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Workshop Recording | Resources | Slides

Topic:	Academic Skills Assessment Requirements
Presenter:	Rosemary Matt, Director of Accountability, NYS Department of Education and Juie Deo, NYSDOL Youth Program Development Team
Follow-Up Resources:	Slides
Description:	<p>The Test for Adult Basic Education (TABE) 9/10 cannot be used after June 30, 2019. The National Reporting System approved TABE 11/12 is significantly different and can be used to document the Educational Functioning Level (EFL) gain under the Workforce Innovation and Opportunity Act (WIOA) Measurable Skills Gain (MSG) indicator of performance.</p> <p>EFL gain is only one of the five ways to document MSG for WIOA Title I Youth Programs. Unlike the Workforce Investment Act (WIA), there is no literacy/numeracy performance measure for Youth Programs, reducing the requirement to measure EFL gains for all youth participants. On the contrary, WIOA Title II or Adult Education programs are required to evaluate EFL gain of all their participants. Adult Education programs use the TABE assessment to measure EFL gain and are transitioning from TABE 9/10 to the TABE 11/12.</p> <p>Join us on this webinar to learn from Adult Education program experts about the significant changes from TABE 9/10 to TABE 11/12. We will also clarify WIOA requirements, so you can develop informed local policies for implementing cost-effective and less rigorous academic skills assessments. Unlike Adult Education programs, EFL gain applies only to a small number of WIOA Youth Program participants, underscoring establishment of local partnerships to document EFL gain, instead of pre- and post-testing all youth participants.</p>

Pre-webinar review:

- Review youth participant assessment requirements in WIOA regulations (20 CFR 681.290, page 56400, attached)
- Assessments section in [Training and Employment Guidance Letter 21-16](#) (pages 7-8)
- Email specific questions to YouthTeam@labor.ny.gov with subject "Youth Assessments Webinar Questions."

Recording

At dews.webex.com choose "Webex Training" from the triple bar icon. In the upper left corner, go to "View session recordings." Search the workshop topic. Select "View" for the recording. When prompted, enter "Careers" for the password

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WIOA Title I Youth Program Academic Assessments

TABE 11 & 12 Introduction MARCH 22, 2019

1

TABE 9/10 **TABE 11/12**

2

**Workforce Investment Act
Lit/Num Measure**

3

**Workforce Investment Act
Lit/Num Measure**

Legacy for youth assessment practices

4



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WIOA Intention

- Spend **more** fund on Out-of-School Youth (OSY).
- Offer **more** Work Experiences.
- Offer **more** Occupational Skills Trainings.

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WIOA Intention

- Spend more funds on OSY.
- Offer more Work Experiences.
- Offer more Occupational Skills Trainings.

Educational Functioning Level (EFL) gain is hard to achieve for youth not working on academics.

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Title IB Youth Program Flow

Case management, youth engagement, partnership building, administration		
Recruitment	Design Framework	Services
Eligibility → Objective Assessment → ISS ↔ 13 Elements → Follow-Up		
Indicators of Performance		

Individual Service Strategy (ISS) is developed with youth.

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At Least Three Times When Results Of Academic Assessments Are Needed

Eligibility → Objective Assessment → ISS ↔ 13 Elements → Follow-Up

Basic Skills
Deficiency
Determination

Result of an
Objective Academic
Assessment

MSG > EFL > Pre/Post Test Gain

Measurable Skill Gains (MSG) can be documented in 5 ways.



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POLL

What does your local area do regarding academic assessments? (Select all that apply)

1. Pre-test all youth during eligibility
2. Pre-test all youth during objective assessment
3. Use only NRS-approved test
4. Use other ways to document MSG than pre/post test for EFL
5. Has partnerships to get EFL gain results instead of testing the youth



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Three Times When Results Of Academic Assessments Are Needed

Eligibility → Objective Assessment → ISS ↔ 13 Elements → Follow-Up

Basic Skills
Deficiency
Determination

Result of an
Objective Academic
Assessment

MSG > EFL > Pre/Post Test Gain

BSD

OA

Pre/Post Test



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WIOA Flexibility

National Reporting System (NRS) approved assessments are not required for all Title I Youth.

Measurable Skill Gains can be documented in five ways.



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Five Ways to Document Measurable Skill Gains

1. Sec. Diploma/Equivalent
2. Sec./Postsecondary Transcript/Report Card
3. Progress Towards Milestones
4. Skills Progression
5. Educational Functioning Level

TEGL 10-16 Change 1; TEGL 7-18

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Actual Seven Ways to Document Measurable Skill Gains

1. Sec. Diploma/Equivalent
2. Sec./Postsecondary Transcript/Report Card
3. Progress Towards Milestones
4. Skills Progression
5. Educational Functioning Level
 - a. Program Exit + Entry Into Postsec. Education
 - b. Completion of Credits/Carnegie Units
 - c. Pre-Post Test

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Not All Youth Included in Measurable Skill Gains

Title I Youth Participants Included	
I S Y	All
	Occupational Skills Training
O S Y	Secondary education at or above 9th grade
	Postsecondary education
	Title II-funded adult education at/above 9th grade
	YouthBuild
	Job Corps

TEGL 10-16 Change 1; TEGL 7-18

ISY: In-School Youth

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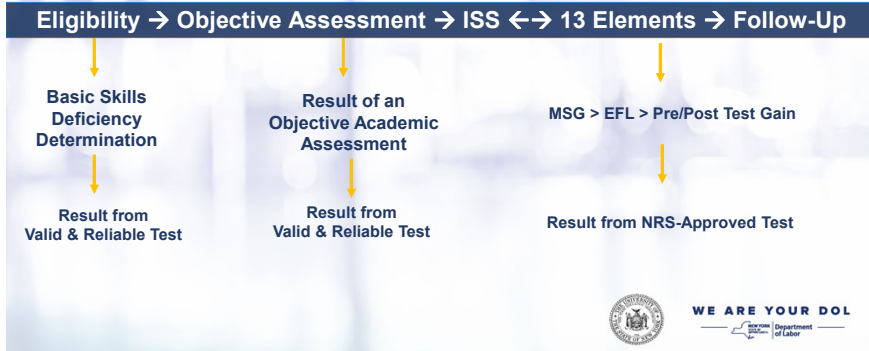
Measurable Skill Gains Documentation

Title I Youth Participants Included		Efficient ways to document Measurable Skill Gains
I S Y	All	Transcript/Report Card Diploma/Equivalency
	Occupational Skills Training	Progress Toward Milestones Skills Progression
O S Y	Sec. Edu. at or above 9th grade	Transcript/Report Card Diploma/Equivalency Progress Toward Milestones Skills Progression Entry into Postsecondary Completion of credits Last resort – Pre/Post Test
	Postsecondary education	
	Title II-funded adult education at/above 9th grade	
	YouthBuild	
	Job Corps	

**Get
info.
from
partners**

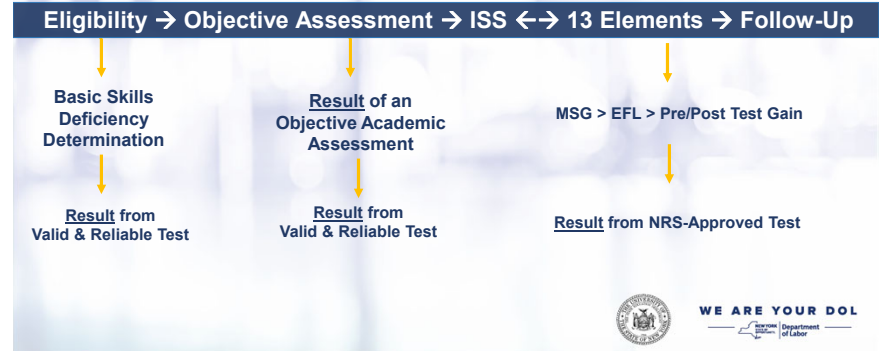
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Three Times When Results Of Academic Assessments Are Needed



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Three Times When Results Of Academic Assessments Are Needed



18

Eligibility → Objective Assessment → ISS ↔ 13 Elements → Follow-Up



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Basic Skills Deficiency

- a) As used in § 681.210(c)(3), a youth is "basic skills deficient" if he or she:
- 1) Have English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
 - 2) Are unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society.
- b) The State or Local WDB must establish its policy on paragraph (a)(2) of this section in its respective State or local plan.

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Basic Skills Deficiency

c) In assessing basic skills, local programs must use assessment instruments that are:

- valid and reliable
- appropriate for the target population
- must provide reasonable accommodation
- cost-effective
- well-matched to test administrator's qualifications

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Eligibility → Objective Assessment → ISS ↔ 13 Elements → Follow-Up



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Eligibility → Objective Assessment → ISS ↔ 13 Elements → Follow-Up



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Eligibility → Objective Assessment → ISS ↔ 13 Elements → Follow-Up



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WIOA Assessments Flexibility

	Basic Skills Deficiency Determination	Objective Assessment → ISS	MSG → EFL → Pre/Post Test Results
NRS Approved	✗	✗	✓
Valid & Reliable	✓	✓	✓
Appropriate for Target Population	✓	✓	✓
Reasonable Accommodations	✓	✓	✓
Grade level equivalent	(a) at/below 8 th grade ✓ (b) Local policy ✗	✗	n/a
Prior assessment results within 6 months	✓	✓	n/a
Applies to all youth	✗	✓	✗
Cost effective	✓	✓	✓
Qualified Test Administrator	✓	✓	✓

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Why not test all youth with NRS approved tests, during Eligibility or Objective Assessment?

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Testing Times (TABE 11 & 12 Series)

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

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Consider the Cost

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

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TABE 11 & 12 Introduction

- Based on OCTAE and College and Career Readiness (CCR) standards focused largely on informational texts:
 - Research
 - Scientific
 - Historical Information
- The previous focus from TABE 9&10 was on literary text such as fiction, memoir, or poetry
- Skills are measured using texts and forms familiar to everyday adult lives, as well as through excerpts that reflect cultural diversity

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TABE 11 & 12 Levels

- **L** - Literacy
- **E** - Easy
- **M** - Moderate
- **D** - Difficult
- **A** - Advanced



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Grade Level Equivalents

Test Levels: Mathematics, Reading

Content Level

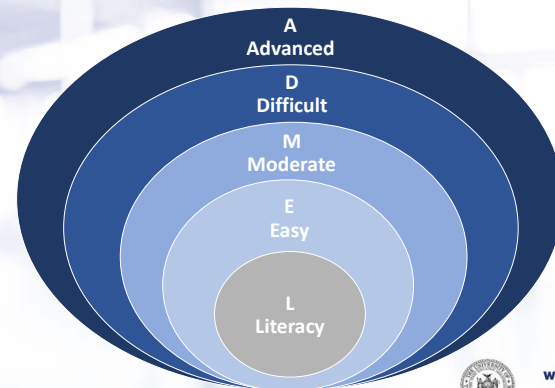
- **L** K-1 Grade Equivalent
- **E** 2-3 Grade Equivalent
- **M** 4-6 Grade Equivalent
- **D** 6-8 Grade Equivalent
- **A** 9-12 Grade Equivalent



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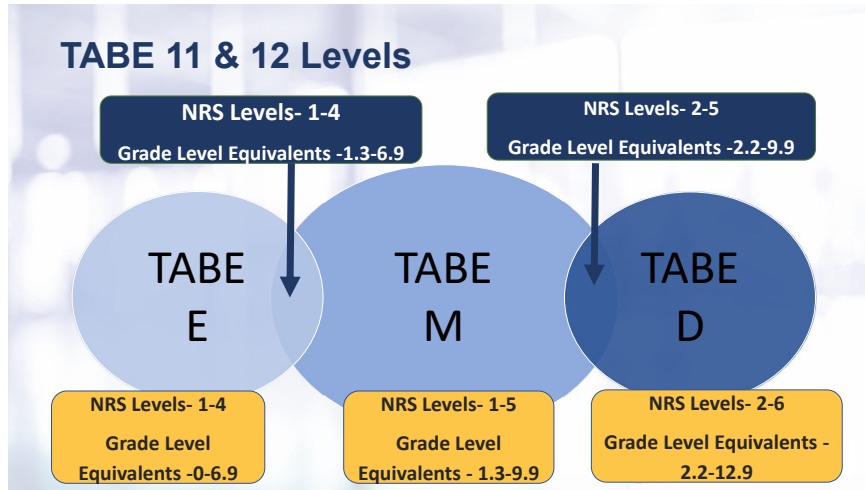
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TABE 11 & 12 Levels



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NRS Level	National Reporting System (NRS) Levels	Grade Level Equivalents
1	Beginning ABE Literacy	0 – 1.9
2	Beginning Basic Education	2 – 3.9
3	Low Intermediate Basic Education	4 – 5.9
4	High Intermediate Basic Education	6 – 8.9
5	Low Adult Secondary Education	9 – 10.9
6	High Adult Secondary Education	11 – 12.9

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Objectives by Level

Content Area Reporting Objectives	Covered Objectives				
	L	E	M	D	A
Mathematics					
Measurement and Data	•	•	•		
Number and Operations in Base Ten	•	•	•		
Number and Operations Fractions		•	•		
Operations and Algebraic Thinking	•	•	•		
Geometry	•	•	•	•	•
Expressions and Equations			•	•	
Ratios and proportional Relationships			•	•	
The Number System			•	•	
Statistics and Probability			•	•	•
Functions				•	•
Algebra				•	•
Number and Quantity				•	•
Standards for Mathematical Practice (double count)	•	•	•	•	•
Reading					
Phonological Awareness	•				
Phonics and Word Recognition	•	•			
Key Ideas and Details	•	•	•	•	•
Craft and Structure	•	•	•	•	•
Integration of Knowledge and Ideas	•	•	•	•	•
Informational text (double count)	•	•	•	•	•
Literary Text (double count)			•	•	•

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TABE 11 & 12 Reading Content

- **The Reading test measures:**
 - basic adult reading skills
 - ability to construct meaning from a variety of informational and literary texts
- **The content reflects:**
 - mature, life-and work-related situations and highlights overlapping objectives
 - ranges from word-meaning skills to critical-thinking skills.

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TABE 11 & 12 Reading Content

- Many facets of the reading process are measured using texts and forms that are familiar in everyday adult lives, as well as excerpts that reflect our cultural diversity
- There are also items that specifically test an examinee's ability to find and use information in sources, including stimuli such as diagrams and web pages



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TABE 11 & 12 Reading Content

- In determining the specifications for the reading passages, the College and Career Readiness Standards for Adult Education (OCTAE CCR) were considered.
- THE OCTAE CCR standards focus largely on informational texts, such as research, scientific, and historical informational texts, that would be of interest and relevant to an adult population.

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TABE 11 & 12 Reading Content

- Reading Domains:
 - Reading Foundational Skills
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge and Ideas



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TABE 11 & 12 Reading Content

- The mathematics test assesses mathematical application as well as more routine tasks, such as estimating quantities, and making computations that involve time, distance, and weight
- Item sets are integrated by mathematical contexts appropriate for adults
- The objective distribution in Level A is very closely aligned with the content distribution of the TASC Mathematics subtest

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Math Content

Mathematics Domains:

- Measurement and Data
- Number and Operations —Fractions
- Number and Operations in Base Ten
- Operations and Algebraic Thinking
- Geometry
- Expressions and Equations
- Ratios and Proportional Relationships
- Statistics and Probability
- The Number System
- Functions
- Algebra
- Number in Quantity



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TABE 11 & 12 Modalities

Mathematics Domains:

- Regular-sized print
- Large-print
Braille
- Audio CD formats
- Text-to-Speech tool available in DRC INSIGHT



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Scoring

- Programs may choose to hand score the DRC – TABE 11/12 Answer Sheets
- Must use Scoring Guide issued by DRC



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Scoring

Level E—Form 11

SCORING GUIDELINES

Reading—Part 1:

Question 21
2 points: Correct responses for both Part A and Part B.
1 point: Correct response for Part A, but incorrect or partially incorrect response for Part B.
0 points: Incorrect responses for both parts OR incorrect response for Part A with correct or partially correct response for Part B.

Reading—Part 2:

Question 34
2 points: Correct responses for both Part A and Part B.
1 point: Correct response for Part A, but incorrect or partially incorrect response for Part B.
0 points: Incorrect responses for both parts OR incorrect response for Part A with correct or partially correct response for Part B.

Field Test Question 37
2 points: Two correct responses selected with 0 incorrect responses selected.
1 point: One correct response selected with 0 or 1 incorrect response selected OR two correct responses selected with 1 incorrect response selected.
0 points: No correct responses selected OR two or more incorrect responses selected.

Question 46
2 points: Two correct responses selected with 0 incorrect responses selected.
1 point: One correct response selected with 0 or 1 incorrect response selected OR two correct responses selected with 1 incorrect response selected.
0 points: No correct responses selected OR two or more incorrect responses selected.

Question 47
2 points: Correct responses for both Part A and Part B.
1 point: Correct response for Part A, but incorrect response for Part B.
0 points: Incorrect responses for both parts OR incorrect response for Part A with correct response for Part B.

Field Test Question Value (Do not include in Total Score)					
Number 5 1 point	Number 6 1 point	Number 35 1 point	Number 36 1 point	Number 37 2 points	Number 38 1 point
					Number 39 1 point

LEVEL E—FORM 11

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Level E—Form 11

LETTER KEY

To use this version of the answer key, assume all answer choices are identified A, B, C, D, etc.

READING		READING	
<i>Part 1</i>		<i>Part 2</i>	
1.	D	22.	A
2.	A	23.	B
3.	D	24.	C
4.	C	25.	C
5.	B	26.	B
6.	B	27.	C
7.	A	28.	D
8.	A	29.	C
9.	B	30.	B
10.	B	31.	B
11.	B	32.	C
12.	B	33.	C
13.	A	34.	Part A B
14.	A		Part B C, D
15.	B	*35.	B
16.	B	*36.	C
17.	B	*37.	B, C
18.	D	*38.	C
19.	B	*39.	B
20.	D	40.	B
21.	Part A C	41.	D
	Part B B, C	42.	D
		43.	D

Scoring



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TABE 11 & 12 Scanning

Enhanced, Affordable Scanning

- With TABE 11&12, scanning becomes easier and more affordable for testing programs
- Its new web based scanning solution interfaces with DRC INSIGHT™ and the TABE Online database to allow tests to be scanned locally using an affordable image-based scanner and web-based software



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Scanning

- **BOTH** TABE online and paper testing data is stored in the same database
- Regardless of online testing or paper testing, the student's score sheet is scanned directly to DRC
- The student's scores are then uploaded to the program's account in DRC's Insight reporting System



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TABE 11 & 12 Scanner Requirements

- A "duplex" scanner that scans both sides of a page in one pass
- An automatic document feeder
- Must have the **TWAIN** (a widely-used program that lets you scan an image)



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TABE 11 & 12 Scanner Requirements

Scanner Examples:

- The scanners listed meet the requirements for scanning TABE answer documents.
- Note: The scanners listed are **NOT** suggestions or recommendations; they are simply examples of commonly available products that meet the scanning requirements.



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TABE 11 & 12 Scanner Requirements

EPSON:

- Epson DS-530
- Epson DS-780N
- WorkForce ES-500W
- WorkForce ES-400
- WorkForce ES-300W

BROTHER:

- ImageCenter™ ADS-2800W
- ImageCenter™ ADS-3600W
- Brother MFCL5700DW

FUJITSU:

- FUJITSU fi-7160
- Note: Avoid the Fujitsu Xi scanner series because it does not support

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TABE 11 & 12 Diagnostic

Test Results		Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level
				Total	Obtained				
Reading		01/11/2018	A	56	40	40	602	19	5
Mathematics		01/12/2018	M	39	33	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	Performance Category			
	Number of Items	Non-Proficiency	Partial Proficiency	Proficiency
Reading				
Key Ideas and Details	18		✓	
Craft and Structure	17		✓	
Integration of Knowledge and Ideas	5			✓
Mathematics				
Measurement and Data	6			✓
Numbers and Operations - Fractions	7		✓	
Numbers and Operations - Base Ten	5		✓	
Operations and Algebraic Thinking	4		✓	
Geometry	4		✓	
Expressions and Equations	4			✓

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TABE 11 & 12 Accommodations

Category 1 Accommodations

Presentation

- Use visual magnifying equipment
- Use a Large Print edition of the test
- Use audio amplification equipment
- Use markers to maintain place



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TABE 11 & 12 Accommodations

Category 1 Accommodations

Response

- Mark responses in test book
- Mark responses on Large Print answer document
- For selected-response items, indicate responses to a scribe
- Record responses on audiotape (except for constructed-response writing tests)



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TABE 11 & 12 Accommodations

Category 1 Accommodations

Response

- Use a computer, typewriter, Braille writer, or other machine (e.g., communication board) to respond
- Use a template to maintain place for responding
- Indicate responses with other communication devices (e.g., speech synthesizer)
- For selected-response items, use sign language to indicate responses



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TABE 11 & 12 Accommodations

Category 1 Accommodations

Setting

- Take the test alone or in a study carrel
- Take the test with a small group or different class
- Take the test at home or in a care facility (e.g., hospital) with supervision
- Use adaptive furniture
- Use special lighting and/or acoustics



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TABE 11 & 12 Accommodations

Category 1 Accommodations

Timing/Scheduling

- Take more breaks (Note: breaks should not result in extra time for testing or opportunity to study information in a test already begun)
- Have flexible scheduling (e.g., time of day, days between sessions), **which should not** result in extra time for testing or opportunity to study information in a test already begun



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TABE 11 & 12 Accommodations

Reminder:

TABE is meant to be a **diagnostic assessment**
Which means any accommodation that goes beyond a **Category 1** accommodation will potentially alter the validity of the test score and the diagnostic capability of the test



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Let's Take a Closer Look:

- Questions are formatted differently than in past iterations of the TABE test
- Students are required to synthesize questions to arrive at correct answers
- Higher level thinking skills are necessary
 - Students need practice in this approach



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Let's Take a Look: Level E

Which of these sentences best states the author's opinion of service dogs?

- A. Service dogs are better than pet dogs.
- B. Everyone should have a service dog.
- C. Service dogs are hard-working helpers.
- D. More people should train service dogs.



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Let's Take a Look: Level E

Part A

Which of these is the main idea of the article?

- A. Service dogs are good friends.
- B. Service dogs are specially trained.
- C. Service dogs are raised in families.
- D. Service dogs are seen in public places.

Part B

Which two sentences from the article best support the answer to Part A?

- A. "Many animals are fun to watch and to have as pets."
- B. "These puppies live with volunteer families."
- C. "The dogs must learn to follow commands."
- D. "Dogs that do pass the tests continue with more specific training."
- E. "Service animals are more than pets."

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Let's Take a Look: Level M

Which of these do the sentences from the passage support?

- A. The colonists did not object to British rule.
- B. The British offered colonists a seat in Parliament.
- C. The British felt that the colonists owed them money.
- D. The colonists opposed the way the British treated them.

Which inference can be made about the tea tax?

- A. The British Parliament had every right to put a tea tax into effect.
- B. The Boston Tea Party did not help the colonists solve the tea tax problem.
- C. The tea tax was unfair because colonists did not have a say in the laws that governed them.
- D. The tea tax was a fee that many colonists wanted to pay because they enjoyed drinking tea.

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Let's Take a Look: Level D

What is inferred during Aiden's conversation with Sabine?

- A. She is irritated at Aiden's mistakes.
- B. She is eager to help Aiden understand.
- C. She is apologetic for French culture.
- D. She is disappointed in the attitude of the French.



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Let's Take a Look: Level D

Which detail from the story is evidence that the café server is displeased with Aiden?

- A. He refuses to serve Aiden.
- B. He asks Aiden to leave the café.
- C. He makes Aiden wait for his order.
- D. He corrects Aiden's use of the language.

What do the events in the café imply?

- A. Aiden lacks confidence to complete even simple tasks.
- B. Aiden seeks mainly to impress people with his fluency.
- C. Aiden realizes studying in a foreign country is a mistake.
- D. Aiden believes he has prepared well for his time abroad.

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Let's Take a Look: Level A

Part A

Which of these most accurately compares the viewpoints of the authors of "Da Vinci: The Artist" and "Da Vinci: The Scientist"?

- A. The two authors agree that da Vinci's study of science often took him away from his painting.
- B. The two authors agree that da Vinci's desire to study and learn helped make him a great artist.
- C. The author of "Da Vinci: The Artist" thinks that da Vinci was a traditional artist, while the author of "Da Vinci: The Scientist" thinks that da Vinci was an artistic genius.
- D. The author of "Da Vinci: The Artist" thinks that da Vinci's genius was in art, while the author of "Da Vinci: The Scientist" thinks that da Vinci's genius was actually in science.

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Let's Take a Look: Level A

Part B

Which two sentences, one from each passage, best support the answer to Part A?

- A. "Although fewer than 20 of his paintings still exist, they all have a prominent place in the art world." (paragraph 1, *Da Vinci: The Artist*)
- B. "One might wonder what makes the work of Leonardo da Vinci so unique since his career took the traditional path for an artist in the late fifteenth century." (paragraph 1, *Da Vinci: The Artist*)
- C. "Da Vinci's unique perspective, curiosity, and natural talent combined to make him one of the most influential artists of all time." (paragraph 1, *Da Vinci: The Artist*)
- D. "Although many people acclaim Leonardo da Vinci's genius as an artist, fewer people recognize his talents in the world of science." (paragraph 1, *Da Vinci: The Scientist*)
- E. "Yet his passion for scientific study was the secret to his artistic success." (paragraph 1, *Da Vinci: The Scientist*)
- F. "In fact, only around fifteen of da Vinci's paintings exist today, while over 6,000 pages from his notebooks survive." (paragraph 1, *Da Vinci: The Scientist*)

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Testing Times 11 & 12 Series:

- Test Administrator must read the directions to all test takers
- Regardless of any Level test taker, directions must be read
- Directions are different for each test level!



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Administration of the paper TABE 11/12

- Timed Tests
 - Test should be scheduled for time frames suitable for completing each section of the test
- Breaks should be given between sections of the test **NOT** during the sections



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Administration of the paper TABE 11/12

- If the test is interrupted (ie. a student leaves before the section is complete, a fire drill interrupts the test, student is taken ill)
 - The test results are rendered invalid
 - Retest must be scheduled



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Calculator and Protractor Use on the TABE

- Protractor for Mathematics, Level M only
- Basic 4-Function calculator for Mathematics Part 2, Level M only
- Scientific calculator for Mathematics Part 2, Levels D and A only



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Calculator Use on the TABE

- Remember to teach your students the proper use of the calculator
- If you are using a scientific calculator you must provide guided practice
- A four-function calculator (like that from the dollar store) functions very differently!



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TABE 11 & 12 Resources

Now available on tabetest.com:

TABE 11&12 Blueprints

www.tabetest.com/resources-2/testing-information/blue-prints/

TABE 11&12 Sample Practice Items

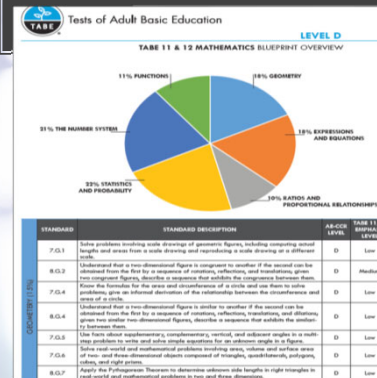
www.tabetest.com/resources-2/testing-information/tabe-1112-practice/

TABE 11&12 Online Tools Training

www.tabetest.com/resources-2/testing-information/online-tools-training/

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TABE 11 & 12 Blueprints



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TABE 11 & 12 Sample Practice Items

Tests of Adult Basic Education **LEVEL A**
 TABE 11 & 12 MATHEMATICS PRACTICE ITEMS

1. Which expression is equivalent to $2x(2y + x)^2$?

A. x^2y^2
 B. $4xy^2$
 C. $4x^2y$
 D. $4x^2y^2$

2. The data below show the measured heights, in meters, of trees in two different sections of a forest.
 Section 1: 2.8, 3.2, 3.5, 3.8, 4.1, 4.2, 4.5
 Section 2: 2.5, 2.8, 3.1, 3.4, 3.6, 3.8, 4.1

Which statement is a correct conclusion based on the interquartile range of the two data sets?

A. The trees in Section 1 most likely have more consistent heights than the trees in Section 2.
 B. The trees in Section 1 most likely have more consistent heights than the trees in Section 2.
 C. A randomly selected tree in Section 1 will most likely be taller than a randomly selected tree in Section 2.
 D. A randomly selected tree in Section 1 will most likely be taller than a randomly selected tree in Section 2.

3. A WASHINGTON COLLECTION SYSTEM USES A CYLINDRICAL STORAGE TANK WITH A DIAMETER OF 20 CENTIMETERS AND A HEIGHT OF 80 CENTIMETERS.
 What is the total volume of water, in cubic centimeters, that can be collected?

A. 12,566 cubic centimeters
 B. 251,328 cubic centimeters
 C. 127,080 cubic centimeters
 D. 251,327 cubic centimeters

4. A COUNTY CLERK HAS A GIVEN AMOUNT OF MONEY TO BUDGET FOR CULTURAL EVENTS.
 Based on the examples, what does the point (0, 15) represent?

Cultural Events Budget

A. the total amount of the budget spent
 B. the total amount of the budget spent after 15 months
 C. the average amount spent out of the budget each month
 D. the amount of money that the county will be spent

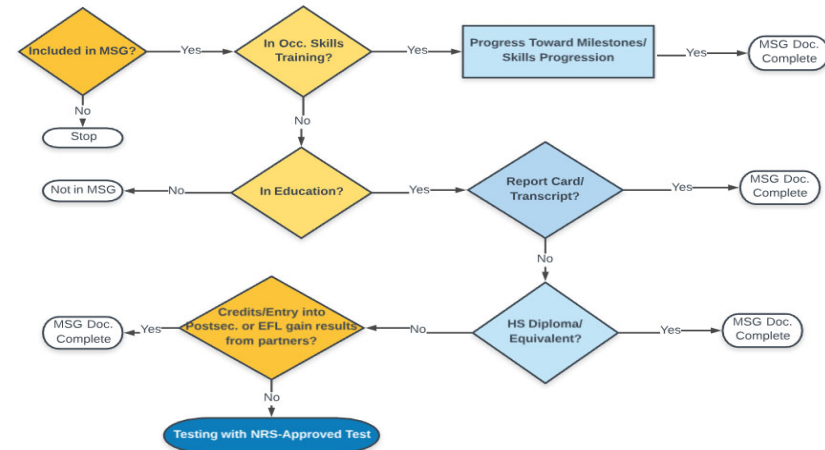
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TABE 11 & 12 Online Tools Training

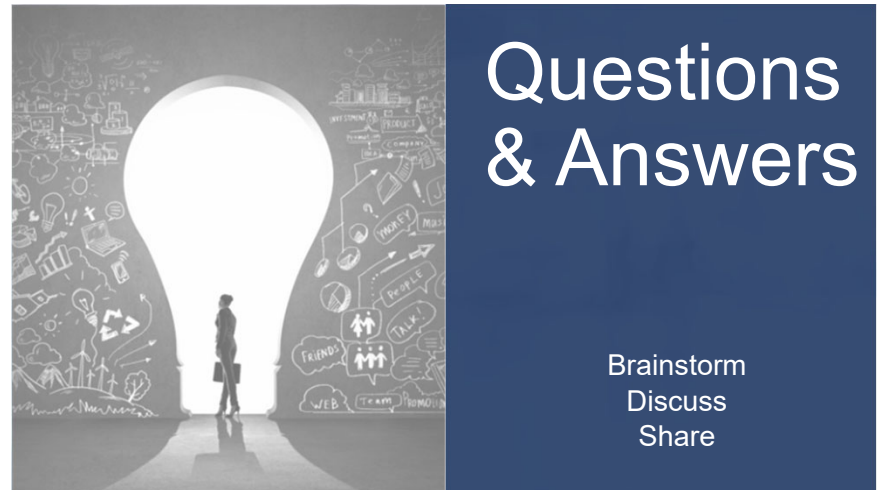


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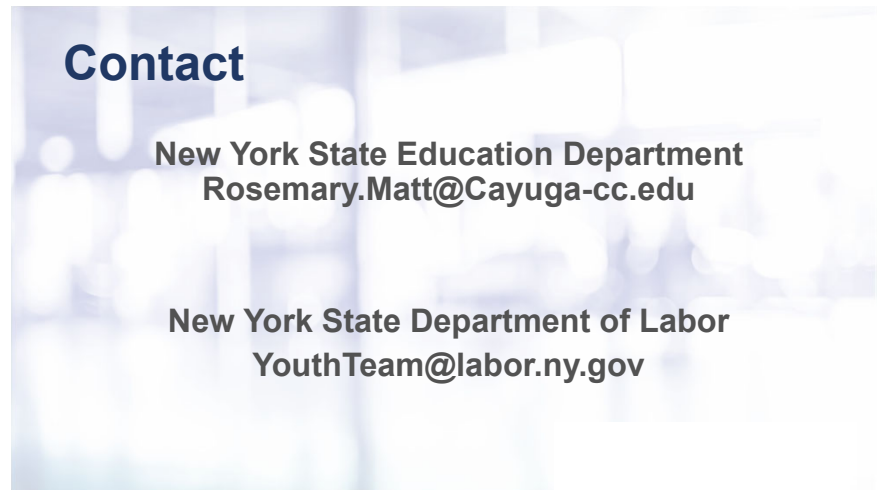
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