

APPENDIX 301
TESTS OF ADULT BASIC EDUCATION (TABE®)¹
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 TABE entry and online follow-up, and the use of Forms 9/10 of the 2004 edition of TABE. This appendix also clarifies related testing and recordkeeping 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 factual recall.

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 the organization of instructional groups, and the 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 the 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

¹ Tests of Adult Basic Education (TABE®) content produced by CTB/McGraw-Hill, hereinafter referred to as "TABE."

disability that prevents the student from taking the 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. New administrators must obtain Job Corps training and certification on all online TABE STS policy, guidelines, and instructions through Job Corp's SIMON system;
2. The center has a designated TABE facility for TABE testing, and all testing equipment, materials (including audio versions of the TABE), access codes, and records are kept securely according to procedures described in the center's Career Development Services System (CDSS) Plan, PRH Chapter 3, Section 3.1, R1.c;
3. Tests are properly scheduled and administered;
4. Prior to taking the TABE, students are enrolled in CIS and their photos are saved in the database. This allows 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 must be included in the center's CDSS Plan.

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 the 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 English Language Learners (ELL) and enrolled in an English as a Second Language (ESL) program.

3. **Follow-up Testing:** Current students will be identified automatically 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 was 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. Centers must make every effort to provide initial accommodated TABEs, for students with documented disabilities requiring testing accommodations, during these students' first 21 days on center. 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. Guidelines on appropriate accommodations (Guide to Administration TABE 9 and 10, Appendix A: Accommodations) and the use and appropriate interpretation of the results of inclusive test administrations are available from the TABE publisher, CTB/McGraw-Hill. To maintain the highest degree of standardization possible in this testing environment, only the specific accommodations listed in the TABE testing accommodation field in CIS can be provided; no additional accommodations can be entered and provided.

The center's Reasonable Accommodation Committee (RAC), which includes the student with a disability, will determine any necessary TABE testing accommodations for that student, based on appropriately documented disabilities, and will input the accommodations into the student's Accommodation Plan in CIS. These accommodations will be provided to that student on the TABE. The center Disability Coordinators 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, which will allow the student to receive a test access code necessary to take his or her TABE.

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, audio version of the TABE);
- 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 a TABE audio version 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 Appendix 605 for more information about documentation requirements.

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 secluded testing or frequent breaks as an accommodation can be monitored to ensure test integrity.
- 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.
- As stated above, centers shall use the Guide to Administration TABE 9 and 10, Appendix A, produced by CTB/McGraw-Hill, in selecting appropriate testing accommodations. If a center chooses to provide the audio version of the TABE 9 (audio TABE 10 is not produced) for students with visual disabilities, centers must obtain copies directly from the publisher, CTB/McGraw-Hill. Audio copies of the TABE must be stored on center in a locked compartment and must be administered according to procedures outlined in the center's CDSS Plan. At a minimum, an inventory of audio tests shall be maintained, and a log must be kept documenting when tests are used and returned. If centers use a

test reader, that person must be trained to provide oral administrations of standardized content. Staff members who serve as readers must successfully complete the required training in SIMON annually.

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 RAC. Possible RAC participants are identified in Appendix 605. For purposes of developing a request for the TABE test waiver, the team must include, at a minimum, the center Disability Coordinators, Center Director, Special Education supervisor or instructor (if available), Center Mental Health Consultant and representatives of departments directly impacted by the request.
- 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 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 must be accompanied by supporting documentation 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 percent 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 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 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 RAC.

6. **Recording TABE Data:** All TABE data are automatically recorded in CIS/STS. Validity ranges for TABEs 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.