

WHO PASSED?

Student/Class Goal

In preparation for the GED test, students should understand the components of reading and how each influences their reading ability. They also want to know how to use the calculator and figure their scores to show progress.

Outcome *(lesson objective)*

Students will be introduced to the *Read With Understanding* Standard while determining what requirements are necessary to obtain a passing score on the GED practice test.

Time Frame

30 minutes

Standard *Read with Understanding*

NRS EFL 3-4

| Purpose | Benchmarks | Word Knowledge | Benchmarks | Comprehension | Benchmarks |
|---------------------|------------|---------------------|------------|--------------------------|------------|
| Purpose for reading | 3.1, 4.1 | Decoding skills | 3.3, 4.3 | Strategy use | 3.11, 4.11 |
| Select text | | Word parts | | Text structural elements | |
| | | Context clues | | Genres | |
| | | Reference materials | | Literary analysis | |
| | | Word relationships | | Drawing conclusions | 3.15, 4.15 |
| | | Content vocabulary | 3.8, 4.8 | Making connections | 3.16, 4.16 |
| | | Figurative language | | | |
| | | Fluency | | | |

Materials

Who Passed? Handout
Read with Understanding Standard Visual
 Diving Overhead
 Calculator

Learner Prior Knowledge

What do they already know? Have a large group discussion about the GED test. Has anyone ever known someone who took the GED test? Has anyone ever seen a practice test? Has anyone heard any rumors about the test? How is the test scored?

Instructional Activities

Step 1 - Explain to the students that they are going to explore what requirements are necessary to achieve a passing score on the GED test. Learners will do this by following written instructions.

Step 2 - Discuss with students what reading with understanding really means. Write their responses on the board. Ideas can also be brainstormed and written on post-it notes. These post-its could then be placed on a large wall chart of the standard, component by component (bullet by bullet). Once the discussion slows down, introduce the *Read With Understanding* standard by displaying it on an overhead. Allow learners a few minutes to look it over. As a group discuss what each of the components mean. Do any of their brainstorming ideas from the earlier discussion relate to the components? How? Why are standards necessary? Give some examples of other standards that are used in the world. Ex. Ice skating, diving, etc. [Diving Overhead]

TEACHER NOTE The bullets in the *Read with Understanding Standard* visual are also called components of performance (COPs) and together are the definition of what it means to read with understanding. Our benchmarks are the discrete skills found in each of those components.

Step 3 - Now that students are familiar with the standard, explain that they will now get a chance to use it to learn about how the GED practice test is scored. Pass out the activity sheet *Who Passed?* Ask what they think the purpose for reading this handout might be? Accept any answers that relate to determining if someone has passed a GED practice test.

Explain that they are going to read the instructions and use the information to determine if the two sample students have passed their test. Let the students work individually or in pairs on the *Who Passed?* activity sheet.

Step 4 - When everyone has completed the handout, walk through the components of performance and talk about how they used each one in this activity.

Examples:

- Select Reading Strategies - Context Clues, and Sequential Order
- Monitor Comprehension - Reread, Ask Questions
- Integrate With Prior Knowledge - Knowledge of calculator, reading strategies, GED

Talk about whether Ed Tuggle passed. Why or why not? If they misjudged Ed's results, ask them how they could monitor their comprehension to find out why? Discuss whether Sally Smart passed. Why or why not?

Step 5 - Wrap up by reviewing the standard *Read With Understanding* and how it was used in this activity.

Assessment/Evidence *(based on outcome)*

To demonstrate mastery, students will correctly determine if both invented students have passed the practice test on the activity sheet. Learners will also be able to generally describe what is meant by each component of the Reading Standard either orally or in a written format.

Teacher Reflection/Lesson Evaluation

Students in orientation responded very well to this activity. They expressed that it cleared up many questions about how the GED test was scored. Several students commented that they were not aware that reading involved so many parts. They thought if they were reading the words that were printed on the page, then they were considered to be reading.

Next Steps

Technology Integration

Purposeful/Transparent

Many students attend ABLE classes for the purpose of achieving their GED. However, few are aware of what scores are necessary or how those scores are calculated to pass the test. This activity also serves as an introduction to standards and how they are used by the adult learner.

Contextual

Working with information that will directly affect the student puts learning in a context that is meaningful to them. The procedure for scoring a practice GED is a real life activity that will happen in the classroom environment.

Building Expertise

Brainstorming about what reading means and information heard about the GED allows students to activate previously learned information to build on. Putting the new information learned into practice continues to build their knowledge base in this specific area.



Standard for the Skill of Diving

- **Approach** smooth and straight, not less than 3 steps followed by a jump from one foot to the end of the board and landing on both feet simultaneously
- **Takeoff** forcefully, from both feet, immediately after the jump, to a reasonably high level without rocking the board
- **Flight** should demonstrate dive control with the dive position (pike, tuck, or straight) clearly defined. Body tightness and toe point should be maintained throughout the entire flight
- **Entry** into the water should be vertical, with straight body, legs and feet together, and toes pointed

Who Passed?

To pass the GED Practice Test and receive a fee waiver, no test score can fall below a 410 and you must have a mean score of 450 for the five tests.

To find the mean score you must add the total scores for each of the five sections. Next, you must divide the total score by 5 to determine the mean. If the mean score is 450 or above, and no individual test score is below 410 the person testing has passed the official practice test.

Determine if the following people have passed or failed the official practice test.

Ed Tuggle

| | | | | |
|-----------------------|------------------------------|----------------------------|--------------------|----------------------------|
| <u>Science</u> 410 | <u>Social Studies</u> 490 | <u>L.A. Reading</u> 540 | <u>Math</u> 600 | <u>L.A. Writing</u> 400 |
|-----------------------|------------------------------|----------------------------|--------------------|----------------------------|

Total Standard Score _____ Average Score _____

Pass **Fail**

Sally Smart

| | | | | |
|-----------------------|------------------------------|----------------------------|--------------------|----------------------------|
| <u>Science</u> 500 | <u>Social Studies</u> 430 | <u>L.A. Reading</u> 440 | <u>Math</u> 470 | <u>L.A. Writing</u> 420 |
|-----------------------|------------------------------|----------------------------|--------------------|----------------------------|

Total Standard Score _____ Average Score _____

Pass **Fail**

