

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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July 10, 2013

MEMORANDUM

TO: Legislative Education Study Committee

FR: Travis Dulany

RE: STAFF REPORT: GENERAL EDUCATIONAL DEVELOPMENT (GED)

INTRODUCTION

During the 2012 interim, the Legislative Education Study Committee (LESC) heard testimony from the Director of the Adult Basic Education (ABE) Program at Eastern New Mexico University-Roswell regarding changes to the General Educational Development (GED) test.

During the presentation, the ABE Director discussed various concerns with the changes to the GED, set to take effect in January 2014, including:

- the increased cost of the 2014 GED;
- the shift to online registration, which may allow test-takers to bypass ABE centers;
- limited computer resources at GED testing centers to administer the computer-based test; and
- the additional need for training participants in keyboarding and basic computer skills.

In other states, as a result of the changes discussed above, officials have expressed interest in, or otherwise committed to, developing and utilizing alternatives to the GED in order to reduce costs and continue the use of paper-based tests. Additionally, two companies (McGraw-Hill and Educational Testing Service) have announced the development of high school equivalency exams intended to meet these needs for those states.

In order to keep the committee informed of these developments in alternative assessments for adult learners, LESC staff has arranged for presentations during the July 2013 LESC meeting by representatives of:

- the Public Education Department (PED);
- ABE community;
- GED Testing Service;
- McGraw-Hill; and
- Educational Testing Service (ETS).

For additional information, this staff report provides an overview of:

- the current GED test;
- development of the new GED test;
- key changes to the new GED test;
- development of alternative assessments; 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; and
- varies in cost, depending on the testing center.

According to the GED Unit of PED, the Central New Mexico Community College is the least expensive among the 29 testing centers in New Mexico, at \$35 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.

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;
- 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 workforce 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 workforce 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 computer-based testing (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 said to be 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 (listed on page 2 in section titled The Current 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 workforce 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 are:
 - Reasoning through Language Arts (RLA);
 - Mathematical Reasoning;
 - Science; and
 - Social Studies.

- *Cost*

- the base price 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 | Computer-based only |
| Content Areas | Reading, Writing, Mathematics, Science, and Social Studies | Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies |
| Cost in New Mexico | Varies: \$35-\$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 |

DEVELOPMENT OF ALTERNATIVE ASSESSMENTS

Since its inception, the GED test has served as the primary high school equivalency test, as noted by New York State Education Commissioner John King who observed that, “GED is synonymous with ‘alternative assessment for adult learners.’” However, in recent months some states have initiated a shift away from the GED. For example, the State of New York, which subsidizes the entire cost for students to take the test, announced in March of this year that it will award an \$8.4 million, three-year contract to McGraw-Hill for an alternative test. Other states – such as Montana, Missouri, Tennessee, and New Hampshire – have indicated an interest in utilizing ETS to develop an alternative to the GED test. These two alternative tests are described below:

McGraw-Hill: Test Assessing Secondary Completion

According to McGraw-Hill, the Test Assessing Secondary Completion (TASC) will be introduced in 2014, and “will measure the foundational concepts in the Common Core State Standards.” The test is reported to include:

- multiple-choice items;
- an extended writing prompt for writing assessment;
- gridded-response items in mathematics; and
- stimulus-based science and social studies multiple-choice questions.

After 2014, McGraw-Hill reports, the TASC will expand to offer “increased coverage of the Common Core State Standards through inclusion of additional item types including constructed-response and technology-enhanced items.” The company also notes that it seeks to introduce artificial intelligence scoring in 2016, likely for the writing section of the test. The test will cost \$52 per test-taker and will be offered both in paper-and-pencil format as well in a computer-based format.

Educational Testing Service: High School Equivalency Test

According to ETS, the nonprofit organization is developing the ETS High School Equivalency Test (HiSET). The test, expected to be released in early 2014, is being developed jointly by ETS and Iowa Testing Programs “to address the needs of states, educators, policymakers, employers, and test takers.” Similarly to the TASC, ETS reports that the HiSET will include the “same competencies as the GED test,” but will be less expensive – \$50 per test-taker – and will be offered in a pencil-and-paper format.

According to ETS, the HiSET will be released in two phases:

- the **Phase 1** release of the HiSET test in January 2014 is reported to be “compatible with current professional development materials used for high school equivalency assessment and will cover five core areas:
 - language arts (reading);
 - language arts (writing);
 - mathematics;
 - science; and
 - social studies”; and
- in **Phase 2**, ETS reports that it will work with state stakeholders to design a HiSET that aligns “more fully” with the Common Core State Standards, though a timeline for Phase 2 has not yet been announced.

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:

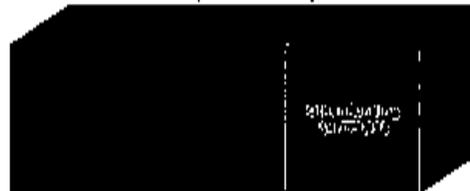
- “shift in emphasis from science and social studies reading materials to a separate reading test; and
- transition away from a recall of facts toward application of conceptual knowledge and evaluation of presented information”;
- the third series of the GED test, released in 1988, was based on the following 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.

ITEM 4: Frances Bannowsky

2011-2012 New Mexico Adult Education Fact Sheet

18,000 – 23,000 students served annually at New Mexico Adult Education programs across the state improve their quality of life, earn high school diplomas, enter employment, and begin postsecondary education.

State Funding: \$5,386,800
Federal Funding: \$4,217,148
Other Funding: \$4,779,325
New Mexico Appropriation:
\$286 per Student



Total Cost: \$14,383,273
(\$762 / year per student)

NEW MEXICO'S RETURN ON INVESTMENT

\$31,984,880 — \$5,386,800 = \$25,598,080

475.2% R.O.I

Savings + Increased Income 11-12 State ABE Division Budget New Mexico's Return on Investment

- \$31,984,880 in new earnings from 678 students gaining jobs, 1027 receiving job promotions, 1800 CED Graduates representing potential contributions to New Mexico's economic growth.
- \$351,000 savings to New Mexico taxpayers from 27 students leaving public assistance

ADULT EDUCATION is AFFORDABLE

Cost for NM K-12 students : \$9,648 / year per student;
For College Students: from \$850—\$6,050 / year per student
For Adult Education Students: \$762 / year per student

ADULT EDUCATION is EFFECTIVE

Adult Education produced 1,800 CED Graduates in 2011-12; over 1,000 Adult Education Students enrolled in college and career training; Adult Education provided New Mexico employers an enhanced workforce of over 1,200.

ADULT EDUCATION is CHANGING LIVES



Luz Carballo, Albuquerque, New Mexico

Luz Carballo is a quiet, unassuming, and hardworking mother and CED student who wanted to better her life and the life of her son. She said, "I do the homework while my 13 year old son does his and we help each other. I am better able to respond to his questions now. I want to get a better job. When I was young, I did not have the opportunity to go to school, but since I do now, I will take advantage of it because it is never too late, and I love the education." Today, after passing the test, she has her high school diploma and is planning to enroll at CNM.

Frances Bannowsky, J.D., State Director of Adult Basic Education
New Mexico Higher Education Department, Adult Basic Education Division
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Frances.Bannowsky@state.nm.us www.hed.state.nm.us



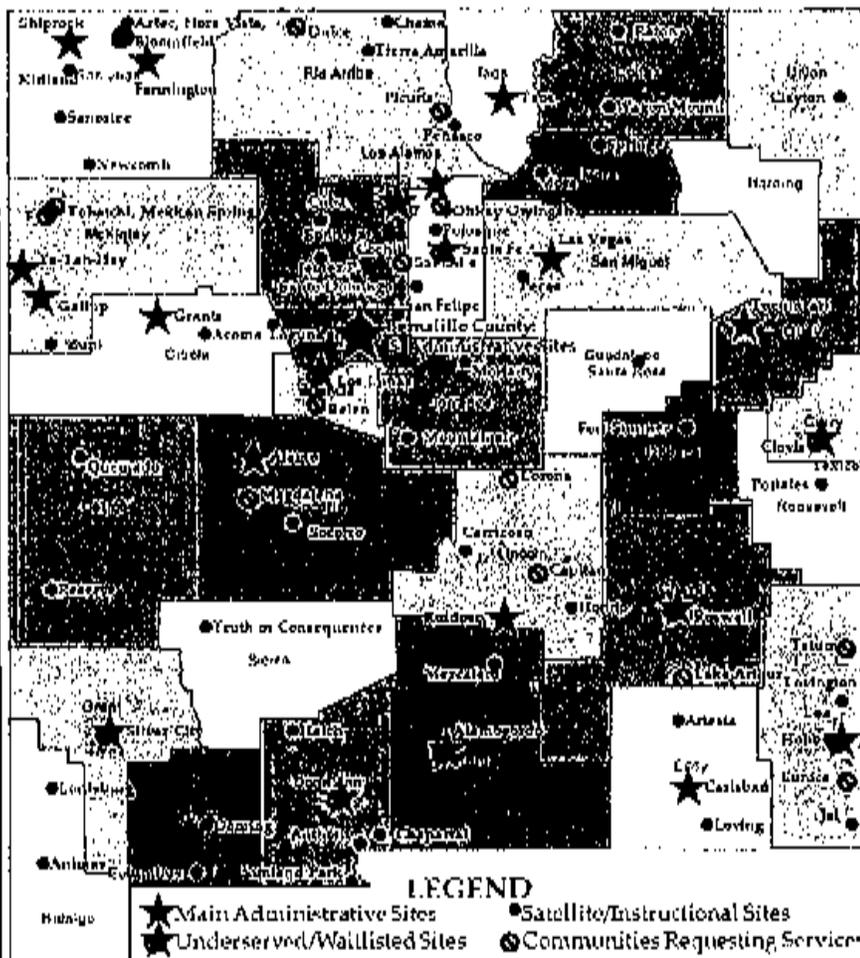
2012 New Mexico Adult Education Fact Sheet

Over 400,000 New Mexico Adults do not have a high school diploma and/or English language skills.

Population being served
 Basic Literacy (3,237)
 Basic Education (7,229)
 Adult Secondary—GED Preparation (1,588)
 English-as-a-Second Language (6,800)

In 2011-12, over 1,000 students eligible for service were waitlisted at existing programs due to lack of capacity and over 2 dozen additional communities or community organizations requested Adult Education services.

Programs and Enrollment 2011-12



| Adult Education Program | Students |
|--------------------------------------|---------------|
| Albuquerque GED (formerly SER de NM) | 217 |
| Alamo Navajo School Board, Inc. | 87 |
| Catholic Charities | 1,038 |
| Central NM Community College | 2,382 |
| Clovis Community College | 576 |
| Dine College | 255 |
| ENMU-Roswell | 1,608 |
| ENMU-Ruidoso | 241 |
| Funa Community College | 181 |
| Mesalands Community College | 81 |
| NM Dept. of Corrections | 1,601 |
| NM Junior College | 441 |
| NMSU-Alamogordo | 347 |
| NMSU-Carlsbad | 596 |
| NMSU-Doña Ana | 3,256 |
| NMSU-Grants | 298 |
| Northern NM College | 248 |
| Sage Lifelong Learning | 280 |
| San Juan College | 636 |
| Santa Fe Community College | 1,979 |
| Southwestern Indian Polytechnic | 786 |
| UNM-Gallup | 567 |
| UNM-Los Alamos | 280 |
| UNM-Fair | 225 |
| UNM-Valencia | 988 |
| Western NM University | 210 |
| TOTAL | 18,854 |

The New Mexico Higher Education Department Adult Basic Education Division serves adults 16 years of age and older who function below the high school completion level. The 26 Adult Education programs in the state provide opportunities for New Mexico's adults to improve their lives by

- Learning basic literacy and numeracy skills
- Earning a GED high school diploma
- Learning English as a second language (ESL) and Civics
- Preparing for college and careers
- Obtaining and keeping a job

ITOM 9,
CT Turner

MIDDLE-SKILL JOBS STATE-BY-STATE



GED Testing
Services

NATIONAL SKILLS COALITION
Every worker. Every industry. A strong economy.

New Mexico's Skills Mismatch: A Middle-Skills Gap

In 2009, about 47 percent of New Mexico's jobs were in middle-skill occupations. But only 44 percent of the state's workers likely have the appropriate training for these jobs.

New Mexico Jobs and Workers by Skill Level, 2009

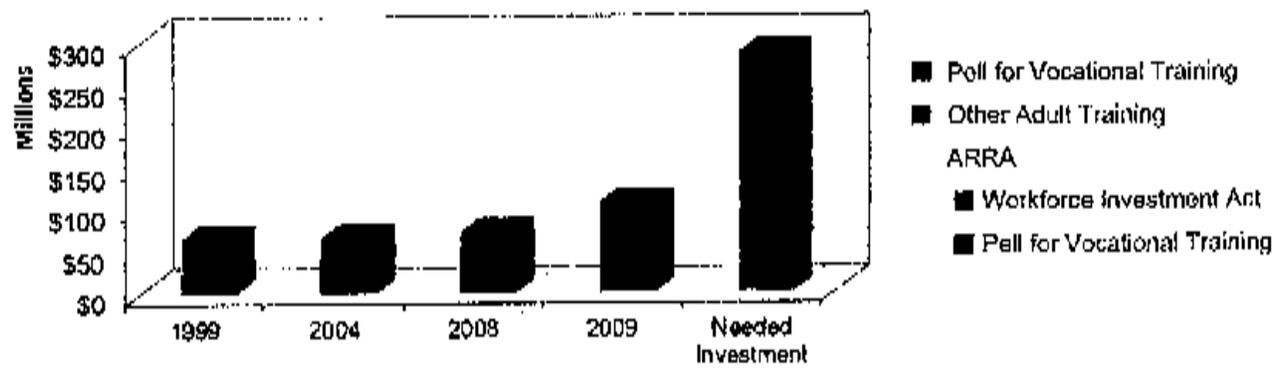


Sources: U.S. Department of Labor and U.S. Bureau of the Census

New Mexico's Competitiveness Requires Federal Investments in Training for Middle-Skill Jobs

To maintain a strong economy, New Mexico must address its middle-skills gap by investing in a skilled workforce. Training just another 5 percent of New Mexico's workforce for middle-skill jobs would require a new investment, beyond existing state and federal programs, of at least \$223 million or 4.5 times New Mexico's current federal funding for all job training, adult education, vocational education, and financial aid for community college students.

New Mexico's Middle-Skills Investment Gap



Sources: U.S. Departments of Labor and Education. Note: American Recovery and Reinvestment Act (ARRA) funds were a one-time investment in adult training programs, and include Workforce Investment Act (WIA) and Pell Grant for Vocational Training funding.

National Skills Coalition
 1730 Rhode Island Ave NW, Suite 712
 Washington, DC 20036
 Phone: 202-223-8991
 Fax: 202-223-8354
www.nationalskillscoalition.org

The Workforce Alliance is now the National Skills Coalition



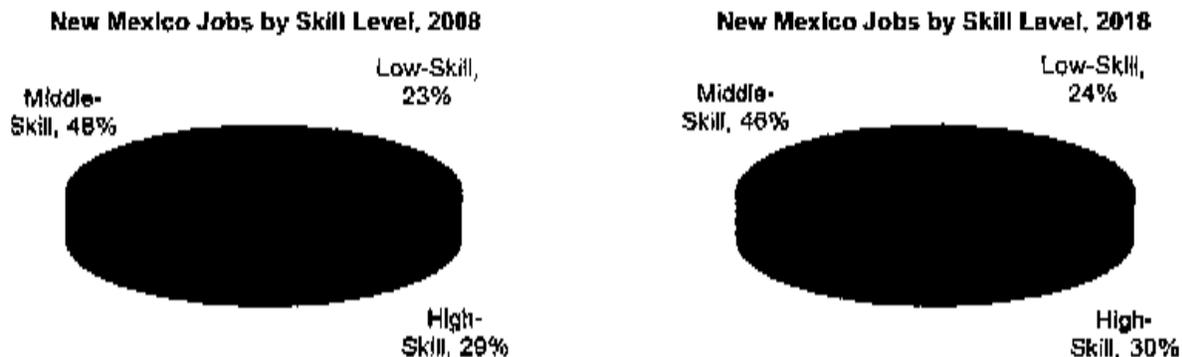
New Mexico

Growing New Mexico's Economy by Investing in the Forgotten Middle

Middle-skill jobs, which require more than high-school, but less than a four-year degree, make up the largest part of America's and New Mexico's labor market. All too often, key industries in New Mexico are unable to find enough sufficiently trained workers to fill these jobs. As a result, job creation and economic growth are stifled. We can't afford that—particularly now—in New Mexico.

Years ago, our nation established a number of workforce development programs to meet this demand by preparing New Mexico's workers for middle-skill jobs. But since then, our federal education and training policies have largely forgotten about these jobs, and investments in the programs that prepare middle-skill workers have plummeted. As a result, in New Mexico too many workers struggle to find decent jobs and too many employers struggle to find skilled employees. Our federal policymakers—including New Mexico's congressional delegation—must address the investment shortfall in the forgotten middle of the labor market. New Mexico simply can't afford the lost jobs and productivity that complacency brings.

Demand for Middle-Skill Jobs is Strong, Will Remain Strong in New Mexico



Source: New Mexico Department of Workforce Solutions

Middle-Skill Jobs are the Backbone of New Mexico's Economy

Middle-skill jobs are key to our nation's health, its infrastructure and its economic growth. Many of these jobs cannot be outsourced: from the care of our sick and elderly, to the repair of our computerized cars, to the running and maintenance of our factories' advanced machinery, to the construction of our nation's bridges and buildings. Middle-skill jobs can provide good wages and career paths for America's and New Mexico's workers.

| Examples of High-Demand Middle-Skill Jobs in New Mexico | Industry | 2009 Median Annual Earnings* |
|---|-----------------------------------|------------------------------|
| Air Traffic Controllers | Transportation | \$107,410 |
| Police and Sheriff's Patrol Officers | Protective Services | \$42,150 |
| Truck Drivers, Heavy and Tractor-Trailer | Trucking | \$35,200 |
| Carpenters | Construction | \$33,500 |
| Automotive Mechanics | Installation, Maintenance, Repair | \$33,180 |

* 2009 median annual earnings for all occupations in New Mexico = \$29,340

FIFTY-FIRST LEGISLATURE
FIRST SESSION, 2013

February 25, 2013

Mr. President:

Your EDUCATION COMMITTEE, to whom has been referred

SENATE BILL 381

has had it under consideration and reports same WITHOUT
RECOMMENDATION, and thence referred to the FINANCE
COMMITTEE.

Respectfully submitted,

John M. Sapien, Chairman

Adopted _____ Not Adopted _____
(Chief Clerk) (Chief Clerk)

Date _____

The roll call vote was 8 For 1 Against

Yes: 8
No: Woods
Excused: None
Absent: None

Fiscal impact reports (FIRs) are prepared by the Legislative Finance Committee (LFC) for standing finance committees of the NM Legislature. The LFC does not assume responsibility for the accuracy of these reports if they are used for other purposes.

Current FIRs (in HTML & Adobe PDF formats) are available on the NM Legislative Website (www.nmlegis.gov). Adobe PDF versions include all attachments, whereas HTML versions may not. Previously issued FIRs and attachments may be obtained from the LFC in Suite 101 of the State Capitol Building North.

FISCAL IMPACT REPORT

ORIGINAL DATE 02/11/13

SPONSOR Lopez/Stapleton LAST UPDATED _____ HB _____

SHORT TITLE Adult Basic Education Fund and Tests SB 381

ANALYST Roberts

APPROPRIATION (dollars in thousands)

| Appropriation | | Recurring or Nonrecurring | Fund Affected |
|---------------|-----------|------------------------------|------------------|
| FY13 | FY14 | | |
| | \$4,000.0 | Recurring | General Fund |

(Parenthesis () Indicate Expenditure Decreases)

Relates to Senate Bill 183 and House Bill 321

Duplication to Appropriation in General Appropriation Act: Higher Education Department: Adult Basic Education

SOURCES OF INFORMATION

LFC Files

Responses Received From

Higher Education Department (HED)

Public Education Department (PED)

SUMMARY

Synopsis of Bill

Senate Bill 381 has two sections. Section 1 of the bill amends Section 21-1-27.5 NMSA to replace the term "commission" with "department" and it also proposes language change which would allow funds in the adult education fund to not revert back to the general fund. Section 2 appropriates \$4 million from the general fund to the adult basic education fund for the adult basic education programs. Any unexpended or unencumbered balance remaining at the end of fiscal year 2014 shall not revert to the general fund.

FISCAL IMPLICATIONS

The appropriation of \$4 million dollars contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2014 shall not revert to the general fund.

As a matter of policy, recurring general fund appropriations should revert at the end of a fiscal year to allow proper fiscal accounting of all expenditures.

SIGNIFICANT ISSUES

The PED reports the following:

GED Statistics

- Approximately 270,000 New Mexicans lack a high school credential; this number is exacerbated by the 195,000 plus adults 25 years and older whose native language is not English for a total of approximately 465,000 people in New Mexico without a high school credential.
- A GED credential allows students to pursue post-secondary education, enter restricted job fields such as the military, and is a powerful second chance for those who did not graduate high school through a traditional path.
- In the calendar year of 2012, 8,495 students took one or more parts of the GED test.
- 7,338 students completed the entire GED test.
- 4,907 students passed the GED (67 percent pass rate).
- The average age of New Mexico GED test-takers is 24; 53 percent are male, 47 percent are female.
- The current cost for GED paper-based testing ranges from \$35 to \$100 among the 29 GED Testing Centers located across the state.
- Computer-based testing is currently available at five testing centers across the state at a rate of \$24 per module (5 modules) for a total of \$120 for the entire test.

A student may take the GED test three times per subject via paper-based testing, and six times per subject via computer-based testing. Therefore, funding the cost of the test will significantly aid students who require repeated testing to achieve success.

Adult Basic Education (ABE)

- The HED's Adult Basic Education (ABE) Division, through its 27 sites, provides free GED classes including books and necessary materials.
- In FY 2010-11, ABE programs in New Mexico enrolled over 21,000 students. Due to limited funding, NMABE was only able to serve approximately 5 percent of the eligible adult population.
- NMABE is considered primarily a GED program; however, few students enter prepared to study at this level. Approximately 90 percent of New Mexico students enroll in the lowest levels of adult basic education and English language proficiency.

The HED further adds:

In 2011 Pearson VUE, a for-profit electronic testing company owned by the global media company, Pearson PLC acquired GED Testing Service, a part of the non-profit American Council on Education. At the time, GED TS was developing a new GED® test to replace the last revision, "GED® 2002". Pearson VUE has continued that development as a joint venture with the American Council on Education, owner of the GED trademark.

The new GED® test will be the only one available in New Mexico beginning in January of 2014.

The 26 Adult Education programs in New Mexico that are funded through the ABE Division (NM ABE) of HED serve approximately 20,000 students each year. Of these about one-third are studying English as a second language (ESI) and the rest are improving their basic skills. The cost to students to take the GED® test before the Pearson-VUE acquisition averaged about \$65 per student (ranging from \$35 at the Central New Mexico Community College testing center to \$100 at Santa Fe Community College).

Beginning January, 2014 the cost will be \$120 per student for the first two years and then, according to Pearson-VUE, the cost will rise to perhaps twice that.

- Practice tests which determine student readiness for the final GED® test will cost \$50.
- Obtaining instructional materials for the new test could cost, conservatively, \$300-400 per student per year.
- Each year over 4 percent demonstrate by standardized assessment that they could be ready to pass the GED test within the year.

More than half of New Mexico's ABE students have a family income under \$12,000.

It is unclear whether the \$4 million appropriated in Section 2 would supplement or supplant the unspecified appropriation mentioned in Section 1 of the law. In FY11 the amount appropriated to support adult education services was \$5.67 million; \$5.62 million in FY12 and \$5.18 million in FY13. The HED requested the same funding level for adult education for FY14. If the appropriation is intended to be the entire appropriation to the Adult Education Fund, it would represent a funding reduction that could result in a federal funding cut of more than \$1.4 million.

If the \$4 million appropriated in SB 381 is intended to supplement the funding appropriated under the current law this would increase the funding available for New Mexico providers and ensure ongoing compliance with federal maintenance of effort requirements.

If this bill supplants the previous level of funding, a reduction of 20 percent in direct state funding will impact current programs. There will also be a reduction in federal funding. If this bill offers new and additional funding above the previous level of funding, there will be an additional level of federal funding available.

Any unexpended or unencumbered balance remaining at the end of FY 2014 and subsequent years does not revert to the General Fund. Making funds non-reverting would help support long range planning by the 26 local service providers.

PERFORMANCE IMPLICATIONS

The HED reports that the ABE division at the department maintains a rigorous accountability system for all local providers, including program review, financial controls, and a longitudinal student database to track program performance.

ADMINISTRATIVE IMPLICATIONS

The HED will be responsible for administering the funds for the adult basic education programs and high school equivalency diploma tests, including GED® tests. The department notes that there will be an administrative impact, but total cost is not known at this time.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

Related Bills: SB 183 replaces terms referring to GED® in New Mexico statutes with the term 'high school equivalency diploma'; SB 263 appropriates funds for GED® educational training to DFA to provide training in Bernalillo County; and HB 321 appropriates \$4 million to the Higher Education Department to fund adult education programs and high school equivalency diploma tests.

Legislative Education Study Committee's sponsored legislation, SB 183 which directly relates to this bill, replaces the terms "general education development certificate", "general equivalency certificate", "general educational development certificate", "certificate of general equivalency", "general education diploma", and "GED certificate" in Chapter 21 (State and Private Education Institutions), Chapter 22 (Public Schools), Chapter 27 (Public Assistance), Chapter 29 (Law Enforcement), Chapter 31 (Criminal Procedure), Chapter 33 (Correctional Institutions), Chapter 52 (Workers' Compensation), and Chapter 58 (Financial Institutions and Regulations) with the term "high school equivalency diploma".

The acronym "GED" is a registered trademark that generally refers to "general education diploma", "general education development", and "general equivalency diploma". The GED Testing Service is a joint venture between Pearson and the American Council on Education (ACE) that offers adults the opportunity to earn a high school equivalency credential. The GED test is not the only high school equivalency program recognized in the U.S., though it appears to be the most widely recognized test of its kind.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

The HED notes that New Mexico adult education programs would continue to operate at the current reduced funding level. Beginning in January of 2014, the cost of the GED® test will rise significantly and far fewer New Mexico adults will be able to afford to take the test without supplemental funding.

MIR/blm

Registration

2012 - 2013 ACT Fees and Services

All fees are nonrefundable unless otherwise noted.

For information on ACT Fee Waivers, see [Am I eligible for a fee waiver? \(/faq/feewaiver.html\)](#)

Test fee per test option

ACT (No Writing)
\$35.00

Includes reports for you, your high school, and up to four college choices (if valid codes are provided when you register).

ACT Plus Writing
\$50.50

Includes reports for you, your high school, and up to four college choices (if valid codes are provided when you register). The \$15.50 Writing Test fee is refundable, on written request, if you are absent on test day or switch to the ACT (No Writing) before testing begins.

Additional registration fees and services

Add to the test fee for your test option (except for the Test Center Change)

5th and 6th college choices
add \$11.00 each

Requested online before the test date; refundable on written request, if you do not test. Find out how much it costs to [send your score! \(/scores/send/costs.html\)](#) after you test.

Telephone re-registration
add \$13.00

Late registration fee (U.S. or Canada only)

add \$22.00

For registration or test date change submitted during the late period for a national test date, [\(/regist/dates.html\)](#).

Standby testing
add \$43.00

Refunded if you are denied admission to the test center on test day, or if your registration was cancelled due to no photo provided.

International testing (required outside the U.S. or Canada)
add \$30.00

The ACT Plus Writing [\(writing/index.html\)](#) is not available at international test centers on the February test date.

Test date change
add \$21.00

For different date only if absent or unable to test on the original test date or if your registration is cancelled for failure to meet ACT's test security requirements. If you request a test date change after the regular deadline for the new date, you must also add the late fee. You will be charged the full test fee for your new test date plus \$21.00 (\$43.00 if you register during the late period). Your test fee for the original test date will be promptly refunded.

Test center change
\$21.00

For the same test date.

Viewing scores and score report online
FREE

Test Information Release (TIR) service
add \$19.00

Full Test

- Take a full SAT test for FREE!

Score Choice™:

Choose the scores you send >

- Learn More

SAT Study Plan: Tell us a few things about yourself, and we'll recommend the best study plan.

SAT Study Plan

Which test will you take? ▾

How many times have you taken it? ▾

When will you take it? ▾

Go!

Question of the Day:

Test your skills every day of the week >

- Answer It!

Test Day Checklist:

What to bring on test day, and what not to bring >

•
Close

Subject Tests Fee Examples

Example 1

Eduaro registered to take the Math Level 2 and Physics tests in November.

He paid:

| | |
|------|---|
| \$23 | Basic Subject Test Fee (Per Registration) |
| \$12 | Additional charge per non-language with listening test (Math Level 2) |
| \$12 | Additional charge per non-language with listening test (Physics) |

\$47 TOTAL

Example 2

Heather registered to take the Math Level 2, Physics and Spanish with Listening tests in November.

She paid:

\$23 Basic Subject Test Fee (Per Registration)

\$12 Additional charge per non-language with listening test
(Math Level 2)

\$12 Additional charge per non-language with listening test (Physics)

\$23 Additional charge per language with listening test
(Spanish with Listening)

\$70 TOTAL

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Revised General Test

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[ScoreSelect Option](#)
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[Test Fairness and Validity](#)

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Fees for the GRE® revised General Test and Related Services

Fees are stated in U.S. dollars and are in effect as of January 8, 2013.

| Standard Test Administration | |
|---|-------|
| GRE® revised General Test — worldwide | \$185 |
| Special Handling Requests | |
| Online registration fee (paper-based test online registration only) | \$25 |
| Standby testing (paper-based test only) | \$50 |
| Rescheduling fee | \$50 |
| Changing your test center | \$50 |
| Test Preparation | |
| POWERPREP® Version 2.0 Software , Preparation for the Computer-based GRE revised General Test | FREE |
| Practice Book for the Paper-based GRE® revised General Test, Second Edition (PDF) | FREE |
| Math Review (PDF) | FREE |
| Vocab Conventions (PDF) | FREE |
| An Introduction to the Analytical Writing Section of the GRE revised General Test (PDF) | FREE |
| ScoreSelect™ Online Writing Practice for the GRE revised General Test | \$13 |
| The Official Guide to the GRE® revised General Test (also available at many bookstores) | \$35* |
| Scoring Services | |
| View Scores Online | FREE |
| Scores by Phone | \$12 |
| Additional Score Reports (ASR) — per region | \$25 |
| Question-and-Answer review service — Verbal Reasoning & Quantitative Reasoning sections only | \$50 |
| Score review for Analytical Writing measure | \$35 |
| Paper-based test multiple-choice hand scoring | \$30 |
| Score reinstatement fee | \$30 |
| Tools for Success | |
| GRE® Search Service Candidate Profile Listing | FREE |
| ETS® Personal Profile Index (ETS® PPI) Evaluation Report , first four reports when combined with GRE® revised General Test registration | FREE |
| Additional ETS® PPI Evaluation Reports , per region | \$20 |

*Taxes Surcharges

Fees are subject to change without notice. The above amounts are exclusive of any value-added or similar taxes. Any tax or surcharge in addition to the amounts quoted.

[See information about taxes \(PDF\)](#)



Register for the GRE revised General Test

[Register Now >](#)

Now ScoreSelect™ Option

Send institutions the scores that reflect your personal best. [Learn more >](#)

Get FREE test prep

and check out the new \$4.99 mobile app.

[Start practicing >](#)

Browse the expanded GRE test prep also.

The GRE® Success Starter video and 2nd edition of *The Official Study Guide* can help you do your best on the test. [Shop now >](#)



DakTech, Inc.

Fargo, ND 58103

Direct:(888) 761-8540

Fax:(701) 282-9690

<http://www.daktech.com>

e-mail: mtupa@daktech.com

Price Quote

To: New Mexico State University – Grants Campus
Attn: Fred Warr-For GED Testing Center
From: Mike Tupa
Re: DakTech Discovery 61 Core i3 3.1Ghz Computer
CES: 2008-015 DTI

DakTech Discovery 61

System Board: Intel DH61CR with 1333/1066Mhz memory support, Integrated Intel High Definition Audio, 1PCI Conventional Slot, 2PCI Express 2.0 x1connectors, 1 PCI Express 2.0 x 16 card add-in slot, Integrated Intel 10/100/1000, up to 10 USB 2.0 ports, 4 Serial ATA 3.0GB's, 1 DVI and 1 VGA Connection Ports, 1 Serial header and 1 parallel port

Case: Black Small Form Factor Convertible Case w/300 watt Power Supply

Processor: Intel Core i3-2100 3.1Ghz Processor, (3mb cache)

Memory: 8.0GB DDR3 PC1333Mhz (2-2.0gb Sticks)

Hard Drive: 500.0GB Seagate Serial ATA 7200 rpm

Video: integrated Intel Graphics on the processor

CD: LG 52x24x16x52 CDRW/DVD-R- Combo Drive

Keyboard: Logitech Internet keyboard

Mouse: Logitech Optical Mouse

LCD: ViewSonic VG2228WMLED 22" LED with speakers

OS: Microsoft Windows 7 64-Bit with recovery disk

Warranty: 7-years on components. 3-Years on Monitor and backlight

Value-added: Free hard drive Imaging
Life-time Tech support

| | | |
|-----------------------------|----|------------|
| Configured PC Price: | \$ | 929.00* |
| Quantity: | | 15 |
| Total: | \$ | 13,935.00* |

Thanks Fred!
Direct: 888-761-8540
Mike Tupa

Price Quotes for equipment needed for Pearson VUE Testing System

| QTY | Description | Unit Price | Total |
|------------|--|-------------------|---------------------|
| 10 | Dell Optiplex 3010 computers | \$ 1,054.15 | \$ 10,541.50 |
| 1 | Interlink Electronics epad signature pad model VP801 | \$ 115.00 | \$ 115.00 |
| 1 | Logitech QUickCam Pro 9000 webcam | \$ 69.99 | \$ 69.99 |
| 1 | Dell Poweredge R210II Rack Server | \$ 6,344.00 | \$ 6,344.00 |
| 1 | HP Laserjet Pro 400 M401n laser printer | 219.99 | \$ 219.99 |
| | Grand Total > | | \$ 17,290.48 |



Corporate office: NCS Pearson Inc 5601 Green Valley Dr, Bloomington, MN 55437, USA

To: Insert complete company name
Insert street address
Insert city, state/province and country
Insert postal code
Insert phone
Insert email

Invoice No: Insert Site ID

Invoice Date: 3/26/13

Pro Forma Invoice

This invoice is governed by and incorporated by reference into the Pearson VUE Authorized Center Agreement, as amended, executed between the parties.

| Product | Quantity |
|---|----------|
| 8 1/2 x 11 acrylic display (camera stand) | 1 |
| Logitech HD Webcam C615 | 2 |
| Interlink signature pad | 1 |

Total Due: USD **\$450.00***

*Includes expected shipping, handling, duty and VAT fees. Other unexpected costs related to clearance are to be paid by PVTC.

Method of Payment

Purchase Order

PO: Insert Purchase Order Number

Please fax a copy of this invoice, the Pearson VUE Supplier Request Form, and a copy of the Purchase Order to 612-395-5491 or email them to pvamericaschannel@pearson.com

Company _____

Signature _____

Print Name _____

Title _____

Date _____

RETURN COMPLETED INVOICE TO:

Americas

pvamericaschannel@pearson.com

PVTC Technical Requirements

About the Installation Scenarios

This document describes the minimum hardware requirements to install the Pearson VUE Testing System (VTS) software in a Pearson VUE Authorized Test Center. The VTS software may be installed in one of two configurations: **Workgroup scenario** or **Server scenario**. Whichever scenario is installed, the hardware and software must meet Pearson VUE's minimum requirements as shown in the [System Requirements](#) on page 4.



If you are installing on **Windows XP** and you need more than 8 exam delivery workstations, you must use **Windows Server 2003** or **Windows Server 2008**. If you are installing on **Windows 7**, up to fifteen exam delivery workstations may be configured, otherwise you must use **Windows Server 2008** or **Windows Server 2003**.

Pearson VUE does not support the following items:

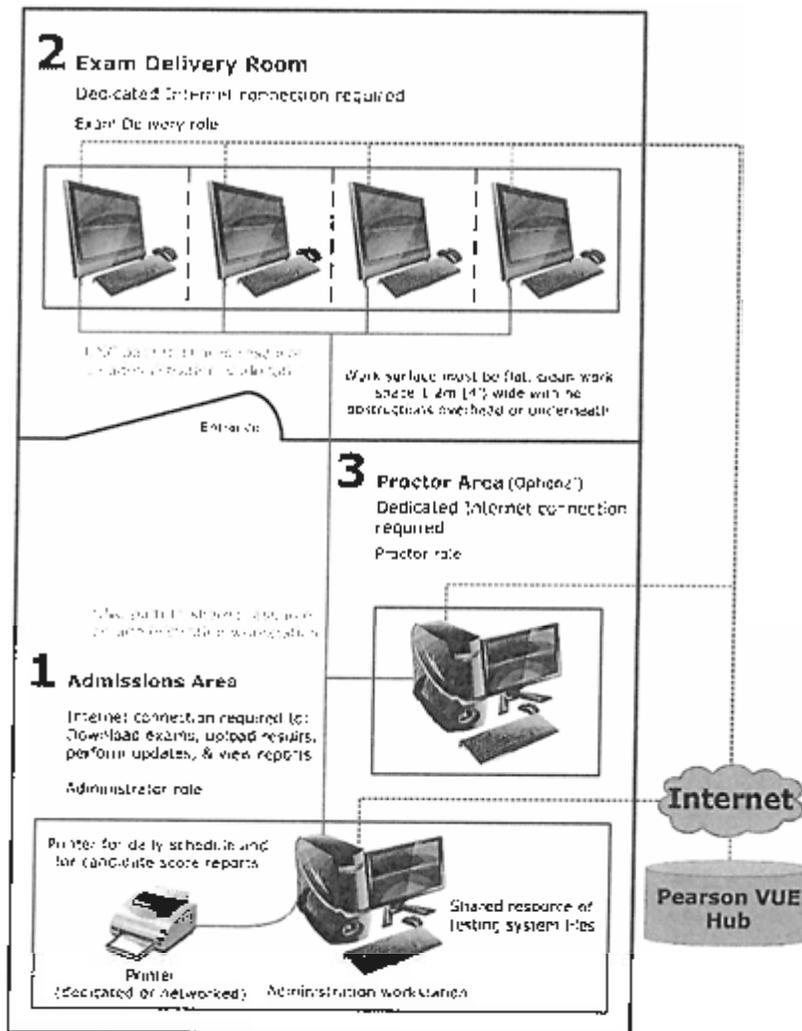
- Windows Vista
- Windows 8
- MAC operating system
- Mac hardware running any operating system
- Virtual machines in any form are prohibited
- Standard dialup connections

Workgroup scenario installation

Limited to 8 Windows XP or fifteen Windows 7 Delivery workstations

In a Workgroup scenario installation, up to 8 Windows XP or up to fifteen Windows 7 exam Delivery workstations are connected through a local area network (LAN) or workgroup, and the Administration workstation provides shared file storage. This is illustrated below.

Pearson VUE Authorized Center
 Workgroup Scenario
 Multiple computers workgroup/network



The Windows XP Administration workstation can handle a max of ten network connections, so if a Proctor workstation is configured, then only 8 exam Delivery workstations may be configured. One is left out as a safety mechanism to protect the stability of exam deliveries in progress.

Server Scenario Installation

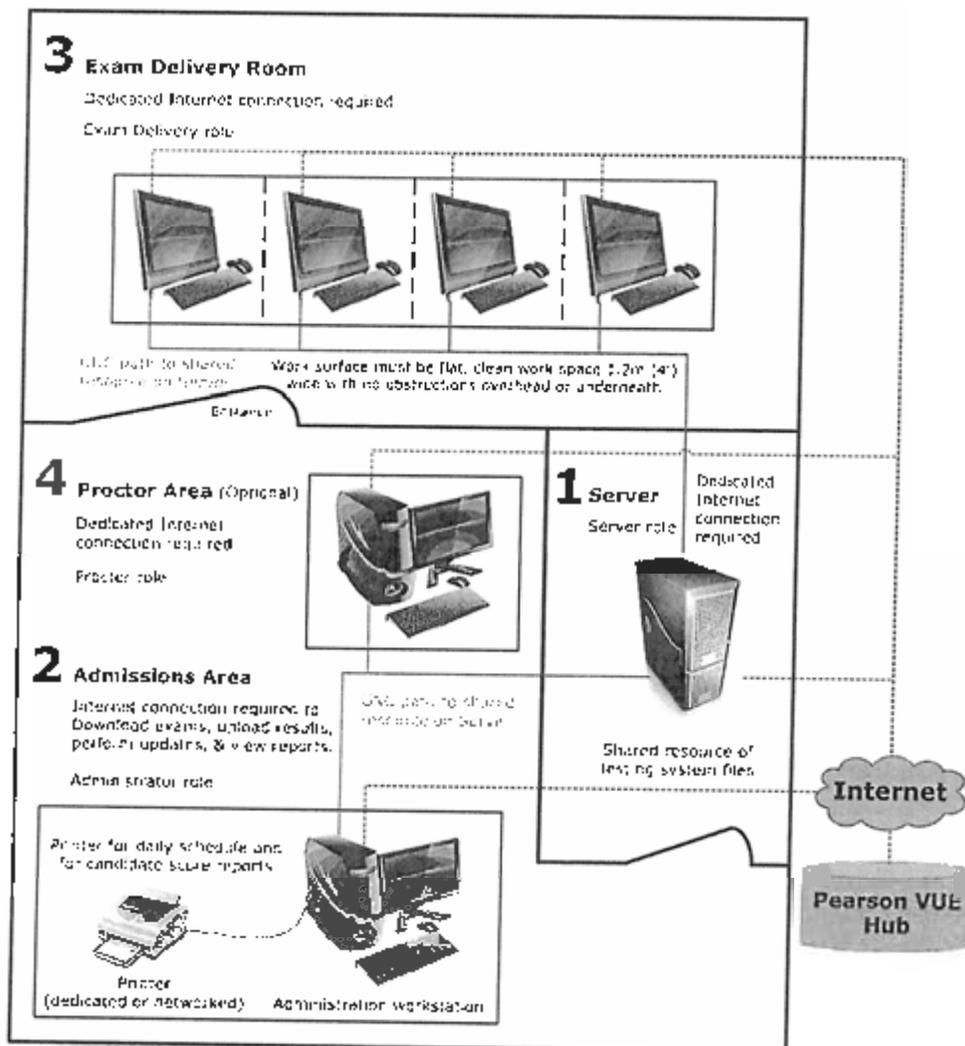
In a Server scenario installation, all exam delivery workstations are connected through a LAN, and a file server provides shared file storage. This is illustrated below. (Server scenario refers to a setup type and is not related to an Operating System.)



You must use a **Server scenario** if you need more than **fifteen Windows 7** exam delivery workstations, or if you need more than **8 Windows XP** exam delivery workstations. Windows XP allows no more than ten connections. Windows 7 performance drops significantly if you use more than fifteen connections.

Pearson VUE Authorized Center

Server Scenario
Multiple computers
local area network (LAN)



System Requirements

Effective **October 1, 2012**, the following pages list the minimum system requirements for installing and running the Pearson VUE Testing System, and for operating as a test center. **As these are minimum requirements to operate our systems, Pearson recommends purchasing equipment with more than the listed minimum system requirements.** The minimum requirements will change periodically based on the needs of our exam sponsors.

Administration and exam Delivery workstations

| Requirement | Administration Workstation | Delivery Workstation |
|---------------------|---|---|
| Processor | Windows compatible Intel or AMD dual or multi-core processor . <i>The Intel Atom line and AMD Neo line of processors are not permitted.</i> | |
| RAM | 2 GB | |
| Hard Drive | NTFS Format with at least 40 GB available space | NTFS Format with at least 60 GB available space |
| Operating System | Windows 7 Professional or Enterprise (32-bit & 64-bit) with NTFS file system required or Windows XP Professional (32 bit) with Service Pack 3 , NTFS file system required <ul style="list-style-type: none"> • <i>Windows Vista strictly prohibited</i> • <i>Windows 8 strictly prohibited</i> • <i>Virtual machine and thin client environments (e.g., VMware, Virtual PC, VirtualBox, Parallels, HP, Wyse, etc.) strictly prohibited</i> • <i>Mac operating system strictly prohibited</i> • <i>Mac hardware running any operating system strictly prohibited</i> | |
| Video Adapter | True color (32-bit) 1024 x 768 pixels 128 MB Video RAM Video Adapter must support DirectX 9c or higher | |
| Display | 17 inch (CRT or flat panel) | |
| Mouse and Keyboard | Mouse, English QWERTY Keyboard | |
| DVD-ROM Drive | Required | |
| Audio Card | Windows audio compatible | |
| USB | Minimum of 2 ports required for mouse and keyboard . May also need ports for admissions camera, signature pad and scanner. | 2 ports required for mouse and keyboard . May need additional port for headset if required. |
| Network Connection | Network Interface Card (1) Ethernet card 100 mbps between workstation and switch – with internet access. Cabling Ethernet/CAT 5E or better /RJ45 Wireless network connections not permitted. | |
| Internet Connection | Broadband (DSL, cable or LAN/WAN) required. Minimum 512kbps upload. Total bandwidth must support 25 kbps Down/10 kbps Up for each Delivery workstation. Note: IPv6 is not supported for internal or external communications. | |
| Internet Browser | Internet Explorer 7.0 or 8.0 | |
| Anti-Virus Software | Installed, enabled and regularly updated | |

PVTC Technical Requirements

| Requirement | Administration Workstation | Delivery Workstation |
|--------------------------------|---|----------------------|
| Printer | Laser 600 dpi with Postscript support, accessible from Administration and Delivery workstations | |
| Additional Software Components | <ul style="list-style-type: none"> Microsoft .NET Framework version 2.0 with Service Pack 1 (x86) Language Packs installed to support complex languages | |

Server file storage

The server file storage must be accessible to the Administration workstation, Proctor workstation, and all exam Delivery workstations.

- ❖ In a Workgroup Scenario configuration, the server file storage is located on the local hard drive of the Administration workstation.
- ❖ In a Server Scenario configuration, the server file storage is located on a separate file server.

Whichever scenario is installed, the following requirements apply to the server file storage:

| Requirement | Server File Storage |
|--------------------------------|---|
| Processor | Windows compatible Intel or AMD dual or multi-core processor . <i>The Intel Atom line and AMD Neo line of processors are not permitted.</i> |
| RAM | 2 GB |
| Hard Drive | 60 GB available space |
| Operating System | <p><i>Server Scenario:</i></p> <p>Windows Server 2008 32-bit & 64-bit (more than fifteen Windows 7, or 8 Windows XP workstations), NTFS file system, with latest supported Service Pack</p> <p>Windows 2003 Server 32-bit only (more than fifteen Windows 7, or 8 Windows XP workstations), NTFS file system, with latest supported Service Pack Windows</p> <p>Windows 7 Professional or Enterprise 32-bit & 64-bit (1 - 15 workstations), NTFS file system required</p> <ul style="list-style-type: none"> <i>Virtual machine and thin client environments (e.g., VMware, Virtual PC, VirtualBox, Parallels, HP, Wyse, etc.) strictly prohibited</i> <i>Mac operating system strictly prohibited</i> <i>Mac hardware running any operating system strictly prohibited</i> Laptops strictly prohibited <p><i>Workgroup Scenario:</i> See above under Administration workstation requirements</p> |
| Additional Software Components | Microsoft .NET Framework Version 2.0 with Service Pack 1 (x86) |
| DVD-ROM Drive | Required |
| Network Connections | Network Interface Card Ethernet card 1 GB full 100 mbps from server to switch, wireless networking not permitted , cabling Ethernet /CAT 5E or better /RJ45 <i>Novell NetWare not supported</i> |
| Power Supply | UPS recommended |
| System Backup | Performed daily |
| Anti-Virus Software | Installed, enabled and regularly updated |

Pearson VUE specific hardware

Some exams may require the use of test center admissions equipment. Please consult with your Pearson VUE representative to determine if these components are required for your test center. If required, these components may be purchased from Pearson VUE.

| Requirement | Administration Workstation |
|-------------------------|--|
| Web Camera | Logitech HD Webcam C615 or Logitech WebCam Pro 9000 |
| Signature Device | Interlink Electronics ePad Signature Pad Model VP9801 or VP9805 |

Software licenses

Test centers are required to have appropriate software licenses for all operating systems and application software installed on all workstation equipment used for exam administration and delivery.

Setting up the test center

Office layout and environment

Test centers are required to provide a distraction-free, secure testing environment with continuous candidate surveillance. If your test center is already administering exams, the layout of your office is probably sufficient. If you are setting up a new test center, the exact layout will vary depending on the physical space available and on the number of candidates that will be accommodated. For more information, or for assistance in planning a new testing area, contact your local Pearson VUE office.

The following minimum requirements must be met when setting up a testing room:

- ❖ Provide an enclosed, professional environment that is clean, comfortable, smoke-free and conducive to testing.
- ❖ Provide adequate lighting, ventilation and comfortable seating and work surfaces. Place testing workstations on a clean surface that is approximately four feet (1.2 meters) wide, with no obstructions overhead or underneath. Monitor positions should be adjustable in order to allow each candidate to establish a comfortable testing position. Room lighting should provide sufficient light for keyboard and erasable noteboard while avoiding screen glare.
- ❖ Separate candidates within the testing room. Separate testing stations using walls or privacy partitions, or at least four feet (1.2 meters) of empty space on all sides.
- ❖ Disallow use of equipment such as printers, fax machines, copiers or telephones while testing is in progress.
- ❖ Minimize noise and distractions during testing. Refer to the next section, "Providing a quiet testing environment," for tips.
- ❖ Provide a clear glass viewing window or wall, video surveillance system or seating for a test administrator within the testing room. Whichever surveillance method is used, it must allow an *unobstructed* view of each candidate within the testing room.
- ❖ Provide a separate area outside the testing room for checking in candidates, with a workspace for the testing administrator and seating for candidates who are waiting.
- ❖ Provide lockers or other suitable storage for personal belongings. The candidate cannot take items such as pagers, paper, books

and briefcases into the testing room. Provide adequate parking and/or access to public transportation.

- ❖ Provide access to people with disabilities, in compliance with the Americans with Disabilities Act of 1990 (in the United States) or your country-specific requirements.

Provide a quiet testing environment

Testing can be a stressful experience for many candidates. Even minor noises near the testing room can cause a candidate to feel distracted. This section provides information on actions your test center can take to minimize distractions. Refer to “Office layout and environment” in Chapter 4 of the Policies & Procedures Guide for additional information on minimizing noise.

Location of testing area

Place the exam delivery workstations in a dedicated room that can be closed off from the rest of the office space. It should be in a low-traffic area away from any training rooms in use, to avoid the sounds of students talking and moving to and from the classroom. Also avoid placing the testing room near an area where people gather, such as a student cafeteria or busy corridor.

Insulation

Insulate the testing room to minimize noise. In addition to insulated walls, an insulated ceiling will help minimize noise. Using fabric-covered partitions between workstations will create privacy and will also absorb sound.

Administrator station location

The computer that will serve as your administration workstation must be located in an area that is accessible for checking in candidates because you need to use the Site Manager/Admissions Manager application, which is part of the Pearson VUE Testing System. You can either place the administration workstation so that it is convenient for checking in candidates, or you can run Site Manager on a workstation other than the administration workstation.

Work surfaces

Pearson VUE recommends that you place exam delivery workstations on a work surface that is approximately four feet (1.2 meters) wide.

Storage for candidate belongings



Candidates are discouraged from bringing any personal belongings to the test center, since these items must be stored in a secure space and are not permitted in the testing room. A personal belonging is any item a candidate brings to the test center that is not either permitted by the exam sponsor's policies or pre-approved because of an accommodation. These belongings are not allowed due to security reasons—for example, candidates could hide notes in a purse or briefcase or send out information about an exam via cell phone.

The secure space your center provides for candidate belongings can be any space in which candidates cannot access the belongings during the exam and in which the items will be safe. If your test center has lockers, you can assign the candidate a locker and key. If lockers are not available, you can have the candidate place belongings in a locked room or lock the items in the administrator's desk during the exam.

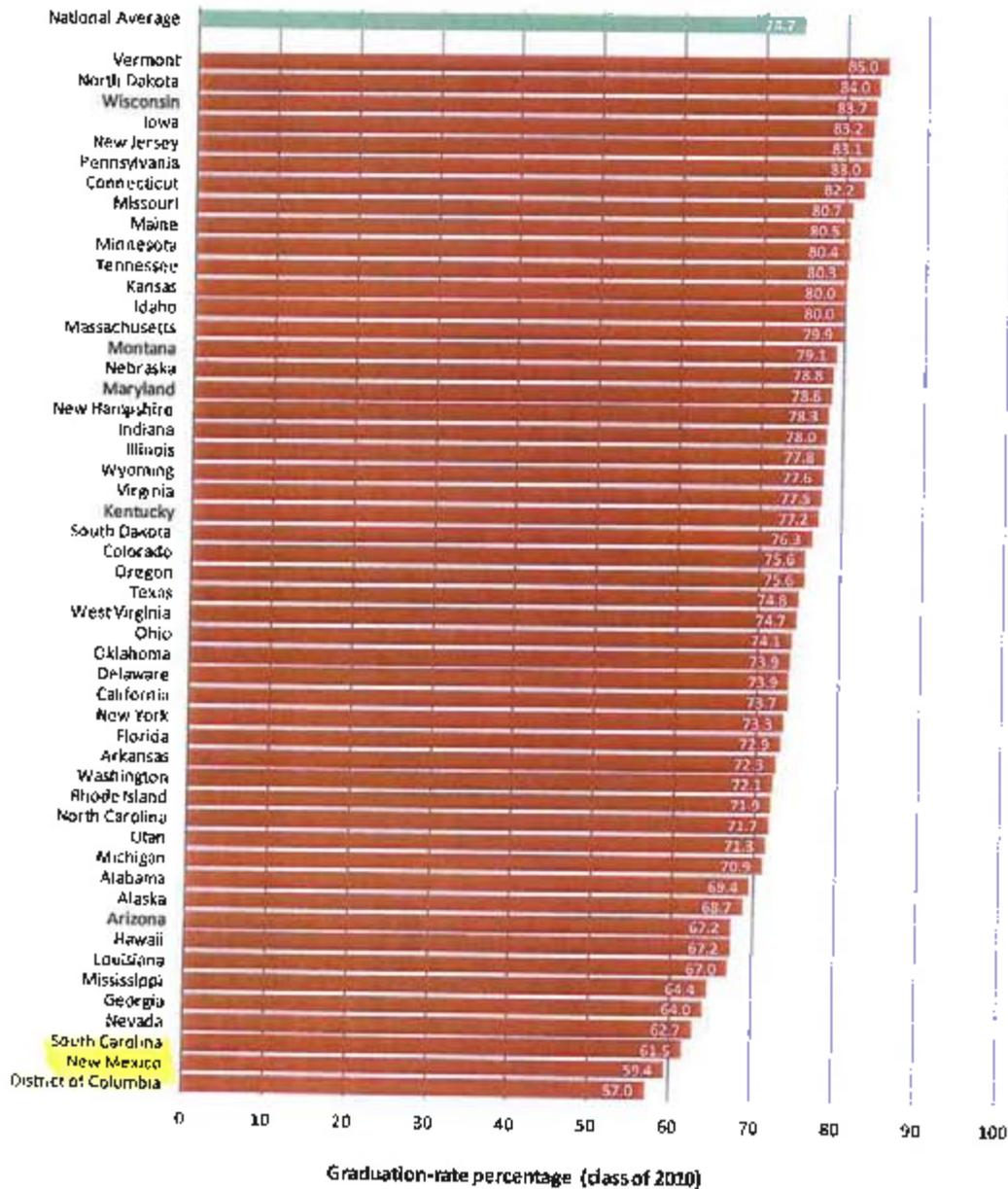


Center-owned, locked backpacks work well for storage. Candidates know their belongings are safe at their feet, but they cannot access them during the exam. You can unlock the backpack after a candidate returns the erasable noteboard and pen.



Graduation in the United States

Nationwide, 74.7 percent of all public school students graduated from high school with a regular diploma in the class of 2010, marking the third straight year of gains following a period of modest declines. A gap of 28 percentage points separates the best-performing and worst-performing states. Vermont and North Dakota lead the nation, graduating 85 percent and 84 percent of students respectively. In all, 13 states post graduation rates of 80 percent or higher. By contrast, the graduation rate falls below 60 percent in the District of Columbia and New Mexico. As reported in *Diplomas Count 2013*, the nationwide graduation rate has risen 7.9 percentage points in the past decade and has reached its highest point since 1973.

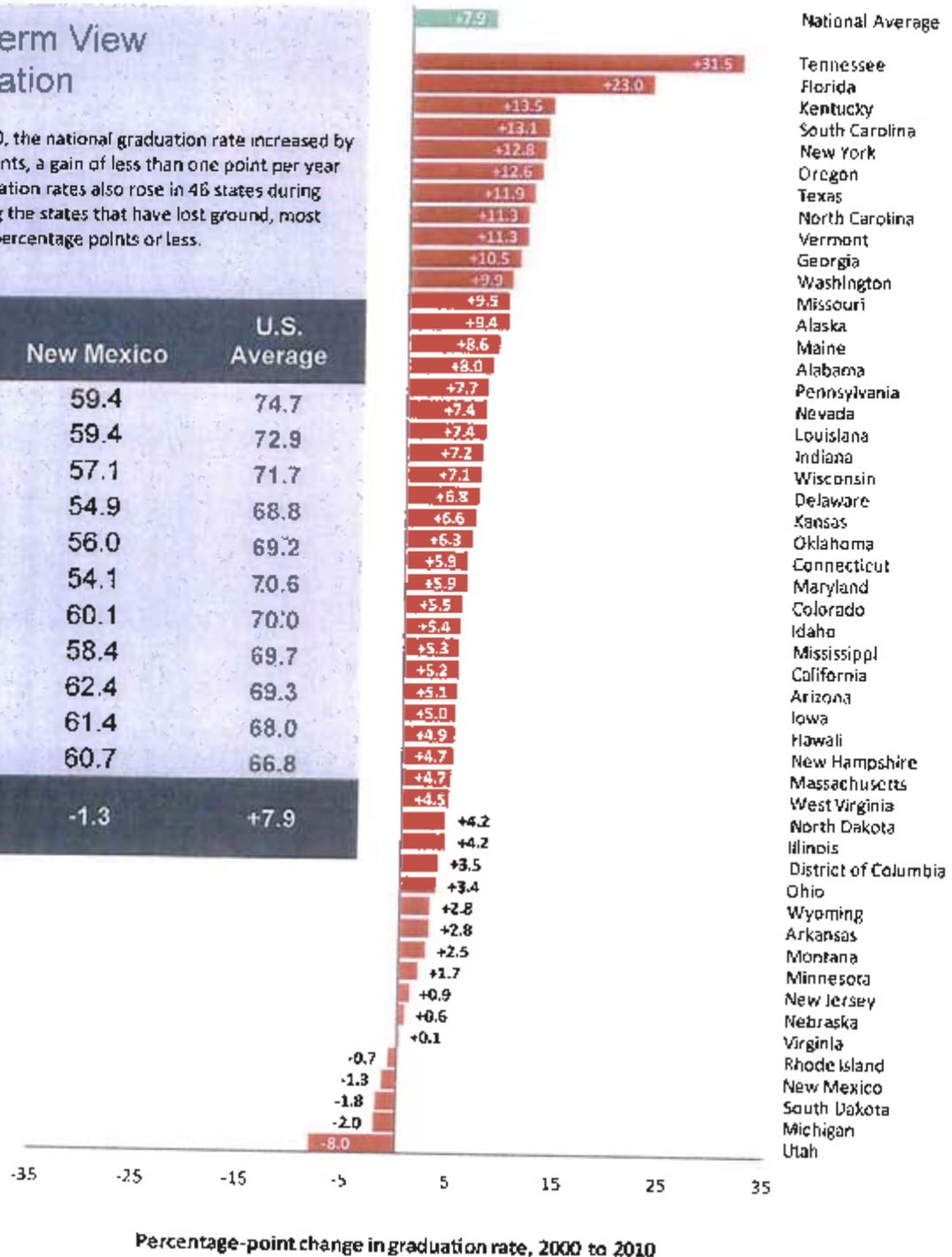


New Mexico — State Highlights 2013

A Long-Term View Of Graduation

From 2000 to 2010, the national graduation rate increased by 7.9 percentage points, a gain of less than one point per year on average. Graduation rates also rose in 46 states during this period. Among the states that have lost ground, most saw declines of 2 percentage points or less.

| Year-by-year trends | New Mexico | U.S. Average |
|-----------------------|-------------|--------------|
| 2010 | 59.4 | 74.7 |
| 2009 | 59.4 | 72.9 |
| 2008 | 57.1 | 71.7 |
| 2007 | 54.9 | 68.8 |
| 2006 | 56.0 | 69.2 |
| 2005 | 54.1 | 70.6 |
| 2004 | 60.1 | 70.0 |
| 2003 | 58.4 | 69.7 |
| 2002 | 62.4 | 69.3 |
| 2001 | 61.4 | 68.0 |
| 2000 | 60.7 | 66.8 |
| 10-Year Change | -1.3 | +7.9 |



New Mexico — State Highlights 2013

Graduation Accountability and Calculation Methods

The No Child Left Behind Act broke new ground in 2002 by mandating that accountability decisions under the law take high school graduation rates into account. Initial federal guidelines allowed states to choose their own formulas for calculating graduation rates used for accountability purposes. In all but five instances, the states' officially reported rates for the class of 2010, the most recent year of data available, are higher than those computed by the EPE Research Center using the Cumulative Promotion Index. Those discrepancies stem primarily from the states' formulas. A review of state accountability documents shows that, for the class of 2010, almost half the states used a leaver-rate calculation, a method that tends to produce inflated results because it relies heavily on undercounted dropout data. Regulatory changes, prompted by concerns over the uniformity and accuracy of state-reported statistics, required all states to transition to a uniform, cohort-based method for calculating graduation rates for 2011-12 accountability determinations.

| | State-reported graduation rate (class of 2010) | CPI graduation rate (class of 2010) | Percentage-point difference State-reported rate minus CPI rate (class of 2010) | State calculation method for NCLB (class of 2010) |
|----------------------|--|-------------------------------------|--|---|
| Alabama | 88 | 69 | 19 | Leaver rate |
| District of Columbia | 76 | 57 | 19 | Leaver rate |
| Utah | 90 | 71 | 19 | Cohort rate |
| Georgia | 81 | 64 | 17 | Leaver rate |
| Arkansas | 85 | 72 | 13 | Persistence rate |
| Delaware | 87 | 74 | 13 | Leaver rate |
| Hawaii | 80 | 67 | 13 | Cohort rate |
| South Dakota | 89 | 76 | 13 | Cohort rate |
| Idaho | 92 | 80 | 12 | Leaver rate |
| Minnesota | 92 | 80 | 12 | Leaver rate |
| New Jersey | 95 | 83 | 12 | Leaver rate |
| Arizona | 78 | 67 | 11 | Cohort rate |
| Washington | 83 | 72 | 11 | Cohort rate |
| Illinois | 88 | 78 | 10 | Cohort rate |
| Nebraska | 89 | 79 | 10 | Leaver rate |
| Ohio | 84 | 74 | 10 | Leaver rate |
| South Carolina | 72 | 62 | 10 | Cohort rate |
| Connecticut | 91 | 82 | 9 | Leaver rate |
| Mississippi | 73 | 64 | 9 | Cohort rate |
| Oregon | 85 | 76 | 9 | Leaver rate |
| Tennessee | 89 | 80 | 9 | Leaver rate |
| Texas | 84 | 75 | 9 | Cohort rate |
| West Virginia | 84 | 75 | 9 | Leaver rate |
| Maryland | 87 | 79 | 8 | Leaver rate |
| New Mexico | 67 | 59 | 8 | Cohort rate |
| Oklahoma | 82 | 74 | 8 | Leaver rate |
| Pennsylvania | 91 | 83 | 8 | Leaver rate |
| California | 81 | 74 | 7 | Leaver rate |
| Nevada | 70 | 63 | 7 | Leaver rate |
| New Hampshire | 85 | 78 | 7 | Cohort rate |
| Indiana | 84 | 78 | 6 | Cohort rate |
| Iowa | 89 | 83 | 6 | Leaver rate |
| Wisconsin | 90 | 84 | 6 | Cohort rate |
| Florida | 78 | 73 | 5 | Cohort rate |
| Michigan | 76 | 71 | 5 | Cohort rate |
| Missouri | 86 | 81 | 5 | Leaver rate |
| North Dakota | 88 | 84 | 4 | Cohort rate |
| Rhode Island | 76 | 72 | 4 | Cohort rate |
| New York | 76 | 73 | 3 | Cohort rate |
| Virginia | 80 | 77 | 3 | Cohort rate |
| Massachusetts | 82 | 80 | 2 | Cohort rate |
| North Carolina | 74 | 72 | 2 | Cohort rate |
| Vermont | 87 | 85 | 2 | Cohort rate |
| Wyoming | 80 | 78 | 2 | Cohort rate |
| Maine | 82 | 81 | 1 | Cohort rate |
| Montana | 80 | 79 | 1 | Leaver rate |
| Kansas | 80 | 80 | 0 | Cohort rate |
| Kentucky | 77 | 77 | 0 | Leaver rate |
| Louisiana | 67 | 67 | 0 | Cohort rate |
| Alaska | 68 | 69 | -1 | Leaver rate |
| Colorado | 72 | 76 | -4 | Cohort rate |

NOTES: Graduation rates and differences are rounded to the nearest whole number. State-reported graduation rates for the class of 2010 were obtained from the U.S. Department of Education's Ed Data Express database.

ITOM 9,
CT Turner

MIDDLE-SKILL JOBS STATE-BY-STATE



GED Testing
Services

NATIONAL SKILLS COALITION
Every worker. Every industry. A strong economy.

New Mexico's Skills Mismatch: A Middle-Skills Gap

In 2009, about 47 percent of New Mexico's jobs were in middle-skill occupations. But only 44 percent of the state's workers likely have the appropriate training for these jobs.

New Mexico Jobs and Workers by Skill Level, 2009

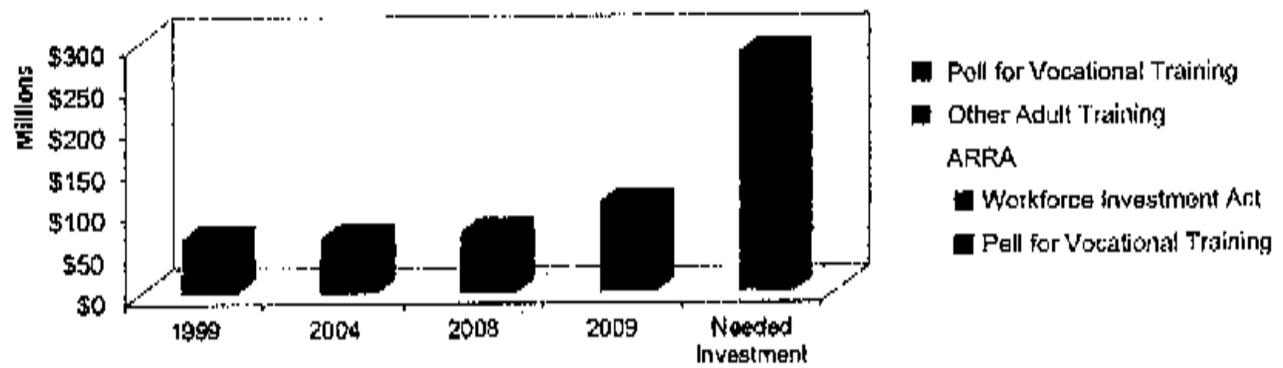


Sources: U.S. Department of Labor and U.S. Bureau of the Census

New Mexico's Competitiveness Requires Federal Investments in Training for Middle-Skill Jobs

To maintain a strong economy, New Mexico must address its middle-skills gap by investing in a skilled workforce. Training just another 5 percent of New Mexico's workforce for middle-skill jobs would require a new investment, beyond existing state and federal programs, of at least \$223 million or 4.5 times New Mexico's current federal funding for all job training, adult education, vocational education, and financial aid for community college students.

New Mexico's Middle-Skills Investment Gap



Sources: U.S. Departments of Labor and Education. Note: American Recovery and Reinvestment Act (ARRA) funds were a one-time investment in adult training programs, and include Workforce Investment Act (WIA) and Pell Grant for Vocational Training funding.

National Skills Coalition
 1730 Rhode Island Ave NW, Suite 712
 Washington, DC 20036
 Phone: 202-223-8991
 Fax: 202-223-8354
www.nationalskillscoalition.org

The Workforce Alliance is now the National Skills Coalition



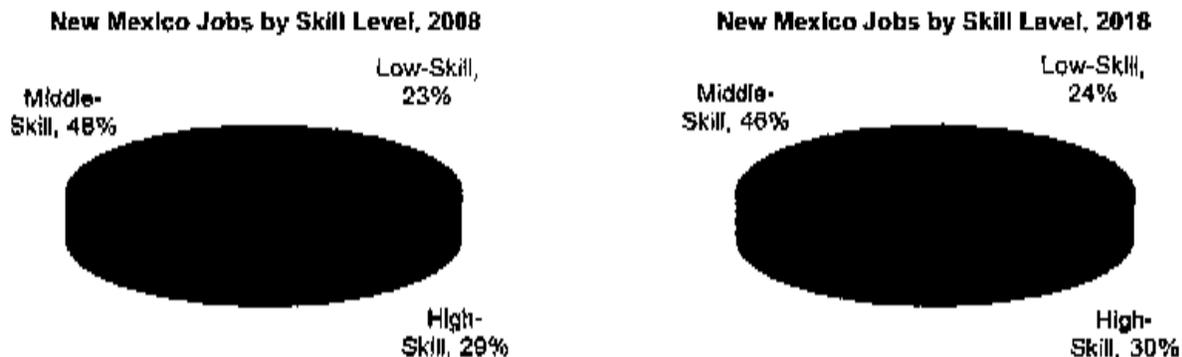
New Mexico

Growing New Mexico's Economy by Investing in the Forgotten Middle

Middle-skill jobs, which require more than high-school, but less than a four-year degree, make up the largest part of America's and New Mexico's labor market. All too often, key industries in New Mexico are unable to find enough sufficiently trained workers to fill these jobs. As a result, job creation and economic growth are stifled. We can't afford that—particularly now—in New Mexico.

Years ago, our nation established a number of workforce development programs to meet this demand by preparing New Mexico's workers for middle-skill jobs. But since then, our federal education and training policies have largely forgotten about these jobs, and investments in the programs that prepare middle-skill workers have plummeted. As a result, in New Mexico too many workers struggle to find decent jobs and too many employers struggle to find skilled employees. Our federal policymakers—including New Mexico's congressional delegation—must address the investment shortfall in the forgotten middle of the labor market. New Mexico simply can't afford the lost jobs and productivity that complacency brings.

Demand for Middle-Skill Jobs is Strong, Will Remain Strong in New Mexico



Source: New Mexico Department of Workforce Solutions

Middle-Skill Jobs are the Backbone of New Mexico's Economy

Middle-skill jobs are key to our nation's health, its infrastructure and its economic growth. Many of these jobs cannot be outsourced: from the care of our sick and elderly, to the repair of our computerized cars, to the running and maintenance of our factories' advanced machinery, to the construction of our nation's bridges and buildings. Middle-skill jobs can provide good wages and career paths for America's and New Mexico's workers.

| Examples of High-Demand Middle-Skill Jobs in New Mexico | Industry | 2009 Median Annual Earnings* |
|---|-----------------------------------|------------------------------|
| Air Traffic Controllers | Transportation | \$107,410 |
| Police and Sheriff's Patrol Officers | Protective Services | \$42,150 |
| Truck Drivers, Heavy and Tractor-Trailer | Trucking | \$35,200 |
| Carpenters | Construction | \$33,500 |
| Automotive Mechanics | Installation, Maintenance, Repair | \$33,180 |

* 2009 median annual earnings for all occupations in New Mexico = \$29,340

**New Mexico
Legislative Education Study Committee**

Educational Testing Service

High School Equivalency Test (HiSET)

**John Laramy, Executive Director
Rose Payan, Director**

Ruidoso, NM

July 11, 2013

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ETS & ITP...non-profit & mission driven

- SAT/PSAT®
- AP® - Advanced Placement Program®
- CLEP® – College-Level Examination Program®
- GRE® – Graduate Record Examinations®
- NAEP – National Assessment of Educational Progress
- The Iowa Tests including the ITED® (Iowa Test of Educational Development)
- PARCC Assessment Consortium

Today's Presentation

Outline

- Guiding principles
- Purpose of HiSET
- Distinctive features
- Momentum and Support
- Test Development/Delivery
- Price & Support Services
- Appendices
 - Test Design & Content
 - Outreach & marketing services
 - Support & transition services

Folder with handout materials

- Announcement
- Information Brief
- Sample Items
- Research Rationale
- Frequently Asked Questions
- Minimum System Requirements

Guiding Principles

- Based on expressed needs of states
- Reflect shared mission to advance equity and access by creating assessments based on rigorous research
- Support the transition to the common core standards
- Include options driven by state needs
- Leverage existing services and resources- including current test centers, technology and preparation materials
- Be affordable to candidates pursuing a high school credential

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Purpose

- The HiSET™ measures core academic skills:
 - Represent the long-term goals of secondary education, particularly critical thinking skills of analysis and evaluation.
 - Subjects of reading, language arts, mathematics, science and social studies that typically define high school coursework.
 - Essential to being prepared to enter a job, a training program, or an entry-level, credit-bearing postsecondary course.

Distinctive Features

- Paper and computer-based to serve the greatest number of candidates
- Affordable test fees to keep accessible for candidates, states, and educational programs
- Flexibility to use existing test centers, test prep and curricula
- English & Spanish versions of the tests
- Test design and validation by experts for fair and reliable results
- Retesting for 12 months at no additional charge
- Flexibility to use pre-2014 GED[®] scores with HiSET scores to issue equivalency credentials

Momentum & Support

HiSET States

- Montana
- New Hampshire
- Tennessee
- Missouri

In Procurement

- Iowa (Intent to award)
- Indiana
- Louisiana

National Outreach

- Departments of labor
- Military
- Library
- Federal Bureau of Prisons
- Chambers of Commerce
- Employers
- Higher Education

TEST DEVELOPMENT & DELIVERY

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Development

- Items calibrated and scaled based on national samples of high school students that met graduation requirements and earned a high school diploma.
- Items chosen based on alignment to the Common Core **State Standards and Webb's Depth of Knowledge**
- Test specifications include the Office of Vocational and Adult Education (OVAE) College and Career Readiness (CCR) Standards for Adult Ed.
- National norms used to describe HiSET results on a national ability scale.
- Cut-scores for passing HiSET correspond to the 40th percentile nationally.
- Cut-scores for college readiness in ELA-Writing, ELA Reading, Mathematics, and Science will be based on the national ability scale as well.

Content Overview

- Three equated forms each year
- Tests Knowledge & Process Skills
- Total testing time 7 hrs. and 5 min.

| HiSET Subject | Question Format | Length | |
|------------------------------|-----------------|-----------------|------|
| | | Number of Items | Time |
| Language Arts-Reading | Multiple Choice | 40 | 65 |
| Language Arts-Writing Part 1 | Multiple Choice | 50 | 75 |
| Language Arts Writing Part 2 | Essay | 1 | 45 |
| Mathematics | Multiple Choice | 50 | 90 |
| Science | Multiple Choice | 50 | 80 |
| Social Studies | Multiple Choice | 50 | 70 |

Paper & Computer-based administration

- Administer HiSET in Paper Pencil and/or CBT modality at test centers and correctional facilities
- **ETS' Proprietary Internet Based Testing System (iBT)**
 - System used to administer high stakes, secure assessments using a site based model
 - Used nationally and internationally for TOEFL, TOEIC, GRE and State Teacher Licensing Programs

PRICE AND SUPPORT SERVICES

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Simplified Pricing

Full Service:

- \$50 for paper or computer based administration
- Turn around time for scores:
 - 2 days multiple choice
 - 6 days essay (human-scored)*(pending receipt of a properly submitted answer sheet)*

Retesting:

- Two retests at no additional charge (12 months)



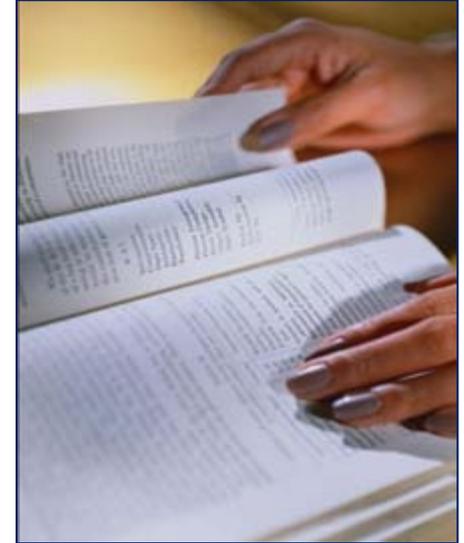
If a state wishes to combine pre-2014 GED scores with ETS **HiSET** scores, ETS will support this effort.

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Simplified Pricing

- Integrate existing programs, PD & materials
- Existing curricula and materials predictive of *HiSET*
- ETS Study Companions at no charge
- Regularly scheduled webinars
- Newly developed Practice Tests \$7.50- formative information- (OPT)



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Support Services

- Registration
- Scheduling
- Accommodations
- Customer service
- Scoring
- Transcripts initial and re-order
- State reporting

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Registration

Test-takers register

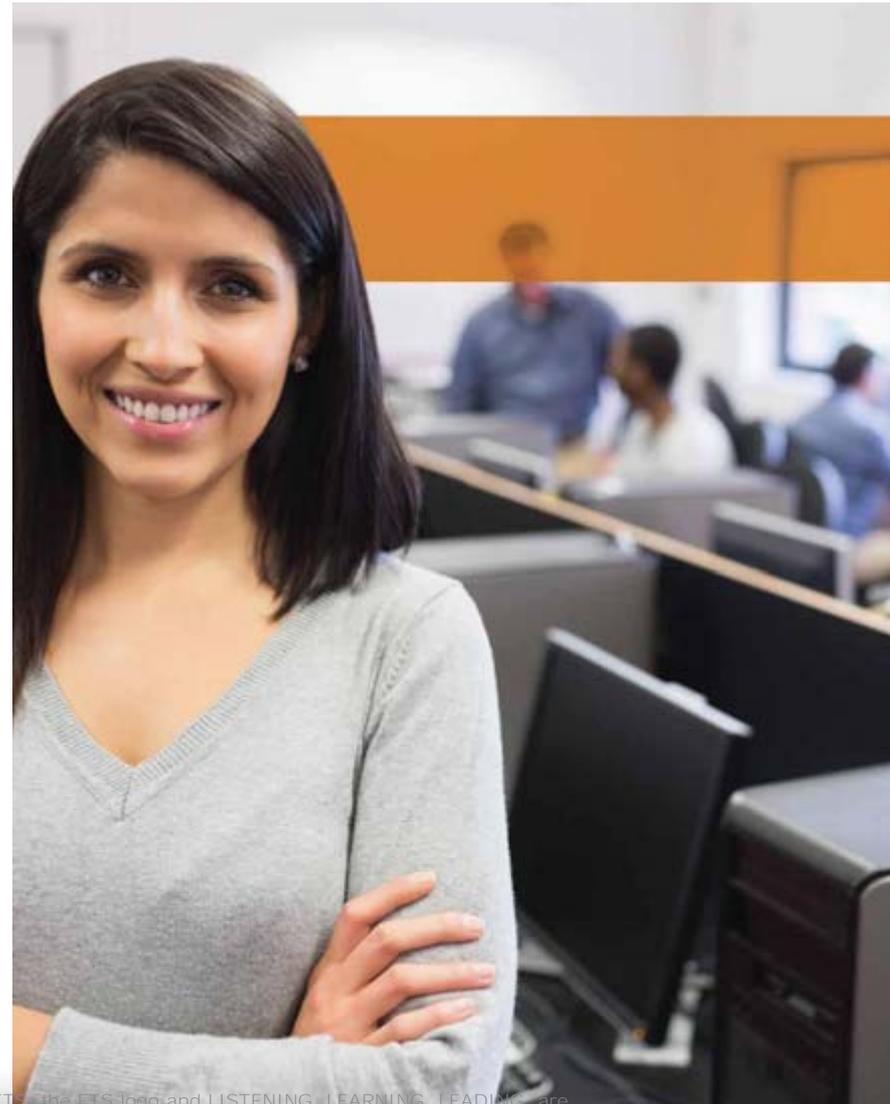
- Self service online
- At a testing center with assistance
- Via phone with ETS HiSET representative
- Demographic information collected
- **“Find a test center”** tools and information

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Test Centers

- States will continue to be the entity approving test centers
- For cbt-ETS will provide a set of minimal technical requirements
- Test centers do not pay for assessment materials, shipping, licensing
- Scheduling and registration system access for ordering, scheduling, rosters and transcripts



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Test Accommodations & Policies

- Complies with ADA of 1990 & the 2008 Amendments.
- Designed with reasonable testing accommodations for individuals with disabilities in mind
- ETS Office of Disability Policy will work with the state to develop policies, procedures and guidance in serving test takers with disabilities
- ETS employs a proven review and decision process for determining testing accommodations

Appendices

High School Equivalency Test (HiSET)

Educational Testing Service

Ruidoso, NM
July 17, 2013

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TEST DEVELOPMENT

TEST DESIGN & CONTENT

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Language Arts - Reading

| Test at a Glance | |
|---|--|
| Test Name | Language Arts – Reading |
| Time | 65 minutes |
| Number of Questions | 40 |
| Format | Multiple-choice questions |
| <p>A pie chart illustrating the distribution of content categories. The chart is divided into two segments: a larger green segment labeled 'I' representing 60%, and a smaller light green segment labeled 'II' representing 40%.</p> | Content Categories |
| | Application of concepts, analysis, synthesis, and evaluation involving: |
| | <ul style="list-style-type: none">I. Literary TextsII. Informational Texts |
| | Process Categories |
| | <ul style="list-style-type: none">A. ComprehensionB. Inference and InterpretationC. AnalysisD. Synthesis and Generalization |

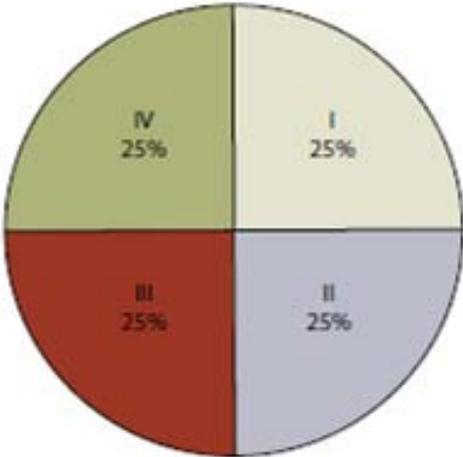
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Language Arts - Writing

| Test at a Glance | |
|--|---|
| Test Name | Language Arts - Writing |
| Time | Part 1 - 75 minutes Part 2 - 45 minutes |
| Number of Questions | 51 |
| Format | Multiple-choice questions Essay question |
| <p>A pie chart illustrating the distribution of content categories for the Language Arts - Writing test. The chart is divided into three segments: a large green segment labeled 'III' representing 55%, a light blue segment labeled 'I' representing 20%, and a light tan segment labeled 'II' representing 25%.</p> | Content Categories - Part 1 |
| | <ul style="list-style-type: none"> I. Organization of Ideas II. Language Facility III. Writing Conventions |
| | Content Categories - Part 2 |
| | <ul style="list-style-type: none"> A. Development of Ideas B. Organization of Ideas C. Language Facility D. Writing Conventions |

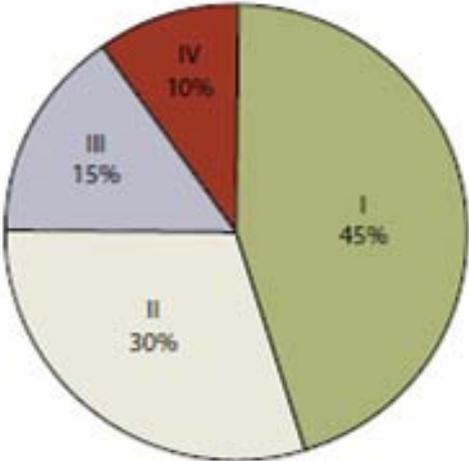
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Mathematics

| Test at a Glance | |
|--|--|
| Test Name | Mathematics |
| Time | 90 minutes |
| Number of Questions | 50 |
| Format | Multiple-choice questions |
|  | Content Categories |
| | <ul style="list-style-type: none">I. Numbers and Operations on NumbersII. Measurement/GeometryIII. Data Analysis/Probability/StatisticsIV. Algebraic Concepts |
| | Process Categories |
| | <ul style="list-style-type: none">A. Understand Mathematical Concepts and ProceduresB. Analyze and Interpret InformationC. Synthesize Data and Solve Problems |

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Social Studies

| Test at a Glance | |
|--|--|
| Test Name | Social Studies |
| Time | 70 minutes |
| Number of Questions | 50 |
| Format | Multiple-choice questions |
|  | Content Categories |
| | I. History II. Civics/Government III. Economics IV. Geography |
| | Process Categories |
| | A. Interpret and Apply B. Analyze C. Evaluate and Generalize |

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Science

| Test at a Glance | |
|--|--|
| Test Name | Science |
| Time | 80 minutes |
| Number of Questions | 50 |
| Format | Multiple-choice questions |
| <p>A pie chart divided into three equal quadrants. The top-right quadrant is olive green and labeled 'I 50%'. The top-left quadrant is light beige and labeled 'III 25%'. The bottom-left quadrant is light purple and labeled 'II 25%'.</p> | Content Categories |
| | I. Life Science II. Physical Science III. Earth Science |
| | Process Categories |
| | A. Interpret and Apply B. Analyze C. Evaluate and Generalize |

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OUTREACH AND MARKETING SERVICES

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Examples of the existing marketing activities

- State specific outreach in HiSET states
- Informational website launch: www.HiSET.ets.org
- Face-to-face meetings to share HiSET program information with the following organizations and entities:
 - Federal Bureau of Prisons
 - Federal Department of Labor
 - More than 30 state test directors
 - Leadership conference: Civil Rights
- Regional tours in HiSET states to meet with testing centers face-to-face
- Training sessions-Fall

Suggestions from stakeholders

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Support for ETS HiSET

- Developing and preparing to launch a national campaign to reach all stakeholders.
 - Preparing media packets for the state, testing centers, colleges, universities, and employers
 - National conferences and exhibits
 - Local conferences and exhibits
 - Media coverage and outreach
 - HiSET state specific meetings, conferences, and outreach

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Informational Website



FOR STATES AND EDUCATORS

For States and Educators

The HiSET Advantage

About the Test

Test Administration

FAQs

Contact

Launched
March 15th
providing
resources
for all
Stakeholders

<http://hiset.ets.org>



Introducing the ETS High School Equivalency Test — the affordable, accessible new alternative

Educational Testing Service (ETS) and Iowa Testing Programs (ITP), two highly respected nonprofit assessment organizations, are proud to introduce the new ETS High School Equivalency Test (*HiSET™*), a national testing program that will launch in January 2014.

We've listened to the needs and concerns of states, educators, policymakers and employers. The *HiSET™* test will include the elements that they've told us are critical to providing out-of-school youth and adults with the best opportunity to demonstrate their high school-level proficiency and their readiness for higher education or the workplace.

Now the choice is yours. Available in both paper- and computer-based testing formats and administered at state-selected test centers, the *HiSET* test will provide an accessible and affordable alternative to the GED® test that will benefit you and your stakeholders.

Learn how to offer the *HiSET™* test

To offer the *HiSET* test to candidates in your state or organization, [contact ETS](#).

HiSET™ Tools

[Test at a Glance \(PDF\)](#)

A description of each subject area, including content and process categories.

[Sample Questions \(PDF\)](#)

Examples of the types of questions that will appear on the five tests.

[Practice Tests](#)

A resource that gives candidates an indication of their readiness for the actual tests.

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SUPPORT & TRANSITION SERVICES

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Payments

Payment Method

 Pay with a Credit Card or Debit Card with a Visa/MasterCard logo

Credit Card Type:

Credit Card Number:

Expiration Date:



 Pay with eCheck. Have funds transferred directly from your bank account. Must be a US Bank.

 Pay using PayPal ([What is PayPal?](#))

Test takers can pay directly to ETS via the e-registration portal.

Billing Information

• First or Given Name: 

• Last or Family Name:

• Country/Location:

• Address Line 1:

Address Line 2:

• City:

• State:

Test centers can continue setting/collecting their test administration fees

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Training opportunities

- Teacher and preparation focused training
- Policy documentation, clear and concise tracking updates year-to-year
- Face-to-face administration training
- Training modules in development
- Webinars
- Advisory councils
- Shared space for PD and best practices

Registration



[STORE](#) | [CART \(0\)](#) | [FAQs](#) | [CONTACT US](#)

FOR TEST TAKERS

Welcome to HiSET

New User

With an HSET account, you can:

- Create/edit your profile
- Find test centers in your area. In some locations, you can also schedule your appointment online.
- Check your test registrations
- View scores

[Create an Account](#)

Returning User

Welcome back! Sign in using your HSET username and password.

Username:

Password:

[Sign In](#)

[Forgot Username](#) | [Forgot Password](#)

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[HiSET Home](#) | [For Test Takers](#) | [For Test Center Administrators](#) | [For States and Educators](#)

[About ETS](#) | [Legal](#) | [Contact Us](#)

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Listening. Learning. Leading.®

Registration

Create Account

Personal Information

Additional Information

Background Information

Username and Password

Review and Submit

Personal Information

* Required Information

* First or Given Name:

Middle Initial:

* Last or Family Name:

* Date of Birth: Month Day YYYY

* Gender: Male Female

Social Security Number (last 4 digits):

* Email:

* Country/Location:

* Address Line 1:

Address Line 2:

* City:

* State:

* ZIP Code:

* Primary Phone: Country Code

Phone

Extension

Type Landline Mobile

Alternate Phone: Country Code

Phone

Extension

Type Landline Mobile

< Back

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Next >



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Scheduling

- Utilizing ETS scheduling system
 - Test center information collected
 - Dates and hours
 - Seat capacity both pbt and cbt
- Training provided to test centers
 - Roster generation
 - Tracking of forms
 - ETS HiSET representative assistance for cancellation of testing and rescheduling

HiSET > For Test Takers > My HiSET Home > Find Test Centers

Find Test Centers

Find test centers near you. You may contact the test center to schedule an appointment to take the HiSET. In some locations, you can also schedule your appointment online. The test center may also help you with other test-related services.

▼ Search Criteria

- Required Information
- Country/Location:
- City, State or ZIP Code:
- Distance: Within Current State
- Test Center Name:
- Test Delivery Mode: Paper Test Computer Test

Search

Search Results

Results per page 26 Results Found

| # | Test Center | Distance |
|---|---|--|
| 1 | DMACC Urban Campus 1100 7th Street Des Moines, IA 50314 US Phone: 515/287-8701 <input type="button" value="Schedule Appointment"/> | 0.6 miles Map & Directions |
| 2 | DMACC Success Center 800 Porter Ave Des Moines, IA 50315 US Phone: 515/287-8700 <input type="button" value="Schedule Appointment"/> | 4.9 miles Map & Directions |
| 3 | DMACC Newton Campus 600 N. 2nd Ave. West Newton, IA 50208 US | 30.3 miles Map & Directions |





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FOR TEST TAKERS

My HiSET Home > Find test Center > Schedule Appointment

Schedule New Appointment

Appointment Information

* Required Information

Test Center: DMACC Urban Campus ([Change Test Center](#))

1100 7th Street, Des Moines, IA 50314

> Appointment 1

Language Arts Reading, February 14, 2014, 09:00 AM

▼ Appointment 2

* Test Title:

* Test Language: English Spanish

* Test Date and Time:

[+ Add Another Appointment](#)

[< Back](#)

[Cancel](#)

Select Date and Time Popup:

Select Date and Time

Test Delivery Mode: Paper Test

| February 2014 | | | | | | | March 2014 | | | | | | |
|---------------|-----|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| | | | | | | | 30 | 31 | | | | | |

Date: February 14, 2014

Time: 11:00 am

09:00 am

10:00 am

11:00 am

12:00 pm



Thank You

For additional information contact:

Rose Payan
Director, Student & Teacher Assessment
925-768-4368
rpayan@ets.org

Amy Riker
Director, ETS High School Equivalency Testing Program
609-619-1640
ariker@ets.org



Test Assessing Secondary Completion TASC

New Mexico Legislative Education Study Committee

Ruidoso, NM

July 11, 2013



TEST
ASSESSING
SECONDARY
COMPLETION



CTB/McGraw-Hill Overview

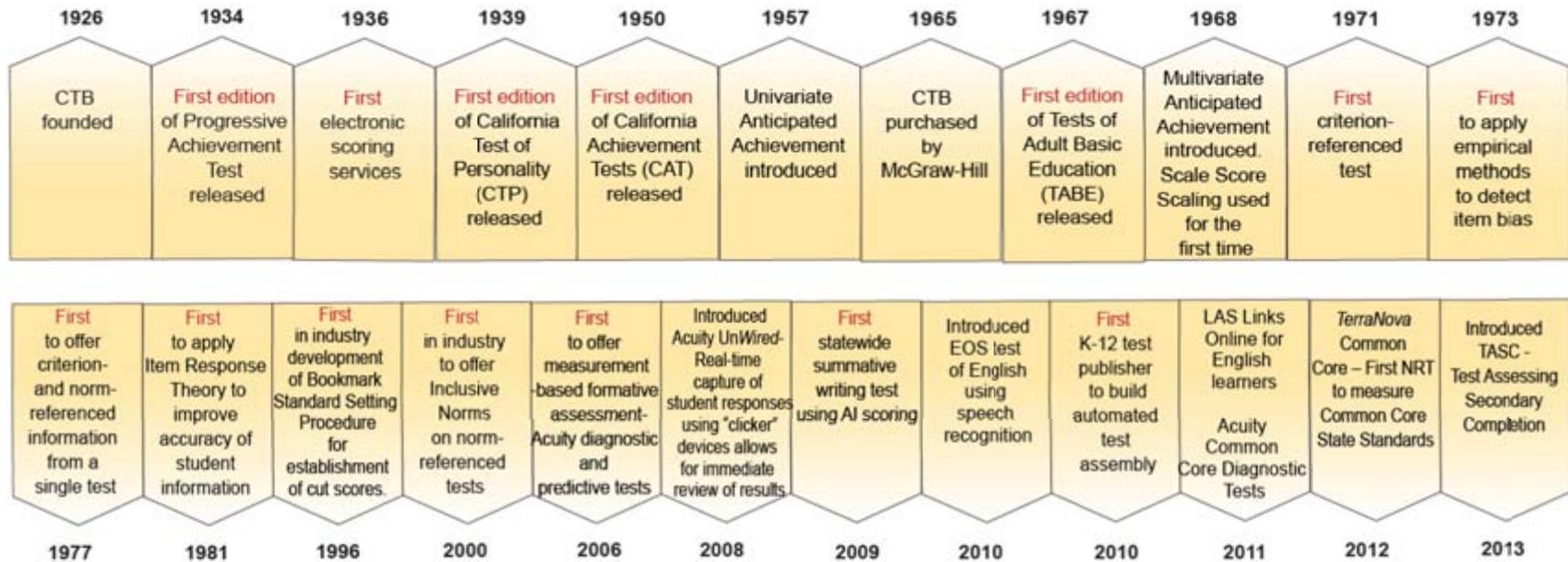


- Full-service, large-scale assessment publisher, founded in 1926
- Over 45 years experience serving adult education community with high quality, nationally researched assessment (paper, online, adaptive)
- Strong content development capabilities, authoritative Common Core expertise, universal design/accessibility leadership, engaging and rigorous content
- Highly accomplished research and psychometric staff and practices ensure validity, reliability, professional support
- Well engineered, robust systems from content management through test delivery and reporting
- Trusted provider of secure, summative tests, including high school and end-of-course testing programs
- Online Assessment System (OAS): More than 10,000 sites, over 4 million tests administered annually

A Distinguished History in Assessment



CTB/McGraw-Hill | A History of Firsts





Why Develop TASC?

- 43 States are looking for options
 - New York selected TASC for its HSE
- Support for targeted population
 - Access
 - Formats
 - Price
- Need for a gradual shift to the Common Core
- Building on our Mission – Help the Teacher Help the Student

TASC Overview



- Test Assessing Secondary Completion (TASC) is a secure, reliable and valid assessment measuring core content areas equivalent to that of graduating high school students.
- Key Features
 - Newly created content, aligned to Common Core State Standards
 - Normed passing score and College and Career Readiness cut score
 - Measures Reading/Language Arts, Writing, Mathematics, Science, and Social Studies
 - Available in English, Spanish and special formats (large print, Braille, and audio)
 - Available in paper/pencil and online formats
 - Option to accept previous test scores
- Price
 - \$52 per student – includes materials, scoring and reporting
 - 2 free re-takes per student
 - \$10 Official Readiness test – paper based or online
- Adopted by the State of New York

State Director's Working Group on Alternative High School Equivalency Assessments



- March 9th, 2012 - CTB's first conference call with the new Working Group. 5 states.
- June 12th, 2012 – CTB presented our RFI responses to the Missouri Vendor Fair
- October 9th, 2012 – CTB presents TASC to the full Working Group as a possible alternative assessment
- January 18th, 2013 – CTB's 8th presentation to the Working Group now totaling 37 states.
- 43 states now part of the Working Group
- Participated in the State Directors meetings prior to the annual OVAE meetings on May 20th, 2013

CTB's Capacity



- Paper and Pencil Testing
 - 4 million scan sheets processed per day at peak
 - 2 shifts of 700 handscorers each per day at peak at our Primary Scoring Center
 - Well defined process to ramp up resources for unpredictable volumes
 - Extensive experience in test distribution for large-scale programs include:
 - Georgia CRT- 175 sites delivery and pick up 26,000 boxes with zero missing
 - Indiana ISTEP- 600 sites delivery and pick up over 15,000 with zero missing
 - Missouri MAP- 550 sites delivery and pick up over 16,000 boxes with zero missing
- Computer Based Testing
 - Secure Lock Down Browser supports Windows, Mac, Linux and Thin Client systems.
 - Over 10,000 test centers using CTB's Online Assessment System (OAS)
 - More than 4 million computer based tests delivered annually

New York and Common Core Consortium Experience



- Awarded New York State contract for High School Equivalency in March
- Working with New York's SUNY and CUNY systems to track students performance into post secondary from TASC
- Awarded contract as lead Item Writing vendor for Smarter Balance.
- Assisting New York in the analysis of accepting partial scores from previous years

Solution Overview



- CTB's new product offering - Test Assessing Secondary Completion (TASC) is a secure, reliable and valid assessment offering to verify that test takers have knowledge in core content areas equivalent to that of graduating high school students.
- TASC includes
 - Three forms available in English and Spanish each year
 - Paper / Pencil and Computer based options
 - Support of accommodations (large print, Braille, audio and online)
 - Ability to utilize existing testing sites
 - Option for online registration and scheduling website
 - Online score reporting
 - Readiness test that predicts to TASC



TASC Test Design

- 2014/15 operational test includes
 - Multiple-choice items
 - Writing prompt (evidence-based writing)
 - Gridded-response items(Mathematics)
 - Stimulus-based science and social studies item sets

- 2016 operational test (and beyond) includes an increased coverage of the CCSS through inclusion of additional item types and increased rigor
 - Constructed-response items
 - Technology-enhanced items



TASC Features

- Measures Reading, Language Arts/Writing, Mathematics, Social Studies and Science
- Newly created content aligned to the Common Core State Standards, Next Generation Science Standards and Social Studies national frameworks
- Provides high school equivalency scores and assesses college and career readiness
- Leverages the same high-stakes, secure online platform that is used by TABE Online and TABE Adaptive customers

Webb's Depth of Knowledge



- Level 1 Recall
 - Recall of a fact, information or procedure
- Level 2 Skill/Concept
 - Use information or conceptual knowledge, two or more steps, etc.
- Level 3 Strategic Thinking
 - Requires reasoning, developing a plan or sequence of steps, some complexity, more than one possible answer
- Level 4 Extended Thinking
 - Requires an investigation, time to think and process multiple conditions of the problem or task

Common Core Transition



| Element | 2014 | 2015 | 2016 |
|-----------------------------|---|---|--|
| Standards Alignment | Foundational concepts from the Common Core State Standards (ELA/Math) Initial draft of NGSS SS Framework | Transitional concepts from the Common Core State Standards (ELA/Math) Final version of NGSS SS Framework | Common Core State Standards (ELA/Math) Final version of NGSS SS Framework |
| Emphasis | Foundational key concepts tested by multiple choice/GR item types Problem solving Evidence-based writing Emphasis on informational text | Foundational key concepts and application of foundational key concepts tested by multiple choice/GR item types and technology enhanced items Problem solving Evidence-based writing Emphasis on informational text | Foundational key concepts and application of foundational key concepts tested by multiple choice/GR item types and technology enhanced items Problem solving (increased emphasis) Evidence-based writing Emphasis on informational text |
| Cognitive Complexity | DOK 1 and 2 with limited DOK 3 | DOK 2 and 3 with limited DOK 1 | DOK 2 and 3 with limited DOK 1 and 4 |
| Item Types | Multiple choice Gridded response Writing prompt | Multiple choice Gridded response Writing prompt Technology enhanced (FT only) Constructed response (FT only) | Multiple choice Gridded response Writing prompt Technology enhanced (operational) Constructed response (operational) |
| Administration | Paper and online (target 20%) | Paper and online (target 40%) | Paper and online (target 60%) |
| Research Design | CCSS-defined constructs assessed with modest transitions | Construct maintained; transition supports placing new items on same scale. | Construct maintained: transition supports placing new items on same scale. |
| Cut Scores | Target cut score set based on 12 th grade graduating HS norm group (40 th percentile). Interim cut score C(2014) can be considered to support transition. | C(2015): Transition to target cut score. | C(2016): Transition to target cut score. |

TASC Constructs



- English Language Arts
 - Common Core State Standards
- Mathematics
 - Traditional pathway of the Common Core State Standards
- Science
 - Next Generation Science Standards
- Social Studies
 - CTB Social Studies Standards based on national frameworks in the areas of US history, world history, civics and government, and economics

Testing Times, Item Types



TEST ASSESSING
SECONDARY COMPLETION

| Subject | Domain / Reporting Category | Domain % (Predicted) | Est. Time to Complete (min) | Item Types |
|-------------------------|-----------------------------|----------------------|-----------------------------|------------|
| Language Arts - Reading | Reading--Info | 70% | 112 | MC, Prompt |
| | Reading--Lit | 30% | | |
| Language Arts - Writing | Language Arts/Writing | 100% | 160 | MC, Essay |
| Mathematics | Number and Quantity | 13% | 106 | MC, GR |
| | Algebra | 26% | | |
| | Functions | 26% | | |
| | Geometry | 23% | | |
| | Statistics and Probability | 12% | | |
| Social Studies | U.S. History | 25% | 73 | MC, Stim |
| | World History | 25% | | |
| | Civics and Government | 25% | | |
| | Geography | 15% | | |
| | Economics | 20% | | |
| Science | Physical Sciences | 33% | 85 | MC, Stim |
| | Life Sciences | 34% | | |
| | Earth and Space Sciences | 33% | | |



Reading Sample Item

Read the excerpt from the text.

It wouldn't be like these barren settlements. It couldn't be! Why, it had three thousand population. That was a great many people. There would be six hundred houses or more. And——The lakes near it would be so lovely. She'd seen them in the photographs. They had looked charming . . . hadn't they?

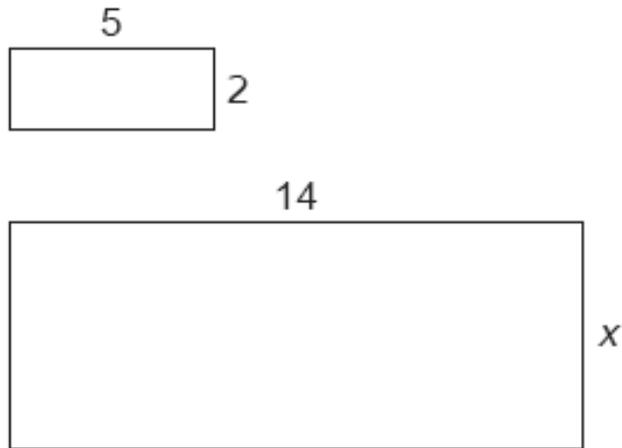
What do the character's thoughts as she nears Gopher Prairie indicate about how she is feeling?

- A. that she is curious but doubtful
- B. that she is reluctant and angry
- C. that she is excited and optimistic
- D. that she is uncertain but open-minded

Mathematics Sample Item



Two rectangles are similar and the dimensions shown are in centimeters.



What is the measure of x , in centimeters?

- A. 4.0
- B. 5.6
- C. 8.4
- D. 11.0

Sample Math UI & Question



Mathematics

Question 12 of 25

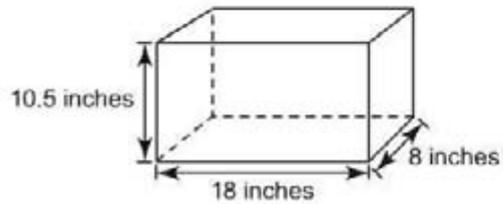
Stop Test

Show Timer



John Doe

What is the volume of the box shown?



- A 36.5 cubic inches
- B 546 cubic inches
- C 834 cubic inches
- D 1,512 cubic inches

YOU ARE HERE



- NO ANSWER SELECTED -

Go Back

Go On

Mark for Later Review

Sample Reading UI & Question



Reading
Question 16 of 25

Stop Test Show Timer

John Doe

Read this story about Mei Ling and her trip home to the United States from China. Then do Numbers 16–19.

What Was It Like?

Mei Ling settled into her seat on the airplane. She was flying home to San Francisco after attending her cousin's wedding in Beijing. The captain of the flight spoke on the intercom and said, "We will be cruising at an altitude of 39,000 feet. We should have a smooth flight and land in San Francisco in approximately thirteen hours. Please sit back and enjoy the flight."

Mei Ling shifted in her seat. She doubted that she would be able to enjoy sitting for thirteen hours. She looked out her window. She began to think about her great-grandparents. They had left China in the 1800s, seeking a better life in America. What had their journey been like? Mei Ling would be able to make the trip from Beijing to San Francisco in about one day. Her great-grandparents, anxious to arrive in America, had spent weeks on board a large, overcrowded ship.

She continued to think about her great-grandparents. Because they were allowed to bring only one trunk on the ship, they had to choose carefully which items to bring with them. The rest of their belongings had to remain in China.

Mei Ling thought about her great-grandparents repeatedly during the flight. When she finally fell asleep, she even dreamed

The purpose of Mei Ling's trip to Beijing was to

- A find a job
- B meet new friends
- C learn about historic places
- D attend a family celebration

YOU ARE HERE

8 9 10 11 12 13 14 15 16 17 18

Go Back Go On

Mark for Later Review

- NO ANSWER SELECTED -

Key Elements of Research Design



- Spring 2013 Field Test and Norming
 - Nationally representative sample of graduating HS seniors
 - Diverse samples of graduating Spanish speaking students
 - Diverse samples of examinees enrolled in adult education programs
 - Purpose:
 - item analyses and DIF studies
 - inform passing score
 - establish norms
 - support scaling and construction of parallel forms
 - link to current GED (via TABE)



Key Elements of Research Design

- Fall 2013 Special Studies
 - Comparability of CBT and PBT; Spanish-English
- Ongoing Embedded Field Testing/Pool Replenishment in Operational testing 2014-2016
 - Allow modest/controlled shift in content standards frameworks
 - 3 new forms developed per year in English and Spanish
 - Introduction of AI scoring
 - Introduction of technology enhanced items
 - Introduction of Adaptive Testing

Examinee Registration



- Examinee registration system
 - Flexible application management system that will allow examinees to:
 - Create a profile
 - Schedule a test and site
 - Make payment
 - Withdraw from/reschedule a test
- Test administrator interface allows sites to:
 - Take cash payments
 - Validate examinee age, residency, accommodation and test completion status

The screenshot displays the 'Register for Test' page on the CTB website. At the top, there is a navigation bar with 'HOME', 'REGISTER TODAY', 'FREQUENTLY ASKED QUESTIONS', and 'LOGOUT'. Below this is a progress bar with five steps: 'STEP 1 Register for Test', 'STEP 2 Schedule Your Test', 'STEP 3 Process Your Payment', 'STEP 4 Confirm Your Order', and 'STEP 5 Review Your Confirmation'. The main heading is 'Register for Test'. The form is divided into two columns. The left column is titled 'Your Information' and contains fields for 'First name', 'Last name', 'Your phone number', 'Your e-mail address (optional)', 'Birthday' (with a calendar icon), 'Street address', 'Street address (optional)', 'City', 'State' (with a dropdown arrow), and 'Zip code'. Below these fields are radio buttons for 'Please check one' with options: 'I am no longer enrolled in school' and 'I am enrolled in approved alternative program'. There are also checkboxes for 'Do you need any of the following accommodations?': 'Braille', 'Screen reader', and 'Large print', followed by a text input field for 'Enter other accommodation not listed above'. A blue 'NEXT' button is at the bottom of the form. The right column is titled 'Helpful information' and contains the text 'Fill out your full name as it appears on government-issued identification.' and a photograph of a woman in a blue shirt sitting at a desk.

TASC Recap



- Test Assessing Secondary Completion (TASC) is a secure, reliable and valid assessment measuring core content areas equivalent to that of graduating high school students.
- Key Features
 - Newly created content, aligned to Common Core State Standards
 - Normed passing score and College and Career Readiness cut score
 - Measures Reading/Language Arts, Writing, Mathematics, Science, and Social Studies
 - Available in English, Spanish and special formats (large-print, Braille, and audio)
 - Available in paper/pencil and online formats
 - Option to accept previous test scores
- Price
 - \$52 per student – includes materials, scoring and reporting
 - 2 free re-takes per student
 - Official Readiness test – paper based or online
- Adopted by the State of New York



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