



Exploring the HiSET Program

Presented by Marquetta Vital, *HiSET Community Manager*

October 1, 2025

Session Agenda

- Is HiSET Right for My Student?
- Resources to Support Students
- Testing Accommodations
- “What test takers are asked to do?” Subtest Edition
- Additional HiSET Information

Our session is meant to be interactive! We're happy to take questions during and after our session.



Is HiSET Right For My Student?

First Literacy Professional Development Workshop

Is HiSET Right for My Student?

- ☐ Would benefit from separating the Reading and Writing exams
- ☐ Is more comfortable taking a multiple-choice, single-response based test
- ☐ Is more comfortable taking the test in Spanish
- ☐ Would benefit from an accommodations process that accepts educator letters for consideration in the approval process
- ☐ Started taking the HiSET exam in another state (non-options testers)
- ☐ Available for online proctored testing

Did You Know?



Both high school equivalency exams test the same content and adult education standards



Students can study using the same curriculum and test preparation materials



The State issues the high school equivalency credential, not the test vendor

HiSET Battery of Exams



Language Arts – Reading

Time: 65 minutes (80 minutes for Spanish)

Format: Multiple choice

Content: This section measures your ability to understand, interpret and analyze a broad range of literary and informational texts.



Science

Time: 80 minutes

Format: Multiple choice

Content: This section measures your ability to use science content knowledge, apply principles of scientific inquiry, and interpret and evaluate scientific information.



Language Arts – Writing

Time: 120 minutes

Format: Multiple-choice and an essay prompt

Content: This section measures your ability to recognize and produce standard American English, edit and revise written text, and generate and organize ideas in writing.



Social Studies

Time: 70 minutes

Format: Multiple choice

Content: This section measures your ability to analyze and evaluate information in history, political science, psychology, sociology, anthropology, geography and economics.



Mathematics

Time: 90 minutes

Format: Multiple choice

Content: This section measures mathematical knowledge and competencies. You may use a calculator for this section.

- Available in English or Spanish
- Offered computer-based, paper-based or live online proctored
- Multiple choice exams with one essay for the writing exam

High School Equivalency Passing Scores

- Subtests scored on a **20-point** scale
- Score at least **8 out of 20** on each subtest
 - Writing Subtest – Two parts:
 - Multiple-choice Questions (**14** possible points)
 - Essay (**6** possible points)
 - Writing subtest essay must earn at least **2**
- Achieve a total score of at least **45**
 - Must score higher than the minimum passing on at least one subtest

The HiSET® Comprehensive Score Report

*hiset. Comprehensive Score Report
High School Equivalency Test

Did you pass the HiSET exam? **
Please check the box that best describes your response to the question. If you are unsure, please select "No".

Name: John Smith
HiSET ID: 8000000
Report Date: January 06, 2022

Your HiSET Summary

Subtest	Your Highest Scaled Score	Test Date	Test Status
Science	16	July 16, 2022	You Passed
Social Studies	11	July 16, 2022	You Passed
Language Arts - Reading	11	July 16, 2022	You Passed
Language Arts - Writing	14	July 16, 2022	You Passed
Total Scaled Score	48		

A. The Yes/No indicator quickly identifies if you have passed the HiSET exam.

B. The HiSET summary section will display the highest score you have achieved on each subtest along with the date you took each test.

C. This section displays whether your highest score has met the passing threshold for each subtest. A minimum scaled score of 8 is needed to pass.

D. The Total Scaled Score is a cumulative record of the highest scaled scores on each subtest.

*hiset.

College and Career Readiness Scores

- Scored on a **20-point** scale
- Test takers scoring at **15** and above
 - Writing subtest essay must earn at least **4**




Resources to Support Students

First Literacy Professional Development Workshop


Start here:

hiset.org

Resources
Organized
by
Audience



[About](#) | [Resources](#) | [Community Hub](#) | [News & Events](#) | [Why HiSET Grads?](#) | [Contact](#)




Who are you?

Find the resources that are most helpful to you.


Test Taker

Explore tools to help you understand the HiSET exam, prepare with confidence, and get ready for test day. Includes guides, sample questions, and practice tests.




Test Center

Access manuals, training videos, test security policies, and procedural guides to help you meet all necessary requirements to administer the HiSET.




Educator

Find everything you need to support your learners, including study tools, scoring guides, practice tests, educator FAQs, and classroom-ready resources.




Recruiter

Learn what the HiSET credential represents and how it compares to a high school diploma. Access data and resources to support hiring or referring qualified candidates.




Advocate

Get materials to promote the value of HiSET, support student success, and guide learners to free or low-cost prep tools and next steps.



Research

Review Annual Statistical Reports and studies on HiSET testing trends, validity, and outcomes to inform planning, policy development, and educational insights.



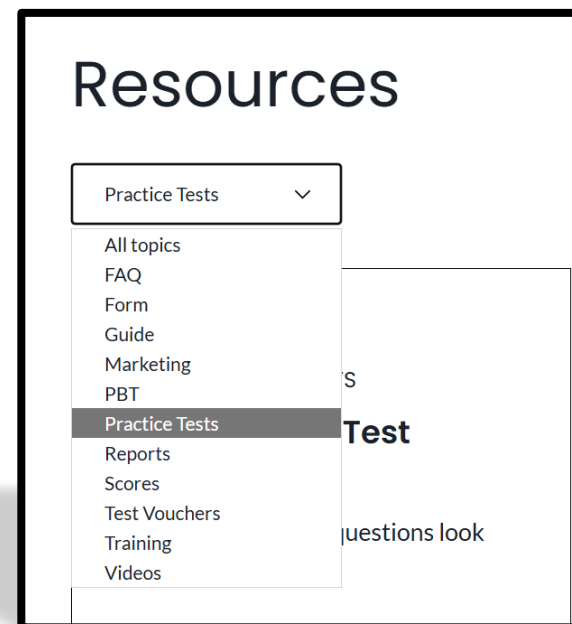
HiSET Practice Tests

Free, Paid and Official Practice Tests

- Free (FPT) and answer sheets can be downloaded directly from the HiSET website
- Paid (PPT) can be purchased through the PSI Online Store
- Official (OPT) can only be purchased by State agencies or Adult Education programs
- Practice Tests and Materials: [HiSET Practice Tests](#)



Home > Resource Library > Test Taker



HiSET Test at a Glance (TAAG)

- ▶ Content Categories
 - ▶ Test framework
 - ▶ Broken down into percentages
- ▶ Process Categories
 - ▶ Skills and knowledge
 - ▶ Based on the CCRS descriptors





Testing Accommodations

First Literacy Professional Development Workshop

HiSET Accommodations

Accommodations are available for test takers with diagnosed disabilities that include, but are not limited to:

- Attention deficit/hyperactivity disorder
- Psychological or psychiatric disorders
- Learning and other cognitive disabilities
- Physical disorders/chronic health disabilities
- Intellectual disabilities
- Hearing and visual impairments
- HiSET Accommodations Policy and Process

Some Accommodations Do Not Need Pre-Approval

- Transparent overlays
- Scratch paper (provided by the test center and collected by test center staff at end of testing session)
- Earplugs (not attached to any electronic device)*
- Plain, unmarked straightedge to assist with keeping place while reading
- Handheld non-electronic magnifying device (without memory or camera)*
- Seat cushion/back pillow, or footstool (item will be inspected before and after testing)
- Prescription medication (packaging will be inspected by test center staff; see website for more info)
- Service animals*
- Medical devices (e.g., asthma inhaler, hearing aid, pacemaker, insulin pump on vibrate or silent, oxygen tank, TENS stimulator)*
- Highlighter or black felt pen for essays and scratch work only

Accommodations Requiring Approval

Test takers must request pre-approval for most accommodations before scheduling their test appointments. This list includes some, but not all, of the available accommodations.

- Extended time*
- Separate room*
- Large print*
- Screen magnification*
- Calculator/talking calculator
- Reader
- Scribe or keyboard entry aide
- Additional supervised break time*
- Sign language-interpreted instructions for test takers who are deaf or hard of hearing

* Most accommodations are administered in a test center

* There are some accommodations, such as reading out loud, that are not permitted for live, online proctored exams

Typical Documentation for Accommodations

Test takers must submit proper documentation

- Verification from the medical authority or learning institution that rendered the diagnosis must be submitted to PSI on letterhead or stationery of the authority or specialist and include all the following:
 - Test taker's name
 - Description of disability and limitations related to testing
 - Recommended accommodation/modification
 - Name, title and telephone number of the medical authority or specialist
 - Original signature of the medical authority or specialist
- In some cases, a letter from an adult educator working closely with the test taker will be considered
- Failure to submit required documentation will delay the approval process

Best Practice for Including an Additional Contact

- There is no systematic way to allow an additional contact
- We recommend that you ask your test taker to copy you in on any replies from our accommodations team.
 - This allows the test taker to determine who they would like to see their communications
- The accommodations team will work directly with test centers to schedule test takers with appropriate accommodations
 - This communication is separate from the test taker communication

Example of an Educator Letter

Submit on official letterhead

Include title and experience

Indicate accommodation requested

Include any additional information

Provide full contact information

[Redacted]

[Redacted] 2024

My name is [Redacted] and I serve as [Redacted] Adult Education Center. I am also an educational consultant. I [Redacted] range of students ages 10–70, with varying goals and learning patterns. [Redacted] with students challenged by ADD, ADHD, dysgraphia, executive [Redacted] flexia, anxiety, and other challenges, and with students who do not [Redacted] struggle with such obstacles.

Over the past school year, I have been working closely with [Redacted] a 19-year-old student, several times a week in a test preparation context, and **it is my professional opinion that his application for extended time should receive full and unequivocal support.** [Redacted] whose family faced extreme physical/medical hardship [Redacted] impossible to complete high school. He was bullied [Redacted] ef from the bullying by reporting it. He now wants nothing [Redacted] ploma and provide a better future for himself. [Redacted]

[Redacted] is a highly analytical and detailed thinker who tends to overthink while preparing for a test due to a lack of confidence in his test taking skills. This results in his experiencing extreme test anxiety and makes it difficult to focus. His race against the timer during practice sessions often results in his suffering from extreme test anxiety. However, he continues to strengthen the skills and knowledge needed for success under untimed conditions. Under the test's regular time, he panics and is usually unable to finish all sections of his tests. **I believe, that with extra time, [Redacted] could pass his HISET Sub-tests. He has completed several Official Practice Tests and receives strong scores but often fails to answer all of his questions. This can be corrected if he is granted additional time.**

He has succeeded here at the center academically using extended time in school. He cannot do so under the regular time conditions of the test. Please grant [Redacted] time-and-a-half or double-time for his HISET Subtests.

Feel free to contact me directly with any further questions.

[Redacted]

[Redacted]

Additional Examples From Approved Accommodations Letters

❑ References to previous IEPs:

- “when previously enrolled in school, had an Individualized Education Plan (IEP) to support anxiety and PTSD... IEP included extra time for assessments and extra breaks as needed”, “took an Official Practice Test for Reading, provided double-time for to complete...used all the time allotted and that accommodation gave the ability to score well-prepared”

❑ Direct language from previous IEPs:

- TESTING: Will receive extra time (TE), have directions clarified/repeated (DR), questions restated, and tests read orally student but reading sub-tests (PR), in a small group setting_

❑ Additional educator letter excerpt:

- “as his teacher, I have had the opportunity to work with him and have observed his dedication to his education despite facing challenges...previously has not had an IEP... is a hardworking and capable student but requires additional time to process and complete academic tasks effectively... recent circumstances have impacted ability to work at the same pace as peers, particularly in high-pressure testing environments... granting extended time would provide the necessary support to demonstrate true academic abilities without unnecessary stress or disadvantage”

Scheduling

To schedule accommodations for any test taker, follow the below process:

- Verify the test taker has an account and approved accommodations
- Call or email accommodations to schedule the test taker
 - Accommodation Phone Number: 1-800-367-1565 Ext. 6750
 - Mon – Fri: 8 AM – 5 PM CT
 - Accommodations will contact the test taker and the test site to verify time/date works for both
 - Test site personnel who have confirmed details with the test taker, please make sure to advise this on the call or in the email

NOTE: Accommodations will block the account from scheduling upon the first scheduled exam

HiSET Accommodations Scheduling Notes

Accommodation Type	CBT	PBT	Comments/Notes
Extended Time	Yes	Yes	Accommodations team will contact site if needed
Private Room	Yes	Yes	Accommodations team will contact site if needed
Reader (Live)	Yes	Yes	Needs at least 9 business days in advance to hire service provider
Screen Reader	Yes	No	Accommodations team to confirm site has compatible screen reader software and/or will schedule tech support installation appointment
Scribe	No	Yes	Needs at least 9 business days in advance to hire service provider
Noise Reducing Headphones	Yes	Yes	Confirm if site has headphones - if not, the accommodation team will request for delivery of the item and requires at least 7 days in advance
Paper & Pencil Exam	No	Yes	Important for states that offer PBT by approval only

Flexibility and being open to multiple options is critical for scheduling; many sites have limited availability for their private rooms and longer testing periods



Subtest edition
“What test
takers are asked
to do?”

ELA-Reading: Test at a Glance

Test at a Glance							
Test Name	Language Arts – Reading						
Time	65 minutes (English), 80 minutes (Spanish)						
Number of Questions	50						
Format	Multiple-choice questions						
<table><tr><th>Category</th><th>Percentage</th></tr><tr><td>I</td><td>40%</td></tr><tr><td>II</td><td>60%</td></tr></table>	Category	Percentage	I	40%	II	60%	Content Categories (Approximate Percentage of Questions)
	Category	Percentage					
	I	40%					
	II	60%					
Application of concepts, analysis, synthesis, and evaluation involving:							
I. Literary Texts (40%)							
II. Informational Texts (60%)							
Process Categories							
A. Comprehension							
B. Inference and Interpretation							
C. Analysis							
D. Synthesis and Generalization							

What are test takers asked to do?

- ▶ **Comprehension**
 - ▶ **Demonstrate understanding** of explicit details in the text
 - ▶ **Determine the meaning** of words and phrases as they are used in the text
 - ▶ **Analyze the impact** of specific word choices on meaning and tone
- ▶ **Inference and Interpretation**
 - ▶ **Make and support inferences** from the text
 - ▶ **Draw conclusions or deduce meanings** not explicitly present in the text
 - ▶ **Infer** the traits, feelings, and motives of characters or individuals
 - ▶ **Interpret** information presented in different formats (e.g., charts, graphs, tables) and apply to understanding of the text

What are test takers asked to do?

- ▶ **Analysis**
 - ▶ Determine the main idea, topic, or theme of a text; summarize key details and ideas
 - ▶ Determine the author's or speaker's purpose or viewpoint
 - ▶ Analyze individuals, events, and ideas and how they develop and interact over the course of a text (e.g., through comparisons, contrasts, analogies, timelines)
 - ▶ Recognize aspects of an author's style, structure (e.g., chronological, cause-effect), mood, or tone (e.g., objective, humorous, solemn)
 - ▶ Evaluate arguments or use of literary devices (e.g., foreshadowing, flashback, irony)

What are test takers asked to do?

- ▶ **Synthesis and Generalization**
 - ▶ Draw conclusions and make generalizations based on several pieces of textual evidence
 - ▶ Make predictions based on several pieces of textual evidence
 - ▶ Compare and contrast elements (e.g., structure, style, point of view) of two or more texts
 - ▶ Analyze how two or more texts present similar information, topics, or themes

Sample Scenario & Items (partial)

Questions 16 through to 20 refer to the following passage.

The following informational article is about out-of-place artifacts and how they are disruptive to conventional historical or geological narratives.

Out-Of-Place Artifacts

The 16th century Scientific Revolution catalyzed our understanding of the world around us. Today's technology allows the brightest minds to connect digitally despite the distance. We are gradually finding order in the daily chaos. However, despite our progress, some artifacts have been discovered that baffle us. Out-of-place artifacts (OOPArts) are objects that are discovered in settings that contradict common
5 knowledge.

The ocean floor beneath Symi Island, in Greece, cradled one such ancient artifact. In 1901, local sponge divers surfaced with the Antikythera Mechanism, salvaged from a shipwreck. Initially thought to be a lump of rusting metal, it was found to be an analog computer. What a contrast of brilliant innovation against the backdrop of those times! Scientific dating placed its origins around 150-100 BCE. This means the machine is
10 over 2,000 years old. Scientists still can't explain how such complex technology came to exist back then. They believe that it was used to predict the positions of the planets, moon phases, and eclipses using an intricate clockwork mechanism. Clearly, we share a fascination for space with our ancestors.

Another unusual object was found in 1934. A couple spotted a rock with a wooden handle sticking out of it. Upon taking it home and cracking it open, they were delighted to find an ancient hammer embedded
15 inside. The rock's age was approximately 500 million years. The hammer's wooden handle was so old it was turning into coal. However, this discovery posed a puzzling question: how could a manmade tool be older than human existence? After all, humans didn't appear until around 300,000 years ago, and the

Which inference is supported by the following sentence: "We are gradually finding order in the daily chaos" (lines 2-3)?

- A. Science is helping us make sense of a chaotic universe.
- B. Human evolution is slowing down due to the chaos in the universe.
- C. Humans are inherently an optimistic species, which helps them survive.
- D. Sixteenth century scientists have done more for our progress than today's scientists.

Common Challenges for Test Takers



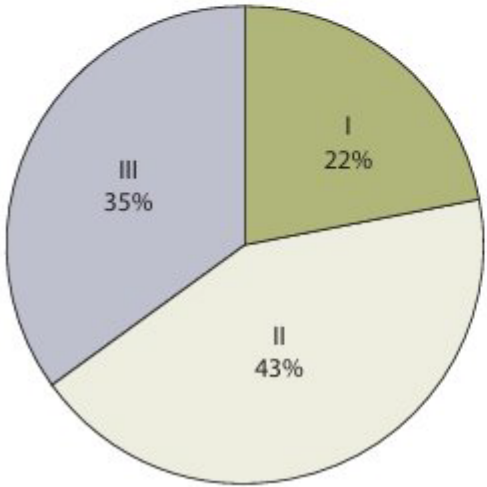
- ▶ Limited vocabulary and academic language
- ▶ Reading speed and fluency
- ▶ Unfamiliarity with a specific genre
- ▶ Text length and complexity
- ▶ Complex sentence structures
- ▶ Cultural differences



How can we help?

- ▶ **Pre-reading activities**
 - ▶ Activate prior knowledge (What do you already know about this topic?)
 - ▶ Preview the text: skim the text for headings, subheadings, images, and **bolded** or *italicized* words
- ▶ **Vocabulary building**
 - ▶ Explicitly teach key academic vocabulary
 - ▶ Practice guessing the meaning of unfamiliar words using context clues
- ▶ **Scaffolded instruction/learning**
 - ▶ Break down the text into manageable chunks
 - ▶ Work from simple sentence structures to more complex ones

ELA-Writing: Test at a Glance

Test at a Glance	
Test Name	Language Arts – Writing
Time	120 minutes
Number of Questions	61
Format	Multiple-choice questions (60) Essay question (1)
	Content Categories: Multiple-choice questions (Approximate Percentage of Questions)
	I. Organization of Ideas (22%) II. Language Facility (43%) III. Writing Conventions (35%)
	Content Categories: Essay question
	A. Development of Central Position or Claim B. Organization of Ideas C. Language Facility D. Writing Conventions

What are test takers asked to do?- Multiple Choice Questions

- ▶ **Comprehension**
 - ▶ **Demonstrate understanding** of the meaning of the passage
 - ▶ **Demonstrate understanding** of the context in which a word, phrase, or sentence appears
- ▶ **Recognition and Awareness**
 - ▶ **Recognize** correct and incorrect grammar (including vocabulary, sentence structure, organization)
 - ▶ **Identify** errors in consideration of the context
- ▶ **Analysis**
 - ▶ **Evaluate** different revisions and select the best option (and why)
 - ▶ **Analyze** how different options can impact clarity, meaning conveyance, tone, or correctness of the passage
 - ▶ **Evaluate** the logical flow, coherence, and cohesion of sentences and paragraphs in a passage
 - ▶ **Select** the most precise and appropriate word or phrase in a given context
 - ▶ **Assess** the intention behind the writing based on the level of formality, audience, and rhetorical nuances

What are test takers asked to do?- Essays

- ▶ **Comprehension:** Understanding the essay prompt
- ▶ **Prewriting and Planning:** Organizing ideas and structuring the essay
- ▶ **Memory Retrieval and Knowledge Integration:** Drawing on prior knowledge and research
- ▶ **Critical Thinking and Analysis:** Analyzing evidence, evaluating arguments, and synthesizing information
- ▶ **Focused Thinking:** Developing a clear thesis and maintaining focus.
- ▶ **Organization and Framing:** Structuring the introduction and body paragraphs
- ▶ **Argumentation and Coherence:** Building and connecting arguments
- ▶ **Attention and Metacognition:** Monitoring clarity and staying on topic
- ▶ **Reflection and Problem-Solving:** Revising and refining ideas
- ▶ **Attention to Detail:** Proofreading and correcting errors
- ▶ **Executive Functioning:** Managing time and completing the task

Common Challenges Test Takers Face

Limited
vocabulary and
academic
language

Reading speed
and fluency

Unfamiliarity
with a specific
genre

Text length and
complexity

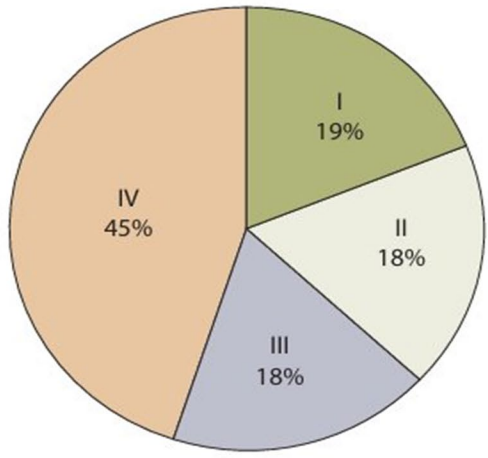
Complex
sentence
structures

Cultural
differences

How can we help?

- ▶ Explicit vocabulary and grammar instruction
- ▶ Repetition and review
- ▶ Timed practice
- ▶ Reading and writing as a bundled deal
- ▶ Utilize mini-lessons

Mathematics: Test at a Glance

Test at a Glance	
Test Name	Mathematics
Time	90 minutes
Number of Questions	55
Format	Multiple-choice questions
Calculator	Calculator neutral. Please refer to the state policies for the state in which you are testing.
	Content Categories (Approximate Percentage of Questions)
	I. Numbers and Operations on Numbers (19%) II. Measurement/Geometry (18%) III. Data Analysis/Probability/Statistics (18%) IV. Algebraic Concepts (45%)
	Process Categories A. Understand Mathematical Concepts and Procedures B. Analyze and Interpret Information C. Synthesize Data and Solve Problems

What are test takers asked to do?

- ▶ **Understand mathematical concepts and procedures**
 - ▶ Select appropriate procedures
 - ▶ Identify examples and counterexamples of concepts
- ▶ **Analyze and interpret information**
 - ▶ Make inferences or predictions based on data or information
 - ▶ Interpret data from a variety of sources
- ▶ **Synthesize data and solve problems**
 - ▶ Reason quantitatively
 - ▶ Evaluate the reasonableness of solutions

Math Formula Sheet

Included formulas:

Perimeter/circumference; Area; Volume; Length; Capacity/Volume; Weight

Not included formulas:

- distance = (rate) (time) or $d = rt$; note d is distance, r is rate, and t is time
- Pythagorean Theorem: $a^2 + b^2 = c^2$. Note c is the longest side of the triangle; a and b are the other two sides of the triangle
- quadratic formula: $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$, where $ax^2 + bx + c = 0$ and $a \neq 0$

- Formula Sheet – [English](#)
- Formula Sheet – [Spanish](#)

Formula Sheet

Perimeter / Circumference

Rectangle

$$\text{Perimeter} = 2(\text{length}) + 2(\text{width})$$

Circle

$$\text{Circumference} = 2\pi(\text{radius})$$

Area

Circle

$$\text{Area} = \pi(\text{radius})^2$$

Triangle

$$\text{Area} = \frac{1}{2}(\text{base})(\text{height})$$

Parallelogram

$$\text{Area} = (\text{base})(\text{height})$$

Trapezoid

$$\text{Area} = \frac{1}{2}(\text{base}_1 + \text{base}_2)(\text{height})$$

Volume

Prism/Cylinder

$$\text{Volume} = (\text{area of the base})(\text{height})$$

Pyramid/Cone

$$\text{Volume} = \frac{1}{3}(\text{area of the base})(\text{height})$$

Sphere

Length

1 foot = 12 inches

1 yard = 3 feet

1 mile = 5,280 feet

1 meter = 1,000 millimeters

1 meter = 100 centimeters

1 kilometer = 1,000 meters

1 mile \approx 1.6 kilometers

1 inch = 2.54 centimeters

1 foot \approx 0.3 meter

Capacity / Volume

1 cup = 8 fluid ounces

1 pint = 2 cups

1 quart = 2 pints

1 gallon = 4 quarts

1 gallon = 231 cubic inches

1 liter = 1,000 milliliters

1 liter \approx 0.264 gallon

Weight

1 pound = 16 ounces

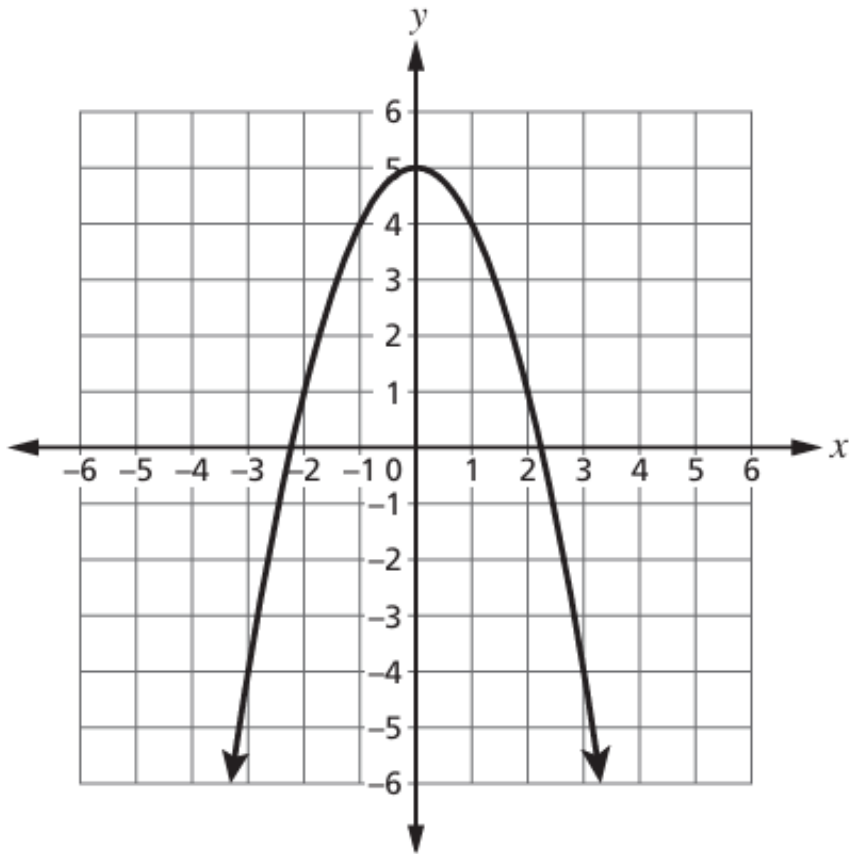
1 ton = 2,000 pounds

1 gram = 1,000 milligrams

Learn more on the Math section of the TAAG:
https://hiset.org/s/pdf/HiSET_Test_at_a_Glance.pdf

Sample Item

The function $y = f(x)$ is graphed in the standard (x, y) coordinate plane as shown. Which of the following values is the average rate of change of the function from $x = 1$ to $x = 3$?



Potential challenges:

Understanding subject-specific vocabulary or phrases

Analyzing and interpreting graph

Sample Item

Polygon A will be translated in a coordinate plane using the following rule.

$$(x, y) \rightarrow (x + 3, y - 4)$$

The image will be named Polygon B. Which of the following describes the translation from Polygon A to Polygon B?

- A. 3 units up and 4 units left
- B. 3 units up and 4 units right
- C. 3 units left and 4 units down
- D. 3 units right and 4 units up
- E. 3 units right and 4 units down

Potential challenges:

Understanding subject-specific vocabulary

Making inferences based on the given information

Sample Item

A store is offering a discount of \$5 on a minimum purchase of \$25. A customer purchases x identical coffee mugs worth \$9 each. The customer writes the equation $y = 9x - 25$ to find the net amount y in \$ to be paid by him.

Which of these statements is true?

- A. The equation is incorrect because 25 should be replaced by 5.
- B. The equation is incorrect because $-$ should be replaced by $+$.
- C. The equation is incorrect because $9x$ and 25 should be interchanged.
- D. The equation is correct because the discount used by the customer on his purchase is \$25.
- E. The equation is correct because $9x$ represents the number of coffee mugs purchased by the customer.

Potential challenges:

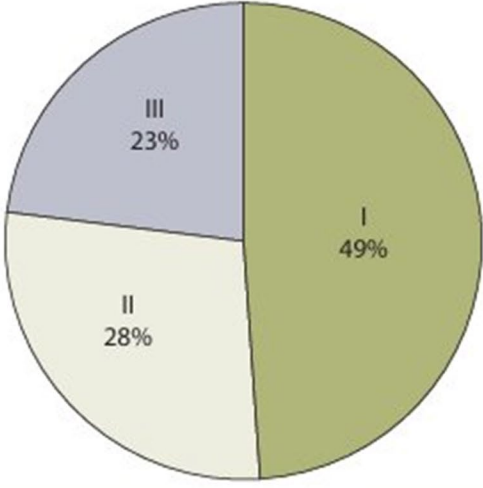
Understanding the scenario (word problem)

Processing and analyzing the presented information

Interpreting the options and making decisions

Using commas vs. decimals

Science: Test at a Glance

Test at a Glance	
Test Name	Science
Time	80 minutes
Number of Questions	60
Format	Multiple-choice questions
	Content Categories (Approximate Percentage of Questions)
	I. Life Science (49%) II. Physical Science (28%) III. Earth Science (23%)
	Process Categories
	A. Interpret and Apply B. Analyze C. Evaluate and Generalize

What are test takers asked to do?

- ▶ **Interpret and apply**
 - ▶ Interpret observed data or information
 - ▶ Apply scientific principles
- ▶ **Analyze**
 - ▶ Discern an appropriate research question suggested by the information presented
 - ▶ Identify reasons for a procedure and analyze limitations
 - ▶ Select the best procedures
- ▶ **Evaluate and Generalize**
 - ▶ Distinguish among hypotheses, assumptions, data, and conclusions
 - ▶ Judge the basis of information for a given conclusion
 - ▶ Determine relevance for answering a question
 - ▶ Judge the reliability of sources

Sample Item

Nearly 80% of the trees chopped down by beavers are mainly located up to 10 m from the stream, and most of the chopped trees have a diameter of less than 10 cm. The percentage of chopped trees decreases with increased distance from the stream. Which statement explains how the felling of trees by beavers causes a major change to the habitat?

- A. It removes the tree canopy that acts as a windbreak, increasing the rate of wind erosion.
- B. It restricts the growth of native plants, helping invasive plant species to take over.
- C. It reduces the vegetation in and around the stream, resulting in the formation of a desert-like habitat.
- D. It allows more sunlight to reach the ground, enabling better growth of understory vegetation.

Potential challenges:

Understanding subject-specific vocabulary

Processing and analyzing information in a graph or table

Processing and analyzing presented information

Interpreting the options and making decisions

Sample Item

Would the validity of the results have been affected if the volunteers had been told which of their two stings was being treated with meat tenderizer?

- A. No; it wouldn't have had any effect on the validity of the results as long as all the volunteers were told.
- B. No; the volunteers were medical students and therefore trained to be objective.
- C. Yes; it might have affected how much pain and itching they thought they felt on either arm.
- D. Yes; they probably would have felt greater discomfort on the arm that was treated with the meat tenderizer.

Potential challenges:

Understanding subject-specific vocabulary or phrases

Processing and analyzing info in a text-heavy scenario

Evaluating and judging the presented information

Processing and interpreting the options and making decisions

Social Studies: Test at a Glance

Test at a Glance											
Test Name	Social Studies										
Time	70 minutes										
Number of Questions	60										
Format	Multiple-choice questions										
<table><caption>Content Categories Data</caption><tr><th>Category</th><th>Percentage</th></tr><tr><td>I. History</td><td>35%</td></tr><tr><td>II. Civics/Government</td><td>35%</td></tr><tr><td>III. Economics</td><td>20%</td></tr><tr><td>IV. Geography</td><td>10%</td></tr></table>	Category	Percentage	I. History	35%	II. Civics/Government	35%	III. Economics	20%	IV. Geography	10%	Content Categories (Approximate Percentage of Questions)
	Category	Percentage									
	I. History	35%									
II. Civics/Government	35%										
III. Economics	20%										
IV. Geography	10%										
	I. History (35%) II. Civics/Government (35%) III. Economics (20%) IV. Geography (10%)										
	Process Categories										
	A. Interpret and Apply B. Analyze C. Evaluate and Generalize										

What are test takers asked to do?

- ▶ **Interpret and apply**
 - ▶ Make inferences or predictions based on data or information
 - ▶ Infer unstated relationships
 - ▶ Extend conclusions to related phenomena
- ▶ **Analyze**
 - ▶ Distinguish among facts, opinions, and values
 - ▶ Recognize the author's purpose, assumptions, and arguments
- ▶ **Evaluate and Generalize**
 - ▶ Determine the adequacy of information for reaching conclusions
 - ▶ Judge the validity of conclusions
 - ▶ Compare and contrast the reliability of sources

Sample Items

Which of the following statements is most strongly supported by the information in the poster?

- A. Flores is a member of a union.
- B. Flores is strongly interested in public affairs.
- C. Flores is an advocate of lower property taxes.
- D. Flores has received the endorsement of retiring Senator Brown.

Most of the statements describing Flores can be classified as

- A. facts.
- B. opinions.
- C. predictions.
- D. value judgments.

Potential challenges:

Making inferences based on information

Understanding subject-specific vocabulary or phrases

Making inference based on information

Distinguishing among facts, opinions, and values

Sample Scenario

Questions 21 through to 25 refer to the following information.

War of 1898

The most widely and enthusiastically disseminated reason for the United States going to war with Spain was Spain's inhumane treatment of Cuban rebels who fought for independence. In an effort to gain power through imperialism, Spain had taken control of Cuba and was determined to crush the rebellion and retain control of the island. Some U.S. Congressmen called for war to relieve the suffering of Cuban rebels, many thousands of whom died in concentration camps in Cuba. American newspapers sensationalized the atrocities in Cuba in an effort to build popular support for a war against Spain. But neither President Grover Cleveland nor his successor, President William McKinley, wanted to embroil the nation in a foreign war.

In late 1897, Spain tried to improve its treatment of rebel prisoners. Then, on February 15, 1898, an explosion, likely from a torpedo, destroyed the USS Maine, a U.S. battleship anchored in Havana, Cuba. The slogan "Remember the Maine, the hell with Spain" rang out across America. Backed by widespread popular support, on April 25, 1898, Congress declared war on Spain.

It must also be noted that the desire to be a global imperialist power, just like many European nations, was another important impetus for war with Spain. Senator Albert J. Beveridge (R, Indiana) admitted as much when in a speech to the Senate in 1898, he stated, "We are a conquering race, and [...] we must obey our blood and occupy new markets, and if necessary, new lands." Later, after the war was won, Senator Henry M. Teller (R, Colorado), introduced an amendment to the final peace treaty that prevented the United States from taking possession of Cuba because its production of sugar would compete with his state's sugar beet industry. The United States won the war because, although neither combatant had a large, well-quipped army, the United States had a navy that was far superior to Spain's. The terms of Spain's surrender and America's new imperialist power were written into the Treaty of Paris signed on December 10, 1898.

Potential challenges:

Processing and analyzing info in a text-heavy scenario

Understanding subject-specific vocabulary or phrases

Evaluating and judging the presented information

How Can We Help?

Explicitly teach subject-specific vocabulary and phrases

Contextualize problems to make them more relatable

Scaffold the instruction by working on simpler questions first and gradually increasing the amount of information and difficulty.

De-construct the information presented in a text-heavy scenario/prompt/question

Read aloud the information/passages/questions during test prep. This enhances cognitive processing.

Identify the real question! It's usually right above the options.

Helpful Strategies from HSE Educators



THE UNIVERSITY OF
NEW MEXICO

THE TEN STRATEGIES



1. **Answer every question.** If you don't know, *guess logically* (using these strategies). Be sure to leave a minute at the end to go back and fill in any answers left blank.
2. **Skip the tough questions** and do the easiest questions first. Don't forget to go back to the questions to answer them before the end of the test.
3. **Double-check your answers** and your work. Also, double-check that you have answered ALL the questions.
4. **Pace yourself** – don't spend more time than necessary on any one question. When you get stuck, *move along*.
5. **Eliminate wrong answers** with the process of elimination. Eliminate the obviously wrong answers immediately.
6. **Don't get caught in fact traps:** Don't be distracted by an answer choice that is factually true but doesn't answer the question.
7. **Be cautious with extreme statements.** However, the universal qualifiers are more likely to be true (always, never, none, all).
8. **Predict the correct answer.** While reading the passages and the questions, predict the correct answer.
9. **Trust your instincts.** Only change your first answer if you're certain it's wrong.
10. **Plug it in.** Plug in the answer choices. Even when you are sure of the answer, plug it in.

Shared with permission from Laura Shifflette Hughes and Jarett Bigej from The University of New Mexico



Additional HiSET Information

First Literacy Professional Development Workshop

HiSET 2025 Yearbook

[Join the HiSET Yearbook](#)



HiSET
134 followers
3w • 🌐

Join us in celebrating the [#HiSETClassOf2025](#) and be part of the 2025 HiSET Yearbook! ...more

HiSET®

Join the 2025 HiSET Yearbook!

Whether you're an adult educator, test center staff member, test taker, advocate, or part of the HiSET community, we encourage you to submit your entry to the HiSET Yearbook

[Submit your entry](#)



Class of 2025



Luz Cervantes
2025

"Taking this test showed me it's never too late to learn, and passing this test showed life that I am a warrior. When life brings me down I get up stronger and wiser!!! It's just the beginning of my new journey."



Sheri Parker
January 2025

"My high school diploma has been my 'forever goal' and I've made it to the mountain. I'm happy and thrilled with my achievement. I still can't believe it. I'm proud that I finally completed my HiSET diploma after working on it at Kirkwood for 6 years."



Jessica Heraldez
2025

"Invito a la comunidad a que se una a completar su estudios ya que es importante para avanzar y seguir adelante en verdad es algo motivacional para nosotros las personas que completamos nuestros estudios en otro país"



Oscar Alberto Garcia Montoya
May 2025

"Siempre es importante saber volver a empezar las veces que Sean necesarias, siempre debemos mantener Buena actitud ante todo, ESO nos mantendra siempre las puertas abiertas a donde quieras que vayamos."



Litzi Vanessa Ceron
May 2025

"Nunca es tarde para volver a empezar"



Roxamna Ninoska Inestroza
2025

"Que nunca es tarde para cumplir sus sueños"



Did you know?

HiSET @ Your Graduation

- ▶ Send us your graduation announcements!
- ▶ We'd love to participate in celebrating your graduates with a personalized video message from our Vice President, Tanya Haug!
- ▶ Please email announcements to: hisetevents@psionline.com

Social Media



HiSET



HiSET

help promote adult education programs, HSE graduates,
and HSE events through our social media



HiSETexam



HiSETexam



HiSETexam

Contact Us

Test Taker Services

1-855-MyHiSET
(1-855-694-4738)
HiSETsupport@psionline.com

Hours of Availability:
Monday – Friday
6:30 am – 5:00 pm CT

Saturday and Sunday
8:00 am – 4:30 pm CT

PSI Exam Accommodations

1-800-367-1565 ext 6750

Hours of Availability:
Monday – Friday
8:00 AM – 5:00 PM CT

Test Center Technical Support

1-844-562-0512

Hours of Availability:
24×7 365 days a year

Thank you for listening.

Learn more at hiset.org



Thank you!

We want your feedback. Please be sure to complete the evaluation.

Learn more about upcoming First Literacy Professional Development Workshops at www.firstliteracy.org/professional-development-workshops/

Follow First Literacy on [Facebook](#) | [LinkedIn](#) | [X](#) | [Instagram](#)