

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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State Capitol North, 325 Don Gaspar, Suite 200
Santa Fe, New Mexico 87501
Phone: (505) 986-4591 Fax: (505) 986-4338
<http://www.nmlegis.gov/lcs/lesc/lescdefault.aspx>

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July 18, 2012

MEMORANDUM

TO: Legislative Education Study Committee

FR: Travis Dulany

**RE: STAFF REPORT: GENERAL EDUCATIONAL DEVELOPMENT (GED)
TESTING**

During community input at the June 2012 meeting of the Legislative Education Study Committee (LESC), Mr. Thomas McGaghie, Adult Basic Education Director at New Mexico State University-Grants, expressed concerns regarding changes to the General Educational Development (GED) assessment, which will go into effect in 2014, including:

- the apparent "privatization" of the GED;
- mandatory computer-based testing (CBT) at all 29 GED testing centers in New Mexico; and
- the increased cost of the new test.

Mr. McGaghie concluded by suggesting that the State of New Mexico look into alternatives to the GED.

At the request of the chair, this staff report provides information about the GED, including:

- the current GED test;
- development of the new GED test;
- key changes to the new GED test;
- potential alternatives to the GED test; and
- background.

THE CURRENT GED TEST

According to GED Testing Service, the current GED test:

- was issued in 2002;
- is the fourth release since the GED was first developed in 1942;
- is available in English, Spanish, and French;
- covers five content areas:
 - Language Arts, Reading;
 - Language Arts, Writing;
 - Mathematics;
 - Science; and
 - Social Studies;
- can be offered on either paper or computer; however, currently in New Mexico, the test is only offered on paper;¹ and
- costs vary, depending upon the testing center.

According to the Public Education Department (PED) GED Unit, the Central New Mexico Community College is the least expensive among the 29 testing centers in New Mexico, at \$25 for the entire battery of five tests. The highest priced offering of the GED in New Mexico is Santa Fe Community College, at \$100 for the series (see Attachment 1).

With regard to taking the test, an individual may take one or more portions of the five-part test at various times; however, if a test-taker completes any one portion of the test, he or she must complete the rest of the series within three years before being required to start the series again from the beginning. Additionally, test-takers may take the 2002 Series GED Test up to three times per year.

DEVELOPMENT OF THE NEW GED TEST

According to a March 2011 news release, two groups – the American Council on Education (ACE) and Pearson PLC – joined together to form a new company in order to create a new series of GED assessments and change the way in which the GED is administered. The new company, GED Testing Service LLC, is based in Washington, D.C., with additional offices in Minneapolis, Minnesota, and will be governed by a board of directors comprised of four executives from ACE and four executives from Pearson PLC.

The GED assessment, according to ACE, will be redesigned and include three primary components, as listed in quotes below:

- “a new, more rigorous GED test aligned with Common Core State Standards designed to ensure career- and college-readiness;

¹ According to the GED Unit of PED, a pilot project for CBT will go live at four sites throughout the state in August of this year. Paper-based testing will still be available at these sites as well.

- a national test preparation program featuring an expanding array of innovative and personalized learning resources; and,
- a transition network that connects GED test-takers to career and postsecondary educational opportunities.”

According to GED Testing Service, the reasons behind developing a new GED assessment include:

- changes to the educational landscape and work force that require a new kind of GED test;
- a need to ensure that the GED test credential remains meaningful for adult learners, employers, and postsecondary institutions; and
- the work force demands more skill, including familiarity with technology.

KEY CHANGES TO THE NEW GED TEST

According to GED Testing Service, effective January 2014, the following changes will be in effect for the GED:

- *Computer-based Testing:*
 - the new GED will be available only on computers;
 - an internet connection will not be necessary at the time the person is taking the test; however, an internet connection will be required in order for the test to be graded;
 - once the student has completed the test (and an internet connection has been established), the tests are encrypted for security and submitted for scoring;
 - according to a PED official, technology upgrades may be necessary in order to prepare for CBT, and testing centers will need to become “Pearson VUE Authorized Test Centers” in order to offer the CBT; and
 - test-takers will need to know “basic” computer, keyboarding, and typing skills, and have a familiarity with computer software tasks such as scrolling, using graphic user interfaces, and exhibiting windows.
- *Content Areas:*
 - the new GED is aligned with Common Core State Standards (CCSS), as well as other college- and career-readiness standards of states that have not adopted CCSS (such as Texas and Virginia);
 - although the new GED test will have four content sections (further explained below) rather than the five currently offered on the 2002 Series GED Test, the full battery of tests will take the same amount of time as the current test, at approximately seven hours;
 - the test is intended to provide “an indicator of readiness to enter work force training programs or postsecondary education,” and “actionable information about a candidate’s academic strengths and weaknesses”;
 - the newly developed test is said to be evidence-based, norm-referenced, designed to measure deep understanding of core skills needed for a variety of pathways, and

based on empirical performance of a nationally representative sample of graduating high school seniors;

- the new question types on the 2014 GED are intended to measure critical cognitive skills, that, according to GED Testing Service, are not possible on a paper-based test; and
- the four content areas, along with their respective focuses, are:
 - **Literacy**, with a focus on integrated reading and writing tasks that require test-takers to read complex texts, analyze arguments, and use text-based evidence to support reasoning;
 - **Mathematics**, with a focus on deep mastery of a core set of quantitative reasoning skills relevant to a wide range of career and postsecondary pathways;
 - **Science**, with a focus on reasoning skills drawn from both CCSS Mathematics and English/Language Arts, as well as nationally recognized science and social studies curricular standards; and
 - **Social Studies**, with a focus on essential science and social studies content that is both relevant to the lives of adult test-takers and typical of what is taught in a high school course of study.

- *Cost:*

- the base price to the states for the new GED test will be \$120/test-taker;
- testing centers will be compensated approximately \$38/test-taker;
- GED Testing Service representatives informed LESC staff that states and testing centers may either add additional administrative fees on top of the \$120/test-taker base price or subsidize it through state funds.

- *Registration:*

- test-takers will register for the new GED test through GED Testing Service, either online or by a toll-free telephone number;
- because the registration will be via internet or telephone, it appears as though a credit or debit card will be necessary to sign up for the new GED test; however, PED staff have indicated that test-takers may also obtain a prepaid card in order to register online or over the telephone.

The table below illustrates these key changes between the 2002 Series GED Test and the new test anticipated in 2014:

	2002 Series GED Test	2014 GED Test
Delivery	Paper-based and computer-based (paper-based test is the only option currently offered in New Mexico)	Computer-based only
Content Areas	Reading, Writing, Mathematics, Science, and Social Studies	Literacy, Mathematics, Science, and Social Studies
Cost in New Mexico	Varies: \$25-\$100	Base cost of \$120 for 2014
Registration	In person, through one of 29 testing centers in New Mexico	Online and over the telephone, through GED Testing Service
Number of Attempts Allowed Per Year	Three attempts allowed per year	Six attempts allowed per year
Development of Content Standards	Developed at a “national and jurisdictional level”	Aligned with Common Core State Standards
Languages	English, Spanish, and French	English, with Spanish anticipated later in 2014
Time Required to Complete the Full Battery of Tests	Approximately seven hours	Approximately seven hours

POTENTIAL ALTERNATIVES TO THE GED TEST

As mentioned above, Mr. McGaghie suggested that the State of New Mexico pursue an alternative to the GED test. Should the State decide to find an alternative to the GED test, several challenges may be present, the most difficult of which being brand recognition.

The term “GED” is a registered trademark of ACE, and, as such, cannot be reproduced without the permission of ACE. The term, as noted by New York State Education Commissioner John King, is synonymous with “alternative assessment for adult learners,” much like the term Kleenex is synonymous with the word “tissue.” For this reason, those seeking alternatives to the GED may find difficulty in identifying the alternative as a GED equivalent.

Still, some alternatives to the GED test exist, including the National External Diploma Program (NEDP). The program is a part of CASAS, a nonprofit organization that focuses on assessment and curriculum development for basic skills for youth and adults. Currently, all NEDP programs are located in New England, New York State, Maryland, Virginia, Washington State, and Washington, D.C. According to CASAS, the NEDP serves an average of 4,471 participants per year, with a graduation/retention rate of 81 percent.

The program tests participants on various “real-life” tasks, such as measuring a room for carpeting, writing a letter to Congress, and calculating credit card interest payments. According to NEDP, the program consists of two phases:

- in the *Diagnostic Phase*, an NEDP advisor evaluates the participant’s basic skills in reading, writing, and mathematics, and completes a survey of prior life experiences; and
- in the *Assessment Phase*, the participant demonstrates writing, speaking, mathematics, problem-solving, reading, and critical thinking academic skills through the performance of real-life tasks, which include 65 individual competencies (see Attachment 2).

Another example of an alternate assessment for adult learners can be found in California state law. The California High School Proficiency Examination (CHSPE) consists of two sections (English-language Arts and mathematics), and, if the participant passes both sections, the California State Board of Education awards him or her a “certificate of proficiency,” which by state law is the equivalent to a high school diploma. Passing the CHSPE does not exempt minors from requirements to attend high school, however, unless the child has verified parent or guardian permission to stop attending school, according to the CHSPE website.

BACKGROUND

According to GED Testing Service:

- the GED test was first developed in 1942 and originally reflected the needs of the industrial era;
- at the time in which the test was developed, 37 percent of test-takers indicated plans to seek additional education at the postsecondary level;
- the original series English test focused on correctness and effectiveness of expression, while the other portions – social studies, science, and literature – relied on the interpretation of reading material;
- the test was revised in 1978, and the changes, as quoted below, were characterized by a:
 - “shift in emphasis from science and social studies reading materials to a separate reading test; and
 - transition away from a recall of facts toward application of conceptual knowledge and evaluation of presented information;
- the third series of the GED test, released in 1988, was based on the following recommendations from a panel of professionals and experts:
 - the addition of a direct writing sample;
 - increased emphasis on critical thinking and problem-solving skills;
 - increased reflection of the diverse roles adults play in society;
 - greater emphasis on understanding the sources of societal change; and
 - an increase in contextual settings relevant to adults;
- in the 1988 series, the reason candidates took the test shifted, with over 65 percent saying they were taking the test in order to enroll in a postsecondary institution; and
- the fourth series, released in 2002, and also the current GED test, is based on content standards at the national and jurisdictional level, and will expire December 31, 2013.

Fees are subject to change at any time
NEW MEXICO
OFFICIAL GED TESTING CENTERS

Center ID #	Testing Center	Mailing Address	Phone & Fax	Chief Examiner	Alternate Examiner(s)	Testing Schedule	Testing Fees
3000340010	New Mexico State University Alamogordo Campus	2400 N Scenic Dr., Student Services, Alamogordo, NM 88310	P: (575) 439-3720 F: (575) 439-3760	Bob McDonald	Cindy Holder Jeremy Patton	Monthly Call for schedule	\$50.00 battery \$10.00 per retest
3000340016	Alamo Navajo	Highway 169 Alamo Navajo Reservation PO Box 5907 Alamo, NM 87825	P: (575) 854-2609 Ext. 1403 F: (575) 854-2545	Marlene Herrera	Sherri Bennett Barbara Gordon	Once a month	No charge
3000340018	Albuquerque Job Corps.	1500 Indian School Rd NW Albuquerque, NM 87104	P: (505) 222-4176 F: (505) 346-2769	Elliot Fox	None	Weekly Call For Schedule	\$40.00 Battery \$15.00 per retest
3000340020	Albuquerque Central New Mexico Community College (CNM) Main Campus	5600 Eagle Rock NE, Albuquerque, NM 87113	P: (505) 224-5264 F: (505) 224-5269	Richard Miller,	Richard Delgado Erica Roark Shirley Lovato Janice McCord Michelle Romero	Call for schedule	\$25.00 battery \$15.00 per retest
3000340035	NM Corrections Department Education Bureau	PO Box 10 Springer, NM 87747	P: (575) 483-3161 F: (575) 483-3123	Billy Jones	Chris Weber, Jose Perez, Larry Pompeo, Ben Cabrera, Steve Pope, Joyce Fielder, Sharon Steen	Twice per week (NMCD Inmates, ONLY Not open to the general public)	None
3000340036	Foothill High School Children, Youth and Families Department Juvenile Justice	4000 Edith Blvd.NE Albuquerque, NM 87107	P: (505) 841-2452 F: (505) 841-4247	Lena Mares	Mildred Voll	Twice per month Tests Incarcerated Juveniles Only	None
3000340040	University of New Mexico Main Campus	Woodward Hall Room 140-C Albuquerque, NM 87131	P: (505) 277-5346 F: (505) 277-6042	Bilha Lucero	Kyle Toya-Pino	Call for schedule	\$40.00 battery \$8.00 per retest
3000340044	Youth Development Inc.	518 1 st St. NW Albuquerque, NM 87102	P: (505) 242-7306 F: (505) 242-7365	Amelia Gandara	Armando Otero	3 Times a Month	\$50.00 battery \$10.00 per Test
3000340045	University of New Mexico Valencia Campus	280 La Entrada, Los Lunas, NM 87031	P: (505) 925-8569 F: (505) 925-8901	Danny Bustos	Valdis Garoza, Tracy Owen Joseph Burgess Kathy Dorcas	Once per month Call for schedule	\$40.00 battery \$8.00 per test

NEW MEXICO OFFICIAL GED TESTING CENTERS

3000340060	New Mexico State University Carlsbad Campus	1500 University Dr., Carlsbad, NM 88220	P: (575) 234-9322 F: (575) 885-4951	Jose Olivares	Gregory Carlson	Monthly Carlsbad & Artesia is Quarterly Call for schedule	\$62.50 battery \$12.50 per retest
3000340070	Clovis Community College	417 Schepps Blvd., Clovis, NM 88101	P: (575) 769-4019 F: (575) 769-4190	Laura White	Treva Little	Monthly	\$40.00 battery \$15.00 per retest

Center ID #	Testing Center	Mailing Address	Phone & Fax	Chief Examiner	Alternate Examiner(s)	Testing Schedule	Testing Fees
3000340110	Northern New Mexico College	921 Paseo De Onate, Espanola, NM 87532	P: (505) 747-2151 F: (505) 747-2180	Elizabeth Pam Montrose	None	3 Times a Month Call for Schedule	\$60.00 battery
3000340120	San Juan College	4601 College Blvd., Farmington, NM 87402	P: (505) 566-3139 F: (505) 566-3455	Sunni Elliott	Amanda Hoffman Cassandra Tsosie Linda Schwinghammer	English – 2-3 times a month Spanish - once a month	\$40.00 battery \$10.00 retest \$25.00 no show fee
3000340130	University of New Mexico Gallup Campus	200 College Road, Gallup, NM 87301	P: (505) 863-7595 F: (505) 863-7532	Michelle Lee	Katherine Rivas	20 times per year Call for schedule	\$60.00 Battery \$12.00 per test \$12.00 per retest
3000340140	New Mexico State University Grants Campus	1500 N. Third Street, Grants, NM 87020	P: (505) 287-6642 F: (505) 287-2329	Karen Sorenson	Ronald Abeita	Bi-Monthly Call for schedule	\$35.00 battery \$7.00 per test
3000340155	New Mexico Junior College	5317 Lovington Hwy Hobbs, NM 88	P: (575) 492-2592 F: (575) 492-2594	Jerry Hamm	Adolfo Acosta	Monthly Call for schedule	\$40.00 battery \$8.00 per retest
3000340160	New Mexico State University Main Campus www.nmsu.edu/~testserv	P.O. Box 30001, MSC 4149, Las Cruces, NM 88003	P: (575) 646-1921 F: (575) 646-1975	Natalie Salazar	Edna Briones Liliana Salazar	Weekly Call for schedule	\$50.00 battery \$10.00 per retest
3000340163	John Paul Taylor Center CYFD Juvenile Justice	10015 Robert Larson Blvd Las Cruces, NM 88007	P: (575) 526-5900 F: (575) 526-3700	James Moya		Tests incarcerated Juveniles ONLY	None
3000340170	New Mexico Highlands University	P.O. Box 9000, Las Vegas, NM 87701	P: (505) 454-3188 F: (505) 454-3469	David Esquibel	Teresa Billy	Monthly Call for schedule	\$65.00 battery \$20.00 per retest
3000340175	Correction Corporation of America Cibola County	2000 Cibola Loop P.O. Box 3540 Milan, NM 87021	P: (505) 285-6991 F: (505) 285-6886	Christine L. Nelson	None	Twice a Month	None

3000340193	Correction Center NMHU Raton GED Test Center	130 Park Ave. Raton, NM 87740	P: (575) 445-0445 F: (575) 445-3737	Vincent Garcia	None	Monthly	\$65.00 Battery \$20.00 per Retest
3000340200	Eastern New Mexico University Roswell Campus	P.O. Box 6000, Roswell, NM 88202-6000	P: (575) 624-7227 F: (575) 624-7331	M. Elaine Espinosa-Sims	Geneva Espinoza Marisela Alvidrez	Weekly Call for schedule	\$40.00 battery \$8.00 per test

NEW MEXICO OFFICIAL GED TESTING CENTERS

Center ID #	Testing Center	Mailing Address	Phone & Fax	Chief Examiner	Alternate Examiner(s)	Testing Schedule	Testing Fees
3000340216	Eastern New Mexico University Ruidoso	709 Mechem Drive Ruidoso, NM 88345	P: (575) 257-2120 F: (575) 257-9409	Coda Omness	Sandi Stambaugh Kathleen Kennedy	Monthly Call for schedule	\$75.00 battery \$15.00 per test
3000340230	Santa Fe Community College	6401 Richards Ave., Santa Fe, NM 87508	P: (505) 428-1532 F: (505) 428-1280	Susan Lemke	Rowena Sherman Ellen Roth	Wednesday's and every other Monday	\$100 battery \$20 per test
3000340237	Diné College Shiprock Campus	Box 580, Shiprock, NM 87420	P: (505) 368-3565 F: (505) 368-3519	Thomas Bennett	Stella Clah	Monthly Call for schedule	\$50.00 battery \$10.00 per test
3000340240	Western New Mexico University	PO Box 680, Silver City, NM 88062	P: (575) 538-6400 F: (575) 538-6494	Bonnie (B.J.) Smith	Deb Cosper-Hughes Mary Billings	Twice per month	\$75.00 battery \$15.00 per test
3000340245	Socorro Consolidated Schools	700 Franklin St Socorro, NM 87801	P: (575) 835-0300 F: (575) 835-1682	Theresa Alonzo	None	6 times per year Call for schedule	\$25.00 battery \$5.00 per test
3000340260	Mesalands Community College	911 S. Tenth St., Tucumcari, NM 88401	P: (575) 461-4413 F: (575) 461-1901	Robin Alden	Kimberly Hanna	Monthly	\$50.00 battery \$15.00 per test
3000340253	UNM Taos Test Center	1157 County Road 110 Ranchos de Taos, NM 87557	P: (575) 737-6220 F: (575) 737-3684	Nikki Moyer	Henry Trujillo Damon Montclare	Monthly	\$70.00 Battery

New Mexico GED Testing Office

Lisa G. Salazar, State Director, GED Testing Program

NM Public Education Department
300 Don Gaspar
Santa Fe, NM 87501-2786
Phone: (505) 827-6702
Fax: (505) 827-6616
Internet: <http://ped.state.nm.us/divisions/ais/assessment/ged/index.html>

GED Testing Service

Nichol Chestang, Executive Director
Martin Kehe Deputy Executive Director, Director of Test Development
One Dupont Circle, NW
Washington, DC 20036-1163
Phone: (202) 939-9490
Fax: (202) 775-8578
Internet: www.gedtest.org

Revised: July 2011



NATIONAL EXTERNAL DIPLOMA PROGRAM COMPETENCIES

With Life Skill Examples
(version 4.1 – Draft – June 2011)



Communication and Media Literacy

- 1 Read** informational texts (e.g., documents, manuals, websites, news articles, and texts in academic areas) and:
 - a) identify and analyze central ideas and supporting details
 - b) interpret and navigate the organizational structure
 - c) examine assumptions, arguments, and conclusions
 - d) make inferences to broaden comprehension
 - e) discern orientation or point of view, and
 - f) assess the effectiveness of the presentation (e.g., comprehensiveness, clarity, format, language use),

citing strong and thorough textual evidence to support analysis

- 2 Read** literary texts (e.g., short stories, novels, poetry, biography, and drama) and:
 - a) identify and analyze themes and central ideas
 - b) evaluate literary elements, such as theme, plot development, setting, conflict, and characterization,
 - c) make inferences, and
 - d) evaluate the author's choice of point of view, use of language, its style and expressiveness, and of literary devices,

citing strong and thorough textual evidence to support analysis

- 3 Write to:**
 - a) present, explain and examine information and ideas
 - b) state a position, with clear and coherent supporting arguments
 - c) describe experiences and events, real or created, and
 - d) express thoughts, feelings and emotions,

using writing techniques, organizational structures, word choices, English language conventions, and styles of expression that are effective and appropriate to the purpose.

- 4 Listen** to oral communication (e.g., conversations, announcements, presentations, speeches, and lectures) and:
 - a) interpret central ideas, supporting details, and organizational structure, and
 - b) analyze and evaluate the message, including the speaker's purpose or intent, point of view, reasoning, tone, delivery style, word choice, and use of language.

- 5 Speak to:**
 - a) convey information and express thoughts and ideas in conversations, discussions, meetings and interviews, using appropriate language and communication style, and

- b) make oral presentations, with content and language appropriate for the purpose and audience, and that are well planned and organized and make strategic use of support materials, using an effective delivery style.
- 6 Identify the critical components in different kinds of media messages
- 7 Distinguish fact from opinion, and fact from point of view in media messages and presentations (e.g., news, political and consumer advertisements)
- 8 Identify and practice responsible and informed research using reference sources, including proper citation (e.g., product and job search information, online media messages)

Applied Math/Numeracy

Numbers Sense and Operations

- 9 Understand and use the operations of addition, subtraction, multiplication and division with positive and negative numbers including decimals, percentages, and fractions
- 10 Solve problems in realistic situations, including multi-step problems
- 11 Use estimation and mental arithmetic (e.g., estimate tax on a purchase)
- 12 Compare and convert between fractions and percentages including those from graphic representations (e.g., 21 % of total budget can be approximated by what fraction?)
- 13 Understand and use the number relationships represented by rates, ratios, and proportions (e.g., increase the number of servings in a recipe)

Algebra

- 14 Represent relationships in mathematical situations with tables, graphs, and equations (including variables, exponents and negative numbers.)
- 15 Simplify expressions and solve equations and/or inequalities with one variable, and explain the process of reasoning.
- 16 Analyze and solve systems of equations using two or more variables and explain the process of reasoning (e.g., compute interest rates, profit-loss projections)
- 17 Interpret and use rates of change from graphical and numerical data (e.g., average temperature change over multiple years)

Geometry and Measurement

- 18 Apply and use both customary US measurements and metric systems of measurement and convert units as required. (e.g., 3.5 feet = 42 inches, 1,100 meters = 1.1 kilometer)
- 19 Solve problems involving two-dimensional objects. (e.g., size of angles, perimeters and areas of polygons and circles.)
- 20 Solve problems involving three-dimensional objects (e.g., volumes of cylinders, pyramids, prisms and spheres)

- 21 Use the concept of similar figures to create and interpret scale drawings (e.g. blueprints and maps)

Statistics, Data Analysis and Probability

- 22 Calculate and interpret the mean, median, mode and range of a set of data
- 23 Interpret, illustrate and summarize data using a variety of graphic visual representations (i.e., pie chart of sales data) and solve problems related to them.
- 24 Make and evaluate inferences based on data as found in charts, graphs, tables.
- 25 Apply the basic elements of probability to real-life events to make predictions.

Information and Communication Technology (ICT)

- 26 Demonstrate computer skills including keyboarding, software applications, the internet, and e-mail (e.g., word processing, spreadsheets)
- 27 Demonstrate the use of technology to conduct research, organize data, communicate information, create original work, and solve problems
- 28 Identify and practice responsible and informed use of ICT

Cultural Literacy – Interpreting the Arts: Fine Arts, Music, Drama, and Film

- 29 Identify and analyze representative art works from different periods and cultures
- 30 Write a critique of a live performance of music, dance, or theater including the elements of analysis, interpretation and judgment (e.g., themes, technical elements, cultural aspects)
- 31 Analyze a selected film including elements of film analysis (e.g., themes, setting, plot, character development, cinematography)

Health Literacy

- 32 Identify and develop a plan for personal and home safety including disaster preparedness
- 33 Interpret information about health threats
- 34 Identify techniques for ensuring good health
- 35 Identify how to access and use health care providers
- 36 Interpret information about nutrition, healthy diets, food safety, and personal fitness

Civic Literacy and Community Participation (v4 = Wolff)

- 37 Locate and access available resources in the community in various ways, including through use of the Internet
- 38 Compare and use community agencies and services

- 39 Identify opportunities for lifelong learning (e.g., scholarship programs, online learning)
- 40 Demonstrate the ability to locate and interact with educational institutions
- 41 Identify and develop a logical argument for individual rights under the United States Constitution and for the American political system, citing supporting evidence (e.g., voting rights, equal opportunities in employment)
- 42 Identify and exercise political and civic participation in a democracy (e.g., voting, contacting elected officials, participating in local government)

Geography and History

- 43 Demonstrate an understanding of local, national and global geography
- 44 Describe and compare social, political and economic systems in countries outside of the United States
- 45 Interpret information on the impact of a global economy
- 46 Describe contributions from diverse cultures to life in the United States
- 47 Explain how major U.S. historical events have an impact on the lives of its citizens

Consumer Awareness and Financial Literacy

- 48 Obtain and use sources, including the Internet, to make decisions regarding price, quality, and product information
- 49 Identify means of resolving consumer issues
- 50 Interpret information on the use of credit, including interest rates, payment terms, and credit reports
- 51 Demonstrate use of banking and financial services
- 52 Interpret information to demonstrate financial planning

Scientific Inquiry

- 53 Use the scientific method to collect, investigate, hypothesize, and analyze information (e.g., why do plants grow towards light?)
- 54 Make comparisons, differentiating among, sorting, and classifying items and information (e.g., rainforests and relationship to ecosystem)
- 55 Identify ways that humans impact the environment
- 56 Interpret information related to natural science issues
- 57 Identify and analyze scientific issues underlying national and local debate and decisions, citing supporting evidence
- 58 Demonstrate and illustrate the differences and interconnections among branches of science

Twenty-First Century Workplace

- 59 Identify procedures and resources for career planning, including self-assessment
- 60 Locate information on employment opportunities including online searches, job ads, and career center offerings
- 61 Identify occupations and the skills and education required for specific jobs
- 62 Follow procedures for applying for a job including interpreting and completing job applications, resumes, and letters of application
- 63 Identify how to interview appropriately for a job
- 64 Interpret wages, benefits and concepts of employee organizations
- 65 Demonstrate the ability to work cooperatively as a member of a team, contribute to team efforts and maximize strengths of team members
- 66 Demonstrate the ability to promote effective group interaction and take personal responsibility for accomplishing goals
- 67 Demonstrate the ability to set priorities and develop an action plan
- 68 Demonstrate the ability to work effectively in a culturally diverse workplace
- 69 Identify and prioritize goals such as educational and workplace
- 70 Demonstrate the ability to adjust to changing external circumstances