



Using the GED® Test's High Impact Indicators to Drive Instruction

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Welcome!



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Session Objectives



- Discuss high impact indicators and relationships
- Identify selected skill sets of the High Impact Indicators
- Explore different ways to integrate similar skill sets across content areas and share selected research-based strategies

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Here We Are!

1. Please state your name, organization, current position, and time in adult education.
2. What are your goals for this session?
3. How do you think this session will benefit you and your students?
4. What assets do you have that will contribute to this session?



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Skill Sets for High Impact Indicators Across Content Areas

Focusing Instruction

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What are *High Impact Indicators*?

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

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Targets → Indicators → Application

- **Assessment targets** describe the general concepts that are assessed on the GED® test
- **Indicators** are fine-grained descriptions of individual skills contained within an assessment target
- **Application** describes what to look for in student work

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It's All About Relationships

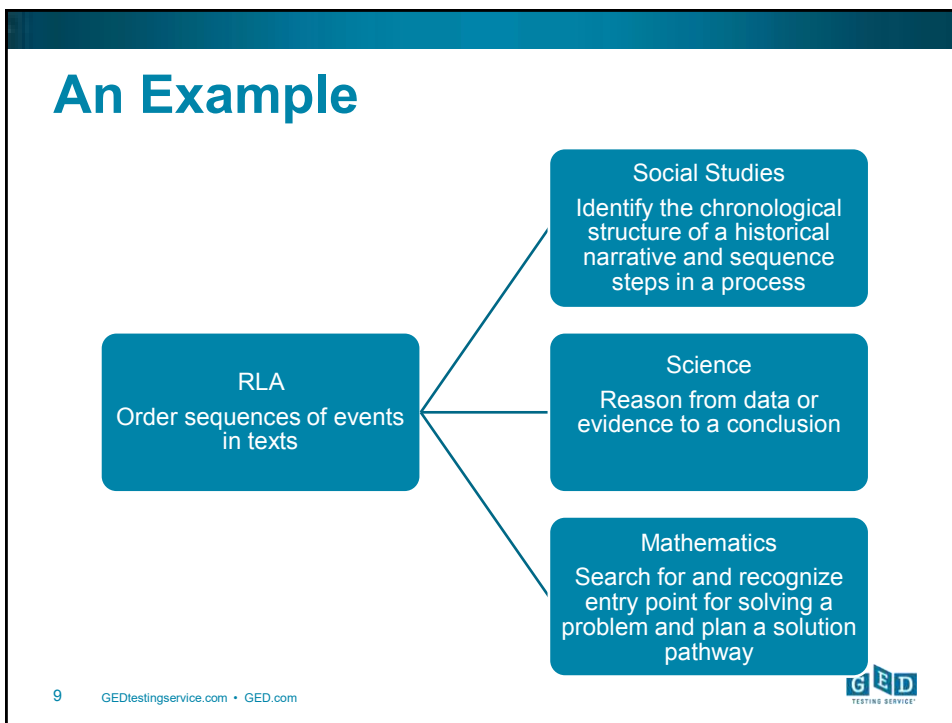


- Assist instructors in creating instructional plans that address the maximum number of skills
- Assist students in applying skills in multiple ways and in a variety of contexts

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What do you think?

As you looked at RLA HII and indicators for Social Studies, Science, and Math:

- What are the skills to be taught?
- How do you currently teach these skills?
- In what academic area do you usually teach sequential order?
- How could you transfer your lessons/strategies to the other academic areas?

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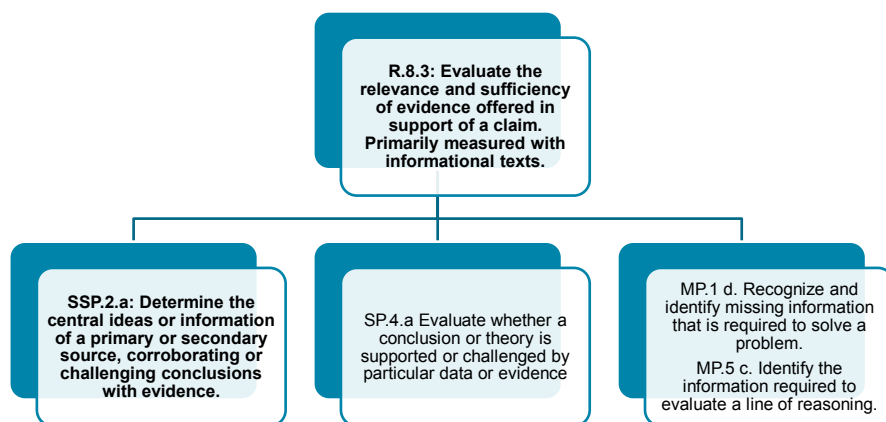
Too Much to Teach – Too Little Time



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Digging Deeper: Let's Look at Evidence



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Where do we see evidence on the test?

- Constructed responses – extended and short answer
- Technology-enhanced items
- Even math – think word problems

High Impact Indicator for RLA

Indicator	What to look for in student work. The student can:
R.8.3: Evaluate the relevance and sufficiency of evidence offered in support of a claim. Primarily measured with informational text.	<ul style="list-style-type: none">• explain how a particular piece of evidence is relevant to a point an author is making.• explain how a particular piece or pieces of evidence are sufficient to justify an author’s singular point or overall message.• distinguish between irrelevant and relevant evidence.• distinguish between an idea that has sufficient evidence to support it and one that does not.• distinguish between explanation and evidence.• distinguish between reasoning and evidence.• make judgments on either the relevance or sufficiency (or both) of single and multiple pieces of evidence.

Indicator for SS

Indicator	What to look for in student work. The student can:
<p>SSP.2.a: Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.</p>	<ul style="list-style-type: none"> • differentiate between the concepts of topic and main idea. • identify the topic and/or main idea of a piece of text. • identify supporting details for a given main idea. • summarize a piece of text. • fully explain relevant details in the text that support the main idea. • locate a single piece of evidence in the text. • located multiple pieces of evidence in a text. • differentiate between relevant and irrelevant evidence. • use evidence to support or challenge an author’s conclusion.



Indicator for Science

Indicator	What to look for in student work. The student can:
<p>SP.4.a: Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence.</p>	<ul style="list-style-type: none"> • identify and explain why the evidence supports the proposed claim or solution. • identify and explain which piece of data supports or contradicts the given hypothesis. • Identify multiple reasons a piece of evidence supports a theory or hypothesis and compare those reasons to each other. • identify which scientific model would be weakened or strengthened by particular evidence. • fully explain why given evidence supports a scientific theory. • fully explain why given evidence challenges a scientific theory.



Indicator for Math

Indicator	What to look for in student work. The student can:
<p>MP.1 d: Recognize and identify missing information that is required to solve a problem.</p> <p>MP.5 c: Identify the information required to evaluate a line of reasoning.</p>	<ul style="list-style-type: none"> deconstruct word problems. identify missing information. determine information needed to solve a problem. problem solve through a step-by-step process.

Looking a Little More Closely

RLA

R.8.3: Evaluate the relevance and sufficiency of evidence offered in support of a claim. Primarily measured with information in a text.

High Impact Indicator	Related Indicators from Other Content Areas		
RLA	Social Studies	Science	Mathematical Reasoning
<p>R.8.3: Evaluate the relevance and sufficiency of evidence offered in support of a claim. Primarily measured with informational texts.</p>	<p>SSP 1 a. Determine the details of what is explicitly stated in primary or secondary sources and make logical inferences or valid claims based on evidence.</p> <p>SSP 2 a. Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.</p> <p>SSP 3 a. Identify the chronological structure of a historical narrative and sequence steps in a process.</p> <p>SSP 3 b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.</p> <p>SSP 3 c. Analyze cause-and-effect relationships and multiple causation, including actions by individuals, natural and societal processes, and the influence of ideas.</p> <p>SSP 3 d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.</p> <p>SSP 7 a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document.</p> <p>SSP 7 b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.</p>	<p>SP 1 a. Understand and explain textual scientific presentations.</p> <p>SP 2 a. Identify possible sources of error and alter the design of an investigation to ameliorate that error.</p> <p>SP 2 c. Identify the strength and weaknesses of one or more scientific investigation (i.e. experimental or observational) designs.</p> <p>SP 4 a. Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence.</p>	<p>MP 1 d. Recognize and identify missing information that is required to solve a problem.</p> <p>MP 1 e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.</p> <p>MP 3 a. Build steps of a line of reasoning or solution pathway, based on previous step or given.</p> <p>MP 3 b. Complete the lines of reasoning of others.</p> <p>MP 3 c. Improve or correct a flawed line of reasoning.</p> <p>MP 5 a. Recognize flaws in others' reasoning.</p> <p>MP 5 b. Recognize and use counterexamples.</p> <p>MP 5 c. Identify the information required to evaluate a line of reasoning.</p>

Incorporating Strategies in the Classroom



- Searching for evidence
- Citing the evidence
- Connecting the evidence

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What is evidence?

Facts, documentation, or testimony used to strengthen a claim, support an argument, or reach a conclusion.




Evidence can be presented as:

- Quotations
- Paraphrasing
- Summaries
- Hard facts or visual representations (statistics, data, charts, graphs, photographs, illustrations)

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LOOKING AT OTHER TYPES OF EVIDENCE


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Different Types of Evidence

Type of Evidence	Definition
Factual	Truthful statements that cannot be denied. Statements that the average person may know or which can be proven.
Statistics or Data	Numerical facts; can be presented in raw numbers, percentages, or fractions.
Examples or Anecdotes	Real-life situations, events, or experiences that illustrate a position; anecdotal stories that help explain an author’s claim.
Expert Testimony	The observations or conclusion of someone who is considered highly knowledgeable because he/she is an expert in a particular field of study or occupation; someone who has firsthand knowledge and experience.
Logical Reasoning	An explanation which draws conclusions that the reader can understand; a discussion which helps the reader understand or make sense out of facts or examples offered.
Emotional Appeal	Use of sympathy, fear, loyalty, etc. to persuade; manipulates the reader’s emotions – ethos, pathos, logos.

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RLA - Where’s the Evidence?

GED® RLA Source Text and Prompts for Classroom Practice

Passage #1 - Are Tweens Ready for Cell Phones?

Source Material #1

Speech: "Tweens" Are Ready for Cell Phones by Deborah Pendergast

"Safer Kids Summit"

Thank you for inviting me to the first "Safer Kids Summit." We are here to discuss ways to keep our children safe in an increasingly complex world. Today's focus is on technology—specifically on the ideal age to give kids their own cell phones. As a representative of a large telecommunications company, I receive many inquiries from parents on this topic, and this is what I tell them: It depends on the child, of course, but in general, age 10 is just about right.

A 2012 survey by the National Consumers League backs me up. The survey found that almost 60 percent of children ages 8 to 12 already have cell phones. These "tweens" can contact their parents at any time, and vice versa, giving the kids a sense of empowerment and their parents a feeling of security. Caroline Knorr, of the group Common Sense Media, says, "We want our kids to be independent, to be able to walk home from school and play at the playground without us. We want them to have that old-fashioned, fun experience of being on their own, and cell phones can help with that." Picture the following scenario: You told your fourth-grader that you would pick her up after school, but you are stuck in traffic. She is waiting for you . . . and waiting, and waiting. But if you both have cell phones, you can call her to let her know you are delayed, and she can go back inside the school, where there are adults around. You both breathe a sigh of relief.

Psychologists tell us that the period between ages 10 and 12 is one of growing independence. It is a time to teach children about responsibility, and to give them opportunities to earn our trust. Providing a 10-year-old with a cell phone offers an ideal way to achieve these goals and gives parents peace of mind as well.



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Different Types of Evidence

Type of Evidence	Definition	Samples Supporting an Author's Claim
Factual	Truthful statements that cannot be denied. Statements that the average person may know or which can be proven.	Cell phone usage among "tweens" has grown rapidly.
Statistics or Data	Numerical facts; can be presented in raw numbers, percentages, or fractions.	The survey found that almost 60 percent of children ages 8 to 12 already have cell phones.
Examples or Anecdotes	Real-life situations, events, or experiences that illustrate a position; anecdotal stories that help explain an author's claim.	Picture the following scenario: You told your fourth-grader that you would pick her up after school, but you are stuck in traffic. . . .
Expert Testimony	The observations or conclusions of someone who is considered highly knowledgeable because he/she is an expert in a particular field of study or occupation; someone who has first-hand knowledge and experience.	Psychologists tell us that the period between ages 10 and 12 . . . is a time to teach children about responsibility, and to give them opportunities to earn our trust.
Logical Reasoning	An explanation which draws conclusions that the reader can understand; a discussion which helps the reader understand or make sense out of facts or examples offered.	Providing a 10-year-old with a cell phone offers an ideal way to achieve these goals.
Emotional Appeal	Use of sympathy, fear, loyalty, etc. to persuade; manipulates the reader's emotions – ethos, pathos, logos	Providing a 10-year-old with a cell phone . . . gives parents peace of mind.

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Taxation and Revenue

<p>2014 GED® Test RLA – Sample Stimulus Material "Taxation and Revenue" – Test Bank Item 18161, Stimulus and Prompt Press Release from the Office of U.S. Representative Mealey Walls United States House of Representatives, Washington, DC Representative Walls Announces Economic Boost for 12th District July 17, 2013</p> <p>Washington, DC – Representative Mealey Walls announced that Congress passed the highway and transit bill today.</p> <p>"This bill funds the expansion of Highway 17 from a two-lane highway to a four-lane thoroughfare. It will positively affect the town of Oak Falls." Walls said. As part of the expansion, Highway 17 will move two miles east of the town of Oak Falls. The bill will ease traffic congestion and create job opportunities during and after construction.</p> <p>Last year, Representative Walls held town hall meetings to gather opinions from her constituents about revitalizing the economy in the 12th District. Three years ago, Turnaround Motors and Bell Camera closed their factory doors. The result has been high unemployment with no immediate prospects for new businesses. Representative Walls heard residents' concerns for jobs in the district.</p> <p>Improving the highway means jobs for local construction workers. Once completed, the highway will bring more long-distance travelers into the area. Some officials anticipate a 30% increase in highway traffic due to the ease of traveling on the improved highway. An increase in travelers will attract national motels and restaurant chains along the highway route. These national businesses will mean permanent jobs for residents.</p> <p>In the future, historical features in Oak Falls and Claxton, such as brick streets built by early settlers and the old wheat mill, will likely become popular tourist attractions. More visitors will increase business for local shops and restaurants.</p> <p>The improved highway will eliminate eighteen-wheeler traffic through towns, a major source of traffic congestion and noise. A 2001 study in Texas showed that bypasses reduce traffic through towns by as much as 70%. Eliminating eighteen-wheeler traffic will also reduce road maintenance costs.</p> <p>The improvement of Highway 17, funded by federal tax allocations, is an important investment in the area.</p> <p><small>GED Testing Service® www.gedtesting.com © Copyright 2016 GED Testing Service LLC. All rights reserved.</small></p>	<p>Oak Falls Gazette Letter to the Editor</p> <p>I am a small-business owner living in Representative Walls's congressional district. A bill has been passed to expand Highway 17 from a two-lane highway to a four-lane thoroughfare. This change includes plans to move Highway 17 two miles to the east, which means it will now bypass our town completely. I find this unacceptable.</p> <p>The Gazette reports that because Highway 17 runs through six states, construction will be paid for with federal road funds. That means some of our federal taxes will pay for a road that I believe will harm our town. I also believe that their residents of Oak Falls will lose the road. Our town and district will lose money as a result of this highway bypass paid for by our tax dollars.</p> <p>The road construction jobs are only a temporary bandage on the wound made by our two manufacturers closing their doors. Once the road construction is finished, only minimum wage jobs will remain.</p> <p>In fact, the highway will bypass four cities in our district alone. Each of these towns will lose business because fewer travelers will pass through them and eat, stay overnight, or purchase gas. There is no guarantee that tourists will drive an extra two miles into our town if national chain motels and restaurants are built at the highway ends. The 2001 study Representative Walls references does show that bypasses reduce traffic and noise in towns, but the study also shows they have a negative impact on local businesses.</p> <p>If this project were paid for with state tax money alone, angry voters would have struck it down. Representative Walls held town hall meetings to hear residents' opinions about the local economy, but obviously she did not listen to the concerns they voiced. Please consider local concerns about this federal project.</p> <p>Prompt: Analyze the arguments presented in the press release and the letter to the editor. In your response, develop an argument in which you explain how one position is better supported than the other. Incorporate relevant and specific evidence from both sources to support your argument. Remember, the better-argued position is not necessarily the position with which you agree. This task should take approximately 45 minutes to complete.</p> <p><small>GED Testing Service® www.gedtesting.com © Copyright 2016 GED Testing Service LLC. All rights reserved.</small></p>
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Interact with the Text

Read the stimulus material, underline the evidence that supports the road construction

Improving the highway means jobs for local construction workers.
 The improved highway will eliminate eighteen-wheeler traffic through towns . . .

Circle or highlight the evidence that does not support the road construction.

..road construction is only a **temporary bandage**
 Once the road construction is finished, **only minimum wage jobs will remain**.

Remember, evidence can be factual, statistics/data, examples or anecdotes, expert testimony, logical reasoning, emotional appeal.



What did you find?

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

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

What reasons led to your decision?

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

- Was it based on evidence?
- What evidence was the strongest?
- Is it a position that you personally support?

State-Cite-Explain

State your claim/argument	State the idea you had about the text.
Cite what in the text led you to the idea	Give supporting evidence from the text (by paraphrasing or directly quoting from the text). If you are directly quoting from the text, you must use quotation marks. Sentence starters = In the first paragraph, _____ the author says...The text states...The text describes/For example...The author explains...Early in the text, the author/For instance.
Explain the evidence	Explain how the quote(s) or paraphrase(s) you pointed out support your idea. Sentence starters = This shows...This is because...This means...This reveals...This illustrates...This highlights the difference between...

Modeling – Citing the Evidence

- Question: Will the highway and transit bill be beneficial?
- As a class, we will read *the two stimulus items*.
- As we read, we will highlight in yellow (or underline in pencil) the evidence that supports the benefits of the highway and transit bill. We will highlight in blue (or underline in pen) the evidence supporting that the highway and transit bill will be detrimental.

The goal is for students to be able to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Modeling – Citing the Evidence

- After you read and find the information from the text that will help you to develop your claim, you will use the graphic organizer entitled: *State, Cite, Explain*.
- Write down the question.
- State your claim - the idea you had about the text (if you are responding to a specific question, be sure your idea restates the question).

Question	State	Cite	Explain
Is the highway and transit bill beneficial?	State your claim - the idea you had about the text.		

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Modeling – Citing the Evidence

- Now give supporting evidence from the text.
- To cite explicitly, paraphrase or use quotes from the text.
- If you use direct quotes from a text, you must use quotation marks. You should combine what the reading says and your thoughts (inferences) to answer the question (Is the highway and transit bill beneficial?) to create new meaning -- the inference. Place the evidence you found from the article in the (Cite) box.

Question	State	Cite	Explain
Is the highway and transit bill beneficial?	State your claim - the idea you had about the text.	Cite what in the text led you to that statement or claim.	

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Modeling – Citing the Evidence

- Finally, explain how each piece of evidence supports your idea.

Question	State	Cite	Explain
Is the highway and transit bill beneficial?	State your claim - the idea you had about the text.	Cite what in the text led you to that statement or claim.	Explain how each piece of evidence supports your idea/claim

Putting It All Together – Citing the Evidence

Question	State	Cite	Explain
Is the highway and transit bill beneficial?	The bill will prove detrimental because the research provides strong arguments against it.	Improving the highway means jobs for local construction workers.	Because the construction jobs are temporary, they will not create a boom in the district’s economy.

In Social Studies . . .

- When reading primary and secondary sources, students need to be able to:
 - locate a single piece of evidence in the text.
 - locate multiple pieces of evidence in a text.
 - differentiate between relevant and irrelevant evidence.
 - use evidence to support or challenge an author’s conclusion.

In Science . . .

- Skills of “Applying Science Concepts”
 - Using information
 - Explaining the connections
 - Justifying a text-based line of reasoning
 - Incorporating elements (evidence) from text or graphic

How About Math?

Effective Readers = Effective Problem Solvers

- Locate key information
- Distinguish between main ideas and supporting details (evidence)
- Evaluate the evidence
- Connect new information (evidence) with existing ideas
- Organize information in ways that make sense

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Searching for Evidence in Math

Let's use K – N – W – S

K	N	W	S
What facts do I KNOW from the information in the problem?	What information do I NOT need?	What does the problem WANT me to find?	What STRATEGY or operations will I use to solve the problem?

Reading and Writing to Learn in Mathematics: Strategies to Improve Problem Solving by Clare Heidema at www.ohiorc.org/adilit

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Example K-N-W-S

An apartment building contains 12 units consisting of one- and two-bedroom apartments that rent for \$360 and \$450 per month, respectively. This is \$25 higher a month than other apartments in the area. When all units are rented, the total monthly rental is \$4,950. What is the number of two-bedroom apartments?

K	N	W	S
12 units \$360 per month for one-bedroom apt. \$450 per month for two-bedroom apt. Total monthly rent = \$4,950	\$25 higher a month than other apt. in area	What is the number of two-bedroom apts.?	Make a chart Write an equation Guess, check, revise Work backwards

It's Your Turn!

Sam is preparing to visit his family who lives 330 miles from his home. His brother Jason lives only 75 miles away. If Sam travels at the speed of 55mph, how long will it take Sam to get to his destination?

K	N	W	S

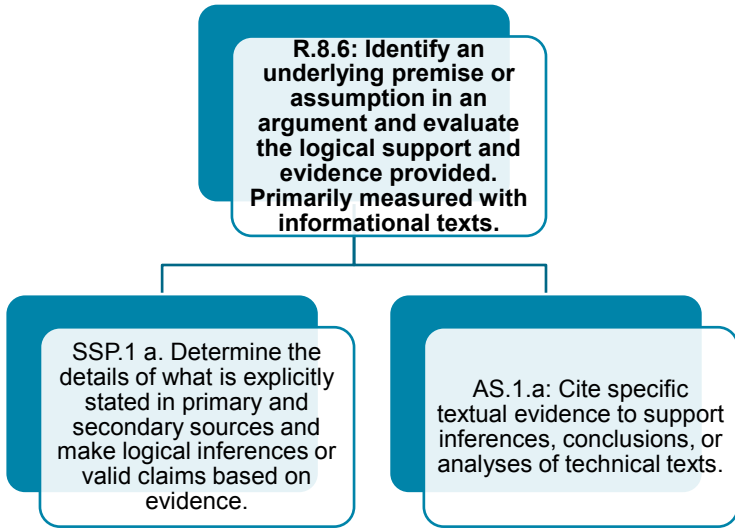


Resources for Constructed Responses

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How About Another Skill Set?




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graph TD; R86["R.8.6: Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided. Primarily measured with informational texts."] --- SSP1a["SSP.1 a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence."]; R86 --- AS1a["AS.1 a: Cite specific textual evidence to support inferences, conclusions, or analyses of technical texts."];
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R.8.6: Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided. Primarily measured with informational texts.

SSP.1 a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.

AS.1 a: Cite specific textual evidence to support inferences, conclusions, or analyses of technical texts.

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Making Inferences

Inferring—making inferences—is often described as making a logical guess or "reading between the lines." Making an inference is a lot like the chemical process of forming a chemical compound—when two elements combine and form a new substance. Readers make inferences when they are able to take their own experiences and combine them with information they gather from what they read. The result is that they create new meaning or draw a conclusion that isn't explicitly stated in the reading (Zweirs, 2005).

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Where do we see inferences needed on the test?

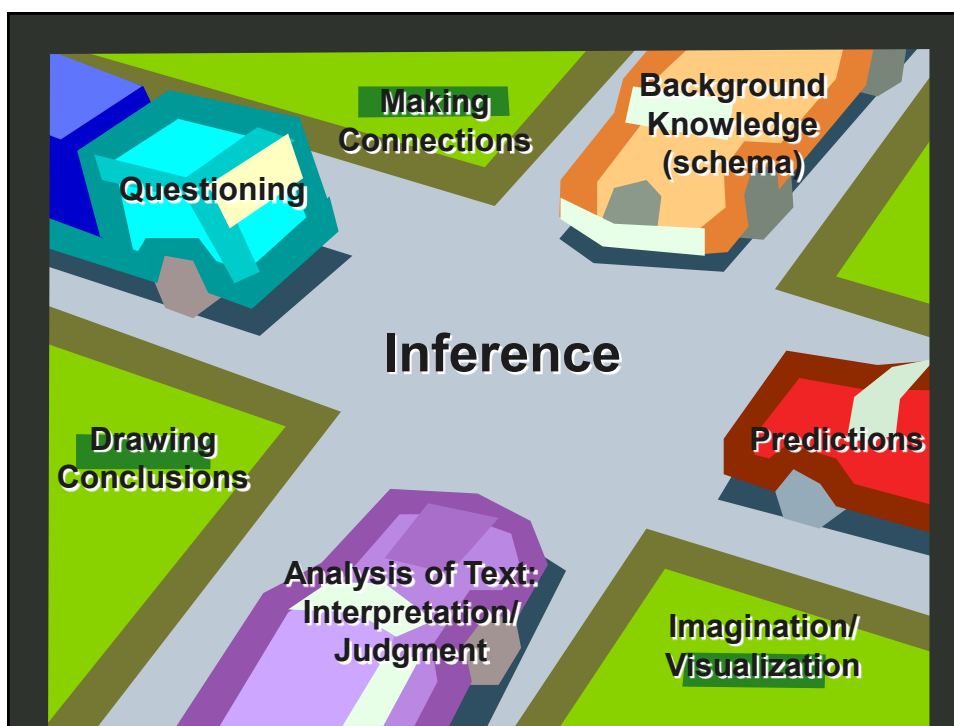
- Constructed responses – extended and short answer
- Fiction and nonfiction texts through technology-enhanced items
- Graphics

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Strategies for Making Inferences

- Step 1: Gather clues and reading “between the lines.”
- Step 2: Reaching conclusions based evidence and reasoning (does it make sense?)



Teach Inferences from Simple to Complex



Inference = Finding the Clues

From Simple to		Complex			
Pictures/ Advertis- ments	Comics	Sentences	Short paragraphs	Longer, more intricate passages – fiction/ mysteries	Longer, more intricate passages - nonfiction

Asking Questions of Photographs

Prompts	Answers
What do I see? (What do you observe? What else?)	
What does it remind me of? (Another image? A personal experience?)	
What is the artist’s purpose? (To Analyze? Persuade? Express? Document? Entertain?)	
So what? (Why does it matter? What is the significance?)	

Using Photographs

- What do you observe in this picture?
- What does it remind you of?
- What is the photographer's purpose?
- What inferences can you make based on what you see in this picture?



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Using Photographs

- What do you observe in this picture?
- What does it remind you of?
- What is the photographer's purpose?
- What inferences can you make based on what you see in this picture?

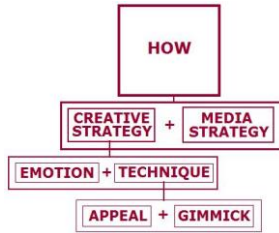


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Teaching Inferences with Advertisements

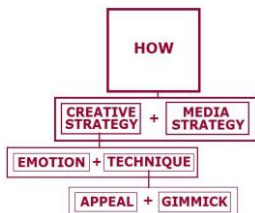
- What does the graduate think his gift is?
- How do you know?
- What is his actual gift?



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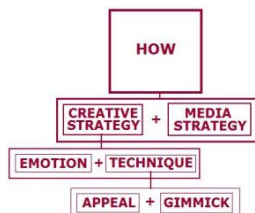
Teaching Inferences with Advertisements



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Teaching Inferences with Advertisements



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Teaching with Comics



Sample Questions

1. Why do you think that John thinks he knows where the cheese puffs went?
2. Why does Jon ask Garfield to show him his paws?
3. What does Garfield mean when he says, "The perfect crime"?

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Teaching with Comics

Sample Questions

1. What do you see?
2. What do you know about excuses on not having your homework done?
3. What does the student mean when he says, "I ate my homework."?

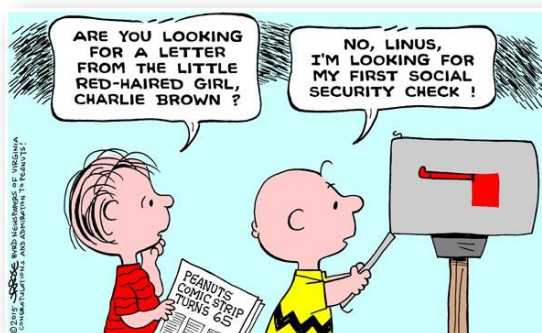


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Teaching with Comics

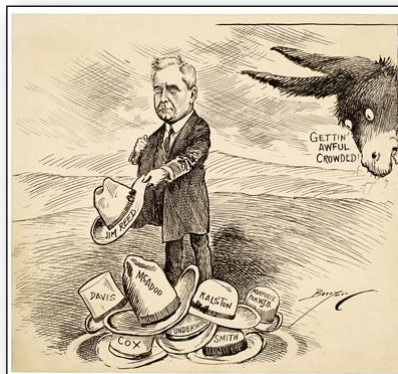
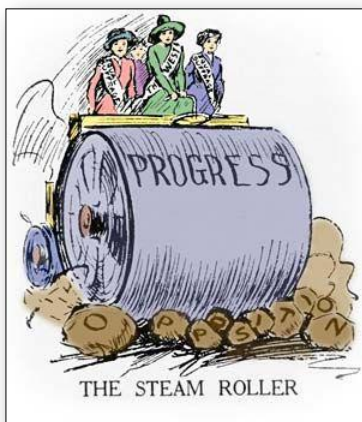
1. What do you see?
2. What does Charlie Brown mean?
3. What can you infer from the comic?



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Teaching Inference through Editorial Cartoons



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Making Inferences About Characters

RLA - Candidate Name Question 5 of 12

Answer Explanation Flag for Review

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Excerpt from *Anne of Green Gables*
by L. M. Montgomery



1 Marilla came briskly forward as Matthew opened the door. But when her eyes fell on the odd little figure in the stiff, ugly dress, with the long braids of red hair and the eager, luminous eyes, she stopped short in amazement.

2 "Matthew Cuthbert, who's that?" she exclaimed. "Where is the boy?"

3 "There wasn't any boy," said Matthew wretchedly. "There was only *her*."

In this excerpt, Anne asks Marilla to call her "Cordelia." What does this request reveal about Anne?

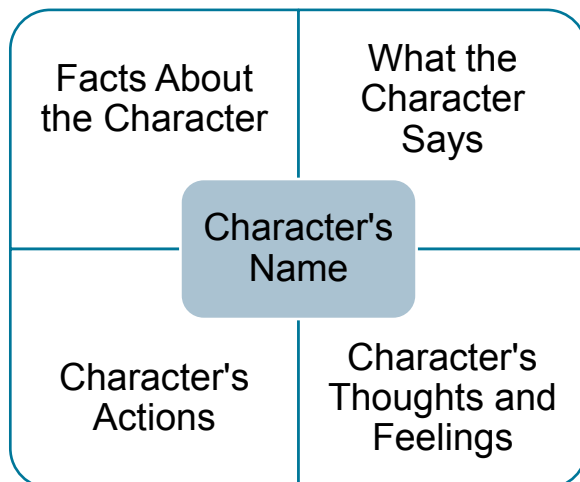
- A. She tries to make her life more interesting.
- B. She wishes she could fit in better with her peers.
- C. She feels confused about her own past.
- D. She hesitates to share personal details.

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Literary Sources



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Fiction/Literary

- What does the character do?
- What does the character say or think?
- How do others feel about the character?
- How does the character change?
- What is the conflict that is expressed?
- What is the author's theme or point of view?

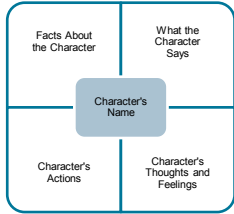
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It’s Your Turn!

Broken Promises

From the story, how would you describe the wife’s feelings for her husband?



- What does the character do?
- What does the character say or think?
- How do others feel about the character?
- How does the character change?



Example: It Says – I Say – And So

Question	It Says	I Say	And So
Read the question.	Find information from the text to help answer each question – paraphrase or quote answers from text.	Consider what you know about the information.	Put together the information from the text with what you know, then answer the question.
Why are forest fires on the increase in the Black Hills of South Dakota?	For the last several years, precipitation amounts snowfall have decreased.	Less snowfall could mean dry conditions throughout the Black Hills	Dry conditions resulting from a decrease in precipitation lead to conditions that might make fires more likely to occur.



Looking at Non-fiction Texts

Social Studies - Candidate Name Question 1

Answer Explanation Flag for Review

The excerpt below is from the U.S. Supreme Court decision in *Youngstown Sheet & Tube Company et al. v. Sawyer* (1952).

MR. JUSTICE BLACK delivered the opinion of the Court.

We are asked to decide whether the President was acting within his constitutional power when he issued an order directing the Secretary of Commerce to take possession of and operate most of the Nation's steel mills. . . .

The President's power, if any, to issue the order must stem either from an act of Congress or from the Constitution itself. . . .

[W]e cannot with faithfulness to our Armed Forces has the ultimate power labor disputes from stopping production authorities.

This excerpt is taken from the public domain.

Based on this excerpt, what did the court wa

- A. judicial interference with legislative p
- B. executive interference with legislativ
- C. congressional interference with judici
- D. congressional interference with execut

Social Studies Indicator SSP.1.a: Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.

Social Studies Content Subtopic CG.b.6: Separation of powers

Depth of Knowledge (DOK) Level 2: This item is based on an excerpt from a Supreme Court decision, a primary source document. Test-takers must determine the intention of the Court based on what is implied in the language of its ruling. To accomplish this task, test-takers must pair careful examination of the document and logical thinking. The cognitive skills demanded by this process represent DOK level 2.

Answer Rationale:

Option A Incorrect
Option A is incorrect. Although the primary source is taken from a Supreme Court finding and explicitly states that "This is a job for the Nation's lawmakers," the primary source does not state that the Court's intention was to interfere with legislative powers. Therefore, this option represents a misinterpretation of a detail from a primary source.

Option B Correct
Option B is correct. The primary source explicitly states that "This is a job for the Nation's lawmakers, not for its military authorities." Because the issue in question was if the president, as commander in chief of the U.S. military, had the power to seize private property, this option is a logical inference based on evidence.

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Looking at Non-fiction Texts

Science - Candidate Name Question 6 of 16

Answer Explanation Flag for Review

page 1 page 2

Tropical rain forests contain diverse communities of organisms with many interesting relationships. One such relationship connects parasitic fungi and their insect hosts. A type of parasitic fungus, called *Ophiocordyceps unilateralis*, disperses spores onto the forest floor, but cannot successfully grow on the ground. The fungus requires s inside of a specific an reproduce. The ants, make nests in the tre

O. unilateralis feeds c host, and within a few insect's brain. The ins such as wandering av and humidity favor fu insect bites into and f Then, the fungus slow insect's head, produc bursts open. The spo the life cycle of the fu

Deforestation, or clearing away trees, is occurring in tropical rain forests.

Explain how deforestation could disrupt the life cycle of *Ophiocordyceps unilateralis* in tropical rain forests. Include multiple pieces of evidence from the text to support your answer.

Science Indicator SP.1.a: Cite specific textual evidence to support inferences, conclusions, or analyses of technical texts, attending to the precise details of explanations or descriptions of a process, event, phenomenon, or concept.

Science Content Subtopic L.C.5: Disruption of ecosystems (e.g., invasive species, flooding, habitat destruction, desertification) and extinction (e.g. causes (human and natural) and effects)

Depth of Knowledge (DOK) Level 3: In this item, test-takers are required to cite specific textual evidence and develop a logical argument. Test-takers must select and present evidence from the stimulus and then produce a line of reasoning in order to compose a response for this item. Test-takers must also use their understanding of ecosystems and life cycles in order to explain how deforestation can be disruptive. Because this item requires that test-takers use, produce, and justify an argument by incorporating elements from the text into the presentation of the test takers' own ideas, this item has a DOK level of 3.

Item Stem: *Deforestation, or clearing away trees, is occurring in tropical rain forests.*

Explain how deforestation could disrupt the life cycle of *Ophiocordyceps unilateralis* in tropical rain forests. Include multiple pieces of evidence from the text to support your answer.

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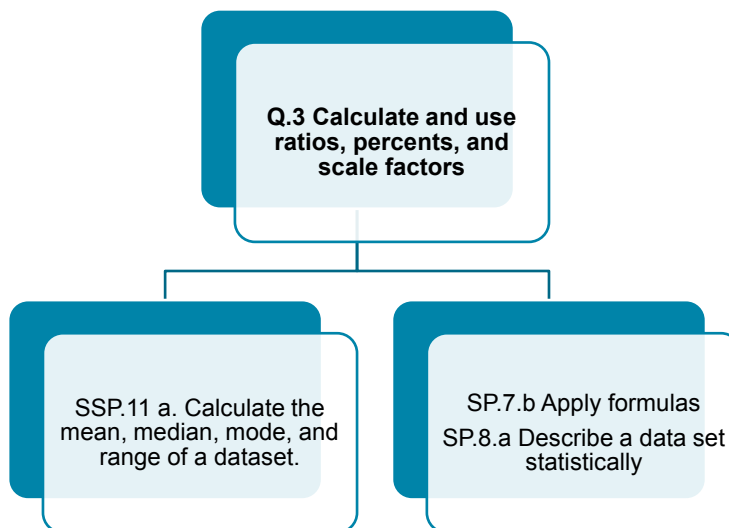
When teaching inference, show students how to . . .

- Recognize the antecedents for pronouns
- Figure out the meaning of unknown words from context clues
- Figure out the grammatical function of an unknown word
- Understand intonation of characters' words
- Identify characters' beliefs, personalities, and motivations
- Understand characters' relationships to one another
- Provide details about the setting
- Provide explanations for events or ideas
- Offer details for events or their own explanations of the events
- Understand the author's view of the world
- Recognize the author's biases
- Relate what is happening in the text to their own knowledge of the world
- Offer conclusions from facts presented in the text

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How About a Skill Set for a Math III?



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It's the Same!

- Interpreting graphics and scale factors
- Determining statistical data – mean, median, mode
- Applying formulas
- Using a calculator



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Where do we see statistics, data, and math skills on the test?

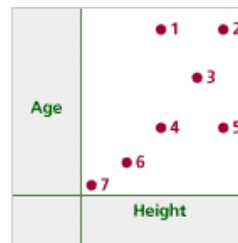
- Questions assessing statistics and data indicators on social studies and science
- Use of calculator and formulas in different content areas
- Charts, tables, and graphs

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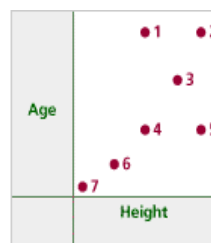
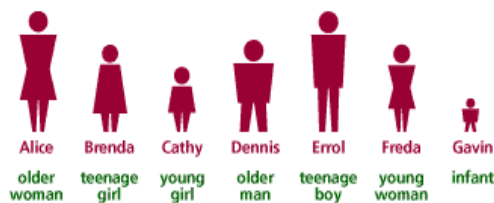


Time Out for a Math Starter!

Let's get started problem solving with graphics by looking at the following graph. Who is represented by each point?

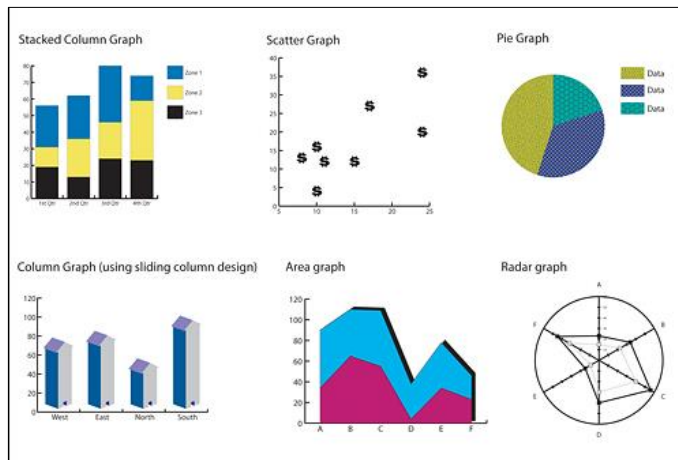


The Answers!



- 1 = Dennis
- 2 = Alice
- 3 = Freda
- 4 = Brenda
- 5 = Errol
- 6 = Cathy
- 7 = Gavin

Teach Multiple Ways to Display Data



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Representing Data in Different Formats

Think of the simplest way you can organize the data below, showing the length of nails found in a packet of assorted nails.

Length of Nails (mm)

11 22 29 15 17 27 21 23 27
 26 19 16 11 10 16 15 21 21 17 15 23 20 16 17 25 16
 21

One way is to arrange it in increasing order.

Nails arranged in order of increasing length (mm)

10 11 11 15 15 15 16 16 16
 16 17 17 17 19 20 21 21 21 21 22 23 23 25 26 27 27
 29

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Use a Tally Table

Nails arranged in order of increasing length (mm)

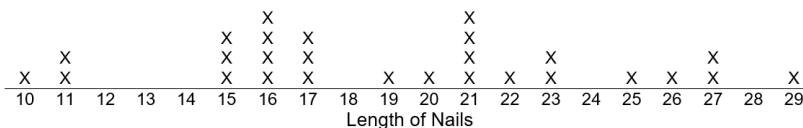
10 11 11 15 15 15 16 16 16
 16 17 17 17 19 20 21 21 21 21 22 23 23 25 26 27 27
 29

Length	Tally	Length	Tally
10	I	20	I
11	II	21	IIII
12		22	I
13		23	II
14		24	
15	III	25	I
16	IIII	26	I
17	III	27	II
18		28	
19	I	29	I

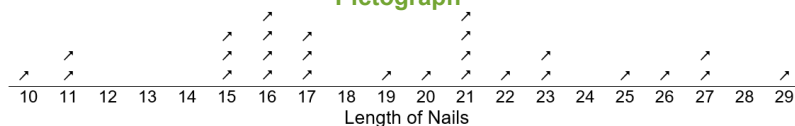


Line Plot or Pictographs

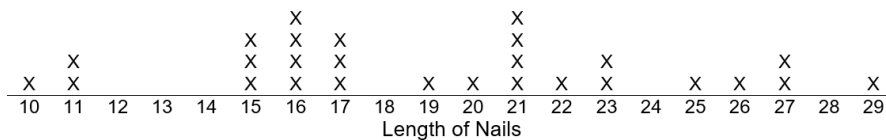
Line Plot



Pictograph



Frequency Table



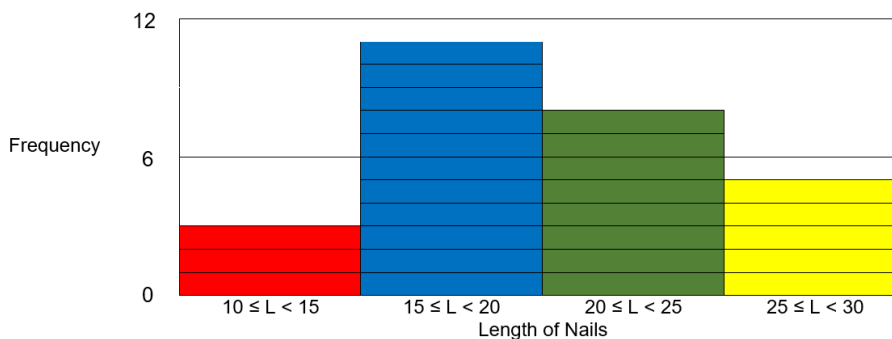
Frequency Table

Length of Nails	
Length	Frequency
$10 \leq L < 15$	3
$15 \leq L < 20$	11
$20 \leq L < 25$	8
$25 \leq L < 30$	5

Length of Nails				
Frequency	3	11	8	5
Length	$10 \leq L < 15$	$15 \leq L < 20$	$20 \leq L < 25$	$25 \leq L < 30$



Histogram

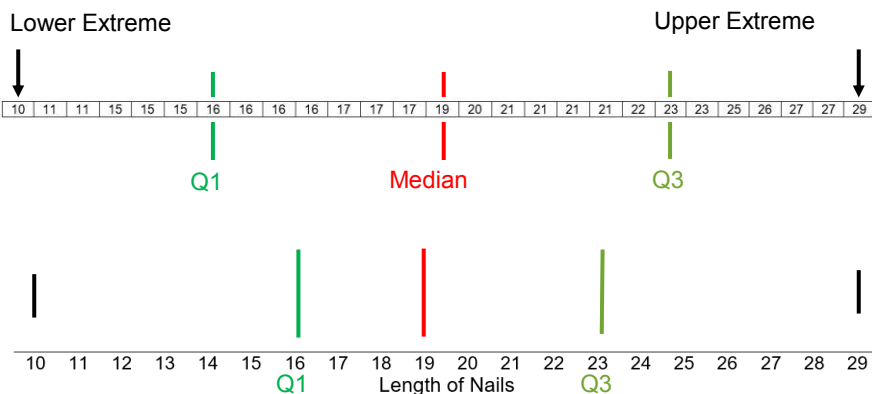


Length of Nails				
Frequency	3	11	8	5
Length	$10 \leq L < 15$	$15 \leq L < 20$	$20 \leq L < 25$	$25 \leq L < 30$



Let's Create a Box Plot

Draw a number line to plot all the numbers identified.

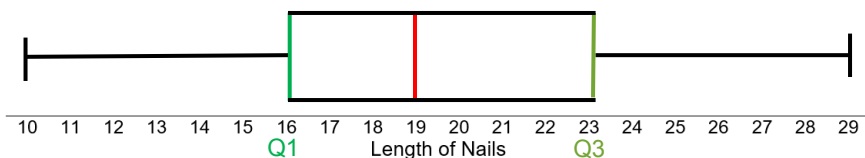


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Let's Create a Box Plot

The last step is to draw a box from Q1 to Q3 and lines connecting the extreme values to our box.



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Teach Data Descriptors

Measures of Central Tendency

- ✓ Mean (Average)
- ✓ Median
- ✓ Mode

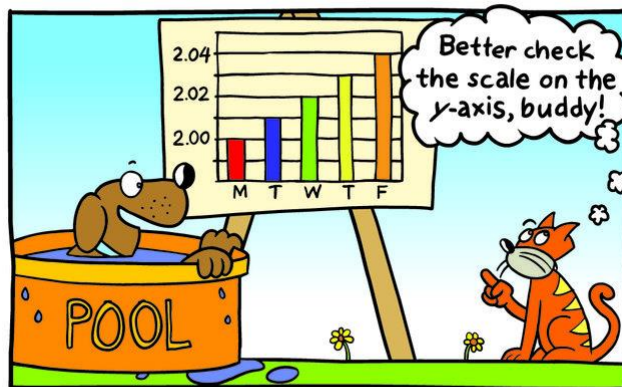
Measures of Variability (Spread)

- ✓ Range
- ✓ Mean Absolute Deviation
- ✓ Standard Deviation

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Misleading or Not? That Is the Question!



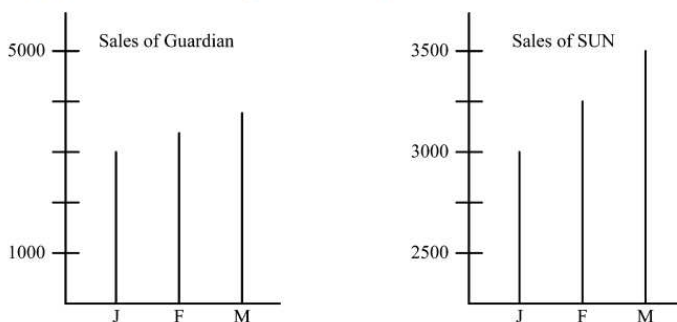
"Wow. The number of minutes I can dog paddle is growing like crazy!"

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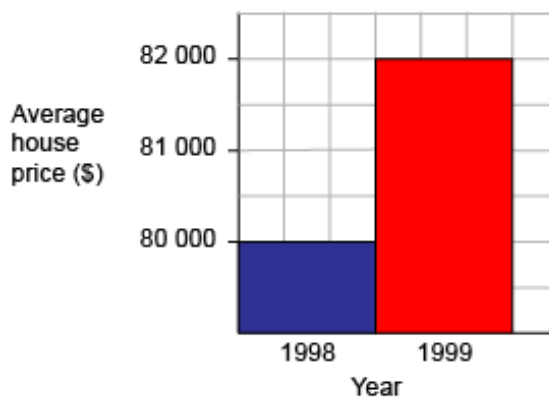
Misleading or Not? That Is the Question!

Sales of two newspapers "Guardian" and "SUN" over the first 3 months of 1996 are illustrated below. The SUN claims: Our readership is increasing faster than the readership of the Guardian.

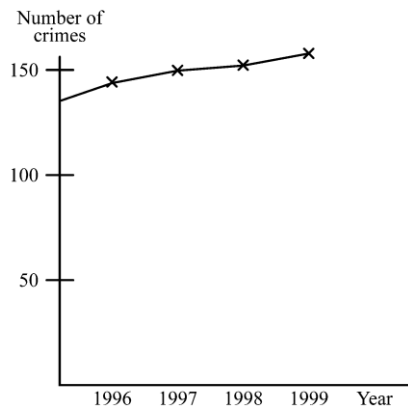
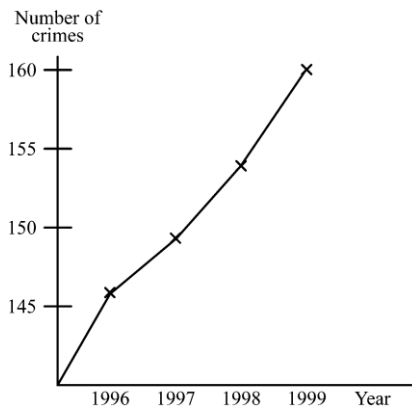


Misleading or Not? That Is the Question!

"Massive increase in house prices this year"



Has Crime Rate Increased Rapidly?

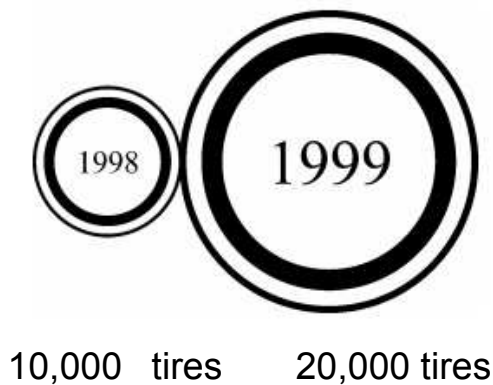


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Misleading or Not? That Is the Question!

Our sales of tires have doubled from 1998 to 1999.



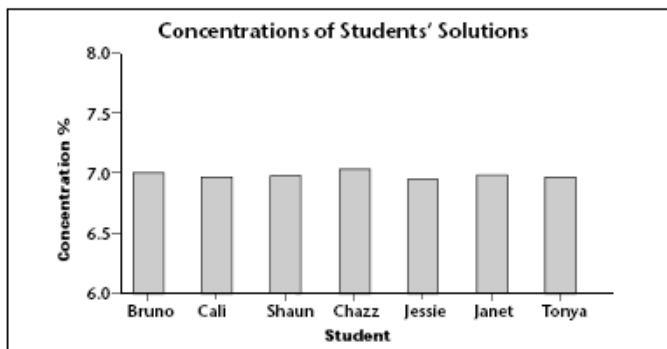
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Misleading or Not? That Is the Question!

Concentrations of Students’ Solutions

Name	Bruno	Cali	Shaun	Chazz	Jessie	Janet	Tonya
Concentration	7.02%	6.99%	7.00%	7.08%	6.97%	7.01%	6.99%



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Resources for Graphics

Data Representation Module 6: Unit 3

- https://wikieducator.org/images/9/90/JSMath6_Part2.pdf

BBC: Bitesize and Skillswise

- <http://www.bbc.co.uk/schools/gcsebitesize/>
- <http://www.bbc.co.uk/skillswise/mathsmaths/statistics/>

Math is Fun!

- <http://www.mathsisfun.com/data/>

KET Targeted Math

- <http://tdcms.ket.org/targetedmath/L.11GraphsChartsandTables.pdf>

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Summing It Up

From evidence to inference to data with strategies and activities to use in the classroom and lots of resources and ideas

What's next?




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Getting Started

- Review the **High Impact Indicators** and **Relationships Between the High Impact Indicators and Other Indicators** chart
- Determine the strategies and resources that you use to teach each HII
- Identify resources and activities that apply the strategy to other content areas
- Teach the strategy using approaches such as “making thinking processes visible” and “scaffolding”
- Provide students with practice in applying the strategy to different content areas and real-world situations

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Don't Forget!

While focused classroom instruction on High Impact Indicators may quickly and positively impact your students' test performance, remember that HII are not more important than the rest of the indicators. Make sure to also access the Performance Level Descriptors in order to develop an effective GED® Preparation curriculum.

Resources

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The GED® test webinar archive

TUESDAYS FOR TEACHERS® WEBINAR SERIES

Tuesdays for Teachers® is a free professional development webinar series for educators. Presented by Eunice Goeman and Susan Pittman, this webinar series will take a deeper dive into classroom strategies and techniques for the 2014 GED® test's four test subjects. Sessions are designed for educators who have already completed foundational-level training, either by attending in-person training or by using self-guided professional development resources.

Scientific Minds Want to Know: Strategies for Addressing High Impact Areas of the GED® Science Test (November 17, 2015)

Dig deeper into the high impact areas of science and explore some strategies, activities, and even a few experiments that you can use in the classroom. Join us as we use the 5E Instructional Model to promote scientific learning. Take a closer look at how short answer questions are crafted and how to help students make a deeper connection with the wonderful world of science.

- Watch the Scientific Minds Want to Know webinar
- Download Scientific Minds Want to Know slideshow presentation
- Download the Scientific Minds Want to Know workbook
- Download the certificate of completion once you've watched the webinar

Exploring Enduring Issues and Making Connections in Social Studies (October 27, 2015)

Individual rights, state's rights versus federal power, checks and balances, and separation of power – the constructed response on the GED® Social Studies test requires that students demonstrate their understanding of these enduring issues. Join us as we explore ways to assist our students in defining enduring issues and identifying relationships between primary and secondary resources, as well as their own personal knowledge.

- Watch the Exploring Enduring Issues and Making Connections in Social Studies Webinar

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Questions

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Thank you!

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