

## Disclaimer

<http://www.education.ne.gov/ADED/index.html>

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## Mark Your Calendar!

**November 16**  
**BEST Plus**

**New Administrator Training**  
**Central Community College**  
**Grand Island**

## And Why Do We Need Adult Education?

*By: Vicki Bauer, State Adult Education Director*

Per the request of some conference attendees, here are some of the facts and figures presented at the luncheon at the Adult Education conference in Kearney on October 11.

If anyone ever asks you **why** Adult Education is needed in our communities, our state, and our country, here are a few statistics that you can share:

- There are 90 million Americans in need of basic literacy skills.
- **In the United States, 1.2-1.3 million young adults, or one in three, drop out of high school each year. This equals 3,561 students each day.**
- There are 40 million adults in this country who do not have a high school diploma.
- By 2020, 75% of jobs in the US will require a college degree or professional credential.
- One in every 100 US adults, 16 and older, is in prison or jail in America – about 43% do not have a high school diploma.
- Two million immigrants come to the United States each year seeking jobs – about 50% have low literacy skills.
- It is estimated that low literacy skills cost the health/medical community over \$90 billion a year because people are unable to read the prescription bottle, release papers when leaving the hospital, and/or the doctor's written directions.
- The United States is the only country among free market countries where the

current generation is less educated than the previous one.

From the **Complete College America** report, a couple startling facts:

- Not even 1 in 10 community college students who start in remediation will make it to graduation day in three years.
- Just over 1/3 of remedial students at 4-year schools will graduate in 6 years.

The McGraw-Hill Research Foundation published a white paper on "**Return on Investment from Adult Education.**" Following are some important items to note:

- **In 2006-2008, high school dropouts were more than twice as likely to be living in poverty as high school graduates.**
- On average, each high school dropout, compared to a high school graduate, costs the US economy about \$260,000 in lost earnings, taxes, and productivity over his or her working lifetime.
- If all the high school dropouts in 2006 had graduated with their class, the total additional income for this one year's graduates would be over \$300 billion over their collective lifetimes.
- **Funding for Adult Education falls far behind other education programs: AE receives less than 10% of the federal, state, and local funding of what goes to K-12, and less than 5% of what is spent to support higher education.**

*Continued on page 2*

## And, Why Do We Need Adult Education? Continued

### Continued from page 1

- K-12 provides free public education for K-12; yet Adult Education can only serve 3 million of the more than 90 million who need our services to be competitive in the job market.

The world of technology grows and grows by the day. Consider the following:

- A week's worth of ***The New York Times*** contains more information than a person was likely to come across in a lifetime in the 18<sup>th</sup> century.
- In the near future, it is estimated that 40 exabytes ( $4.0 \times 10^{19}$ ) of unique new information will be generated worldwide in a year....more than in the previous 5,000 years.
- The amount of technical information is doubling every 2 years.
- For students starting a four-year college degree – half of what they learned in their first year of study will be outdated by their 3<sup>rd</sup> year of study.



Georgetown University predicts that the US will need 3 million more associate degrees or higher than current trends in graduation rates predict – a 10.6% increase in the number of students graduating each year through 2018 - just to meet the projected demand for educated workers.

The US Department of Labor is predicting a shortage of more than 35 million skilled and educated workers over the next 35 years.

**According to a recent national news report, there are 3.5 million US jobs available right now in the US that cannot be filled because**

### workers lack the necessary skills.

But maybe just the facts and figures won't convince someone of the need for Adult Education; if that is the case, invite them to your classroom. By being in the classroom, one can see both the needs of and the successes of our students.

Our work is important each and every day as we assist our students to be better prepared for their futures when they leave our classrooms. Our goal is that our students will be part of some statistics in their futures, but they will be the statistics of success and happiness.

## 2013 COABE Conference Winners

Winners were Gary Halstead, Carolyn Leonhardt and Carla Stucky-Shuck. Alternates were Kathleen Jacobson, Dawn Reyes and Kim Parsons.



**Pictured from left to right: Carolyn Leonhardt, Gary Halstead, Carla Stucky-Shuck, Dawn Reyes, Kathleen Jacobson, and Kim Parsons.**



As of July 19, 2012, a student who drops out of high school will receive a completed and signed **NDE Form 10-005**. A home-

schooled student will receive Form C or Form D. (One of these two forms is filed with the Nebraska Department of Education upon a person's withdrawal or completion of homeschool.)

A copy of NDE Form 10-005, Form C, or Form D **MUST** accompany the official transcript and other items necessary to make application, request permission to test, enroll in AE classes and to take the GED® tests.

It is essential that any 16 or 17 year old who comes to your program present one of these three forms (along with the other required items) in order for you to allow admission to AE classes and to allow him/her to take the GED® tests.

## Adult Education Fall Conference

**By: Jim Lukesh, State AE Consultant—[jim.lukesh@nebraska.gov](mailto:jim.lukesh@nebraska.gov)**

One-Hundred Eighty-four adult education educators met at the Holiday Inn at Kearney for the Fall Adult Education Conference on October 11 and 12, 2012.

Michael Oster set the conference off on a high note with his keynote address and concurrent session on “It’s All About Attitude.” An audience-participatory presentation showed the difference between positive and negative attitudes in employee output.

Thirty-three concurrent sessions gave participants a varied menu from which to choose. This took the Thurs-

day crowd to the evening where a Chuckwagon feast along with a fete of the various programs held the attention of the participants.



The Friday morning session included four focus groups: i-Pathways with Crystal Haack and friends; Healthy Living by Design with Dr. Kate Heelen of UNK; GED® Testing: Great Things in Motion with Debi Faucette; and USA Learns with Marjyan Fiala and Ryan Hinz.

The meeting concluded with a final brunch (baked potato bar-highly rec-



ommended) at which a number of door prizes including three scholarships to the COABE conference were awarded. The lucky winners were Gary Halstead, Carole Leonhardt, and Carla Stucky-Shuck with the alternates being Kathleen Jacobsen, Dawn Reyes, and Kim Parsons.

In conclusion, a fantastic time was had by all. Please join us on October 10 and 11<sup>th</sup>, 2013. We gonna’ party like it’s 1999. (*Okay, I showed my age on that one but it is going to be a wonderfully educational conference.*)

## 2014 GED® Item Samplers

**By: Martin D. Kehe, Vice President, Products—[GEDtestingservice.com](http://GEDtestingservice.com)**



For GED® test editions prior to 2014, GED® Testing Service always released a preview document of each new test to come, and all sample questions in the previews were multiple-choice items.

For the first time, our new 2014

assessment will have many new item types and the *2014 Item Samplers* were designed to showcase the range of new item types that will appear on the test. These new item types, in combination with the traditional multiple-choice questions, will allow us to test the full range of knowledge and skills deemed critical by employers and colleges.

Taking this approach, we failed to indicate that the majority of items on the 2014 GED® test will continue to be multiple-choice, geared, as they always have been, at measuring a wide range of ability levels.

Keep in mind that the difficulty level represented in the samplers does not

reflect the difficulty of items that will likely need to be answered correctly in order to pass the test. **The passing standard will continue to be set based on the performance of graduating high school seniors—**in this case, those graduating in 2013.

We hope this clarification is helpful. Please watch for updated Item Samplers to be released in the coming weeks, as well as a revision to the Assessment Guide.

You can view or download the information at [GEDtestingservice.com/educators/assessment-guide-for-educators](http://GEDtestingservice.com/educators/assessment-guide-for-educators), as well as sign up for alerts when new content is added.

## USA Learns! Has A Facebook Page

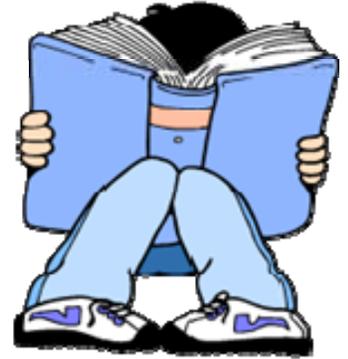


USA Learns! has started a Facebook page. What a neat way to connect Distance Education students with other students using the same program! Students can interact with the page administrator or other individuals through comments on posts, pictures, etc. <https://www.facebook.com/USALearns>

## 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. [www.education.ne.gov/ADED/pdfs/Nebraska\\_Adult\\_Education\\_Lending\\_Resource\\_Library.pdf](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 Jim. 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 Jim at: 402/471-4806 [jim.lukesh@nebraska.gov](mailto:jim.lukesh@nebraska.gov)



## Generate Cash for Your AE Program Through the Save-A-Label Program

**By: Maryjan Fiala, AE Instructor/Meat Solutions—Cargill, Schuyler—mfiala@cccneb.edu**



NEED SOME EXTRA CASH??? AWG's Best Choice Save-A-Label program can help! Non-profit organizations can earn 3¢ for each Best Choice label redeemed through the program. Labels need to be redeemed in groups of 1,000. To participate, complete the short registration card found at <http://www.awgbrands.com/register.php>. Registrants will receive a registration packet via mail including a Bonus Label Certificate good for an additional \$30 when redeemed with 1,000 labels. Best Choice products are sold at Super Saver stores and thousands of other stores across 23 states.

Does one thousand sound like a lot? GET YOUR STUDENTS INVOLVED!!! Collecting Best Choice labels could be a great way to get your students more involved with and committed to your program. Ask students to start collecting Best Choice labels today. Collect them at your location and have students work with external organizations (i.e. churches, preschools, local stores) to promote the label drive. Use the label collection as a learning experience for your students. Practice counting to 1,000 in ESL class or create a graph and compute percentages as part of a GED® class. Best Choice Save-A-Label lends itself to being a great hands-on way to educate students and raise a few extra dollars. STILL HAVE QUESTIONS??? Visit <http://www.awgbrands.com/savealabel.php> for additional information.

## Free ESL Video Website

**By: Maryjan Fiala, AE Instructor/Meat Solutions—Cargill, Schuyler—mfiala@cccneb.edu**



**ESLvideo.com** is a free website that includes video quizzes for ESL students. I had my students do a video quiz in each of my classes yesterday, and it went really well. The video quizzes are divided by levels (i.e. beginning, low intermediate, intermediate, high intermediate), and some of the videos are accompanied by transcripts.

Yesterday I used the "Pumpkin Patch" quiz for my lower level class, and the "Present Simple, Present Continuous Stative Verbs" quiz for my higher level group. What a fun way to practice English. I would definitely recommend that teachers preview the material before using it in class. I know that some areas do not have the technology to use this site, but I thought I would share. <http://www.eslvideo.com/>

## Ten Best Apple and Droid Apps for Education

**From: E-School Online, June 1<sup>st</sup> 2012**

*Many of our clients have I-Phones or Droids or some kind of smart phone (my granddaughter explained all this to me).*

### Edmodo

Price: Free Rated: 4+

Edmodo makes it easy for teachers and students to stay connected and share information. **Best for: High school students; iPhone, iPod, iPad**

**Features:** Send notes; submit assignments; post replies; check messages and upcoming events while away from the classroom; teachers can post last-minute alerts to their students, keep tabs on recent assignment submissions, and grade assignments; students can view and turn in assignments and check their latest grades.

### Frog Dissection

Price: \$3.99 Rated: 4+

This app is a greener alternative for teaching dissection in the classroom. It's suitable for middle school students who are learning about organs and organ systems as part of their life science curriculum.

**Best for: Science; Biology; iPad**

**Features:** 3D imaging; step by step instructions with voice over; accurate simulation of the wet lab dissection procedure; content validation by subject matter experts; anatomical comparison of humans with frogs; comprehensive information on frogs' organs; classification, lifecycle, and organ functions of frogs; interactive quiz on frogs; information on types of frogs.

### Grammar Up HD

Price: \$4.99 Rated: 4+

Improve grammar and vocabulary with this multiple-choice quiz system featuring more than 1,800 questions in 20 categories. **Best for: English/Language Arts; iPad**

**Features:** More than 1,800 multiple-choice questions; choose number of

questions you would like in each test; shows test results in HTML format; eMail yourself the test results and track your progress; "Progress Meter" keeps track of how you are performing in a particular topic; choose your own timer settings.

### History: Maps of the World

Price: Free Rated: 4+

Browse high-resolution maps of the world from various periods throughout history. **Best for: History, Geography; iPhone, iPod, iPad**

**Features:** Wide variety of historical displays; support for Category/Era view; keyword search; displays the source about each map; zoom in/out (zoom in/out with pinch, zoom in with double tap, and zoom out with two-fingers tap); free screen rotation; does not require a network connection.

### iStudiez Pro

Price: \$2.99 Rated: 4+

Organize your class schedule, keep track of homework assignments, record your GPA, make to-do lists, and more with this app created for a busy student's life. **Best for: High school students; iPhone, iPod, iPad**

**Features:** Students are able to follow up with homework; summarizing schedules and assignments; tracking grades and GPA; push notifications; backup data options.

### Monster Anatomy

Price: \$8.99 Rated: 4+

Explore 384 contiguous MR slices in the three anatomical planes with this interactive lower-limb radiology atlas. **Best for: Biology; iPhone, iPod, iPad**

**Features:** Navigation with multiple shortcuts; display of images in the three anatomical planes; 3D image volume (VR) allows precise location of slice position; over 500 different labels in accordance with the "Terminologia Anatomica" and cur-

rent literature references; more than 10,000 tags; the five different display modes available (bones, joints, muscles, blood vessels, and nerves) facilitate label visualization; high image quality with a zooming tool.



### Motion Math

Price: \$1.99 Rated: 4+

Motion Math HD follows a star that has fallen from space and must bound back up, up, up to its home in the stars. Moving fractions to their correct place on the number line is the only way to return. By playing Motion Math, learners improve their ability to perceive and estimate fractions in multiple forms. **Best for: Math; iPhone, iPod Touch, iPad**

**Features:** Problem hints; intro level, practice of improper fractions and negative decimals; beginner, medium, and expert modes; bonus levels.

### Professor Garfield Cyberbullying

Price: Free Rated: 4+

Teach kids anti-bullying messages and strategies for dealing with cyber bullies with the help of Garfield and friends. **Best for: Internet safety; elementary students; iPad**

**Features:** Understand the meaning of cyber bully; learn to recognize different forms of cyber bullying; learn different strategies for dealing with a cyber bully; learn the importance of enlisting the help of a trusted adult when cyber bullied.

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## Ten Best Apple and Droid Apps for Education, Continued

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#### Proloquo2go

Price: \$189.99 Rated: 4+

This easy-to-use alternative communication solution offers an extensive library of symbols for those who have difficulty speaking. It provides natural sounding text-to-speech voices, higher up-to-date symbols, automatic conjugations, a default vocabulary of more than 7,000 items, advanced word prediction, full expandability; and extreme ease of use.

For anyone who cannot afford spending thousands of dollars on an AAC device and yet wants a solution that

is just as good if not better.

SLPs, teachers, and parents recommend it for children and adults with autism, cerebral palsy, down syndrome, developmental disabilities, apraxia, ALS, stroke, or traumatic brain injury. **Best for: Special education; iPhone, iPod, iPad**

**Features:** Listed above; educational institutions can get a 50-percent discount on Proloquo2Go if they purchase 20 or more licenses through Apple's Volume Licensing Program for Education.



#### Elements: A Visual Exploration

Price: \$13.99 Rated: 4+

Learn about the periodic table in a hands-on way. Choose any element—copper, for example—and see various copper objects: a Persian weave chain, a brass ring, a Chinese bronze ... and then rotate them with your finger to get a 3D view. **Best for: Science; Chemistry; iPad**

**Features:** Sharp HD images that can rotate (available in 3D); columns of facts and figures with each element; Wolfram Alpha computational knowledge engine.

## SAT, ACT: Most High School Kids Lack Skills for College

**By: Jim Lukesh, Nebraska AE Consultant —jim.lukesh@nebraska.gov**

**From: USA Today, September 25, 2012 — Mary Beth Marklein**



*We do not have a survey to give us a thumbs up or thumbs down... but what percentage of our GED® students would be college ready? Could we top the following?*

*I'm guessing "Yes," but am curious to hear comments. Send your comments: jim.lukesh@nebraska.gov and make the subject line "GED® Comments." I'll include your comments in the newsletter next month.*



More than half of 2012 high school graduates who took a college entrance exam did not have all of the skills they will need to succeed in college, or a career, a pair of recent reports conclude.

Findings released Monday by the non-profit College Board show that 57% of 2012 graduating seniors who took the SAT, which it owns, earned a combined score below what it says is necessary to show that students can earn a B-minus or better in the first year at a four-year college.

A report released last month by the Iowa City-based ACT found that at least 60% of 2012 high school graduates who took its test are similarly

at risk of not succeeding in college. The tests measure different skills, but colleges that require standardized admissions tests generally accept scores from either test. Among details: Bob Schaeffer, spokesman for FairTest, the National Center for Fair & Open Testing, said Monday that the dip in SAT scores show that high-stakes testing programs such as the federal No Child Left Behind law "have been a colossal failure."

The SAT and ACT reports attribute the relatively flat scores partly to an increasingly diverse pool of students taking their tests. The College Board, for example, reports a 61% increase since 2008 in the number of low-income test takers, based on

requests for fee waivers. College Board Vice President Jim Montoya said Monday that average scores can increase if more students have access to a rigorous college-prep curriculum. "This report is a call to action," Montoya said. The increased participation also reflects a growing emphasis among states on preparing students for college. Nine states require high school students to take the ACT. Two states require the SAT; a third will require it starting next year.

Moreover, by the 2014-15 academic year, 46 states will have put into place some or all of a set of common core state standards developed by the Council of Chief State School Officers and the National Governors Association Center for Best Practices.

"The expectation will no longer be just to graduate students but to really be preparing students for college," says Chris Minnich, senior membership director of the council. "We don't think every student is going to be going to college, but we do think students should have the opportunity, have the option."

## Fair Use Copy and Multimedia

**By: Jim Lukesh, Nebraska AE Consultant [jim.lukesh@nebraska.gov](mailto:jim.lukesh@nebraska.gov)**

You are tooling around the internet in the evening while preparing a class project or completing an assignment and, like 99% or all the other students, your mind wanders a bit and you begin to surf the web. In so doing you fortuitously land on a site, or quite possibly a YouTube spot that has gone viral, and you realize how perfectly that would fit into your class. Can you use it? That comes down to Fair Use guidelines.

Fair use is a legal principle that provides certain limitations on the exclusive rights of copyright holders of media materials. The purpose of these guidelines is to provide guidance on the application of fair use principles by educators and students who develop multimedia projects using portions of copyrighted works under fair use rules.

There is no simple test to determine what is fair use. The Copyright Act (The Copyright Act of 1976, as amended, is codified at 17 U.S.C. Sec.101 et seq.) sets forth the four fair use factors which should be considered in each instance: (1) the purpose and character of use, including whether such use is for nonprofit educational purposes, (2) the nature of the copyrighted work, (3) the amount of the portion used in relation to the copyrighted work as a whole, and (4) the effect of the use upon the potential market for or value of the copyrighted work.

The limitations and conditions set forth in these guidelines do not apply to works in the public domain—such as US Government works or works on which copyright has expired for which there are no copyright restrictions

These guidelines clarify the application of fair use of copyrighted works as teaching methods are adapted to new learning environments. Educators have traditionally brought copyrighted books, videos, slides, sound

recordings and other media into the classroom, along with accompanying projection and playback equipment. Multimedia creators integrated these individual instructional resources with their own original works in a meaningful way, providing compact educational tools that allow great flexibility in teaching and learning.

Material is stored so that it may be retrieved in a nonlinear fashion, depending on the needs or interests of learners. Educators can use multimedia projects to respond spontaneously to students' questions by referring quickly to relevant portions. In addition, students can use multimedia projects to pursue independent study according to their needs or at a pace appropriate to their capabilities.



Educators and students want guidance about the application of fair use principles when creating their own multimedia projects to meet specific instructional objectives.

These rules apply to the use, without permission, of portions of lawfully acquired copyrighted works in educational multimedia projects which are created by educators or students as part of a systematic learning activity by nonprofit educational institutions.

Students may incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia projects for a specific course.

Educators may incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia projects for

their own teaching tools in support of curriculum-based instructional activities at educational institutions.

Students may perform and display their own educational multimedia projects for educational uses in the course for which they were created and may use them in their own portfolios as examples of their academic work for later personal uses such as job and graduate school interviews.

Educators may perform and display their own educational multimedia projects for curriculum-based instruction to students in the following situations:

- a. for face-to-face instruction,
- b. assigned to students for directed self-study,
- c. for remote instruction to students enrolled in curriculum-based courses and located at remote sites or for after class review or directed self-study provided that the technology prevents the making of copies of copyrighted material.

If the educational institution's network or technology used to access the educational multimedia project cannot prevent duplication of copyrighted material, students or educators may use the multimedia educational projects over an otherwise secure network for a period of only 15 days after its initial real-time remote use in the course of instruction or 15 days after its assignment for directed self-study.

After that period, one of the two use copies of the educational multimedia project may be placed on reserve in a learning resource center, library or similar facility for on-site use by students enrolled in the course.

Students shall be advised that they are not permitted to make their own copies of the educational multimedia project.

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## *Fair Use Copy and Multimedia, Continued*

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Educators may perform or display their own educational multimedia projects in presentations to their peers, for example, at workshops and conferences and may retain educational multimedia projects in their personal portfolios for later personal uses such as tenure review or job interviews.

The preparation of educational multimedia projects incorporating copyrighted works are subject to the limitations noted below.

Educators may use their educational multimedia projects created for educational purposes for teaching courses, for a period of up to two years after the first instructional use with a class. Use beyond that time period, even for educational purposes, requires permission for each copyrighted portion incorporated in the production

Portion limitations mean the amount of a copyrighted work that can reasonably be used in educational multimedia projects regardless of the original medium from which the copyrighted works are taken. **In the aggregate** means the total amount of copyrighted material from a single copyrighted work that is permitted to be used in an educational multimedia project without permission.

These limitations apply cumulatively to each educator's or student's multimedia project(s) for the same academic semester, cycle or term. All students should be instructed about the reasons for copyright protection and the need to follow these guidelines.

In motion media you may use up to 10% or 3 minutes, whichever is less, in the aggregate of a copyrighted motion media work may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section 2 of

these guidelines.

For text material you may use up to 10% or 1000 words, whichever is less, in the aggregate of a copyrighted work consisting of text material may be reproduced or otherwise incorporated as part of an educational multimedia project.

An entire poem of less than 250 words may be used, but no more than three poems by one poet, or five poems by different poets from any anthology may be used. For poems of greater length, 250 words may be used but no more than three excerpts by a poet, or five excerpts by different poets from a single anthology may be used.

You may use up to 10% of music, lyrics or music video, but in no event more than 30 seconds, of the music and lyrics from an individual musical work (or in the work), whether the musical work is embodied in copies or audio or audiovisual works, may be reproduced or otherwise incorporated as a part of a multimedia.

Any alterations to a musical work shall not change the basic melody or the fundamental character of the work. In this area the lawmakers may be giving me much more credit than I deserve. I have been known, in choirs, to change the basic melody of a musical piece but usually not on purpose.

The reproduction or incorporation of photographs and illustrations is more difficult to define with regard to fair use because fair use usually precludes the use of an entire work.

Under these guidelines a photograph or illustration may be used in its entirety but no more than 5 images by an artist or photographer may be reproduced or otherwise incorporated as part of an educational multimedia project.

When using photographs and illustrations from a published collective work, not more than 10% or 15 images, whichever is less, may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section 2.

Only a limited number of copies, including the original, may be made of an educator's educational multimedia project. No more than two copies may be made for instruction with a backup copy for preservation purposes (in case a student accidentally, or on purpose, destroys a copy).

In addition to following the above guidelines, permission of the copyright holder is required in using copyrighted works in projects that may be used for commercial reproduction and distribution.

Copyright holders are usually pretty cool about use of materials in class for educational purposes but are not willing to let you sell their materials, which is the reason they got the copyright in the first place.

Educators also are prohibited from using copyrighted materials, without permission, if projects will be available on electronic networks that are not password protected.

Even if you follow the rules to the letter, it is important to advise fellow educators and students to use extreme caution in using digital materials downloaded from the internet in their own multimedia projects.

Not only is some material on the internet notoriously unreliable, but not everyone who has access to the internet is as careful about following copyright laws as you are.

Keep in mind you are not only trying to stay out of trouble, but you are setting an example for other educators and students alike.

## GED® —Your Future is Calling!



**A Successful Closeout Campaign Starts With You** Telling test-takers about the 2002 Series Closeout Campaign is one of the most important initiatives of the next fifteen months. You can count on GED® Testing Service to provide you with tips, news, and alerts to make it easy to stay involved in the campaign.

### Your 15-minute Tip – Let Your Walls Do The Talking

Have you displayed the campaign's Your Future is Calling poster yet? Find an area with plenty of test-taker traffic and place the poster there. Since that's only 5 minutes, spend the next 10 checking out the other materials you can order for free from Brand Central. Visit [GEDtestingservice.com/educators/brandcentralinfo](http://GEDtestingservice.com/educators/brandcentralinfo) to learn more.

### Did you hear?

Research shows that test-takers value a local, authentic message over big, national advertising. They are more likely to pay attention to a message from within their own communities and possibly act on that message, too. You have the power to change someone's life; start that discussion today!



## BEST Plus New Administrator Training—November 16, 2012

**Training for BEST Plus New Administrators**  
**Friday, November 16, 2012 — Central Community College, Grand Island**



The BEST Plus, developed by the Center for Applied Linguistics (CAL), is an individually administered, scripted oral interview designed to assess English language learners' interpersonal communication using everyday language. BEST Plus is a performance-based test that measures an ESOL learner's oral skills in three areas: Listening Comprehension, Language Complexity, and Communication.

In the computer-adaptive version of the BEST Plus, test items are delivered via a computer with a BEST Plus CD. The test administrator asks the examinee a question that is presented to the administrator on the computer screen, listens to the examinee's response, uses a rubric to determine the score for the item, and then enters the score into the computer. (The examinee does not operate the computer). Based on that score, the computer determines the difficulty level of the next question. As a result, the questions are appropriate for the learner's ability and give the fewest number of test questions needed to accurately determine the student's overall test score and proficiency.