Workforce Investment Act
Lit/Num Measure
Legacy for youth assessment practices
WIOA
Flexibility

Opportunity to build new local policy
WIOA Intention

Spend more fund on Out-of-School Youth (OSY).

Offer more Work Experiences.

Offer more Occupational Skills Trainings.
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.
# Title IB Youth Program Flow

## Case management, youth engagement, partnership building, administration

<table>
<thead>
<tr>
<th>Recruitment</th>
<th>Design Framework</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility</td>
<td>Objective Assessment</td>
<td>ISS ↔ 13 Elements</td>
</tr>
</tbody>
</table>

Individual Service Strategy (ISS) is developed with youth.
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

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

MSG > EFL > Pre/Post Test Gain
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
Three Times When Results Of Academic Assessments Are Needed

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

Basic Skills Deficiency Determination
BSD

Result of an Objective Academic Assessment
OA

MSG > EFL > Pre/Post Test Gain

Pre/Post Test
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.
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
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
Not All Youth Included in Measurable Skill Gains

<table>
<thead>
<tr>
<th>ISY</th>
<th>Title I Youth Participants Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISY</td>
<td>All</td>
</tr>
<tr>
<td>OSI</td>
<td>Occupational Skills Training</td>
</tr>
<tr>
<td>OSI</td>
<td>Secondary education at or above 9th grade</td>
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<tr>
<td>OSI</td>
<td>Postsecondary education</td>
</tr>
<tr>
<td>OSI</td>
<td>Title II-funded adult education at/above 9th grade</td>
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<tr>
<td>OSI</td>
<td>YouthBuild</td>
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<tr>
<td>OSI</td>
<td>Job Corps</td>
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TEGL 10-16 Change 1; TEGL 7-18

ISY: In-School Youth
# Measurable Skill Gains Documentation

<table>
<thead>
<tr>
<th>Title I Youth Participants Included</th>
<th>Efficient ways to document Measurable Skill Gains</th>
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</thead>
<tbody>
<tr>
<td>All</td>
<td>Transcript/Report Card Diploma/Equivalency</td>
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<tr>
<td>Occupational Skills Training</td>
<td>Progress Toward Milestones Skills Progression</td>
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<tr>
<td>Sec. Edu. at or above 9th grade</td>
<td>Transcript/Report Card Diploma/Equivalency</td>
</tr>
<tr>
<td>Postsecondary education</td>
<td>Progress Toward Milestones Skills Progression</td>
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<tr>
<td>Title II-funded adult education</td>
<td>Entry into Postsecondary Completion of credits</td>
</tr>
<tr>
<td>at/above 9th grade</td>
<td>Last resort – Pre/Post Test</td>
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<tr>
<td>YouthBuild</td>
<td>Get info. from partners</td>
</tr>
<tr>
<td>Job Corps</td>
<td></td>
</tr>
</tbody>
</table>
Three Times When Results Of Academic Assessments Are Needed

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

- Basic Skills Deficiency Determination
- Result from Valid & Reliable Test
- Result of an Objective Academic Assessment
- MSG > EFL > Pre/Post Test Gain
- Result from Valid & Reliable Test
- Result from NRS-Approved Test

WE ARE YOUR DOL
Three Times When Results Of Academic Assessments Are Needed

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

Basic Skills Deficiency Determination

Result from Valid & Reliable Test

Result of an Objective Academic Assessment

Result from Valid & Reliable Test

MSG > EFL > Pre/Post Test Gain

Result from NRS-Approved Test
Eligibility → Objective Assessment → ISS ↔ 13 Elements → Follow-Up

Basic Skills Deficiency Determination

Result from Valid & Reliable Test

Result of an Objective Academic Assessment

Result from Valid & Reliable Test

MSG > EFL > Pre/Post Test Gain

Result from NRS-Approved Test

USDOL/ NRS policy

Applies to some youth in education (if you can’t get the results from partners)
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.
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
Basic Skills Deficiency Determination

Result from Valid & Reliable Test

A. At/below 8th grade
B. Local policy

Applies to certain youth

Result of an Objective Academic Assessment

Result from Valid & Reliable Test

MSG > EFL > Pre/Post Test Gain

Result from NRS-Approved Test

USDOL/ NRS policy

Applies to some youth in education (if you can’t get the results from partners)
Eligibility → Objective Assessment → ISS ↔ 13 Elements → Follow-Up

Basic Skills Deficiency Determination

Result from Valid & Reliable Test

A. At/below 8th grade
B. Local policy

Result from an Objective Academic Assessment

Local policy

MSG > EFL > Pre/Post Test Gain

Results from NRS-Approved Test

USDOL/ NRS policy

Applies to certain youth

Applies to all youth

Applies to some youth in education (if you can’t get the results from partners)
## WIOA Assessments Flexibility

<table>
<thead>
<tr>
<th></th>
<th>Basic Skills Deficiency Determination</th>
<th>Objective Assessment → ISS</th>
<th>MSG → EFL → Pre/Post Test Results</th>
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<tr>
<td>NRS Approved</td>
<td>×</td>
<td>×</td>
<td>✔</td>
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<tr>
<td>Valid &amp; Reliable</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Appropriate for Target Population</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Reasonable Accommodations</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Grade level equivalent</td>
<td>(a) at/below 8\textsuperscript{th} grade ✔</td>
<td>×</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>(b) Local policy ×</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prior assessment results within 6 months</td>
<td>✔</td>
<td>✔</td>
<td>n/a</td>
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<tr>
<td>Applies to all youth</td>
<td>×</td>
<td>✔</td>
<td>×</td>
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<tr>
<td>Cost effective</td>
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<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Qualified Test Administrator</td>
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<td>✔</td>
<td>✔</td>
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Why not test all youth with NRS approved tests, during Eligibility or Objective Assessment?
# Testing Times (TABE 11 & 12 Series)

<table>
<thead>
<tr>
<th>Level</th>
<th>Reading Part 1</th>
<th>Reading Part 2</th>
<th>Math Part 1</th>
<th>Math Part 2</th>
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<tbody>
<tr>
<td>L</td>
<td>35 minutes</td>
<td>60 minutes</td>
<td>75 minutes</td>
<td>N/A</td>
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<tr>
<td>E</td>
<td>60 minutes</td>
<td>60 minutes</td>
<td>75 minutes</td>
<td>N/A</td>
</tr>
<tr>
<td>M</td>
<td>60 minutes</td>
<td>60 minutes</td>
<td>60 minutes</td>
<td>15 minutes</td>
</tr>
<tr>
<td>D</td>
<td>60 minutes</td>
<td>60 minutes</td>
<td>40 minutes</td>
<td>35 minutes</td>
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<tr>
<td>A</td>
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<td>60 minutes</td>
<td>30 minutes</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Locator</td>
<td>45 minutes</td>
<td>N/A</td>
<td>15 minutes</td>
<td>15 minutes</td>
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</table>
Consider the Cost

<table>
<thead>
<tr>
<th>Level</th>
<th>Reading Part 1</th>
<th>Reading Part 2</th>
<th>Math Part 1</th>
<th>Math Part 2</th>
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</thead>
<tbody>
<tr>
<td>L</td>
<td>35 minutes</td>
<td>60 minutes</td>
<td>75 minutes</td>
<td>N/A</td>
</tr>
<tr>
<td>E</td>
<td>60 minutes</td>
<td>60 minutes</td>
<td>75 minutes</td>
<td>N/A</td>
</tr>
<tr>
<td>M</td>
<td>60 minutes</td>
<td>60 minutes</td>
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<td>15 minutes</td>
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<td>D</td>
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<td>30 minutes</td>
<td>45 minutes</td>
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<tr>
<td>Locator</td>
<td>45 minutes</td>
<td>N/A</td>
<td>15 minutes</td>
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</table>
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.
TABE 11 & 12 Levels

- L - Literacy
- E - Easy
- M - Moderate
- D - Difficult
- A - Advanced
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
TABE 11 & 12 Levels

- A: Advanced
- D: Difficult
- M: Moderate
- E: Easy
- L: Literacy
TABE 11 & 12 Levels

NRS Levels- 1-4
Grade Level Equivalents -0-6.9

NRS Levels- 1-5
Grade Level Equivalents -1.3-9.9

NRS Levels- 2-6
Grade Level Equivalents -2.2-12.9
<table>
<thead>
<tr>
<th>NRS Level</th>
<th>National Reporting System (NRS) Levels</th>
<th>Grade Level Equivalents</th>
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<tbody>
<tr>
<td>1</td>
<td>Beginning ABE Literacy</td>
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<td>2</td>
<td>Beginning Basic Education</td>
<td>2 – 3.9</td>
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<td>3</td>
<td>Low Intermediate Basic Education</td>
<td>4 – 5.9</td>
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<tr>
<td>4</td>
<td>High Intermediate Basic Education</td>
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<tr>
<td>5</td>
<td>Low Adult Secondary Education</td>
<td>9 – 10.9</td>
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<td>6</td>
<td>High Adult Secondary Education</td>
<td>11 – 12.9</td>
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<td>Content Area Reporting Objectives</td>
<td>Covered Objectives</td>
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<tr>
<td><strong>Mathematics</strong></td>
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<td>Measurement and Data</td>
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<tr>
<td>Number and Operations in Base Ten</td>
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<td>Number and Operations Fractions</td>
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<td>Operations and Algebraic Thinking</td>
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<tr>
<td>Expressions and Equations</td>
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<tr>
<td>Ratios and proportional Relationships</td>
<td>● ● ● ● ● ● ● ●</td>
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<tr>
<td>The Number System</td>
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</tr>
<tr>
<td>Statistics and Probability</td>
<td>● ● ● ● ● ● ● ●</td>
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<tr>
<td>Functions</td>
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<td>Probability</td>
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<tr>
<td>Number and Quantity</td>
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<tr>
<td>Standards for Mathematical Practice (double count)</td>
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<td>Phonics and Word Recognition</td>
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<tr>
<td>Key Ideas and Details</td>
<td>● ● ● ● ● ● ● ●</td>
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<tr>
<td>Craft and Structure</td>
<td>● ● ● ● ● ● ● ●</td>
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<tr>
<td>Integration of Knowledge and Ideas</td>
<td>● ● ● ● ● ● ● ●</td>
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<tr>
<td>Informational text (double count)</td>
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<tr>
<td>Literary Text (double count)</td>
<td>● ● ● ● ● ● ● ●</td>
<td></td>
</tr>
</tbody>
</table>
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.
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.
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.
TABE 11 & 12 Reading Content

- Reading Domains:
  - Reading Foundational Skills
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge and Ideas
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.
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
TABE 11 & 12 Modalities

Mathematics Domains:

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

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

**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)

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<th>Number 6</th>
<th>Number 35</th>
<th>Number 36</th>
<th>Number 37</th>
<th>Number 38</th>
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<tr>
<td>1 point</td>
<td>1 point</td>
<td>1 point</td>
<td>1 point</td>
<td>2 points</td>
<td>1 point</td>
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</tbody>
</table>
# 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.

<table>
<thead>
<tr>
<th>READING</th>
<th>READING</th>
</tr>
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<tbody>
<tr>
<td><strong>Part 1</strong></td>
<td><strong>Part 2</strong></td>
</tr>
<tr>
<td>1. D</td>
<td>22. A</td>
</tr>
<tr>
<td>2. A</td>
<td>23. B</td>
</tr>
<tr>
<td>3. D</td>
<td>24. C</td>
</tr>
<tr>
<td>4. C</td>
<td>25. C</td>
</tr>
<tr>
<td>6. B</td>
<td>27. C</td>
</tr>
<tr>
<td>8. A</td>
<td>29. C</td>
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<tr>
<td>11. B</td>
<td>32. C</td>
</tr>
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<td>12. B</td>
<td>33. C</td>
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<td>13. A</td>
<td>34. Part A B</td>
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<td>14. A</td>
<td>Part B C, D</td>
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<td>15. B</td>
<td>35. B</td>
</tr>
<tr>
<td>16. B</td>
<td>36. C</td>
</tr>
<tr>
<td>17. B</td>
<td>37. B, C</td>
</tr>
<tr>
<td>18. D</td>
<td>38. C</td>
</tr>
<tr>
<td>20. D</td>
<td>40. B</td>
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<tr>
<td>21. Part A C</td>
<td>41. D</td>
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<tr>
<td>Part B B, C</td>
<td>42. D</td>
</tr>
<tr>
<td></td>
<td>43. D</td>
</tr>
</tbody>
</table>
**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
• **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
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)
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.
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
TABE 11 & 12 Diagnostic
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
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)
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
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
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
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.
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
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.
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.”
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.
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.
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.
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.
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*)
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!
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
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
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
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!
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/
### TABE 11 & 12 Mathematics Blueprints

**Level D**

#### TABE 11 & 12 Mathematics Blueprint Overview

<table>
<thead>
<tr>
<th>Standard</th>
<th>Standard Description</th>
<th>AE-CCAE Level</th>
<th>TABE 11/12 Emphasis Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.G.1</td>
<td>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.</td>
<td>D</td>
<td>Low</td>
</tr>
<tr>
<td>8.G.2</td>
<td>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.</td>
<td>D</td>
<td>Medium</td>
</tr>
<tr>
<td>7.G.4</td>
<td>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.</td>
<td>D</td>
<td>Low</td>
</tr>
<tr>
<td>8.G.4</td>
<td>Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of dilations, translations, rotations, and reflections; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</td>
<td>D</td>
<td>Low</td>
</tr>
<tr>
<td>7.G.5</td>
<td>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.</td>
<td>D</td>
<td>Low</td>
</tr>
<tr>
<td>7.G.6</td>
<td>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.</td>
<td>D</td>
<td>Low</td>
</tr>
<tr>
<td>8.G.7</td>
<td>Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</td>
<td>D</td>
<td>Low</td>
</tr>
</tbody>
</table>
1. Which expression is equivalent to \((x+y)^3 \times x^3\)?
   A. \(x^5y^3\)
   B. \(x^6y^3\)
   C. \(x^2y^3\)
   D. \(x^18y^3\)

2. The lists show the measured heights, in meters, of trees in two different sections of a forest.
   Section A: 4.8, 3.0, 3.3, 5.6, 1.1, 6.5, 6.3
   Section B: 3.8, 3.8, 5.8, 6.4, 6.6, 6.8, 9.2
   Which statement makes a correct conclusion based on the interquartile range of the two data sets?
   A. The trees in Section B most likely have more consistent heights than the trees in Section A.
   B. The trees in Section A most likely have more consistent heights than the trees in Section B.
   C. A randomly selected tree in Section B will most likely be taller than a randomly selected tree in Section A.
   D. A randomly selected tree in Section A will most likely be taller than a randomly selected tree in Section B.

3. A RAINWATER COLLECTION SYSTEM USES A CYLINDRICAL STORAGE TANK WITH A DIAMETER OF 80 CENTMETERS AND A HEIGHT OF 80 CENTMETERS.
   What is the total volume of water, in cubic centimeters, that can be collected?
   A. 12,566 cubic centimeters
   B. 50,000 cubic centimeters
   C. 1,570,080 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 scatterplot, what does the point (0, 18) represent?
   A. the total amount of the budget given to the county
   B. the total amount of the budget spent after 18 months
   C. the average amount spent out of the budget each month
   D. the predicted amount of time after which the entire budget will be spent

www.tabetest.com/resources-2/testing-information/tabe-1112-practice/
Opportunity to build new local academic skills assessment policy
Basic Skills Deficiency & Objective Assessment

Assessment within prior 6 months?

Assessment Results from Partners?

Non-NRS Approved Test
Questions & Answers
Brainstorm
Discuss
Share
Together
WE
TEAM
Achieve
More
Contact

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New York State Department of Labor
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Thank you for joining today’s webinar

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- The password to access the webinar is: Careers