

## REPORT CRITERIA

ID: 123456

State: MN

Report Date: 06/25/2025

District: TABE Community College

Test Name: TABE 13

School: TABE CAMPUS

## TEST RESULTS

Content	Test date	Level/Form	Points Possible	Points Obtained	Items Attempted	Scale Score	SEM	NRS Level	MSG	Next Recommended Level
Reading	05/14/2025	13M	44	21	41	486	13	2	N	14M
Mathematics	05/19/2025	13E	40	32	40	519	18	3	N	14M
Language	05/14/2025	13M	33	22	33	512	15	3	N	14M

The Measurable Skills Gain (MSG) is designed to measure interim progress made by students during a program year. N denotes the student either did not have enough data to measure a gain or did not receive a gain; and Y denotes the student received an MSG in the program year.

The 'Next Recommended Level' is driven by the scale score from the most recent test for each content area. This recommendation helps identify the next TABE test to administer in order to guide the student toward demonstrating a Measurable Skills Gain. Always consult your program administrator if you have questions or concerns about how to post-test your student.

## PERFORMANCE ON DOMAINS

Domains	Points Possible	Points Obtained	Items Attempted	Performance Category		
				Non-Proficiency	Partial Proficiency	Proficiency
<b>Reading</b>						
Reading Foundational Skills	8	6	8	✓		
Key Ideas and Details	16	7	15		✓	
Craft and Structure, Vocabulary Acquisition	14	6	12	✓		
Integration of Knowledge and Ideas	6	2	6		✓	
<b>Mathematics</b>						
Numbers and Operations	11	8	11		✓	
Algebraic Concepts	11	9	11		✓	
Geometry	8	6	8		✓	
Measurement, Data, and Probability	10	9	10			✓
<b>Language</b>						
Conventions of Standard English	11	10	11		✓	
Knowledge of Language and Vocabulary	11	7	11		✓	
Text Types and Purposes	11	5	11		✓	

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LEVEL/ FORM	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS	AREAS FOR NEXT FOCUS
<b>13M Reading</b>				
	Reading Foundational Skills	Non-Proficiency	<ul style="list-style-type: none"> <li>Inconsistently read unfamiliar multisyllabic words in context (4.RF.3)</li> <li>Inconsistently read unfamiliar multisyllabic words without context (4.RF.3)</li> </ul>	<ul style="list-style-type: none"> <li>With some consistency read unfamiliar multisyllabic words in context (4.RF.3)</li> </ul>
	Key Ideas and Details	Partial Proficiency	<ul style="list-style-type: none"> <li>Support a stated inference with detail from the text (4.RI.1, 4.RL.1)</li> <li>Use details to support conclusions regarding connections in a text (4.RI.1, 4.RL.1)</li> <li>Determine the theme of a text across varying text complexities (4.RL.2)</li> <li>Use details to support the theme (4.RL.2)</li> <li>Explain an idea based on explicitly stated details (4.RI.3)</li> <li>Use details to describe a connection between ideas (4.RI.3)</li> </ul>	<ul style="list-style-type: none"> <li>Determine the main idea of a moderately to very complex text (4.RI.2)</li> <li>Use details to support the main idea (4.RI.2)</li> <li>Summarize a literary text (4.RL.2)</li> <li>Determine an inferred theme of a text across varying text complexities (4.RL.2)</li> <li>Explain sequence of an event in a very complex text (4.RI.3)</li> <li>Use details to support inferences regarding connections in a text (4.RI.1, 4.RL.1)</li> </ul>
	Craft and Structure, Vocabulary Acquisition and Use	Non-Proficiency	<ul style="list-style-type: none"> <li>Determine the meaning of a tier 2 word in context (5.RI.4)</li> <li>Determine the meaning of a tier 1 word in context (5.RI.4)</li> <li>Determine the meaning of common idioms in context (5.RL.4)</li> </ul>	<ul style="list-style-type: none"> <li>Determine the meaning of figurative language (sentence level) (5.RL.4)</li> <li>Describe the structure of a section of slightly to moderately complex text (4.RI.5)</li> <li>Determine the meaning of a tier 2 term using passage-level context (5.RI.4)</li> <li>Compare points of view between multiple moderately complex texts on the same topic (5.RI.6)</li> <li>Describe the structure of a moderately complex text (4.RI.5)</li> <li>Describe how narrative point of view influences how events are described in slightly complex text (5.RL.6)</li> <li>Use details to support determination of how events are described (5.RL.6)</li> <li>Describe how narrative point of view influences how events are described (5.RL.6)</li> <li>Use evidence to support comparison of points of view (4.RI.1, 4.RL.1)</li> <li>Describe how narrative point of view influences how events are described in moderately complex text (5.RL.6)</li> </ul>
	Integration of Knowledge and Ideas	Partial Proficiency	<ul style="list-style-type: none"> <li>Explain the author's use of evidence to support an idea in moderately complex text (5.RI.8)</li> <li>Use evidence to support the explanation of an author's point about a section of text (5.RI.8)</li> <li>Explain the connection between text and moderately complex graphics (4.RI.7)</li> <li>Integrate information from two texts on the same topic to identify a shared idea (5.RI.9)</li> </ul>	<ul style="list-style-type: none"> <li>Integrating information from two texts on the same topic to draw a conclusion (5.RI.9)</li> </ul>
LEVEL/ FORM	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS	AREAS FOR NEXT FOCUS
<b>13E Mathematics</b>				
	Numbers and Operations	Partial Proficiency	<ul style="list-style-type: none"> <li>Compose unit fractions to find the fraction representing a situation (3.NF.1)</li> </ul>	<ul style="list-style-type: none"> <li>Round numbers to nearest tens and hundreds place (3.NBT.1)</li> </ul>

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			<ul style="list-style-type: none"> <li>• Represent 100 as groups of 10 (2.NBT.1)</li> <li>• Compare multi-digit numbers (2.NBT.4)</li> <li>• Relate addition and subtraction within 1000 (2.NBT.7)</li> <li>• Generate equivalent fractions (3.NF.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently create and use multiple representations of addition and subtraction of two- and three-digit numbers based on place value (e.g., base ten blocks, area models) and connect these representations to the standard algorithms (especially where regrouping is required) (2.NBT.7)</li> <li>• Compare fractions (3.NF.3)</li> <li>• Locate fractions on a number line (3.NF.2)</li> </ul>
	Algebraic Concepts	Partial Proficiency	<ul style="list-style-type: none"> <li>• Consistently use equations to connect an unknown product of a multiplication problem to a missing factor in a related division problem (3.OA.6, 3.OA.7)</li> <li>• Consistently solve two-step real-world problems using the four arithmetic operations (2.OA.1)</li> <li>• Inconsistently solve multiplication and division problems using math fact strategies (3.OA.5)</li> <li>• Identify visual representations of multiplication and division of whole numbers (e.g., arrays, equal groups, area models) (3.OA.5)</li> <li>• Use an expression to represent a real-world situation (3.OA.1, 3.OA.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a real-world situation represented by an expression (3.OA.1, 3.OA.2)</li> <li>• Consistently solve multiplication and division problems using math fact strategies (3.OA.7)</li> <li>• Consistently identify patterns in multiplication facts (3.OA.9)</li> </ul>
	Geometry	Partial Proficiency	<ul style="list-style-type: none"> <li>• Partition shapes into parts with equal area (2.G.3, 3.G.2)</li> <li>• Name a shape given the number of sides (2.G.1)</li> <li>• Identify features of given shapes with words and pictures (2.G.1)</li> <li>• Inconsistently classify shapes in a hierarchy (3.G.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a shape given a name (2.G.1)</li> <li>• Identify the unit fraction represented by one part of a shape partitioned into equal sections without an image (2.G.3)</li> <li>• Consistently classify shapes in a hierarchy (3.G.1)</li> </ul>
	Measurement, Data, and Probability	Proficiency	<ul style="list-style-type: none"> <li>• Represent sums and differences on a number line (2.MD.6)</li> <li>• Estimate the length of an object before measuring the object (2.MD.3)</li> <li>• Find perimeters of polygons (3.MD.8)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize a one-degree angle as an angle that turns through 1/360 of a circle (4.MD.5)</li> <li>• Consistently solve real-world problems requiring conversion of units within the same system (5.MD.1)</li> <li>• Perform calculations with data presented in line plots (5.MD.2)</li> <li>• Describe data sets using measures of center and measures of variation (6.SP.2)</li> </ul>
LEVEL/FORM	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS	AREAS FOR NEXT FOCUS
13M	Language			
	Conventions of Standard English	Partial Proficiency	<ul style="list-style-type: none"> <li>• Maintain the correct verb tense for common words (4.L.1, 5.L.1)</li> <li>• Use commas in longer compound sentences (4.L.2, 5.L.2)</li> <li>• Use commas and quotation marks in dialogue (4.L.2, 5.L.2)</li> <li>• Use relative pronouns within a sentence (4.L.1, 5.L.1)</li> <li>• Use correct capitalization (4.L.2, 5.L.2)</li> <li>• Maintain the correct verb tense in more complex words (4.L.1, 5.L.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the function of a conjunction (4.L.1, 5.L.1)</li> <li>• Use more complex commonly confused words (4.L.1, 5.L.1)</li> <li>• Use conventional adjective order in more complex sentences (4.L.1, 5.L.1)</li> <li>• Use italics for book titles (4.L.2, 5.L.2)</li> </ul>

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Knowledge of Language and Vocabulary	Partial Proficiency	<ul style="list-style-type: none"> <li>• Make word-level revisions to a complex sentence using a precise word (4.L.3.a)</li> <li>• Use root words to determine the meaning of less common words (4.L.4.b, 5.L.4.b)</li> <li>• Determine the meaning of a root word (4.L.4.b, 5.L.4.b)</li> <li>• Combine complex sentences using dependent clauses (5.L.3.a)</li> <li>• Identify sentences that use informal language (4.L.3.c)</li> <li>• Determine the meaning of tier 2 words in context (5.L.4.a)</li> <li>• Use reference materials to determine the precise meaning of tier 2 words (5.L.4.c)</li> </ul>	<ul style="list-style-type: none"> <li>• Determine when to use formal and informal language (4.L.3.c)</li> <li>• Use words to signal a relationship between ideas (4.L.6, 5.L.6)</li> <li>• Choose sentences that use the most precise language (4.L.3.a)</li> </ul>
Text Types and Purposes	Partial Proficiency	<ul style="list-style-type: none"> <li>• Add a conclusion to a more complex opinion paragraph (5.W.1.d)</li> <li>• Add a conclusion to a more complex informational paragraph (4.W.2.e)</li> <li>• Revise an introduction of a moderately complex opinion paragraph (5.W.1.a)</li> </ul>	<ul style="list-style-type: none"> <li>• Add details to a moderately complex informational paragraph about a lesser known topic (4.W.2.b)</li> <li>• Revise supporting evidence in an opinion paragraph (5.W.1.b)</li> </ul>