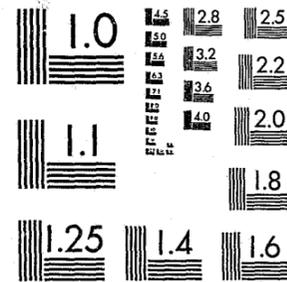


National Criminal Justice Reference Service



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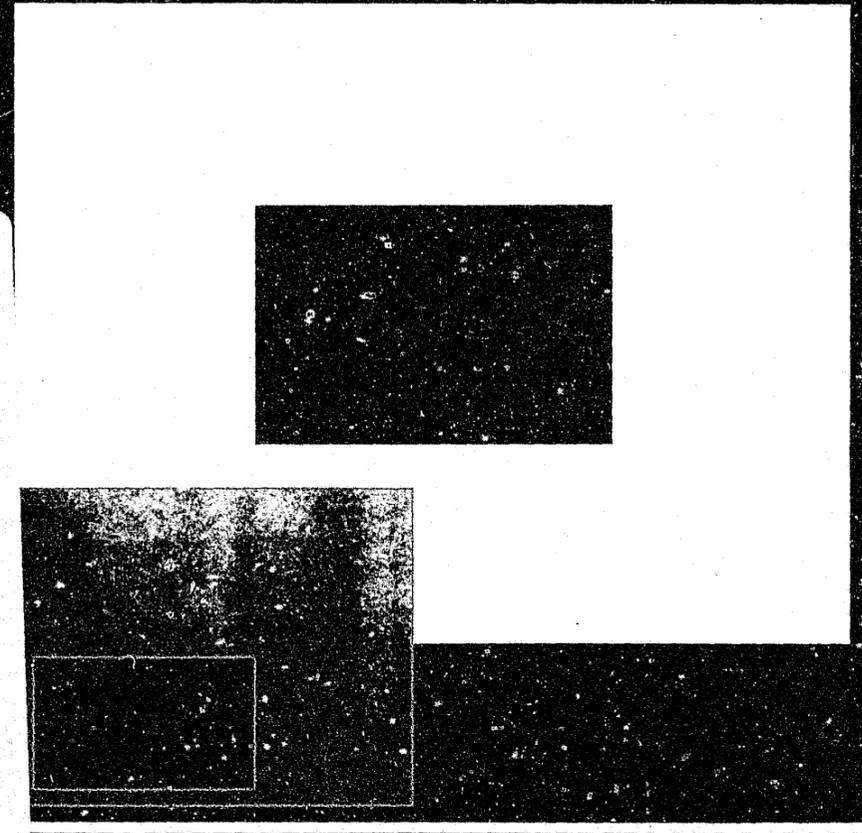


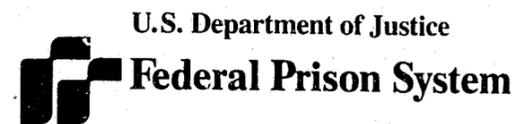
U.S. Department of Justice
Federal Prison System

Curriculum Standard

Adult Basic Education

18088





U.S. Department of Justice

Federal Prison System

Washington, D.C.

CURRICULUM PERFORMANCE STANDARD
ADULT BASIC EDUCATION
(4901)

U.S. Department of Justice
National Institute of Justice

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JAN 19 1983

ACQUISITIONS

JULY 1982

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PREFACE

The Adult Basic Education (ABE) Program in the Federal Prison System is designed for inmates who cannot read, write or compute at the sixth grade level. The basic educational skills provided by this course are essential and without them a person encounters serious difficulties in obtaining employment and in carrying out day-to-day activities and responsibilities in today's highly literate society.

This program is an open entry/exit one which enables students to come into the class at anytime and progress at their own rate. Since the course is open entry and students come in at various grade levels, an individualized program is more efficient. It allows the teacher to focus on the special needs of each student and allows students to proceed at their own rate. Though the program emphasizes individualization for all students, this does not mean that group work in the classroom should be eliminated.

The program should include:

1. Competency-based curriculum.
2. A system for students to keep track of their progress and for the teacher to monitor the program.
3. Ongoing assessment of individual progress and feedback to the student.
4. Motivational activities designed to attract, retain and encourage participants.
5. Ongoing evaluation of program effectiveness.

Three levels of performance are contained in these Adult Basic Education Curriculum Performance Standards. Readiness Level I stresses the students' perceptual abilities of student need before they begin formal language and mathematics instruction. Level II outlines the minimal required literacy skills. Level III furthers students' competencies in mathematical and communication skills to enable them to attain the sixth grade level.

Language art levels are subdivided into four areas of performance: listening, oral expression, written expres-

sion and reading. The mathematics levels are divided into seven skill areas: addition, subtraction, multiplication, division, fractions, decimals and percentages. An Adult Basic Education curriculum completion shall be the achievement of a sixth grade level (6.0) score in each of the Reading, Mathematics and English subtests of the Intermediate Battery of the Standard Achievement Test.

On completion of this course, students will be able to:

1. Score 6.0 grade level in the areas of Reading, English and Mathematics on a Standardized Achievement Test.
2. Advance to the General Educational Development (G.E.D.) Program.
3. Qualify academically for assignments to a vocational training specialty.

This course provides minimum performance standards. No effort is made to dictate materials, interfere with teaching methods or deprive instructors of their personal initiative.

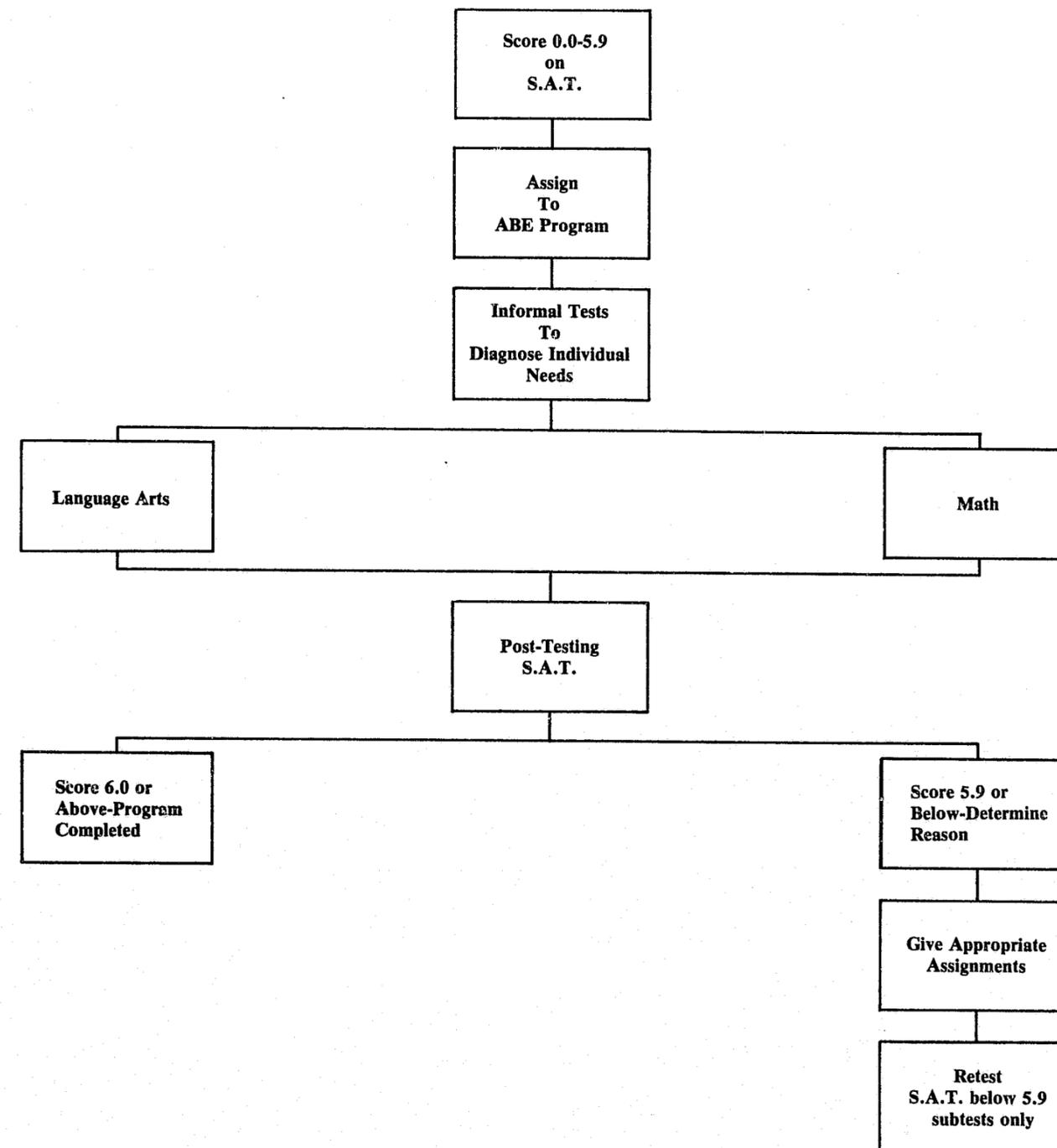
The efforts of many individuals have made this curriculum possible. The Curriculum Review Committee, chaired by Dr. Davey L. Edwards, Tallahassee, was responsible for the development of the curriculum. Members of the committee were Bruce Baker, Milan; Donald Butts, Terminal Island; Charles Cohen, Danbury; Ray Ellard, Atlanta Regional Office; Wayne Huffman, Lompoc; Corliss Moragne, Talladega; Jerry Pounds, Tallahassee; Thomas Schmitt, Leavenworth; and Khurshid Yusuff, Washington, D.C.

Staff support came from James Rusmisell, Tallahassee.

Copies of this publication may be obtained from:

Education Administrator
Federal Prison System
320 First Street, N.W.
Washington, D.C. 20534
Telephone: (202) 724-3042

ADULT BASIC EDUCATION MODEL



ADULT BASIC EDUCATION CURRICULUM GOALS

Goals

The student will develop skills in problem solving, listening, oral and written expression and reading up to the 6th grade level. The student will attain 6.0 grade level on a standardized test.

Entry Level:

0.0 - 5.9 grade level on a standardized test.

Exit Level:

6.0 grade level on a standardized test.

Average Length Of Course:

650 hours*

* 650 hours is the average estimated instructional time a student needs to acquire the necessary competencies.

LANGUAGE ARTS LEVEL I

General Objectives

Through exposure to various life-oriented experiences, the student will acquire skills prerequisite to literacy in listening, oral and written expression and reading to the 1.9 grade level on an informal test.

Entry Level: 0.0 grade level.

Exit Level: 1.9 grade level.

Average Length Of Course: 130 hours.

Specific Objectives

The Student will demonstrate mastery in the following skill areas:

I. LISTENING AND ORAL EXPRESSION

- A. Develop careful and attentive listening habits.
 - 1. Listen purposely.
 - 2. Follow oral directions given only once.
 - 3. Listen and repeat what was said.
 - 4. Interpret current news heard on TV or radio.
- B. Expand vocabulary through listening.
 - 1. Understand phonics clues as a means of learning new words.
 - 2. Recognize, comprehend and use new words.
 - 3. Listen for new word meanings.
 - 4. Recognize the basic sight words.
- C. Develop the ability to speak in sentences.
 - 1. Convey ideas in complete sentences.
 - 2. Express thoughts in clear sentences.
 - 3. Learn the use of the voice to indicate pauses and stops when speaking.

II. WRITTEN EXPRESSION:

- A. Initiate the ability to write legibly and correctly.
 - 1. Print all of the alphabet legibly.
 - 2. Form simple words correctly.
 - 3. Convert the spoken word to writing.
- B. Develop independence in writing expression.
 - 1. Write short responses to questions posed by the teacher.
 - 2. Print the name of an object given by the teacher.
 - 3. Write directions for performing a simple task.

III. READING:

- A. Develop perception skills.
 - 1. Match sizes, shapes and colors that are alike.
 - 2. Identify likenesses and differences in letters and words.
 - 3. Move eyes from left to right.
 - 4. Reproduce various sounds from a tape recording.
 - 5. Match rhyming words pronounced.
 - 6. Identify number of sounds in spoken words.
- B. Develop word attack skills.
 - 1. Learn basic structural analysis clues.
 - 2. Phonetically sound the alphabet.
 - 3. Combine phonetic sounds into words.
- C. Initiate comprehension skills.
 - 1. Match words with pictures.
 - 2. Associate meaning and experiences with symbols.
 - 3. Infer meanings from context clues and words in context.

LANGUAGE ARTS LEVEL II

General Objectives

Through exposure to various life-oriented experiences, students will acquire skills in listening, oral expression, written expression and reading up to a 3.9 level on an informal test.

Entry Level: 2.0 grade level.

Exit Level: 3.9 grade level.

Average Length of Course: 160 hours.

Specific Objectives

The student will demonstrate mastery of the following skills:

I. LISTENING AND ORAL EXPRESSION

- A. Develop careful and attentive listening.
 - 1. Listen carefully in order to answer questions.
 - 2. Understand a sequence of ideas and be able to summarize them.
 - 3. Listen for correct and/or incorrect word usage.
- B. Encourage standard English usage.
 - 1. Convey ideas in complete sentences.
 - 2. Use standard English in all speaking situations.
 - 3. Use the body and face properly to aid expression.

II. WRITTEN EXPRESSION

- A. Develop cursive (flowing, joined) handwriting.
 - 1. Write lower case letters in cursive.
 - 2. Write capital letters in cursive.

- B. Use appropriate mechanics in writing.
 - 1. Use capital letters when beginning sentences and when writing proper names.
 - 2. Compose complete sentences in response to questions.
 - 3. Write sentences correctly using question marks, apostrophies and commas.
- C. Locate errors in written work.
 - 1. Proofread all written work and find most of the technical errors.
 - 2. Find and correct errors in work written by others.
 - 3. Accurately punctuate a short passage.
- D. Develop spelling skills.
 - 1. Distinguish between word forms and word sounds.
 - 2. Associate sound and sight symbols.
 - 3. Know the variations between spelling and pronunciation.

III. READING

- A. Continue to develop word attack skills.
 - 1. Continue to learn structural analysis clues.
 - 2. Learn syllabication rules.
 - 3. Continue to learn phonic skills.
- B. Continue to develop comprehension skills.
 - 1. Find main ideas of stories and supporting details.
 - 2. Keep events in their proper sequence.
 - 3. Draw logical conclusions.
 - 4. Recognize relationships.
 - 5. Predict outcomes.

LANGUAGE ARTS LEVEL III

General Objectives

Through exposure to various life-oriented experiences, the student will develop mastery in listening, oral expression, written expression and reading up to 6.0 grade level on a standardized test and be prepared for entrance into a high school equivalency program.

Entry Level: 4.0 grade level.

Exit Level: 6.0 grade level on a standardized test.

Average Length of course: 160 hours

Specific Objectives

The student will demonstrate mastery in the following skill areas:

I. LISTENING AND ORAL EXPRESSION

- A. Develop effective listening habits.
 - 1. Identify a speaker's major points.
 - 2. Increase ability to remember pertinent details from oral presentation.
 - 3. Avoid mannerisms that are disturbing to the listener.
- B. Develop appreciative, purposeful, critical and responsive listening.
 - 1. Evaluate ideas and information on their accuracy, quality and use.
 - 2. Distinguish between fact and opinion or bias.
 - 3. Make corrections, decisions and conclusions based on oral discussion.
- C. Expand and enrich oral vocabulary.
 - 1. Learn new words frequently encountered in daily life.
 - 2. Analyze words by breaking them into their structural parts and sound them out.
 - 3. Learn the use of prefixes, suffixes and roots.

II. WRITTEN EXPRESSION

- A. Strengthen ability to write clearly, legibly, creatively and correctly.
 - 1. Learn such language basics as parts of speech and subject and verb agreement.
 - 2. Express ideas so that others may understand them.
- B. Increase the student's awareness of the practical value of written expression.
 - 1. Complete printed forms, order forms and other types of materials encountered in daily life.

- 2. Compose business letters and other types of correspondence.
- 3. Answer essay questions.
- C. Expand Vocabulary
 - 1. Use new descriptive words found in reading materials.
 - 2. Determine the meaning of new words from their written context and, in turn, use them correctly.
- D. Develop spelling skills.
 - 1. Identify silent (unpronounced) letters in words.
 - 2. Use simple rules of spelling.
 - 3. Use word structure techniques in recognizing and spelling difficult words.

III. READING

- A. Continue to develop word attack skills.
 - 1. Review and refine previously taught phonic rules.
 - 2. Continue to learn the rules of syllabication.
 - 3. Use a dictionary for spelling, word usage and word meaning.
- B. Further extend comprehension skills.
 - 1. Make inferences and draw conclusions.
 - 2. Detect author's mood and purpose.
 - 3. Differentiate between fact and opinion.
 - 4. Interpret figurative expression and picturesque language.
- C. Increase student's reading speed along with comprehension.
 - 1. Adjust reading speed to different types of materials.
 - 2. Learn to phrase read.
 - 3. Scan for specific information.
 - 4. Skim to find the general content of an article.
- D. Develop student's ability to read graphs, cartoons and charts.
 - 1. Answer questions by interpreting a circle and picture graph.
 - 2. Read and answer questions on a bar and line graph.
 - 3. Read and answer questions on cartoons.
 - 4. Answer questions using a chart.

MATHEMATICS LEVEL I

General Objectives

Through exposure to appropriate mathematical activities, the student will acquire skills in numeration, addition and subtraction required to achieve 2.0 level. These skills form the basis for the development of skills in Mathematics Level II.

Entry Level: 0.0

Exit Level: 2.0 grade level on an informal test.

Average Length of course: 40 hours

Specific Objectives

The student will develop mastery of the following skills:

I. NUMERATION

- A. Identify numbers 1 to 100.
- B. Copy numbers to 100.
- C. Count to 100.
- D. Write to 100 by memory.
- E. Arrange objects in sets to show more or less amounts.
- F. Understand place value.
- G. Recognize coins and their equivalent amounts.
- H. Make change for amounts up to \$1.00.

II. ADDITION

- A. Add whole numbers presented in vertical format without carrying.
- B. Add whole numbers in horizontal format without carrying.
- C. Solve practical word problems applying addition skills.

III. SUBTRACTION

- A. Subtract whole numbers presented in vertical format without borrowing.
- B. Subtract whole numbers presented in horizontal format without borrowing.

MATHEMATICS LEVEL II

General Objectives

Through exposure to appropriate classroom activities, the student will develop a mastery of addition, subtraction, multiplication, division and measurements on a 3.9 grade level.

Entry Level: 2.0 grade on an informal test.

Exit Level: 3.9 grade level on a standardized test.

Average Length of Course: 40 hours.

Specific Objectives

The student will develop mastery in the following skills.

I. ADDITION

- A. Add whole numbers in vertical format with carrying.
- B. Add whole numbers in horizontal format with carrying.
- C. Add multiple columns in vertical format with carrying.
- D. Add multiple digit numbers in horizontal format with carrying.
- E. Solve multiple digit practical word problems.

II. SUBTRACTION

- A. Subtract multiple digit whole numbers in vertical form.
- B. Subtract multiple digit whole numbers in horizontal form.
- C. Subtract multiple digit whole numbers in vertical form with borrowing.
- D. Subtract multiple digit whole numbers in horizontal form with borrowing.
- E. Solve practical word problems.

III. MULTIPLICATION

- A. Know multiplication tables to 12 x 12.
- B. Multiply by two and three digit numbers.

- C. Multiply by carrying.
- D. Multiply numbers written horizontally.
- E. Multiply a number by 10, 100, 1000 etc. (powers of 10).
- F. Solve practical word problems.

IV. DIVISION

- A. Develop understanding of division concepts.
- B. Solve problems including one, two and three digits in vertical order.
- C. Solve problems with remainders.
- D. Solve long division problems with remainders.
- E. Compute horizontal problems.
- F. Apply skills to practical word problems.

V. MEASUREMENT

- A. Know table of conversion for length, weight, height, liquid and time measures.
- B. Using conversion table, convert units of measurement.
- C. Add and carry units.
- D. Subtract units with borrowing.
- E. Multiply and convert units.
- F. Divide units.
- G. Use a ruler to measure perimeter of rectangle and triangle.
- H. Price a meal from a menu.
- I. Check change with sales receipt.
- J. Maintain a checking account.
- K. Compute hourly rate for a week's work.
- L. Recognize change and bills to \$20.
- M. Make purchase and change for family at grocery store.
- N. Tell time on the hour, half-hour and quarter hour.
- O. Compute hours in a day, a week, a month, and a year.

MATHEMATICS LEVEL III

General Objectives

Through exposure to appropriate activities, the student will develop a 6.0 grade level mastery of practical skills using fractions, decimals and percents.

Entry Level: 4.0 grade level.

Exit Level: 6.0 grade level on a standardized test.

Average Length of Course: 120 hours.

Specific Objectives

Through individual and group classroom activities the student will develop mastery of the following:

I. FRACTIONS

- A. Understand what fractions are.
- B. Write fractions.
- C. Know the three forms of fractions.
- D. Reduce fractions.
- E. Raise fractions to higher terms.
- F. Change improper fractions to whole or mixed numbers.
- G. Change mixed numbers to improper fractions.
- H. Add fractions with the same denominators.
- I. Add fractions with different denominators.
- J. Solve practical word problems applying addition of fraction skills.
- K. Add and subtract decimals.
- L. Divide decimals by whole numbers.
- M. Divide decimals by decimals.
- N. Divide whole numbers by decimals.
- O. Complete worksheet on dividing and multiplying decimals by 10, 100, 1,000.
- P. Applying multiplication and division of decimals, complete an exercise on practical word problems.

II. Percent

- A. Define and illustrate percent.
- B. Change percents to decimals and decimals to percents.
- C. Change fractions to percents and percents to decimals.

- D. Know common percents and their values as proper fractions.
- E. Find the percent of a number.
- F. Solve practical word problems by finding the percent of a number.
- G. Find what percent one number is of another.
- H. Solve practical word problems by finding what percent one number is of another.
- I. Find a number when the percent of it is given.
- J. Complete practical word problems by finding a number when percent of it is given.

III. MEASUREMENT

- A. Compute area and perimeter of squares, rectangles, triangles and circles.
- B. Compute volume of three dimensional figures.
- C. Read tables, answer questions and compute personal income problems.
- D. Answer questions from a sales tax table.
- E. Compute averages.
- F. Figure cost of electricity for an average family for one month.
- G. Compute the cost of rent and car usage for a week.
- H. Measure quantities in cups, pints, quarts and gallons.
- I. Determine weights in ounces, pounds and tons.
- J. Explain relationships described by pictographs expressed in whole units and single tables.
- K. Make grocery purchases for an average family for one week.
- L. Design a family budget for a two-week period.
- M. Analyze payroll deductions for a two-week period.
- N. Determine the cost of transportation for a family.
- O. Determine method and finance charges for purchasing a home for an average family.
- P. Determine the cost of a car purchased with a bank loan.

SUGGESTED ANNOTATED ENGLISH BIBLIOGRAPHY

The Economy Company
P.O. Box 25308
1901 Walnut Street
Oklahoma City, OK 73125

Levels: Grades 1-12
CONTINUOUS PROGRESS IN SPELLING.
Two kits consist of cards with word levels. Student study manuals and tape sets. Individualized placement tests, worksheets and teacher's manual.

Levels: Grades 4-7
GUIDEBOOK TO BETTER ENGLISH.
Student book, exercise book, test book, duplication masters and teacher's handbook.

Noble and Noble Publishers, Inc.
750 Third Avenue
New York, NY 10017

Levels: Grades 1-4.5
OPERATION ALPHABET.
Word meanings, sight vocabulary and word recognition.

Regents Publishing Company, Inc.
Two Park Avenue
New York, NY 10016

Levels: Grades 3-6
BEGINNING LESSONS IN ENGLISH, ESSENTIAL IDIOMS IN ENGLISH, INVITATION TO ENGLISH, PRACTICAL CONVERSATION IN ENGLISH, SECOND BOOK IN ENGLISH AND SOUNDS AND SYLLABLES.
Fundamentals of language skills.

Scholastic Book Service
902 Sylvan Avenue
Englewood Cliffs, NJ 07632

Levels: Grades 1-6
BUILDING DICTIONARY SKILLS, ERROR FREE WRITING, GETTING PUNCTUATION RIGHT, TRACKDOWN I & 2, WORD PUZZLES AND MYSTERIES.
Basic language skills and vocabulary.

Steck Vaughan
807 Brazos
Box 2028
Austin, TX 78767

Levels: Grades 1-2
WORKING WITH WORDS, REVISED.
For beginning adult readers and for students learning English as a second language. The skills of reading and speaking English are taught through oral and visual practice in letter, word and sentence patterns.

SUGGESTED ANNOTATED ENGLISH BIBLIOGRAPHY CONTINUED

Steck Vaughan (cont'd)

Levels: Grades 3-4
USING ENGLISH.

This workbook provides additional study for troublesome verbs, capitalization, punctuation, sentence structure and other fundamentals. Review lessons and tests.

IMPROVING YOUR HANDWRITING.

Designed to help mature students develop a legible handwriting style.

EVERYDAY ENGLISH.

This illustrated workbook is designed to provide adults with the fundamentals of English grammar.

Level: Grades 4.5-7

LEARNING OUR LANGUAGE, BOOK I AND II.

Sentence structure, punctuation, letter writing and parts of speech.

Level: Grades 5-8

LANGUAGE IN DAILY LIVING.

Basic aspects of English grammar are taught within the APL (Adult Performance Level) framework: subjects and verbs; phrases, clauses and sentences; pronouns, modifiers, and verbs; capitalization and punctuation.

SUGGESTED ANNOTATED READING BIBLIOGRAPHY

EASIER-to-LEARN

Box 329

Garden City, N.Y. 11530

EDL/McGraw-Hill

Princeton Road, S-2

Highstown, New Jersey

08520

Globe Book Company

175 Fifth Avenue

New York, NY 10010

Lyons and Carnahan

40 East 25th Street

Chicago, IL 60616

The MacMillan Company

School Division

Dept. SNY

Riverside, NJ 08075

Level: Grade 1-0 and above.

GLASS-ANALYSIS PROGRAM.

The program consists of four kits designed to teach decoding. Each kit contains hundreds of specifically selected word cards coded for difficulty, to teach 30 different letter clusters at four levels of difficulty.

Level: 1-Non-readers - Grade

SULLIVAN PROGRAMMED READING SERIES FOR ADULTS AND SPELLING BOOKS.

Use books from Primer to book 8. Self-made tapes, language master cards, flash cards, and worksheets accompany books. every book is organized into 4 units. Good phonetic foundation for low level students. Each book is accompanied by a spelling book.

Level: Grades 4-5

THE LIVING CITY ADVENTURE SERIES: ADVENTURING IN THE CITY, RUSH HOURS, STREET SOUNDS AND ROOFTOPS.

Comprehension, word attack exercises.

Level: Grades 3-6

PHONICS WE USE - BOOKS C-G

Prefix and Suffix - Gr. 5.0, 5.5, 6.0

Dictionary Skills - Gr. 5.0, 5.5, 6.0

Synonyms, Antonyms and Homonyms - Gr. 5.0, 5.5, 6.0
Self-made tests to accompany worksheets. Use only sections of these workbooks.

Level: 1-6

INDIVIDUALIZED PHONICS

Eight boxes of duplicating masters on phonetic and structural analysis worksheets, 54 wall charts of consonants and vowels, 54 flashcards of consonants and vowels.

SUGGESTED ANNOTATED READING BIBLIOGRAPHY CONTINUED

Scholastic Magazines, Inc.
50 West 44th Street
New York, NY 10036

Level: Grade 2
THE ACTION KIT.
Contains 3 unit books with word attack skills and comprehension exercises. Self-made flashcards accompany unit books. Also has interesting stories and 12 plays. Self-made comprehension questions accompany story book.

Science Research Associates, Inc.
259 East Eric Street
Chicago, IL 60611

Level: grades 2-6
**WE ARE BLACK and
DIMENSIONS IN READING.**
Comprehension - Vocabulary.

Level: Grades 4.5-7
GRAPH AND PICTURE STUDY SKILL KIT.
Tables, cartoons, charts and diagrams, photo environment, photo processes and graphs (circle, picture, bar and line.)

Level: Grades 4.5-8
COUNTRIES AND CULTURES KIT.
Comprehension skill building.

SUGGESTED ANNOTATED MATH BIBLIOGRAPHY

Cambridge
The Basic Skills Company
888 Seventh Avenue
New York, NY 10106

Level: Grades 2-6
5 Workbooks - BASIC SKILLS WITH WHOLE NUMBERS, FRACTIONS, DECIMALS AND PERCENTS, BASIC SKILLS WITH MATH: A GENERAL REVIEW AND MATH FOR SURVIVAL.
The five workbooks provide ample practice in performing whole numbers, addition, subtraction, multiplication, division, fractions, decimals, percents and basic math skills necessary in daily living.

Contemporary Books Inc.,
180 North Michigan Ave.
Chicago, IL 60601

Level: Grades 2-6
2 Workbooks - NUMBER POWER 1 AND 2.
Book 1 covers addition, subtraction, multiplication and division. Book 2 covers fractions, decimals and percents. Basic math skills necessary for survival in the everyday world.

Steck-Vaughn Publishing Company
807 Brazos
Box 2028
Austin, TX 78767

Level: Grades 1-4
STEPS TO MATHEMATICS, Revised, BOOK 1 AND 2.
Presents the basic concepts of our number system and provides ample practice in performing addition, subtraction, multiplication and division using whole numbers.

Level: Grades 1-6
BASIC ESSENTIALS OF MATH, PARTS I AND II.
Part I covers whole numbers, fractions and decimals. Part II continues with percentages, formulas, graphs and proportions in practical applications.

Level: Grades 5-8
MATHEMATICS IN DAILY LIVING.
Four books which provide a high level of motivation for mature students. Basic math skills necessary for survival in the everyday world.

SUGGESTED ANNOTATED MATH BIBLIOGRAPHY CONTINUED

M. W. Sullivan Behavioral Research Labs, Inc.,
Ladera Professional Center
P.O. Box 577
Palo Alto, CA 94312

Rehabilitation Research Foundation
P.O. Box BV
University of Alabama
Tuscaloosa, AL 35486

READING MACHINES

1. TACHISTOSCOPIC DEVICE

Tachistoscopic machines are mechanical or electrical devices used for exposing words, phrases, and sentences so quickly that students will be required to recognize them instantaneously. This machine is best suited for developing the perceptual abilities necessary for recognizing words and phrases by sight.

2. LANGUAGE MASTER

This is a combination recording and projection device which presents the visual and auditory word images simultaneously. The student sees a printed word, hears it pronounced, and then pronounces it, trying to imitate the transcription. The Language Master is used to teach word recognition, develop vocabulary, provide training in phonics skills and provide practice in correct articulation.

3. CONTROLLED READING MACHINES

Controlled reading machines are mechanical or electrical devices used to regulate the speed at which printed materials are exposed.

4. RECORDING INSTRUMENT

Recording instruments are tape recorders, overhead projectors, film and filmstrip projectors. They can be used to teach the mechanical aspects of word attack, develop comprehension skills and provide practice in the perceptual competencies related to reading.

Level: Grades 0.0-12.0
FOCUS ON MATH FUNDAMENTALS.
Programmed system for non-English speaking, non-readers and for low reading level students.
Programmed workbooks. Basic addition through advanced decimals.

Level: Grades 4-5
THE FRACTION PACKAGE.
Books I-IX.
Basic operations of fractions.

SUGGESTED TESTS FOR DIAGNOSIS AND EVALUATION

ADULT BASIC LEARNING EXAMINATION (ABLE)
Harcourt Brace Jovanovich, Inc.,
757 Third Avenue
New York, NY 10017
Achievement test. Measures achievement as low as first grade in reading, vocabulary, spelling and arithmetic.

ADULT INFORMAL READING INVENTORY
Reading Center
University of Missouri-Kansas City
52nd and Holmes
Kansas City, MO 64110
Consists of paragraphs ranging from 70-150 words on readability levels from grade 1.6 through grade 10.
Adult-oriented. Identifies independent, instructional and frustration levels of the reader.

A BASIC SCREENING AND REFERRAL FORM FOR CHILDREN WITH SUSPECTED LEARNING AND BEHAVIOR DISABILITIES. (Grades 1 and above.)
Robert E. Valett
Fearon Publishers
6 Davis Drive
Belmont, CA 94002
Intended to aid the teacher in identifying possible disabilities (e.g. Dyslexia) and in planning prescriptive development and remedial education. Provides ratings of various behavior difficulties: social-personal, conceptual-cognitive, language, perceptual-motor (visual-motor, visual auditory), sensory-motor and gross-motor.

DIAGNOSTIC READING SCALES
George W. Spache
CTB/McGraw Hill Division
Del Monte Research Park
Monterey, CA 93940
Designed for school-age individuals with serious reading problems. Includes paragraphs (child-oriented) and word lists useful with adults. Scores in form of grade equivalents, 1.6 - 8.5.

DOLCH BASIC SIGHT WORD TEST
Garrard Press
Champaign, Illinois 61820
A list of 240 words that comprise about 80% of young people's literature and from 30-80% of adult printed material.

FOLLETT INDIVIDUAL READING PLACEMENT INVENTORY
1010 West Washington Boulevard
Chicago, IL 60607
Adult-oriented. Provides grade placement plus an analysis of reading difficulties. Scores are in terms of independent, instructional, frustration and capacity reading levels up to grade 7. Two forms.

GOLDMAN-FRISTOE-WOODCOCK DIAGNOSTIC AUDITORY DISCRIMINATION TEST
(Ages 3 and over.)
American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014
Designed to yield diagnostic assessment of speech-sound discrimination problems. Test provides an index of an individual's ability to discriminate speech sounds and a description of the individual's sound confusion.

INDIVIDUAL LEARNING DISABILITIES CLASSROOM SCREENING INSTRUMENT: ADOLESCENT LEVEL.
(Grades 4-12)
Learning Pathways, Inc.
P.O. Box 1407
Evergreen, Colorado 80439
Provides preliminary identification of students with possible learning problems (e.g. Dyslexia). Presents behavior indices for eight categories of behavior related to learning; visual disabilities, auditory disabilities, verbal disabilities, motor disabilities, vocational attributes, social maladjustments, emotional disturbances and integrational disorders.

SUGGESTED TESTS FOR DIAGNOSIS AND EVALUATION CONTINUED

INVENTORY OF ESSENTIAL SKILLS

Curriculum Associates, Inc.
5 Esquire Road
North Billencia, MA 01862

A criterion-referenced test designed primarily for assessing performance and for creating individualized education plans. The inventory provides assessment at 4th grade through 12th grade levels of those skills and minimal competencies commonly identified as necessary for successful lifetime experiences.

OBSERVATION OF SYMPTOMS THAT MAY INDICATE A VISUAL PROBLEM.

(Preschool - 12 & Adults)

OBSERVATION OF SYMPTOMS THAT MAY INDICATE HEARING PROBLEM.

(Grades Preschool - 12 and Adults)

Reading Clinic

Temple University

Broad Street and Montgomery Ave.

Philadelphia, PA. 19122

Designed to identify students with visual and hearing problems.

REAL READING/EVERYDAY ACTIVITIES IN LIFE

CAL Press Inc.,

76 Madison Avenue

New York, NY 10016

Adult-oriented. Used to assess whether or not the individual is capable of performing reading tasks common to experiences in everyday life. May be administered by tape cassettes, in either Spanish or English. Not appropriate for people with less than 5th grade reading ability.

SLOSSON ORAL READING TEST

Slosson Educational Publications

140 Pine Street

East Aurora, NY 14052

Individual placement test. Consists of 20 word lists. Placement in the form of grade equivalents is made on the basis of word identification power. A screening device.

TESTS OF ADULT BASIC EDUCATION (TABE)

CTB/McGraw-Hill Division

Del Monte Research Park

Monterey, CA 93940

Achievement test. A battery of tests designed for adults to identify instructional needs of individuals with severe educational limitations. Adapted from California Achievement Test (CAT). Yields grade equivalents.

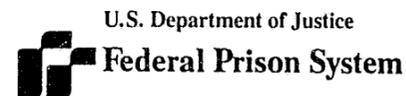
WOODCOCK READING MASTERY TESTS

American Guidance Service, Inc.

Publishers Building

Circle Pines, Minnesota 55014

These tests are a battery of five individually-administered reading tests for use from kindergarten to grade 12. The five tests are letter identification, word identification, word attack, word comprehension and passage comprehension. In addition, an Index of Total Reading is obtained by combining performance of the five separate tests.



Washington, D.C. 20534

Program Statement

OPI :
Number : EDUCATION
Date : 5350.13
Subject : May 12, 1982
ADULT BASIC EDUCATION
(ABE) PROGRAM

EFFECTIVE DATE: June 21, 1982

FPI-MAR-9-27-79-5M-2574

1. *[PURPOSE AND SCOPE §544.70. The Bureau of Prisons requires that an inmate confined in a federal institution who cannot read, write, or do mathematics at the 6.0 academic grade level be required to attend an adult basic education program (ABE) for a minimum of 90 calendar days. The Warden shall establish incentives to encourage an inmate to complete the ABE program.]*

The sixth grade level is ordinarily accepted as the basic standard for measuring functional literacy in our society. Persons functioning below that level often encounter serious difficulty in obtaining employment and in carrying out day-to-day activities and responsibilities. Staff are expected to make the effort to ensure and, where appropriate, to encourage each inmate to develop the skills necessary to function at a minimum academic grade level of 6.0. Except as provided in paragraph 3 of this Program Statement, each inmate who functions below the 6.0 academic grade level is required to complete one mandatory period of 90 calendar days of ABE enrollment and attendance during the inmate's confinement.

The provisions of this Program Statement apply to non-English speaking inmates who function below the 6.0 academic grade level in their native language. Non-English speaking inmates who function at an academic grade level of 6.0 and above in their native language are not required to participate in the ABE program, but should be encouraged to participate in the English as a second language program.

2. DIRECTIVES AFFECTED.

a. Directive Rescinded - PS 5350.9, Optional Programming.

b. Directives Referenced.

PS 5300.11, Education, Training and Leisure-Time Program Standards.

PS 5270.3, Inmate Discipline.

PS 5322.5, Classification and Program Review of Inmates.

PS 5310.3, Education Tests - Minimum Standards for Administration, Interpretation, and Use at all Bureau of Prisons Institutions.

c. Commission on Accreditation for Corrections Standards for Adult Correctional Institutions (2nd Edition): 2-4334, 2-4422, 2-4424.

d. Department of Justice Federal Standards for Prisons and Jails (December 1980) - 1.10, 17.01, 17.16.

e. Rules cited in this Program Statement are contained in 28 CFR 544.70-75.

[Bracketed Italics - Rule]

Regular Type - Implementing Information

3. [APPLICABILITY §544.71.]

a. *The provisions of this subpart on the adult basic education program apply to all inmates in federal institutions except:*

The term "subpart" refers to this Program Statement. Inmates exempted from the mandatory ABE requirements may participate in the ABE Program if they desire.

[1. Pre-trial inmates;]

The term "pre-trial inmates" includes all study and observation cases, except those inmates sentenced for study and observation under 18 U.S.C. 4205(c).

[2. Inmates committed for purpose of study and observation under the provisions of 18 U.S.C. 4205(c);]

3. Sentenced aliens with a deportation detainer;]

Other sentenced aliens are expected to participate in the ABE program.

[4. Inmates already in UNICOR or Inmate Performance Pay (IPP) assignments in pay grades 1, 2, and 3 at the time of implementation of this rule who do not presently function at the 6.0 academic grade level;]

Each inmate in this status is to be counseled individually and encouraged to enroll in the ABE program. The inmate, however, may not be required to participate in the ABE program as a condition of continued employment in pay grade 1, 2, or 3. This exemption applies only while the inmate is in a pay grade 1, 2, or 3 assignment. If the inmate is released from custody, and is later recommitted, that inmate will be expected to demonstrate a 6.0 academic grade level prior to becoming eligible for a pay grade 1, 2, or 3 assignment.

An inmate in a pay grade 1, 2, or 3 assignment at the time of implementation of this Program Statement, who is subsequently transferred to another institution for non-disciplinary reasons, may be placed in a pay grade 1, 2, or 3 assignment in the new institution without being required to participate in the ABE program.

[5. Other inmates who, for good cause, the Warden may determine are exempt from the provisions of this rule.]

b. *Staff shall document in the inmate's education file the specific reasons for not requiring the inmate to participate in the ABE program.*

c. *Inmates who function below the 6.0 academic grade level and for whom treatment is mandated by statute (for example, Youth Corrections Act) shall be required to participate in the adult basic education program, as educational involvement is considered within the general scope of treatment.]*

It should be noted that obtainment of a 6.0 academic grade level may not fully satisfy the statutory intent, as the inmate may be expected to try to obtain a higher level of education.

4. [PROCEDURES §544.72.]

a. *The Warden at each federal institution shall ensure that an inmate who is functioning below a 6.0 academic grade level in reading, writing, and mathematics, is enrolled in the ABE program.]*

The term "6.0 academic grade level" refers to the achievement of a 6.0 level score in each of the Reading, Mathematics and English subtests of the Intermediate Battery II of the Stanford Achievement Test (SAT). In non-English ABE programs, staff may use other standardized tests to determine if the inmate has achieved a test score equivalent to the SAT 6.0 academic grade level. Each institution shall prepare and maintain a "needs list" of those inmates who function below the 6.0 academic grade level.

(1) The "needs list" is to reflect the following information: the date of enrollment in the ABE program, a monthly assessment of the inmate's progress or lack thereof, and either the inmate's ABE program completion date or the date that the inmate terminated involvement in the program. The records are also to reflect the date of each 30-day review, and the date of each ABE counseling meeting.

(2) A separate portion of this "needs list" is to identify those inmates who have the "need" for ABE involvement, but who have not enrolled. Reasons for non-enrollment shall be provided.

(3) The "needs list" is to be updated every 30 days.

[b. The Warden or designee shall assign to an education staff member the responsibility to coordinate the institution's ABE program. The ABE coordinator shall meet initially with the inmate for the purpose of enrolling the inmate in the ABE program. Subsequently, the ABE coordinator shall interview each inmate involved in the ABE program at least once every 30 days to review and record the inmate's progress in this program. The ABE coordinator shall place documentation of this interview in the inmate's education file.]

The Supervisor of Education is ordinarily delegated authority to designate the ABE coordinator. A second staff member is to be designated the institution's alternate ABE coordinator, and is to assist as necessary.

The required interviews shall be used by the ABE Coordinator and reinforced by the inmate's unit team to counsel the inmate, to encourage program continuation, to identify problem areas that might exist, and to identify appropriate support services. A brief written report shall be prepared by the coordinator after each interview and placed in the inmate's education file.

[c. At the end of 90 calendar days, excluding sick time, furloughs, or other authorized absences from scheduled classes, the inmate's unit team shall meet with the inmate in respect to the inmate's continued involvement in the ABE program towards attainment of the 6.0 academic grade level. At this time, the inmate may elect not to continue in the ABE program, without disciplinary action occurring.]

Days absent are added to the 90-day period. Except as provided in paragraph 3 of this Program Statement, each inmate who functions below the 6.0 academic grade level is required to complete one mandatory period of 90 calendar days of ABE enrollment and attendance during the inmate's confinement. An inmate who returns to the Federal Prison System on a new sentence, or as a parole violator, and who has not achieved, or is unable to demonstrate achievement of, a 6.0 academic grade level is to be enrolled in the ABE program for the mandatory 90-day period.

It is recognized that not all inmates will achieve the 6.0 academic grade level within the mandatory 90 days. The ABE coordinator shall strongly encourage these inmates to continue their involvement in the ABE program.

5. [FEDERAL PRISON INDUSTRIES (UNICOR) AND INMATE PERFORMANCE PAY (IPP) ASSIGNMENTS §544.73. *Inmates who wish to secure a UNICOR or IPP work assignment above the fourth grade of compensation must be able to demonstrate achievement of at least a 6.0 academic grade level. An inmate may be assigned to the fourth grade of compensation in a UNICOR or IPP work assignment contingent on the inmate's enrollment, and satisfactory participation, in the ABE program. Failure of an inmate to make adequate progress in the ABE program may be considered basis for removal of the inmate from the UNICOR or IPP assignment.]*

An inmate in a UNICOR assignment is ordinarily given six months to achieve the required 6.0 academic grade level. An exception to this six-month requirement is where the inmate has a documented disability (confirmed by the ABE coordinator) which prevents the inmate achieving the 6.0 academic grade level. The inmate with a documented disability may remain in the UNICOR or IPP assignment and is eligible for a work position above the fourth grade of compensation.

6. [INCENTIVES §544.74. *The Warden shall establish a system of incentives to encourage an inmate to obtain a minimum academic grade level of 6.0.]*

Each institution shall establish a system of appropriate awards (for example: monetary, certificates) to be made to inmates in recognition of satisfactory progress and completion of an ABE program. These awards should reflect the need to recognize achievement early in the program (emphasis on rewards after an increase in each academic grade level, particularly the first, second and third grade level). Each institution shall describe its ABE incentives system, in detail, in the institution's annual education program plan.

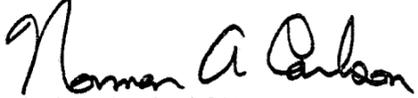
7. [DISCIPLINARY ACTION §544.75. *As with other mandatory programs, such as work assignments, staff may take disciplinary action against an inmate whose academic level is below the 6.0 grade level when that inmate refuses to enroll in, or to complete, the mandatory 90 calendar days ABE program.]*

The inmate may be charged with prohibited act 306, refusing to accept a program assignment, and/or any other appropriate prohibited act. (See PS 5270.3, Inmate Discipline)

8. ABE CLASS SCHEDULES. ABE classes shall be scheduled Monday thru Friday between 7:00 a.m. and 5:00 p.m. An inmate assigned to a UNICOR or IPP position who is functioning below the 6.0 academic grade level in all three subtests areas shall be

scheduled for a minimum of two and a maximum of four hours ABE instruction per work day, five days per week. If an inmate has completed all but one of the required three ABE areas, that inmate may be scheduled for one hour ABE instruction per work day, five days per week. The remainder of the work day is to be at the work assignment. Certification by the ABE coordinator that the inmate is making adequate progress in the ABE program shall be required for the inmate to stay employed in the UNICOR or IPP assignment.

9. TRANSFERS. An inmate transferred to another institution prior to completion of the 90 calendar days mandatory period for ABE enrollment is expected to complete the remainder of the 90-day period in the new institution. Time spent in transfer status or in preparation for the transfer is not included in the 90 days. The sending institution shall forward to the receiving institution sufficient records for verification of test scores, class attendance time, and related data.


NORMAN A. CARLSON
Director

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