

# Pre-GED Preparation Program Implementation Guidelines

The purpose of the Pre-GED courses is to help prepare students who function 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

**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 Florida Department of Education, Division of Community Colleges and Workforce Development. Most agencies use the Test of Adult Basic Education (TABE) for this purpose. To enter the Pre-GED program a TABE score of 6.0 – 8.9 in the enrolled subject area is required. A TABE Reading score above 6.0 will allow a student to enroll in Pre-GED Reading, Social Studies or Science.

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.

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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, Social Studies and Science along with the ABE Mathematics course at the appropriate ABE 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, Social Studies and Science.

## **Appropriate LCP Generation:**

Pre-GED students progress through LCPs by post-testing at or above the 9.0 level on the TABE in the subject area of instruction. Pre-GED Science and Social Studies students may earn LCPs by completing the Progress Report (Formerly Checklist) or by scoring at or above 9.0 on the Science and Social Studies subtests of TABE 9 & 10.

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 Appendix R of the 2004-2005 District WDIS Data Base Handbook. (<http://www.firn.edu/doe/arm/cctcmis/pubs/techs/wdis0405hbk.pdf> scroll to Appendix R).

Community College programs refer to the Florida Community College System Student Data Base Appendix A for similar information (<http://www.firn.edu/doe/arm/cctcmis/pubs/ccdictionary/0405sdb.pdf> page 254).

**See following pages:**

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**Excerpt from Florida Community College Student Data Base  
Version 16.0 July 1, 2004**

**PRE-General Educational Development (PRE-GED) Preparation**

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

Note: Students earning the highest literacy completion point (LCPs) in ABE Mathematics, Reading or Language are precluded from earning corresponding LCPs in Pre-GED Language Arts: Writing, Pre-GED Language Arts: Reading or Pre-GED Mathematics.

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Excerpt from Appendix R in the 2004-2005 District WDIS Data Base Handbook

**Notes: ...**

3. The table that follows explains which LCPs are mutually exclusive comparing ABE Math to Pre-GED Math. Comparing ABE Reading to Pre-GED Language Arts: Reading, and comparing ABE Language to Pre-GED Language Arts: Writing.

Refer to the table: If the student enrolls in ABE Mathematics, he may earn LCPs A, B, and C. However, if ABE Math LCP D is earned the student MAY NOT EARN A Pre-GED Mathematics LCP of E.

Conversely, if the student enrolls in Pre-GED Mathematics and earns LCP E, then the student MAY NOT earn any of the ABE Mathematics LCPs.

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

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FLORIDA PRE-GED CURRICULUM PROGRESS REPORT (Sample)

## SOCIAL STUDIES SKILLS Level 6.0 – 8.9 (Pre-GED) LCP B

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

Instructor's Initials	Date	Standard 2.0
		02.01 Interpret and demonstrate comprehension of written and graphic information from United States History selections. (SS.A.4.3.1, SS.A.4.3.2, SS.A.4.3.3, SS.A.4.3.4, SS.A.5.3.1, SS.A.5.3.2, SS.A.5.3.3, LA.A.1.3.1, LA.A.1.3.2)
		02.02 Interpret and demonstrate comprehension of written and graphic information from World History selections. (SS.A.2.3.1, SS.A.2.3.2, SS.A.2.3.3, SS.A.2.3.4, SS.A.2.3.5, SS.A.2.3.6, SS.A.3.3.1, SS.A.3.3.2, SS.A.3.3.3, SS.A.3.3.4, SS.A.3.3.5)
		02.03 Interpret and demonstrate comprehension of written and graphic information from Civics and Government selections. (SS.C.1.3.1, SS.C.1.3.2, SS.C.1.3.3, SS.C.1.3.4, SS.C.1.3.5, SS.C.1.3.6, SS.C.2.3.1, SS.C.2.3.2, SS.C.2.3.3, SS.C.2.3.4, SS.C.2.3.5)
		02.04 Interpret and demonstrate comprehension of written and graphic information from Geography selections. (SS.A.2.3.4, SS.B.1.3.1, SS.B.1.3.2, SS.B.1.3.3, SS.B.1.3.4, SS.B.1.3.5, SS.B.1.3.6, SS.B.2.3.1, SS.B.1.3.5, SS.B.1.3.8)
		02.05 Interpret and demonstrate comprehension of written and graphic information from Economics selections. (SS.D.1.3.1, SS.D.1.3.2, SS.D.1.3.3, SS.D.2.3.3)
		02.06 Understand, analyze and interpret visuals/graphics such as political cartoons, graphs, diagrams, posters, maps, charts, tables, and videos. (SS.A.1.3.2, SS.B.1.3.1, LA.A.2.3.7, LA.A.2.3.8, MA.E.3.3.1)
		02.07 Demonstrate an understanding of fundamental historical documents: Declaration of Independence, Federalist Papers, U.S. Constitution and landmark Supreme Court cases. (SS.C.1.3.1, SS.C.2.3.1, SS.C.2.3.2, SS.C.2.3.3, SS.C.2.3.4, SS.C.2.3.6)
		02.08 Understand and evaluate practical documents used by most adults such as; political/campaign materials, advertising, money management information (insurance, investments, credit, etc.), taxes, governmental information (local, state and national) and various business documents. (SS.D.1.3.1, SS.D.1.3.2, SS.D.1.3.3, LA.A.2.3.4, LA.C.2.3.1)
		02.09 Identify contrasting points of view and compare interpretations of issues from a social studies selection. (SS.A.1.3.1, SS.C.2.3.7, LA.A.2.3.2, LA.A.2.8)
		02.10 Assess the adequacy and appropriateness of information to substantiate a generalization. (SS.A.1.3.2, SS.A.1.3.3, LA.C.2.3.1)
		02.11 Evaluate the accuracy of information based on provided criteria, and distinguish fact from opinion in a social studies selection. (SS.A.1.3.1, SS.A.1.3.2, SS.B.1.3.4, SS.C.2.3.3, LA.D.2.3.3)
		02.12 Identify a statement that accurately summarizes the main idea of a paragraph in a social studies selection. (LA.A.2.3.1, SS.C.1.3.1)
		02.13 Understand the result from a cause and effect relationship between events such as the effect of economic downturns on migration and immigration patterns. (SS.A.1.3.1, SS.A.4.3.1, SS.A.4.3.2,

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		SS.A.5.3.1, SS.A.5.3.2, SS.A.5.3.3, SS.B.1.3.4, SS.B.2.3.6, SS.B.2.3.7, SS.D.2.3.2)
	02.14	Evaluate information in a selection to determine the role that differing points of view, values, beliefs, and convictions play in historical accounts. (SS.A.3.3.3, SS.A.4.3.3, SS.A.6.3.3, SS.B.1.3.4, SS.B.2.3.3, SS.D.1.3.3, L.A.A.2.3.3, L.A.A.2.3.8, L.A.D.2.3.3, MA.E.3.3.2)
	02.15	Describe the legal and ethical rights and responsibilities of an employee, an employer, and a citizen. (SS.C.1.3.1, SS.C.2.3.1, SS.C.2.3.2, SS.C.2.3.3, SS.C.2.3.4, SS.C.2.3.5, SS.C.2.3.6, SS.C.2.3.7)

**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 or individualized 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, Mathematics and Language, as measured by the Test of Adult Basic Education (TABE) or other 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 are 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.

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**Note:** Teacher completion of the Progress Reports and planning for Post-testing will be easier with a fixed schedule. 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.

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

**Pre-GED Experience:** Programs that have chosen to implement Pre-GED courses have found that the content proscribed by the Progress Reports for each subject area provides great preparation for success on TABE as students move on to the GED Level. Using Pre-GED content also provides students with the background information which will make the acquisition of GED subject area content more easily understandable. This experience bears out research-based learning theory which finds that the more you know about a given topic the easier is to learn and interpret new information on that subject. Programs that emphasize Pre-GED content at this level provide students with the necessary building blocks to be successful at the GED level.

**Lesson Plans:** New sample lesson plans have been developed to aid teachers with classroom delivery of instruction. These new lesson plans are correlated to the version of the Pre-GED Curriculum Frameworks which was approved beginning with July 2004. It is anticipated that these new lessons will be available prior to the ACE Conference for 2005. 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 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> after July 1, 2005. The plans can be found in the Library section of the website, attached to the Pre-GED Curriculum Progress Reports. The plans are designed to help the part-time adjunct instructor present

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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 Literacy Completion Points in Pre-GED Language Arts: Writing, Pre-GED Reading or Pre-GED Mathematics is qualifying score of 9.0 on TABE. Programs may choose either the Progress Reports for Social Studies/Science or TABE Social Studies/Science Tests available under TABE 9 and 10.

**Exit GED Course Ready:**

The Pre-GED course is designed specifically to teach those topics covered by the GED Testing Service on the GED Test. The Progress Reports were developed to capture student attainment of those standards. Since at present, only the Official GED Practice Test meets GED Testing requirements it is suggested that the Official Practice Test be used to supplement TABE scores when moving Pre-GED students to the GED level. Programs should consider using the Official Practice Test as back-up for TABE scores. A subject area sub-test score of 410 is suggested as a guideline at which students may be post-tested on TABE for possible promotion to the GED level. 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 post-testing on TABE Language even though the essay is not required for TABE success. Giving students the opportunity to study GED material at the pre-GED level will give them a “leg-up” as they move forward toward success on the GED Test.

# Pre-GED Preparation Program Implementation Guidelines

**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.

# Pre-GED Preparation Program Implementation Guidelines

**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 Progress report for Social Studies or Science or TABE score at 9.0 or above for Reading, Mathematics or Language 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.

## **New for 2005 – 2006:**

- **Lesson Plans correlated to the revised Pre-GED Curriculum Frameworks implemented in July of 2004.**