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**Minnesota State Standard Adult High School Diploma Pilots**

# Pilot Competency Completion Options

## *Draft Version: January 30, 2015*

In order to graduate with a state standard adult high school diploma, eligible Adult Basic Education (ABE) students must complete each of five competency domains.

1. Language Arts
2. Mathematics
3. Science
4. Social Studies
5. Employability and Career Awareness

Each competency domain may have multiple sections. To complete each section, a student must complete at least one option in each section. Programs and students must comply with the rules and approved completion options that are in place as of the date that the transcript is submitted to the Minnesota Department of Education for final graduation approval. The submission date is the date that the local state standard adult high school diploma program sends notification to the state ABE office that a student seems ready to graduate and includes the transcript for final approval. Minnesota Department of Education will promulgate any new or revised completion options via email and at <http://www.mnabe.org/programs/adult-diploma>.

***Please note*** that these draft completion options have been approved for the pilot period, from February-June 2015. This does not mean these options are approved beyond the pilot period or for new programs that will be added as the state standard adult high school diploma. Completion options will continue to be evaluated and modified through recommendations from the working group and as approved by the Minnesota Department of Education.

Please remember the **student eligibility requirements** to be enrolled in a state standard adult high school diploma program:

1. They must be eligible ABE students;
2. They must not be eligible for K-12 services;
3. They must receive a valid score at or above a 6th grade reading level on a CASAS or TABE, according to the Adult Diploma Policy, as found on the [MNABE Law, Policy and Guidance Website](http://www.mnabe.org/program-management/law-policy-guidance) (http://www.mnabe.org/program-management/law-policy-guidance). This means that they have to assess at the secondary level in reading, according to CASAS and TABE. (If an adult does not test at the secondary level, they can be remediated by ABE programs until they assess at the appropriate level.) Minimum scores include:
   1. Valid TABE reading score of 6.0 or higher grade equivalent (Forms M, D and A);
   2. Valid CASAS reading score of 236 or greater; or
   3. Should unusual circumstances exist, scores from another state or nationally recognized standardized test(s) and/or an achievement profile may be presented to and deemed sufficient as threshold eligibility by the MDE state ABE office on a rare and case-by-case basis.

Pilot programs should refer to the **Resource and Guidance document** for all the state standard adult high school diploma expectations. It can be found online at <http://www.mnabe.org/programs/adult-diploma>.

If you have any questions about this document, please contact Brad Hasskamp, ABE Policy and Operations Specialist, at [brad.hasskamp@state.mn.us](mailto:brad.hasskamp@state.mn.us) or (651) 582-8594.

## Pilot Language Arts Competency Completion Options

### Section One: Reading

| ***Label*** | ***Potential Completion Option*** | ***Evidence*** |
| --- | --- | --- |
| Prior Experience A | Completion of four English language arts high school credits. (A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district.) |  |
| Prior Experience B | Foreign secondary English language arts course credits and completion equivalent to 4 years of high school U.S. study. (A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district.) |  |
| Prior Experience C | Completion and passing grade in postsecondary courses that align to identified competencies in reading (and ready for postsecondary credit level coursework) |  |
| Test A | Accuplacer Reading Test Score Verification (78+) |  |
| Test B | GED (2002 Version) average score of 450+ on Language Arts, Reading and Social Studies and/or Science tests (with a minimum 410 score on each test)  and  CCRS Level E Competency Demonstration in Reading |  |
| Test C | GED (2002 Version) score 450+ on Language Arts, Reading  and  CCRS Level E Competency Demonstration in Reading |  |
| Test D | GED (2014 Version) score 150+ on RLA |  |
| Test E | MCA Reading Test passing score (1050+) |  |
| Test F | GRAD Reading Test passing score (50+) |  |
| Test G | Passing BST Language Arts tests  and  ABE instruction at CCRS Level E (CCRS Level E Competency Demonstration in Reading) |  |
| Test H | TOEFL Passing Scores (Reading 15+ as acceptable by postsecondary institutions and Pell eligible for college credit-level coursework) |  |
| Test I | ACT Score 21+ on Reading test |  |
| Test J | COMPASS English Score 47-74  and  ABE instruction at CCRS Level E (CCRS Level E Competency Demonstration in Reading) |  |
| Test K | COMPASS English Score 75+ |  |
| ABE A | ABE instruction at CCRS Levels D and E (CCRS Level E Competency Demonstration in Reading) |  |
| Experiential Learning A | Approved and standards-aligned interdisciplinary and/or culminating project (CCRS Level E Competency Demonstration in Reading) |  |

### Section Two: Writing

|  |  |  |  |
| --- | --- | --- | --- |
| ***Label*** | ***Potential Completion Option*** | ***Evidence*** | |
| Prior Experience A | Completion of four English language arts high school credits. (A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district.)  and  Acceptable completion of writing sample that is scored by rubric (CCRS Level E Competency Demonstration in Writing) |  | |
| Prior Experience B | Foreign secondary English language arts course credits and completion equivalent to 4 years of high school U.S. study. (A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district.)  and  Acceptable completion of writing sample that is scored by rubric (CCRS Level E Competency Demonstration in Writing) |  | |
| Prior Experience C | Completion and passing grade in postsecondary courses that align to identified competencies in writing (and ready for postsecondary credit level coursework) |  | |
| Test A | Accuplacer Writing Test Score Verification (86+) |  | |
| Test B | GED (2002 Version) average score 450+ on Language Arts, Writing and 1 or more of the following three tests: Language Arts, Reading, Science, and/or Social Studies (with a minimum 410 score on each test)  and  Acceptable completion of writing sample that is scored by rubric (CCRS Level E Competency Demonstration in Writing) |  | |
| Test C | GED (2002 Version) score 450+ on Language Arts, Writing  and  Acceptable completion of writing sample that is scored by rubric (CCRS Level E Competency Demonstration in Writing) |  | |
| Test D | GED (2014 Version) score 150+ on RLA  and  Acceptable completion of writing sample that is scored by rubric (CCRS Level E Competency Demonstration in Writing) |  | |
| Test E | MCA Writing Test Passing scores (“M” or “E” rating)  and  Acceptable completion of writing sample that is scored by rubric (CCRS Level E Competency Demonstration in Writing) |  | |
| Test F | Passing BST Writing test  and  ABE instruction at CCRS Level E (writing sample with Level E Competency Demonstration) |  | |
| Test G | TOEFL Passing Scores (Writing 4.0+) as acceptable by postsecondary institutions and Pell eligible for college credit-level coursework) |  | |
| Test H | ACT Score 18+ on Writing |  | |
| Test I | COMPASS English Score 47+  and  ABE instruction at CCRS Level E (Writing sample with CCRS Level E Competency Demonstration in Writing) | |  |
| ABE A | ABE instruction at CCRS Levels D and E (Writing sample with CCRS Level E Competency Demonstration in Writing) |  | |
| Experiential Learning A | Approved and standards-aligned interdisciplinary and/or culminating project (Writing sample with CCRS Level E Competency Demonstration in Writing) |  | |

### Section Three: Language

| ***Label*** | ***Potential Completion Option*** | ***Evidence*** |
| --- | --- | --- |
| Prior Experience A | Completion of four English language arts high school credits. (A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district.)  and  Acceptable completion of writing sample that is scored by rubric (CCRS Level E Competency Demonstration in Language) |  |
| Prior Experience B | Foreign secondary English language arts course credits and completion equivalent to 4 years of high school U.S. study. (A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district.)  and  Acceptable completion of writing sample that is scored by rubric (CCRS Level E Competency Demonstration in Language) |  |
| Prior Experience C | Completion and passing grade in postsecondary courses that align to identified competencies in language (and ready for postsecondary credit level coursework) |  |
| Test A | Accuplacer Reading Test Score Verification (78+)  and  Writing Test Score Verification (86+) |  |
| Test B | GED (2002 Version) average score 450+ on Language Arts, Writing and 1 or more of the following three tests: Language Arts, Reading, Science, and/or Social Studies (with a minimum 410 score on each test)  and  Acceptable completion of writing sample that is scored by rubric (CCRS Level E Competency Demonstration in Language) |  |
| Test C | GED (2002 Version) score 450+ on Language Arts, Writing  and  Acceptable completion of writing sample that is scored by rubric (CCRS Level E Competency Demonstration in Language) |  |
| Test D | GED (2014 Version) score 150+ on RLA  and  Acceptable completion of writing sample that is scored by rubric (CCRS Level E Competency Demonstration in Language) |  |
| Test E | MCA Language Arts Tests passing scores (50+ on Reading and “M” or “E” on Writing)  and  Acceptable completion of writing sample that is scored by rubric (CCRS Level E Competency Demonstration in Language) |  |
| Test F | Passing BST Reading and Writing tests  and  ABE instruction (writing sample with Level E Competency Demonstration in Language) |  |
| Test G | TOEFL Passing Scores (Reading 15+ and Writing 4.0+ as acceptable by postsecondary institutions and Pell eligible for college credit-level coursework) |  |
| Test H | ACT Score 18+ on Writing and 21+ on Reading test |  |
| Test I | COMPASS English Score 47+  and  ABE instruction at CCRS Level E (Writing sample with CCRS Level E Competency Demonstration in Writing) |  |
| ABE A | ABE instruction at CCRS Levels D and E (CCRS Level E Competency Demonstration in Language) |  |
| Experiential Learning A | Approved and standards-aligned interdisciplinary and/or culminating project (Writing sample with CCRS Level E Competency Demonstration in Language) |  |

### Section Four: Speaking and Listening

| ***Label*** | ***Potential Completion Option*** | ***Evidence*** |
| --- | --- | --- |
| Prior Experience A | Completion and passing grade in postsecondary courses that align to identified competencies in speaking and listening (and ready for postsecondary credit level coursework) |  |
| Test A | TOEFL Passing Scores (Speaking 3.5+ and Listening 14+) as acceptable by postsecondary institutions and Pell eligible for college credit-level coursework |  |
| Test B | ACCESS Proficiency Scores (Listening 4.5+ and Speaking 4.5+ or Oral Language Composite 4.5+) |  |
| Test C | ACTFL Oral Language Proficiency Assessment (OPI and OPIC) Score “Intermediate Mid” or higher |  |
| ABE A | ABE instruction at CCRS Levels D and E (CCRS Level E Competency Demonstration in Speaking and Listening)  and  (for students whose first language is not English) BEST Plus 439+ or CASAS Listening 200+ |  |
| Experiential Learning A | Approved and standards-aligned interdisciplinary and/or culminating project/presentation (CCRS Level E Competency Demonstration in Speaking and Listening)  and  (for students whose first language is not English) BEST Plus 439+ or CASAS Listening 200+ |  |

## Pilot Mathematics Competency Completion Options

| ***Label*** | ***Potential Completion Option*** | ***Evidence*** |
| --- | --- | --- |
| Prior Learning A | Completion of three math high school credits covering algebra, geometry and measurement and data, statistics and probability. (A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district.)  and  CASAS Math valid score 211+ or TABE Total Math valid score 442+ (prerequisite) |  |
| Prior Learning B | Foreign secondary mathematics course credits and completion equivalent to 3 years of high school U.S. study covering algebra, geometry and measurement and data, statistics and probability. (A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district.)  and  CASAS Math valid score 211+ or TABE Total Math valid score 442+ (prerequisite) |  |
| Prior Learning C | Completion and passing grade in postsecondary courses covering algebra, geometry and measurement and data, statistics and probability that align to mathematics competencies at CCRS Levels D and E (and ready for postsecondary credit level coursework) |  |
| Test A | GED (2002 Version) score 450+ on Mathematics  and  ABE instruction at CCRS Level E (CCRS Level E Competency Demonstration in Mathematics) |  |
| Test B | GED (2014 Version) Mathematics Passing Score (150+) |  |
| Test C | Accuplacer Math scores (a minimum Arithmetic Score 56+ and Elementary Algebra 76+) |  |
| Test D | MCA Math Test Passing score (“M” or “E” rating) |  |
| Test E | GRAD Math Test passing score |  |
| Test F | ACT Score 16+ on Math test |  |
| Test G | COMPASS Pre-Algebra test score of 55+ |  |
| Test H | COMPASS Algebra test score of 35+ |  |
| ABE A | ABE instruction in Levels D and E covering algebra, geometry and measurement and data, statistics and probability (CCRS Level E Competency Demonstration in Mathematics)  and  CASAS Math valid score 211+ or TABE Total Math valid score 442+ (prerequisite) |  |
| Experiential Learning A | Approved and standards-aligned interdisciplinary and/or culminating project(s) covering algebra, geometry and measurement and data, statistics and probability (CCRS Level E Competency Demonstration in Mathematics)  and  CASAS Math valid score 211+ or TABE Total Math valid score 442+ (prerequisite) |  |

## Pilot Science Competency Completion Options

### Section One: Nature of Science and Engineering

| ***Label*** | ***Potential Completion Option*** | ***Evidence*** |
| --- | --- | --- |
| Prior Experience A | Passing/completion of high school science course in the nature of science and engineering |  |
| Prior Experience B | Passing/completion of foreign high school science course in the nature of science and engineering |  |
| Prior Experience C | Passing/completion of postsecondary course in the nature of science and engineering |  |
| Test A | GED (2002 Version) Science test passing score (410+) |  |
| Test B | GED (2014 Version) Science test passing score (150+) |  |
| ABE A | ABE instruction (verified demonstration of Minnesota K-12 academic secondary-level competencies in the nature of science and engineering) |  |
| Experiential Learning A | Approved and standards-aligned interdisciplinary and/or culminating project with written report and/or oral presentation (verified demonstration of Minnesota K-12 academic secondary-level competencies in the nature of science and engineering) |  |

### Section Two: Life Science

| ***Label*** | ***Potential Completion Option*** | ***Evidence*** |
| --- | --- | --- |
| Prior Experience A | Passing/completion of high school science course in life science |  |
| Prior Experience B | Passing/completion of foreign high school science course in life science |  |
| Prior Experience C | Passing/completion of postsecondary course in life science |  |
| Test A | GED (2002 Version) Science test passing score (410+) |  |
| Test B | GED (2014 Version) Science test passing score (150+) |  |
| ABE A | ABE instruction (verified demonstration of Minnesota K-12 academic secondary-level competencies in life science) |  |
| Experiential Learning A | Approved and standards-aligned interdisciplinary and/or culminating project with written report and/or oral presentation (verified demonstration of Minnesota K-12 academic secondary-level competencies in life science) |  |

### Section Three: Physical Science

| ***Label*** | ***Potential Completion Option*** | ***Evidence*** |
| --- | --- | --- |
| Prior Experience A | Passing/completion of high school science course in physical science |  |
| Prior Experience B | Passing/completion of foreign high school science course in physical science |  |
| Prior Experience C | Passing/completion of postsecondary course in physical science |  |
| Test A | GED (2002 Version) Science test passing score (410+) |  |
| Test B | GED (2014 Version) Science test passing score (150+) |  |
| ABE A | ABE instruction (verified demonstration of Minnesota K-12 academic secondary-level competencies in physical science) |  |
| Experiential Learning A | Approved and standards-aligned interdisciplinary and/or culminating project with written report and/or oral presentation (verified demonstration of Minnesota K-12 academic secondary-level competencies in physical science) |  |

### Section Four: Earth and Space Science

| ***Label*** | ***Potential Completion Option*** | ***Evidence*** |
| --- | --- | --- |
| Prior Experience A | Passing/completion of high school science course in earth and space science |  |
| Prior Experience B | Passing/completion of foreign high school science course in earth and space science |  |
| Prior Experience C | Passing/completion of postsecondary course in earth and space science |  |
| Test A | GED (2002 Version) Science test passing score (410+) |  |
| Test B | GED (2014 Version) Science test passing score (150+) |  |
| ABE A | ABE instruction (verified demonstration of Minnesota K-12 academic secondary-level competencies in earth and space science) |  |
| Experiential Learning A | Approved and standards-aligned interdisciplinary and/or culminating project with written report and/or oral presentation (verified demonstration of Minnesota K-12 academic secondary-level competencies in earth and space science) |  |

## Pilot Social Studies Competency Completion Options

### Section One: U.S. Government and Citizenship

| ***Label*** | ***Completion Option*** | ***Evidence*** |
| --- | --- | --- |
| Prior Experience A | Passing/completion of high school social studies course in U.S. Government and Citizenship. |  |
| Prior Experience B | Completion and passing grade in postsecondary course in U.S. Government and citizenship |  |
| Test A | GED (2002 Version) Social Studies passing score 410+ |  |
| Test B | GED (2014 Version) Social Studies passing score 150+ |  |
| Test C | Passing U.S. Citizenship Naturalization Test |  |
| ABE A | ABE instruction (verified demonstration of secondary-level competencies in the U.S. Government and citizenship) |  |
| Experiential Learning A | Approved and standards-aligned interdisciplinary and/or culminating project with written report and/or oral presentation (verified demonstration of secondary-level competencies in the U.S. Government and citizenship) |  |

### Section Two: Economics

| ***Label*** | ***Completion Option*** | ***Evidence*** |
| --- | --- | --- |
| Prior Experience A | Passing/completion of high school social studies course in economics. |  |
| Prior Experience B | Completion and passing grade in postsecondary course in economics |  |
| Test A | GED (2002 Version) Social Studies passing score 410+ |  |
| Test B | GED (2014 Version) Social Studies passing score 150+ |  |
| ABE A | ABE instruction (verified demonstration of secondary-level competencies in economics) |  |
| Experiential Learning A | Approved and standards-aligned interdisciplinary and/or culminating project with written report and/or oral presentation (verified demonstration of secondary-level competencies in economics) |  |

### Section Three: History

| ***Label*** | ***Completion Option*** | ***Evidence*** |
| --- | --- | --- |
| Prior Experience A | Passing/completion of high school social studies course in history |  |
| Prior Experience B | Completion and passing grade in postsecondary course in history |  |
| Test A | GED (2002 Version) Social Studies passing score 410+ |  |
| Test B | GED (2014 Version) Social Studies passing score 150+ |  |
| ABE A | ABE instruction (verified demonstration competencies from Minnesota K-12 academic standards in history) |  |
| Experiential Learning A | Approved and standards-aligned interdisciplinary and/or culminating project with written report and/or oral presentation (verified demonstration competencies from Minnesota K-12 academic standards in history) |  |

### Section Four: Geography

| ***Label*** | ***Completion Option*** | ***Evidence*** |
| --- | --- | --- |
| Prior Experience A | Passing/completion of high school social studies course in geography |  |
| Prior Experience B | Completion and passing grade in postsecondary course in geography |  |
| Test A | GED (2002 Version) Social Studies passing score 410+ |  |
| Test B | GED (2014 Version) Social Studies passing score 150+ |  |
| ABE A | ABE instruction (verified demonstration of competencies from Minnesota K-12 academic standards in geography) |  |
| Experiential Learning A | Approved and standards-aligned interdisciplinary and/or culminating project with written report and/or oral presentation (verified demonstration of competencies from Minnesota K-12 academic standards in geography) |  |

## Pilot Employability, Career Development and Digital Literacy Competency Completion Options

### Section One: Resume Completion

| ***Label*** | ***Potential Completion Option*** | ***Evidence*** |
| --- | --- | --- |
| Experiential Learning A | Resume Completion |  |

### Section Two: Self-Management

| ***Label*** | ***Potential Completion Option*** | ***Evidence*** |
| --- | --- | --- |
| ABE A | Staff verification through participation in advising and through adult diploma program participation (demonstration of competencies in ACES TIF Self-Management) |  |

### Section Three: Developing a Future Pathway

| ***Label*** | ***Potential Completion Option*** | ***Evidence*** |
| --- | --- | --- |
| ABE A | ABE instruction (demonstration of competencies in ACES TIF Developing a Future Pathway) |  |
| Experiential Learning A | Guided career packet completion with workforce development staff (demonstration of competencies in ACES TIF Developing a Future Pathway) |  |
| Experiential Learning B | Approved and aligned independent project that utilizes online resources, such as iseek.org, Minnesota Career Information System, GPS LifePlan, mymncareers.org (demonstration of competencies in ACES TIF Developing a Future Pathway) |  |

### Section Four: Navigating Systems

| ***Label*** | ***Potential Completion Option*** | ***Evidence*** |
| --- | --- | --- |
| Prior Experience A | An employer or course instructor verifies in writing that the learner has met all competencies in the ACES TIF Navigating Systems |  |
| ABE A | ABE instruction (demonstration of competencies in ACES TIF Navigating Systems) |  |
| Experiential Learning A | Approved and aligned independent project - can include verified volunteer experience and work experience (demonstration of competencies in ACES TIF Navigating Systems) |  |

### Section Five: Digital Literacy

| ***Label*** | ***Potential Completion Option*** | ***Evidence*** |
| --- | --- | --- |
| Test A | Northstar Digital Literacy Assessments (5 tests with 85%+ correct per test in a proctored environment:   1. Email 2. Basic computer 3. World Wide Web 4. Word 5. Windows OR Mac OS) |  |
| ABE A | Evidence of competency demonstrated through the application of skills in an ABE classroom, DL platform, or employment situation (using the standards as a checklist/rubric) and typing speed verification (15+ words/minute) |  |