



Learn About GED[®] College Ready & GED[®] College Ready + Credit

In January 2016, the GED Testing Service announced GED[®] College Ready and GED[®] College Ready + Credit performance levels. These two new levels signify college readiness and academic credit equivalencies respectively. They replace the previous GED[®] with Honors performance level and are based on an extensive analysis of the GED[®] test by the American Council on Education's College Credit Recommendation Service (ACE CREDIT[®]).

What are the Performance Levels on the GED[®] Test?

The GED[®] test has a range of 100 - 200 Scaled Score points and is subdivided into four performance levels:

Performance Level 1: Below Pass (Scaled Scores 100 - 144)

Performance Level 2: Pass/High School Equivalency (Scaled Scores 145 - 164)

Performance Level 3: GED[®] College Ready (Scaled Scores 165 - 174)

Performance Level 4: GED[®] College Ready + Credit (Scaled Scores 175 - 200)

What do Scores at the GED[®] College Ready Level mean?

Students who score 165 - 174 (on any given subject test) have demonstrated college readiness skills. When students enroll in postsecondary education, scores at this level may enable students to qualify for (1) waiver from developmental education requirements and courses, and/or (2) waiver from placement testing.

Each of the GED[®] subject area tests has specific recommendations at the GED[®] College Ready performance level. Each of the recommendations applies to an individual subject area test and is not dependent on results on multiple tests. See the accompanying table for more information.

What do Scores at the GED[®] College Ready + Credit Level mean?

Students who score 175 - 200 (on any given subject test) have demonstrated skills that could qualify them for the benefits at the GED[®] College Ready level plus enable them to earn a recommendation to receive college credits when they enroll in a participating postsecondary institution.

Each of the GED[®] subject area tests has specific recommendations at the GED[®] College Ready + Credit performance level. Each of the recommendations applies to an individual subject area test and is not dependent on results on multiple tests. See the accompanying table for more information.

What is ACE CREDIT®?

The American Council on Education's [College Credit Recommendation Service](#) (CREDIT®) was established in 1974 to connect workplace learning with colleges and universities by helping students gain access to academic credit for formal training taken outside traditional degree programs. ACE CREDIT® has a rigorous and thorough process for the evaluation of training programs, certifications, apprenticeships, and national examinations to determine eligibility for college credit. With over 32,000 courses and examinations reviewed, ACE is the national leader in the evaluation process for education and training obtained outside the classroom. For more than 40 years, colleges and universities have trusted ACE CREDIT® to provide reliable course equivalency information to facilitate their decisions to award academic credit for prior learning. More than 2,000 postsecondary institutions have indicated that they consider ACE credit recommendations.

How does the ACE CREDIT® review process work?

ACE CREDIT® reviews are conducted by experienced college and university teaching faculty and psychometricians from relevant academic disciplines, representing a broad spectrum of colleges and universities. The evaluation teams review the alignment of the content, scope, and rigor of an organization's training programs or assessments with the content currently taught at colleges and universities to determine recommendations for potential transfer credit. The review teams embrace the philosophy that what an individual learns is more important than when, where, and how the individual learned it. Credit recommendations appear on the ACE web site in the [National Guide to College Credit](#).

What is an ACE CREDIT® recommendation?

An ACE CREDIT® recommendation represents the college level equivalency as determined in the ACE review process. The recommendation identifies and describes the course subject, level of learning and the number of credit hours recommended, based on the ACE review. Colleges and universities use the recommendations as a guide in deciding if and how those credits align with their courses and degree program requirements. Participants successfully completing courses with ACE CREDIT® recommendations can request official transcripts from ACE to be sent to a college or university for potential transfer credit.

How did ACE CREDIT® determine the GED® test recommendations?

ACE CREDIT® reviewed the GED® test in two stages – once in August 2014 and again in September 2015. Both reviews involved subject matter expert reviewers from a variety of postsecondary institutions to evaluate the content, scope and rigor of the exam, and psychometricians to examine the technical and performance data that the test generates. This process allowed the reviewers to determine the degree to which performance on the test showed either (1) readiness for college-level work (“GED® College Ready” performance level) or (2) demonstration of actual college-level work for which college credit could be awarded (“GED® College Ready + Credit” performance level).

Each of the GED® subject area tests has specific recommendations at both of the GED® College Ready and GED® College Ready + Credit performance levels. Each of the recommendations applies to an individual subject area test and is not dependent on results on multiple tests. See the accompanying table for more information.

What steps should students take to receive benefits of GED[®] College Ready or GED[®] College Ready + Credit scores?

Step 1: Review your GED[®] transcript or score report to determine the subject tests on which you have received a score of 165 – 174 (“GED[®] College Ready”) or 175 – 200 (“GED[®] College Ready + Credit”). Tests which show these scores are eligible to receive the benefits of the ACE CREDIT[®] recommendations.

Step 2: Before starting the college application process, look to see if the institution you are applying to is part of the [ACE Credit College and University Network](#). Contact the institution’s admissions and/or registrar office to ask about transfer policies and whether they are aware of and accept ACE CREDIT[®] recommendations. Actual credit transferred is solely at the discretion of the institution.

Step 3: Request an ACE Transcript to document your GED[®] test results for the college you are applying to.

Step 3a: Create your account:

Go to the ACE CREDIT[®] web site at www.acenet.edu/transcripts.

Click on “Create an Account,” and follow the prompts to create your account on the ACE CREDIT[®] web site.

Step 3b: Build your ACE Transcript:

Click on “Course Search” to select the GED[®] test modules you have taken.

Registration on the ACE CREDIT[®] web site costs \$20 and includes one free transcript. Additional transcript copies are available for \$15 each.

Your transcript request will generate an approval request from GED Testing Service. This approval process is generally completed within 48 hours.

Step 3c: Order your transcript:

Once your transcript request has been approved you will receive an automated email prompting you to log into the ACE CREDIT[®] web site at www.acenet.edu/transcripts.

Click on “Transcript Status” and follow the prompts to process your transcript request.

How do colleges and universities learn more about applying ACE CREDIT[®] recommendations?

GED Testing Service works with ACE’s [College and University Partnerships](#) (CUP) and the [ACE CREDIT[®] College and University Network](#) to broaden knowledge about GED[®] College Ready and GED[®] College Ready + Credit and encourage acceptance of credit recommendations. The network consists of more than 2,000 institutions that consider ACE CREDIT[®] recommendations for transfer to degree programs. CUP provides institutions with training in applying the ACE CREDIT[®] recommendations to specific courses and degree programs.

Before starting the college application process, students should contact the institution’s admissions and/or registrar office to ask about transfer policies. Actual credit transferred is solely at the discretion of the institution.

What does research say about ACE CREDIT[®] recommendations?

Over the next several years GED Testing Service will be studying and documenting the postsecondary education outcomes experienced by GED[®] test-takers who receive performance level designations of GED[®] College Ready and GED[®] College Ready + Credit. In the meantime, the postsecondary education outcomes for individuals who have received credit for prior learning from other assessments that were reviewed and analyzed by ACE CREDIT[®] are well-documented. The following studies demonstrate the strength of performance in postsecondary education of students who have received credit for prior learning outcomes:

Berry, Carol L. 2013. A comparison of CLEP and non-CLP students with respect to postsecondary outcomes. The College Board. <http://research.collegeboard.org/publications/comparison-clep-and-non-clep-students-respect-postsecondary-outcomes>

Hayward, Milan S. and Williams, Mitchell R. Adult learner graduation rates at four U.S. Community colleges by prior learning assessment status and method. *Community College Journal of Research and Practice*, 39(May 23, 2014): 44-54.
<http://www.tandfonline.com/doi/abs/10.1080/10668926.2013.789992>

Klein-Collins, Rebecca. 2010. Fueling the race to postsecondary success: A 48-institution study of prior learning assessment and adult student outcomes. Council for Adult and Experiential Learning.
<http://www.cael.org/pla/publication/fueling-the-race-to-postsecondary-success>

Klein-Collins, Rebecca. 2011. Underserved students who earn credit through prior learning assessment (PLA) have higher degree completion rates and shorter time-to-degree. Council for Adult and Experiential Learning. <http://files.eric.ed.gov/fulltext/ED524578.pdf>

Pearson, W. (2000). Enhancing adult student persistence: The relationship between prior learning assessment and persistence toward the baccalaureate degree. Doctoral dissertation, Iowa State University, Ames, Iowa.

University of Memphis Finish Line Program: <http://www.memphis.edu/innovation/finishline/>

GED® Subject Area Tests and ACE Credit Recommendations

| Subject Area Test | GED® College Ready Performance Level Recommendation | GED® College Ready + Credit Performance Level Recommendation | Review Summary |
|---------------------------------------|--|--|---|
| Reasoning through Language Arts (RLA) | RLA score of 165 – 174: <ul style="list-style-type: none"> • Waived from developmental courses and placement testing in this subject at the postsecondary level | RLA score of 175 or above: <ul style="list-style-type: none"> • Waived from developmental courses and placement testing in this subject at the postsecondary level • Eligible to receive 1 semester hour lower division credit in humanities | <p>The GED® College Ready and GED® College Ready + Credit levels cover many of the outcomes found in a lower division general humanities course. The exam also addresses some of the outcomes of a first year composition course such as: ability to analyze discourse, identify thesis statements, evaluate arguments, create well-structured compositions, and apply correct grammar and mechanics.</p> <p>The exam does not require the student to demonstrate the ability to produce various modes expected in a composition course (argumentation, definition, cause and effect, narrative, research paper) and therefore cannot be recommended for English composition credit.</p> <p>The questions require the reader to be able to identify the main idea (primary thesis), evaluate the evidence used to support the main thesis, and evaluate the organization of the paper.</p> <p>Students are required to properly use grammar and punctuation at the level expected at a first-year composition.</p> <p>The questions require the students to synthesize the information and make conclusions about the overall meaning of the text. Vocabulary is at the level of a first-year composition course.</p> |

| Subject Area Test | GED® College Ready Performance Level Recommendation | GED® College Ready + Credit Performance Level Recommendation | Review Summary |
|--------------------------|--|---|--|
| Mathematical Reasoning | Math score of 165 – 174 <ul style="list-style-type: none"> Waived from developmental courses and placement testing in this subject at the postsecondary level | Math score of 175 or above: <ul style="list-style-type: none"> Waived from developmental courses and placement testing in this subject at the postsecondary level Eligible to receive 3 semester hours lower division credit in college algebra | The questions and problems are varied in complexity and mathematical topics (arithmetic, algebra, geometry) typically found in a lower division mathematics course. The level of rigor of the exam is consistent with that of a course for high school students who earn dual enrollment in college algebra. |
| Science | Science score of 165 – 174: <ul style="list-style-type: none"> Waived from developmental courses and placement testing in this subject at the postsecondary level | Science score of 175 or above: <ul style="list-style-type: none"> Waived from developmental courses and placement testing in this subject at the postsecondary level Eligible to receive 3 semester hours lower division credit in introductory physical science (survey, without laboratory) | <p>Students are required to interpret graphs and data trends, evaluate scientific information (both written and numerical) and make plausible, logical conclusions.</p> <p>The exam addresses the essential underpinnings of science courses: analysis and interpretation of data, experimental design, visualization of scientific results on graphs, determination of trends, interdisciplinary links (physics, chemistry, and math) to elucidate scientific truth.</p> <p>The review team agreed that in order to pass this exam at the upper performance levels, students must have diligent preparation in a wide range of physical science disciplines at the introductory level. Additionally, students would need to have a background and foundational understanding of geology, earth science, chemistry, biology, and ecology. The critical thinking skills covered on the exam require the ability to analyze and solve problems and evaluate solutions.</p> |

| Subject Area Test | GED® College Ready Performance Level Recommendation | GED® College Ready + Credit Performance Level Recommendation | Review Summary |
|--------------------------|---|--|--|
| Social Studies | Social Studies score of 165 – 174: <ul style="list-style-type: none"> • Waived from developmental courses and placement testing in this subject at the postsecondary level | Social Studies score of 175 or above: <ul style="list-style-type: none"> • Waived from developmental courses and placement testing in this subject at the postsecondary level • Eligible to receive 3 semester hours lower division credit in economic thinking, society and social arrangements or humanities | The critical thinking and problem solving skills typically present in developmental writing and decision making courses are required in order to successfully complete the exam at the upper performance levels. |

To learn more about the GED® test visit: <http://www.gedtestingservice.com/>.