GED New Test Series Launch Date Announced

By: Vicki Bauer, State AE Administrator

The launch date for the 5th edition of the GED tests is January 2, 2014!

Those persons preparing for or already starting GED testing must have their tests completed by December 2013. No 2002 GED test series scores can be combined with new 5th edition test scores.

Those examinees who have not successfully passed each of the five tests and have at least a 450 average on all five tests, will have to start over again when the new test series begins in 2014.

Each state is required to conduct a CBT pilot with the current 2002 series before the end of calendar year 2013 so that the state is ready to launch the new tests. In the near future, GEDTS will conduct surveys with all states. Survey results will assist GEDTS when advising each state as they move toward CBT.

GEDTS/Pearson Vue has released a new price list for CBT for the current 2002 series only. The base price of each of the five tests will be $24--about ½ the cost of the price released earlier this year. The base price is the same no matter how many tests are taken in one day. (Unlike the price structure earlier this year that gave examinees a price break for taking more tests in one day). Note that this cost does not include any additional fees that the local testing center may assess. That determination has not yet been made for Nebraska.

There will be no scoring fee (currently $5) assessed for those persons taking the CBT. During the pilot phase, current plans are for both the paper/pencil and CBT to be offered to examinees.

Unofficial scores for the multiple-choice tests will be given immediately upon completion of these GED tests. The essay will still need to be read and scored by a person; so the Writing Skills test score will be available a few days later.

The CBT can take place in a classroom, computer lab or designated testing center. Desktop or laptop computers can be used. Computers do not have to be dedicated to GED testing.

Information regarding CBT for correctional settings is expected by the end of the year.

Additional updates will be coming soon!
Workplace Essential Skills Workshop Held July 14-15

By: Jeanette Evans, State ABE Consultant — jeanette.evans@nebraska.gov

On July 14 & 15, Martha Fightmaster from Kentucky Educational Television, conducted workshops in Kearney and Lincoln to train and/or refresh learning regarding Workplace Essential Skills (WES) curriculum that has been available in Nebraska adult education programs since 2009. Thirty-four staff members were involved in the training at the two locations.

This multi-media curriculum includes workbooks, DVDs and internet access for student learning. GED academic skills are embedded in the curriculum that is very authentic workplace-based in nature as well as engaging and student-friendly.

Martha cited research that students are much more interested and dedicated to learning when it is presented from a workplace perspective versus a social perspective. Students understand the need for work skills, but often resist or resent attempts at teaching skills or content because it is “good for them” to learn.

WES workbooks include “sneak peek” formative assessments and diagnostic profiles to assure that students will not be expected to work on material or objectives that they have already mastered. This feature should be very useful in retaining students when they know they will be exposed to new learning opportunities and materials.

Also, in the Teacher’s Guide, there is TABE correlation to WES materials that would be of benefit to students and teachers in assuring that students received the skill work needed to show educational functioning level growth.

The DVDs use a mix of actors and students to portray a variety of workplace skills/issues/conflicts that can be used to convey information, start discussions, set up for writing assignments or lead into class activities, all incorporating academic skills as they are used.

The multi-media approach addresses all the learning styles and modalities, allowing differentiated instruction that meets student needs. With the emphasis providing a variety of learning modalities, this is a win-win for students and teachers.

The staff members attending the sessions got hands-on experience using the various components of WES curriculum to create a lesson plan with a particular student or class in mind. Participants found the activity practical, engaging and many expressed interest in taking applicable lessons back to their classrooms for immediate use.

With the adult education emphasis on providing students with authentic learning material, and assuring that they are transition-ready when they leave our classes, Workplace Essential Skills provides an excellent teaching tool.

Watch for newsletter articles, further training, and conference sessions regarding these materials. The workshop attendees will be promoting use of the curriculum across the state.

Resource Materials To Review

NDE tries to add to the collection of resources available on a regular basis. A $25 stipend is paid to individuals who provide a review for publication in this AE newsletter.

This month we’re offering the following two publications for review: Practitioner Toolkit: Working with Adult English Language Learners designed and written by the National Center for Family Literacy and the National Center for ESL Literacy Education at the Center for Applied Linguistics; and The Undereducated American by Anthony Carnevale and Stephen J. Rose, Georgetown University Center on Education and the Workforce.

REMINDER: If you are looking for professional development materials or topics, the state resource library is the place to start! Materials available are listed on the NDE website and/or you may contact Jeanette for more infor-
Nebraska GED 2010 — By The Numbers

Source: GED Testing Service—2010 Annual Statistical Report

Number of Nebraska GED examinees who tested, completed and passed:
2,275

Nearly 474,000 passed the GED tests nationwide.

Nebraska’s rank in the national pass rate:
16th


Nebraska’s pass rate percentage:
82.9%

Target Population
(Number of Nebraskans without a High School credential)
163,380

Average age of Nebraska GED test passers:
25

Number of Nebraskans who took part or all of the tests:
4,106

Percentage of passers who took the exam to attend a 2-year college:
38.7%
Calling All Volunteer Coordinators!

Not since November 2005 has there been a Nebraska workshop JUST FOR VOLUNTEER COORDINATORS!

That’s too long! Save September 8 & 9 and make your plans to head to Northeast Community College in Norfolk for a special two days of workshops and networking with Volunteer Coordinators from across the state.

Tentative plans call for the workshop “We Can Do It” to begin with breakfast on Thursday, September 8 and end shortly after lunch on Friday, September 9.

From feedback received, the following sessions are in the planning stages, with more to come! If you have other suggestions, let Jeanette know!

- Recruiting Quality Volunteers
- Volunteer Manual as a Training Tool
- Retaining Happy Volunteers
- Dealing with Problematic Volunteer Situations
- Training Teachers to Maximize the Volunteer Advantage
- Just Who Are Adult Students?
- Recruiting, Tracking and Managing Volunteers Electronically
- Quality, Low Cost Ways to Recognize Volunteers
- Volunteers and the Principles of TEAL (Teaching Excellence in Adult Literacy)

Registration materials and more information about the workshop will be out this month. The ideas sent in by our Volunteer Coordinators have been outstanding. Now the question becomes how to get all that good “stuff” into the schedule!

We have had a couple of our volunteer staff members step up and offer to make presentations on a few of the topics.

If you have a particular area that is your strength/area of interest and would be willing to present, please call Jeanette at 402/471-4806.

Watch for the registration materials and plan to join us for a great learning opportunity in Norfolk!!!

! Plan NOW to Attend!

2011 Nebraska Adult Education Conference

Mark your calendars!

Plan now to attend the 2011 Adult Education Conference

October 13 & 14

Holiday Inn—Kearney, Nebraska
Read the advice below for safety in the sun and then find the 20 highlighted words in the puzzle.

Protecting your skin from the sun’s damaging rays is vital. When possible, avoid outdoor activities during the hours between 10 AM and 4 PM, when the sun’s rays are the strongest. Always wear a broad-spectrum sunscreen with a Sun Protection Factor (SPF) of 15 or higher. Reapply sunscreen frequently, especially after swimming or perspiring heavily. Wear a hat with a 4-inch brim all around. Wear clothing to protect as much skin as possible.

To protect your eyes from sun damage, wear sunglasses that block 99 to 100 percent of UVA and UVB radiation. Wear cosmetics and lip protectors with an SPF of at least 15 to protect your skin year-round. Some medications, such as antibiotics, can increase your skin’s sensitivity to the sun. Ask your doctor or pharmacist for more information about the medications you are taking. Encourage children to play in the shade, wear protective clothing and apply sunscreen regularly. Overexposure to the sun’s rays affects people of all ages and all skin types throughout the year. Skin cancer is the most common of all cancers and the number of cases in the United States is on the rise. According to the American Cancer Society, more than one million cases of basal cell or squamous cell cancer are diagnosed annually. The ACS also estimates that there are approximately 55,000 new cases of the most deadly form of skin cancer, malignant melanoma, diagnosed annually in the United States. Source: American Cancer Society

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A special thank you is extended to everyone who contributed to the Learning Links Section this month

**Free Learning to Achieve Modules**  
(You must register online)

**Accommodations**  
Learn about testing and instructional accommodations appropriate for individuals with LD

**English Language Learners**  
Identify testing and accommodation consideration for English language learners

**Neuroscience**  
Learning about the underlying neuro-biology of learning in general and its application to LD.

**Professional’s Guide to Educating Adults With Learning Disabilities**  
Overview of the popular research-based online publication

Over 40,000+ multiple-choice questions designed to help teach words.

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### Teaching Adults to Listen and Speak to Communicate

**Curriculum Review**

By: Marge Bader, ESL instructor, Volunteer Coordinator at Lexington Opportunity Center for Central Community College Adult Communication, Lexington — mbader57@msn.com

**“Through Learning There is Life Through Life There is Learning”**

Beginning with the culture and oral history of the Maori, an Eastern Polynesian people who settled in New Zealand, we are reminded that oral language is the mode through which most teaching and learning takes place.

A social engagement such as a barbeque or music event creates a family connected environment. Students are more apt to learn what is meaningful in a real life situation. When students interact, get involved, and teach each other, the learning climate increases. Also group work, roles of teacher and learner partnering, students working in pairs, and lessons reviewed from time to time are four models of Maori which can be applied to most teaching activities.

Seven stands of learning were presented:
- Giving a short talk or presentation
- Conversations with customers
- Learning on the job
- Using the telephone
- Handling a complaint
- Job interview
- Listening to a radio news report

In each of the stands, lesson components of listening, speaking, reading, writing and numeracy were included. The goal of adult educators is to move learners from dependence on the teacher to accomplish instructional strategies of modeling, prompting, discussing, questioning, explaining, and giving feed back.

These activities intend to promote peer learning and teaching. Students who talk and interact have better opportunities to learn.

Assessments are included for listening from page 65-75, and for speaking from page 76-81. CD Tracks are listed on page 82 with a web site for “Learning Progressions.” Audio Texts are listed on page 83 with more web sites.

In conclusion, students learn what is meaningful to them at that particular time in their lives, and students learn best when they can teach each other.
Students Know, Teachers Don’t

Excerpted from “Changing the Way We Teach Math,” A Manual for Teaching Basic Math to Adults
By: Kate Nonesuch http://www.nald.ca/library/learning/mathman/cover.htm

Kate Nonesuch has an excellent book entitled, Changing the Way We Teach Math. The following excerpt is used with her permission. If you would like to read Ms. Nonesuch’s book in its entirety, click on the link above, or request it from your local program director.

Barriers to Using Real-Life Problems

As an instructor, I know I don’t understand some contexts that learners understand, and so I’m unwilling to work with or make up problems in these areas. I’m afraid I won’t be able to get the “right” answer, or that someone will ask me a question that I can’t answer. I don’t trust my students who know about an area to be able to explain it to me or to other students who don’t know about it, so I like to be prepared with a backup explanation. If the area is something that I’m not familiar with, I feel lost and unwilling to take the risk. An example for me is sports statistics. I know there are acres of math in there somewhere — batting averages, win/loss ratios, salary caps, comparison or scoring records from former days with scoring stats from today, but it’s not my life, so I don’t feel comfortable working with it in math class.

For me to use this area of real life, I have to learn something new, maybe a lot of new things. If I decide to learn from my students, it’s going to be messy, with a lot of “not math” going on in the math class.

Maybe I can learn some basics from a book or from a friend outside of class, and then I’ll have to trust my students to help me through the hard parts. (Shared power structure).

Those of you familiar with Fry's previous books *The Reading Teacher's Book of Lists* and *The Vocabulary Teacher's Book of Lists* may already know of his love for words and practical ideas to expand students' love of learning. (I use Fry's Readability Graph to learn the reading level of materials not already given a level.) You can find this graph at readability-formulas.com/fry-graph-readability-formula.php

This book contains a collection of 180 words with definitions, accompanying lessons in roots, companion words, as well as additional activities to play with the word. The book is geared toward 6th-12th graders, thus it would be ideal for Adult Education students functioning in those levels.

Fry shares several different approaches instructors could use with these lessons, from a simple introduction, pronunciation and definition of the word and sentence using the word (@5 minute approach) to a more in-depth lesson where you share the root of the word and many companion words with that root (10-15 minute lesson). This is NOT a book with worksheets (although permission is granted for the teacher to copy any of the vocabulary pages for his/her students); the instructor plays the crucial role of providing direct instruction about these words, and as always, enthusiasm for learning something new (and trust me, you WILL learn some new words with this book!).

As with any new skill a student works on, it is fundamental for students to understand WHY they should learn this concept/skill/word.

Share with your class the goals of vocabulary development. The goals of this book are consistent with those of most vocabulary resources:

- **Developing** a student's interest in words and their meaning
- **Learning** word roots and the many companion words with these roots
- **Understanding** the relationship of vocabulary & reading comprehension
- **Seeing** the vocabulary and writing link
- **Realizing** that a strong vocabulary helps you improve your test scores

Certainly choosing words from the list of 180 that have some relationship to GED content that the student could relate to, would make the learning of this word more valuable to the student.

Multiple words would tie in with the Science Test (lithosphere, photosynthesis, hydroponics), Social Studies Test (emancipate, indoctrinate, oligarchy), Language Arts Test (eulogy, hyperbole, bibliophobia), and Math Test (concentric, centennial, quadrant).

Making a personal connection with the word/words helps students retain it to memory, as does writing it down, saying it, and reviewing it often.

Along with an addicting collection of 180 words, Fry includes appendices to aid the teacher in understanding his selection of words (research-based), the Spanish relationship with many roots, useful prefixes and their meanings, as well as suffixes and how they affect word meaning.

Hopefully this review has ingratiated you to seek out this book and share new vocabulary words with your students. A poor vocabulary will impede your students’ success on tests. Be magnanimous with your continued lifelong love of learning and expand your students’ vocabulary base.

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**NDE Library Materials Available for AE Staff to Check Out**

The State AE Office of NDE has a lending library of materials for both AE and ESL. Some are for instructors and others are resources containing practical ideas and exercises to be used with students. http://www.education.ne.gov/ADED/pdfs/Nebraska_Adult_Education_Lending_Resource_Library.pdf

Many of the resources contain EXCELLENT material for students struggling in specific areas. Other materials would make WONDERFUL additions to, or a basis for, staff development sessions. If you would like to preview or discuss any of the materials, just drop in or contact Jeanette. Materials can be checked out for 6 weeks (longer if not in demand). If you should decide you would like to peruse some, please call or e-mail Jeanette at: 402/471-4806 jeanette.evans@nebraska.gov