

Pre-GED Preparation Program Implementation Guidelines

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The purpose of the Pre-GED courses is to help prepare students who read at the 6.0 – 8.9 level for success in the GED Preparation program. The intention is to facilitate a smooth transition from basic skills instruction to the application of knowledge required for success on the Official GED test. The Pre-GED program provides language arts: writing and reading, mathematics, science, and social studies strands correlated to Sunshine State Standards. Subject area strands are designed to enhance students' achievement in academic and workplace skills.

Pre-GED is a comprehensive course of study composed of the following areas of academic instruction:

Pre-GED Language Arts, Writing	9900121	LCP	A
Pre-GED Social Studies	9900122	LCP	B
Pre-GED Science	9900123	LCP	C
Pre-GED Language Arts, Reading	9900124	LCP	D
Pre-GED Mathematics	9900125	LCP	E
Pre-GED Comprehensive	9900126	LCP	A,B,C,D,E

The program also includes the following areas of instruction, which are optional and earn no Literacy Completion Points:

- Study, Reference, and Test-taking Skills
- Workforce Readiness Skills
- Basic Computer Literacy

Appropriate LCP Generation: Students earning a literacy completion point (LCP) in ABE Mathematics, Reading, or Language are precluded from earning LCPs in the corresponding subjects at the same level. For example, a student earning Language LCP N in ABE may not earn an LCP in Pre-GED Language Arts: Writing. In addition, because all LCPs earned must reflect a higher functioning level than the student's initial functioning level, a student who initially enrolls in a Pre-GED course and earns an LCP cannot subsequently earn any LCP from an ABE course in the same subject. For more information, refer to the chart and information in note 3 of Appendix R in the 2002-2003 District WDIS Data Base Handbook. The handbook is available at the following site: http://www.firn.edu/doe/weois/dataweb/database_0203/wdis/pdf/append/wapxr0203.pdf Community College programs refer to the Florida Community College System Student Database Data Element Dictionary – Appendix A for similar information. Portions of the Florida Community College Data Element Definitions from Appendix A, Revision 2002-2003 Version 14.1 updated on July 10, 2002 and the District WDIS Data Base Handbook follow.

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Excerpt from Florida Community College Data Element Definitions
PRE-General Educational Development (PRE-GED) Preparation

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Type of Instruction	Mastery of Performance Standards Output Measure	Adult Literacy Completion Point < (Data Element 2105) <
PRE-GED Preparation: (Data Element 2101 – Completion CIP: 1532010206)		
PRE-GED Instruction – Language Arts, Writing	Receive passing score on the PRE-GED subtest - Language Arts, Writing	A <
PRE-GED Instruction - Social Studies	Receive passing score on the PRE-GED subtest - Social Studies	B <
PRE-GED Instruction – Science	Receive passing score on the PRE-GED subtest - Science	C <
PRE-GED Instruction – Language Arts, Reading	Receive passing score on the PRE-GED subtest - Language Arts, Reading	D <
PRE-GED Instruction - Mathematics	Receive passing score on the PRE-GED subtest - Mathematics	E <

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Excerpt from Appendix R in the 2002-2003 District WDIS Data Base Handbook

Course(s) of Enrollment Used To Earn LCPs			Course(s) Excluded From Earning An LCP		
Course Number	Course Title	LCP(s) Earned	Course Number	Course Title	LCP(s) Excluded
990001	ABE Math	A			
		B			
		C			
		D	9900125	Pre-GED Math	E
9900125	Pre-GED Math	E	9900001	ABE Math	A, B, C, and D
9900002	ABE Reading	E			
		F			
		G			
		H	9900124	Pre-GED LA Reading	D
9900124	Pre-GED LA Reading	D	9900002	ABE Reading	E, F, G, and H
9900003	ABE Language	J			
		K			
		M			
		N	9900121	Pre-GED LA Writing	A
9900121	Pre-GED LA Writing	A	9900003	ABE Language	J, K, M, and N

Pre-GED Literacy Completion Points can be documented using the checklists found at the Department of Education Division of Workforce Development website. There are at present no exit tests in the state board rule that are content valid for a Pre-GED course. Use of the Official GED Practice Test or similar assessment instrument may be used to supplement the subject area checklists but cannot be used as the sole documentation for attainment of a Pre-GED Literacy Completion Point. An example of a checklist for one subject area follows.

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FLORIDA PRE-GED CURRICULUM CHECKLIST LANGUAGE ARTS, WRITING Level 6.0 – 8.9 (Pre-GED) LCP A

Student: _____	ID# _____	Entry Date: _____
Institution: _____		Date Achieved: _____
Site: _____	Instructor(s): _____	

Instructor's Initials	Date	Standard 1.0
		01.01 Organize information before writing, using prewriting strategies such as brainstorming and graphic organizers, according to the type and purpose of writing. (LA.B.1.1, LA.B.1.6)
		01.02 Draft and revise writing that shows completeness, provides logical progression, has clarity of ideas, and has a variety of sentence structure. (LA.B.1.2)
		01.03 Use the writing process to generate, organize, connect, express, and evaluate ideas, including overall document editing and coherence. (LA.B.1.3.1)
		01.04 Produce a final document that has been edited for Edited American English, including correct mechanics, usage, and sentence structure. (LA.B.1.3.3)
		01.05 Respond critically to various types of text, including "How-to" documents, informational mailings, memoranda, and letters.
		01.06 Apply critical thinking and problem solving skills to analyze and respond to written work, including history, government, and science documents.
		01.07 Select and use appropriate formats for writing, including persuasive and expository formats according to intended audience, purpose, and occasion. (LA.B.2.3.3)
		01.08 Write text, notes, comments, and observations that demonstrate comprehension of content. (LA.B.2.3.6)
		01.09 Select and use appropriate language for effective visual and written communication, to shape thought patterns and perceptions and distinguish between emotional and logical arguments. (LA.D.1.3.1, LA.D 2.3.1, LA.D.2.3.2, LA.D.2.3.3)
		01.10 Write critical responses to logical, ethical, and emotional appeals in written and oral text.
		01.11 Select appropriate language and word choice in written selections.
		01.12 Use literary techniques, including symbols and foreshadowing, in the comprehension and creation of written and visual communication.

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Pre-GED Program Organization and Structure: The Pre-GED Courses can be delivered using a lock-step, open-entry/open-exit or modified open-entry format. The course is designed to be instructor directed using a combination of large group, small group and self-paced instruction and features the use of technology whenever possible. Pre-GED is divided into five LCPs, which may be taken individually or as an entire program. Since reading and technology are integral parts of each literacy completion point, strategies for application of each should be integrated into the lessons. Students enrolled in Pre-GED should be functioning at or above the sixth (6.0) level in Reading, measured by the Test of Adult Basic Education (TABE) or another approved instrument.

Scheduling options: The Pre-GED Program is designed to provide comprehensive instruction in the five content areas. There are many options for scheduling of the Pre-GED course. The program may be offered with a specific beginning and ending date with a plan to complete all the Pre-GED competencies in one term. Another plan would allow students to enter the program at any time and exit when competencies have been completed. This option would require much more teacher support due to the fact that the teacher could not enroll and orient new students while involved in direct instruction of the class. A modified plan would allow students to enter only designated days.

Effective Pre-GED courses will be organized around a consistent schedule. Teachers must plan effectively to be certain that all competencies are covered within a semester. Two scheduling options follow. The Regular Track schedule is designed for programs that meet at least four (4) times per week for at least four hours at a time. This schedule includes plans for instruction on the optional Related Skills competencies. The Fast Track schedule is appropriate for a two-night a week class with three one-hour lessons scheduled for each night. Completing the optional Related Skills competencies will be difficult on the Fast Track schedule because of time limitations. Related skills would be best delivered imbedded into the subject area content lessons.

Teacher completion of the checklists will be easier with a fixed schedule. The fixed schedule will also allow students who enter in the middle of a term to know when they have completed the program during the following term. The idea of a schedule of topics to be taught directly is relatively unknown in the adult education arena. Using the traditional individualized instruction materials in an open entry/open exit system, such a schedule was not necessary. Programs that choose to implement the Pre-GED option for students at level 6.0-8.9 should seriously consider adopting a fixed schedule similar to the two options that follow. Either schedule can be used for the lock-step organization, the open entry/open exit option, or a modified plan. However, implementation of this program will be much more effective with a fixed schedule format.

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Pre-GED Program Schedule Example

Regular Track

Planning for 14 week term, 4 class meetings per week

Competencies				Competencies			
Date	Day	Mathematics	Language Arts	Date	Day	Soc. St./Science	Related Skills (opt.)
	1	Orientation and Pre-testing			29	2.01	Practice Read Test
	2	5.01	1.01		30	2.02	8.01
	3	5.02	1.02		31	2.03	8.02
	4	5.03	1.03		32	2.04	8.02
	5	5.04	1.04		33	2.05	8.03
	6	5.05	1.05		34	2.06	8.03
	7	5.06	1.06		35	2.07	7.01
	8	5.06	1.07		36	2.08	7.02
	9	6.06	1.08		37	2.09	7.03
	10	5.07	1.09		38	2.10	7.04
	11	5.08	1.10		39	2.11	7.05
	12	5.09	1.11		40	2.12	7.06
	13	5.10	1.12		41	2.13	7.07
	14	5.11	Pr. Writing Test		42	2.14	7.08
	15	5.12	4.01		43	2.15	7.09
	16	5.13	4.02		44	Practice Test SS	6.01
	17	5.14	4.03		45	3.01	6.02
	18	5.15	4.04		46	3.02	6.03
	19	5.16	4.05		47	3.03	6.04
	20	5.17	4.06		48	3.04	6.05
	21	5.18	4.07		49	3.05	6.06
	22	5.19	4.08		50	3.06	6.07
	23	5.20	4.09		51	3.07	6.08
	24	5.21	4.10		52	3.08	6.09
	25	5.22	4.11		53	3.09	Post-test Writing
	26	5.23	4.12		54	3.10	Post-test Math
	27	5.24	4.13		55	3.11	Post-test Reading
	28	Practice Test Math	4.14		56	Post-test Science	Post-test Soc. St.

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Pre-GED Program Schedule Example FAST TRACK

Planning for 14 week term, 2 class meetings per week

Competencies

Date	Day	Mathematics	Language Arts	Soc.St/Science	Related Skills (optional)
	1	Pre-test	Pre-test	Pre-test	
	2	5.01	1.01	2.01	8.01
	3	5.02	1.02	2.02	8.02
	4	5.03	1.03	2.03	8.02
	5	5.04	1.04	2.04	8.03
	6	5.05	1.05	2.05	8.03
	7	5.06	1.06	2.06	7.01
	8	5.06	1.07	2.07	7.02
	9	6.06	1.08	2.08	7.03
	10	5.07	1.09	2.09	7.04
	11	5.08	1.10	2.10	7.05
	12	5.09	1.11	2.11	7.06
	13	5.10	1.12	2.12	7.07
	14	5.11	4.01	2.13	7.08
	15	5.12	4.02	2.14	7.09
	16	5.13	4.03	2.15	6.01
	17	5.14	4.04	3.01	6.02
	18	5.15	4.05	3.02	6.03
	19	5.16	4.06	3.03	6.04
	20	5.17	4.07	3.04	6.05
	21	5.18	4.08	3.05	6.06
	22	5.19	4.09	3.06	6.07
	23	5.20	4.10	3.07	6.08
	24	5.21	4.11	3.08	6.09
	25	5.22	4.12	3.09	<i>Post-test Writing</i>
	26	5.23	4.13	3.10	<i>Post-test Soc.St.</i>
	27	5.24	4.14	3.11	
	28	Post-test Math	Post-test Reading	Post-test Science	

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Sunshine State Standards: The course framework is correlated to the achievement levels of the Sunshine State Standards using the following format: subject, strand, standard, level and benchmark with the level corresponding to 6.0-8.9 grade levels. An example of this format is LA.B.1.3.2, which means Language Arts, strand B, standard 1, level 3, and benchmark 2. Level 3 of the Sunshine State Standards corresponds to 6.0 – 8.9 grade level.

Student Entry: The initial qualifying assessment for students enrolling in an Adult General Education course at this level must be drawn from those instruments approved for this purpose by the FL DOE Division of Workforce Development. Most agencies use TABE for this purpose. To enter the Pre-GED program a TABE reading score of 6.0 – 8.9 is required. Other scores (Mathematics, Language) may be out of range, but reading at least at the sixth grade level is key to student success in the program.

It is suggested that an initial diagnostic assessment also be administered to each student. This test should be one of the Pre-GED subject area assessments developed by the major publishers of Pre-GED materials. The results of such a test can be used in two ways: 1) to develop a class profile of topics to be covered in depth and 2) to document on the appropriate checklist that an individual student has demonstrated mastery of one or more of the competencies.

In some situations it may be appropriate to allow students to enroll in more than one program at a time in different subject areas. For example, if a student has a score of 6.8 in Reading on the Test of Adult Basic Education (TABE), but the score for mathematics is 2.9, then it would be appropriate to enroll that student in Pre-GED level for Language Arts, Reading along with the ABE Mathematics course at the appropriate level. Likewise, if a student scores at high school level in mathematics, but reads at level 7.5 then that student may be enrolled in a GED Preparation course for Mathematics and the Pre-GED course for Language Arts, Reading.

Lesson Plans: Sample lesson plans have been developed to aid teachers with classroom delivery of instruction. A lesson has been developed targeting each of the standards in the curriculum framework for the Pre-GED program. These lessons feature teacher-directed units which engage the learners in meaningful activities to foster development of problem-solving skills through teamwork. The lessons were designed to be completed in approximately one hour of classroom time.

A variety of instructional strategies including cooperative learning, discussion, hands-on activities as well as direct teaching should be incorporated to cover

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course content and address multiple intelligences or learning styles. Multi-media resources and technology should be used whenever available and appropriate. Alterations may be made to assignments, assessments, and/or instructional strategies whenever necessary to meet student needs.

Interested professionals can download one or more of the lesson plans from <http://www.floridatechnet.org>. The plans can be found in the Library section of the website, attached to the Pre-GED Curriculum Checklists. The plans are designed to help the part-time adjunct instructor present a creditable lesson with a minimum of preparation time. Part-time instructors are typically not paid for time other than class time and they often have other full-time employment. If these instructors are expected to prepare and present effective lessons to adult education classes, then they must be provided with adequate support. The sample lesson plans are one way to assist with the transition to multi-faceted instruction, which will address the learning needs and multiple-intelligences of adult students.

Exit from Program: The required documentation for award of each Literacy Completion Point in Pre-GED is a completed Curriculum Checklist. At present, there is no test on the DOE list appropriate for use as exit certification in the Pre-GED course. Many questions have arisen relative to this issue. The major question has been, "Why not use TABE for exit?" The TABE is fundamentally a general basic skills examination that, while it does include higher-order thinking skills, is not fashioned solely as a GED instrument. The Pre-GED course is designed specifically to teach those topics covered by the GED Testing Service on the GED Test. The checklist was developed to capture student attainment of those standards. Should any test be approved as an exit examination in the future it will be one developed and normed by the GED Testing Service. At present, only the Official Practice Test meets these requirements. Programs should consider using the Official Practice Test as back-up documentation for the checklist. A subject area sub-test score of 410 is suggested before allowing students to enter a GED instructional program. A score of 410 will insure that students have GED level ability even though continued improvement is needed if that student is to earn the GED credential. Additionally, students should attain a score of 2 or better on a GED Essay topic using the GED Testing Service rubric before progressing to a GED Preparation class. This supporting documentation is recommended, however the only documentation required for award of an LCP is the Curriculum Checklist.

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Intended Outcomes: After successfully completing appropriate coursework for the Pre-GED program, students will have gained knowledge and skills necessary to study more complex tasks in preparation for the GED 2002 tests series.

- 01.0 Demonstrate and apply language skills through writing and communicating ideas effectively.
- 02.0 Demonstrate and apply reading skills to social studies content and visuals/graphics to show knowledge and understanding of national and global issues across content areas of United States and world history, geography, civics and government, and economics.
- 03.0 Demonstrate the comprehension and application of scientific knowledge in the areas of life science, physical science, earth and space science, environmental science and health.
- 04.0 Demonstrate and apply reading skills, using various literary selections and a range of writings including prose, fiction (pre-1920 to present), non-fiction, poetry, drama, graphics, history, science, business, workplace, and community documents.
- 05.0 Demonstrate skills in mathematical calculation, problem analysis, application of concepts and problem solving.
- 06.0 Demonstrate basic study, test taking and reference skills appropriate to the GED program.
- 07.0 Demonstrate job acquisition and job retention skills.
- 08.0 Demonstrate basic computer literacy skills.

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Summary: The Pre-GED Courses are intended to provide an alternative to the basic skills curriculum for the adult student with an educational goal of the successful completion of the GED test. The level of the Pre-GED courses corresponds to the highest level of Adult Basic Education. However, the program is not intended to replace basic skills instruction for those who desire to improve their level of literacy and are not seeking the State of Florida diploma. Adults who complete the Pre-GED program may enroll in GED Preparation classes to further prepare them for successful completion of the GED Test and award of the State of Florida diploma. A completed Curriculum Checklist is required for award of each Pre-GED LCP. There are several enrollment and scheduling options available to agencies implementing a Pre-GED program. The Community College and School District Management Information Systems permit many enrollment possibilities but place strict controls on the award of LCPs. Edits are placed on the award of LCPs at the same level as corresponding LCPs in ABE. Successful implementation of a Pre-GED program may require an agency to modify traditional open entry/open exit and individualized program delivery options.