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**Now Students Can Prepare  
For GED Success**

**Any Time, Any Place**

**GED PREPARATION  
DISTANCE LEARNING**

**IMPLEMENTATION GUIDE**

# GED PREPARATION DISTANCE LEARNING

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## Introduction

GED/DL is a competency-based course offered with the support of the California Distance Learning Project. Employing the acclaimed *KET/ GED Connection* video series and the GED Video Partner print units, GED/DL allows students to evaluate their skills and remediate in the five GED subject areas:

1. Language Arts: Reading
2. Language Arts: Writing
3. Social Studies
4. Science
5. Mathematics

Students have the opportunity to build skills and to work toward goals—whenever and wherever work schedules and life circumstances allow.

GED/DL is designed for rapid implementation to:

- Improve school-wide test scores
- Expand services to new and continuing students
- Enhance student achievement across the adult secondary curriculum

GED/DL is a resource for providing adult students the edge they need—to both succeed in class as well as on the GED and other standardized tests.

### **GED/DL JumpStart Toolkit**

The GED/DL JumpStart Toolkit provides everything necessary to initiate a GED Preparation Distance Learning program.

<b>JumpStart Toolkit: (*Annotated Contents)</b>
GED Preparation Course Outline
LAUSD/DACE Bulletin No. 15
39 <i>GED Connection</i> DVDs
39 GED/DL <i>Video Partner</i> Print Units
3 <i>KET/ GED Connection</i> Texts
GED/DL Recordkeeping Resources
GED/DL Publicity Kit

A brief explanation of each component is provided below.

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**JumpStart  
Toolkit****GED  
Preparation  
Course  
Outline**

The course outline details key competencies in the five subject areas. A list of alternate GED preparation materials is provided to supplement the core curriculum. The course outline bears two course numbers: 30-50-93 should be used for reporting hours generated by distance learning. 30-50-73 should be used for attendance earned inside the classroom.

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**LAUSD/DACE  
Guideline  
No. 15**

Guideline No. 15 provides fundamental background information concerning distance learning; in addition, mandatory procedures for individual student folders, CASAS and Tops Pro, reportable ADA, Adult SIS accounting procedures, and approved courses are described. This Guideline is revised once a year.

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**GED  
Connection  
DVDs**

The *GED Connection* Video Series has been made available through the California Distance Learning Project via funding from the California Department of Education's Adult Education office for reproduction and check-out to GED/DL students. The 39 separate DVDs of the video series cover all five subject areas in an engaging documentary style. Each 30-minute program gives learners a chance to hear from experts, and relates content and skills to work, community, and home life

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**GED CONNECTION VIDEO SERIES:**

<b>PROGRAM</b>	
VP1 GED Connection Orientation	
<b>LANGUAGE ARTS: WRITING</b>	
VP2 Passing the GED Writing Test VP3 Getting Ideas on Paper VP4 The Writing Process VP5 Organized Writing VP6 Writing Style and Word Choice	VP7 Effective Sentences VP8 Grammar and Usage VP9 Spelling, Punctuation, and Capitalization VP10 The GED Essay
<b>LANGUAGE ARTS: READING</b>	
VP11 Passing the GED Reading Test VP12 Nonfiction VP13 Fiction	VP14 Poetry VP15 Drama
<b>SOCIAL STUDIES</b>	
VP16 Passing the GED Social Studies Test VP17 Themes in U.S. History VP18 Themes in World History	VP19 Economics VP20 Civics and Government VP21 Geography
<b>SCIENCE</b>	
VP22 Passing the GED Science Test VP23 Life Science VP24 Earth and Space Science	VP25 Chemistry VP26 Physics
<b>MATHEMATICS</b>	
VP27 Passing the GED Math Test VP28 Number Sense VP29 Problem Solving VP30 Decimals VP31 Fractions VP32 Ratio, Proportion, and Percent VP33 Measurement	VP34 Formulas VP35 Geometry VP36 Data Analysis VP37 Statistics and Probability VP38 Introduction to Algebra VP39 Special Topics in Algebra and Geometry

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**JumpStart  
Toolkit****GED/DL  
VideoPartner  
Print Units**

GED/DL Video Partners Units are 39 reproducible print lessons developed by CDLP writers and teachers to review, reinforce and extend the content of each corresponding DVD program. When paired with the DVD programs, the GED/DL Video Partner print units effectively

- provide an overview of the subject areas
- introduce key vocabulary in context
- explore real-life applications
- present test strategies
- build student confidence

Each Video Partner unit concludes with a Post-Test.

An answer sheet, for the student to record unit exercise and Post-Test answers, has been added at the end of each GED/DL Video Partner print unit.

The answer sheets are intended to allow for speed and ease of correction. Students may self-correct the exercises from the unit; only the instructor may correct the Post-Test questions. The answer sheet has been designed to be separated from the rest of the unit and kept in the student's file as evidence of unit work completion and at least 80% competency on the Post-Test.

After the answer sheet has been separated from the unit, corrected and filed, the student may then retain the rest of the Video Partner Unit for review. Video Partner print units may be downloaded at: [www.adultinstruction.org](http://www.adultinstruction.org)

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## JumpStart Toolkit

### **KET/GED Connection Texts**

The core materials for GED/DL are KET/GED Connection DVD programs and the accompanying GED/DL Video Partner print units. However, three textbooks serve to supplement the core materials:

- *KET/GED Connections Language Arts: Writing and Reading*
- *KET/GED Connections: Social Studies and Science*
- *KET/GED Connections: Mathematics*

For GED/DL, the *KET/GED Connection* textbooks are intended to serve TWO purposes:

#### **1. Placement and Post-Testing**

The textbooks provide a Pre-Test and Post-Test for each subject area. By using the pretest in conjunction with the Pre-Test Prescription Rubric (provided in GED/DL Recordkeeping Resources), the instructor is able to pinpoint a student's remediation needs within any GED subject area. Each of the Post-Tests, referred to as "Practice Tests" in the textbooks, serves as a helpful evaluation of the student's mastery of the subject area.

#### **2. Additional Practice**

Sometimes a student may be unsuccessful in a particular GED/DL Video Partner print unit, even after attempting to redo the lesson once. In this case, the instructor may assign the student a corresponding lesson in the *KET/GED Connection* textbook.

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**GED/DL  
Recordkeeping  
Resources**

**GED/DL Video Partner Log: Teacher Folder**

This document is the instructor's key instrument for GED/DL recordkeeping. Optimally, it should be printed on the front of a folder to create a student cum folder. If this is not convenient, a paper copy can simply be kept inside the student cum folder.

The Video Partner Log will serve as permanent record of a student's ongoing activity in GED/DL, including checkout and return of DVDs and Video Partner units, checkout and return of supplemental texts, as well as hours of earned attendance.

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**GED/DL  
Recordkeeping  
Resources**

**GED/DL Test Log: Teacher Folder**

If possible, after a **Video Partner Log** has been printed on the front cover of a student cum folder, the **Test Log** component of the student's permanent GED/DL record should be printed on the back cover. If this is not convenient, a paper copy may be placed inside the folder.

The Test Scores record sheet will be used to record all student test results, including KET/GED Connection Pre-Tests and Post-Tests, official GED Practice Tests, and actual GED test results.

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**GED/DL  
Recordkeeping  
Resources**

**GED/DL Cumulative Record: Student Folder**

To create a record for the student, it is recommended that this two-sided document be printed on the front and back cover of a cum folder. Otherwise, a paper copy may be kept inside. The purpose of the **Student Folder** is to provide the student with an ongoing record of the check-out and return of DVDs and Video Partner units as well as all test scores: KET/GED Pre-Tests and Post-Tests, Official GED Practice Tests, and Official GED test results.

**GED/DL  
Recordkeeping  
Resources**

**GED D/L Pre-Test Prescription Rubric**

The KET/ *GED Connections* texts provide Pre-Tests for each of the five GED subjects. These Pre-Tests are designed to determine a student's specific remediation needs within each subject area. After a student has taken the Pre-Test and it has been corrected, the instructor will use the Pre-Test Prescription Rubric to assign a student to the appropriate units. By circling the numbers corresponding to a student's incorrect test items, the instructor can use the rubric to assign units which are appropriate to remediate a student's specific areas of weakness.

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**GED/DL  
Recordkeeping  
Resources**

**Weekly Sign-In Log**

Students will sign and date the Weekly Sign-In Log on the line on which the instructor has recorded units issued to the student, completed work received from the student, and hours of attendance earned. The instructor issuing, receiving, and recording hours will initial the same line on the Weekly Sign-In Log.

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**GED/DL  
Recordkeeping  
Resources**

**Deposit/Refund Form**

Upon accepting a deposit for GED/DL materials from a student, a school employee will ensure that all student information, including student I.D. number, as well as the amount of money accepted, has been accurately recorded on the Deposit Form. The student and the school employee will sign the Deposit Form.

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**GED/DL  
Recordkeeping  
Resources**

**CASAS, Tops Entry/Update Questionnaire**

This questionnaire is designed for the timely collection of essential Tops Entry/Update data.

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## JumpStart Toolkit

### **GED/DL Recordkeeping Resources**

#### **GED Completion Log**

Record student results on the Official GED Test on the GED Completion Log to monitor program success and to ensure efficient claiming of all benchmarks.

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### **Publicity Kit**

Because there are so many students who can benefit from the flexibility of GED/DL, publicity is essential. The Publicity Kit includes a color flyer and brochure, provided in hard copy and available at [www.adultinstruction.org](http://www.adultinstruction.org). Both flyer and brochure are designed to be quickly and easily customized with specific school and site contact information.

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## Students and Instructional Staff

### **The GED/DL Student**

The GED/DL student is an adult who meets the following prerequisites:

- A minimum reading level of 9.0 as measured by the TABE D 7/8 Reading Comprehension Test
- Writing fluency at an English 3 placement level, determined by a student writing sample
- Mastery of the competencies of Basic Math-Advanced (53-03-73)
- Recommendation of an instructor and/or a counselor

A student need not be planning to take the GED test in the immediate future. In fact, the sooner a student begins the program, the better. Besides preparing the student for the GED, the GED/DL program can contribute to his or her interim goals, particularly in supporting success in other classes and on other standardized tests like the California High School Exit Exam (CAHSEE).

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## Students and Instructional Staff

### **Student Responsibilities**

GED/DL students are expected to:

- be able and willing to work conscientiously and independently outside the classroom
  - view video lessons and complete Video Partner assignments on a regular basis
  - meet regularly with the instructor to hand in Video Partner print units and DVDs and check out new ones.
  - demonstrate mastery of competencies by scoring at least 80% on unit Post-Tests
  - complete remediation work as assigned by the instructor
- 

### **The GED/DL Instructor**

The GED/DL instructor must possess a current, valid California teaching credential authorizing the teaching of one of the academic subjects reflected on the GED. It is important that the instructor be familiar with the GED test, alternate GED preparation materials, and the effective use of diagnostic and practice tests.

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## Students and Instructional Staff

### **Instructor Responsibilities**

GED/DL instructors will:

- prepare and organize sufficient numbers of Video Partner print units, GED Connection DVDs, student and class folders, and other recordkeeping resources to run an effective GED/DL program
- orient new students to GED/DL procedures and expectations
- use diagnostic tests and Prescription Rubric to determine appropriate assignments for individual student needs
- keep regular appointments with students to receive DVDs and completed units and check-out new ones
- evaluate student work and accurately record distance learning attendance earned
- monitor and support student progress
- maintain all required records as delineated by GED/DL Recordkeeping Resources
- be prepared for state and internal audits

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## Assessment and GED Skills Evaluation

### **Assessment**

Course prerequisites suggest that prospective GED/DL students:

- score at 9.0 or above on the TABE Reading test
- produce a writing sample evaluated at the English 3 level or above
- take the Math Placement test and demonstrate mastery of the competencies of Basic Math Advanced

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## Assessment and GED Skills Evaluation

### **GED Skills Evaluation**

It is helpful to evaluate specific GED skills in order to assign students to appropriate units.

The *KET/ GED Connection* texts provide Pre-Tests in all five subject areas.

Once a particular Pre-Test has been completed and corrected, the test administrator will circle the missed Pre-Test items on the Pre-Test Prescription Rubric in order to assign the student the units corresponding to his or her areas of weakness.

After consultation with counselors and instructors, a student may opt to take the Official GED Practice Tests (see course outline for ordering information) before beginning the GED/DL program. While this is not necessary, the information is useful to the GED/DL instructor and should be recorded in the Teacher Folder: Test Scores and in the Student Folder. However, even if a student has taken the Official GED Practice Tests, he or she should still take the *KET/ GED Connection* Pre-Tests.

Upon completing all assigned units in a subject area, a student should take the Practice Test from the *KET/ GED Connection* texts as a Post-Test. When a student has completed all assigned units and Post-Tests, he or she should take the Official GED Practice Test. If the student has taken the Official GED Practice Test before, the instructor should administer a different version of the test.

**NOTE: All of the above testing is time consuming, but does NOT qualify for distance learning attendance. When reporting attendance hours for these activities, instructors must use course number 30-50-73.**

## GED/DL Set Up

The GED/DL JumpStart Toolkit provides all necessary resources to accomplish the GED/DL Program Set Up tasks.

STEP	ACTION
1	<p>Order an adequate number of copies of <i>KET/GED Connections Mathematics; Social Studies/Science; Language Arts Writing/Reading</i>. (See course outline for ordering information.)</p> <p><b>NOTE:</b> These books will be used principally for Pre- and Post-Testing. Only students who require extra remediation will actually check these books out.</p>
2	<p>Customize the flyer and the brochure in the Publicity Kit to promote GED/DL at your school and in your community.</p>
3	<p>Duplicate a sufficient number of <i>GED Connection</i> DVDs. (Be sure to purchase jewel cases or DVD sleeves for protection during checkout.)</p>
4	<p>Duplicate a sufficient number of Video Partner print units.</p>
5	<p>Prepare a sufficient number of Teacher Folders. GED/DL Teacher Folder: Video Partner Log should be printed on the front; GED/DL Teacher Folder: Test Scores should be printed on the back. If this is not feasible, paper copies may be placed inside the folder.</p>
6	<p>Prepare a sufficient number of Student Folders. Page 1 should be printed on the front, page 2 on the back. If this is not feasible, paper copies may be placed inside the folder.</p>
7	<p>Duplicate adequate copies of GED/DL Recordkeeping forms:</p> <ul style="list-style-type: none"> <li>• Pre-Test Prescription Rubric</li> <li>• Weekly Sign-In Log</li> <li>• Deposit/Refund form</li> <li>• CASAS, Tops Entry/Update Questionnaire</li> <li>• GED Completion Log</li> </ul>
8	<p>Obtain a locking, four-drawer file cabinet and a locking storage cabinet to secure and organize</p> <ul style="list-style-type: none"> <li>• Video Partner print units</li> <li>• GED Connections DVDs</li> <li>• Student and Teacher folders</li> <li>• KET/GED Connection texts</li> <li>• recordkeeping forms, and other materials.</li> </ul>

## Claiming Attendance

COURSE TITLE	COURSE NUMBER	ACTIVITIES to CLAIM ADA
GED Preparation Distance Learning	30-50-93	6 hours per Video Partner unit
GED Preparation Traditional	30-50-73	Seat-Time for: <ul style="list-style-type: none"> <li>• Pre-Tests/Post-Tests</li> <li>• Official Practice Tests</li> <li>• alternate GED Assignments</li> </ul>

### GED Test Preparation Distance Learning 30-50-93

Distance learning attendance is based on student production and achievement. In order to claim distance learning attendance the following must occur:

- working outside the classroom, the student views a *GED Connections* DVD and completes the corresponding Video Partner print unit
- working outside the classroom, the student completes the Post-Test at the end of the Video Partner unit
- the instructor evaluates the student's work
- the student scores 80% or higher on the Post-Test

When these conditions are met, the instructor may use GED Test Preparation Distance Learning course number 30-50-93 to report 6 hours of distance learning attendance for the completed unit.

If a student fails to achieve 80% on the Post-Test, he or she may review the DVD and print unit and retake the Post-Test. If the student still does not achieve 80%, the instructor may assign a corresponding unit from a GED Connection text as remediation to help the student reach 80% on the Post-Test.

Time spent redoing the unit or doing remediation **may not** be counted for distance learning attendance. Six hours is the maximum distance learning attendance that may be claimed for a given unit, even if the student must do extra work to demonstrate 80% competency on a Post-Test.

## Claiming Attendance

### GED Test Preparation 30-50-73

Instructors may use GED Test Preparation course number 30-50-73 to report attendance for non-distance learning GED activities completed in the classroom, including:

- taking Pre-Tests and Practice Tests from the *GED Connection* texts for placement with the Prescription Rubric
- completing Official GED Practice Tests
- completing alternate remediation materials in class, under the supervision of the instructor

## Audit Compliance

Guideline No. 15, October 6, 2005 states the following:

- A. Learning must be verified through work completed by students; it is used as a basis for hours reported on the monthly statistical reports*
- B. A folder will be created and maintained for each student enrolled in Distance Learning.*

The GED/DL folder maintained by the teacher for each student must include the following:

- copy of the current registration form
- completely updated Video Partner Log and Test Log
- evidence of appropriate placement as verified by scores on Test Log and Pre-Test Prescription Rubric
- all Unit Answer Sheets completed : corrected, scored, dated, initialed, and complete with written teacher comments when appropriate
- completed CASAS, Tops Entry/Update Questionnaire and indication of administration of CASAS Pre-Test and Post-Test

## GED/DL:

## Step by Step

STEP	ACTIVITIES
<b>1</b>	<p>Student demonstrates prerequisite skill level on:</p> <ul style="list-style-type: none"> <li>• TABE</li> <li>• writing sample</li> <li>• Math Placement Test</li> <li>• registers for GED/DL</li> <li>• completes Deposit Form</li> <li>• pays deposit for checkout materials</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• completes GED/DL: CASAS, Tops Entry Questionnaire</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• student takes KET/GED Connections Pre-Tests</li> <li>• instructor uses Pre-Test Prescription Rubric to determine appropriate units for study</li> <li>• Prescription Rubric is retained in the Teacher Folder</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• student signs in on Weekly Sign-In Log</li> <li>• instructor records results of <i>KET/GED Connection</i> Pre-Tests on the GED/DL Test Log</li> <li>• instructor assigns GED/DL units</li> <li>• instructor records unit number and check-out date of each assigned Video Partner unit on Video Partner Log in Teacher Folder and Student Folder</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• student views DVD</li> <li>• completes Video Partner print unit, including Post-Test at his or her convenience</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• student signs in on Weekly Sign-In Log</li> <li>• instructor checks in DVD</li> <li>• student may self-correct work from the unit</li> <li>• instructor corrects Post-Test</li> </ul>
<b>7</b>	<p><b>If the student scores at least 80%:</b></p> <ul style="list-style-type: none"> <li>• instructor records the score on the Video Partner Log and in the Student Folder</li> <li>• claims 6 hours of ADA</li> <li>• corrected Post-Test answer sheet is retained in the Teacher Folder, along with a complete Video Partner Log, Test Log, and Prescription Rubric as audit evidence</li> <li>• instructor issues the next Video Partner unit</li> </ul>
<b>8</b>	<p><b>If the student scores less than 80%:</b></p> <ul style="list-style-type: none"> <li>• Video Partner unit is reissued and date recorded on the Video Partner Log</li> </ul> <p><b>NOTE:</b> Should the student once again fail to attain mastery, the instructor may wish to assign a corresponding unit in the <i>KET/GED Connection</i> text.</p>

## GED/DL: Step by Step

### **Intermediate and Final Assessment**

After a student completes all of the units in any of the five subject areas, the instructor should administer the appropriate Practice Test from the KET/GED Connection text. The score should be recorded on the Test Log.

The instructor may administer individual Official GED Practice Tests when the student finishes each subject area, as well as the complete battery when he or she has finished all subject areas. Of course, different versions of the Official Practice Test should be employed. A student should never take the same Official Practice Test twice.

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### **Frequently Asked Questions**

What kind of DVDs should be used to duplicate the GED Connection series?

**Be sure to use only DVD-R**

When a student checks out a *GED Connection* DVD is it acceptable to simply drop it into the Student Folder?

**No. To avoid unnecessary damage to the DVDs, be sure to purchase jewel cases or DVD sleeves.**

How many hours should be scheduled for a GED/DL class to be effective and also generate sufficient ADA?

**First of all, it should be kept in mind that 6 hours of Distance Learning ADA are ONLY earned when a student completes a unit—both viewing a DVD and completing a print unit-- and demonstrates mastery on a VP Unit Post-Test.**

## Frequently Asked Questions

**To compare the hours earned by a distance learning class to a regular seat-time class consider the following formula:**

- **Add up total hours earned in a given week by completion and mastery of Distance Learning units. (Note: An individual student may complete more than one unit.)**
- **Divide this number by the number of assigned GED/DL teacher hours.**
- **This number reflects the average hourly student attendance.**

**For example, suppose a GED/DL instructor who is assigned 6 teaching hours per week has evaluated and recorded 25 GED/DL units for a total of 150 hours of earned distance learning ADA.**

**150 (hours of Distance Learning ADA) divided by 6 (teacher hours)= 30 (average hourly student attendance)**

If a student spends longer than 6 hours mastering any one of the 39 units, is it acceptable to claim more than 6 hours of distance learning ADA?

**No. 6 hours is the maximum ADA that may be claimed for each of the units.**

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## Further Questions

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APPENDICES

Los Angeles Unified School District – Division of Adult Education  
 GED Distance Learning Video Partner Log: Teacher Folder  
 30-50-93

Last Name:	First Name:	Middle Name:	Total Program Hours:
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<b>GED Video Partner Units Assigned</b>															
(Record the Hours Earned on the Roster for Course #30-50-93)															
Unit	Date VP Issued	Post-Test Grade	Date VP Re-Issued	Post-Test Grade	Date Suppl. Text Issued	Post-Test Grade	Hours Earned	Unit	Date VP Issued	Post-Test Grade	Date VP Re-Issued	Post-Test Grade	Date Suppl. Text Issued	Post-Test Grade	Hours Earned
<b>1*</b>								<b>21</b>							
<b>2*</b>								<b>22*</b>							
<b>3*</b>								<b>23</b>							
<b>4*</b>								<b>24</b>							
<b>5</b>								<b>25</b>							
<b>6</b>								<b>26</b>							
<b>7</b>								<b>27*</b>							
<b>8</b>								<b>28</b>							
<b>9</b>								<b>29</b>							
<b>10*</b>								<b>30</b>							
<b>11*</b>								<b>31</b>							
<b>12</b>								<b>32</b>							
<b>13</b>								<b>33</b>							
<b>14</b>								<b>34</b>							
<b>15</b>								<b>35</b>							
<b>16*</b>								<b>36</b>							
<b>17</b>								<b>37</b>							
<b>18</b>								<b>38</b>							
<b>19</b>								<b>39</b>							
<b>20</b>								<b>Cumulative Hours:</b>							

\* Mandatory lesson if this Section Review is assigned.  
 10/06

Circle the lessons to be assigned.

Los Angeles Unified School District – Division of Adult Education  
 GED Distance Learning Test Log: Teacher Folder  
 30-50-93

Last Name:		First Name:		Middle Name:		Phone Number:	
SIS#	DOB:		Instructor:		Start Date:		End Date:
TABE Test				CASAS Test			
Date:	Test Level:	Score:		Date:	Test Level:	Score:	

<b>KET Pre-Test/Post-Test</b>					
(Record the Hours Earned on the Roster for Course #30-50-73)					
Language Arts: Writing (Pre-Test)	Language Arts: Reading (Pre-Test)		Social Science: (Pre-Test)	Science: (Pre-Test)	Mathematics: (Pre-Test)
Language Arts: Writing (Post-Test)	Language Arts: Reading (Post-Test)		Social Science: (Post-Test)	Science: (Post-Test)	Mathematics: (Post-Test)

<b>Official GED Practice Test Results</b>								
Steck-Vaughn, Contemporary, or Other								
(Record the Hours Earned on the Roster for Course #30-50-73)								
Date	Test Issued	Language Arts: Writing <sup>1</sup>	Language Arts: Reading <sup>1</sup>	Social Science <sup>1</sup>	Science <sup>1</sup>	Mathematics <sup>1</sup>	Total Points <sup>2</sup>	Average Score <sup>3</sup>

<b>Official GED Test Results</b>							
(No Academic Hours Earned)							
Date	Language Arts: Writing <sup>1</sup>	Language Arts: Reading <sup>1</sup>	Social Science <sup>1</sup>	Science <sup>1</sup>	Mathematics <sup>1</sup>	Total Points <sup>2</sup>	Average Score <sup>3</sup>

<sup>1</sup> Minimum Pass Per Section: 410 Points

<sup>2</sup> Minimum Total Points Required: 2250 Points

<sup>3</sup> Average Score Required: 450

Los Angeles Unified School District – Division of Adult Education  
 GED Distance Learning Cumulative Record: Student Folder  
 30-50-93

**Student** \_\_\_\_\_ **Teacher** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>GED Prescription</b>				
<b>Unit</b>	<b>GED Test</b>	<b>Title</b>	<b>Date Issued</b>	<b>Final Grade</b>
1	All Subjects	GED Orientation		
2	Language Arts, Writing	Passing the GED Language Arts, Writing Test		
3	Language Arts, Writing	Getting Ideas on Paper		
4	Language Arts, Writing	The Writing Process		
5	Language Arts, Writing	Organizing Writing		
6	Language Arts, Writing	Writing Style and Word Choice		
7	Language Arts, Writing	Effective Sentences		
8	Language Arts, Writing	Grammar and Usage		
9	Language Arts, Writing	Spelling, Punctuation, and Capitalization		
10	Language Arts, Writing	The GED Essay		
11	Language Arts, Reading	Passing the GED Language Arts, Reading Test		
12	Language Arts, Reading	Nonfiction		
13	Language Arts, Reading	Fiction		
14	Language Arts, Reading	Poetry		
15	Language Arts, Reading	Drama		
16	Social Studies	Passing the GED Social Studies Test		
17	Social Studies	United States History		

18	Social Studies	World History		
19	Social Studies	Economics		
20	Social Studies	Civics and Government		
21	Social Studies	Geography		
22	Science	Passing the GED Science Test		
23	Science	Life Science		
24	Science	Earth and Space Science		
25	Science	Chemistry		
26	Science	Physics		
27	Mathematics	Passing the GED Math Test		
28	Mathematics	Number Sense		
29	Mathematics	Problem Solving		
30	Mathematics	Decimals		
<b>GED Prescription</b>				
<b>Unit</b>	<b>GED Test</b>	<b>Title</b>	<b>Date Issued</b>	<b>Final Grade</b>
31	Mathematics	Fractions		
32	Mathematics	Ratio, Proportion, and Percent		
33	Mathematics	Measurement		
34	Mathematics	Formulas		
35	Mathematics	Geometry		
36	Mathematics	Data Analysis		
37	Mathematics	Statistics and Probability		
38	Mathematics	Algebra		
39	Mathematics	Special Topics in Algebra and Geometry		

## Tests Results

### KET Pre-Test and Post-Test

Test	Pre-Test	Post-Test
Language Arts, Writing		
Language Arts, Reading		
Social Science		
Science		
Mathematics		

### Official GED Practice Test

Test	Test Issued	Test Issued
Language Arts: Writing		
Language Arts: Reading		
Social Science		
Science		
Mathematics		

### Official GED Test Results

Test	First Attempt	Second Attempt	Third Attempt
Language Arts: Writing			
Language Arts: Reading			
Social Science			
Science			
Mathematics			

Los Angeles Unified School District – Division of Adult Education  
 GED Distance Learning: Pre-Test Prescription Rubric  
 30-50-93

All Subjects	
KET Video Partner	Learning Unit Prescribed
Mandatory Unit	1 GED Orientation

Language Arts: Writing	
KET Pre-Test Questions Missed	Learning Units Prescribed
Mandatory Units	2 Passing the GED Language Arts Writing Test 3 Getting Ideas on Paper 4 The Writing Process 10 The GED Essay
1, 8, 14, 18	5 Organizing Writing 6 Writing Style and Word Choice
2, 10, 11, 20	7 Effective Sentences
5, 12, 17, 19	7 Effective Sentences 8 Grammar and Usage
3, 4, 13, 15, 23, 24, 25	8 Grammar and Usage
6, 7 ,9, 16, 21, 22	9 Spelling, Punctuation, and Capitalization

Language Arts: Reading	
KET Pre-Test Questions Missed	Learning Units Prescribed
Mandatory Unit	11 Passing the GED Language Arts Reading Test
1, 2, 3, 4, 5	12 Nonfiction
6, 7, 8, 9, 10	13 Fiction
11, 12, 13, 14, 15	14 Poetry
16, 17, 18, 19, 20	15 Drama

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 GED Distance Learning: Pre-Test Prescription Rubric  
 30-50-93

Social Studies	
KET Pre-Test Questions Missed	Learning Units Prescribed
Mandatory Unit	16 Passing the GED Social Studies Test
1, 2, 3, 4, 5, 6, 7	17 United States History
8, 9, 10, 11, 12	18 World History
13, 14, 15, 16, 17, 18	19 Economics
19, 20, 21, 22, 23, 24, 25	20 Civics and Government
26, 27, 28, 29, 30	21 Geography

Science	
KET Pre-Test Questions Missed	Learning Units Prescribed
Mandatory Unit	22 Passing the GED Science Test
2, 5, 6, 7, 8, 9, 10, 14, 16, 19, 20, 21, 22, 30	23 Life Science
3, 11, 12, 15, 18, 23, 24, 28, 29,	24 Earth and Space Science
4, 17, 27	25 Chemistry
1, 13, 25, 26	26 Physics

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Mathematics	
KET Pre-Test Questions Missed	Learning Units Prescribed
Mandatory Unit	27 Passing the GED Math Test
1	28 Number Sense 29 Problem Solving
7	30 Decimals
3	31 Fraction
8, 12	32 Ratio, Proportion, and Percent
9	33 Measurement
2, 18, 21	34 Formulas
6, 11, 16, 22	35 Geometry
5, 10, 19, 20	36 Data Analysis
15	37 Statistics and Probability
4, 13, 14, 17, 23, 24, 25,	38 Algebra 39 Special Topics in Algebra and Geometry

10/06



Los Angeles Unified School District – Division of Adult Education  
GED Distance Learning: Deposit/Refund Form  
30-50-93

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**Deposit Form**

Deposit Amount \$ \_\_\_\_\_ Date \_\_\_\_\_

School Name \_\_\_\_\_

School Address \_\_\_\_\_

Student Name \_\_\_\_\_  
(Please Print) Last Name First Name Middle Initial

Student Address \_\_\_\_\_

Student I.D. Number \_\_\_\_\_ D.O.B. \_\_\_\_\_

Telephone Number ( ) \_\_\_\_\_

This deposit of \$ \_\_\_\_\_ is paid for GED Distance Learning materials.  
Any student is inactive for six months or more months will forfeit the deposit slip

\_\_\_\_\_  
District Employee Signature Student Signature

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**Refund Form**

Refund Amount \$ \_\_\_\_\_ Date \_\_\_\_\_

Student I.D. Number \_\_\_\_\_ D.O.B. \_\_\_\_\_

This is to acknowledge the receipt of \$ \_\_\_\_\_ from the deposit for  
GED Distance Learning materials.

\_\_\_\_\_  
District Employee Signature Student Signature

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Please Note!!!

If the student signatures on the deposit form and the refund form are not the  
same, please have an administrator authorize the refund.

10/06

Los Angeles Unified School District – Division of Adult Education  
GED Distance Learning: CASAS, Tops Entry/Update Questionnaire  
30-50-93

**Entry Data**

(To be completed by the student)

**Please Print**

**Student's Name** \_\_\_\_\_  
(Last) (First) (Middle)

**Student's Address** \_\_\_\_\_  
\_\_\_\_\_

**Teacher's Name** \_\_\_\_\_ **Class** \_\_\_\_\_ **Section #** \_\_\_\_\_

**Student I.D. #** \_\_\_\_\_ **Gender** M F (Circle one)

**Date of Birth** \_\_\_\_/\_\_\_\_/\_\_\_\_ **Date Enrolled in Class** \_\_\_\_/\_\_\_\_/\_\_\_\_  
(month) (date) (year) (month)(date) (year)

**Highest year of school completed in the USA or other country** \_\_\_\_\_

**Highest Diploma or Degree**

**Earned** (Check one)

- \_\_\_\_\_ None
- \_\_\_\_\_ GED Certificate
- \_\_\_\_\_ High School Diploma
- \_\_\_\_\_ Technical Certificate

A.A./A.S. Degree

- \_\_\_\_\_ 4 yr. College Degree
- \_\_\_\_\_ Graduate Studies
- \_\_\_\_\_ Other

\_\_\_\_\_ **I earned the above outside the U.S.A.**

**Ethnicity** (Check one)

- \_\_\_\_\_ Hispanic
- \_\_\_\_\_ White
- \_\_\_\_\_ Asian
- \_\_\_\_\_ Black or African American
- \_\_\_\_\_ Native Hawaiian or Other \_\_\_\_\_
- \_\_\_\_\_ Pacific Islander
- \_\_\_\_\_ Filipino
- \_\_\_\_\_ American Indian
- \_\_\_\_\_ Alaska Native

**Native Language** (Check one)

- |               |                 |                  |               |
|---------------|-----------------|------------------|---------------|
| English _____ | Spanish _____   | Vietnamese _____ | Chinese _____ |
| Hmong _____   | Cambodian _____ | Tagalog _____    | Korean _____  |
| Korean _____  | Lao _____       | Russian _____    | Farsi _____   |
| Other _____   |                 |                  |               |
| (Name Other)  |                 |                  |               |

Los Angeles Unified School District – Division of Adult Education  
GED Distance Learning: CASAS, Tops Entry/Update Questionnaire  
30-50-93

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**Entry Data**

(To be completed by the student)

**Labor Force Status** (Check one)

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> Employed   | <input type="checkbox"/> Retired                           |
| <input type="checkbox"/> Unemployed | <input type="checkbox"/> Not employed and not seeking work |

**Attainable Goal Within This Program Year**

(Mark a (1) for your first choice and a (2) for your second choice)

- |  |   |
|--|---|
| <input type="checkbox"/> Improve basic skills      | <input type="checkbox"/> Family goal      |
| <input type="checkbox"/> Improve English skills    | <input type="checkbox"/> U.S. Citizenship |
| <input type="checkbox"/> H.S. Diploma / GED        | <input type="checkbox"/> Military         |
| <input type="checkbox"/> Get a job                 | <input type="checkbox"/> Personal goal    |
| <input type="checkbox"/> Retrain job               | <input type="checkbox"/> None             |
| <input type="checkbox"/> Enter college or training | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Work-based project        |   |

**Special Programs** (Check all the apply)

- |  |   |
|--|---|
| <input type="checkbox"/> None                  | <input type="checkbox"/> Distance Learning        |
| <input type="checkbox"/> Jail                  | <input type="checkbox"/> Special Needs            |
| <input type="checkbox"/> Community Corrections | <input type="checkbox"/> Alternative Education    |
| <input type="checkbox"/> State Corrections     | <input type="checkbox"/> Non-Traditional Training |
| <input type="checkbox"/> Homeless Program      | <input type="checkbox"/> EL Civics                |
| <input type="checkbox"/> Family Literacy       | <input type="checkbox"/> Carl Perkins             |
| <input type="checkbox"/> Workplace Education   | <input type="checkbox"/> Other                    |
| <input type="checkbox"/> Tutoring              |   |

**Personal Status** (Mark all that apply or leave blank)

- |  |  |
|--|--|
| <input type="checkbox"/> TANF  | <input type="checkbox"/> Dislocated Worker   |
| <input type="checkbox"/> Other Public Assistance                     | <input type="checkbox"/> Displaced Homemaker |
| <input type="checkbox"/> WIA IB                                      | <input type="checkbox"/> Single Parent       |
| <input type="checkbox"/> Rehabilitation                              | <input type="checkbox"/> Other               |
| <input type="checkbox"/> Concurrently Enrolled in High School / K-12 |  |

**Update Data**

(To be completed by the student)

**Hours of Instruction** \_\_\_\_\_  
(July 1 - June 30 of the current school year)

**Learner Results** (Check all that apply)

**Work**

- \_\_\_\_\_ Got a job
- \_\_\_\_\_ Retained a job
- \_\_\_\_\_ Met work-based project goal
- \_\_\_\_\_ Entered job training
- \_\_\_\_\_ Entered apprenticeship
- \_\_\_\_\_ Entered military
- \_\_\_\_\_ Acquired workforce readiness skills
- \_\_\_\_\_ Reduced public assistance

**Personal /Family**

- \_\_\_\_\_ Increased involvement in children's education
- \_\_\_\_\_ Increased involvement in children's literacy related activities
- \_\_\_\_\_ Met other family goal
- \_\_\_\_\_ Met personal goal
- \_\_\_\_\_ Other

**Community**

- \_\_\_\_\_ Achieved U.S. Citizenship skills
- \_\_\_\_\_ Registered to vote or voted for the first time
- \_\_\_\_\_ Increased involvement in community activities
- \_\_\_\_\_ Other

Los Angeles Unified School District – Division of Adult Education  
GED Distance Learning: CASAS, Tops Entry/Update Questionnaire  
30-50-93

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**Update Data**

(To be completed by the teacher)

**Status** (Check one)

- Retained in program
- Left program
- No show or did not attend at least 12 hours

**Progress** (Check highest)

- Progressed within level or program
- Completed level or program
- Advanced to a higher level or program

**Education**

- |   |  |
|---|--|
| <input type="checkbox"/> Returned to K-12           | <input type="checkbox"/> Gained computer or tech skills                    |
| <input type="checkbox"/> Passed GED                 | <input type="checkbox"/> Mastered course competencies/<br>educational plan |
| <input type="checkbox"/> Earned Certificate         | <input type="checkbox"/> Other   |
| <input type="checkbox"/> Earned High School Diploma |  |
| <input type="checkbox"/> Entered College            |  |
| <input type="checkbox"/> Entered training program   |  |

**Reason for Exiting** (Check all that apply)

- |   |   |
|---|---|
| <input type="checkbox"/> Changed class or program | <input type="checkbox"/> Family problems            |
| <input type="checkbox"/> Completed program        | <input type="checkbox"/> Own health problems        |
| <input type="checkbox"/> Met goal                 | <input type="checkbox"/> Lack of interest           |
| <input type="checkbox"/> End of program year      | <input type="checkbox"/> Public safety              |
| <input type="checkbox"/> Got a job                | <input type="checkbox"/> Administratively separated |
| <input type="checkbox"/> Moved                    | <input type="checkbox"/> Unknown reason             |
| <input type="checkbox"/> Schedule conflict        | <input type="checkbox"/> Other known reason         |
| <input type="checkbox"/> Lack of transportation   |   |
| <input type="checkbox"/> Lack of child care       | _____   |
- (State reason)

