



2018-19

What's New with TABE[®] 11/12?

*Building Capacity for Florida ABE to
GED[®] Preparation Programs*



What's New with TABE[®] 11/12?

Rod Duckworth, Chancellor

Career and Adult Education, Department of Education

Carol Bailey, Director

Adult Education

June Rall, Director of IPDAE

Tamara Serrano, Project Support Specialist for IPDAE

Resources Developed and Designed By

Bonnie Goonen, National Consultant for Florida IPDAE



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Institute for the Professional Development of Adult Educators
3209 Virginia Avenue - Fort Pierce, FL 34981
Phone 772-462-7409 • E-mail info@floridaipdae.org

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TABE[®] 9/10 vs. TABE[®] 11/12

	TABE 9/10	TABE 11/12
Content	Test released in 2003	Based on current College- and Career-Readiness Standards (NRS descriptors 2017)
Locator	12 questions in Language and Reading and 16 questions in Math Time for Locator: 37 minutes	Locator expanded to more accurately identify correct level for test-taker. 16 questions in all subject areas, with three two-part questions in Reading. Time for Locator: 100 minutes
Test Levels	L (Literacy), E (Easy), M (Medium), D (Difficult), A (Advanced)	Changes in standards addressed, but no changes in naming of levels
Test Areas	Reading, Language, Vocabulary, Language Mechanics, and Spelling, Mathematics Computation, Applied Mathematics	Reading, Language, Mathematics
Question Types	Multiple Choice	Technology enhanced questions (e.g., multiple choice, drag-and-drop, multiple select)
Test Time	Complete Battery – 3 hours, 37 minutes Survey – 2 hours, 8 minutes	Reading – 120 minutes Language – 60 minutes Mathematics – 75 minutes
Test Tools	Minimum test tools	Multiple test tools (e.g., line guide, highlighter, masking, color choices, sticky notes, ruler, protractor, etc.)

Note: Field questions are included on the test.

A Brief Overview of What the NRS Descriptors Mean for the Adult Education Classroom

Adapted from The Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act: Appendix B. National Reporting System for Adult Education (December 2017) <https://www.nrsweb.org/sites/default/files/NRS-TA-January-2018-508.pdf>

The NRS EFL descriptors for ELA and Math detail the essential skills and concepts that should be taught and assessed in all adult education classrooms. The descriptors in their entirety are located in Appendix B of the Technical Assistance Guide.

Reading Expectations

Teachers should create learning opportunities for students to:

- Read texts that are complex enough for their level (see the Reading Complexity Table)
- Deal with texts that integrate skills from other domains and that prepare students for career pathways
- Integrate reading content and ideas that require critical thinking skills
- Read and evaluate content or information presented in various media formats
- Use their reading, writing, and speaking skills to access and interpret research information (data, visuals, and text)
- Develop and effectively apply academic reading comprehension skills in a variety of contexts

Reading Complexity Table

CCR Levels of Learning	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity
B (Level 2)	2.75–5.14	42–54	1.98–5.34	420–820	3.53–6.13
C (Level 3)	4.97–7.03	52–60	4.51–7.73	740–1010	5.42–7.92
D (Level 4)	7.00–9.98	57–67	6.51–10.34	925–1185	7.04–9.57
E (Level 5)	9.67–12.01	62–72	8.32–12.12	1050–1335	8.41–10.81
E (Level 6)	11.20–14.10	67–74	10.34–14.2	1185–1385	9.57–12.00

Source: National Reporting System for Adult Education

Writing Expectations

Students should have the learning opportunity to:

- Write arguments based on evidence from source texts
- Use writing skills to inform and explain

- Read and summarize evidence and details from different texts in writing
- Interact with text, analyze, and evaluate arguments based on evidence from different types of text

Speaking and Listening Expectations

In the classroom, students should have a chance to:

- Use speaking and listening to demonstrate career and employability readiness skills
- Demonstrate collaborative, conversational, and teamwork skills and competencies at all levels
- Show evidence of their ability to evaluate conversations and to effectively present information to an audience

Teachers should create learning opportunities for students to:

- Access, develop, and utilize language that relates to career and college readiness at each level to complete relevant tasks
- Apply the conventions of standard English in context
- Develop presentation skills and effectively utilize grammar and punctuation skills and adequate vocabulary at each level

Math Expectations

Teachers should create learning opportunities where students are able to:

- Work on math concepts and skills that are aligned with the CCR standards
- Articulate math terminology to represent verbally and in writing and to solve word problems through various types of mathematical operations
- Cover content that equates to two grade levels (K-12 grades) with level E covering content for 4 grades combined (9-12 grades) in the general areas of number sense and operations; algebraic thinking; geometry and measurement; data analysis (statistics and probability)
- Integrate mathematical practices

Helpful Questions – How Are You Doing?

	Absolutely	Working On It	Not Currently
1. Do I have a set of standards for instructional practices and do I communicate them? (Am I using the Florida Curriculum Frameworks?)			
2. Do I use a variety of interest-engaging advance organizers?			
3. Do I maintain a focus on essential content that meets intended learning outcomes?			
4. Do I make use of previews at the beginning of class and reviews at the end of class?			
5. Do I apply adult learning principles to engage adult students?			
6. Do I have ways to encourage and reward participation in class?			
7. Do I make use of active learning group exercises to facilitate collaboration?			
8. Do I evaluate higher-order learning and thinking, such as problem solving, critical thinking, and inquiry skills, rather than memorization skills?			
9. Do I make use of a process approach to assignments where that is appropriate?			

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

Resources

Achieve the Core. Although developed for K-12, this site has materials that are easily integrated into the adult education program. <https://achievethecore.org/>

Florida IPDAE <http://floridaipdae.org/>

Florida Department of Adult Education: Curriculum Frameworks
<http://www.fldoe.org/academics/career-adult-edu/adult-edu/2018-2019-adult-edu-curriculum-frameworko.stml>

Florida Technical Assistance Papers <http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml>

Kentucky University <http://kyae.ky.gov/educators/ccrsbi/index.html>

LINCS. College and Career Readiness Resources and Professional Development
<https://lincs.ed.gov/state-resources/federal-initiatives/college-career-readiness>

- **College and Career Readiness Standards**
<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
- **Handbook for Sustaining Standards-Based Education in Adult Education**
<https://lincs.ed.gov/publications/pdf/SustainingStandards-BasedEd.pdf>

National Reporting System <https://www.nrsweb.org>

- **Technical Assistance Guide for Performance Accountability Under the Workforce Innovation and Opportunity Act (December 2017)** <https://nrsweb.org/sites/default/files/NRS-TA-January-2018-508.pdf>

TABE[®] <http://tabetest.com/>