

APPENDIX 301

TESTS OF ADULT BASIC EDUCATION (TABE®)¹

REQUIREMENTS AND INSTRUCTIONS

Background and Purpose of Standardized Testing

The National Reporting System for Adult Education (NRS) is the performance accountability system for all federally-funded adult education programs under the Workforce Innovation and Opportunities Act (WIOA), the legislation that authorizes the Job Corps program. The Tests of Adult Basic Education (TABE) forms 11/12 is recognized as a valid instrument by NRS for reporting WIOA Measurable Skill Gains Rate for literacy and numeracy, two factors by which the program's effectiveness in achieving positive outcomes for Job Corps participants is assessed.

The purpose of this appendix is to describe Job Corps' policy for entry and follow-up online TABE testing and the use of Forms 11/12 edition of TABE. This appendix also clarifies related testing and record keeping issues.

General Guidelines

1. With the exception of Job Corps centers in Puerto Rico, all TABE subtests, including the locator test, all levels of the initial test, and all levels of all subsequent tests, will be administered in English. The use of supplemental translations in any language is prohibited.
2. With the exception of Job Corps centers in Puerto Rico, all TABE Reading and Math subtests, including the locator test and levels E, M, and D of the initial and subsequent tests, will be administered using the TABE 11/12 INSIGHT™ online testing platform. Puerto Rico centers will use the TABE Español Forms 7/8, Levels E and M, to be administered online through Student Testing System (STS). The use of paper/pencil tests is prohibited.

Please refer to the TABE 11/12 Administrator's Guide for additional guidelines and procedures to follow in these instances.

Responsibility

It is the responsibility of the Center Director to ensure center compliance with all aspects of TABE policy, including the use of the INSIGHT™ online testing platform for testing, and that:

1. The center has a TABE 11/12 Administrator designated in writing. The TABE 11/12 Administrator must meet the minimum qualification and complete the certification requirements specified in Job Corps' Guide for Test Administrators before administering the

¹ CTB's Tests of Adult Basic Education (TABE®), hereinafter referred to as "TABE."

TABE 11/12/ tests. All required certification documents must be signed as specified in the Guide and placed in the employee's HR files;

2. The center has a certified back-up TABE 11/12 Administrator designated in writing. The back-up Administrator must meet the qualifications and certification requirements for TABE administration;
3. The center has written approval from the Regional Office if more than one TABE Administrator and one back-up Administrator are designated;
4. The TABE 11/12 Administrator and back-up Administrator must be certified annually by the beginning of each program year before administering any test. Annual certifications must be reported to the Regional Offices by July 1 each program year;
5. To maintain test integrity, no academic teacher is designated as TABE Administrator or back-up Administrator. The TABE Administrator and back-up Administrator are, under no circumstances, allowed to show the test to any staff or student other than the test taker.
6. The center has a designated facility for TABE testing, and all testing equipment, materials, access codes, and records are kept secure;
7. Tests are properly scheduled and administered;
8. Students are enrolled in CIS and their photos saved in the database prior to taking the TABE for proper verification and accountability. TABE Administrators verify and confirm each student's identity prior to administering the tests; and
9. STS Testing Tickets are signed and dated by individual students and returned to the TABE Administrator at the end of each test; the staff person administering the test(s) signs/initials the STS Testing Tickets. STS testing tickets contain information regarding test accommodations and must be handled in confidence; signed STS Testing Tickets must be forwarded to the Records Department at the end of the testing day and filed in each student's permanent record. Each center's procedures for scheduling, administering, and documenting student tests should be included in the center's Career Development Services System (CDSS) Plan as described in Chapter 5, Section 5.1, R3.c and R8.c.

The Center Director may delegate the responsibility to a center testing administrator/coordinator or to the center's senior education administrator. The delegation must be in writing and the person delegated must ensure coordination with the supervisor of student records and all appropriate staff.

Requirements and Instructions

1. **Determining Test Level:** All centers are required to administer, during initial testing, the TABE 11/12 locator tests for reading and math to all students. The locator tests will be

scored automatically, and the appropriate Level (E, M, D, or A) of the TABE Reading and Math subtests will be assigned to each student (TABE Español Forms 7/8 Levels E and M for Puerto Rico centers).

2. **Initial Testing:** All students must be given the reading and math subtests of the TABE 11/12 (TABE Español Forms 7/8 for Puerto Rico centers) within the first 21 calendar days of enrollment except for a specific sub-group of Limited English Proficient (LEP) students. All students identified as LEP will take an initial English language assessment (CASAS, BEST, CLAS-E) within 14 days of enrollment. Students who score at the “Beginning ESL Literacy Level” on this language assessment (according to the “National Reporting System for Adult Education: Test Benchmarks for Educational Functioning Levels” [see https://nrswb.org/solr-search?search_api_views_fulltext=test+benchmarks&field_resource_type=All&field_tta_training_type=All, select Test Benchmarks for NRS Educational Functioning Levels]) must be granted an extension of 90 days from enrollment to take the initial TABE. Those LEP students who score above the “Beginning ESL Literacy Level” must still take the TABE test within 21 days of enrollment.

Each subtest will be scored automatically as soon as the student completes it, and initial TABE scores of individual students can be accessed through CIS/STS.

3. **Follow-up Testing:** Current students will be identified automatically and scheduled for follow-up testing through CIS/STS. Each student’s Educational Functioning Level (EFL) for Reading and Math subtests will determine the level of TABE to be administered for follow-up testing. The center must provide a minimum of 60 hours of instruction in the content area before administering a follow-up test.
 - Required hours of instruction and follow-up testing must be completed within 90 days of the previous test date.
 - Certified teachers must provide at least 40 hours of the 60 hours of instruction that are required before a TABE follow-up test can be administered.
 - Non-certified teachers, and others under the direction or supervision of a certified teacher, may provide up to 20 hours of the required 60 hours of instruction. If academic instruction is delivered by a certified CTT instructor, the center may not claim both a CTT hour and an academic hour for the same hour of instruction.
 - All instruction must be targeted to the skill deficiencies identified in the student’s Individual Profile Report.
 - Recommended best practice is to provide uninterrupted and continuous learning so that learning loss is minimized.

The Test Administrator(s) will be responsible for maintaining a weekly list of students needing follow-up testing, using the CIS/STS-generated follow-up testing rosters. The names of students who fail to test when scheduled for follow-up testing will continue to be listed on the testing roster until follow-up testing has been completed or the student is separated.

The only students exempt from the required follow-up testing will be:

- Students who, on an initial or follow-up TABE Level M or D, attained an EFL 5 for

Reading and an EFL 6 for Math. Centers have the discretion to continue testing students who have attained these levels.

- Puerto Rico center students who, on an initial or follow-up TABE Español Level E or M, attained EFL Level 5 for Reading and EFL Level 5 for Math. Centers have the discretion to continue testing students who have attained these levels;
- Students who have documentation of a cognitive disability, identified, for example, in a student's most recent Individualized Education Plan (IEP), 504 plan, or medical psycho-educational documentation, who have failed to make progress as evidenced by results of three follow-up TABE Reading or Math subtests, and have participated in a formal process to waive further TABE testing (outlined in Section 5 below). Failure to progress on TABE subtest results is defined as not posting an EFL gain for three consecutive Math or Reading follow-up subtests with accommodations; or
- Students participating in research projects using alternative tests or test schedules that have been authorized by the National Director of Job Corps.

- 4. Provisions for Students with Disabilities:** Students with documentation of disabilities may require accommodations for taking initial and subsequent Tests of Adult Basic Education. The provision of reasonable accommodation is mandated by applicable federal and state statutes and regulations for qualified individuals with a disability. Individuals with a disability are those who have a physical or mental impairment that substantially limits one or more of their major life activities.

The center's Reasonable Accommodations Committee (RAC), which includes the student with a disability, will determine any necessary TABE testing accommodations for that student and input them into the student's Accommodation Plan in CIS. The center disability coordinator and co-coordinator are the only center staff members who will have access to the Accommodation Plan Data Entry Screen to enter a student's testing accommodations. TABE testing accommodations entered into the Accommodation Plan Data Entry Screen will automatically appear on the STS Test Accommodations Screen. The TABE test administrator will be responsible for completing the STS Test Accommodations window in the Testing module. The approved accommodations will automatically print on the student's STS Testing Ticket.

Accommodations for assessments like TABE generally fall into the following categories: changes to the methods of presentation of the test (e.g., oral reading of test directions); changes to the methods of response to the test (e.g., use of paper/pencil test and answer sheet); test setting (e.g., taking the test in small rather than large groups); and test timing (e.g., extension of time to take a test). Testing accommodations must only be provided with documentation of the disability unless the disability is obvious (for example, a student is blind and needs either an oral administration or a Braille administration of the TABE, as appropriate). The documentation of the disability must contain information that supports the need for the testing accommodations.

See the "Reasonable Accommodation Guidelines" on the Disability website within the Job Corps Community website for more information about the types of documentation that are acceptable.

Provision of appropriate and reasonable accommodations should take into account the following:

- The TABE Administrator needs to plan for students receiving extended time to ensure that they have a reasonable amount of time to complete the test within the same day. Different parts of the test could be broken up into different days, if necessary, but an individual test section should be completed on the day of testing to avoid compromising the content and security of the test data.
- Centers must provide a designated area, preferably at a location that can be observed by staff, where students needing frequent breaks as an accommodation can be monitored to ensure test integrity.
- Centers must follow procedures specified in the “TABE 11/12 Student Testing System Administrator’s Guide” regarding the use of paper/pencil versions of the tests as an accommodation.
- Centers may decide to extend the time between follow-up TABE tests for students with documented cognitive disabilities beyond the scheduled 90-day test date.

5. Exemption of Students with Documented Cognitive Disabilities from Follow-Up TABE Testing: Centers must follow the guidelines below for waiving follow-up TABE testing for students with cognitive disabilities:

- The student must have documentation of a specific cognitive disability that could impact his or her learning/testing abilities, with or without accommodation.
- Each student’s case must be reviewed by the center’s reasonable accommodations committee. RAC participants are identified on the Job Corps Disability website located on Job Corps’ Community website. For the purposes of developing a request for the TABE test waiver, the team should include, at a minimum, the Center Disability Coordinator, Center Director, Special Education Supervisor or instructor (if available), representatives of departments directly impacted by the request, and center Health and Wellness staff.
- Criteria to be considered include a high school diploma earned prior to or during attendance on center; student’s EFL; specific cognitive disability and previous IEPs and/or 504 plans; student’s learning style; student’s attendance and participation in academic classes; instructional strategies and methods utilized by instructors; test preparation approaches utilized; testing and learning accommodations provided; and number of TABE tests taken and scores. Appendix 303 provides a checklist for student exemptions from follow-up TABE testing for students with documented cognitive disabilities and a “Sample Form for Disability Waiver From TABE Testing.”
- After all data have been gathered and a decision has been made to waive further TABE testing, a request must be sent to the Regional Office (RO) for final approval or disapproval. The request must be accompanied by supporting documentation as identified in Appendix 303.

NOTE: Students with documented disabilities who qualify for exemption from further TABE testing will remain in the pool for tracking literacy and numeracy gains for Outcome Measurement System (OMS) purposes. The students will also continue to receive instruction in reading and math unless they have earned a high school diploma or High School

Equivalency (HSE) certificate prior to or during enrollment in Job Corps. This instruction can occur in specific reading and math classes, in high school diploma or HSE programs, or through applied academic skills training in career technical programs. Instruction in reading and math will involve a minimum of 25% of the time in a student's training week.

Instruction must be documented by academic and career technical training instructors and monitored by the center's RAC, and copies of documented instruction must be kept in the student's file. Students will continue in reading and math instruction until they complete the competency requirements for reading or math (as determined by the center and documented in the center's CDSS Plan, in accordance with Chapter 5, Section 5.1, R8, Chapter 3, Section 3.2, R1-R2, and Chapter 6, Section 6.4, R9).

Completion of competency requirements must be documented by the instructors and approved by the RAC.

6. **Recording TABE Test Data and Other Recordkeeping:** All TABE test data are automatically recorded in CIS/STS. Validity ranges for TABE tests will only be used to determine appropriate follow-up TABE levels, not for re-testing. Validity ranges are programmed into STS and appropriate levels of follow-up tests are automatically assigned to students. The ranges are also listed in the Job Corps "TABE 11/12 Student Testing System Administrator's Guide."

The *Documentation of 60 Hours of Instruction* form (Form 3-04) must be submitted to the test administrator when a student's 60 hours of instruction is completed. This form replaces the four documents that were previously required by JCDC Notice 19-039 (August 23, 2019). Centers must complete and file as directed on the form.