

# Assessment

## Assessment for the GED® program

### What Is Assessment?

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.

Some definitions divide assessment into the areas of measurement and evaluation. Collecting information about how much knowledge and skill students have learned is defined as the measurement component of assessment. Making judgments about the adequacy of a student's learning is defined as evaluation.

### The Role of Assessment in Teaching

Assessing student learning is something that every instructor does. Written tests, research papers, homework exercises, presentations, question-and-answer sessions, and projects are just some of the ways in which we measure student learning. Why do we assess student learning?

The most common reasons for assessment are to:

- Provide summaries of learning (summative evaluation)
- Provide information on learning progress (formative evaluation)
- Diagnose specific strengths and weaknesses in an individual's learning (diagnosis)
- Motivate further learning (effects on learning)

## Assessment

*“All assessment is a perpetual work in progress.”*

*Linda Suske*

## Entrance Criteria for GED® preparation

The GED® program is open to any student age sixteen or over who does not have a State of Florida recognized high school diploma. A student of legal school age must have declared his/her intent to withdraw from the regular school program or provide proof of withdrawal. State Board of Education Rule 6A.6.014

Entrance into a GED® program is dependent on the individual site. Some programs provide an open-entry, open-exit enrollment system, whereas other programs provide a managed intake and/or managed enrollment course of study.

Placement into a GED® preparatory program is based on an individual needs assessment. State Board of Education Rule 6A-6.014, FAC, General Requirements for Adult General Education Programs requires an academic skills test for adult general education, which includes the GED® preparatory program.

### Initial Assessment

The assessment phase of the intake process is designed to gather data about a student's academic skill level. The data provides you with a clear picture of a student's academic strengths and weaknesses.

State Board of Education Rule 6A-6.014 allows programs to use the following approved assessment instruments for placement into an adult education program:

- Test of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 9 and 10
- Comprehensive Adult Student Assessment System (CASAS)
- General Assessment of Instructional Needs (GAIN) – test of English skills, Forms A and B
- General Assessment of Instructional Needs (GAIN) – test of Math skills, Forms A and B

Publishers for each of these assessment tools provide extensive materials for instructors and test administrators on the procedures required to produce valid results when assessing students. It's very important that all assessment materials be maintained in a secure area in order not to compromise the test.

As an instructor, you may be responsible for administering one of the state-approved assessments to your students. Whether you are using a computer-based assessment or

paper and pencil assessment, it is important that you are aware of the requirements of the test and the procedure to follow, including correctly timing the test.

### Enrollment in the GED® Preparatory Program

Each assessment tool provides grade equivalent and scale scores. Scale scores link to basic skill competencies and provide more meaningful information than grade equivalents. When assessing students for entrance into a GED® preparatory program, a student should score a minimum of a 9.0 grade equivalent or a corresponding scale score.

The following table shows the test benchmarks in scale scores for each of the NRS levels for Adult Secondary Education students (adult high school and GED® preparatory programs).

NRS Educational Functioning Level (EFL)	TABE 9/10 Scale Scores	CASAS Scale Scores	GAIN Scale Scores
<b>Low Adult Secondary Education (GE 9.0–10.9)</b>	Reading: 567-595 Total Math: 566-594 Language: 560-585	Reading: 236-245 Math: 236-245 Writing: 261-270	English: 747-870 Math: 776-854
<b>High Adult Secondary Education (GE 11.0–12.9)</b>	Reading: 596 and above Total Math: 595 and above Language: 586 and above	Reading: 246 and above Math: 246 and above Writing: 271 and above	English: 871-1000 Math: 855-1000

The adult education administrator at your site will provide you with information regarding the procedures and forms you must use during the registration process. This includes the enrollment process and which course number(s) to use, as well as setting up and maintaining student files.



## Resources

For additional information on assessment, access the:

- Adult Education Assessment Technical Assistance Paper prepared by the Division of Career and Adult Education  
<http://www.fldoe.org/workforce/AdultEd.asp>

For additional information on course code numbers and curriculum frameworks, access the:

- Adult Education Curriculum Frameworks  
[http://www.fldoe.org/workforce/dwdframe/ad\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/ad_frame.asp)

For additional information on the National Reporting System (NRS), access the:

- Florida NRS Reports  
<http://fldoehub.org/cctcmis/pages/nrs.aspx>
- National Reporting System website  
<http://www.nrsweb.org/>

## GED Ready™

To assist students in being successful in passing the 2014 GED® test, the GED Testing Service® has developed the computer-based GED Ready™. GED Ready™ went through the same norming and standardization study that the official exam went through. That means the questions are designed to mimic the official exam and can be predictive of how a student will perform on the official test. Focused study plans contain feedback on over 50 different traits measured in the exam. Students are also provided with score level indicators on how likely they are to pass the official exam, indicated by a color – red, yellow, and green.

<b>Not Likely to Pass</b>	<b>Too Close to Call</b>	<b>Likely to Pass</b>
<b>100 – 142</b>	<b>143 – 157</b>	<b>158 and above</b>

## Assessment to Support Instruction and Student Outcomes

Assessment is a necessary tool for entrance into and exit from your GED® preparatory program and for the continuous tracking of a student's progress and instructional needs.

As you develop a comprehensive assessment plan, it is important that you:

1. Identify the purpose for each type of assessment required for student success, select appropriate assessment tools, and decide on the relative importance for each type of assessment tool used.
2. Develop both formative and summative assessment tools as part of your GED® preparatory program.
3. Implement the assessment plan, ensuring that all assessment tools are delivered according to the testing procedures established by the test publishers.
4. Evaluate the results of the assessment plan based on student outcomes and successful transition to postsecondary education and training programs.