



# TABE Complete Language Assessment System – English™

## TABE CLAS-E



**CTB**  
**McGraw-Hill<sup>1</sup>**

# Agenda

- Welcome
- Overview of TABE CLAS-E
- Interview/Locator
- Administering the Reading Test
- Administering the Listening Test
- Administering the Writing Test
- Scoring TABE CLAS-E
- Questions



# Overview of TABE CLAS-E

## What is TABE Complete Language Assessment System-English?

- Standardized assessment that provides teachers with a reliable, easy-to-use system that accurately identifies the instructional needs of their ESL students
- Assesses English proficiency levels to accurately measure students' reading, listening, writing, and speaking skills
- Appropriate for all levels of adult ESL
- Scores from TABE CLAS-E are linked to TABE 9&10, designed to offer your students a successful transition into adult basic education
- Delivers National Reporting System (NRS) proficiency levels, objective mastery scores, and Student Performance Level



# Overview of TABE CLAS-E

- Provides Prescriptive Reports which link teachers to the TABE CLAS-E Instructional Guidance materials
- An expansion of the Tests of Adult Basic Education (TABE®) family of products
- Aligned with the NRS English as a Second Language Educational Functioning Level Descriptors, Student Performance Levels, and several state standards
- Correlated to key instructional programs such as All-Star (McGraw-Hill ESL/ELT)



# Overview of TABE CLAS-E

## TABE Complete Language Assessment System—English Assessment Levels

| Levels | ESL Proficiency  | NRS Levels |
|--------|------------------|------------|
| 1      | Beginning ESL 1  | 1 and 2    |
| 2      | Beginning ESL 2  | 2 and 3    |
| 3      | Intermediate ESL | 3 and 4    |
| 4      | Advanced ESL     | 5 and 6    |

# Overview of TABE CLAS-E Materials

- ❑ Interview/Locator
  - ❑ Locator Test – Test Directions
  - ❑ Answer Booklet
  - ❑ Locator Test
- ❑ Forms: 2 (A and B)
- ❑ Levels: 4
  - ❑ Note: I will be referring to Level 3, Form A today
- ❑ Four Skill Areas Tested:
  - ❑ Reading, Listening, Writing, Speaking
  - ❑ Note: we will not be doing Speaking today



# Administering the Interview/Locator:

- Individually Administered
- Testing Time: 8-10 minutes

## Materials Needed:

- ✓ Locator Test Book
- ✓ Locator Test Directions
- ✓ Interview/Locator answer booklet



# Administering the Interview/Locator:

## Locator Interview

- **Interview** must be administered before the Locator **Test**
- If the results of the Interview indicate that the examinee should take the Level 1 test, the examiner does NOT need to administer the Locator Test
- Furthermore, if the subtotal score for Questions 1-5 is 5 or less, skip questions 6-8, administer Part B
- If Part B Score is 10 or above, administer the Locator Test

# Administering the Interview/Locator:

## Interview, Part A Listening & Speaking

|  |                                      |                 |       |       |    |             |          |      |       |           |  |  |  |       |     |      |  |                       |  |  |  |
|--|--------------------------------------|-----------------|-------|-------|----|-------------|----------|------|-------|-----------|--|--|--|-------|-----|------|--|-----------------------|--|--|--|
|  <p>TABE Complete<br/>Language Assessment<br/>System—English™</p>   | <h3>Locator Test Answer Booklet</h3> |                 |       |       |    |             |          |      |       |           |  |  |  |       |     |      |  |                       |  |  |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">EXAMINEE'S NAME</td> <td style="width: 10%;">LAST</td> <td style="width: 10%;">FIRST</td> <td style="width: 10%;">MI</td> </tr> <tr> <td>I.D. NUMBER</td> <td>EXAMINER</td> <td>LAST</td> <td>FIRST</td> </tr> <tr> <td colspan="4">TEST DATE</td> </tr> <tr> <td>MONTH</td> <td>DAY</td> <td colspan="2">YEAR</td> </tr> <tr> <td colspan="4">SCHOOL OR INSTITUTION</td> </tr> </table> |                                      | EXAMINEE'S NAME | LAST  | FIRST | MI | I.D. NUMBER | EXAMINER | LAST | FIRST | TEST DATE |  |  |  | MONTH | DAY | YEAR |  | SCHOOL OR INSTITUTION |  |  |  |
| EXAMINEE'S NAME  | LAST                                 | FIRST           | MI    |       |    |             |          |      |       |           |  |  |  |       |     |      |  |                       |  |  |  |
| I.D. NUMBER  | EXAMINER                             | LAST            | FIRST |       |    |             |          |      |       |           |  |  |  |       |     |      |  |                       |  |  |  |
| TEST DATE  |                                      |                 |       |       |    |             |          |      |       |           |  |  |  |       |     |      |  |                       |  |  |  |
| MONTH  | DAY                                  | YEAR            |       |       |    |             |          |      |       |           |  |  |  |       |     |      |  |                       |  |  |  |
| SCHOOL OR INSTITUTION  |                                      |                 |       |       |    |             |          |      |       |           |  |  |  |       |     |      |  |                       |  |  |  |

**Locator Interview, Part A Listening and Speaking**

| Questions 1–5              | Score   | Questions 6–8   | Score |
|----------------------------|---|---|-------|
| 1. What is your name?      | ① ②   | 6. What do you like about Miami*?   | ① ②   |
| 2. Where do you live?      | ① ②   | 7. What will you do tomorrow?   | ① ②   |
| 3. What time is it now?    | ① ②   | 8. Tell me about your family.   | ① ②   |
| 4. Do you have a car?      | ① ②   |   |       |
| 5. Can you use a computer? | ① ②   |   |       |
| <b>STOP</b>                | <b>Subtotal</b><br><b>Questions 1–5</b> <input style="width: 40px;" type="text"/> | <b>Subtotal</b><br><b>Questions 6–8</b> <input style="width: 40px;" type="text"/> |       |

① =  
• No response.  
• Response is not in English.  
• Response does not address the prompt.

① =  
Response indicates general comprehension of the prompt, BUT is not entirely appropriate.

② =  
Response indicates complete, or nearly complete, comprehension of the prompt AND appropriately addresses the prompt.

**Part A Total Score, Questions 1–8**

Recommended Action (check one):

Score is 9 or below:  
Administer Level 1 Listening and Speaking tests.

Score is 10 or above:  
Administer Locator Test, Part 2.

\* Use the actual city/town where the test is being administered.

If the subtotal score for Questions 1–5 is **5 or less**:  
• Do not administer Questions 6–8.  
• Administer Part B.

If the subtotal score for Questions 1–5 is **6 to 10**:  
• Continue with Questions 6–8.  
• Then administer Part B.

# Rubric for Oral Questions 1-5

| 0  | 1  | 2  |
|--|--|--|
| No response.<br>Response is not in English.<br>Response does not address the prompt. | Response indicates general comprehension of the prompt, BUT is not entirely appropriate. | Response indicates complete, or nearly complete, comprehension of the prompt AND appropriately addresses the prompt. |

# Rubric for Oral Questions 6-8

## Rubric for Oral Questions 6-8

| 0  | 1  | 2   |
|--|--|---|
| No response.<br>Response is not in English.<br>Response does not address the prompt. | Response indicates general comprehension of the prompt, BUT does not sufficiently demonstrate the grammatical or lexical knowledge necessary to respond appropriately OR is inappropriate. | Response indicates complete, or nearly complete, comprehension of the prompt AND demonstrates sufficient grammatical and lexical knowledge needed to respond appropriately. |

# Administering the Interview/Locator:

## Interview, Part B Reading & Writing

| Locator Interview, Part B Reading and Writing   | Locator Interview, Part B Scores   |  |  |  |   |   |   |  |  |  |
|---|--|--|--|--|---|---|---|--|--|--|
| <p>1. Please write your name.</p> <p>_____</p> <p>2. Where are you from?</p> <p>_____</p> <p>3. Do you have a car?</p> <p>_____</p> <p>4. What time is it now?</p> <p>_____</p> <p>5. Can you ride a bicycle?</p> <p>_____</p> <p>6. What do you like about this city?</p> <p>_____</p> <p>7. How many people are in your family?</p> <p>_____</p> <p>8. What will you do on Saturday?</p> <p>_____</p> | <p>Refer to the Locator Test Directions for Part B scoring instructions.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="3">Part B Rubric</th> </tr> <tr> <th style="width: 33%;">①</th> <th style="width: 33%;">①</th> <th style="width: 33%;">②</th> </tr> </thead> <tbody> <tr> <td style="text-align: left; padding: 5px;">                     No response.<br/>                     Response is not in English.<br/>                     Response does not address the prompt.                 </td> <td style="text-align: left; padding: 5px;">                     Response indicates some comprehension of the written prompt, BUT aside from any grammatical or spelling errors, is not entirely appropriate or on topic.                 </td> <td style="text-align: left; padding: 5px;">                     Response indicates comprehension of the written prompt AND is appropriate and on topic, although some grammatical or spelling errors may be present.                 </td> </tr> </tbody> </table> <p>Enter the score for each item on the line provided.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><b>Part B Total Score, Questions 1-8</b> <span style="float: right; border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></span></p> <p>Recommended Action (check one):</p> <p><input type="checkbox"/> Score is 9 or below:<br/>Administer Level 1 Reading and Writing tests.</p> <p><input type="checkbox"/> Score is 10 or above:<br/>Administer Locator Test, Part 1.</p> </div> | Part B Rubric  |  |  | ① | ① | ② | No response.<br>Response is not in English.<br>Response does not address the prompt. | Response indicates some comprehension of the written prompt, BUT aside from any grammatical or spelling errors, is not entirely appropriate or on topic. | Response indicates comprehension of the written prompt AND is appropriate and on topic, although some grammatical or spelling errors may be present. |
| Part B Rubric   |  |  |  |  |   |   |   |  |  |  |
| ①   | ①  | ②  |  |  |   |   |   |  |  |  |
| No response.<br>Response is not in English.<br>Response does not address the prompt.  | Response indicates some comprehension of the written prompt, BUT aside from any grammatical or spelling errors, is not entirely appropriate or on topic.   | Response indicates comprehension of the written prompt AND is appropriate and on topic, although some grammatical or spelling errors may be present. |  |  |   |   |   |  |  |  |
| Page 2  | Page 3   |  |  |  |   |   |   |  |  |  |

## Part B Rubric

### Rubric for Part B Questions 1–8

| 0  | 1  | 2  |
|--|--|--|
| No response.<br>Response is not in English.<br>Response does not address the prompt. | Response indicates some comprehension of the written prompt, BUT aside from any grammatical or spelling errors, is not entirely appropriate or on topic. | Response indicates comprehension of the written prompt AND is appropriate and on topic, although some grammatical or spelling errors may be present. |

# Administering the Interview/Locator:

## Locator Test Parts 1 and 2

**Locator Test, Parts 1 and 2**

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**Part 1 Reading and Writing**

A ○○○○ B ○○○○ C ○○○○

|        |        |        |         |         |                                      |
|--------|--------|--------|---------|---------|--------------------------------------|
| 1 ○○○○ | 4 ○○○○ | 7 ○○○○ | 10 ○○○○ | 13 ○○○○ | Part 1<br>Total <input type="text"/> |
| 2 ○○○○ | 5 ○○○○ | 8 ○○○○ | 11 ○○○○ | 14 ○○○○ |                                      |
| 3 ○○○○ | 6 ○○○○ | 9 ○○○○ | 12 ○○○○ | 15 ○○○○ |                                      |

---

**Part 2 Listening and Speaking**

A ○○○○ B ○○○○

|        |        |        |         |         |                                      |
|--------|--------|--------|---------|---------|--------------------------------------|
| 1 ○○○○ | 4 ○○○○ | 7 ○○○○ | 10 ○○○○ | 13 ○○○○ | Part 2<br>Total <input type="text"/> |
| 2 ○○○○ | 5 ○○○○ | 8 ○○○○ | 11 ○○○○ | 14 ○○○○ |                                      |
| 3 ○○○○ | 6 ○○○○ | 9 ○○○○ | 12 ○○○○ | 15 ○○○○ |                                      |

**Examiner's Use Only: DO NOT MARK IN THIS SECTION**

Reading and Writing test level to administer: \_\_\_\_\_

Listening and Speaking test level to administer: \_\_\_\_\_

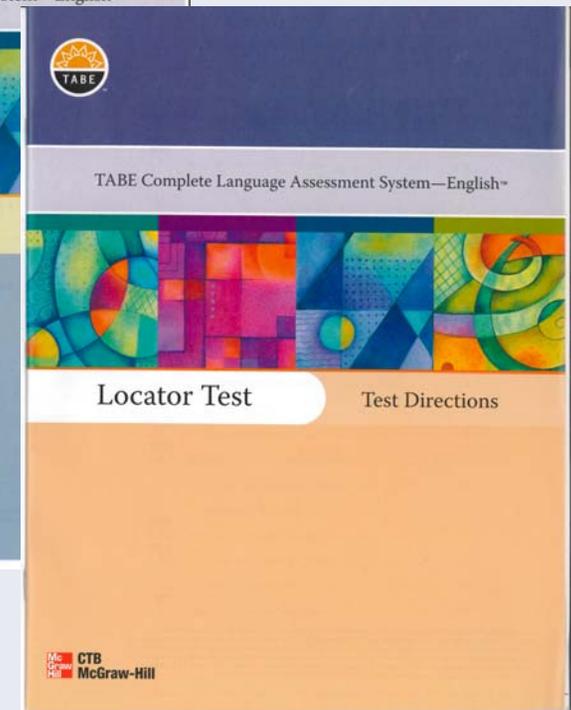
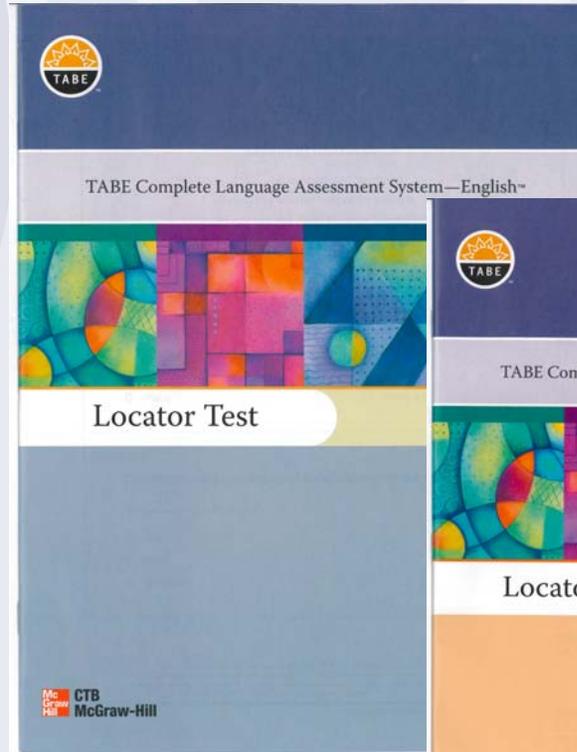
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# Conversion Chart (back of Locator Test Directions, p26)

## Locator Test Evaluation Charts

| Part 1       | SEM  | Reading and Writing Test Level to Administer |
|--------------|------|--|
| 6 and below  | 1.69 | 1  |
| 7-9          |      | 2  |
| 10-12        |      | 3  |
| 13 and above |      | 4  |

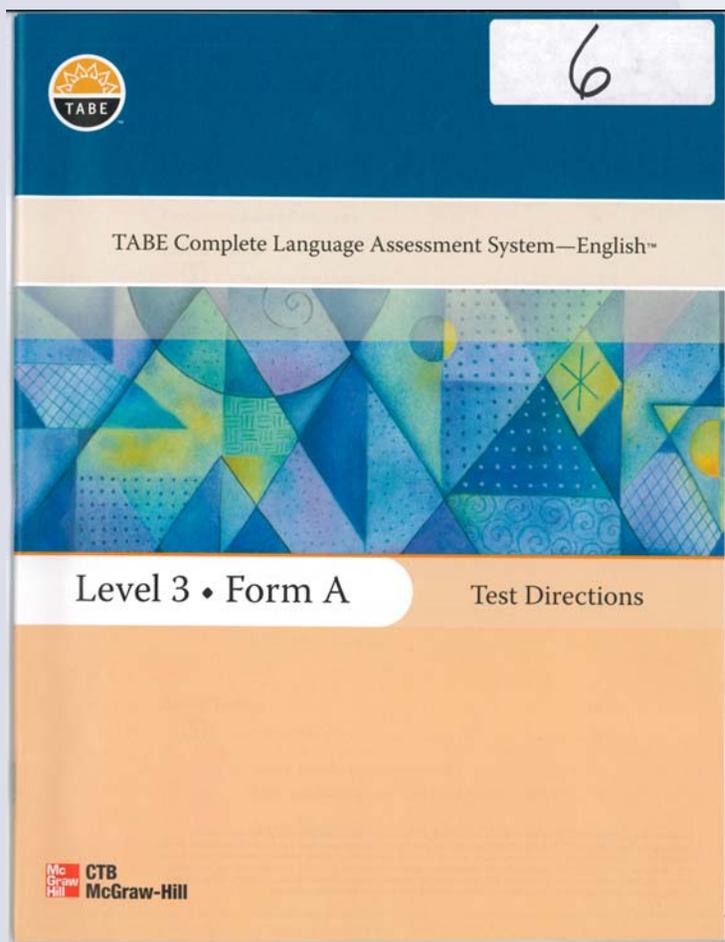
| Part 2       | SEM  | Listening and Speaking Test Level to Administer |
|--------------|------|---|
| 6 and below  | 1.58 | 1   |
| 7-9          |      | 2   |
| 10-12        |      | 3   |
| 13 and above |      | 4   |

# Test Content and Administration Times

| Content Area             | Total Items | Testing Time (Minutes) |
|--------------------------|-------------|------------------------|
| Reading                  | 25          | 25                     |
| Listening                | 25          | 20                     |
| Writing                  | 20          | 20                     |
| Expository Writing Folio | 5           | 27                     |

|   | Total Items | Testing Time |
|---|-------------|--------------|
| Speaking<br>(Individually administered) | 16          | 15           |

# Test Directions



p. 18 Review Elements Used

p. 22 Reading Specific Directions

p. 26 Listening Specific Directions

p. 43 Writing Specific Directions

p. 47 Expository Writing Folio

# Administering the Reading Test:

- Group Administered
- Testing Time: 25 minutes

Let's get started Administering the Reading test!

Materials Needed:

- ✓ Form A, Level 3 Test Directions
- ✓ Form A, Level 3 Test Book
- ✓ A SCOREZE answer sheet
- ✓ No. 2 pencil





# Administering the Reading Test:

Use your “Test Directions” Booklet. Double check the Level and Form.

**Reading—Specific Directions**

Reading  
25 Minutes

**Directions for Administering Reading**

Ensure that each examinee has a test book and an answer sheet matching the test book level. Note that an examinee may be taking the Reading and Writing tests at a different level than the Listening and Speaking tests. Any examinee who is taking Level 1 tests in combination with tests at a higher level must use the Levels 2, 3, 4 answer sheet for BOTH the Level 1 tests AND the higher level tests. Ensure that examinees fill in the appropriate circle for Level 1, 2, 3, or 4 in the box at the top of the Reading section on the answer sheet. This will also indicate the level of Writing at which the examinee has tested.

Examinees should have filled in the examinee-identifying information on the front cover of the answer sheet.

**SAY** Open your test books to the Reading test on page 1. The page should look like this.

Demonstrate with your copy of the test book. Ensure that all examinees are on the correct page in their test books.

**SAY** Find the Reading section on your answer sheet. The page should look like this.

Demonstrate with your copy of the answer sheet. Ensure that all examinees are in the correct place on their answer sheets.

**SAY** We will begin by doing some sample questions together. You will mark your answers to the sample questions in the box on the answer sheet.

For each question, fill in only the circle that goes with the answer you choose. Fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase (say “cross out” for SCOREZE answer sheet) the mark you made before making the new mark.

**Sample A**

**SAY** For Sample A, read the “Cleaning Instructions” and the question. Then fill in the circle that goes with the answer you choose.

Give the examinees time to do Sample A.  
Do not read the answer choices aloud.

**Sample A**

What belongs on line 1?

A Read

B Write

C Avoid

D Place

**Reading—Specific Directions**

**SAY** For Sample A, the correct answer is “Read.” There is a word missing on line 1. The word “Read” belongs on line 1. If you filled in a different answer, please erase it now. Then fill in the circle for the correct answer, “Read.”

Ensure that all examinees have marked the answer correctly.

**SAY** Are there any questions?

Pause.

**Sample B**

**SAY** Find the next sample question, Sample B.

Demonstrate with your copy of the test book.

**SAY** Sample B is also about the “Cleaning Instructions.” Read the question and the answer choices below Sample B. Fill in the circle that goes with the answer you choose.

Give the examinees time to do Sample B.  
Do not read the answer choices aloud.

**Sample B**

What is the notice MAINLY about?

F buying a toaster

G fixing a toaster

H cleaning a toaster

J using a toaster

**SAY** For Sample B, the correct answer is “cleaning a toaster.” The instructions are mainly about cleaning a toaster. “Cleaning” is the most important idea. If you filled in a different answer, please erase it now. Then fill in the circle for the correct answer, “cleaning a toaster.”

Ensure that examinees have marked the answer correctly.

**SAY** Are there any questions?

Pause.

During Testing

# Administering the Listening Test:

- Group Administered
- Testing Time: 20 minutes

Let's get started Administering the Listening test!

Materials Needed:

- ✓ Form A, Level 3 Test Book
- ✓ A SCOREZE answer sheet
- ✓ Form A, Level 3 Test
- ✓ No. 2 pencil
- ✓ Level 3 Audiocassette/CD
- ✓ Audiocassette/CD player





# Administering the Listening Test:

Use your “Test Directions” Booklet. Double check the Level and Form.

### Listening—Specific Directions

Listening  
20 Minutes

#### Directions for Administering Listening

The Listening test is administered both by the examiner, who will read some of the directions, and by a recording that contains the main content of the test. The examiner will read the directions at the beginning and end of the test and directions pertaining to the sample items throughout the test. Sample items, test items, and listening passages are recorded on the audiocassette/CD and are printed, enclosed in frames, in this test directions manual.

To maintain a steady pace, procedural directions such as instructions to turn the page are included on the recording and are indicated in this test directions manual by “Recorded directions.” While the recording is playing, the examiner may need to demonstrate the correct page or place where the examinee should be by holding up the test book; this will be indicated by a book icon.

When you hear a beep on the audiocassette/CD, press the pause button so that you can read the directions and answer any questions the examinees might have. There will also be an indication in this manual of when to pause or play the audiocassette/CD; this direction is indicated in parentheses.

Although ample time is provided on the recording for examinees to find an item or turn the page, you may need to pause the audiocassette/CD as necessary. However, do not replay the questions or answer choices. At the end of the last track, you will hear three beeps indicating the end of the recording.

 Ensure that each examinee has a test book and an answer sheet matching the test book level. Note that the examinee may be taking the Listening and Speaking tests at a different level than the Reading and Writing tests. Any examinee who is taking Level 1 tests in combination with tests at a higher level must use the Levels 2, 3, 4 answer sheet for BOTH the Level 1 tests AND the higher level tests. Ensure that examinees fill in the appropriate circle for Level 1, 2, 3, or 4 in the box at the top of the Listening section on the answer sheet. This will also indicate the level of Speaking at which the examinee has tested.

Examinees should have filled in the examinee-identifying information on the front cover of the answer sheet.

**SAY** Open your test books to the Listening test on page 13. The page should look like this.

 Demonstrate with your copy of the test book. Ensure that all examinees are on the correct page in their test books.

**SAY** Find the Listening section on your answer sheet. The page should look like this.

Demonstrate with your copy of the answer sheet. Ensure that all examinees are in the correct place on their answer sheets.

**SAY** We will begin by doing a sample question together. You will mark your answer to the sample question for the Listening test in the box on the answer sheet.

### Listening—Specific Directions

On the CompuScan answer sheet for Levels 2, 3, 4, you will see circles for Samples A, B, C, and D. Note that there is not a Sample C or Sample D for Level 3.

**SAY** For each question, fill in only the circle that goes with the answer you choose. Fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase (say “cross out” for SCORE answer sheet) the mark you made before making the new mark.

#### Sample A

**SAY** Look at Sample A. In this part of the test you will listen to people talking. Then you will answer a question about what you heard.

 Point to Sample A, and then point to the answer choices. Pause to ensure that all examinees have found Sample A.

**SAY** Sample A has three answer choices. You will hear the answer choices spoken aloud as you read them in your test books. Fill in the circle that goes with the answer you choose. Fill in only one circle.

Ensure that all examinees understand the directions.

**SAY** Are there any questions?

Pause to allow questions. You may repeat the directions if necessary.

**SAY** Now we will do Sample A. Listen carefully. You will only hear it only once. You will hear someone talk. Then you will answer a question.

(Play cassette/CD.)

 **Sample A**

(Voice A): Can you go to the store and buy eight apples?

What number did you hear?

A eight  
B eighteen  
C eighty

Mark your answer.

(Pause cassette/CD.)

# Administering the Writing Test:

- ▶ Group Administered
- ▶ Testing Time: Writing = 20 minutes, Writing Folio = 27 minutes

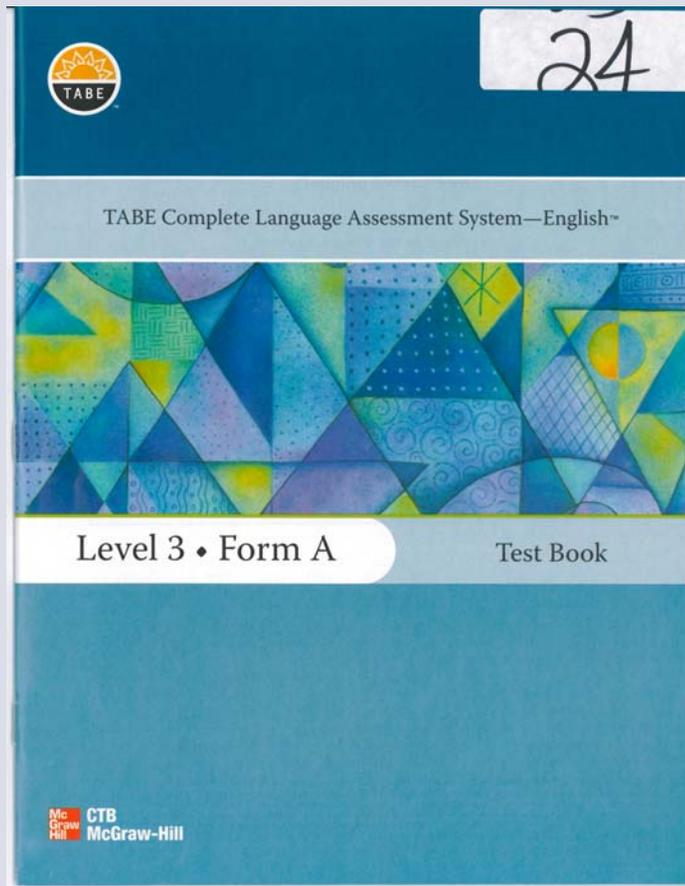
Let's get started Administering the Writing test!

Materials Needed:

- ✓ Form A, Level 3 Test Book
- ✓ Form A, Level 3, Expository Writing Folio
- ✓ A SCOREZE answer sheet
- ✓ Form A, Level 3 Test Directions
- ✓ Writing Scoring Guide
- ✓ No. 2 pencil



# Materials for Administering the Writing Test Part 1



|  |   |          |      |             |                            |  |
|--|---|----------|------|-------------|----------------------------|--|
|  TABE Complete Language Assessment System—English™ |   | NAME     | LAST | FIRST       | MI                         |  |
|  |   | EXAMINER |      |             |                            |  |
| SCHOOL OR INSTITUTION  |   |          |      |             |                            |  |
| TEST DATE  |   |          |      |             | MALE <input type="radio"/> | FEMALE <input type="radio"/>                                 |
| FORMS  |   | LEVEL    |      | MONTH       | DAY                        | YEAR   |
| A  | B | 3        |      | I.D. NUMBER |                            | FORM: <input type="radio"/> <input checked="" type="radio"/> |

**DIRECTIONS**

- Do not tear the perforated strip off the edge of this answer sheet.
- Fill in all information at the top of the answer sheet.
- Mark all answers on the answer sheet. For each item, fill in the space that goes with the answer you choose. Fill in the space completely, and make your mark heavy and dark.
- Do not erase on this answer sheet. If you make a mistake, or if you wish to change an answer, cross out your first answer with an X and mark the correct answer space. If you change an answer and then decide that your first answer was correct, cross out the second answer also, and circle the first answer.

**READING**

|                         |                         |                         |                          |                          |                          |                          |                          |
|-------------------------|-------------------------|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A <input type="radio"/> | 1 <input type="radio"/> | 5 <input type="radio"/> | 9 <input type="radio"/>  | 13 <input type="radio"/> | 17 <input type="radio"/> | 21 <input type="radio"/> | 25 <input type="radio"/> |
| B <input type="radio"/> | 2 <input type="radio"/> | 6 <input type="radio"/> | 10 <input type="radio"/> | 14 <input type="radio"/> | 18 <input type="radio"/> | 22 <input type="radio"/> |                          |
|                         | 3 <input type="radio"/> | 7 <input type="radio"/> | 11 <input type="radio"/> | 15 <input type="radio"/> | 19 <input type="radio"/> | 23 <input type="radio"/> |                          |
|                         | 4 <input type="radio"/> | 8 <input type="radio"/> | 12 <input type="radio"/> | 16 <input type="radio"/> | 20 <input type="radio"/> | 24 <input type="radio"/> |                          |

**LISTENING**

|                         |                         |                         |                          |                          |                          |                          |                          |
|-------------------------|-------------------------|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A <input type="radio"/> | 1 <input type="radio"/> | 5 <input type="radio"/> | 9 <input type="radio"/>  | 13 <input type="radio"/> | 17 <input type="radio"/> | 21 <input type="radio"/> | 25 <input type="radio"/> |
| B <input type="radio"/> | 2 <input type="radio"/> | 6 <input type="radio"/> | 10 <input type="radio"/> | 14 <input type="radio"/> | 18 <input type="radio"/> | 22 <input type="radio"/> |                          |
|                         | 3 <input type="radio"/> | 7 <input type="radio"/> | 11 <input type="radio"/> | 15 <input type="radio"/> | 19 <input type="radio"/> | 23 <input type="radio"/> |                          |
|                         | 4 <input type="radio"/> | 8 <input type="radio"/> | 12 <input type="radio"/> | 16 <input type="radio"/> | 20 <input type="radio"/> | 24 <input type="radio"/> |                          |

**WRITING**

|                         |                         |                         |                          |                          |                          |
|-------------------------|-------------------------|-------------------------|--------------------------|--------------------------|--------------------------|
| A <input type="radio"/> | 1 <input type="radio"/> | 5 <input type="radio"/> | 9 <input type="radio"/>  | 13 <input type="radio"/> | 17 <input type="radio"/> |
| B <input type="radio"/> | 2 <input type="radio"/> | 6 <input type="radio"/> | 10 <input type="radio"/> | 14 <input type="radio"/> | 18 <input type="radio"/> |
| C <input type="radio"/> | 3 <input type="radio"/> | 7 <input type="radio"/> | 11 <input type="radio"/> | 15 <input type="radio"/> | 19 <input type="radio"/> |
|                         | 4 <input type="radio"/> | 8 <input type="radio"/> | 12 <input type="radio"/> | 16 <input type="radio"/> | 20 <input type="radio"/> |

**SCOREZE Answer Sheet**

# Administering the Writing Test:

Use your “Test Directions” Booklet. Double check the Level and Form.

*Writing—Specific Directions*

---

Writing  
20 Minutes

**Directions for Administering Writing**

*Ensure that each examinee has a test book and answer sheet. Examinees should have filled in the examinee-identifying information on the answer sheet.*

**SAY** Open your test book to the Writing test on page 19. The page should look like this.

 *Demonstrate with your copy of the test book. Ensure that all examinees are on the correct page in their test books.*

**SAY** Find the Writing section on your answer sheet. The page should look like this.

 *Demonstrate with your copy of the answer sheet. Ensure that all examinees are in the correct place on their answer sheets.*

**SAY** We will begin by doing some sample questions together. You will mark your answers to the sample questions in the box on the answer sheet.

For each question, fill in **only** the circle that goes with the answer you choose. Fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase (say “cross out” for SCOREZE answer sheet) the mark you made before making the new mark.

**Sample A**

**SAY** For Sample A, choose the word or words that correctly complete the sentence. Fill in the circle that goes with the answer you choose. Mark your answer.

*Give the examinees time to do Sample A.  
Do not read the answer choices aloud.*

**Sample A**

Choose the word or words that correctly complete the sentence.

She \_\_\_\_\_ a new car.

**A** has

**B** have

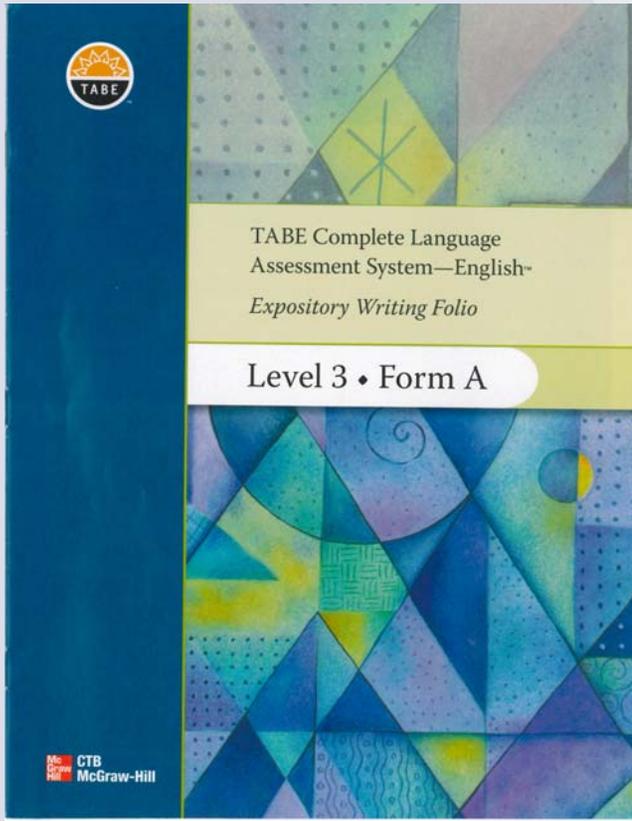
**C** is having

---

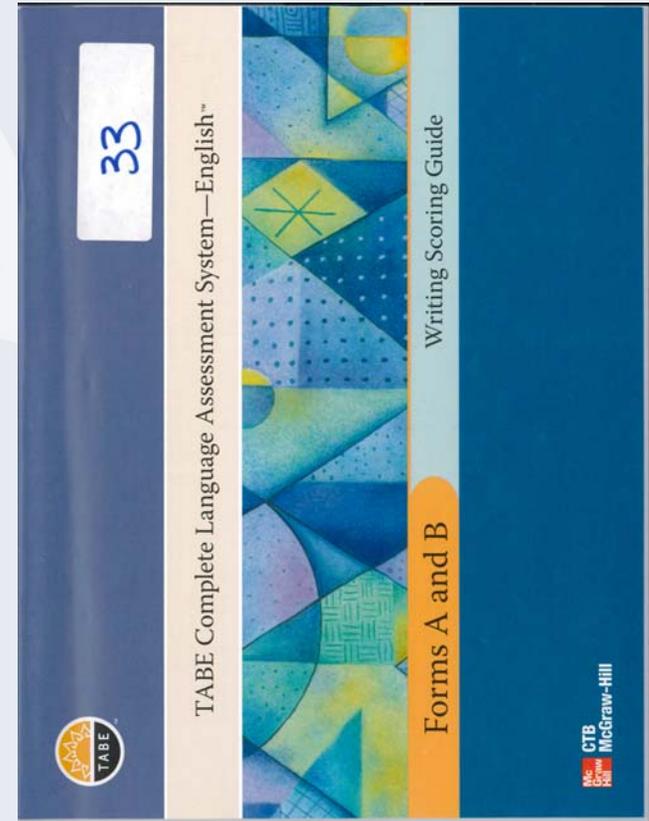
During Testing      43

p. 43

# Materials for Administering the Writing Test Part 2



Expository Writing Folio



Writing Scoring Guide

# Administering the Expository Writing Folio Test:

Use your “Test Directions” Booklet. Double check the Level and Form.

*Writing—Specific Directions*

---

**Expository Writing**  
27 Minutes

**Directions for Administering the Expository Writing Folio**

 *Ensure that each examinee has an Expository Writing Folio and a No. 2 pencil with an eraser.*

**SAY** **Look at the back cover of your writing folio. I will help you fill in some information on the chart. Find “EXAMINEE’S NAME.”** *(Demonstrate to examinees the location. Pause.)* **Print your LAST NAME in the box that says “LAST.”** *(Demonstrate to examinees the location. Pause.)* **Print your FIRST NAME in the box that says “FIRST.”** *(Demonstrate to examinees the location. Pause.)*

*Ensure that examinees have entered their names in the appropriate boxes.*

**SAY** *(This step is optional, depending on your program’s examinee-identification procedures. An ID number of up to ten digits may be assigned to each examinee.)* **Find “ID NUMBER.”** *(Demonstrate to examinees the location. Pause.)* **In the box next to “ID NUMBER,” write your ID number.** *(Demonstrate to examinees the location. Pause.)*

*Ensure that examinees have entered their ID numbers in the appropriate box.*

**SAY** **Find “EXAMINER’S NAME.”** *(Demonstrate to examinees the location. Pause.)* **Print the LAST NAME of the examiner in the box.** *(Print the examiner’s last name on the board or in a place visible to all examinees. Pause.)* **Print the FIRST NAME of the examiner in the box.** *(Print the examiner’s first name on the board or in a place visible to all examinees. Pause.)*

*Ensure that examinees have entered the examiner’s last name and first name in the appropriate boxes.*

**SAY** **Find “TEST DATE.”** *(Demonstrate to examinees the location. Pause.)* **Write today’s date in the box next to “TEST DATE.”** *(Demonstrate to examinees the location. Write today’s date on the board or in a place visible to all examinees. Pause.)*

**SAY** **Open the Expository Writing Folio to page 3. In this test, you will do some writing about the pictures you see. We will begin by doing a sample question together.**

p. 47

# Write to Describe – Items 1 & 2

## Sample A

Write two sentences about the picture.



1) He is cleaning the table.

2)

Directions: For Numbers 1 and 2, write two sentences about each picture.

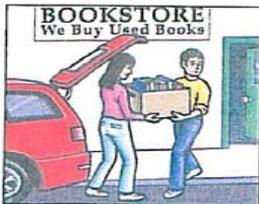
1



1)

2)

2



1)

2)

Level 1 – Write One Sentence

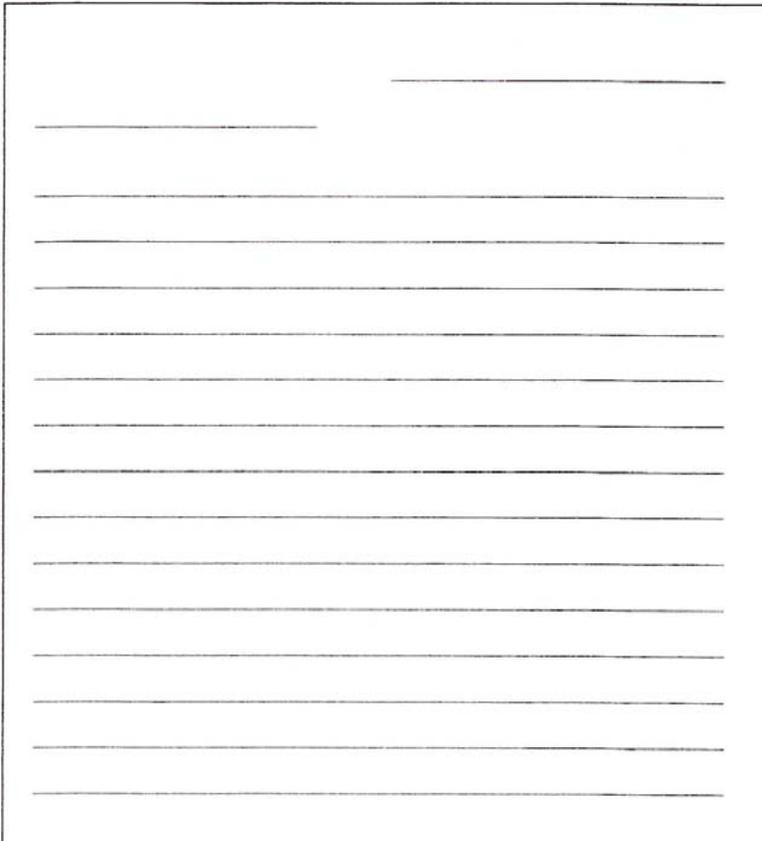
Levels 2, 3, 4 – Write Two Sentences

Holistic Scoring

# Write to Accomplish Task – Items 3 & 4

## 3 Request for Information Note

You are an employee and completed a work assignment. Write a short, polite note to your manager, Ms. Erika Gomez, to tell her that you finished the assignment. Also, ask her for your next assignment and ask when it starts and ends. Include today's date and the necessary parts of a letter.



Level 1 – Transfer 4 pieces of unordered personal information into correct order

Level 2 – Must place the 8 unordered elements in the correct order in a letter

Levels 3, 4 – Write a brief letter that appropriately addresses a detailed prompt

Holistic Scoring



# Scoring the Writing Subtest

## Holistic Scoring Method

# Writing Scoring Rubrics

- Level 1 & 2 Rubrics – p. 8
  - Rubric A – Write to Describe (Items 1 & 2)
  - Rubric B – Write to Accomplish Tasks (Items 3 & 4)
  - Rubric C – Extended Writing (Item 5)
- Level 3 & 4 Rubrics – p. 11
  - Rubric D – For all Items





**Level 3 and Level 4 Rubric**

**Rubric D—For All Items**

**Write to Describe (Items 1 & 2) Rubric: 0–3**

**Write to Accomplish Tasks (Items 3 & 4) Rubric: 0–3**

**Extended Writing (Item 5) Rubric: 0–4**

|                 |   | CRITERIA   |
|-----------------|---|--|
| 0               | A | <input type="checkbox"/> No response.<br><input type="checkbox"/> Refused response (for example, "I don't know").  |
|                 | B | <input type="checkbox"/> Non-English response.   |
|                 | C | <input type="checkbox"/> Illegible response.<br><input type="checkbox"/> Unintelligible response.  |
|                 | D | <input type="checkbox"/> Response unrelated to prompt.<br><input type="checkbox"/> Response copied from prompt or other environmental print.   |
| 1<br>Inadequate |   | Response is impaired by <u>one or more</u> of these characteristics:<br><input type="checkbox"/> Content relates to prompt, but does not directly address prompt.<br><input type="checkbox"/> Response is an isolated word(s) or phrase(s).<br><input type="checkbox"/> Functional task is not achieved due to brevity, ambiguity, or lack of appropriate pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence.<br><input type="checkbox"/> Meaning may be clear, but errors in grammar, diction, spelling, or mechanics are serious and numerous.<br><input type="checkbox"/> Meaning is not clear due to errors in grammar, diction, spelling, or mechanics. |

|  | CRITERIA   |
|--|--|
| 2<br>Adequate                          | Response is marked by <u>one or more</u> of these characteristics:<br><input type="checkbox"/> Content relates to prompt, but may be vague or sparse.<br><input type="checkbox"/> Functional task is partially achieved due to emerging understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence.<br><input type="checkbox"/> Meaning is at least partially clear because grammar, diction, spelling, and mechanics are used adequately, though there are multiple errors.                                      |
| 3<br>Effective                         | Response succeeds in <u>all</u> of these characteristics:<br><input type="checkbox"/> Content directly addresses prompt.<br><input type="checkbox"/> Functional task is achieved due to advanced understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence, though the response is not native-like, thereby affecting readability.<br><input type="checkbox"/> Meaning is clear because grammar, diction, spelling, and mechanics are used adeptly, though there may be sporadic errors that affect readability. |
| 4<br>(Extended Writing only)<br>Fluent | Response demonstrates fluency in <u>all</u> of these characteristics:<br><input type="checkbox"/> Content richly addresses prompt.<br><input type="checkbox"/> Functional task is fully achieved due to native-like understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence.<br><input type="checkbox"/> Meaning is clear because grammar, diction, spelling, and mechanics are used with near native ability and minimal error.   |

# Writing Scoring Rubrics – Write to Describe

- Samples – Write two sentences about the picture (Level 3):
  - The mans is no help her finded her streets  
The lady is saying to the mans no help me.
  - Police she  
Man he
  - They are moving boxes of books.  
The lady asked her friend for help to move the boxes.



# Writing Scoring Rubrics – Write to Accomplish Task

- Sample – Request for Service (Level 3):

Writing

3 Request for Service Note

Your refrigerator's door handle is broken. Write a short note to A & H Appliance Company's customer service to request a new handle for your refrigerator (Model RF-6000). Include the necessary parts of a letter.

04/16/09

A & H Appliance

Hi, I write this letter to you to request a new door handle for my refrigerator. Model is RF-6000 color black, please send it as soon as possible. Thank you very much, and have a nice day.



# Writing Scoring Rubrics – Extended Writing

- Sample – Describe in paragraphs (Level 3):

Writing 

5 Think about what you did for fun when you were a child. Write two or more paragraphs describing what you used to do and why it was fun.

I WAS A CHILD I VERY HAPPY BECAUSE  
I DONT HAVE PROBLEMS WHEN GET.  
FROM MY BED TURN ON THE TV.  
I SEE THE PROGRAMS I LIKE FOR  
TWO HOURS AND MY MOTHER GIVE  
FOOD AND TO CONTINUE TO SEE MY  
FEVOR PROGRAMS ON THE TV AFTER  
GOING TO GO TO OUTSIDE PLAYING  
WITH MY FRIDLYS TO LIVE NEXT  
DOOR PLAYING WITH THE DOG AND  
THE CAT THE DOG RAVING  
AROUND THE HOUSE FOR FEW MINUTES  
LATER GOING WITH MY FRIDLY TO  
THE PARKING TO RAVING IN THE  
PARKING FOR MANY HOURS AND RETURN  
TO MY HOUSE IN THE PARKING  
HAVE GOOD TIME NEVER FORGATTEN  
THE TIME I WAS FUN WITH  
MY FRIDLYS IN THE PARKING



# Writing Scoring Rubrics – Extended Writing

- Sample – Describe in paragraphs (Level 3):

Writing 

5 Think about what you did for fun when you were a child. Write two or more paragraphs describing what you used to do and why it was fun.

When I was a little child I used to have a lot of fun. Having fun was the only thing that matters. I used to play in the mud, making castles, houses... being dirty was a good thing. I used to jump on the rocks of the river with my brother and cousins (letting behind that it was very dangerous).

When I was a little bigger 11 or 12 years old, I used to explore the mountains with my friends. We used to walk down the river searching for dead animals (once we found a dead body). Remembering this things, I realize that I exposed myself to a lot of danger. But thinking again, all those things held me to be the person I am now.



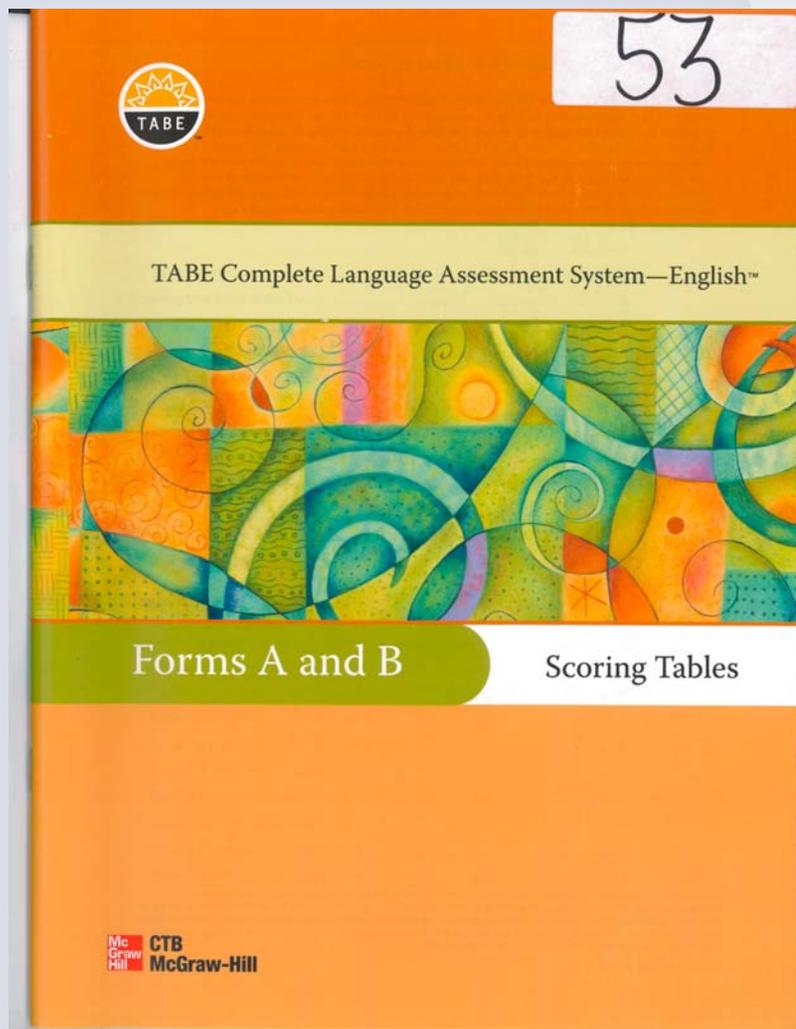
**PUTTING IT ALL TOGETHER:**

**TABE CLAS-E**

**Final Tabulation**

**Aggregating and Interpreting Scores**

# Form A and B Scoring Tables Manual



- Introduction, p. 3
- Responses, p. 3
- Scores, p. 3
- National Reporting System (NRS), p. 4
- Student Performance Levels, p. 4



# Scoring TABE CLAS-E

## Final Tabulation:

To get a proficiency level and scale score for your students, you will need the following materials for tabulation of scores:

- ▶ Student Answer Documents
- ▶ Scoring Tables Guide
- ▶ Individual Diagnostic Profile



# Individual Diagnostic Profile

|   |  |                               |  |                  |       |                  |       |
|---|--|-------------------------------|--|------------------|-------|------------------|-------|
|  TABE Complete Language Assessment System—English— |  | Individual Diagnostic Profile |  |                  |       |                  |       |
|   |  | EXAMINEE'S NAME               |  | LAST             | FIRST | MI               |       |
|   |  | I.D. NUMBER                   |  | EXAMINER'S NAME  |       | LAST             |       |
|   |  |                               |  | TEST DATE—FORM A |       | TEST DATE—FORM B |       |
| FORMS   |  | LEVEL                         |  | MONTH            | DAY   | YEAR             | MONTH |
| A and B   |  | 3                             |  | YEAR             | DAY   | YEAR             |       |
| SCHOOL OR INSTITUTION   |  |                               |  |                  |       |                  |       |

## DIRECTIONS

**Identifying Data:** Record the examinee's name and ID number, the examiner's name, test date(s), and school or institution in the appropriate spaces.

### Part 1: Summary of Scores/Scale Scores/NRS ESL Levels and SPLs

- 1) In the Individual Test Profile table on Page 2 for Form A, or Page 6 for Form B, enter each TOTAL from the answer sheet for the Reading, Listening, and Writing tests in column A. Enter the SUBTOTALS from the answer sheet for each criterion (Grammar, Meaning, and Appropriateness) of the Speaking test in the appropriate spaces in column A.
- 2) Refer to the appropriate tables in the *TABE Complete Language Assessment System—English Scoring Tables* to convert the Reading, Listening, and Writing totals to scale scores, and enter them in column C. Using the *Scoring Tables*, match the scale scores to NRS ESL levels and SPLs and enter the levels in columns D and E.
- 3) Refer to the *Scoring Tables* to convert the Speaking subtotals to Weighted Scale Scores for each criterion and enter them in column B.
- 4) Add the three Weighted Scale Scores for Speaking (from column B) to determine the Speaking Test Scale Score and enter it in column C.
- 5) Refer to the *Scoring Tables* to match the Speaking Test Scale Score (from column C) to NRS ESL levels and SPLs for Speaking, and enter the levels in columns D and E.
- 6) In the Combined Test Profile table on Page 2 for Form A, or Page 6 for Form B, transfer the scale score for each skill area test (from column C) to the appropriate lines in column F, and follow the calculation specified to determine the appropriate Combined Test Scale Score.
- 7) Refer to the *Scoring Tables* to match the Combined Test Scale Scores to NRS ESL levels and SPLs, and enter the levels in columns G and H.
- 8) To determine Percentage Correct scores for the Speaking criteria,\* transfer the Speaking criteria subtotals (column A) to column I in the Speaking Scoring Percentages table on Page 2 for Form A, or Page 6 for Form B. Divide these subtotals by the number given in column J to determine a Percentage Correct score for each criterion, or look up the percentages in the Speaking Criterion Percentage Tables (Forms A and B) on Page 5. Enter the Percentage Correct scores in column K.

\*Percentage Correct scores for each Speaking criterion are useful when monitoring student progress over time.

# Individual Diagnostic Profile

Page 6

**FORM B**  
INDIVIDUAL TEST PROFILE

| (A)       |                        | (B)                                  | (C)              | (D)               | (E) |
|-----------|------------------------|--------------------------------------|------------------|-------------------|-----|
| Test      | Test Total or Subtotal | Weighted Scale Score (Speaking Only) | Test Scale Score | Functioning Level |     |
|           |                        |                                      |                  | NRS               | SPL |
| READING   |                        |                                      |                  |                   |     |
| LISTENING |                        |                                      |                  |                   |     |
| WRITING   |                        |                                      |                  |                   |     |
| SPEAKING  | Grammar                | Grammar (G)                          | G +              |                   |     |
|           | Meaning                | Meaning (M)                          | M +              |                   |     |
|           | Appropriateness        | Appropriateness (A)                  | A -              |                   |     |

**COMBINED TEST PROFILE**

| Tests   | Combined Test Scale Score   | Functioning Level |     |
|---|---|-------------------|-----|
|   |   | NRS               | SPL |
| READING + WRITING   | (Reading Scale Score ___ + Writing Scale Score ___) + 2 = ___   |                   |     |
| LISTENING + SPEAKING  | (Listening Scale Score ___ + Speaking Scale Score ___) + 2 = ___  |                   |     |
| READING + LISTENING + WRITING<br>(without optional Speaking test) | Reading Scale Score ___ +<br>Listening Scale Score ___ +<br>Writing Scale Score ___<br><b>Total</b> ___ + 3 = ___                               |                   |     |
| READING + LISTENING + WRITING + SPEAKING                          | Reading Scale Score ___ +<br>Listening Scale Score ___ +<br>Writing Scale Score ___ +<br>Speaking Scale Score ___<br><b>Total</b> ___ + 4 = ___ |                   |     |

**SPEAKING SCORING PERCENTAGES**

| Criterion       | Subtotal | Formula | (K)                |
|-----------------|----------|---------|--------------------|
|                 |          |         | Percentage Correct |
| Grammar         |          | + 39 =  |                    |
| Meaning         |          | + 45 =  |                    |
| Appropriateness |          | + 24 =  |                    |

**OBJECTIVE MASTERY (See Page 7 for details.)**

| Test      | Number of Objectives MASTERED | Number of Objectives PARTIALLY MASTERED |
|-----------|-------------------------------|---|
|           |                               |   |
| READING   |                               |   |
| LISTENING |                               |   |
| WRITING   |                               |   |
| SPEAKING  |                               |   |

**Part 2: Objective Mastery Summary, Form B**

- In the table below, find the skill area test(s) you administered.
- Find the column labeled "Item Numbers." Referring to the examinee's scored answer sheet, cross out the item number of each incorrect or invalid response. For Writing objective 3.4 and all Speaking objectives, transfer each item score (Writing or criterion score) (Speaking) from the answer sheet to the blank line next to the item number.
- Count the item numbers not crossed out (correct responses). In the shaded box under each objective, record the number of correct responses in the blank space next to "No. Correct." For Writing objective 3.4 and all Speaking objectives, add the scores from each item in the objective. Record that number in the blank line next to "Obj. Score."
- Next to "Est. Mastery Level," circle the letter that corresponds to the number in "No. Correct" or "Obj. Score": N for Non-Mastery, P for Partial Mastery, or M for Mastery. Complete steps 2-4 for each objective.
- For each test, add the "No. Correct"/"Obj. Score" from each objective and record the total in the shaded box next to the test name. (See the following example.)
- Transfer mastery data from Page 7 to the Objective Mastery table on Page 6. For each test, count the number of mastered objectives (M), and enter that number in column L. Count the number of partially mastered objectives (P), and enter that number in column M.

**EXAMPLE:**

| Objectives          | Item Numbers Form A                     |
|---------------------|---|
| <b>1a 1 READING</b> |   |
| 1.2 READ WORDS      | 2, 4, 6, 7, 8, 13, 14, 17               |
| No. Correct: 9      | Est. Mastery Level: N 0-3, P 4-5, M 6-8 |

**LEVEL 3 OBJECTIVE MASTERY SUMMARY**

| Objectives                 | Item Numbers Form B                       |
|----------------------------|---|
| <b>1 READING</b>           |   |
| 1.1 QUANTITATIVE LITERACY  | 6, 11, 16, 17                             |
| No. Correct: _____         | Est. Mastery Level: N 0-1, P 2, M 3-4     |
| 1.2 READ WORDS             | 4, 5, 9, 13, 15, 20, 21, 22, 25           |
| No. Correct: _____         | Est. Mastery Level: N 0-4, P 5-6, M 7-8   |
| 1.3 READING COMPREHENSION  | 1, 2, 3, 7, 8, 10, 12, 14, 16, 19, 23, 24 |
| No. Correct: _____         | Est. Mastery Level: N 0-5, P 6-8, M 9-12  |
| <b>2 LISTENING</b>         |   |
| 2.1 QUANTITATIVE LITERACY  | 1, 2, 3, 4                                |
| No. Correct: _____         | Est. Mastery Level: N 0-1, P 2, M 3-4     |
| 2.2 LISTEN FOR INFORMATION | 7, 14, 15, 18, 19, 23                     |
| No. Correct: _____         | Est. Mastery Level: N 0-5, P 6-8, M 9-12  |
| 2.3 INTERPERSONAL SKILLS   | 5, 6, 10, 17, 24                          |
| No. Correct: _____         | Est. Mastery Level: N 0-2, P 3, M 4-5     |
| 2.4 INTERPRET MEANING      | 8, 9, 11, 12, 13, 16, 20, 21, 22, 25      |
| No. Correct: _____         | Est. Mastery Level: N 0-4, P 5-7, M 8-10  |

| Objectives   | Item Numbers Form B                          |
|--|--|
| <b>3 WRITING</b>   |  |
| 3.1 QUANTITATIVE LITERACY  | 1, 2, 3, 4                                   |
| No. Correct: _____   | Est. Mastery Level: N 0-1, P 2, M 3-4        |
| 3.2 USAGE AND CONVENTIONS  | 5, 6, 7, 8, 9, 10, 11, 14, 15                |
| No. Correct: _____   | Est. Mastery Level: N 0-4, P 5-6, M 7-9      |
| 3.3 SENTENCE FORM AND COHERENCE  | 12, 13, 16, 17, 18, 19, 20                   |
| No. Correct: _____   | Est. Mastery Level: N 0-3, P 4-5, M 6-7      |
| 3.4 EXPOSITORY WRITING*  | 1 ___ + 2 ___ + 3 ___<br>+ 4 ___ + 5 ___ =   |
| Obj. Score: _____  | Est. Mastery Level: N 0-7, P 8-11, M 12-15   |
| *Transfer each Final Item Score to the blank line following the item number. |  |
| <b>4 SPEAKING</b>  |  |
| 4.1 QUANTITATIVE LITERACY  | 1 ___ + 2 ___ + 3 ___ =                      |
| Obj. Score: _____  | Est. Mastery Level: N 0-2, P 3-4, M 5-6      |
| 4.2 SOCIAL INTERACTION**   |  |
| 9a ___ + 9b ___ + 9c ___ =   |  |
| 10a ___ + 10b ___ + 10c ___ =  |  |
| 12a ___ + 12b ___ + 12c ___ =  |  |
| TOTAL _____  |  |
| Obj. Score: _____  | Est. Mastery Level: N 0-13, P 14-20, M 21-27 |
| 4.3 PROVIDE INFORMATION**  |  |
| 4a ___ + 4b ___ =  |  |
| 5a ___ + 5b ___ =  |  |
| 6a ___ + 6b ___ =  |  |
| 7a ___ + 7b ___ =  |  |
| 8a ___ + 8b ___ =  |  |
| TOTAL _____  |  |
| Obj. Score: _____  | Est. Mastery Level: N 0-14, P 15-22, M 23-30 |
| 4.4 ACCOMPLISH GOALS**   |  |
| 11a ___ + 11b ___ + 11c ___ =  |  |
| 13a ___ + 13b ___ + 13c ___ =  |  |
| 14a ___ + 14b ___ + 14c ___ =  |  |
| 15a ___ + 15b ___ + 15c ___ =  |  |
| 16a ___ + 16b ___ + 16c ___ =  |  |
| TOTAL _____  |  |
| Obj. Score: _____  | Est. Mastery Level: N 0-20, P 21-33, M 34-45 |

\*\* The two- or three-criterion Speaking items are represented here by two or three blank lines labeled a, b, or c. Record the Grammar criterion score in blank a, the Meaning/criterion score in blank b, and the Appropriateness criterion score in blank c.

# Scoring Tables

- Table 1.1 Reading – Form A, Level 3

- Go to page 14

Scoring Tables

**Table 1.3 Reading—Form A, Level 3**

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

# TABE CLAS-E crosswalk to TABE

- Scores from TABE CLAS-E will enable you to put students moving from ESL to ABE on the TABE scale
  - Lets take a look at your scoring tables book
    - ▶ Pages 50 and 51
    - ▶ Level 4 Only

Scoring Tables

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

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

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Scoring Tables

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

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

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- Contact Suzanne Milton with further questions:

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- Thank You!

