

PSC-ED-OUS

Moderator: Marco Davis
April 2, 2014
1:00 pm CT

Coordinator: Welcome and thank you for standing by. At this time, all participants are in listen-only mode. During the discussion, we will conduct a question and answer session. Please press star and then 1 to ask a question.

This call is being recorded, if you have any objection, you may disconnect at this point. Now I will turn the meeting over to your host Mr. Marco Davis, sir you may now begin.

Marco Davis: Thank you very much. Good afternoon everyone and welcome. My name is Marco Davis; I'm the deputy director on the Whitehouse initiative on Educational Excellence for Hispanics.

I'm joined by several of my colleagues here at the Initiative and we want to thank you for joining us for our webinar today. Two quick business matters I wanted to mention.

First I'd like to inform you that this webinar is off the record and not intended for press purposes. I also wanted to let you know that this webinar including the Q&A will be recorded as the operator just mentioned. And audio

recording as well as the transcript and the slide presentation will be posted to the initiatives website after the call to make the information available for anyone who was unable to join us for the live webinar.

The agenda will go as follows. I will describe today's webinar topic briefly and then introduce our first presenter who will speak for up to 15 minutes. Then we will have 15 minutes of Q&A. and then at that point the operator will come back to explain how to get into the queue to ask the question.

Then we will turn it back to listen-only mode and I will introduce our second presenter who will also speak for up to 15 minutes then we will open the floor again for Q&A for the remainder of the hour.

Now on to the discussion for today, which is the second in our series on our high school equivalency tests? Beginning in January of this year, more than 1 high school equivalency test has been made available for persons interested in attaining a high school equivalency credential and different states have begun to adapt and recognize these different assessments and so there's now more than one option in a number of places for folks seeking that type of credential.

This is particularly important for the Latino community. As of 2010, some 41% of Hispanics ages 20 and older in the United States did not have a regular high school diploma.

We know that increasingly obtaining some form of post-secondary education is a pre-requisite from reaching the middle class. In fact the US Secretary of Education Arne Duncan has said on more than one occasion that in today's society, a person who drops out of high school is basically condemned to poverty because there are simply no good jobs that don't require at least a high school diploma or its equivalent.

In fact he further argue that even that level of education alone is still often insufficient in some form of post-secondary education whether 4-year university a 2-year college or trade technical or vocational training is necessary to be truly competitive in the work place.

As a result these high school equivalency exams are really critical as they are the first step over that threshold on to that post-secondary education. States and society in general have begun to examine the issue of increased rigor for high school graduation, it's often termed as college and career readiness or college and career success and that same thinking is now being reflected in the High School equivalency assessments.

So today we're going to learn about two new exams. One is known as the high set and the other is known as the task and we're going to hear from the organizations that developed them so that you can be more familiar with these exams, where they are available, what the goals they are designed to achieve, et cetera.

First we're going to hear from the educational testing service, also known as ETS who developed to be high set exam and then we will hear from CTB McGraw Hill who developed the task.

So without further ado, I'm going to turn it over to our first presenter, (Deborah Shine) who is the director of Student and teacher assessment and outreach at education testing service or ETS. (Deborah)?

(Deborah Shine): Thank you Marco. Good afternoon and thank you for giving the educational testing service ETS, the opportunity to present our new high school for instance equivalency test high set which launched on January 1st 2014.

ETS was pleased to offer details about our test during this Whitehouse initiative on educational excellence for Hispanic theory. Next slide please.

So why did ETS developed high set? Well almost two-years ago, state voiced concern regarding the acquisition of the GED by for Profit Company. States civil rights organizations were concerned about the \$65 fee which was initially projected to triple. There was worry about immediate and complete alignment to the common core state standard requiring today's candidates to pass an assessment created to evaluate standards at a rigor or level that they haven't been taught.

There was concern about movement from paper-base test to computer base test only. Many adult students do not have the technological expertise required to pass the computer base test and many states who have done educational program do not have the resources to upgrade current facilities to accommodate computer base testing.

Many felt that these changes would negatively impact candidates seeking the high school literacy diploma. The states wanted a choice for high school diplomacy testing and they turn to ETS a 57-year-old non-profit company respected for session assessment development and administration.

And as you likely know, ETS develops them, administers, and supports more than 50 million assessments worldwide each year including APE, AP, GRE, SAT, PSAT, Practice teacher licensure, K2-12 student assessment as well as English language assessment like TOEC and TOEFL. Our states wanted a high school equivalency test that would offer affordability and access to both paper-base testing and computer base testing with the availability in large print, grail and all in all.

A particular importance, states wanted to test that would benefit the growing Hispanic population. A high school equivalency test with availability in both English and Spanish was necessary.

As a former EL teacher, both the NERC and Union city New Jersey can personally attest that the benefit and the positive outcomes related to providing assessment and the students of first language.

Rigorous content aligns the state and national standards like the Office of (unintelligible) technical and adult education, ATCTE formerly known as OVA College and career ready standard with gradual alignment to the common state standards was desired.

States wanted and they needed vendor that would work with them both individually and as a group to design a blueprint for - and establish the next generation of high school equivalency test.

For ETS, high set is mission-driven. High set was born from our commitment to provide quality and equity in education by providing fair and valid assessment.

Each request made by our member states align through our mission and so we partner with the IOS testing program at the University of Iowa the initial item writers of the first GED to create the very best high school equivalency test that we could. Next slide please.

High set state. High set is the fastest growing high school equivalency assessment program in the United States. It's been adapted by seven states to date including California, Iowa, Louisiana, Maine, Missouri, Montana,

Nevada, New Hampshire, Massachusetts, New Jersey, Tennessee and Wyoming.

California, Nevada, majority of the Wyoming has approved multiple high school assessments in the states. Florida and Washington are currently in procurement and as I point out the other states are expected to follow suit as many more moves towards removing GEP specific language from state legislation and issuing RFP. Next slide please.

Fair price and affordability. Essentially states and candidates needed and request the fair price and affordability. At \$50 per high set battery, ETS offers the lowest cost program. This price includes five content sub tests with two or three retest for each subject within one calendar year of initial registration.

State approved test centers are thrilled because ETS uses the states as listening test center. ETS, not the test center pays for test materials, shipping and scoring and there's no licensing fee.

We offer both free and low cost preparation materials which cover each content area. Sample items, practice test and ETS study companions are all free of charge.

Low cost practice test on each content area which yields diagnostic are available for \$7.50 each. Diagnostic test were requested by the State of Louisiana and as a former adult high school principal, I knew that this is a very valuable and critical component necessary to evaluate both the strength and the weaknesses of high school equivalency candidates.

ETS was pleased to provide this option for all of our member states. ETS assigned an exclusive agreement with Conectacademy to provide additional

free resources and videos which will include content mapping and learning modules from our blue print. These resources will be translated into Spanish and 12 other languages and will be available this summer.

We have also joined with A and Z tech to provide computer base practice test. Another concern of state was to raise the candidates to pass all five content areas of the pre=2014 GED before December 31st 2013 to earn a high school equivalency diploma.

And added to this concern, ETS has included an option to combine high set and the GED 2002 series, subset score. This allows test takers to complete the battery of test quickly and more cheaply with us starting over from scratch.

Everything indicated here, allows candidates the support that they need for success. Next slide please. The high set test battery and sub-set. High set contains 5 sub-test covering key content areas. The sub-sets at the high set are language art reading, language art writing, mathematics, science and social studies.

Language art reading contains 40 questions, is 100% multiple choices and is timed at 65 minutes. Language art writing contains 51 questions, part 1 is multiple choice and is timed to 75 minutes and part 2 is 100% constructed response with an essay question and is timed at 45 minutes.

Math contains 50 questions; it's 100% multiple choices and it are timed at 90 minutes. Science contains 50 questions, is 100% multiple choices and timed at 80 minutes. And social studies contain 50 questions, are also 100% multiple choices and are timed at 70 minutes. The total testing time for the full battery is 7 hours and 5 minutes.

High sets allows test makers to take subtest in English or Spanish and as a former ELT teacher, I know how sound this option is for student whose first language is Spanish. Next slide please.

Customer service and technical support. ETS offers a full range of support for high test takers, (unintelligible) test center administrator and educators like our informational website which is offered in both Spanish and English at <http://highset.ets.org>

We offer high set (unintelligible) library, a high set overview video and a high set portal where candidates can log in from any computer, create an account, select a test center, schedule and pay for test, obtain reports and manage their own account.

Test takers are encouraged scheduling all five tests at the time of registration; however, they have the option to schedule from one to five tests at a time. A \$15 subset fee will be collected if a candidate elects to schedule individual tests to settle the full battery.

High set has experienced and dedicated customer service representative that can be reached by phone, fax or email. Registration can be made online or by phone. ETS has a dedicated test and accommodation stay in our office of visibility policy which will process a candidate's request for testing and accommodation as according to state, ADA, that's American for Disabilities Act of 1990, and its 2008 amendment and other federal guidelines.

ETS has and will continue to offer state, educator and test administrator face to face training, webinars and annual conferences designed for professional development, sharing of best practices and networking.

And this year our conference will take place in Las Vegas the first week of December. ETS will provide scoring and reporting a dedicated high set director for each member state as well as outreach and marketing materials. Next slide please.

High set scoring and recording. The items being used in high set test forms represent norm and data from as recent of 2001 which is one of the most current norming samples of the industry. Norming was performed on a national probability sample of graduating high school juniors and seniors.

High set uses a raw score of 1 to 100 with 20 points allocated to each sub-test. A combined score of 45 is needed to pass high set with a minimum passing score of 8 in each sub-test category.

College and career readiness at the point of which candidates maximize their success and credit bearing college level course work is designated at the top 25th percentile. Official high set score is posted within 3 to 5 business days as their multiple choice test. A system based (unintelligible) as an essay test as the test taker has completed a computer base high set. An automated system will score the multiple choice section and display unofficial result for the test taker immediately at the conclusion of the test.

To all available online, gives the test taker my high set account. The high set comprehensive score report contains the test takers highest score per high set content area.

Test takers receive an individual score report for every test taken for additional information of score reporting, go to <http://highset.ets.org/score/test>

Next slide please, ETS click for fully meet college and career readiness, common source safe standards and next generation standards by July 1st 2014 in collaboration with our member states.

We also plan to perform research related to the adult high school learning population. An area that is of great importance especially during this era of college and career readiness. In closing let me say, that as a former EL, a special education teacher and adult high school principal, I'm proud to work for a non-profit company, responsive to the needs of the field, and truth in commitment to providing quality and equality in education.

This commitment is evident in the establishment of high set. This slide contains my contact information and the contact information of our high set executive director Ms. (Amy Ricker) than k you so very much for your interest and attention and I'd be happy to answer any questions that you may have.

Marco Davis: Thank you so much (Deborah) and so now we're going to open up the floor for questions for (Deborah) so operator if you could come on and give folks instructions on how it is they can get into queue to ask a question?

Coordinator: Thank you Mr. Davis. We will now begin the question and answer session. If you would like to ask a question, please press star and then 1. Please unmute your phone and record your name clearly when prompted. Your name is required to introduce your question, to withdraw your request, press star and then 2. One moment for the first question.

Once again to ask a question, press star and then 1. You will be prompted to record your name. To withdraw your request press star and then 2.

Marco Davis: While folks are getting into the queue, hopefully asking questions, another thing I wanted to mention and to remind folks of course is as you can see, on your screens we have put up a contact information for (Deborah) and her colleague at ETS.

So if a question comes up after this, after today, in the future, if you have questions about the high set exam or about work in ETS in that or other ways, you can always reach out to them directly for follow up. And so that's also an opportunity, hopefully this information will be useful to you all in the work that you do and again question may come up later after today.

But for now if anyone has a question, we still got a few minutes available.

Coordinator: All right thank you. The first question comes from the line of Miss (Olga) ma'am you may now begin.

(Olga): Good afternoon. I have a question in the process that we can assist to some of my students that didn't get to finish the GED 2002 series. Some of them were only like 10 points away from passing the math. I'm in a state where - in the state of Georgia, we don't have the high set as a possibility for our migrancy and farm workers.

But some of our migrancy and farm workers do travel to Florida who is the state that is in the procurement state of getting the high set or (unintelligible), in what will be the process to assist those students that were only 10 scores away from obtaining their GED and transfer their information from Georgia to another state?

(Deborah Shine): So (Olga) that's a very good question. Thank you for your question. This is a state policy matter and so, I would advise you to reach out directly to your

states as indicated in the PowerPoint. We have 12 states that have currently adapted our assessment. But what you're describing is an issue that many states have, particularly those states that have chosen to adapt high set. Again we are allowing, if the state has issued a policy for this individual who has passed four subjects in the pre-2014 GED to take the high set.

And we have a lot of resources and support materials that will help them and the program managers to help the students alone with reference to passing. But this is definitely a state policy matter and is up to the state. I would suggest that you reach out to the officials at the state of Georgia.

(Olga): Thank you.

Coordinator: Thank you. The next question comes from the line of Ms. (Kalina Bariman), ma'am you may now begin.

(Kalina Bariman): Hi Miss (Shine) thank you for the informative explanation of the high set. I just have one question, you said that there was 7 parts to the test and I only have 5. So can you clarify those parts please?

(Deborah Shine): Thank you very much Ms. (Bariman). There are five parts and again, the parts are the language art reading which is 40 questions, 55 minutes, 100% multiple choice. There's language art writing which is a second part, 51 questions, part 1 is 100% multiple choice, part 2 constructive response and essay and then the part would be mathematics which is 50 questions, 100% multiple choice, 90 minutes. Fourth is science 50 questions, 100% multiple choices, 80 minutes and fifth is social studies which is 50 questions again 100% multiple choice and 70 minutes. So they are a five-part. Thank you for your question.

Coordinator: Thank you. The next question comes from the line of Miss (Yvette Kingberg) ma'am you may now begin.

Marco Davis: Hello? Your phone maybe on mute. All right operator it seems like...

(Yvette Kingberg): All right, sorry, I was on mute. And my question was that, I just want to - just a point of clarification when students actually take the exam, are those scores individual scores for the student and so no matter where they take it, there's the individual score report.

So if they were to you know, take the exam - it doesn't matter where they take it, I'm just wondering in terms of - I understand the policy response in terms of four state that doesn't accept it but I'm just wondering if the student then go to say they does, the core report does follow student in what they've accomplished or not accomplished should be that amenable? Is that correct?

(Deborah Shine): So (Yvette) thank you very much. Yes the big answer is yes but again you would have to refer to the state policy. It would depend upon the state - the receiving state policy with reference to the acceptance of that particular assessment. Thank you again.

(Yvette Kingberg): Okay thank you.

Coordinator: Thank you. Once again to ask a question, press star and then 1 you will be prompted to record your name. To withdraw your request press star and then 2.

Marco Davis: All right operator it seems like we may not have any other questions. I'm going to give folks just another minute to see if there are any final questions here for (Deborah) before we go on to the second portion.

Coordinator: All right. Our question comes from the line of (Alejandra Juarez) ma'am you may now precede.

(Alejandra Juarez): My question was if the high set will utilize the TI30 XS calculator or will they utilize a different one?

(Deborah Shine): So the test center provides the calculator and so whichever test - whichever calculator that has been approved by your state and the test center is allowable for high set.

(Alejandra Juarez): Okay thank you.

Coordinator: Thank you. The next question comes from the line of Miss (Marie Cruz) ma'am you may now precede.

(Marie Cruz): Hi my question is if a student is credit deficient during their high year is this substitute or an aid for them to get back on track or only to complete the points needed to get a GED?

(Deborah Shine): So (Mary) that's a great question and I thank you for it. And I understand as a former adult high school principal that there are many students that are credit deficit. This is a - this is a high school equivalency assessment program. And so the student would have take the 5-part of high set if that is the assessment that has been authorized in your state and earned these state diploma for high school.

(Marie Cruz): Okay thank you.

Coordinator: Thank you. Once again to ask a question, press star and then 1, you will be prompted to record your name. To withdraw your request, press star and then 2. Our question comes from the line of Miss (Alejandra Suarez) ma'am you may now precede.

(Alejandra Suarez): My question is, was there a not - a high set has preparation materials in Spanish and if so, where can we obtain them?

(Deborah Shine): So (Alejandra) that is also a great question. If you go to the high set website, you can find all of our preparation materials. We are currently, as I indicated before, working with the Conectacademy and they are in the process of translating our preparation materials into Spanish and so that will available more - more materials will be available in June. Again thank you for your question.

Coordinator: The next question comes from the line of Miss (Yvette Kingberg) ma'am you may now precede.

Marco Davis: Hello questionnaire we can't hear you. Your phone might be muted.

(Yvette Kingberg): I'm sorry, (unintelligible) would we be able to have that questionnaire and slide after we are done today?

Marco Davis: Yes if you RSVP you have received a PDF attachment with your confirmation for the conference call and those are the same slides as you're seeing now. And if you didn't receive that, just send an email to that same email address that you're RSVP to whieeh@ed.gov and we'll make sure to send the PDF again to you.

(Yvette Kingberg): Okay thank you.

Coordinator: thank you. Once again to ask a question, press star and then 1. You will be prompted to record your name. To withdraw your request, press star and then 2.

At this time, there are no further questions on queue.

Marco Davis: All right thank you operator. As I mentioned, again you have the contact information for (Deborah) and her colleagues at ETS so if questions come up afterwards, for sure feel free to reach out to them directly.

At this point, we're going to turn it over now to our second presenter, (Mike Johnson) who is the national adult education manager at CTB McGraw Hill who will talk to us about the task exam.

One thing I did want to mention is that, we inadvertently sent a version of the deck that has quite a few slides here for the second half of the presentation and so we're going to do our best. I think (Mike) is going to do his best to get through as many if not all of the slides as possible in the 15 minutes allotted so that we still have time for Q&A. so with that I'm going to turn it over to (Mike Johnson).

(Mike Johnson): Thank you Marco and yes, and then we'll move through the slides, a lot of plenty of time for questions. And thank you again for organizing the webinar to give the information out for both for high set and task. We'll move on to the next slide.

I just want to talk quickly about CTBS in our history as the assessment provider for McGraw Hill education. We were founded back in 1926 and what we've been doing for the past 86 plus years is building assessments and we're

very proud of the rigorous team that goes into those assessments and our content theme and so we have a number of different first in the industry, whether it's first related to using IRT methods for building test or automated scoring for test particularly I'm proud of 1967 of the first edition of AID, another program that I manage.

But as you can see, as we get closer to the last few years many things have evolved around the common core. Our law slings program that moves to online for English language learners and then our formative programs with acuity and terranova being aligned to the common core and new standards and then finally the introduction of task here at (unintelligible).

So under the next slide, as (Deborah) mentioned many states are looking at alternatives because of the reasons that (Deborah) listed whether they are access questions, they wanted to have more access with the paper and pencil test. So they wanted to have more affordability of a test or more flexibility to have different types of testing centers.

Some districts will offer testing at a school cafeteria on a weekend and they want to have that flexibility to continue to do so. So many reasons why states are looking at alternatives and we could see that list on the left hand side of state in 2013 that have made a decision through a competitive review.

And as (Deborah) mentioned, we have still several states looking at doing competitive processes, here coming 2014 on the right hand side of the screen. On the very bottom right hand corner we have a list of states that just - due to the fact of the GED being a brand over the last 70 years, that terminology has made its way into state law or state educational code.

So quite a few things have to change their state law because right now the state law that they have to deliver the GED and they're not allowed to even go to a competitive review process amongst all three tasks and it's very similar to a state saying that you can have a driver's license in the state as long as you can afford.

So that won't be allowed and they can't really legislate a brand so many states are looking at changing that legislative policy and then it would go through the procurement rules. So that we can move to the next slide.

So specifically what task is, is a brand new high school equivalency assessment that allows states alternative testing methodology and task is a test that has three forms in English or Spanish and then available both in paper and pencil and in computer base test processes.

And one of the key parts for test is that we wanted to keep in mind our population both for the student base but also the adult educators that are preparing the students for the assessment. And that this is a big change. In the K12 world, we know that the switch to common core or new standards, let's say new standards, some states don't like the word common core but they like the standard. They just don't like the title.

So as we see a move to new standards, we have faith that have an access to billions of dollars through rates of the telefunding from the department of education and other sources and those funds have not made it to adult education or alternative education program.

So when we transition to a new standard, we want to make sure that we have a phase in approach for that. And with task, we did develop a new test with brand new items that are aligned to the new standards to the common core, to

the college of readiness standards. What we did in a fashion and in a format of a multiple choice test primarily in a class that has 5 sections, the reading, the writing, the math, the science, the social studies that's what teachers are used to teaching towards. That's what students have the history with, so we wanted to keep that foundation very similar so that they can focus in on the objectives of the task.

Where are the new standards and then transition into new types of testing? We know that moving to a computer base model down the road is a plan for many states and so we can introduce new types of questions, dragging and dropping, matching or hot spot questions or even a short answer constructed response that are scored by artificial intelligence to have a higher depth of knowledge and depth of knowledge is again a new term within the new standards for measuring Depth of webs - depth of knowledge and the complexity and the rigor of the assessment.

We're very happy that New York, California, Indiana, West Virginia and Nevada, New Jersey and Wyoming have opted task to go far and I mean they look to have more states using task here in 2014. The next slide please.

When we look at a high level view again for task, it is a norm task and we didn't do a normal study with our research team on that high school - their graduating high school seniors. We also are following those people that we're in a normalous study into as they enroll in the post secondary program, whether it's 2-year or 4-year so that we have imperial data on how they did on test and how they did as they're freshman year, the 1st and 2nd semester terms in a post-secondary environment.

So we will be able to have more empirical data related to transitioning students. Task is available as a program but it's really a task and many states

had asked for different options and so they have flexibility around the registration. We have created a portal for students to register for a sites - to have a registration access of a site with refer to registered students and then also for the reporting option.

The students have the option of running or getting access to their unofficial scores while the scores are being tabulated and then also having the site have access to it before the transcripts are issued.

Having support for accommodation both in paper and pencil and for computer base testing is important so our computer base platform can change the color and font, can increase the font sizes if they need to, can have support for assistive technologies, it has support for timing and accommodations and as well as having the large written Brail in the audio version for the paper and pencil tester.

Test has a national price of \$52 which is \$10.40 per sub-test and then the students are allowed to have two free re-test for that fee. It's important to re-run (unintelligible) when we talk about fee. That is our price. There are some states that subsidize that price 100% like New York State. Other states that allow the local centers to add an administrative fee to that.

So some states could add up to \$40 to that price. But our price, we're trying to suddenly be aware of the population that is the under employed or the unemployed in prices certainly a factor when they're looking to increase their skills in having the high school equivalency. Next slide please.

So when we look at the content frameworks for task and we mentioned common core or college of pure readiness. We also have to be aware that those terms are really just related to the English language, art and

mathematics. So when we think about science and social studies, they are not yet common core or national standards. We're very close with the science and the next generation time standards but social studies has got to go through kind of the ratification processes that the other content area have gone through.

So as task will have new forms, each of the new three years, we want to be flexible if we need to adapt to any changes to the national standards and we can do that as we align to the new standards with each New Year on the new forms.

As we go forward to the next slide, and we'll look at the test design, in 2014, we are currently test is mainly a multiple choice test. We do have some graded response questions for Math that increased our depth of knowledge and some stimulus base questions for science and social studies.

In 2015, and then beyond that, we'll start to include technology enabled items into the computer base test so that we can have again more rigorous item coverage of the standards and increase in the depth of knowledge. We'll see that with the technology and enhanced items whether it's dragging and dropping or the constructive response short answer questions.

And moving to the next slide when we have the depth of knowledge - I won't go through the depth of knowledge really quick but when we think of level 1 as a very similar tool, we have currently or recently had with the previous GD, very, kind of recalling facts and doing that knowledge. We look at depth of knowledge level 2 and we want to understand skills and concepts so tasks is mainly level 1 and level 2 in 2014 and then we'll start to move to level 2 and 3 years 2015 and '16 and have gradual coverage into level 4 in 2016 and beyond.

Looking at the next slide and it's very similar to what we just said, I would draw your attention to the bottom part of the screen where there's a thin row on the cognitive complexity whereas the depth of knowledge levels 1 and 2 that we've covered and really what changes at the very last row, we have introducing a new item type.

And when we talk about the item types, I'll give you a quick example and we can move to this slide - to the next slide while I'm talking. So if I ask you what was the foundational paper created in 1776 and I give that in a multiple choice format, and answer A is bill of rights, answer B is the declaration of independence and answer C is the constitution and answer D is the Magna Carta. That is a common core question at a lower depth of knowledge.

Let's say depth of knowledge level 1 but it is still aligned to the new standards. It still is a new item but if I ask you in a short answer question to compare and contrast the struggles that the founding fathers had while developing and writing the declaration of independence, I'm still aligning to the standards, I'm actually giving you the reference source. I'm giving you the answer, I'm asking you for a short answer opinion on that and so we could have that in the future scored by an artificial intelligence and have a higher depth of knowledge for those social studies questions.

Still covering the standards but how do you cover it with the different type of question on the task and that's what we'll start to see. When we talk about moving to computer-base testing and I put a sample on our table question here because the task one are secure but the sample on the table item when we ask what computer literacy skill do you need to take a computer base test or a task the student need to understand how to click A, B, C or D on the right hand

side and click go on, on the bottom right corner. Those are the basic computer literacy skills.

Now there are other functionalities that are tutorial that will help you learn whether it's using the highlighter, using the number bar at the bottom to move around from different questions. In that gray bar at the top, we could have formulas, we could reference cards, and we could have a magnifying glass, if you have an accommodation for that. So we could have other utilities in there.

We do cover up the timer on the top right hand corner. Many people get freaked out if the clock is coming backwards on them. So we hide that but you can show the timer if you like to do that.

And then moving to the next slide, we'll go through the section on the task and I will go through the language arts and reading but again we see the change in the national standards, the more literally reading and less non-fiction less fiction. I think is the best turning obvious on this and we have that broken out.

We have 78 passages, 4 task covering 50 multiple choice questions in reading and then moving to the next one is our writing test and again there we have two sections for writing.

Language arts is multiple choice a 55 minutes and 50 questions and then the writing essay where the students are allowed 50 minutes to do on an essay, I think that the new kind of stance for a writing essay is that we provide you a source-backing, a reference source. You read that 6 to 800 words lacking and then you write your own based on that. So that is a change from what students are maybe used to in the past where they're looking for an opinionated essay.

Moving to the math portion of the test, Math we have 105 minutes for 40 multiple choice and 12 read and response questions. And the read and response will be on the next slide so we can move to the next slide as well and I'll show the next slide, pretty response this happens to be a sample map question but if you don't feel like doing a little bit of algebra this afternoon, we could just simplify that and say $2+2$.

In a graded response, the student is expected to bubble in the correct answer, not select the correct answer from a list of possible answers. So again raising the depth of knowledge, I'm not going to give you - if the question was $2+2$ I'm not going to give you 2, 4, 6 as possible answers. I'm going to expect you to bubble in the 4 in the grid that's provided on the answer sheet or on the computer screen.

For the calculator half those have a calculator section and a non-calculator section our main calculator is the PI30 in excess. We do have a list on our website of approved calculator that can also be approved, they are non-programmable scientific calculators that are very similar to the tech difference but from many other manufacturers.

So we also - if you take the computer base test the TI 30XS is the one that's emulated on screen through a licensing program that we have with XS instrument. Looking at science on the next slide, we see that science and 85 minutes in 47 questions and we see those standards, again in the next generation science standards use for that. We don't expect those to change when we go to more of - whether we say common core or we say college incremental, most states are adapting next generation science standards as the national standard.

And then finally with the social studies on the next slide, we see 75 minutes for 47 questions and I think social studies is the one remember that is most least down the road of being a national standard, but we went through and we follow the national motivations for each of the area whether it was yesterday civic or economic, to develop task in the social studies part.

Will we see a change in let's say the percentages down the road, that might be a possibility, it probably a lower probability for that. But we want to constantly monitor the national standards to see if any changes need to be made with task.

When we go to the next slide, we'll talk about the research design. Having a test that is certainly specifically valid is a very important when we are talking about a test (unintelligible) and we wrote our items in the fall of 2012 and we did the norming in the spring of 2013 and the spring of '13 we did a field test for the actual test items and that included a bias review of the item to make sure that those items are not biased to one population or age bracket or gender over another.

And then on the fall of '13 we will have - we do a comparability study to make sure that form A of the test is comparable for form C. one form is not harder than the other and that the Spanish version is not harder or easier on the English version and that the computer base is not harder or easier than the paper or pencil version.

And that in an ongoing we'll continue to monitor those statistics for students that are taking the test and have ongoing reviews of the statistical variances from the test.

Moving to the next slide, that readiness assessment takes place of what people used to think as the official practice test. We feel that you're picking this assessment to feed your ready to take test, not practicing test so we called it readiness assessment. It's half the length of the whole test, it's available in paper and pencil and in Spanish and English and it's \$10 per student.

Some states require the readiness assessment; other states do not so that's the state's decision on if the readiness assessment is required. More often when a state is subsidizing or funding at 100%, the cost of the test is whether they're also having a requirement with a certain predictor score.

Moving on to the next slide.

Marco Davis: And (Mike) we've just a couple of minutes left so I want to make sure we've got some time left for Q&A okay. Go ahead and finish.

(Mike Johnson): Sure but on the big parts that we talk about earlier is the national assessment of task. And one of the key parts of that, the credential that the student has received in the past and the credential that they're receive in the future will not change.

The test used for that credential has change. They may use a high set, they may use a GED or the past but they still get a state approved or state credential high school equivalency. And so for financial aid in the program, that's still acceptable for acceptance into the military.

The brand name is the big challenge and we're still working with the department of labor here, the department of education and the Whitehouse but we've also done radio interviews with the work force board, we've done news article with the chamber of commerce and then moving to our next slide, our

communication, we have our website point to that again as we go tasktest.com.

There are pages on there for the students, for educators, for publishers, for content material and for state administrators. So there's a section for whatever type of user you are.

But on the last slide on the material, CTB is the test publishing side of the McGraw Hill but we do have our book sides of McGraw Hill education made developed. There's an official guide for the task that's a book from McGraw Hill professional. It's already in its 4th printing and they're now getting ready to release the Spanish version of that which will be the fifth printing of that book.

McGraw Hill contemporary for adult ED curriculum has a new series called common core basic and common core achieve which will lead to the work book for a task as well. And then there are more publishers listed on our website that has supported materials for this.

And I think it's also important to remember that the basic foundation of our educational steps to high school equivalency hasn't change. They're still adding some attractive - still subtracting so the materials that you have existing certainly can apply and they may be supplemented by the materials that are not covering the new standards. And I want to go to the Question and Answer phase, so thank you very much.

Marco Davis: Great thank you so much (Mike). So operator again if you could remind folks how it is they can activate their line to get in the queue to get into the question.

Coordinator: Thank you. Once again to ask a question press star and then 1. You will be prompted to record your name. To withdraw your request, press star and then 2.

Marco Davis: We'll give folks a minute to get into the queue there.

Coordinator: Our first question comes from the line from (Kalina Bergman). Ma'am you may now proceed.

(Junius Williams): It's (Junius Williams), (Mike Johnson) what would you say is the difference between your exam and the High set exam?

(Mike Johnson): I think you know, if you look at the foundational design of the task is the difference between all three. I know that many of you may have attended the GED one a few weeks ago, the approach to how you're going to introduce new items and the attitude to the new standards is the difference between probably all three programs in that transitional period over the next three years.

Coordinator: Thank you. And the next question comes from the line of Miss (Miriam Bert) ma'am you may proceed.

(Miriam Bert): Hi thank you for taking my question. I had a question about the science exam (Mike) you said that there are 8 stimuli question; can you give me an example of what a stimuli question is?

(Mike Johnson): I think it's easier to think of stimuli in a world of a reading test. We will give you a passage and ask you maybe three or four questions about that passage. Now we'll give you a scenario for science and ask you several questions about that scenario.

So stimuli might be some facts about water consumption or snow fall on certain climates or rain fall in other climates. And then we may ask you questions about those statistics in that type of question. So it's just more of the scenario and then that scenario was shared by several questions.

(Miriam Bert): So is it a short answer or are the multiple choices again?

(Mike Johnson): It's a multiple choice but you're base document and again if I - in a very simplistic term told you that the annual rain fall in five cities was 20 inches, 30 inches, 40 inches, 50 inches and then ask you what the total of that was in one question, that's using that stimuli for one question.

If I ask you the average rain fall across all four or five cities, I'm still using that same stimuli, the same chart but I'm asking you another question. So I'll just use the same stimuli for two questions and then maybe you know again, using the declaration of independence as a source document or for social studies or science it could have -what is the question that is being pulled from is the stimuli for that.

(Miriam Bert): Okay thanks for that.

(Mike Johnson): Sure thank you.

Coordinator: Thank you. Once again to ask a question please press star and then 1, you will be prompted to record your name. To withdraw your request press star and then 2.

Marco Davis: And again as before, as people queue up to listing of questions, if a question comes to you later, we have (Mike's) information up on the screen now and

again it is in the packet, in the PF that you all should have received so if questions come up afterwards, you'll be able to reach out to him directly and follow up on these and or other topics.

Coordinator: Thank you. At this time there were no further questions on queue.

Marco Davis: All right well we'll wrap up perhaps a couple of minutes early. I want to thank (Deborah) and I want to thank (Mike) both of you for presenting, for sharing this information. As I mentioned earlier, this topic of high school equivalency is obviously an important issue for the Latino community, it truly is a gateway to post-secondary education, to better competitiveness in the work force et cetera. And so we appreciate the offerings that you're all providing which offering new options for folks seeking to achieve those types of credentials.

Since we have a minute or two, maybe I thought I'd give you each sort of a minute in case you had any closing remarks, anything to mention and maybe start with (Deborah)?

(Deborah Shine): So again we thank you very much for allowing us to present our high school equivalency assessment. If we had a really wonderful response and again we really appreciate the opportunity to be helpful to the adult education community and to our - the Hispanic community as well. Thank you.

Marco Davis: Great thank you (Deborah) and (Mike)?

(Mike Johnson): Thanks for sharing and I certainly will echo that. I think I'll go back to (Deborah's) question from George and I will certainly encourage you know people that are in state that have yet to go to a competitive review to be what test is best for their certain population. Certainly bring that up with your leadership to say that you know either through procurement because of

looking through the best price or looking for the best test for the population, that it's important to review all options while they're going through there.

And I think many states are hearing from the public and they can continue to gather that information.

Marco Davis: Great and thank you very much. Operator unless there is a someone who jump on the queue for question.

Coordinator: All right at this time there are no further questions in queue Mr. Davis.

Marco Davis: Thank you. I just thought I'd check just to make sure I give folks one last chance. Once again you do have everyone's contact info so once again this is not a onetime thing you are able to follow up afterwards. I want to thank everybody for their time for joining us for this webinar, as always we will share information with you and with our broader network about upcoming webinars and topics.

We look forward to working with you all in the future and have a good afternoon.

Coordinator: And that concludes today's conference, thank you for participating, you may now disconnect.

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