



Office of Career-Technical and Adult Education

Vicki Melvin
Director

Superintendent of Public Instruction

June 26, 2002

TO: Local Ohio ABLE Program Directors
FROM: Jim Bowling, State Director, Adult Basic and Literacy Education
Office of Career-Technical and Adult Education
CC: Local Ohio GED Test Examiners
Joan Myers, State GED Testing Administrator
Office of School Standards and Assessment
SUBJECT: Revised ABLE Assessment Policy Regarding Use of Official GED Practice Test
Policy Number: L-100-9C

Following the enactment of Am. Sub. H.B. 94 and in consultation with, and receipt of recommendations from the field, we are announcing specific revisions to the ABLE assessment policy for the remainder of Fiscal Year 2002 relative to the use of the GED Practice Test and the appropriate locator test. These changes are consistent with the interest of ODE in improving customer service and were also guided by joint staff deliberations and input from both the ABLE Program and GED Testing offices. These revisions are to be considered effective September 24, 2001, and remain in effect unless otherwise advised in writing from this office.

The attached revised assessment policy and ABLE Student Experience Model flowchart is to be used to guide assessment for students with an expressed limited GED specific goal. It allows for more direct student control and choice about the process and tests used to determine official test readiness or the need for preparation. You will note that the end point for each of the two tracks following the initial interview is either taking the GED Test or placement in ABLE for purpose of preparing to take the GED Test.

Ohio ABLE's Core Indicator of Performance #3, *Receipt of secondary school diploma or the Ohio High School Equivalence Diploma* is in the process of being revised in the State Plan. This revision allows local programs to track and be credited for services provided to adults who are, in fact, GED Test ready and who only required minimum assistance. The ABLELink data system currently has the capacity to account for this service to this type of student and no changes are required in your approved Fiscal Year 2002 project plan.

Thank you for your attention to this matter. Please advise if you have any questions or if our office may be of any further assistance.

Enclosures: Revised ABLE Assessment Policy text
Revised Student Experience Model chart

Modified Student Experience Model for Students with GED Specific Goals

The attached Modified Student Experience Model has been developed to address the changes in the new GED regulations. The main change in the model is in the decision making process upon entry into the ABLÉ program by the student. Students should be strongly encouraged to participate in the complete orientation process. However, students who identify getting the GED as a goal can decide to take the Official GED Practice Test without benefit of a complete orientation, any additional testing, or enrollment in the program. Arrangements for taking the Official GED Practice Test would be subject to the local program's testing plan.

The first step in the process is an initial interview to determine the main goal of the student and to gather enough information to complete the front of the registration form. After explaining the Student Orientation Procedure for your program, the student may decide that he/she only wants to take the Official GED Practice Test. You may administer the Official GED Practice Test to the student under these options.

Option 1 *Student decides not to take locator*

The student takes the Official GED Practice Test and passes it. Refer the student to the GED testing site.

OR

If the student takes the Official GED Practice Test and does not pass it, the student then is required to take the locator and appropriate standardized test to be enrolled in the program for instruction.

Option 2 *Student decides to take locator*

a. The student takes the locator and receives a score of 13 or higher in reading, 14 or higher in math, and 11 or higher in language.

The student takes the Official GED Practice Test and passes it. Refer the student to the GED testing site.

OR

If the student takes the Official GED Practice Test and does not pass it, the student then takes the appropriate standardized test to be enrolled in the program for instruction.

b. The student takes the locator and does not receive a score high enough to take the Official GED Practice Test.

The student decides the Official GED Practice Test anyway and passes it. Refer the student to the GED testing site.

OR

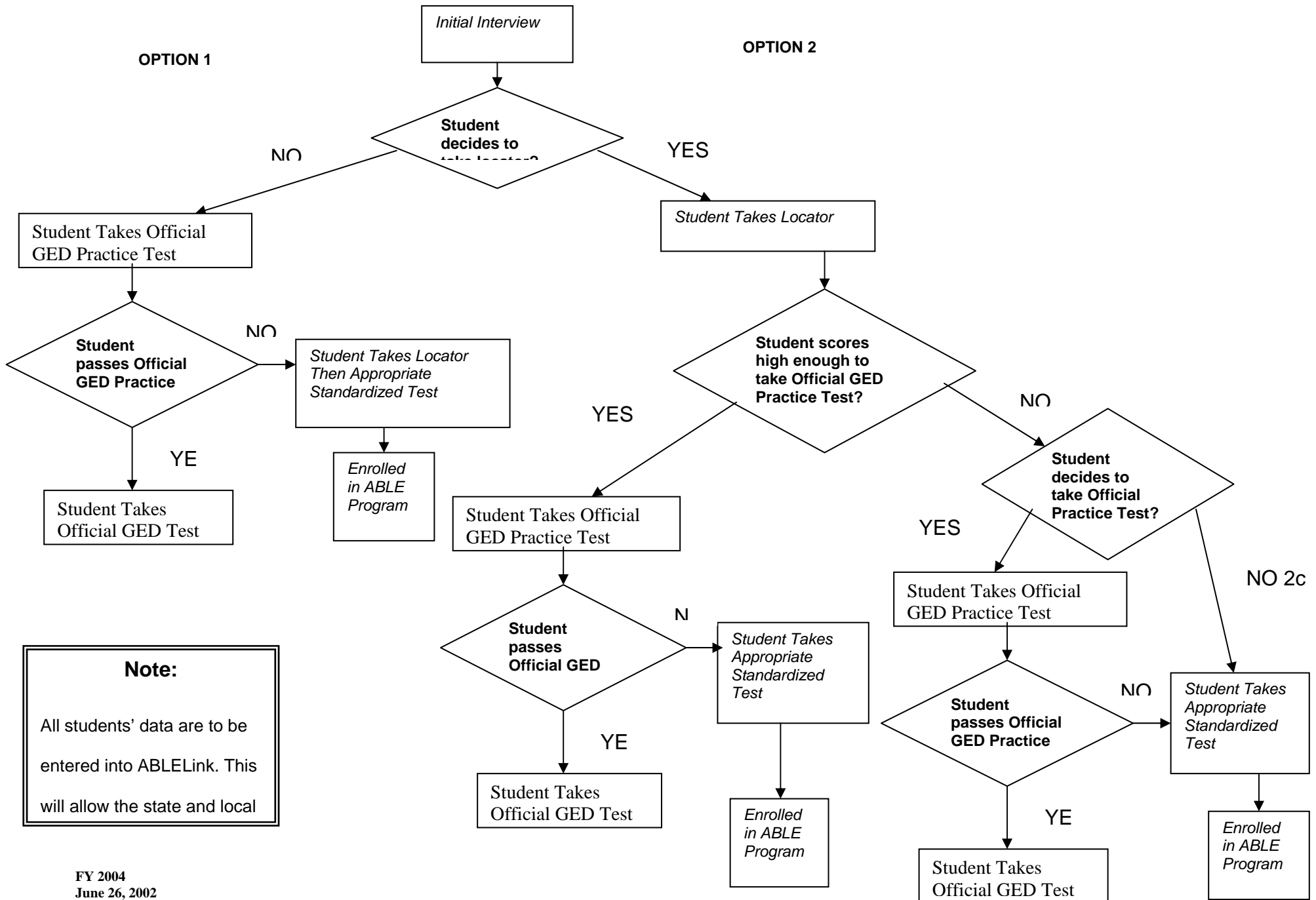
If the student takes the Official GED Practice Test and does not pass it, the student then takes the appropriate standardized test to be enrolled in the program for instruction.

c. The student takes the locator and does not receive a score high enough to take the Official GED Practice Test.

The student decides not to take the Official GED Practice Test. The student then takes the appropriate standardized test to be enrolled in the program for instruction.

Modified Student Experience Model for

Students with GED Specific Goals



Note:
All students' data are to be entered into ABLELink. This will allow the state and local