



TESTS OF ADULT BASIC EDUCATION



# TABE 9&10 Alignment to Common Core State Standards

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## Summary of TABE 9/10 Alignment to Common Core State Standards

The items of both TABE 9 and 10 test books (Levels E, M, D, A) were developed to measure the standards of a different framework than that of the Common Core State Standards (CCSS), which have also come to be known as College and Career Readiness Standards. Thus, one cannot expect to see 100% alignment of TABE items to the newer standards. Nonetheless, there continues to be a consistency between what has been and will be taught and measured. With this in mind, the TABE items, both Complete Battery and Survey, have been analyzed to determine their alignment to the CCSS, and the findings are reflected in the tables that follow.

### Reading and Language Arts:

The CCSS for English Language Arts comprise four domains: Reading, Writing, Language, and Speaking & Listening. Each domain includes a progression of grade-level standards that are mapped from overarching anchor standards. The standards of each domain are organized into sub-domains, or categories. For example, the four sub-domains of the Reading domain are 1) Key Ideas and Details, 2) Craft and Structure, 3) Integration of Knowledge and Ideas, and 4) Range of Reading and Level of Text Complexity.

The CCSS for ELA indicate three major shifts that should occur in instruction and assessment. The first shift calls for regular practice with complex texts and their academic language. The second shift calls for reading, writing, and speaking that is grounded in evidence from texts, both literary and informational. The third shift calls for building knowledge through content-rich nonfiction. For more information about these shifts, go to Common Core State Standards Initiative website at <http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts>.

### Reading

- TABE Level E items in both Forms 9 and 10 have approximately 25% alignment to the CCSS for Reading, with most of the alignment to the first five standards. These five focus on reading skills such as determining a main theme, topic or idea; determining a word's meaning; comparing characters or events; or describing relationships among characters or events.
- TABE Level M, both Forms 9 and 10, shows similar alignment of items, with fewer aligned items in Form 9. In Form 10 no items align to standard 1 (referring to or citing textual evidence to support conclusions), and only two items align to standard 5 (comparing text structures).
- TABE Level D shows an increase in alignment. Approximately one-third of the items align to CCSS for Reading in both Forms 9 and 10, with slightly more in Form 9. While most of the items continue to be aligned to standards 1, 2, and 3, Form 9 includes two items aligned to standards 4 and 5, and Form 10 includes items aligned to standard 6 (analyzing point of view and author's purpose). This indicates a measurement of skills with higher cognitive demand. Additionally, in both Forms 9 and 10, the items measure a balance of both literary and informational texts, which aligns to the CCSS expectation that students read a range of texts (standard 10).

- TABE Level A, Form 9, shows the greatest alignment of items to the CCSS for Reading, with approximately two-thirds of items aligned to six of the eight standards, including standard 8 (evaluating arguments). Level A, Form 10 is closer to the alignment percentages of Level D, with approximately one-third alignment to four of the eight standards. As with Level D, both Forms 9 and 10 include a balance of both literary and informational texts that are aligned to the expectations of the CCSS.

### Language Arts (Language and Writing)

The standards of the CCSS Language domain are organized into three sub-domains: Conventions of Standard English, Knowledge of Language, and Vocabulary Acquisition and Use. As with Reading, there are grade-level standards that follow a progression of skill development within these categories and across grades K-12. The data in the tables show that the TABE items align more heavily to standards in the first two sub-domains.

The standards of the CCSS Writing domain are organized into four sub-domains: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, and Range of Writing. In as much as Writing is a performance domain, multiple-choice items can measure only the standards that set expectations for some of the skills. Thus, TABE items are aligned to only the standards that are in the first sub-domain (Text Types and Purposes), which focus on the skills and knowledge one applies when composing.

In each 55-item Language Arts TABE test, both language and writing skills are measured.

- TABE Level E, Form 9, has limited alignment to the CCSS for Language, with multiple items that measure only standard 2 (demonstrating command of capitalization, punctuation, and spelling skills). Similarly, only a few items are aligned to writing standards (supporting an opinion or introducing a narrative). This limited measurement, however, is not surprising since the development of these skills is just emerging for students at this level.
- TABE Level E, Form 10, items are aligned to more Language and Writing standards, with nearly 80% of the items measuring CCSS expectations. The first Language sub-domain is heavily measured, and the three writing purposes (opinion, informative, narrative) are also addressed via several items.
- TABE Levels M, D, and A for both Forms 9 and 10 show even greater alignment to the CCSS for Language and Writing than that of Level E, and the alignment is similar across these levels and forms. In all of these tests, Language standards 1 (demonstrating command of grammar and usage) and 2 are heavily measured via items that make up approximately 80% of each test. Language standard 3 (determining appropriate language to use) is also measured via one to several items within each test. The items aligned to CCSS for Writing focus primarily on skills students apply when developing informative writing; however, there are a few items within each test that measure skills that students apply when developing argumentative or narrative writing.

Note that the standards of the Speaking & Listening domain of the CCSS are not currently measured in the TABE tests.

Complete Battery, Form 9, Levels E, M, D, and A

ANCHOR STANDARD	LEVEL E	LEVEL M	LEVEL D	LEVEL A
<b>READING</b>				
<b>Key Ideas and Details</b>				
Standard 1	44, 45, 46, 47	40, 42	13, 14, 23, 24, 29, 31, 42, 44	2, 4, 5, 13, 14, 16, 17, 18, 24, 36, 37, 38, 43, 44, 45
Standard 2		41	11, 34, 43	6, 7, 20, 21, 41, 42, 49
Standard 3	48, 49	43	22, 39	
<b>Craft and Structure</b>				
Standard 4		44	21	15, 19, 25
Standard 5			20	3
Standard 6				35, 48
<b>Integration of Knowledge and Ideas</b>				
Standard 7	1, 2, 3, 4			
Standard 8 (not applicable with Literary)			15	39, 40, 50
<b>Informational Text</b>	1, 2, 3, 4		11, 13, 14, 15, 23, 24, 29, 31, 34, 44	20, 21, 24, 25, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50
<b>Literary Text</b>	44, 45, 46, 47, 48, 49	40, 41, 42, 43, 44	20, 21, 22, 39, 42, 43	2, 3, 4, 5, 6, 7, 13, 14, 15, 16, 17, 18, 19

Complete Battery, Form 10, Levels E, M, D, and A

ANCHOR STANDARD	LEVEL E	LEVEL M	LEVEL D	LEVEL A
<b>READING</b>				
<b>Key Ideas and Details</b>				
Standard 1	11, 14, 16, 50		5, 6, 7, 9, 23, 24, 25, 34, 49	5, 6, 7, 10, 27, 47, 48
Standard 2	13	29, 43		4, 9, 45
Standard 3	48, 49	31, 32	35	50
<b>Craft and Structure</b>				
Standard 4	15	30	50	8, 29, 49
Standard 5		39, 42		
Standard 6			8, 46	
<b>Integration of Knowledge and Ideas</b>				
Standard 7				
Standard 8 (not applicable with Literary)	12			
<b>Informational Text</b>	11, 12, 13, 14, 15, 16	39, 42, 43	5, 6, 7, 8, 9, 23, 24, 25, 46, 49, 50	4, 5, 6, 7, 8, 9, 10
<b>Literary Text</b>	48, 49, 50	29, 30, 31, 32	34, 35	27, 29, 45, 47, 48, 49, 50

Survey, Form 9, Levels E, M, D, and A

ANCHOR STANDARD	LEVEL E	LEVEL M	LEVEL D	LEVEL A
<b>READING</b>				
<b>Key Ideas and Details</b>				
Standard 1	22, 23, 24	16, 18	6, 15, 17, 21, 23	2, 3, 13, 19, 20
Standard 2		17	4, 22	4, 10, 11, 25
Standard 3				
<b>Craft and Structure</b>				
Standard 4		19		
Standard 5				
Standard 6				18, 24
<b>Integration of Knowledge and Ideas</b>				
Standard 7	1, 2			
Standard 8 (not applicable with Literary)			7	21
<b>Informational Text</b>	1, 2		4, 6, 7, 15, 17, 23	10, 11, 13, 18, 19, 20, 21, 24, 25
<b>Literary Text</b>	22, 23, 24	16, 17, 18, 19	21, 22	2, 3, 4

Survey, Form 10, Levels E, M, D, and A

ANCHOR STANDARD	LEVEL E	LEVEL M	LEVEL D	LEVEL A
READING				
<b>Key Ideas and Details</b>				
Standard 1	25		4, 6, 11, 12, 13, 18	5, 6, 15, 23
Standard 2	10			4, 22
Standard 3	23, 24			25
<b>Craft and Structure</b>				
Standard 4	11		25	7, 24
Standard 5		20, 22		
Standard 6			5, 22	
<b>Integration of Knowledge and Ideas</b>				
Standard 7				
Standard 8 (not applicable with Literary)	9			
<b>Informational Text</b>	9, 10, 11	20, 22	4, 5, 6, 11, 12, 13, 18, 22, 25	4, 5, 6, 7
<b>Literary Text</b>	23, 24, 25		18	15, 22, 23, 24, 25



Complete Battery, Form 9, Levels E, M, D, and A

STRAND, ANCHOR STANDARD AND SUBSKILL	LEVEL E	LEVEL M	LEVEL D	LEVEL A
<b>LANGUAGE</b>				
Language				
<b>Conventions of Standard English</b>				
1. Command of grammar and usage		4, 5, 6, 7, 8, 9, 12, 14, 16, 18, 35, 39, 44, 45, 46, 47, 48, 49, 50, 52, 54, 55	7, 8, 9, 10, 16, 18, 20, 23, 24, 25, 37, 39, 46, 47, 48, 50, 51, 53, 55	1, 2, 4, 5, 6, 10, 11, 15, 19, 20, 21, 22, 23, 24, 25, 26, 36, 37, 40, 42, 43, 44, 49, 51
2. Command of capitalization, punctuation, and spelling	1, 2, 5, 11, 12, 15, 16, 18, 19, 21, 22, 40, 42, 46, 47, 48, 49, 52, 55	1, 2, 10, 11, 13, 15, 17, 19, 20, 33, 34, 36, 38, 40, 41, 42, 43, 51, 53	1, 2, 3, 4, 5, 6, 12, 13, 14, 15, 17, 19, 21, 22, 38, 40, 41, 42, 43, 44, 45, 49, 52, 54	3, 7, 8, 9, 12, 13, 14, 16, 17, 18, 38, 39, 41, 45, 46, 47, 48, 53
<b>Knowledge of Language</b>				
3. Use of knowledge of language when writing.		21, 22, 23, 24, 37	11	50, 52, 54, 55
Writing				
<b>Text Types and Purposes</b>				
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.				
1b*	34, 35			
2. Write informative/explanatory pieces to examine a topic and convey details and information clearly.				
2a*		25, 27, 29	28, 30	28, 29, 30
2b*		30, 32	26, 29, 31, 34, 35, 36	33, 34, 35
2c*			32	32
2d*			27	
3. Write narratives using effective technique, descriptive details, and clear event sequences.				
3a*	30, 31, 32, 33, 36, 37	26, 31		
3b*			33	
3c*		28		27, 31

\* see CCSS for specific subskill text

Complete Battery, Form 10, Levels E, M, D, and A

STRAND, ANCHOR STANDARD AND SUBSKILL	LEVEL E	LEVEL M	LEVEL D	LEVEL A
LANGUAGE				
Language				
<b>Conventions of Standard English</b>				
1. Command of grammar and usage	10, 11, 12, 13, 24, 29, 30, 31, 32, 33, 42, 51, 52	5, 6, 7, 10, 12, 16, 18, 19, 22, 39, 41, 42, 44, 48, 52, 54, 55	4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 17, 18, 19, 20, 21, 36, 37, 42, 43, 44, 48, 49, 55	4, 5, 6, 9, 13, 16, 17, 18, 19, 20, 21, 35, 39, 40, 42, 43, 46, 49, 50, 53, 54, 55
2. Command of capitalization, punctuation, and spelling	1, 2, 4, 6, 7, 17, 18, 19, 21, 22, 23, 26, 27, 28, 43, 44, 45, 46, 48, 49, 50, 54	1, 2, 3, 4, 8, 9, 13, 15, 17, 20, 23, 38, 40, 43, 45, 46, 47, 49, 51, 53	1, 2, 3, 13, 14, 16, 33, 34, 35, 38, 39, 40, 41, 45, 46, 50, 51, 52, 53, 54	1, 2, 7, 8, 10, 11, 12, 14, 32, 33, 34, 36, 38, 41, 44, 45, 47, 48, 51, 52
<b>Knowledge of Language</b>				
3. Use of knowledge of language when writing.		14, 24, 25, 26, 27, 28, 50		3, 15, 37
Writing				
<b>Text Types and Purposes</b>				
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.				
1a*	36	31		
1b*	39		29	
2. Write informative/explanatory pieces to examine a topic and convey details and information clearly.				
2a*	35, 38	30, 32	22, 24	25, 26
2b*		35	23, 28, 31, 32	28, 29, 31
2c*		33	25, 26	24
2f*				27
3. Write narratives using effective technique, descriptive details, and clear event sequences.				
3a*	34, 37, 40, 41	29, 36, 37	30	
3b*		34	27	

\* see CCSS for specific subskill text

Survey, Form 9, Levels E, M, D, and A

STRAND, ANCHOR STANDARD AND SUBSKILL	LEVEL E	LEVEL M	LEVEL D	LEVEL A
LANGUAGE				
Language				
<b>Conventions of Standard English</b>				
1. Command of grammar and usage	3, 10, 11, 12	3, 15, 19, 20, 21, 22, 23, 24, 25	7, 10, 11, 21, 22, 24, 25	6, 8, 9, 10, 19, 21
2. Command of capitalization, punctuation, and spelling	1, 4, 6, 7, 8, 17, 18, 19, 22, 25	1, 4, 5, 13, 14, 16, 17, 18	1, 2, 3, 4, 5, 6, 8, 9, 16, 17, 18, 19, 20, 23	1, 2, 3, 4, 5, 7, 15, 16, 17, 18, 23
<b>Knowledge of Language</b>				
3. Use of knowledge of language when writing.		6, 7, 8		20, 22, 24, 25
Writing				
<b>Text Types and Purposes</b>				
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.				
1b*	15			
2. Write informative/explanatory pieces to examine a topic and convey details and information clearly.				
2a*		9	13	12
2b*		12	14, 15	13, 14
2f.*			12	
3. Write narratives using effective technique, descriptive details, and clear event sequences.				
3a*	13, 14, 16	10		
3c*		11		11

\* see CCSS for specific subskill text

Survey, Form 10, Levels E, M, D, and A

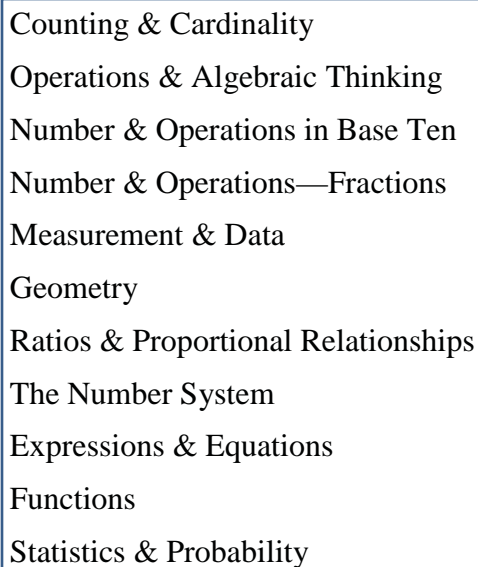
STRAND, ANCHOR STANDARD AND SUBSKILL	LEVEL E	LEVEL M	LEVEL D	LEVEL A
LANGUAGE				
Language				
<b>Conventions of Standard English</b>				
1. Command of grammar and usage	4, 5, 6, 12, 13, 14, 23, 22	3, 8, 9, 10, 24	3, 4, 5, 8, 9, 10, 11, 20, 24	2, 7, 10, 18, 20, 23
2. Command of capitalization, punctuation, and spelling	1, 7, 9, 10, 11, 24, 25, 19, 20, 21	1, 2, 4, 5, 7, 11, 23, 25, 18, 19, 20, 22	1, 2, 6, 7, 16, 17, 18, 19, 21, 22, 25	1, 3, 4, 5, 6, 8, 15, 16, 17, 19, 21, 22, 24, 25
<b>Knowledge of Language</b>				
3. Use of knowledge of language when writing.		12, 13, 21		9
Writing				
<b>Text Types and Purposes</b>				
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.				
1a*	16			
2. Write informative/explanatory pieces to examine a topic and convey details and information clearly.				
2a*	17	14	13	
2b*			12, 14	13
2c*		15		12
3. Write narratives using effective technique, descriptive details, and clear event sequences.				
3a*	34, 40	17	15	11, 14
3b*		16		

\* see CCSS for specific subskill text

## Mathematics:

The Common Core State Standards for Mathematics concentrates on a clear set of math skills and concepts. These standards define what students should understand and be able to do in their study of mathematics. Students will learn concepts in a more organized way both during the school year and across grades. The standards encourage students to solve real-world problems. In mathematics, the standards are divided into two components: mathematical content and mathematical practices. The Standards for Mathematical Content are a balanced combination of procedure and understanding. This balance is related to a goal in the standards that students are able to justify, in a way appropriate to their mathematical maturity, *why* a particular mathematical statement is true or where a mathematical rule comes from. Students are now expected to go beyond just memorizing formulas and procedures, to truly understanding and explaining them. The mathematics content standards are divided into domains, with each grade level having different sets of domain foci that support a logical progression of mathematics learning (see Figure 1).

Figure 1. Mathematical Domains



- Counting & Cardinality
- Operations & Algebraic Thinking
- Number & Operations in Base Ten
- Number & Operations—Fractions
- Measurement & Data
- Geometry
- Ratios & Proportional Relationships
- The Number System
- Expressions & Equations
- Functions
- Statistics & Probability

The second component of the CCSS for Mathematics, the Standards for Mathematical Practice, describe ways in which teachers work to help students become practitioners of mathematics. The math practices encourage students to reason, prove, communicate, and persevere in the process of learning mathematics (see Figure 2).

## Figure 2. Mathematics Practices

Make sense of problems and persevere in solving them.  
Reason abstractly and quantitatively.  
Construct viable arguments and critique the reasoning of others.  
Model with mathematics.  
Use appropriate tools strategically.  
Attend to precision.  
Look for and make use of structure.  
Look for and express regularity in repeated reasoning.

The tables that follow show the alignment of the items in TABE 9 and 10 to the CCSS for Mathematics. In summary,

- TABE Complete Battery and Survey Versions, Level E, have a total of 34% alignment for Form 9 and 24% alignment for Form 10 with Common Core Content standards. Across both test forms in the major foci domains for grades 2 – 3 of Numbers and Operations in Base Ten, Numbers and Operations – Fractions, and Measurement and Data, there is a 43% alignment.
- TABE Complete Battery and Survey Versions, Level M, have a total alignment of 50% for Form 9 and 44% alignment for Form 10 with the Common Core Content standards. This represents the best alignment percentages of the four TABE test forms. Across both test forms, Numbers and Operations – Fractions, and Numbers and Operations in Base Ten both have very high alignments: 87.5% and 85.5%, respectively.
- TABE Complete Battery and Survey Versions, Level D, have a total alignment of 40% for Form 9 and 46% for Form 10 with the Common Core Content standards. In the major domain foci areas--Ratio and Proportions, Expressions and Equations, and Statistics and Probability--there are 52%, 83%, and 100% alignment, respectively.
- TABE Complete Battery and Survey Versions, Level A, have the weakest alignment of all TABE forms, with alignment percentages of 20% for Form 9 and 12% for Form 10. Of the five major domain foci for high school, only four were minimally represented in the test forms; a total of 16 items across both forms were aligned with the Common Core.
- Throughout all TABE forms, the Mathematical Practices are well represented, most notably “Attend to precision” and “Look for and make use of structure.”

Complete Battery, Form 9, Levels E, M, D, and A

DOMAIN	LEVEL E	LEVEL M	LEVEL D	LEVEL A
APPLIED MATHEMATICS				
Measurement and Data	7, 16, 23, 42, 44, 49	11, 13, 27, 28, 30, 32, 34, 44, 45		
Number and Operations - Fractions	28	10, 37, 38		
Number and Operations in Base Ten	15, 26, 35	6, 16, 21, 22		
Operations and Algebraic Thinking	1, 9, 12, 14, 25, 27	5, 14, 18, 31, 46, 47		
Geometry	34	24, 25, 36	34	36, 38, 39
Expressions and Equations			31, 32, 42, 50	
Ratios and Proportional Relationships			2, 13, 16	
Statistics and Probability			17, 25, 37, 44	4, 5, 21
The Number System			1, 7, 15, 43, 48	
Functions			45, 46, 47	12
Algebra				19, 20, 47
Modeling				
Number and Quantity				

Complete Battery, Form 10, Levels E, M, D, and A

DOMAIN	LEVEL E	LEVEL M	LEVEL D	LEVEL A
APPLIED MATHEMATICS				
Measurement and Data	2, 3, 45	9, 12, 18, 19, 24, 44		
Number and Operations - Fractions	19	35, 45, 49		
Number and Operations in Base Ten	7, 22	2, 3, 4, 30, 46		
Operations and Algebraic Thinking	23, 30, 35, 39, 43	5, 6, 7, 21, 34, 41		
Geometry	20	23, 50	28, 30	15, 25
Expressions and Equations			7, 8, 9, 26, 33, 40, 42	
Ratios and Proportional Relationships			24, 32, 37	
Statistics and Probability			6, 21, 22, 25, 41, 50	
The Number System			1, 10, 12, 48	
Functions			20	19
Algebra				17, 42, 50
Modeling				
Number and Quantity				



Survey, Form 9, Levels E, M, D, and A

DOMAIN	LEVEL E	LEVEL M	LEVEL D	LEVEL A
APPLIED MATHEMATICS				
Measurement and Data	5, 9, 10, 22, 24	6, 8, 15, 18, 22, 23		
Number and Operations - Fractions	13	1, 19, 20		
Number and Operations in Base Ten	16			
Operations and Algebraic Thinking	12	9, 17		
Geometry		14		16, 17, 18
Expressions and Equations			12, 13, 21, 25	
Ratios and Proportional Relationships			2, 8	
Statistics and Probability			17, 23	
The Number System			4, 22, 24	
Functions				6
Algebra				
Modeling				
Number and Quantity				

Survey, Form 10, Levels E, M, D, and A

DOMAIN	LEVEL E	LEVEL M	LEVEL D	LEVEL A
APPLIED MATHEMATICS				
Measurement and Data	24	6, 7, 8		
Number and Operations - Fractions		18, 24		
Number and Operations in Base Ten	4	19		
Operations and Algebraic Thinking	2, 18, 22	1, 17		
Geometry		25	12	
Expressions and Equations			7, 8, 16, 20	
Ratios and Proportional Relationships			15	
Statistics and Probability			6, 19, 25	
The Number System			10, 23	
Functions			14	9
Algebra				8, 21
Modeling				
Number and Quantity				



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