

GUIDELINES FOR TESTING

Information for this section was adapted from the following sources: *Assessment Technical Assistance Paper*, Florida Department of Education, Division of Workforce Development, March 1, 1999; *Adult Measures of Essential Skills Directions for Administration*; *Test of Adult Basic Education Examiner's Manual Complete Battery*; and *Wonderlic Basic Skills Test User's Manual*

ASSESSMENT

The Florida Department of Education specifies in State Board Rules the standards for testing students.

ADULT EDUCATION

Rule 6A-6.014, FAC, General Requirements for Adult General Education Program, requires an initial academic skills test for adult general education for placing students in the appropriate literacy level. Assessment instruments include: Adult Measures of Essential Skills (AMES); Test of Adult Basic Education (TABE), Forms 7 & 8, Complete Battery or Survey forms; Test of Adult Basic Education Work-Related Foundation Skills (TABE-WR); and Wonderlic Basic Skills Test (WBST).

SCALE SCORES

Both rules (6A-6.014 and 6A-10.040) allow for the use of scale scores in the place of grade levels. Scales scores can provide more meaningful information about incremental progress than grade level equivalents.

MODIFICATION OF TEST INSTRUMENTS

Rule 6A-1.0943, FAC, Modifications of the State Student Assessment Test Instruments and Procedures for Exceptional Students and Other Eligible Students with Disabilities, provides for modification of testing procedures for eligible students. Modifications may include, but are not limited to, the following: flexible scheduling, flexible setting, flexible recording of answers, mechanical aids, revised format and flexible timing. This rule applies to students enrolled in Adult General Education Programs and to students enrolled in Postsecondary Vocational Certificate Education Programs.

ALTERNATIVE TESTING

If the AMES, TABE Complete Battery or Survey forms 7 & 8, TABE-WR, and the WBST do not meet the assessment needs of adult students, one of the following alternative assessment test may be used (Rule 6A-6.014, FAC, General Requirements for Adult Education Program): Adult Language Assessment Scales (A-LAS); Brigance Employability Skills; Brigance Life Skills; Comprehensive Test of Adaptive Behaviors; Comprehensive Adult Student Assessment System (CASAS) reading and listening; Comprehensive Adult Student Assessment System STRETCH (CASAS); Comprehensive Adult Student Assessment System Test for Special Populations (CASAS); Kaufman Functional Academic Skills Test (K-FAST); and Literacy Volunteers of America (LVA) English as a Second Language Oral Assessment (ESLOA).

TEST SECURITY

Materials should be kept where only authorized people administering the test have access to them. A teacher or monitor must remain in the room throughout the testing session. It is important that all tests and answer sheets be collected at the end of the testing session.

TESTING AREA

Ideally, a testing area is quiet with no other activity in the area. Good lighting, comfortable seating, and adequate workspace is also needed. It is recommended that approximately three feet of space be allowed between each person taking the test.

TIMING THE TEST

It is recommended that a clock or timer with a bell or signal that can be set for an exact number of minutes be used.

PREPARING THE STUDENTS

It is important to create an atmosphere that is positive and supportive since many students may have either had little experience with testing or have had negative experiences with testing. Explain to students that this test will give them practice in taking tests and provide information to help determine their course of study. Let students know that they are not expected to answer all questions correctly, but encourage students to attempt all items.

PREPARATION PRIOR TO TESTING BY EXAMINER

The examiner should become familiar with the testing schedule, directions for administering the particular test, and sample items on the tests. Read any information included with the test materials about administering a test before giving the test.

GENERAL GUIDELINES FOR EFFECTIVE TESTING

The following guidelines will help in testing:

- Check materials to make sure everything that is needed for testing is out before testing session.
- Read directions for completing answer sheet, marking answers, and giving the test.
- Follow the specific directions for administering each test.
- Allow time to answer questions before starting to time each test.
- Make sure students understand directions before starting to time test.
- Check to make sure students are marking only one answer.
- If a break is taken, ask students to put answer sheets in test book and close test book. When students take a break, the teacher or a monitor should stay in the testing room.
- Take up all of the testing materials when the testing session is completed for the day.

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. The TABE provides tests to assess literacy level work-skills and English as a second language skills in speaking, listening, reading, and writing. For students who are Spanish speaking 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.

ENGLISH AS A SECOND LANGUAGE

To determine the level of English fluency in speaking, listening, reading, and writing the *Adult Language Assessment Scales* can be used. To assess Reading and Applied Math skills of Spanish-speaking students, the *TABE Espanol* can be used.

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

Mathematics Computation

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

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 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.

ADULT MEASURES OF ESSENTIAL SKILLS (AMES)

Information for this section was adapted from *Adult Measures of Essential Skills (AMES) Administrator's Reference Manual: Bridging Assessment and Instruction*.

AMES measures reading, writing, arithmetic/mathematics, information, and resources skills.

STRUCTURE OF AMES

AMES bases its test questions on experiences adults are likely to encounter at home, at work, and in the community. AMES is a norm-referenced, multiple-choice test. AMES has five levels: A, B, C, D, and E. Each level has two forms to accommodate pre- and post-testing. Most of Level A is presented orally. Levels B- E can be administered individually or in groups. A locator test is provided to ensure testing at the appropriate level.

LOCATOR TEST

Ames has a **20-minute** test designed to help determine which level of the test to administer to a student.

AMES LEVELS

Test Level	Grade Range
• Level A	0-2
• Level B	3-4
• Level C	5-6
• Level D	7-8
• Level E	9-12

Level A

Level A tests Pre-Reading and Applied Problem Solving skills. It has 30 items and takes approximately **40 minutes** to complete.

Level B

Level B tests Reading, Communication, Computation, and Applied Problem Solving skills. It has 119 items and takes approximately **2 hours** to complete.

Level C

Level C tests Reading, Communication, Computation, and Applied Problem Solving skills. It has 123 items and takes approximately **2 hours** to complete.

Level D

Level D tests Reading, Communication, Computation, and Applied Problem Solving skills. It has 123 items and takes approximately **2 hours** to complete.

Level E

Level E tests Reading, Communication, Computation, and Applied Problem Solving Skills. It has 123 items and takes approximately **2 hours** to complete.

CONTENT OF TESTS

Level A

Pre-Reading Test

- Auditory Discrimination
- Sign Reading
- Beginning Words, Phrase and Sentence Reading
- Beginning Passage Reading

Applied Problem Solving

- Numeration, Number Theory
- Probability & Statistics/Data Interpretation
- Algebra, Measurement
- Geometry

Level B

Reading

- Reading for Locating & Recalling Information
- Reading for Meaning
- Reading for Critical Analysis
- Reading Vocabulary
- Functional
- Narrative/Enjoyment
- Informational
- Critical Thinking
- Locating & Using Information

Communication

- Identifying & Using Reference & Resources
- Writing & Revising Sentences
- Paragraph Content & Organization
- Mechanics
- Usage
- Locating & Using Information

Computation

- Critical Thinking
- Whole Numbers
- Addition
- Subtraction
- Multiplication
- Division

Applied Problem Solving

- Numeration
- Number Theory
- Probability & Statistics/Data Interpretation
- Algebra
- Measurement
- Geometry
- Computation in Context
- Estimation
- Critical Thinking
- Locating & Using Information

Level C

Reading

- Reading for Locating & Recalling Information
- Reading for Meaning
- Reading for Critical Analysis
- Reading Vocabulary
- Functional
- Narrative/Enjoyment
- Informational
- Critical Thinking
- Locating & Using Information

Communication

- Identifying & Using Reference & Resources
- Writing & Revising Sentences
- Mechanics
- Usage
- Spelling
- Locating & Using Information

Computation

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

Applied Problem Solving

- Numeration
- Number Theory
- Probability & Statistics/Data Interpretation
- Algebra
- Measurement
- Geometry
- Computation in Context
- Estimation
- Critical Thinking
- Locating & Using Information

Level D

Reading

- Reading for Locating & Recalling Information
- Reading for Meaning
- Reading for Critical Analysis
- Reading Vocabulary
- Functional
- Narrative/Enjoyment
- Informational
- Critical Thinking
- Locating & Using Information

Communication

- Prewriting
- * Identifying & Using Reference & Resources
- * Writing & Revising Sentences
- Paragraph Content & Organization
- Mechanics
- Usage
- Spelling
- Locating & Using Information

Computation

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

Applied Problem Solving

- Numeration
- Number Theory
- Probability & Statistics/Data Interpretation
- Algebra
- Measurement
- Geometry
- Computation in Context
- Estimation
- Critical Thinking
- Locating & Using Information

Level E

Reading

- Reading for Locating & Recalling Information
- Reading for Meaning
- Reading for Critical Analysis
- Reading Vocabulary
- Functional
- Narrative/Enjoyment
- Informational
- Critical Thinking
- Locating & Using Information

Communication

- Prewriting
- Identifying & Using Reference & Resources
- Writing & Revising Sentences
- Paragraph Content & Organization
- Mechanics
- Usage
- Spelling
- Locating & Using Information

Computation

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

Applied Problem Solving

- Numeration
- Number Theory
- Probability & Statistics/Data Interpretation
- Algebra
- Measurement
- Geometry
- Computation in Context
- Estimation
- Critical Thinking
- Locating & Using Information

TEST ADMINISTRATION

AMES has a *Directions for Administration* booklet with specific information for administering the test. For general information on test administration refer to the *Guidelines for Testing* section of this book.

SCORING THE AMES

AMES can be hand-scored, machine scored, or computer scored.

INTERPRETING THE AMES

Score results include raw score, scaled score, grade equivalent, percentile rank, and stanines. Relative norm groups include adult basic education, vocational/technical, corrections, and community college. Information is provided for total communication, total reading, total applied problem solving, total mathematics, total battery, critical thinking, and locating and using information.

INSTRUCTIONAL STRATEGIES UTILIZING INFORMATION FROM AMES

The *AMES Administrator's Reference Manual: Bridging Assessment and Instruction* provides record keeping forms and information about developing instructional plans for students. It also provides comprehensive information for instruction for each skill tested with Steck-Vaughn curriculum resources, both print and software for individual students or groups of students. Instructional strategies are given for clusters of skills. Information in the curriculum resources and instructional strategies is provided in three the general categories of below average, average, and above average.

WONDERLIC BASIC SKILLS TEST

Information for this section was adapted from *Wonderlic Basic Skills Test User's Manual*.

The Wonderlic Basic Skills Test (WBST) is designed to measure verbal and quantitative job-related skills.

Scores by Job Requirement

The WBST measures the language and math skills identified as necessary for jobs classified in the first three levels of the six-level General Education Development scales of the U.S. Department of Labor. General Education Development requirements have been assigned by the Department of Labor to over 12,000 jobs in the *Dictionary of Occupational Titles*.

Scores by Grade Level and General Education Development Level

The WBST evaluates skills at grade levels 4, 6, 8, and 10. The WBST also provides scores for the General Education Development levels 1, 2, and 3.

TEST STRUCTURE

Verbal

The Test of Verbal Skills has 50 questions that assess a broad range of job-related skills. Both explicit and practical application questions are presented. There are two equivalent forms of the verbal test, Form VS-1 and Form VS-2. The skills assessed within the alternate forms are equivalent.

Each Verbal test assess the twelve verbal skills listed below:

Locate, Understand, and Use Information in Various Formats

- Locate specific information in various formats
- Understand and use how-to instructions
- Use literature and other written information

Recognize Word Meaning by Definition of Context

- Complete a sentence with an appropriate word in context
- Recognize word meanings
- Recognize multiple meanings of words in context
- Recognize meanings of unfamiliar words in context

Recognize and Identify Proper Grammar and Sentence Construction

- Identify a complete sentence
- Identify agreement of subject and verb
- Recognize standard sentence structure
- Complete compound and complex sentence construction
- Recognize errors in a compound and complex sentence

Question Format of Verbal Skills Test

Explicit, applied, and interpretive question items are on the Verbal Skills Test.

Explicit questions require knowledge about word meanings, grammar, and sentence construction.

Applied problems require general knowledge of word meanings, reading comprehension, grammar, and sentence construction in practical application passages.

Interpretative problems require the interpretation, understanding, and use of information presented in charts, diagrams, graphs, and tables.

Quantitative Skills

The test of Quantitative Skills has 45 questions that are designed to assess a broad range of job-related quantitative skills in both explicit and practical applications. Alternate forms are equivalent.

The Quantitative Skills test assesses skills from grade levels 4 through 10 and General Education Development Levels 1 through 3. The Quantitative Skills Test assesses the 14 quantitative skills listed below:

Basic Math Computation - General Education Development Level 1

Addition, Subtraction, Multiplication, and Division with:

- Whole numbers
- Whole monetary units
- Whole units of measure, including time, English and Metric units, length, weight, and distance

Math Computation and Quantitative Evaluation - General Education Development Level 2

Math Computation - Addition, Subtraction, Multiplication, and Division with:

- Whole numbers
- Whole monetary units
- Proper and improper fractions and mixed numbers
- Fractional monetary units
- Fractional units of time, English and Metric units of length, weight, and distance
- Computation of rates, proportions, and percentages

Quantitative Evaluation

- Evaluation and interpretation of line, bar, or pie graphs
- Comparisons of fractional magnitudes

Algebra and Geometry – General Education Development Level 3

Algebra

- Computation of rates, proportions, and percentages
- Evaluation, simplification, and solving of variable expressions and equations

Geometry

- Computation and identification of magnitude of lengths, angles, areas and volumes of plane and solid geometric figures

Question Format of Quantitative Skills Test

Questions on this test are also presented in the format of explicit, applied, and interpretative problems.

TEST ADMINISTRATION

Untimed testing

The WBST can be administered untimed. Also students who request reasonable accommodations under the American Disabilities Act (ADA) guidelines may take the test untimed. A circumstance, according to the *User's Manual for the Wonderlic Basic Skills Test*, that may prevent timed assessment from providing a fair assessment of skills include high test anxiety. Procedures for administering the test untimed are the same as for the timed test, except for the time limit. The *User's Manual* indicates that most students taking the test untimed will work for an additional 15-20 minutes. After 20 additional minutes, it is suggested that teachers remind students that it is not necessary to answer all the questions on the test.

Re-testing

If interruptions, illness, distractions, or other appropriate reasons for re-testing exist, the WBST alternate form can be given. The minimum suggested break for testing between alternate forms is one-half hour.

SCORING THE WBST

Scoring of the WBST can be through the use of the PC and the WBST Scoring Program diskette or through the Wonderlic Reporting Service. The WBST Scoring Program can provide the following reports, which can be printed: Individual Summary Report, Individual Detailed Report, Summary Listing, and Interpretation Guide. The Wonderlic Reporting Service will score and run diagnostic analyses to evaluate individual assessments. The Wonderlic Reporting Service also provides quarterly reports.

INTERPRETING WBST SCORES

The WBST scores can be interpreted by job requirements, occupational norms, and grade levels.

Jobs listed in the *Dictionary of Occupational Title* by the Department of Labor are grouped into six levels according to their language and math skills. The *Wonderlic Basic Skills Test User's Manual* contains a listing of the 184 most common jobs and their language and math requirements.

Occupational norms scores for a job provide information about a provisional qualifying score for job and training programs. Verbal, quantitative, and composite scores for each job/program title are given.

Grade equivalent scores are also provided. The WBST scores were normed with both students in high school and adults at work; for example, "adult workers at the 9th grade level" are 21 years old or older in the workforce who last attended school at the 9th grade level.

UTILIZING SCORES FROM THE WBST

The WBST is designed to be a part of career counseling and applicant selection. The WBST is not intended to be used as a diagnostic tool for math and reading instruction. For students who do not meet the minimum WBST scores it is recommended that appropriate diagnostic tests be given.

GUIDELINES FOR HELPING STUDENTS PREPARE FOR THE GED TEST

The following are some of the guidelines that I have used in helping many of my students prepare for the GED test:

- Get to know your students.
- Early on talk with individual students about their test taking experiences.
- Talk with students individually about their previous school experiences. Many of the GED students I have taught have had negative school experiences. Find ways to make your classroom and learning a positive experience for your students.
- Some students prefer to work on all subject areas at the same time in preparing to take the GED.
- Others prefer to either start with their easiest or hardest subject.
- For students who express concerns from the beginning about taking the GED, it may help to work on one subject at a time.
- For students who particularly dread a specific subject, success in other subjects may help provide evidence that they can succeed.
- Success encourages confidence.
- Express your confidence in your students' ability to do the work and to continue to prepare for the GED.
- If a student says he/she does not understand something, believe him/her.
- Present information in a variety of ways to accommodate different learning styles.
- Get feedback from students to insure that they actually understand the material.
- Emphasize to students the importance of asking questions. Let students know that their questions are important and deserve an answer.
- Emphasize the importance of understanding the material. Guessing an answer, copying someone else's work, or copying answers from the book does not lead to understanding.
- Let students know that you will explain something if they do not understand it.
- Practice is important.

- Emphasize and encourage good work skills: coming to class on time, coming to class regularly, doing work in class, and asking for assistance when needed.
- Teach students learning strategies.
- If a student thinks he/she is ready to take the GED in a specific subject before you think he/she is ready, use the practice test in the subject workbook so that the student can see where he/she is. Sometimes the student will be right; sometimes you will be right.
- For students who have difficulty understanding that he/she is ready to take the GED, the practice test can provide information to the student about his/her readiness.
- Teach your students test taking skills.
- Teach your students relaxation skills.
- For students who exhibit what appears to be excessive test anxiety, utilize your Student Services Office or Guidance Department to provide additional information for preparing a student for test taking.
- Since almost everyone experiences at least a minor amount of test anxiety, help your students over-prepare for the GED.
- Make sure that both you and your student know that he/she is prepared to take the GED, whether it is one subject or all areas.
- It is demoralizing for students to take any portion of the GED when he/she is not ready to take it.
- If despite your student's and your best effort, he/she does not pass a portion or the whole GED, talk with your student about what he/she thinks was difficult. Find out if there were extenuating circumstances, for example, a family illness. Then do the work together that needs to be done to prepare the student to pass. Students who have not passed a portion of the GED need extra encouragement.

FLORIDA ADULT BASIC EDUCATION FRAMEWORKS CORRELATION TO TABE

Interpretation Key:

- X means this skill is covered in the Level L 7 & 8 test.
- W means this skill is covered in the Writing portion of the Level indicated.
- R means this skill is covered in the Reading portion of the Level indicated.
- M means this skill is covered in the Mathematics portion of the Level indicated.

A blank box means this skill is NOT covered on the TABE tests.

Florida Adult Basic Frameworks Correlation to TABE

Reading Level 0.0 – 1.9 (Basic Literacy)			
Objective	Florida ABE Framework	TABE	
		Level L 7 & 8	Level E 7 & 8
Standard 1.	The student demonstrates mastery of skills prerequisite to reading.		
1.1	Recognizing that printed materials normally flow from left to right, top to bottom, front to back;	X	
1.2	Recognizing that letters make words;	X	
1.3	Recognizing that words make sentences;	X	
1.4	Recognizing that there are spaces between words;		
1.5	Recognizing that words on the right hand page of a book start at the top left end of the first line of text;	X	
1.6	Listening to and comprehending a story read aloud;		
1.7	Narrating a picture story in a sequence.		
Standard 2.	The student demonstrates basic understanding of phonics/structural analysis as tools for reading.		
2.1	Identifying letters of the alphabet;	X	
2.2	Identifying single consonant sounds;	X	
2.3	Identifying single vowels;	X	
2.4	Identifying rhyming patterns;		
2.5	Understanding that word order differs between statements and questions;		W
2.6	Identifying the meaning of plural nouns;		W
2.7	Identifying possessives;		W
2.8	Identifying the period, question mark and exclamation point as ending punctuation marks.		W
Standard 3.	The student demonstrates knowledge of basic vocabulary.		
3.1	Identifying at least 75% of the Preprimer, Primer, and First Grade words from the Dolch list;		
3.2	Identifying the meanings of frequently used words presented in context;	X	
3.3	Demonstrating ability to read personal information (for example: name, address, zip code, phone number, age);		R
3.4	Dictating and reading back his/her own stories.		

Standard 4.	The student demonstrates literal comprehension skills.		
4.1.	Determining the main idea and factual details of a paragraph;		R
4.2	Identifying the order of events in a paragraph;		R
4.3	Predicting what a passage is about based upon its title and illustrations;		R
4.4	Increasing comprehension by rereading, re-telling, and discussing;		
4.5	Knowing strategies to discover if information presented in a text is accurate (for example: asking others, checking another source);		
4.6	Determining the meaning of a sentence that contains negative words;		
4.7	Distinguishing verbs denoting the past, present, or future;		W
4.8	Distinguishing between statements, questions, and exclamations.		W
Standard 5.	The student demonstrates evaluative comprehension skills.		
5.1	Distinguishing between fact and fiction in a paragraph, assisted by discussion and/or teacher guidance.		R
Standard 6.	The student understands how word choice affects meaning.		
6.1	Understanding that word choice can shape ideas, feelings, and actions;		R
6.2	Identifying and using repetition and rhyme in oral and written text.		
Standard 7.	The student responds critically to fiction, nonfiction, poetry, or drama.		
7.1	Identifying the story elements of setting, character, problem, and solution/resolution;		
7.2	Using personal perspective in responding to a work of literature (for example: relating characters and simple events in a story or biography to his/her own life.)		

Florida Adult Basic Frameworks Correlation to TABE

Reading Level 2.0 – 3.9 (Beginning Literacy)			
Objective	Florida ABE Framework	TABE 7 & 8	
		Level E 7 & 8	Level M 7 & 8
Standard 8.	The student demonstrates basic understanding of phonics/structural analysis as tools for reading development.		
8.1	Identifying vowels and consonants;		
8.2	Identifying consonant blends;		
8.3	Identifying consonant digraphs		
8.4	Using standard pronunciation in oral reading;		
8.5	Identifying long and short vowel sounds;		
8.6	Identifying vowel combinations;		
8.7	Identifying and defining compound words;		
8.8	Identifying root words;	R	
8.9	Identifying meanings of words with prefixes;	R	
8.10	Identifying meanings of words with suffixes;	R	
8.11	Identifying the meanings of contractions.	R	
Standard 9.	The student demonstrates knowledge of basic vocabulary.		
9.1	Identifying 98% of the words on the Dolch Words List, including the Second and Third Grade Lists;		
9.2	Following teacher-read content text in order to develop student’s vocabulary.		
Standard 10.	The student constructs meaning from a wide range of texts, literary forms, and printed materials.		
10.1	Identifying words and constructing meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues;	R	R
10.2	Determining the main idea or essential message from a text and identifying supporting information;	R	R
10.3	Answering “who, what, where” questions about sentences or paragraphs;	R W	R
10.4	Following simple written directions;		W
10.5	Recognizing the characteristics of the paragraph and stanza (verse) forms in writings (for example: indentation, poetry spacing);		R W W
10.6	Using simple references to obtain information (for example: beginner dictionary, glossary, etc.);		R
10.7	Identifying the meanings of abbreviations.		

Standard 11.	The student demonstrates inferential comprehension skills.		
11.1	Identifying the meanings of words in context using comparison and contrast clues;	R	R
11.2	Identifying the cause or effect implied in a paragraph.	R	R
Standard 12.	The student demonstrates evaluative comprehension skills.		
12.1	Distinguishing between facts and opinions in a paragraph;		
12.2	Appropriately evaluating information from pictures, maps, or signs to answer informational questions.		
Standard 13.	The student understands how word choices affect meaning.		
13.1	Recognizing that word choice can increase or decrease an author's power to influence how a reader thinks and feels.	R	R
Standard 14.	The student understands the distinguishing features of a variety of literary forms.		
14.1	Distinguishing between fact and fiction;	R	R
14.2	Identifying story elements including setting, plot, character, problem, and solution/resolution;	R	R
14.3	Recognizing the function of introductory and concluding paragraphs in an essay.	R	R
LITERACY COMPLETION POINT F ***			

Florida Adult Basic Frameworks Correlation to TABE

Reading Level 4.0 – 5.9 (Intermediate Literacy)		
Objective	Florida ABE Framework	TABE Level M 7 & 8
Standard 15.	The student demonstrates basic understanding of phonics/structural analysis as tools for reading.	
15.1	Recognizing synonyms, antonyms, and homonyms;	
15.2	Defining multiple-meaning words; Understanding how punctuation affects text.	W
15.3	Understanding how punctuation affects text	W
Standard 16.	The student demonstrates knowledge of basic vocabulary.	
16.1	Using phonics, word structure, and visual cues to identify words and construct meaning;	
16.2	Using prefixes, suffixes, root words, words with multiple meanings, antonyms, synonyms, and word relationships to determine meaning and increase vocabulary for reading;	
16.3	Beginning to classify nouns with similar characteristics under appropriate headings (such as rose and daisy as flowers);	R
16.4	Utilizing vocabulary words in the content areas.	
Standard 17.	The student demonstrates literal comprehension skills.	
17.1	Determining the main idea or essential message of a text and identifying relevant supporting details and facts;	R
17.2	Identifying the cause or effect expressed in a paragraph;	R
17.3	Following written directions;	R W
17.4	Re-telling and/or summarizing previously read matter;	R
17.5	Describing sequence of events in context;	W R
17.6	Answering 'who,' 'what,' 'where,' 'when,' 'why,' and 'how' questions about sentences or paragraphs;	
17.7	Identifying specific information found in a text and applying it to answer a question	R
Standard 18.	The student demonstrates inferential comprehension skills.	
18.1	Predicting content and purpose of a reading selection by previewing table of contents, index, headings, captions, and illustrations;	R
18.2	Making logical predictions using prior	R

	knowledge, re-reading, and self-questioning strategies;	
18.3	Differentiating a question from a statement;	W
18.4	Identifying the meanings of words in context using example clues, direct explanation clues, synonym clues, and/or comparison and contrast clues;	R
18.5	Identifying the pronoun referent in a sentence or paragraph;	R
18.6	Identifying the cause or effect in a paragraph even if implied;	R
18.7	Identifying an appropriate conclusion or generalization for a reading selection.	R
Standard 19.	The student demonstrates evaluative comprehension skills.	
19.1	Identifying the author's purpose;	R
19.2	Recognizing whether a text is primarily intended to persuade, inform, or entertain;	R
19.3	Recognizing the difference between fact and opinion;	R
19.4	Recognizing the basic characteristics of fables, stories, and legends;	
19.5	Recognizing the use of comparison and contrast;	R
19.6	Obtaining and evaluating information from pictures, maps, signs, diagrams, tables, graphs, or schedules;	R
19.7	Selecting and exploring sources such as a dictionary, encyclopedia, atlas, directory, newspaper, and thesaurus to obtain information for a specific task such as research;	
19.8	Obtaining appropriate information from an index and a table of contents;	R
19.9	Drawing conclusions from information in an article of fact or fiction;	R
19.10	Selecting an appropriate title for an article.	R
Standard 20.	The student demonstrates understanding of how word choice affects meaning.	
20.1	Understanding that word choice can shape reactions, perceptions, and beliefs;	R
20.2	Recognizing different techniques used in media messages and the purposes of such techniques.	
Standard 21.	The student demonstrates understanding of a variety of literary forms.	
21.1	Identifying features that distinguish fiction, drama, poetry, fables, and legends;	
21.2	Identifying major characteristics (for example: facts and opinion) of creative non-fiction, such as biography and essay;	R
21.3	Explaining the development of plot and	

	conflict resolution in a story;	
21.4	Identifying the characters, setting, and events presented in various texts.	W R
Standard 22.	The student responds critically to fiction, poetry, drama and essay.	
22.1	Recognizing cause-and-effect relationships in literary texts;	R
22.2	Recognizing the effects of language such as sensory words, rhymes, choice of vocabulary, and story structure (for example: patterns used in children’s texts);	W
22.3	Responding to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life;	R
22.4	Identifying the major theme in a story;	R
22.5	Forming his or her own ideas about what has been read in a literary text and using specific information from the text to support these ideas;	R
22.6	Distinguishing between author’s opinion and objective data in essays.	R
LIERACY COMPLETION POINT G ***		

Florida Adult Basic Frameworks Correlation to TABE

Reading Level 6.0 – 8.9 (Functional Literacy)			
Objective	Florida ABE Framework	TABE	
		Level M 7 & 8	Level D 7 & 8
Standard 23.	The student understands patterns and functions of language.		
23.1	Understanding that there are patterns and rules that govern the semantic/grammatical structure of English;	W	W
23.2	Understanding that exceptions to grammar rules and semantic patterns exist;		
23.3	Demonstrating an awareness that language and literature are powerful means by which culture and values are transmitted;		
23.4	Demonstrating an awareness of the difference between the use of English in formal and informal settings;		
23.5	Understanding that acceptable language use and structure change over time.		
Standard 24.	The student demonstrates knowledge of basic vocabulary.		
24.1	Using a variety of strategies to analyze words in context;	R	R
24.2	Employing consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking;		
24.3	Using vocabulary in content areas.		
Standard 25.	The student demonstrates literal comprehension skills.		
25.1	Determining the main idea or essential message in a variety of printed materials;	R	R
25.2	Identifying relevant details, facts, and patterns of organization in a variety of printed materials;	R	
25.3	Using strategies to clarify meaning;	R	R
25.4	Answering “who,” “what,” “when,” “where,” “how,” and “why” questions concerning a wide range of texts, literary forms, and printed materials.		R
Standard 26.	The student demonstrates inferential comprehension skills.		
26.1	Predicting probable outcomes from knowledge of events obtained from a reading selection;	R	R
26.2	Selecting an appropriate title based on interpretation of a given article;	R	
26.3	Identifying and interpreting information from a wide range of text, literary forms and printed materials.	R	R
Standard 27.	The student demonstrates evaluative comprehension skills.		
27.1	Locating, organizing, and interpreting written information for a variety of purposes (for example: class research, collaborative decision making, class or real-world tasks);	R	R

27.2	Identifying an author's purpose and/or point of view;		R
27.3	Evaluating the validity and accuracy of information by differentiating fact from opinion;	R	R
27.4	Gathering information from a variety of reference materials and tools (for example: tables of contents, indices, magazines, newspapers, journals, computer catalogs) and evaluating which information best serves the student's purpose.	R	R
Standard 28.	The student demonstrates understanding of how word choice affects meaning.		
28.1	Identifying language that shapes reactions, perceptions, and beliefs;		R
28.2	Using literary devices and techniques in the comprehension and creation of written, oral, or visual communications;		
28.3	Distinguishing between emotional and logical argument.	R	R
Standard 29.	The student demonstrates understanding of the distinctive features in literary forms.		
29.1	Identifying the defining characteristics of classic literature (for example: timelessness, dealing with universal themes and experiences, and communicating across cultures);		
29.2	Recognizing complex elements of plot such as setting, character development, conflict, and resolution;		W
29.3	Understanding various elements of word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion, and point of view;	R	R
29.4	Knowing how mood or meaning is conveyed in poetry through word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language, use of sentence structure, line length, punctuation, and rhythm;	R	
29.5	Identifying universal themes in literature.		R
Standard 30.	The student responds critically to fiction, poetry, drama and essay.		
30.1	Identifying the effects of the attitudes and values of a time period or culture on a specific piece of writing;		
30.2	Responding to a work of literature by interpreting selected phrases, sentences, or passages, and applying the information to modern life;	R	R
30.3	Developing essays to answer specific, evaluative research questions.		
LITERACY COMPLETION POINT H ***			

Florida Adult Basic Frameworks Correlation to TABE

Mathematics Level 0.0 – 1.9 (Basic)		
Objective	Florida ABE Framework	TABE 7 & 8 Level E 7 & 8
Standard 1.	The student demonstrates pre-computational skills.	
1.1	Identifying and writing number symbols (0 - 100);	M
1.2	Reading words for numerals 1 - 20;	M
1.3	Counting and associating numbers with quantities, including recognizing correct number sequencing;	M
1.4	Understanding basic concepts (for example: more, less, same as, above, below, between, in, out, over, under);	M
1.5	Locating positive whole numbers on a number line.	
1.6	Identifying the next item in a simple pattern (XOOXOO);	
1.7	Identifying the missing item in a number scheme.	M
Standard 2.	The student shows awareness of ways numbers are represented and used in the real world.	
2.1	Using ordinal numbers first through tenth;	
2.2	Understanding and applying the concepts of counting by 2, 5 and 10.	M
Standard 3.	The student demonstrates reasonable proficiency in computing addition and subtraction problems.	
3.1	Understanding and explaining the effect of addition on whole numbers;	
3.2	Solving 1 and 2 digit addition problems without regrouping given in both vertical and horizontal notation;	M
3.3	Understanding and explaining the effect of subtraction on whole numbers;	
Basic Subtraction 1	Solving 1 and 2 digit subtraction problems without regrouping given in both vertical and horizontal notation;	M
3.5	Selecting the appropriate operation to solve specific problems involving addition and subtraction of whole numbers;	M
3.6	Adding 1 digit whole numbers to solve real-world problems using appropriate methods of computing (for example: manipulatives, mental mathematics, paper and pencil);	M
3.7	Adding a column of three 1-digit numbers;	M
3.8	Recalling addition facts using a number line, table, or memory;	
3.9	Recalling subtraction facts using a number line, table, or memory.	

Standard 4.	The student measures quantities in the real world and uses the measures to solve problems.	M
4.2	Using and describing basic measurement concepts (for example: length, weight, digital and analog time, temperature, capacity);	M
4.3	Selecting and using an appropriate unit of measure;	M
4.4	Stating the date by month, day, and year, using a calendar;	M
4.5	Telling time to the hour and half-hour.	M
Standard 5.	The student identifies two- and three-dimensional shapes.	
5.1	Identifying a square, circle, sphere, rectangle, cube, and triangle.	
Standard 6.	The student solves money problems.	
6.1	Identifying coins and currency of different values;	
6.2	Identifying sets of coins equivalent to \$.25 or less;	
6.3	Reading and writing numerals for money;	
6.4	Using addition, without regrouping, to solve real-world problems involving two purchases totaling no more than \$.50;	M
6.5	Recognizing monetary symbols.	
LITERACY COMPLETION POINT A		

Florida Adult Basic Frameworks Correlation to TABE

		Mathematics Level 2.0 – 3.9 (Beginning)	
Objective	Florida ABE Framework		
		TABE 7 & 8	
		Level M 7	Level M 8
Standard 7	The student shows awareness of ways numbers are represented and used in the real world .		
7.1	Associating verbal names, written word names, and standard numerals with whole numbers less than 100;	M	
7.2	Understanding the relative size of whole numbers between 0 and 100;		
7.3	Using objects to represent whole numbers, commonly-used fractions, or mixed numbers and relating these numbers to real-world situations (for example: 1/4 pizza, 1/2 sandwich, 1 and ? pies).		M
Standard 8	The student understands number systems.		
8.1	Understanding and applying the concepts of counting by 2, 3, 5, 10, 25, and 50;		
8.2	Understanding place value for ones, tens, and hundreds, tenths and hundredths;		
8.3	Classifying numbers as even or odd.		
Standard 9	The student computes addition and subtractions problems.		
9.1	Understanding and explaining the inverse (opposite) relationship of addition and subtraction;		
9.2	Adding whole numbers to solve real-world problems using appropriate methods of computing, such as manipulatives, mental mathematics, paper and pencil; Example: Adding a 1 or 2-digit number to a 2-digit number, with and without regrouping, given in vertical and horizontal notation	M	M
9.3	Subtracting whole numbers to solve real-world problems using appropriate methods of computing, such as manipulatives, mental mathematics, paper and pencil. Example: Subtracting a 1 or 2-digit number from a 2-digit number with and without regrouping given in vertical and horizontal notation	M	M
Standard 10	The student computes multiplication and division problems.		
10.1	Understanding and explaining the effect of multiplication on whole numbers;		
10.2	Identifying multiplication terminology and symbols;		
10.3	Recalling multiplication facts using a table or memory;	M	
10.4	Multiplying a 2-digit number by a 1-digit number with and without regrouping, and multiplying three 1-digit numbers;		M

10.5	Understanding and explaining the effect of division on whole numbers;	M	
10.6	Identifying division terminology and symbols;		
10.7	Understanding the inverse relationship between multiplication and division;		
10.8	Recalling division facts using a table or memory;	M	M
10.9	Dividing a 2-digit number by a 1-digit number with and without remainders.	M	M
Standard 11	The student applies math skills in word problem applications.		
11.1	Recognizing clue words in choosing operations to be used to solve real-world problems (for example: add, plus, total, sum, subtract, difference, left, remaining, multiply, times, several, divide, each, per);		M
11.2	Explaining the reasoning steps in solving real-world problems by: <ul style="list-style-type: none"> • determining the question; • identifying the information given; • deciding on the operation; • working and checking; • making certain the answer is logical; 		
11.3	Recognizing that all math has only four operations: addition, subtraction, multiplication, and division;		M
11.4	Selecting the appropriate operation to solve specific problems involving +, -, x, and ÷.	M	
Standard 12	The student demonstrates estimation skills.		
12.1	Rounding numbers to 10's and 100's;	M	M
12.2	Using rounding techniques to estimate the solution to a real-world addition or subtraction problem then determining the actual result through computation.		M
Standard 13	The student uses units of measurement.		
13.1	Identifying the larger of two U.S. measures;	M	
13.2	Identifying common units of U.S. measurements for length, capacity, weight, and temperature;	M	M
13.3	Identifying, selecting, and using appropriate tools from the U.S. system for measuring length, capacity, weight and temperature;	M	M
13.4	Telling time on the half hour, quarter hour, and in minutes.	M	M
Standard 14	The student demonstrates proficiency in interpreting data.		
14.1	Reading a simple bar graph or line graph;		M
14.2	Displaying solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts;		M
14.3	Interpreting data from a chart or a table;		M
14.4	Interpreting data from a diagram.		M
Standard 15	The student recognizes a wide variety of patterns, relations, and functions.		

15.1	Using informal methods to solve real world problems requiring simple equations that contain one variable;	M	M
15.2	Recognizing a variety of patterns and relationships using symbols and objects (for example: if the function of $x = 3$, $x + 1 = 4$; if the function of $x = 7$, $x + 1 = 8$);		M
15.3	Recognizing symbols and concepts of equal (=) and unequal (\neq), less than ($<$) and greater than ($>$);		M
15.4	Identifying the next item of a pattern or a number sequence.	M	
15.5	Identifying the missing item of a pattern or a number sequence.	M	
Standard 16	The student describes and identifies two- and three- dimensional shapes.		
16.1	Identifying and describing the characteristics of basic two- and three-dimensional shapes.		M
Standard 17	The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.		
17.1	Understanding basic concepts of spatial relationships, symmetry, and reflections;		
17.2	Using objects to perform geometric transformations including flips, slides, and turns.		
Standard 18	The student solves money problems.		
18.1	Counting coins and currency;		M
18.2	Determining equivalent amounts of up to five dollars using coins and paper currency;		M
18.3	Determining change from a one-dollar bill;		M
18.4	Determining equivalent amounts of up to twenty dollars using coins and paper currency;		M
18.5	Solving real-world problems involving change after purchases with a twenty-dollar bill;		M
18.6	Solving real-world problems involving comparison shopping for purchases of less than ten dollars.		M
LITERACY COMPLETION POINT B ***			

Florida Adult Basic Frameworks Correlation to TABE

Mathematics Level 4.0 – 5.9 (Intermediate)		
Objective	Florida ABE Framework	TABE 7 & 8
		Level M 7 & 8
Standard 19.	The student shows awareness of ways whole numbers are represented and used in the real world.	
19.1	Naming whole numbers combining up to 7-digit numeration (millions, thousands, hundreds, tens, ones);	M
19.2	Associating verbal names, written word names, and standard numerals with whole numbers;	
19.3	Understanding the relative size of whole numbers;	
19.4	Identifying concrete and symbolic representations of whole numbers to real-world situations;	
19.5	Using expanded notation to show that whole numbers can be represented in a variety of equivalent forms.	
Standard 20.	The student demonstrates proficiency in adding and subtracting whole numbers.	
20.1	Adding a 1-, 2-, or 3-digit number to a 3-digit number with and without regrouping given in both vertical and horizontal notation;	M
20.2	Adding three or four 3-digit numbers with and without regrouping given in both vertical and horizontal notation;	M
20.3	Adding three or four 4-digit numbers with and without regrouping given in both vertical and horizontal notation;	M
20.4	Subtracting two 3-digit numbers with and without regrouping given in both vertical and horizontal notation;	M
20.5	Subtracting two 4-digit numbers with and without regrouping given in both vertical and horizontal notation;	M
20.6	Subtracting two 5-digit numbers with and without regrouping given in both vertical and horizontal notation;	
20.7	Borrowing where the minuend is a digit followed by three zeros and regrouping is necessary (for example: 6000 - 495).	M
Standard 21.	The student multiplies whole numbers.	
21.1	Multiplying a 2-digit number by a 2-digit number;	M
21.2	Multiplying a 3-digit number by a 1-, 2- or 3-digit number;	M
21.3	Multiplying a 4-digit number by a 1-, 2- or 3-digit number;	M
21.4	Multiplying a 5-digit number by a 1-, 2- or 3-digit number;	M
21.5	Demonstrating proof method for multiplication (for example: $64 \times 27 = 27 \times 64$).	

Standard 22.	The student divides whole numbers.	
22.1	Dividing 3-, 4- or 5-digit numbers by a 1-digit number with and without remainder;	M
22.2	Dividing 3-, 4- or 5-digit numbers by a 2-digit number with and without remainder;	
22.3	Dividing by a 3-digit number with or without remainders;	
22.4	Dividing from fractional notation (for example: $728/14$);	
22.5	Proving long-division problems.	
Standard 23	The student demonstrates proficiency in number sense, concepts, and operations involving fractions.	
23.1	Associating verbal names, written word names, and standard numerals with commonly used fractions ($1/2$, $1/4$, $1/3$, $3/4$, $2/3$);	M
23.2	Understanding the relative size of commonly used fractions;	M
23.3	Identifying concrete and symbolic representations of commonly used fractions in real-world situations;	
23.4	Writing numbers as fractions;	M
23.5	Understanding the concept of numerators and denominators;	M
23.6	Identifying proper, improper, and mixed fractions	M
23.7	Converting from mixed to improper fractions;	M
23.8	Converting from improper to mixed fractions;	M
23.9	Reducing common fractions;	M
23.10	Converting fractions to an equivalent fraction;	M
23.11	Adding fractions with common denominators;	M
23.12	Subtracting fractions with common denominators;	M
23.13	Multiplying proper fractions;	M
23.14	Multiplying proper fractions by whole numbers.	M
Standard 24.	The student demonstrates proficiency with number sense, concepts, and operations involving decimals.	
24.1	Associating verbal names, written word names, and standard numerals with decimals, including tenths, hundredths, and thousandths;	M
24.2	Understanding the relative size of decimals;	M
24.3	Identifying concrete and symbolic representations of decimals in real world situations;	M
24.4	Understanding that decimals can be represented in other equivalent forms;	M
24.5	Converting common fractions to decimals;	M
24.6	Converting decimals to common fractions;	M
24.7	Adding decimals;	M
24.8	Subtracting decimals;	M
24.9	Selecting the appropriate operation to solve specific problems involving decimals;	M
24.10	Understanding the relationship between money and decimals;	M

24.11	Solving real-world problems involving decimals.	M
Standard 25.	The student uses estimation to problem solve and compute.	
25.1	Using and justifying different estimation strategies in a real-world problem situation and determining the reasonableness of results of calculations in a given problem situation;	M
25.2	Solving real-world problems with the help of estimating real measurements including length, time, weight, temperature, money, perimeter, area, and volume and comparing the results to actual measurements;	M
25.3	Rounding a whole number less than one million to any designated place;	M
25.4	Rounding fractions and mixed numbers to the nearest whole numbers;	M
25.6	Using rounding techniques to estimate the solution to a real-world addition or subtraction measurement problem, then determining the actual result.	M
Standard 26.	The student understands theories related to numbers.	
26.1	Understanding and applying basic number theory concepts, including primes, composites, factors and multiples;	
26.2	Understanding communicative and associative properties (for example: $6 \times 2 = 2 \times 6$; $1 + 3 + 4 = 3 + 1 + 4$).	M
Standard 27.	The student demonstrates proficiency in measuring quantities and solving problems related to measurement.	
27.1	Writing abbreviations for length, weight, and capacity measurements in the U.S. system;	
27.2	Identifying equal measures defined in different units;	M
27.3	Measuring to the nearest $^{\circ}$ inch on a 12-inch ruler;	M
27.4	Solving measurement problems in the U.S. system using addition or subtraction with no conversion;	M
27.5	Determining temperature using Fahrenheit or Celsius thermometer;	
27.6	Determining capacity by measuring quantities in teaspoons, tablespoons, cups, pints, quarts, gallons, and liters;	
27.7	Recognizing, using, measuring, and interpreting linear dimensions, and geometric shapes;	M
27.8	Using and interpreting measurement instruments such as rules, scales, gauges, and dials;	M
27.9	Interpreting diagrams, illustrations, and scale drawings;	M
27.10	Interpreting spatial relationships (for example: above, below, nearer, farther, equidistant);	
27.11	Interpreting recipes;	

27.12	Converting equivalent measurements (for example: cups to quarts);	M
27.13	Identifying product containers;	
27.14	Interpreting weight and volume;	
27.15	Interpreting temperature.	
Standard 28.	The student demonstrates proficiency in solving problems involving geometry.	
28.1	Understanding the concepts of spatial relationships, symmetry, reflections, congruency, and similarity;	M
28.2	Predicting, illustrating, and verifying which figures could result from a flip, slide, or turn of a given figure;	
28.3	Drawing and/or modeling two- and three-dimensional shapes (such as cube, sphere, cone, cylinder, rectangular solid) from a verbal description;	
28.4	Recognizing and applying geometric formulas for perimeter and area of squares, rectangles and triangles, cubes and rectangular solids;	M
28.5	Representing and applying a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems;	M
28.6	Using real-life experiences and physical materials to describe, classify, compare, and sort geometric figures according to the number of faces, edges, bases, and corners, including: squares; rectangles; triangles; circles; cubes; rectangular solids; plotting and identifying positive whole numbers on a number line.	M
Standard 29.	The student demonstrates proficiency in solving problems involving algebra.	
29.1	Constructing a rectangular coordinate system showing positive and negative x and y values to 7;	M
29.2	Describing a variety of patterns and relationships through models such as manipulatives, tables, graphs, and rules;	M
29.3	Translating a problem in words into a number symbol sentence (for example: six plus one equals seven to $6 + 1 = 7$);	M
29.4	Recognizing simple algebraic formulas (for example: $1 + 3 = x$);	M
29.5	Recognizing simple consumer formulas (for example: units times price = cost).	M
Standard 30.	The student interprets data from graphs, charts, and maps.	
30.1	Solving problems by generating, collecting, organizing, displaying, and analyzing data using: bar graphs; circle graphs; line graphs; pictographs; charts;	M
30.2	Interpreting data in charts, tables, plots, graphs, and maps;	M
30.3	Understanding and finding averages (means);	
30.4	Locating a point on a highway map.	M

Standard 31.	The student calculates differences to solve problems encountered in daily living.	
31.1	Calculating reported differences (for example: minutes spent working on two jobs);	M
31.2	Calculating differences between two hourly wages;	M
31.3	Determining the net cost of groceries after deducting the value of coupons;	M
31.4	Calculating difference between figures from a summarizing table;	M
31.5	Using hourly and daily wage rates, calculating the difference in earnings;	M
31.6	Determining the difference between lengths of business hours on week days and week ends;	M
31.7	Calculating the savings between two specific subscription rates;	M
31.8	Calculating the amount of increase using figures from a bar graph;	M
31.9	Determining daily earnings based on hourly rate and number of hours worked;	M
31.10	Using figures from a comparison table, calculating increases;	M
31.11	Totaling the amount of fines accrued for several driving violations.	M
Standard 32.	The student applies arithmetic operations to information contained in printed materials.	
32.1	Using an order form to determine the total cost of a purchase;	M
32.2	Determining the total for an order after calculating the cost of two items and sales tax (using a tax table);	M
32.3	Determining the total cost of multiple items ordered from a menu, including one item having multiple quantities;	M
32.4	Calculating net value (for example: deducting coupon value from total purchase);	M
32.5	Using an advertisement, determining the total cost of several items in different quantities;	M
32.6	Calculating the savings between two specific subscription rates.	M
Standard 33.	The student demonstrates proficiency in consumer math skills.	
33.1	Identifying needs and wants;	
33.2	Developing a personal budget for a set income;	M
33.3	Interpreting bills;	M
33.4	Planning for major purchases (for example: car, refrigerator);	M
33.5	Interpreting information or directions to locate consumer goods (for example: newspaper ads, yellow pages);	R
33.6	Identifying and using methods to purchase goods and services including catalogs, order forms and related information;	M W
33.7	Interpreting advertisements, labels, charts, letters, articles, price tags, or other information in selecting goods and services;	R

33.8	Writing personal checks or money orders to purchase goods and services;	W
33.9	Interpreting bank statements and computer-generated banking receipts;	R
33.10	Completing a deposit and withdrawal form.	W
LITERACY COMPLETION POINT C ***		

Florida Adult Basic Frameworks Correlation to TABE

Mathematics Level 6.0 – 8.9 (Functional)				
Objective	Florida ABE Framework	TABE 7 & 8		
		Level M 7	Level M 8	Level D 7
Standard 34.	The student demonstrates proficiency in number sense, concepts, and operations involving fractions.			
34.1	Associating verbal names, written word names, and standard numerals with fractions;	M		
34.2	Locating fractions on a number line;	M		
34.3	Understanding the relative size of fractions;	M		
34.4	Identifying concrete and symbolic representations of fractions in real-world situations;	M		
34.5	Adding whole numbers, fractions, and mixed numbers with and without common denominators;	M		
34.6	Subtracting whole numbers, fractions and mixed numbers with no regrouping;	M		
34.7	Subtracting whole numbers, fractions and mixed numbers with regrouping;	M	M	
34.8	Multiplying common mixed fractions, mixed numbers and whole numbers;	M	M	
34.9	Dividing fractions;	M	M	
34.10	Dividing whole numbers, fractions, and mixed numbers;		M	
34.11	Performing multiple operations using common fractions, mixed numbers and whole numbers;		M	
34.12	Selecting the appropriate operation to solve specific problems involving fractions;		M	
34.13	Solving real-world problems involving fractions.		M	
Standard 35.	The student demonstrates proficiency in number sense, concepts, and operations involving decimals.			
35.1	Locating decimals on a number line;	M		
35.2	Ordering a sequence of decimal numbers from smallest to largest;	M		
35.3	Multiplying a decimal by a whole number or another decimal;	M	M	
35.4	Dividing a decimal by a whole number;	M	M	
35.5	Dividing a decimal by a decimal;			
35.6	Dividing a whole number by a decimal;		M	
35.7	Converting mixed numbers to decimal fractions;		M	
35.8	Selecting the appropriate operation to solve specific problems involving decimals;		M	
35.9	Solving real-world problems involving decimals.		M	
Standard 36.	The student demonstrates proficiency in mastery of number sense, concepts, and operations involving ratios and proportions.			
36.1	Associating verbal names, written word names, and standard numerals with ratios;	M		

36.2	Understanding the concept of a ratio and proportion;	M	M	
36.3	Identifying concrete and symbolic representations of ratios in real world situations;	M	M	
36.4	Understanding that ratios can be represented in other equivalent forms;	M	M	
36.5	Selecting when to solve specific problems by using ratios and proportions;		M	
36.6	Solving real-world problems involving ratios and proportions;		M	
36.7	Demonstrating the process of cross-multiplying to solve proportion.		M	
Standard 37.	The student demonstrates mastery of number sense, concepts, and operations involving percents.			
37.1	Associating verbal names, written word names, and standard numerals with percents;		M	
37.2	Understanding the relative size of percents;		M	
37.3	Identifying concrete and symbolic representations of percents in real-world situations;		M	
37.4	Understanding that percents can be represented in a variety of equivalent forms;		M	
37.5	Converting between fractions, decimals and percents;		M	
37.6	Finding a percent of a number;		M	
37.7	Finding what percent one number is of another;		M	
37.8	Solving real-world problems involving percents;		M	
37.9	Determining sales tax on a purchase when given the tax rate;		M	
37.10	Using the interest formula ($I = prt$);		M	
37.11	Finding the total when a percent is given;		M	
Standard 38.	The student demonstrates proficiency in number sense, concepts, and operations involving integers.			
38.1	Associating verbal names, written word names, and standard numerals with integers;			M
38.2	Locating numbers on a number line;			M
38.3	Identifying concrete and symbolic representations of integers to real world situations (for example: temperature);			M
38.4	Understanding the relative size of integers;			M
38.5	Adding integers;			
38.6	Subtracting integers;			
38.7	Multiplying integers;			
38.8	Dividing integers;			
38.9	Solving simple problems by applying the algebraic order of operations;			M
38.10	Selecting the appropriate operation to solve specific problems involving integers;			M
38.11	Solving real world problems involving integers;			M
38.12	Finding square of numbers 1 - 20;			M
38.13	Finding square roots of perfect squares;			M
38.14	Writing algebraic expressions (for example: $2x$; $2m - 10$);			M

38.15	Solving one step equations involving any of the mathematical operations (for example: $x + 9 - 27$; $x/4 = 3$; $x - (-4) = 2$);			M
38.16	Solving two step equations.			M
Standard 39.	The student demonstrates proficiency in number sense, concepts, and operations involving geometry.			
39.1	Recognizing and understanding the basic properties of the following geometric shapes in two and three dimensions: circle, square, rectangle, triangle, trapezoid, parallelogram, pentagon, hexagon, octagon, cube, rectangular solid, triangular prism, pyramid, cone, cylinder;			M
39.2	Recognizing types of angles (acute, obtuse, straight, right, reflex)			M
39.3	Recognizing types of triangles (equilateral, right, scalene, isosceles);			M
39.4	Knowing the number of degrees in a triangle and a quadrilateral;			M
39.5	Using appropriate geometric vocabulary (parallel, perpendicular, similar, congruent) to write a description of a figure or a picture composed of geometric figures;			
39.6	Recognizing and applying geometric formulas for perimeter;			M
39.7	Recognizing and applying geometric formulas for area;			M
39.8	Recognizing and applying geometric formulas for circumference;			M
39.9	Recognizing and applying geometric formulas for volume of three-dimensional shapes including cubes, rectangular solids and cylinders;			M
39.10	Understanding the following geometric concepts, including flips, slides, turns, and enlargements: symmetry; reflections; similarity; perpendicularity; parallelism;			M
39.11	Predicting and verifying patterns involving tessellation (a covering of a plane with congruent copies of the same pattern with not holes and no overlaps, like floor tiles);			M
39.12	Representing and applying a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.			M
Standard 40.	The student uses estimation skills to problem solve and compute.			
40.1	Using estimation strategies to predict results and to check the reasonableness of data;		M	M
40.2	Using estimates to solve real-world problems of length, perimeter, area, mass, volume, and capacity;		M	M
40.3	Using estimates to solve real-world problems of money, time, and temperature;		M	M
40.4	Using rounding techniques to estimate the solution to a real-world addition or subtraction measurement problem, then determining the actual result;		M	M

40.5	Using a variety of strategies, estimating lengths, widths, time intervals, and money and comparing them to actual measurements;		M	
40.6	Solving real-world and mathematical problems with the help of estimating measurements (for example: length, time, weight/mass, temperature, money, perimeter, area, volume) in either U.S. system or in metric units.	M	M	
Standard 41.	The student demonstrates proficiency in measuring quantities and solving problems related to measurement.			
41.1	Identifying the U.S. measures most appropriate for a given situation;		M	
41.2	Converting within the U.S. system of measures for length, weight, or capacity (for example: yards = feet = inches; tons = pounds = ounces; cups = pints = quarts = gallons);		M	
41.3	Solving linear measurement problems with inches, feet, or yards;		M	
41.4	Solving capacity problems with cups, pints, quarts, or gallons;		M	
41.5	Solving mass/weight problems with ounces, pounds, or tons;		M	
41.6	Identifying metric units of measure for length, weight/mass, or capacity (meter, gram, liter) most appropriate for a given situation;			
41.7	Associating prefixes used in the metric system with their decimal equivalents (kilo, deci, centi, milli);			
41.8	Converting within the metric system measures from one prefix to another;			M
41.9	Solving problems involving units of measure and converting answers to a larger or smaller unit within either the metric or U.S. system;			M
41.10	Selecting and using appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.			
Standard 42.	The student understands and applies theories related to numbers.			
42.1	Using number concepts including primes, factors, and multiples, to build number sequence;			M
42.2	Understanding distributive property [for example: $6(4 + 2) = 6 \times 4 + 6 \times 2$];			M
42.3	Using place value concepts of grouping based on powers of 10 (1, 10, 100, 1000, 10,000, 100,000, 1,000,000);			M
42.4	Understanding the structure of number systems other than the decimal number system (Roman number system).			M
Standard 43.	The student interprets data from graphs, charts, and maps.			M
43.1	Interpreting and comparing data from pictographs;		M	M

43.2	Interpreting and comparing data from bar graphs;		M	M
43.3	Interpreting and comparing data from line graphs;		M	M
43.4	Interpreting and comparing data from circle graphs;		M	M
43.5	Using data from charts and tables to solve real-world problems (for example: determining tax on purchases using sales tax table or calculating tax from a withholding tax schedule or income tax schedule);		M	M
43.6	Understanding and applying the concepts of mean and median;			
43.7	Using a scale, measuring distance on a map;			M
43.8	Using given information and a time zone map, calculating arrival time according to a given time zone;			M
43.9	Using a map showing time zones, determining the time in one locations given the specified time in another.			M
Standard 44.	The student demonstrates proficiency in consumer math skills.			
44.1	Calculating and comparing the unit prices for different sizes of food containers and for different brands using a calculator or pencil and paper;		M	M
44.2	Using the sales tax rate to calculate sales tax and total cost of a purchase;		M	M
44.3	Computing discounts and sale prices;		M	M
44.4	Interpreting interest and interest-earning savings plans;		M	M
44.5	Using the required percentage down payment rate and the total purchasing price to calculate the actual amount of down payment and balance to be financed on long term purchases;		M	M
44.6	Calculating a finance charge from a given percentage rate;		M	
44.7	Calculating a checkbook balance from a recorded register using a calculator or paper and pencil.		M	M
LITERACY COMPLETION POINT D ***				

Florida Adult Basic Frameworks Correlation to TABE

Language Level 0.0 - 1.9 (Basic Literacy)			
Objective	Florida ABE Framework	TABE 7 & 8	
		Level L 7 & 8	Level E 7 & 8
Standard 1	The student produces legible cursive and/or manuscript handwriting.		
1.1	Writing legible capital and lower case letters;	X	
1.2	Grouping letters to form words;	X	
1.3	Spacing words to form sentences;		
1.4	Signing name in legible cursive handwriting;		
1.5	Copying printed or written material of at least one paragraph.		
Standard 2	The student applies the beginning rules of capitalization.		
2.1	Capitalizing the first letter of the first word of declarative, interrogative and exclamatory sentences;		W
2.2	Capitalizing the pronoun "I";		W
2.3	Capitalizing proper nouns, including names, titles, places, and abbreviations.		W
Standard 3	The student applies the beginning rules of punctuation.		
3.1	Distinguishing between statements, questions, and exclamations presented orally by the teacher;		
3.2	Using correct punctuation to mark declarative, exclamatory, and interrogative sentences;		W
3.3	Using a period to complete abbreviation of common titles used as proper nouns (for example: Mr., Mrs., Ms., Dr.).		W
Standard 4	The student applies basic grammatical concepts and rules.		
4.1	Identifying nouns and verbs;		W
4.2	Identifying functions of a subject, verb, noun, and pronoun;		
4.3	Making subjects and verbs agree;		
4.4	Writing statements and questions using appropriate word order.		
Standard 5	The student demonstrates the ability to organize information.		
5.1	Classifying pictures and shapes under appropriate headings;		
5.2	Arranging pictures in an appropriate sequential pattern;		
5.3	Arranging up to three events in sequential order;		
5.4	Grouping words by similarities in definition.		
Standard 6	The student demonstrates understanding of writing as communication.		
6.1	Writing and revising short simple sentences;		
6.2	Writing telephone numbers and simple words from dictation;		
6.3	Organizing and writing a list (for example: things to do, groceries to buy);		

6.4	Identifying sentences and paragraphs.		W
Standard 7	The student demonstrates the ability to effectively speak.		
7.1	Speaking clearly and audibly in large or small group settings;		
7.2	Asking questions to better understand other people's ideas;		
7.3	Conveying meaning and ideas by speaking effectively in conversations with others.		
Standard 8	The student demonstrates familiarity with computers and computer terminology.		
8.1	Recognizing basic terminology associated with computers (for example: hardware, software, mouse, monitor, boot up, disk, cursor, keyboard,);		
8.2	Identifying the basic parts of a computer (for example: mouse, keyboard, monitor, disk drive);		
8.3	Demonstrating appropriate use and care of computer hardware and software (for example: inserting a disk properly, using mouse to move cursor, etc.).		
LITERACY COMPLETION POINT J ***			

Florida Adult Basic Frameworks Correlation to TABE

Language Level 2.0 - 3.9 (Beginning Literacy)			
Object	Florida ABE Framework	TABE 7 & 8	
		LEVEL E 7 & 8	Level M 7 & 8
Standard 9	The student demonstrates beginning knowledge of the conventions of standard written English.		
9.1	Writing short sentences from dictation;		
9.2	Writing dates, days of the week, months of the year, and numbers.		
Standard 10	The student applies rules of capitalization.		
10.1	Capitalizing the greeting and closing of a letter.	W	
Standard 11	The student applies rules of punctuation.		
11.1	Using a comma between city and state and between the day of the month and the year;	W	
11.2	Using a comma after the greeting and after the closing of a friendly letter;	W	
11.3	Using a comma to set off proper names in direct address;	W	
11.4	Using commas to separate words in a series;	W	
11.5	Using an apostrophe to form contractions.		
Standard 12	The student applies basic grammatical concepts and rules.		
12.1	Identifying the subject and predicate within a sentence;		
12.2	Writing the singular and plural forms of nouns;	W	
12.3	Writing original declarative sentences having compound subjects and/or predicates;		
12.4	Writing the appropriate forms of common regular and irregular verbs (for example: am/is/are, was/were, has/have, go/went, sell/sold);	W	
12.5	Making nouns and pronouns agree;	R	
12.6	Distinguishing uses of "the," "a," and "an."		

Standard 13	The student organizes information.		
13.1	Assigning words to appropriate lists based on similarities in definition, structure, or part of speech;		
13.2	Generating headings for words grouped by commonalities;		
13.3	Identifying sentences and non-sentences;	W	
13.4	Telling an event in chronological order.		
Standard 14	The student writes to communicate ideas and information.		
14.1	Making a plan for writing that includes a central topic and at least two related ideas;		
14.2	Drafting and revising simple writings that express ideas clearly;		
14.3	Composing a short letter and addressing an envelope;		
14.4	Completing a simple form stating personal information (for example: name, complete address and telephone number, date of birth, employer, emergency contact);	W	
14.5	Writing from personal experience;		
14.6	Composing simple sets of instructions for tasks using logical sequencing of at least three steps.		
Standard 15	The student demonstrates the ability to speak effectively.		
15.1	Using eye contact and simple gestures to enhance communications;		
15.2	Orally presenting a written assignment.		
<i>The Following Standard Is Optional As Computer Technology Is Not Provided Every Student. However, It Is Strongly Recommended That Students With Access To Computer Technology Complete Standard 16 During Work On Level 2.0 - 3.9. Please Note: The Teacher's Resource Guide Does Offer Lesson Plans Enabling Instructors To Introduce Students To Technology Even Without A Computer In The Classroom.</i>			
Standard 16	The student demonstrates basic computer use.		
16.1	Opening and closing basic computer programs appropriately;		
16.2	Identifying and accessing a web address.		
Literacy Completion Points K***			

Florida Adult Basic Frameworks Correlation to TABE

LANGUAGE LEVEL 4.0 - 5.9 (INTERMEDIATE LITERACY)			
Objective	Florida ABE Framework	TABE 7 & 8	
		Level M 7 & 8	Level D 7 & 8
Standard 17	The student applies rules of capitalization.		
17.1	Capitalizing proper nouns including days of the week, months of the year, holidays, book and magazine titles, countries, states, rivers, and continents;	W	W
17.2	Capitalizing titles of books, poems, songs, television shows, and movies.	W	W
Standard 18	The student applies rules of punctuation.		
18.1	Using a comma before the conjunction in compound sentences in some cases;		
18.2	Using an apostrophe to show the possessive noun.		W
Standard 19	The student demonstrates competency in spelling.		
19.1	Spelling months of the year, days of the week, and numbers from one to one hundred twenty-one;		
19.2	Spelling 98% of the words on the Dolch list, levels preprimer through third grade;		
19.3	Using a dictionary to spell words having phonetically regular beginnings;		
19.4	Applying rules for adding common prefixes and suffixes.		
Standard 20	The student observes conventions of editing.		
20.1	Finding and correcting spelling errors, including homonyms;	W	
20.2	Finding and correcting punctuation and capitalization errors.	W	W
20.3	Finding and Correcting structural and grammatical errors.		W
Standard 21	The student applies structural and grammatical rules of writing.		
21.1	Identifying the complete subject and complete predicate of a statement;		
21.2	Identifying the complete subject and complete predicate of a question;		
21.3	Identifying the simple subject of a statement and a question;		
21.4	Identifying compound subjects and predicates;		W
21.5	Identifying commands with an understood subject;		
21.6	Identifying verbs in the context of simple and compound sentences;	W	
21.7	Identifying passive voice (for example: Passive = The man was bitten by the dog; Active = The dog bit the man);	W	W
21.8	Identifying pronouns, adjectives, adverbs, conjunctions, prepositions, and interjections in texts;		W

21.9	Writing the appropriate forms of common regular and irregular verbs;	W	W
21.10	Distinguishing present tenses, past tenses and future tenses of common verbs;		
21.11	Using nominative and objective cases correctly;		
21.12	Identifying phrases, independent clauses and dependent clauses;		
21.13	Writing correctly worded and punctuated complex sentences;		
21.14	Recognizing and creating logical paragraph breaks in writing;	W	
21.15	Indenting paragraphs.		
Standard 22	The student communicates ideas and information through the writing process.		
22.1	Preparing for writing by brainstorming verbally and in writing, focusing on a central idea found in the brainstorming, generating and organizing ideas related to the central focus and identifying the specific purpose for the writing;		
22.2	Demonstrating a logical organizational pattern which includes a beginning, middle, and ending;	W	
22.3	Effectively using familiar words, supporting details, and transitional devices;		
22.4	Drafting, revising and editing writing for a variety of occasions, audiences, and purposes in a variety of content areas.	W	W
Standard 23	The student uses speaking strategies effectively.		
23.1	Speaking clearly at an understandable rate and using appropriate volume;		
23.2	Participating as a contributor and occasionally acting as a leader in a group discussion;		
23.3	Organizing a speech using a basic beginning, middle, and ending.		
	THE FOLLOWING STANDARD IS OPTIONAL AS COMPUTER TECHNOLOGY IS NOT PROVIDED EVERY STUDENT. HOWEVER, IT IS STRONGLY RECOMMENDED THAT STUDENTS WITH ACCESS TO COMPUTER TECHNOLOGY COMPLETE STANDARD 24 DURING WORK ON LEVEL 3.0 - 4.9. Please Note: THE TEACHER'S RESOURCE GUIDE DOES OFFER LESSON PLANS ENABLING INSTRUCTORS TO INTRODUCE STUDENTS TO TECHNOLOGY EVEN WITHOUT A COMPUTER IN THE CLASSROOM.		
Standard 24	The student performs computer activities.		
24.1	Demonstrating the steps necessary to boot up a computer system (i.e., DOS, Windows, Macintosh);		
24.2	Utilizing computer directories to locate files;		

24.3	Creating and saving documents using a word processing program;		
24.4	Keyboarding material from handwritten copy;		
24.5	Demonstrating proper keyboarding techniques while using an instructional program;		
24.6	Retrieving, interpreting, and recording computerized information (for example: finding and printing information from a web site);		
24.7	Demonstrating good housekeeping at workstation.		
LITERACY COMPLETION POINT M			

Florida Adult Basic Frameworks Correlation to TABE

LANGUAGE LEVEL 6.0 - 8.9 (FUNCTIONAL LITERACY)			
Objective	Florida ABE Framework	TABE	
		Level D 7 & 8	Level A 7& 8
Standard 25	The student composes structurally and grammatically correct sentences and paragraphs.		
25.1	Sustaining a consistent point of view throughout a multiple paragraph text;		
25.2	Developing appropriate tense use throughout a multiple paragraph text;	W	W
25.3	Creating paragraphs divisions in an extended text and marking them through indentation;		
25.4	Writing paragraphs with stated or implied topic sentences;	W	W
25.5	Writing paragraphs with clear connections between all sentences;		W
25.6	Writing paragraphs with transition sentences;		
25.7	Appropriately using all forms of punctuation and capitalization;		W
25.8	Constructing agreement between subjects and verbs in all types of sentence structures and lengths;	W	W
25.9	Consistently using the correct forms of irregular verbs;	W	W
25.10	Correctly applying the singular and plural forms of nouns;		
25.11	Correctly using the nominative and objective cases of pronouns (for example: she/her);		W
25.12	Writing a variety of sentence types.		W
Standard 26.	The student demonstrates an understanding of the functions of the parts of speech.		
26.1	Identifying all parts of speech, including nouns, verbs, adjectives, adverbs, conjunctions, prepositions, interjections, and verbals (verbs used as nouns, adjectives or adverbs such as infinitives, participles and gerunds);	R W	W
26.2	Identifying how parts of speech work in a particular sentence (for example: noun used as an object instead of a subject);		
26.3	Identifying parts of the sentence, including complete and simple subject and complete and simple predicate;		
26.4	Exploring how the parts of a sentence create meaning in a sentence (for example: phrases used as adverbs, subordination of independent clauses).		W
Standard 27	The student effectively communicates ideas and information through the writing process.		
27.1	Brainstorming ideas in writing;		W
27.2	Organizing information before writing;		W

	Drafting and revising all types of writing so that it is focused and purposeful;	W	W
	conveys a sense of completeness and is focused on a central idea; has an organizational pattern that provides for a logical progression of ideas and includes a beginning, middle, and ending;		
	demonstrates continuity of purpose, style, voice and tense;	W	W
27.4	Editing writing to produce final documents that are grammatically correct;		
27.5	Understanding the difference between plagiarism and student-generated text;		
27.6	Creating a bibliography.		
Standard 28	The student writes to communicate ideas effectively in a variety of content areas.		
28.1	Writing narrative answers to a variety of content area questions;		
28.2	Using the writing process to generate text about social studies, science and/or literature (for example: reports and critiques).		
THE FOLLOWING STANDARD IS OPTIONAL AS COMPUTER TECHNOLOGY IS NOT PROVIDED EVERY STUDENT. HOWEVER, IT IS STRONGLY RECOMMENDED THAT STUDENTS WITH ACCESS TO COMPUTER TECHNOLOGY COMPLETE STANDARD 29 DURING WORK ON LEVEL 5.0 - 8.9. Please Note: THE TEACHER'S RESOURCE GUIDE DOES OFFER LESSON PLANS ENABLING INSTRUCTORS TO INTRODUCE STUDENTS TO TECHNOLOGY EVEN WITHOUT A COMPUTER IN THE CLASSROOM.			

Standard 29	The student uses the computer to enhance personal learning and performance.		
29.1	Creating documents using a word processing program;		
29.2	Saving documents to a disk;		
29.3	Using computer skills for researching;		
29.4	Demonstrating keyboarding skills necessary for increased productivity.		
LITERACY COMPLETION POINT N * * *			

TECHNICAL ASSISTANCE PAPER FOR ASSESSMENT



TECHNICAL ASSISTANCE PAPER

BUREAU OF PROGRAM IMPROVEMENT AND ACCOUNTABILITY

FLORIDA DEPARTMENT OF EDUCATION

Excerpts from the Technical Assistance Paper related Adult Basic Educaiton

Progress/Gains Documentation for Adult General Education (AGE) Programs

In order to progress through the Adult Literacy Completion Points (LCPs) a student must complete the performance standards listed in the state Adult Education Programs Courses Standards. Teachers must keep well documented records of student progress. The following methods, approved in **Rule 6A-6.014, FAC**, may be used to document progress for ABE and ESOL/VESOL students (not for vocational preparatory students):

- * **Criterion and/or norm referenced pre, post and progress tests** listed in **Rule 6A-6.014, FAC**, and **Rule 6A-10.040, FAC**, may be used to show progress and/or completion of an LCP. Testing publisher's recommendations for appropriate time between testing must be followed. When using various assessment instruments, allow at least 6 weeks between testing.

Vocational preparatory students must be post-tested with one of the approved basic skills tests listed in **Rule 6A-10.040, FAC**.
- * **Checklists/Inventories** are based on the state Program Courses Standards for each LCP. The student must have completed each standard and documentation must be maintained. Progress through LCPs can be documented by checklist/inventories.
- * **Performance-based portfolios** are selected collections of a variety of performance-based work. A portfolio might include a student's "best pieces" and the student's evaluation of the strengths and weaknesses of several pieces. The portfolio may also contain some "works in progress" that illustrate the improvements the student has made over time. It may also contain writing examples, open-ended or extended response exercises, or extended tasks. Extended tasks are assignments that require sustained attention in a single work area and are carried out over several hours or longer, such as: drafting, reviewing and revising a poem; conducting and explaining the results of a science experiment; or even painting a car in auto body shop.

These methods, like all types of performance assessments, require that students actively develop their approaches to the task under defined conditions, knowing that their work will be evaluated according to agreed-upon standards. This requirement distinguishes performance assessment from other forms of testing.

Adult high school and co-enrolled students show progress by demonstrating mastery of course performance standards and earning credit for course competencies.

General Educational Development (GED) students progress through LCPs by passing the subtests of the official General Educational Development test (GED). These subtests are: Science, Social Studies, Mathematics, Literature and Writing.

Audit Documents

Audit requirements for state and local government recipients of federal grants were implemented by the Office of Management and Budget (OMB) to comply with the Single Audit Act of 1984, P.L. 98-502, and Single Audit Act Amendments of 1996, P.L. 104-156. Revised OMB Circular No. A-133 "Audits of States, Local Governments and Non-profit Organizations" further clarified the public law. These requirements are found in Appendix to 34 CFR Part 80 of the Education Department General Administrative Regulations (EDGAR), and proposed amendments to these Circulars, based on the 1996 Amendments, are found in the *Federal Register*, November 5, 1996. Part 80 of EDGAR sets forth the uniform administrative requirements for grants and cooperative agreements to State and local governments, and Part 74 of EDGAR sets forth the administrative requirements for institutions for higher education and nonprofit institutions.

The 1996 Amendments require that non-federal entities expending \$300,000 or more in a year in federal awards must obtain an audit. Any non-federal entity expending less than \$300,000 in a year will be subject to monitoring by the Florida Department of Education, as provided in proposed revisions to Revised OMB Circular A-133.

Audit reports for federal projects shall be made annually and shall state that the audit was made in accordance with the appropriate circular as stated in the Appendix to 34 CFR Part 80 of EDGAR. Audit reports for state projects shall be made annually in accordance with Florida Statutes 216.349 and 10.600 of the Rules of the Auditor General.

The following are examples (not all may apply) of audit documents: (Please note some data may be stored electronically pursuant to S. 239.113, F.S.) **All data concerning individuals with disabilities must be kept confidential as per FERPA and Section 504.**

1. Facilities: Attendance forms, course number, name, social security/student ID number
2. Enrollment/registration forms/student eligibility
3. Teaching certification on file
4. Academic: Documentation of intake, progress of LCPs
 - a. ABE/ESL - performance standards, checklists, test results, portfolios, IEPs, AIEPs
 - b. High school - transcript

- c. GED - test results
 - d. VPI - test results, TEP
 - e. Adults with Disabilities - Documentation of any testing modifications/accommodations, IEPs, any other accommodations
- 5) Documentation of students unable to test, exempt from testing, or deferred from testing.

Documentation must be kept in compliance with approved State of Florida procedures. It is recommended that the following assessment documentation be maintained, if applicable:

- Student folder: TEP/AIEP, progress indicators, student work/assignments
- Office folder: student test results (pre, progress and post), attendance documentation (time sheets, time cards, teacher rolls), student registration information, teacher documentation of progress, documentation of completion of LCPs, documentation of any testing procedure modifications/accommodations, documentation for students unable to test
- ABE/ESL: Student checklist/test results
- High School Credit: Transcript, grades, student records
- VPI/GED: test results
- Adult students with disabilities: AIEP

228.301 Test security.—

- (1) It is unlawful for anyone knowingly and willfully to violate test security rules adopted by the State Board of Education or the Commissioner of Education for mandatory tests administered by or through the State Board of Education or the Commissioner of Education to students, educators, or applicants for certification or administered by school districts pursuant to s. 229.57, or, with respect to any such test, knowingly and willfully to:
- (a) Give examinees access to test questions prior to testing;
 - (b) Copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test booklet;
 - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
 - (d) Make answer keys available to examinees;
 - (e) Fail to follow security rules for distribution and return of secure test as directed, or fail to account for all secure test materials before, during, and after testing;
 - (f) Fail to follow test administration directions specified in the test administration manuals; or
 - (g) Participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this section.
- (2) Any person who violates this section is guilty of a misdemeanor of the first degree, punishable by a fine of not more than \$1,000 or imprisonment for not more than 90 days, or both.
- (3) A district superintendent of schools, a president of a community college, a president of a university, or a president of a private postsecondary institution shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.

History.—s. 17, ch. 86-156; s. 1, ch. 90-99; s. 81, ch. 97-190.

Rule 6A-6.014, FAC, General Requirements for Adult General Education Program.

In the operation of adult general education programs, the following general requirements shall apply:

- (1) Facilities. Instructional facilities should be consistent with the number and nature of adults served, as well as instructional methods and objectives. They should provide program accessibility for persons with disabilities as required by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
- (2) Enrollment. Enrollment shall be limited to individuals who have legally left the elementary or the secondary school as specified in Section 232.01(1)(c), Florida Statutes; provided, however, that the school may temporarily assign individual students of compulsory school age to one (1) or more classes offered in the adult general education program where such students exhibit an educational need which can more effectively be served by the adult general education program when such courses are required for high school graduation.
- (3) Teacher qualifications. Adult general education classes for which state funds are earned shall be taught by qualified teachers as defined in Rule 6A-1.0503, FAC., or as approved by a community college board of trustees as defined in Rule 6A-14.0247, FAC.
- (4) Academic skills tests for adults.
 - (a) The following tests, English language versions only, are approved to be used for placement of a student enrolled in the adult general education program and shall be used according to standards established for test administration and interpretation set forth in Standards for Educational and Psychological Testing (APA, AERA, NCME, 1992) and with appropriate modifications for students with disabilities as specified in Rule 6A-1.0943, FAC.
 1. Adult Measure of Essential Skills (AMES) 1997;
 2. Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 7 & 8, 1994;
 3. Tests of Adult Basic Education - Work Related (TABE-WR) 1994; and
 4. Wonderlic Basic Skills Test (WBST) 1994.
 - (b) If the testing instruments in paragraph (4)(a) of this rule do not meet the assessment needs of the adult student, one of the following alternative assessment instruments may be used for placement in an adult general education program:
 1. Adult Language Assessment Scales (A-LAS, 1991);
 2. Brigance Employability Skills, 1995;
 3. Brigance Life Skills, 1994;
 4. Comprehensive Test of Adaptive Behaviors (CTAB), 1986;
 5. Comprehensive Adult Student Assessment System (CASAS), 1996 (reading and listening);
 6. Comprehensive Adult Student Assessment System - STRETCH (CASAS), 1996;
 7. Comprehensive Adult Student Assessment System - Test for Special Populations (CASAS), 1996;
 8. Kaufman Functional Academic Skills Test (K-FAST), 1994; and,
 9. Literacy Volunteers of America (LVA) English as a Second Language Oral Assessment (ESLOA), 1995.

- (5) Student progress will be measured by progression through Literacy Completion Points (LCPs) using one or more of the following:
- (a) grade level/scale score improvements measured by an approved test;
 - (b) improvement of literacy or workforce readiness skills;
 - (c) successful completion of curriculum frameworks and course performance standards; or
 - (d) attainment of GED or Adult High School Diploma.

Specific Authority 228.061(4)(a)3., 229.053(1), 239.301 FS. Law Implemented 228.061(4)(a)3., 239.115, 239.30 FS. History - Amended 2-20-64, 4-11-70, 11-17-73, 2-18-74, 6-17-74, Repromulgated 12-5-74, Amended 12-6-84, Formerly 6A-6.14, Amended 12-28-86, 10-17-89, 12-29-98.