

**APPENDIX 301**  
**TESTS OF ADULT BASIC EDUCATION (TABE®)<sup>1</sup>**  
**REQUIREMENTS AND INSTRUCTIONS**

**Background and Purpose of Online Standardized Testing**

Job Corps has initiated online administration of the Reading and Math (Computation and Applied Mathematics) subtests of the TABE Forms 9/10 (2004 edition). The establishment of online testing through the new Student Testing System (STS) is part of a major effort to integrate the use of technology in student training and assessments throughout the national Job Corps program. STS is a Web-based application that is part of the Job Corps Center Information System (CIS), designed to administer online tests and record testing information. Online testing is intended to improve the security and efficiency of student assessments. It also enables Job Corps students to become more proficient in using computers, a necessary skill for career success.

The purpose of this appendix is to describe Job Corps' policy for entry and follow-up online TABE testing and the use of Forms 9/10 of the 2004 edition of TABE. This appendix also clarifies related testing and record-keeping issues.

The TABE Reading and Math subtests are norm-referenced tests designed to measure achievement in reading and math. They are 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.

**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 using the English version of TABE. The use of supplemental translations in any language in conjunction with any TABE test booklet 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 L, E, M, and D of the initial and subsequent tests, will be administered online using TABE 9/10 in the CIS/STS. Puerto Rico centers will use the TABE Español Forms 7/8, Levels E and M, also to be administered online through STS. The use of paper/pencil tests is prohibited unless authorized by the Job Corps Data Center for the following purpose(s):
  - a. To provide reasonable accommodation to any student with a documented

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

disability that prevents the student from taking TABE online. Examples of functional limitations that could require the use of paper/pencil tests are visual limitations that prevent a student from reading text on the computer screen or physical limitations that limit a student's access to computer equipment. The student's accommodation plan must specify the need for testing accommodation.

- b. To provide an alternative method for test administration during extended periods when the TABE 9/10 STS cannot be accessed (e.g., power outages, system breakdown), which may affect the 21-day initial testing window.
- c. To respond to special requests. With written approval from the National Director of Job Corps, requests can be made to the Job Corps Data Center for paper/pencil versions of TABE 9/10 subtests.

Please refer to the TABE 9/10 STS 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 STS for testing, and that:

1. The center has a designated TABE Administrator and a back-up administrator who annually obtain Job Corps training and certification on all online TABE STS policy, guidelines, and instructions;
2. The center has a designated facility for TABE testing, and all testing equipment, materials, access codes, and records are kept secure;
3. Tests are properly scheduled and administered;
4. Students are enrolled in CIS and their photos saved in the database prior to taking TABE, for proper verification and accountability; and
5. STS Testing Tickets are signed and dated by individual students and returned to the TABE Administrator at the end of the testing session; the staff person administering the test(s) signs/initials the STS Testing Tickets; and signed STS Testing Tickets are 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 PRH Chapter 3, Section 3.1, R1.c.

The Center Director may delegate the responsibility to a center testing administrator/coordinator 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.

### **Requirements and Instructions**

1. **Determining Test Level:** All centers are required to administer, during initial testing, the TABE 9/10 locator tests for reading and math to all students. CIS/STS will automatically score the locator tests, and the appropriate Level (L, E, M, or D) 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 TABE 9/10 (TABE Español Forms 7/8 for Puerto Rico centers) within the first 21 calendar 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 immediately through CIS/STS. The TABE 9/10 Level L tests are to be used only for initial testing and cannot be used for follow-up testing.

Note: Students who score between 160 and 430 on the TABE 9/10 Level L or Level E Reading tests, as a result of English not being the primary language, will be determined to be an English Language Learner (ELL) and enrolled in an English as a Second Language (ESL) program.

3. **Follow-up Testing:** Current students will automatically be identified and scheduled for follow-up testing through CIS/STS. Each student's scale scores for Reading and Math subtests will determine the level of TABE to be administered for follow-up testing. Follow-up test dates will be calculated 90 days from a student's previous test date. A 90-day time frame (and no sooner than 30 days after the last test) is required to provide the best possible testing situation for the student while maintaining the integrity of the test. The center may elect to administer a follow-up test prior to the scheduled 90-day test date, but no sooner than 30 days after the last TABE 9/10 has been administered, **only** under the conditions listed below:

- At the completion of competency requirements for reading or math (as determined by the center and documented in the center's CDSS Plan, in accordance with PRH Chapter 3, Section 3.1, Section 3.9, and Section 3.10); or
- To meet TABE qualifications required for an advanced training program; or
- During transition prior to separation from the center; or
- Prior to a student's scheduled leave, if his or her follow-up test is scheduled to occur immediately before, during, or immediately after the leave period (off-center, winter/summer break, emergency leave, administrative leave, or administrative leave without pay as defined in PRH Chapter 6, Exhibit 6-1).

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 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 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 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 the 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); 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, as recommended by the center's Interdisciplinary Team (IDT). The provision of reasonable accommodation is mandated by applicable federal and state statutes and regulations for qualified individuals with a disability who have a physical or mental impairment that substantially limits one or more of their major life activities. Guidelines on the use and appropriate interpretation of the results of inclusive test administrations are 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 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).

In general, accommodations for taking 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, these should be documented in the student's accommodation plan and the student will be given the new accommodations being used in the classroom. Provision of appropriate and reasonable accommodations should take into account the following:

- Testing accommodations should be identified and documented as a part of a student's accommodation plan.

- The center's IDT should determine and specify any accommodation requiring extended time (time and a half, double time, or unlimited time). 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 9/10 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 IDT. IDT participants are identified on the Job Corps Disability Web site (<http://jcdisability.jobcorps.gov>). 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/wellness 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 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 305 provides a checklist for student exemptions from follow-up TABE testing for students with documented cognitive disabilities and a "Sample Form for Request for a 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 for final approval or disapproval. The request will be accompanied by supporting documentation (e.g., copy of accommodation plan, proof of disability, list of interventions used, and justification statement as to why the request is being made, as identified in Appendix 305).

**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 General Educational Development (GED) certificate 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 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 the competency requirements for reading or math (as determined by the center and documented in the center's CDSS Plan, in accordance with PRH Chapter 3, Section 3.1, Section 3.9, and Section 3.10). Completion of competency requirements must be documented by the instructors and approved by the IDT.

6. **Recording TABE Test Data:** All TABE test data are recorded automatically 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 Appendix C of the Job Corps "TABE 9/10 Student Testing System Administrator's Guide."