Test of Adult Basic Education TABE 11 & 12

Deadlines for Illinois Implementation

❑ Adult Education programs began using TABE 11 & 12 July 1, 2018. Full implementation is required by January 1, 2019.

❑ Title 1 programs are required to use TABE 11 & 12 as of January 1, 2019

TABE 11&12 Overview

TABE 11 & 12 Format

- ❑ There are three sections: Reading, Math, and Language.
- ❑ There is only one length; no longer will there be a choice between using the survey or the complete battery form.
- ❑ TABE 11 & 12 has approximately 40 questions per section.
- ❑ The Locator test is slightly longer to make it more predictive in placing customers into the new TABE 11&12.
- ❑ The Math test is now comprised of one test; split into calculator and non-calculator sections.

TABE 11 & 12 Alignment

- ❑ TABE 11 & 12 is 100% aligned to the College and Career-Readiness Standards (CCRS).

- ❑ The TABE 11 & 12 has strong alignment to all three high school equivalency (HSE) exams.

TABE 11 & 12 Technology Options

- ❑ TABE 11 & 12 features a new local scanning solution that supports automated data transfers, eliminating the need for hand-entry of data.

- ❑ An online testing platform is available.

- ❑ Special Learning Needs accommodations

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Requirements for TABE 11 & 12

- ❑ Title 1 programs may administer the TABE Reading and/or Math
  - ❑ For programs of study that cover a variety of subjects, the program may find it appropriate to assess customers with the TABE-Math

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Scoring: Grade Equivalent vs. Scale Scores

READING

NRS Level	Grade Range Guideline	Grade	Scale Score Range
1	K–1	K	300–371
1	K–1	1	372–441
2	2–3	2	442–471
2	2–3	3	472–500
3	4–5	4	501–518
3	4–5	5	519–535
4	6–8	6	536–549
4	6–8	7	550–562
4	6–8	8	563–575
5	9–10	9	576–596
5	9–10	10	597–616
6	11–12	11	617–709
6	11–12	12	710–800

Scoring: Grade Equivalent vs. Scale Scores

MATHEMATICS

NRS Level	Grade Range Guideline	Grade	Scale Score Range
1	K–1	K	300–374
		1	375–448
2	2–3	2	449–472
		3	473–495
3	4–5	4	496–516
		5	517–536
4	6–8	6	537–556
		7	557–576
		8	577–595
5	9–10	9	596–626
		10	627–656
6	11–12	11	657–729
		12	730–800

Pre-testing / Post-testing

- Test publisher guidelines: *50-60 hours of instruction (participation) is recommended when alternating test forms between the pre- and post-test*

- Test publisher discourages random and frequent testing as it will not present valid gain scores and could create a practice effect.

- Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.

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Use of the Locator test is required!

The Importance of Using the Locator

❑ TABE 11 & 12 was designed and validated with the Locator in use, so it is **very important** to follow the proper procedure.

❑ It is **vital** to use the Locator to ensure the appropriate level TABE Test is given.

❑ Skipping the Locator will most likely result in having to retest the customer, which leads to test fatigue due to overtesting.

❑ The Locator gives the customer an opportunity to practice before taking the actual TABE Test.

TABE 11&12 Locator Test Scores Evaluation Chart

Reading	Mathematics	Language	TABE Level to Administer
0-5	0-5	0-5	E
6-11	6-9	6-10	M
12-15	10-12	11-13	D
16-19	13-16	14-16	A

Word List

- Used as a screener for customers you suspect won't succeed on the Locator and may need to be placed directly into Test Form L
- Remember that Form L is consumable and must be proctored (Form L is not available online)
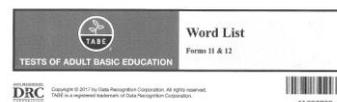
TABE 11&12 Maximum Allowable Testing Times

Level	Reading Part 1	Reading Part 2	Language	Math Part 1	Math Part 2
L	35 minutes	60 minutes	60 minutes	75 minutes	N/A
E	60 minutes	60 minutes	60 minutes	75 minutes	N/A
M	60 minutes	60 minutes	60 minutes	40 minutes	15 minutes
D	60 minutes	60 minutes	60 minutes	40 minutes	35 minutes
A	60 minutes	60 minutes	60 minutes	30 minutes	45 minutes
Locator	45 minutes	N/A	25 minutes	15 minutes	15 minutes

Level	Reading Total Time	Language Total Time	Math Total time
E,M,D,A	120 minutes	60 Minutes	75 minutes

Test Content

TABE 11 & 12 Literacy (Level L)

❑ Content of the literacy level test stresses the integration and application of instructional skills in contexts meaningful to adult examinees.

❑ TABE 11&12 measures literacy with questions in:
- Foundational Skills
- Literary Texts
- Informational Texts

TABE 11&12 Literacy (Level L)

❑ Level L can be used to screen for:

- Visual/reversal problems

- Auditory skills/sound discrimination

- Beginning comprehension skills

- Beginning mathematics application skills

- Beginning grammar, capitalization, punctuation, and spelling skills

- Vocabulary and word meaning

- Beginning reading skills

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TABE 11 & 12 Reading

❑ Content reflects mature, life- and work-related situations and highlights overlapping objectives, from word-meaning skills to critical-thinking skills.

TABE 11&12: Levels E/M/D/A Reading

▪ Reading skills are measured using texts and forms familiar to everyday adult lives, as well as through excerpts that reflect our cultural diversity

▪ Based on OCTAE CCR standards focused largely on informational texts (e.g. research, scientific, historical information)

▪ The previous focus on literary text (e.g. fiction, memoir, poetry) has significantly decreased

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TABE 11 & 12 Mathematics

❑ Content reflects **math application** in a coherent progression to prepare students for geometry, statistics and probability, algebraic thinking, expressions and equations, etc.

TABE 11&12: Levels E/M/D/A Mathematics

❑ Item sets are integrated by mathematical contexts appropriate for adults

❑ Different level math tests require the use of different calculators

- No calculator for Level L or E

- Four-function calculator for Level M

- Scientific calculator for Level D and A

- A calculator is only allowed on Part 2

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TABE 11 & 12
Blueprint Overview

Reading

Blueprints can be found on the TABE 11 & 12 website:
www.tabetest.com/resources-2/testing-information/blue-prints/

TABE Reading Blueprint Overview Level D

TABE 11 &12 READING BLUEPRINT OVERVIEW
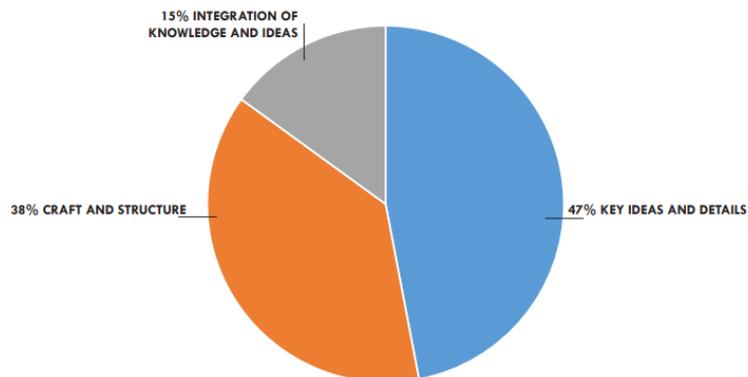
15% INTEGRATION OF KNOWLEDGE AND IDEAS

38% CRAFT AND STRUCTURE

47% KEY IDEAS AND DETAILS

TABE Reading Blueprint Overview Level D

	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
KEY IDEAS AND DETAILS (47%)	7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	D	Medium
	7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	D	High
	6-8.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources.	D	Low
	6-8.RST.1	Cite specific textual evidence to support analysis of science and technical texts.	D	High
	6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	D	Medium
	6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	D	High
	6-8.RST.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	D	Low
	8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	D	High
	6-8.RH.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	D	Low
	6-8.RST.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	D	Low

TABE Reading Blueprint Overview Level D

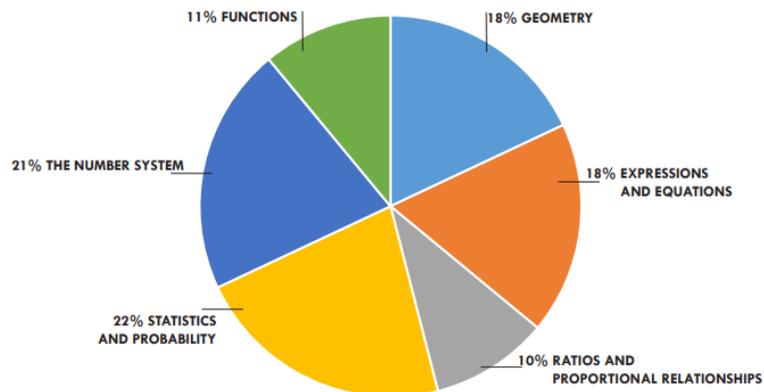|	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
CRAFT AND STRUCTURE (38%)	6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	D	Medium
	6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	D	High
	6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	D	Low
	7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	D	High
	8.RI.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	D	High
	6-8.RH.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	D	Low

TABE 11 & 12
Blueprint Overview

Mathematics

Blueprints can be found on the TABE 11 & 12 website:
www.tabetest.com/resources-2/testing-information/blue-prints/

TABE Mathematics Blueprint Overview Level D

TABE 11 & 12 MATHEMATICS BLUEPRINT OVERVIEW

- 11% FUNCTIONS
- 18% GEOMETRY
- 18% EXPRESSIONS AND EQUATIONS
- 10% RATIOS AND PROPORTIONAL RELATIONSHIPS
- 22% STATISTICS AND PROBABILITY
- 21% THE NUMBER SYSTEM

TABE Mathematics Blueprint Overview Level D

	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
RATIOS AND PROPORTIONAL RELATIONSHIPS (10%)	7.RP.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/ 1/4 miles per hour, equivalently 2 miles per hour.	D	Low
	7.RP.2	Recognize and represent proportional relationships between quantities. (7.RP.2.a, 7.RP.2.b, 7.RP.2.c, 7.RP.2.d)	D	High
	6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. (6.RP.3a, 6.RP.3.b, 6.RP.3.c, 6.RP.3.d)	D	Medium
	7.RP.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	D	Low

TABE Mathematics Blueprint Overview Level D

	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
FUNCTIONS (11%)	8.F.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1,1)$, $(2,4)$ and $(3,9)$, which are not on a straight line.	D	Low
	8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	D	Medium
	8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	D	High

Sample Test Items and answer keys can be found at:
www.tabetest.com/resources-2/testing-information/tabe-1112-practice/

TABE Sample Test Items

Sample Questions – Level E Reading

3.

Part A
What is the <u>main idea</u> of the article?

A. Water is as important as oil, so it should be used wisely.

B. When people make changes to save water, they also save money.

C. There are many ways to save water, an important natural resource.

D. If people waste water today, the supply of water will run low in the future.

Part B
Which two sentences support the answer to Part A?

A. "For many years, countries have fought to control rights to oil."

B. "If they don't, they will soon not have enough."

C. "The cost of water will rise."

D. "Taking showers that are two minutes shorter can save hundreds of gallons
month."

E. "Rainwater can be collected in a barrel or from gutters."

F. "Little leaks in pipes, taps, or pools can be expensive."

Sample Questions – Level M Reading

6. Which of these timelines shows the correct history of whale watching based on the article?

Sample Questions – Level D Reading

3. How does the movie scene described in paragraph 1 connect to the information in paragraphs 6 and 7?

A. The paragraphs demonstrate that the Hollywood movie scenes are accurate.

B. The Hollywood movie scenes foreshadow the actions discussed in the paragraphs.

C. The Hollywood movie scenes show what the paragraphs suggest will happen in quicksand.

D. The paragraphs describe what to do differently from the actions in the Hollywood movie scenes.

Sample Questions – Level A Reading

3.

Part A

How does the author provide effective support for the main idea of the article?

A. The author states that buying local supports the local economy.
B. The author states that there are problems with local chain stores.
C. The author compares the local shopping trends of Americans with Europeans.
D. The author compares American local chain stores with European markets.

Part B

Which detail from the article best supports the answer to Part A?

A. "In many European countries, people typically visit their local merchants on a daily basis."
B. "Many of the stores' products are not produced in the areas where the stores are located."
C. "In the past, America's towns were filled with locally owned and independent specialty shops, much like the shops in Europe."
D. "Buying local is a way to encourage people to support local businesses rather than large chains."

Sample Questions – Level E Mathematics

2. Look at the picture of the flashlight.
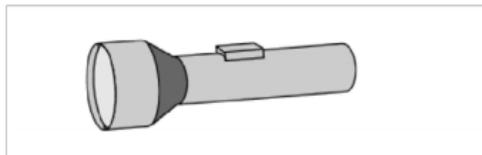
Which of these is the best estimate of the length of the flashlight?

A. 9 feet

B. 90 meters

C. 9 inches

D. 90 centimeters

Sample Questions – Level M Mathematics

6. Jason sells trail mix online. The table below lists the number of boxes in the orders on one day for his most popular fruit and nut mix.

Fruit and Nut Mix Orders

100	60	90	90	100
80	50	50	100	50
90	90	60	80	90
80	90	90	100	90

Which dot plot represents the data in the table?

A. B.

C. D.
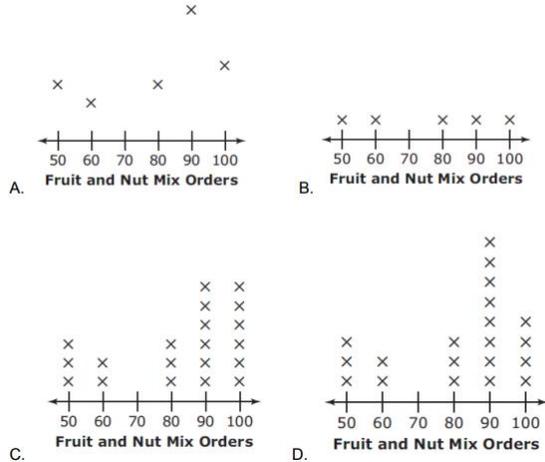
Sample Questions – Level D Mathematics

5. Look at the scatter plot.

Which type of pattern is displayed in this scatter plot?

A. a linear positive association with outliers

B. a linear negative association with clustering

C. a linear negative association with no outliers

D. a linear positive association with no clustering

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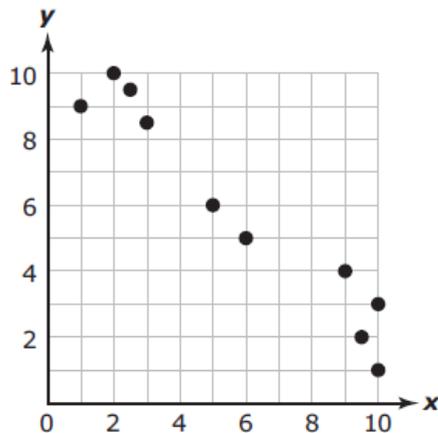
Sample Questions – Level A Mathematics

6. Which of these expressions are equivalent to 5^2? Select the four that apply.

A. $\dfrac{5^5}{5^3}$

B. $\dfrac{5^8}{5^4}$

C. $\dfrac{5^8}{5^6}$

D. $5^{-1} \times 5^{-2}$

E. $5^{-1} \times 5^3$

F. $5^{-4} \times 5^6$

TABE Online

Online Tools Training

Access the training [here](#) to view features of the TABE Online

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Examinee Access

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Examinee Confirmation

Welcome **Training Student**.

Before you begin testing, please confirm your profile information is correct:

Test Name: **Reading - Level M**
Test Session: **Student's Session**
School Name: **SAMPLE SCHOOL 1**

Student ID: **1234567890**

If the above information is correct, please select **Continue**.

If any of the above information is not correct, or if Color Chooser is not available when the Options button is clicked, please raise your hand and notify your Test Administrator.

Continue

Options   Exit

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Testing Interface

Mathematics - Level A   **Training Student**
Question 4   00:46:31

A county clerk has a given amount of money to budget for cultural events.

Cultural Events Budget

y = −0.45x + 18

Based on the scatterplot, what does the point (0, 18) represent?

(a) the total amount of the budget given to the county

(b) the total amount of the budget spent after 18 months

(c) the average amount spent out of the budget each month

(d) the predicted amount of time after which the entire budget will be spent

Review/End Test   Pause   Flag   Options   Back Next

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Student Tools

Student Tools (continued)

- Line Guide
- Highlighter
- Cross Off
- Magnifier/Zoom
- Sticky Notes
- Calculators
- Color Choices
- Contrasting Colors
- Reverse Contrast

- Masking
- Text-to-Speech (English)
- Online Large Print
- Mark for Review
- Pause Test
- Ruler (inches and centimeter)
- Protractor

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Takeaways

Takeaways

- ❑ TABE 11 & 12 now looks more like other standardized tests your customers take such as HSE exams.
- ❑ The increased rigor of TABE 11 & 12 aligns with the rigor of the college level training program expectations.
- ❑ Consider testing time and materials needed for intake of customers.

Takeaways

- ❑ The Locator is important to the validity of the TABE 11 & 12. The Locator is also lengthened slightly to make it more predictive in placing students.
- ❑ Consider implementing the TABE Online test option for ease of use, increased accuracy, and interactive reporting platform.
- ❑ Customers and test administrators can use the Online Tools Training to become familiar with the online platform.

TABE 11&12 Resources

Now available on tabetest.com:

- TABE 11&12 Blueprints
  - www.tabetest.com/resources-2/testing-information/blue-prints/

- TABE 11&12 Sample Practice Items
  - www.tabetest.com/resources-2/testing-information/tabe-1112-practice/

- TABE 11&12 Online Tools Training
  - www.tabetest.com/resources-2/testing-information/online-tools-training/

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Questions/Comments?

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