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INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Breaking Down the TABE 11/12 Language Test

www.floridaipdae.org

This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

Welcome!

Maria Gutierrez
Miami-Dade County Public Schools, Administrator

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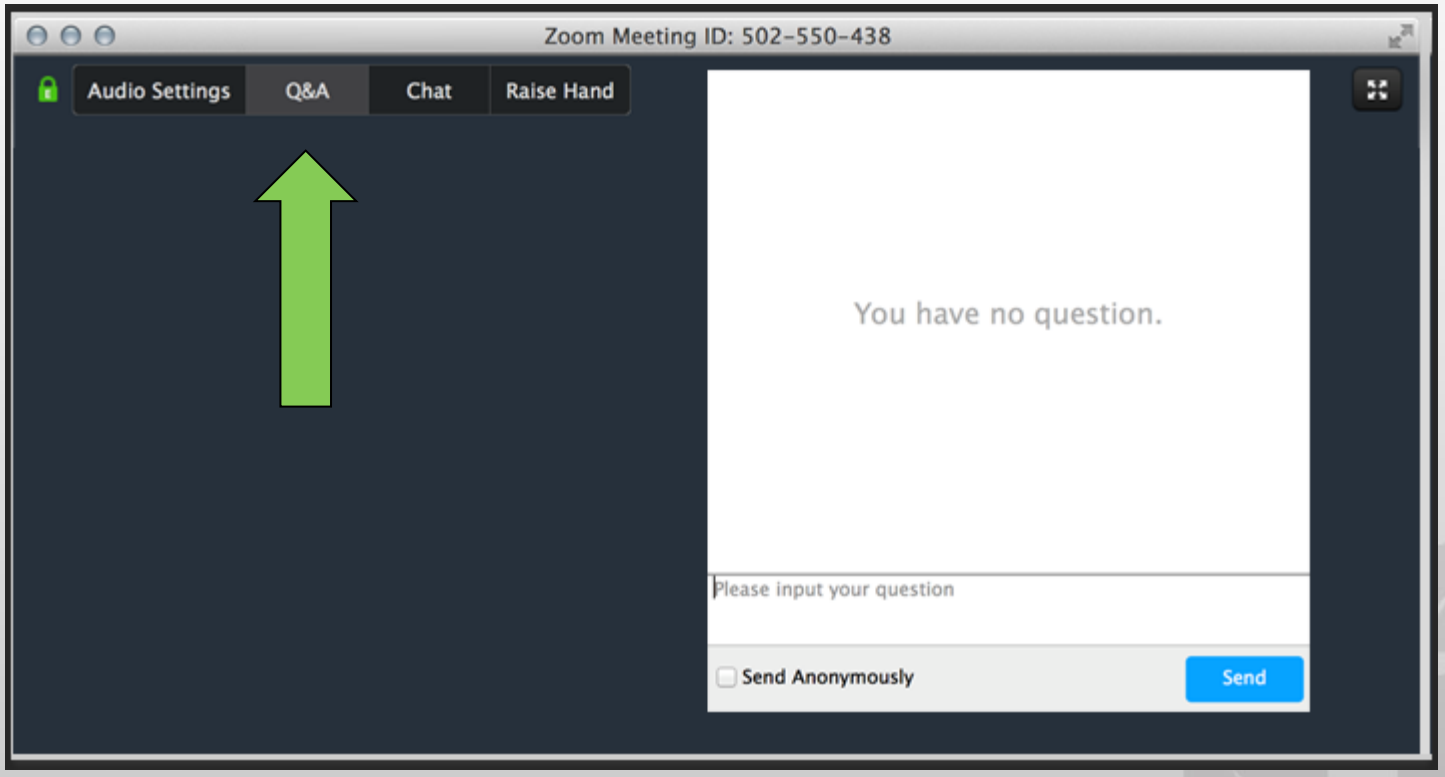
Things to Remember

- 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.

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Training Objectives:

In this session, we will break down the TABE 11/12 Language Test and set the stage for developing an effective routine for your ABE class which will incorporate student data, lesson planning, curriculum resources, classroom instruction, and post-testing.

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As we break down the Language Test, we will take a look at the following:

- TABE 11/12 Language At-A-Glance
- Overview of the 4 domains and anchor standards for language
- Summary of language content covered in levels E through A
- Developing an Effective Routine for Your ABE Class
- Resources for Your Effective Routine
- Summary
- Q & A

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TABE 11/12 Language At-A-Glance

TABE 11/12 LANGUAGE

KEY
- L = Language
- W = Writing
- WHST = Writing for History/Social Studies, Scientific & Technical Subjects

	CONVENTIONS OF STANDARD ENGLISH	KNOWLEDGE OF LANGUAGE	VOCABULARY ACQUISITION & USE	TEXT TYPES & PURPOSES
E				
Domain %	48%		22%	30%
CCRS Language Strands	L		L	W
# Questions	19		7	9
# Anchor Standards	4		4	2
# Substandards	25		8	8
# TABE Skills	15		6	4
M				
Domain %	44%	5%	26%	25%
CCRS Language Strands	L	L	L	W
# Questions	17	2	6	10
# Anchor Standards	4	1	3	2
# Substandards	21	2	3	9
# TABE Skills	9	1	4	5
D				
Domain %	44%	10%	23%	23%
CCRS Language Strands	L	L	L	W/WHST
# Questions	18	4	4	9

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TABE 11/12 Language At-A-Glance

TABE 11/12 LANGUAGE

KEY
L = Language
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E	CONVENTIONS OF STANDARD ENGLISH	KNOWLEDGE OF LANGUAGE	VOCABULARY ACQUISITION & USE	TEXT TYPES & PURPOSES
Domain %	48%		22%	30%
CCRS Language Strands	L		L	W
# Questions	19		7	9
# Anchor Standards	4		4	2
# Substandards	25		8	8
# TABE Skills	15		6	4

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4 Domains:

Language Strand Domains

	Anchor
Conventions of Standard English	1, 2
Knowledge of Language	3
Vocabulary Acquisition & Use	4, 5, 6

Writing Strand Domain

	Anchor
Text Types & Purposes	1, 2

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Corresponding Anchor Standards

Language Strand Domains

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition & Use

CCR Language Anchor 1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR Language Anchor 2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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Language Strand Domains

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition & Use

CCR Language Anchor 3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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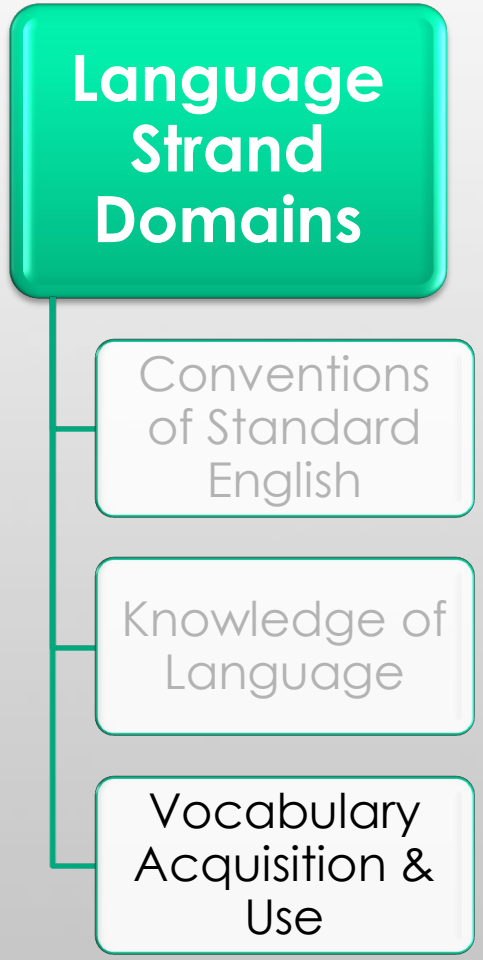

CCR Language Anchor 4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCR Language Anchor 5

Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

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Language Strand Domains

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition & Use

...continued

CCR Language Anchor 6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

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Writing Strand Domain

Text Types & Purposes

CCR Writing Anchor 1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCR Writing Anchor 2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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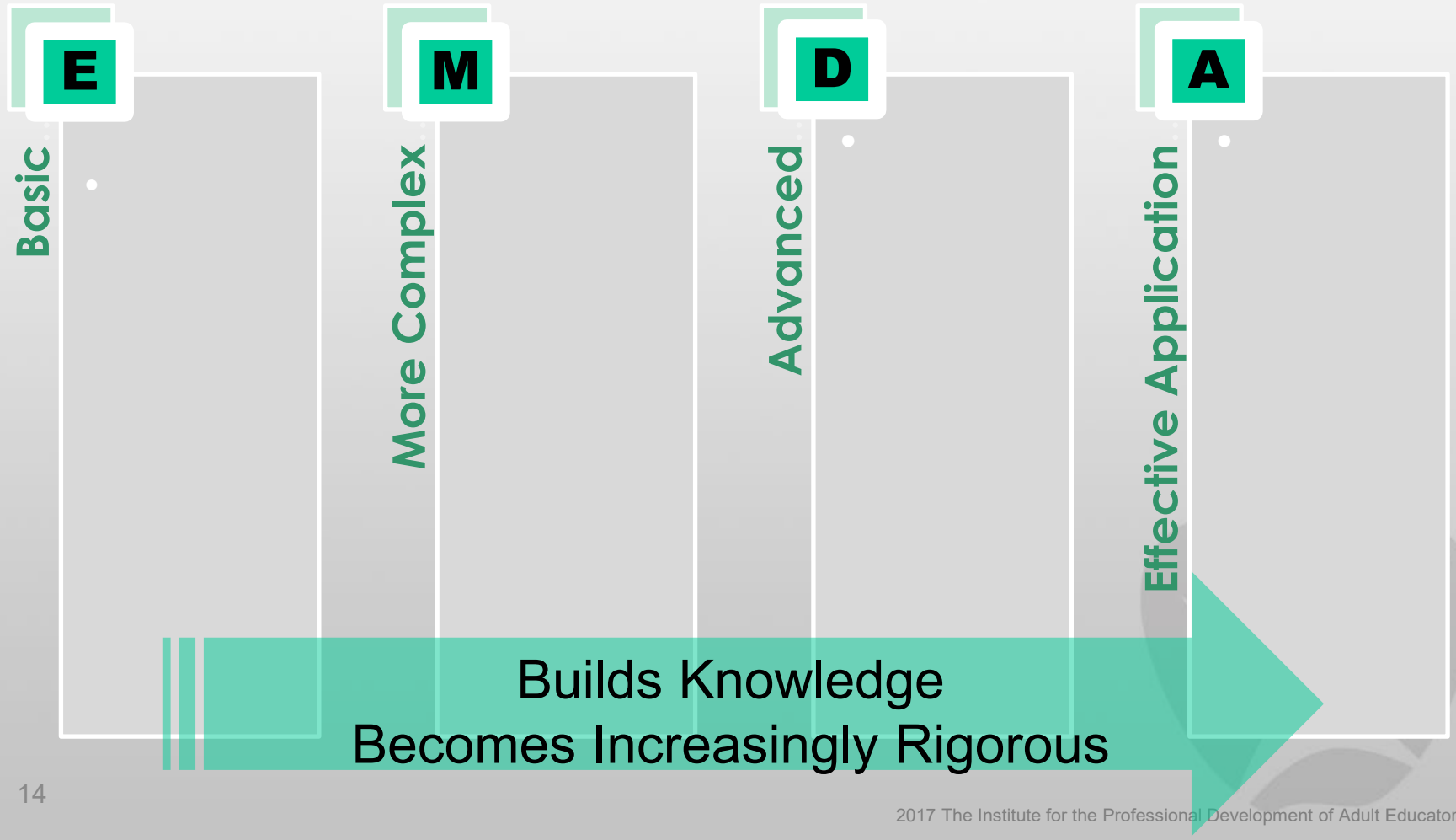
Language Content by Level



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Language Content Levels E-M-D-A

E M D A

- Basic capitalization
- Basic spelling
- Basic punctuation (including apostrophes)
- Common vocabulary words in simple and compound sentences
- Writing organization (opinion & informative texts)
- Paragraph development

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Language Content Levels E-M-D-A

E M D A

- More complex capitalization
- More complex punctuation
- More advanced understanding of English grammar and usage (relative pronouns, advanced verb formations and application, correlative conjunctions, prepositional phrases, modifiers, subject-verb agreement, sentence structure)
- Writing organized opinion and information texts with precise language

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Language Content Levels E-M-D-A

E M D A

- Advanced knowledge of punctuation
- Advanced knowledge of verbs
- Creating variety of sentence structures
- Expands on knowledge of sentences (fragments, run-ons)
- Real-world applications of writing
- Qualities of writing (formal style, tone, clarity)
- Writing well developed and supported arguments
- Emphasis on informational texts

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Language Content Levels E-M-D-A

E M D A

- Effective language use including parallel structure and creating meaning and effect with phrases and clauses
- Effective punctuation (including colons and semicolons)
- Evaluating writing (word application, organization, development, grammar, language mechanics, and arguments)
- Adding writing pieces in science and social studies disciplines

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TABE 11/12 Language At-A-Glance

TABE 11/12 LANGUAGE

KEY
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- WHST = Writing for History/Social Studies, Scientific & Technical Subjects

	CONVENTIONS OF STANDARD ENGLISH	KNOWLEDGE OF LANGUAGE	VOCABULARY ACQUISITION & USE	TEXT TYPES & PURPOSES
E				
Domain %	48%		22%	30%
CCRS Language Strands	L		L	W
# Questions	19		7	9
# Anchor Standards	4		4	2
# Substandards	25		8	8
# TABE Skills	15		6	4
M				
Domain %	44%	5%	26%	25%
CCRS Language Strands	L	L	L	W
# Questions	17	2	6	10
# Anchor Standards	4	1	3	2
# Substandards	21	2	3	9
# TABE Skills	9	1	4	5
D				
Domain %	44%	10%	23%	23%
CCRS Language Strands	L	L	L	W/WHST
# Questions	18	4	4	9
# Anchor Standards	6	2	2	2
# Substandards	19	3	4	11
# TABE Skills	8	3	3	5
A				
Domain %	52%		23%	25%
CCRS Language Strands	L		L	W/WHST
# Questions	21		4	10
# Anchor Standards	2		2	4
# Substandards	5		4	22
# TABE Skills	4		4	6

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Developing an Effective Routine

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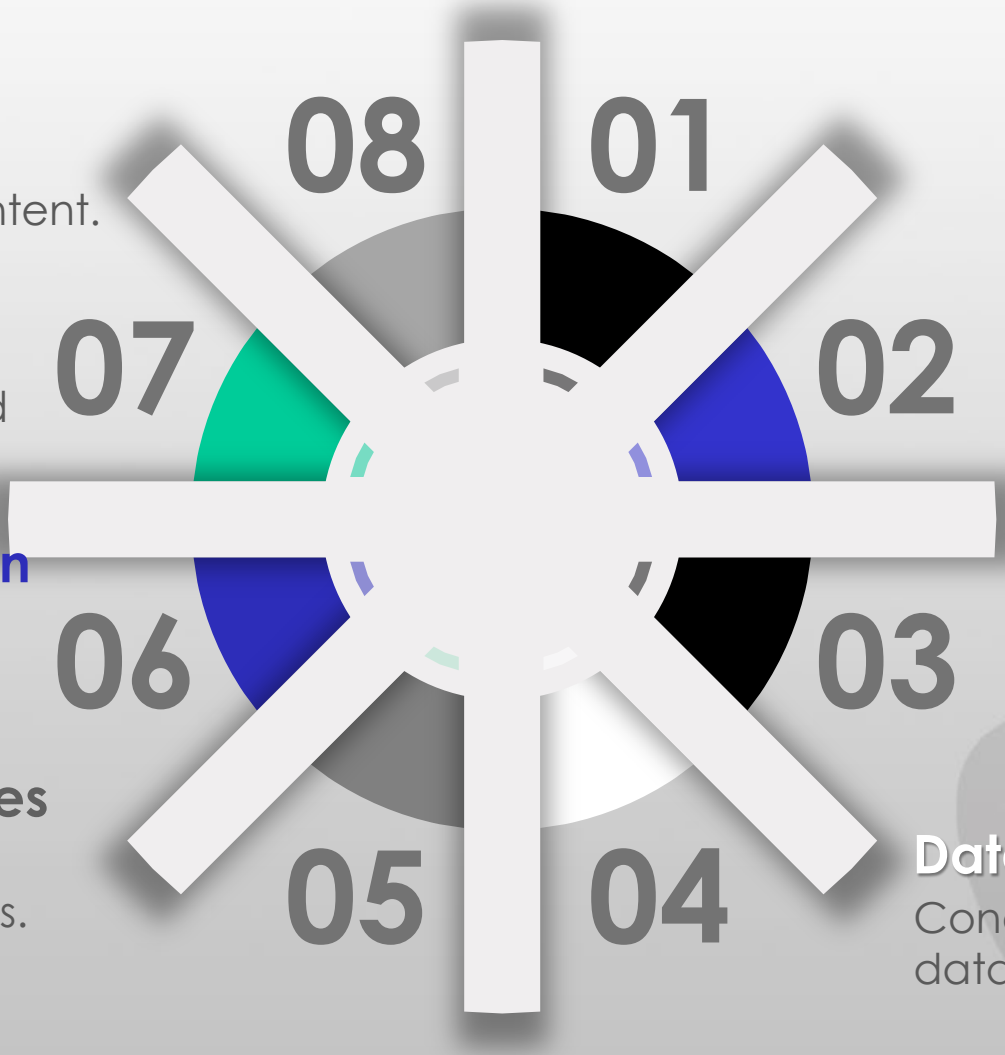
Effective Routine for Your ABE Class



Pre-Test Data
Obtain Individual Profile Report.

NTA
Determine Next Test Assignment.

Individualized ISPs
Create Individualized Instructional Student Plans.

Data Chats
Conduct student data chats.

Post-test
Post-test at 75-80% mastery of tested content.

Live Data
Record progress. Update Individualized ISPs.

Groups/Instruction
Group by NTA/NRS & provide instruction.

Content/Resources
Select content for instruction & resources.

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Resources for Your Effective Routine

Pre-test Data	01	Individual Profile Report
NTA	02	Next Test Assignment (NTA)
Individualized ISPs	03	Individualized ISPs
Data Chats	04	Individualized ISPs
Content/Resources	05	Language Matrix & Resources
Groups/Instruction	06	Individualized ISPs & NTAs
Live Data!	07	Individualized ISPs
Post-test	08	Individualized ISPs & NTAs

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Pre-test Data 01 Individual Profile Report

DATA RECOGNITION DRC CORPORATION

TABE

Individual Profile: Johnson, Mike

Report Criteria	
ID: 4900	State: MN
Test Name: TABE 11 ALL	District: SAMPLE DISTRICT
Report:	School: TABE TEST SCHOOL
Report Date: 01-12-2018	

Test Results	Test Dat
Reading	01/11/20
Mathematics	01/12/20
Language	01/12/20

If a student scores more than one NRS
score will be set to the highest possible
with a higher TABE test in order to bett

Performance on Domains				
Reading				
Key Ideas and Details				
Craft and Structure				
Integration of Knowledge and Ideas				
Mathematics				
Measurement and Data				
Numbers and Operations - Fractions				
Numbers and Operations - Base Ten				
Operations and Algebraic Thinking				
Geometry	4		✓	
Expressions and Equations	4			✓
Language				
Conventions of Standard English	21		✓	
Vocabulary Acquisition and Use	4		✓	
Text Types and Purposes	10		✓	

FORM	DOMAIN	CATEGORY	SKILL
A	**Language**		
	Conventions of Standard English	Capitalization and Punctuation	• Use colon and semi-colon
		Grammar and Usage	• Use phrases and clauses to add interest
		Sentence Formation	• Use parallel structure
		Spelling	• Spell
	Vocabulary Acquisition and Use	Context Meaning	• Meaning of words or phrases in context • Use level-appropriate words • Identify word changes and parts of speech
		Reference Materials	• Use reference materials (VAU)
	Text Types and Purposes	Writing Skills	• Introduce topic and group related information • Use facts and related details to support topic • Use correct transition words • Provide conclusion • Use precise language and maitain style/tone • Support topic with claims and counterclaims

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Pre-test Data 01 Individual Profile Report

DRC CORPORATION

TABE

Individual Profile: Last, First

Report Criteria			
ID:	4900	State:	AZ
Test Name:	TABE 11 ALL	District:	SAMPLE COMM COLLEGE
Report:	ALL	School:	SAMPLE COUNTY CENTER
Report Date:	03-19-2019		

FORM	DOMAIN	CATEGORY	PERFORMANCE	SKILL	NEEDS IMPROVEMENT
	Reading				
M	Mathematics				
	Measurement and Data	Measurement	Non-Proficiency	• Solve problems using scaled bar graph • Identify and measure angles • Apply standard measurement	• Understand line plots • Calculate and interpret volume
	Number and Operations – Fractions	Fractions	Non-Proficiency	• Evaluate fractions • Add fractions • Multiply fractions	• Understand decimals
	Number and Operations – Base Ten	Base Ten	Non-Proficiency	• Add whole Numbers • Compare and compose tens	

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NTA 02 Next Test Assignment (NTA)

LANGUAGE						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300–457	458–510	n/a	n/a	n/a	n/a
TABE E	310–457	458–510	511–546	n/a	n/a	n/a
TABE M	n/a	458–510	511–546	547–583	n/a	n/a
TABE D	n/a	n/a	511–546	547–583	584–630	n/a
TABE A	n/a	n/a	n/a	547–583	584–630	631–800

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NTA 02 Next Test Assignment (NTA)

SCORE REPORT SYMBOL	MEANING OF THE SYMBOL	EFFECT ON THE STUDENT'S SCORE	RECOMMENDED CHANGE
Plus Sign (+) after the scale score	Student scored more than one NRS level above the target level.	The student's score is set to set to the highest possible scale score for that test level.	You may want to test the student with a higher level of TABE to better assess their ability level.
Minus Sign (-) after the scale score	Student scored one NRS level below target level.	The student's score is set to the lowest possible scale score for that test level.	You may want to test the student with one level lower of TABE to better assess their ability level. In addition, the student will likely need to have extended instruction to be ready to demonstrate an NRS gain on a post test.
Out of Range (**O/R**) in place of the NRS level and **N/A** in place of the scale score	Student scored more than one NRS level below the target level	The student does not receive a scale score or NRS level.	The student should take a lower level of TABE.

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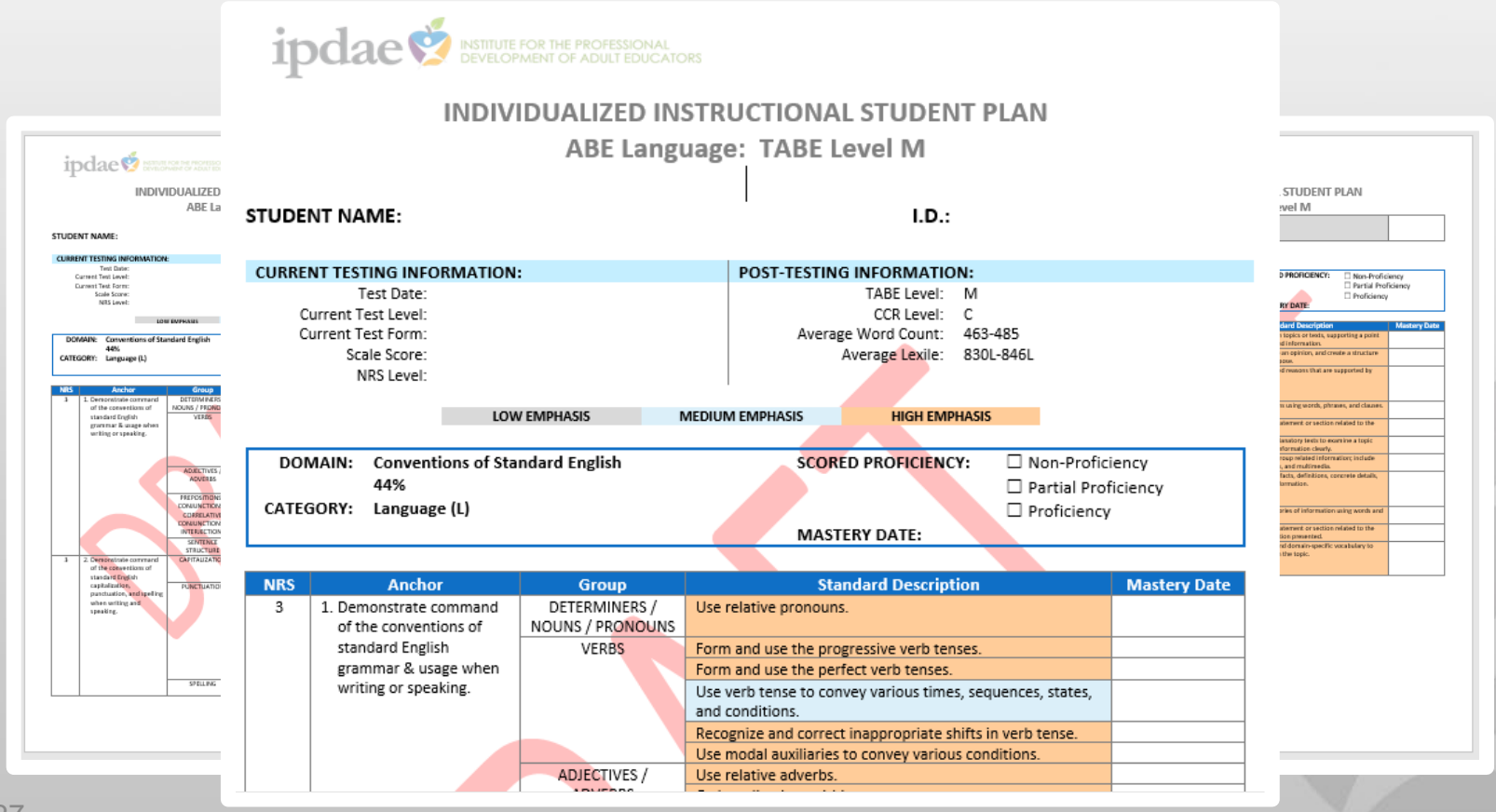
Individualized ISPs 03 Individualized ISP



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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level M

STUDENT NAME: **I.D.:**

CURRENT TESTING INFORMATION:		POST-TESTING INFORMATION:	
Test Date:		TABE Level:	M
Current Test Level:		CCR Level:	C
Current Test Form:		Average Word Count:	463-485
Scale Score:		Average Lexile:	830L-846L
NRS Level:			

LOW EMPHASIS | MEDIUM EMPHASIS | HIGH EMPHASIS

DOMAIN: Conventions of Standard English 44%
CATEGORY: Language (L)

SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency

MASTERY DATE:

NRS	Anchor	Group	Standard Description	Mastery Date
3	1. Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.	DETERMINERS / NOUNS / PRONOUNS	Use relative pronouns.	
		VERBS	Form and use the progressive verb tenses.	
			Form and use the perfect verb tenses.	
			Use verb tense to convey various times, sequences, states, and conditions.	
			Recognize and correct inappropriate shifts in verb tense.	
			Use modal auxiliaries to convey various conditions.	
		ADJECTIVES /	Use relative adverbs.	

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Data Chats 04 Individualized ISPs

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level M

STUDENT NAME: **I.D.:**

CURRENT TESTING INFORMATION:		POST-TESTING INFORMATION:	
Test Date:		TABE Level:	M
Current Test Level:		CCR Level:	C
Current Test Form:		Average Word Count:	463-485
Scale Score:		Average Lexile:	830L-846L
NRS Level:			

LOW EMPHASIS | MEDIUM EMPHASIS | HIGH EMPHASIS

DOMAIN: Conventions of Standard English
44%
CATEGORY: Language (L)

SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency

MASTERY DATE:

NRS	Anchor	Group	Standard Description	Mastery Date
3	1. Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.	DETERMINERS / NOUNS / PRONOUNS	Use relative pronouns.	
		VERBS	Form and use the progressive verb tenses.	
			Form and use the perfect verb tenses.	
			Use verb tense to convey various times, sequences, states, and conditions.	
			Recognize and correct inappropriate shifts in verb tense.	
			Use modal auxiliaries to convey various conditions.	
		ADJECTIVES / ADVERBS	Use relative adverbs.	
			Order adjectives within sentences.	
			Correctly use frequently confused adjectives and adverbs.	
		PREPOSITIONS / CONJUNCTIONS / CORRELATIVE CONJUNCTIONS /	Form and use prepositional phrases.	
			Explain the function of prepositions.	
			Correctly use frequently confused prepositions.	
			Explain the function of conjunctions.	

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Content/Resources 05 Language Matrix & Resources

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Adult Basic Education Language Arts Curriculum Matrix

Domain	NRS 1	NRS 2	NRS 3	NRS 4	NRS 5/6
	DETERMINERS / NOUNS / PRONOUNS				

Adult Basic and Adult Secondary Education Language Curriculum Matrix

Domain/Anchor	NRS 1		NRS 2		NRS 3		NRS 4		NRS 5/6
CONVENTIONS OF STANDARD ENGLISH									
	DETERMINERS / NOUNS / PRONOUNS								
	Print upper- and lowercase letters	Use determiners.	Use collective nouns.	Form and use regular and irregular plural nouns.	Use relative pronouns.		Ensure that pronouns are in the proper case.	Use intensive pronouns.	
	Use singular and plural nouns with matching verbs.	Use common, proper, and possessive nouns.	Use abstract nouns.	Use reflexive pronouns.			Correct vague pronouns.	Recognize and correct inappropriate shifts in pronoun number and person.	
	Use personal, possessive, and indefinite pronouns.		Explain the function of nouns and pronouns.						
	VERBS								
	Use frequently occurring verbs.	Use singular and plural nouns with matching verbs.	Form and use the past tense of frequently occurring irregular verbs.	Form and use regular and irregular verbs	Form and use the progressive verb tenses.	Form and use perfect verb tenses.	Explain the function of verbals.	Form/use verbs in the active and passive voice.	
	Use verbs in past, present, and future tense.		Form and use simple verb tenses.	Explain the function of verbs.	Use verb tense to convey time, sequence, state, and condition.	Recognize and correct inappropriate shifts in verb tense.	Form/use verbs in indicative, imperative, interrogative, conditional, and subjunctive mood.	Recognize and correct inappropriate shifts in verb voice and mood.	
					Use modal auxiliaries.				
Language Anchor 1	**ADJECTIVES / ADVERBS**								
	Use frequently occurring adjectives.		Explain the function of adjectives and adverbs.	Form and use comparative and superlative adjectives and adverbs.	Use relative adverbs.	Order adjectives within sentences.			
					Use frequently confused adjectives and adverbs.				

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Content/Resources 05 Language Matrix & Resources

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Content/Resources 05 Language Matrix & Resources

ABE Language Common Planning Template

High Emphasis | Medium Emphasis | Low Emphasis | "+" = Suggested Addition

CONVENTIONS OF STANDARD ENGLISH

	E	M	D	A
Domain %	48%	44%	44%	52%
CCRS Strand Breakdown	Language (L) 19 Questions 4 Anchor Standards 25 Sub-standards (+1) 15 TABE Skills	Language (L) 17 Questions 4 Anchor Standards 21 Sub-standards 9 TABE Skills	Language (L) 18 Questions 6 Anchor Standards 19 Sub-standards 8 TABE Skills	Language (L) 21 Questions 2 Anchor Standards 5 Sub-standards 4 TABE Skills
TABE Category & Skill Correlations to CCR Standards	CAPITALIZATION & PUNCTUATION		PUNCTUATION	
	Use dictionaries & glossaries 2.L.2 3.L.2 2.L.2.e 3.L.2.g	*Capitalize correctly* 4.L.2 4.L.2.a	*Use commas* 7.L.2 7.L.2.a	*Use colon & semicolon* 9-10.L.2 9-10.L.2.a 9.-10.L.2.b
	Capitalize correctly 2.L.2 3.L.2	*Use commas* 4.L.2 5.L.2 4.L.2. 5.L.2.a	*Punctuate for end of sentence, pauses, parenthetical notation*	

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Content/Resources 05 Language Matrix & Resources

SENTENCE FORMATION			
Expand & compose simple & complex sentences 2.L.1 3.L.1. 2.L.1.f 3.L.1.h 3.L.1.i	*Order adjectives correctly* 4.L.1 4.L.1.d *+ Use prepositional phrases* 4.L.1 5.L.1 4.L.1.e 5.L.1.a *+ Use complete sentences* 4.L.1 4.L.1.f	*Correct Pronoun Shift* 6.L.1 6.L.1.c 6.L.1.d *+ Identify simple, complex, compound sentences* 7.L.1 7.L.1.a 7.L.1.b *+ Correct dangling/ misplaced modifiers* 7.L.1 7.L.1.c *+ Improve expression in conventional in English* 6.L.1 6.L.1.e	*Use parallel structure* 9-10.L.1 9-10.L.1.a

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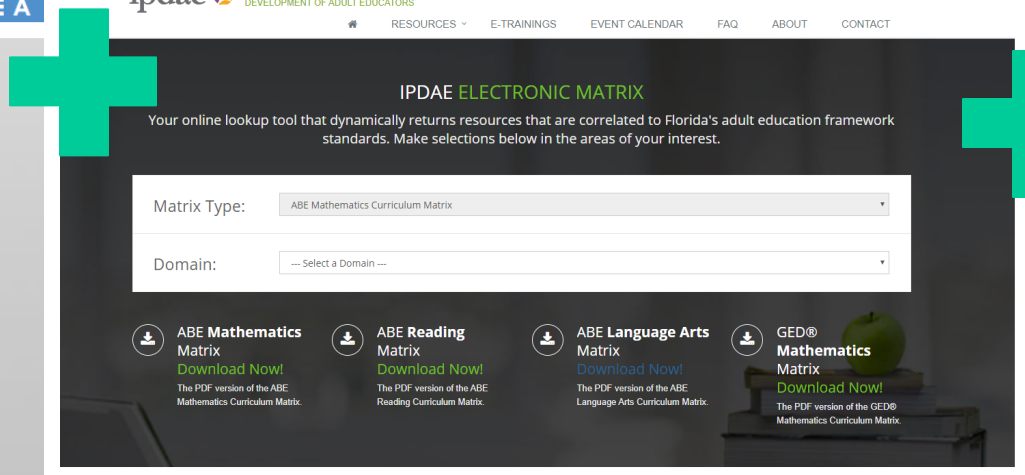
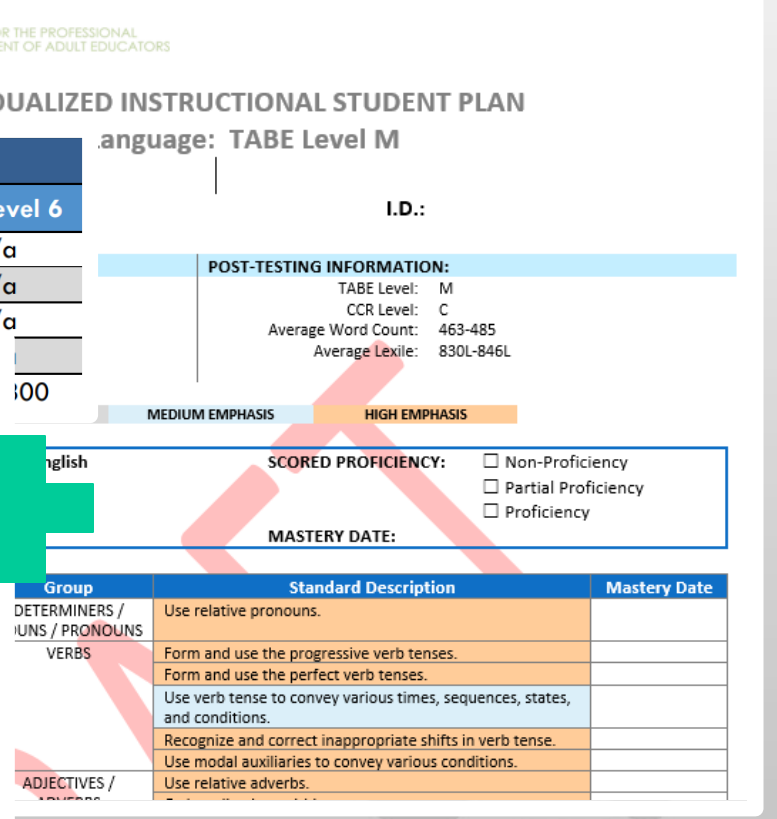
Groups/Instruction 06 Individualized ISPs & NTAs

LANGUAGE						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300–457	458–510	n/a	n/a	n/a	n/a
TABE E	310–457	458–510	511–546	n/a	n/a	n/a
TABE M	n/a	458–510	511–546	547–583	n/a	n/a
TABE D						
TABE A						





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Live Data! 07 Individualized ISPs

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level M

STUDENT NAME: **I.D.:**

CURRENT TESTING INFORMATION
Test Date:
Current Test Level:
Current Test Form:
Scale Score:
NRS Level:

LOW

DOMAIN: Conventions of Sta 44%
CATEGORY: Language (L)

NRS	Anchor
3	1. Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.
3	2. Demonstrate command of the conventions of standard English

DOMAIN: Conventions of Standard English 44%
CATEGORY: Language (L)

SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency

MASTERY DATE:

NRS	Anchor	Group	Standard Description	Mastery Date
3	1. Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.	DETERMINERS / NOUNS / PRONOUNS	Use relative pronouns.	
		VERBS	Form and use the progressive verb tenses.	
			Form and use the perfect verb tenses.	
			Use verb tense to convey various times, sequences, states, and conditions.	
			Recognize and correct inappropriate shifts in verb tense.	
		CONJUNCTIONS / INTERJECTIONS	Explain the function of conjunctions.	
			Use correlative conjunctions.	
		SENTENCE STRUCTURE	Produce complete sentences, correcting inappropriate fragments and run-ons.	
		CAPITALIZATION	Use correct capitalization.	
			Use underlining, quotation marks, or italics to indicate titles of works.	

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Post-test 08 Individualized ISPs & NTAs

NRS Level	Alternate Form Testing *(i.e., 11 M to 12 M)*	Same Form Testing *(i.e., 11 M to 11 M)*
1-4 (ABE)	50-60 hours of instruction recommended	60-80 hours of instruction recommended
5-6	30-59 hours of instruction recommended	

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Time to Reflect

Growth Mindset: Taking It One Step Further

Change how you teach the remainder of the term. Look at your student data. **Check** for student improvement on specific concepts or topics and determine to update their individualized ISPs regularly to reflect this improvement.

Redesign your lesson planning to incorporate your students' testing performance data and use the provided ABE Language Common Planning Template to target key standards that require mastery.

Review all of the resources that have been shared in this webinar, and look through the companion resource handbook along with other amazing resources available on the IPDAE website and make an active decision to make these resources a regular component of your classroom instruction.

Reflect and Make a Change. Finally, ask yourself, "What is working especially well, and what do I need to improve?"

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"The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students."

Edutopia 2014

Always here to assist!

The IPDAE Team

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