

APPENDIX 301
TESTS OF ADULT BASIC EDUCATION (TABE)
REQUIREMENTS AND INSTRUCTIONS

The Purpose of Standardized Testing

The Tests of Adult Basic Education (TABE) tests are norm-referenced tests designed to measure achievement in reading and math. It is intended to measure the understanding and application of conventions and principles; not to measure specific knowledge or recall of facts.

Scale scores indicated by TABE test results do not indicate achievement levels related to typical educational structures (i.e., elementary and secondary schools). They are understood as reference points for adult learners and allow teachers the ability to facilitate organization of instructional groups and selection of appropriate instructional materials.

The purpose of this appendix is to describe Job Corps' policy for entry and follow-up TABE testing and the use of Forms 7/8 of the 1994 edition of the TABE. This appendix also clarifies related testing and record keeping issues.

With the exception of Job Corps centers in Puerto Rico, all TABE tests, including the locator test, all levels of the initial test, and all levels of all subsequent tests will be administered in English using the English version of the TABE. The use of supplemental translations in any language in conjunction with any TABE test booklet is prohibited. Puerto Rico centers will use the TABE Español Forms 7 and 8, Levels E and M, and will report scores electronically to the Job Corps Data Center (JCDC).

1. **Responsibility:** It is the responsibility of the Center Director to ensure tests are properly scheduled, administered and scored; test answer sheets are signed and dated by the students on the "Student Signature" section of the answer sheet, prior to handing in the materials at the end of the testing session; and answer sheets are immediately scanned into the Testing Management System (TMS), also known as the Center Information System (CIS) Testing Module, for daily transmissions to the Data Center. Responsibility for center compliance with all phases of TABE policy, including use of the TMS for testing, is also the responsibility of the Center Director; however, the responsibility may be delegated to a test administrator or to the center's senior education administrator. The delegation shall be in writing and the person delegated shall ensure coordination with the supervisor of student records and all appropriate staff. It is also the Center Director's responsibility to ensure that the TMS scanners are covered by a hardware maintenance agreement at all times.
2. **Determining Test Level:** All centers are required to administer, during initial testing, the TABE locators for reading and math to all students. Using the TMS system the locators will be scored and the appropriate Level (L, E, M or D) of the TABE Reading and Math (Computation and Applied Mathematics) subtests will be assigned to each student. Centers may use either Form 7 or 8 on initial testing, with the exception of the Puerto Rico centers, which use the TABE Español (Levels E and M).
3. **Initial Testing: All students** (residential and non-residential) must be given the reading and math subtests of the TABE 7/8 within the first 21 calendar days on center. TMS will

determine the initial score. Students who score between 160 and 430 on the TABE 7/8 Level L or Level E Reading tests, as a result of English not being the primary language, will be determined to be English as a Second Language (ESL) students and enrolled in an ESL program. The TABE 7/8, Level L test is to be used only as an initial test and cannot be used for follow-up testing. The TABE Español, Levels E and M are used as initial tests for Puerto Rico centers.

4. **Follow-up Testing:** Current students will be identified and scheduled for follow-up testing according to the student's designated follow-up testing date which will be calculated by the TMS and is based on the previous test date. The center may elect to administer a follow-up test after, or prior to, the scheduled 90-day test date, but no sooner than 30 days after the last TABE 7/8 test has been administered, **ONLY** under the conditions listed below:

- At the completion of competency requirements for reading or math (as determined by the center in accordance with Policy and Requirements Handbook [PRH] Chapter 3 Section 3.9. and Section 3.10); or
- To meet TABE qualifications required for an advanced training program; or
- During orderly transition prior to immediate separation from the center; or,
- Prior to a student's scheduled leave, if his or her follow-up test is scheduled to occur during the leave period. Leave in this situation is identified as off-center, winter/summer break, emergency leave, administrative leave, or administrative leave without pay (as defined in the PRH Chapter 6, Exhibit 6-1).

Note: Students must be tested using the TABE 7/8 level that TMS indicates. The TABE Español Level M is used as a follow-up test for Puerto Rico Centers. A 90-day time frame (and no sooner than 30 days after the last test) has been implemented to provide the best possible testing situation for the student while maintaining the integrity of the test.

The test administrator(s) will be responsible for maintaining a weekly list of students needing follow-up testing. The TMS-generated follow-up testing rosters may be used to assist the testing administrator. 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 a reading scale score of 567 and a math scale score of 566; however, centers have the discretion to continue testing students who have attained these scores;
- Puerto Rico center students who, on an initial or follow-up TABE Español Level E or M, attained a reading scale score of 760 and a math scale score

of 777; however, centers have the discretion to continue testing students who have attained these scores;

- Students who have documentation of a cognitive disability (identified, for example, in a student's most recent IEP, 504 plan, or medical psycho-educational documentation); who have failed to make progress on results of three follow-up TABE Reading or Math subtests; and have participated in a formal process to waive further TABE testing (outlined below). Failure to progress on TABE subtest results is defined as an increase of fewer than 10 scale score points over three consecutive Math or Reading follow-up subtests. (For example: a student who scores 462 on her first follow-up Reading TABE, 466 on the next follow-up Reading TABE and 468 on the third Reading TABE would not make the 10 point gain over the three consecutive follow-up subtests.)

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 OMS purposes. The students will also continue to receive instruction in reading and math unless they have earned a high school diploma prior to, or during, enrollment in Job Corps. This instruction can occur in specific reading and math classes, in high school or GED 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 instructors and monitored by the center's inter-disciplinary team (IDT), and copies of documented instruction must be kept in the student's file. Students will continue in reading and math instruction until they complete required training areas in reading and math as outlined in PRH Chapter 3, Section 3.9 and 3.10 as documented by the instructors and approved by the IDT; or,

- Students participating in research projects using alternative tests or test schedules which have been authorized by the National Director of Job Corps.

5. **Provisions for Students with Cognitive Disabilities:** Students with documentation of specific cognitive disabilities may require accommodations for taking initial and subsequent Tests of Adult Basic Education, as recommended by the center's interdisciplinary team (IDT). Guidelines for selecting accommodations are outlined in Section 188 of the Workforce Investment Act (WIA), provided in state laws or policy in the states where centers are located, and listed in guidelines available from the TABE publisher CTB McGraw-Hill. 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 a computer in responses); test setting (taking the test in small rather than large groups); and test timing (extension of time to take a test.)

In general, accommodations for taking the TABE will be the same as those currently being used by the student in the classroom. If the accommodations used in the classroom for the student change from the time of the initial TABE to a subsequent TABE, the student will be given the new accommodations being used in the classroom. In addition, 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.

6. **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 accommodations.
 - Each student's case must be reviewed by the center's interdisciplinary team (IDT). IDT participants are identified on the Job Corps disability website (www.jobcorpsdisability.com). For the purposes of developing a request for the TABE test waiver, the team's participants 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 staff.
 - Criteria to be considered include: a high school diploma earned prior to, or during attendance on center; TABE scores; specific cognitive disability and previous Individualized Education Plans (IEPs) and 504s; student's learning style; student's attendance and participation in academic classes; steps and teaching techniques utilized by instructors; test preparation approaches utilized; testing and learning accommodations provided; and number of TABE tests taken and score improvements.
 - 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 for final approval or disapproval.
7. **Appendix 305:** This Appendix 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."
8. **Retesting:** Retesting is required for students scoring outside the validity range of the TABE level test administered. The validity ranges have been extended to minimize the need for retesting and provide a more accurate indication of academic gains. The invalid score(s) will be rejected by the TMS and the test administrator will be notified of the invalid score for retesting. The student must be retested the following day and the retest posted in its place. The score from the retest will be the score posted in TMS, whether or not the score falls in the valid range. Retesting for invalid total scores must be limited to only one retest. Please note the following ranges:

Overall Reading TABE Scale Score Ranges		
Level	Possible Scores	Valid Scores
L	160 to 468	160 to 356
E	175 to 630	327 to 495
M	255 to 702	416 to 702
D	285 to 778	477 to 778

Overall Math TABE Scale Score Ranges		
Level	Possible Scores	Valid Scores
E	217 to 599	217 to 527
M	242 to 669	377 to 669
D	286 to 734	458 to 734

The following guidelines are used to determine the TABE level given for a retest (when the score does not fall in the valid range) or follow-up test..

Calculation of Next Reading TABE Level Using 7/8 Tests					
Current Level	Overall Scale Score	Tests	Retest?	Retest Level	Next TABE Level
7/8 L	160 to 356	Initial Reading	No		7/8 E
7/8 L	357 to 468	Initial Reading	Yes	7/8 E	
7/8 E	175 to 326	Initial Reading	Yes	7/8 L	
		Follow-up Reading	No		7/8 E
7/8 E	327 to 415	Initial/Follow-up Reading	No		7/8 E
7/8 E	416 to 495	Initial/Follow-up Reading	No		7/8 M

7/8 E	496 to 630	Initial/Follow-up Reading	Yes	7/8 M	
7/8 M	255 to 415	Initial/Follow-up Reading	Yes	7/8 E	
7/8 M	416 to 476	Initial/Follow-up Reading	No		7/8 M
7/8 M	477 to 566	Initial Reading	Yes	7/8 D	
		Follow-up Reading	No		7/8 D
7/8 M	567 to 702	Initial/Follow-up Reading	No		Follow-up tests at center's discretion
7/8 D	285 to 476	Initial/Follow-up Reading	Yes	7/8 M	
7/8 D	477 to 566	Initial/Follow-up Reading	No		7/8 D
7/8 D	567 to 778	Initial/Follow-up Reading	No		Follow-up tests at center's discretion
Calculation of Next Math TABE Level Using 7/8 Tests					
Current Level	Overall Scale Score	Tests	Retest?	Retest Level	Next TABE Level
7/8 E	217 to 376	Initial/Follow-up Math	No		7/8 E
7/8 E	377 to 527	Initial/Follow-up Math	No		7/8 E
7/8 E	528 to 599	Initial/Follow-up Math	Yes	7/8M	
7/8 M	242 to 376	Initial/Follow-up Math	Yes	7/8 E	

7/8 M	377 to 457	Initial/Follow-up Math	No		7/8 M
7/8 M	458 to 565	Initial Math	Yes	7/8D	
		Follow-up Math	No		7/8 D
7/8 M	566 to 669	Initial/Follow-up Math	No		Follow-up tests at center's discretion
7/8 D	286 to 457	Initial/Follow-up Math	Yes	7/8 M	
7/8 D	458 to 565	Initial/Follow-up Math	No		7/8 D
7/8 D	566 to 734	Initial/Follow-up Math	No		Follow-up tests at center's discretion

9. **Recording TABE Test Data:** All TABE test data are recorded in TMS/CIS and the Employment and Training Administration (ETA) 640 report is automatically generated by CIS.