**Planning the Transition to the 2014 GED Test: Program Planning Tool**

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| **What do learners need to be able to do to pass the 2014 GED test?** | **What steps does my program need to take to ensure that learners are ready for the 2014 GED test?** | | |
|  | **Spring 2013** | **Summer 2013** | **Fall 2013** |
| 1. Read and understand complex documents up to 900 words in length, including workplace documents, non-fiction (especially social studies) and fiction. |  |  |  |
| 1. Write a constructed response in which they read two selections, state which point has a stronger argument, and cite evidence from the readings to support their thesis. |  |  |  |
| 1. Solve complex math problems in which number sense, algebra, geometry, and data analysis skills and knowledge will be included in the same item. |  |  |  |
| 1. Solve problems involving higher-level algebraic skills, including linear equations, slope, linear inequalities, quadratic equations, and polynomials. |  |  |  |
| 1. Understand content-rich science and social studies readings and apply the science and social studies practices in academic and daily life settings. |  |  |  |
| 1. Have the digital literacy skills needed for the GED test. |  |  |  |

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| **Key Instructional Shifts** | **What implications will the 2014 GED test have on your…** | | |
|  | **Staffing and PD** | **Course Offerings** | **Curriculum and Materials** |
| 1. Explicit instruction of higher-order thinking and problem solving skills |  |  |  |
| 1. More integration of the content areas |  |  |  |
| 1. Evidence-based writing in response to reading passages will replace the 5-paragraph essay |  |  |  |
| 1. Teaching basic concepts in social studies and science using content-rich materials and activities |  |  |  |
| 1. Introducing content and higher level math concepts at all levels |  |  |  |
| 1. Shift from a focus on math rules to a deeper understanding of key concepts |  |  |  |
| 1. Greater emphasis on algebraic thinking and problem solving |  |  |  |
| 1. Integration of digital literacy skills into instruction |  |  |  |

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| **Program planning objectives related to the GED test** | **What steps does my program need to take to meet this objective?** | | |
|  | **Spring 2013** | **Summer 2013** | **Fall 2013** |
| 1. Market the ending of the 2002 GED test. |  |  |  |
| 1. Market the 2014 GED test. |  |  |  |
| 1. Advise learners which test to take. |  |  |  |
| 1. Find information about local Pearson VUE test centers or become a Pearson VUE testing center. |  |  |  |
| 1. Obtain GED practice tests. |  |  | Official GED practice tests available from GED Testing Service. |
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**Resources for GED 2014 professional development in Minnesota: *http://abe.mpls.k12.mn.us/ged\_2014\_2***

DOK Levels 1 – 3 are assessed on the 2014 GED test.

