



TABE Complete Language Assessment System—English™

Teacher's Resource Guide, Volume 1

Administration and Instructional Planning Resources

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Teacher's Resource Guide, Volume 1
Administration and
Instructional Planning Resources



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Part 1: Overview



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Part 1: Overview

Introduction to the *Teacher’s Resource Guide for the TABE Complete Language Assessment System—English*

Data Recognition Corporation’s *Teacher’s Resource Guide, Volumes 1 and 2*, provides teachers with a resource to supplement the *Tests of Adult Basic Education (TABE) Complete Language Assessment System—English* and guide the instruction of adult English language learners (ELL). Teachers may use the instructional materials as student instruction or as remediation after administering the *TABE Complete Language Assessment System—English*. The *Teacher’s Resource Guide* provides valuable resources for teachers who will be discussing this testing program with those who are unfamiliar with English-as-a-second-language (ESL) methodology or the process of English language proficiency testing.

Features of the *Teacher’s Resource Guide* include information on assessment resources, illustrative test items, and classroom tasks and lesson plans accompanied by student worksheets that may be photocopied for classroom use. The *Teacher’s Resource Guide* also provides item classification tables that relate each *TABE Complete Language Assessment System—English* test item to language skill area objectives and subskills.

Content of Volume 1: *Administration and Instructional Planning Resources*

Table of Contents outlines the contents of the *Teacher’s Resource Guide, Volume 1* for the *TABE Complete Language Assessment System—English* and lists the page numbers for major section headings.

Part 1: Overview discusses the purpose and use of the *Teacher’s Resource Guide* and provides a summary of the guide’s contents. Part 1 contains a general description of the *TABE Complete Language Assessment System—English*, including descriptions of the proficiency levels, components, accommodations (Large Print edition for examinees with visual disabilities), and test security.

Part 2: ESL Instruction and Assessment summarizes the English-as-a-second-language (ESL) principles of language acquisition, curriculum development, and assessment.

Part 3: Scoring summarizes how to score, interpret, and use the *TABE Complete Language Assessment System—English* proficiency test results to guide instruction of English language learners.

Part 4: Items Illustrating Content includes examples of test items with descriptions of item objectives and subskills.

Part 1: Overview

Part 5: Item Classifications by Objectives contains tables that classify each test item by the *TABE Complete Language Assessment System—English* objectives and subskills.

Part 6: Key Terms supplies definitions of *TABE Complete Language Assessment System—English* terms.

Part 7: Appendices include additional information to supplement the rest of the *Teacher’s Resource Guide*. Appendix A includes an explanation of the ESL frameworks underlying the development of the *TABE Complete Language Assessment System—English*. Appendix B shows the assessment’s measurement outcomes alignment by proficiency level to the National Reporting System (NRS) Educational Functioning Levels for ESL. Appendix C lists a variety of ESL assessment and instructional resources in print and online. Appendix D acknowledges the *TABE Complete Language Assessment System—English* content and bias reviewers.

The New *TABE Complete Language Assessment System—English*

Data Recognition Corporation continues its tradition of excellence in adult education assessment, a tradition founded with the industry-leading *Tests of Adult Basic Education* (TABE 9 & 10), and expanded with the introduction of a complete English language proficiency assessment for the growing adult ELL population.

The *TABE Complete Language Assessment System—English* is a coordinated system of assessments, instructional support, and staff development materials. The central assessment product, the *TABE Complete Language Assessment System—English* proficiency test, provides ESL educators and employers with student evaluation, placement, and instructional progress (pre-test form, post-test form) data in the reading, listening, writing, and speaking skill areas. After determining that a student’s English language proficiency level is sufficient, the student can make the transition to the mainstream adult basic education program, TABE 9 & 10, which assesses General Education Development (GED)-level proficiency and general mastery of basic mathematics and language skills.

Part 1: Overview

The *TABE Complete Language Assessment System—English* is written at four proficiency levels to meet the needs of adult, non-native English speakers. Table 1-1 shows the *TABE Complete Language Assessment System—English* proficiency levels.

Table 1-1

TABE Complete Language Assessment System—English

| PROFICIENCY LEVELS | |
|--|---------|
| ADVANCED ↑ BEGINNING | Level 4 |
| | Level 3 |
| | Level 2 |
| | Level 1 |

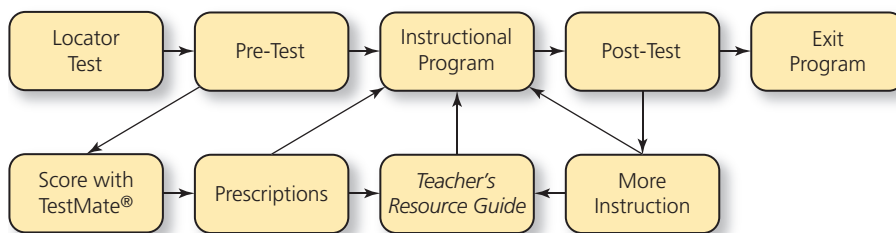
Refer to Appendix B for the *TABE Complete Language Assessment System—English* proficiency level alignments to the NRS Educational Functioning Levels for ESL.

The *TABE Complete Language Assessment System—English* is aligned to the National Reporting System (NRS) established by the Workforce Investment Act of 1998. In part, the NRS requires that the assessment places the learner into one of six “educational functioning levels” and includes content covering speaking, listening, reading, writing, and functional and workplace skills. Gain is measured as the student advances from one level to the next. As with mainstream *TABE 9 & 10*, the subject matter chosen for the *TABE Complete Language Assessment System—English* reflects topics of adult interest and is presented in important adult-relevant contexts: education, workplace, and community situations.

TABE Complete Language Assessment System—English and the Assessment Process

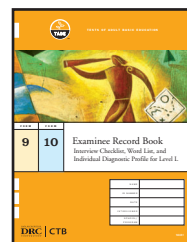
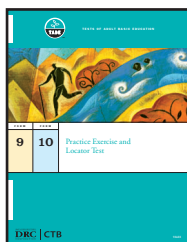
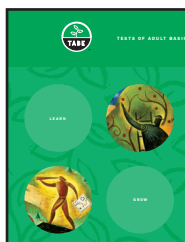
The *TABE Complete Language Assessment System—English* offers an exceptionally versatile system of tests and instructional support products. An administrator can select the exact components needed to plan and accomplish assessment goals for students. Here is an example of how the assessment can be applied for planning and instruction.

Pre-Test/Post-Test Evaluation



POSSIBLE NEXT STEPS:

- Help students prepare to take TABE 9 & 10 by using *Getting to Know TABE*.
- Use the TABE 9 & 10 Locator Test to determine which level of TABE is right for students.
- Use the Examinee Record Book to record students' progress.




Part 1: Overview

TABE Complete Language Assessment System—English Components

The *TABE Complete Language Assessment System—English* contains the following major components:

Testing Materials

- **Locator Test Answer Booklet** contains the Locator Interview which quickly determines whether an examinee has sufficient English language ability to be administered a proficiency test level higher than Level 1. The Locator Interview is a precursor to the Locator Test. The answer booklet also contains the answer sheet for the Locator Test.
- **Locator Test** indicates quickly which level of *TABE Complete Language Assessment System—English* should be administered to an examinee when the level of ability is unknown. For the Listening items on the Locator Test, an audio CD is provided.
- **Proficiency tests** assess English language skills in reading, listening, writing, and speaking. For the Listening items on the proficiency tests, an audio CD is provided.
- **Expository Writing Folios** contain the constructed-response writing items and space for the student essay.
- **Large Print editions** provide students with accommodations in testing.
- **Test Directions** provide clear instructions for examiners and proctors.
- **SCOREZE® answer sheets** are self-scoring “carbonless carbon” forms.
- **CompuScan® answer sheets** are used for hand- or electronic scoring.
- **Stencils** are used for hand-scoring.
- **TestMate® TABE® for Windows®** offers electronic scoring and reporting.
- **Individual Diagnostic Profile** provides a way to manually record an examinee’s performance, skill by skill.
- **Computer-Produced *TABE Complete Language Assessment System—English Score Reports*** easily generate clear reports for individuals and groups, providing the NRS ESL level and Student Performance Levels (SPLs) in reading, listening, writing, and speaking.
- **Scoring Guides** provide specific scoring information for each Speaking and Writing constructed-response item, such as scoring rubrics and scoring procedures.
- **Scoring Tables** provide tables for obtaining scale scores from the number-correct scores.



For a comprehensive listing of Data Recognition Corporation assessment products and services for TABE, visit DRC\CTB's online catalog at www.ctb.com.

Teaching Materials

- ***TABE Complete Language Assessment System—English, Teacher’s Resource Guide, Volume 1: Administration and Instructional Planning Resources*** provides guidance and information to support the assessment system, including the proficiency test and classroom instruction. It includes ESL methodology and strategies on interpreting and using score results.
- ***TABE Complete Language Assessment System—English, Teacher’s Resource Guide, Volume 2: Classroom Tasks and Lessons*** contains reading, listening, writing, and speaking tasks, as well as lesson plans with student worksheets. For the listening tasks, an audio CD is provided.

Training Materials for Professional Development

- ***TABE Complete Language Assessment System—English Staff Development DVD***, with an accompanying workbook, assists in training staff to administer the assessment and to use the classroom tasks and lessons in the *Teacher’s Resource Guide, Volume 2*.
- ***TABE Complete Language Assessment System—English Technical Report CD*** contains accessible, in-depth research information on the technical aspects of the *TABE Complete Language Assessment System—English* testing program.

Part 1: Overview

TABE Complete Language Assessment System—English Accommodations

For more information regarding assessment accommodations, please see Data Recognition Corporation's Guidelines for Inclusive Test Administration at http://tabetest.com/PDFs/TABE_Guidelines_for_Inclusive_Test_Administration_Accommodations.pdf and the Guide to Administering TABE 9 & 10.

With the *TABE Complete Language Assessment System—English*, Data Recognition Corporation continues its tradition of publishing special editions to accommodate examinees with special needs. For the *TABE Complete Language Assessment System—English*, DRC|CTB has designed and published a Large Print edition. This innovative product was designed specifically for Large Print users. Content specialists and research monitors collaborated in the development of specifications for the *TABE Complete Language Assessment System—English* Large Print edition by reviewing all items, passages, and stimuli, and ensuring that they conformed to Large Print guidelines as defined in *Making Tests Accessible for Students with Visual Impairments: A Guide for Test Publishers, Test Developers, and State Assessment Personnel* (American Printing House for the Blind, 2004). Additional information was collected from Lighthouse International, The Blind and Visually Impaired Center of Monterey County, Inc., and the American Foundation for the Blind National Literacy Center. Some of the features of the Large Print edition include the incorporation of appropriate spacing, left-justification of pages, and a type size no less than 18 points.

Large Print Edition

These components of the *TABE Complete Language Assessment System—English* come in Large Print format:

- Large Print edition Locator Test
- Large Print edition Language Proficiency Tests, Forms A and B (The *Expository Writing Folios* are incorporated into the Large Print edition test books.)

These components for administering the Large Print tests are not in Large Print format:

- Large Print edition Test Directions, Forms A and B

Because the examinee marks and writes answers directly in the Large Print edition test books, the answers may be scored by the examiner using an answer key. As a scoring option, answers may be transferred to a *TABE Complete Language Assessment System—English* CompuScan answer sheet for scoring by stencil or scanner. There are no Large Print edition SCOREZE answer sheets; however, data may be transferred to a *TABE Complete Language Assessment System—English* SCOREZE answer sheet if that is the preferred method of manual scoring.

TABE Complete Language Assessment System—English and Test Security

Maintaining test security is critical to ensure valid test results. Data Recognition Corporation maintains a strict policy regarding test security that starts when a purchase order is submitted for assessment materials. Organizations are required to fill out and sign a Purchaser’s Qualification Statement, thereby showing that the purchaser and/or the other persons who may use the test materials have a general knowledge of measurement principles. Only individuals who have appropriate training, professional credentials, and experience should be allowed to handle and administer tests as recommended in the *Standards for Educational and Psychological Testing (1999)*.

Key guidelines for ensuring test security:

- Protect the security of the test materials and test results at all times. Test materials should always be stored under lock and key.
- Tests must be administered as directed in the Test Directions.
- Examinees must not be left alone with test materials or with any data, such as score reports, that might be accessed on a computer.
- When students, teachers, clients, or others receive test data, they must also receive documentation that shows how to interpret the scores and how the scores will be used.
- Immediately notify Data Recognition Corporation if a security breach has occurred.
- Never photocopy test books and/or answer sheets.
- Test books and materials that are worn and cannot be reused should be thoroughly shredded. Never put used test books or any secure test materials into the trash, and never use the worn-out test books or previous versions of test books as practice material.

Recommended practices:

- Number reusable test books in the upper right corner and have examinees write the corresponding test book number in the upper right corner of the answer sheet.
- Do not allow examinees to leave the testing area with test books or answer sheets.
- Do not allow in the testing area electronic devices of any kind, including cell phones, digital cameras, handheld scanners, pagers, or games.
- Only properly trained staff should be allowed to handle test materials.

Data Recognition Corporation, as a condition of sale or further sale of test materials, may require the purchaser to sign a separate agreement of understanding concerning security of test materials.

Part 2: ESL Instruction and Assessment



Part 2: ESL Instruction and Assessment

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Part 2: ESL Instruction and Assessment

Introduction

The *TABE Complete Language Assessment System—English* recognizes that English is a communication tool. To make the most of this tool, English language learners (ELL) must be able to speak and write *accurately* (grammatical aspects of language) and *appropriately* (social and cultural aspects of language). They also should be able to fully understand what other people are saying (comprehending through listening and reading).

The test and the *Teacher’s Resource Guide, Volume 2: Classroom Tasks and Lessons* that comprise the *TABE Complete Language Assessment System—English* encourage learners to develop appropriate and accurate English language proficiency skills, and to use these skills in work, community, or education environments.


Adult Language Learners

Children seem to have an easier time learning a second language than adults do. In fact, many experts believe that if children are exposed to language, they “automatically” acquire it: they readily listen, read, observe, and absorb.

Most adults have a more difficult time than children when acquiring a second language. Besides needing to comprehend the language (listening and reading) without much conscious thought, adults must also perform *learning* tasks, such as talking about culture and grammar, taking notes during class, and memorizing new words and grammar patterns. In addition, it is very important for adults to notice and correct their own language errors.

Each component of the *TABE Complete Language Assessment System—English* helps adult students achieve their English language communication goals. The test includes topics that are appropriate for adults. Certain test items recognize an adult’s ability to perform complex cognitive tasks, such as error identification, and to recognize nuance in a variety of social contexts. The *Teacher’s Resource Guide, Volume 1* offers additional information about the adult ELL population, illustrative test items, and strategies on using score results for adult learners.

The classroom tasks in the *Teacher’s Resource Guide, Volume 2* will enable adult learners to discuss, take notes on, and memorize the social, cultural, and grammatical aspects of language. The tasks encourage learners to apply the knowledge from those discussions to realistic conversation and writing tasks with teachers, classmates, and the community at large.



To learn more about how language works, read Steven Pinker’s *The Language Instinct: How the Mind Creates Language*; Noam Chomsky’s *Language and Mind*; Jean Piaget’s *The Language and Thought of the Child*; and Lev Vygotsky’s *Mind in Society*.

Part 2: ESL Instruction and Assessment

In addition, the tasks teach adult ELLs how to use language-learning strategies. These strategies are known to improve learning. They include describing an object when the word is not known, keeping a daily journal to improve grammar, or trying out a new phrase.

Using the classroom tasks will enable adult learners to do more than just talk about and memorize the various aspects of language. Learners will also be given the opportunity to *acquire* language as they encounter realistic texts and recordings, and interact with peers.

Adult ESL or ABE Literacy?

Often, the fields of English as a second language (ESL) and Adult Basic Education (ABE) Literacy are grouped together. Although they share some similarities, ESL and ABE Literacy are different in a number of ways. Data Recognition Corporation acknowledges that ELLs face different and, sometimes, additional challenges compared to their ABE Literacy counterparts. Table 2–1 *Language and Cognitive Focuses* briefly compares several critical elements.

Table 2–1 Language and Cognitive Focuses

| Language and Cognitive Focuses | ESL | ABE Literacy |
|---|-----------|--------------|
| Learning how to read and write | | ✓ |
| Learning through reading and writing | ✓ | ✓ |
| Learning through listening and speaking | ✓ | |
| Learning through social and cultural aspects | ✓ | Sometimes |
| Learning from the influence of the first language (mother tongue) | ✓ | |
| Differentiating type of writing and speaking, depending on audience | ✓ | |
| Benefiting from inborn abilities | ✓ | Sometimes |
| Educational achievement | Sometimes | ✓ |



To learn more about ELL strategies, read Rebecca Oxford's *Language Learning Strategies* and Anita Wenden's *Learner Strategies for Learner Autonomy*.

Part 2: ESL Instruction and Assessment

ESL Instruction, Curriculum Development, and Assessment

Instruction, Curriculum Development, and Assessment are the three main components of well-rounded second language teaching. Instruction allows face-to-face interaction with students; Curriculum Development allows teachers to plan for and reflect upon that interaction; and Assessment allows teachers to measure the results of the interaction. No single area is complete without the other. For example, students can be given a test, but the results are not meaningful if they are not used to influence how and what to teach.

The *TABE Complete Language Assessment System—English* takes these three components to heart by providing one set of language objectives that integrate a family of associated products, including a locator test, a large-scale assessment, planned tasks for the classroom, and instructional guidance.

Self-Check: Introduction

| TRUE OR FALSE? | |
|--|--|
| Grammatical accuracy is the most important goal in learning a language. | False. Learners should focus on accuracy as well as on the social and cultural <i>appropriateness</i> of language. |
| Most adults seem to acquire a language without much conscious thought or effort. | False. Unlike children, most adults benefit from explicit language learning tasks and strategies. |
| The <i>TABE Complete Language Assessment System—English</i> addresses the three critical aspects of second language teaching: Instruction, Curriculum Development, and Assessment. | True. The product delivers a large-scale assessment, locator test, classroom tasks, and instructional guidance. |

Part 2: ESL Instruction and Assessment

ESL Instruction

Approaches and Methods

Over the years, educators have used various methods and approaches to teach ESL. Figure 2–1 *ESL Teaching Approaches and Methods Since the 1950s* outlines some of the most widely accepted ESL teaching approaches.

Figure 2–1 ESL Teaching Approaches and Methods Since the 1950s

| | | Concept | Activities | Challenges |
|------------------------|--|--|--|--|
| before 1950s | Grammar Translation; Direct Method | Language is rules-based and learned by translating and memorizing grammar and vocabulary. | Translating texts. | Overlooked communication and phonology. |
| 1950s– 1960s | Audiolingualism | Language is rules-based and is learned by memorizing and repeating sets of phrases; oral before written. | Prepared dialogs and drills. | Did not teach communicative proficiency. |
| 1970s | Silent Way; Total Physical Response; Natural Approach | Language pedagogy expands, introducing a range of rules-, discovery-, and meaning-based concepts. | Repeating or responding to teacher stimuli; working with texts just a little beyond proficiency level. | Postponed spontaneous, creative communication in favor of listening and reading; learners' inborn abilities were overemphasized. |
| 1980s and beyond | Communicative Language Teaching | Language is meaning-based and used for specific purposes. | Interactive and based on the real world: sharing information, clarifying meaning, retelling events. | Explicit grammar teaching may be overlooked. |

Part 2: ESL Instruction and Assessment

Preferred Principles

Today, most ESL research endorses Communicative Language Teaching, and the approach is growing in popularity with ESL teachers worldwide. Communicative Language Teaching has also influenced the *TABE Complete Language Assessment System—English* proficiency test. Two of the fundamental principles associated with ESL and Communicative Language Teaching—*communicative competence* and *interaction*—are highlighted here. (See Part 6: Key Terms for additional instruction terms.)

Communicative Competence

Communicative competence is a widely accepted theoretical framework of second language knowledge that addresses the learner's ability to use language accurately (grammatical aspects) and appropriately (social and cultural aspects of language).

Although the components of communicative competence are sometimes organized differently, the main idea is generally the same, as shown in Table 2–2 *Definitions and Purposes of the Four Components of Communicative Competence*.

Table 2–2 Definitions and Purposes of the Four Components of Communicative Competence

| Component | Definition | Purpose |
|--|---|---|
| Strategic Competence (e.g., Tasks 14, 37, 74 in <i>Teacher's Resource Guide, Volume 2</i> .) | The strategies learners use to sustain conversations and reach their communicative goals (e.g., ask for clarification; describe an object they haven't yet learned the name of in the second language; etc.). | Helps language learners function autonomously. Without these strategies, learners often fail in their attempts to communicate. |
| Sociolinguistic Competence (e.g., Tasks 55, 58, 67) | The knowledge necessary to communicate appropriately in different social situations. In these situations, ELLs will encounter language varieties and variations in pronunciation, registers, cultural references, figures of speech, and body language. | Helps learners communicate appropriately in different situations, whether at work writing a request for a raise; in the community with a school teacher discussing a child's performance; or in school with a classmate discussing an assignment. |
| Discourse Competence (e.g., Tasks 75, 77, 80) | The ability to tie together spoken or written sentences into one meaningful unit. | Helps learners communicate coherently and cohesively, e.g., tying together paragraphs using transitional phrases or using utterances such as "as I was saying" to refer to a previous remark. |
| Grammatical Competence (e.g., Tasks 2, 57, 69) | The combined elements of phonology, morphology, vocabulary, and syntax. | Helps learners communicate precisely and appropriately. |



To learn more about communicative competence, read Sandra Savignon's *Communicative Competence: Theory and Classroom Practice*; Lyle Bachman and Adrian Palmer's *Language Testing in Practice*; and Braj Kachru's *Asian Englishes: Beyond the Canon*.

Part 2: ESL Instruction and Assessment

The *TABE Complete Language Assessment System—English* and the *Teacher’s Resource Guide, Volume 2* classroom tasks enable learners to demonstrate their ability in all components of communicative competence.

Interaction

Language learning is a result of the work learners do when they communicate with each other. When learners speak and listen or write and read, they are compelled to ask for clarification and elaboration, correct their own and one another’s errors, check to make sure they are being understood, repeat themselves, identify new words, think of new topics, take turns in a conversation, or nod to indicate understanding. This work is called *interaction*. It is part of a cognitive process that helps learners sustain communication and understand one another better, which in turn encourages second language acquisition.

However, *interaction* is more than a cognitive process. It is part of an important social process of learning a language. Learners are more successful when they are encouraged to use language to connect with the people and objects around them. For example, learners may describe an unfamiliar tool, collaborate for the first time with a classmate, or navigate the Internet.

The *TABE Complete Language Assessment System—English* proficiency test and the *Teacher’s Resource Guide, Volume 2* classroom tasks provide learners with ample opportunities to interact. For example, constructed-response items on the test allow examinees to respond freely in speech or writing to a prompt. In the *Teacher’s Resource Guide, Volume 2, Lesson Plan 17: Applying for a Job* (Tasks 37, 44, 45, 69, 73), learners are encouraged to ask a peer for information missing in job application instructions, to paraphrase instructions, and to negotiate about job-related language usage and culture.

Self-Check: ESL Instruction

| TRUE OR FALSE? | |
|---|---|
| Explicit grammar instruction is not an important aspect of Communicative Language Teaching. | False. Whereas grammar instruction may complement the Communicative Language Teaching approach, teachers may neglect to address grammar explicitly. |
| The four components of the <i>TABE Complete Language Assessment System—English</i> approach to communicative competence are strategic competence, sociolinguistic competence, discourse competence, and grammatical competence. | True. Together, these four components address a learner’s ability to use a language accurately and appropriately. |
| Interaction refers to the process of the second language teacher explaining grammar and culture to the learner, and then checking the learner’s comprehension. | False. Interaction is what language learners do to better understand other speakers and to connect with the people and objects in the environment. |



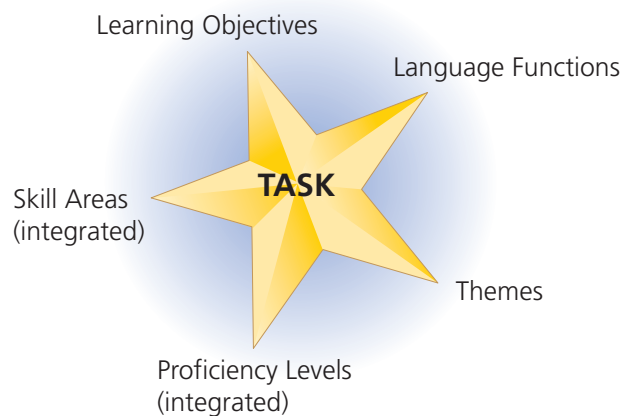
To learn more about interaction research, read Joan Kelly Hall and Lorrie Stoops Verplaetse’s *Second and Foreign Language Learning Through Classroom Interaction*; James Lantolf’s *Sociocultural Theory and Second Language Learning*; and these articles: Michael Long’s “The Role of the Linguistic Environment”; Merrill Swain’s “Three Functions of Output”; and Leo van Lier and Naoko Matsuo’s “Varieties of Conversational Experience.”

Part 2: ESL Instruction and Assessment

ESL Curriculum Development

Curriculum Development Framework

The classroom tasks in the *Teacher's Resource Guide, Volume 2* incorporate the preferred instructional principles into this curricular framework, as shown below.



A task is an activity that requires a learner to use English for a meaningful purpose to achieve an open-ended goal (the proficiency test's learning objective). Each task offers a series of gradual steps that help learners accomplish at least one learning objective and language function.

To learn more about ESL curriculum design, read Kathleen Graves' *Designing Language Courses* and Robert Mager's *Preparing Instructional Objectives*.

Part 2: ESL Instruction and Assessment

Both the learning objective and the language function convey what learners should be able to *do* with the language they are learning. A learning *objective* is a specific goal toward which instruction is directed (e.g., learners will be able to write a letter using standard conventions), whereas a language *function* defines the specific social purpose of language (offering a greeting, making predictions, reading to identify information, etc.).

Each task objective is tied to one of four *language skill areas* (Reading, Listening, Writing, Speaking) and to one of three *themes* (Community, Work, Education).

Each task requires learners to use at least one skill area to accomplish the objective. For example, in Task 13, learners listen to a conversation between friends and use the information from the conversation to fill out a tax form. Thus, a single task incorporates at least two skill areas (listening and writing) that reinforce related language objectives.

The *Teacher's Resource Guide, Volume 2* has the following themes:

- 36 **Community** tasks, which help ELLs communicate successfully in authentic neighborhood and home situations;
- 32 **Work** tasks, which help ELLs communicate successfully in authentic work situations; and
- 12 **Education** tasks, which help ELLs communicate successfully in authentic adult school, community college, and job training situations.

These themes help make the *Teacher's Resource Guide, Volume 2* useful and bolster student motivation and attitude.


One distinctive feature of the *Teacher's Resource Guide, Volume 2* is that the tasks are designed to accommodate groups of mixed proficiency levels. Tasks do not always separate learners by different proficiency levels (e.g., a Beginner group, an Intermediate group, an Advanced group), but often integrate learners of different proficiency levels, allowing them to work together.

Current research shows that mixed-proficiency group work is beneficial for second language development. Many of the tasks in the *Teacher's Resource Guide, Volume 2* allow lower-level students to interact with higher-level students. For example, in Task 75, multilevel pairs predict the main ideas they will hear in a short radio broadcast. Higher-level students paraphrase the broadcast for their lower-level peers. The lower-level peers then take the opportunity to paraphrase the broadcast for the class.



To learn more about mixed-proficiency group work, read Susan Gass' Input, Interaction, and the Second Language Learner and these articles: Richard Donato's "Collective Scaffolding" and Noriko Iwashita's "The Effect of Learner Proficiency on Interactional Moves and Modified Output."

Part 2: ESL Instruction and Assessment




Another distinctive feature of the *Teacher's Resource Guide, Volume 2* is that each task is designed to be a self-contained teaching activity. Teachers can pick and choose from these modular tasks to supplement their own lesson plans. Teachers can also take advantage of *Volume 2, Part 3, Lesson Plans*, consisting of suggested combinations of *Teacher's Resource Guide* tasks.


The Principle of Scaffolding

Learners are not expected to understand or produce something that is well beyond their current level of proficiency. They are not expected to know how to achieve the objectives listed for every *Teacher's Resource Guide, Volume 2* task. Instead, the classroom tasks are scaffolded so that a learner is guided to higher levels of proficiency. The tasks offer clear, incremental steps for achieving objectives. The steps in each task gradually increase in complexity, allowing learners to learn language in manageable amounts. In addition, each step of a task enables learners to work independently.

For example, learners are allowed to listen before they are required to speak. In Task 70, learners are asked to scan a classified ad. However, before they scan, learners discover how to scan step by step: they discuss the advantages and challenges of reading strategies, and they identify the clue-laden features of a classified ad, including the headlines, captions, pictures, and key words.



To learn more about task-based curriculum development and instruction, read Rod Ellis' *Task-based Language Learning and Teaching* and David Nunan's *Task-based Language Teaching*.

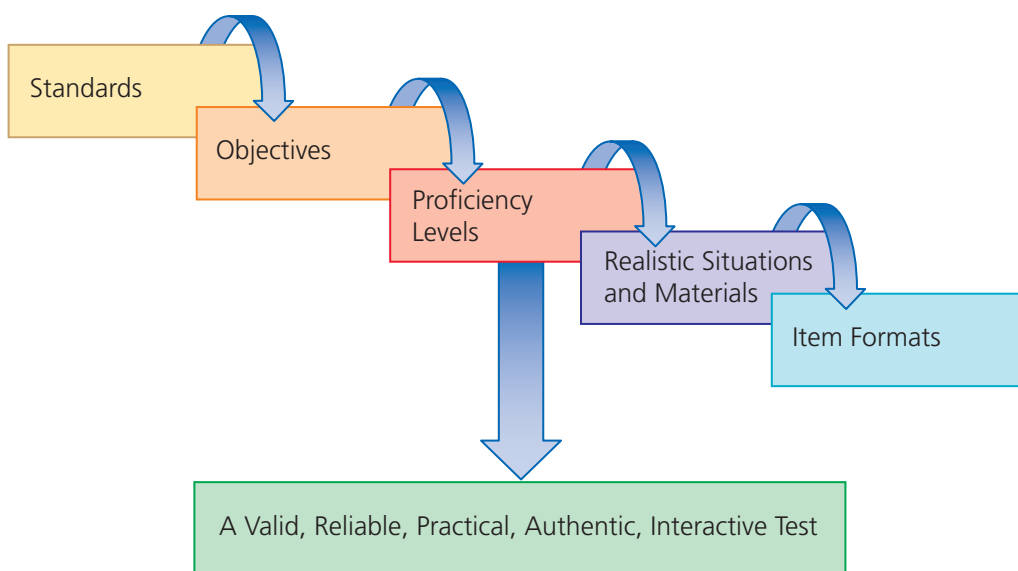


See Part 6: Key Terms for additional curriculum development principles.

Part 2: ESL Instruction and Assessment

ESL Assessment

The *TABE Complete Language Assessment System—English Proficiency Test*



Test creation is a complex process. For the *TABE Complete Language Assessment System—English*, the process began with a thorough analysis of a number of recognized ESL standards. These adult ESL standards from Arizona, California, Florida, Massachusetts, Maryland, New York, and Texas include the Literacy Completion Points set by the Florida Department of Education’s program for English for Limited English Proficient Adults. The National Reporting System for Adult Education (NRS), the ACTFL Proficiency Guidelines, the Canadian Language Benchmarks, and the Common European Framework were also considered.

After noting similarities in critical language ability offered by the aforementioned standards, developers drafted test objectives organized by the four primary language skill areas (Reading, Listening, Writing, and Speaking). These four skill areas were further refined and segmented into subskills. For example, as shown in Table 2–3 *Objective Structure of the TABE Complete Language Assessment System—English Proficiency Test*, the objective *Reading Comprehension* consists of three subskills: *Identify Information*, *Construct Meaning*, and *Extend Meaning*. These subskills are further divided into subskill foci: *Construct Meaning*, for instance, includes the subskill foci *Main Idea*, *Summary/Paraphrase*, *Cause/Effect*, *Compare/Contrast*, and *Conclusion*.



See Part 5: *Item Classifications by Objectives for a summary of the proficiency test’s objectives and subskills, and for the alignment of each test item to the objectives and subskills.*

Part 2: ESL Instruction and Assessment

Table 2–3 Objective Structure of the *TABE Complete Language Assessment System—English Proficiency Test* (example from Reading test)

| Objective | Subskill | Subskill Focus |
|-----------------------|----------------------|-----------------------------|
| Reading Comprehension | Identify Information | Details and Stated Concepts |
| | | Sequence |
| | Construct Meaning | Main Idea |
| | | Summary/Paraphrase |
| | | Cause/Effect |
| | | Compare/Contrast |
| | | Conclusion |
| | Extend Meaning | Fact/Opinion |
| | | Predict Outcomes |
| | | Generalizations |
| | | Author Purpose |
| | | Style Techniques |
| | | Tone |

The test developers then created examinee profiles by describing a progression of increasing language knowledge across the four proficiency levels, (1, 2, 3, and 4), and across the four skill areas.

Next, the test developers chose topics, contexts, and documents commonly encountered in a variety of work and community situations and created passages and test items designed to measure an examinee’s ability to comprehend, communicate, and function in realistic circumstances.

As a reflection of the various ways language proficiency is measured, the *TABE Complete Language Assessment System—English* includes both selected-response (multiple-choice) and constructed-response (spoken phrases or written sentences) item formats.

The constructed-response items, in particular, provide examinees the opportunity to demonstrate not only what they know about the English language, but also how well they can apply and use that knowledge to complete a realistic task (e.g., apologizing for being late to a meeting or completing a shopping list).

Part 2: ESL Instruction and Assessment

Why is this careful process necessary? Tests must be, at the very least, valid and reliable, as well as authentic, interactive, and practical. To this end, the *TABE Complete Language Assessment System—English* seeks to measure the current state of an examinee’s communicative competence (valid) in realistic contexts (authentic and interactive). The *TABE Complete Language Assessment System—English* is relatively easy to administer (practical), under carefully controlled test conditions (reliable).

Great care has been taken to ensure that common, everyday contexts are represented in each test skill area. Contexts include shopping, interviewing for a job, going to a restaurant, and filling out forms. These tests require examinees to use language to achieve a social goal.

Forms of Assessment

Data Recognition Corporation acknowledges the value of additional forms of classroom assessment and encourages teachers to supplement the *TABE Complete Language Assessment System—English* test with ongoing assessment as part of their curricula.

Ongoing assessment offers excellent opportunities to gauge the progress learners make as they develop *communicative competence* in English. Additional forms of assessment include portfolios, checklists, teacher observations, learner presentations, and self- and peer evaluation. The *Teacher’s Resource Guide, Volume 2, Part 5: Ongoing Assessment Checklists* provides alternative assessments, in the form of observational rubrics for teachers and self-assessment rubrics for students, which help measure ongoing progress through the tasks.

Self-Check: ESL Curriculum Development and Assessment

| TRUE OR FALSE? | |
|---|--|
| The tasks in the <i>Teacher’s Resource Guide, Volume 2</i> are organized according to language proficiency level. | False. Each task is organized according to theme and incorporates multilevel interaction. |
| Each task in the <i>Teacher’s Resource Guide, Volume 2</i> represents a complete, two-hour lesson plan. | False. Each task represents part of a lesson plan that can be used in isolation or in combination with other DRC CTB or classroom tasks. |
| The test items are designed to produce a valid, authentic, interactive, practical, and reliable test. | True. The test items consider communicative competence, realistic contexts, ease of test administration, and testing conditions. |



To learn more about valid language testing, read Lyle Bachman and Adrian Palmer’s *Language Testing in Practice* and Samuel Messick’s article “Validity.”



To learn more about alternative assessment, read Michael O’Malley and Lorraine Valdez Pierce’s *Authentic Assessment for English Language Learners* and J.D. Brown and Thomas Hudson’s article “The Alternatives in Language Assessment.”



See Part 6: Key Terms for additional assessment principles.

Part 2: ESL Instruction and Assessment

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Part 3: Scoring





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Part 3: Scoring

Introduction

Scoring tests and compiling score reports are important aspects of a testing program. Score reports may be used to monitor and guide student progress relative to a set of standards, classify scores for the National Reporting System (NRS), and gauge whether students are ready for the TABE 9 & 10 assessment system (GED-preparatory).

Part 3 of this guide outlines how to score and report the *TABE Complete Language Assessment System—English*. More importantly, Part 3 helps administrators and teachers interpret the test results, communicate these results to students, and use test scores to improve both student and program performance. For information on how the *TABE Complete Language Assessment System—English* links to educational standards, see Appendix A—Research and Development Foundations and Appendix B—NRS Alignment.

How to Score the Assessment

There are two ways to score Form A and Form B of the *TABE Complete Language Assessment System—English*:

- Electronically score paper-and-pencil tests.
- Manually score paper-and-pencil tests.


In addition, there are special scoring procedures for the

- Locator Test
- Expository Writing Folio
- Speaking Test
- Large Print edition

Electronically Scoring Paper-and-Pencil Tests

Answer sheets can be scored electronically using an optical mark reader (OMR) scanner with special scoring software from Data Recognition Corporation, called TestMate TABE for Windows. This brings the speed and accuracy of computerized scoring to the realm of paper-and-pencil testing.

OMR scanners used for scoring are different from the image scanners that are commonly attached to a desktop computer. OMRs can scan both sides of a 48-column answer sheet at the same time. The scanner captures each student's responses and transmits them to TestMate TABE in order to generate reports. These scanners make the scoring process much faster than scoring manually.



It is recommended that Level 1 examinees mark their answer choices directly in the Level 1 test book. If Level 1 students are comfortable marking a separate answer sheet, electronic or manual scoring options are available.

The TestMate TABE software has the following advantages:

- automatically converts number-correct and raw scores into usable scores and produces reports
- functions as a true database program that stores data by individual student, rather than by test batch, making it much easier to aggregate data and issue a wide range of reports
- runs very fast, using a 32-bit database and code
- supports all the new OpScan (NCS) scanners, as well as the ScanMark (ScanTron) scanners with read-heads that handle 48-column, double-sided answer sheets
- installs easily:
 1. Plug one end of a serial cable into the scanner.
 2. Plug the other end of the serial cable into a computer with TestMate TABE installed.
 3. Define the serial port in the menu.

Manually Scoring Paper-and-Pencil Tests

In cases where electronic scanning of the CompuScan answer sheets is not possible, the manual scoring of paper-and-pencil tests can be done in two ways—with CompuScan answer sheets that are scored with stencils or with SCOREZE self-scoring answer sheets. Note, however, that both these methods apply only to the multiple-choice tests of Reading, Listening, and Writing. For more information about scoring the Expository Writing Folio and the Speaking test, see the Special Scoring Methods section on pages 3.4 and 3.5.

CompuScan answer sheets can be scored manually using stencils. The scoring stencil (one per proficiency level) is a plastic sheet that is overlaid on a marked answer sheet. The scorer then marks the incorrect answers. After all the incorrect answers are marked, the scorer tallies the incorrect answers and subtracts them from the total number of items to obtain the number-correct score. For details, see the directions in the stencils packet.

SCOREZE answer sheets are “carbonless carbon” forms consisting of multiple sheets bound together. For scoring, the answer sheet is pulled apart. The examinee’s answers appear on the inside sheets, along with a special built-in answer key. The scorer marks the incorrect answers, and then does a quick tally to determine the number-correct score. For details, see the directions on the SCOREZE answer sheet.

One set of SCOREZE answer sheets per level is needed. SCOREZE answer sheets cannot be scored electronically.

The Locator Test is marked and scored manually in the Locator Test Answer Booklet.

Part 3: Scoring

Special Scoring Methods

Scoring the Locator Test

The Locator Test for *TABE Complete Language Assessment System—English* is typically administered to examinees whose skill level is unknown.

The Locator Test consists of two major sections:

- Locator Interview (Part A and Part B)—an initial oral and written interview, designed to discriminate between Level 1 examinees and those at higher levels. The Locator Test Answer Booklet contains the Locator Interview.
- Locator Test (Part 1 and Part 2)—represent Form A and Form B items across Levels 2, 3, and 4. Part 1 includes passage-based Reading items and discrete Writing (grammar) items. Part 2 includes discrete Listening items. An audio CD is included to assist with administering Part 2.

The Locator Interview will help determine the skill level of examinees whose abilities are unknown, and will help in planning further assessment. Specifically, examinees considered to be at Level 1 do not need to proceed beyond the interview. Those considered to be beyond Level 1 will take the complete Locator Test for placement at one of the upper three levels.

Examinees who display adequate skill on either part of the Locator Interview will go on to the appropriate multiple-choice Locator Test. Part 1 of the Locator Test is used to place examinees at Level 2, 3, or 4 for Reading and Writing assessment. Part 2 of the Locator Test is used to place examinees at Level 2, 3, or 4 for Listening and Speaking assessment. The Locator Test, Parts 1 and 2, are manually scored with a stencil on page 4 of the Locator Test Answer Booklet. For additional information about the Locator Test, see the Locator Test directions.

Scoring the Expository Writing Folio

The Expository Writing Folio consists of five constructed-response items. Scoring the items requires special training. For more information, see the *Writing Scoring Guide*. Each written response item must be scored manually (not with an answer key) by using a rubric (a specific set of criteria to evaluate the examinee's performance). The scoring rubrics do not require readers just to tally specific mistakes, such as incomplete sentences or misspelled words. Rather, the rubrics use a set of holistic criteria to assign a response score between 0 and 3, or 0 and 4. While it is not necessary to score each response using two readers, doing so should increase the reliability of the results. The *Writing Scoring Guide* provides information for this option.

A chart on the back of the Expository Writing Folio allows the reader to record each item's score and then tally the folio subtotal. If a two-reader approach is used, special scoring sheets, which may be photocopied for the first and second readers, appear in the *Writing Scoring Guide*.

Scoring the Speaking Test

The Speaking test requires individual administration with each examinee and a special scoring procedure that requires training. For more information, see the *Speaking Scoring Guide*. The test administrator *must* score each oral response manually (not with an answer key), using a simple rubric on a scale of 0–2, or a multiple-criteria scoring rubric on a scale of 0–3, which simultaneously measures the grammar, meaning, and appropriateness of spoken responses.

While administering the Speaking test, the examiner will score each criterion per item directly on the CompuScan answer sheet. Each criterion can then be tabulated either electronically or manually. In manual scoring cases where CompuScan sheets are not being used, the *Speaking Scoring Guide* contains a Speaking Scoring Sheet that may be photocopied for use with each examinee. Note that there is not a total raw score for the Speaking test. When scoring the Speaking test manually, the *Scoring Tables* book must be used to convert the three speaking criteria subtotals on the answer sheet into Weighted Scale Scores and to calculate a Speaking Test Scale Score.

The Speaking test is an optional component of the assessment system; thus, the reporting capability allows for deriving total scores with or without the Speaking component.

Scoring the Large Print Edition

For all test levels, the examinee records answers in the Large Print test book. The answers must be tallied by hand with an answer key, or transferred to a standard CompuScan answer sheet so they can be scored manually with a stencil, or scored and reported electronically. There are no Large Print CompuScan answer sheets or Large Print SCOREZE answer sheets. If the examiner wishes to use regular SCOREZE answer sheets for manual scoring, the answers from the test book must be transferred by hand to each SCOREZE answer sheet.

Self-Check: How to Score the Assessment

| TRUE OR FALSE? | |
|--|--|
| The assessment can be scored electronically only. | False. The assessment offers both manual and electronic scoring options. |
| Electronic scoring is more expensive than manual scoring. | False. In many cases, when all the costs for manual scoring (including labor) are considered, the price of electronic scoring is very competitive. |
| Electronic scoring is typically more accurate than manual scoring. | True. Electronic scoring reduces the incidence of human error. |



Find complete information about scoring the Writing and Speaking tests in the TABE Complete Language Assessment System—English scoring guides. The guides include the general rubrics used for scoring Writing and Speaking tests, information about how to use the rubrics, and sample responses for items and scores.

Part 3: Scoring

How to Interpret Test Results


The results of standardized tests are being used increasingly as indicators of the effectiveness of instructional programs.

The following information is designed to assist the test administrators in using the test data. It is meant to supplement, not to take the place of, the information found in the test directions, scoring guides, and the Technical Report CD. These publications provide important information and should be available to those involved with the administration of the test and the use of its results.

General Uses of Test Scores

There are many appropriate ways to use test results obtained from the *TABE Complete Language Assessment System—English*. For example, an educational program will have the ability to

- measure a student’s mastery of specific skills, such as interpreting a speaker’s purpose or using punctuation;
- use the objective mastery information to create targeted individual study plans so that each student can focus on skills needing improvement;
- track a student’s progress over time by using the two forms of the assessment as pre- and post-tests;
- gauge a student’s readiness to take the TABE 9 & 10 tests (GED-preparatory);
- evaluate the effectiveness of various instructional strategies, techniques, and practices;
- screen and place students into educational and employment programs;
- screen examinees for employment-related decisions.



The TABE Complete Language Assessment System—English proficiency test may be useful in making decisions regarding employment. However, it is not recommended that the test be used as the sole measure for such decisions. Examiners should use multiple measures of assessment for high-stakes decisions such as hiring or acceptance into a training program. The test can be used as a screening tool in conjunction with other information gained from such sources as interviews, transcripts, and references.

Data Recognition Corporation does not validate the test for use in specific employment situations, nor sets or recommends cut point scores for screening candidates into programs. Such validation and standards must be determined by the user and must reflect the level of skill necessary to do the job for which a candidate is applying.

General Principles and Cautions

Certain general principles and cautions are recommended when interpreting and using the results of any group-administered standardized test.

- A test score defines a range that can be expected to contain the examinee’s “true score” most of the time. It does not place an examinee at a precise point on a scale.
- No test score should be used alone to evaluate an examinee’s performance in an academic or workplace setting. All available information should be considered, including previous test scores, classroom performance, and teacher judgment.
- No test result should be entered in an examinee’s permanent record if there is good reason to question its accuracy.
- Scores in the “chance range” of the test (i.e., scores that could be obtained by random guessing) should be interpreted cautiously. Such scores often mean that the test level administered was too difficult. Retesting with a lower level of the test will probably provide more accurate information.
- Perfect scores—when all items are answered correctly—should be regarded as imperfect descriptions of proficiency. Retesting with a higher level of the test would probably provide better information about the examinee’s top performance level.

Keeping these principles and cautions in mind can help ensure that test information is used in ways that serve the best interests of the examinees, the educational programs, and the community.

Part 3: Scoring

Types of Information Provided

The *TABE Complete Language Assessment System—English* provides criterion-referenced information, which shows the proficiency of individuals and groups relative to the test's specific assessment standards.

There are a number of scores that are provided by the test:

Number-Correct score (NC) is the number of items answered correctly by the examinee in each multiple-choice language skill area of Reading, Listening, and Writing. The Reading and Listening NC scores are used to derive the scale scores for each skill area. In the case of Writing, the Writing Total score used to derive the scale score is the sum of the Writing NC and the Expository Writing Folio Subtotal. In the case of Speaking, the three separate criteria subtotals are used to derive three weighted scale scores and then a total scale score.

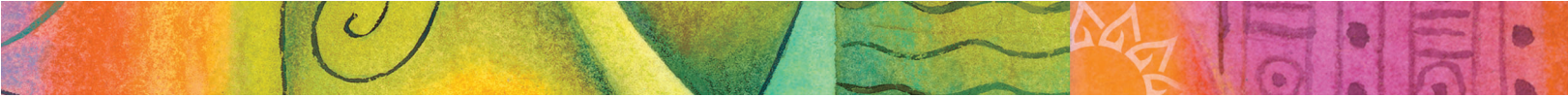
Scale score (SS) is used to describe proficiency in units of a single, equal-interval scale that is applied across all levels of the test. These scores are expressed in numbers that can range from 0 to 999. Being on an equal-interval scale means that the distance between two scale scores has the same meaning at different points on the scale.

Scale scores offer the following advantages:

- The equal-interval property of the scale makes scale scores especially appropriate for various statistical purposes. For example, they can be added, subtracted, and averaged across test levels. Such computations permit direct comparisons among classes, schools, or centers. In addition, an examinee's scale score from each skill area test can be used to show how the results align with the NRS ESL Educational Functioning Levels and Student Performance Levels (SPLs).
- Each examinee is expected, at any one time, to obtain the same scale score regardless of the form or level of the test administered, within the limits of the Standard Error of Measurement (SEM).
- Scale scores may be used to measure educational gain for examinees who pre-test with Form A of the test and then post-test with Form B after an appropriate interval of instruction.

Scale scores have the following caveat:

- Scale scores obtained in one skill area should not be compared to scale scores in another skill area, because separate scales were developed for each test skill area. A scale score of 500 in Reading, for example, does not necessarily have the same meaning as a scale score of 500 in Listening.



Standard Error of Measurement (SEM) is not a test score, but is important for the correct interpretation of test scores. It is assumed that measurement error is associated with any test score. The SEM is an estimate of the amount of error to be expected in a particular score from a particular test. When scores are being analyzed and interpreted, the results are only descriptions of a particular performance by the individual or group on the specific test administered. From these descriptions, inferences about the abilities of the examinees can be made. The fact that such inferences may not represent an individual's true status is taken into account by means of the SEM. The SEM associated with each scale score is shown in scale score units in the *Scoring Tables*.

The SEM should be taken into account when test scores are being interpreted. The magnitude of the SEM varies from test to test; it also varies according to where an examinee's score falls within the range of a specific test. If a score is near the floor or ceiling of the range of performance measured by a given test, the corresponding SEM will be much larger than it would have been if the score had been near the middle of the range. The smaller the SEM, the more accurate the test score.

National Reporting System (NRS) Educational Functioning Level aligns an examinee's test score with a corresponding NRS ESL level (Levels 1–6). The *TABE Complete Language Assessment System—English* is aligned to the revised NRS ESL Educational Functioning Levels, which took effect July 1, 2006.

Student Performance Level (SPL) aligns an examinee's test score with a corresponding SPL (Levels 0–6). The SPL descriptors provided guidance for curriculum development, establishment of instructional levels, and consistency in standardized assessment. These descriptors were used to draft the NRS ESL Educational Functioning Levels. Currently, the SPLs are more commonly viewed as examples of benchmarks that assist in defining the NRS ESL levels.

Part 3: Scoring

Types of Electronic Reports from TestMate TABE

The TestMate TABE software can produce various kinds of reports from scanned answer sheets. These reports may contain information about the test performance of an individual examinee, or provide scores for an entire class or group.

There are several different types of reports available for *TABE Complete Language Assessment System—English*:

Individual Report—displays an examinee’s various scores and objective mastery level. The top of the report shows for each of the four skill areas the following test scores: Raw Score, Scale Score, NRS ESL level, and SPL. In addition, the data are shown for the following combinations of skill areas:

- Reading/Writing
- Listening/Speaking
- Reading/Listening/Writing
- Reading/Listening/Writing/Speaking

The bottom portion of the report breaks down data by specific test objectives (learning goals) under each of the four skill areas, showing Raw Scores, objective mastery levels (Mastery; Partial Mastery; Non-Mastery), and levels of mastery expressed in percentages.

Prescriptive Report—links an examinee’s performance, by objective, to specific study assignments in McGraw-Hill ELT’s *All-Star* book series (1st Edition, © 2005). Each *All-Star* book study assignment targets a specific objective in which the student has not yet achieved mastery. This type of approach works very well with adults who often have busy lives and want to direct their study time to the skills that need it most, without spending time on skills already mastered.

Group List Report—displays derived scores (SS, NRS, SPL) for each examinee (listed in alphabetical order) in a group or class for each skill area and combinations of skill areas.

Assessment Summary Report—summarizes an entire group’s performance by providing the average scale score and percentage of group per NRS ESL level and SPL for each skill area and combinations of skill areas.

Rank List Report—ranks examinees in a group by their performance, from lowest scale score to highest scale score, on any of the four skill area tests, or on combinations of skill area tests.

How to Communicate Test Scores to Promote Further Learning

A good student communication plan incorporates several ideas and strategies:

- Assessment is an integral part of the learning process.
- Communicating test results should be part of an ongoing dialogue between teachers and students. The process should begin immediately when a student joins a program and continue as the student progresses and until the student eventually leaves the program. Both present and former participants in a program can provide useful information.
- Before talking to students about their test results, educate the staff on how to interpret the score reports. Be sure they are prepared to answer students' most common questions.
- Use an individual student's score report (the Individual Report) as the basis for discussion. This document provides structured information to review step by step, and offers visual cues so that no information is left out.

Begin the conversation with each student by featuring the most positive information on the score report and congratulating the student on high scores and objectives mastered.

Then discuss the weaker skills. Do not dwell on poor results—encourage the student to identify areas that need improvement and to focus on those areas for the next test. Use this information as a lead-in to setting goals and making study assignments.

Self-Check: How to Communicate Test Results

| TRUE OR FALSE? | |
|--|--|
| You should never allow an examinee to see his or her individual score report. | False. An examinee's individual test report is a good, concrete source of information to have on hand when you discuss test results with your examinees. Reports including prescriptive study plans can be especially helpful. |
| When discussing an examinee's test scores, it is best to start with the worst results first to get them over with. | False. Discuss positive results first, and then present negative results, along with a specific study plan to generate future improvement. |

Part 4: Items Illustrating Content



Part 4: Items Illustrating Content

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Part 4: Items Illustrating Content

Introduction

The following pages contain illustrative items for the Reading, Listening, Writing, and Speaking tests of the *TABE Complete Language Assessment System—English*. These samples provide an overview of the tests by illustrating ways in which the objectives and subskills are measured. These items are similar, but not identical, to those found in the test books.

The annotation to each item includes the objective, subskill, and a description of how the item addresses the objective.

For Level 1 items, the circle next to or below the correct answer is filled in. At Levels 2, 3, and 4, the correct answer is indicated by a circle around the letter corresponding to the correct answer.

For constructed-response Writing items, please refer to the *Writing Scoring Guide* for samples of different scores. For Speaking items, examples of top-score responses are provided; refer to the *Speaking Scoring Guide* for samples of different scores for actual test items.

Items Illustrating Content

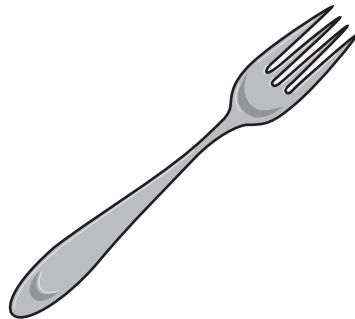
Reading

The Reading test employs realistic document-based passages, such as schedules, forms, fliers, store receipts, advertisements, product instructions, and newsletters. It assesses quantitative literacy, reading words (e.g., applying knowledge of morphemes and syntax, word meaning, and appropriate associated information), and reading comprehension.

Reading: Level 1

Directions: Read the item and choose the correct answer.

1 What does the picture show?



- fork
- spoon
- knife

| Item | OBJECTIVE and Subskill | Description |
|------|---------------------------------|------------------------------|
| 1 | READ WORDS Words and Phrases | Comprehend basic vocabulary. |

Discrete, picture-based items appear only in Level 1 and Level 2.

Part 4: Items Illustrating Content Reading: Level 1

Directions: 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.

| | | |
|------------------------|-----------------------------------|-------------------|
| <u> </u> pants | (1) sweaters jackets | skirts 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

Part 4: Items Illustrating Content Reading: Level 1

2 What belongs on line 1?

- shirts
- chairs
- dishes

| Item | OBJECTIVE and Subskill | Description |
|------|--|--|
| 2 | READ WORDS Appropriate Associated Information | Comprehend context in order to supply missing information. |

3 Which of these is 20% off?

- dresses
- jackets
- sweaters

| Item | OBJECTIVE and Subskill | Description |
|------|--|--|
| 3 | READING COMPREHENSION Identify Information | Understand stated details in the text. |

4 Which do you see in this advertisement?

- a bill
- a receipt
- a coupon

| Item | OBJECTIVE and Subskill | Description |
|------|---|--|
| 4 | READING COMPREHENSION Construct Meaning | Derive meaning from related pieces of information. |

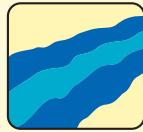
Part 4: Items Illustrating Content Reading: Level 2

Reading: Level 2

Directions: Read the sign. Then do Numbers 1 through 3.



The examiner does not read the item directions or stimuli; the examinees work through items on their own.



Creek Community Center

121 First Street
Baroda, MI 49101
(269) 123-3557

Come and visit Baroda's newest community center!

The Creek Community Center has

- six activity rooms
- two offices
- computer lab
- kitchen
- playground

We are building a gym for indoor sports and fitness activities.

Some of the programs for adults and children include:

- basketball
- soccer
- art
- (1)
- dance
- music

Please call the center for activity days and times.

Creek Community Center wants to help kids do well in school. The homework club meets Monday through Friday in the computer lab.

We always welcome volunteers. Please phone the center if you want to become a volunteer.

Part 4: Items Illustrating Content Reading: Level 2

1 What belongs on line 1?

- A cooks
- B cooker
- C cookies
- D** cooking

| Item | OBJECTIVE and Subskill | Description |
|------|---------------------------------------|--|
| 1 | READ WORDS Morphemes and Syntax | Recognize the proper word form in context. |

2 Where does the homework club meet?

- F office
- G playground
- H** computer lab
- J activity room

| Item | OBJECTIVE and Subskill | Description |
|------|---|--|
| 2 | READING COMPREHENSION Identify Information | Understand stated details in the text. |

3 Read the sentence from the sign.

Please call the center for activity days and times.

The word call means

- A help
- B visit
- C** phone
- D name

| Item | OBJECTIVE and Subskill | Description |
|------|----------------------------|--|
| 3 | READ WORDS Same Meaning | Recognize words used synonymously within the text. |

Part 4: Items Illustrating Content Reading: Level 3

Reading: Level 3

Directions: Read the passage. Then do Numbers 1 through 4.



At Levels 2, 3, and 4, Reading items are based on a reading passage.

Mount Saint Helens

Journal Entry: Saturday, August 19

We finished our two-week tour of the Cascade Mountain Range today with a trip to Mount Saint Helens. It is a volcano that erupted in 1980. When it erupted, it sent a cloud of ash over 75,000 feet high into the air in less than fifteen minutes. The eruption caused problems to the air and land throughout the state of Washington. The ash cloud eventually circled the world. Our group expected to see a lot of damage to the environment. Instead, we were amazed to find nature rebuilding itself. Of course, many trees still lay on the ground like matchsticks, but there was also a lot of new plant growth. We hiked several hours until we got to Johnston Ridge. Our view of the volcano's crater left us speechless. Finally, we hiked back down the mountain and drove to Seattle, where we enjoyed a delicious farewell dinner.

| Item | OBJECTIVE and Subskill | Description |
|------|---|---|
| 1 | QUANTITATIVE LITERACY Numbers and Numeracy Terms | Recognize cardinal and ordinal numbers in written form. |

- 1 What is the correct way to write 75,000?
- A seventy-five hundred
 - B seventy-five thousand
 - C seven thousand five hundred
 - D seven hundred fifty thousand

Part 4: Items Illustrating Content Reading: Level 3

2 In the phrase “left us speechless,” the word speechless means

- F speaking quietly
- G forgetting to speak
- H** not able to speak
- J not speaking much

| Item | OBJECTIVE and Subskill | Description |
|------|------------------------------------|--|
| 2 | READ WORDS Morphemes and Syntax | Recognize the meaning of common affixes. |

3 Read the sentence from the passage.

We were amazed to find nature rebuilding itself.

Which word means the OPPOSITE of amazed?

- A shocked
- B confused
- C hoping
- D** expecting

| Item | OBJECTIVE and Subskill | Description |
|------|--------------------------------|--|
| 3 | READ WORDS Opposite Meaning | Recognize the opposite of a word in context. |


4 Which statement is an OPINION?

- F The crater can be seen from Johnston Ridge.
- G The eruption caused damage throughout the state of Washington.
- H** The trees on the ground looked like matchsticks.
- J The ash cloud reached its highest point in less than fifteen minutes.

| Item | OBJECTIVE and Subskill | Description |
|------|---|-------------------------------------|
| 4 | READING COMPREHENSION Extend Meaning | Demonstrate critical understanding. |

Reading: Level 4

Directions: Read the passage. Then do Numbers 1 through 3.



Refrigerator Storage Tips

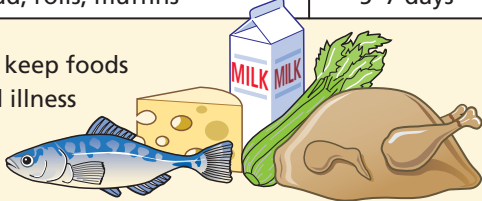
Proper food storage is important for your health. It helps to prevent the growth of dangerous bacteria that can cause illness. Bacteria grow most rapidly between 40° and 140°F. Here are some tips for using your refrigerator to store food correctly:

- 1) Make sure that the refrigerator is working properly so that it stays at or below 40°F. To do this, always keep a refrigerator thermometer in the refrigerator.
- 2) Make sure that the refrigerator door closes tightly and remains closed. Only open the refrigerator when necessary.
- 3) Check dates on food packages. Many foods have a “use by” date on the package.

Below is a list of foods and their proper storage times in the refrigerator.

| Category | Examples | Storage Time |
|------------------|--|--------------|
| (1) | chicken, turkey (uncooked) | 1–2 days |
| Fish & shellfish | salmon, bass, shrimp, clams (uncooked) | 1–2 days |
| Meat | steaks, chops, roasts (uncooked) | 3–5 days |
| Dairy | milk, cream | 4–5 days |
| Baked products | bread, rolls, muffins | 5–7 days |

By following these tips, you can keep foods at a safe temperature and avoid illness caused by bacteria.



Part 4: Items Illustrating Content Reading: Level 4

- 1 Read the sentence from the passage.

Bacteria grow most rapidly between 40° and 140°F.

The phrase most rapidly means

- A least
- B slowest
- C** quickest
- D regularly

| Item | OBJECTIVE and Subskill | Description |
|------|---------------------------------|--|
| 1 | READ WORDS Words and Phrases | Comprehend common affixes and comparative forms. |

- 2 What belongs on line 1?

- F Eggs
- G Fruit
- H** Poultry
- J Vegetables

| Item | OBJECTIVE and Subskill | Description |
|------|--|--|
| 2 | READ WORDS Appropriate Associated Information | Comprehend context in order to supply missing information. |

- 3 The passage says proper food storage is important because

- A it keeps food tasting fresh.
- B** it prevents bacteria growth.
- C it helps the refrigerator stay cold.
- D it reduces the need for a thermometer.

| Item | OBJECTIVE and Subskill | Description |
|------|--|--|
| 3 | READING COMPREHENSION Construct Meaning | Derive meaning from related pieces of information. |

Part 4: Items Illustrating Content Listening: Level 1

Listening


With the use of a CD, the Listening test presents items in a spoken format of varying lengths, from adjacency pairs to short passages. Familiar adult contexts are used so that examinees are assessed in meaningful community, work, and education situations. Examinees are tested in quantitative literacy, listening comprehension, and interpersonal skills. Lower-level examinees are also tested on discerning beginning and ending sounds of words.

Listening: Level 1






For Listening items, the examinee listens to the test directions, passages, questions, and answer choices played from a CD. Only the answer choices appear in the test book.

| Item | OBJECTIVE and Subskill | Description |
|------|---|----------------------------|
| 1 | QUANTITATIVE LITERACY Numbers and Numeracy Terms | Identify cardinal numbers. |


 The speed limit is 55 miles per hour. What number did you hear?

1

(A) (B) ●

| Item | OBJECTIVE and Subskill | Description |
|------|--|-----------------------------|
| 2 | LISTEN FOR INFORMATION Discern Sounds | Recognize beginning sounds. |

 What word has the same **BEGINNING** sound as bed?

2

(F) cab
(G) dark
● boat

Part 4: Items Illustrating Content Listening: Level 1

Lunch Hour

(Liz): Hi Natalie! Ready to go shopping?

(Natalie): Yes, I'm ready. Let's take my car.

(Liz): Great! I'm glad we can shop for Jesse's gift during our lunch hour.

(Natalie): Me, too. Do you have any gift ideas?

(Liz): Yeah, he needs a coffee maker. And if we buy it together, we could get a nice one.



The full Listening manuscript is provided to the examiner in the Test Directions.



What are the women going to buy?

3

- (A) a car
- (B) a lunch
- (C) a coffee maker



What is the conversation mostly about?

4

- (A) buying a gift
- (B) going to lunch
- (C) planning a party

| Item | OBJECTIVE and Subskill | Description |
|------|---|---|
| 3 | LISTEN FOR INFORMATION Stated Concepts | Understand a paraphrase of a concept from a conversation. |

| Item | OBJECTIVE and Subskill | Description |
|------|--------------------------------|---|
| 4 | INTERPRET MEANING Main Idea | Comprehend the relevance of a conversation. |

Part 4: Items Illustrating Content Listening: Level 2

Listening: Level 2



It is important to prepare for the administration of the test as the examiner stops and starts the CD between each Listening item. See the Test Directions for more details.

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 3 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.

| Item | OBJECTIVE and Subskill | Description |
|------|-----------------------------------|--|
| 1 | LISTEN FOR INFORMATION Details | Recall specific information communicated through an oral presentation. |



What vegetable is in the casserole?

1

- A peas
- B** carrots
- C potatoes

| Item | OBJECTIVE and Subskill | Description |
|------|---|---|
| 2 | INTERPERSONAL SKILLS Determine Roles | Identify the role of a speaker through nonidentifying speech. |



Who is the speaker?

2

- F a waiter
- G** a teacher
- H a student

| Item | OBJECTIVE and Subskill | Description |
|------|-------------------------------|--|
| 3 | INTERPRET MEANING Forecast | Predict the event most likely to occur next based on the information presented orally. |



What will the class probably do next?

3

- A Go home.
- B Buy ingredients.
- C** Make a casserole.

Listening: Level 3

Extra Delivery

Hi Joe, this is Marty. I'm leaving you this phone message because I won't be in the office all day. I'd like you to make an extra delivery at the end of the day. After you finish your regular route, you'll need to drive about 30 miles north to Springfield to drop off a sofa. I left the address and a map for you on the bulletin board. And since the sofa weighs a ton, I am sending Anthony to help you. He's new, but he's a good worker and is very strong. It shouldn't take you more than an hour but you'll probably get back a bit late tonight. And since you're doing extra work today, you can take off early tomorrow.



What does Marty mean when he says, "you can take off early tomorrow"?

- 1 A Joe has to work faster tomorrow.
- B Joe can leave work early tomorrow.
- C Joe will start work earlier tomorrow.

| Item | OBJECTIVE and Subskill | Description |
|------|--|---|
| 1 | INTERPERSONAL SKILLS Idiom/Expression | Understand an expression that differs from its literal meaning. |

Part 4: Items Illustrating Content Listening: Level 3

| Item | OBJECTIVE and Subskill | Description |
|------|--------------------------------------|--|
| 2 | INTERPRET MEANING Cause/Effect | Use reasoning to understand causality. |



Anthony will help Joe because

2

- F** the sofa is heavy.
- G** Anthony is a new employee.
- H** Joe needs directions to Springfield.

| Item | OBJECTIVE and Subskill | Description |
|------|--------------------------------------|--|
| 3 | INTERPRET MEANING Fact/Opinion | Determine whether a statement is a fact. |



Which of the following statements is a fact?

Statement 1: I am sending Anthony to help you.
Statement 2: He's a good worker and is very strong.

Statement 3: It shouldn't take you more than an hour.

3

- A** Statement 1
- B** Statement 2
- C** Statement 3

Listening: Level 4



(Customer): **Will I be charged for this dessert?**

(Waiter): **No, you won't. It's on the house.**

What does the waiter mean when he says, "It's on the house"?

1

- A** The restaurant will pay for the dessert.
- B** The customer must take the dessert home.
- C** The waiter will remove the dessert from the table.

| Item | OBJECTIVE and Subskill | Description |
|------|--|---|
| 1 | INTERPERSONAL SKILLS Idiom/Expression | Understand an expression that differs from its literal meaning. |

Sample items are provided in order to give examinees practice with the variety of item types.



Buying Network

(Host): Welcome, everyone, to the Buying Network! Today's special item is this beautiful wool area rug. It is six by nine feet. This is the finest rug on the market. Right now we have a special price of \$250, but you must call in the next five minutes. After that, the price goes up to \$290. Looks like we have a caller on the phone. Hello, Caller.

(Caller): Hello. Can you tell me what colors it comes in?

(Host): The rug comes in three colors: black, red, and blue. However, we only have five blue ones remaining. Again, this is the finest wool rug you will find at this special price.

(Caller): Oh, great. I was hoping it came in blue. Thanks.

(Host): Thank you for calling. Well, it looks like our time is just about up on the rug. You only have one minute left to get the special price of \$250. Coming up after the commercial, I will show you a lawn mower that both cuts and bags your grass. So stay tuned!

Part 4: Items Illustrating Content Listening: Level 4



Which of the following statements is an opinion?

Statement 1: It is six by nine feet.

Statement 2: The rug comes in three colors.

Statement 3: This is the finest rug on the market.

2

F Statement 1

G Statement 2

H Statement 3

| Item | OBJECTIVE and Subskill | Description |
|------|--------------------------------------|--|
| 2 | INTERPRET MEANING Fact/Opinion | Determine whether a statement is an opinion. |



What will the caller probably do next?

3

A Go to the store.

B Order a blue rug.

C Buy a lawn mower.

| Item | OBJECTIVE and Subskill | Description |
|------|----------------------------------|--|
| 3 | INTERPRET MEANING Forecast | Predict the event most likely to occur next based on a conversation. |



What does the caller want to know about the rug?

4

F the sizes

G the prices

H the colors

| Item | OBJECTIVE and Subskill | Description |
|------|---|-------------------------------------|
| 4 | INTERPRET MEANING Speaker Purpose | Identify meaning in a conversation. |

Part 4: Items Illustrating Content Writing: Level 1

Writing

The Writing test uses multiple-choice items to gauge the examinee's knowledge of English language grammar and mechanics, and constructed-response items to measure the application of this knowledge in expository writing. Multiple-choice items test quantitative literacy, usage and conventions, and sentence formation and coherence.

The constructed-response items are scored using holistic rubrics to assess the expository writing ability of the examinee. Lower-level examinees describe pictures and fill out realistic forms. Higher-level examinees write descriptions, brief work- or community-related letters, and a short essay.

Writing: Level 1



There are two parts of the Writing test. The first part is in the test book and contains multiple-choice items. The second part is the Expository Writing Folio, which contains the constructed-response items.

| Item | OBJECTIVE and Subskill | Description |
|------|---|---|
| 1 | QUANTITATIVE LITERACY Numbers and Numeracy Terms | Recognize numbers written (cardinal and ordinal). |

Directions: Choose the word that correctly completes the sentence.

- 1 The number 11 is the same as _____.
- (A) one
- (B) eleven
- (C) twelve

| Item | OBJECTIVE and Subskill | Description |
|------|---------------------------------------|--|
| 2 | USAGE AND CONVENTIONS Noun Phrases | Build grammatical sentences using the elements of a noun phrase. |

Directions: Choose the word that correctly completes the sentence.

- 2 The glass _____ milk is on the table.
- (A) of
- (B) in
- (C) on

Part 4: Items Illustrating Content Writing: Level 1

Directions: Choose the correct sentence.

- 3
- (A) Where live you?
 - (B) Where do you live?
 - (C) Where you live?

| Item | OBJECTIVE and Subskill | Description |
|------|--|--|
| 3 | SENTENCE FORMATION AND COHERENCE Sentence Formation | Recognize the proper sequence of words in forming interrogative sentences. |

Directions: Complete the form. Use only information from the Answer List. One line is completed.

4

Answer List

2002
Marla García
XYZ034
Silver
Nexus LS

| Item | OBJECTIVE and Subskill | Description |
|------|---|---|
| 4 | EXPOSITORY WRITING Write to Accomplish Tasks | Correctly place information in documents. |

Application for Parking Permit

Name Marla García

Car License _____

Car Make & Model _____

Year _____ Color _____



Writing: Level 2

| Item | OBJECTIVE and Subskill | Description |
|------|--|--|
| 1 | SENTENCE FORMATION AND COHERENCE Sentence Coherence | Combine ideas using appropriate and logical coherence devices. |

Directions: Read the two underlined sentences. Then choose the sentence that **BEST** combines them.

1 Natalia didn't like her neighborhood.
She moved to another one.

A Natalia didn't like her neighborhood, but she moved to another one.


B Natalia didn't like her neighborhood, she moved to another one.

C Natalia didn't like her neighborhood, so she moved to another one.

| Item | OBJECTIVE and Subskill | Description |
|------|---|--|
| 2 | EXPOSITORY WRITING Write to Describe | Describe people, scenes, and situations. |

Directions: Write two sentences about the picture.

2



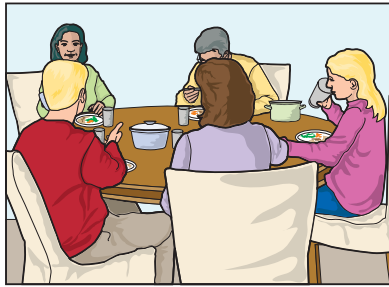
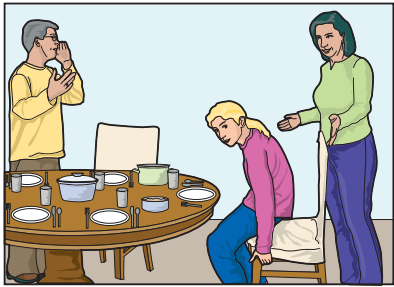
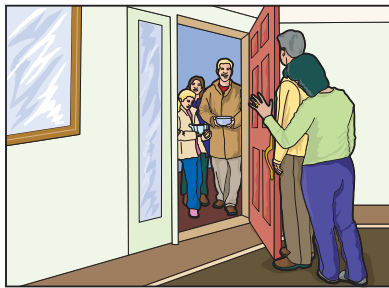
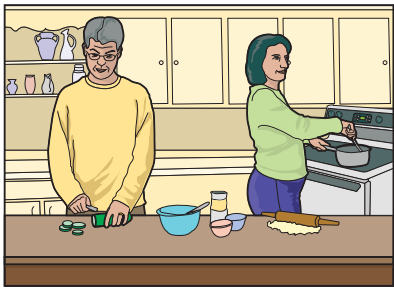
1. _____

2. _____

Constructed-response items at lower levels are picture-based to assist the examinees in creating meaningful responses.

Directions: Write a paragraph about the pictures. The first sentence is written for you. Write another sentence about the first picture. Then write at least one sentence for each of the other three pictures.

3



The Romani family invited friends for dinner at their house.

| Item | OBJECTIVE and Subskill | Description |
|------|--|--|
| 3 | EXPOSITORY WRITING Extended Writing | Write a brief narrative based on a picture sequence. |

Part 4: Items Illustrating Content Writing: Level 3

Writing: Level 3

| Item | OBJECTIVE and Subskill | Description |
|------|---------------------------------------|--|
| 1 | USAGE AND CONVENTIONS Verb Phrases | Build grammatical sentences using the elements of a verb phrase. |

Directions: Choose the correct sentence.

- 1
- A Always Ernie is late for class.
 - B Ernie is late always for class.
 - C Ernie is always late for class.

| Item | OBJECTIVE and Subskill | Description |
|------|--|----------------------------|
| 2 | SENTENCE FORMATION AND COHERENCE Sentence Formation | Recognize fragment errors. |

Directions: Choose the COMPLETE sentence.

- 2
- F Coming to the United States in 2000.
 - G I knew almost no English.
 - H Because I never studied it in my country.

3

Request Letter

You live in Sunset Apartments. There is a noisy highway next to the apartment building. Write a letter to the City Council and ask them to build a wall between the apartments and the highway. Explain who you are, where you live, and why you want the city to build a wall. Include today's date and the necessary parts of a letter.

| Item | OBJECTIVE and Subskill | Description |
|------|---|--|
| 3 | EXPOSITORY WRITING Write to Accomplish Tasks | Write a short letter in appropriate format based on a workplace or community scenario. |

The examiner reads aloud the directions prior to administering each of the five constructed-response items in the Expository Writing Folio.

Part 4: Items Illustrating Content Writing: Level 4

Writing: Level 4

| Item | OBJECTIVE and Subskill | Description |
|------|--|--|
| 1 | QUANTITATIVE LITERACY Numbers and Numeracy Terms | Understand terms of measure, time, and currency. |

Directions: Choose the word that correctly completes the sentence.

- 1 Lake Tahoe's _____ is more than 1,600 feet.
- A depth
 - B height
 - C area

| Item | OBJECTIVE and Subskill | Description |
|------|---|--------------------------------------|
| 2 | USAGE AND CONVENTIONS Writing Conventions | Use appropriate writing conventions. |

Directions: Choose the correct sentence.

- 2
- F I will return to work on Monday, August 6.
 - G I will return to work on, Monday, August 6.
 - H I will return to work on Monday August 6.

Part 4: Items Illustrating Content Writing: Level 4

Directions: Read the sentences. Then choose the word that **BEST** completes the paragraph.

- 3 Under normal driving conditions, you can drive safely by following the posted speed limits. _____, the posted limits are not always safe. The “basic speed law” says that you should never drive faster than is safe for the road and weather conditions.

- A Also
- B Consequently
- C Nevertheless**

| Item | OBJECTIVE and Subskill | Description |
|------|---|--|
| 3 | SENTENCE FORMATION AND COHERENCE Sentence Coherence | Combine ideas using appropriate and logical coherence devices. |

- 4 Think of a big change that has happened in your life. What changed and why? Write two or more paragraphs to describe your life before and after this change.

| Item | OBJECTIVE and Subskill | Description |
|------|--|--|
| 4 | EXPOSITORY WRITING Extended Writing | Write a composition based on a prompt. |



Constructed-response items are scored using a 0–3 or 0–4 rubric. See the Writing Scoring Guide for more information and sample scores.

Part 4: Items Illustrating Content Speaking: Level 1

Speaking

The Speaking test is individually administered, using picture-based stimuli to elicit spoken responses within a variety of social contexts. It determines the examinee's proficiency in quantitative literacy, social interaction, providing information, and accomplishing goals. Realistic work and community contexts integrate crucial speaking skills, such as phone competency, expressing opinions, negotiating meaning, describing, and giving instructions.

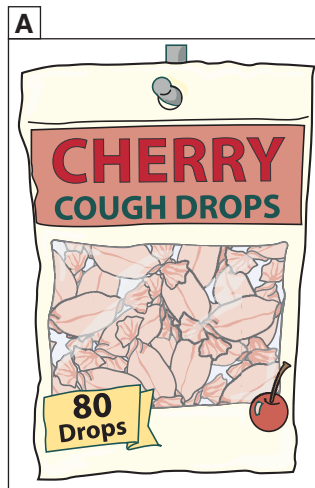
In order to provide the most valid scores possible, most of the Speaking test items incorporate a multiple-criteria rubric that simultaneously measures grammar, meaning, and appropriateness for spoken responses. Examinees receive credit for a strong performance in one or more areas, rather than simply receiving a one-dimensional score.

Speaking: Level 1



Speaking items are scored using a multiple-criteria rubric. Prior to administering the Speaking items, the examiner needs to read the Speaking Scoring Guide for details, samples, and training suggestions.

| Item | OBJECTIVE and Subskill | Description |
|------|--|-----------------------------|
| 1 | QUANTITATIVE LITERACY Numbers and Numeracy Terms | Verbalize cardinal numbers. |



1 **SAY** Look at Picture A.



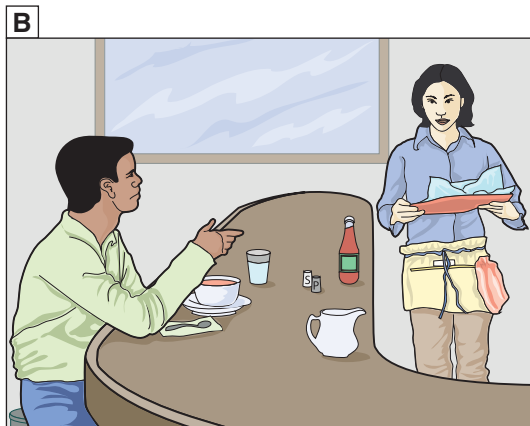
Point to the number 80 in Picture A.

SAY How many cough drops are in this bag?

RESPONSE 0 1 2

Correct response: Eighty / Eighty cough drops

Part 4: Items Illustrating Content Speaking: Level 1



2  **SAY**

Point to the man in Picture B.

Look at Picture B. This is you. You asked for a cup of hot soup, but the soup you got was cold. What do you say to the woman?

| | | | | |
|-----------------|---|---|---|---|
| GRAMMAR | 0 | 1 | 2 | 3 |
| MEANING | 0 | 1 | 2 | 3 |
| APPROPRIATENESS | 0 | 1 | 2 | 3 |

Examples of a top-score response:

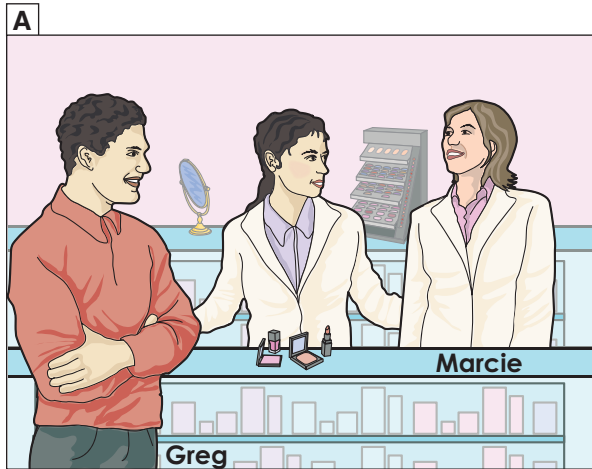
- a) Excuse me. This soup is cold.
- b) I'm sorry. This isn't what I want.

| Item | OBJECTIVE and Subskill | Description |
|------|---|--|
| 2 | ACCOMPLISH GOALS Express Dissatisfaction/ Apology | Express dissatisfaction with a product, service, or statement. |

Speaking: Level 2

In the Speaking test, the examinee sees only the illustrations. The examiner sees the written text and the scoring rubric. The words in bold are spoken by the examiner.

| Item | OBJECTIVE and Subskill | Description |
|------|---|---|
| 1 | SOCIAL INTERACTION Greetings/ Inquiries/ Leave-Takings | Use appropriate language skills when greeting, asking about, or leaving others. |



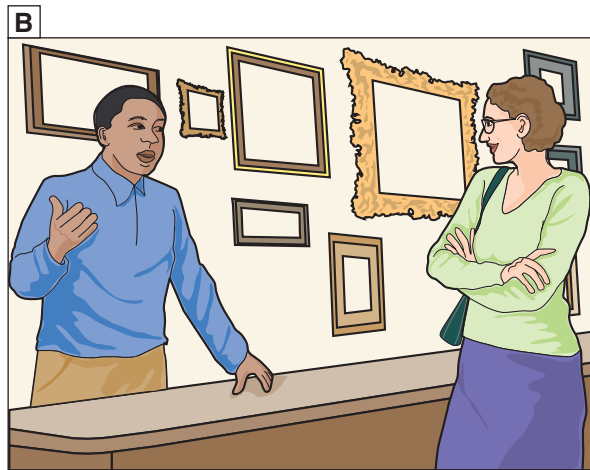
- 1 Point to the woman in the middle of Picture A.
SAY **Look at Picture A. This is you.**
 Point to the man in Picture A.
SAY **You want to introduce your friend Greg to Marcie, who works with you. What do you say?**

| | | | | |
|-----------------|---|---|---|---|
| GRAMMAR | 0 | 1 | 2 | 3 |
| MEANING | 0 | 1 | 2 | 3 |
| APPROPRIATENESS | 0 | 1 | 2 | 3 |

Examples of a top-score response:

- a) Greg, I want you to meet Marcie.
- b) Marcie, I'd like you to meet my friend Greg.

Part 4: Items Illustrating Content Speaking: Level 2



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?

| Item | OBJECTIVE and Subskill | Description |
|------|--|--|
| 2 | ACCOMPLISH GOALS Negotiate Meaning | Ask for clarification and explanation. |

Speaking: Level 3

| Item | OBJECTIVE and Subskill | Description |
|------|---|--|
| 1 | SOCIAL INTERACTION Phone Competency | Use proper etiquette and conventions in phone calls. |



1 Point to the man on the phone in Picture A.

SAY Look at Picture A. This is you. A customer wants to know if you sell barbecue grills. You call the Garden and Patio department to find out.

Examiner puts hand to ear as if holding a phone.

SAY RING. RING. Garden and Patio, this is Robin. (Pause.) What do you say?

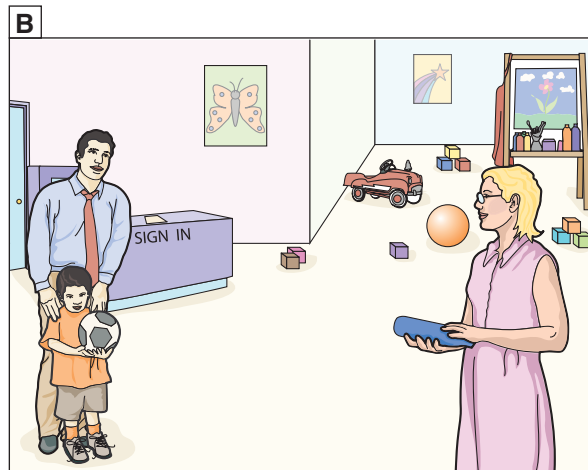
| | | | | |
|-----------------|---|---|---|---|
| GRAMMAR | 0 | 1 | 2 | 3 |
| MEANING | 0 | 1 | 2 | 3 |
| APPROPRIATENESS | 0 | 1 | 2 | 3 |

Examples of a top-score response:

- a) Yeah, hi, this is Joe in Sporting Goods. Do we sell barbecue grills?
- b) Hello. Do we have any barbecue grills?

The examiner scores the items immediately after responses are given.

Part 4: Items Illustrating Content Speaking: Level 3



2  **SAY**

Point to the man in Picture B.

Look at Picture B. This is you. You usually pick up your son, Tony, at the daycare center at 3:30. However, this week you can't come until 5:30. What do you ask the teacher at the daycare center?

| | | | | |
|-----------------|---|---|---|---|
| GRAMMAR | 0 | 1 | 2 | 3 |
| MEANING | 0 | 1 | 2 | 3 |
| APPROPRIATENESS | 0 | 1 | 2 | 3 |

Examples of a top-score response:

- Can I pick up Tony at 5:30 this week? I have to work late.
- My work schedule is different this week. Can I pick up Tony at 5:30?

| Item | OBJECTIVE and Subskill | Description |
|------|---|--|
| 2 | ACCOMPLISH GOALS Requests/ Permission | Use appropriate language when requesting permission. |

Part 4: Items Illustrating Content Speaking: Level 3



| Item | OBJECTIVE and Subskill | Description |
|------|--|---|
| 3 | PROVIDE INFORMATION Narrate/ Paraphrase Events (Narrative Sample) | Narrate events shown in a series of pictures. |

- 3 (Narrative Sample)
SAY Here are two pictures. They show what Nathan did yesterday. Look at BOTH the pictures now. I will start with Picture C. Then you will tell me what happened in Picture D. You should use a complete sentence. First, let's look at Picture C.

Point to the man in Picture C.

SAY I will do this one for you as a sample. (Pause.)
 Nathan broke a vase in his home. (Pause.)

| Item | OBJECTIVE and Subskill | Description |
|------|---|---|
| 4 | PROVIDE INFORMATION Narrate/ Paraphrase Events | Narrate events shown in a series of pictures. |

- 4 Point to the man in Picture D.

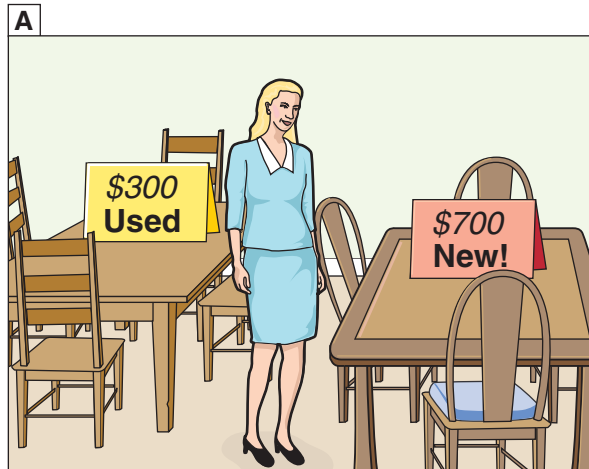
SAY Look at Picture D. What happened next?



| | | | | |
|---------|---|---|---|---|
| GRAMMAR | 0 | 1 | 2 | 3 |
| MEANING | 0 | 1 | 2 | 3 |

Examples of a top-score response:

- He fixed the vase.
- Nathan glued the pieces of the vase together.

Speaking: Level 4



- 1 SAY** Look at Picture A.
-  Point to the table labeled *USED*.
- SAY** Betsy needs to buy a table and chairs for her dining room. She could save money if she bought a used table.
-  Point to the table labeled *NEW*.
- SAY** However, she really likes the style of the new table. What advice would you give her?

| | | | | |
|---------|---|---|---|---|
| GRAMMAR | 0 | 1 | 2 | 3 |
| MEANING | 0 | 1 | 2 | 3 |

Examples of a top-score response:

a) I would buy the used table set. You don't need a fancy new dinner table.

b) She should buy the new one. It's nicer, and it will last a long time.

To ensure reliability in scoring, the examiner is encouraged to tape-record responses or jot notes in the test book or on a pad of paper to accurately recall the examinee responses.

| Item | OBJECTIVE and Subskill | Description |
|------|---------------------------------------|--|
| 1 | SOCIAL INTERACTION Express Opinion | Indicate a preference, or support an argument. |

Part 4: Items Illustrating Content Speaking: Level 4

| Item | OBJECTIVE and Subskill | Description |
|------|---|---|
| 2 | ACCOMPLISH GOALS Requests/ Permission | Use appropriate language to apologize for one's actions or words. |



2 Point to the receptionist behind the counter in Picture B.

SAY

Look at Picture B. This is you. A patient is complaining to you because she has been waiting forty-five minutes for her appointment with the doctor. The doctor is very busy. The woman needs to know why she hasn't seen the doctor yet. What do you say?

| | | | | |
|-----------------|---|---|---|---|
| GRAMMAR | 0 | 1 | 2 | 3 |
| MEANING | 0 | 1 | 2 | 3 |
| APPROPRIATENESS | 0 | 1 | 2 | 3 |

Examples of a top-score response:

- I'm sorry you had to wait. The doctor will see you soon.
- I apologize. It's very busy today. Please wait just a little longer.

Part 4: Items Illustrating Content Speaking: Level 4



3

(Instructions Sample)

SAY Here are two pictures. They show you how to return an item for a refund. Look at both the pictures now. I will start the instructions with Picture C. Then you will tell me the instructions for the other picture. You should use a complete sentence. First, let's look at Picture C.



Point to the woman with the box in Picture C.

SAY The instructions are: "First, take your item to the Customer Service counter at the store where you bought it." (Pause.)

4



Point to the woman in Picture D.

SAY Look at Picture D. What do you do next?

| | | | | |
|---------|---|---|---|---|
| GRAMMAR | 0 | 1 | 2 | 3 |
| MEANING | 0 | 1 | 2 | 3 |

Examples of a top-score response:

- Give them your item and your receipt.
- Show the person your receipt and ask for a refund.

| Item | OBJECTIVE and Subskill | Description |
|------|---|------------------------------------|
| 3 | PROVIDE INFORMATION Instructions/ Directions/ Locations (Instructions Sample) | Provide step-by-step instructions. |

| Item | OBJECTIVE and Subskill | Description |
|------|--|------------------------------------|
| 4 | PROVIDE INFORMATION Instructions/ Directions/ Locations | Provide step-by-step instructions. |

Part 5: Item Classifications by Objectives



Part 5: Item Classifications by Objectives

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Part 5: Item Classifications by Objectives

Introduction

The following tables display the item classifications by objectives and subskills for the *Tests of Adult Basic Education (TABE) Complete Language Assessment System—English, Forms A and B*. Items are classified by test form, skill area, objective, and subskill.

Description of the Elements of Item Classifications by Objectives and Subskills

1 2
Form A, Reading

| Objective and Subskill | Level | | | |
|---|--|--|---|---|
| Reading | 1 | 2 | 3 | 4 |
| 3 Quantitative Literacy Numbers and Numeracy Terms | 1, 3, 5, 8 | 3, 4, 8, 9, 12, 18, 22 | 4, 9, 14, 15 | 5, 8, 12, 16 |
| 4 Read Words Morphemes and Syntax Words and Phrases Same Meaning Opposite Meaning Appropriate Associated Information | 2, 4, 6, 7, 9 | 10 6, 17, 21 11 | 11, 13, 21 8, 19 3, 20 25 10 | 1, 9, 21 20, 22 15, 19 4, 6, 14 |
| Reading Comprehension Identify Information Construct Meaning Extend Meaning | 10, 11, 12, 15, 18, 19, 20, 21, 23, 25 16, 22, 24 | 1, 2, 5, 14, 15, 16, 19, 20 7, 13, 23, 24 | 1, 6, 12, 22 5, 7, 16, 23, 24 2, 17, 18 | 2, 3, 10, 13, 17, 23 11, 18, 24, 25 7 |

5

1. TABE test form
2. Skill area
3. Objective
4. Subskill(s)
5. Item number(s) that correspond to targeted objectives and subskills

Part 5: Item Classifications by Objectives

TABE Complete Language Assessment System—English Item Classifications by Objectives and Subskills

Form A, Reading

| Objective and Subskill | Level | | | |
|------------------------------------|--|-----------------------------|------------------|----------------------|
| | 1 | 2 | 3 | 4 |
| Reading | | | | |
| Quantitative Literacy | | | | |
| Numbers and Numeracy Terms | 1, 3, 5, 8 | 3, 4, 8, 9, 12, 18, 22 | 4, 9, 14, 15 | 5, 8, 12, 16 |
| Read Words | | | | |
| Morphemes and Syntax | | 10 | 11, 13, 21 | 1, 9, 21 |
| Words and Phrases | 2, 4, 6, 7, 9 | 6, 17, 21 | 8, 19 | 20, 22 |
| Same Meaning | | 11 | 3, 20 | 15, 19 |
| Opposite Meaning | | | 25 | |
| Appropriate Associated Information | 13, 14, 17 | 25 | 10 | 4, 6, 14 |
| Reading Comprehension | | | | |
| Identify Information | 10, 11, 12, 15, 18, 19, 20, 21, 23, 25 | 1, 2, 5, 14, 15, 16, 19, 20 | 1, 6, 12, 22 | 2, 3, 10, 13, 17, 23 |
| Construct Meaning | 16, 22, 24 | 7, 13, 23, 24 | 5, 7, 16, 23, 24 | 11, 18, 24, 25 |
| Extend Meaning | | | 2, 17, 18 | 7 |

Form B, Reading

| Objective and Subskill | Level | | | |
|------------------------------------|--|----------------------------|-----------------|---------------|
| | 1 | 2 | 3 | 4 |
| Reading | | | | |
| Quantitative Literacy | | | | |
| Numbers and Numeracy Terms | 2, 3, 10, 12 | 1, 7, 10, 22 | 6, 11, 16, 17 | 3, 4, 8, 11 |
| Read Words | | | | |
| Morphemes and Syntax | | 20 | 15, 22, 25 | 18 |
| Words and Phrases | 1, 4, 5, 6, 7, 8 | 2, 24, 25 | 4 | 1, 21, 25 |
| Same Meaning | | 15, 21 | 9, 21 | 14, 15, 23 |
| Opposite Meaning | | | 5 | 19 |
| Appropriate Associated Information | 16, 22 | 8, 11, 12, 19 | 13, 20 | 7, 17 |
| Reading Comprehension | | | | |
| Identify Information | 13, 14, 15, 18, 19, 20, 21, 23, 24, 25 | 3, 4, 5, 9, 13, 14, 17, 23 | 1, 7, 14, 18 | 9, 20, 24 |
| Construct Meaning | 9, 11, 17 | 6, 16, 18 | 2, 3, 8, 23, 24 | 6, 10, 13, 16 |
| Extend Meaning | | | 10, 12, 19 | 2, 5, 12, 22 |

Part 5: Item Classifications by Objectives

Form A, Listening

| Objective and Subskill | Level | | | |
|--|--|--|--|-------------------------------|
| | 1 | 2 | 3 | 4 |
| Listening | | | | |
| Quantitative Literacy Numbers and Numeracy Terms | 1, 2, 3, 5 | 1, 2, 3, 4, 5 | 1, 2, 3, 4 | 1, 2, 3, 4 |
| Listen for Information Discern Sounds Details Stated Concepts | 8, 9, 10 14, 17, 20 11, 23 | 10, 11, 12 17 | 9, 15, 19, 23 12, 16 | 11, 16, 19, 22 12, 17, 23 |
| Interpersonal Skills Idiom/Expression Determine Roles Instructions | 21 4, 18 6, 7 | 18, 20 6, 7, 16, 21 8, 9 | 20, 21 7 5, 6, 8 | 9, 13, 18, 24 5, 6 7, 8 |
| Interpret Meaning Cause/Effect Fact/Opinion Main Idea Forecast Speaker Purpose | 24 12, 15, 25 13, 16 19, 22 | 13, 23 14, 24 19, 22 15, 25 | 10 17, 24 11, 13, 25 22 14, 18 | 20 10, 14 21 15, 25 |

Form B, Listening

| Objective and Subskill | Level | | | |
|--|--|---------------------------------------|--|---|
| | 1 | 2 | 3 | 4 |
| Listening | | | | |
| Quantitative Literacy Numbers and Numeracy Terms | 3, 4, 20, 23 | 1, 4, 5, 19 | 1, 2, 3, 4 | 1, 2, 3, 16 |
| Listen for Information Discern Sounds Details Stated Concepts | 13, 14, 15, 16 22 17 | 10, 11, 12 20, 24 23 | 7, 14, 15, 19, 23 18 | 14, 15, 22, 25 13, 20, 24 |
| Interpersonal Skills Idiom/Expression Determine Roles Instructions | 5, 10 6, 19 1, 2, 7 | 7, 16 2, 14, 17 3, 15 | 10, 17, 24 5, 6 | 21 4, 5 6, 17 |
| Interpret Meaning Cause/Effect Fact/Opinion Main Idea Forecast Speaker Purpose | 18, 25 21, 24 9 8, 11, 12 | 9 18, 21, 25 6, 8, 22 13 | 11, 12 20 13, 16, 22 8, 25 9, 21 | 8 9, 10 12, 18, 23 7, 11 19 |

Part 5: Item Classifications by Objectives

Form A, Writing

| Objective and Subskill | Level | | | |
|---|---------------------------------------|-----------------|----------------|----------------|
| | 1 | 2 | 3 | 4 |
| Writing | | | | |
| | Test Book Items | | | |
| Quantitative Literacy | | | | |
| Numbers and Numeracy Terms | 1, 2, 3, 5 | 1, 2, 3, 4 | 1, 2, 3, 7 | 1, 2, 3, 4 |
| Usage and Conventions | | | | |
| Verb Phrases | 4, 8, 11, 12 | 5, 6, 7, 10, 14 | 8, 11, 13, 14 | 7, 8, 9, 13 |
| Noun Phrases | 6, 7, 9, 16 | 8, 9, 11 | 4, 5, 6 | 5, 6, 15 |
| Writing Conventions | 10, 13, 14, 15 | 12, 13, 15 | 9, 10, 15 | 10, 11, 12 |
| Sentence Formation and Coherence | | | | |
| Sentence Formation | 17, 18 | 16, 17 | 12, 16 | 14, 16 |
| Sentence Coherence | 19, 20 | 18, 19, 20 | 17, 18, 19, 20 | 17, 18, 19, 20 |
| | Expository Writing Folio Items | | | |
| Expository Writing | | | | |
| Write to Describe | 1, 2 | 1, 2 | 1, 2 | 1, 2 |
| Write to Accomplish Tasks | 3, 4 | 3, 4 | 3, 4 | 3, 4 |
| Extended Writing | 5 | 5 | 5 | 5 |

Form B, Writing

| Objective and Subskill | Level | | | |
|---|---------------------------------------|------------------|--------------------|----------------|
| | 1 | 2 | 3 | 4 |
| Writing | | | | |
| | Test Book Items | | | |
| Quantitative Literacy | | | | |
| Numbers and Numeracy Terms | 1, 2, 3, 4 | 1, 2, 3, 4 | 1, 2, 3, 4 | 1, 2, 3, 4 |
| Usage and Conventions | | | | |
| Verb Phrases | 5, 8, 16, 17 | 5, 6, 8, 13 | 5, 6, 7 | 5, 9, 10, 11 |
| Noun Phrases | 6, 7, 9, 15 | 7, 9, 12, 14, 16 | 8, 9, 10, 11 | 7, 8, 14, 16 |
| Writing Conventions | 10, 12, 13, 14 | 11, 15 | 14, 15 | 6, 13 |
| Sentence Formation and Coherence | | | | |
| Sentence Formation | 11, 18 | 10, 17 | 13, 16 | 12, 15 |
| Sentence Coherence | 19, 20 | 18, 19, 20 | 12, 17, 18, 19, 20 | 17, 18, 19, 20 |
| | Expository Writing Folio Items | | | |
| Expository Writing | | | | |
| Write to Describe | 1, 2 | 1, 2 | 1, 2 | 1, 2 |
| Write to Accomplish Tasks | 3, 4 | 3, 4 | 3, 4 | 3, 4 |
| Extended Writing | 5 | 5 | 5 | 5 |

Part 5: Item Classifications by Objectives

Form A, Speaking

| Objective and Subskill | Level | | | |
|--|------------------------|------------------------|------------------------|----------------------------|
| | 1 | 2 | 3 | 4 |
| Speaking | | | | |
| Quantitative Literacy Numbers and Numeracy Terms | 1, 2, 3 | 1, 2, 3 | 1, 2, 3 | 1, 2, 3 |
| Social Interaction Greetings/Inquiries/Leave-Takings Phone Competency Express Opinion | 9, 10 11 | 9 10 11 | 9, 10 11 | 9, 10 7, 8 |
| Provide Information Instructions/Directions/Locations Descriptions Narrate/Paraphrase Events | 4, 5, 6 7, 8 | 4, 5, 6 7, 8 | 4, 5 6, 7, 8 | 4, 5 6 |
| Accomplish Goals Requests/Permission Express Dissatisfaction/Apology Negotiate Meaning | 12, 13, 14 15 16 | 12, 13, 14 15 16 | 12, 13 14, 15 16 | 11, 12 13, 15 14, 16 |

Form B, Speaking

| Objective and Subskill | Level | | | |
|--|------------------------|------------------------|------------------------|----------------------------|
| | 1 | 2 | 3 | 4 |
| Speaking | | | | |
| Quantitative Literacy Numbers and Numeracy Terms | 1, 2, 3 | 1, 2, 3 | 1, 2, 3 | 1, 2, 3 |
| Social Interaction Greetings/Inquiries/Leave-Takings Phone Competency Express Opinion | 9, 10 11 | 9 10 11 | 9, 10 12 | 9, 10 7, 8 |
| Provide Information Instructions/Directions/Locations Descriptions Narrate/Paraphrase Events | 4, 5, 6 7, 8 | 4, 5, 6 7, 8 | 4, 5 6, 7, 8 | 4, 5 6 |
| Accomplish Goals Requests/Permission Express Dissatisfaction/Apology Negotiate Meaning | 12, 13, 14 15 16 | 12, 13, 14 15 16 | 11, 13 14, 15 16 | 11, 12 13, 14 15, 16 |

Part 6: Key Terms



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Part 6: Key Terms

Introduction

The following key terms are integral to understanding and using the *TABE Complete Language Assessment System—English* to help English language learners improve their language skills. The terms are listed with definitions and helpful explanations, and are organized according to assessment, instruction and curriculum development, measurement, and scoring.

Assessment Terms

The *assessment* terms refer to actual testing instruments, guidelines, frameworks, benchmarks, and development procedures that have been referred to and used in the development of this product's assessment system.

achievement test An assessment that measures an examinee's acquired knowledge in one or more content or skill areas (e.g., reading) in which the examinee has received instruction.

ACTFL Proficiency Guidelines Describe second language ability expected at several levels developed by the American Council on the Teaching of Foreign Languages. The guidelines influenced the development of the *TABE Complete Language Assessment—English* objectives and subskills.

Canadian Language Benchmarks Written by the Canadian government and ESL educators and learners, the Benchmarks describe how adult ELLs should be able to effectively communicate in English at 12 different levels in all four language skill areas: Reading, Listening, Writing, and Speaking. The benchmarks influenced the development of the *TABE Complete Language Assessment—English* objectives and subskills.

Common European Framework A document developed by the Council of Europe that sets international standards for language competence at various proficiency levels and in diverse settings. The framework influenced the development of the *TABE Complete Language Assessment—English* objectives and subskills.

constructed-response item (or open-ended item) A question, problem, or set of directions that elicits a written, spoken, pictorial, or graphic response from an examinee. For example, short-answer items might require a few spoken or written words; extended-response items might require a response with several sentences.

Part 6: Key Terms

ELL (English language learner) A student whose first or native language is not English.

ESL (English as a second language) The research and pedagogy in an environment where English is the native language.

item A statement, an exercise, a task, a question, or a problem on a test.

locator test A short test used to help determine at what proficiency level of an assessment an examinee should be assessed.

multiple-choice item See selected-response item.

National Reporting System (NRS) Is cooperatively managed by state adult education directors and the U.S. Department of Education Division of Adult Education and Literacy. The NRS reports learner outcomes for adult education programs. The *TABE Complete Language Assessment System—English* is aligned with NRS requirements, which, in part, stipulate that the assessment should place the learner into one of six “educational functioning levels” and include content covering speaking, listening, reading, writing, and functional and workplace skills.

objective A specific goal toward which instruction is directed. Objectives are used to cluster key skills and/or concepts in an area of instruction. For example, skills such as *negotiate meaning*, *express dissatisfaction*, and *make requests* are part of the *Accomplish Goals* objective in the product’s Speaking test. *Objectives* are often synonymous with state-level *standards*.

open-ended item See constructed-response item.

passage A written excerpt (e.g., from a story, label, billboard, or letter) or a spoken excerpt (e.g., from a conversation, lecture, or radio advertisement) that is used as a test item stimulus.

proficiency The skill with which a person understands, speaks, or writes a language.

proficiency level A degree of skill along a continuum of ability, categorized (e.g., Beginning, Intermediate, Advanced) by reference to defined criteria; may be applied to examinees or tests.

proficiency test An assessment that measures an examinee’s general language knowledge or skills.

Part 6: Key Terms

selected-response item (also called a **multiple-choice item**) A question, problem, or statement (called a *stem*) that appears on a test followed by two or more answer choices, called *alternatives* or *response choices*. The incorrect choices, called *distractors*, usually reflect common errors. The examinee's task is to choose, from the alternatives provided, the best answer to the question posed in the stem. Sometimes an item or group of items is related to a stimulus, such as a passage or graphic display (e.g., a map).

standard Standards are the skills, knowledge, or abilities that learners are expected to master at defined proficiency levels.

stem The part of an item that asks a question, provides directions, or presents a statement to be completed.

stimulus A passage (e.g., a story, poem, conversation, or spoken word) or graphic display (e.g., a map, graph, or chart) about which questions are asked.

Instruction and Curriculum Development Terms

The *instruction and curriculum development* terms refer to the theories and principles reflected in the development of the *Teacher's Resource Guide, Volume 2* classroom tasks.

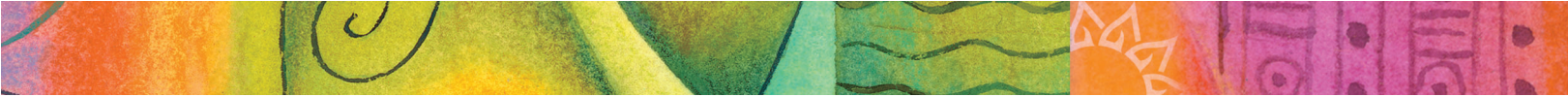
authenticity The degree to which the curriculum (or assessment) incorporates language as it is used in the real world. Learners should interact with real audiences (e.g., grocery store clerks) using real materials (e.g., shopping lists) to complete real tasks (e.g., a grocery shopping trip). Authenticity may thus increase the relevance of the language learned and the learner's motivation to learn it.

autonomy In preparation for lifelong, independent learning, learners take responsibility for what and how they learn, working with the teacher to identify topics and language needs; set study plans; complete self-assessments; and analyze language to discover patterns.

collocation The context of a word, or the way in which a word is used in combination with other words. Learners should know and practice the definition, spelling, connotation, affixation, pronunciation, and collocation of a word in order to improve accuracy and retention.

communicative competence A framework for the components of language, including phonology, grammar, discourse, meaning, appropriateness, culture, and strategy. Learners continuously monitor these components to create balanced language ability.

Part 6: Key Terms



Communicative Language Teaching An approach to teaching second languages in which learners focus on conveying meaning when they speak or write. Tasks are directed at using language for a specific purpose (e.g., giving an opinion or apologizing in a specific situation, such as at work or school).

deductive (see **inductive**) The learning process by which the teacher presents language rules of thumb and learners apply them. For example, the teacher provides the dictionary definition of a new root word, from which the learner guesses the meaning of a derivative.

Focus on Form (FoF) An approach to teaching grammar that is meaningful, communicative, and participatory. It is a vital aspect of interaction and the Communicative Language Teaching approach. Learners and their teacher temporarily shift from interaction surrounding the lesson topic to discuss aspects of grammar that are relevant or difficult. Focus on Form contrasts with Focus on Forms.

Focus on Forms (FoFs) An approach to teaching grammar that is teacher-centered, in which teachers explain grammar and examine discrete sentences, often out of context. Learners complete substitution and conjugation worksheets. The approach may be helpful as part of the learner's efforts to memorize certain grammar elements.

function (of language) The specific social purpose of language. Functions serve as useful ways to describe the everyday language needed by adult language learners. In the ESL field, the functions for using language are often categorized as descriptive, expressive, or social. Examples of functions in the *Teacher's Resource Guide, Volume 2* classroom tasks include: expressing ability or dissatisfaction; greetings and leave-takings; describing; listening to predict; interpreting idioms; and reading to identify information.

inductive (see **deductive**) The learning process by which learners collect or experience authentic language, and work to identify and apply language patterns or rules of thumb. While challenging, the process can improve language retention and learner autonomy. For example, learners may tape-record conversations or print e-mails and then work together to identify language discourse or grammar conventions.

interaction Learners engage in tasks that encourage them to initiate and carry on conversations with peers and experts. Such processes enable learners to improve all areas of their *communicative competence*.

Part 6: Key Terms

learner-centered The learning environment where learners' needs, interests, ownership, decision making, and participation guide classroom tasks. This, in turn, improves learner independence, ability, and attitude. For example, learners choose topics for discussion and review presentations of their peers. Then the teacher analyzes each learner's language needs and motivations using questionnaires and interviews.

learner training The teacher introduces learners to tasks and techniques that help them "learn how to learn," which often promotes autonomy. For example, a teacher may introduce and facilitate learning strategies, or establish steps for peer scaffolding and review.

noticing The learning process by which learners and teachers point out, discuss, and apply components of *communicative competence*. As a result, learning is not simply a result of unconscious or subconscious processes.

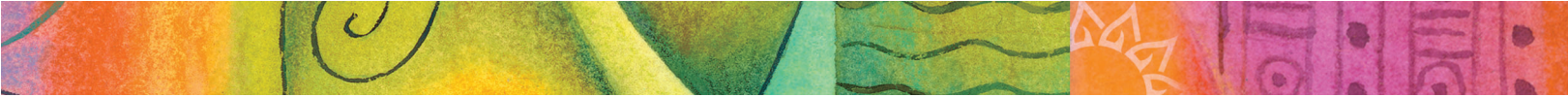
register The style of speech used by a specific group of people according to the situation they are in (e.g., ESL teachers; friends going to a movie; employees meeting with their boss). The register may be informal between friends, but more formal at work. Depending on the context, the language used may change to include different vocabulary (*Awesome!* vs. *Impressive!*), syntax (*Do you want to leave now?* vs. *Ready?*), or politeness conventions.

scaffolding An approach to both learning and curriculum development. In learning, scaffolding is a kind of apprenticeship, wherein learners, teachers, and outside experts supply one another with language knowledge as they interact. In this vital aspect of *interaction*, all participants are at once experts and novices in some area of knowledge. Curriculum developers realize that learners should not be expected to understand concepts beyond their current level of proficiency. Instead, tasks are broken down into manageable steps that gently push the learners to a higher proficiency level.

strategies (for the learner) The conscious and explicit steps learners take to improve learning, which also work to support *noticing* and *autonomy*. Strategies include note taking, retelling, predicting, peer review, and positive thinking.

task An activity that requires a learner to use English to achieve an open-ended goal similar to a real-world language and social goal. The *Teacher's Resource Guide, Volume 2* tasks require problem solving or problem posing; are closely associated with real-world activities; have defined language goals and clear procedures; allow a range of possible outcomes; are tailored to learners' needs and interests; encourage learners to communicate instead of just repeating information; focus on *communicative competence* and conveying meaning; and assess the process as well as the product of learning.

Part 6: Key Terms



themes A principle for organizing course content and language objectives. The *Teacher's Resource Guide, Volume 2* tasks are categorized under three themes: *community, work, and education*. For example, the tasks under the *education* theme focus on the language and the strategies necessary for the learner to develop good academic skills.

Measurement Terms

The *measurement* terms enable one to better understand how the statistical information is utilized in evaluating an examinee's performance on the *TABE Complete Language Assessment System—English* proficiency test.

bias This term is used in two contexts, first in item content, where it refers to stereotyping or unfair representation in a test or test items. In a statistical context, the term refers to items that appear to systematically measure differently according to country of origin, gender, or age.

construct validity The ability of a test to show meaningful relationships with other measures of the same construct or skill area. Correlations between tests are used, as are correlations between tests and teacher assessments. Further evidence is needed to demonstrate that the test is not measuring irrelevant factors and that it measures the same ability equally well for members of different groups.

TABE Complete Language Assessment System—English provides fair and accurate test scores that support appropriate, meaningful, and useful educational decisions. It is comprehensive because it contains items that represent essential instructional objectives. It is meaningful because it correlates consistently with independent measures of proficiency.

content validity The extent to which items on a test are representative of the subject or skill area, cover the range of objectives and subskills within the area, and are appropriate to the level of the examinee.

The *TABE Complete Language Assessment System—English* objectives are aligned with the National Reporting System (NRS) ESL Educational Functioning Levels for adult education. The objectives were developed after studying adult ESL standards from several U.S. states, including Florida and California, the ACTFL Proficiency Guidelines, Canadian Language Benchmarks, and Common European Framework.

criterion-referenced test An assessment that provides information about specific skills and areas of knowledge that are aligned to commonly taught curriculum objectives. It is this alignment with objectives that provides the criterion. Such objectives-based test information is useful in supporting instructional planning.

Part 6: Key Terms

discrimination parameter This item response theory (IRT) statistic indicates how well the item distinguishes between examinees who score high and those who score low on the trait being measured. If low- and high-ability examinees perform equally well on an item, then the item does not discriminate well, i.e., it does not provide information about relative levels of performance.

guessing parameter This item response theory (IRT) statistic is the probability that an examinee with very low ability on the trait being measured will answer the item correctly by chance. There is always some chance of guessing the answer to a selected-response item, and this probability varies among items.

item response theory (IRT) The basis of various statistical models for analyzing item and test data. The three-parameter model was used in the selection and scaling of items. This model takes into account discrimination, location (i.e., difficulty), and guessing to describe each item's statistical characteristics. Items with the best overall statistical quality that also met the established content criteria were selected. A number of statistical characteristics were considered in the item selection, with emphasis on both the discrimination and location parameters.

location parameter This item response theory (IRT) statistic pinpoints the ability level at which an item discriminates, or measures, best. The units of the ability scale are called *scale scores*. An item provides maximum information when an adult learner's scale score on the skill being measured is close to the item's location parameter. In selecting test items, the location parameter was used to gauge the appropriateness of the item for a given test level and to select items that represent the range of abilities the test measures.

multiple measures Assessments that measure examinee performance in a variety of ways. Multiple measures may include standardized tests, teacher observations, classroom performance assessments, and portfolios.

predictive validity The ability of test scores to estimate performance on another measure of the same skill area. For example, the *TABE Complete Language Assessment System—English* can be compared with TABE 9 & 10.

reliability The consistency of test results. A reliable test produces scores that remain relatively stable, i.e., when the test is used repeatedly in similar situations, it can be expected to produce similar results. There are several ways to demonstrate reliability, depending on the purpose. For an enduring trait, test-retest correlations show that the test has stability. For two or more forms of a test, alternate form reliability shows that different forms produce similar results if taken at the same time. For items that require raters to make a judgment or give a rating, inter-rater reliability shows that raters demonstrate agreement.

Part 6: Key Terms

scale An organized set of measurements that determine one property or characteristic. Different types of test-score scales use different units, such as number-correct, percentiles, or item response theory (IRT) scale scores.

standardization The process of administering a test to a representative sample of examinees using carefully defined directions, time limits, materials, and scoring procedures for all test takers. The results produce norms to which the test is designed.

standardized test A large-scale assessment with directions, time limits, materials, and a scoring procedure designed to remain constant each time the test is given to ensure comparability of scores. Many standardized tests have norms. All norm-referenced tests are standardized.

validity The degree to which the test actually measures what it is intended to measure. There are several kinds of validity. Of most immediate concern to educators is content validity; another is predictive validity.

Scoring Terms

The *scoring* terms define different scores and processes used in reporting the assessment's results. Refer to the *Scoring Tables* for more information about scoring and scoring terminology.

performance level scores Scores that compare test results based on clearly delineated language proficiency standards that have been determined by panels of expert teachers, research scientists, and ESL specialists. The performance level scores provide a description of the language skills that students have achieved. The performance levels are aligned with the current Educational Functioning Levels for ESL published by the National Reporting System (NRS).

raw score The first score obtained in scoring a test, such as the number of correct answers or the number correct minus a fraction of the number wrong. Raw score could be the time required to complete the test, the number of errors, or some other number obtained directly from the test's administration.

scale score A score on a single, continuous scale with intervals of equal size. Intervals of equal size have the same meaning across the continuous scale; therefore, scale scores are appropriate for various statistical purposes. For example, they can be added, subtracted, and averaged across test levels.

The scale can be applied to all groups of examinees taking a given test, regardless of group characteristics or time of year, making it possible to compare scores from different groups of examinees. Scale scores can be used to measure an individual's gain and to compare individuals within a specific skill area, individual scores with that of a group, or scores from different groups of examinees.

Part 7: Appendices



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Appendix A

Appendix A—Research and Development Foundations

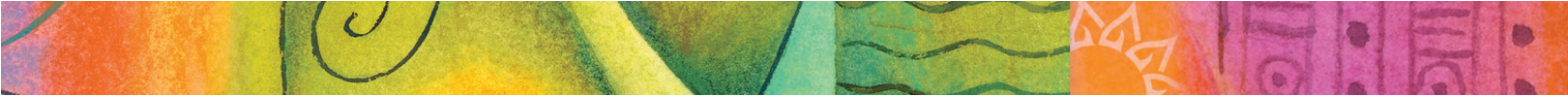
The TABE Complete Language Assessment System—English is built on a solid foundation of research, resulting in valid test results. To ensure the validity of the assessment, developers reviewed a wide spectrum of current English-as-a-second-language (ESL) curricula and standards frameworks and gained input from educators in adult ESL programs. Here are highlights of the stages of test development for the assessment:

- **Assessment Design**—Data Recognition Corporation test developers created the test design after analyzing a cross-section of the foremost ESL standards and adapting the most common and relevant skills across the standards. These frameworks included:
 - ACTFL Proficiency Guidelines
 - Arizona English Language Acquisition for Adults (ELAA) Standards
 - California ESL Model Standards for Adult Education Programs
 - Common European Framework of Reference
 - Canadian Language Benchmarks 2000—ESL for Adults
 - Florida Literacy Completion Point (LCP) Performance Record
 - Framework for Adult ESOL in the Commonwealth of Massachusetts
 - Maryland Content Standards for Adult ESL
 - National Reporting System (NRS) Educational Functioning Levels for ESL
 - New York Adult Education Resource Guide and Learning Standards—ESOL
 - TESOL Standards for Pre-K–12
 - Texas Standardized Curriculum Framework—Adult ESL

With this input, the test developers created the assessment using a balance of academic, workforce, and realistic materials.

The NRS ESL Levels influenced the determination of the *TABE Complete Language Assessment System—English* proficiency levels. The following table shows the approximate measurement outcomes alignment of the assessment’s proficiency levels to the NRS ESL Levels and to the Student Performance Level (SPL) benchmarks. **Examinees who score poorly on the *TABE Complete Language Assessment System—English*, Level 1, or on the Locator Test interview may be considered to be at NRS ESL Level 1 (Beginning ESL Literacy).** See Appendix B for more detail on the alignment of the assessment to NRS ESL outcome measures.

Appendix A



| TABE Proficiency Level | NRS ESL Level | SPL |
|------------------------|---------------|-----|
| Level 1 | 1–2 | 0–2 |
| Level 2 | 2–3 | 2–3 |
| Level 3 | 3–4 | 3–4 |
| Level 4 | 5–6 | 5–6 |

The assessment design was also influenced by successful Data Recognition Corporation adult basic education and ESL products, namely TABE 9 & 10 and LAS Links®. The proficiency levels built into the test design are intended to complement TABE 9 & 10. Examinees who succeed at Level 4 of the *TABE Complete Language Assessment System—English* are considered ready to take TABE 9 & 10.

- **Item Development**—Content specialists developed items, passages, and stimuli according to test design specifications. Every item was reviewed for accuracy, appropriateness of content, context, and difficulty, as well as for relevance to the adult ESL education curricula. Then items were submitted to a diverse group of ESL education professionals for feedback on language, subject matter, and representation of groups of people. Rigorous and systematic procedures were followed to reduce ethnic, racial, gender, regional, disability, and age bias. The goal was to remove any passages or items that gave an inaccurate or stereotypical portrayal (in subject matter, language, or art) of any individual or group.
- **Tryout**—Test developers then selected the tryout items. This phase “tests the questions” by having a large group of adult ESL students take a field-test version of the test with twice as many items as needed for the final tests. Thousands of adult examinees from various ESL programs across the United States took part in the two tryouts.
- **Item Analysis**—Research staff analyzed data from the tryouts to determine the items’ psychometric characteristics, such as difficulty, bias, and contribution to score accuracy. Items were subjected to an empirical procedure called a Differential Item Functioning (DIF) analysis. This procedure uses quantitative methods to determine whether examinees with similar levels of ability have a similar probability of getting the item correct. This process eliminates items that include extraneous or construct-irrelevant information that make them unfairly easy or difficult for any subgroup. In addition, the level of difficulty of items is validated. This is determined by the percentage of examinees choosing the correct answer. Included in this quantitative evaluation is the elimination of items that do not discriminate well between the abilities of low-achieving and high-achieving students.

Appendix A

- **Test Selection**—The final forms of the test were selected by content experts and reviewed by the psychometric staff at Data Recognition Corporation. The primary goal was to meet content specifications and eliminate bias and measurement error.
- **Standard Setting**—Test developers and professional adult ESL educators from across the United States collaborated in a rigorous, formalized standard setting for the test’s language skill areas of Reading, Listening, Writing, and Speaking. This process enabled the educators to provide their assessment of the skills required for each test item, as well as for the relative proficiency levels. The process included establishing cut scores to differentiate the proficiency levels. Overall, the process served to validate the thorough extent to which the *TABE Complete Language Assessment System—English* covers U.S. and internationally recognized standards for its adult ESL target population.

Appendix B—NRS Alignment

The National Reporting System (NRS) is the accountability system for federally funded education programs. Mandated by the Workforce Investment Act (WIA), the goal of the NRS is to establish a national accountability system for adult basic education programs by identifying and defining measures for national reporting, developing software standards for reporting to the U.S. Department of Education, and developing training materials and activities on NRS requirements and procedures. The system includes descriptions of adult education students, measures for assessment of adult basic education instruction, methodologies for collecting the outcomes of these measures, reporting forms and procedures, and training and technical assistance activities to assist states in collecting the measures.

The NRS includes *core* measures and *secondary* measures that meet the accountability requirements of the WIA. States can develop outcome-based performance standards for adult basic education programs as one means of determining program effectiveness. The core measures include outcome and descriptive measures, as well as participation measures, that reflect the core indicator requirements of the WIA. The core measures are required by WIA and apply to adult education students who receive twelve (12) or more hours of service. States must report these core measures on all eligible students in the program. The federal Department of Education uses these measures to judge program performance, including eligibility for incentive grants.

The following tables show the NRS core outcome measures and the related educational functioning levels (literacy levels). The corresponding *TABE Complete Language Assessment System—English* proficiency levels have been aligned to the most closely related literacy level of the NRS outcome measures for English as a second language (ESL). **Examinees who score poorly on Level 1 or on the Locator Test interview of the *TABE Complete Language Assessment System—English* may be considered to be at NRS ESL Level 1 (Beginning ESL Literacy).**

Appendix B

NRS Outcome Measures Alignment

English as a Second Language

| NRS Core Measure Literacy Level | TABE Complete Language Assessment System—English Test Level | | | |
|--|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| SPEAKING AND LISTENING 1 - Beginning ESL Literacy 2 - Low Beginning ESL 3 - High Beginning ESL 4 - Low Intermediate ESL 5 - High Intermediate ESL 6 - Advanced ESL | • | • | • | • |
| BASIC READING AND WRITING 1 - Beginning ESL Literacy 2 - Low Beginning ESL 3 - High Beginning ESL 4 - Low Intermediate ESL 5 - High Intermediate ESL 6 - Advanced ESL | • | • | • | • |
| FUNCTIONAL AND WORKPLACE SKILLS 1 - Beginning ESL Literacy 2 - Low Beginning ESL 3 - High Beginning ESL 4 - Low Intermediate ESL 5 - High Intermediate ESL 6 - Advanced ESL | • | • | • | • |

Appendix C—Resources

Introduction

These resources represent books, periodicals, and websites to use when working with English Language Learners (ELL). Like the *TABE Complete Language Assessment System—English*, these resources focus on assessment, instruction, and curriculum design.

These resources may be used to gain a deeper understanding of some of the pedagogical principles that support the classroom tasks in the *Teacher's Resource Guide, Volume 2*; to access additional information about language assessment; or to become more knowledgeable about the adult ELL population.

Assessment Resources

The assessment resources offer information on ESL assessment, including validity, reliability, authenticity, interactivity, statistics, and alternative assessments.

Books and Articles

Bachman, L. F., & A. S. Palmer, *Language testing in practice*, Oxford University Press, Oxford, England, 1996.

Bailey, K., *Learning about language assessment: Dilemmas, decisions, and directions*, Heinle, Boston, MA, 1998.

Brown, J. D., *Testing in language programs*, Prentice Hall, Upper Saddle River, NJ, 1996.

Hatch, E., & A. Lazaraton, *The research manual: Design and statistics for applied linguistics*, Heinle, Boston, MA, 1991.

Messick, S., Validity. In R. L. Linn (Ed.), *Educational measurement* (3rd ed., pp. 13–103). Macmillan, New York, 1989.

O'Malley, J. M., & L. Valdez Pierce, *Authentic assessment for English language learners: Practical approaches for teachers*, Addison-Wesley, Boston, MA, 1996.

Periodicals

Language Testing

Appendix C

Instruction and Curriculum Development Resources

The instruction and curriculum development resources offer information on ESL pedagogy, including second language acquisition, interaction, communicative competence, standards, professional development, and policy.

Books and Articles

- Brown, H. D., *Principles of language learning and teaching* (3rd ed.), Prentice Hall, Englewood Cliffs, NJ, 1994.
- Canale, M., & M. Swain, Theoretical bases of communicative approaches to second language teaching and testing, *Applied Linguistics*, 1, 1–47, 1980.
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- Kumaravadivelu, B., *Beyond methods: Macrostrategies for language teaching*, Yale University Press, New Haven, CT, 2003.
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- Long, M. H., The role of the linguistic environment in second language acquisition. In W. Ritchie, & T. Bhatia (Eds.), *Handbook of research on second language acquisition* (pp. 413–469). Academic Press, New York, 1996.
- Nunan, D., *Task-based language teaching*, Cambridge University Press, Cambridge, England, 2004.
- Oxford, R. L., *Language learning strategies: What every teacher should know*, Heinle, Boston, MA, 1990.

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Pennycook, A., *Critical applied linguistics: A critical introduction*, Erlbaum, Mahwah, NJ, 2001.

Pinker, S., *The language instinct: How the mind creates language*, William Morrow, New York, 1994.

Savignon, S., *Communicative competence: Theory and classroom practice* (2nd ed.), McGraw-Hill, New York, 1997.

Swain, M., Three functions of output in second language learning. In G. Cook, & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics: Studies in honour of H. G. Widdowson* (pp. 125–144). Oxford University Press, Oxford, England, 1995.

van Lier, L., *Interaction in the language curriculum: Awareness, autonomy & authenticity*, Longman, Edinburgh Gate, England, 1996.

Williams, M., & R. L. Burden, *Psychology for language teachers: A social constructivist approach*, Cambridge University Press, Cambridge, England, 1997.

Periodicals

TESOL Quarterly

Internet TESL Journal <http://iteslj.org>

Professional and Government Organizations

Adult Education Content Standards Warehouse www.adultedcontentstandards.ed.gov

American Association of Applied Linguistics www.aaal.org

California Department for Education www.cde.ca.gov

Center for Adult English Language Acquisition www.cal.org/caela

Center for Applied Linguistics www.cal.org

Florida Department for Education www.fldoe.org

National Institute for Literacy www.nifl.gov

National Reporting System for Adult Education www.nrsweb.org

Teachers of English to Speakers of Other Languages www.tesol.org

Appendix D

Appendix D—Content and Bias Reviewers

Content and Bias Review Participants

As part of Data Recognition Corporation’s continuing efforts to ensure the appropriateness of language, subject matter, and representation of people, education professionals representing various regions and ethnic groups of the United States were invited to review the test materials for the *TABE Complete Language Assessment System—English*. The goal was to eliminate test content that might reflect an inaccurate or stereotypical portrayal of any ethnic or gender group. The reviewers also focused on the accuracy of content and the appropriateness of proficiency levels. Their input was considered helpful in selecting the content for the final tests.

Dr. J. D. Brown

Hawaii

Ms. Jane Byrnes

Hillery Park Elementary School, Buffalo Public Schools, New York

Mr. Miguel Garcia

Arizona

Ms. Britt Johnson

Albany Park Community Center, Literacy Department, Illinois

Mr. Stuart Landers

Missouri

Ms. Michele Lesmeister

Washington

Ms. Monica Manero-Cohen

Florida

Ms. Matilde Martinez

Florida

Ms. Myeongju Miller

Defense Language Institute, California

Mr. Henry Olivas

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Ms. Marlene Travis

Washington

Ms. Shirley Velasco

Florida

TABE Complete Language Assessment System—English™

