

## Advanced-Level Tests

## Writing

The first of the four Advanced-Level Tests is the Writing test. It provides two essay prompts, each published in a separate workbook for separate administrations. The format is similar to the writing practice essay on high school equivalency tests. The Writing test focuses on the ability to generate, organize, and express ideas related to specific issues, experiences, or knowledge. Each Writing workbook contains:

- A graphic representation of the topic, accompanied by a clearly stated writing prompt
- A planning section for organizing the main ideas of the essay
- A section for writing the essay

The complete Writing Assessment is a combination of the Writing test essay and the Language test from TABE 9 or 10, Complete Battery or Survey.



**Essay**—Write your essay in the box below.

[illegible] | Writing Topic

Good communication between people is important to every aspect of life, from the work environment to relationships with family and friends. The picture above represents how skills such as speaking, reading, writing, and listening help us communicate with the people around us.

Think about all the different people with whom you communicate daily. Write an essay using examples from your own experience or the experiences of others to support your ideas.

---

# Advanced-Level Tests

## Writing Scoring Rubric

### TABE Writing Scoring Rubric

1

- does not present a central idea and/or does not address the prompt
- does not provide any apparent organization
- presents information randomly
- has no central idea; has no supporting details or presents only irrelevant details
- shows a lack of control of written language; displays frequent, severe problems with mechanics, grammar, and/or usage that consistently interfere with comprehension
- uses inappropriate vocabulary/word choice and fails to address correct purpose and/or audience

2

- presents an unfocused central idea that may only partially address the prompt
- provides limited organization; lacks logical progression
- has a weak central idea supported by few or weak supporting details
- shows limited control of written language
- displays problems with mechanics, grammar, and/or usage that occasionally interfere with comprehension
- uses inappropriate and/or repetitive vocabulary/word choice, and addresses purpose and audience marginally

3

- presents a central idea in a predictable format and addresses the prompt
- provides good organization with an introduction, supporting paragraphs, and a conclusion, but lacks transitional devices OR arranges thoughts in a single long paragraph
- presents a central idea and relevant supporting details
- shows a general control of written language; displays some problems with mechanics, grammar, and/or usage that do not interfere with comprehension
- employs a simplistic or limited vocabulary but addresses audience and purpose appropriately

4

- presents a central idea in a unique format and addresses prompt
- provides a smooth organizational structure, including introduction, transitional devices, supporting paragraphs, and a conclusion
- presents and fully develops a central idea with several relevant supporting details
- shows thorough control of written language; mechanics, grammar, and usage make the essay flow
- employs a varied vocabulary and addresses audience and purpose appropriately and effectively

...y, I communicate  
any different  
I talk to my  
members about  
they will do due  
y, when I will  
home from work, and  
other details. I also sp  
to my boss when I am  
work, in addition to the



## Advanced-Level Tests

### Social Studies

The Social Studies test contains both stimulus-based and stand-alone items. Items are based on a variety of material, including drawings and graphs. Groups of items associated with a stimulus assess a range of thinking skills.

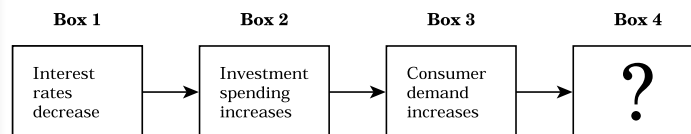
Item	Objective	Description
1	Geography (Places and Regions)	This item measures the ability to recall features of geographic regions.
2	Geography (Environment and Society)	This item measures the ability to recognize the relationship between human systems and the physical environment.
3	Economics (Economic Institutions and Systems)	The ability to recognize the effect of government actions on the economy is an important skill in social studies.
4	Civics and Government (Government Processes and Structures)	In this item, the ability to recognize and identify the similarities between national governments is key to understanding the structure and operation of governments.

The Hopi are a group of Native Americans who live in the United States. The drawing below shows a Hopi building. Use the drawing and your own knowledge to do Numbers 1 and 2.



- 1 The structure in the drawing is most likely located in which region of the United States?
- A northwest  
B northeast  
C southwest  
D southeast
- 2 The drawing gives the most information about
- F the religious beliefs of the Hopi  
G the social structure of the Hopi  
H challenges to the survival of Hopi culture  
J adaptation of the Hopi to their physical environment

Use the flow chart below and your own knowledge to do Number 3.



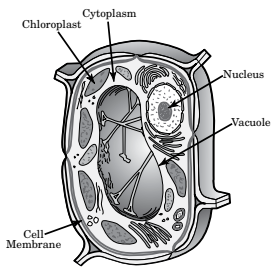
- 3 Which of these best completes Box 4?
- A unemployment rates increase  
B productivity declines  
C Gross Domestic Product increases  
D Consumer Price Index levels decrease
- 4 Which of these parts of the United States government is most similar to the Parliament in Great Britain?
- F the Congress  
G the Supreme Court  
H the presidential cabinet  
J the federal regulatory agencies

# Advanced-Level Tests

## Science

The Science test assesses knowledge of basic science concepts, science inquiry processes, and science in relationship to technology, society, and history.

Study this picture of a plant cell, and use it to do Number 1.



- 1 Which of these parts of the cell contains most of the genes?
- A the nucleus
  - B the vacuole
  - C the chloroplast
  - D the cell membrane

Use your own knowledge to do Numbers 2 and 3.

- 2 Why is the electrical energy used to heat homes not always a clean source of energy?
- F Electric heaters eventually accumulate dust.
  - G Coal is often used as fuel to produce electricity.
  - H Sparking from electric heaters creates ozone.
  - J Electric batteries can corrode and leak over time.
- 3 Which of these is the most expensive and impractical way to study the effects of global temperature changes on climate and the environment?
- A maintaining global meteorological records in the 21st century
  - B improving current computer models of the global climate system
  - C analyzing the data on temperature change and climate from the last one hundred years
  - D creating and operating a physical model of Earth's climate system in a laboratory setting

Item	Objective	Description
1	Life Science (Core Concepts)	This item assesses a core concept in Life Science—the location of genes in a cell.
2	Physical Science (Personal and Social Perspective)	This item assesses science in a personal and social perspective, focusing on the issue of which energy sources are clean (pollution-free).
3	Earth and Space Science (Scientific Inquiry)	This item assesses knowledge of scientific inquiry, focusing on a topic of current global interest.

## Advanced-Level Tests

### Algebra/Geometry

The Algebra/Geometry test offers students a chance to demonstrate mastery of higher-level mathematics skills needed in certain academic, vocational, technical, and employment situations, or before attempting a high school equivalency Mathematics test. These two subject areas are combined into one test and presented in a single test book containing 60 selected-response items.

Item	Objective	Description
1	Variables, Expressions and Operations (Algebra)	This item requires the ability to identify equivalent expressions.
2	Linear Equations and Inequities (Algebra)	This item requires the ability to solve linear equations.
3	Lines, Angles and Triangles (Geometry)	This item requires the ability to identify angles.
4	Polygons and Circles (Geometry)	This item requires the ability to identify properties of polygons.

1 Which of these is equivalent to the expression below?

$$-5x^2(-x+1)$$

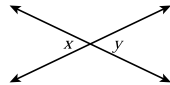
A  $-5x + x - 1$   
 B  $-5x - x - 1$   
 C  $-5x + x + 1$   
 D  $-5x - x + 1$

2 Which of these ordered pairs is a solution to the equation below?

$$2y - 5x + 8$$

F (0, -4)  
 G (2, 8)  
 H (4, 6)  
 J (6, 4)

3 What type of angles are  $x$  and  $y$  in the figure below?



A vertical  
 B complementary  
 C supplementary  
 D adjacent

4 Which of these figures has congruent base angles?

F circle  
 G parallelogram  
 H scalene triangle  
 J isosceles trapezoid

