

TeachME Professional Development

Helping Learners Prepare for the GED

The Adult Learner

1. Many adult students do not associate education with positive, inspiring experiences, but rather with negative encounters that often resulted in frustration and failure, and as such they may be experiencing fear or anxiety when beginning a GED program.

- A. True
 - B. False
-

Effective GED Programs

2. Effective GED or adult education programs provide a curriculum that focuses on each of the following EXCEPT:

- A. Learner experiences and choices
 - B. Learner involvement
 - C. Acquisition and utilization of knowledge
 - D. Real-life experiences with an emphasis on application over theory
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3. Successful GED classrooms place students as the primary people in the classroom, integrate a contextualized approach to learning that fosters teamwork skills, and use instructional strategies that:

- A. Encourage exploration
 - B. Offer feedback
 - C. Incorporate emotionally driven content
 - D. Are research-based
-

Teaching Styles – What’s My Style?

4. GED instructors fill many roles in the classroom, and when acting as consultants their function is to create settings where students will be comfortable sharing their ideas.

- A. True
 - B. False
-

The Multi-Generational Classroom-Who Are Our Students?

5. While Traditionalists and Baby Boomers tend to be hard working, loyal, optimistic, and equate success with materialism, Generation Xers and Millennials are more likely to seek a work-life balance, bend rules if needed, or question the status quo.

- A. True
 - B. False
-

Implications for the Classroom-What Will Work for You?

6. Which of the following is NOT one of the authors' suggestions for working with all students, regardless of the generation into which they were born?

- A. Change activities often and work to foster a team environment
 - B. Enforce shared accountability for group projects rather than seeking out individual responsibility
 - C. Require participation in some form each class period
 - D. Find the right mix of guidance, structure, and visibility for all groups
-

Assessment-Entrance Criteria for GED Preparation

7. Entrance into a GED program is generally dependent on the individual site, with some programs providing an open-entry, open-exit enrollment system, and others providing a managed intake and/or managed enrollment course of study.

- A. True
 - B. False
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The GED Test-Overview of the 2014 GED Test

8. In 2014, changes in the landscape of education and the workforce required a new GED test, which purposes are to provide:

- A. A high school equivalency credential that continues to remain meaningful for adult learners, employers, and institutions
 - B. Evidence of readiness to enter workforce training programs or post-secondary education and the workplace
 - C. Information about a candidate's strengths and areas of developmental need
 - D. All of the above
-

Question Types on the 2014 GED Test

9. Drag and drop questions on the 2014 GED test are those that consist of graphic images with virtual sensors so that the test-taker can navigate the image for graphing or mapping activities.

- A. True
 - B. False
-

Content Area Tests-Science

10. The GED Science Test focuses on the fundamentals of science reasoning in three content domains of life science, physical science, and:

- A. Earth and space science
 - B. Formal sciences
 - C. Environmental science
 - D. Natural sciences
-

Knowledge and Skills Required for the 2014 GED Test

11. For all areas assessed on the GED, it is important that students have effective reading comprehension and information processing, as these skills provide core knowledge and are essential in critical thinking and problem solving.

- A. True
 - B. False
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Webb's Depth of Knowledge & Assessment Targets for the 2014 GED Test

12. Webb's Depth of Knowledge is used to design and appraise different assessment tasks by evaluating awareness, comprehension, agency, analysis, and synthesis.

- A. True
 - B. False
-

Assessment Targets Aligned with Common Core State Standards

13. Anchor standards are those core educational standards necessary to achieve a specific goal, such as preparing students to be college and career ready, and the philosophy that underlines the GED test is that there is a foundational core of knowledge that must be obtained for an adult to enter post-secondary education and training and/or today's workplace.

- A. True
 - B. False
-

Writing Rubric

14. The 2014 GED includes extended response test items that assess each of the following EXCEPT:

- A. Creation of arguments and use of evidence
 - B. Development of ideas and organizational structure
 - C. Interpretation of words and phrases used in a text
 - D. Clarity and command of standard English conventions
-

Introduction to Career Pathways and Contextual Instruction-Contextualized Instruction

15. Contextual teaching and learning is a system that helps instructors relate subject matter content to real-world situations and that motivates students to make connections between knowledge and its applications to their lives and to engage in the hard work that learning requires.

- A. True
 - B. False
-

Why Should I Use a Contextualized Approach in My GED Classroom?

16. The contextualized learning process benefits the education setting and instructor by increasing student knowledge retention, increasing student motivation, making learning the learner's responsibility, and:

- A. Encouraging interactive learning experiences
 - B. Viewing learning as a team effort between the teacher and the learner
 - C. Allowing for appropriate support, direction, and structure
 - D. Challenging ideas and encouraging discussion
-

Instructional Strategies for Success

17. While various methods of instructional delivery and classroom management can be effective with adult learners, regardless of which methods are chosen, instruction should be standards-based and must integrate the Common Core State Standards.

- A. True
 - B. False
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Project-Based Instruction

18. Key steps in project-based instruction include selecting group members so that learner abilities are mixed, providing guided practice, and setting purposes and expectations in establishing the group.

- A. True
 - B. False
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Instructional Strategies

19. Experiential learning strategies provide students with the opportunity to share reactions/observations and generalize principles/concepts while being learner-centered and:

- A. Skills-based
 - B. Goal driven
 - C. Creativity focused
 - D. Activity oriented
-

Strategies for Reasoning through Language Arts

20. The relationship among reading, writing, and understanding is clear in that students who are engaged in reading-to-learn will also be prepared to write well, and in turn, students who are engaged in writing-to-learn will become more effective readers.

- A. True
 - B. False
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21. The College and Career Readiness (CCR) English Language Arts (ELA)/Literacy Standards identify three key shifts including context, fluency, and mastery.

- A. True
 - B. False
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Twelve Tips for Integrating Reading and Writing Skills-The Connection

22. Which of the following are NOT recommended strategies for integrating reading and writing skills?

- A. Teach the author-reader relationship, prior knowledge and sensory descriptions, and genre characteristics
 - B. Teach structural organization, problem-solving strategies, sentence variety, and coherency
 - C. Teach cognitive-strategy rubrics, mentor text use, and practical associations between reading and writing
 - D. Teach sentence structure variety, precise word choices, inferences, metacognition, and critical thinking
-

Strategies for Mathematical Reasoning

23. The GED Mathematical Reasoning Test focuses on quantitative problem solving and algebraic problem solving, as well as mathematical practices which describe the types of behaviors that are essential to mastering mathematical content.

- A. True
 - B. False
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Standards-Driven Curriculum

24. The three key shifts that are identified in the The College and Career Readiness (CCR) Mathematical Standards are responsibility, integration, and results.

- A. True
 - B. False
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Math Journals in the GED Classroom

25. Math journals can be used as a way to help shift students from looking at math as a series of formulas that have to be solved to recognizing that mathematics is a process, and the authors of Writing in the Mathematics Curriculum recommend process prompts, mathematical content prompts, and:

- A. Dialectical/creative prompts
 - B. General knowledge/insight prompts
 - C. Affective/attitudinal prompts
 - D. Disposition/tendency prompts
-

Evidence-Based Practices for the Math Classroom

26. Evidence-based practices for effective math instruction include curriculum design that is based on applicable content, that is inquiry based, that clearly identifies learner-centered competencies, and that ensure that the mathematics curriculum is linearly articulated.

- A. True
 - B. False
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Geometric Thinking Skills

27. Students who develop a strong sense of spatial relationships and who master the concepts and language of geometry are better prepared to learn advanced mathematical topics such as:

- A. Number and measurement ideas
 - B. Transformation and symmetry
 - C. Geometric constructions and symbols
 - D. Patterns and shapes
-

Teaching Geometric Thinking: A Few Strategies

28. Specific strategies to help teach geometric thinking include using hand-on activities to model topics, clustering concepts, reflecting on learning, and integrating assessment and instruction.

- A. True
 - B. False
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Algebraic Thinking

29. Algebraic thinking is necessary for today's workforce so teachers must find ways to support this type of thinking and to create a classroom culture that values modeling, exploring, arguing, predicting, conjecturing, and testing ideas.

- A. True
 - B. False
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30. Which of the following is NOT one of the recommended prompts for teachers to help learners extend thinking by discovering patterns and making generalizations about mathematical facts and relationships?

- A. Tell me what you were thinking?
 - B. Could you solve this in a different way?
 - C. How do you know that is true?
 - D. What was the most important skill you learned with that strategy?
-

Strategies for Social Studies-Strategies for the Classroom

31. Helping students make a connection between social studies and real life is the key to engaging students in actively learning, and this can be accomplished through integrating questions such as: “How does history impact what I do?” “How do the concepts of civics, government or economics impact my life?” “What impact do the founding documents have on me?” as well as by using photos, videos, maps, and other graphics to teach concepts.

- A. True
 - B. False
-

Building Social Studies Vocabulary

32. One way to build social skills vocabulary and teach new concepts is to use a K.I.M. chart, which includes the Key word, Interpretation of the meaning, and a Model of the word or concept.

- A. True
 - B. False
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33. In the social studies classroom, students need to write to learn and write to apply, with includes the use of journal entries, reflections, reading responses, question-answering, and:

- A. Peer feedback and revising
 - B. Reflections and personal notations
 - C. Modeling and practice
 - D. Exemplars and graphic organizers
-

Strategies for Science

34. Basic scientific practices that are assessed on the 2014 GED test include comprehending scientific presentation, designing investigations, reasoning from data, evaluating conclusions with evidence, expressing scientific information, understanding and applying scientific theories, and using probability and statistics in a science context.

- A. True
 - B. False
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35. Making science real in the GED preparatory classroom can be accomplished by being explicit about how activities and content relate to the nature and process of science, and by modeling scientific strategies, language, and:

- A. Truths
 - B. Inquiries
 - C. Simulations
 - D. Behaviors
-

Classroom Questioning

36. When asking questions to help understand scientific concepts, “wait time” needs to be considered so that at least ten seconds of time is permitted to organize thoughts after a question and after a response.

- A. True
 - B. False
-

Integrating Technology into the GED Classroom

37. The integration of technology into the adult learner classroom assists in moving students into new patterns of learning where they become self-directed and take responsibility for their own learning, and it also provides students with a wider variety of real-life examples and situations that they may encounter in their life or on the job.

- A. True
 - B. False
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Computer Skills for the 2014 GED Test

38. The 2014 GED test is computer-based and uses a variety of item types to provide an improved assessment process, and as such, students must understand how to complete technology-enhanced items, use basic keyboarding skills, and:

- A. Manage computer files
 - B. Use databases
 - C. Access tools
 - D. Understand graphics and multimedia
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