



TABE Complete Language Assessment System—English™

TABE Complete Language Assessment System—English™



Scoring Tables

Forms A and B

Forms A and B

Scoring Tables

Important Information About Test Security

The *Tests of Adult Basic Education (TABE®) Complete Language Assessment System—English™* test materials and scoring materials must be kept secure. Examinees must not be exposed to the test questions or content before the actual testing. If examinees have prior knowledge of the test content, their test results may give an inaccurate indication of achievement and educational needs. When instruction is focused on specific test content, test scores may improve, but they probably will not be an accurate reflection of overall achievement. In other words, “inflated” scores may suggest gains that are not really educational gains. Please assume responsibility for maintaining strict security of these documents.



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Introduction

The scoring tables in this book are used to convert either number-correct (NC) scores or raw scores (RS) to scale scores (SS) when hand-scoring the *TABE Complete Language Assessment System—English™* tests. The tables also align scale scores for individual skill areas and composite scale scores (combinations of two skill areas) to National Reporting Service (NRS) English as a Second Language (ESL) Educational Functioning Levels and to Student Performance Levels (SPLs). It is strongly recommended that the user review the definitions of terms described below before calculating scores.

Definitions of Terms

Responses

- *Correct response*—marking the correct answer choice (and no other answer choice) for an item
- *Incorrect response*—marking an incorrect answer choice (and no other answer choice) for an item
- *Valid response*—marking only one answer choice for an item
- *Nonvalid response*—marking more than one answer choice for an item or not marking any choice at all

Scores

- *Number-Correct (NC) score*—the total number of correct responses on a valid test. When hand-scoring the multiple-choice Reading, Listening, and Writing tests, the number of correct responses for each test is the NC score.
- *Raw Score (RS)*—the combination of the NC from multiple-choice items and the score points earned from constructed-response items.

The raw score in the Writing scoring tables represents the Writing Total, which is the sum of the NC (Writing Subtotal) from the multiple-choice Writing test and the Expository Writing Folio Subtotal.

There are three raw scores in the Speaking scoring tables, each representing the subtotal of a specific scoring criterion: Grammar, Meaning, and Appropriateness.

- *Writing Total score*—the raw score (RS) that is the sum of the NC (Writing Subtotal) from the multiple-choice Writing test and the Expository Writing Folio Subtotal.
- *Scale Scores (SS)*—units along a single, equal-interval scale. Scale scores can be added, subtracted, and averaged. Such computations permit direct comparisons among classes, institutions, 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.

Be mindful that each skill area test has its own unique scale. Therefore, scores are not comparable across skill areas. For example, a Reading Scale Score of 510 does not have the same meaning as a Listening Scale Score of 510.

In addition, the scales are not comparable with the TABE 9&10 Norm-Referenced Test scales. The *TABE Complete Language Assessment System—English* tests are designed to assess English language proficiency, not adult basic education achievement. Consequently, scale scores obtained from *TABE Complete Language Assessment System—English* Reading and Writing tests cannot be used to look up grade equivalents or percentile ranks in the *TABE 9&10 Norms Book*. A linking table (Table 11) that provides estimated TABE 9&10 Reading and Language scale scores from *TABE Complete Language Assessment System—English* Reading and Writing scale scores is on page 50, with further details available in the *TABE Complete Language Assessment System—English Technical Report*.



- *Weighted Scale Score (WSS)*—the “weighted” percentage, expressed as a scale score, that each of the three individual criteria (Grammar, Meaning, and Appropriateness) contribute to the Speaking Test Scale Score.
- *Speaking Test Scale Score*—the sum of the Grammar, Meaning, and Appropriateness Weighted Scale Scores (WSS). It can only be derived by adding the Weighted Scale Scores (WSS).

Other Terms

- *Valid test*—a test containing at least one correct response or at least five valid responses. If an examinee is unable to complete a test (due to illness or some other interruption), the test is *nonvalid*. Note that *test* refers to an individual skill area test (i.e., Reading, Listening, Writing, or Speaking).

- *Standard Error of Measurement (SEM)*—an estimate of the amount of error to be expected in a particular score from a particular test. It provides a range within which an examinee’s true score is likely to fall. In practical terms, when scores are being analyzed and interpreted, the results are only descriptions of a particular performance. It may be that the score for a particular test administration is different from an individual’s true ability.

It is expected that 68 percent of the time an examinee’s score obtained from a single testing would fall within one SEM of that examinee’s true score, and that 95 percent of the time the obtained score would fall within two SEMs of the true score. The smaller the SEM, the more accurate the test scores. The magnitude of the SEM varies from test to test and also from where an examinee’s score falls within a specific test range. The SEM is larger for extremely low or high scores than for scores near the middle of the range.

It is important that the SEM be taken into account when interpreting test scores.

- *National Reporting System (NRS)*—the accountability system for federally funded education programs. Mandated by the Workforce Investment Act (WIA) in 1998, the system requires that an assessment place English as a second language (ESL) learners into one of six ESL Educational Functioning Levels:

1. Beginning ESL Literacy
2. Low Beginning ESL
3. High Beginning ESL
4. Low Intermediate ESL
5. High Intermediate ESL
6. Advanced ESL

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 Levels (SPLs)*—these provide a measure of English language proficiency for adult non-native speakers of English. The SPLs were created in the mid-1980s through the Office of Refugee Resettlement (ORR) of the U.S. Department of Health and Human Services, as part of the Mainstream English Language Training (MELT) project.

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.



Scoring the Skill Area Tests

To ensure consistency in hand-scoring of the Reading, Listening, and Writing tests, please adhere to the following scoring rules:

- Report no score for a nonvalid test.
- Report a nonvalid response as an incorrect response.

The procedure for using the answer sheet when hand-scoring the tests is as follows:

1. Check answer sheet information.
2. Tally the number-correct for the Reading test. Enter that number in the *Reading Total* box.
3. Tally the number-correct for the Listening test. Enter that number in the *Listening Total* box.
4. Tally the number-correct for the Writing test. Enter that number in the *Writing Subtotal* box.
5. Transfer the *Subtotal* from the back of the Expository Writing Folio to the *Expository Writing Folio Subtotal* box on the answer sheet. (See the *Scoring the Expository Writing Folio* section for additional information.)
6. Add the *Writing Subtotal* and the *Expository Writing Folio Subtotal*. The sum is the *Writing Total*. Enter that number in the *Writing Total* box. This number is considered the raw score (RS) in the scoring tables. **Note that the examinee MUST be administered both the Writing test and the Expository Writing Folio in order to receive a valid score. If the Writing test is determined to be nonvalid, no Writing Total score should be reported.**
7. For each of the Speaking criteria, add the scores recorded in the “Score” column to determine individual subtotals. Enter the subtotals in the *Grammar Subtotal*, *Meaning Subtotal*, and *Appropriateness Subtotal* boxes. These subtotals are considered raw scores (RS) in the scoring tables.

A Speaking Test Scale Score cannot be determined by adding the Grammar Subtotal, Meaning Subtotal, and Appropriateness Subtotal on the answer document. The Weighted Scale Scores (WSS) must be used instead.
8. Refer to the tables on pages 12–27 (Form A) or pages 28–43 (Form B) to convert Totals or Subtotals to scale scores (SS) for Reading, Listening, and Writing, or to Weighted Scale Scores (WSS) for Speaking. (See the *About the Scoring Tables* section for additional information.)
9. Complete an Individual Diagnostic Profile (IDP) for a permanent record of an examinee’s proficiency and progress.



If an examinee has marked his or her answers directly in a Level 1 Test Book, the procedure is slightly different:

- Manually score the test with the Answer Key. For the Reading, Listening, and Writing tests, use the Answer Key to determine the correct answer for each item. Circle the correct answer for each item in the test book. Count the number of circled correct answers that the examinee has filled in.
- Follow the procedure described in steps 1–9 on page 5.

If an electronic report for that examinee (or for a group of examinees) is desired, first transfer the following information to a Level 1 CompuScan® answer sheet and fill in the appropriate circles:

- the examinee’s answers from the test book;
- the examinee’s scores from the Expository Writing Folio; and
- the examinee’s scores from the Speaking test, if administered.

Scoring the Expository Writing Folio

The Expository Writing Folio consists of constructed-response items that, ideally, should be scored by two readers, although it is acceptable to use only one. (For more information about assigning scores to the Expository Writing Folio items, refer to the *TABE Complete Language Assessment System—English Writing Scoring Guide*.) If two readers are used, average their assigned scores for each of the five constructed-response items. If necessary, round up the combined average to the nearest whole number. Then use the answer sheet or back of the Level 1 Test Book to calculate the *Expository Writing Folio Subtotal*.

No *Writing Total* score should be reported if the Writing test is determined to be nonvalid.

Scoring the Speaking Test

The Speaking test consists solely of constructed-response items, scored using a multiple-criteria rubric for Grammar, Meaning, and Appropriateness. (For more information about assigning scores to the Speaking items, refer to the *TABE Complete Language Assessment System—English Speaking Scoring Guide*.)

Speaking test scores are recorded by the examiner immediately after the examinee response is given. After testing has been completed, the examiner sums the scores for each of the three criteria to determine a Grammar Subtotal, a Meaning Subtotal, and an Appropriateness Subtotal.

Use the relevant tables on pages 24–27 (Form A) or pages 40–43 (Form B) in this book to determine the Weighted Scale Score (WSS) for each of the three criteria. Sum the Weighted Scale Scores to determine a Speaking Test Scale Score.

A table that provides the Standard Error of Measurement (SEM) for each criterion and converts individual Grammar, Meaning, and Appropriateness Subtotals (i.e., raw scores) to scale scores (SS) can be found in the *TABE Complete Language Assessment System—English Technical Report*.



About the Scoring Tables

It is important to identify the form (A or B) and the proficiency level (1, 2, 3, or 4) of the test being scored and to refer to the appropriate skill area table. The maximum score points possible for each test are listed below.

Table		Level	Skill Area	Maximum Score Points
Form A	Form B			
1.1	5.1	1	Reading	25
1.2	5.2	2		
1.3	5.3	3		
1.4	5.4	4		
2.1	6.1	1	Listening	25
2.2	6.2	2		
2.3	6.3	3		
2.4	6.4	4		
3.1	7.1	1	Writing	36
3.2	7.2	2		
3.3	7.3	3		
3.4	7.4	4		
4.1	8.1	1	Speaking	Grammar: 39 Meaning: 45 Appropriateness: 24
4.2	8.2	2		
4.3	8.3	3		
4.4	8.4	4		

Types of Scores

The *TABE Complete Language Assessment System—English* reports number-correct (NC), raw scores (RS), scale scores (SS), the Standard Error of Measurement (SEM), NRS ESL Educational Functioning Level, and Student Performance Level (SPL). These levels are referred to in the table below.

NRS ESL Educational Functioning Level (NRS)	Student Performance Level (SPL)
Level 1—Beginning ESL Literacy	0 – 1
Level 2—Low Beginning ESL	2
Level 3—High Beginning ESL	3
Level 4—Low Intermediate ESL	4
Level 5—High Intermediate ESL	5
Level 6—Advanced ESL	6

Note that not all score types are reported for each skill area. Number-correct (NC) is used for Reading and Listening, while raw score (RS) is used for Writing and Speaking. Speaking also includes a unique category, Weighted Scale Scores (WSS), for the individual scoring criteria, which are then summed to determine the Speaking Test Scale Score.

In addition, the “+” symbol is used to indicate a “cap,” the highest NRS ESL Educational Functioning Level that can be attained when a specific *TABE Complete Language Assessment System—English* test level is administered. “Caps” were placed on the lower-level tests because the items at those levels do not assess the same language skills that are assessed in higher-level tests.

The main rationale for “capping” is to have consistency between *content coverage* and *performance levels*. For example, the highest attainable NRS ESL Educational Functioning Level for an examinee taking the *TABE Complete Language Assessment System—English* Level 1 test would be “3+.” This means that if an examinee’s scale score aligns to a “3+” in the NRS column, his or her performance level could be higher than NRS ESL Educational Functioning Level 3. However, the items in the *TABE Complete Language Assessment System—English* Level 1 test do not assess language skills any higher than NRS ESL Educational Functioning Level 3.

The table below summarizes the attainable NRS ESL Educational Functioning Levels (and the corresponding relationship to SPLs) for the *TABE Complete Language Assessment System—English* test levels.

Test Level	Attainable NRS ESL Educational Functioning Level	Corresponding SPL
1	1, 2, 3, 3+	0-1, 2, 3, 3+
2	1, 2, 3, 4, 4+	0-1, 2, 3, 4, 4+
3	1, 2, 3, 4, 5, 5+	0-1, 2, 3, 4, 5, 5+
4	1, 2, 3, 4, 5, 6	0-1, 2, 3, 4, 5, 6

Configuration of Skill Area Scoring Tables

The tables for Reading, Listening, and Writing are configured as follows:

Scoring Table Configuration: Reading, Listening, Writing

Table Numbers	Skill Area	Column 1	Column 2	Column 3	Column 4
1.1–1.4 and 5.1–5.4	Reading	Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	NRS ESL Level and SPL
2.1–2.4 and 6.1–6.4	Listening	Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	NRS ESL Level and SPL
3.1–3.4 and 7.1–7.4	Writing	Raw Score (RS) (Writing Total)	Scale Score (SS)	Standard Error of Measurement (SEM)	NRS ESL Level and SPL



The tables for Speaking are configured as follows:

Scoring Table Configuration: Speaking

Table Numbers	Skill Area	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
		Grammar (G)		Meaning (M)		Appropriateness (A)	
4.1–4.4 and 8.1–8.4	Speaking	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)

Table Number	Skill Area	Column 1	Column 2	Column 3	Column 4	Column 5
9	Speaking	Speaking Test Scale Score (SS)	NRS ESL Level and SPL for Test Level 1	NRS ESL Level and SPL for Test Level 2	NRS ESL Level and SPL for Test Level 3	NRS ESL Level and SPL for Test Level 4

Using the Scoring Tables: Reading and Listening

To convert an examinee's number-correct (NC) score to a scale score (SS):

1. Find the appropriate skill area table (Tables 1.1–1.4, Form A, or Tables 5.1–5.4, Form B, for Reading; Tables 2.1–2.4, Form A, or Tables 6.1–6.4, Form B, for Listening).
2. Find the appropriate Reading or Listening proficiency level table.
3. Find the examinee's NC in column 1.
4. The examinee's SS, SEM, NRS ESL Educational Functioning Level, and SPL are located in the adjacent columns.

For example, if an examinee's NC for the Form A, Level 1 Reading test is 21, his or her SS is 403, with an SEM of 26. An SEM of 26 means there is a two-out-of-three chance that, if given the same test again under the same testing conditions, the examinee's Reading scale score would fall between 377 ($403 - 26 = 377$) and 429 ($403 + 26 = 429$). The examinee's scale score corresponds to NRS ESL Educational Functioning Level 2 (Low Beginning ESL) and SPL 2.

Each skill area test has its own unique scale. A Reading Scale Score of 403 does not have the same meaning as a Listening Scale Score of 403. In addition, Forms A and B, although equivalent, are not identical. Therefore, it is important that the correct set of tables (Form A or Form B) be consulted to ensure accurate, reliable, and valid results.

Using the Scoring Tables: Writing

Column 1 in the Writing tables (Tables 3.1–3.4, Form A, or Tables 7.1–7.4, Form B) lists the Writing Total (raw score).

To convert an examinee's Writing Total to a scale score (SS):

1. Find the appropriate Writing proficiency level table.
2. Find the examinee's Writing Total in column 1. Remember that the Writing Total is determined by adding the Writing Subtotal and the Expository Writing Folio Subtotal. **The Writing Subtotal and the Expository Writing Folio Subtotal cannot be used independently to determine scale scores. The examinee MUST be administered both the Writing test and the Expository Writing Folio in order to receive a valid score. If the Writing test is determined to be nonvalid, no Writing Total score should be reported.**



3. The examinee's SS, SEM, NRS ESL Educational Functioning Level, and SPL are located in the adjacent columns.

For example, if an examinee's Writing Total for the Form A, Level 2 Writing test is 27, his or her SS is 504, with an SEM of 20. An SEM of 20 means there is a two-out-of-three chance that, if given the same test again under the same testing conditions, the examinee's Writing scale score would fall between 484 ($504 - 20 = 484$) and 524 ($504 + 20 = 524$). The examinee's scale score corresponds to NRS ESL Educational Functioning Level 4 (Low Intermediate ESL) and SPL 4.

Remember that each skill area test has its own unique scale. A Writing Scale Score of 504 does not have the same meaning as a Reading Scale Score of 504. In addition, Forms A and B, although equivalent, are not identical. Therefore, it is important that the correct set of tables (Form A or Form B) be consulted to ensure accurate, reliable, and valid results.

Using the Scoring Tables: Speaking

The Speaking tables (Tables 4.1–4.4, Form A, or Tables 8.1–8.4, Form B) include Subtotals (raw scores) and Weighted Scale Scores (WSS) for all three scoring criteria: Grammar, Meaning, and Appropriateness.

To convert an examinee's Grammar Subtotal, Meaning Subtotal, and Appropriateness Subtotal to a Speaking Test Scale Score:

1. Find the appropriate Speaking proficiency level table.
2. Find the examinee's Grammar Subtotal in column 1. The examinee's Weighted Scale Score (WSS) for Grammar is located in the adjacent column.
3. Repeat steps 1 and 2 using the Meaning Subtotal and Appropriateness Subtotal.
4. Add the three Weighted Scale Scores (WSS). The total is the Speaking Test Scale Score.

For example, if an examinee has a Grammar Subtotal of 28 for the Form A, Level 3 Speaking test, a Meaning Subtotal of 33, and an Appropriateness Subtotal of 20, his or her Weighted Scale Scores (WSS) are 185 for Grammar, 207 for Meaning, and 112 for Appropriateness. The examinee's Speaking Test Scale Score is 504 ($185 + 207 + 112 = 504$).

Use Table 9 (Forms A and B) to find an examinee's NRS ESL Educational Functioning Level and SPL. Column 1 provides a range of Speaking Test Scale Scores. Along that row, find the appropriate test level column in order to determine the examinee's NRS ESL Educational Functioning Level and SPL.

Using the example above, a Speaking Test Scale Score of 504 in a Form A, Level 3 test corresponds to NRS ESL Educational Functioning Level 4 (Low Intermediate ESL) and SPL 4.



Composite Scores

Table 10 (Forms A and B) provides combined scores, called *composites*, for Reading and Writing, and for Listening and Speaking. Both of these composite scale scores are also matched to the NRS ESL Educational Functioning Levels and SPLs.

To determine an examinee's composite score for Reading and Writing:

1. Calculate the examinee's Reading Scale Score.
2. Calculate the examinee's Writing Scale Score.
3. Add the Reading Scale Score and the Writing Scale Score.
4. Divide the sum by two. The result is the examinee's composite scale score for Reading and Writing.
5. Refer to Table 10. Each row in Column 1 ("Reading and Writing Composite Scale Scores") contains a range of scale scores. Find the row containing the examinee's Reading and Writing Composite Scale Score.
6. Along that row, find the appropriate test level column in order to determine the examinee's NRS ESL Educational Functioning Level and SPL.

For example, if an examinee's Reading Scale Score on the Form A, Level 2 test is 512 and Writing Scale Score on the Form A, Level 2 test is 504, his or her Reading and Writing Composite Scale Score would be 508 ($512 + 504 = 1016 \div 2 = 508$). This score would place the examinee at NRS ESL Educational Functioning Level 4 (Low Intermediate ESL) and at SPL 4.

To determine an examinee's composite score for Listening and Speaking:

1. Calculate the examinee's Listening Scale Score.
2. Calculate the examinee's Speaking Test Scale Score.
3. Add the Listening Scale Score and the Speaking Test Scale Score.
4. Divide the sum by two. The result is the examinee's composite scale score for Listening and Speaking.
5. Refer to Table 10. Each row in Column 2 ("Listening and Speaking Composite Scale Scores") contains a range of scale scores. Find the row containing the examinee's Listening and Speaking Composite Scale Score.
6. Along that row, find the appropriate test level column in order to determine the examinee's NRS ESL Educational Functioning Level and SPL.

For example, if an examinee's Listening Scale Score on the Form A, Level 4 test is 483 and Speaking Test Scale Score on the Form A, Level 4 test is 454, his or her Listening and Speaking Composite Scale Score would be 469 ($483 + 454 = 937 \div 2 = 468.5$, rounded up to 469). This score would place the examinee at NRS ESL Educational Functioning Level 3 (High Beginning ESL) and at SPL 3.

Scoring Tables, Form A

Table 1.1 Reading—Form A, Level 1				
Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	250	54	1	0 – 1
1	250	54		
2	250	54		
3	250	54		
4	250	54		
5	250	54		
6	250	54		
7	250	54		
8	250	54		
9	250	54		
10	250	54		
11	271	45		
12	288	39		
13	304	35		
14	318	32		
15	331	29		
16	343	27		
17	355	24		
18	366	23		
19	377	23		
20	389	24		
21	403	26	2	2
22	420	30	3	3
23	444	37	3	3
24	482	52	3+	3+
25	560	107	3+	3+



Table 1.2 Reading—Form A, Level 2				
Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	300	74	1	0 – 1
1	300	74		
2	300	74		
3	300	74		
4	300	74		
5	300	74		
6	300	74		
7	300	74		
8	325	53		
9	346	42		
10	363	37		
11	378	33		
12	392	30	2	2
13	405	29		
14	418	27		
15	430	26	3	3
16	441	25		
17	453	23		
18	463	22		
19	474	20	4	4
20	485	20		
21	497	22	4+	4+
22	512	26		
23	534	34		
24	574	56		
25	620	89		

Table 1.3 Reading—Form A, Level 3				
Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	340	61	1	0 – 1
1	340	61		
2	340	61		
3	340	61		
4	340	61		
5	340	61		
6	340	61		
7	353	52		
8	374	41		
9	391	34		
10	405	30	2	2
11	418	27		
12	429	24		
13	440	23	3	3
14	450	21		
15	459	20		
16	468	20		
17	478	20	4	4
18	487	20		
19	498	21		
20	510	22	5	5
21	523	24		
22	540	28		
23	563	35	5+	5+
24	600	50		
25	650	82		



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

Table 2.1 Listening—Form A, Level 1				
Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	230	119	1	0 – 1
1	230	119		
2	230	119		
3	230	119		
4	230	119		
5	230	119		
6	230	119		
7	230	119		
8	249	100		
9	287	73		
10	316	62		
11	341	54		
12	364	48		
13	384	43		
14	402	38	2	2
15	418	34		
16	433	30		
17	446	27	3	3
18	459	25		
19	471	24	3+	3+
20	485	25		
21	499	26		
22	515	27		
23	536	32		
24	571	50		
25	620	90		



Table 2.2 Listening—Form A, Level 2				
Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	290	113	1	0 – 1
1	290	113		
2	290	113		
3	290	113		
4	290	113		
5	290	113		
6	290	113		
7	290	113		
8	290	113		
9	328	75		
10	357	60		
11	381	51	2	2
12	401	44		
13	419	37		
14	434	32	3	3
15	447	28		
16	459	26		
17	471	24	4	4
18	482	23		
19	493	22		
20	505	22		
21	517	23	4+	4+
22	532	25		
23	552	32		
24	597	71		
25	655	129		

Table 2.3 Listening—Form A, Level 3				
Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	320	103	1	0 – 1
1	320	103		
2	320	103		
3	320	103		
4	320	103		
5	320	103		
6	320	103		
7	320	103		
8	320	103		
9	338	85		
10	368	59		
11	390	48	2	2
12	409	41		
13	425	37		
14	441	34	3	3
15	455	31		
16	468	28		
17	481	26	4	4
18	493	25		
19	506	25		
20	520	26	5	5
21	535	28		
22	554	30	5+	5+
23	577	34		
24	612	45		
25	700	129		



Table 2.4 Listening—Form A, Level 4				
Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	350	134	1	0 – 1
1	350	134		
2	350	134		
3	350	134		
4	350	134		
5	350	134		
6	350	134		
7	350	134		
8	350	134		
9	393	91	2	2
10	426	63		
11	450	48	3	3
12	468	38		
13	483	31	4	4
14	496	26		
15	507	23		
16	517	21	5	5
17	527	20		
18	536	19		
19	546	19		
20	556	20	6	6
21	568	21		
22	583	25		
23	603	32		
24	639	49		
25	710	103		

Table 3.1 Writing—Form A, Level 1				
Raw Score (RS) (Writing Total)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	200	98	1	0 – 1
1	200	98		
2	200	98		
3	200	98		
4	200	98		
5	200	98		
6	204	94		
7	240	63		
8	263	50		
9	281	43		
10	297	38		
11	310	35		
12	322	33		
13	333	31		
14	343	30		
15	352	29		
16	362	27		
17	371	27		
18	380	26		
19	388	25		
20	397	25	2	2
21	405	24		
22	413	24		
23	422	23		
24	430	23		
25	438	22		
26	447	22	3	3
27	455	22		
28	464	21		
29	473	21		
30	483	21		
31	493	22	3+	3+
32	505	23		
33	519	27		
34	540	35		
35	578	55		
36	640	100		



Table 3.2 Writing—Form A, Level 2				
Raw Score (RS) (Writing Total)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	220	129	1	0 – 1
1	220	129		
2	220	129		
3	220	129		
4	220	129		
5	220	129		
6	220	129		
7	231	118		
8	276	73		
9	304	57		
10	326	48		
11	344	43		
12	360	39		
13	374	36		
14	387	33		
15	399	31	2	2
16	410	29		
17	420	27		
18	430	26		
19	439	24		
20	448	23	3	3
21	456	22		
22	465	21		
23	472	20		
24	480	20		
25	488	19		
26	496	19	4	4
27	504	20		
28	513	20		
29	522	20	4+	4+
30	531	21		
31	542	21		
32	553	21		
33	566	23		
34	584	29		
35	616	48		
36	670	93		

Table 3.3 Writing—Form A, Level 3				
Raw Score (RS) (Writing Total)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	240	144	1	0 – 1
1	240	144		
2	240	144		
3	240	144		
4	240	144		
5	240	144		
6	276	108		
7	319	65		
8	344	47		
9	363	38		
10	378	33		
11	390	30		
12	402	28	2	2
13	412	26		
14	422	25		
15	431	24		
16	440	23		
17	449	22	3	3
18	457	21		
19	465	21		
20	473	20		
21	481	19		
22	488	19		
23	496	19	4	4
24	503	18		
25	511	18		
26	519	18		
27	527	19	5	5
28	535	19		
29	544	20		
30	555	22		
31	566	23	5+	5+
32	580	26		
33	596	29		
34	619	35		
35	657	52		
36	705	89		



Table 3.4 Writing—Form A, Level 4

Raw Score (RS) (Writing Total)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	260	130	1	0 – 1
1	260	130		
2	260	130		
3	260	130		
4	260	130		
5	260	130		
6	282	108		
7	325	65		
8	350	47		
9	369	39		
10	384	35		
11	398	32	2	2
12	409	30		
13	421	28		
14	431	27		
15	441	26		
16	450	25	3	3
17	460	24		
18	469	23		
19	477	22		
20	485	22		
21	493	21	4	4
22	501	20		
23	509	20		
24	517	19		
25	525	19	5	5
26	533	20		
27	542	20		
28	551	21		
29	560	21	6	6
30	571	23		
31	583	24		
32	597	26		
33	614	30		
34	637	36		
35	675	52		
36	730	93		

Table 4.1 Speaking—Form A, Level 1

Grammar		Meaning		Appropriateness	
Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)
0	79	0	92	0	59
1	94	1	97	1	67
2	107	2	115	2	75
3	114	3	126	3	79
4	120	4	135	4	82
5	125	5	141	5	84
6	128	6	146	6	86
7	131	7	150	7	88
8	134	8	153	8	90
9	137	9	156	9	91
10	140	10	159	10	92
11	142	11	161	11	94
12	144	12	163	12	95
13	146	13	165	13	96
14	148	14	167	14	97
15	150	15	169	15	99
16	152	16	171	16	100
17	154	17	172	17	101
18	156	18	174	18	103
19	157	19	175	19	105
20	159	20	176	20	107
21	161	21	178	21	110
22	163	22	179	22	115
23	165	23	181	23	122
24	167	24	182	24	125
25	169	25	183		
26	171	26	184		
27	173	27	186		
28	176	28	187		
29	178	29	189		
30	181	30	190		
31	184	31	192		
32	187	32	193		
33	190	33	195		
34	194	34	197		
35	199	35	199		
36	205	36	201		
37	212	37	203		
38	224	38	205		
39	241	39	208		
		40	212		
		41	216		
		42	222		
		43	231		
		44	245		
		45	256		



Table 4.2 Speaking—Form A, Level 2

Grammar		Meaning		Appropriateness	
Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)
0	86	0	97	0	64
1	107	1	97	1	72
2	119	2	117	2	79
3	126	3	129	3	82
4	131	4	139	4	85
5	135	5	146	5	87
6	138	6	151	6	89
7	141	7	155	7	90
8	144	8	159	8	92
9	146	9	163	9	93
10	148	10	165	10	95
11	150	11	168	11	96
12	152	12	170	12	97
13	154	13	172	13	98
14	156	14	174	14	99
15	158	15	176	15	101
16	160	16	177	16	102
17	161	17	179	17	104
18	163	18	180	18	105
19	165	19	182	19	107
20	167	20	183	20	110
21	168	21	184	21	112
22	170	22	186	22	116
23	172	23	187	23	123
24	174	24	189	24	128
25	176	25	190		
26	178	26	192		
27	180	27	193		
28	183	28	194		
29	185	29	196		
30	188	30	197		
31	190	31	199		
32	193	32	201		
33	197	33	202		
34	200	34	204		
35	204	35	206		
36	210	36	208		
37	217	37	211		
38	229	38	213		
39	245	39	217		
		40	220		
		41	225		
		42	230		
		43	239		
		44	252		
		45	269		

Table 4.3 Speaking—Form A, Level 3

Grammar		Meaning		Appropriateness	
Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)
0	94	0	109	0	66
1	115	1	121	1	77
2	126	2	135	2	83
3	132	3	144	3	86
4	136	4	150	4	89
5	140	5	155	5	91
6	143	6	159	6	93
7	146	7	163	7	94
8	148	8	165	8	96
9	150	9	168	9	97
10	153	10	171	10	98
11	154	11	173	11	99
12	157	12	175	12	101
13	158	13	176	13	102
14	160	14	178	14	103
15	162	15	180	15	104
16	163	16	181	16	106
17	165	17	183	17	107
18	167	18	184	18	108
19	168	19	186	19	110
20	170	20	187	20	112
21	172	21	189	21	115
22	174	22	190	22	118
23	175	23	192	23	125
24	177	24	193	24	130
25	179	25	194		
26	181	26	196		
27	183	27	197		
28	185	28	199		
29	187	29	200		
30	189	30	202		
31	192	31	203		
32	194	32	205		
33	198	33	207		
34	201	34	209		
35	205	35	211		
36	210	36	213		
37	217	37	215		
38	228	38	218		
39	248	39	221		
		40	225		
		41	230		
		42	236		
		43	244		
		44	259		
		45	281		



Table 4.4 Speaking—Form A, Level 4

Grammar		Meaning		Appropriateness	
Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)
0	101	0	122	0	68
1	116	1	122	1	79
2	126	2	134	2	84
3	132	3	147	3	88
4	137	4	155	4	90
5	141	5	160	5	92
6	144	6	165	6	94
7	147	7	169	7	95
8	149	8	172	8	97
9	152	9	175	9	98
10	154	10	177	10	99
11	156	11	179	11	100
12	158	12	181	12	101
13	160	13	183	13	102
14	162	14	185	14	103
15	164	15	186	15	105
16	166	16	188	16	106
17	168	17	189	17	107
18	170	18	191	18	108
19	171	19	192	19	110
20	173	20	194	20	112
21	175	21	195	21	115
22	177	22	196	22	118
23	179	23	197	23	124
24	181	24	199	24	132
25	183	25	200		
26	185	26	202		
27	187	27	203		
28	189	28	205		
29	192	29	206		
30	194	30	207		
31	196	31	209		
32	199	32	211		
33	202	33	213		
34	206	34	215		
35	209	35	217		
36	214	36	220		
37	220	37	223		
38	231	38	226		
39	252	39	229		
		40	234		
		41	240		
		42	248		
		43	260		
		44	283		
		45	294		

Scoring Tables, Form B

Table 5.1 Reading—Form B, Level 1				
Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	250	59	1	0–1
1	250	59		
2	250	59		
3	250	59		
4	250	59		
5	250	59		
6	250	59		
7	250	59		
8	250	59		
9	250	59		
10	261	53		
11	282	44		
12	299	39		
13	315	35		
14	329	32		
15	342	29		
16	355	28		
17	367	26		
18	379	26		
19	392	26		
20	405	26	2	2
21	419	28		
22	436	31		
23	460	36	3	3
24	497	50	3+	3+
25	560	93		



Table 5.2 Reading—Form B, Level 2				
Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	300	64	1	0 – 1
1	300	64		
2	300	64		
3	300	64		
4	300	64		
5	300	64		
6	300	64		
7	300	64		
8	311	57		
9	334	47		
10	353	42		
11	370	38		
12	385	36	2	2
13	400	34		
14	415	32		
15	429	31	3	3
16	442	30		
17	456	29		
18	469	28	4	4
19	482	27		
20	497	28	4+	4+
21	513	30		
22	532	34		
23	558	41		
24	602	60		
25	620	70		

Table 5.3 Reading—Form B, Level 3				
Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	340	70	1	0 – 1
1	340	70		
2	340	70		
3	340	70		
4	340	70		
5	340	70		
6	340	70		
7	343	67		
8	368	47		
9	387	37		
10	401	32	2	2
11	414	28		
12	425	25		
13	436	23		
14	446	22	3	3
15	455	21		
16	464	20		
17	473	20		
18	483	19	4	4
19	492	20		
20	503	20		
21	515	22	5	5
22	529	24		
23	547	29		
24	577	40	5+	5+
25	650	101		



Table 5.4 Reading—Form B, Level 4				
Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	360	111	1	0 – 1
1	360	111		
2	360	111		
3	360	111		
4	360	111		
5	360	111		
6	360	111		
7	383	88	2	2
8	415	56		
9	436	39	3	3
10	451	30		
11	463	25		
12	473	22		
13	482	20	4	4
14	490	19		
15	498	18		
16	506	18		
17	514	18	5	5
18	523	18		
19	532	19		
20	542	20		
21	554	22		
22	569	25	6	6
23	588	30		
24	619	42		
25	680	90		

Table 6.1 Listening—Form B, Level 1				
Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	230	148	1	0 – 1
1	230	148		
2	230	148		
3	230	148		
4	230	148		
5	230	148		
6	230	148		
7	230	148		
8	230	148		
9	279	99		
10	315	72		
11	342	58		
12	364	49		
13	383	42		
14	400	38	2	2
15	416	34		
16	430	31		
17	444	29	3	3
18	457	28		
19	471	27	3+	3+
20	485	28		
21	500	29		
22	518	32		
23	542	39		
24	584	60		
25	620	86		



Table 6.2 Listening—Form B, Level 2				
Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	290	120	1	0 – 1
1	290	120		
2	290	120		
3	290	120		
4	290	120		
5	290	120		
6	290	120		
7	290	120		
8	290	120		
9	328	83		
10	360	65		
11	385	55	2	2
12	407	46		
13	425	39	3	3
14	441	34		
15	455	30		
16	468	27	4	4
17	479	25		
18	491	24		
19	502	23	4+	4+
20	515	24		
21	528	25		
22	544	28		
23	567	36		
24	606	56		
25	655	93		

Table 6.3 Listening—Form B, Level 3				
Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	320	98	1	0 – 1
1	320	98		
2	320	98		
3	320	98		
4	320	98		
5	320	98		
6	320	98		
7	320	98		
8	320	98		
9	340	78		
10	369	59	2	2
11	392	49		
12	411	42		
13	429	37	3	3
14	444	33		
15	458	30	4	4
16	471	28		
17	484	26		
18	497	26		
19	510	26	5	5
20	524	27		
21	541	29	5+	5+
22	561	32		
23	588	40		
24	634	60		
25	700	101		



Table 6.4 Listening—Form B, Level 4

Number-Correct (NC)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	350	143	1	0 – 1
1	350	143		
2	350	143		
3	350	143		
4	350	143		
5	350	143		
6	350	143		
7	350	143		
8	350	143		
9	376	117		
10	418	75	2	2
11	444	51	3	3
12	463	39		
13	478	32	4	4
14	491	27		
15	502	25		
16	513	22		
17	523	21	5	5
18	533	20		
19	543	20		
20	554	20	6	6
21	565	21		
22	579	23		
23	596	27		
24	624	38		
25	710	121		

Table 7.1 Writing—Form B, Level 1				
Raw Score (RS) (Writing Total)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	200	111	1	0 – 1
1	200	111		
2	200	111		
3	200	111		
4	200	111		
5	200	111		
6	200	111		
7	215	96		
8	250	62		
9	273	48		
10	291	41		
11	306	36		
12	318	33		
13	330	31		
14	340	29		
15	350	27		
16	359	26		
17	368	26		
18	376	25		
19	385	24		
20	393	24		
21	401	23	2	2
22	409	23		
23	417	23		
24	425	22		
25	433	22		
26	442	22		
27	450	21	3	3
28	459	21		
29	468	21		
30	477	21		
31	487	22		
32	499	24	3+	3+
33	514	27		
34	534	33		
35	570	51		
36	640	109		



Table 7.2 Writing—Form B, Level 2				
Raw Score (RS) (Writing Total)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	220	109		
1	220	109		
2	220	109		
3	220	109		
4	220	109		
5	220	109		
6	220	109		
7	249	80		
8	281	60	1	0 – 1
9	305	50		
10	325	44		
11	342	39		
12	356	35		
13	370	32		
14	381	29		
15	392	26		
16	402	25		
17	411	23		
18	419	22		
19	428	21	2	2
20	436	20		
21	443	20		
22	451	20		
23	459	20		
24	467	20	3	3
25	475	20		
26	483	20		
27	491	20		
28	500	20		
29	510	21	4	4
30	520	22		
31	532	25		
32	547	29		
33	565	34		
34	591	42	4+	4+
35	634	61		
36	670	83		

Table 7.3 Writing—Form B, Level 3				
Raw Score (RS) (Writing Total)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	240	117	1	0 – 1
1	240	117		
2	240	117		
3	240	117		
4	240	117		
5	240	117		
6	281	76		
7	311	53		
8	333	43		
9	350	38		
10	365	34		
11	378	31		
12	390	29		
13	401	27	2	2
14	411	25		
15	421	24		
16	430	23		
17	438	22		
18	446	22	3	3
19	455	21		
20	463	21		
21	470	20		
22	478	20		
23	486	20		
24	494	20	4	4
25	502	20		
26	510	20		
27	519	20		
28	528	21	5	5
29	538	22		
30	549	23		
31	561	25	5+	5+
32	575	27		
33	593	31		
34	616	37		
35	654	52		
36	705	87		



Table 7.4 Writing—Form B, Level 4				
Raw Score (RS) (Writing Total)	Scale Score (SS)	Standard Error of Measurement (SEM)	Functioning Level	
			NRS	SPL
0	260	152	1	0–1
1	260	152		
2	260	152		
3	260	152		
4	260	152		
5	260	152		
6	269	143		
7	334	78		
8	363	49		
9	381	37		
10	395	31		
11	407	27	2	2
12	417	25		
13	426	23		
14	434	22		
15	442	22		
16	450	21	3	3
17	458	21		
18	466	21		
19	473	21		
20	481	21		
21	488	21		
22	497	21	4	4
23	505	21		
24	513	21		
25	522	21	5	5
26	530	21		
27	539	21		
28	549	22		
29	559	23	6	6
30	570	24		
31	582	24		
32	596	25		
33	612	27		
34	633	34		
35	670	54		
36	730	102		

Table 8.1 Speaking—Form B, Level 1					
Grammar		Meaning		Appropriateness	
Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)
0	79	0	92	0	59
1	93	1	92	1	68
2	107	2	108	2	75
3	115	3	120	3	79
4	121	4	129	4	81
5	125	5	136	5	84
6	129	6	142	6	86
7	132	7	146	7	87
8	135	8	150	8	89
9	138	9	154	9	90
10	140	10	157	10	92
11	143	11	159	11	93
12	145	12	162	12	94
13	147	13	164	13	95
14	149	14	166	14	96
15	150	15	168	15	98
16	152	16	170	16	99
17	154	17	171	17	101
18	156	18	173	18	102
19	158	19	174	19	104
20	159	20	176	20	106
21	161	21	177	21	108
22	163	22	179	22	112
23	165	23	180	23	119
24	166	24	181	24	125
25	168	25	183		
26	170	26	184		
27	172	27	186		
28	174	28	187		
29	176	29	189		
30	179	30	190		
31	181	31	192		
32	184	32	193		
33	188	33	195		
34	191	34	197		
35	195	35	199		
36	201	36	201		
37	208	37	203		
38	221	38	206		
39	241	39	209		
		40	213		
		41	217		
		42	223		
		43	231		
		44	247		
		45	256		



Table 8.2 Speaking—Form B, Level 2

Grammar		Meaning		Appropriateness	
Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)
0	86	0	97	0	64
1	109	1	97	1	75
2	121	2	113	2	81
3	128	3	125	3	85
4	133	4	134	4	88
5	137	5	141	5	90
6	140	6	147	6	92
7	143	7	152	7	93
8	146	8	156	8	94
9	148	9	160	9	96
10	150	10	163	10	97
11	152	11	166	11	98
12	154	12	169	12	99
13	156	13	171	13	100
14	158	14	173	14	101
15	159	15	176	15	103
16	161	16	178	16	104
17	163	17	179	17	105
18	164	18	181	18	107
19	166	19	183	19	109
20	167	20	184	20	111
21	169	21	186	21	114
22	171	22	187	22	117
23	172	23	189	23	124
24	174	24	191	24	128
25	176	25	192		
26	178	26	194		
27	180	27	195		
28	182	28	197		
29	185	29	198		
30	187	30	200		
31	190	31	201		
32	193	32	203		
33	195	33	205		
34	199	34	207		
35	203	35	209		
36	209	36	211		
37	216	37	214		
38	228	38	216		
39	245	39	220		
		40	223		
		41	228		
		42	234		
		43	243		
		44	258		
		45	269		

Table 8.3 Speaking—Form B, Level 3					
Grammar		Meaning		Appropriateness	
Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)
0	94	0	109	0	66
1	115	1	123	1	73
2	126	2	138	2	81
3	132	3	147	3	85
4	137	4	153	4	88
5	140	5	158	5	90
6	144	6	162	6	92
7	146	7	165	7	93
8	149	8	168	8	95
9	151	9	171	9	96
10	153	10	173	10	97
11	155	11	175	11	98
12	157	12	177	12	100
13	158	13	179	13	101
14	160	14	180	14	102
15	162	15	181	15	103
16	163	16	183	16	105
17	165	17	184	17	106
18	167	18	186	18	108
19	168	19	187	19	109
20	170	20	189	20	112
21	172	21	190	21	114
22	174	22	191	22	118
23	175	23	192	23	124
24	177	24	194	24	130
25	179	25	195		
26	181	26	197		
27	184	27	198		
28	186	28	200		
29	188	29	201		
30	191	30	202		
31	194	31	204		
32	197	32	205		
33	200	33	207		
34	204	34	209		
35	208	35	211		
36	213	36	213		
37	220	37	215		
38	231	38	218		
39	248	39	221		
		40	225		
		41	229		
		42	234		
		43	242		
		44	255		
		45	281		



Table 8.4 Speaking—Form B, Level 4

Grammar		Meaning		Appropriateness	
Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)	Raw Score (RS) (Subtotal)	Weighted Scale Score (WSS)
0	101	0	122	0	68
1	120	1	122	1	79
2	130	2	134	2	85
3	137	3	146	3	89
4	141	4	154	4	91
5	145	5	160	5	94
6	148	6	164	6	95
7	150	7	168	7	97
8	153	8	171	8	98
9	155	9	174	9	99
10	157	10	177	10	101
11	159	11	179	11	102
12	161	12	181	12	103
13	162	13	183	13	104
14	164	14	185	14	105
15	165	15	186	15	106
16	167	16	188	16	108
17	168	17	190	17	109
18	170	18	192	18	111
19	172	19	193	19	112
20	173	20	194	20	114
21	175	21	196	21	117
22	177	22	197	22	121
23	178	23	199	23	127
24	180	24	200	24	132
25	182	25	201		
26	184	26	203		
27	186	27	204		
28	188	28	206		
29	190	29	207		
30	193	30	209		
31	195	31	210		
32	198	32	212		
33	201	33	214		
34	204	34	216		
35	209	35	218		
36	213	36	221		
37	220	37	223		
38	231	38	226		
39	252	39	230		
		40	234		
		41	239		
		42	246		
		43	256		
		44	275		
		45	294		



Scoring Tables, Forms A and B

Table 9 Speaking Test Scale Score to NRS ESL Educational Functioning Level and Student Performance Level									
Forms A and B									
Speaking Test Scale Score (SS)	Test Level 1		Test Level 2		Test Level 3		Test Level 4		
425 or below	NRS 1	SPL 0 – 1	NRS 1	SPL 0 – 1	NRS 1	SPL 0 – 1	NRS 1	SPL 0 – 1	
426 – 460	NRS 2	SPL 2	NRS 2	SPL 2	NRS 2	SPL 2	NRS 2	SPL 2	
461 – 501	NRS 3	SPL 3	NRS 3	SPL 3	NRS 3	SPL 3	NRS 3	SPL 3	
502 – 536	NRS 3+	SPL 3+	NRS 4	SPL 4	NRS 4	SPL 4	NRS 4	SPL 4	
537 – 567	NRS 3+	SPL 3+	NRS 4+	SPL 4+	NRS 5	SPL 5	NRS 5	SPL 5	
568 and above	NRS 3+	SPL 3+	NRS 4+	SPL 4+	NRS 5+	SPL 5+	NRS 6	SPL 6	



**Table 10 Composite Scale Scores to NRS ESL Educational Functioning Level
and Student Performance Level
Forms A and B**

Reading and Writing Composite Scale Scores (SS)	Listening and Speaking Composite Scale Scores (SS)	<i>Test Level 1</i>		<i>Test Level 2</i>		<i>Test Level 3</i>		<i>Test Level 4</i>	
		NRS	SPL	NRS	SPL	NRS	SPL	NRS	SPL
394 or below	407 or below	1	0–1	1	0–1	1	0–1	1	0–1
395 – 441	408 – 449	2	2	2	2	2	2	2	2
442 – 482	450 – 485	3	3	3	3	3	3	3	3
483 – 514	486 – 525	3+	3+	4	4	4	4	4	4
515 – 556	526 – 558	3+	3+	4+	4+	5	5	5	5
557 and above	559 and above	3+	3+	4+	4+	5+	5+	6	6



Relationship of *TABE Complete Language Assessment System—English* to the TABE 9&10 Tests

Overview

A major objective of many adult English as a second language (ESL) programs is to help learners transition to adult basic education (ABE) programs. In order to predict how well ESL learners taking the *TABE Complete Language Assessment System—English* (TABE CLAS-E) test would perform on TABE 9&10, an adult basic education assessment, a linking study was conducted between the TABE CLAS-E Reading and Writing scores and the TABE 9&10 Reading and Language scores. For example, if an ESL learner takes the TABE CLAS-E Level 4 Reading test, Table 11 can be used to predict the likely scale score for that learner on the TABE 9&10 Reading test. Additionally, the study aimed to predict the likelihood of successful transition from the TABE CLAS-E Level 4 test to the TABE 9&10 Level M test.

The Study

To establish a relationship between the TABE CLAS-E and TABE 9&10 tests, both tests were administered to an adult ESL population of 925 examinees at 22 programs across the country. A linking table (Table 11) was built based on the analysis of the examinees' performance on both tests. TABE 9&10 Reading scale scores were estimated from TABE CLAS-E Reading scale scores, while TABE 9&10 Language scores were estimated from TABE CLAS-E Writing scale scores.

Using Table 11 to Predict TABE 9&10 Scale Scores

For both the Reading and Language tests in TABE 9&10, Table 11 shows obtained TABE CLAS-E scale scores, the estimated TABE 9&10 scale score, and an estimated TABE 9&10 scale score range (confidence interval). Since TABE 9&10 scores cannot be predicted with perfect accuracy, it is important to consider the one standard error of estimate (SEE) interval when interpreting the estimated TABE 9&10 scale scores. The "68% Confidence Interval" column is included to reflect the one standard error of estimate around the estimated TABE 9&10 scale score. For example, if an examinee received a scale score of 576 on the TABE CLAS-E Level 4 Reading test, his or her most likely scale score on the TABE 9&10 Reading test would be 542. The one SEE interval ranges from 489 to 595, meaning that for about two out of three examinees with a TABE CLAS-E scale score of 576, the TABE 9&10 Reading scale score would likely be in the range of 489 to 595, assuming a normal distribution of scores.

Using Table 11 to Predict Successful Transition to the TABE 9&10 Tests

The recommended successful transition scores from this linking study show whether students have achieved sufficient English language proficiency on TABE CLAS-E Level 4 to transition successfully to TABE 9&10 Level M Reading or Language tests for continuing measurement of progress.

It is important to note that scale scores from TABE CLAS-E Level 3 (or below) tests cannot accurately predict TABE 9&10 scores, as the language demands are not sufficiently high. In other words, a learner might score quite high on TABE CLAS-E Level 3, but the items at this level do not assess the same language skills that are assessed in TABE CLAS-E Level 4.



In addition, CTB and external content experts reviewed and aligned the items, passages, and language difficulty between the TABE CLAS-E tests and the TABE 9&10 tests. It was determined that TABE CLAS-E Level 4 most closely aligned to TABE 9&10 Level M. Thus, TABE CLAS-E Level 4 scores are appropriate indicators for predicting successful transition to TABE 9&10 Level M.

The shaded areas in Table 11 indicate performance that suggests a learner is likely to transition successfully to TABE 9&10 Level M.

The successful transition scale score for ESL learners using the TABE CLAS-E Level 4 Reading test is 588 or above.

The successful transition scale score for ESL learners using the TABE CLAS-E Level 4 Writing test is 612 or above.

It is important to note that performance on a reading test is considered by experts from adult ESL programs as being a more important factor in determining transition readiness from an ESL measurement system to an ABE measurement system than the performance on a writing/ language test. Therefore, an examinee should not be considered ready for successful transition to TABE 9&10 if he or she demonstrates a readiness for transition only to TABE 9&10 Language. However, if an examinee demonstrates readiness for transition to TABE 9&10 Reading, but does not meet the cut score for the transition to TABE 9&10 Language, it is still suggested that the examinee be transitioned to TABE 9&10 Level M (overriding the predicted TABE 9&10 Language score).

Additionally, the transition decision should not be based exclusively on TABE CLAS-E scores; classroom performance and other information such as student academic history and background information should be considered, along with the confidence interval of the predicted TABE 9&10 score.

Caveats

It is important to keep in mind that the TABE CLAS-E to TABE 9&10 estimates were obtained by analyzing the performance of examinees most likely to be ready to take the TABE 9&10 Level M tests. The estimated TABE 9&10 scores apply specifically to examinees whose characteristics match those of the examinees in the study sample. To the degree that they differ, the estimates may not be accurate. If an examinee scores very low on TABE CLAS-E or is obviously not ready to take the TABE 9&10 tests, Table 11 may overestimate that person's TABE 9&10 Reading and/or Language scale score.

As with any test data, it is important to interpret the information in light of understanding each examinee's needs and abilities. Discussion of performance expectations with the examinee should be reassuring but realistic. Used with these cautions, an examinee's TABE CLAS-E Level 4 score can be useful in assessing the likelihood of the examinee's readiness for taking the TABE 9&10 Level M tests.

Additional information about the TABE CLAS-E to TABE 9&10 Linking Study can be found in the *TABE CLAS-E Technical Report*.

Transition Scores and Exit Criteria

Scores on the TABE CLAS-E battery of tests provide information that can help educators decide when an adult student is adequately proficient in English to transition from an ESL program to an adult basic education (ABE) program. These important decisions are complex and should involve the evaluation of multiple sources of information. The performances of a student in instructional and assessment activities, in verbal and written modes of expression, and in receptive and productive modes of communication are important to consider when evaluating any transition decision. Two types of exit criteria are described here, either one of which may be useful. When these criteria have been met, consideration of the student for exit or transition is appropriate. However, no exit or transition decision should be made solely on the basis of performance on a single test.

Recommended Criterion for Consideration for Exit from ESL Instruction

A student who demonstrates NRS Advanced ESL performance in at least three TABE CLAS-E subtests should be considered for exit from ESL instruction to adult basic education instruction.

The cut scores for NRS Advanced ESL, Level 6, may be found in the scoring tables for TABE CLAS-E Level 4 in this book.

CTB recommends that performance on three out of four subtests be used to judge readiness to exit to an ABE program because performance on three or more subtests offers more reliable information than performance on only one or two subtests.

Alternative ESL Exit Criteria Based on Individual TABE CLAS-E Subtests or Totals

In some settings and programs, using the recommended criterion is not practical because of policy or test administration constraints. In these situations, alternative criteria may be used. For example, a program may be required to consider only the TABE CLAS-E Reading subtest, in conjunction with other program criteria. When individual subtest performances are considered for exit decisions, it is appropriate to use a higher criterion. Use of the following TABE CLAS-E Level 4 cut scores is recommended:

Reading	588
Writing	612
Total Reading and Writing	600
Listening	607
Speaking	594
Total Listening and Speaking	600

The individual cut scores for Reading and Writing are based on the TABE 9&10 linking study, as described earlier. The individual cut scores on Listening and Speaking, for which no corresponding TABE 9&10 subtests exist, require the top CLAS-E Level 4 score to be within one standard error of measurement.

These TABE CLAS-E exit criteria should be viewed as guidelines to support informed decision making by instructors and/or administrators regarding a student's likelihood of success if transitioned or exited from an ESL program of study to an ABE program of study.

**Table 11 can be found on pages 50 and 51.
Please turn the page.**

Table 11 TABE CLAS-E Scale Score to Estimated TABE 9&10 Scale Score (for TABE CLAS-E Level 4 tests only)

<i>Reading</i>				<i>Language</i>		
TABE CLAS-E Reading Scale Score	TABE 9&10 Estimated Reading Scale Score	68% Confidence Interval (SEE=53)		TABE CLAS-E Writing Scale Score	TABE 9&10 Estimated Language Scale Score	68% Confidence Interval (SEE=59)
360	355	302-408		260	257	198-316
383	375	322-428		269	265	206-323
397	387	334-440		282	276	217-334
415	403	350-456		325	312	253-371
422	409	356-462		334	319	261-378
436	421	368-474		350	333	274-392
441	425	372-478		363	344	285-402
451	434	381-487		369	349	290-408
455	437	384-490		381	359	300-418
463	444	391-497		384	361	303-420
468	448	396-501		395	371	312-429
473	453	400-506		398	373	314-432
479	458	405-511		407	381	322-440
482	461	408-513		409	382	324-441
489	467	414-519		417	389	330-448
490	467	415-520		421	393	334-451
498	474	422-527		426	397	338-455
499	475	422-528		431	401	342-460
506	481	428-534		434	403	345-462
508	483	430-536		441	409	351-468
514	488	435-541		442	410	351-469
517	491	438-544		450	417	358-476
523	496	443-549		458	424	365-482
526	499	446-551		460	425	367-484
532	504	451-557		466	430	372-489
535	506	453-559		469	433	374-492
542	512	460-565		473	436	377-495
544	514	461-567		477	440	381-498
553	522	469-575		481	443	384-502
554	523	470-576		485	446	388-505
564	531	479-584		489	450	391-509
569	536	483-589		493	453	394-512
576	542	489-595		497	456	398-515
588	552	499-605		501	460	401-519
593	556	504-609		505	463	404-522



Table 11 TABE CLAS-E Scale Score to Estimated TABE 9&10 Scale Score (for TABE CLAS-E Level 4 tests only) (continued)

<i>Reading</i>				<i>Language</i>		
TABE CLAS-E Reading Scale Score	TABE 9&10 Estimated Reading Scale Score	68% Confidence Interval (SEE=53)		TABE CLAS-E Writing Scale Score	TABE 9&10 Estimated Language Scale Score	68% Confidence Interval (SEE=59)
619	579	526-632		509	467	408-525
621	581	528-633		513	470	411-529
680	632	579-684		517	473	415-532
				522	477	419-536
				525	480	421-539
				530	484	425-543
				533	487	428-546
				539	492	433-551
				542	494	436-553
				549	500	441-559
				551	502	443-561
				559	509	450-567
				560	509	451-568
				570	518	459-577
				571	519	460-578
				582	528	469-587
				583	529	470-588
				596	540	481-599
				597	541	482-599
				612	553	494-612
				614	555	496-614
				633	571	512-630
				637	574	515-633
				670	602	543-661
				675	606	547-665
				730	653	594-711

