

Slide One: Training Introductory Slide

- Training Title: A New TABE for a New Era
- Presenter: Mike Johnson, National Director, Test of Adult Basic Education (TABE) and Test Assessing Secondary Completion (TASC) Test
- Date: May, 2018

Slide Two: Introductions

- Mike Johnson
- National Director, TABE and TASC Test

Slide Three: National Reporting System (NRS) Changes

- Public comment period for the Workforce Innovation and Opportunity Act (WIOA) draft regulations is closed
- Final NRS Descriptors released March 2016
- Final NRS Regulations released August 2016
 - Rules for all parts of NRS testing/reporting and the Adult Education and Family Literacy Act (AEFLA) funding
- October 1, 2016, was the first application date for publishers
 - TABE 11 and 12 application submitted for NRS approval
- September 7, 2017 TABE 11 and 12 received 7 year NRS approval

Slide Four: TABE Current Status

- TABE 9 and 10 is approved until February 2019
- TABE 9 and 10 released on new Data Recognition Cooperation (DRC) INSIGHT platform
- TABE 11 and 12 Online released January 8, 2018 on DRC INSIGHT
- TABE 11 and 12 Paper/Pencil to be released April 1st
- Date that states will allow use of TABE 11 and 12 to be announced
 - TABE 9 and 10 cutoff date to be announced later
- TABE Complete Language Assessment System-English (CLAS-E) approved in 20 states
 - New College and Career-Readiness (CCR) Standards pending for Adult ESL

Slide Five: 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
- Changes to Math sections
 - Only one Math test; standards focus on Applied Math
- Improved Locator design
 - Longer Locator test provides a stronger prediction to TABE
- Reading, Math, and Language tests only
- Alignment to TASC Test and other High School Equivalency (HSE) exams that align to CCRS

Slide Six: NRS Changes

Example – NRS Level 1 Math

- Old
 - Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.
- New
 - Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.
 - Number Sense and Operations: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers. They are able to add whole numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations. They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.
 - Algebraic Thinking: Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.

- Geometry and Measurement: Students prepared to exit this level can analyze and compare 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can reason with two-dimensional shapes (e.g., quadrilaterals and half- and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to create composite shapes. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit.
- Data Analysis: Students prepared to exit this level are able to organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.

Slide Seven: How to Use TABE

Information presented in a flow chart

- Enter
- Locator Test
- Pre-Test
- Instruct
- Post-Test
- Ready to Exit
 - No?
 1. Go back to Instruct
 - Yes?
 1. HSE
 2. Post-Sec
 - a. Placement
 3. Career
 - a. Eligibility

Slide Eight: TABE 11 and 12 – Item Types

Information for the Item Type made into a table.

- Column One: Level
Math (Calculator and Non-Calculator Parts)
- Row One: L

- Row Two: E
- Row Three: M
- Row Four: D
- Row Five: A

Reading (Part 1 and Part 2)

- Row One: L
- Row Two: E
- Row Three: M
- Row Four: D
- Row Five: A

Language

- Row One: L
- Row Two: E
- Row Three: M
- Row Four: D
- Row Five: A

- Column Two: Evidence Based Selected Response (EBSR)

Math (Calculator and Non-Calculator Parts)

- Row One: 0
- Row Two: 0
- Row Three: 0
- Row Four: 0
- Row Five: 0

Reading (Part 1 and Part 2)

- Row One: 0
- Row Two: 3
- Row Three: 7
- Row Four: 9
- Row Five: 12

Language

- Row One: 0
- Row Two: 0
- Row Three: 0
- Row Four: 0
- Row Five: 0

- Column Three: Technology Enabled (TE)

Math (Calculator and Non-Calculator Parts)

- Row One: 0
- Row Two: 0
- Row Three: 4
- Row Four: 2
- Row Five: 4

Reading (Part 1 and Part 2)

- Row One: 0
- Row Two: 2
- Row Three: 0
- Row Four: 1
- Row Five: 1

Language

- Row One: 0
- Row Two: 7
- Row Three: 4
- Row Four: 5
- Row Five: 8

- Column Four: Total

Math (Calculator and Non-Calculator Parts)

- Row One: 35
- Row Two: 40
- Row Three: 40
- Row Four: 40
- Row Five: 40

Reading (Part 1 and Part 2)

- Row One: 40
- Row Two: 47
- Row Three: 47
- Row Four: 47
- Row Five: 47

Language

- Row One: 35
- Row Two: 40
- Row Three: 40
- Row Four: 40
- Row Five: 40

- Column Five: Passages

Math (Calculator and Non-Calculator Parts)

- Row One: 0
- Row Two: 0
- Row Three: 0
- Row Four: 0
- Row Five: 0

Reading (Part 1 and Part 2)

- Row One: 4
- Row Two: 7
- Row Three: 8
- Row Four: 9
- Row Five: 9

Language

- Row One: 0
- Row Two: 2
- Row Three: 3
- Row Four: 6
- Row Five: 4

Slide Nine: TABE 11 and 12 Maximum Allowable Time Information for the allowable time made into a table.

- Column One: Level
 - Row One: L
 - Row Two: E
 - Row Three: M
 - Row Four: D
 - Row Five: A
 - Row Six: Locator
- Column Two: Reading Part 1
 - Row One: 35 minutes
 - Row Two: 55 minutes
 - Row Three: 50 minutes
 - Row Four: 80 minutes
 - Row Five: 70 minutes
 - Row Six: 45 minutes
- Column Three: Reading Part 2
 - Row One: 75 minutes
 - Row Two: 75 minutes
 - Row Three: 80 minutes
 - Row Four: 60 minutes
 - Row Five: 70 minutes
 - Row Six: Not Applicable (N/A)
- Column Four: Language
 - Row One: 85 minutes
 - Row Two: 85 minutes
 - Row Three: 85 minutes
 - Row Four: 85 minutes
 - Row Five: 85 minutes
 - Row Six: 30 minutes
- Column Five: Math Part 1
 - Row One: 75 minutes
 - Row Two: 75 minutes
 - Row Three: 60 minutes

- Row Four: 40 minutes
- Row Five: 30 minutes
- Row Six: 15 minutes
- Column Six: Math Part 2
 - Row One: N/A
 - Row Two: N/A
 - Row Three: 15 minutes
 - Row Four: 35 minutes
 - Row Five: 45 minutes
 - Row Six: 15 minutes

Slide Ten: TABE 11 and 12 Testing Times Pending
Information for the pending time made into a table.

- Column One: Level
 - Row One: L
 - Row Two: E
 - Row Three: M
 - Row Four: D
 - Row Five: A
 - Row Six: Locator
- Column Two: Reading Part 1
 - Row One: 35 minutes
 - Row Two: 60 minutes
 - Row Three: 60 minutes
 - Row Four: 60 minutes
 - Row Five: 60 minutes
 - Row Six: 40 minutes
- Column Three: Reading Part 2
 - Row One: 60 minutes
 - Row Two: 60 minutes
 - Row Three: 60 minutes
 - Row Four: 60 minutes
 - Row Five: 60 minutes
 - Row Six: N/A
- Column Four: Language
 - Row One: 60 minutes
 - Row Two: 60 minutes
 - Row Three: 60 minutes
 - Row Four: 60 minutes
 - Row Five: 60 minutes
 - Row Six: 25 minutes

- Column Five: Math Part 1
 - Row One: 70 minutes
 - Row Two: 70 minutes
 - Row Three: 60 minutes
 - Row Four: 35 minutes
 - Row Five: 30 minutes
 - Row Six: 15 minutes
- Column Six: Math Part 2
 - Row One: N/A
 - Row Two: N/A
 - Row Three: 10 minutes
 - Row Four: 35 minutes
 - Row Five: 40 minutes
 - Row Six: 15 minutes

Slide Eleven: TABE 11 and 12 – Objectives by Level

- Image of the Content Area Reporting Objectives page.

Slide Twelve: TABE 11 and 12 – Level L

- Level L can be used to screen adult examinees entering literacy programs. Level L accomplishes this by screening for:
 - Visual/reversal problems
 - Auditory skills/sound discrimination
 - Beginning comprehension skills
 - Beginning mathematics application skills
 - Beginning grammar, capitalization, punctuation, and spelling skills
 - Vocabulary and word meaning
 - Beginning reading skills

Slide Thirteen: TABE 11 and 12 – Levels E/M/D/A Reading

- TABE 11 and 12 Reading content reflects mature, life- and work-related situations and highlights overlapping objectives, from word-meaning skills to critical-thinking skills
 - These are measured using texts and forms familiar to everyday adult lives, as well as through excerpts that reflect our cultural diversity
 - Based on the Office of Career, Technical, and Adult Education (OCTAE) CCR standards focused largely on informational texts (e.g. research, scientific, historical information)

- The previous focus on literary text (e.g. fiction, memoir, poetry) is significantly decreased

Slide Fourteen: TABE 11 and 12 – Levels E/M/D/A Mathematics

- TABE 11 and 12 Mathematics reflects math application, particularly routine tasks such as estimating quantities and making computations involving time, distance, weight, etc.
 - Standards have more emphasis on applied versus computation skills
 - Item sets are integrated by mathematical contexts appropriate for adults
 - The objective distribution at Level A is very closely aligned with the content distribution of the TASC/HSE Mathematics test

Slide Fifteen: TABE 11 and 12 – Levels E/M/D/A Language

- The goal of adult language instruction is to build communication skills necessary for functioning effectively on the job and in daily life
 - TABE Language assesses skills in grammar, usage, mechanics, sentence formation, and paragraph development. Understanding of word meaning and relationships, context, spelling, capitalization and punctuation in sentences, phrases, and clauses is included
 - Items are presented in meaningful contexts that reflect the writing process as it is applied in life

Slide Sixteen: TABE Scanning and Scoring

- Web-based; no TestMate software required
- Scanning can be done on plain-paper scanners (examples)
 - Epson WorkForce ES-200
 - Epson WorkForce ES-300
 - Epson WorkForce ES-400
 - Epson WorkForce ES-500
 - FUJITSU Document Scanner fi-7160
 - Brother ImageCente ADS-2800W
- Dual read, Continuous feed, TWAIN compliant
 - Future enhancement: Office Copy Machines
 - Future enhancement: Cell phone captured pictures
- All Data stored in the TABE Database also used by TABE Online

Slide Seventeen: DRC INSIGHT Test Engine

- Transition slide into discussing the DRC INSIGHT Test Engine

Slide Eighteen: DRC INSIGHT Test Engine (Continued)

- Intuitive, universally designed testing interface that is accessible for all students
- Consistent and reliable performance on a range of testing devices
 - INSIGHT Runs on Windows, Mac, iOS, Chrome, Linux
 - More than 32 million tests delivered in 2016–2017
- Same platform for TABE, TASC Test, TASC Readiness and TABE CLAS-E (pending).
- Since Sept 2017, 3.15 million TABE Sub-tests have been scheduled and 2.1 million of those completed

Slide Nineteen: Examinee Access

- Image of the TABE website where TABE 9 and 10 and TABE 11 and 12 can be found.

Slide Twenty: TABE Reports

- TABE 11 and 12 Individual Profile
- TABE 11 and 12 Individual Portfolio
- TABE 11 and 12 Locator Report
- TABE 11 and 12 Bulk Export
- TABE 11 and 12 Roster Group Report (in development)
- TABE 11 and 12 Local Exporting (in development)
- TABE 11 and 12 Individual Diagnostic Report (planned)
- TABE 11 and 12 Workforce Report (planned)

Slide Twenty: TABE 11 and 12 Resources

Now available on the TABEtest website:

- [TABE 11 and 12 Blueprints](#)
- [TABE 11 and 12 Sample Practice Items](#)
- [TABE 11 and 12 Online Tools Training](#)

Slide Twenty-One: Thank You!

- Mike Johnson, National Director
 - 630-995-6712
 - mjohnson@datarecognitioncorp.com
- Christina Traudt, Assessment Consultant – North Texas
 - 512-981-9123
 - ctraudt@datarecognitioncorp.com
- Gina Davis, Assessment Consultant – South Texas
 - 210-861-7445
 - gdavis@datarecognitioncorp.com