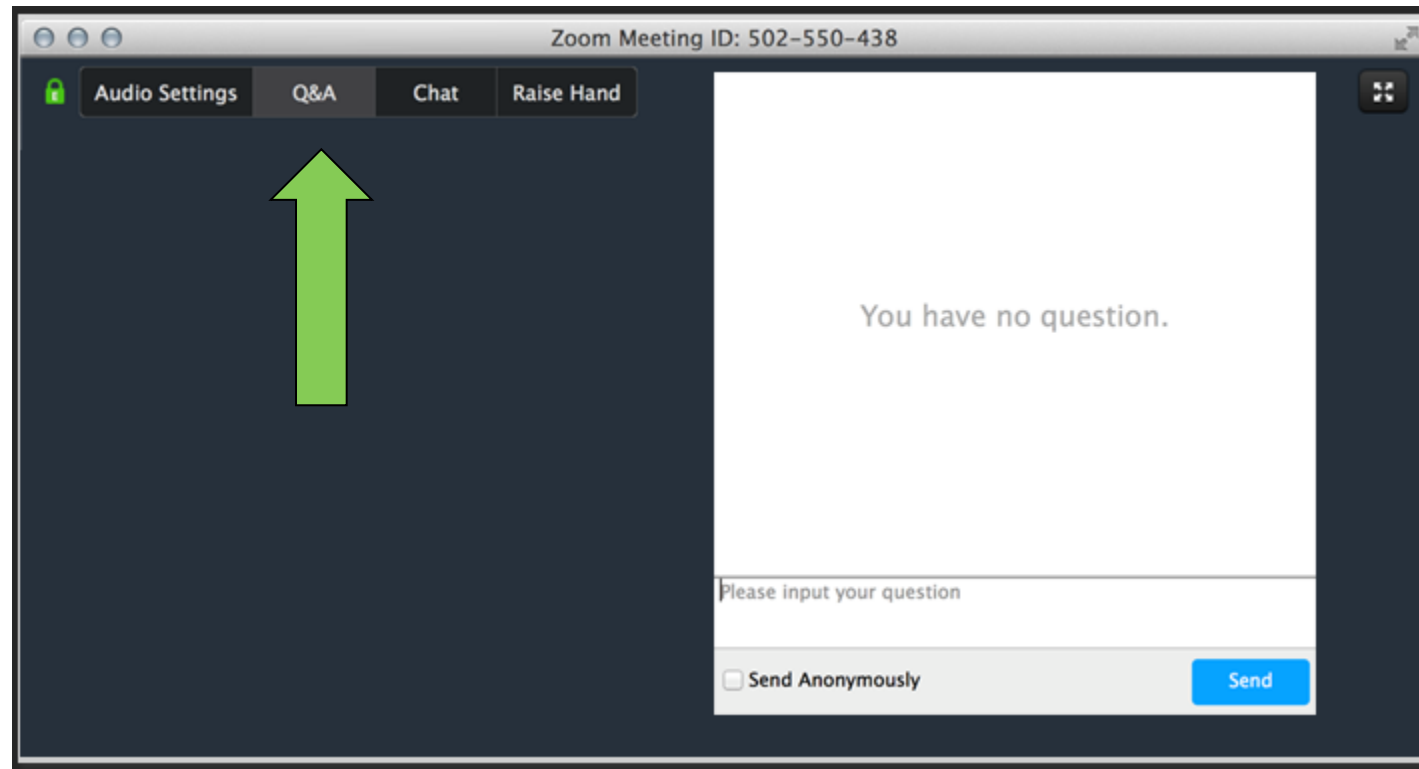# TABE 11/12

## Testing Best Practices and Resources

- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.
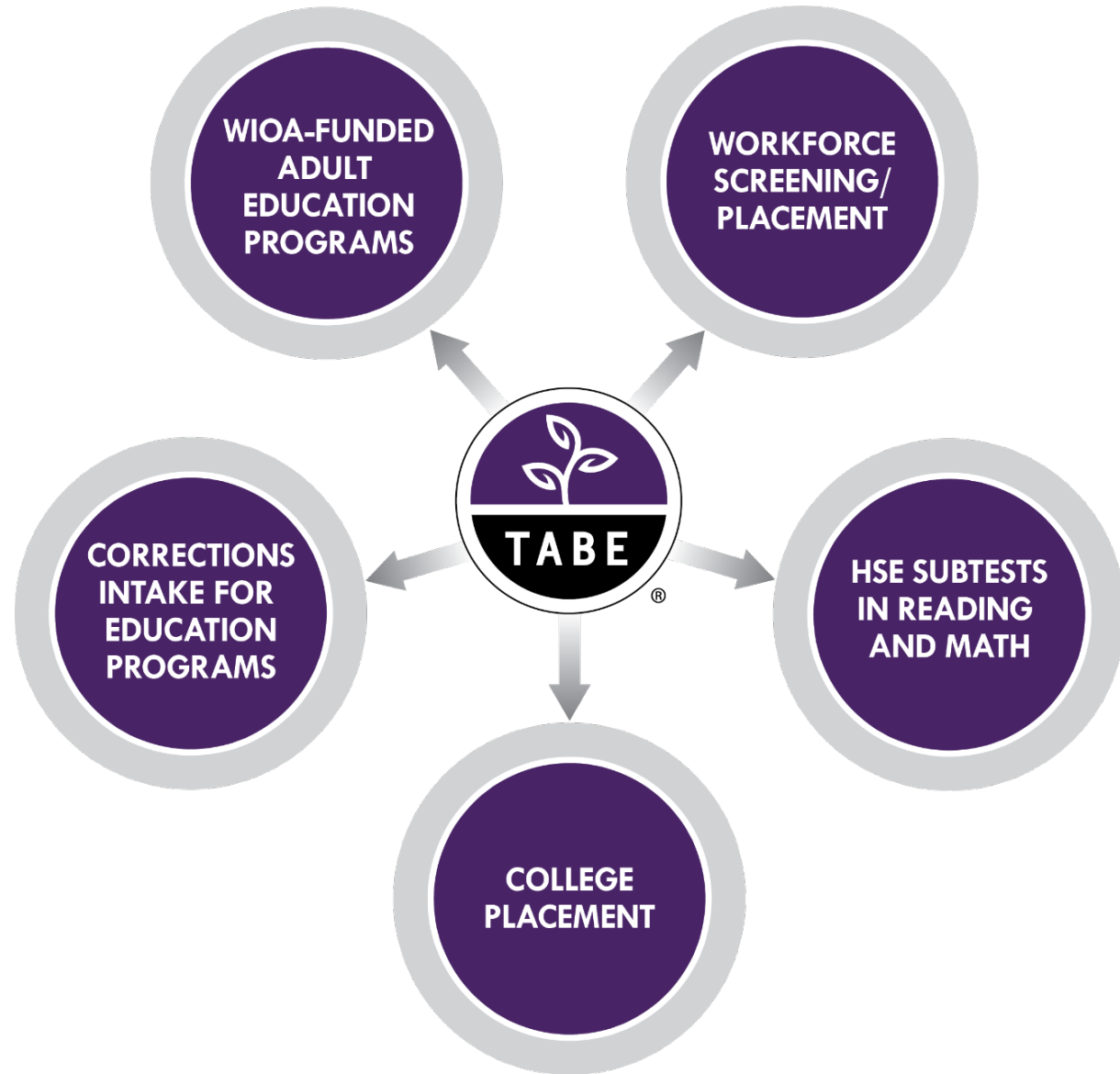
# DRC Adult Assessments

**TABE 11/12**

- Paper or Computer-based (Insight)
- Federally-approved through June 30, 2024 for Reading, Math and Language
- Only assessment fully approved in all 3 content areas by the US Dept of Education

**TABE CLAS-E**

- Paper or Computer-based (Insight)
- Federally-approved through June 30, 2023
- New NRS approval planned in early 2023

# TABE
# Multiple Uses

# TABE Workforce Readiness

- Planned for early Fall 2022
- Aligning to Dept of Labor O*Net Bright Outlook Jobs
- Partnership with MetaMetrics to align TABE Reading and Math to Lexile and Quantile Scores
- Provides new normed data for Grade Equivalents

# TABE Workforce Candidate Search DRAFT

## TABE® WorkForce Portal

Sign in to search the TABE® WorkForce Portal for in demand careers.

Administration *
Please select

District *
Please select

School *
Please select

Student ID *

First Name *

Last Name *

Session
Please select

Content Area
Please select

{ label } *
◯ TABE Scale Score Measures for Career
◯ Lexile®/Quantile® Measure for Career

Search

# TABE Workforce Candidate Search



**TABE® Scale Score Search**

Location: Drc Beacon - Beacon Sample District

Change Site    Clear

Show Filters    Clear Filters    Find Students ⌄    🔍    Showing all results

| ☐ | Last Name ↕ | First Name ↕ | Student ID ↕ | Date of Birth ↕ |
|---|---|---|---|---|
| ☐ | Bower | Jonathan | 03389483 | 2/22/2006 |
| ☐ | Lowery | Mike | 93948274 | 3/3/2006 |
| ☐ | Hammond | Reggie | 39284793 | 1/10/2006 |
| ☐ | McClain | John | 39834922 | 11/11/2006 |
| ☐ | Stark | Tony | 98736134 | 3/16/2006 |
| ☐ | Banner | David | 52638024 | 4/15/2006 |
| ☐ | Wayne | Bruce | 29393874 | 6/8/2006 |
| ☐ | Ward | Charlie | 84793203 | 4/25/2006 |
| ☐ | Isley | Harrold | 76726537 | 10/21/2006 |
| ☐ | Cleaner | Mitch | 38948473 | 12/25/2006 |

Items per page: 10 ⌄    Total 48 items    1 ⌄    of 1 page    ‹    ›

# TABE Workforce Career Search DRAFT

**Mike Johnson TABE® Dashboard**
**Location:** Brooklyn, Kings County

← Back to Roster

The TABE® Career Database helps career reps to identify the reading demands needed for a entry into a desired career to inform goal setting. To begin, select a Field and/or Career then click the Search button. The entry-level Lexile measure ranges, national and regional career information, and additional descriptions of the career will be shown

**Field ***
Architecture and Construction ⌄

**Career ***
Electrical Power-Line Installers and Repairers ⌄

Search

## Electrical Power-Line Installers and Repairers

### Job Overview

**Summary**

Install or repair cables or wires used in electrical power or distribution systems. May erect poles and light or heavy duty transmission towers.

🎓 **Preferred Education Level**

- High School Graduate

🎓 **Preferred Experience**

- Mechanical
- Customer and Personal Service
- Physic

# TABE Workforce Score Chart Search DRAFT

## TABE® Scale Score Range

**Summary**

Reading target for Electrical Power Line Installers and Repairer is 616 and target for Mathematics is 576.



Chart: TABE® Scale Score Range showing Reading and Mathematics scores.

Reading — Target: 616, Your TABE® Score: 605
Mathematics — Target: 576, Your TABE® Score: 605

Legend: ● Target  ● Your TABE® Score
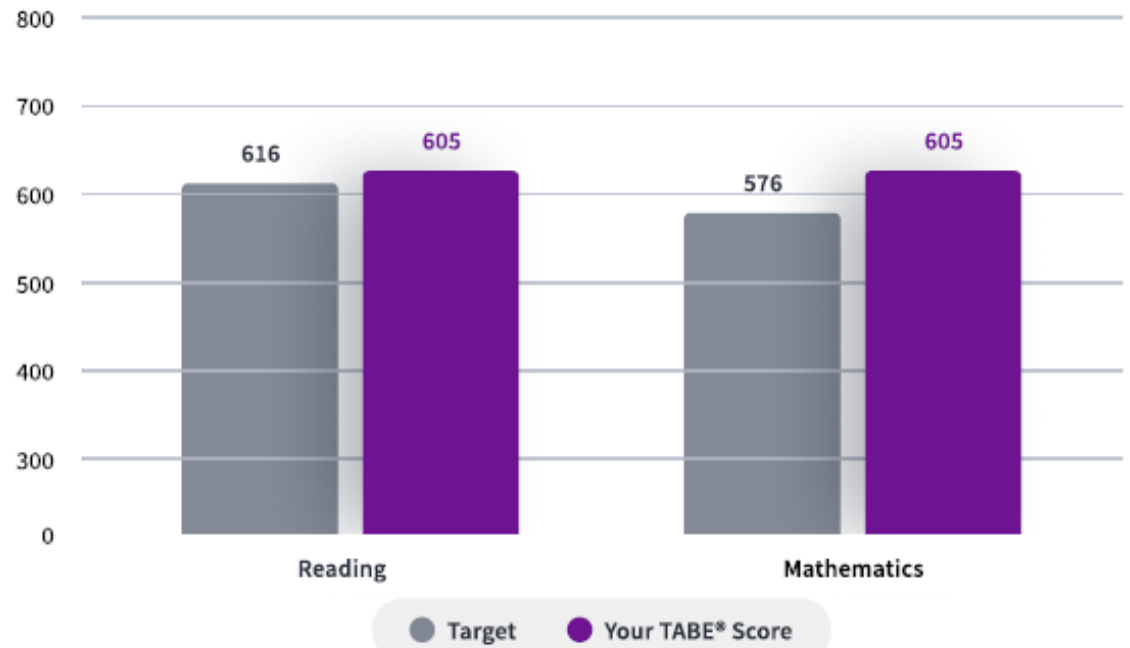
# TABE Workforce Lexile/Quantile Chart DRAFT

## Lexile® and Quantile® Measures for Career

**Summary**

Lexile and Quantile measures for careers indicate the reading and mathematics demand encountered in the first years of a new job, including specific training or education needed. The target Lexile measure for Electrical Power Line Installer and Repairer is 1140L and the target Quantile measure is 1020Q.

**Quantile® Scale**

| | Target | Your Quantile® Measure |
|---|---|---|
| 2000Q | | |
| 1600Q | | |
| 1200Q | 1020Q | |
| 800Q | | |
| 400Q | | |
| 0Q | | |

**Lexile® Scale**

| | Target | Your Lexilte® Measure |
|---|---|---|
| 2000L | | |
| 1600L | | |
| 1200L | 1140L | |
| 800L | | |
| 400L | | |
| 0L | | |
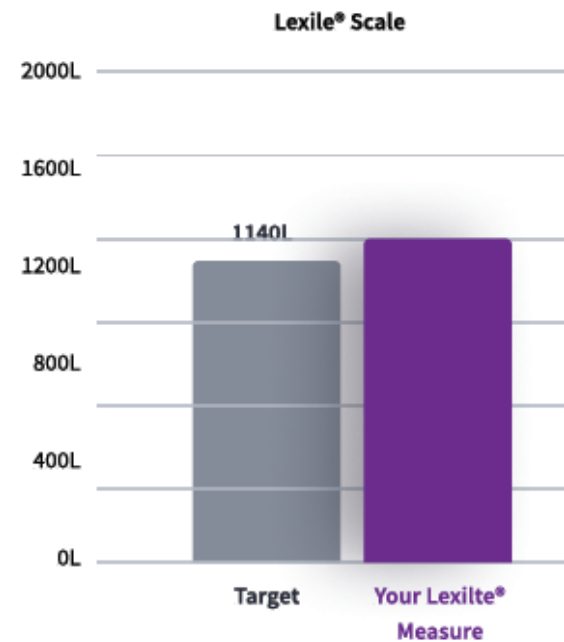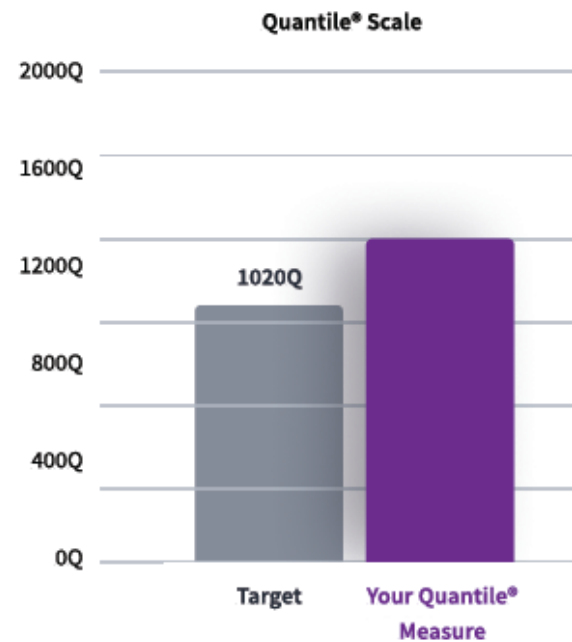
# TABE Workforce Portal – Tasks and Related Careers

## Additional Information

### Key Tasks

- Adhere to safety practices and procedures, such as checking equipment regularly and erecting barriers around work areas.
- Test conductors, according to electrical diagrams and specifications, to identify corresponding conductors and to prevent incorrect connections.
- Open switches or attach grounding devices to remove electrical hazards from disturbed or fallen lines or to facilitate repairs.

### Technical Skills

- **Electronic mail software** - Email software; Microsoft Outlook
- **Spreadsheet software** - Microsoft Excel
- **Office suite software** - Microsoft Office
- **Word processing software** - Microsoft Word

| Job Title | Bright Outlook | Median Pay | Education Required |
|---|---|---|---|
| Millwrights | ✓ | $57,260 | High School Graduate (12 years) |
| Elevator and Escalator Installers and Repairers | ✓ | $88,540 | High School Graduate (12 years) |
| Commercial Divers | ✓ | $54,800 | Associate's Degree (14 years) |
| View all Field of Study/Careers | | | |

# TABE Workforce Portal – O*NET Career Data

## National Comparison

### Median Pay

| Annually | Hourly |
|----------|--------|
| $75,030 | $36.07 |

Higher than median pay of related careers

---

### Projected Career Growth

2019-2029

## 2% Increace

Slower than average.

---

### Projected Career Openings

2019-2029

## 8,900 Jobs

Higher than median job openings of related careers

### View Career Information by State

Select State ⌄
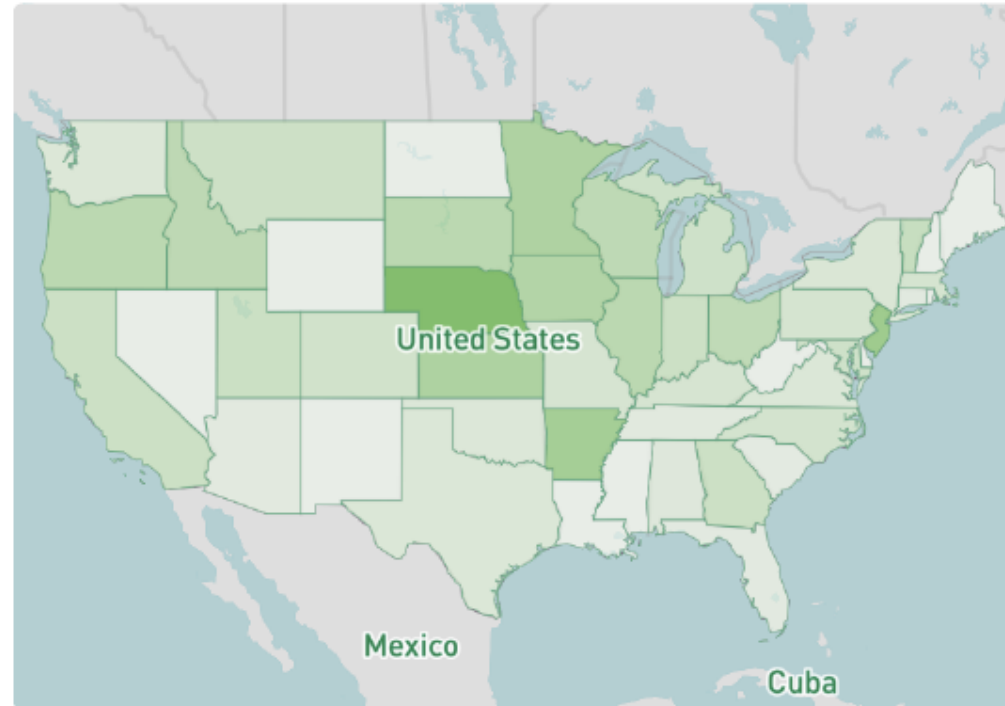


Low ▬▬▬▬ High

# TABE Workforce Portal – Phase 2 Growth Planner

## TABE® Growth Planner

Phase 2 WorkForce Portal Development: Allow Adult Tester to select four Careers within a Cluster of Careers. Allows for WorkForce Representative to speak to current TABE® Scale Score and where the Adult Tester maps to with selected Career Cluster.

**TABE® Reading Scale Score**

584

**TABE® Mathmatics Scale Score**

605

**Digital Curriculum Partners**

Aztec

Kentucky Education Television (KET)

Essential Education

New Readers Press

**TABE® Reading Progress**

You have xxx to go.          Target

0        800

584
Your are here

**TABE® Math Progress**

You have xxx to go.          Target

0        800

605
Your are here
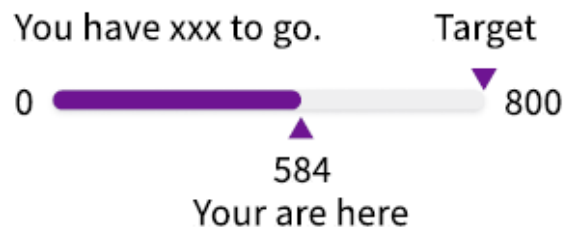
- **TABE DRC INSIGHT Portal – General Information > Documents**

  - DRC INSIGHT Documentation

  - TABE Online Training Videos

  - TABE 11&12 Scoring Guide

  - Test Administration Manual

  - Test Directions

- **TABETest.com (under *Resources*)**

  - Sample Practice Items

  - Objective Structure

  - Test Blueprints

  - Online Tools Training

  - Accommodation Guidelines

  - HSE Concordance

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*Visit*
**tabetest.com**
*for all updates and info*

# TABE Offline Digital Testing Overview

- Easy to use for TABE administrators
- **Easy to use for students with little or no experience testing on computers**
- Pilot with Windham School District - Texas Corrections in 2020
  - 97% reduction in staff time over paper testing
- Students test on **non-internet connected computers**
- Responses are uploaded to TABE Portal for scoring and reporting
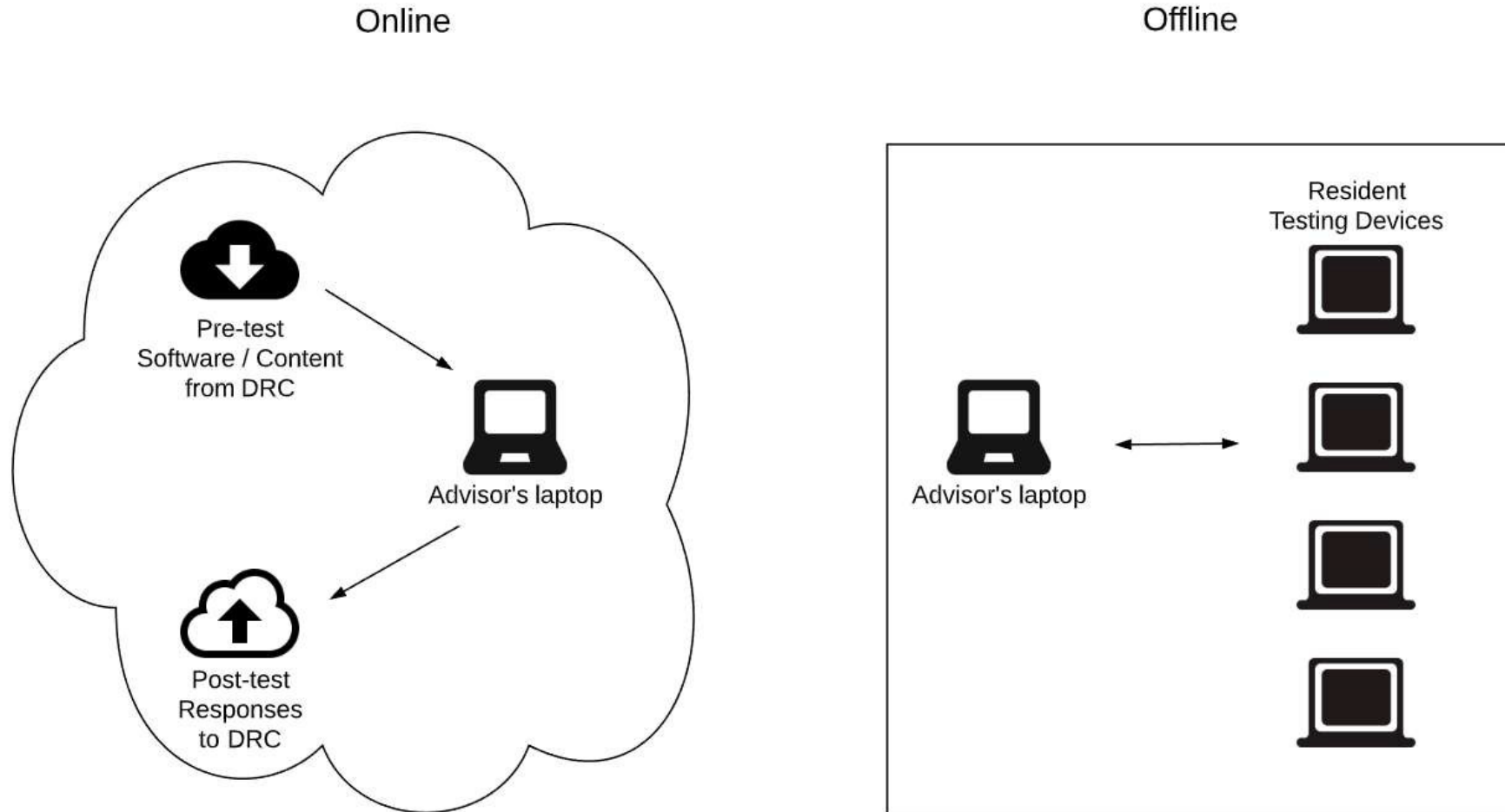
DATA RECOGNITION
DRC
CORPORATION

# TABE Offline Digital Testing Overview

# TABE Offline Digital Test
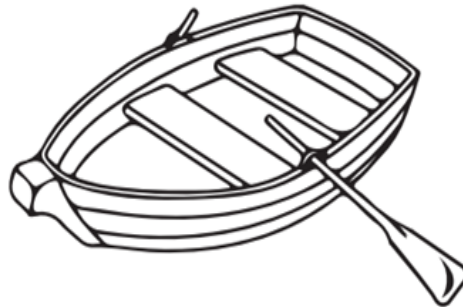
# TABE Reports

- TABE 11&12 Individual Profile

- TABE 11&12 Individual Portfolio

- TABE 11&12 Locator Report

- TABE 11&12 Bulk Export (state-level option)

- TABE 11&12 Roster Group Report

- TABE 11&12 Local Exporting (local option)

# Individual Profile

**Individual Profile:** STUDENT, SAMPLE

**Report Criteria**

| | | | |
|---|---|---|---|
| ID: | 12345 | State: | |
| Test Name: | TABE 11 ALL | District: | SAMPLE DISTRICT |
| Report: | ALL | School: | SAMPLE SCHOOL |
| Report Date: | 10-18-2019 | | |

| Test Results | Test Date | Level | Number of Points | | Items Attempted | Scale Score | SEM | NRS Level | MSG |
|---|---|---|---|---|---|---|---|---|---|
| | | | Total | Obtained | | | | | |
| Reading | 10/25/2018 | M | 47 | 44 | 40 | 575+ | 52 | 4 | Y |
| Mathematics | 10/26/2018 | M | 39 | 31 | 35 | 570 | 20 | 4 | Y |
| Language | 10/26/2018 | M | 39 | 30 | 35 | 552 | 19 | 4 | N |

If a student scores more than one NRS level above the targeted level, then a (+) sign will appear next to the scale score and their score will be set to the highest possible scale score, which is one above the targeted level. In this case, students may want to test with a higher TABE test in order to better assess their ability.

Scale scores with a minus (-) sign next to them are indicators that the student performed at the lower end of the performance range of that level of TABE and the student will likely need to have extended instruction to be ready to demonstrate an NRS Gain on a post test.

The Measurable Skills Gain (MSG) is designed to measure interim progress made by students during an academic year. N denotes the student either did not have enough data to measure a gain or did not receive a gain; and Y denotes the student received an MSG in the academic year.

| Performance on Domains | Number of Items | Number of Points | | Performance Category | | |
|---|---|---|---|---|---|---|
| | | Total | Obtained | Non-Proficiency | Partial Proficiency | Proficiency |
| **Reading** | | | | | | |
| Key Ideas and Details | 18 | 18 | 17 | | | ✓ |
| Craft and Structure | 17 | 20 | 19 | | | ✓ |
| Integration of Knowledge and Ideas | 5 | 9 | 8 | | | ✓ |
| **Mathematics** | | | | | | |
| Measurement and Data | 6 | 6 | 5 | | | ✓ |
| Numbers and Operations - Fractions | 7 | 7 | 5 | | ✓ | |
| Numbers and Operations - Base Ten | 5 | 6 | 5 | | ✓ | |
| Operations and Algebraic Thinking | 4 | 5 | 5 | | | ✓ |
| Geometry | 4 | 6 | 5 | | | ✓ |
| Expressions and Equations | 4 | 4 | 2 | | ✓ | |

# Individual Profile

**Individual Profile:** STUDENT, SAMPLE

**Report Criteria**

| | | | |
|---|---|---|---|
| ID: | 12345 | State: | |
| Test Name: | TABE 11 ALL | District: | SAMPLE DISTRICT |
| Report: | ALL | School: | SAMPLE SCHOOL |
| Report Date: | 10-18-2019 | | |

| FORM | DOMAIN | PERFORMANCE | DEMONSTRATED SKILLS | AREAS FOR NEXT FOCUS |
|---|---|---|---|---|
| **M** | **Reading** | | | |
| | Key Ideas and Details | Proficiency | • Summarize an informational text <br> • Identify the main idea of a very complex text <br> • Make an inference connecting ideas in a text <br> • Make an inference based on a section of text <br> • Use details to support inferences regarding connections in a text | • Support an inferred central idea with evidence from a moderately complex text <br> • Make distinctions between ideas in a moderately complex text <br> • Analyze the connections among ideas in a very complex text <br> • Use evidence to support the analysis of connections among ideas in a very complex text |
| | Craft and Structure | Proficiency | • Describe the structure of multiple paragraphs of a moderately complex text <br> • Describe the structure of a section of very complex text (technical document) <br> • Describe the structure of very complex text <br> • Use evidence to support comparisons of the structure of moderately to very complex texts <br> • Use evidence to support the comparison of points of view across multiple texts on the same topic | • Analyze the function of a text feature <br> • Determine the point of view of a moderately-very complex text <br> • Use evidence to support the determination point of view <br> • Determine authors' purposes across complex texts |
| | Integration of Knowledge and Ideas | Proficiency | • Explain the author's use of evidence to support an idea in very complex text <br> • Use evidence to support the explanation of an author's point about a text <br> • Use text evidence from multiple texts to support the use of quantitative information <br> • Use multiple pieces of evidence to support the explanation of an author's point about a text | • Determine the relevance of evidence use to support a claim <br> • Compare claims made across texts and support comparison with multiple pieces of evidence |

# TABE CLAS-E Online Individual Report

**Individual Profile:** Molly Corcoran

TABE CLAS–E ONLINE

## REPORT CRITERIA

| | |
|---|---|
| ID: | State: MN |
| Report Date: 04/02/2020 | District: SAMPLE ADULT TEST CENTER |
| Test Name: TABE CLAS-E | School: SAMPLE ADULT TEST CENTER |

## TEST RESULTS

| Skill Area | Test Date | Level/Form | Points Possible | Number Correct | Scale Score | NRS Level |
|---|---|---|---|---|---|---|
| Reading | 02/29/2020 | 1/A | 25 | 24 | 482 | 3+ |
| Listening | 03/01/2020 | 4/A | 25 | 1 | 350 | 1 |
| Writing | 03/26/2020 | 4/A | 36 | 23 | 509 | 4 |
| Speaking | 02/29/2020 | 1/A | 108 | 37 | 406 | 1 |
| Grammar | | | 39 | 13 | 146 | |
| Meaning | | | 45 | 15 | 169 | |
| Appropriateness | | | 24 | 9 | 91 | |
| **Total Reading/Writing** | | | 61 | 47 | 496 | 3+ |
| **Total Listening/Speaking** | | | 133 | 38 | 378 | 1 |

* For composite scores to be computed for Total Reading/Writing or Total Listening/Speaking both skill areas for the composite need to be the same level.

## NRS LEVEL DESCRIPTION

| Level | Description |
|---|---|
| 1 | Beginning ESL Literacy |
| 2 | Low Beginning ESL |
| 3 | High Beginning ESL |

| Level | Description |
|---|---|
| 4 | Low Intermediate ESL |
| 5 | High Intermediate ESL |
| 6 | Advanced ESL |

## PERFORMANCE ON DOMAINS

| Domains | Score | Performance Category | | | Percent Correct |
|---|---|---|---|---|---|
| | | Non-Proficiency | Partial Proficiency | Proficiency | |
| **Reading** | | | | | |
| Quantitative Literacy | 4/4 | | | ✓ | 100 |
| Read Words | 8/8 | | | ✓ | 100 |
| Reading Comprehension | 12/13 | | | ✓ | 92 |
| Subtest Average | | | | | 96 |
| **Listening** | | | | | |
| Quantitative Literacy | 1/4 | ✓ | | | 25 |
| Listen for Information | 0/7 | ✓ | | | 0 |
| Interpersonal Skills | 0/8 | ✓ | | | 0 |
| Interpret Meaning | 0/6 | ✓ | | | 0 |
| Subtest Average | | | | | 4 |

# TABE CLAS-E Online Individual Report

**DATA RECOGNITION DRC CORPORATION**

TABE CLAS–E ONLINE

## REPORT CRITERIA

| | |
|---|---|
| ID: 1234567890 | State: MN |
| Report Date: 04/05/2021 | District: SAMPLE ADULT TEST CENTER |
| Test Name: TABE CLAS-E | School: SAMPLE ADULT TEST CENTER |

| LEVEL/ FORM | DOMAIN | PERFORMANCE | DEMONSTRATED SKILLS | AREAS FOR NEXT FOCUS |
|---|---|---|---|---|
| 1/A | **Reading** | | | |
| | Quantitative Literacy | Proficiency | • Recognize the price of an item in word form given the standard form of the price (under twenty-five dollars) | • Recognize the price of an item in standard form given the word form of the price<br>• Understand and use terms related to currency<br>• Understand and use ordinal numbers |
| | Read Words | Proficiency | • Understand the meaning of common prepositions<br>• Comprehend vocabulary in varied situations<br>• Use understanding of basic vocabulary to group similar objects<br>• Comprehend context in order to supply missing information in a brief, familiar text | • Describe the location of objects presented on a map<br>• Derive meaning from related pieces of information<br>• Understand stated details presented in a simple table<br>• Understand stated details in a simple text |
| | Reading Comprehension | Proficiency | • Inconsistently describe the location of objects presented on a map<br>• Inconsistently derive meaning from related pieces of information<br>• Inconsistently understand stated details presented in a simple table<br>• Inconsistently understand stated details in a simple text<br>• Understand stated details presented in a simple table<br>• Make basic inferences based on information in a simple text<br>• Describe the location of objects presented on a map<br>• Inconsistently identify the order of information within a text | • Understand stated details presented in a simple table<br>• Make basic inferences based on information in a simple text<br>• Describe the location of objects presented on a map<br>• Identify the order of information within a text |
| LEVEL/ | DOMAIN | PERFORMANCE | DEMONSTRATED SKILLS | AREAS FOR NEXT FOCUS |

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# TABE 11&12 and CLAS-E Updates

# Updates and Planning

## TABE 11/12 Writing

- Released February 1, 2021
- In-person testing only, not available via Remote Proctoring/Public Browser access
- NRS approval expected late in 2023
- Applicable for Levels M, D or A.
- One level, no Locator used

## TABE 11/12 Off-line

- Digital version of Paper Test
- Available now

## TABE 11/12 HSE White Paper

- Concordance Report on TABE to HSE tests
- Posted to TABEtest.com

## TABE CLAS-E Forms C&D Paper and Online

- Updated from current forms A&B
- Seeking NRS approval Fall 2022

## TABE CLAS-E Reports and Data

- Updated and additional reports released Summer 2021
- Auto-Locator added Summer 2021
- CLAS-E Individual Skills Data – August 2022

## Ability to Benefit approval for TABE 11/12

- Pending US Dept of Education approval
- Allow students to apply for Financial Aid for Post Secondary enrollment prior to HSE
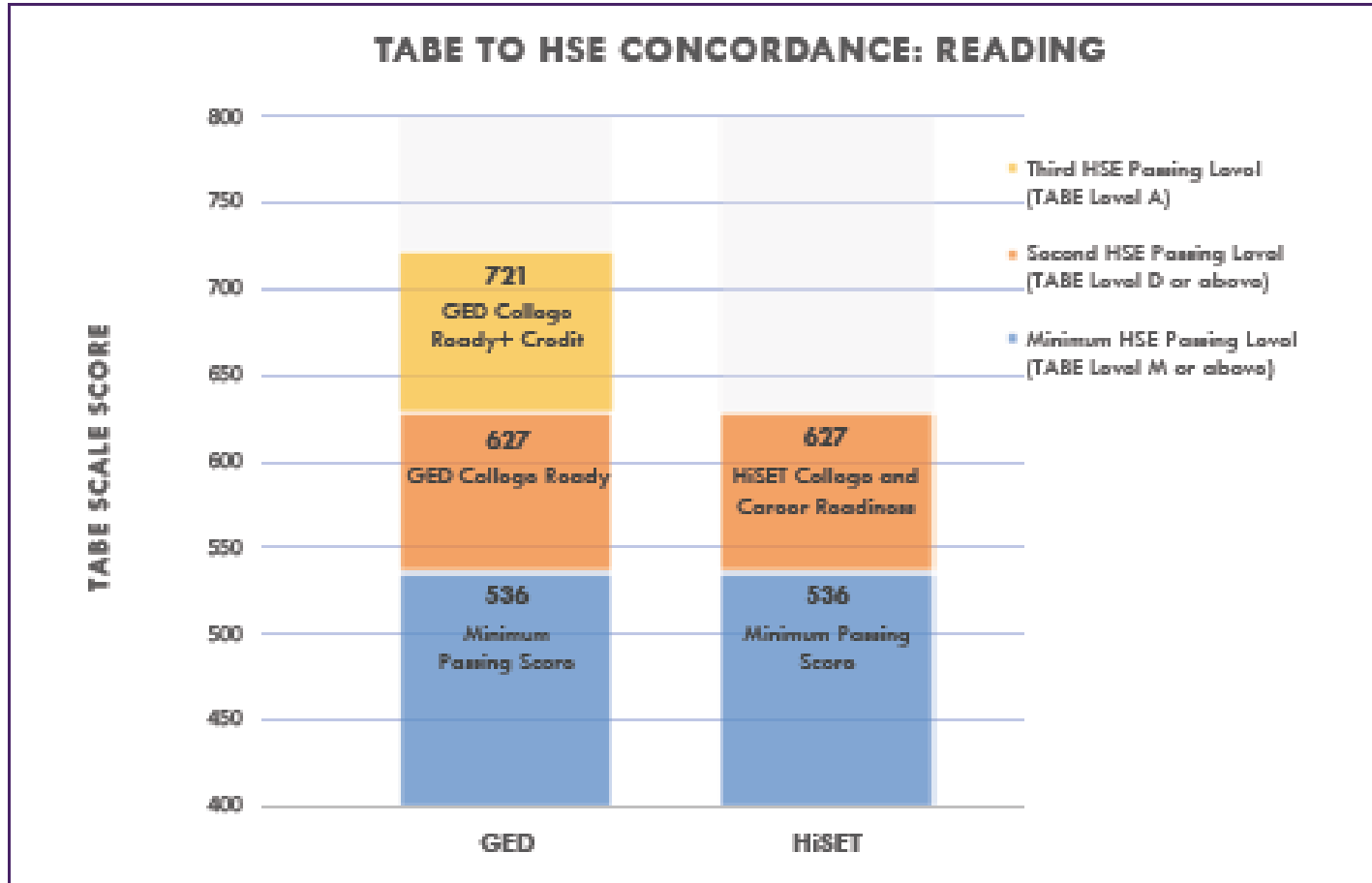
# TABE and High School Equivalency

TABE and High School Equivalency (HSE) Tests are aligned to the College and Career Readiness Standards (CCRS)

TABE 11/12 was designed to support a pathway to High School Equivalency and beyond

In states where adult learners are tested multiple times, is it necessary to require all subjects of a High School Equivalency test where TABE is being used?

- TABE can help support an alternate path to fulfill those state requirements

- Depending on the level of TABE, states using this assessment have already assessed many of the same content areas and standards

# TABE and HSE Concordance



**TABE TO HSE CONCORDANCE: READING**

TABE SCALE SCORE

- Third HSE Passing Level (TABE Level A)
- Second HSE Passing Level (TABE Level D or above)
- Minimum HSE Passing Level (TABE Level M or above)

GED:
- 721 GED College Ready+ Credit
- 627 GED College Ready
- 536 Minimum Passing Score

HiSET:
- 627 HiSET College and Career Readiness
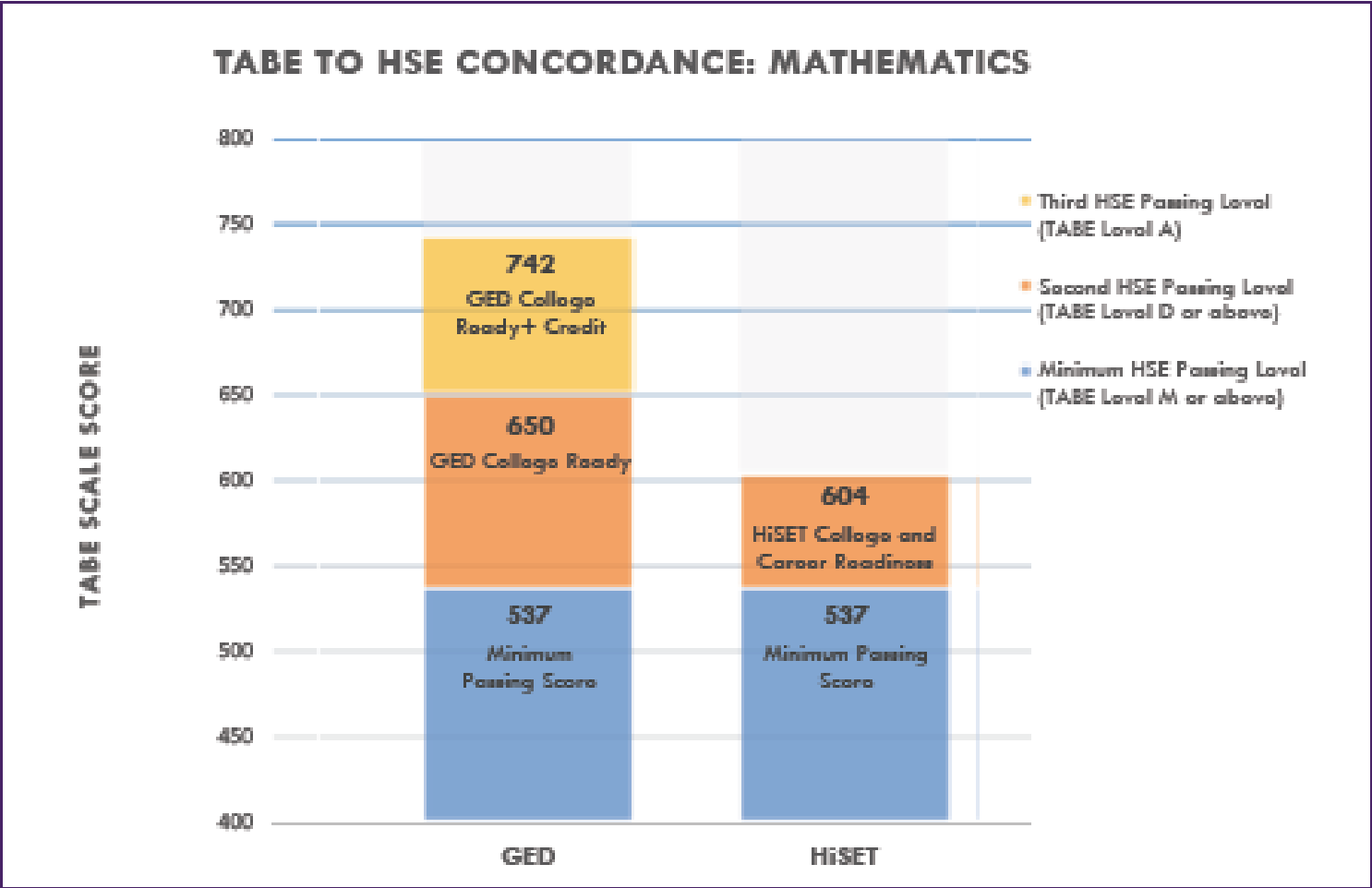- 536 Minimum Passing Score

Note: The TABE scale score concordance scores are based on the following passing scores from each HSE vendor:

Minimum HSE Passing Scores (Reading): GED (145), HiSET (8)

Second Level HSE Passing Scores (Reading): GED College Ready (165), HiSET College and Career Readiness (15)

Third Level HSE Passing Scores (Reading): GED College Ready+ Credit (175)

# TABE and HSE Concordance



**TABE TO HSE CONCORDANCE: MATHEMATICS**

TABE SCALE SCORE

GED:
- 742 — GED College Ready+ Credit
- 650 — GED College Ready
- 537 — Minimum Passing Score

HiSET:
- 604 — HiSET College and Career Readiness
- 537 — Minimum Passing Score

Legend:
- Third HSE Passing Level (TABE Level A)
- Second HSE Passing Level (TABE Level D or above)
- Minimum HSE Passing Level (TABE Level M or above)

Note: The TABE scale score concordance scores are based on the following passing scores from each HSE vendor:

Minimum HSE Passing Scores (Mathematics): GED (145), HiSET (8)

Second Level HSE Passing Scores (Mathematics): GED College Ready (165), HiSET College and Career Readiness (15)

Third Level HSE Passing Scores (Mathematics): GED College Ready+ Credit (175)

# TABE Grade Ranges

- The new TABE Workforce Portal research also included data for aligning TABE scores to nationally normed Lexile and Quantile Levels.

- The result will be a new TABE Grade Range Alignment Report that will be posted to TABEtest.com within the next few weeks.

- The new alignment data will also be shared with FL DOE to better align CTE and other programs with the correct TABE scores.

# Give IPDAE Your
# Feedback!

# Thank You!

## Mike Johnson

[mjohnson@datarecognitioncorp.com](mailto:mjohnson@datarecognitioncorp.com)

866-282-2250 TABE Support

tabetest.com