



■ ■ ■ TABE Complete Language Assessment System – English™ TABE CLAS-E



Agenda

- Overview – Staff Development
- Locator
 - Quick Reference Guide
 - Interview
 - Test
- Break
- Administering the Test
 - Levels and Forms
- Scoring
 - Hand Scoring
 - Writing Rubric
 - Speaking Rubric
- Interpretation of Scores
- Questions

Overview of TABE CLAS-E

What is TABE Complete Language Assessment System-English?

- Standardized assessment that provides teachers with a reliable, easy-to-use system that accurately identifies the instructional needs of their ESL students
- Assesses English proficiency levels to accurately measure students' reading, listening, writing, and speaking skills
- Appropriate for all levels of adult ESL
- Delivers National Reporting System (NRS) proficiency levels, objective mastery scores, and Student Performance Level



Scope and Sequence

Objective		Proficiency Level			
		1	2	3	4
Reading					
	Quantitative Literacy	•	•	•	•
	Read Words	•	•	•	•
	Reading Comprehension	•	•	•	•
Listening					
	Quantitative Literacy	•	•	•	•
	Listen for Information	•	•	•	•
	Interpersonal Skills	•	•	•	•
	Interpret Meaning	•	•	•	•
Writing					
	Quantitative Literacy	•	•	•	•
	Usage and Conventions	•	•	•	•
	Sentence Formation and Coherence	•	•	•	•
	Expository Writing	•	•	•	•
Speaking					
	Quantitative Literacy	•	•	•	•
	Social Interaction	•	•	•	•
	Provide Information	•	•	•	•
	Accomplish Goals	•	•	•	•

Overview of TABE CLAS-E

TABE Complete Language Assessment System—English Assessment Levels

Levels	ESL Proficiency	NRS Levels
1	Beginning ESL 1	1 and 2
2	Beginning ESL 2	2 and 3
3	Intermediate ESL	3 and 4
4	Advanced ESL	5 and 6

Overview of TABE CLAS-E

- Levels: 4 (1,2,3,4)
- Forms: 2 (A and B)
- Four Skill Areas Tested:
 - Reading, Listening, Writing, Speaking



Test Content and Administration Times

Content Area	Total Items	Testing Time (Minutes)
Reading	25	25
Listening	25	20
Writing	20	20
Expository Writing Folio	5	27

	Total Items	Testing Time
Speaking (Individually administered)	16	15



CLAS-E Levels

4 Content Levels

Test Level	NRS Levels	NRS Functioning levels possible
Level 1	NRS 1 & 2	1, 2, 3, 3+
Level 2	NRS 2 & 3	1, 2, 3, 4, 4+
Level 3	NRS 3 & 4	1, 2, 3, 4, 5, 5+
Level 4	NRS 5 & 6	1*, 2, 3, 4, 5, 6

*lowest obtainable score, recommend for re-test.



Steps to Testing with TABE CLAS-E

- Step 1: Locator Interview (if needed)
- Step 2: Administer Locator Test (Parts 1 and 2)
- Step 3: Administer appropriate Level(s) of CLAS-E (Reading, Listening, Writing and Speaking)
- Step 4: Score CLAS-E Level to find out ESL Proficiency Level
- Step 5: Place student in appropriate ESL/ABE class



Step 1

Locator Interview

Testing with TABE CLAS-E

Step 1: Locator Interview

- The purpose of the *Locator Interview* is to determine which examinees should be tested with Level 1 CLAS-E and which examinees go on to take the CLAS_E Locator test (to determine testing at Level 2, 3, or 4).
- The Listening/Speaking skills and the Reading and Writing skills of students are treated independently and should be scored as such and the recommendations from the evaluation chart should be followed.

Testing with TABE CLAS-E

Locator Interview Scores Evaluation Chart

Interview	Score	Recommended Action
Part A	9 or below	Administer Level 1 L/S tests
	10 or above	Administer Locator Test, Part 2 L/S placement
Part B	9 or below	Administer Level 1 R/W tests
	10 or above	Administer Locator Test, Part 1 for R/W placement

*Chart found on page 10 of Locator Test, Test Directions



Step 2

Locator Test

Testing with TABE CLAS-E

Purpose of the Locator Test:

The ***Locator Test*** is used to place examinees within the TABE CLAS-E assessment system. Based on how examinees score on the Locator Test will determine what level(s) of TABE CLAS-E should be administered (1,2,3 or 4).

Testing with TABE CLAS-E

Administering the Locator Test

Materials Needed:

- Locator Test Directions
- Locator Test (one per examinee)
- Locator Test Answer Booklet (one per examinee)
- Locator Test Listening Audio CD (or Audio Tape)
- No. 2 Pencil (one per examinee)



Testing with TABE CLAS-E

Administer Locator Test, Part 1 (R/W)

- Score in Part 1 determines which level of TABE CLAS-E examinees will take for Reading and Writing

Administer Locator Test, Part 2 (L/S)

- Score in Part 2 determines which level of TABE CLAS-E examinees will take for Listening and Speaking.

Testing with TABE CLAS-E

Locator Test Evaluation Chart

Part 1

Reading and Writing Test Level to Administer

6 and below	1
7-9	2
10-12	3
13 and above	4

Part 2

Listening and Speaking Test Level to Administer

6 and below	1
7-9	2
10-12	3
13 and above	4



Step 3

Administer the Appropriate Level of CLAS-E

Testing with TABE CLAS-E

Preparation before Testing:

Step 1: Check Your Test Materials

Step 2: Choose Test Staff

Step 3: Plan Your Testing Schedule

Step 4: Organize the Testing Area

Step 5: Prepare Examinees

Step 6: Plan to Use Standard Testing Procedures

Step 7: Fill in Examinee-Identifying Information



Administering the TABE CLAS-E Domains

Let's get started!!

Reading

Objective	Proficiency Level			
Reading	1	2	3	4
Quantitative Literacy	•	•	•	•
Read Words	•	•	•	•
Reading Comprehension	•	•	•	•

Reading

- Uses schedules, forms, flyers, store receipts, advertisements, product instructions, and newsletters
- Lower literacy examinees answer discrete, picture-based items
- Assessment objectives include quantitative literacy, read words, and reading comprehension

Sample Reading Test Items

Read the item and choose the correct answer.



- 1 What does the picture show?
- fork
 - spoon
 - knife

Read the advertisement. Then do Numbers 2 through 4.

JAY'S CLOTHING SUPERSTORE
We have clothes for boys, girls, men, and women.
Choose from our large selection.

(1) _____	sweaters	skirts
pants	jackets	dresses

There is something for everyone!

20% Off
All pants and jackets
Good until 9/21

1234 Lemon St., Kenville
Open Monday – Saturday 10–6

- 2 What belongs on line 1?
- shirts
 - chairs
 - dishes
- 3 Which of these is 20% off?
- dresses
 - jackets
 - sweaters
- 4 Which do you see in this advertisement?
- a bill
 - a receipt
 - a coupon

Level 1

Item	TABE® Objective	Description
1	READ WORDS AND PHRASES	Comprehend basic vocabulary.
2	READ WORDS Appropriate Associated Information	Comprehend context in order to supply missing information.
3	READING COMPREHENSION Identify Information	Understand stated details in the text.
4	READING COMPREHENSION Construct Meaning	Derive meaning from related pieces of information.

Testing with TABE CLAS-E

Administering the Reading Test:

- Similar to TABE 11/12
- Group Administered
- Testing Time: 25 minutes
- Materials suggested:
 - ✓ Test Directions for the administrator
 - ✓ Test Book for the student/candidate
 - ✓ Answer sheet - Scantron or Scoreze
 - ✓ Scoring Tables Book
 - ✓ Individual Diagnostic Profile



Listening

Listening

Quantitative Literacy	•	•	•	•
Listen for Information	•	•	•	•
Interpersonal Skills	•	•	•	•
Interpret Meaning	•	•	•	•







Listening

- Presents items in a spoken format of varying lengths, from pairs to short passages
- Examinees are addressed in meaningful work, community, and academic situations
- Quantitative literacy, listening comprehension, and interpersonal skills are measured
- Lower level examinees are tested in discerning beginning and ending sounds of words



Cooking Adventures

"In tonight's cooking class we are going to make a casserole. The ingredients are mushrooms, carrots, mayonnaise, cooked chicken breasts, and a can of cream of chicken soup. First, cut up three cooked chicken breasts, 2 cups of mushrooms, and 2 medium carrots. Mix 1 cup of mayonnaise and the can of soup in a large bowl. Add the chicken, mushrooms, and carrots. Grease the baking dish. Then, pour the mixture into the baking dish and bake it for 45 minutes at 350 degrees. Okay, class, get your ingredients from the kitchen and let's get started."

- 3  What vegetable is in the casserole?
- peas
 - carrots
 - potatoes
- 4  Who is the speaker?
- a waiter
 - a teacher
 - a student
- 5  Which is the LAST thing you should do?
- Bake the casserole.
 - Grease the baking dish.
 - Add the chicken and vegetables.
- 6  What will the class probably do next?
- Go home.
 - Buy ingredients.
 - Make a casserole.

Level 2

Item	TABE Objective	Description
3	LISTEN FOR INFORMATION Details	Recall specific information communicated through an oral presentation.
4	INTERPERSONAL SKILLS Determine Role	Identify the role of a speaker through non-identifying speech.
5	INTERPERSONAL SKILLS Instructions	Follow multi-step instructions.
6	INTERPRET MEANING Forecast	Predict the event most likely to occur next based on the information presented orally.

Administering the Listening Test

Administering the Listening Test:

- Group Administered (by Level)
- Testing Time: 20 minutes
- Materials suggested:
 - ✓ Test Directions for the administrator
 - ✓ Test Book for the student/candidate
 - ✓ Audiocassette/CD
 - ✓ Audiocassette/CD player
 - ✓ Answer sheet - Scantron or Scoreze
 - ✓ Scoring Tables Book
 - ✓ Individual Diagnostic Profile



Writing

Writing				
Quantitative Literacy	•	•	•	•
Usage and Conventions	•	•	•	•
Sentence Formation and Coherence	•	•	•	•
Expository Writing	•	•	•	•

Writing

Two parts to Writing and both need to be delivered to receive a Writing Score

- **Selected-response items:**
 - Gauge knowledge of English language grammar and mechanics
 - Test quantitative literacy, usage and conventions, and sentence formation and coherence
- **Constructed response items:**
 - Measure application of grammar and mechanics in expository writing
 - Student write their responses in a separate Writing Folio
 - Are scored with holistic rubrics to assess expository writing ability



3 Write two sentences about the picture.



1) _____

2) _____

4 Choose the **COMPLETE** sentence.

- Coming to the United States in 2000.
- I knew almost no English.
- Because I never studied it in my country.

5 Choose the **correct** sentence.

- Please tell me where you live
- Please tell me where you live.
- Please tell me where you live?

Level 2

Item	TABE Objective	Description
3	EXPOSITORY WRITING Write to Describe	Describe people, scenes, and situations.

Level 3

Item	TABE Objective	Description
4	SENTENCE FORMATION AND COHERENCE Sentence Formation	Recognize fragment errors.
5	USAGE AND CONVENTIONS Writing Conventions	Use appropriate writing conventions.

Writing Test

- Group Administered (by Level)
- Testing Time: 20 mins for Selected Response and 27 mins for Constructed Response
- Materials suggested:
 - ✓ Test Directions for the administrator
 - ✓ Test Book for the student/candidate
 - ✓ Answer sheet - Scoreze
 - ✓ Expository Writing Folio
 - ✓ Scoring Tables Book
 - ✓ Individual Diagnostic Profile
 - ✓ Writing Scoring Guide for Rubric Scoring



Level 3 and Level 4 Rubric

Rubric D—For All Items

Write to Describe (Items 1 & 2) Rubric: 0–3

Write to Accomplish Tasks (Items 3 & 4) Rubric: 0–3

Extended Writing (Item 5) Rubric: 0–4

		CRITERIA
0	A	<input type="checkbox"/> No response. <input type="checkbox"/> Refused response (for example, "I don't know").
	B	<input type="checkbox"/> Non-English response.
	C	<input type="checkbox"/> Illegible response. <input type="checkbox"/> Unintelligible response.
	D	<input type="checkbox"/> Response unrelated to prompt. <input type="checkbox"/> Response copied from prompt or other environmental print.
1	Inadequate	Response is impaired by <u>one or more</u> of these characteristics: <ul style="list-style-type: none"> <input type="checkbox"/> Content relates to prompt, but does not directly address prompt. <input type="checkbox"/> Response is an isolated word(s) or phrase(s). <input type="checkbox"/> Functional task is not achieved due to brevity, ambiguity, or lack of appropriate pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence. <input type="checkbox"/> Meaning may be clear, but errors in grammar, diction, spelling, or mechanics are serious and numerous. <input type="checkbox"/> Meaning is not clear due to errors in grammar, diction, spelling, or mechanics.

	CRITERIA
2 Adequate	Response is marked by <u>one or more</u> of these characteristics: <ul style="list-style-type: none"> <input type="checkbox"/> Content relates to prompt, but may be vague or sparse. <input type="checkbox"/> Functional task is partially achieved due to emerging understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence. <input type="checkbox"/> Meaning is at least partially clear because grammar, diction, spelling, and mechanics are used adequately, though there are multiple errors.
3 Effective	Response succeeds in <u>all</u> of these characteristics: <ul style="list-style-type: none"> <input type="checkbox"/> Content directly addresses prompt. <input type="checkbox"/> Functional task is achieved due to advanced understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence, though the response is not native-like, thereby affecting readability. <input type="checkbox"/> Meaning is clear because grammar, diction, spelling, and mechanics are used adeptly, though there may be sporadic errors that affect readability.
4 (Extended Writing only) Fluent	Response demonstrates fluency in <u>all</u> of these characteristics: <ul style="list-style-type: none"> <input type="checkbox"/> Content richly addresses prompt. <input type="checkbox"/> Functional task is fully achieved due to native-like understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence. <input type="checkbox"/> Meaning is clear because grammar, diction, spelling, and mechanics are used with near native ability and minimal error.



Speaking

Speaking				
Quantitative Literacy	•	•	•	•
Social Interaction	•	•	•	•
Provide Information	•	•	•	•
Accomplish Goals	•	•	•	•

Administering the Speaking Test

- Individually Administered
- Testing Time: 15 minutes

Materials Needed:

- ✓ Test Directions
- ✓ Test Book
- ✓ Speaking Scoring Guide
- ✓ Speaking Scoring Sheet (last page of the Guide)



Speaking

- Introduces an innovative multiple-criteria scoring rubric
 - Measures grammar, meaning, and appropriateness
 - Scale scores will be averaged for the composite Speaking score
- Individually administered by a proctor (10 minutes)
- Uses picture-based stimuli
- Work and life skills
 - Phone competency
 - Expressing opinions and abilities
 - Providing descriptions and instructions
- Includes critical thinking

Level 2

Item	TABE Objective	Description
2	ACCOMPLISH GOALS Negotiate Meaning	Ask for clarification and explanation.

Sample Speaking Test Item



- 2 > **SAY** *Point to the man in Picture B. Look at Picture B. This is you. The customer wants to buy a frame for a picture. Your store has many sizes of picture frames. What do you ask the customer?*

GRAMMAR	0	1	2	3
MEANING	0	1	2	3
APPROPRIATENESS	0	1	2	3

Examples of a top-score response:

- How big is the picture?
- What size frame do you need?



Level 3 and Level 4 Rubric

Rubric D—For All Items

Write to Describe (Items 1 & 2) Rubric: 0–3

Write to Accomplish Tasks (Items 3 & 4) Rubric: 0–3

Extended Writing (Item 5) Rubric: 0–4

		CRITERIA
0	A	<input type="checkbox"/> No response. <input type="checkbox"/> Refused response (for example, "I don't know").
	B	<input type="checkbox"/> Non-English response.
	C	<input type="checkbox"/> Illegible response. <input type="checkbox"/> Unintelligible response.
	D	<input type="checkbox"/> Response unrelated to prompt. <input type="checkbox"/> Response copied from prompt or other environmental print.
1	Inadequate	Response is impaired by <u>one or more</u> of these characteristics: <input type="checkbox"/> Content relates to prompt, but does not directly address prompt. <input type="checkbox"/> Response is an isolated word(s) or phrase(s). <input type="checkbox"/> Functional task is not achieved due to brevity, ambiguity, or lack of appropriate pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence. <input type="checkbox"/> Meaning may be clear, but errors in grammar, diction, spelling, or mechanics are serious and numerous. <input type="checkbox"/> Meaning is not clear due to errors in grammar, diction, spelling, or mechanics.

		CRITERIA
2	Adequate	Response is marked by <u>one or more</u> of these characteristics: <input type="checkbox"/> Content relates to prompt, but may be vague or sparse. <input type="checkbox"/> Functional task is partially achieved due to emerging understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence. <input type="checkbox"/> Meaning is at least partially clear because grammar, diction, spelling, and mechanics are used adequately, though there are multiple errors.
3	Effective	Response succeeds in <u>all</u> of these characteristics: <input type="checkbox"/> Content directly addresses prompt. <input type="checkbox"/> Functional task is achieved due to advanced understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence, though the response is not native-like, thereby affecting readability. <input type="checkbox"/> Meaning is clear because grammar, diction, spelling, and mechanics are used adeptly, though there may be sporadic errors that affect readability.
4	(Extended Writing only) Fluent	Response demonstrates fluency in <u>all</u> of these characteristics: <input type="checkbox"/> Content richly addresses prompt. <input type="checkbox"/> Functional task is fully achieved due to native-like understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence. <input type="checkbox"/> Meaning is clear because grammar, diction, spelling, and mechanics are used with near native ability and minimal error.





**Incorrect / Partially Correct / Correct Rubric
(Quantitative Literacy)**

Mark scores in the "Meaning" column on the answer documents

Score	0	1	2
Sample Response	Response is incorrect. No response. Response is not in English. Response is "I don't know." Response is completely unrelated to the prompt or picture.	Partially correct response.	Correct response.

*See pages 9–11 for more details on the definition of a score of 0.

NOTES:

- a) The examiner should assess these items as being incorrect, partially correct, or correct, as indicated in the rubric. However, for scoring purposes—and summing criterion subtotals—these items are scored in the *Meaning* criterion column on the answer documents (Compuscan answer sheet or the *Speaking Scoring Sheet* provided at the back of this guide).
- b) An extra, inappropriate "s" added to a number would make the response partially correct (for example, "nineteen dollars and fifties cents"). Therefore, the response would be awarded a score of 1.
- c) An error in excluding the plural marker "s" on a unit of measurement is still a correct answer and would be awarded a score of 2. The number is being assessed, not the unit of measurement (for example, "three hundred fifty pound").
- d) An error in stating the correct unit of measurement does not matter. If the number is correct, then the answer is correct (for example, the picture shows "500 kg," and the response is "five hundred pounds") and would be awarded a score of 2.



Overview in Scoring Options

TABE CLAS-E



Scoring

- Hand-scoring with Scantron or SCOREZE
- Orange Scoring Table Book will convert number correct to Scale Scores and NRS levels
- Individual Diagnostic Profile will provide Objective level mastery to help guide instructional paths

Types of Scores from CLAS-E

- Found in the Scoring Table Book
 - NRS Level
 - Scale Score
 - Student ESL Proficiency Level
 - Estimated TABE 9 Level (Reading/Language Arts)
 - Exit Recommendation
- Found on Individual Diagnostic Profile
 - Objectives Mastery
 - Item Analysis



Recording your scores

Scoring TABE CLAS-E


Final Tabulation:

To get a NRS levels and scale score for your students, you will need the following materials for tabulation of scores:

- Student Answer Documents (Scantron or SCOREZE)
- Scoring Guides (Writing and Speaking separate)
- Writing and Speaking Scoring Sheet (back page of Scoring Guide)
- Individual Diagnostic Profile
- Scoring Tables Guide (Orange Book)



Individual Diagnostic Profile

 TABE Complete Language Assessment System—English		Individual Diagnostic Profile			
		EXAMINEE'S NAME		LAST	FIRST
I.D. NUMBER		EXAMINER'S NAME		LAST	FIRST
TEST DATE—FORM A			TEST DATE—FORM B		
MONTH	DAY	YEAR	MONTH	DAY	YEAR
SCHOOL OR INSTITUTION					
FORMS		LEVEL			
A and B		3			

DIRECTIONS

Identifying Data: Record the examinee's name and ID number, the examiner's name, test date(s), and school or institution in the appropriate spaces.

Part 1: Summary of Scores/Scale Scores/NRS ESL Levels and SPLs

- 1) In the Individual Test Profile table on Page 2 for Form A, or Page 6 for Form B, enter each TOTAL from the answer sheet for the Reading, Listening, and Writing tests in column A. Enter the SUBTOTALS from the answer sheet for each criterion (Grammar, Meaning, and Appropriateness) of the Speaking test in the appropriate spaces in column A.
- 2) Refer to the appropriate tables in the *TABE Complete Language Assessment System—English Scoring Tables* to convert the Reading, Listening, and Writing totals to scale scores, and enter them in column C. Using the *Scoring Tables*, match the scale scores to NRS ESL levels and SPLs and enter the levels in columns D and E.
- 3) Refer to the *Scoring Tables* to convert the Speaking subtotals to Weighted Scale Scores for each criterion and enter them in column B.
- 4) Add the three Weighted Scale Scores for Speaking (from column B) to determine the Speaking Test Scale Score and enter it in column C.
- 5) Refer to the *Scoring Tables* to match the Speaking Test Scale Score (from column C) to NRS ESL levels and SPLs for Speaking, and enter the levels in columns D and E.
- 6) In the Combined Test Profile table on Page 2 for Form A, or Page 6 for Form B, transfer the scale score for each skill area test (from column C) to the appropriate lines in column F, and follow the calculation specified to determine the appropriate Combined Test Scale Score.
- 7) Refer to the *Scoring Tables* to match the Combined Test Scale Scores to NRS ESL levels and SPLs, and enter the levels in columns G and H.
- 8) To determine Percentage Correct scores for the Speaking criteria,* transfer the Speaking criteria subtotals (column A) to column I in the Speaking Scoring Percentages table on Page 2 for Form A, or Page 6 for Form B. Divide these subtotals by the number given in column J to determine a Percentage Correct score for each criterion, or look up the percentages in the Speaking Criterion Percentage Tables (Forms A and B) on Page 5. Enter the Percentage Correct scores in column K.

*Percentage Correct scores for each Speaking criterion are useful when monitoring student progress over time.

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C1095302



Table 1.4 Reading—Form A, Level 4				
Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	360	104	1	0 – 1
1	360	104		
2	360	104		
3	360	104		
4	360	104		
5	360	104		
6	360	104		
7	397	67	2	2
8	422	46	3	3
9	441	36		
10	455	30		
11	468	26		
12	479	24	4	4
13	489	22		
14	499	21		
15	508	20		
16	517	19	5	5
17	526	19		
18	535	18		
19	544	18		
20	553	18		
21	564	19	6	6
22	576	21		
23	593	26		
24	621	38		
25	680	84		

Individual Diagnostic Profile

FORM B

INDIVIDUAL TEST PROFILE

Test	Test Total or Subtotal	Weighted Scale Score (Speaking Only)	Test Scale Score	Functioning Level	
				NRS	SPL
READING					
LISTENING					
WRITING					
SPEAKING	Grammar	Grammar (G)	G +		
	Meaning	Meaning (M)	M +		
	Appropriateness	Appropriateness (A)	A = _____		

COMBINED TEST PROFILE

Tests	Combined Test Scale Score	Functioning Level	
		NRS	SPL
READING + WRITING	(Reading Scale Score _____ + Writing Scale Score _____) ÷ 2 = _____		
LISTENING + SPEAKING	(Listening Scale Score _____ + Speaking Scale Score _____) ÷ 2 = _____		
READING + LISTENING + WRITING (without optional Speaking test)	Reading Scale Score _____ +		
	Listening Scale Score _____ +		
	Writing Scale Score _____		
	Total _____ ÷ 3 = _____		
READING + LISTENING + WRITING + SPEAKING	Reading Scale Score _____ +		
	Listening Scale Score _____ +		
	Writing Scale Score _____ +		
	Speaking Scale Score _____		
Total _____ ÷ 4 = _____			

SPEAKING SCORING PERCENTAGES

Criterion	Subtotal	Formula	Percentage Correct
Grammar		+ 39 =	
Meaning		+ 45 =	
Appropriateness		+ 24 =	

OBJECTIVE MASTERY (See Page 7 for details.)

Test	Number of Objectives MASTERED	Number of Objectives PARTIALLY MASTERED
READING		
LISTENING		
WRITING		
SPEAKING		

Part 2: Objective Mastery Summary, Form B

- In the table below, find the skill area test(s) you administered.
- Find the column labeled "Item Numbers." Referring to the examinee's scored answer sheet, cross out the item number of each incorrect or invalid response. For Writing objectives 3.4 and all Speaking objectives, transfer each item score* (Writing) or criterion score** (Speaking) from the answer sheet to the blank line next to the item number.
- Count the item numbers not crossed out (correct responses). In the shaded box under each objective, record the number of correct responses in the blank space next to "No. Correct." For Writing objective 3.4 and all Speaking objectives, add the scores from each item in the objective. Record that number in the blank line next to "Obj. Score."
- Next to "Est. Mastery Level," circle the letter that corresponds to the number in "No. Correct" or "Obj. Score": N for Non-Mastery, P for Partial Mastery, or M for Mastery. Complete steps 2-4 for each objective.
- For each test, add the "No. Correct"/"Obj. Score" from each objective and record the total in the shaded box next to the test name. (See the following example.)
- Transfer mastery data from Page 7 to the Objective Mastery table on Page 6. For each test, count the number of mastered objectives (M), and enter that number in column L. Count the number of partially mastered objectives (P), and enter that number in column M.

EXAMPLE:

Objectives	Item Numbers Form A
1a 1 READING	
1.2 READ WORDS	2, 4, 8, 7, 8, 13, 14, 17
No. Correct: 9	Est. Mastery Level: N 0-3, P 4-5, M 6-8

LEVEL 3 OBJECTIVE MASTERY SUMMARY

Objectives	Item Numbers Form B
1 READING	
1.1 QUANTITATIVE LITERACY	6, 11, 16, 17
No. Correct: _____	Est. Mastery Level: N 0-1, P 2, M 3-4
1.2 READ WORDS	4, 5, 9, 13, 15, 20, 21, 22, 25
No. Correct: _____	Est. Mastery Level: N 0-4, P 5-6, M 7-9
1.3 READING COMPREHENSION	1, 2, 3, 7, 8, 10, 12, 14, 16, 19, 23, 24
No. Correct: _____	Est. Mastery Level: N 0-5, P 6-8, M 9-12
2 LISTENING	
2.1 QUANTITATIVE LITERACY	1, 2, 3, 4
No. Correct: _____	Est. Mastery Level: N 0-1, P 2, M 3-4
2.2 LISTEN FOR INFORMATION	7, 14, 15, 18, 19, 23
No. Correct: _____	Est. Mastery Level: N 0-2, P 3-4, M 5-6
2.3 INTERPERSONAL SKILLS	5, 6, 10, 17, 24
No. Correct: _____	Est. Mastery Level: N 0-2, P 3, M 4-5
2.4 INTERPRET MEANING	8, 9, 11, 12, 13, 16, 20, 21, 22, 25
No. Correct: _____	Est. Mastery Level: N 0-4, P 5-7, M 8-10

Objectives	Item Numbers Form B
3 WRITING	
3.1 QUANTITATIVE LITERACY	1, 2, 3, 4
No. Correct: _____	Est. Mastery Level: N 0-1, P 2, M 3-4
3.2 USAGE AND CONVENTIONS	5, 6, 7, 8, 9, 10, 11, 14, 15
No. Correct: _____	Est. Mastery Level: N 0-4, P 5-6, M 7-9
3.3 SENTENCE FORM AND COHERENCE	12, 13, 16, 17, 18, 19, 20
No. Correct: _____	Est. Mastery Level: N 0-3, P 4-5, M 6-7
3.4 EXPOSITORY WRITING*	1 _____ + 2 _____ + 3 _____ + 4 _____ + 5 _____ = _____
Obj. Score: _____	Est. Mastery Level: N 0-7, P 8-11, M 12-16

*Transfer each Final Item Score to the blank line following the item number.

4 SPEAKING	Item Numbers Form A
4.1 QUANTITATIVE LITERACY	1 _____ + 2 _____ + 3 _____ = _____
Obj. Score: _____	Est. Mastery Level: N 0-2, P 3-4, M 5-8

4.2 SOCIAL INTERACTION**	9a _____ - 9b _____ + 9c _____ = _____
10a _____ + 10b _____ + 10c _____ = _____	
12a _____ + 12b _____ + 12c _____ = _____	
TOTAL _____	
Obj. Score: _____	Est. Mastery Level: N 0-13, P 14-20, M 21-27

4.3 PROVIDE INFORMATION**	4a _____ + 4b _____ = _____
5a _____ + 5b _____ = _____	
6a _____ + 6b _____ = _____	
7a _____ + 7b _____ = _____	
8a _____ + 8b _____ = _____	
TOTAL _____	
Obj. Score: _____	Est. Mastery Level: N 0-14, P 15-22, M 23-30

4.4 ACCOMPLISH GOALS**	11a _____ + 11b _____ + 11c _____ = _____
13a _____ + 13b _____ + 13c _____ = _____	
14a _____ + 14b _____ + 14c _____ = _____	
15a _____ + 15b _____ + 15c _____ = _____	
16a _____ + 16b _____ + 16c _____ = _____	
TOTAL _____	
Obj. Score: _____	Est. Mastery Level: N 0-22, P 23-33, M 34-45

** The two- or three-criterion Speaking items are represented here by two or three blank lines labeled a, b, or c. Record the Grammar criterion score in blank a, the Meaning criterion score in blank b, and the Appropriateness criterion score in blank c.

Recording Listening and Speaking Answers

FORM A

INDIVIDUAL TEST PROFILE

Test	(A) Test Total or Subtotal		(B) Weighted Scale Score (Speaking Only)	(C) Test Scale Score	(D) (E) Functioning Level	
					NRS	SPL
READING						
LISTENING	16			468	3	3
WRITING						
SPEAKING	Grammar	28	Grammar (G) 185	G +	4	4
	Meaning	30	Meaning (M) 202	M +		
	Appropriateness	22	Appropriateness (A) 118	A = 505		

COMBINED TEST PROFILE

Tests	(F) Combined Test Scale Score	(G) (H) Functioning Level	
		NRS	SPL
READING + WRITING			
LISTENING + SPEAKING	(Listening Scale Score 468 + Speaking Scale Score 505) ÷ 2 = 487	4	4
READING + LISTENING + WRITING (without optional	Reading Scale Score ____ + Listening Scale Score ____ + Writing Scale Score ____		



Recording Reading and Writing Answers

FORM A

INDIVIDUAL TEST PROFILE

Test	(A) Test Total or Subtotal		(B) Weighted Scale Score (Speaking Only)	(C) Test Scale Score	(D) (E) Functioning Level	
					NRS	SPL
READING	17			478	4	4
LISTENING	16			468	3	3
WRITING	28			535	5	5
SPEAKING	Grammar	28	Grammar (G) 185	G + M + A = 505	4	4
	Meaning	30	Meaning (M) 202			
	Appropriateness	22	Appropriateness (A) 118			

COMBINED TEST PROFILE

Tests	(F) Combined Test Scale Score	(G) (H) Functioning Level	
		NRS	SPL
READING + WRITING	(Reading Scale Score 478 + Writing Scale Score 535) ÷ 2 = 507	4	4
LISTENING + SPEAKING	(Listening Scale Score 468 + Speaking Scale Score 505) ÷ 2 = 487	4	4
READING + LISTENING + WRITING (without optional	Reading Scale Score ____ + Listening Scale Score ____ + Writing Scale Score ____		



Transitioning Students from ESL to ABE



Exiting TABE CLAS-E

- Exit vs Transition
- TABE CLAS-E Level 4 only
- Recommended Criterion – DRC recommends that a student demonstrate proficiency in 3 of 4 subtests.
- Alternative Exit Criteria – Each Subtest has a higher exit criteria when used individually.
- Validation Study included 200 teacher ratings for participants in the Equating Study were analyzed and reviewed by both DRC and external ESL experts



Professional Development and Instructional Guidance

Teacher's Resource Guide, Volume 1:

- Administration and Instructional Planning Resources
 - Administration and instructional planning
 - Items illustrating content
 - Items classifications by objectives
 - Key terms

Professional Development and Instructional Guidance

Teacher's Resource Guide, Volume 2:

- **Classroom Tasks and Lessons**

Three basic themes:

80 Classroom Tasks (Community & Work related)

- 36 Community tasks
- 32 Work tasks
- 12 Education tasks

- Lesson Plans
- Teaching Tips
- Checklists



Questions?

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