

# WELCOME TO THE WONDERFUL WORLD OF ADULT BASIC EDUCATION



**BY: IDAHO'S ABE  
PROFESSIONAL  
DEVELOPMENT  
TEAM**



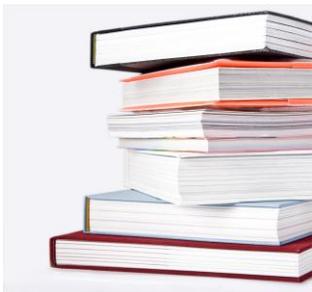
**Students:** are 16 years of age and older, who are not enrolled in a K-12 program, and score below a high school graduate grade-equivalent in one of the basic skills or are learning to speak English as an additional language.



**Instructors/Tutors:** qualified individuals who volunteer or are hired to teach basic skills to students in classroom or individual settings.



**Programs:** Regionally structured and part of: the College of Southern Idaho (CSI), the College of Western Idaho (CWI), Eastern Idaho Technical College(EITC), Idaho Department of Corrections (IDOC), Idaho State University (ISU), Lewis and Clark State College (LCSC), or Northern Idaho College (NIC).



**Content/Basic Skills:** English language acquisition, math, reading, and/or writing skills.

## << *ESL* >>

ESL (English as a Second Language) – also referred to as ESOL (English for Speakers of Other Languages) – classes offer students who have a primary language other than English the opportunity to acquire or improve their English language proficiency.

There is no typical ESL student. Learners are immigrants and refugees from around the world. They may have literacy deficiencies in their own language or advanced degrees from their home countries. Some want to improve their English to prepare for GED or college credit classes, take the citizenship test, or improve their job opportunities; others simply want to enhance their everyday lives.

Classes address the four basic communication skills - listening, speaking, reading and writing – with the goal of improving the students’ abilities to function in a variety of contexts. Curricula and materials vary from one teaching site to another. Teaching reflects the life and work themes of the CASAS test as well as student goals. Although Idaho’s ESL students are predominantly Hispanic, the language of instruction is English.

Some ESL classes are funded by EL (English Literacy) Civics grants and have a different and more specific focus than classes that are funded by other state and federal sources. The curricula for these classes emphasize contextual instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government with the goal of helping students acquire skills and knowledge to become active and informed parents, workers and community members.

After registration and a CASAS pretest, ESL students are placed into an appropriate class according to skill levels. If there aren’t enough students for more than one class, a site may offer a single, multi-level class. Class times vary from region to region and from site to site. Most are held 2 nights a week for 2 – 3 hours. Some sites offer day as well as evening classes. Some manage student enrollment by limiting the dates when students may start classes, while others offer open entry programs. There are advantages and disadvantages to both.

There are many challenges inherent to teaching ESL. These include barriers that prevent students from attending classes regularly, such as long working hours, irregular schedules, lack of childcare, lack of transportation, and lack of familiarity with traditional educational expectations. Teachers may also find the educational and linguistic diversity of their classroom challenging.

ESL students don’t earn an officially recognized certificate, like the GE, but most sites provide a certificate of attendance which students may show employers as evidence of participation in English classes. Even without an official certificate, students appreciate knowing their progress on the CASAS assessment.

## << *ABE* >>

ABE and ASE (adult basic education and adult secondary education) are classes offered to students whose proficiencies in reading, math, and/or writing/language are below a 12.9 grade equivalent.

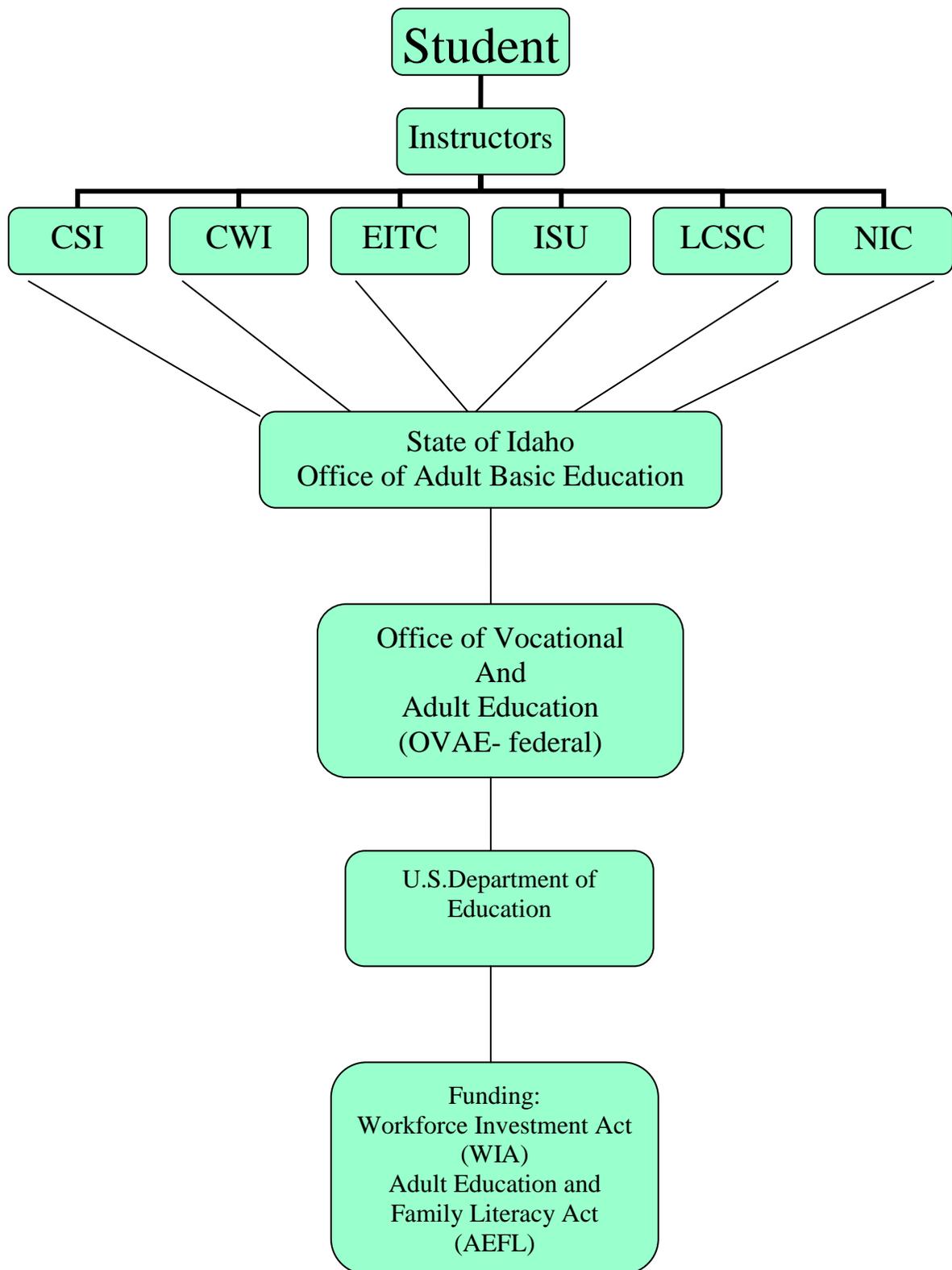
There is no typical ABE/ASE student. Some want to improve their skills to prepare for the GED, college credit classes, or improve their job opportunities; others simply want to enhance their everyday lives.

Classes address basic math, reading, and language/writing skills– with the goal of improving the students' abilities to function in a variety of contexts. Curricula and materials vary from one teaching site to another. Teaching reflects skills used in everyday life as well as employment and further training or school opportunities.

After registration and a TABE **or GAIN** pretest, ABE students are placed into an appropriate class according to skill levels. If there aren't enough students for more than one class, a site may offer a single, multi-level class. Class times vary from region to region and from site to site. Some sites offer day as well as evening classes. Some manage student enrollment by limiting the dates when students may start classes, while others offer open entry programs. There are advantages and disadvantages to both.

There are many challenges inherent to teaching ABE. These include barriers that prevent students from attending classes regularly, such as long working hours, irregular schedules, lack of childcare, lack of transportation, and lack of success in traditional educational settings. Teachers may also find the educational diversity of their classroom challenging.

Some ABE students may be working to earn a GED, but it shouldn't be assumed that every ABE student has this goal. The reasons for attendance are as individual as are the students.



## Top 10 Acronyms

**ABE** - Adult Basic Education. The program that can include all students **or** can designate those students who are enrolled in basic skills classes that teach math, reading, and/or writing (would not then include students learning English as a second language).

**CASAS**- Comprehensive Adult Student Assessment System. The pre- and post-test used for English as a Second Language students (ESL).

**DL**- Distance Learning. Instruction that includes online and specific curriculum for students to do away from traditional, in-person classes. (A full description as well as requirements for distance learning are described in the Idaho State Assessment Policy.)

**EFL**- Education functioning level. This indicates the proficiency a student has in specified skills. A pre-test measures a student's proficiency (EFL) when entering a program and post-tests measure the EFL after instruction.

**ESL**- English as a Second Language. The program for students who are learning to speak, understand, write and read in English- if their native language is something other than English.

**GAIN** – General Assessment of Instructional Needs. One of the pretests / posttests that may be used for students who are studying math, reading, and/or writing.

**GED** - General Educational Development exam. Used to indicate that a student has a proficiency in reading, social studies, science, mathematics, and writing of a 12<sup>th</sup> grade level- if that student has not received a high school diploma.

**IMAS**- Idaho Management and Accountability System. Idaho's ABE database.

**NRS**- National Reporting System. The federal guidelines for ABE programs.

**PD/SD**- Professional or staff development. Can be offered by either the region or the state. Many of the state trainings are required.

**TABE**- Test of Adult Basic Education. One of the pretests / posttests that may be used for students who are studying math, reading, and/or writing.

## Acronyms

**ABE**= Adult Basic Education

**AEFLA**= Adult Education and Family Literacy Act of 1998=Title II of WIA

**ASE**= Adult Secondary Education

**ASVAB**= Armed Services Vocational Aptitude Battery

**CASAS**= Comprehensive Adult Student Assessment System

**COABE**= Commission on Adult Basic Education

**COMPASS**= Comprehensive Computerized Adaptive Testing System

**CSI**= College of Southern Idaho

**CWI**= College of Western Idaho

**DL**= Distance Learning

**DOC**= Department of Corrections

**EFL**= Educational Functioning level

**EL/Civics**= English Literacy and Civics Education

**ESL**= English as a Second Language

**ESLO**= English Speakers of Other Languages

**ESLOA**= English as a Second Language Oral Assessment

**EITC**= Eastern Idaho Technical College

**FERPA**= Family Education Rights and Privacy Act

**FFL**= Federal Functioning Level

**GAIN** = General Assessment of Instructional Needs

**GED**= General Educational Development exam

**GTS**= GED Testing Service

**HSE**= High School Equivalency exam

**IDOC**= Idaho Department of Corrections

**ILLA**= Idaho Lifelong Learning Association

**IMAS**= Idaho Management and Accountability System

**ISU**= Idaho State University

**LCSC**= Lewis Clark State College

**LINCS**= Literacy Information and Communication System

**MPAEA**= Mountain Plains Adult Education Association

**NIC**= Northern Idaho College

**NIFL**= National Institute for Literacy

**NRS**= National Reporting System

**NRS Levels ABE** =

- |                              |                                      |
|------------------------------|--------------------------------------|
| 1. Beginning literacy        | 4. High intermediate basic education |
| 2. Beginning basic education | 5. Low adult secondary education     |
| 3. Low intermediate          | 6. High adult secondary education    |

**NRS Levels ESL**=

- |                       |                          |
|-----------------------|--------------------------|
| 1. Beginning literacy | 4. Low intermediate ESL  |
| 2. Low beginning ESL  | 5. High intermediate ESL |
| 3. High beginning ESL | 6. Advanced ESL          |

**OVAE**= Office of Vocational and Adult Education

**PD/SD** = Professional Development / Staff Development

**Project IDEAL**= Improving Distance Education for Adult Learners

**PTE**= Professional-Technical Education

**SDE**= State Department of Education

**SPL**= Student Performance Level

**TABE**= Test for Adult Basic Education

**TABE Level L**= Literacy level for TABE

**TABE Level E**= Easy level for TABE

**TABE Level M**= Medium level for TABE

**TABE Level D**= Difficult level for TABE

**TABE Level A**= Advanced level for TABE

**TESOL**= Teachers of English to Speakers of Other Languages

**TOEFL**= Test of English as a Foreign Language

**WIA**= Workforce Investment Act

# Instruction

Instruction should be primarily delivered in English. Although many ABE students have been unsuccessful in traditional K-12 settings, students still need to have some structure and organization to their studies and instructors should experiment with different classroom structures.

## Adult Learning Theory

- Adults have established values, beliefs and opinions.
- Adults are self-directed and usually want to direct their own course of study.
- Adults are goal-oriented.
- Adults have experiences that are valuable and need to be validated.
- Adults are very relevancy-oriented.
- Adults seek respect.
- Adults' learning styles and pace of learning change with age, but the ability to learn does not.

## Class Population/Demographics

- Age, sex, socio-economic status, previous school experiences, skill sets already learned, using data to improve practice

## Learning Styles

- Link to prior learning
- Who, What, How, What If
- Visual—learn by watching, prefer written instructions, need pictures and graphics
- Auditory—learn by hearing, prefer verbal instructions, easily distracted by sound
- Tactile/Kinesthetic—learn by doing, enjoy manipulative and physical rewards

Use variety in the classroom/don't have to know individual learning styles to be effective

## Instructional Methods/Strategies

- Lecture
- Questioning
- Interactive
- Demonstration
- Group Projects
- Individualized
- Self-paced
- Assignments and Projects
- Field Trips
- Role-playing
- Simulations and Games

## Ineffective Instructional Methods

- Mistaking textbooks for curriculum
- Do not blindly follow a textbook, adapt to current students' needs
- Do not use laminated lesson plans over and over, retool and make specific to the group
- Do not "wing it" all the time as a matter of practice

## **Retention/Motivation**

- Awareness and management of the positive and negative forces that help and hinder persistence.
- Self-efficacy
- Establishment of a goal by student
- Progress toward reaching a goal
- Address Barriers—be a facilitator, assist students/identify their resources/overcome obstacles
- Show enthusiasm, interest, and practical application

## **Self-Evaluation and Reflection**

### Review Your Effectiveness

- Good communication
- Teach content effectively
- Facilitate learning in the classroom
- Learning atmosphere
- Answer questions
- Listening to students
- Evaluate curriculum
- Peer review, feedback from director or co-instructor
- Student evaluations
- Teacher journals

## **Resource List**

State website: <http://www.pte.idaho.gov/ABE/Home.html>

### Professional Organizations and Journals

- Focus on Basics, National Center for the Study of Adult Learning and Literacy
- Pro-Literacy
- The Change Agent

2012 Idaho ABE  
Professional Development  
(required trainings)

**New Teacher/Staff Orientation**

What: Face-to-face  
Training including an overview of the following topics: NRS, IMAS database, assessment & goal setting, TABE, CASAS, forms, DL, GED, HSE, instruction, ABE flow chart, ESL/ ABE/ ASE , acronyms, etc.

**NRS**

What: **New personnel-** Packet  
Prepared by state PD coordinator in consultation with regional PD representatives. Questions in packet to be answered and then discussed with assigned regional NRS lead. Completions (name & date) submitted to state PD coordinator. Packet with answers kept in individual personnel PD files in region.

**2<sup>nd</sup> year of experience-** NRS Online  
State approved segments. Certificates kept in regional files. Completions submitted to state PD coordinator.

**3<sup>rd</sup> year & more of experience-** NRS updates online  
Questions to be answered prepared by state PD coordinator. Answers reviewed in region & discussed. Answers kept in region, completions submitted to state.

**IMAS**

What: **New personnel-** packet & skill checklist  
Prepared by state PD coordinator in consultation with regional PD representatives. Monitoring of proficiency of key skills done by region with documentation of key skills checklist in files. Completions submitted to state PD coordinator

**Experienced personnel-** monitoring tool  
Prepared by state PD coordinator in consultation with regional PD representatives. Regions monitor individual staff and faculty for quality data entries. State monitors regions for quality data (see Idaho Assessment Policy).

**Assessment & Goal Setting Policy**

What: **New personnel** – packet and questions  
Regional monitoring of completion including discussion of agenda topics with each new participant. Completions submitted to state PD coordinator. Updates State prepares annual policy updates & provides training on those updates.

**Experienced personnel**  
State prepares annual policy updates & provides training on those updates.

**Specific training for assessment administration should always follow the Idaho State Assessment Policy found at : [http://www.pte.idaho.gov/pdf/ABE/Providers/Guidelines\\_and\\_Policies/AssessmentPolicy.pdf](http://www.pte.idaho.gov/pdf/ABE/Providers/Guidelines_and_Policies/AssessmentPolicy.pdf)**

## **TABE**

What: **New TABE administrators**- face-to-face

TABE: The initial training for TABE consists of a series of videos and workbooks which are self-directed and trainee completes within a set time, on their own schedule.

**Experienced TABE administrators**- face-to-face

Training by a state approved TABE trainer [see 2012 Idaho Assessment Policy:  
In-service TABE Administrators Training (Previously trained test administrators)]

## **GAIN**

What: **New GAIN administrators** – Online training  
Training by Wonderlic.

**Experienced GAIN administrators** – Online training  
Training by Wonderlic every two years.

## **CASAS**

What: **New CASAS administrators**- face-to-face

CASAS: The initial training for CASAS is called the “Initial Implementation Training” and consists of a self-directed online course which is offered through the testing company.

**Experienced CASAS administrators**- face-to-face

Training by a state approved CASAS trainer [see 2012 Idaho Assessment Policy:  
In-service CASAS Administrators Training (Previously trained test administrators)]

## **Distance Learning**

What: **New instructors**- face-to-face

Packets prepared by state PD coordinator.

Questions in packets to be answered and then discussed with assigned regional DL lead.  
Completions submitted to state PD coordinator. Packets with answers kept in individual personnel PD files in region.

**Experienced DL instructors**- State prepares annual policy updates & provides training on those updates.

# ABC's of ABE / ESL

Required for each student:

1. Complete intake form\*
2. Pre-test (TABE, **GAIN**, or CASAS- administered by a trained staff/faculty member)\*
3. Review of test scores and first goal setting
4. Entry of intake, testing, and goal setting information on IMAS
5. 60 / 70 hours of instruction in subjects showing need on pre-test\* \*\*  
Approved instruction includes:
  - A. Face-to-face class or tutoring
  - B. Independent study at site
  - C. SkillsTutor (online)
  - D. GED Connection (workbook)
  - E. Achieving TABE Success Math or Language (workbooks)
  - F. GAIN Math or English (workbooks)
  - G. Khan Academy
  - H. Crossroads Cafe
6. Post-test (TABE, **GAIN**, or CASAS) on alternative form after instruction\*
7. Review of scores and goals\*
8. Entry of post-test scores and updated goals on IMAS

\* Original forms or copies of the following kept in the regional office:

1. Intake
2. Pre-test scores
3. Attendance by class for day/week/ or month (regionally determined)
4. Post-test scores
5. Updated goals for intake forms

\*\* see State assessment policy and regional list for exceptions to 60 hrs.

# National Reporting System

## National Reporting System Defined

The NRS is the accountability system for the federally funded, state-administered adult education program. It addresses the accountability requirements of the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act.

## History of the NRS

Born in the 1990s, a decade known for accountability of Federal programs, publicly funded agencies and programs were required to demonstrate a program's impact on client populations. All Federal agencies were required to develop strategic plans to ensure that services were delivered efficiently, and also to develop indicators of performance to demonstrate their agency's impact. The NRS was developed, at the request of directors of adult education, to work toward developing a national system for collecting information on adult education student outcomes.

## Overview of the NRS Measures and Methods

The core measures apply to all adult education students receiving 12 or more hours of service.

There are three types:

**Outcome measures** include educational gain, receipt of secondary school diploma or general education development (GED) certificate, and placement in postsecondary education or training.

**Descriptive measures** include student demographics, reasons for attending, and student status.

**Participation measures** include contact hours received and enrollment in instructional programs for special populations or topics, such as family literacy or workplace literacy.

The NRS secondary measures include additional outcome measures related to employment, family, and community. States are not required to report on the secondary measures and no performance standards are tied to them.

## Core Outcome Measures

Student outcome measures are the central measures of the NRS. Although they are not the only measures that could be used to evaluate adult education programs, the outcome measures selected represent what a broad consensus of adult educators believe are appropriate measures for providing a national picture of program performance.

Educational gain, a key outcome in NRS, provides a measure of student literacy gains resulting from instruction. To determine this measure, programs assess students on intake to determine their educational functioning level. There are four levels for ABE, two for adult secondary education (ASE) and six levels of ESL.

After a predetermined amount of instruction or time period determined by each state, the program conducts follow-up assessments of students in the same skill areas and uses the functioning level descriptors to determine whether the students have advanced one or more levels or are progressing within the same level.

## Educational Functioning Levels

Educational Functioning is divided into six levels for both ABE and ESL. ABE levels are: beginning literacy, beginning basic education, low and high intermediate basic education, and low and high adult secondary education. Each level has a description of basic reading, writing, numeracy, and functional and workplace skills that can be expected from a person functioning at that level.

The six ESL levels are: beginning literacy, beginning ESL, low and high intermediate ESL, and low and high advanced ESL. The ESL levels describe speaking and listening skills and basic reading, writing, and functional workplace skills that can be expected from a person functioning at that level.

# Forms

## STATE

**Age Verification Form** – Student, parent, and ABE personnel signs – ABE personnel fills in date of birth, picture ID source and number.

**Distance Learning Agreement Form** – Student and Instructor agreement to certain behaviors. Student and instructor sign.

**Distance Learning Log** – Keeps record of distance learning material checked out to student (dates in and out) and hours credited to student.

### **Government Lessons**

**Completion Form** – (for completion of Government class) Instructor/ABE personnel completes form. Student sends into Idaho Dept. of Education with signed and notarized form and fee.

**Acceptance of Government Scores** – Student fills in with a notary verification of identification with a fee to Idaho Department of Education.

**Intake Enrollment Form** – (to enroll students into our program, keep accurate records, match data to IMAS) - Student fills out left-hand side of form. Instructor/intake person checks readability of information (all asterisked material filled in correctly). Intake person assists in filling out the right-hand side of the form. Student signs.

**Student Release Form** – student and ABE personnel sign – releases confidential information to a person or agency used only when student needs information released

# HOW TO USE IMAS

\*\*A flow-chart outlining the process for entering registration information into IMAS and obtaining approvals can be found at the end of this instructional section\*\*

➤ IMAS web address: <http://imas.sde.state.id.us>

The screenshot shows the IMAS web interface. At the top, there is a header with the IMAS logo and the text 'IDAHO MANAGEMENT AND ACCOUNTABILITY SYSTEM'. Below the header, the page title is 'ADD / EDIT STUDENT'. The main content area contains a search form for 'Student Lookup' and an 'Advanced Student Lookup' form. The 'Student Lookup' form has a 'by SS#' field with three input boxes and a 'Search' button. The 'Advanced Student Lookup' form has a 'by Tax Identification Number' field with a 'Search' button, and a section for 'by any part of Last Name' and 'Birth Date (optional)' with 'AND' and 'Search' buttons. The left navigation menu includes sections for 'STUDENT MANAGEMENT', 'CLASS MANAGEMENT', 'PROGRAM MANAGEMENT', and 'USER MANAGEMENT'.

Figure 1

### 3. Guidelines for Pre- and Post- Test Administration

Student	Pre-Test	Post-Test
New Students	Within first 12 hours of attendance	Not applicable.
Continuing students (enrolled in program)	<i>At end of program year:</i> Final post-test of previous year can be counted as the new pre-test, if dated within 6 months of new fiscal year <i>After 12 mo. Continuous, regular instruction:</i> Students who have been enrolled for 12 continuous months without assessment should be given a new pre-test in accordance with this policy.	The following times are recommended: ABE: 40-60 hours of instruction ESL: 70-100 hours of instruction Please see "Guidelines for Each Assessment" for more detail.
Re-enrolling students	Last assessment results less than 6 mo. old: Re-open previous registration. Last assessment results more than 6 mo. old: Re-assess within first 12 hours of new attendance.	ABE: 50-60 hours of instruction since last valid assessment or after re-enrollment ESL: 70-100 hours of instruction since last valid assessment or after re-enrollment

#### Determining Educational Gain

Educational gain measures the primary purpose of the adult basic education program: to improve the basic literacy skills of participants. This goal is the reason that all students are counted in the educational gain measure. The NRS defines Educational Gain as "Learner completes or advances one or more levels from the starting level measured on entry into the program." In other words, the scale score a student obtains on the post-test must correspond to an NRS level above the NRS level determined by the pre-test score. See pages 24 and 26 for score conversion information. Idaho ABE Assessment Policy 15

If a student is not post-tested, then no educational gain can be measured for that student and the student must be reported in the same educational functioning level as initially placed for NRS reporting purposes.

## >> CASAS <<

The formal assessment used for Idaho ESL students is either a reading or listening test from the Comprehensive Adult Student Assessment System (CASAS) Life and Work series. These are the only assessments that are approved by the state or that can be entered into the IMAS database. The test is used for class placement and to measure educational gain.

The CASAS Life and Work Series helps to identify the basic reading and listening skills needed to function successfully in today's society. Test items are based on more than 360 essential life skills competencies. Descriptions of these competencies are provided by CASAS and can be used as objectives for instruction.

CASAS offers four levels of tests. The levels reflect NRS (National Reporting System) educational functioning levels. Before a leveled pre-test is given, an appraisal assessment is administered to determine which of the four leveled tests is appropriate. A post-test is given to all students after 60 – 70 hours of attendance. The CASAS Suggested Next Test Scale is used to decide which post-test to give.

CASAS TESTS CAN ONLY BE ADMINISTERED OR SCORED BY STAFF AND FACULTY WITH CURRENT CASAS TRAINING.

- **CASAS:** The initial training for CASAS is called the “Initial Implementation Training” and consists of a self-directed online course which is offered through the testing company. The course covers use of both the Appraisal instrument as well as the full battery. (p. 18-19 State Assessment Policy)

CASAS Level and Test Form	NRS Functioning Level	Scale Score
<b>A</b>		
27, 28,	Beginning Literacy	150 -180
81, 82	Low Beginning	181 - 190
81X, 82X	High Beginning	191 - 200
<b>B</b>		
83, 84	Low Intermediate	201 - 210
	High Intermediate	211 -220
<b>C</b>		
185, 186	Advanced	221 - 236
<b>D</b>		
187, 188	Exit	> 236

# GAIN

The GAIN is one of the formal assessments that may be used for Idaho ABE students. This test measures academic ability up to a 12.9 grade level in basic reading, math, and language skills for ABE students. Students are tested in English (which includes Reading as well) and/or Math. This is a computerized test. Students are given 45 minutes per test.

The GAIN or the TABE are the only assessments that are approved by the state and that can be entered into the IMAS database. The GAIN test is used for class placement, to measure educational gain, and to provide detailed information about a student's skill set.

There is only one level of the test, with questions beginning very basic and progressing to a high school level. There are two forms of the GAIN test – a student takes one form for their pretest and the other form for their posttest. Students must have 60 hours of attendance before posttesting – there are no exceptions to this.

GAIN tests can only be administered by staff and faculty with current GAIN training. Pre-service and in-service GAIN training is offered regularly through Wonderlic in accordance with state assessment policy.

NRS Educational Functioning Level (EFL)	GAIN Grade Equivalent (GE)	GAIN Scale Scores	
		English	Math
1. Beginning Literacy	0 – 1.9	200 - 406	200 - 314
2. Beginning Basic Education	2.0 – 3.9	407 - 525	315 - 522
3. Low Intermediate	4.0 – 5.9	526 - 661	523 - 669
4. High Intermediate	6.0 – 8.9	662 - 746	670 - 775
5. Low Adult Secondary	9.0 – 10.9	747 - 870	776 - 854
6. High Adult Secondary	11.0 – 12.9	871 - 1000	855 - 1000

## Test of Adult Basic Education (TABE) Administration Specifics

• **TABE:** The initial training for TABE consists of a series of videos and workbooks which are self-directed and trainee completes within a set time, on their own schedule. (p. 18-19 State Assessment Policy)

**Content:** This test measures academic ability up to a 12.9 grade level in basic reading, math, and language skills for ABE students.

### **--Pre Testing--**

First administer the Locator Test (administration 35 minutes) prior to administering the required tests, in order to determine which level (**Literacy, Easy, Medium, Difficult, or Advanced**) is appropriate to administer.

Second, administer the complete battery of reading, math, and/or language (specific guidelines are in the state assessment policy and regional procedures).

\**Math score:* both the Applied Math and the Math Computation must be administered.

### Time Limits

	min.		min.
Reading (required)	:50	Reading (required)	:25
Math Computation (required)	:24	Math Computation (required)	:15
Applied Math (required)	:50	Applied Math (required)	:25
Language (optional)	:55	Language (optional)	:25
Language Mechanics (optional)	:14		
Vocabulary (optional)	:15		
Spelling (optional)	:10		

### **--Post Testing--**

• It is required that alternate forms of the test are administered as a post-test, i.e., pre-test with form 9, and then post-test with form 10 at the same level(s) of the pre-test that generated the EFL.

ABE Educational Functioning Level (EFL)	TABE Grade Equivalent (GE)	TABE Scale Scores		
		Reading	Math	Language
1. Beginning Literacy	0 – 1.9	<=367	<=313	<=389
2. Beginning Basic Education	2.0 – 3.9	368-460	314-441	390-490
3. Low Intermediate	4.0 – 5.9	461-517	442-505	491-523
4. High Intermediate	6.0 – 8.9	518-566	506-565	524-559
5. Low Adult Secondary	9.0 – 10.9	567-595	566-594	560-585
6. High Adult Secondary	11.0 – 12.9	>=596	>=595	>=586

## What are the GED Tests?

The Tests of General Educational Development (GED Tests) are designed to measure the major and lasting academic outcomes students normally acquired by completing a typical high school program of study. Each of the five tests uses a multiple-choice question format. In addition, every GED candidate must also satisfactorily complete a timed essay on an assigned topic in order to pass the GED Tests.

Test Area	Number of Questions	Time Limit
<a href="#">Language Arts, Writing, Part I</a>	50	75 minutes
<a href="#">Language Arts, Writing, Part II</a>	1 essay	45 minutes
<a href="#">Social Studies</a>	50	70 minutes
<a href="#">Science</a>	50	80 minutes
<a href="#">Language Arts, Reading</a>	40	65 minutes
<a href="#">Mathematics</a>	50	90 minutes

Each of the five tests in the GED Tests battery is developed from specifications established by experienced secondary school and adult educators and is reviewed by subject-matter experts. Every test question undergoes multiple reviews by test specialists and external content specialists and is evaluated for fairness. Each question is also field-tested before becoming part of a final test form.

The GED Tests are standardized on a regular basis using a national stratified random sample of graduating high school seniors, tested in the spring of their senior year. These seniors establish the performance standard required for candidates to earn a GED credential. Equating studies ensure comparability across different forms of the GED Tests.

The standard score scale for the GED Tests is derived directly from the performance of graduating high school seniors. Standard scores, and the accompanying percentile ranks, provide the vehicle for comparing the performance of GED candidates to the performance of graduating high school seniors. In order to pass the GED Tests, the GED candidate must currently demonstrate a level of skill that meets or surpasses that of the top 60 percent of graduating high school seniors.

A student must get a standard score of at least 410 on each test to pass that test. A student must also have an average standard score of at least 450 on all 5 tests to pass the entire battery.

**A new version of the GED test will be used as of January 1, 2014. Students must pass all tests on the current GED test before the new version of the test comes out, or they will be required to start again on the new version.**

# MATCH GAME

\_\_\_ Target Population

\_\_\_ Orientation

\_\_\_ Pre-test

\_\_\_ Goal Setting

\_\_\_ Instruction

\_\_\_ Contact Hours

\_\_\_ Post-test

Goal Review

\_\_\_ Level gains &  
Completion

\_\_\_ Tables 4 & 4b

a. Time in which academic information is transferred to student-who then demonstrates practical application of information.

b. Phase to evaluate assessment data with student and determine outcomes to be obtained within program year.

c. Points at which students demonstrate an advancement of 2 or more G.E.'s or yearly outcomes which translate into NRS progression.

d. Assessment to determine student's beginning academic level.

e. 16 years old and older who, is not enrolled in a post-secondary program, and has needs below high school completion.

f. Amount of time recorded on IMAS in which student and teacher have had direct contact or contact from an approved source is recorded.

g. Instruments that document enrollment, EFL gains, average contact hours, and post-test rates.

h. Phase to collect demographic information and provide student with information about the program.

i. Phase in which possible educational functioning level (EFL) advancement is evaluated to help determine outcomes.