

Summary of the Skills and Content Needed to Prepare for the 2014 GED® Test

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October 2012

Revised January 2013

*Funded by a 2012 – 2013 supplemental services grant awarded to Minneapolis Adult Education
by the Minnesota Department of Education Adult Basic Education (ABE) Office.*



Minnesota Department of
Education

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Introduction

This report describes the 2014 GED® test, emphasizing details related to adult basic education (ABE) learner preparation. The summary describes the test content, format, and development process, while defining related vocabulary. ABE teachers, managers, support staff, and professional development (PD) planners can use this summary to begin to learn about the 2014 GED® test. It is not an exhaustive resource, but rather a current summary of the 2014 GED® test that focuses on key points of interest to the ABE field. Several resource links are included throughout the text to indicate where each topic can be explored in more detail. Chapters 1 -3 of the November 2012 version of The Assessment Guide for Educators and the GED Testing Service® webinar podcasts and slideshows were the primary sources used to write this summary. All can be found at the GED Testing Service® website: www.gedtesting.com.

A teacher advisory group, state supplemental services providers, and Minnesota Department of Education staff will collaborate to create a statewide professional development plan by the end of 2012, with the goal of ensuring that Minnesota ABE teachers are equipped to prepare their learners for the 2014 GED® test. ABE teachers from across the state will be a part of this process through an electronic survey. This summary will provide a foundation for that PD plan and be used as a tool in the process of its development and implementation.

Background on the 2014 GED® Test

On January 2, 2014, a new GED® test will be available, which means that partially completed GED® tests will expire on December 31, 2013. Test scores will not carry over once the 2014 test is available. For example, if at the end of 2013, a learner has passed all of the GED® tests except the math test, on January 2, 2014 that learner will be required to take all four of the new tests in order to earn her GED® credential. The 2014 GED® assessment will consist of four modules: Mathematical Reasoning, Reasoning through Language Arts (RLA), Science, and Social Studies. The 2014 GED® test will be entirely computer based in all four content areas, allowing test-takers to engage with the test items in a more interactive way. Additionally, test-takers will receive detailed score reports in each content area describing areas of mastery and/or areas in need of development.

The GED Testing Service® is a partnership between the American Council on Education and the Pearson VUE® testing company. The GED Testing Service®, along with the many contributors listed on their web site, has developed a new GED® assessment to be released in 2014. The parameters of the new GED® tests are defined by assessment targets. The 2014 GED® assessment targets were developed using the K-12 Common Core State Standards and K-12 state standards from Texas and Virginia, including the career and college readiness anchor standards. In developing the new test, the GED Testing Service® emphasized content and skills that correlate with post-secondary and career success.

The Common Core State Standards, Texas College and Career Readiness Standards, and Virginia Standards of Learning are available at the following web links. It is not necessary for ABE practitioners to research these in depth; the assessment targets measured on each of the GED® 2014 tests are listed within this summary.

Common Core State Standards:

<http://www.corestandards.org>

Texas College and Career Readiness Standards:

<http://www.theccb.state.tx.us/collegereadiness/crs.pdf>

Virginia Standards of Learning:

http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml

ABE Responses to Changes in the GED® Test

The GED® test will continue to measure high school equivalency and include reading comprehension, writing, editing, science, social studies, and mathematics. In fact, the GED Testing Service® reports that the same percentage of test-takers are expected to pass the new test as pass the current test. However, compared to what is currently being taught, ABE learners will need additional skills and knowledge, and ABE teachers need to be equipped to teach both. The changes may seem daunting, but a statewide professional development plan is being created to prepare Minnesota ABE teachers for these changes. Professional development will be available regarding the technology, format, and content of the new test. The professional development plan will address common needs such as learning the new math content and becoming familiar with question types. Additionally, the unique needs of specific settings like multi-level classrooms or correctional facilities will also be addressed. Be sure to participate in the electronic professional development survey in early November of 2012 to share your professional development priorities.

Highlights of Changes to the GED® Test

Highlights of the changes are listed below. Each of these changes will be described in more detail within this summary.

- The entire GED® test will include four, not five, modules: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies.
- Two performance levels will be assessed: a high school equivalency level and a higher level intending to demonstrate college and career readiness.
- Webb’s Depth of Knowledge model, rather than Bloom’s Taxonomy, guides the complexity of test items.
- Prior content area knowledge will be assessed.
- Three of the four tests will include constructed response items, meaning short answer or extended response items.

- Items requiring test takers to write a response will prompt evidence-based writing, where test-takers analyze and refer to given text(s), rather than give an opinion or personal perspective.
- Extended responses need to be organized effectively, but do not need to follow the 5-paragraph essay model.
- Over half of the Mathematical Reasoning test will assess algebraic problem solving.
- The test will be computer based, not paper based.
- The test will include technology-enhanced interactive items; for example the test taker will be asked to drag and drop information into graphic organizers.
- All tests and item types will be computer scored, including constructed response items, resulting in rapid score reporting.
- Detailed feedback about strengths and areas in need of development will be given to test takers.

Readiness Test, Registration and Scoring

The Official GED Practice Test™ will be replaced with an electronic readiness test that will be provided by Pearson VUE®. The readiness test will come with a charge, either to the individual or to an organization with a site license agreement. Each readiness test will be half the length of the actual test. Readiness tests will be available by the end of 2013.

Registration will be available online 24 hours a day, and will be able to be done from any computer with internet access. Test takers will have the opportunity to take up to three versions of the test each year in each subject area. Over time, this number may increase with the development of a question bank. The cost for all four modules is \$120; \$30 will be charged for each re-take. Registration fees must be paid by credit card or voucher and will adhere to a 24-hour cancellation policy. The GED Testing Service® web site, www.gedtesting.com, lists testing centers by zip code.

Scores will be delivered to test takers through the individual online accounts created during registration. Generally, scores will be delivered quickly since all test items, including extended response items, are computer scored. Some extended responses may be flagged to be scored by a person, in which case the results will take longer to be delivered. Scores on each of the four modules will range from about 100 to 200. The high school equivalency passing score will be 150 on each test, meaning a total score of at least 600 will be needed to earn a GED® credential. The scores demonstrating career and/or college readiness will be determined by longitudinal studies of GED® graduates, so will not be available until after 2014.

Computer Based Testing Environment

All four GED® test modules will be computer based and will need to be taken in a Pearson VUE® testing center. The sum of the allowed test times is about 7 hours: about 3 hours for the Reasoning through Language Arts test (including a 10 minute break), 1 hour and 30 minutes for

the Mathematical Reasoning test, 1 hour and 15 minutes for the Science test, and 1 hour and 30 minutes for the Social Studies test. All four tests do not need to be taken at once. The tests are not adaptive, meaning that the questions do not change in difficulty based on test-taker responses. All parts of a question will be visible on the screen at the same time, with longer passages divided into pages marked by tabs. To clarify, small amounts of scrolling may need to be done, but the prompt or question will be visible on part of the screen while the response area is also visible. Test takers will be able to move back and forward from question to question within each test, and items will be able to be marked by the test taker to indicate that a question should be rechecked or finished.

Many tools will be available to the test taker. No hand-held calculators are allowed, but an on-screen scientific calculator (TI 30XS) will be available for some questions; an on-screen formula sheet will be provided throughout the Mathematical Reasoning test. Test takers will be able to use on-screen highlighting and personal dry-erase boards. No scratch paper will be able to be used during the test. Universal design, the design process that includes both people with and without disabilities, will be used. Additional accommodations will be available for test takers with disabilities. The GED® tests will be computer-based in corrections settings, with considerations given to the unique challenges of those settings.

Webb’s Depth of Knowledge Model

Webb’s Depth of Knowledge (DOK) model replaced Bloom’s Taxonomy as a guide for item development on the GED® test. Bloom’s Taxonomy focused on the learner’s activity, whereas Webb’s DOK model focuses on the complexity of the cognitive processes required for the activity. Webb’s Depth of Knowledge model is composed of four levels, organized by increasing complexity.

1. Level one is recall;
2. Level two is the basic application of the skill/concept;
3. Level three is strategic thinking; and
4. Level four is extended thinking.

Across all four content areas of the 2014 GED® test, about 20% of the items will require DOK level one, and 80% will require DOK levels two and three. DOK level four is beyond the scope of a standardized assessment.

To read more about Webb’s Depth of Knowledge Model, see Chapter 2 of the November 2012 Assessment Guide for Educators or watch the “Webb’s Depth of Knowledge” recorded webinar, both available at www.GEDtestingservice.com.

GED® Test Item Types

Each of the four 2014 GED® tests include a variety of different item types. The variety of item types allow the assessment targets to be measured at various Depth of Knowledge levels while encouraging more engaged interactions. Items may be presented as discrete items or as two or

three items referring to a single passage and/or graphic/visual representation. The 2014 GED® test item types include multiple choice, fill-in-the-blank, drop-down, drag-and-drop, hot spot, short answer, and extended response, each of which are described below.

- 1. Multiple choice (MC):** Test taker will choose one of four answer options. This item type will appear on a split screen so that the given text or image will be visible alongside the answer choices. The majority of test items will be multiple choice.
- 2. Fill-in-the-blank (FIB):** Test taker will type a word, number, or short phrase within a statement or in response to a question. This item type may contain one or multiple blanks. This type of item can be used to assess vocabulary skills at a higher cognitive level. Fill-in-the-blank items may be used in combination with short answer items. For example, a test taker could be asked to answer a question by filling in the blank and then explain the answer in the short answer field below.
- 3. Drag-and-drop:** Test taker will drag small images, numerical expressions, words, or short phrases to drop targets on the computer screen. This item type is used for classifying, sorting, comparing, and sequencing, including Venn diagrams and timelines. It is also used for editing tasks like reordering sentences or paragraphs. For example, the test taker could be asked to construct an equation, order steps in a process, or place labels or data points onto a model, map, graph or chart.
- 4. Hot spot:** Test taker will click on a specific place on an image embedded with “sensors”. For example, the test taker could be asked to select items based on their characteristics or plot or select points on a graph or map.
- 5. Drop-down:** Test taker will choose from a drop-down menu to complete a statement; the selection will then appear as part of the text. In the RLA test, drop-down items will be used to assess the editing process. Each item will include five to eight embedded drop-down menus, with each choice showing variations in language conventions, usage, and punctuation. In Mathematical Reasoning, these items are often used for comparison; vocabulary or numerical values could be offered as choices. On the Social Studies test, this item type allows the test taker to identify a logical conclusion or make a generalization based on a given argument.
- 6. Short answer (SA):** Test taker will type a few sentences or a short paragraph in response to text and/or a graph, chart, or image. For example, the test taker may be asked to write a summary, conclusion, or hypothesis, or cite evidence that accurately supports a conclusion. The short answer item type will appear on a split screen so that the prompt, instructions, and answer box will be visible to test-takers as they read the passage. Each SA item is scored on a 3-point scale; sometimes a point will be given for each correct part and sometimes the item will be scored holistically.
- 7. Extended response (ER):** Test taker will produce a writing sample. This item type replaces the essay component of the current GED® test. Items will be scored on three dimensions: 1) Analysis of Arguments and Use of Evidence, 2) Development of Ideas and Organizational Structure, and 3) Clarity and Command of Standard English Conventions. On the RLA test, the ER item is a 45-minute task requiring test takers to analyze one or more source texts and type a written response. On the Social Studies test, the ER item is a 25-minute task requiring test takers to analyze one or more source texts and respond with a writing

sample. The extended response item type will appear on a split screen so that the prompt, instructions, and answer box will be visible to test-takers as they read the passage. Test takers will be able to use the basic word processing tools: cut, copy, paste, undo, and redo. The GED Testing Service® does not give a specific words-per-minute recommendation to indicate readiness.

To read more about the item types on the 2014 GED® test, see the November 2012 Assessment Guide for Educators, Chapter 1, available at www.GEDtesting.com.

To experience interacting with the various item types, find the item samplers at the GED Testing Service® web site: <http://www.gedtesting.com/educators/itemsampler>. The item samplers are designed to show examples of each type of test item; they are not meant to illustrate the range of difficulty of GED® test items.

Table 1: Overview of Each of the Four GED® Tests

	Reasoning through Language Arts (RLA)	Mathematical Reasoning	Science	Social Studies
<i>Which item types are on the test?</i>	Multiple choice, fill-in-the-blank, drop-down, drag-and-drop, and extended response	Multiple choice, fill-in-the-blank, drop-down, drag-and-drop, and hot spot	Multiple choice, fill-in-the-blank, drop-down, drag-and-drop, hot spot, and short answer	Multiple choice, fill-in-the-blank, drop-down, drag-and-drop, hot spot and extended response
<i>Is writing required?</i>	Yes, one extended response item, about 45 minutes	No, not beyond fill-in-the-blank.	Yes, two short answer questions, about 10 minutes each.	Yes, one extended response item, about 25 minutes.
<i>Are calculations expected?</i>	No.	Yes.	Yes.	Yes.
<i>Time limit</i>	About 3 hours, including 10 minute break	1 hour 30 minutes	1 hour 15 minutes	1 hour 30 minutes

Table 2: Extended Response Items in the RLA and Social Studies Tests

	Reasoning through Language Arts	Social Studies
<i>How many extended response items are on this test?</i>	1	1
<i>What amount of time is recommended for the extended response item?</i>	About 45 minutes	About 25 minutes
<i>Will text be presented for the test taker to read critically and cite as evidence in the written response?</i>	Yes	Yes
<i>Will the test-taker’s opinion or viewpoint be asked?</i>	No	No
<i>How many points is the extended response item worth?</i>	Up to 12 points	Up to 7 points
<i>How many points is each trait of the rubric worth?</i>		
<i>Rubric Trait 1: Analysis of Arguments and Use of Evidence</i>	1 – 4 points	1 – 3 points
<i>Rubric Trait 2: Development of Ideas and Organizational Structure</i>	1 – 4 points	1 – 2 points; to earn 2 points, writing does not need to be flawless.
<i>Rubric Trait 3: Clarity and Command of Standard English Conventions</i>	1 – 4 points	1 – 2 points; to earn 2 points, writing does not need to be flawless.

Reasoning through Language Arts (RLA) Test

The Reasoning through Language Arts test includes reading, writing, and language assessment targets. In alignment with career and college readiness standards, the Reasoning through Language Arts assessment focuses on the skills of reading closely, writing clearly, and editing and understanding standard written English in context. Given passages will be from academic and workplace contexts and will reflect a range of complexity levels; vocabulary will be used that spans disciplines. 75% of the reading passages will be informational and 25% of them will be fiction. Informational passages will include the three main categories of science, social studies, and workplace documents, all reflecting real-world situations and experiences. For example, passages will include excerpts from the Great American Conversation, a phrase used by the GED Testing Service® to describe U.S. founding documents and any other text or speech related to United States history. Passage lengths used to measure reading comprehension will vary from 400 – 900 words, each with 6 – 8 items requiring a response. Drop-down items used to assess editing skills will range from 350 to 450 words and will be primarily workplace or community documents; extended response passages will range from 550 to 650 words.

Reading Assessment Targets

1. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.
2. Analyze how individuals, events, and ideas develop and interact over the course of a text.
3. Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.
4. Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.
5. Determine an author's purpose or point of view and explain how it is conveyed and shapes the content and style of a text.
6. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
7. Analyze how two or more texts address similar themes or topics.

Writing Assessment Targets

1. Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence.
2. Produce an extended analytic response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.
3. Write clearly and demonstrate sufficient command of Standard English conventions.

Language Assessment Targets

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization and punctuation when writing.

To learn more about the Reasoning through Language Arts test, see Chapter 2 of the November 2012 Assessment Guide for Educators or watch the recorded webinar, both available at www.GEDtestingservice.com.

Mathematical Reasoning Test

About 45 percent of the 2014 GED® Mathematical Reasoning test will focus on quantitative problem solving, while about 55 percent will focus on algebraic problem solving. Test items will favor a deeper understanding of fundamental topics over a shallow understanding of a greater number of topics. Assessment areas include conceptual understanding, procedural skill and fluency, and the ability to apply these in realistic situations; applications will be within workforce and academic contexts. On-screen calculators will be available for a portion of the Mathematical Reasoning test and a formula sheet will be available to test takers. **Note that the**

mathematical reasoning assessment targets have been revised and the mathematical practices have been added since the previous version of the summary.

Quantitative Problem Solving Assessment Targets

1. Apply number sense concepts, including ordering rational numbers, absolute value, multiples, factors, and exponents.
2. Add, subtract, multiply, divide, and use exponents and roots of rational, fraction and decimal numbers.
3. Calculate and use ratios, percents and scale factors.
4. Calculate dimensions, perimeter, circumference, and area of two-dimensional figures.
5. Calculate dimensions, surface area, and volume of three-dimensional figures.
6. Interpret and create data displays.
7. Calculate and use mean, median, mode and weighted average.
8. Utilize counting techniques and determine probabilities.

Algebraic Problem Solving Assessment Targets

1. Write, evaluate, and compute with expressions and polynomials.
2. Write, manipulate, and solve linear equations.
3. Write, manipulate, solve, and graph linear inequalities.
4. Write, manipulate, and solve quadratic equations.
5. Connect and interpret graphs and functions.
6. Connect coordinates, lines, and equations.
7. Compare, represent, and evaluate functions.

Mathematical Practices

1. Building solution pathways and lines of reasoning
2. Abstracting problems
3. Furthering lines of reasoning
4. Mathematical fluency
5. Evaluating reasoning and solution pathways

To learn more about the Mathematical Reasoning test, see Chapter 2 of the November 2012 Assessment Guide for Educators or watch the recorded webinar, both available at www.GEDtestingservice.com.

Science Test

Each item on the GED® Science test will be aligned to one science practice and one science content topic. The three major content domains include life science (about 40% of the test), physical science (about 40% of the test), and Earth and space science (about 20% of the test). Within these three domains, all items will fall within one of two themes: human health and living systems, and energy and related systems. Items will include textual analysis and understanding, data representation and inference skills, and problem solving in academic and workforce contexts. About half of the items will be scenarios accompanied by two or three

items, while the other half will be discrete items. ***Note that the science practices have been revised since the previous version of the summary.***

Science Practices

1. Comprehending scientific presentations
2. Investigation design (experimental and observational)
3. Reasoning from data
4. Evaluating conclusions with evidence
5. Working with findings
6. Expressing scientific information
7. Scientific theories
8. Probability and statistics

Science Content

1. Life Science (about 40% of Science test)
 - a. Human body and health
 - b. Relationship between life functions and energy intake
 - c. Energy flows in ecologic networks (ecosystems)
 - d. Organization of life (structure and function of life)
 - e. Molecular basis for heredity
 - f. Evolution
2. Physical science (about 40% of Science test)
 - a. Conservation, transformation, and flow of energy
 - b. Work, motion, and forces
 - c. Chemical properties and reactions related to living systems
3. Earth and space science (about 20% of Science test)
 - a. Interactions between Earth's systems and living things
 - b. Earth and its system components and interactions
 - c. Structures and organization of the cosmos

To learn more about the Science test, see Chapter 2 of the November 2012 Assessment Guide for Educators or watch the recorded webinar, both available at www.GEDtestingservice.com.

Social Studies Test

Each item on the GED® Social Studies test will be aligned to one social studies practice and one social studies content topic. Content domains include: civics and government (about 50% of the test), United States history (about 20% of the test), economics (about 15% of the test), and geography and the world (about 15% of the test). Within these four domains, all items will fall within one of two themes: development of modern liberties and democracy and dynamic responses in social systems. Problem-solving skills will be measured in both academic and workplace contexts. About half of the items will be scenarios accompanied by two or three items, while the other half will be discrete items.

Social Studies Practices

1. Drawing conclusions and making inferences
2. Determining central ideas, hypotheses and conclusions
3. Analyzing events and ideas
4. Interpreting meaning of symbols, words, and phrases
5. Analyzing purpose and point of view
6. Integrating content presented in different ways
7. Evaluating reasoning and evidence
8. Analyzing relationships between texts
9. Writing analytic response to source texts
10. Reading and interpreting graphs, charts and other data representation
11. Measuring the center of a statistical dataset

Social Studies Content

1. Civics and government (about 50% of the Social Studies test)
 - a. Types of modern and historical governments
 - b. Principles that have contributed to development of American constitutional democracy
 - c. Structure and design of United States government
 - d. Individual rights and civic responsibilities
 - e. Political parties, campaigns, and elections in American politics
 - f. Contemporary public policy
2. United States history (about 20% of the Social Studies test)
 - a. Key historical documents that have shaped American constitutional government
 - b. Revolutionary and early republic periods
 - c. Civil war and reconstruction
 - d. Civil rights
 - e. European settlement and population of the Americas
 - f. World Wars I & II
 - g. The Cold War
 - h. American foreign policy since 9/11
3. Economics (about 15% of the Social Studies test)
 - a. Key economic events that have shaped American government and policies
 - b. Relationship between political and economic freedoms
 - c. Fundamental economic concepts
 - d. Microeconomics and macroeconomics
 - e. Consumer economics
 - f. Economic causes and impacts of wars
 - g. Economic drivers of exploration and colonization
 - h. Scientific and Industrial Revolutions
4. Geography (about 15% of the Social Studies test)
 - a. Development of classical civilizations
 - b. Relationship between the environment and societal development
 - c. Borders between peoples and nations

d. Human migration

To learn more about the Social Studies test, see Chapter 2 of the November 2012 Assessment Guide for Educators or watch the recorded webinar, both available at www.GEDtestingservice.com.

Preparation Materials

As test preparation materials become available, they will be listed in the marketplace section of the GED Testing Service® website. Visit the GED Marketplace™ at: <http://gedtestingservice.com/educators/gedmarketplace> to find a list of publishers offering GED® preparation materials as well as a place to make materials purchases online.

Additionally, follow the Minnesota Literacy Council's GED Connect blog at <http://mnliteracy.org/educators/ged-2014/ged-connect> to find GED 2014 preparation materials recommended by Minnesota ABE practitioners.

Unanswered Questions

A great deal of information is available about the 2014 GED® test, including details about its development, the computer based testing environment, test item types, and the assessment targets that will be measured on each test. However, many questions that are important to ABE practitioners are still unanswered. For example, we know that prior knowledge will be assessed, but we need a greater understanding of the specifics in order to ensure that ABE learners are prepared. What prior knowledge will be needed to pass the GED® test? Also, what will be the practical value of demonstrating career and college readiness as measured by the GED® test?

The 2014 GED® test will be released over one year from the time this report was prepared. Many changes and decisions will be made before the release date. This summary describes the test using the most up-to-date information available. The most recent revision of this summary was done in February of 2013. As additions or changes to this summary are needed, they will be noted on the Minneapolis Adult Education web site: http://abe.mpls.k12.mn.us/ged_2014_2.

Excitement for the Future

As this 21st century GED® test is presented to test takers and ABE professionals, it challenges us to stretch our thinking, our use of technology, and our teaching and learning practices. Through this process, as ABE practitioners we can know that GED® preparation will make adult learners more competitive for 21st century careers and post-secondary options. As we prepare learners for the GED® test, we are teaching college and career readiness skills. As practitioners we will be able to emphasize critical thinking and applications of problem solving in real-life

situations. In the summer of 2013, the GED Testing Service® will release a computer skills tutorial to provide opportunities for practice with the various types of items on the new computer-based test. A half-length official practice test, now called the readiness test, will be available in the fall of 2013.

Professional Development Recommendations and Considerations

Much of the content of the 2014 GED® test, as described in the assessment targets, is similar to the content of the current GED® test. ABE practitioners' knowledge of and ability to teach this content will provide a strong foundation upon which to build new knowledge and skills. Additionally, because many details are available about each of the 2014 GED® tests, including details of content and format, PD planners will be able to develop targeted and thorough professional development.

As PD planners, it is important to acknowledge that a computer-based GED® test with more tests that include writing and much higher-level algebra topics than the current GED® test appears as an ominous barrier to some ABE practitioners and brings up many questions. For example, what are strategies for teaching to a computer-scored extended response item? What prior content knowledge will be assessed? How can we effectively prepare learners for extended response items when the specific structure and length of the response is not defined? Effective PD will provide clear paths for ABE teachers to identify and learn the knowledge and skills needed to effectively prepare ABE learners to pass this test.

Professional development around the 2014 GED® test can also provide an opportunity to grow as a field. For example, backward design can be used to identify the skills and content knowledge to be learned in pre-GED® and various ELL levels to ensure greater success at the GED® testing level. Also, the new GED® test lends itself to teaching the content areas as interrelated and embedded in 21st century skills. PD could be designed to emphasize this; for example, professional development around project-based learning could be developed. Finally, we could create a model for PD that references specific assessment targets so that we could begin to build that language within the Minnesota community of ABE practitioners. In conclusion, it is essential that targeted and effective PD be developed for ABE practitioners around the 2014 GED® test because the confidence and abilities of ABE teachers will directly impact the success that ABE learners have with the new test. As the professional development plan is created and PD opportunities become available, they will be posted on the Minneapolis Adult Education web site: http://abe.mpls.k12.mn.us/ged_2014_2.

References and Resources

Minneapolis Adult Education

2014 GED® test statewide professional development planning:

http://abe.mpls.k12.mn.us/ged_2014_2

GED Connect blog, Minnesota Literacy Council

<http://mnliteracy.org/educators/ged-2014/ged-connect>

GED Testing Service®:

www.gedtestingservice.com

GED Testing Service® Assessment Guide for Educators:

<http://www.gedtestingservice.com/educators/assessment-guide-for-educators>

GED Testing Service® Item Sampler:

<http://www.gedtestingservice.com/educators/itemsampler>

GED Marketplace™:

<http://gedtestingservice.com/educators/gedmarketplace>

Common Core State Standards:

<http://www.corestandards.org>

Texas College and Career Readiness Standards:

<http://www.thecb.state.tx.us/collegereadiness/crs.pdf>

Virginia Standards of Learning:

http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml