



# TABE: Now and the Future

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## Upcoming webinars

- TABE Update
- TABE: Interpreting for Teachers
- Basic Skills Webinar

## TABE Update

- FDOE technical assistance papers state that you must follow test publisher guidelines
- DRC/CTB and FDOE recommend trained persons take refresher training every two years
- This webinar will fulfill the recommendation of a refresher

## TABE: Interpreting for Teachers

- Learn to interpret test results
- Determine what instruction needs to be provided based upon test results
- Compare pre-test to post-test
- Understand out of range scores

## Basic Skills Webinar

- May 19, 2016; 10:30 till noon
- Designed for CTE school district directors, administrators and college deans and will cover basic skills requirements and exemptions for CTE students entering and completing clock hour CTE programs at both school districts and state colleges.
- Hosted by Kathleen Taylor, Bureau Chief, and Jane Silveria, State Supervisor
- You must first preregister at <https://attendee.gotowebinar.com/register/8289946411522876932>

## Appropriate TABE Level – Why?

- To ensure the best diagnostic
- To best inform instruction
- To maximize student progress
- To minimize retesting (out-of-range scores)
- For placement in appropriate NRS level

## Interpreting

- Are test scores in range?
- If not, you **must** retest. The state will not accept out-of-range scores
  - Do not report out-of-range scores
  - Pre- and/or post-testing
  - Both adult education and CTE

## Out of range retesting policy

- Out of range test scores cannot be reported to the state and may not be used for placement, to establish functioning level, or to determine literacy completion points (LCPs). Out of range scores are those that are + or – two grade equivalents outside the content range of each level of the test. Students must be retested if test results are out of range. If the student continues to test out of range with a different version of the test, the student should not be tested more than two times, and the lower of the scores should be used. The teacher should monitor the progress of the student to determine the appropriate test to use when post-testing.



## Content Range

| Test Level | Grade Range |
|------------|-------------|
| L          | 0 – 1.9     |
| E          | 2.0 – 3.9   |
| M          | 4.0 – 5.9   |
| D          | 6.0 – 8.9   |
| A          | 9.0 – 12.9  |

## In Range Scores

| Test Level | Low | High |
|------------|-----|------|
| L          | 0   | 3.9  |
| E          | 0   | 5.9  |
| M          | 2.0 | 7.9  |
| D          | 4.0 | 10.9 |
| A          | 7.0 | 12.9 |

## Out of Range Scores

| Test Level | Low (pretest only) | High (pre and post-test) |
|------------|--------------------|--------------------------|
| L          |                    | > 3.9                    |
| E          |                    | > 5.9                    |
| M          | < 2.0              | > 7.9                    |
| D          | < 4.0              | > 10.9                   |
| A          | < 7.0              |                          |

## Out-of-Range Test Scores

Out of range test scores may not be used for:

- Determining functioning level
  - Placement
  - Promotion
- Reporting Literacy Completion Points (LCPs)
- Satisfying basic skills requirements for CTE programs

## When can an out of range score be reported?

- The **only time** you may report an out of range test score is if the student has tested out of range consecutively for two times on initial testing (pre)
- Report the lower of the two scores,
- Place student according to the lower of the two scores,
- Monitor student and use teacher evaluation when post testing

# When do you posttest with a More Difficult TABE Level?

- When a student reaches the high range on a level of TABE, you need to posttest on the next level.
- This can help prevent testing out-of-range.

## TABE Levels and Content Range

| Level | Content Range |
|-------|---------------|
| L     | 0- 1.9        |
| E     | 2 – 3.9       |
| M     | 4.0 – 5.9     |
| D     | 6.0 – 8.9     |
| A     | 9.0 – 12.9    |

## Retesting with TABE

| Level and score of Pretest | Posttest Level |
|----------------------------|----------------|
| E 0 – 3.9                  | E              |
| E above 4.0                | M              |
| M 2.0 – 5.9                | M              |
| M Above 6.0                | D              |
| D 4.0 – 8.9                | D              |
| D Above 9.0                | A              |
| A                          | A              |

## Retesting with TABE

| Level/score    | Posttest     |              |                      |
|----------------|--------------|--------------|----------------------|
| <u>Pretest</u> | <u>Level</u> | <u>Level</u> | <u>Content Range</u> |
| E 0 – 3.9      | E            | L            | 0- 1.9               |
| E above 4.0    | M            | E            | 2 – 3.9              |
| M 2.0 – 5.9    | M            | M            | 4.0 – 5.9            |
| M Above 6.0    | D            | D            | 6.0 – 8.9            |
| D 4.0 – 8.9    | D            | A            | 9.0 – 12.9           |
| D Above 9.0    | A            |              |                      |
| A              | A            |              |                      |

***TABE has a standard deviation of + or – 2 GEs***

## GED – Out of Range Scores

- Student is an ABE student and post-tests on D level above 9.0 and less than 10.9
  - Student may enter GED prep
- Student is an ABE student and post-tests on D level at or above 11.0
  - Student must be retested on Level A
- Student is an ABE student and post-tests on A level at or above 9.0
  - Student may enter GED prep



## CTE Out-of-Range Scores

- Student is a CTE student with 9.0 basic skills requirements and tests on D level above 9.0 and less than 10.9
  - Score may be reported and student reported as completer
- Student is a CTE student with 9.0 basic skills requirements and tests on D level at or above 11.0.
  - Student must be retested on A level.

## Scenario

- Maria was given the locator test as part of entry into the GED program. She was given the D level of the test and scored 12.0. Can she be enrolled in the GED prep program using this score?
  - No
  - She must be retested on the A level in order to have an in range score

## Scenario

- Al was given the locator test and was given the M level as his initial test. He scored 1.6 and was retested on the E level of the test and he scored 6.1. What do you do?
  - You would report the 1.6 score and place him in Beginning Basic
  - Teacher would provide evaluation of Al to determine which level of test to use for the post test

## Scenario

- Alicia has been in the ABE Beginning Basic course for at least 60 hours. She was initially tested with 9M and scored a 2.5. She is post tested on 10M and scores a 1.7. What do you do?
  - You have already have an in range test score (2.5) from the initial testing, so there is no need to retest.
  - You would continue instruction in the ABE Beginning Basic course until Alicia post tests at or above 4.0 on the M level of the test.

## Scenario

- Charlie has had 60 contact hours in the ABE Intermediate High class and is doing well. He is post-tested with the 9D Level in Reading and scores 11.9. Is the score in range?
  - No
- Can you earn the LCP for Charlie?
  - No
- Would you need to retest Charlie?
  - Yes
- On what level?
  - A

# Questions?