

INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS


2018-19

# What's New with TABE® 11/12?

*Building Capacity for Florida ABE and GED® Programs*


[www.floridaipdae.org](http://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.



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## Objectives



In this session, we will explore:

- Changes in the TABE® 11/12
- Tools for getting started
- Necessity of a standards-based curriculum
- Resources

***"It's essential to keep rigorous content standards at the heart of instructional planning, delivery, and evaluation."***


*Christopher Coro, Deputy Director of the Division of Adult Education and Literacy, OCTAE*

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# What Do You Know ?



## What Would Like to Know?

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### TABE 11 and 12 Overview

- New standards
  - National College- and Career-Readiness (CCR) Standards
- New test length
  - Only one test length; no Survey and Complete Battery
- New item types
  - Multiple choice, gridded response, drag and drop, select text, multiple-select, evidence-based selected response
- Standard accessibility tools
- Changes to Math sections
  - Only one Math test; standards focus on Applied Math
- Scale Scores (no GLEs)
- No Spanish-language version

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It is a longer assessment

**TABE 11&12 Maximum Allowable Testing Times**

Level	Reading Part 1	Reading Part 2	Language	Math Part 1	Math Part 2
L	35 minutes	60 minutes	60 minutes	75 minutes	N/A
E	60 minutes	60 minutes	60 minutes	75 minutes	N/A
M	60 minutes	60 minutes	60 minutes	60 minutes	15 minutes
D	60 minutes	60 minutes	60 minutes	40 minutes	35 minutes
A	60 minutes	60 minutes	60 minutes	30 minutes	45 minutes
Locator	45 minutes	N/A	25 minutes	15 minutes	15 minutes

Level	Reading Total Time	Language Total Time	Math Total Time
E,M,D,A	120 minutes	60 Minutes	75 minutes


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Getting Started

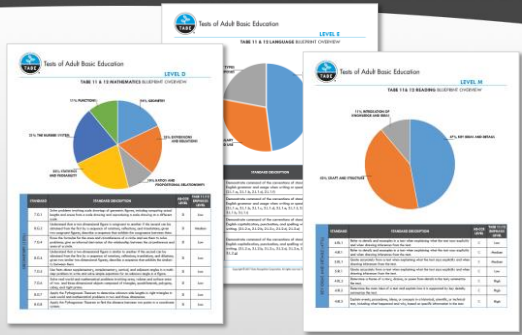
## Top 3 Tools that Guide the Way

- **TABE 11&12 Blueprints**  
[www.tabetest.com/resources-2/testing-information/blue-prints/](http://www.tabetest.com/resources-2/testing-information/blue-prints/)
- **TABE 11&12 Sample Practice Items**  
[www.tabetest.com/resources-2/testing-information/tabe-1112-practice/](http://www.tabetest.com/resources-2/testing-information/tabe-1112-practice/)
- **TABE 11&12 Online Tools Training**  
[www.tabetest.com/resources-2/testing-information/online-tools-training/](http://www.tabetest.com/resources-2/testing-information/online-tools-training/)



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It's All About the College and Career Readiness Standards

## TABE 11/12 BLUEPRINTS

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Aligned to new NRS descriptors

TABE Level	CCR Level	NRS Level
L	A	Beginning ABE Literacy
E	B	Beginning Basic Education
M	C	Low Intermediate Basic Education
D	D	High Intermediate Basic Education
A	E (9/10)	Low Adult Secondary Education
A	E (11/12)	High Adult Secondary Education

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Overview of Reading

- 42 test items
- Four to nine reading passages (dependent on level)
- 120 minutes (test divided into two parts due to time length)
- Parts can be administered separately
- More non-fiction passages (social studies, science, technical)
- Inclusion of evidence-based, two-part questions on Levels E, M, D, and A

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Overview of Reading Content Areas

	Level L	Level E	Level M	Level D	Level A
Phonological Awareness	23%				
Phonics and Word Recognition	23%	16%			
Key Ideas and Details	28%	37%	47%	47%	47%
Craft and Structure	16%	32%	42%	38%	42%
Integration of Knowledge and Ideas	10%	15%	11%	15%	11%

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Look Familiar?

**Reading Foundations (RF) Anchors Standards 0.0 – 5.9**

CCR.RF.ABE.1: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
(Phonological Awareness)

CCR.R.ABE.2: Know and apply grade-level **phonics and word analysis skills** in decoding words.

CCR.RF.ABE.3: Read with sufficient accuracy and fluency to support comprehension. (Fluency)

**Reading (RE) Anchor Standards**

CCR.RE.ABE.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.RE.ABE.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.RE.ABE.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCR.RE.ABE.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.RE.ABE.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCR.RE.ABE.6: Assess how point of view or purpose shapes the content and style of a text.

CCR.RE.ABE.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.


CCR.RE.ABE.8: Delineate and evaluate the argument on specific claims in a text, including the validity of the reasoning as well as relevance and sufficiency of the evidence.

CCR.RE.ABE.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCR.RE.ABE.10: Read and comprehend complex literary and informational text independently and proficiently.

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What does this mean for the classroom?

- Close reading strategies are explicitly taught
- Complex nonfiction and fiction text used
- Reading skill levels increased
- Text-dependent questions are used
- Activities require that students use complex thinking skills in order to derive meaning from text

**Churchill, Winston. "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940." Lend Me Your Ears: Great Speeches in History, 3rd Edition. Edited by William Safire. New York: W. W. Norton, 2004. (1940)**

**From "Winston Churchill Braces Britons to Their Task"**

*I say to the House as I said to ministers who have joined this government, I have nothing to offer but blood, toil, tears, and sweat. We have before us an ordeal of the most grievous kind. We have before us many, many months of struggle and suffering.*


*You ask, what is our policy? I say it is to wage war by land, sea, and air. War with all our might and with all the strength God has given us, and to wage war against a monstrous tyranny never surpassed in the dark and lamentable catalogue of human crime. That is our policy.*

*You ask, what is our aim? I can answer in one word. It is victory. Victory at all costs - Victory in spite of all terrors - Victory, however long and hard the road may be, for without victory there is no survival.*

*I take up my task in buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. I feel entitled at this juncture, at this time, to claim the aid of all and to say, "Come then, let us go forward together with our united strength."*

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## Overview of Language

- 40 test items
- 60 minutes
- Technology-enhanced items beginning at Level E
- Incorporates skills of standard English conventions, vocabulary, spelling
- No writing test, but elements of writing skills are assessed
- Inclusion of passages

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## Overview of Language Content Areas

	Level L	Level E	Level M	Level D	Level A
Conventions of Standard English	66%	48%	44%	44%	52%
Vocabulary Acquisition and Use	34%	22%	26%	23%	23%
Text Types and Purposes		30%	25%	23%	25%
Knowledge of Language			5%	10%	

Note: they match the domains of the CCR Standards/Florida Curriculum Frameworks

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Language Arts Anchor Standards
CCR.LA.ABE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCR.LA.ABE.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCR.LA.ABE.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.
CCR.LA.ABE.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.LA.ABE.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCR.LA.ABE.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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What does this mean for the  
classroom?

- Skills in the conventions of standard English are taught in context
- Writing at the sentence, paragraph, and longer texts are developed
- Editing and revision skills are essential
- Reading, writing, speaking, and listening skills are integrated
- Activities require that students use complex thinking skills

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## Overview of Mathematics

- 40 test items
- 75 minutes
- Calculator available for Part 2 of the test on Forms M, D, and A
- Elimination of separate computation and applied math tests
- Formulas/conversions appear as part of a question, rather than a formula sheet
- Application oriented (real-world)
- Item sets integrated by contexts appropriate for adults

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## Overview of Mathematics Content Areas

	Level L	Level E	Level M	Level D	Level A
Measurement and Data	11%	28%	15%		
Numbers and Operations in Base Ten	40%	16%	15%		
Numbers and Operations - Fractions		12%	20%		
Operations and Algebraic Thinking	38%	22%	12%		
Geometry	11%	10%	10%	18%	15%
Expressions and Equations			15%	18%	
Ratios and Proportional Relationships			3%	10%	
Statistics and Probability			5%	22%	16%
The Number System			5%	21%	
Functions			5%	11%	28%
Numbers and Quantity					13%
Algebra					28%

Math practices are not directly assessed, but they build the skills necessary to master the standards that the TABE 11/12 covers

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Look Familiar?


### Adult Basic Education – Mathematics Domains

Domain Number	NRS Reporting	NRS Level 1 0.0 – 1.9	NRS Level 2 2.0 – 3.9	NRS Level 3 4.0 – 5.9	NRS Level 4 6.0 – 8.9
	Grade Equivalent (GE)				
1	Number and Operations: Base Ten	0.0 – 1.9	2.0 – 3.9	4.0 – 5.9	
2	Operations and Algebraic Thinking	0.0 – 1.9	2.0 – 3.9	4.0 – 5.9	
3	Measurement and Data	0.0 – 1.9	2.0 – 3.9	4.0 – 5.9	
4	Geometry	0.0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9
5	Number and Operations: Fractions		*3.0 – 3.9	4.0 – 5.9	
6	Expressions and Equations			4.0 – 5.9	6.0 – 8.9
7	The Number System			4.0 – 5.9	6.0 – 8.9
8	Ratios and Proportional Relationships			4.0 – 5.9	6.0 – 8.9
9	Statistics and Probability			4.0 – 5.9	6.0 – 8.9
10	Functions				*7.0 – 8.9

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What does this mean for the classroom?



- Work on math concepts and skills that are aligned with the CCR standards
- Focus on problem solving through different types of mathematical operations
- Cover content at the appropriate grade level
- Integrate mathematical practices
- Use math tools
- Focus on the “whys” of math – from concrete to abstract
- Incorporate real-world application

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TABE 11 and 12 Individual Profile

Individual Profile: Mike Johnson

REPORT CRITERIA

ID: 4700  
Test Name: TABE 11 ALL  
Report Date: 01-12-2018

State: MN  
District: SAMPLE DISTRICT  
School: TABE TEST SCHOOL

TEST RESULTS

Subject Area	Test Date	Level	Number of Points		Item Attempted	Scale Score	SEM	NRS Level
			Total	Obtained				
Reading	01/11/2018	A	56	40	40	602	19	5
Mathematics	01/12/2018	N	39	13	35	584	22	4
Language	01/12/2018	A	43	31	35	607	23	5

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.

PERFORMANCE ON DOMAINS: PHASE I

Domains	Number of Items	Points Possible	Points Earned	Performance Category		
				Non-Proficiency	Partial Proficiency	Proficiency
<b>Reading</b>						
Key Ideas and Details	18	xx	xx		✓	
Craft and Structure	17	xx	xx		✓	
Integration of Knowledge and Ideas	5	xx	xx			✓
<b>Mathematics</b>						
Measurement and Data	6	xx	xx			✓
Numbers and Operations - Fractions	7	xx	xx		✓	
Numbers and Operations - Base Ten	5	xx	xx		✓	
Operations and Algebraic Thinking	4	xx	xx			✓
Geometry	4	xx	xx		✓	
Expressions and Equations	4	xx	xx			✓
<b>Language</b>						
Conventions of Standard English	21	xx	xx		✓	
Vocabulary Acquisition and Use	4	xx	xx		✓	
Text Types and Purposes	10	xx	xx		✓	

Some levels may have too few items within the domain to show proficiency.



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**TABE 11 and 12 Individual Profile**

**Individual Profile:** Mike Johnson

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**REPORT CRITERIA**

ID: #800  
Test Name: TABE 11 ALL  
Report Date: 01-12-2018

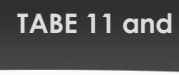

State: MN  
Source: SAMPLE DISTRICT  
School: TABE TEST SCHOOL

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**PERFORMANCE ON DOMAINS: PHASE II**

Form	Domain	Category	Performance	Skill	Needs Improvement	
A	Reading	Key Ideas and Details	Partial Proficiency	<ul style="list-style-type: none"> <li>Draw inferences in text</li> <li>Compare</li> <li>Describe relationships between events</li> </ul>	<ul style="list-style-type: none"> <li>Identify main idea</li> <li>Support main idea</li> </ul>	
		Craft and Structure	Partial Proficiency	<ul style="list-style-type: none"> <li>Meaning of text-level words or phrases in context</li> <li>Use text features to locate information</li> <li>Identify how author uses details</li> </ul>	<ul style="list-style-type: none"> <li>Identify author's point of view</li> <li>Identify author's purpose</li> </ul>	
	Integration of knowledge and ideas	Text Integration	Proficiency	<ul style="list-style-type: none"> <li>Evaluate arguments/claims</li> <li>Text</li> </ul>		
M	Mathematics	Measurement and Data	Measurement	Proficiency	<ul style="list-style-type: none"> <li>Solve problems using scaled bar graphs</li> <li>Understand measure angles</li> <li>Apply standard measurement</li> </ul>	<ul style="list-style-type: none"> <li>Understand line plots</li> <li>Categorize and interpret tables</li> </ul>
		Numbers and Operations - Fractions	Fractions	Partial Proficiency	<ul style="list-style-type: none"> <li>Equivalent fractions</li> <li>Add fractions</li> <li>Subtract fractions</li> <li>Divide fractions</li> </ul>	<ul style="list-style-type: none"> <li>Understand decimals</li> </ul>
	Numbers and Operations - Base Ten	Base Ten	Partial Proficiency	<ul style="list-style-type: none"> <li>Add whole numbers</li> <li>Compare and estimate tens</li> <li>Round</li> <li>Multiply whole numbers</li> <li>Find quotients and understand remainders</li> </ul>		
		Operations and Algebraic Thinking	Operations	Proficiency	<ul style="list-style-type: none"> <li>Apply properties of operations: addition and subtraction</li> <li>Identify whole numbers</li> <li>Understand and apply pattern rules</li> <li>Identify exponents</li> </ul>	<ul style="list-style-type: none"> <li>Apply properties of operations: multiplication and division</li> <li>Understand and apply pattern rules</li> </ul>
	Geometry	Geometry and Spatial Sense	Partial Proficiency	<ul style="list-style-type: none"> <li>Know geometric shapes, figures, and attributes</li> <li>How coordinate values and grid locations</li> </ul>		
R	Expressions and Equations	Expressions and Equations	Proficiency	<ul style="list-style-type: none"> <li>Identify exponents</li> <li>Understand pattern rules</li> <li>Understand and apply pattern rules</li> </ul>	<ul style="list-style-type: none"> <li>Understand exponents</li> </ul>	
	Ratios and Proportional Relationships	Ratios and Relationships		<ul style="list-style-type: none"> <li>Understand rate relationships</li> </ul>		
	Statistics and Probability	Statistics and Probability		<ul style="list-style-type: none"> <li>Understand data distributions</li> <li>Interpret data plots</li> </ul>	<ul style="list-style-type: none"> <li>Designate statistical questions</li> </ul>	
	Number System	Systems of Numbers		<ul style="list-style-type: none"> <li>Divide fractions</li> <li>Divide whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>Know greatest common factor</li> </ul>	

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**Individual Profile:** Mike Johnson

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**REPORT CRITERIA**

ID: #800  
Test Name: TABE 11 ALL  
Report Date: 01-12-2018

State: MN  
Source: SAMPLE DISTRICT  
School: TABE TEST SCHOOL


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**PERFORMANCE ON DOMAINS: PHASE II**

Form	Domain	Category	Performance	Skill	Needs Improvement
A	Language	Capitalization and Punctuation	Partial Proficiency	<ul style="list-style-type: none"> <li>Use colon and semi colon</li> </ul>	
		Grammar and Usage	Partial Proficiency	<ul style="list-style-type: none"> <li>Use phrases and clauses to add interest</li> </ul>	
		Sentence Formation	Partial Proficiency	<ul style="list-style-type: none"> <li>Use parallel structure</li> </ul>	
		Spelling	Partial Proficiency	<ul style="list-style-type: none"> <li>Spell</li> </ul>	
		Content Meaning	Partial Proficiency	<ul style="list-style-type: none"> <li>Identify word changes and parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>Meaning of words or phrases in context</li> <li>Use text-appropriate words</li> </ul>
	Vocabulary Acquisition and Use	Reference Materials	Partial Proficiency	<ul style="list-style-type: none"> <li>Use reference materials (VWL)</li> </ul>	
		Text Types and Purposes	Writing Skills	Partial Proficiency	<ul style="list-style-type: none"> <li>Use various topics and group related information</li> <li>Use words to describe words</li> <li>Provide conclusions</li> <li>Use point-of-view and opinion statements</li> <li>Support topic with details and conclusions</li> </ul>


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Pages 2 and 3 of **Individual Profile Report**



## Another Tool: Sample Practice Test Items


### Can teachers cover practice test items in class?



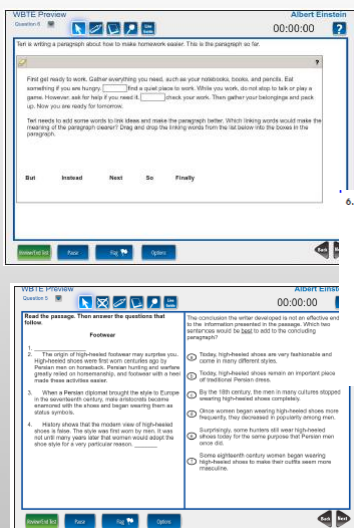
Sample test items are available on the DRC website and by participating in the Online Tools Training.

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## TABE 11/12 Practice Items



**1. READ THE SENTENCES.**  
 Luke was so proud of \_\_\_\_\_. He helped his team finish the project at work.  
 Which word best completes the sentence?

A. itself  
 B. himself  
 C. ourselves  
 D. themselves

**2. Which sentence is written correctly?**

A. For protection against the midday sun, I wore a faded, denim hat.  
 B. Bright, colorful butterflies flitted about from one saltbush to another.  
 C. A heavy, morning fog covered the low-lying areas of the wildlife refuge.  
 D. The high-pitched, chirping sounds of the frogs were loud and continuous.

**6. Make each equation equal to  $10x+11$ . Drag the file into each box to construct your answer.**

Expression A:  $3(\square + 4) + x - 1$   
 Expression B:  $\square(6x + 5) - 2x + 1$   
 Expression C:  $7(\square + 2) + 3x - \square$

**LANGUAGE**  
 Levels E,M,D,A

**MATHEMATICS**  
 Levels E,M,D,A

**READING**  
 Levels E,M,D,A

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Access to Tutorial

## DRC INSIGHT Examinee Access

<https://www.drcdirect.com/all/eca-portal-ui/welcome/TABE>

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Technology-Enhanced Interface

## Mathematics - Level A

Question 4

Training Student

00:46:31

A county clerk has a given amount of money to budget for cultural events.


Based on the scatterplot, what does the point (0, 18) represent?

- ☐ A the total amount of the budget given to the county
- ☐ B the total amount of the budget spent after 18 months
- ☐ C the average amount spent out of the budget each month
- ☐ D the predicted amount of time after which the entire budget will be spent

Review/End Test Pause Flag Options Back Next

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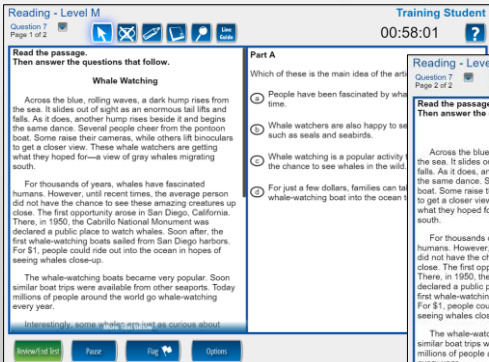


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## Evidence-Based Selected Response

**Part A: Answer a question about the passage**

**Part B: Provide evidence to support your answer to Part A**



Reading - Level M  
Question 1  
Page 1 of 2  
00:58:01

**Read the passage. Then answer the questions that follow.**

**Whale Watching**

Across the blue, rolling waves, a dark hump rises from the sea. It slides out of sight as an enormous tail lifts and falls. As it does, another hump rises beside it and begins the same dance. Several people cheer from the portoon boat. Some raise their cameras, while others lift binoculars to get a closer view. These whale watchers are getting what they hoped for—a view of gray whales migrating south.

For thousands of years, whales have fascinated humans. However, until recent times, the average person did not have the chance to see these amazing creatures up close. The first opportunity arose in San Diego, California. There, in 1950, the Cabrillo National Monument was declared a public place to watch whales. Soon after, the first whale-watching boats sailed from San Diego harbors. For \$1, people could ride out into the ocean in hopes of seeing whales close-up.

The whale-watching boats became very popular. Soon similar boat trips were available from other seaports. Today millions of people around the world go whale-watching every year.

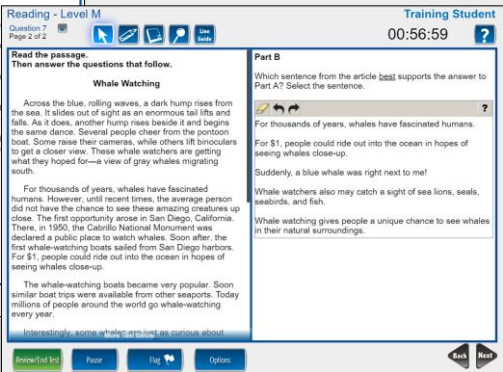
Interactively, some whale watchers are curious about:

**Part A**

Which of these is the main idea of the article?

- ☐ A People have been fascinated by whales since time.
- ☐ B Whale watchers are also happy to see such as seals and seabirds.
- ☐ C Whale watching is a popular activity the chance to see whales in the wild.
- ☐ D For just a few dollars, families can take a whale-watching boat into the ocean.

Review/End Test Pause Flag Options



Reading - Level M  
Question 7  
Page 2 of 2  
00:56:59

**Read the passage. Then answer the questions that follow.**

**Whale Watching**

Across the blue, rolling waves, a dark hump rises from the sea. It slides out of sight as an enormous tail lifts and falls. As it does, another hump rises beside it and begins the same dance. Several people cheer from the portoon boat. Some raise their cameras, while others lift binoculars to get a closer view. These whale watchers are getting what they hoped for—a view of gray whales migrating south.

For thousands of years, whales have fascinated humans. However, until recent times, the average person did not have the chance to see these amazing creatures up close. The first opportunity arose in San Diego, California. There, in 1950, the Cabrillo National Monument was declared a public place to watch whales. Soon after, the first whale-watching boats sailed from San Diego harbors. For \$1, people could ride out into the ocean in hopes of seeing whales close-up.

The whale-watching boats became very popular. Soon similar boat trips were available from other seaports. Today millions of people around the world go whale-watching every year.

Interactively, some whale watchers are curious about:

**Part B**

Which sentence from the article best supports the answer to Part A? Select the sentence.

☒ A For thousands of years, whales have fascinated humans.

☐ B For \$1, people could ride out into the ocean in hopes of seeing whales close-up.


☐ C Suddenly, a blue whale was right next to me!

☐ D Whale watchers also may catch a sight of sea lions, seals, seabirds, and fish.

☐ E Whale watching gives people a unique chance to see whales in their natural surroundings.

Review/End Test Pause Flag Options

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## Multi-Select Items

**Language - Level D**

Question 4  
00:57:30

**Read the passage. Then answer the questions that follow.**

**Footwear**

1. \_\_\_\_\_

2. The origin of high-heeled footwear may surprise you. High-heeled shoes were first worn centuries ago by Persian men on horseback. Persian hunting and warfare greatly relied on horsemanship, and footwear with a heel made these activities easier.

3. When a Persian diplomat brought the style to Europe in the seventeenth century, male aristocrats became enamored with the shoes and began wearing them as status symbols.

4. History shows that the modern view of high-heeled shoes is false. The style was first worn by men. It was not until many years later that women would adopt the shoe style for a very particular reason. \_\_\_\_\_

Review/End Test Pause Flag Options

**Training Student**

00:57:30

The passage lacks an introductory paragraph. The writer has made a list of possible introductions. **Which two sentences would best introduce the passage?**

- ☐ A Persian diplomats showed high-heeled shoes to many other cultures interested in new footwear.
- ☐ B Persian soldiers designed the high-heeled shoe because they needed better equipment for warfare.
- ☐ C Historical and political evidence show that the purpose of high-heeled shoes has changed over time.
- ☐ D High-heeled shoes are considered an invention of women's fashion. However, this view ignores hundreds of years of history.
- ☐ E High-heeled shoes were invented centuries ago for practical reasons. However, high-heeled shoes are more important as fashion accessories.
- ☐ F Fashion trends have evolved over the centuries, and the people who wear such things as high-heeled shoes can change within a few generations.

Back Next

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Drag and Drop

Language - Level E
Training Student
Question 6
00:58:43
?

Teri is writing a paragraph about how to make homework easier. This is the paragraph so far.

First get ready to work. Gather everything you need, such as your notebooks, books, and pencils. Eat something if you are hungry. **Next** find a quiet place to work. While you work, do not stop to talk or play a game. However, ask for help if you need it. check your work. Then gather your belongings and pack up. Now you are ready for tomorrow.

Teri needs to add some words to link ideas and make the paragraph better. Which linking words would make the meaning of the paragraph clearer? Drag and drop the linking words from the list below into the boxes in the paragraph.

But      Instead      So      Finally

Review/End Test   Pause   Flag   Options   Back   Next

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Test-Taker Tools

Reading - Level M
Training Student
Question 7
Page 2 of 2
00:59:29
?

Read the passage. Then answer the questions that follow.

**Whale Watching**

Across the blue, rolling waves, a dark hump rises from the water. A group of people on the shore watches with interest. The hump is the back of a whale. For thousands of years, whales have fascinated humans. However, until recent times, the average person did not have the chance to see these amazing creatures up close. The first opportunity arose in San Diego, California. There, in 1950, the Cabrillo National Monument declared a public place to watch whales. Some millions of people around the world go whale-watching every year.

Interestingly, some whale watchers are curious about the whales' behavior. They want to know what the whales are thinking. They want to know what the whales are feeling. They want to know what the whales are doing. They want to know what the whales are saying. They want to know what the whales are thinking. They want to know what the whales are feeling. They want to know what the whales are doing. They want to know what the whales are saying.

**Part B**

Which sentence from the article best supports the answer to Part A? Select the sentence.

For thousands of years, whales have fascinated humans.

For \$1, people could ride out into the ocean in hopes of seeing whales close-up.

Suddenly, a blue whale was right next to me!

Whale watchers also may catch a sight of sea lions, seals, seabirds, and fish.

Whale watching gives people a unique chance to see whales in their natural surroundings.

QUICK NAVIGATION  
Move to any item or passage with one click

TESTING TOOLS  
Customized by item

REVIEW TEST PROGRESS

PAUSE TEST

FLAG ITEM FOR REVIEW

OPTIONS  
Color Choices  
Contrasting Color  
Reverse Contrast  
Masking  
Audio Settings

BACK AND NEXT NAVIGATION


Review/End Test   Pause   Flag   Options   Back   Next

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Building Capacity for Florida ABE/GED(r)  
Programs

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Test-Taker Tools

- Line Guide
- Highlighter
- Cross Off
- Magnifier/Zoom
- Sticky Notes
- Calculators
- Color Choices
- Contrasting Colors
- Reverse Contrast

- Masking
- Text-to-Speech (English)
- Online Large Print
- Mark for Review
- Pause Test
- Mathematics Formula Sheet
- Ruler (inches and centimeter)
- Protractor (M Level Only)

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Test-Taker Tools

Language - Level A Training Student

Question 5 00:57:41 ?

**Read Sean's essay. Then answer the question that follows.**

Another important obligation of a U.S. citizen is jury duty. In the old days, they made this great deal called the Magna Carta. Ever since folks get to have their very own jury in the United States, a trial by jury is guaranteed in criminal cases by the Bill of Rights. A jury generally consists of twelve citizens. You select jurors from a group of people who I guess don't really want to be there! These people listen to the case against the accused and decide, based on the evidence, whether that person is guilty or not.

Because the decision is made by a jury of the accused's equals, it is considered fair. If the accused were at the mercy of the government or the individual judge, the process of judgement would be left vulnerable to personal prejudices and corrupt practices, such as bribery and intimidation.

Which of these sentences should Sean delete from his essay?

- ☐ Another important obligation of a U.S. citizen is jury duty.
- ☒ In the old days, they made a trial by jury is guaranteed in criminal cases by the Bill of Rights.
- ☐ You select jurors from a group of people who I guess don't really want to be there!
- ☐ Because the decision is made by a jury of the accused's equals, it is considered fair.

Statement of opinion vs. fact

Multiple tools may be used simultaneously

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**Magnifier**

**Standard View**

Mathematics - Level E Training Student  
Question 3 00:59:31

Which rectangle is shaded to show  $\frac{6}{8}$ ?

**1.5x Magnification**

Mathematics - Level E  
Question 3

Which rectangle is shaded to show  $\frac{6}{8}$ ?

**2x Magnification**

Mathematics - Level E  
Question 3

Which rectangle is shaded to show  $\frac{6}{8}$ ?

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**Scientific Calculator**

Mathematics - Level A Training Student  
Question 6 Page 1 of 2 00:59:31

**Part A**

Which expression can be used to find the zeros of  $f(x) = x^2 + 2x - 3$ ? Drag the correct factor into place to complete the expression.

$f(x) = (x + 3)( \quad )$

$x + 3$   
 $x - 3$   
 $x - 1$   
 $x + 1$

Review/End Test Pause Flag Options

Scientific Calculator

2nd ANS Degrees--Radians LOG  
SIN COS TAN  $\pi$  LN  
EE  $x^2$   $\wedge$  ( )  
7 8 9  $\div$  CLEAR  
4 5 6  $\times$   $\leftarrow$   
1 2 3  $-$  ENTER  
0  $\cdot$   $(-)$   $+$

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**Color Overlays**

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Reading - Level M Training Student  
Question 4 00:58:43

**Read the passage. Then answer the questions that follow.**

**Whale Watching**

Across the blue, rolling waves, a dark hump rises from the sea. It slides out of sight as an enormous tail lifts and falls. As it does, another hump rises beside it and begins the same dance. Several people cheer from the pontoon boat. Some raise their cameras, while others lift binoculars to get a closer view. These whale watchers are getting what they hoped for—a view of gray whales migrating south.

For thousands of years, whales have fascinated humans. However, until recent times, the average person did not have the chance to see these amazing creatures up close. The first opportunity arose in San Diego, California. There, in 1950, the Cabrillo National Monument was declared a public place to watch whales. Soon after, the first whale-watching boats sailed from San Diego harbors. For \$1, people could ride out into the ocean in hopes of seeing whales close-up.

The whale-watching boats became very popular. Soon similar boat trips were available from other seaports. Today millions of people around the world go whale-watching every year.

Read this sentence from the article.  
These whale watchers are getting what they hoped for—a view of gray whales migrating south.

Which word means the same as *migrating* as it is used in the sentence?

- a) comparing
- b) pointing
- c) rising
- d) traveling

Color Choices

- Text
- Text
- Text
- Text
- Text
- Text

Review/End Test Pause Flag Options Back Next

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**Contrasting Color Combinations**

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**Color Contrast**

Mathematics - Level E Training Student  
Question 1 00:59:27

Look at the figure.

What is the area of the figure?

- a) 24 square units
- b) 27 square units
- c) 36 square units
- d) 54 square units

Contrasting Color

- Text
- Text
- Text
- Text

Mathematics - Level E Training Student  
Question 2 00:59:27

Look at the picture of the flashlight.

Which of these is the best estimate of the length of the flashlight?


- a) 9 feet
- b) 90 meters
- c) 9 inches
- d) 90 centimeters

Reverse Contrast is enabled

Item with Reverse Contrast

Original Item

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Masking

### Original Item

**Reading - Level D**

Question 1

**Read the passage.**  
Then answer the questions that follow.

**Quirky Quicksand**

- Quicksand has a reputation that it does not deserve. In a typical Hollywood movie scene, a character accidentally wanders into quicksand. Sometimes, the terrified character sinks quickly out of sight, leaving only a hat floating on the surface. At other times, a dramatic escape involves grabbing a nearby tree branch or the hand of another character.
- It is true that you will begin to sink if you step into quicksand. However, you will not be sucked in and swallowed whole. The depth of quicksand ranges from a few inches to four feet. A person of average height probably will sink only waist-deep.
- Quicksand can form almost any place where water flows beneath a sandy surface. Some common areas for quicksand include river deltas, shores, and sandy creek beds.
- The best condition for forming quicksand is when water keeps upward from an underground source and saturates an area of sand, silt, or other grainy soil. If you disturb (or step into) the quicksand, a loose layer of fine sand on top of the water changes into a thick, sticky mass.

**Read this sentence from the passage.**  
In any case, don't panic, and keep your wits about you.  
Which of these best explains the meaning of the phrase "keep your wits about you"?

- ☐ stay quiet
- ☐ remain alert
- ☐ focus on intelligence
- ☐ have a helpful attitude

**Item with Masking**

**Masking**

Add Mask

Show/Hide Mask

**Read the passage.**  
Then answer the questions that follow.

**Quirky Quicksand**

- Quicksand has a reputation that it does not deserve. In a typical Hollywood movie scene, a character accidentally wanders into quicksand. Sometimes, the terrified character sinks quickly out of sight, leaving only a hat floating on the surface. At other times, a dramatic escape involves grabbing a nearby tree branch or the hand of another character.
- It is true that you will begin to sink if you step into quicksand. However, you will not be sucked in and swallowed whole. The depth of quicksand ranges from a few inches to four feet. A person of average height probably will sink only waist-deep.


**Read this sentence from the passage.**  
In any case, don't panic, and keep your wits about you.  
Which of these best explains the meaning of the phrase "keep your wits about you"?

- ☐ stay quiet
- ☐ remain alert
- ☐ focus on intelligence
- ☐ have a helpful attitude

The test taker can place a mask over any portion of the screen. Multiple masks can be used simultaneously to customize the viewing area.

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Text-to-Speech Audio

### Text-to-Speech Audio

**Reading - Level A**

Question 1

**Read the passage.**  
Then answer the questions that follow.

**Buying Local**

Many European countries, people typically visit local merchants on a daily basis. People travel to the local butcher, baker, and seller of fruits and vegetables to buy what they need for their meals that day. In America, however, often the opposite is true. Americans do their weekly food shopping at large chain grocery stores. These stores belong to chains with headquarters across the country. Many of the stores' products are not produced in the areas where the stores are located. Instead, fruits, vegetables, meats, and other goods are shipped in from other parts of the country.

2 In the United States, many small, locally owned shops in town centers are taking over and the neighborhood shop is holding its own in the competition. Additionally, these stores often advertised a wider selection of products for the consumer. Americans were enticed by the convenience and affordability that chain stores were able to provide. In some cases, chain stores were able to provide a wider selection of products for the consumer.

**Read the sentence from paragraph 4.**  
Both wages and taxes contribute to the health and welfare of the community as a whole.  
Which key idea does the sentence support?

- ☐ Americans shop mostly at large chain grocery stores.
- ☐ Buying locally helps create local jobs and grow local businesses.
- ☐ Large grocery stores offer items at lower costs than local businesses.
- ☐ People who buy locally are healthier than people who shop at chain stores.

**Follow Along**

Audio settings for Volume, Speed, and Follow Along

Follow Along

Changes may take effect on the next page.

Stop, Starting Points, and Play/Pause controls

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## Content-Sensitive Help Screens

**Reading - Level M**  
Question 5

**Training Student**  
00:58:24

**Read the passage.**  
Then answer the questions that follow.

**Whale Watching**

Across the blue, rolling waves, a dark hump rises from the sea. It slides out of sight as an enormous tail lifts and falls. As it does, another hump rises beside it and begins the same dance. Several people cheer from the pontoon boat. Some raise their cameras, while others lift binoculars to get a closer view. These whale watchers are getting what they hoped for—a view of gray whales migrating south.

For thousands of years, whales have fascinated humans. However, until recent times, the average person did not have the chance to see these amazing creatures close. The first opportunity arose in San Diego, California. There, in 1950, the Cabrillo National Monument was declared a public place to watch whales. Soon after, the first whale-watching boats sailed from San Diego harbor. For \$1, people could ride out into the ocean in hopes of seeing whales close-up.

The whale-watching boats became very popular. Similar boat trips were available from other seaports. Millions of people around the world go whale-watching every year.

Interestingly, some whale-watching enthusiasts are curious about...

Which of these is the best summary of the passage?

Whale watching, popular since the 1950s, allows tourists to enjoy seeing whales in their native habitat.

**Using Help** **Test Directions** **Tools** **How To** **Navigation** **Options**

Pointer  
Cross-Off  
Highlighter  
Sticky Note  
Magnifier  
**Line Guide**

**Line Guide**

The **Line Guide** tool provides a horizontal line that brings the focus to a single line of text.

**How to use the Line Guide:**

- Select the **Line Guide** button. A single blue line with a blue "handle" will appear.
- Select either the line or the handle and use your mouse or your finger to move the line or handle up or down.
- For questions that have multiple panes, you may grab the blue "handle" and drag the **Line Guide** from one pane to the other.

**How to close the Line Guide:**

**Review/End Test** **Pause** **Flag** **Options**

In Help mode, the test-taker can click or tap on any object that has a question mark (e.g., Line Guide) to open contextual help for that object


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There's More . . .

## Quick Start Guide


**TABE Online Quick Start Guide — DRC Portal**



**TABE DRC INSIGHT PORTAL FUNCTIONALITY**

**LOG IN**

- Open a web browser and enter: <https://ipdae.adelphi.com> to get to the Welcome to the DRC
- Click Portal for TABE
- On this page, enter your User Name (your email address) and Password. If you have forgotten your password, click the help link.
- Click Log In. You will arrive on a second email address page.
- Up to right corner, your name should appear next to the first Welcome.
- You may click on your name to edit your email, username, or password.

**MANAGE ACCOUNT/CHANGE USER PASSWORDS**

- Log into Portal
- Click on your name or upper right next to Welcome.
- Click on "MY" username, email, name, or password.
- Follow steps to change each of these.


**MANAGE USER DEVIATION(S) (VUE)**


- Click on user Management/ View/Edit User tab.
- Click on the user's name.
- Click on the user's name.
- Enter search criteria according to the instructions (By role, by name, etc.)
- Click on Add and click on Add to go.
- To edit, click on Action Button View/Edit user profile will display.
- To add permission or roles, click Add button.
- To edit permission or roles, click Action Button View/Edit.
- To delete a user profile, click Action Button Delete.
- User can be deactivated, but not deleted.

**MANAGE USER PASS/ID USER**

- Click on user Management/ Add Single User tab
- Add a first name, last name, email address

## On-Demand Training Videos


**TABE, Tests of Adult Basic Education**  
**TABE ONLINE ON-DEMAND TRAINING VIDEOS**



**Please Note:** The following on-demand videos were updated for the TABE 11/12 forms release in January 2018. These links lead to new training videos. The TABE 10/12 training videos are still available in the TABE Portal.

TITLE	ON-DEMAND LINK
<b>On-demand Guide: Navigating the TABE Online</b> (1) 1/12 Version (Over the basics of what users need to know for navigation. Please download the On-demand Guide provided for this training.) <b>TABE Online Managing Users in the DRC</b> <b>10/12/12</b> Panel 1/12 Version (Adding, deleting, and managing existing permissions, and managing user accounts)	<a href="https://www.drcinstitute.com/files/TABE_Online_11/12_EducatorsGuide">https://www.drcinstitute.com/files/TABE_Online_11/12_EducatorsGuide</a>
<b>TABE Online Managing Users in the DRC</b> <b>11/12</b> Panel 1/12 Version (Adding, deleting, and managing existing permissions, and managing user accounts)	<a href="https://www.drcinstitute.com/files/TABE_Online_11/12_Managing_Users">https://www.drcinstitute.com/files/TABE_Online_11/12_Managing_Users</a>
<b>TABE Online Student Management in the DRC</b> <b>10/12/12</b> Panel 1/12 Version (Adding students, teachers, adding student information, deleting student records)	<a href="https://www.drcinstitute.com/files/TABE_Online_11/12_Managing_Students">https://www.drcinstitute.com/files/TABE_Online_11/12_Managing_Students</a>
<b>TABE Online Test Results Management in the DRC</b> <b>10/12/12</b> Panel 1/12 Version (Adding, deleting, editing, reviewing test results, adding questions to test creation and printing results/labels)	<a href="https://www.drcinstitute.com/files/TABE_Online_11/12_Managing/TestResults">https://www.drcinstitute.com/files/TABE_Online_11/12_Managing/TestResults</a>
<b>TABE Online Answer Key Entry in the DRC</b> <b>10/12</b> Panel 1/12 Version (Adding an answer key, creating, downloading, printing, and understanding the report)	<a href="https://www.drcinstitute.com/files/TABE_Online_11/12_AnswerKeyEntry">https://www.drcinstitute.com/files/TABE_Online_11/12_AnswerKeyEntry</a>
<b>TABE ONLINE Center Office, V1, 10 &amp; 12</b> (on-demand training video to be completed at Central Office for all reporting companies and acquiring user IDs) (10/12)	<a href="https://www.drcinstitute.com/files/TABE_Online_11/12_CentralOffice">https://www.drcinstitute.com/files/TABE_Online_11/12_CentralOffice</a>

**DRC** Visit [www.drcinstitute.com](https://www.drcinstitute.com) to Learn More

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Think About It!

So, what is a standards-based instructional program?

What does it look in our GED®, ABE, and ESL classrooms?

Am I already implementing this type of program?

Do I have the appropriate instructional materials?



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Questions to Keep in Mind

- Do I have a set of standards for instructional practices and do I communicate them? (Am I using the Florida Curriculum Frameworks to drive instruction?)
- Do I use a variety of interest-engaging advance organizers?
- Do I maintain a focus on essential content that meets intended learning outcomes?
- Do I make use of previews at the beginning of class and reviews at the end of class?
- Do I apply adult learning principles to engage adult students?

Engaging Adult Learners: Philosophy, Principles and Practices  
Jim Bryson (2013)

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Questions to Keep in Mind

- Do I have ways to encourage and reward participation in class?
- Do I make use of active learning group exercises to facilitate collaboration?
- Do I evaluate higher-order learning and thinking, such as problem solving, critical thinking, and inquiry skills, rather than memorization skills?
- Do I use a process approach to assignments where that is appropriate?


Engaging Adult Learners: Philosophy, Principles and Practices  
Jim Bryson (2013)

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Remember . . .




Remember, the TABE 11/12 is aligned with the College and Career Readiness Standards.

If you are teaching a standards-based curriculum based on the Florida Curriculum Frameworks, you are already teaching the skills assessed by the new test.

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Take-Aways

- Focus on the CCR standards in your classroom (Florida Curriculum Frameworks)
  - Expand depth of knowledge and increase rigor
  - Increase complexity of reading texts
  - Teach a contextualized approach to standard English conventions
  - Begin teaching geometric and algebraic reasoning skills early
- Develop and/or locate materials that meet standards not covered in enough by published materials

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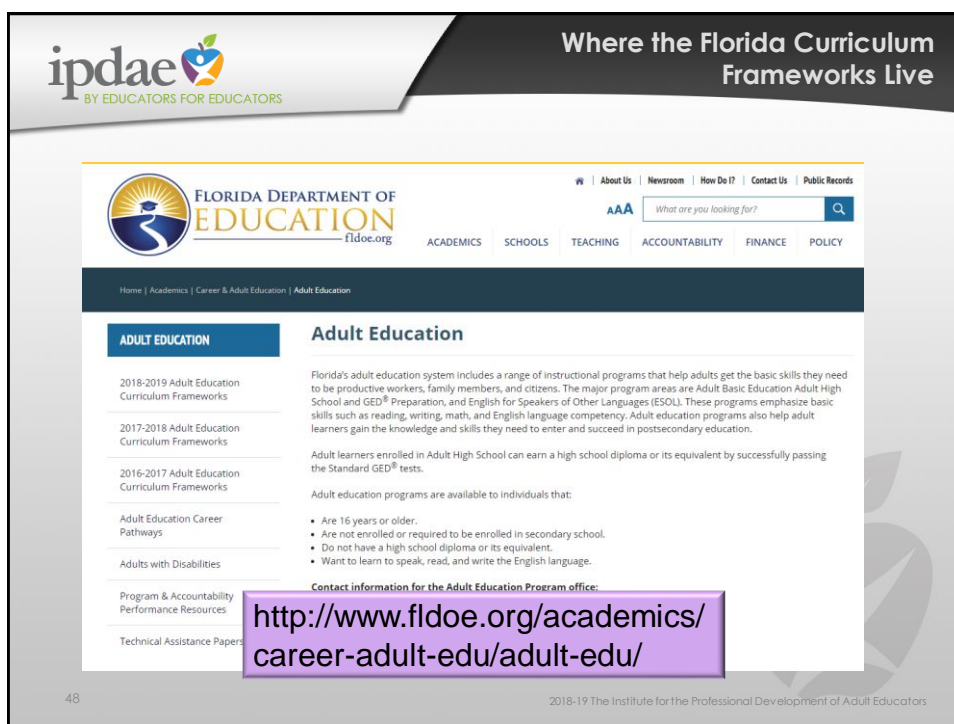
Take-Aways

- Access and review the: TABE 11&12 Blueprints, TABE 11&12 Sample Practice Items, TABE 11&12 Online Tools Training
- Help students to understand TABE 11/12 test format and structure through accessing the online tutorials
- Develop and/or find practice materials that mimic TABE 11/12 format
- Identify alignment of current materials to TABE 11/12


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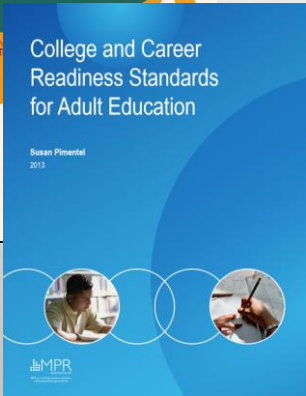


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## CCRS Reference Report



HANDBOOK FOR SUSTAINING  
STANDARDS-BASED EDUCATION  
IN ADULT EDUCATION



College and Career  
Readiness Standards  
for Adult Education

Susan Pimental  
2014

2019

IPRTI

IMPR

Want to learn more about the  
College and Career Readiness  
Standards for Adult Education?

<https://lincs.ed.gov/publications/pdf/CCRSStandardsAdultEd.pdf>

<https://lincs.ed.gov/publications/pdf/SustainingStandards-BasedEd.pdf>

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## Resources

Publishers have aligned their materials to the TABE 11/12



TABE® Tutor  
Correlations

Scoreboost  
for  
TABE®

11&12  
LEVEL  
M

TABE 11 & 12  
Transition Toolkits


TABE® 11/12  
Curriculum Guide

An Educator's Guide to Using TABE  
in the Adult Education Class

MATHEMATICS

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IPDAE Resources

<http://floridaipdae.org/>



- ✓ Workshops
- ✓ E-Learning Modules (GED, CCRS – ELA and Math, CASAS, TABE)
- ✓ Lesson Plans (aligned to the standards)
- ✓ Grab and Gos (videos)
- ✓ Webinar Wednesdays
- ✓ Toolkits
- ✓ Florida's Instructor Handbook for GED® Preparation
- ✓ Career Exploration
- ✓ Link



More on integrating the  
TABE into your classroom

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