ***Classroom Management***

1. Manage a multilevel classroom effectively.
2. Use cooperative learning structures as appropriate.
3. Use effective communication strategies to convey ideas, share information, and generate discussion.
4. Support learning for students whose first language is not English.

<b>A Lot</b>				<b>Very Little</b>			
7	6	5	4	3	2	1	
7	6	5	4	3	2	1	
7	6	5	4	3	2	1	
7	6	5	4	3	2	1	

## ***ABE/GED Content Areas***

1. Teach lessons which reflect knowledge of content areas such as social studies and science.
2. Teach lessons which reflect an understanding of the structure of spoken and written language.
3. Teach lessons which reflect knowledge of the reading process.
4. Teach lessons which reflect knowledge of the writing process.
5. Teach lessons which reflect an understanding of math computation and reasoning.
6. Use effective teaching strategies in above content areas for learners who have special learning needs.
7. Integrate technology into the above content areas to promote learning.

<b>A Lot</b>				<b>Very Little</b>			
7	6	5	4	3	2	1	
7	6	5	4	3	2	1	
7	6	5	4	3	2	1	
7	6	5	4	3	2	1	
7	6	5	4	3	2	1	
7	6	5	4	3	2	1	
7	6	5	4	3	2	1	

## ***Assessment***

1. Assess students' learning levels to ensure appropriate placement within a program.
2. Develop instructional objectives that clearly reflect what students will learn and how progress will be measured.
3. Monitor student progress through a variety of methods to ensure academic success.
4. Develop and implement a plan for integrating assessment into the instructional process.

<b>A Lot</b>				<b>Very Little</b>			
7	6	5	4	3	2	1	
7	6	5	4	3	2	1	
7	6	5	4	3	2	1	
7	6	5	4	3	2	1	

5. Provide evidence of student progress so that gains can be demonstrated.

7 6 5 4 3 2 1

***Professional Development***

**A Lot**

**Very Little**

1. Attend ABE/GED related professional development workshops and conferences.

7 6 5 4 3 2 1

2. Participate in ABE/GED professional organizations.

7 6 5 4 3 2 1

3. Keep abreast of the field by reading ABE/GED books and journals.

7 6 5 4 3 2 1

# LÍNEA DE TELÉFONO PARA LA ALFABETIZACIÓN DE ADULTOS

## **1-(800) 321-9511**

Esta línea de teléfono informa a estudiantes, a voluntarios y a empleadores del estado de Illinois, acerca de los Programas de Alfabetización y de Educación para Adultos. También tiene disponible servicios de información sobre las clases (en inglés y en español) para la preparación del examen de GED y los lugares donde poder examinarse. Operadoras bilingües atenderán sus llamadas.

Las operadoras están de servicio desde las 8:30 am hasta 4:30 pm  
(de lunes a viernes)

Las máquinas contestadoras: A todas horas  
(y también cuando las operadoras están ocupadas contestando otras  
llamadas)

Número para los usuarios del TDD y del servicio para la voz:  
1-(800) 321-9511



Esta línea de teléfono está dirigida por el  
Adult Learning Resource Center  
1855 Mt. Prospect Road  
Des Plaines, IL 60018  
1 (847) 803-3535

*Es un proyecto pagado por la  
Junta de Educación del Estado de Illinois, División para la Colaboración entre Comunidades y Familias  
y a través del  
Programa de Premios de Alfabetización de la Secretaría del Estado*

THE  
ILLINOIS ADULT LEARNING HOTLINE

**1-(800) 321-9511**

Providing referral services for students, volunteers and employers to Adult Literacy and Adult Education Programs throughout Illinois. Referral services for GED test preparation classes (English and Spanish) and testing sites are also available. Bilingual operators will assist callers.

Operators' Hours: 8:30 am to 4:30 pm (Monday-Friday)

Answering Machine: All Other Times  
(and also when operators are busy answering other calls)

TDD or Voice User Number: 1-(800) 321-9511



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