

Follow-up Discussion

Professional Development Monthly Advisor and Planner (PDMAP)

Preparing Programs and Teachers for the 2014 GED® Test January 2013

Discussion Questions:

PART I – GED 2002 Closeout

1. What steps has your program taken internally regarding the 2002 GED® Test closeout? What have been the most successful actions you've taken for encouraging your current learners to finish their GED Tests by December 2012? How has your program reached out to former learners from the recent past who still need to finish their GED tests?
2. What actions has your program taken with the local media or other entities in the community regarding the 2002 GED® Test closeout? How have the materials from GEDTS® and KET Adult Learning been helpful?
3. Describe the collaboration you've had with your local GED® Testing Center around a closeout campaign. What roles or tasks have the two entities shared or taken on individually?
4. Of the 23 tips for the GED® Test transition, which did you find most useful? How have you implemented it/them? What have the results been?

PART II – Understanding the 2014 GED®

1. Of the resources in the PD MAP, which had the greatest impact on helping you understand the content and new skills required for the 2014 GED®?
2. Which of the changes from the 2002 to the 2014 Tests will have the most significant impact on how you instruct your learners?
3. Describe your understanding of the CCSS. How would teaching to standards impact your instruction of ABE/ASE learners? Did anyone compare the CCSS standards with the GED 2014 Assessment Targets in the Assessment Guide, Chapter 2? What did you discover?
4. Describe your understanding of the non-multiple-choice item types used on the GED 2014. In what ways can you teach learners the skills represented by these item types? (sequencing/ordering, cloze, creating graphs/charts, vocabulary development, close reading of text, etc)
5. The 2014 GED test relies on Webb's Depth of Knowledge Model. How will understanding the DOK levels help you when instructing your adult learners?

6. What is the current ratio of fiction texts to informational texts you use in instruction?
How will your instruction transition to reflect the GED 2014 where fiction texts represent 25% and informational texts represent 75%?

7. What was your experience in using the GED Test Item Samplers?