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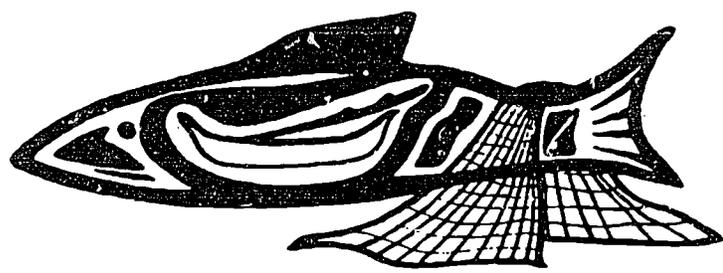
ABSTRACT

Serving Native American adults of Thurston and Pierce communities, the Adult Education Program individualizes instruction and makes full use of tribal community resources to improve educational level and employment opportunities. Major program goals are to increase high school equivalency completion rates, to enhance ability of identified extreme need adults to begin General Education Development (GED) tutoring, and to increase successful postsecondary and vocational education referral and job referral rates. Program services are coordinated by a task force that includes representatives from education, health and social services, and other tribal departments. The education director, a tutor-counselor, and an advocate-tutor provide GED and adult basic education (ABE) instruction, counseling for postsecondary and vocational education, and assistance with job seeking. The success rate for those attempting the GED is 97%. The ABE program has more than 60 participants each year, and 96% demonstrate mastery of a majority of their academic objectives. More than 50 adult Indians receive career guidance annually, and more than 25% go on to enroll, primarily at community colleges. Included with this program description is a 24-page section of student recordkeeping forms, a community needs assessment survey form, GED and ABE skills lists, a student interest survey, and an educational development plan. (JHZ)

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ADULT EDUCATION PROGRAM

ADOPTER'S GUIDE

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4820 She-Nah-Num Drive S.E.
Olympia, Washington 98503
(206) 456-5221

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An Adopter's Guide

Nisqually Indian Tribe's Adult Education Program

Demonstration Project
Title IV-C
Indian Education Act

Nisqually Indian Community Council
Education Department
Nisqually Indian Tribe
4820 She-nah-num Drive S.E.
Olympia, WA 98503
(206) 456-5221

Maria Fletter, Education Director

July 1986

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Introduction

Nisqually Indian Tribe's Adult Education Program

This guide has been prepared to provide information about the Adult Education Program designed and conducted the past two years by the Nisqually Indian Tribe as a Demonstration Project supported by the U.S. Department of Education under Title IV, Part C of the Indian Education Act.

The guide is designed to help agencies which may want to adopt the program to improve educational opportunities for Indian adults whose educational achievement is below the high school level. The guide presents:

1. Overview of the Program
2. Program Implementation and Operation
3. Description of Educational Components
 - o GED Preparation
 - o Adult Basic Education
 - o Post Secondary, Vocational and Career Counseling

Overview of the Program

The Adult Education Program is designed to provide a full range of educational services to Native American adults through an individualized approach utilizing tribal and community resources. Through this program, educational services are provided for the adult Indian communities of Thurston and Pierce Communities in Washington State.

Program Goals

The program has three major educational goals:

1. To increase the high school equivalency completion rate among adult Indians
2. To enhance the ability of identified extreme need adult Indians to begin General Education Development (GED) tutoring
3. To increase the successful post-secondary and vocational education referral and job referral rates among adult Indians

Program Operation

An inter-departmental Tribal Support Services Task Force--including representatives from education, health and social services--coordinates program services. Services are publicized through such means as the tribal newsletter. In consultation with the Task Force,

adult Indians with extreme needs develop plans for the provision of a package of support services to improve their personal, family and economic situation. In addition to referral to the Adult Education Program, they may be referred to other tribal and community services such as the Alcohol Treatment Center, literacy programs, vocational rehabilitation and employment assistance.

Delivery and coordination of services is monitored through monthly meetings of the Task Force.

Educational
Components

The program has three major educational components, each designed to achieve one of the program goals.

GED Preparation

Instruction is provided to prepare adult Indians to acquire their GED. Participants are recruited by disseminating program information to the community. After assessment of their entry level skills, participants are scheduled for instruction to fit their time availability. An individualized educational plan is prepared for each student and one-on-one tutorial assistance is provided at least four hours a week. Progress

is carefully monitored. Each student is oriented prior to attempting the GED examination.

Adult Basic Education

The Adult Basic Education (ABE) program provides a reasonable point of entry for the Indian adult into the GED continuum of instruction. Testing and other informal measures are used to assess individual needs. Both group and individual instruction are provided. Those mastering requisite skills are transitioned to the GED component.

Post Secondary, Vocational and Career Counseling

Counseling, guidance, career education plan development and other services are provided for successful referral to a post secondary educational institution, to a vocational education institution or to an area of employment with career potential.

Program Results

Adults enrolled in the GED program experience a high rate of success. Nearly 40 percent tested upon their enrollment in the program were referred directly for the GED examination. Another 40 percent received 10 or more hours of tutorial instruction.

Of those attempting the GED examination,
97 percent have been successful.

An independent evaluation of the program found
the planning and management of instructional
services to be of high quality with thorough
records of the services provided.

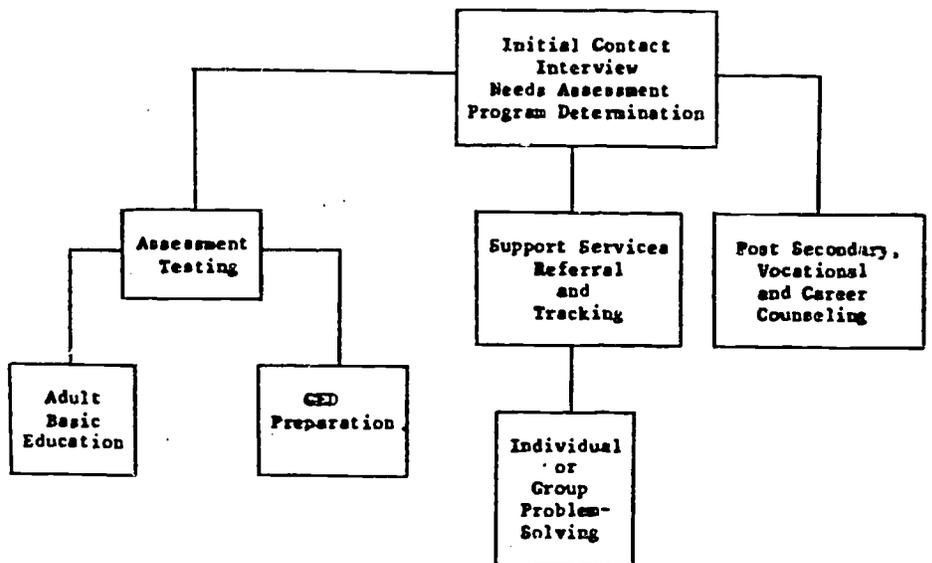
More than 60 adult Indians have participated in
the ABE program per year, with 96 percent
demonstrating mastery of a majority of their
objectives.

Group instruction was provided on eight topics,
with Income Tax Preparation being the most
popular. Individual problem solving assistance
was provided in the areas of writing, consumer
math and locating community resources. The
program worked with 61 community agencies.

More than 50 adult Indians receive guidance
annually in pursuing post-secondary academic and
vocational programs, with more than a quarter of
them actually enrolling, primarily at community
colleges.

Help in acquiring a job includes assistance in writing resumes and interviewing, identifying career interests, referral to job training programs and job referral. More than 30 percent of those receiving assistance actually obtain work as a result.

**Program Implementation
and Operation**



Disseminate
Information

An inter-departmental Tribal Support Service Task Force--including representation from education, health and social services--is responsible for increasing the referral rate by providing access to current services and resources.

Community members are alerted to available services through the tribal newsletter, articles in newspapers, brochures describing services available from each tribal office and person-to-person contact.

Several supplemental activities of the Education Department provide opportunities for creating awareness of the program: films are procured for other departments; a library is located at the department; staff make presentations on Indian culture to community groups; posters are placed in high schools.

Recruiting

Inservice training is provided for both tribal and community agencies such as the alcohol treatment center, local high schools, mental

health center and Job Training Partnership Act (JTPA) programs. Agency referral is a major method for recruiting participants for GED preparation.

Orientation

All participants recruited for the program are oriented at an initial session with a program counselor. During the orientation the counselor explains what the GED is all about, providing a "fact sheet." Other program services are also explained. In general, staff try to make them feel comfortable.

Develop Support
Services Plan

Appropriate tests and assessment methods are used in each department to determine initial support services which are needed.

In consultation with each participant recruited, a specific individualized plan is developed for providing a "package" of remedial, emergent and preventive support services--including adult education services--to improve their personal, family and economic situation.

Implement Plan

Based on the initial assessment of participants, they are directed to one of the three components of the Adult Education Program--GED Preparation;

Adult Basic Education; or Post Secondary,
Vocational and Career Counseling.

In addition to services of the Adult Education Program, services specified in the individual plans may be provided through Indian Child Welfare, Community Health Representatives, Community Health Nurse, Dental Clinic, Housing Assistance, Elders Program, Alcohol Program, Head Start and Day Care, as well as referral to community resources.

Delivery of
Service

A three-member staff delivers adult education services in the three program components.

The Education Director administers all tribal education programs, including managing current programs, making modifications as necessitated by changes in community needs, maintaining and expanding program resources, and supervising staff.

A Tutor-Counselor primarily instructs and counsels participants to assist them in achieving their educational goals.

An Advocate-Tutor primarily recruits participants and is a role model, as well as assists in instructional activities.

Community Resource

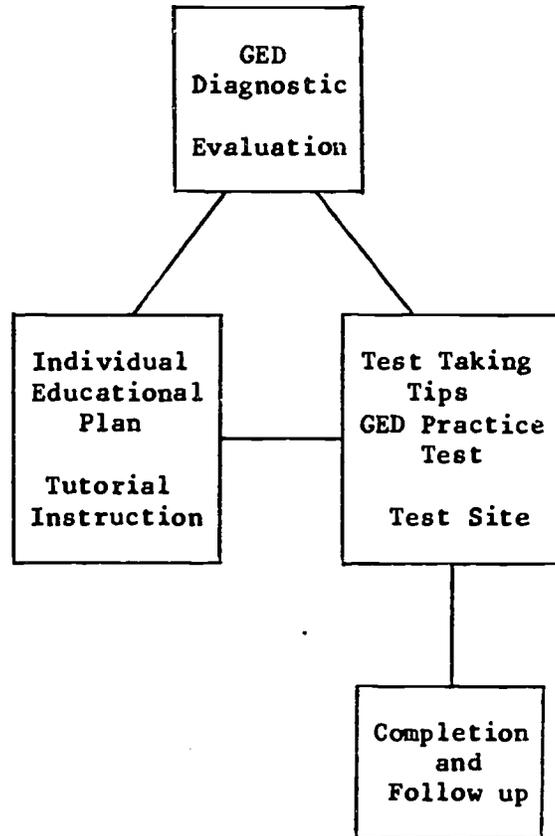
Referral

Participants in the program are referred to a variety of outside agencies for services, such as literacy programs, vocational rehabilitation, employment services, child protective services, public assistance, displaced homemakers and Job Training Partnership Act (JTPA) programs.

Monitor Progress

Implementation of individual plans is monitored by reviewing progress and identifying problem areas. This results in the improvement of service delivery.

GED Preparation



Diagnostic Testing

GED Preparation is designed to increase the high school equivalency completion rate among adult Indians.

It is important during the testing session to make participants comfortable. The entry level skills of each participant are assessed. Each completes a Wide Range Achievement Test (WRAT) which provides a broad measure of their math and reading skills. For those who score above grade 8 on the WRAT, a GED predictor test also is given.

Evaluation

The results of entry level skills testing are analyzed by a program counselor, who estimates students placement on a skills sequence. The starting level can be adjusted up or down as appropriate, after initial tutoring sessions.

Individual
Educational Plan

Each student is involved in developing an Individualized Educational Plan, which is elaborated as the student progresses through the program. Based on the results of entry level

Individual Tutoring

assessment, long-term educational and career objectives are established for transition after receiving the GED.

One-on-one tutorial instruction sessions are scheduled at least four hours a week. The sessions are scheduled to fit participants' time availability, usually twice a week. Most of the participants attend a total of at least 10 hours of tutorial instruction.

Informal meeting places are frequently used-- the home or tribal office, for example. Even when instruction is provided in groups, it is still individual and self-paced. Convenience to the student is of prime importance so that transportation, child care and other potential problems do not alter participation.

Students select the areas where they wish to start. Usually care is taken to balance "weak" areas where students need the most attention with areas where they are "strong" and can achieve success. It is important to build their confidence by testing first in an area of strength to assure success. Stressing instruction in basic reading comprehension is

Counseling

important since 60 percent of the GED examination is on reading.

Mastery checklists are used to track individual student's skill development in English, mathematics, science, reading and social studies. These skill sheets were developed by the program staff and are used to monitor progress. Skill sheets are keyed specifically to instructional materials used in the program.

Personal guidance is also important as the staff and students talk about other things as they come up during tutoring. Support and encouragement is provided.

GED Practice Test

Students are oriented to the GED examination prior to attempting the test.

Practice tests, one half the length of actual GED examinations, are used to give the student a feel for the tests. They are not timed to help make students feel at ease.

The orientation also covers test-taking skills. Students are advised that "wrong answers do not count against you," for example.

GED Test

Official GED test centers are located at many educational agencies, frequently community colleges. The most important factor in deciding where to take the test is its flexibility. While many centers allow students to take a test anytime, some have only predetermined schedules. A casual setting is desirable, rather than a threatening atmosphere. Many students are more comfortable in a room by themselves, rather than in a group with someone looking over their shoulder.

The GED examination is composed of five tests which may be taken individually. Students are encouraged to take only one or two of the tests in a single day--definitely not all five. There are five versions of each of the tests, so that each may be retaken up to five times.

Program evaluators found a clear, positive relationship between the number of hours of tutorial instruction and the mastery of skills by students in the program.

Follow-up on
Long Range Goals

Follow-up support is provided for all students after implementation of their educational development plans. The plans are used in making long-term educational or career decisions.

Referral

Academic, vocational and career counseling services (component 3) provide follow-up support for enrolling in a post-secondary educational institution or getting jobs, as students complete their GED.

Adult Basic Education

**ABE
Skills
Assessment**

**Individual
Educational
Plan

Tutorial
Instruction**

**Exit
to
GED**

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
 UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DISTRICT BOX ELDER

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMETIC				NET GAINS			
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMETIC	
PRE K	1																		
K	24	18	75	17.1	23	PF	89	18.8	63	PF	105	10	47	PF	99	.17	1.5	.2	
1	13	7	53	36.5	84	1M	115	24.8	90	1M	119	16.7	96	1E	126	-1.5	-.6	-1.4	
2	7	5	71	59	95	3B	125	35	96	2E	126	23.4	99	3B	135	2.2	-1.6	1.2	
3	10	7	70	58.8	66	2E	106	37.1	66	3B	106	26.2	97	3E	128	1.8	.9	-.14	
4	8	2	25	58.5	27	2E	91	33	10	2M	81	27	79	4B	112	2.5	1.5	1	
5	4	3	75	74	73	5E	109	45	66	5B	106	31	86	5E	116	3	.7	-2.6	
6	4	3	75	38.3	.04	5B	47	16.6	.03	4E	.03	27.3	23	7B	89	2.3	-.7	-1	
7	6	3	50	46.8	.08	7B	51	21.6	.03	6B	46	22	1	5B	66	.3	.3	-.6	
8	4	1	25	51	63	8B	105	20	27	5E	91	27	27	7B	91	5	1	1	
9	1	0	0																
10	2	0	0																
11																			
12																			
TOTALS																			

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WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
 UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DISTRICT CACHE

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS			
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC	
PRE K	17	0	0																
K	16	0	0																
1	2	1	50	25	42	PF	97	20	58	PF	103	15	86	1M	116	7	0	1	
2	7	3	43	29	13	PF	83	24	37	1M	95	20	88	2M	118	4	4	0	
3	12	6	50	36	4	1M	74	26	6	1M	77	22	68	2E	107	4	0	0	
4	5	2	40	57	23	2E	89	33	10	2M	81	26	68	3E	107	2	2	1	
5	8	4	50	72	66	5B	106	42	47	4B	99	27	47	4B	99	2	2	1	
6	3	2	67	45	.6	6E	58	* 13	* .03	3E	* 46	22	3	5B	71	17	3	3	
7	7	0	0																
8	4	0	0																
9	2	0	0																
10	0	0	0																
11	3	0	0																
12	0	0	0																
TOTALS	86	18	21																

are referred for services. Agencies include the public schools, community colleges, library, employment and training programs and public assistance.

GED Enrollment

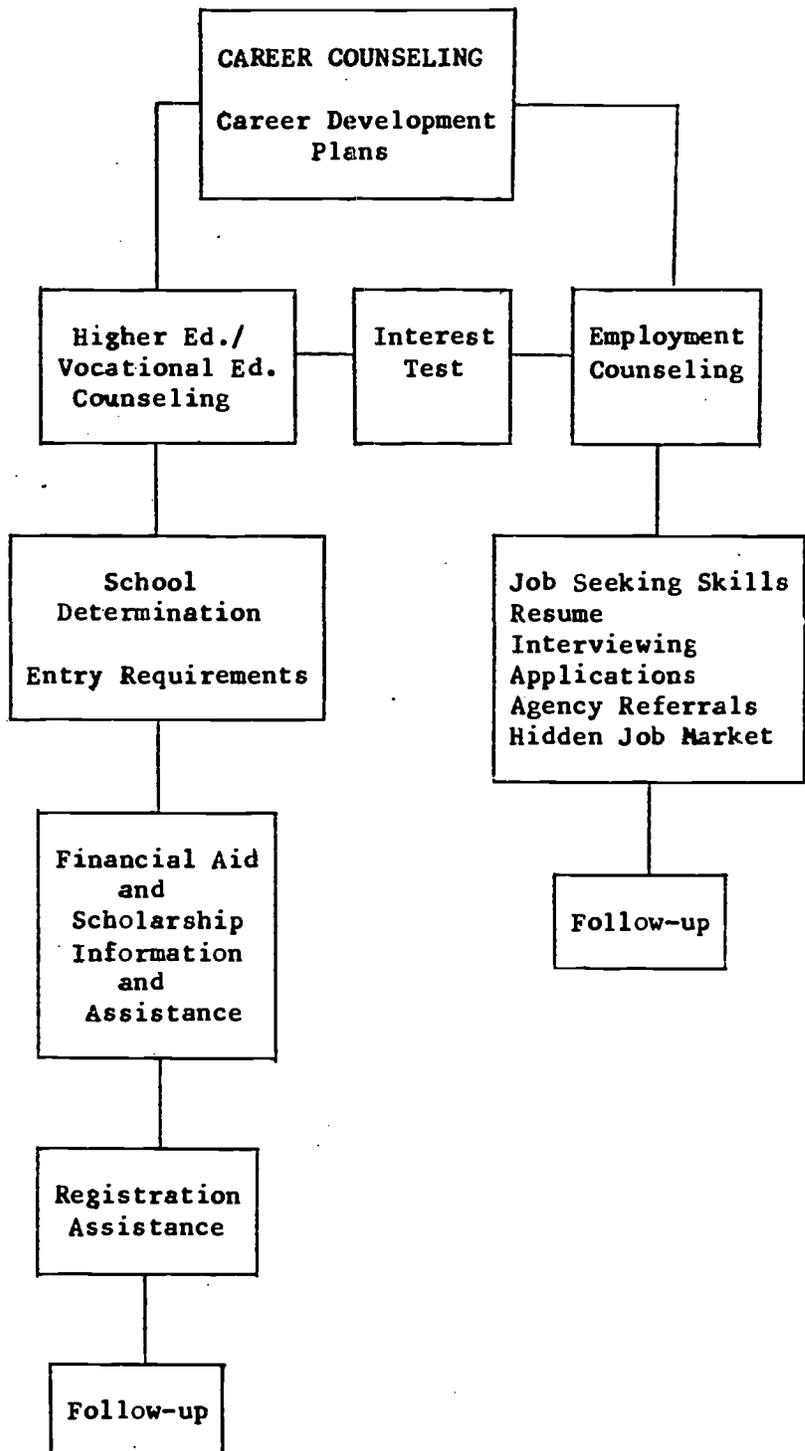
As participants demonstrate mastery of the necessary prescribed ABE skills, they are transitioned to the GED component.

Follow-up

Follow-up support is provided for all students after implementation of their education development plans. The plans are used in making long-term educational or career decisions.

Arrangements may be made with colleges for students to take various career and skills tests. Vocational education schools offer weekly half-hour orientation sessions to different fields.

**Post Secondary, Vocational
and Career Counseling**



Post secondary, vocational and career counseling help is provided to transition adults into the world of work or post secondary education upon completion of their GED, or as the need arises in the local community.

Needs Assessment

The educational and occupational needs and skills of each program participant are assessed upon entering the program. Basically, staff want to answer two questions: "What do you want to do?" and "What are your problems in doing it?"

Career Interest
Survey

Various career interest inventories are used, including the Washington Occupational Interest Survey, Career Assessment Inventory and the Self-Directed Search. While program staff conduct some testing, participants frequently are referred to other agencies.

Career Development
Plans

A career education plan is developed with each participant in the program. They are then directed to counseling for higher education or vocational education.

Higher Education
Counseling

Adults planning to enroll in a post secondary institution are assisted in evaluating prospective schools.

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
 UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DISTRICT DAVIS

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS			
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC	
PRE K																			
K	3	0	0																
1	4	4	100	10	4	PF	73	16	23	PF	89	7	5	PF	75	1	2	2	
2	5	5	100	49	77	2B	111	30	79	2B	112	21	94	2E	123	3	1	1	
3	4	4	100	59	66	3B	106	37	66	2E	106	25	93	3E	122	2	0	2	
4	2	2	100	50	8	2M	79	20	.04	PF	47	34	99.6	6E	144	20	9	14	
5	1	1	100	49	3	2B	71	26	.7	1M	59	31	86	5E	116	1	10	11	
6	2	2	100	50	1	8B	65	31	1	10E	66	29	37	7E	95	13	14	7	
7	1	1	100	60	4	11B	73	29	.6	9E	58	27	12	7B	82	15	1	9	
8	1	1	100	40	19	5B	87	11	3	3B	72	20	2	4E	69	0	0	0	
9	1	1	100	54	61	9B	104	14	4	3E	74	24	7	6B	78	0	0	0	
10	1	1	100	39	6	5B	77	24	30	7B	92	26	13	6E	83	0	0	0	
11																			
12																			
TOTALS																			

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
 UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DISTRICT IRON

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS			
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC	
PRE K																			
K																			
1	6	3	50	46.7	98	2B	132	29	99	1E	134	23	*-99.99	3B	*-155	+0.7	2.3	-0.3	
2	6	2	33	56	92	2E	121	36.5	97	2E	129	28	*-99.99	4E	*-155	0	1.5	.5	
3																			
4	4	2	50	72	77	5B	111	43	68	4E	107	33	99.2	6B	140	2.5	.5	-.5	
5	3	1	33	-	-	-	-	41	39	3E	96	36	99	7B	138	-	2	1	
6	5	2	40	-	-	-	-	38	12	12+	82	35	84	10E	115	-	1.5	-4.5	
7																			
8																			
9																			
10																			
11																			
12																			
TOTALS																			

*- Off chart - very top!

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
 UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DISTRICT JORDAN

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMETIC				NET GAINS		
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMETIC
PRE K	11																	
K	7	7	100	26	61	PF	104	22	86	1B	116	*34	99.98	6E	155	5	12	17
1	10	10	100	24	37	PF	95	32	99.6	2M	144	*41	99.98	8+	155	1	9	8
2	4	3	75	49	77	2B	111	*70	99.98	8+	155	74	99.98	off scale	155	2	10	-1
3	7	7	100	27	.9	PF	61	35	53	2E	101	78	99.98	off scale	155	7	10	44
4	7	7	100	*26	*.03	PF	*46	*14	*.03	PF	*46	*44	99.98	8+	155	13	6	28
5	4	4	100	*28	*.03	PF	*46	*16	*.03	PF	*46	20	2	2M	69	9	2	9
6	7	7	100	49	1	7E	64	22	.03	6E	46	53	99.98	12+	155	13	6	31
7	5	4	80	48	.2	7E	54	*10	*.03	2E	46	47	99.6	12+	144	10	-1	22
8	1	1	100	54	75	9B	110	18	19	5B	87	*66	99.98	12+	155	6	8	33
9	0	0	0															
10	2	2	100	74	95	12+	125	34	77	12B	110	45	99	12+	136	5	5	32
11	1	0	0															
12	0																	
TOTALS																		

*- Off chart - Very Top!

* Off bottom of chart - low

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
 UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DISTRICT MILLARD

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMETIC				NET GAINS		
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMETIC
PRE K	7	3	43	6	3	PF	71	6	i	PF	63	2	.6	PF	58	4	3	1
K	9	5	71	22	45	PF	98	20	75	PF	110	12	73	PF	109	2	3	3
1	8	3	38	38	88	1M	118	25	91	1M	120	20	99.5	2M	143	6	3	4
2	3	1	33	57	93	2E	122	36	97	2E	128	25	99.5	3E	143	7	1	2
3	5	2	40	71	94	4E	123	47	98	5E	132	26	96	3E	127	2	3	0
4	6	5	83	67	61	4B	104	42	63	4B	105	29	92	4E	121	5	1	2
5	1	0	0															
6	4	1	25	43	.3	6B	55	28	.8	9B	60	30	45	8B	98	4	4	1
7	3	0	0															
8	4	0	0															
9	2	0	0															
10	2	0	0															
11	1	0	0															
12	1	0	0															
TOTALS																		

(Pre K graded on K level)

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
 UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DISTRICT NEBO

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS		
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC
PRE K																		
K	28	27	96	17.26	23	PF	89	16.85	47	PF	99	8.56	27	PF	91	2.32	2.29	1.71
1	17	17	100	36.76	84	1M	115	26.71	96	1E	126	17.0	96	1E	127	1.64	1.12	2.18
2	16	16	100	49.81	79	2M	112	32.31	88	2M	118	20.87	93	2E	122	1.50	1.25	1.06
3	14	14	100	56.05	55	2E	102	35.29	53	2E	101	23.78	86	3B	116	1.79	.93	1.14
4	11	11	100	50.0	8	2M	79	32.54	8	2M	79	24.9	53	3E	101	1.82	1.54	2.63
5	17	16	94	55.31	9	2E	80	36.43	16	2E	85	25.62	32	3E	93	1.12	.61	1.40
6	10	10	100	41.80	.1	5E	53	22.5	.05	6E	48	23.4	5	5E	76	1.40	1.40	1.20
7	6	6	100	*40.33	*.03	5B	*46	*18.83	*.03	5B	*46	27.0	12	7B	82	1.16	.50	.50
8	7	7	100	37.0	13	4E	83	16.0	13	4B	83	22.57	6	5E	77	1.86	1.14	1.86
9	2	1	50	23.0	.6	2M	58	9.0	.1	2M	64	16.0	.2	3B	54	1.00	1.00	.00
10																		
11																		
12																		
TOTALS																		

Post Scores

* Bottom of chart

WIDE RANGE ACHTEVEMENT TEST (WRAT) GAINS
 UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DISTRIC T NORTH SANPETE

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS			
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC	
PRE K	40	0																	
K	14	13	92	17.9	27	PF	91	13.5	19	PF	87	9.4	39	PF	96	3.7	5.1	3.0	
1	6	5	83	27.8	53	PF	101	21	66	PF	106	13.8	75	1B	110	2.2	.8	1.4	
2	9	9	100	38	39	1M	96	23.6	34	1B	94	14.8	30	1M	92	1.8	2.1	.2	
3	6	6	100	59.8	66	3B	106	35.7	55	2E	102	22.6	75	2E	110	6.7	2.1	.3	
4	8	8	100	61.6	37	3B	95	36.5	25	2E	90	26.9	77	4B	111	-1	0	3.1	
5	3	2	67	70.5	58	4E	103	46.5	75	5E	110	25.5	32	3E	93	5.5	0	0	
6	3	3	100	57.3	5	10B	76	83	3	11E	71	*- 48.3	*- 99.98	12+	*- 155	2	3.3	8	
7	1	1	100	41	* .03	5E	* 46	* 22	* .03	6E	* 46	29	21	7E	88	6	11	7	
8	1	1	100	61	92	11B	121	35	93	12E	122	38	96	12B	127	10	4	6	
9	2	1	50	54	61	9B	104	28	55	9B	102	34	70	10B	108	4	3	4	
10	3	2	67	30	1	2E	64	15.5	5	4B	76	24	6	6B	77	4.5	4.5	5	
11	0	0	0																
12	1	No pre test)		60	45	11B	98	38	75	12+	110	39	70	12E	108	-	-	-	
TOTALS																			

*- Off chart - TOP!

* Off Chart - Bottom

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
 UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DISTRICT OGDEN

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMETIC				NET GAINS		
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMETIC
PRE K		PRE POST																
K		17		18.53	30	PF	92	14.94	30	PF	92	14.41	92	1B	121	2.00	2.10	5.78
1		13 10		46.90	98	2B	131	21.	66	1B	106	21.	99.91	2E	148	5.98	4.85	2.31
2		10 8		64.25	98	3E	132	34.75	95	2E	125	24.	99	3B	138	10.15	5.02	3.60
3		11 11		69.09	91	4E	120	41.73	88	4B	118	28.09	99	4E	137	11.82	8.37	3.36
4		15 14		62.0	42	3B	97	40.21	50	3E	100	26.14	70	3E	108	2.27	3.14	.14
5		9 7		82.14	92	7E	121	46.71	75	5E	110	33.28	96	6B	126	11.25	8.04	3.84
6		7 6		69.38	31	12+	95	36.	7	12+	78	31.83	61	8E	104	10.33	2.86	6.54
7		3 3		64.67	1	9B	64	23.67	.03	7B	46	28.	16	7B	85	12.00	-.33	22.00
8		1 1		64	95	12E	125	35.	93	12E	122	21.	3	5B	72	9.00	1.00	8.00
9		2 0		49	39	7E	96											
10		1 1										21	2	5B	68	-	-	18.0
11																		
12																		
TOTALS																		

EDUCATIONAL DEVELOPMENT PLAN

Student _____

A. Field of Interest: _____
or

Interest Test: _____

B. School Selection:

Vocational School _____

Community College _____

Four Year College _____

Private School _____

Apprenticeship Program _____

C. Entrance Requirements/Tests:

D. Funding Sources:

BIA: Employment Assistance Form (Vocational Training) _____

Higher Education Form (4 year degree) _____

Grants: Pell _____ SEOG _____ SNG _____ Tuition Waiver _____

Loans: NDSL _____ GSL _____

Employment: College Work Study _____

Scholarship Information:

Other:

E. Admission Procedures:

Application Form:

Financial Aid Counselor:

Program Advisor:

Minority Affairs Officer:

Registration:

F. Follow-up:

RESOURCE MATERIALS

GED Materials

Math

G.E.D. Math Test - Cambridge
Math in Daily Living - 1 & 2 - Steck-Vaughn
GED Exercise Book- Word Problems - Cambridge
Dealing With Word Problems- Seattle Indian Center

Reading

GED Reading Skill Test Book - Cambridge
The Native American Adult Reading Series 7-12
United Indians of All Tribes Foundation
Interpretation of Literary Materials - Cambridge
Reading Skills for Indian Adults - United Tribes
Vocabulary Improvement - McGraw Hill
Adult Reading Series 7-12 - Steck-Vaughn

Writing

GED Writing Skills - Cambridge
Language in Daily Living - Steck-Vaughn
The Write Stuff - Contemporary

Social Studies

CLR Social Studies Kits - 6-10
Interpretation of Reading Materials:
Social Studies - Cambridge

Science

CLR Science Kits 6-10
Interpretation of Reading Materials:
Natural Sciences

ABE Materials

Math

Pre GED Math - Cambridge
Math for Daily Living 1&2 - Steck-Vaughn
Number Power 1&2 - Contemporary
Pathways- Pre-GED - Arizona Indian Centers
Working with Numbers- Steck-Vaughn
Introduction to Math - Cambridge
Dealing With Word Problems- Seattle Indian
Center
Essential Mathematics for Life - Scotts-
Forseman

Reading

Adult Reading Series - Steck-Vaughn
Living in the Reader's World- Cambridge
Reading for Concepts- McGraw Hill
Pathways- Reading and Writing - United
Tribes
Reading Skills for Using Maps, Charts, &
Graphs - McGraw Hill
Reading for Comprehension - Cambridge
Snapshots - Cambridge
Reading Improvement; Steck-Vaughn
Native American Adult Reader - United
Indians of All Tribes Foundation
Superstar Reading Series - 1-6

Writing

Introduction to English - Cambridge
Pathways Pre-GED Writing Skills - Arizona
Indian Centers
Basic Grammar for Writing - McGraw Hill
Basic Skills in Writing- Contemporary
Dr. Spello - McGraw Hill
Work-a-Text - Cambridge
Language in Daily Living - Steck-Vaughn
The Write Stuff - Contemporary

CAREER GUIDANCE

Tests:

Washington Occupational Interest Survey

Strong-Campbell Inventory
Career Assessment Inventory
World of Work
Discovery
Self Directed Search

Allport Study of Values
Myers-Briggs Type Indicator
Hall Occupational Orientation Inventory

Books:

Career and Life Planning Guide - Loughary/Ripley
A Job Search Planbook-Highline Community College
Midway, Washington
What Color is Your Parachute-R. Bolles
Occupational Outlook Handbook-U.S. Dept. of Labor
Time For Change- Cambridge Books
Hidden Job Market of the '80's
Who's Hiring Who
While We're at it, Let's Get you a Job-Guthrie/Frazier
National Council for Indian Business
Self Help Manual for Indian Economic Development-
Native American Rights Fund
How to Turn an Interview Into a Job
The Robert Half Way to Get Hired in Today's Job Market
Robert Half
The 100 Best Companies to Work for in America-Levering
Mosskowitz, Katz

SUMMARY OF AVAILABLE RESOURCE MATERIAL

PAMPHLETS:

- I. FOOD-gardening, dieting, recipes, safety, nutrition, food handler's permit manuals.
- II. HEALTH-physical, mental, contraception, childhood immunizations.
- III. EDUCATION-metric system, career planning, occupations
- IV. MOTOR VEHICLES-safety, upkeep, purchasing, driver's permit manuals.
- V. LAW-know your rights, social security, discrimination, warranties.
- VI. SAFETY-fire, winter survival, automobile emergency.
- VII. HOME IMPROVEMENT-energy savers, crafts, keeping records, clothes care, pest control.
- VIII. MONEY MANAGEMENT-consumer guide, purchasing, understanding bills, credit, etc.
- IX. ENVIRONMENT-pest control, plants, trees, pollution.

MANUALS:

- I. CONSUMER ADVOCACY
 - A. TENANT-LANDLORD
 - B. CREDIT RIGHTS
 - C. UTILITIES
 - D. SENIOR CONCERNS
 - E. CARS
 - F. ADVERTISING
 - G. ADVOCACY
 - H. RESOURCES
- II. DRIVER'S PERMIT MANUAL
- III. FOOD HANDLER'S PERMIT MANUAL
- IV. BE INFORMED SERIES
 - A. PERSONAL CREDIT
 - B. BUYING A CAR
 - C. OWNING A CAR
 - D. BUYING A HOUSE
 - E. SOCIAL SECURITY
 - F. RENTING A PLACE TO LIVE
 - G. FINDING A JOB
 - H. READING YOUR NEWSPAPER
 - I. TAXES
 - J. BANKING
 - K. MENTAL RETARDATION
 - L. MARRIAGE
 - M. MEASUREMENTS
 - N. WISE BUYING
 - O. USING THE LIBRARY
 - P. MONEY
 - Q. DRUGS
 - R. NUTRITION, S. POPULATION, T. POLLUTION.

BOOKS: CONSUMER EDUCATION SERIES

- I. HEALTH AND LEISURE
- II. VIEWING YOUR CAREER
- III. CAR PURCHASE AND MAINTENANCE
- IV. GOVERNMENT SERVICES FOR CONSUMERS
- V. MAJORITY AT 18
- VI. THE TEEN-AGER AND HIS FAMILY

ABE READING SKILLS

WORD RECOGNITION AND WORD ATTACK (use with Steck-Vaughn Adult Reading 1100-1700)

READING 1100-PRE-READING SKILLS:

Visual: Orientation _____ Visual: Order _____ Visual: Detail _____
Sound: Matching _____ Sound: Blending _____

READING 1200 - SIGHT WORDS:

131 sight words (Kucera-Francis list) _____

READING 1300 - SIGHT WORDS:

162 sight words (Kucera-Francis list) _____

READING 1400 - PHONICS:

Beginning consonants: s _____ w _____ g _____ y _____ v _____ z _____

Ending consonants: b _____ f _____ l _____ t _____ k _____ n _____ p _____ m _____ d _____ g _____ x _____

Variant consonants/sounds: q _____ c _____ s _____

Short vowels: a _____ e _____ i _____ o _____ u _____

Long vowels: a _____ e _____ i _____ o _____ u _____

Vowel sounds of y: i _____ y _____ e _____

READING 1500 - PHONICS:

Two-letter consonant blends: pr _____ gr _____ tr _____ fr _____ cr _____ dr _____

bl _____ cl _____ fl _____ gl _____ pl _____ sl _____

st _____ st _____ sc _____ sk _____ sn _____ sm _____

sp _____ sw _____

Three-letter consonant blends: str _____ spr _____ scr _____ spl _____ shr _____ thr _____

Consonant digraphs: sh _____ ch _____ wh _____ th _____ ng _____ nk _____ ph _____

Silent consonants: kn _____ wr _____ gn _____ mb _____ gh _____ tch _____

Vowel diphthongs: ow _____ ou _____ oi _____ oy _____

READING 1600- STRUCTURAL ANALYSIS/PHONICS:

Plurals _____

Possessives _____

Base words _____

Compound words _____

Contractions _____

Endings _____

Base words _____

Syllabication _____

Accent _____

Vowel sounds _____

READING SKILLS

(use with Steck-Vaughn
Adult Reading 2100-2800)

WORD Skills

- Prefixes _____
- Suffixes _____
- Synonyms _____
- Antonyms _____
- Homophones _____
- Homonyms _____

SENTENCES

- Contextclues: Explicit _____
- Contextclues: Explicit with application _____
- Contextclues: Implicit with application _____
- Context clues: Obscure meanings _____
- Organization cues _____
- Analysis: Simple Sentences _____
- Synthesis: Simple Sentences _____
- Analysis: Compound or complex sentences _____
- Synthesis: Compound and/or complex sentences _____

MAIN IDEA

- Main idea: Topic with orgainzer _____
- Main idea: Topic without orgainzer _____
- Main idea with organizer _____
- Main idea without organizer _____
- Main idea stated by learner _____

RELATIONSHIPS/CONCLUSIONS

- Outcomes _____
- Conclusions: One relationship _____
- Cause/effect relationships _____
- Conclusions: Direct relationships _____
- Conclusions: Indirect relationships _____

SEQUENCE

- Event before or after _____
- Calendar markers _____
- Explicit cues _____
- Implicit cues _____
- Implied and stated events _____

LOCATING AND ORGANIZING INFORMATION

- Alphabetizing _____
- Using books _____
- Using newspapers _____
- Guide Letters and words _____
- Dictionaries and glossaries _____
- Multiple sources _____
- Notes and outlines _____

MAPS, GRAPHS, TABLES

- Pictorial maps _____
- Road maps _____
- Directions _____
- Map Symbols _____
- Graphs: Whole units _____
- Graphs: Partial units _____
- Graphs: Comparisons _____
- Tables: Single cell _____
- Tables: Schedules _____

PERSONAL READING SKILLS

- Adjustion rate to purpose and material _____
- Scanning for detail _____
- Skimming for main idea _____
- Determining fact and opinion _____
- Identifying elements of fact and fiction _____
- Differentiating correct form incorrec statements _____
- Recognizing persuasive techniques _____
- Relating facts or concepts to other situations _____
- Predicting subject matter _____
- Following directions _____

NAME _____

ABE
MATH SKILLS SHEET

ADDITION

DATE COMPLETED _____

- Ten Numbers _____
- Hundred Numbers _____
- Zero _____
- Long Columns _____
- Long Columns of Ten Numbers _____
- Simple Word Problems _____
- Learning to Carry _____
- Carrying to the Tens, Hundreds, Thousands Column _____
- Word Problems-Carrying _____

SUBTRACTION

- Learning to Subtract & Check Subtraction _____
- Subtracting Tens & Larger Numbers _____
- Zero _____
- Simple Word Problems _____
- Learning to Borrow from Tens Column _____
- Borrowing from Hundreds & Thousands Column _____
- Borrowing in more than one Column _____
- Borrowing from Zero _____
- Word Problems-Borrowing _____

MULTIPLICATION

- Learning to Multiply _____
- Zero & Ten Numbers _____
- Carrying to Tens, Hundreds, Thousands Column _____
- Multiplying to Ones, Tens, Hundreds, Thousands Numbers _____
- Multiplying by Ten Numbers _____
- Multiplying by Hundreds Numbers _____
- Word Problems _____

DIVISION

- Learning to Divide _____
- Dividing Ten Numbers _____
- Checking Division Answers _____
- Dividing Hundreds Numbers _____
- Zero in the Middle _____
- Dividing into Thousands Numbers _____
- When it looks as if you cannot Divide _____
- Remainders _____
- Simple Word Problems _____
- Word Problems _____
- Dividing by Ten & Hundreds _____

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
 UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DISTRICT PROVO

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS		
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC
PRE K																		
K	1	1	100	14	14	PF	84	21	81	PF	113	17	99	1E	135	2	2	6
1	2	2	100	22.5	32	PF	93	22.5	77	1B	111	20	99.5	2M	143	4	4	4
2	0																	
3	2	2	100	51.5	3F	2M	95	32	32	2M	93	22.5	73	2E	109	14	1.5	-13
4	3	3	100	46.3	4	2B	73	33	10	2M	81	27.6	82	4B	114	8.3	4	6.3
5	2	2	100	63	30	3E	92	37	18	3B	86	27.5	53	4B	101	5	2	2
6	1	1	100	55	4	9E	73	3F	9	12+	80	24	7	6B	78	-2	3	-5
7	2	2	100	60	4	11B	73	28.5	.5	9B	57	23	2	5E	69	7	3.5	-4.5
8	0																	
9	0																	
10	3	3	100	40.6	8	5E	79	29	55	9E	102	31	42	8E	97	4	4.4	2.7
11	0																	
12	1	1	100	56	66	12+	106	27	25	8E	90	32	27	9B	91	4	4	5
TOTALS																		

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
 UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DISTRICT UINTAH - NEW PROGRAM, NO DATA for '86

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS		
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC
PRE K																		
K																		
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
TOTALS																		

WRITING SKILLS

SHEET

(to be used in conjunction with
Introduction to English, Cambridge)

Nouns

Nouns—Singular and Plural

Words That Replace Nouns: Pronouns

Verbs Tell What Is Happening

The Verb "Be"

More About the Present

Helping Verbs

Has, Have, and Had

Irregular Verbs

When Do You Use Has and Have?When Do You Use Had?Be Plus Has, Have, or HadCan, Could, Would, Should, and Must

Divided Verbs

Shifting the "Time" of Verbs

Matching Nouns and Verbs

Collective Nouns

And with Singular NounsWords Like One ofWords with Body or -OneNeither and EitherWords Like AllHere and There

More About Pronouns

Using Be with I

Using "Reversible" Pronouns

Who's "He"?

Describing and Comparing (Adjectives)

Who, Which, ThatEr and EstMore and Most

Special Words

Using Than to Compare Things

Hooking Words (Prepositions)

Words That Describe Verbs (Adverbs)

Words That Tell How 89Words That Tell Where 89Words That Tell When 90

Possessives

Pronouns That Show Possession

WhoseUsing Each, Every, and One with His

The Case of the Missing Letter (Contractions)

Using Don't and Doesn't

No + No = Yes (Double Negatives)

Periods, Question Marks, and Exclamation Points

Commas

Commas in a Series

Commas Before and, but, or, and for

Commas for Interrupters

More About Interrupters

Commas in Dates and Places

Commas in Dates

Commas in Names of Places

Quotation Marks

Capital Letters

What Is a Sentence?

The Verb

The Subject

Subjects and Verbs

Word Groups That Look Like Sentences, but Aren't

Vocabulary and Dictionary Skills

Words in Sentences

Taking a Word Apart

Using the Dictionary

Word Origins

Synonyms

Spelling

Spelling Rule One: Words with ie or eiSpelling Rule Two: Dropping the Last eSpelling Rule Three: Changing y to iSpelling Rule Four: Is it -cede, -sede or -ceed?

Spelling Rule Five: Doubling the Last Consonant

Spelling Rule Six: Indicating More Than One

Spelling Words That Sound Alike

One Hundred Often-Misspelled Words

Words That Cause Trouble

Lay and LieBetween and AmongBeside and BesidesDifferent From, not Different ThanCould Have, not Could ofFarther and FurtherIs, not Is When or Is WhereKind of and Sort of, not Kind of a and Sort of aLike and AsTry to, not Try and

GED
WRITING SKILLS
SHEET

NAME _____

(to be used in conjunction with
The Writing Skills Test, Cambridge)

BUILDING A SENTENCE

Predicate _____
Subject _____
Sentence Imposters _____
Three Unusual Types of Sentences _____
Making a Sentence Look Like a Sentence _____

LEARNING THE VERB CODE

Three Main Parts of a Verb _____
Irregular Verbs _____
Verb Tenses _____
The Perfect Tenses _____
The Forms and Uses of "Be" _____
Putting the Verb Code Together _____

MAKING A SUBJECT AND VERB AGREE

Subject-Verb Agreement-the Basics _____
Compound Subjects _____
Confusing Subjects _____
Other Subject-Verb Agreement Problems _____

CHOOSING THE RIGHT PRONOUN

Pronouns-the Basics _____
Subject Pronouns _____
Possessive Pronouns _____
Object Pronouns _____
Pronouns after "than" or "as" _____
"We" and "Us" _____
"Who" and "Whom" _____
Making a Pronoun "Agreeable" _____

CHANGING THE FORM OF A NOUN

Making a Noun Plural _____
Rules for Forming Plurals _____
Making a Noun Possessive _____

USING MODIFIERS CORRECTLY

Modifiers-the Basics _____
Changing an Adjective to an Adverb _____
Making Comparisons _____

(continued on page 2)

USING MODIFIERS CORRECTLY, continued from page 1

Common Adjective and Adverb Problems _____

Double Negatives _____

"This", "that", "these" and "those" _____

"A" and "an" _____

CHECKING SENTENCE MEANING

Parallel Structure _____

Sequence of Verbs _____

Out-of-Place Words _____

Unclear Reference _____

Confused Words _____

COMBINING IDEAS IN A SENTENCE

Compound Sentences _____

Other Sentence Connectors _____

Hints for Organizing Sentences _____

Organizing Ideas for Meaning _____

UNDERSTANDING PARAGRAPHS

Finding the Main Idea in a Paragraph _____

Building a Paragraph _____

Using Connecting Words in a Paragraph _____

Putting Sentences in Order _____

Other Problems with Paragraphs _____

CAPITALIZATION AND PUNCTUATION

Capitalization _____

Capitalization Rules _____

Punctuation _____

Rules for Periods, Question Marks, and Exclamation Points _____

Rules for Semicolons and Colons _____

Rules for Commas _____

Rules for Quotation Marks _____

Rules for Apostrophes _____

SPELLING

Spelling _____

Tips for Better Spelling _____

Rules for Prefixes and Suffixes _____

Other Spelling Rules _____

GED
SCIENCE SKILLS SHEET
REVIEW

Biology - concepts:

Date completed _____

Life Functions. _____
 Digestive System _____
 Respiratory System. _____
 Excretory System _____
 Circulatory System _____
 Nervous System _____
 Reproduction _____
 Genetics _____
 Evolution _____
 Ecology _____
 Diseases _____
 Nutrition _____
 Photosynthesis _____
 Behavior _____
 Homeostasis _____
 Adaptations _____
 Microscopic Structure of Cells _____

Earth Science - concepts:

Rocks and Minerals _____
 Atmosphere _____
 Hydrology _____
 Solar System _____
 Oceanography _____
 Magnetism _____

Chemistry - concepts:

Atoms and Atomic Theory _____
 Molecules and Molecular Theory _____
 Stoichiometry (calculation) _____
 Solutions, Acids, Bases _____
 Electrochemistry _____
 Chemical Equilibria _____

Physics - concepts:

Measurements _____
 Magnetism _____
 Light Waves _____
 Sound Waves _____
 Newtons Laws of Motion (three laws) _____
 Gas Laws _____

GED
SOCIAL STUDIES SHEET

ECONOMICS

Definitions _____
Money _____
Monetary Policy _____
Economic Growth _____
Inflation _____
Supply and Demand _____
Microeconomics _____
Taxes _____
International Trade _____

GEOGRAPHY

Definitions _____
Major Landforms _____
Water Bodies _____
Climate _____
Maps, Charts, and Graphs _____

POLITICAL SCIENCE

Definitions _____
The U.S. Constitution _____
Division of Powers _____
Qualifications for Congress _____
Law Making _____
Presidential Selection _____

HISTORY

American Foreign Policy _____
U.S. History _____
World History _____
Definitions _____

BEHAVIORAL SCIENCE

Definitions _____
Psychology _____
Sociology _____
Anthropology _____
Social Psychology _____

GED TEST INFORMATION

TITLES AND CONTENTS

TEST 1 - 80 Questions, 75 minutes

Writing Skills Test

Spelling, Capitalization & Punctuation 25%
Usage 30%

Diction & Style/Sentence Structure 30%

Logic and Organization 15%

TEST 2 - 60 Questions, 90 minutes

Social Studies Test

Economics 20% (15% in Canada)

Geography 15% (20% in Canada)

Political Science 20%

History 25%

Behavioral Sciences 20%

TEST 3 - 60 Questions, 90 minutes

Science Test

Biology 50%

Earth Science 20%

Chemistry 15%

Physics 15%

TEST 4 - 40 Questions, 60 minutes

Reading Skills Test

Practical Reading 15%

General Reading 30%

Prose Literature 30%

Poetry and Drama 25%

TEST 5 - 50 Questions, 90 minutes

Mathematics Test

Arithmetic 55%

Geometry 20%

Algebra 25%

Test-Taking Tips for GED Examinees

1. DO ANSWER EVERY QUESTION (Scores are based only on the number of questions answered correctly; there is no penalty for guessing.)

2. DO READ THE DIRECTIONS CAREFULLY (Some of the tests contain sections for which unique directions are given.)

3. DO READ EACH QUESTION CAREFULLY (Don't make the mistake of inserting or ignoring words. The correct answer depends on exactly the wording used.)

4. DO USE YOUR TIME WISELY (Budget your time so as to be able to finish within the time permitted. Skip difficult questions and return to them near the end of the period.)

5. DO CHECK YOUR WORK (Be sure that you marked the answer you intended and marked it in the correct space on the answer sheet.)

6. DO PAY ATTENTION TO KEY WORDS (These include "exception" words like None and Except that are used when your task is to choose the answer that does not fit the statement or question. A small number of these types of questions are on the tests.)

7. DO NOT LOOK FOR CLUES IN THE GRAMMAR OR WORDING OF THE QUESTIONS (For example, don't always choose the response that repeats a word in the question; sometimes these are not the correct answers. Too, don't waste time looking for clues in the grammar of the question and responses; all responses are grammatically consistent with the question. Clues like these are edited out before the tests are used.)

8. DO NOT CHOOSE YOUR ANSWER ON THE BASIS OF RESPONSE LOCATION OR ON THE BASIS OF ANY OTHER ANSWER GIVEN (The arrangement of the response positions is random in each of the tests.)

9. DO NOT AVOID MATH ANSWERS THAT ARE THE LARGEST OR SMALLEST VALUE GIVEN (In Math questions that use numbers as possible answers, the responses are usually ordered from low to high or vice versa. The correct answer is found in the first or last position as often as anywhere else.)

10. DO COME TO THE TESTING SESSION PHYSICALLY AND MENTALLY ALERT. Get a good night's sleep. Celebrate *after* you finish the tests.

11. DO PREPARE FOR THE TESTS. Knowing what may be on the tests and what the tests look like helps reduce anxiety.

12. DO USE THE OFFICIAL GED PRACTICE TESTS. They are excellent test score predictors. They also tell you what you need to study.

13. DO LOOK AT THE QUESTIONS (IN TESTS 2, 3, AND 4) BEFORE READING EACH PASSAGE. Many candidates find this a useful way to focus on the important information in the passage.

14. DO NOT TAKE THE ENTIRE BATTERY AT ONE CONTINUOUS SITTING. If you are taking more than one test, take at least a ten-minute break between sessions. Between tests, stand up, walk around, have some refreshments if these are permitted.

15. BE FAMILIAR WITH THE TYPES OF ITEMS ON THE TESTS (Being familiar with the item formats on the test saves time and helps reduce anxiety.)

16. WHEN UNSURE, NARROW CHOICES AND THEN MAKE YOUR BEST GUESS (If you encounter a question or questions you can't answer right off, don't panic! Try to reduce the number of choices by eliminating those that seem clearly incorrect. Then choose the answer that seems the best from among the remaining alternatives.)

17. DEALING WITH TEST ANXIETY (FEAR!) Most of us feel a little anxious about taking tests. We're afraid we will forget what we know, and/or that we won't do well or even pass the test. Remember that a little anxiety is a good thing. It makes us more alert and motivates us to do our best. Here are a few things that may help to keep anxiety from getting out of hand:

Prepare for the test so that you will be familiar with the content, item types, directions, answer sheet, time limits, etc. This will reduce anxiety by cutting down on the possible surprises.

Put anxiety in its proper perspective. Remember that the world isn't going to end if you don't do well. Even if the worst happens (you don't quite pass), this simply means that there are areas you need to brush-up on before you take the test again. (Remember, however, that you can take a Practice Test before attempting the actual GED Test. This will tell you about how well you can expect to do on the actual test.)

JOB SEARCH SKILLS

- I. Skills Assessment
 - Values Clarification
 - Skill naming and development
 - Self Esteem Building
- II. Finding Hidden Jobs
 - Where to Look
 - Resources: People/Places
- III. Paperwork
 - Resumes
 - Application
 - Cover Letters
 - Thank You Letters
- IV. Self Presentation Skills
 - Interviewing Skills
 - Hygiene
 - Dressing
 - Language
 - Illegal Questions
 - Rights/Responsibilities
- V. Job Retention
 - Assertiveness
 - Stress Management
 - Supervisor Interaction
 - Strokes
 - Plans

NISQUALLY INDIAN TRIBE
ADULT EDUCATION PROGRAM
MONTHLY REPORT FOR _____, 19____

I. G.E.D.

_____ PASSED GED TEST
_____ Passed Portions of GED Test
_____ Active Students
_____ Dropped
_____ Follow-up

IV. SUPPORT SERVICES

A. Inter-Departmental Referrals

B. Community Resource Referral

II. A.B.E.

_____ Active Students
_____ Dropped
_____ Follow-up

V. OTHER

III. CAREER DEVELOPMENT

A. Higher Education Guidance

B. Vocational Education Guidance

VI. PROBLEM AREAS

C. Career Guidance/Employment Referral

