


TEST OF ADULT BASIC EDUCATION (TABE)



FLORIDA DEPARTMENT OF EDUCATION



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March 23, 2004

MEMORANDUM

TO: Career and Technical Education Directors
Adult Education Directors
Community College Presidents

FROM: Bonnie C. Marmor

SUBJECT: Assessment of Adult and Career and Technical Education Students

State Board Rules 6A-10.040 and 6A-6.014 are in the process of being amended to include the Tests of Adult Basic Education (TABE), versions 9 and 10. The process of amendment of state board rules is a lengthy process. We have had several requests from the field to allow the use of TABE 9 and 10 while the rules are being amended. Therefore, this memorandum will allow school districts and community colleges to begin using TABE 9 and 10 for their Adult and Career and Technical Education (CTE) students if they wish to do so while the rules are in the amendment process.

TABE 7 and 8 will remain in both rules so that if the district or community college does not wish to change forms, they need not do so. TABE 7 and 8 will remain in both rules as long as CTB McGraw Hill continues to publish these forms.

If you have any questions concerning this memorandum, please contact Jane Silveria at (850) 245-9022, Suncom: 205-9022, or at jane.silveria@fldoe.org.

BCM/jsj

cc: Superintendents
Community College Presidents
Vocational Preparatory Instruction (VPI)

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FLORIDA COMMUNITY COLLEGES & WORKFORCE EDUCATION



TEST OF ADULT BASIC EDUCATION (TABE)

Information for this section was adapted from *Test of Adult Basic Education (TABE) User's Handbook*.

The TABE instruments provide assessment, placement, growth, literacy level, prediction, and prescription information. For students who are Spanish speakers and have little or no fluency in English, TABE Espanol is available.

Assessment

TABE 7 & 8 assessments are based on curriculum philosophies from adult education programs. The work-related assessments are based on the Carl Perkins Vocational Education Act, the Secretary's Commission on Achieving Necessary Skills (SCANS), and the American Society for Training and Development.

Placement

TABE 7 or 8 in the Survey edition, in addition to the Locator Test, can provide information for placement of students whose primary language is English. *TABE Espanol*, with the locator and practice test, can be used for placement with students whose primary language is Spanish.

Growth

To measure growth, all the 7 & 8 forms of the same level test are equated so that pre- and post-tests will accurately measure gains of students.

Literacy Level

TABE 7 & 8 provides an assessment of the reading levels of students.

Prediction

TABE 7 & 8 scores provide a GED prediction score for each content area.

Prescription

The TABE group of assessment instruments provides lessons needed based on TABE scores. The TABE is keyed to all the major ABE and vocational education publishers' materials. TestMate TABE Advanced Module Prescriptive Assignments can give automatic reports of specific lessons the student needs, based on the TABE scores. With the computer scoring, group results for skills and content area are available to provide information for teachers for group instructions.

EMPLOYMENT SKILLS DEVELOPMENT

When adult learners have reached a proficiency level of grade 6 or 7, the *TABE Work Related Foundation Skills* test can be used to measure progress with pre/post testing. The *Work-Related Foundation Skills* is on the same scale as the TABE 7 & 8 and can be used as a post-test to measure improvement.

TABE ASSESSMENT INSTRUMENTS

Practice and Locator Test

The practice portion of the test helps students become familiar with the types of items on the test. The locator portion of the test helps to determine the appropriate test level of TABE 7 & 8 for students. The Practice and Locator Test takes approximately **20 minutes** to administer. Beginning readers who cannot take the Practice and Locator Test can take the TABE Level L Test, Form 7 or 8.

TABE 7 & 8 Complete Battery

The Complete Battery is a series of five tests at five levels that give both normed scores and skill- and outcome-performance scores for adults. The Complete Battery includes Reading, Mathematics Computation, Applied Mathematics, Language, and Spelling. The Complete Battery takes approximately **3 hours** to administer.

TABE 7 & 8 Survey

The Survey version includes Reading, Mathematics Computation, Applied Mathematics, Language, and Spelling. The Survey takes approximately **1.5 hours** to administer, and also provides normed scores.

TABE Work-Related Foundation Skills

Four editions of this test assess Reading, Mathematics, Language skills, and competencies in workplace contexts for health, business/office, trade/technical, and general occupational groups.

TABE Work-Related Problem Solving

A sixth-grade or higher reading level is required for this test, which yields both normative and qualitative scores. Two forms measure a wide range of problem-solving competencies. Life and work-related tasks are used to assess problem-solving skills. This test takes approximately **one hour** to administer.

TABE Espanol

This is a survey test with normed scores for Reading, Mathematics Computation, Applied Mathematics, and Language in Spanish. A Locator Test is available to determine the level of the test to administer. It covers skills for grade levels 1.6 through 6.9.

TABE-PC

The computer-administered version of the TABE includes TABE 7 & 8 Complete Battery and Survey forms; Work-Related Foundation Skills; and TABE Espanol. Individual and group scoring and reporting is also included in the TABE-PC.

LARGE PRINT EDITION

Form 7 Complete Battery and Survey editions are available in large print for students who are visually impaired.

TEST LEVELS AND CONTENT, TABE 7 & 8

Test Level	Grade Range
• L (Literacy)	0-1.9
• E (Easy)	1.6-3.9
• M (Medium)	3.6-6.9
• D (Difficult)	6.6-8.9
• A (Advanced)	8.6-12.9

Level L

Level L tests for Pre-Reading and Reading Skills. It has 50 items, and takes **35 minutes** to complete. Level L screens for the following: visual/reversal problems, recognition of letters, auditory skills/sound discrimination, and beginning comprehension skills (listening, retention, word understanding, and interpretation).

Level E

Level E tests Reading, Mathematics Computation, Applied Mathematics, Language, and Spelling. It has 200 items, and **164 minutes** is allocated for students to complete all sections.

Level M

Level M tests Reading, Mathematics Computation, Applied Mathematics, Language, and Spelling. It has 200 items, and **164 minutes** is allocated for students to complete all sections.

Level D

Level D tests Reading, Mathematics Computation, Applied Mathematics, Language, and Spelling. It has 200 items, and **164 minutes** is allocated for students to complete all sections.

Level A

Level A tests Reading, Mathematics Computation, Applied Mathematics, Language, and Spelling. It has 200 items, and **164 minutes** is allocated for students to complete all sections.

TEST CONTENT

Level L

Pre-Reading Skills

- Matching letters
- Recognizing letters
- Beginning sounds
- Ending sounds
- Middle Sounds

Reading Skills

- Interpret Graphic Information
- Words in Context
- Recall Information
- Construction Meaning

Level E

Reading

- Interpret Graphic Information
- Words in Context
- Recall Information
- Construction Meaning
- Evaluate/Extend Meaning

Language

- Usage
- Sentence Formation
- Paragraph Development
- Capitalization
- Punctuation
- Writing Conventions

Mathematics Computation

- Addition of Whole Numbers
- Subtraction of Whole Numbers
- Multiplication of Whole Numbers
- Division of Whole Numbers

Spelling

- Vowels
- Consonants
- Structural Unit

Applied Mathematics

- Numeration
- Number theory
- Data Interpretation
- Pre-Algebra & Algebra
- Measurement
- Geometry
- Computation in Context
- Estimation

Level M

Reading

- Interpret Graphic Information
- Words in Context
- Recall Information
- Construction Meaning
- Evaluate/Extend Meaning

Mathematics Computation

- Addition of Whole Numbers
- Subtraction of Whole Numbers
- Multiplication of Whole Numbers
- Division of Whole Numbers
- Decimals
- Fractions

Spelling

- Vowels
- Consonants
- Structural Unit

Applied Mathematics

- Numeration
- Number theory
- Data Interpretation
- Pre-Algebra & Algebra
- Measurement
- Geometry
- Computation in Context
- Estimation

Language

- Usage
- Sentence Formation
- Paragraph Development
- Capitalization
- Punctuation
- Writing Conventions

Level D

Reading

- Interpret Graphic Information
- Words in Context
- Recall Information
- Construction Meaning
- Evaluate/Extend Meaning

Mathematics Computation

- Addition of Whole Numbers
- Subtraction of Whole Numbers
- Multiplication of Whole Numbers
- Division of Whole Numbers
- Decimals
- Fractions
- Integers
- Percents

Applied Mathematics

- Numeration
- Number theory
- Data Interpretation
- Pre-Algebra & Algebra
- Measurement
- Geometry
- Computation in Context
- Estimation

Language

- Usage
- Sentence Formation
- Paragraph Development
- Capitalization
- Punctuation
- Writing Conventions

Spelling

- Vowels
- Consonants
- Structural Unit

Level A

Reading

- Interpret Graphic Information
- Words in Context
- Recall Information
- Construction Meaning
- Evaluate/Extend Meaning

Mathematics Computation

- Addition of Whole Numbers
- Subtraction of Whole Numbers
- Multiplication of Whole Numbers
- Division of Whole Numbers
- Decimals
- Fractions
- Integers
- Percents
- Algebraic Operations

Applied Mathematics

- Numeration
- Number theory
- Data Interpretation
- Pre-Algebra & Algebra
- Measurement
- Geometry
- Computation in Context
- Estimation

Language

- Usage
- Sentence Formation
- Paragraph Development
- Capitalization
- Punctuation
- Writing Conventions

Spelling

- Vowels
- Consonants
- Structural Unit

PRACTICE AND LOCATOR TEST

The practice and locator tests are combined in one book. The practice test contains 10 items and provides practice in following directions and marking answers on a separate answer sheet.

INDIVIDUAL DIAGNOSTIC PROFILES (IDPs)

The Individual Diagnostic Profile lists objectives and skills measured by the tests, and provides spaces for indicating mastery or non-mastery. The IDP presents information on levels of test performance based on the number correct and mastery summaries.

SCORING THE TABE

The TABE can be hand scored or computer scored.

NORMS BOOK

A Norms Book is needed when hand scoring TABE 7 & 8 to determine scale scores, grade equivalents, percentile ranks, and stanines.

INSTRUCTIONAL STRATEGIES UTILIZING TABE SCORES

TABE Prescriptive Assignments

Software provides prescriptive assignments based on TABE 7 & 8 Complete Battery scores. It provides prescriptions for materials from the following publishers: BLS/STAT Tutor Programs, Contemporary Books, EDL, McGraw-Hill's Open Integrated Learning System, PACE, Skills Bank II, and Steck-Vaughn.

Instructional Strategies

The *TABE User's Handbook* provides samples of instructional strategies for adults.

TABE WORK-RELATED FOUNDATION SKILLS

The TABE Work-Related Foundation Skills are norm-referenced tests that measure achievement of basic skills in reading, mathematics, and language. These tests assess the skills needed to function in the workplace. There are four forms of the TABE Work-Related Foundation Skills: Health, Trade/Technical, Business/Office, and General.

The assessment content does not require the student to have knowledge or experience in any particular occupational area. All of the forms of the TABE Work-Related Foundation Skills measure comparable skills. The General form presents a blend of various occupational settings for its context and can be used as an alternate for each of the other forms. The Health, Trade/Technical, and Business/Office forms are set in specific job-related contexts, with each one emphasizing skills that are appropriate to its particular occupational cluster.

CONTENT OF TEST

Each of the forms of the TABE Work-Related Foundation Skills tests contains the following tests: Reading, Mathematics Computation, Applied Mathematics, and Language. Total time for taking the test is **2 hours**.

Reading

- Recognize Words in Context
- Recall Information
- Construction Meaning
- Evaluate/Extend Meaning
- Interpret Graphics/Reference Sources

Applied Mathematics

- Numeration
- Computation in Context
- Number Theory
- Measurement
- Data Interpretation
- Geometry
- Pre-Algebra & Algebra

Mathematics Computation

- Addition & Subtraction
- Multiplication & Division
- Percents

Language

- Usage
- Sentence Formation
- Paragraph Development
- Writing Conventions

SCORING THE TABE WORK-RELATED FOUNDATION SKILLS

The TABE Work-Related Foundation Skills tests can be hand-scored, TestMate scored, or taken and scored on a PC with TABE-PC. The TABE Work-Related Foundation Skills provides norm-referenced scores in the form of scale scores, grade equivalents, and percentile ranks

DIAGNOSTIC PROFILE

An interest questionnaire/interview is included in the Individual Diagnostic Profile of the TABE Work-Related Foundation Skills test.

GED PREDICTION

GED prediction scores are also available with the scores of the TABE Work-Related Foundation Skills tests.

Applying TABE Results in the ABE Classroom

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Version: 1.0
Date: January 14, 2004

Introducing the TABE Test

The Test of Adult Basic Education is a frequently used assessment instrument for ABE students. The present TABE (7&8) has five main subtest areas: reading, mathematics computation, applied mathematics, language, and spelling. There are also five main levels that target specific grade ranges: L (Literacy) 0-1.9, E (Easy) 1.6-3.9, M (Medium) 3.6-6.9, D (Difficult) 6.6-8.9, and A (Advanced) 8.6-12.9. A simple and short Locator Test determines the appropriate level of TABE to be administered to the student. ABE students are usually placed in the L, E, M, and D levels. At each level, there are two forms of the test, a pre-test and a posttest. The pre-test is administered for diagnostic purposes, identifying weak areas which the student can remediate. The posttest is administered to show the progress the student has achieved after undergoing remediation.

It is important that adult education teachers understand the various types of scores that can be obtained on a TABE test. **Scale scores**, the basic scores, are units of a scale that can be applied across all levels of the TABE. They are expressed as numbers with a range from 0 through 999, and they are the most accurate means of evaluating a student's performance on the test. The scale scores provide the basis for deriving various other scores. These include **grade equivalent scores**, which are intended to indicate achievement levels related to typical educational structures in elementary and secondary schools. They range from .0 through 12, representing the 13 years of school (K through 12) and the 10 months in the traditional school year. They also include **percentile ranks**, which range from 1 to 99 and indicate the percentage of scale scores in a norm group that fall below a given examinee's scale score. This allows the examinee to see how his/her score compares with the national norm group. The **stanine**, too, is derived from the scale scores, and it is a standard score related to a scale of nine units, 1 through 9, with a mean of 5. Unit 1 is the lowest level, 9 is the highest level, and 5 is the average level.

The **grade equivalent score**, although not having much meaning in nongraded programs like adult education, is the most commonly used score with ABE students. This is because grade equivalents are the most easily understood reference points for adult learners, teachers, and counselors. Therefore, grade levels are used for instructional purposes in the ABE classroom, and it is the teacher's goal to help students raise their grade levels. Raising grade levels shows progress and earns literacy completion points for the school. In a later part of this section, examples will be given to show how grade levels can be easily raised with appropriate instruction.

The TABE has two formats, a complete battery that takes approximately three hours to complete and a survey that requires one and a half hours. Both formats provide competency information that can be used to determine the exact remediation needed by students. This competency information shows students' TABE results, and it is of prime importance in planning effective instructional lessons for individual students.

Defining the TABE Objectives

The TABE objectives contain content that is considered relevant for students' educational growth. The items on the test measure whether or not the students have mastered the particular content. Although similar, each level of the test (L, E, M, D, & A) has its own specific objectives. The following is a listing of the TABE content that applies to ABE students.

LEVEL – L

Pre-Reading Skills

Matching Letters
 Recognizing Letters
 Beginning Sounds
 Ending Sounds
 Middle Sounds

Reading Skills

Interpret Graphic Information
 Words in Context
 Recall Information
 Construction Meaning

LEVEL – E

<i>Reading</i>	<i>Language</i>	<i>Mathematics Computation</i>	<i>Spelling</i>	<i>Applied Mathematics</i>
Interpret Graphic Information	Usage	Addition of Whole Numbers	Vowels	Numeration
Words in Context	Sentence Formation	Subtraction of Whole Numbers	Consonants	Number Theory
Recall Information	Paragraph Development	Multiplication of Whole Numbers	Structural Unit	Data Interpretation
Construction Meaning	Capitalization	Division of Whole Numbers		Pre-Algebra & Algebra
Evaluate / Extend Meaning	Punctuation			Measurement
	Writing Conventions			Geometry
				Computation in Context

LEVEL – M

Reading	Language	Mathematics Computation	Language	Spelling
Interpret Graphic Information	Numeration	Addition of Whole Numbers	Usage	Vowels
Words in Context	Number Theory	Subtraction of Whole Numbers	Sentence Formation	Consonants
Recall Information	Paragraph Development	Multiplication of Whole Numbers	Paragraph Development	Structural Unit
Construction Meaning	Pre-Algebra & Algebra	Division of Whole Numbers	Capitalization	
Evaluate / Extend Meaning	Measurement	Decimals	Punctuation	
	Geometry	Fractions	Writing Conventions	
	Computation in Context			
	Estimation			

LEVEL – D

Reading	Language	Mathematics Computation	Language	Spelling
Interpret Graphic Information	Numeration	Addition of Whole Numbers	Usage	Vowels
Words in Context	Number Theory	Subtraction of Whole Numbers	Sentence Formation	Consonants
Recall Information	Data Interpretation	Multiplication of Whole Numbers	Paragraph Development	Structural Unit
Construction Meaning	Pre-Algebra & Algebra	Division of Whole Numbers	Capitalization	
Evaluate / Extend Meaning	Measurement	Decimals	Punctuation	
	Geometry	Fractions	Writing Conventions	
	Computation in Context	Integers		
	Estimation	Percents		

Interpreting the Individual Diagnostic Profiles

Whether hand scored or computer scored, an ABE teacher can utilize the information provided on a student's TABE diagnostic profile. The profile lists objectives and skills measured by the test, and it reveals mastery or non-mastery of the specific items. It provides this information by listing the number of items in a skill area, the number of items that were correct, and a mastery summary. Looking at this information, the teacher can determine those specific areas that need remediation and can plan an appropriate and meaningful study plan.

Being familiar with the TABE objectives and content, the teacher can readily understand and interpret an individual diagnostic profile. The profile will most likely have a format similar to the following example.

Pre-test Report for Jane Doe:

Subtests	Level / Form	No/Correct	Grade Level
<i>Reading</i>	D7	31	6.6
<i>Math Comp</i>	M7	13	3.9
<i>Applied Math</i>	M7	22	4.1
<i>Language</i>	D7	32	5.5
<i>Total Math</i>	M7	35	4.0

Reading	Score	Mastery Level	Percent
<i>Interp. Graphics</i>	9/11	+	75 %
<i>Wds. in Context</i>	3/5	P	60 %
<i>Recall Inform.</i>	6/7	+	85 %
<i>Construct Mean</i>	10/17	P	58 %
<i>Evaluate/Extend</i>	3/7	—	33 %
<i>Subtest Avg.</i>			62 %

(These scores show that the examinee did fairly well in Interpreting Graphics and Recalling Information, needs some remediation in Words in Context and Constructing Meaning, and needs extensive remediation in Evaluating and Extending Meaning. The readability level of the instructional materials should be at the 6th grade level.)

Math Comp	Score	Mastery Level	Percent
<i>Add Whole Num.</i>	4/4	+	100 %
<i>Sub Whole Num.</i>	2/4	P	50 %
<i>Mult. Whole Num.</i>	3/5	P	60 %
<i>Div. Whole Num.</i>	3/4	+	75 %
<i>Decimals</i>	1/4	—	25 %
<i>Fractions</i>	0/4	—	0 %
Subtest Avg.			52 %

(These scores show that the examinee has mastered the skill of adding whole numbers and understands fairly well the division steps. Some remediation is needed in subtracting and multiplying whole numbers, and the steps in computing decimals and fractions must be completely re-taught. Since the student's reading level is at the 6th grade level, the readability level of the math instructional materials should be at that level.)

Applied Math	Score	Mastery Level	Percent
<i>Numeration</i>	2/6	—	33 %
<i>Number Theory</i>	3/6	P	50 %
<i>Data Interpret</i>	5/9	P	55 %
<i>Pre-Alg./Algebra</i>	3/6	P	50 %
<i>Measurement</i>	2/6	—	33 %
<i>Geometry</i>	4/6	P	66 %
<i>Comp in Context</i>	2/6	—	33 %
<i>Estimation</i>	1/5	—	20 %
Subtest Avg.			44 %

(These scores show that the student needs a great deal of remediation because he/she shows no mastery of any math skills in this section. Although some areas require more study than others, a study plan should be developed that covers re-teaching in all of the skill areas.)

Language	Score	Mastery Level	Percent
<i>Usage</i>	12/16	+	75 %
<i>Sentence Form.</i>	8/10	+	80 %
<i>Paragraph Dev.</i>	7/10	P	70 %
<i>Capitalization</i>	1/5	—	20 %
<i>Punctuation</i>	2/6	—	33 %
<i>Written Conv.</i>	2/8	—	25 %
Subtest Avg.			58 %

(These scores show that the student has a fairly good understanding of the skills required for Usage and Sentence Formation, but needs some remediation in Paragraph Development and complete re-teaching in Capitalization, Punctuation, and Writing Convention. The instructional materials should be at a 6th grade reading level.)

NOTE: When a student has partial (P) mastery of a skill area, the remediation can be a simple “review” of those skills. This review can also be applied to those areas that show a plus (+) but not complete mastery. Raising the student’s score just two or three points can make a big difference in the resulting grade level score.

Identifying Effective Instructional Materials

In order to select appropriate instructional materials for remediation, the teacher must be able to identify the specific academic skills measured on the TABE test. An individual diagnostic profile provides some information on a student’s performance, but there is a further “break down” or listing of specific skills. For example, in the Reading subtest, the headings can further define their specific elements.

- **Interpreting Graphic Information** includes: analyzing maps, signs, diagrams, charts, graphs, forms, and consumer information.
- **Words in Context** includes: recognizing words with the same (synonyms) or opposite (antonyms) meanings.
- **Recalling Information** includes: getting the facts, details, and stated concepts and identifying sequence.
- **Constructing Meaning** includes: using analytical skills with character aspects, main ideas, cause and effect, comparing and contrasting, and drawing conclusions.
- **Evaluating and Extending Meaning** includes: critical thinking with facts or opinions, predicting outcomes, applying passage elements, generalizations, author’s purpose, and style techniques.

In the example of Jane Doe’s individual diagnostic profile (or pre-test report), her scores reveal the need for remediation in Words in Context, Constructing Meaning, and Evaluating and Extending Meaning. Therefore, her study plan should include instructional materials that have lessons in synonyms and antonyms, character aspects, main ideas, cause and effect, comparing and contrasting, drawing conclusions, facts or opinions, predicting outcomes, applying passage elements, generalizations, author’s purpose, and style techniques. Jane Doe could complete a great deal of prescribed “general” reading assignments and do well in her studies. However, if she does not complete lessons related to her specific weak areas as listed here, she will not be prepared to get a higher score in her reading posttest. When using the TABE, it is important to correlate the reading assignments with the academic skill content that the test considers relevant.

The Mathematics Computation subtest has the specific skills already listed. They include mainly whole numbers, decimals, fractions, integers, and percents. On the other hand, the Applied Mathematics subtest needs a “break down” in order to be more specific in preparing a study plan. This test requires problem solving and critical-thinking, and it contains the following specific skills.

Applied Mathematics

- **Numeration:** recognize numbers, place value, fractional part, and scientific notation.
- **Number Theory:** sequence, ratio/proportion, and percents.
- **Data Interpretation:** graphs, tables, charts, and diagrams.
- **Pre-Algebra and Algebra:** function/patterns, missing elements, number sentences, equations, and inequalities.
- **Measurement:** money, time, temperature, area, volume, and capacity.
- **Geometry:** geometric elements, plane figures, angles, and similarities.
- **Computation in Context:** percents and algebraic operations.
- **Estimation:** Reasonableness of answer, rounding, and estimation.

Once again, it is important to correlate the math assignments with the math skills that are relevant on the TABE math subtest.

The Language subtest has a significant “break down” of skills, and this listing is included in the Language Resource Guide, under the heading “Teaching Language Skills.”

In today’s market, there are a variety of instructional materials that provide lessons correlating with the TABE content. As teachers become familiar with the various materials, they will inevitably choose their favorites. There are several publishing companies that have developed instructional materials that specifically correlate to the TABE. They include the following:

- Contemporary – Number Power math workbooks, Reading Basics, and Word Power vocabulary workbooks, each having four levels to correspond with E, M, D, and A on the TABE. They also have skills assessment modules that provide test taking practice, using the TABE format.
- CTB/McGraw-Hill – Building Skills with TABE are booklets that provide testing practice in reading, math, language, and spelling – and at the four TABE levels.
- Steck-Vaughn – TABE Fundamentals are workbooks that provide lessons in reading, math, language, and spelling – also at the four TABE levels.

The lessons in workbooks from other publishing companies can also be included in a prescribed study plan, but those lessons should contain the TABE’s skill content.

Matching Instructional Lessons that Relate to the TABE Objectives

A study plan should be developed for each ABE student. Some ABE classroom teachers refer to this plan as a “prescription” because lessons in the plan are prescribed for the individual student. Some classrooms contain “generic prescriptions” that include all of the TABE objectives, and the teacher “checks off” the skill areas and lessons the student must complete. Regardless of the type of study plan, there are several steps to follow when developing one.

1. Using a student's individual diagnostic profile (or pre-test results), determine the mastery of specific skills.
2. Identify those skills the student has not mastered.
3. Assign lessons that will provide instruction and practice for the skills needing improvement.
4. After the student completes an assignment(s) in one skill area, give the student a short test in that skill area.
5. If the student scores well in the short test, have the student continue with the next assignment in the study plan. If the student does not do well in the short test, assign other lessons in that skill area.
6. When the student has completed the entire study plan, administer a TABE posttest – using the same level as the student's pre-test, but a different form. (For example, if the student pre-tested with M7, then the posttest should be M8.)
7. Use the student's posttest results as a second individualized diagnostic profile. These results can be used for further upgrading by preparing another study plan that provides higher level lessons and practice.

A reading study plan for Jane Doe could be similar to the following prescription. Note how the reading assignments correlate to the skill areas listed on the TABE test.

Study Plan:

SKILL	MATERIAL	PAGES	SHORT TEST SCORE	DATE
<i>Words in Context</i> Synonyms/Antonyms	Word Power, Intermediate 2	58 – 82		
<i>Construct Meaning</i> Character	Reading Basics, Intermediate 1	12 - 16		
Main Idea	Educational Design, Critical Reading for Proficiency 1	22 - 28		
Drawing Conclusions	Reading Basics, Intermediate 1	34 - 37		
<i>Evaluate/Extend Meaning</i>				
Fact/Opinion	Educational Design, Critical Reading for Proficiency 1	6 – 12		
Predicting Outcomes	Reading Basics, Intermediate 1	38 – 42		
Author's Purpose	Educational Design, Critical Reading for Proficiency 1	35 - 39		
<i>Test Practice</i>				
	Skills Assess Module, Reading (D), Form G			
	Building Skills with TABE, Reading (D)			
<i>TABE Post-test</i>	TABE, Level D, Form 8			

The above study plan utilizes printed materials for instruction, but computer assisted instruction, videos, and audio cassettes can also be included. This type of study plan emphasizes individualized instruction, but the classroom teacher can also teach these skills in group settings.

Using Effective Teaching Strategies

When applying TABE results in the classroom, there are several teaching strategies that can be utilized. The ABE teacher will most likely choose a variety of strategies in order to meet the needs of all the students. The following are some strategies that are effective as well as being able to connect to the TABE content.

Individualized instruction allows each student to work alone, asking for assistance as needed. In this case, each student should have a study plan or prescription prepared solely to meet his or her needs. This should be determined by the student's individual diagnostic profile as revealed by the TABE results. Some students, especially the visual and tactile learners, prefer this method of instruction. They are able to create their own pace of learning and not be influenced by the pace of a group.

One-on-One Instruction involves the presence of another person, besides the student. This person could be the teacher, another student, or a volunteer, and he or she would teach lessons on a one-to-one basis. Assisting a student to learn in this way is like having a private tutor by one's side, and most ABE students receive this type of instruction at various times in the classroom. This strategy is the preferred one for students whose academic skills are at very low levels. While the teacher can use this strategy sometime, he or she obviously cannot spend an entire session with just one student everyday. Volunteers are great at stepping in to perform this service. With this strategy, the curriculum for one-on-one instruction should match the relevant content measured on the TABE.

Group Instruction allows the teacher to teach specific skills to a larger number of students than the one-on-one allows. Group activities can also enhance the learning for students who opt for the individualized instruction strategy. Group instruction enables the teacher to use his or her knowledge, experience, and expertise to provide special tips that will facilitate learning. Printed material can never match the enthusiasm brought to a lesson by a highly motivated and animated teacher. This strategy also gives the students the opportunity to be involved in the learning activities. Sometimes, the participating students can aid in the learning process by providing their own special tips to help other students. Auditory learners, especially, appreciate group instruction. Once again, this strategy should make use of the type of lessons students will encounter on the TABE.

Cooperative Learning is a strategy similar to group instruction. There is a description of cooperative learning in the ABE Florida – 2005 Resource Guide, listed in “Strategies for Cooperative Learning.”

Multi-Level Activities give the teacher the opportunity to combine different academic subject-areas into one lesson. For example, interpreting graphics is a skill required in both, the reading and math subtests of the TABE. Therefore, a group activity designed to teach the interpretation of graphics can cover both of these academic areas at the same time. For students planning to eventually take the GED Exam, the teacher can combine some of the skills required for that test. “Character aspects” and “style techniques” are covered in both, reading and literature – “author's purpose” is covered in reading and writing — “fact or opinion” is covered in reading and social studies – “drawing conclusions” is covered in reading, math, science, and social studies. There are many multi-level lessons and activities that the teacher can develop and use in the classroom.

As stated, the ABE teacher is encouraged to utilize a variety of teaching strategies in the classroom. The best way to accomplish this is to plan daily schedules that can be posted. In this way, students could plan their schedules around the days' activities. The daily plan should include several strategies with special topics listed for each day.

Raising the TABE Grade Levels

As mentioned previously, grade equivalency scores are not the most meaningful for assessing adult students' progress. However, since we use the grade equivalency scores throughout the state of Florida, every ABE teacher should understand how the grade levels increase in steps.

The reading conversion table can be used as an example. There are 50 items on the reading subtest. A student getting 15 items correct would have a grade level of 2.9. If that student gained just five more points on the posttest, the grade level would change to 5.0. If 11 more points were gained (from 15), the grade level would change to 7.0. Actually, this would not mean the student gained four grade levels. Instead, it would show the student learned or acquired more of the academic skills measured by the TABE. Therefore, it is very important for the student to have remediation that utilizes the TABE content. Doing this gives the student the best opportunity to raise his or her grade level score.