

Administering the Test of Adult Basic Education

Overview

The Test of Adult Basic Education (TABE) is a norm-referenced assessment—individual performance is judged in comparison to other youth tested rather than against a set of criteria—designed to measure achievement of basic skills commonly found in adult education curricula and taught in instructional programs. The Texas Workforce Commission (TWC) requires administration of an assessment (paper/pencil or **PC online versions**) for all Workforce Investment Act (WIA) out-of-school youth to determine basic-skills deficiency. This assessment is also used to report educational functioning level (EFL) gains [aka National Reporting System levels] under the Literacy and Numeracy Gains Common Measure as required by United States Department of Labor (DOL) Training and Employment Guidance Letter (TEGL) No. 17-05, entitled “Common Measures Policy for the Employment and Training Administration’s Performance Accountability System and Related Performance Issues.”

TABE is used for WIA out-of-school youth seeking entry into occupational education programs to determine whether they are basic-skills deficient. For complete information on administering and scoring the TABE assessment, please refer to *TABE Introduction* at McGraw-Hill/Contemporary’s Web site: <http://www.mhcontemporary.com/pages/tabe.php>

Basic Assessment Procedures

The following procedures are relevant to TABE testing:

- 1. DOL requires that all** ~~All~~ WIA out-of-school youth must be pre-tested within 60 days of first WIA Youth service. **However, subsequent program guidance issued by DOL indicates that pre-tests administered after the prescribed 60-day time frame are allowable but “will result in less time for a youth to achieve a literacy/numeracy gain since gains must occur within one year from first [WIA] youth service.”**
2. TWC allows the use of the TABE 7&8 and TABE 9&10 surveys and complete battery. *Beginning in Program Year 2006*, all WIA out-of-school youth whose first WIA Youth service was on or after July 1, 2005, will be included in the Literacy and Numeracy Gains Common Measure. There are three core content areas of TABE:
 - Reading
 - Total Math (composed of Mathematics Computation and Applied Mathematics)
 - Language

There are five overlapping levels available:

- L (*Literacy – Reading Only*, Grades 0–1.9)
- E (*Easy*, Grades 2.0–3.9)
- M (*Medium*, Grades 4.0–5.9)
- D (*Difficult*, Grades 6.0–8.9)
- A (*Advanced*, Grades 9.0–12.9)

- During a WIA out-of-school youth’s intake process, consult the Locator Assessment Scores Evaluation Chart (Locator) to determine the appropriate TABE level to administer.

LOCATOR ASSESSMENT SCORES EVALUATION CHART			
TABE LEVEL TO ADMINISTER*	READING # CORRECT	MATHEMATICS # CORRECT	LANGUAGE # CORRECT
E	TABE 7&8: 6 and below TABE 9&10: 6 and below	TABE 7&8: 6 and below TABE 9&10: 4–5	TABE 7&8: 6 and below TABE 9&10: 6 and below
M	TABE 7&8: 7–10 TABE 9&10: 7–8	TABE 7&8: 7–11 TABE 9&10: 7–8	TABE 7&8: 7–9 TABE 9&10: 7–8
D	TABE 7&8: 11–14 TABE 9&10: 9–10	TABE 7&8: 12–15 TABE 9&10: 9–11	TABE 7&8: 10–12 TABE 9&10: 9–10
A	TABE 7&8: 15 and above TABE 9&10: 11–12	TABE 7&8: 16 and above TABE 9&10: 12–16	TABE 7&8: 13 and above TABE 9&10: 11–12

* The correct locator must be used for the test. The locator for TABE 7&8 cannot be used for TABE 9&10 and vice versa.

Note: It is recommended that youth who identify themselves as nonreaders or who have significant difficulty being *placed* on the Locator be given TABE Level L (*Literacy – Reading Only*).

- Once the appropriate level is determined, administer the *Complete Battery* or the *Survey* portion of that TABE to the youth. If a youth has been approved for accommodations because of a disability, these same accommodations apply to the pre- and post-TABE assessment.
- When administering TABE, TABE 7&8 or TABE 9&10 and all levels (L, E, M, D, A) are calibrated on the same scale; therefore, scale score results and grade levels can be compared across forms and levels. TABE 7&8 may be used as a pre-test, followed by TABE 9&10 as a post-test. However, once the shift is made to using TABE 9&10, you cannot revert back to TABE 7&8.

Example: If the Locator assessment places a youth at Level E, that youth should be pre-tested with Level E, Form 9, then post-tested with:

- Level E, Form 10, if youth demonstrates minimal progress within his or her period of participation; or
- Level M, Form 9, if youth demonstrates significant progress within his or her period of participation.

Note: Forms and levels of the test must be alternated accordingly.

- The Mathematics Computation and Applied Mathematics sub-tests must be used together to yield a Total Mathematics score that is reported to DOL. To compute a Total Mathematics score, the youth must take the same form and level of both the Mathematics Computation test and the Applied Mathematics test.

7. WIA out-of-school youth must be post-tested at least once prior to the one-year anniversary date of the youth's first WIA youth service, or at exit (whichever is earlier), to determine whether the youth is making an educational gain. For TABE to accurately reflect a youth's gain, it is imperative that it be administered and scored as its developers intended.

Recording Scores

Record scale scores, not grade equivalency levels, in The Workforce Information System of Texas (TWIST). The scale score is the primary score for TABE and is used to compute and derive all other scores, including grade levels. Therefore, using scale scores to report educational gain gives more accurate achievement results. TWIST converts the scale scores into **EFLs** ~~ESLs~~ stipulated by the U.S. Department of Education, as required by TEGL 17-05. TWIST users may generate reports for out-of-school youth requiring a pre- or post-test to ensure scores are entered on a timely basis and to show accurate EFL gains.

Measuring Educational Functioning Level Gains

TWC tracks and reports the number of WIA out-of-school youth advancing one or more EFLs between the pre- and post-tests. The **following** chart ~~below~~ shows the translation of scores on the TABE assessment to EFLs.

Example: If a youth pre-tested at scale score 442 with a grade equivalency of 3.3 and an EFL of 3 on the TABE 7, and then post-tested at scale score 476 with a grade equivalency of 4.6 and an EFL of 4 on the TABE 8, the youth has shown an improved difference in scale score of 34, a grade equivalency gain of 1.3, and an EFL gain of 1.

EFL	Grade Equivalent	TABE 7/8 Scale Score	TABE 9/10 Scale Score
2 = Beginning Literacy Adult Basic Education (ABE)	0–1.9	Reading: 367 and Below Total Math: 313 and Below Language: 392 and Below	Reading: 367 and Below Total Math: 313 and Below Language: 392 and Below
3 = Beginning Basic ABE	2–3.9	Reading: 368–460 Total Math: 314–441 Language: 393–490	Reading: 368–460 Total Math: 314–441 Language: 393–490
4 = Low Intermediate ABE	4–5.9	Reading: 461–517 Total Math: 442–505 Language: 491–523	Reading: 461–517 Total Math: 442–505 Language: 491–523
5 = High Intermediate ABE	6–8.9	Reading: 518–566 Total Math: 506–565 Language: 524–559	Reading: 518–566 Total Math: 506–565 Language: 524–559
6 = Low Adult Secondary Education (ASE)	9–10.9	Reading: 567–595 Total Math: 566–594 Language: 560–585	Reading: 567–595 Total Math: 566–594 Language: 560–585
7 = High Adult Secondary Education (ASE)	11–12	Reading: 596 and Above Total Math: 595 and Above Language: 586 and Above	Reading: 596 and Above Total Math: 595 and Above Language: 586 and Above

Youth Remaining Basic-Skills Deficient

Youth who remain basic-skills deficient will continue to count in the performance measure even if they have shown a gain of one EFL based on post-test results. Basic-skills deficient youth who continue to participate in WIA Youth services one year following the first WIA Youth service must be tested at the completion of the second year to determine an EFL gain—as compared to the score from the post-test administered during the first year. This applies for each year a youth remains basic-skills deficient and continues to receive WIA Youth services.