

TABE® IMPLEMENTATION TRAINING

(Tests of Adult Basic Education)

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TRAINING MATERIALS

- **TABE PPT**
- **TABE ACTIVITY BOOKLET**
- **TABE 11&12 MAXIMUM ALLOWABLE TESTING TIMES**
- **TABE 11&12 CALCULATORS**
- **TABE 11&12 GRADE RANGE SCALE SCORE GUIDANCE**
- **TABE 11&12 SCALE SCORE AND NRS LEVELS**
- **TABE 11&12 “WHAT DO WE KNOW?”**
- **TABE 11&12 SCANNER REQUIREMENTS**
- **TABE 11/12 INSIGHT PLATFORM – ONLINE PRACTICE**
- **TABE 11&12 CERTIFICATE TRAINING PARTS 1&2**
- **TABE ONLINE ON-DEMAND TRAINING VIDEOS**
- **NATIONAL REPORTING SYSTEM NEGOTIATED TARGETS**
- **TRAINING EVALUATION FORM**

TRAINING OBJECTIVES

Following the training, participants will be able to:

- ▶ Understand TABE® 11&12 and what the changes mean for instruction
- ▶ TABE® following standardized testing procedures
- ▶ Use TABE® with learners who have specialized requirements
- ▶ Understand TABE® test levels, and use tools to determine appropriate pre- and post-test levels
- ▶ Utilize test results to inform instruction
- ▶ Train other administrators at their site



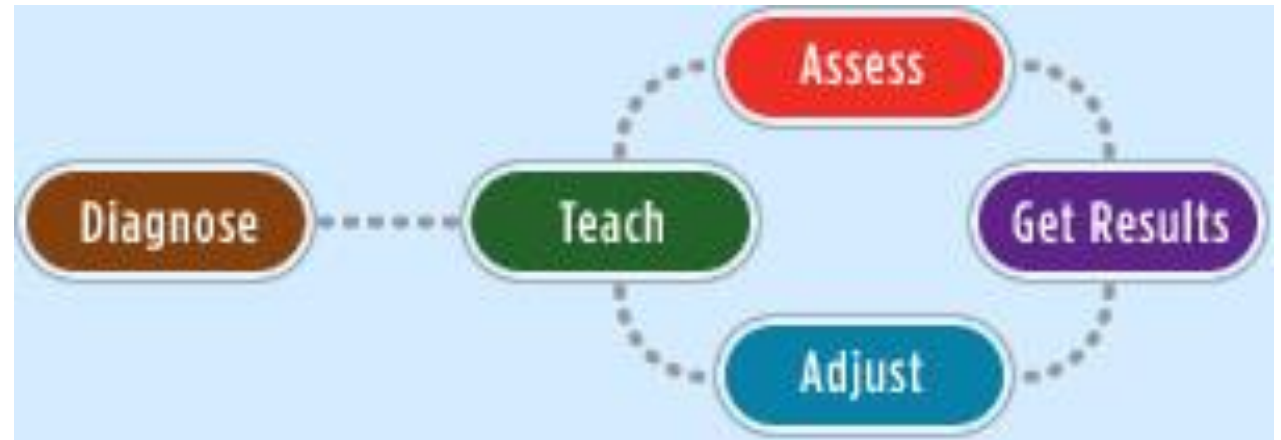
HISTORY OF TABE®

- **TABE 1 & 2** **1964**
- **TABE 3 & 4** **1974-1975**
- **TABE 5 & 6** **1983**
- **TABE 7 & 8** **1994**
- **TABE 9 & 10** **2003-2004**
- **TABE 11 & 12** **2017-2018**

TABE® 11&12 SYSTEM PROVIDES

► Assessment – 2 Forms, 5 Levels

- L – Literacy
- E – Easy
- M – Medium
- D – Difficult
- A - Advanced



► Placement – Locator Test

► Growth – Pre and Post-tests

APPROPRIATE USE OF TABE®

- ▶ English (first language) speakers entering ABE or GED classes
- ▶ English as a Second Language speakers with CASAS scores of **236+** (Life & Work)
- ▶ **Not recommended** for English as a Second Language speakers with CASAS scores below 236

Comparisons	TABE 9&10	TABE 11&12
Versions	Two versions of each test – version 9 and version 10	Two versions of each test – version 11 and version 12
Levels	L (Literacy), E (Easy), M (Medium), D (Difficult), A (Advanced)	No Change
Locator	12 questions in Language and Reading, 16 questions in Math	16 questions in all subjects, with three two-part questions in Reading (for 19 answers)
Subject Tests	Reading, Mathematics Computation, Applied Mathematics, Language, Vocabulary, Language Mechanics, Spelling	Reading, Mathematics, and Language
Test Length	Long Form (Complete Battery) and Short Form (Survey)	Only one test length, approximately 40 questions in each subject area
Question Types	Multiple Choice	Multiple choice with some technology-enhanced questions on the computer version of the test, such as drag and drop and multiple select
Test Time	10 to 50 minutes depending on the test; approximately 1 minute per question (less on Mathematics Computation)	Mathematics – 75 minutes Reading – 120 minutes Language – 60 minutes Approximately 2-3 minutes per question

PLACEMENT OF STUDENTS

Each level of TABE® is designed to measure a different grade level content range.

Reading and Language

Test Level	Grade Range
L (Literacy)	0 – 1.9
E (Easy)	2.0 – 3.9
M (Medium)	4.0 – 5.9
D (Difficult)	6.0 – 8.9
A (Advanced)	9.0 – 12.9

Mathematics

Test Level	Grade Range
L (Literacy)	0 – 1.9
E (Easy)	2.0 – 3.9
M (Medium)	4.0 – 6.5
D (Difficult)	6.0 – 8.9
A (Advanced)	9.0 – 12.9

ASSESSMENT ACCOMMODATIONS

TABE® is available in:

- ▶ Large-print
- ▶ Braille
- ▶ Audio CD format
- ▶ Text-to-Speech tool available in DRC INSIGHT

Supplemental Intake Form – Question 1

10

First Question for Supplemental Intake Form

To help you determine if the enrolling student has a disability, simply add the following question to your current intake/registration form. If the student marks “yes”, use the attached “Supplemental Disability Registration Form” to gain more information about their disability and needs in the classroom. This form can help you learn more about the student, if they need accommodations, and if they are an appropriate fit for Adult Basic Education.

If the student has a case worker, social worker, guardian or family member that you may want to contact, ask them to sign the “Consent for Release of Information” form. This will allow you to contact, share, and gain information from the students support system and provide you with information to best serve the individual.

Contact Wendy Sweeney at PANDA with any questions. 763-504-4095 or wendy_sweeney@rdale.org

Have you ever been diagnosed with a condition that could impact your learning (i.e. mental health, ADHD, developmental disability, learning disability, brain injury, vision or hearing loss, etc.)?

_____YES

_____NO

ASSESSMENT ACCOMMODATIONS

3 Categories of Accommodations:

Category 1 – does not affect the interpretation of the scores.

“take the test alone or in a study carrel”

Category 2 – may have an effect on student performance and should be considered when interpreting individual test scores.

“use extra time for a timed test”

Category 3 – likely to change what is being measured and have an effect that alters the interpretation of individual scores.

“use a calculator for a mathematics computation test”

Minnesota Adult Basic Education Portal

<https://mn.abedisabilities.org/accommodations/tabe-test-of-adult-basic-education/>

TABE® – A STANDARDIZED ASSESSMENT

All programs must administer and score the TABE tests exactly according to the test developer's directions, in order to keep the process as consistent as possible across the state/country.

Follow standardized testing procedures:

- Use proper timing
- Read script verbatim
- Do not review questions prior to testing
- Do not answer questions regarding test during testing
- Do not go over test with students after testing
- Follow test directions explicitly
- Ensure comparable testing situation for all examinees

ADMINISTERING THE LOCATOR TEST

TABE® 11&12 Locator Test		
Test-Script Page	# of Items	Testing Time
Reading – pg. 18	16	0:45
Math Part 1 – pg. 19	8	0:15
Math Part 2 – pg. 21	8	0:15
Language – pg. 23	16	0:30
TOTAL	48	1:45

SCORING THE LOCATOR TEST/ASSIGNING PRETEST BASED ON NUMBER CORRECT

TABE® 11&12

If a student scores less than 6 on the Locator, it may indicate that a Level L should be administered. Use previous information on the examinee's performance to determine appropriate TABE pretest.

Reading	Math	Language	TABE Level
0-5	0-5	0-5	E
6-11	6-9	6-10	M
12-15	10-12	11-13	D
16-19	13-16	14-16	A

USE THE LOCATOR INFORMATION TO DETERMINE THE APPROPRIATE PRETEST

► TABE® 11&12 Locator Results (TABE Activity Booklet, page 2):

1. Sandra got 10 correct on the Reading test. What pretest should be administered? **M**
2. Jamal got 6 correct on the Math test. What pretest should be administered? **M**
3. Nelly got 8 correct on the Language test. What pretest should be administered? **M**
4. Richard got 12 correct on the Reading test. What pretest should be administered? **D**
5. Andrea got 11 correct on her Language test. What pretest should be administered? **D**
6. Molly got 13 correct on her Math test. What pretest should be administered? **A**



**Handout – TABE 11&12 LINKS-TESTING TIMES-WORD COUNT-LEXILE

TABE 11&12 Maximum Allowable Testing Times

Maximum allowable testing times have been decreased to reflect the actual time needed to complete the assessments.

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

PREPARING FOR TESTING – TABE® 11&12

▶ **Each Examiner needs:**

- ▶ Test Directions
- ▶ TABE test book
- ▶ Answer Key

▶ **Each Examinee needs:**

- ▶ TABE test book
- ▶ Answer document

▶ **Additional Materials needed for each examinee:**

- ▶ Pencils
- ▶ Scratch paper for Math
- ▶ **Ruler for Math, Level E (Form 12)**
- ▶ **Protractor for Math, Level M only**
- ▶ **Basic 4-function calculator for Math – Part 2 Level M only**
- ▶ **Scientific calculator for Math – Part 2 Levels D and A only**

ADMINISTERING THE PRETEST

- ▶ Activity – Page 3, Activity Booklet
 - ▶ Open to the Level D, Reading sample test
 - ▶ Listen as the trainer reads the test directions.
 - ▶ Complete the practice items as instructed.

HAND- SCORING TABE® 11&12

***Note: Field test
questions don't
count in the total
score.**

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.

***Note scoring for 2-part questions**

Field Test Question Value (Do not include in Total Score)

Number 5	Number 6	Number 35	Number 36	Number 37	Number 38	Number 39
1 point	1 point	1 point	1 point	2 points	1 point	1 point

Answer Sheets created by Kirsten Fuglseth

If you want a
copy of the files
for use, contact
your trainer

TABE Level D – Form 11

Name: _____

Student Badge ID #: _____

Reading – PART 1

Page 8

60 minutes

Test Date: _____

Start Time	End Time
Raw Score	Scale Score

1. (A) (B) (C) (D)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5. (A) (B) (C) (D)
6. Part A (A) (B) (C) (D)
Part B (A) (B) (C) (D)
7. (A) (B) (C) (D)
8. (A) (B) (C) (D)
9. (A) (B) (C) (D)
10. Part A (A) (B) (C) (D)
Part B (A) (B) (C) (D)
11. Part A (A) (B) (C) (D)
Part B (A) (B) (C) (D)
12. Part A (A) (B) (C) (D)
Part B (A) (B) (C) (D)
13. Part A (A) (B) (C) (D)
Part B (A) (B) (C) (D)
14. (A) (B) (C) (D)
15. (A) (B) (C) (D)
16. (A) (B) (C) (D)
17. (A) (B) (C) (D)
18. (A) (B) (C) (D)
19. (A) (B) (C) (D)
20. (A) (B) (C) (D) (E)
21. (A) (B) (C) (D)
22. (A) (B) (C) (D)
23. (A) (B) (C) (D)
24. (A) (B) (C) (D)
25. (A) (B) (C) (D)
26. (A) (B) (C) (D)
27. (A) (B) (C) (D)
28. (A) (B) (C) (D)

Reading – PART 2

Page 30

60 minutes

Test Date: _____

Start Time	End Time
Raw Score	Scale Score

29. (A) (B) (C) (D)
30. (A) (B) (C) (D)
31. (A) (B) (C) (D)
32. (A) (B) (C) (D)
33. (A) (B) (C) (D)
34. (A) (B) (C) (D)
35. (A) (B) (C) (D)
36. (A) (B) (C) (D)
37. Part A (A) (B) (C) (D)
Part B (A) (B) (C) (D)
38. (A) (B) (C) (D) (E) (F)
39. Part A (A) (B) (C) (D)
Part B (A) (B) (C) (D)
40. Part A (A) (B) (C) (D)
Part B (A) (B) (C) (D)
41. (A) (B) (C) (D)
42. Part A (A) (B) (C) (D)
Part B (A) (B) (C) (D) (E) (F)
43. (A) (B) (C) (D)
44. (A) (B) (C) (D)
45. (A) (B) (C) (D)
46. (A) (B) (C) (D)
47. (A) (B) (C) (D)

TABE® Scanning and Scoring

- ▶ **Web-based; No Test-Mate software required**
- ▶ **Scanning can be done on plain paper scanners** – Examples:
 - ▶ Epson Workforce ES-300 - \$249
 - ▶ Epson Workforce ES-500 - \$329
 - ▶ FUJITSU Document Scanner fi-7160 - \$879
- ▶ **Dual read, Continuous feed, TWAIN compliant**
 - ▶ Future enhancement – office copy machines
 - ▶ Future enhancement – cell phone capture pictures
- ▶ **All data stored in the TABE database also used by TABE Online**

Score Report Symbols/Meanings/Recommendations

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

Can we use a score that is in the invalid range?

- ▶ There are no scores that fall into the invalid range. If a score is too low, no scale score is available. If a score is on the high end, the score is given a + sign, but number does not increase.
- ▶ If a score falls into the high or low range (- or +), it would be wise to retest.

TABE® 11&12 SCORING

24

Table 29. Reading Level M

	Form 11			Form 12		
Raw Score	Scale Score	SEM	NRS Level	Scale Score	SEM	NRS Level
0	N/A	N/A	O/R	N/A	N/A	O/R
1	N/A	N/A	O/R	N/A	N/A	O/R
2	N/A	N/A	O/R	N/A	N/A	O/R
3	N/A	N/A	O/R	N/A	N/A	O/R
4	N/A	N/A	O/R	N/A	N/A	O/R
5	N/A	N/A	O/R	N/A	N/A	O/R
6	N/A	N/A	O/R	N/A	N/A	O/R
7	N/A	N/A	O/R	N/A	N/A	O/R
8	442-	14	2	442-	15	2
9	442-	14	2	442-	15	2
10	442-	14	2	442	15	2
11	442	14	2	447	14	2
12	447	13	2	452	14	2
13	451	13	2	457	13	2
14	455	13	2	461	13	2
15	459	12	2	465	13	2
16	463	12	2	469	13	2
17	467	11	2	473	12	2

NA – with a low raw score, no score is available OR – scores are “out of range”

*No score can be recorded in SiD – Student needs to take an easier test.

These scale scores can be reported in SiD.
NOTE: Both Forms 11&12 are on one chart.

TABE® 11&12 SCORING

25

Table 29. Reading Level M (continued)

	Form 11			Form 12		
Raw Score	Scale Score	SEM	NRS Level	Scale Score	SEM	NRS Level
32	529	17	3	538	17	4
33	535	17	3	544	18	4
34	541	18	4	550	18	4
35	548	19	4	557	20	4
36	555	21	4	564	21	4
37	563	22	4	572	22	4
38	572	23	4	575+	24	4
39	575+	25	4	575+	27	4
40	575+	28	4	575+	30	4
41	575+	30	4	575+	34	4
42	575+	35	4	575+	39	4
43	575+	41	4	575+	48	4
44	575+	52	4	575+	61	4
45	575+	75	4	575+	78	4
46	575+	78	4	575+	78	4
47	575+	78	4	575+	78	4

Consider retesting with a higher form.

Scale score with + is highest possible to record for test

These scale scores can be reported in SiD.
NOTE: Both Forms are on one chart.

SCALE SCORE PRACTICE

Answer questions on pages 4, 5, and 6 in Activity Booklet.

Page 4

- ▶ 1. **462**
- ▶ 2. **14**
- ▶ 3. **Level 2**

Page 5

- ▶ Sally
 - ▶ 1. **No**
 - ▶ 2. **Retest with Level E**
- ▶ Jolene
 - ▶ 1. **485**
 - ▶ 2. **Level 2**

Page 6

- ▶ Talia
 - ▶ 1. **550**
 - ▶ 2. **Level 4**
- ▶ Jorge
 - ▶ 1. **575+**
 - ▶ 2. **Yes**

NRS AND TABE® 11&12 SCORING

Literacy Level	NRS Level	Reading SS	Language SS	Math SS	TABE Level
Beginning ABE Lit.	1	300–441	300–457	300–448	L
Beginning Basic Ed	2	442–500	458–510	449–495	E
Low Int. Basic Ed	3	501–535	511–546	496–536	M
High Int. Basic Ed	4	536–575	547–583	537–595	D
Low Adult Sec. Ed	5	576–616	584–630	596–656	A
High Adult Sec. Ed	6	617–800	631–800	657–800	

TABE® 11&12 SCALE SCORE AND NRS LEVELS

28

The scores on these charts reflect the valid scores found in SiD.

Reading						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300-441	442-541	n/a	n/a	n/a	n/a
TABE E	310-441	442-500	501-535	n/a	n/a	n/a
TABE M	n/a	442-500	501-535	536-575	n/a	n/a
TABE D	n/a	n/a	501-535	536-575	576-616	n/a
TABE A	n/a	n/a	n/a	536-575	576-616	617-800
Mathematics						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300-448	448-485	n/a	n/a	n/a	n/a
TABE E	310-448	449-495	496-536	n/a	n/a	n/a
TABE M	n/a	454-495	496-536	537-595	n/a	n/a
TABE D	n/a	n/a	501-536	537-595	596-656	n/a
TABE A	n/a	n/a	n/a	537-595	596-656	657-800
Language						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300-457	458-510	n/a	n/a	n/a	n/a
TABE E	310-457	458-510	511-546	n/a	n/a	n/a
TABE M	n/a	459-510	511-546	547-583	n/a	n/a
TABE D	n/a	n/a	513-546	547-583	584-630	n/a
TABE A	n/a	n/a	n/a	549-583	584-630	531-800

****Note:** n/a is denoted for those NRS levels that are higher or lower than allowed for a given TABE level.

TABE® 11 & 12 GRADE RANGES

29

READING

NRS Level	Grade Range Guideline	Grade	Scale Score Range
1	K-1	K	300-371
		1	372-441
2	2-3	2	442-471
		3	472-500
3	4-5	4	501-518
		5	519-535
4	6-8	6	536-549
		7	550-562
		8	563-575
5	9-10	9	576-596
		10	597-616
6	11-12	11	617-709
		12	710-800

- ▶ To help programs transition from grade equivalents to scale scores, DRC has provided these Grade Range tables.
- ▶ This information is intended to help programs that have used grade equivalents to identify the appropriate scale score ranges

TABE® 11 & 12 GRADE RANGES

MATHEMATICS

NRS Level	Grade Range Guideline	Grade	Scale Score Range
1	K-1	K	300-374
		1	375-448
2	2-3	2	449-472
		3	473-495
3	4-5	4	496-516
		5	517-536
4	6-8	6	537-556
		7	557-576
		8	577-595
5	9-10	9	596-626
		10	627-656
6	11-12	11	657-729
		12	730-800

LANGUAGE

NRS Level	Grade Range Guideline	Grade	Scale Score Range
1	K-1	K	300-379
		1	380-457
2	2-3	2	458-484
		3	485-510
3	4-5	4	511-529
		5	530-546
4	6-8	6	547-559
		7	560-571
		8	572-583
5	9-10	9	584-607
		10	608-630
6	11-12	11	631-716
		12	717-800

Post-testing Questions

- ❑ When can we post-test?
 - ❑ Students must have at least 40 hours of attendance before a post-test can be administered.
- ❑ How do we know what post-test to give?
 - ❑ Generally, if the pretest score was in the low to mid-range of the level, you should use the opposite form of the same level.
 - ❑ If the pretest score was in the upper range of the level, you should check to ensure that the student can earn a level gain in that same level. If so, again administer the opposite form of the same level.
 - ❑ If the pretest score was in the upper range of the level, and there is no possibility of earning a level gain in that level, you should administer the next higher level test as a post-test.

What is a Level Gain?

- ▶ A level gain is earned by a student when they move from one educational functioning level to a higher educational functioning level.
- ▶ Examples: Use info in your Activity Book, pages 7 and 8, to figure level gains
- ▶ **Question for discussion** – The two charts present the same information in slightly different ways. Do you prefer using one chart over the other?

Level Gain Activity

Activity Book, page 7

- ▶ Darien – Yes (Level 2 to Level 3)
- ▶ Scott – No (Both in Level 2)
- ▶ Willow – Yes (Level 2 to Level 3)

Activity Book, page 8

- ▶ Nicole – Yes (Level 2 to Level 3)
- ▶ Clint – No (Both in Level 3)
- ▶ Saba – Yes (Level 3 to Level 4)
- ▶ Marcus – No (Both in Level 4)

TABE 11&12/CCR Level/NRS Level/Lexile

TABE Level	Test Content Grade Level	CCR Level	NRS Level	Lexile Level
L	0 to 1.9	A	<u>Level 1</u> (Beginning ABE Literacy)	
E	2.0 to 3.9	B	<u>Level 2</u> (Beginning Basic Education)	420 to 820
M	4.0 to 5.9	C	<u>Level 3</u> (Low Intermediate Basic Education)	740 to 1010
D	6.0 to 8.9	D	<u>Level 4</u> (High Intermediate Basic Education)	925 to 1185
A	9.0 to 12.9	E	<u>Level 5</u> (Low Adult Secondary Education) <u>Level 6</u> (High Adult Secondary Education)	1050 to 1335 1185 to 1385

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.

TABE® 11&12 INSTRUCTIONAL PRACTICES³⁶

WHAT TO CONTINUE

Using TABE to assess and place students in the same way

Teaching fundamentals of reading, math, and language

Teaching supplementary test material, such as vocabulary

Teaching at a student's learning level

WHAT TO START

Implementing CCR standards in instruction

Expanding depth of knowledge in teaching

Increasing the breadth and complexity of reading texts

Teaching basic geometry, data skills, and algebraic concepts early

TABE® 11&12 READING TEST – LEVEL L

- ▶ **Foundational reading skills and reading texts to assess beginning readers who are functioning at a kindergarten to 1st grade level**
- ▶ **Group administered test, published in a non-reuseable, hand-scorable test book**
- ▶ **Items include both orally-administered and examinee-read stimuli formats**
- ▶ **Level L screens for**
 - ▶ **Visual/reversal problems**
 - ▶ **Auditory skills/sound discrimination**
 - ▶ **Beginning comprehension skills (listening, retention, and interpretation)**

TABE® 11&12 READING TEST

- ▶ **47 test items at each level**
 - ▶ Level L – 4 passages
 - ▶ Level E – 7 passages
 - ▶ Level M – 8 passages
 - ▶ Level D – 9 passages
 - ▶ Level A – 9 passages
- ▶ **Approximately 3 minutes per question**
- ▶ **Aligned with CCR standards**
- ▶ **Texts from a broad range of disciplines including**
 - ▶ Technical, scientific, social studies and literary texts
- ▶ **Parts 1 and 2 can be administered at different times**

TABE® 11&12 READING TEST

- ▶ Only one or two technology-enhanced questions (in computer-based test)
- ▶ Includes 2-part, evidence-based questions (except Level L)
 - ▶ First part asks students to draw a conclusion or identify an aspect of style or structure
 - ▶ Second part asks student to identify a detail in the text that supports the conclusion or idea in the first part.

Evidence-Based 2-Part Questions

Level L	0
Level E	3
Level M	7
Level D	9
Level A	15

CCRS 3 KEY SHIFTS – READING

- ▶ **Complexity** – focusing on complexity prepares students for real-world texts in college and careers
- ▶ **Evidence** – emphasize identifying specific details in the text that lead to logical conclusions
- ▶ **Knowledge** – expand the types of texts students are exposed to including: science, social studies, and technical texts

TABE® 11&12 READING TEST

41

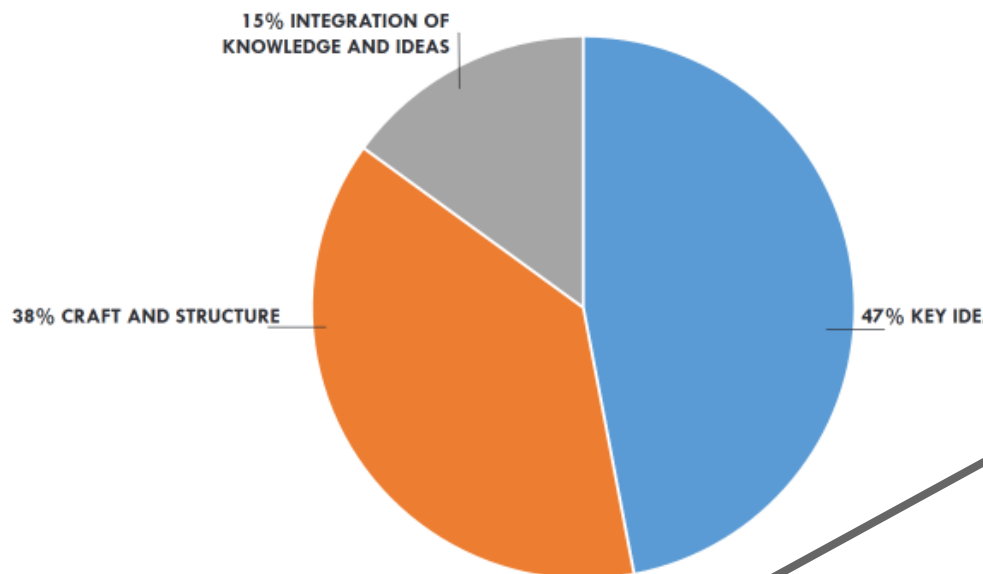
The assessments cover the following CCR standard categories:

	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%

TABE® 11&12 BLUEPRINTS

- ▶ **Tabetest.com >> Resources >> TABE 11&12 >> TABE 11&12 Blue Prints**
- ▶ **CCR standards focus for TABE 11&12 Language, Math, and Reading tests for levels E, M, D, and A**

TABE 11&12 BLUE PRINT Level D - Reading



	STANDARD	STANDARD DESCRIPTION	AE-LE
KEY IDEAS AND DETAILS (47%)	7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	6-8.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources.	
	6-8.RST.1	Cite specific textual evidence to support analysis of science and technical texts.	
	6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	
	6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
	6-8.RST.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	
	8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	
	6-8.RH.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	
	6-8.RST.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	

- Cite specific textual evidence to support analysis of primary and secondary sources **(CCR Anchor 1)**

- Determine a central idea of a text and how it is conveyed through particular details: provide a summary of the text distinct from personal opinions or judgments. **(CCR Anchor 2)**

- Analyze how a text makes connections among and distinctions between individuals, ideas, or events. **(CCR Anchor 3)**

TABE® 11&12 WORD COUNT AND AVERAGE LEXILE

Level	Form	Average Word Count	Average Lexile
E	11	422	718 L
E	12	301	780 L
M	11	485	846 L
M	12	463	830 L
D	11	562	1126 L
D	12	497	1081 L
A	11	676	1055 L
A	12	596	1149 L

Grade Level	CCRS Level	Lexile Range
2-3	B	420-820
4-5	C	740-1010
6-8	D	925-1185
9-10	E	1050-1335
11-12	E	1185-1385

TABE® CCRS CHECKLISTS FOR Reading

Created by Laura Bjerk
Northwest Service
Cooperative

These checklists show which CCR standards are addressed on specific test items

Can be used to check-off the skills as student masters each skill

Reading		
Date of Mastery		TABE M
	Refer to details and examples in a text when explaining what the text says explicitly. (RI/RL.4.1)	7, 14, 39, 7, 47A, 47B
	Draw inferences from a text. (RI/RL.4.1)	11, 24, 26, 27, 32A, 32B, 47A, 47B, 5, 21, 27, 37A, 37B, 45
	Determine the main idea of a text. (RI.4.2)	3, 15, 18, 36, 13, 23
	Explain how key details support the main idea. (RI.4.2)	2, 8, 45, 4, 11, 16, 17, 26, 31, 39
	Summarize the text. (RI.4.2)	1, 5, 12, 31, 41A, 36, 44
	Quote accurately from a text when explaining what it says explicitly and when drawing inferences. (RI/RL.5.1)	34, 42A, 42B
	Determine the theme of a story from details in the text. (RL.4.2)	29, 1, 32, 34
	Explain historical/scientific events, procedures, ideas, or concepts; include what happened and why, based on specific information in the text. (RI.4.3)	6
	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.3.4)	21, 9, 43
	Describe the overall structure of a text. (RI.4.5)	44, 14A, 14B, 18
	chronology	17, 37, 8, 28
	compare/contrast	
	cause/effect	
	problem/solution	6
	Compare and contrast the overall structure of two or more texts. (RI.5.5)	19, 30A, 30B
	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)	20, 40A, 40B, 41A, 41B, 46
	Describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)	
	Interpret information presented visually, orally, or quantitatively (<i>charts, graphs, diagrams, etc.</i>) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)	9A, 9B, 42A, 42B, 46A, 46B, 12, 19
	Draw on information from multiple print or digital sources to quickly locate an answer to a question or solution to a problem. (RI.5.7)	

*See sub-standards in CCRS book

TABE 11 in Regular Print
TABE 12 in **Bold**

Test Answers may be found in more than one category on the checklist.

WHERE TO FIND LEVELED MATERIALS

- ▶ <https://www.commonlit.org/>
- ▶ <https://www.readworks.org/>
- ▶ <https://readtheory.org>
- ▶ <https://www.activelylearn.com/>
- ▶ <https://www.crowdedlearning.org/skillblox>

TABE® 11&12 MATH TEST

- **Test is 75 minutes long**
- **Level E (Form 12) allows the use of a ruler.**
- **Level M requires the use of a protractor and 4-function calculator.**
- **Levels D and A require the use of scientific calculator.**
- **Beginning at Level M, the computer-based test will include 2 to 4 technology-enhanced items.**
- **Teaching application along with computation better reflects how students will experience math in the world – real world application**

CCRS 3 KEY SHIFTS – MATH

- ▶ **Focus** – the goal is to cover central math concepts in depth instead of covering as many broad areas as possible – students should build math knowledge that will make higher level concepts more understandable
- ▶ **Coherence** – Math is shown as a progression of one concept to another – students begin building concepts at a low level and develop those topics as they advance
- ▶ **Rigor** – focus on applying math to real-world contexts – instruction in real-world applications is integrated throughout mathematics

TABE® 11&12 MATH TEST

The assessments
cover these CCR
standard
categories:

Blue Prints
available at
tabetest.com

	Level L	Level E	Level M	Level D	Level A
Measurement and Data	11%	28%	15%		
Number 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				11%	28%
Numbers and Quantity					13%
Algebra					28%

BLUE PRINT LEVEL D MATH

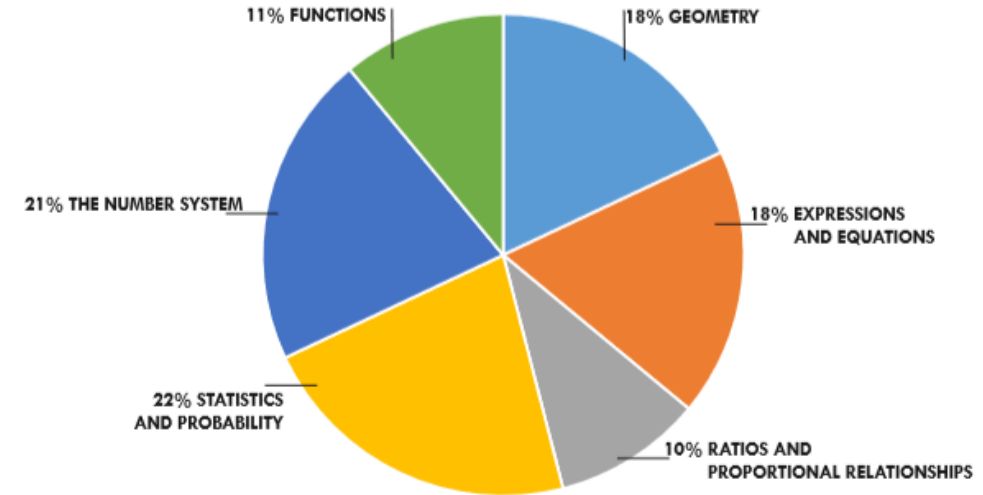
Tabetest.com



Tests of Adult Basic Education

LEVEL D

TABE 11 & 12 MATHEMATICS BLUEPRINT OVERVIEW



	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
GEOMETRY (15%)	7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	D	Low
	8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	D	Medium
	7.G.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	D	Low
	8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	D	Low
	7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	D	Low
	7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	D	Low
	8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	D	Low
	8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	D	Low

TABE® CCRS CHECKLISTS FOR MATH

Created by Kerin Hanson
Northwest Service Cooperative

These checklists show which CCR standards are addressed on specific test items

Can be used to check-off the skills as student masters each skill

Download at
https://drive.google.com/drive/folders/1vQ-Y_sBEXQZs74ZTMd00VoGE_DVvQyEy

Level D CCRS Checklist

Math

Name _____

Number Sense		
Apply and extend previous understandings of numbers to the system of rational numbers.		TABE
Date of Mastery		D
	Understand positive and negative numbers describe opposite quantities, explain meaning of 0 (6.NS.5)	2, 22, 37
		2, 3
	Understand a rational number as a point on the number line (6.NS.6)*	6, 17
	Understand ordering and absolute value of rational numbers (6.NS.7)*	7
		6
	Solve problems using all four quadrants of coordinate planes. Find distances between two points (6.NS.8)	35
Apply and extend previous understandings of operation with fractions to use all 4 operations with rational numbers.		
	Add and subtract rational numbers (7.NS.1)*	5, 40
		38
	Multiply and Divide rational numbers (7.NS.2)*	17, 30
		16
	Solve real world and mathematical problems using the four operations with rational numbers (7.NS.3)	
Know that there are numbers that are not rational, and approximate them by rational numbers		
	Use rational approximations of irrational numbers to compare the size of irrational numbers (√2)(8.NS.2)	16
Understand ratio concepts and ratio reasoning to solve problems.		
	Use ratio and rate reasoning to solve real-world and mathematical problems (6.RP.3)*	31
Analyze proportional relationships and use them to solve real-world and mathematical problems.		
	Compute unit rates associated with fractional ratios, include lengths, areas and other quantities (7.RP.1)	8A, 8B
		31
	Recognize and represent proportional relationships between quantities (7.RP.2)*	23, 35, 39
	Use proportional relationships to solve multistep ratio and percent problems (7.RP.3)	31
Algebra		
Use properties of operations to generate equivalent expressions.		
	Add, subtract, factor and expand linear expressions with rational coefficients (7.EE.1)	28A, 28B
	Understand that rewriting an expression in different forms in a problem can shed light on the problem and how the quantities are related (7.EE.2)	
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.		
	Solve multistep problems posed with positive/negative rational numbers in any form using tools strategically. Convert between forms as appropriate and assess reasonableness of answers (7.EE.3)	36
		4
	Use variables to represent quantities and construct simple equations and inequalities to solve (7.EE.4)*	21, 24
Work with radicals and integer exponents.		
	Know and apply properties of integer exponents to generate equivalent numerical expressions (8.EE.1)	
	Use square root and cube root symbols to represent solutions to equations. Know simple perfect square and cube roots. (8.EE.2)	33
		10, 22, 28
	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or small quantities, and express how many times as much one is than the other (8.EE.3)	
	Perform operations with numbers expressed in scientific notation (8.EE.4)	37
Understand the connections between proportional relationships, lines, and linear equations.		
	Graph proportional relationships, interpreting unit rate as the slope. Compare two proportional relationships represented in different ways (graph and equation) (8.EE.5)	15, 33
Analyze and solve linear equations and pairs of simultaneous linear equations.		
	Solve linear equations in one variable (8.EE.7)*	

*See sub-standards in CCRS book

TABE 11 in Regular Print

TABE 12 in **Bold**

Test Answers may be found in more than one category on the checklist.

TABE® 11&12 LANGUAGE TEST

- **Test is 60 minutes long**
- **Beginning at Level E, the computer-based test will include 4 to 8 technology-enhanced items.**
- **Incorporates the skills previously assessed in the spelling, vocabulary, and language mechanics tests (in TABE 9&10)**

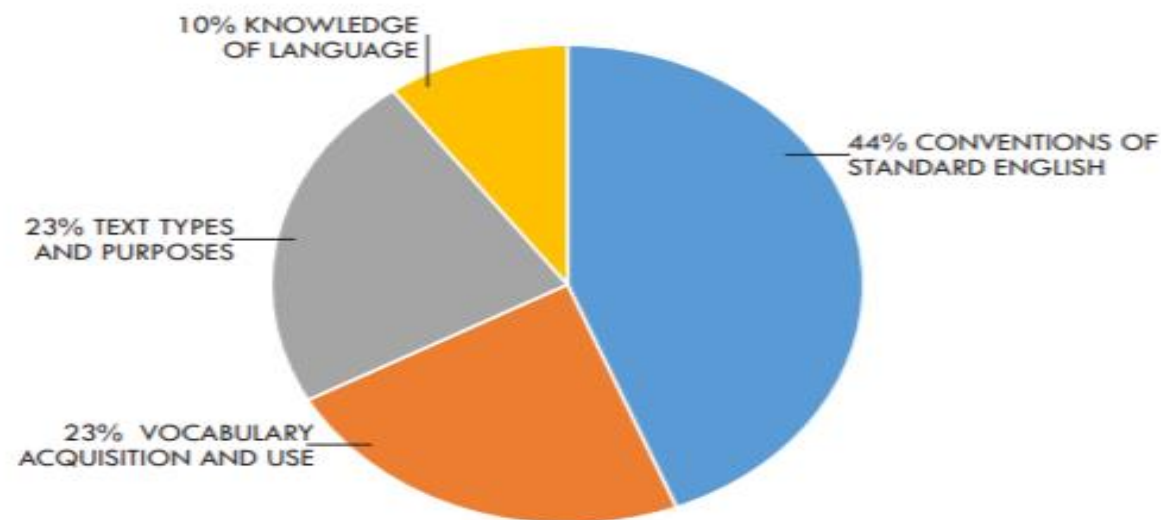
TABE® 11&12 LANGUAGE PROGRESSION

The assessments cover the following CCR standard categories:

	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 Purpose		30%	25%	23%	25%
Knowledge of Language			5%	10%	



TABE 11 & 12 LANGUAGE BLUEPRINT OVERVIEW



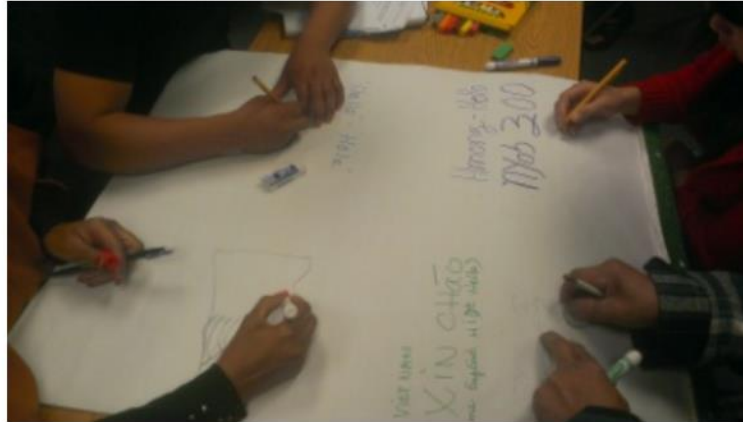
CONVENTIONS OF STANDARD ENGLISH (44%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	6.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1.a, 6.L.1.b, 6.L.1.c, 6.L.1.d, 6.L.1.e)	D	High
	7.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (7.L.1.a, 7.L.1.b, 7.L.1.c)	D	Low
	8.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (8.L.1.a, 8.L.1.b, 8.L.1.c, 8.L.1.d)	D	Medium
	6.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (6.L.2.a, 6.L.2.b)	D	High
	7.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (7.L.2.a, 7.L.2.b)	D	Low
	8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (8.L.2.a, 8.L.2.b, 8.L.2.c)	D	High

BLUE PRINT LEVEL D Language

Tabetest.com

Writing Instruction Resources

Welcome to the ATLAS Writing Instruction resource library! This page is for all ABE/ESL writing teachers, from those teaching basic writing skills to those teaching GED, adult diploma, and transition to the workplace or post-secondary. This updated resource library is now organized into seven categories. They are listed over to the right (click on a category to view all posted resources) and below with brief descriptions about the content. Some of the writing categories are brand-new and will be populated soon...so check back frequently!



- ▶ **Research and Professional Development**
National reports, research reviews, or websites that inform best practices for "learning to write" and "writing to learn"
- ▶ **Mechanics**
Resources for teaching how to form Roman alphabet letters, spell, capitalize, and punctuate (writing features that do not exist in oral language)
- ▶ **Grammar**
Resources for teaching how English words are formed (morphology) and combined (syntax) into phrases, clauses, and sentences
- ▶ **Sentence and Paragraph Writing**
Resources for teaching how to write simple/compound/complex/compound-complex sentences, combine words/phrases/clauses/short sentences, and compose cohesive paragraphs
- ▶ **Essay Writing**
Resources for teaching how to write informative (topics and supporting evidence), narrative (real or imagined experiences or events), and argumentative (opinions and supporting evidence) essays
- ▶ **Workplace Writing**

WRITING RESOURCES

Professional Development
Mechanics
Grammar
Sentence / Paragraph Writing
Essay Writing
Workplace Writing
Reading-Writing Connections

TABE® 11&12 Resources

- ▶ **Now available at tabetest.com >> Resources >> TABE 11&12**
 - TABE 11&12 Blueprints
 - TABE 11&12 Sample Test Items
 - TABE 11&12 Online Tools Training
 - And much more!

MINNESOTA ABE ASSESSMENT POLICY

- ▶ ABE Accountability and NRS - <http://www.mnabe.org/abe-law-policy/mn-abe-policies>
- ▶ Pages 7 and 8 – approved assessments for use in Minnesota
- ▶ Pages 8 and 9 – Uniform Test Administration Times

Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time to maximize collection of paired test data. **However, testing must not occur before at least 40 hours of instruction.**

MINNESOTA ABE ASSESSMENT POLICY

► Page 13 - **Assessment Training Guidelines:**

- New instructors should not administer assessments until they have participated in assessment training, which is offered by ABE supplemental service providers. All instructors administering tests must participate in ABE supplemental services-provided training for each test they administer at least once every 5 years.
- Programs must maintain a record for each instructor administering tests that includes the date, trainer and location of each training completed by the instructor.

TRAINING OPTIONS

- ▶ **Face-to-face with state certified trainer (Summer Institute, Support Staff Conference, Regionals)**
- ▶ **Local trainings by request (martha.olsen@gmail.com) – need 8 to 10 participants to schedule**
- ▶ **Online at https://www.brainshark.com/drc/TABE11_12CertificationPartI**
- ▶ **Online at https://www.brainshark.com/drc/TABE11_12CertificationPartII**
(Password for both parts is tabecertdrc)



TABE Tests of Adult Basic Education

TABE Certification Training Parts 1 and 2

**Handout



Training Guidelines:

1. There are two sections to the TABE 11&12 Certification Training. Please click on the training links to listed here to access them.
https://www.brainshark.com/drc/TABE11_12CertificationPartI
https://www.brainshark.com/drc/TABE11_12CertificationPartII
Password for both parts: tabecertdrc
Note that each part has its own separate link.

Helpful Hints:

1. You can find a Training Progress Indicator in the upper right part of the training screen. It helps monitor your progress
2. Training time and exam scores are tracked in

TRANSITIONING TO TABE® 11&12

- ▶ Programs have until June 30, 2019 to complete transition
- ▶ Prior to administering TABE 11&12, test proctors should:
 - ▶ Read through the Test Administration manual
 - ▶ Read through the Test Directions for TABE 11 & 12
 - ▶ Note the new Maximum allowable Testing times
 - ▶ If hand-scoring, read instructions in Answer Key to understand nuances
 - ▶ Become familiar with the TABE 11&12 Scoring guide
- ▶ **Returning Students with a current 9&10 pretest** – at 40 hours, posttest with 9&10, and then give the 11&12 locator and pretest as soon as possible (TABE 11&12 is a new test, no need to wait 40 hours.)
- ▶ **New students** – 11&12 Locator and pretest (when does this start?)

Test Transition Planning

- ▶ Have you purchased new tests?
- ▶ Have staff been trained on the new tests?
- ▶ What is the timeline for switching to new tests?
 - ▶ With current students who have already made a gain this year?
 - ▶ With current students who haven't yet made a gain this year?
 - ▶ With new students?

Important Considerations: Level Gains

Consider your program's level gains!

- ▶ Make sure all students pre-tested on the 9/10 have the opportunity to post-test on the 9/10.
- ▶ Until June 30, students can pre-test and post-test on BOTH 9/10 and 11/12. Even if a student has taken an 11/12 pre-test, consider giving them a 9/10 post-test as well if they haven't yet shown a gain in the year.

Testing Transitions Scenario #1

- ▶ Student A registers for your program on June 16. They are given a TABE 9M. They attend for 26 hours in the month of June.
- ▶ On July 1 this student is given a TABE 11M. Because this is a new pre-test, this student cannot show a level gain.
- ▶ Later in July, after 15 additional hours of instruction, the student gets a new job and stops attending classes.
- ▶ **This student never had the opportunity to show a level gain.**

Q: How can this be avoided?

A: Any student who will likely not complete 40 hours of instruction before July 1 should be pre-tested on a NEW TEST (CASAS Goals or TABE 11/12)

Testing Transitions Scenario #2

- ▶ A returning student comes to re-enroll in classes on June 7. Their last test was a 10M in March, 2019. They have 13 hours of instruction since that test.
- ▶ Student begins attending class on June 10. Student attends 23 hours in June.
- ▶ Student continues attending class in July. On July 10, intake staff email you to say they got an error message that they can't enter any additional hours for this student.

Q: What happened? And how can this be avoided?

A: The student no longer has a valid level as of July 1, so only 12 hours of attendance can be entered.

To avoid this, test all students on 11/12 or CASAS GOALS by July 1.

Small Group Discussion:

1. Have you transitioned fully to TABE 11&12?
2. What changes have you or will you need to make in your intake process?
3. Will your program need to make changes in class levels to accommodate the new tests?
4. What changes will you need to make in your classroom instruction?
5. What questions do you still need answered?

TABE® ONLINE ON-DEMAND TRAINING VIDEOS

These online videos have been updated for TABE® 11&12

TITLE	ON-DEMAND LINK
Quickstart Guide Training for TABE Online (11/12 Version) (Short live demos of most common TABE Portal functionalities. Please download the Quickstart Guide document for this training.)	https://www.brainshark.com/drc/TABE_ONL_1112_QuickstartGuide
TABE Online Managing Users in the DRC IN-SIGHT Portal (11/12 Version) (Adding new Portal user accounts, assigning permissions, and managing user accounts.)	https://www.brainshark.com/drc/TABE_ONL_1112_Manage_Users
TABE Online Student Management in the DRC INSIGHT Portal (11/12 Version) (Adding students/examinees, editing student information, checking student status. Includes brief overviews of Teacher Management and Student Group Management Menus)	https://www.brainshark.com/drc/TABE_ONL_1112_Manage_Students
TABE Online Test Session Management in the DRC INSIGHT Portal (11/12 Version) (Adding, editing, monitoring test sessions; adding examinees to test sessions and printing rosters/tickets.)	https://www.brainshark.com/drc/TABE_ONL_1112_ManageTestSessio
TABE Online Report Delivery in the DRC IN-SIGHT Portal (11/12 Version) (Accessing on-demand reports; searching, downloading, printing, and understanding the reports.)	https://www.brainshark.com/drc/TABE_ONL_1112_ReportDelivery
TABE ONLINE Central Office_V.1_ 12.8.17 (Detailed training on how to configure use Central Office for configuring computers and acquiring your ORG UNIT ID.)	https://www.brainshark.com/drc/TABE_ONL_1112_CentralOffice

COMPLETE PAGE 9 – ACTIVITY BOOKLET

1. True
2. False. TABE® 9&10 is approved through June 30, 2019.
3. True
4. False. Standardized test rules require that the test directions be used exactly as printed.
5. True
6. False
7. False
8. False. Examinees may take breaks between tests, but not during a test.

Now that you have completed training...

- ▶ Complete your training eval to provide feedback to MN ABE training team. Thanks for your honest feedback 😊
- ▶ There is a “Certificate of Attendance” in your packets that verifies your attendance today.
- ▶ To add TABE 11&12 to your customized SiD test menu:
 - ▶ See the help article at <https://mnabe.zendesk.com/hc/en-us/articles/360012546851-TABE-11-12>

PURCHASING TABE® 11&12

TABE 11&12 Online Testing

Item	Price Each
500 – 1,500	3.40
1501 – 3,000	3.20
3,001 – 6,000	2.87
6,001 – 10,000	2.57
10,001 – 30,000	2.32
30,000+	2.17

TABE 11&12 Paper Testing

Item	Price Each
Test Adm Manual	25.00
Test Directions (11&12)	32.50
Scoring Guide	30.50
Locator Test Booklets	86.50/25
Form L Consumable Answer Booklets	156.00/25
Test Booklets (E,M,D,A)	156.00/25
Answer Booklets	24.00/25

TABE® ONLINE PLATFORM

71



Tests of Adult Basic Education



Online Tools Training
Test Sign In



Online Tools Training
Test Sign In

EXAMINEE CONFIRMATION

72

Welcome **Training Student**.

Before you begin testing, please confirm your profile information is correct:

Test Name: **Reading - Level M**
Test Session: **Student's Session**
School Name: **SAMPLE SCHOOL 1**

Student ID: **1234567890**

If the above information is correct, please select **Continue**.

If any of the above information is not correct, or if Color Chooser is not available when the Options button is clicked, please raise your hand and notify your Test Administrator.

Continue

Options

Exit

Contact DRC - <http://tabetest.com/>

Evaluation Consultant

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For General Support (including Scoring Services):

Tel: 800.538.9547
Fax: 800.282.0266
Email: Customer_Service_Ind@ctb.com
Representatives are available 9:00 AM to 7:00 PM, Eastern Time

For Help with Online/Software Products:

Tel: 800.459.6522 (software products)
Tel: 866.282.2250 (online products)
Fax: 800.459.4210
Email: CTBTechnicalSupport@CTB.com
Technical Support staff are available 7:30 AM to 5:00 PM in the customer's time zone (Eastern, Central, Mountain, and Pacific Time)