

How Can Students Crack the GED?

INTRODUCTION

Each year more than 800,000 people take the GED (General Education Development) Test. In January 2002, GED Testing Centers throughout the United States and Canada began administering a new edition of the GED Tests. This is the first time the exam has changed since 1988.

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 United States or Canada. The new GED Tests, developed by committees of professional educators and test specialists, will continue to cover the core academic areas of language arts, social studies, science, and mathematics, but are now in line with challenging new state standards in these subject areas.

The purpose of this assignment is to provide students with the best possible information on how to prepare to pass the new GED. Upon reviewing the information provided, students will be knowledgeable about how to prepare for the exam and what changes have taken place with the new GED exam.

TASK

You are the family literacy coordinator for a local non profit organization. The agency would like to offer GED classes to high school drop outs. It is your responsibility to assist the individuals with obtaining a GED. These individuals have registered with your agency and have no idea of how to prepare for the GED exam.

Your task is to provide information to your clients that will assist them in registering for classes to prepare them to take the examination, to explain the differences between the old and new GED exam, and whether or not the on line GED preparation classes will be more beneficial than traditional on site classes.

Prepare clients/students for the GED exam. Ask students to complete the following:

- A. What do you know if anything about getting a GED?
- B. Have you taken the GED exam in the past?
- C. In which disciplines did you score well or poor?
- D. Will a preparation course help you?
- E. Do you possess enough self discipline to enroll in an on line GED course?

RESOURCES

1. **GED online- Prepare for the Course**
<http://www.gedonline.org>
GEDonline has everything you need to continue your adult high school education by preparing for the GED test online.
2. **On line GED Course**
<http://www.rio.maricop.edu/ci/program>
3. **GetMyGed**
<http://www.getmyged.com/>
Helps people study for the G.E.D. in the privacy of their home. Find out if you are ready to take the test and get what you need to study.
4. **Unschools: Welcome to Your Education**
<http://www.gedtestprep.com/>
Helping to prepare you for your general education development (GED) tests through a variety of preparation methods.
5. **GED Material**
<http://www.steck-vaughn.com/ged>
This site offers GED materials to assist students in preparing for the exam.
6. **PBS Literacy Link**
<http://www.pbs.org/inav/sitesa2z.html>
Site assists learners with life long learning. Features a GED connection.
7. **Prepare for the GED**
<http://academy-media.hypermart.net/ged.htm>
This site features a quick review and sample test questions for the GED.
8. **New GED Test and What You Need to Know**
www.acenet.edu/calec/ged/2002_info_TT.html

9. Is the GED Right For You

<http://adulted.about.com/library/weekly/aa021500a.htm>

This site features an article related to the new GED.

10. 4Tests.com

www.4tests.com/exams/examdetail.asp?eid=38

One stop practice test site for High school, College, Professional, Standardized exams and tests.

PROCESS

- 1. Students will complete an online needs analysis survey designed to assess their current knowledge on the GED exam.**
- 2. Review the resources provided and complete the following:**
 - A) Create a chart citing the pro's and con's of online GED courses Versus traditional on site GED courses.**
 - B) Make a list of changes that you exist on the new GED exam.**
 - C) Make a list of instructional materials that will be helpful in preparing for the GED.**
- 3. Interview other agencies and institutions offering GED courses.**
- 4. Interview students that have taken either a traditional on site GED course or an on line course.**
- 5. Review scores from the students who have taken either a traditional on site GED course or an on line course.**
- 6. Use digital camera to photograph students enrolled in GED courses offered by other agencies or institutions and to record classroom layouts.**
- 7. Test trial versions of GED software**
- 8. Prepare a PowerPoint presentation to present findings to the executive director of your agency.**
- 9. Prepare a written report of your findings and recommendations for presentation to the executive director and agency advisory board.**
- 10. Meet with executive director and advisory board to present findings and recommendations.**

EVALUATION

The family literacy coordinator will be graded by the executive director and the advisory board in the following areas:

Maximum Points = 100

Quality and quantity of research efforts	30 pts
Quality of the written report	10 pts
Quality of the PowerPoint presentation	10 pts
Ability to effectively present findings and recommendations	30 pts
Ability to correctly answer questions and accept feedback	20 pts

CONCLUSION

At the conclusion of this project, you should have a better understanding of how structure GED courses and the best way to assist students in preparing to take the GED examination. You will have also gained knowledge on what instructional methods and techniques work best for different learning styles.

CONCEPT MAP

