



# NATIONAL EXTERNAL DIPLOMA PROGRAM: SYMPOSIUM

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## Presenters

Andrew Evans

Jim Harrison

Linda Taylor

Mary Fox

Melissa Dayton

- Welcome
- Vision for NEDP Redesign
- 2008-2009 National Statistical Data
- Transcript Redesign
- NEDP Portfolio
- WSCS Pilot
- Overview of the Redesigned NEDP
- Technology Survey
- Performance Indicator Development
- Development Schedule and Field Testing Plans
- CASAS Written Prompt

- Welcome to the NEDP Symposium
- Question Cards
  - If you have a specific question you want answered, please fill out a question card and pass it forward. We will try to make sure we answer it during this symposium session

# Vision for NEDP Redesign

- Create a seamless transition to post-secondary education and careers (major thrust of WIA reauthorization)
- Expand access to new and existing markets and client populations
- Integrate technology into all aspects of NEDP Program design and delivery
- Increase rigor of program through alignment with NGA Common Core College Readiness Standards and other national standards initiatives
- Develop high quality performance assessments
- Develop a proactive comprehensive marketing plan

# USDOE and Foundation Support

- In May 2010, CASAS Submitted an Innovations Grant (i3):  
*Performance Based Route to Success: National External Diploma Program*
  
- Primary Goals – To develop and integrate high-quality standards-based performance assessments incorporating the existing program characteristics in order to:
  - Improve student retention, graduation and transition rates
  - Expand access to a younger at risk student population, including those with disabilities and limited English proficiency
  
- *Route to Success* will partner with 9 LEAs (CT, NY, and DC)

- i3 (Investing in Innovation) Grant Application
- Foundation Funding (i3 Registry)
- Additional Grant Opportunities
  - US DOE Education Research RFP, Fall 2010
- State Support
- CASAS R&D Money

# National Statistical Data 2008-2009

# Client Profile (2008-2009)



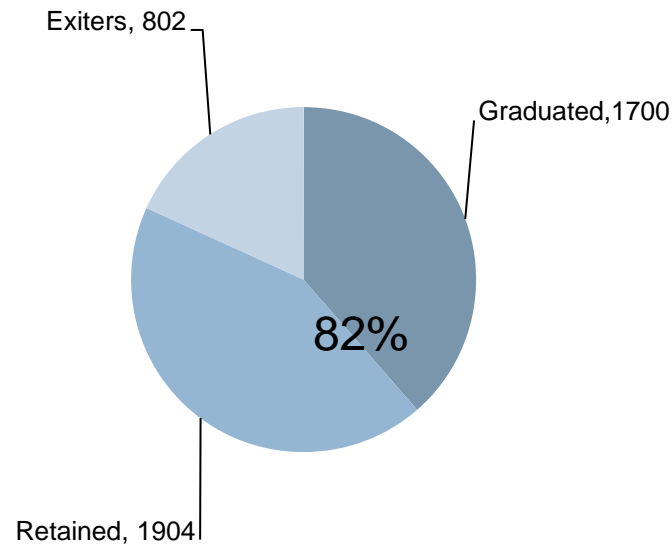
- Total Graduates 1700
- Total Enrolled 4406

- Located in 10 States
- Offered at 87 Sites

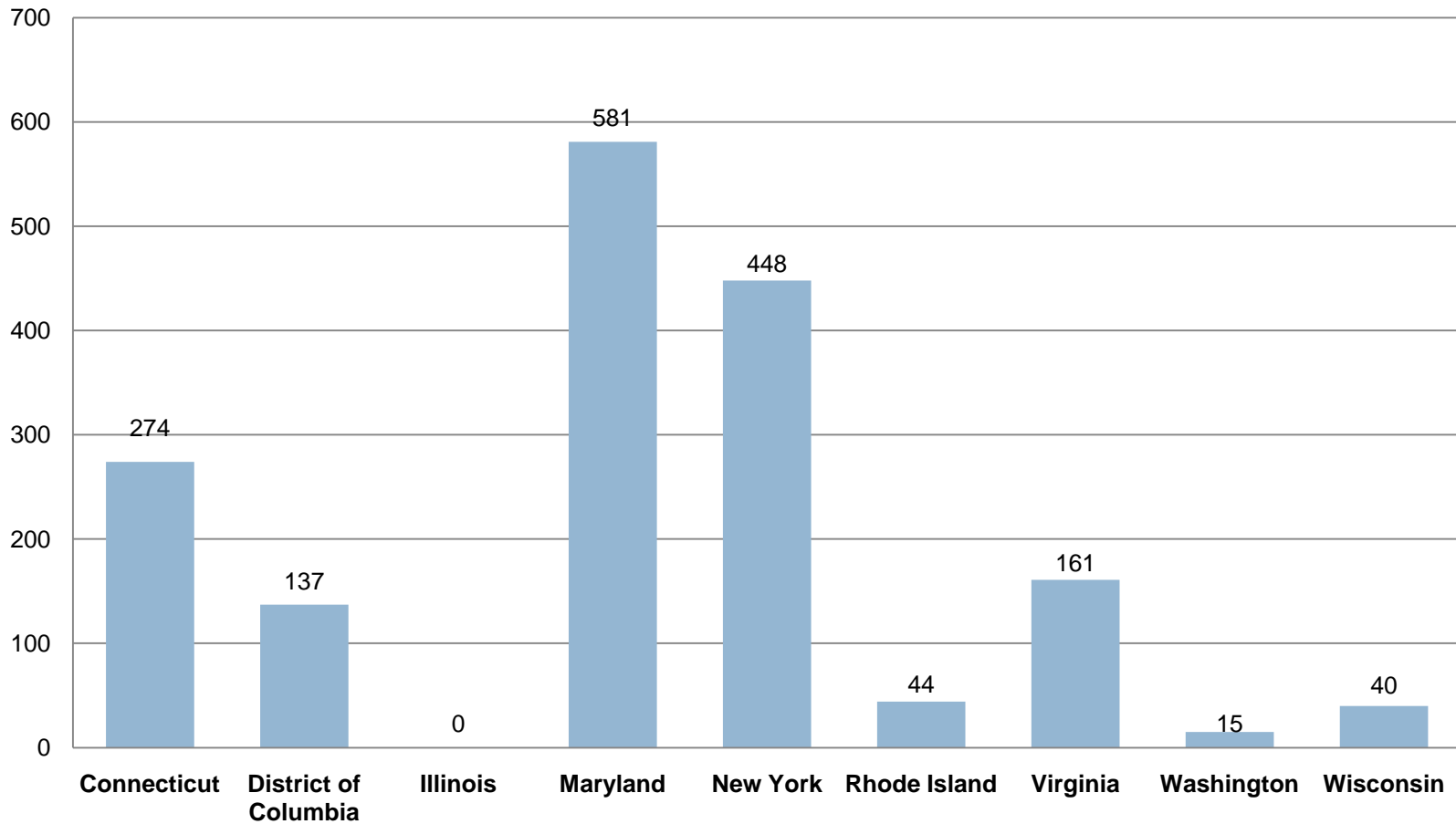


2008-2009

82% retention rate.



# Graduates By State (2008-2009)



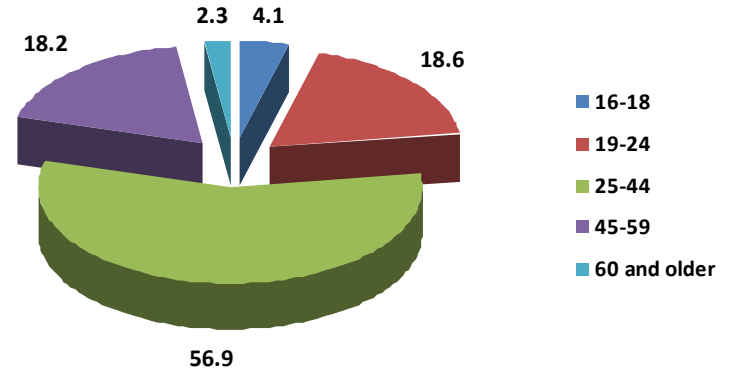
\* California is not shown: 2008-2009 was the first year of implementation for NEDP.

# Demographics (2008-2009)

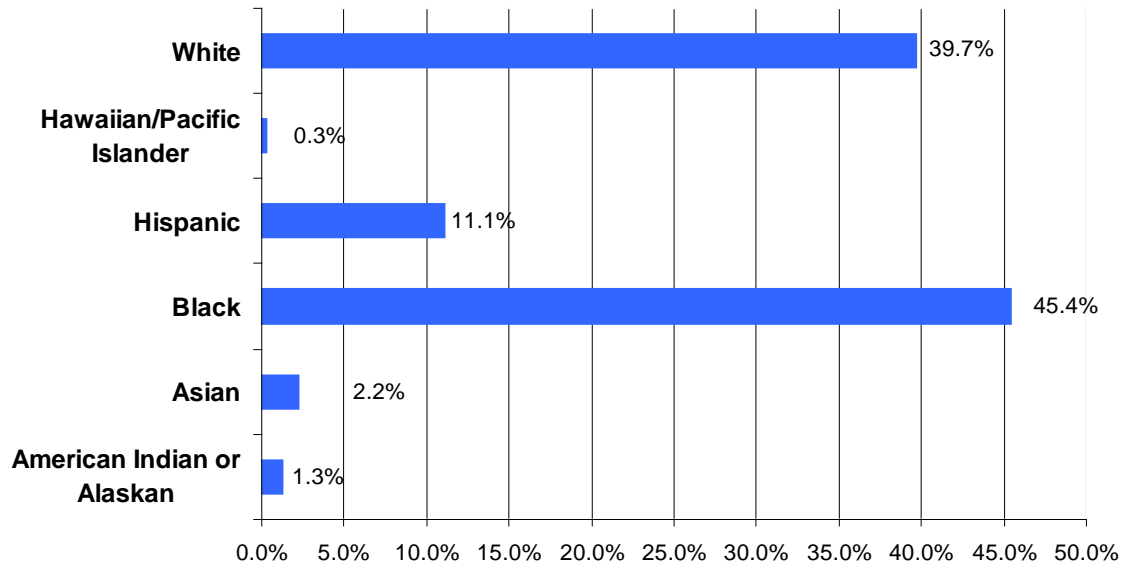
**Gender**



**Client Age**

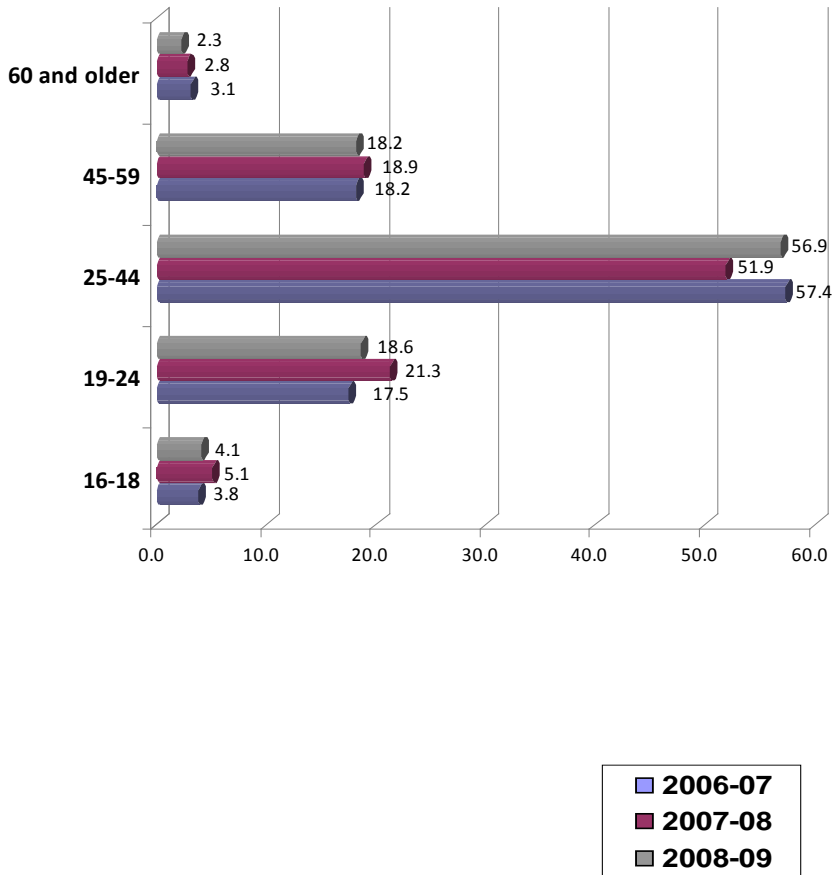


**Race/Ethnicity**

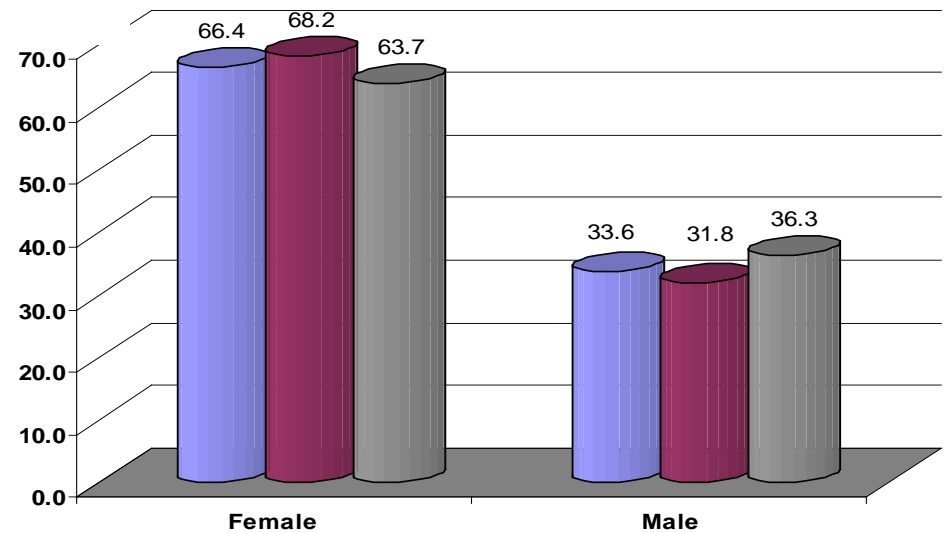


# 3 Year Comparison

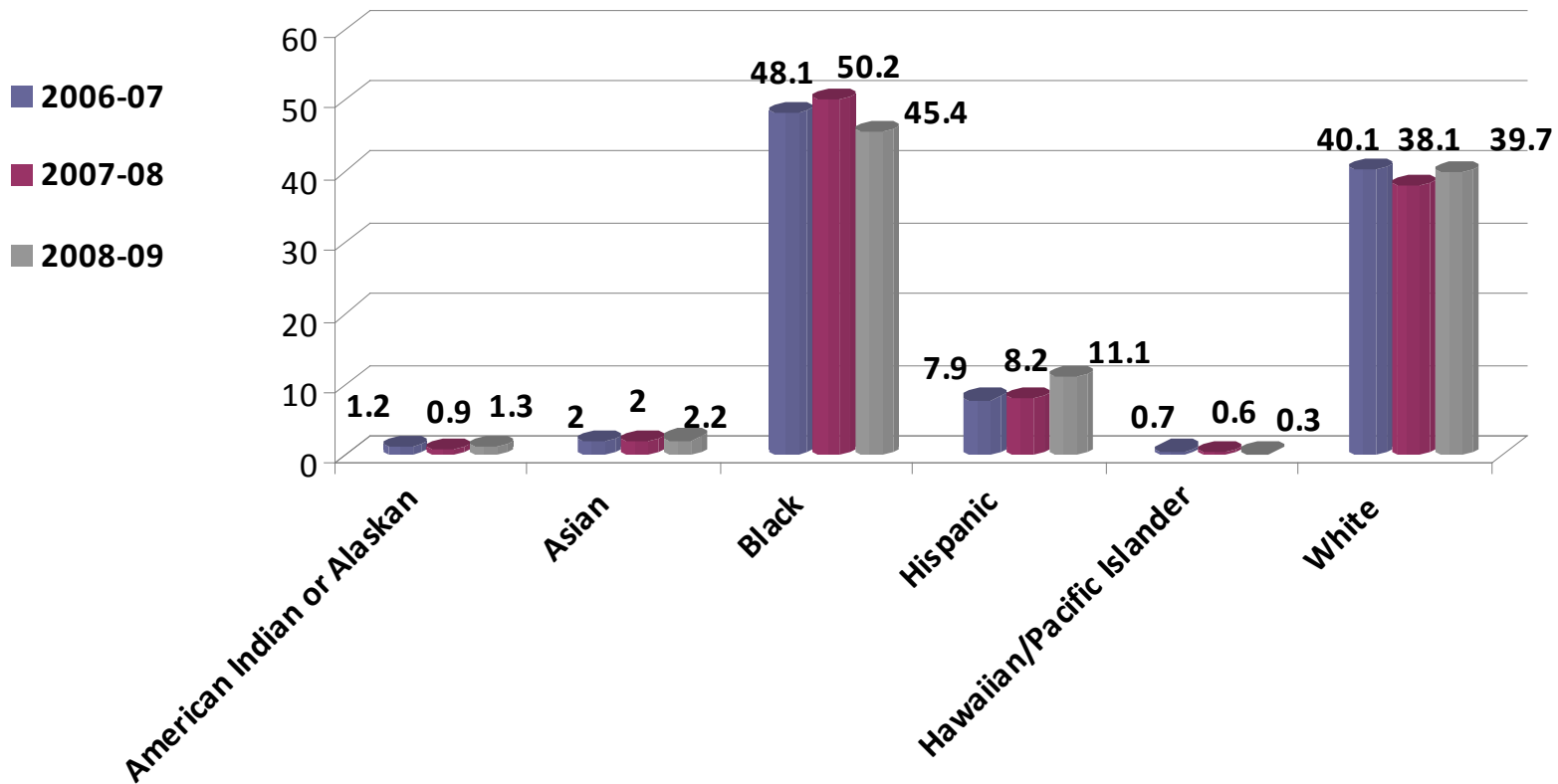
## Age Distribution



## Gender

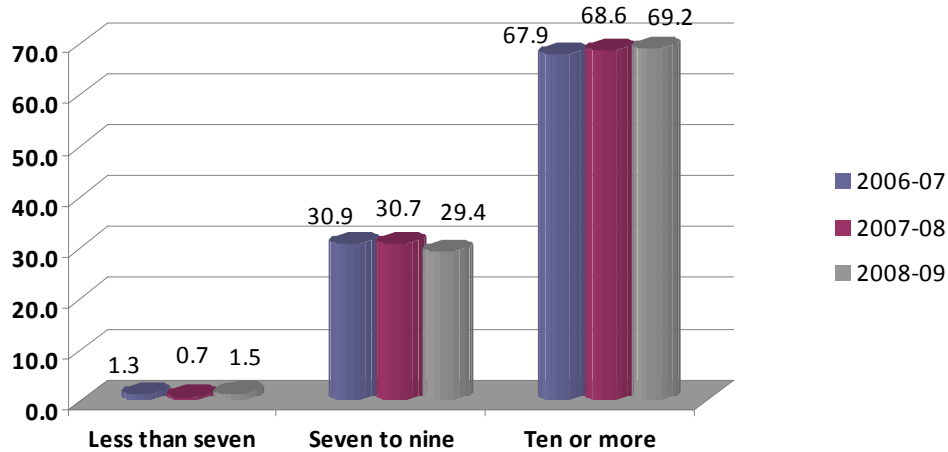


## Race/Ethnicity

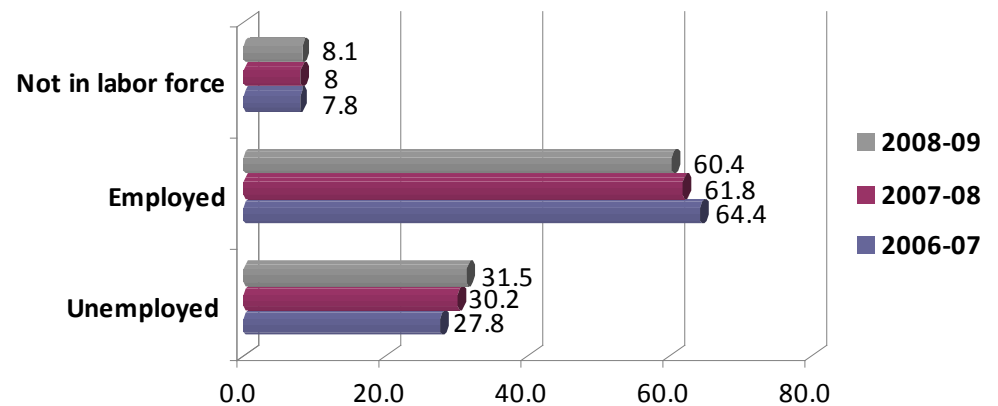


# 3 Year Comparison

## Years of Education



## Employment Status



# Transcript Redesign

# Goals for Transcript Redesign

The goal of the redesign is to create a transcript that:


- Reflects the newest competencies and performance indicators
- Reflects academic achievement
- Appears more like other traditional transcripts
- Provides enough information for a transcript reviewer to understand NEDP

- Created a team of NEDP Professionals to design a new transcript
- Reviewed transcripts from other schools and agencies
- Held multiple meetings to discuss key items and create and revise a new transcript
- Presented the draft transcript to a wider audience for review and comment
  - Agencies
  - Select Transcript Reviewers

# General Improvements

- Looks more like a traditional transcript
- State specific
- Ability to add a custom logo
  - MD Example Shown

HIGH SCHOOL TRANSCRIPT Sample 31 - MD

Student Name Smith, Sally D Student ID 1234567 Date of Birth: 07/07/1977      Gender: Female Student Address: 100 Capital Road, #24 Linthicum, MD 21090 410-123-4567	 <p>Date High School Diploma Awarded: May 12, 2010</p>	National External Diploma Program  Anne Arundel County External Diploma Program Lindale Middle School 415 Andover Road Linthicum, MD 21090 410-691-9088
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The NEDP — National External Diploma Program is a standardized applied performance assessment program for the completion of a high school diploma. Student is required to complete a project-based portfolio and demonstrate mastery of one hundred percent of the high school level competencies in the subject areas listed. Student must also demonstrate an individualized skill.

Summary of Competencies Demonstrated for High School Diploma			
Subject Area	NEDP Competency Area*	Competencies Required*	Total Completed
Language Arts	Communication and Media Literacy	1-8	8
Math	Numbers Sense and Operation	9-13	5
Algebra	Algebra	14-18	5
Geometry	Geometry and Measurement	19-22	4
Statistics	Statistics and Probability	23-25	3
Technology	Information and Communication Technology	26-28	3
Fine Arts	Cultural Literacy	29-31	3
Health	Health Literacy	32-36	5
Civics	Civic Literacy and Community Participation	37-42	6
History	Geography and History	43-47	5
Economics	Consumer Awareness and Financial Literacy	48-52	5
Science	Scientific Inquiry	53-58	6
Career Skills	Twenty-First Century Workplace	59-70	12
		<b>Grand Total</b>	<b>70</b>
<b>Additional Requirement</b>			
Individualized Skill Demonstration (See the explanation on page 2.)		Completed	

\* A full list of competencies is included on page 2.

Additional Information:

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Signature	Title	Date
Signature	Title	Date

Official transcript requires signature.

# Header – Custom By State

## Header

- Student Information
- Custom logo (if desired)
- NEDP and diploma granting agencies (if applicable)

### HIGH SCHOOL TRANSCRIPT

Sample 11 – MD

Student Name <b>Smith, Sally D</b>	
Student ID <b>1234567</b>	
Date of Birth <b>07/07/1977</b>	Gender: <b>Female</b>
Student Address: <b>100 Capital Road, #24 Linthicum, MD 21090 410-123-4567</b>	



National External Diploma Program  <b>Anne Arundel County External Diploma Program Lindale Middle School 415 Andover Road Linthicum, MD 21090 410-691-9088</b>
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Date High School  
Diploma Awarded: **May 12, 2010**

- **Provides a general overview statement**
- **Standard for all programs**
- **Consider footer as additional state specific information**

The NEDP — National External Diploma Program is a standardized applied performance assessment program for the completion of a high school diploma. Student is required to complete a project-based portfolio and demonstrate mastery of one hundred percent of the high school level competencies in the subject areas listed. Student must also demonstrate an individualized skill.

# Competency Summary Chart

- **Subject Areas matched to competencies**
- **Refer to page 2 for \* Items**
- **Individualized Skill – Completed**

Summary of Competencies Demonstrated for High School Diploma			
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		<b>Grand Total</b>	<b>70</b>
<b>Additional Requirement</b>			
Individualized Skill Demonstration (see the explanation on page 2.)			Completed

\* A full list of competencies is included on page 2.

- Added to provide more strength to the program
- Approved by state leadership

CT

CASAS — Comprehensive Adult Student Assessment Systems provides management of the National External Diploma Program. For more information go to [www.nedp.org](http://www.nedp.org).

MD

Student has completed in a satisfactory manner the requirements of the Maryland State Board of Education for graduation from high school and therefore has been awarded a Maryland High School Diploma. CASAS — Comprehensive Adult Student Assessment Systems provides management of the National External Diploma Program. For more information go to [www.nedp.org](http://www.nedp.org).

VA

Student has satisfactorily completed all requirements and standards to receive a high school diploma in Virginia through the NEDP — National External Diploma Program. NEDP is approved by the Virginia Department of Education. CASAS — Comprehensive Adult Student Assessment Systems provides management of NEDP. Contact the local program or go to [www.nedp.org](http://www.nedp.org) for more information.

- List of Competencies
- Individualized Skill Description

Student Name	Student ID	High School Transcript—Page 2 Sample 11—17
<b>NEDP Competencies</b>		
<b>Communication and Media Literacy</b>		
<ol style="list-style-type: none"> <li>1. Read, comprehend, and analyze a variety of documents and texts to distinguish the central idea and supporting details</li> <li>2. Read to synthesize and summarize the content from diverse texts</li> <li>3. Listen to understand and interpret oral communications</li> <li>4. Write to organize, convey information and extend ideas using appropriate writing techniques and English language usage</li> <li>5. Speak to relay information to address a specific purpose, context, and audience</li> <li>6. Identify the purpose, bias, content, and interpretation of different types of media messages in print and non-print formats</li> <li>7. Distinguish fact from opinion, and from point of view in media messages and presentations</li> <li>8. Identify and practice responsible and informed research using reference sources, including proper citation</li> </ol>		
<b>Numbers Sense and Operations</b>		
<ol style="list-style-type: none"> <li>9. Compute using whole numbers, decimals, percentages, and fractions</li> <li>10. Solve multi-step problems with and without the use of a calculator</li> <li>11. Use estimation and mental arithmetic</li> <li>12. Compare and convert fractions and percentages from graphic representations</li> <li>13. Use ratios, rates, and proportion</li> </ol>		
<b>Algebra</b>		
<ol style="list-style-type: none"> <li>14. Understand and use algebraic symbols and reasoning to represent mathematical situations; exponents, negative numbers, variables, equations, inequalities</li> <li>15. Add, subtract, multiply and divide using positive and negative numbers</li> <li>16. Solve equations with unknowns using one or two variables</li> <li>17. Solve problems using various representations of data including charts, graphs, tables, equations, and scale drawings</li> <li>18. Interpret rates of change from graphical and numerical data</li> </ol>		
<b>Geometry and Measurement</b>		
<ol style="list-style-type: none"> <li>19. Apply and use both customary and U.S. measurements and metric systems of measurement</li> <li>20. Use measurement instruments and units of appropriate size and type to measure angles, perimeter, area and volume of various geometric shapes</li> <li>21. Identify and classify types of two and three-dimensional objects; angles, polygons, circles, cylinders, pyramids</li> <li>22. Calculate using units of time and distance</li> </ol>		
<b>Statistics and Probability</b>		
<ol style="list-style-type: none"> <li>23. Calculate mean, median, mode and range of a set of data</li> <li>24. Interpret and illustrate data using a variety of graphic representations</li> <li>25. Identify and evaluate factors and their effects in determining the probability of occurrences</li> </ol>		
<b>Information and Communication Technology (ICT)</b>		
<ol style="list-style-type: none"> <li>26. Demonstrate computer skills including keyboarding, software applications, and e-mail</li> <li>27. Demonstrate the use of technology to conduct research, communicate information, create original work, organize data, and solve problems</li> </ol>		
<b>Cultural Literacy – Interpreting the Arts: Fine Arts, Music, Drama, and Film</b>		
<ol style="list-style-type: none"> <li>28. Identify and practice responsible and informed use of ICT</li> <li>29. Identify and analyze representative art works from different periods and cultures</li> <li>30. Write a critique of a live performance of music, dance, or theater including the elements of analysis, interpretation and judgment</li> <li>31. Analyze a selected film including elements of film analysis</li> </ol>		
<b>Health Literacy</b>		
<ol style="list-style-type: none"> <li>32. Identify and develop a plan for personal and home safety including disaster preparedness</li> <li>33. Interpret information about health threats</li> <li>34. Identify protective techniques for ensuring good health</li> <li>35. Identify how to access and use health care resources</li> <li>36. Interpret information about nutrition, healthy diet, food safety, and personal fitness</li> </ol>		
<b>Civic Literacy and Community Participation</b>		
<ol style="list-style-type: none"> <li>37. Locate and access available resources in the community including using the Internet</li> <li>38. Compare and use community agencies and services</li> <li>39. Identify opportunities for lifelong learning</li> <li>40. Demonstrate the ability to locate and interact with educational institutions</li> <li>41. Identify and develop a logical argument for individual rights under the Constitution and for the American political system, citing supporting evidence</li> <li>42. Identify and exercise political and civic participation in a democracy</li> </ol>		
<b>Geography and History</b>		
<ol style="list-style-type: none"> <li>43. Demonstrate an understanding of local, national, and global geography</li> <li>44. Describe and compare social, political, and economic systems in countries outside of the United States</li> <li>45. Interpret information on the impact of a global economy</li> <li>46. Describe contributions from diverse cultures to life in the United States</li> <li>47. Explain how major historical world events have an impact on the lives of its citizens and the relationship to other nations</li> </ol>		
<b>Consumer Awareness and Financial Literacy</b>		
<ol style="list-style-type: none"> <li>48. Obtain and use sources, including the Internet, to make decisions regarding price, quality, and product information</li> <li>49. Identify means of resolving consumer issues</li> <li>50. Interpret information on the use of credit, including interest rates, payment terms, and credit reports</li> <li>51. Demonstrate use of banking and financial services</li> <li>52. Interpret information to demonstrate financial planning</li> </ol>		
<b>Scientific Inquiry</b>		
<ol style="list-style-type: none"> <li>53. Use the scientific method to collect investigate, hypothesize, and analyze information</li> <li>54. Make comparisons, differentiating among, sorting, and classifying items and information</li> <li>55. Identify ways that individuals have an effect on the environment</li> <li>56. Interpret information related to natural science issues</li> <li>57. Identify and analyze scientific issues underlying national and local debate and decisions, citing supporting evidence</li> <li>58. Demonstrate and illustrate the differences and interconnection among branches of science: Physical Science; Life Science; and Earth and Space Science</li> </ol>		
<b>Twenty-First Century Workplace</b>		
<ol style="list-style-type: none"> <li>59. Identify procedures and resources for career planning, including self-assessment</li> <li>60. Locate information on employment opportunities including online searches, job ads, and career centers</li> <li>61. Identify occupations and the skills and education required for specific jobs</li> <li>62. Follow procedures for applying for a job including interpreting and completing job applications, resumes, and letters of application</li> <li>63. Identify how to interview appropriately for a job</li> <li>64. Interpret wages, benefits, and concepts of employee organizations</li> <li>65. Demonstrate the ability to work cooperatively as a member of a team, contribute to team efforts, and maximize strengths of team members</li> <li>66. Demonstrate the ability to promote effective group interaction and take personal responsibility for accomplishing goals</li> <li>67. Demonstrate the ability to set priorities and develop an action plan</li> <li>68. Demonstrate the ability to work effectively in a culturally diverse workplace</li> <li>69. Identify and prioritize goals such as educational and workplace</li> <li>70. Demonstrate the ability to adjust to changing external circumstances</li> </ol>		
<div style="border: 1px solid black; padding: 5px;"> <b>Individualized Skill Demonstration</b>            Student occupational, specialized, or academic skills are documented according to standardized program criteria.         </div>		
CASAS — Comprehensive Adult Student Assessment Systems provides management of the National External Diploma Program. For more information go to <a href="http://www.casas.org">www.casas.org</a> .		

- Responses so far from DC, CT, and VA
- All NEDP agency responses
- Review of Comments

- Have we accomplished our goals?
  - Does it look more academic?
  - Does it look more like a traditional transcript?
  - Does it provide enough information for a transcript reviewer to understand NEDP?
- If you have specific comments, please complete the survey online. Go to [www.nedp.org](http://www.nedp.org) and select *Surveys* on the left bar. Then select *Transcript Feedback Form*.

- CASAS will create one final draft transcript
- Disseminate the transcript to additional professional reviewers (after the new competencies are integrated into the program)
- Disseminate a final transcript to agencies when the new tasks roll-out



# NEDP Portfolio

- Electronic data management system for NEDP
  - Stores all data elements related to NEDP
    - Client demographics
    - Diagnostic data
    - Generalized Assessment task results
    - Portfolio Review
    - Program Completion

- New design accommodates incremental changes to client tasks, i.e. the system handles old and new tasks
  
- Additional reports
  - Competencies Demonstrated
  - Competencies Undemonstrated
    - Competencies Undemonstrated by session
  - Comprehensive list of competencies by status

File View Clients Staff Phase Admin Help



 NEDP Headquarters 

## NEDP Portfolio



## Diagnostic Phase

NEDP Headquarters 

Client Grid

Client Name	Reading Form	Reading Score	Dem	Math Form	Math Score	Dem	Writing Form	Writing Score	Dem	ODI	IR	Diagnostic Submission
B Bright	187R	262	✓	15M	238	✓	03W	✓	✓	✓	✓	4/27/2009
S Samuel	187R	247	✓	15M	236	✓	03W	✓	✓	✓	✓	4/15/2009
J Madison	187R	258	✓	15M	242	✓	01W	✓	✓	✓	✓	10/7/2008
B Franklin	188R	245	✓	15M	232	✓	03W	✓	✓	✓	✓	5/22/2008
Rex Chap	187R	262	✓	15M	236	✓	02W	✓	✓	✓	✓	4/3/2009
B Walsh	187R	245	✓	15M	241	✓	02W	✓	✓	✓	✓	11/25/2008

Details Grid

Show All
Test
ODI
IR
LR

Test Date	Form	Score	Dem	Open Diagnostic Instrument	Individualized Recommendation	LR Date
10/7/2008	187R	262	✓	✓ 10/14/2008 SAC	✓ Employer Letter	10/28/2008
10/14/2008	15M	238	✓	✓ 10/14/2008 ICDI	Training Letter	
11/18/2008	03W		✓	✓ 11/4/2008 O.P.	Academic Assessment	
				SDS	License	
				O*NET	Performance Assessment	
				Other	Other	

Submit Client Diagnostic

Diagnostic Summary Report

# NEDP electronic portfolio

File View Clients Staff Phase Admin Help

**Assessment Phase** NEDP Headquarters

**Client Grid**

Client Name	Task A		Task B		Task C		Task D		Task E		IA Dem	Portfolio Submission
	Dem	Total	Dem	Total	Dem	Total	Dem	Total	Dem	Total		
A Dolney	0	25	0	20	0	18	0	14	1	15		
andrew evans	24	25	18	20			0	14				
B Bright	25*	25	17	20	17	18	12	14	13	15	✓	
B Franklin	25*	25	20*	20	18*	18	14*	14	15*	15	✓	11/13/2008
B Walsh	22	25	13	20	11	18	10	14	8	15		
C Daska	15	25										
H Tolbert	15	25										
J Johanssen							8	14				

**Session Grid**

Session Date	Task	Attempted	Demonstrated	Assessor Name
1/20/2010	A	25	0	Jane Equez
1/20/2010	B	20	0	Jane Equez
1/20/2010	C	18	0	Jane Equez
1/20/2010	D	14	0	Jane Equez
1/20/2010	E	15	1	Jane Equez

Submit Client Portfolio

View Client Summary


Add new session

Edit session info

Remove session

# NEDP electronic portfolio

File View Clients Staff Phase Admin Help

 **Edit Session Info**  
**C Daska** 336108019

Assessor name:  Session date:

Task:

Competencies:

I. Describe room	★	<input checked="" type="checkbox"/> Demonstrated	<input type="checkbox"/> Not Demonstrated
II. Read measurement scale			
A. Read measuring cup		<input checked="" type="checkbox"/> Demonstrated	<input type="checkbox"/> Not Demonstrated
B. Convert liquid measurements		<input type="checkbox"/> Demonstrated	<input checked="" type="checkbox"/> Not Demonstrated <input checked="" type="checkbox"/> Your conversion from cups to pints was incorrect
III. React to art	★	<input checked="" type="checkbox"/> Demonstrated	<input type="checkbox"/> Not Demonstrated
IV. React to live performance	★	<input checked="" type="checkbox"/> Demonstrated	<input type="checkbox"/> Not Demonstrated
V. Identify major health threats (tobacco, alcohol, drugs) & community resource for health threat		<input type="checkbox"/> Demonstrated	<input checked="" type="checkbox"/> Not Demonstrated You did not: <input type="checkbox"/> Name tobacco, alcohol, or

Comments:

Hide competencies demonstrated in previous sessions

OK

Cancel

- Can be used to collect and submit yearly statistical data
- Can be used in network or stand-alone mode
- We encourage agencies to start using it now
- Participants in the writing test pilot must use it
- Available for download **at no cost**
- Free user guide!
- Instructions on how to obtain will be sent to agencies by mid-July

# The Redesigned NEDP (an Overview)

# Technology Survey

## ■ Highlights

- Majority of clients have Internet access at home
- Significant majority of clients have computer and Internet experience
- High proportion of clients are well informed about Internet availability in their community
- All agencies (except one) provide Internet access to clients with some restrictions, e.g. time limits, business hours
- Some remote sites do not have Internet connections

## ■ Highlights

- Majority of clients have used common office software programs, with fewer familiar with spreadsheets and presentations, e.g. Excel, PowerPoint
- Majority of professional staff use Internet, e-mail, word processing, and consider themselves proficient
- Significant proportion of staff do not use spreadsheets and presentation software regularly and are not proficient
- Majority of clients using Internet for searching and applying for jobs, banking, shopping, sending e-mail, searching for information

# Performance Indicator Development

# Creating the NEDP Blueprint

- Group performance indicator content into broad NEDP Tasks
- Ensure adequate and balanced distribution of foundation competencies:
  - Communication and Media Literacy
  - Applied Math/Numeracy
  - Information and Communication Technology (ICT)
- Document depth of knowledge levels
  - Culminating in Webb DOK Level 3 for each competency area
- Format Task activities in week-size “chunks” – balanced between activities and spot checks

- Define item specifications, based on validated performance indicators
- Research content, as necessary
- Select online template
- Draft item mockup
- Program online task item
- Link to NEDP Portfolio

# Task Item Components

- Introduction – similar to current task booklets
- Activity – with instructions
- Resources – similar to current Appendix
  - Web links, pdf documents, video/audio clips, etc.
- Spot check
- Post-task assessment
- Portfolio correction

# Sample Online Item Prototypes



# Task Development Process

- Clinical tryouts of online item prototypes
  - Conducted by CASAS staff with NEDP clients and assessors
  - Produces real-time feedback on clarity, navigation, ease of use
- Field testing of task items
  - One competency area at a time, starting with Health Literacy
  - Clients who take field test items will not take print-based items
  - ICT requirements will be clearly defined
  - Testing burden will be spread equitably across sites

# Task Development Timeline

- Clinical tryouts of item prototypes
  - Fall 2010
- Field testing of task items, by competency area
  - Fall 2010 through 2012
- Final analysis and validation
- Full implementation of web-delivered NEDP

# Development Schedule and Field Testing Plans

# i3 Assessment Development Timeline

## Develop quality performance assessments (Obj. 3)

### Year One:

- Finalize assessment Blueprint, with input from NEDP Test Development Task Force; train item writers in Blueprint specs
- Develop 40% of assessment items (including assessment task prompt, display, scoring rubrics)
- Conduct validity testing and analysis:
  - Small-scale pilot and analysis; refine items
  - Field-test training and materials (scoring guidelines)
  - Large-scale field test, validity analysis (to following year)
  - Validate assessment items

### Year Two:

- Convene Test Development Task Force – continuing input
- Develop 40% of new assessment items
- Conduct validity testing and analysis for year two items

### Year Three:

- Convene Test Development Task Force – continuing input
- Develop 20% of new assessment items
- Conduct validity testing and analysis activities for year three items

### Year Four:

- Convene Test Development Task Force – continuing input
- Continue conducting final validity testing and analysis of all

### Year Five:

- Full implementation of redeveloped NEDP assessments

## Develop Web-based assessment delivery (Obj. 4)

### Year One:

- Design and develop Web delivered assessment platform: database, data access, business logic, user interface
- Conduct clinical tryouts of test item prototypes (user interface)
- Design and develop framework for interface structure
- Develop secure browser for delivering assessment
- Computerize 40% of Web based assessment items (including interface, response, scoring, storage)

### Year Two:

- Complete all development activities started in Year One
- Pilot test the Web delivered platform
- Develop and implement the assessor module
- Make refinements to platform based on pilot test feedback
- Computerize 40% of Web based assessment items (including interface, response, scoring, storage)

### Year Three:

- Continue pilot testing and making refinements
- Computerize 20% of Web based assessment items (including interface, response, scoring, storage)

### Year Four:

- Modify and refine the Web based assessment items according to psychometric and user feedback
- Full implementation of Web-delivered assessment system

### Year Five:

- Full implementation of Web-delivered NEDP assessments

# Thank You For Attending

- We value your feedback!
  - After the Institute, you'll receive an e-mail with a link to the evaluation.
  - Please take a moment to let us know what you think about the Institute, the sessions, and the location.
  - We will use your feedback to plan next year's Institute.
- Don't forget!
  - Visit the Resource & Tech Exhibit
    - Golden Foyer
      - Thursday & Friday, 8:00 am-5:00 pm
      - Saturday, 7:30 am-1:00 pm
  - Attend the Poster Session
    - Saturday, 8:00-9:15 am

- Please add presenter contact information here
  - Jim Harrison
    - [jharrison@casas.org](mailto:jharrison@casas.org)
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  - Melissa Dayton
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