

Adult Basic Education

INTRODUCTION

PURPOSE

This technical assistance paper is intended to provide local adult education administrators and teachers with information to more effectively implement Adult Basic Education (ABE) and Workplace Readiness Skills programs. The following areas are addressed:

- Courses for Adult Basic Education students, related definitions, and course progression;
- Student eligibility, assessment, and accountability;
- Student services including initial intake, orientation, retention, and follow-up;
- Classroom instruction—curriculum frameworks and alternative assessments;
- Staff development; and
- Suggested materials and resources for implementing ABE and Workplace Readiness Skills.

TERMINOLOGY

ABE Curriculum Frameworks – A minimal set of standards for student achievement in basic literacy and life skills for adults performing below grade level 9.0

Adult Basic Education – Courses of instruction designed to improve the employability of the state's workforce through instruction in mathematics, reading, language, and workforce readiness skills at grade-level equivalency 0.0 - 8.9

Adult Basic Education (ABE) – District program number/Florida Course Code Directory: (9900000)
Community College program number: (CIP 1532.0102000)

ABE Comprehensive – A course that includes language, mathematics, and reading from grade-level equivalency 0.0 to 8.9

ABE Language – Language instruction at four levels from grade-level equivalency 0.0 to 8.9

ABE Mathematics – Mathematics instruction at four levels from grade-level equivalency 0.0 to 8.9

ABE Reading – Reading instruction at four levels from grade-level equivalency 0.0 to 8.9

Benchmark – Knowledge or skills achieved at a specific level; individual skills the student will achieve; answers the question, “What do we want the student to know?”

Classification of Instructional Programs (CIP) Number – Number to designate community college programs and courses of instruction

Criterion Referenced Test – An assessment instrument developed and used to estimate how much of the content and skills covered have been acquired by the students assessed. Performance is judged against a set of criteria rather than in comparison to other students tested. An example of a criterion-referenced test would be a teacher-made test of the tests included in the *ABE Florida Assessment Guide*

Final Functioning Level (FFL) – functioning level (grade equivalent as determined by a state-approved assessment instrument) of the adult student at the end of each reporting period

Florida Course Code Directory – Document used by school districts for scheduling, reporting, and certification purposes; Adult General Education (AGE) is Section 6 of this directory

Initial Functioning Level (IFL) – Functioning level (grade equivalent as determined by a state-approved assessment instrument) of the adult student upon initial entrance into an adult education class

Literacy Completion Point (LCP) – Attainment of prescribed academic or workforce readiness skills which qualify the participant for further basic education, vocational education, or employment

Norm Referenced Test – An assessment instrument developed and used to estimate how the students being assessed compare to other students in terms of performance on the test. Individual performance is judged in comparison to other students tested rather than against a set of criteria. An example of a norm-referenced test is the TABE

Portfolio – Selected collections of a variety of performance-based work; examples may include writing samples, open-ended or extended response exercises, extended tasks, etc.

SBER 6A-6.014, FAC – State Board of Education Rule listing state-approved tests and assessment requirements for Adult General Education programs

Standard – General expectation of knowledge and skills development

Workplace Readiness Skills – Employability skills instruction for adult education students