

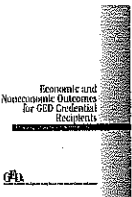


The Health Literacy of U.S. Adults Across GED Credential Recipients, High School Graduates, and Non-High School Graduates (2008)



Because low health literacy is associated with low educational attainment rates, many adult basic and literacy education programs increasingly provide health education to low-literate adults to improve their health literacy. Using data from the 2003 National Assessment of Adult Literacy, this study examines the health literacy of adults across GED credential recipients and high school and non-high school graduates by various demographic and socioeconomic characteristics. Specific populations with lower health literacy levels are identified so that adult education entities and policy makers can target these groups with more support, increased funding, and better programs to improve their health literacy skills.

Economic and Noneconomic Outcomes for GED Credential Recipients (2008)



The GED Tests are widely used to certify a high school level of academic knowledge and skills. The popularity and profound influence of the GED Tests have spurred numerous studies on the outcomes of obtaining a GED credential. Using a recently released nationally representative sample of adults (the 2003 National Assessment of Adult Literacy), this study provides evidence of economic and noneconomic outcomes for GED credential recipients. Among the economic factors, it examines labor force participation, work history, weekly wage, and personal income. Among noneconomic considerations, this study looks into political and social participation, family literacy, and health.

The Literacy of U.S. Adults with Disabilities Across GED Credential Recipients, High School Graduates, and Non-High School Graduates (2008)



The GED Tests allow testing accommodations for adults with disabilities in order to minimize the impact of examinee characteristics on the assessment of academic knowledge and skills. Using data from the 2003 National Assessment of Adult Literacy, this study examines the literacy level of adults with disabilities across GED credential recipients and high school and non-high school graduates. It also provides evidence of the validity of the GED credential as an indication of literacy among adults with disabilities that are equivalent to skills and knowledge demonstrated by adults with disabilities with a high school diploma.

The Literacy of U.S. Adults with GED Credentials: 2003 NAAL and 1992 NALS (2007)



Using data from the 2003 National Assessment of Adult Literacy (NAAL) and the 1992 National Adult Literacy Survey (NALS), this study provides evidence of the validity of the GED credential as an indication of achieving literacy skills and knowledge equivalent to the skills and knowledge demonstrated by adults with high school diplomas.

Examinee and High School Senior Performance on the GED Tests (2007)



This study compares performance on the GED Tests, U.S. edition, across three groups of examinees: (1) graduating high school seniors in the GED U.S. 2001 norm group, (2) GED Tests candidates who took one or more tests in the United States between 2002 and 2004, and (3) GED Tests candidates who passed the tests in the United States between 2002 and 2004. By comparing graduating high school seniors and GED Tests examinees, this report provides evidence of the academic value of the GED credential. The results should be useful primarily to employers and admissions officers evaluating applicants who have a credential based on passing the Tests. Additionally, adult education administrators and teachers can use this information when planning and developing instructional programs for GED Tests candidates.

Differences Between Students Who Were and Were Not Retained in Grade (2007)



This study examines the demographic, academic, social, and behavioral differences between GED Tests candidates who were and were not retained in grade. Differences between candidates who were and were not retained in grade are examined with regard to factors such as demographics, delinquent behaviors, reasons for dropping out of high school, and reasons for seeking a GED credential. Additional analyses explore the effect of grade retention on performance on each of the GED Tests, as well as on passing the entire GED Test Battery.

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