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INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS
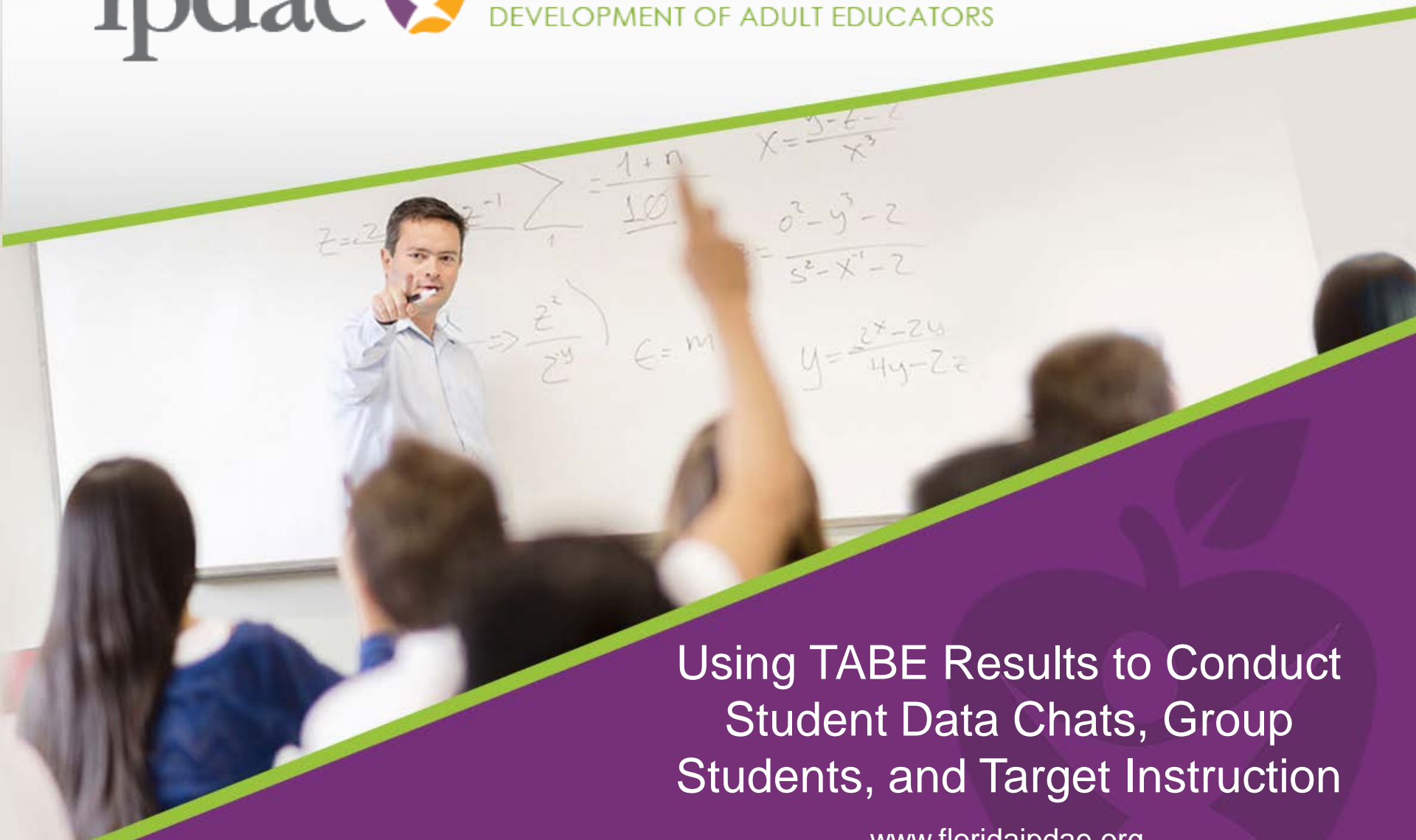
Using TABE Results to Conduct
Student Data Chats, Group
Students, and Target Instruction

www.floridaipdae.org

Content Focus:

1. Understanding the TABE test

2. Correlation of TABE to CCRS

3. Using TABE results to

   - conduct student data chats

   - group students

   - target instruction

TABE Test:	Complete Battery:		Survey:	
	Number of Items	Estimated Testing Time	Number of Items	Estimated Testing Time
Reading	50	0:50	25	0:25
Language	55	0:55	25	0:25
Math Computation	40	0:24	25	0:15
Applied Math	50	0:50	25	0:25

- *Complete Battery consists of five test levels (Literacy, Easy, Medium, Difficult, and Advanced), two test forms (9 and 10), and a Locator Test to help determine which level of an assessment to administer to obtain the most accurate information about an examinee's strengths and weaknesses.*
- *The Complete Battery asks nearly twice as many questions and takes nearly twice as long as the Survey version of TABE.*
- *Asking more questions causes a 1-3% more reliability in the accuracy of the scores.*

Category:	Beginning Literacy	Beginning Basic	Intermediate Low	Intermediate High
Grade Equivalence:	GE 0 – 1.9	GE 2.0 – 3.9	GE 4.0 – 5.9	GE 6.0 – 8.9
TABE Tests:				
Reading	≤367	368 – 460	461 – 517	518 – 566
Language	≤389	390 – 490	491 – 523	524 – 559
Total Math	≤313	314 – 441	442 – 505	506 – 565
TABE Levels:	L/E	E/M	M/D	D/A
FLDOE LCPs:	A, E, J	B, F, K	C, G, M	D, H, N

Grade Equivalent vs. Grade Content

TABE Test Level:	Validity Range		Content Range	Grade Equivalent Range
L	0.0	3.9	0 – 1.9	0 – 4.9
E	0.0	5.9	2.0 – 3.9	0 – 6.9
M	2.0	7.9	4.0 – 5.9	0 – 9.9
D	4.0	10.9	6.0 – 8.9	0.7 – 12.9
A	7.0	12.9	9.0 – 12.9	1.1 – 12.9

Example: Student takes Level M and scores a GE of 7.3
What does this mean?

The Level M test is written with a grade content between 4.0 and 5.9. Scoring a GE of 7.3 indicates how the student performed on a test with content/skills meant for 4th & 5th grade students. In this example, the GE 7.3 indicates that the student surpassed the content/skill level of 4th-5th grade students, but it doesn't necessarily mean that he/she will do well on a test meant for 7th grade students (Level D).

Before continuing, let us pause for a moment to take a look at the TABE test and how it is aligned to the new CCRS domains for language, reading, and writing.

	FORM 9: Complete Battery				FORM 10: Complete Battery				FORM 9: Survey				FORM 10: Survey			
Test Level:	E	M	D	A	E	M	D	A	E	M	D	A	E	M	D	A
Reading	CTB McGraw Hill has aligned these Tests to the CCRS. For details on this alignment, access web link below. http://ctbassessments.com/pdfs/TABE910_Alignment2CCSS.pdf															
Language																
Applied Math																

This slide gives you a snapshot of the TABE alignment to the CCRS for Reading for both forms for the Complete Battery and Survey tests.

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

ANCHOR STANDARD	LEVEL E	LEVEL M	LEVEL D	LEVEL A
READING				
Key Ideas and Details				
Standard 1	25		4, 6, 11, 12, 13, 18	5, 6, 15, 23
Standard 2	10			4, 22
Standard 3	23, 24			25
Craft and Structure				

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

ANCHOR STANDARD	LEVEL E	LEVEL M
READING		
Key Ideas and Details		
Standard 1	11, 14, 16, 50	

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

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

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

ANCHOR STANDARD	LEVEL E	LEVEL M
READING		
Key Ideas and Details		
Standard 1	44, 45, 46, 47	40, 42
Standard 2		41
Standard 3	48, 49	43
Craft and Structure		
Standard 4		44
Standard 5		
Standard 6		
Integration of Knowledge and Ideas		
Standard 7	1, 2, 3, 4	
Standard 8 (not applicable with Literary)		

This slide gives you a snapshot of the TABE alignment to the CCRS for Language for both forms for the Complete Battery and Survey tests.

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

STRAND, ANCHOR STANDARD AND SUBSKILL	LEVEL E	LEVEL M	LEVEL D	LEVEL A
LANGUAGE				
Language				
Conventions of Standard English				
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
				1, 3, 4, 5, 6, 8, 15, 2,

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

STRAND, ANCHOR STANDARD AND SUBSKILL	LEVEL E	LE
LANGUAGE		
Language		
Conventions of Standard English		
1. Command of grammar and usage		

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

STRAND, ANCHOR STANDARD AND SUBSKILL	LEVEL E	LEVEL M	LEVEL D	LEVEL A
LANGUAGE				
Language				
Conventions of Standard English				
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
Knowledge of Language				
3. Use of knowledge of language when writing.		6, 7, 8		20, 22, 24, 25
Writing				
Text Types and Purposes				
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.				
1b*	15			

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

STRAND, ANCHOR STANDARD AND SUBSKILL	LEVEL E	LEVEL M
LANGUAGE		
Language		
Conventions of Standard English		
1. Command of grammar and usage	10, 11, 12, 13, 24, 29, 30, 31, 32, 33, 42, 51, 52	5, 6, 7, 10, 19, 22, 39, 48, 52, 54,
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, 17, 20, 23, 45, 46, 47,
Knowledge of Language		
3. Use of knowledge of language when writing.	14, 24, 25, 26, 27, 28, 50	3, 15, 37
Writing		

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This slide gives you a snapshot of the TABE alignment to the CCRS for Applied Math for both forms for the Complete Battery and Survey tests.

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

DOMAIN	LEVEL E
APPLIED MATHEMATICS	

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		
	2, 18, 22	1, 17		
		25	12	

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

DOMAIN	LEVEL E			
APPLIED MATHEMATICS				
Measurement and Data	7, 16, 23, 42,			9
Number and Operations - Fractions	28			8, 21
Number and Operations in Base Ten	15, 26, 35			
Operations and Algebraic Thinking	1, 9, 12, 14, 2			
Geometry	34			
Expressions and Equations				
Ratios and Proportional Relationships				
Statistics and Probability			17, 25, 37, 44	4, 5, 21
The Number System			1, 7, 15, 43, 48	

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	

For a more in depth look at the TABE test, click on the link below to access the TABE 9&10 Alignment to Common Core State Standards by CTB McGraw Hill.
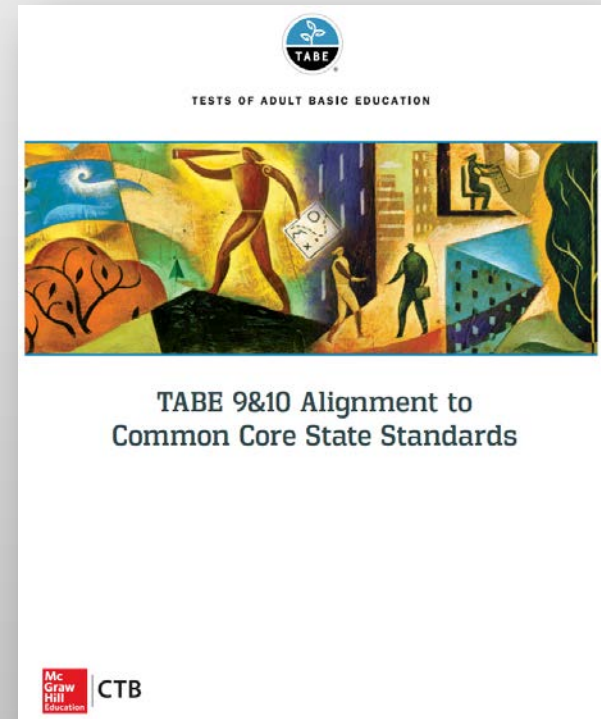
http://ctbassessments.com/pdfs/ TABE910_Alignment2CCSS.pdf

- For additional information on TABE testing, access the *2014-2015 Adult Education Assessment Technical Assistance Paper* available from the Florida Department of Education by clicking on the link below.

http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml

PROGRAM:	ABE PROGRAM				ASE PROGRAM	
FUNCTIONAL LEVEL:	Beginning ABE Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Low Adult Secondary Education	High Adult Secondary Education
ABE Course Level:	ABE A	ABE B	ABE C	ABE D		
Grade Equivalence:	(GE 0–1.9)	(GE 2.0–3.9)	(GE 4.0–5.9)	(GE 6.0–8.9)	(GE 9.0–10.9)	(GE 11.0–12.9)
TABE Test Levels:	L/E (Literacy/Easy)	E/M (Easy/Moderate)	M/D (Moderate/Difficult)	D/A (Difficult/Advanced)		
TABE Test Benchmarks (Scale Scores): Reading Language Total Math	≤367 ≤389 ≤313	368 – 460 390 – 490 314 – 441	461 – 517 491 – 523 442 – 505	518 – 566 524 – 559 506 – 565		

- Now, we're ready to look at a sample TABE Multi-Reference Report.

- We will be using Ms. Jones's report to mimic a student data chat.

CTB McGraw-Hill

ONLINE

Individual Profile: Ms. Jones

Report Criteria

ID:		TABE Customer:	Miami Dade County Public Schools	Test Scheduler:	All Schedulers
Test Name:	TABE 9 Online Survey	Campus:	South Dade Adult Center		
Test Finish Date:	09/30/2014				
Report Date:	01-14-2015 8:11:58 AM				

Test Results

Content Area	Level	Number of Questions			Scale Score	Grade Equivalent	National Percentile	Normal Curve Equivalent	National Stanine	% Objectives Mastery
		Total	Correct	Attempted						
Reading	D	25	13	25	489	5.0	36	42	4	20
Math Computation	E	25	14	25	397	3.1	10	23	2	20
Applied Mathematics	E	25	18	25	478	5.2	35	42	4	56
Language	D	25	13	25	482	3.5	34	41	4	33
Total Mathematics*		50	32	50	437	3.8	20	32	3	
Total Battery**		100	58	100	469	4.1	31	39	4	

Predictive Analysis Recommendation

Content Area	Predictive GED Score	Recommended Activity
Writing	370	Review
Social Studies	340	Review
Science	330	Review
Reading	340	Review

NRS Levels***

Content Area	NRS Levels
Language	Level 2
Reading	Level 3
Total Mathematics	Level 2

Performance on Objectives

Non-Mastery ☐   Partial-Mastery ◪   Mastery ■

Objective	Number of Questions			Percent Correct	Mastery Level
	Total	Correct	Attempted		
Reading					
D01 - Words in Context	4	2	4	50	◪
D30 - Recall Information	5	4	5	80	■
D56 - Evaluate/Extend Meaning	4	2	4	50	◪
D74 - Construct Meaning	8	3	8	38	☐
D101 - Interpret Graphic Information	4	2	4	50	◪
Average				52	

- ## As I sit with Ms. Jones to conduct her data chat, I will be sure to document her information.

- ## Here is a sample form which I will be using today.

STUDENT NAME: Click here to enter text.
I.D.#: Click here to enter text.

EDUCATIONAL GOALS
☐High School ☐CTE: Area _____
☐GED ☐College/University

DATE: Click here to enter a date.

ADULT BASIC EDUCATION PROGRAM
READING GOAL-SETTING & PROGRESS MONITORING DOCUMENT

TABE PRE-TEST INFORMATION:

FORM	TABE LVL	SUBJ	TABE PRE-TEST DATE	SS	GE
☐9 ☐10	☐E ☐M ☐D ☐A	READ	Click here to enter a date.		

TABE GOAL:

FORM	TABE LVL	PROJECTED TEST DATE
☐9 ☐10	☐E ☐M ☐D ☐A	Click here to enter a date.
		GE GOAL:

TABE POST-TEST INFO.:

FORM	TABE LVL	TABE POST-TEST DATE	SS	GE
☐9 ☐10	☐E ☐M ☐D ☐A	Click here to enter a date.		

PROGRESS: + / -		
LCP EARNED:	☐Yes	☐No
INTERVENTION REQUIRED:	☐Yes	☐No

ASSIGNED LEVEL: READING MODULE

LEVEL
☐E ☐M ☐D ☐A

SUBJECT LEVEL PRE-TEST

DATE:	SCORE %
Click here to enter a date.	

SUBJECT LEVEL POST-TEST

DATE:	SCORE %	DATE:	SCORE %	DATE:	SCORE %
Click here to enter a date.		Click here to enter a date.		Click here to enter a date.	

TABE AREA SCORE:	CONTENT:	PRE-TEST DATE:	SCORE %	POST-TEST DATE:	SCORE %	POST-TEST DATE:	SCORE %	POST-TEST DATE:	SCORE %
	INTERPRET GRAPHIC INFO.								
	Maps & Graphs								
	Consumer Materials								
	Consumer Materials - Advanced								
	Reference Sources								
	Reference Sources - Advanced								
	WORDS IN CONTEXT								
	Context Meanings								
	RECALL INFORMATION								
	Stated Concepts								

- I am ready to review Ms. Jones's TABE reading results with her.

- I will now help her to set some short-term testing goals for the current trimester as well as some long-term educational goals.

STUDENT NAME: Click here to enter text.

I.D.#: Click here to enter text.

EDUCATIONAL GOALS

☐High School ☐CTE: Area _____

☐GED ☐College/University

DATE: Click here to enter a date.

ADULT BASIC EDUCATION PROGRAM
READING GOAL-SETTING & PROGRESS MONITORING DOCUMENT

TABE PRE-TEST INFORMATION:

FORM	TABE LVL	SUBJ	TABE PRE-TEST DATE	SS	GE
☐9 ☐10	☐E ☐M ☐D ☐A	READ	Click here to enter a date.		

TABE GOAL:

FORM	TABE LVL	PROJECTED TEST DATE
☐9 ☐10	☐E ☐M ☐D ☐A	Click here to enter a date.
		GE GOAL:

TABE POST-TEST INFO.:

FORM	TABE LVL	TABE POST-TEST DATE	SS	GE
☐9 ☐10	☐E ☐M ☐D ☐A	Click here to enter a date.		

PROGRESS: + / -	
LCP EARNED:	☐Yes ☐No
INTERVENTION REQUIRED:	☐Yes ☐No

ASSIGNED LEVEL: READING MODULE LEVEL
☐E ☐M ☐D ☐A

SUBJECT LEVEL PRE-TEST

DATE:	SCORE %
Click here to enter a date.	

SUBJECT LEVEL POST-TEST

DATE:	SCORE %	DATE:	SCORE %	DATE:	SCORE %
Click here to enter a date.		Click here to enter a date.		Click here to enter a date.	

TABE AREA SCORE:	CONTENT:	PRE-TEST DATE:	SCORE %	POST-TEST DATE:	SCORE %	POST-TEST DATE:	SCORE %	POST-TEST DATE:	SCORE %
	INTERPRET GRAPHIC INFO.								
	Maps & Graphs								
	Consumer Materials								
	Consumer Materials - Advanced								
	Reference Sources								
	Reference Sources - Advanced								
	WORDS IN CONTEXT								
	Context Meanings								
	RECALL INFORMATION								
	Stated Concepts								

CTB McGraw-Hill

ONLINE

Individual Profile: Ms. Jones

Report Criteria

ID:		TABE Customer:	**Miami Dade County Public Schools**	Test Scheduler:	**All Schedulers**
Test Name:	**TABE 9 Online Survey**	Campus:	**South Dade Adult Center**		
Test Finish Date:	09/30/2014				
Report Date:	01-14-2015 8:11:58 AM				

Test Results

Content Area	Level	Number of Questions			Scale Score	Grade Equivalent	National Percentile	Normal Curve Equivalent	National Stanine	% Objectives Mastery
		Total	Correct	Attempted						
Reading	D	25	13	25	489	5.0	36	42	4	20
Math Computation	E	25	14	25	397	3.1	10	23	2	20
Applied Mathematics	E	25	18	25	478	5.2	35	42	4	56
Language	D	25	13	25	482	3.5	34	41	4	33
Total Mathematics*		50	32	50	437	3.8	20	32	3	
Total Battery**		100	58	100	469	4.1	31	39	4	

- First, I draw Ms. Jones's attention to key information about her TABE test results. I also show her a visual of where she is on the ABE continuum and where she needs to go in order to achieve her short-term goal: GED.

PROGRAM:	ABE PROGRAM				ASE PROGRAM	
FUNCTIONAL LEVEL:	Beginning ABE Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Low Adult Secondary Education	High Adult Secondary Education
ABE Course Level:	ABE A	ABE B	ABE C	ABE D		
Grade Equivalence:	(GE 0–1.9)	(GE 2.0–3.9)	(GE 4.0–5.9)	(GE 6.0–8.9)	(GE 9.0–10.9)	(GE 11.0–12.9)
TABE Test Levels:	L/E (Literacy/Easy)	E/M (Easy/Moderate)		D/A (Difficult/Advanced)		
TABE Test Benchmarks (Scale Scores): Reading Language Total Math	≤367 ≤389 ≤313	368 – 460 390 – 490 314 – 441	442 – 5	518 – 566 524 – 559 56		

Reading Pre-test GE 5.0

GED Prep. Program

- Ms. Jones has already indicated that her short-term goal is to earn her GED.
- As her teacher, I need to make this information relevant to her. I show her where she is and where she's going.

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ONLINE

Individual Profile: Ms. Jones

Report Criteria

ID:		TABE Customer:	**Miami Dade County Public Schools**	Test Scheduler:	**All Schedulers**
Test Name:	**TABE 9 Online Survey**	Campus:	**South Dade Adult Center**		
Test Finish Date:	09/30/2014				
Report Date:	01-14-2015 8:11:58 AM				

Test Results

Content Area	Level	Number of Questions			Scale Score	Grade Equivalent	National Percentile	Normal Curve Equivalent	National Stanine	% Objectives Mastery
		Total	Correct	Attempted						
Reading	D	25	13	25	489	5.0	36	42	4	20
Math Computation	E	25	14	25	397	3.1	10	23	2	20
Applied Mathematics	E	25	18	25	478	5.2	35	42	4	56
Language	D	25	13	25	482	3.5	34	41	4	33
Total Mathematics*		50	32	50	437	3.8	20	32	3	
Total Battery**		100	58	100	469	4.1	31	39	4	

- Next, I need to transfer Ms. Jones's testing information onto her Goal Setting & Progress Monitoring Document.
- Together, we will update this document weekly to monitor and reflect progress.

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STUDENT NAME: Ms. Jones
I.D.#: 1234567

EDUCATIONAL GOALS
☐ High School   ☒ CTE Area: Auto Mech
☒ GED   ☐ College/University

DATE: 4/1/2015

ADULT BASIC EDUCATION PROGRAM
READING GOAL-SETTING & PROGRESS MONITORING DOCUMENT

TABE PRE-TEST INFORMATION:

FORM	TABE LVL	SUBJ	TABE PRE-TEST DATE	SS	GE
☒ 9	☐ E	READ	9/30/2014	489	5.0
☐ 10	☐ M				
	☒ D				
	☐ A				

TABE GOAL:

FORM	TABE LVL	PROJECTED TEST DATE
☐ 9	☐ E	5/4/2015
☒ 10	☐ M	
	☒ D	**GE GOAL:**
	☐ A	6.0

TABE POST-TEST INFO.:

FORM	TABE LVL	TABE POST-TEST DATE	SS	GE
☐ 9	☐ E	Click here to enter a date.		
☐ 10	☐ M			
	☐ D			
	☐ A			

PROGRESS: + / -

- This is what Ms. Jones's Reading Goal-Setting & Progress Monitoring Document looks like so far.
- I've also discussed with her that the next time she tests, she will be testing on Form 10, TABE Level D. Her goal will be a minimum of a GE 6.0 and she will be testing on or about 5/4/2015 based on approximately 60 hours of instruction.

Performance on Objectives	Number of Questions			Non-Mastery □	Mastery ■
Objective	Total	Correct	Attempted	Percent Correct	Mastery Level
Reading					
D01 - Words in Context	4	2	4	50	◪
D30 - Recall Information	5	4	5	80	■
D56 - Evaluate/Extend Meaning	4	2	4	50	◪
D74 - Construct Meaning	8	3	8	38	□
D101 - Interpret Graphic Information	4	2	4	50	◪
Average				52	

- Ms. Jones and I are now ready to look at how well she did on her Reading test.

- I review areas which she mastered as well as areas she did not.

- Out of the 5 areas of reading, she mastered 1 (Recall Info.) at 80%.

- She partially mastered 3 benchmarks: Words in Context, Evaluate/Extend Meaning, and Interpret Graphic Information.

- She did not master Construct Meaning.

- Total percent correct in reading was 52%

- I now transfer Ms. Jones's reading scores into her Goal-Setting & Progress Monitoring Document.

- In addition, I carefully explain what each of these 5 categories entails.

- I explain that out of 5 categories, she will need to work on 4.

- I now assign Ms. Jones to work out of the Level D book. I have also assigned her to Level D on the software support program.

ASSIGNED LEVEL: READING MODULE		SUBJECT LEVEL PRE-TEST		SUBJECT L	
LEVEL		DATE:	SCORE %	DATE:	DAT
□E □M ☒D □A		Click here to enter a date.		Click here to enter a date.	Click he enter a

TABE AREA SCORE:	CONTENT:	PRE-TEST DATE:	SCORE %	POST-TEST DATE:	SCORE %
50%	INTERPRET GRAPHIC INFO.				
	Maps & Graphs				
	Consumer Materials				
	Consumer Materials - Advanced				
	Reference Sources				
	Reference Sources - Advanced				
50%	WORDS IN CONTEXT				
	Context Meanings				
80%	RECALL INFORMATION				
	Stated Concepts				
	Sequence				
38%	CONSTRUCT MEANING				
	Main Idea				
	Summarizing & Paraphrasing				
	Cause & Effect				
	Comparing & Contrasting				
	Drawing Conclusions				
	Supporting Evidence				
	Character Aspects				
50%	EVALUATE/EXTEND MEANING				
	Fact & Opinion				
	Predicting Outcomes				
	Making Generalizations				
	Showing Effect & Intention				
	Genre & Style Techniques				
	Genre: Fiction				
	Fiction – Advanced				
	Genre: Nonfiction				
	Nonfiction – Advanced				
	Genre: Poetry				
	Poetry – Advanced				
	Author's Purpose				

- Every week, I will discuss Ms. Jones's document with her.
- I will fill in pre-test and post-test information from her text as well as the computer software program used in class.
- I will cross out mastered benchmarks and refocus instruction on benchmarks not yet mastered.
- I will write comments every time I review her plan and provide her with targeted instruction and materials.

ASSIGNED LEVEL: READING MODULE			
LEVEL			
☐E ☐M ☒D ☐A			

SUBJECT LEVEL PRE-TEST	
DATE:	SCORE %
Click here to enter a date.	

SUBJECT LEVEL POST-TEST			
DATE:	SCORE %	DATE:	SCORE %
Click here to enter a date.		Click here to enter a date.	

TABE AREA SCORE:	CONTENT:	PRE-TEST DATE:	SCORE %	POST-TEST DATE:	SCORE %	POST-TEST DATE:	SCORE %
50%	INTERPRET GRAPHIC INFO.						
	Maps & Graphs						
	Consumer Materials						
	Consumer Materials - Advanced						
	Reference Sources						
	Reference Sources - Advanced						
50%	WORDS IN CONTEXT						
	Context Meanings						
80%	RECALL INFORMATION						
	Stated Concepts						
	Sequence						
38%	CONSTRUCT MEANING						
	Main Idea						
	Summarizing & Paraphrasing						
	Cause & Effect						
	Comparing & Contrasting						
	Drawing Conclusions						
	Supporting Evidence						
	Character Aspects						
50%	EVALUATE/EXTEND MEANING						
	Fact & Opinion						
	Predicting Outcomes						
	Making Generalizations						
	Showing Effect & Intention						
	Genre & Style Techniques						
	Genre: Fiction						
	Fiction – Advanced						
	Genre: Nonfiction						
	Nonfiction – Advanced						
	Genre: Poetry						
	Poetry – Advanced						
	Author's Purpose						

COMMENTS: (Include date and action taken.)

ADULT BASIC EDUCATION PROGRAM
READING GOAL-SETTING & PROGRESS MONITORING DOCUMENT

TABE PRE-TEST INFORMATION:

FORM	TABE LVL	SUBJ	TABE PRE-TEST DATE	SS	GE
☒9 ☐10	☐E ☐M ☒D ☐A	READ	9/30/2014	489	5.0

TABE GOAL:

FORM	TABE LVL	PROJECTED TEST DATE
☐9 ☒10	☐E ☐M ☒D ☐A	5/4/2015
		GE GOAL: 6.0

TABE POST-TEST INFO.:

FORM	TABE LVL	TABE POST-TEST DATE	SS	GE
☐9 ☒10	☐E ☐M ☒D ☐A	5/6/2015	533	6.1

PROGRESS: + / -	44	1.1
LCP EARNED:	☒Yes ☐No	
INTERVENTION REQUIRED:	☐Yes ☒No	

- When Ms. Jones has mastered all of the reading benchmarks and has sufficient instructional time, she will post-test.
- All post-testing data will then be entered on her document and if intervention is required, the necessary instructional adjustments will be made.

- Now that each of your students has an individualized Goal-Setting & Progress Monitoring Document, you can group students based on need.

TABE AREA SCORE:	CONTENT:	PRE-TEST DATE:	SCORE %	POST-TEST DATE:
50%	INTERPRET GRAPHIC INFO.			
	Maps & Graphs			
	Consumer Materials			
	Consumer Materials - Advanced			
	Reference Sources			
	Reference Sources - Advanced			
50%	WORDS IN CONTEXT			
	Context Meanings			
80%	RECALL INFORMATION			
	Stated Concepts			
	Sequence			
38%	CONSTRUCT MEANING			
	Main Idea			
	Summarizing & Paraphrasing			
	Cause & Effect			
	Comparing & Contrasting			
	Drawing Conclusions			
	Supporting Evidence			
	Character Aspects			
50%	EVALUATE/EXTEND MEANING			
	Fact & Opinion			
	Predicting Outcomes			

- If this week's focus lesson is on "Construct Meaning", specifically Cause & Effect, you will want to group students based on their latest score for cause & effect.

- Let's now take a look at targeting instruction to meet the individualized needs of your students.

- You already know how to use the Goal Setting & Progress Monitoring Documents to group students.

- This very same document can be used to target instruction.

- Instruction should be based on student need.

- You provide instruction to students who have not demonstrated mastery of a specific content.
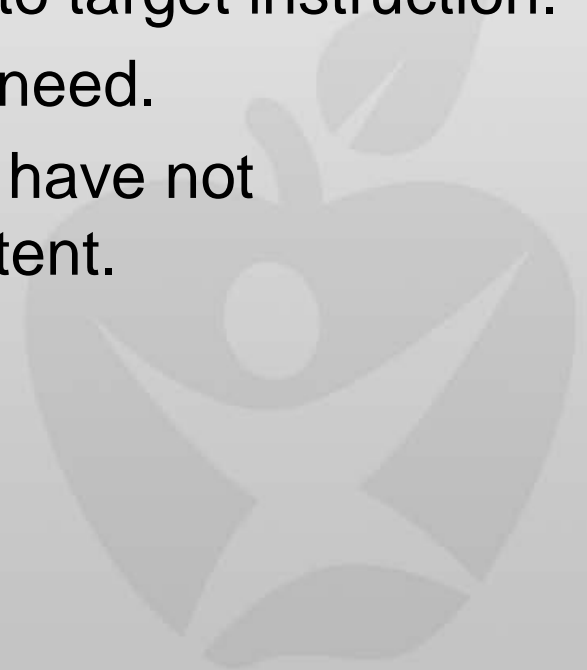
- To truly target instruction; however, you not only need to use current student mastery data, but you also need to look at the material that will be tested.

- Let's go back and take a look at Ms. Jones's document.

- Under TABE Goal, you identified the Form and TABE Level at which Ms. Jones would be post-testing.

TABE PRE-TEST INFORMATION:					
FORM	TABE LVL	SUBJ	TABE PRE-TEST DATE	SS	GE
☒9 ☐10	☐E ☐M ☒D ☐A	READ	9/30/2014	489	5.0

TABE GOAL:		
FORM	TABE LVL	PROJECTED TEST DATE
☐9 ☒10	☐E ☐M ☒D ☐A	5/4/2015
		GE GOAL: 6.0

TABE POST-TEST INFO.:				
FORM	TABE LVL	TABE POST-TEST DATE	SS	GE
☐9 ☐10	☐E ☐M ☐D ☐A	Click here to enter a date.		

TABE PRE-TEST INFORMATION:					
FORM	TABE LVL	SUBJ	TABE PRE-TEST DATE	SS	GE
☒9 ☐10	☐E ☐M ☒D ☐A	READ	9/30/2014	489	5.0

TABE GOAL:		
FORM	TABE LVL	PROJECTED TEST DATE
☐9 ☒10	☐E ☐M ☒D ☐A	5/4/2015
		GE GOAL:
		6.0

TABE POST-TEST INFO.:				
FORM	TABE LVL	TABE POST-TEST DATE	SS	GE
☐9 ☐10	☐E ☐M ☐D ☐A	Click here to enter a date.		

- Why is this information critical?

- Well, we all know that it is important to look at item analyses of tests. Simply put, this is the reason why we must look at the form and test level at which each student will post-test.
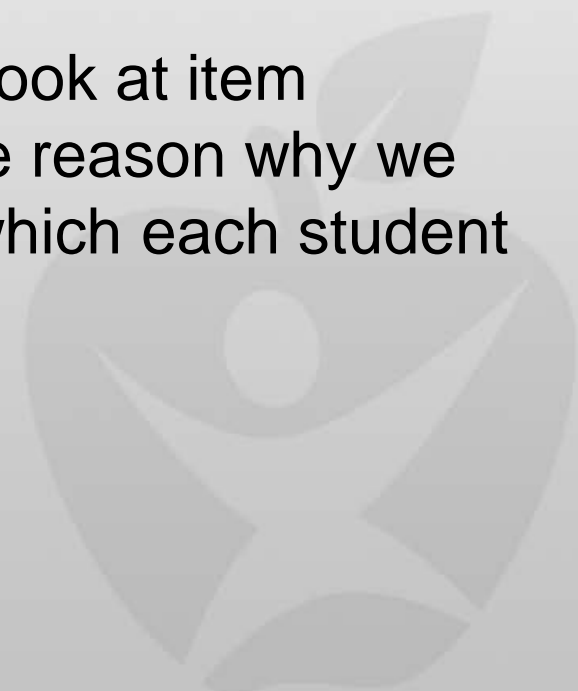
- To truly target instruction, it is necessary for us to *emphasize* benchmarks that are tested or heavily tested. The key word here is "*emphasize*."

- **Let's be clear, we must not teach to the test!**

- Teaching to the test is not only a disservice to our students who must master all FL CCRS in order to be successful in their continued educational and career pursuits, but it is highly unethical.

- With this being said, how can we spend "crunch time" to alleviate student test anxiety in order to maximize our students' ability to demonstrate the mastery they have successfully demonstrated in the classroom?

Check out the item analyses for Reading, Language, and Math (Forms 9 & 10 for all TABE test levels) on the IPDAE Website.

TABE 9 & 10 ITEM ANALYSIS BY TEST LEVEL
READING

INTERPRET GRAPHIC INFORMATION	E9	E10	M9	M10	D9	D10	A9	A10
Signs	√	√						
Maps	√							
Dictionary Usage	√							
Index								
Reference Sources								
Graphs	√							
Forms	√							
Consumer Materials								
WORDS IN CONTEXT	E							
Same Meaning	√							
Opposite Meaning	√							

TABE 9 & 10 ITEM ANALYSIS BY TEST LEVEL
LANGUAGE

USAGE		E9	E10	M9	M10	D9	D10	A9	A10
Pronoun:	nominative	√	√	√	√	√			
Antecedent Agreem									
Tense:									
Subject/Verb Agreer									
Easily Confused Verl									

TABE 9 & 10 ITEM ANALYSIS BY TEST LEVEL
APPLIED MATHEMATICS

NUMBER AND NUMBER OPERATIONS	E9	E10	M9	M10	D9	D10	A9	A10
Counting								
Ordinal Numbers								
Odd, Even Numbe								
Read, Recognize I								
Money								
Operations Sense								
Compare, Order								
Place Value								

TABE 9 & 10 ITEM ANALYSIS BY TEST LEVEL
MATHEMATICS COMPUTATION

ADDITION OF WHOLE NUMBERS	E9	E10	M9	M10	D9	D10	A9	A10
No Regrouping: Up to 3 digits	√	√ √	√					
No Regrouping: Column to 3 digits	√ √	√	√ √ √	√ √				
No Regrouping: Up to 4 digits	√	√						
Regrouping: Up to 3 digits	√ √		√ √					
Regrouping: Column to 3 digits	√ √ √	√ √ √ √ √		√ √				
Regrouping: Up to 4 digits				√				
SUBTRACTION OF WHOLE	E9	E10	M9	M10	D9	D10	A9	A10

TABE 9 & 10 ITEM ANALYSIS BY TEST LEVEL
READING

INTERPRET GRAPHIC INFORMATION	E9	E10	M9	M10	D9	D10	A9	A10
Signs	√	√						
Maps	√ √	√ √ √ √						√ √ √
Dictionary Usage	√							
Index				√ √		√ √		
Reference Sources					√	√	√ √ √ √	
Graphs	√ √ √		√ √					√

- Having students make the connection between what is being taught in class and how this will help them to master the TABE test so they can achieve their goals will validate your TABE program and motivate them to stay on track.

- This can also serve as a reflection tool for students in order for them to self-evaluate whether or not they are sufficiently prepared for post-testing or if they require additional practice or instruction in any particular area.

We hope you have enjoyed this webinar on using TABE results to

- Conduct Student Data Chats,
- Group Students, and
- Target Instruction

Remember, all of the documents used in this webinar will be made available to you on the IPDAE Website!
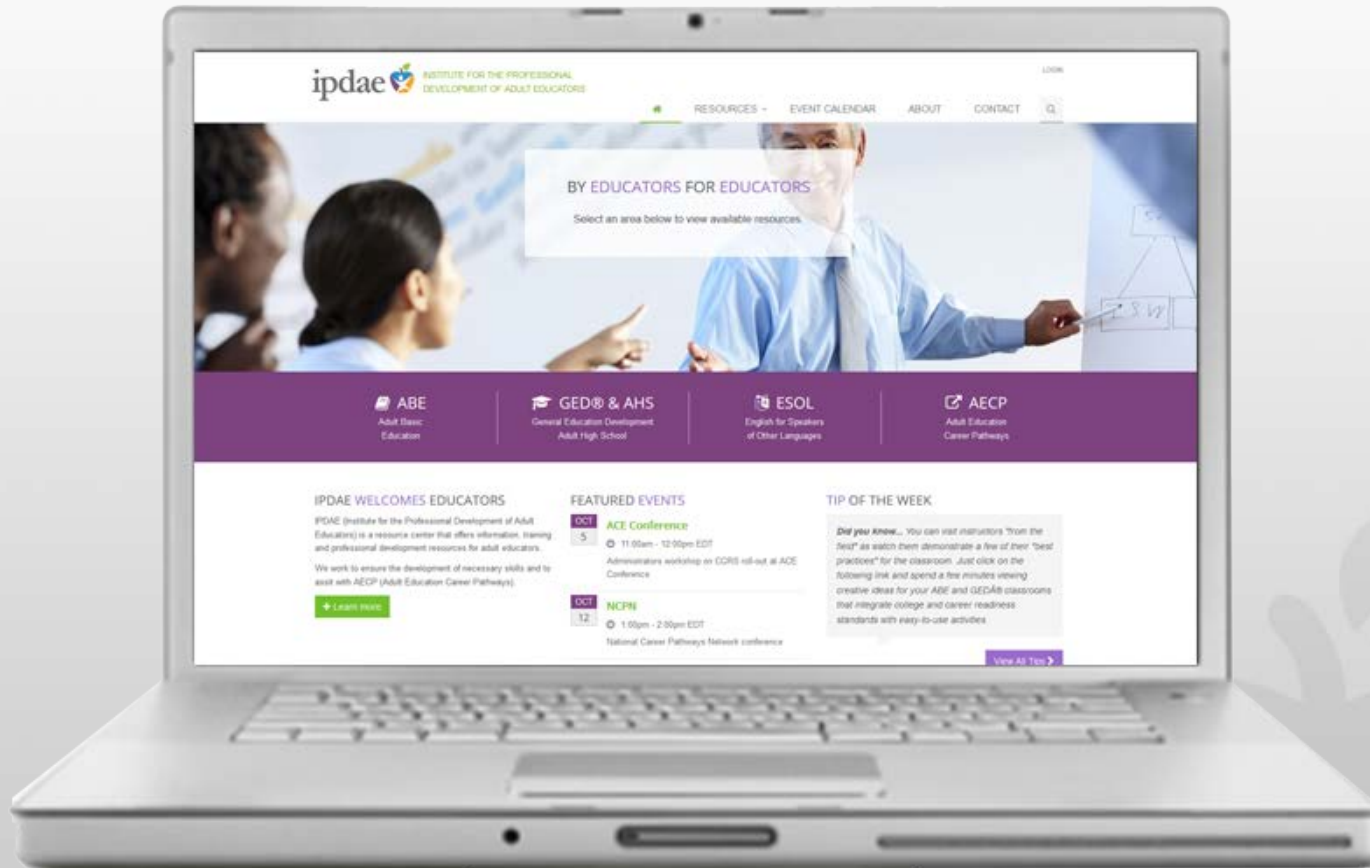
Stay tuned to the IPDAE Website

www.floridaipdae.org

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Thank You!