

Tackling Year #2 with TABE 11&12



**Professional
Development
Network**

Last year, did
you feel like
TABE was
tackling you??






Experience Victory in FY20



DATA ANALYSIS



FIRST QUARTER STATS

0		10
1	1st DOWNS	8
2	RUSHING YDS	66
19	PASSING YDS	137
21	TOTAL YDS	203
5:41	TIME OF POSSESSION	9:19

Using Data as a Tool for Improvement



- Data from last year is not something to forget but rather use.
- Reviewing “tape” of our practices can help us produce better results.



State Data

- The state of Illinois' rolled-up MSG percentage decreased by 5% in FY 19.
- 0 of 5 NRS level targets were met as a state.
- Overall percentage loss was NOT consistent across all programs. Some programs maintained or exceeded their target.



Program Data - FY19

Program	Number of ABE/ASE students	# of NRS targets met	# of SPI	# of Specialist
A	596	5 of 6	7	4
B	145	4 of 4	4	2
C	138	4 of 5	2	0
D	635	5 of 6	19	5

START STRONG

Good NRS outcomes are the result of
year-long program and classroom practices





Equipment / Tools



ARE TEACHERS USING...?

**Standards
Aligned Texts
& Student
Diagnostics**

**CCRS-Aligned
Curriculum**

**TABE 11/12
Blueprints**

The image displays three sample pages from the Tests of Adult Basic Education (TABE) manual, arranged diagonally. Each page represents a different level of the test: Level A, Level D, and Level E. The pages are white with blue and orange accents. Each page features a pie chart showing the distribution of test items across four categories: 40% Vocabulary Acquisition and Use, 30% Reading and Writing, 20% Test Skills and Purposes, and 10% Encourage of Language. Below each pie chart is a table of test items, including item numbers, descriptions, and performance levels.

Level A Page: The pie chart shows the distribution of test items. The table below it lists items 801 through 804, with descriptions and performance levels.

Level D Page: The pie chart shows the distribution of test items. The table below it lists items 805 through 808, with descriptions and performance levels.

Level E Page: The pie chart shows the distribution of test items. The table below it lists items 809 through 812, with descriptions and performance levels.

iLEARN: Illinois Learning, Educational and Academic Resource Network

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TABE 11&12 Blueprints: A Tool for the Teacher Toolkit

This one-hour course provides instruction on the correlation between the TABE 11&12 Blueprints and the Illinois ABE/ASE Content Standards and offers practical guidance for instructors seeking to improve student TABE test results.

Objectives

- Participants will be able to locate, read, and understand the TABE 11&12 Blueprints documents
- Participants will be able to interpret TABE emphasis levels as tied to the number of questions on the TABE 11&12 assessment
- Participants will be able to read and interpret individual student test reports to inform instruction and/or remediation
- Participants will be able to identify resources to support instruction related to the TABE 11&12 test
- Participants will be able to interpret a course outline for TABE emphasis alignment noting patterns, gaps, and strengths
- Participants will be able to incorporate Online Tools Training and other test-taking strategies into their instruction

You will find it helpful to have the following documents available (in either print or digital format) as you work through this course.

-  Language Arts Blueprint sample - Level M
-  Math Blueprint sample - Level D
-  Language Arts Course Outline sample
-  Math Course Outline sample

Blueprints + Student Score Report = ACTION PLAN



Performance on Domains	Performance Category			
	Number of Items	Non-Proficiency	Partial Proficiency	Proficiency
Reading				
Key Ideas and Details	18	✓		
Craft and Structure	17		✓	
Integration of Knowledge and Ideas	5		✓	
Mathematics				
Geometry	5			✓
Statistics and Probability	6		✓	
Functions	10		✓	
Algebra	10		✓	
Numbers and Quantity	4		✓	
Language	---	---	---	---

“ We provide our teachers with curriculum based on NRS levels. This year teachers were provided with a syllabus template they must use. Included in the syllabus must be a day-by-day lesson plan that includes objectives, materials, assessments, and homework assignments. We ask teachers to focus on TABE Blueprints in conjunction with the standards when creating the syllabus.



ONGOING TRAINING FOR TEACHERS

Standards Proficient Instructors

- Practical approach to understanding and implementing standards at the classroom level: lesson planning, lesson revision, student assignments

Specialists

- Broader approach to create instructional leaders who support the creation of standards-aligned materials, observe the standards in action, and guide their peers toward standards-aligned instruction.



TEAMWORK WORKS!

Specialists provide instructional leadership

- Mentoring/coaching
- Peer observation
- Guidance for lesson planning



TABE 11&12 Online Tools Training

Reading - Level M

Training Student

Question 1



00:59:35



Read the article.

Then answer the questions that follow.

Whale Watching

Across the blue, rolling waves, a dark hump rises from the sea. It slides out of sight as an enormous tail lifts and falls. As it does, another hump rises beside it and begins the same dance. Several people cheer from the pontoon boat. Some raise their cameras, while others lift binoculars to get a closer view. These whale watchers are getting what they hoped for—a view of gray whales migrating south.

For thousands of years, whales have fascinated humans. However, until recent times, the average person did not have the chance to see these amazing creatures up close. The first opportunity arose in San Diego, California. There, in 1950, the Cabrillo National Monument was declared a public place to watch whales. Soon after, the first whale-watching boats sailed from San Diego harbors. For \$1, people could ride out into the ocean in hopes of seeing whales close-up.

The whale-watching boats became very popular. Soon similar boat trips were available from other seaports. Today millions of people around the world go whale watching every year.

Interestingly, some whales are just as curious about

More Text Below

What type of whale can be seen by whale watchers on both the East Coast and the West Coast?

- ☐ (a) gray whales
- ☐ (b) blue whales
- ☐ (c) minke whales
- ☐ (d) humpback whales

Review/End Test

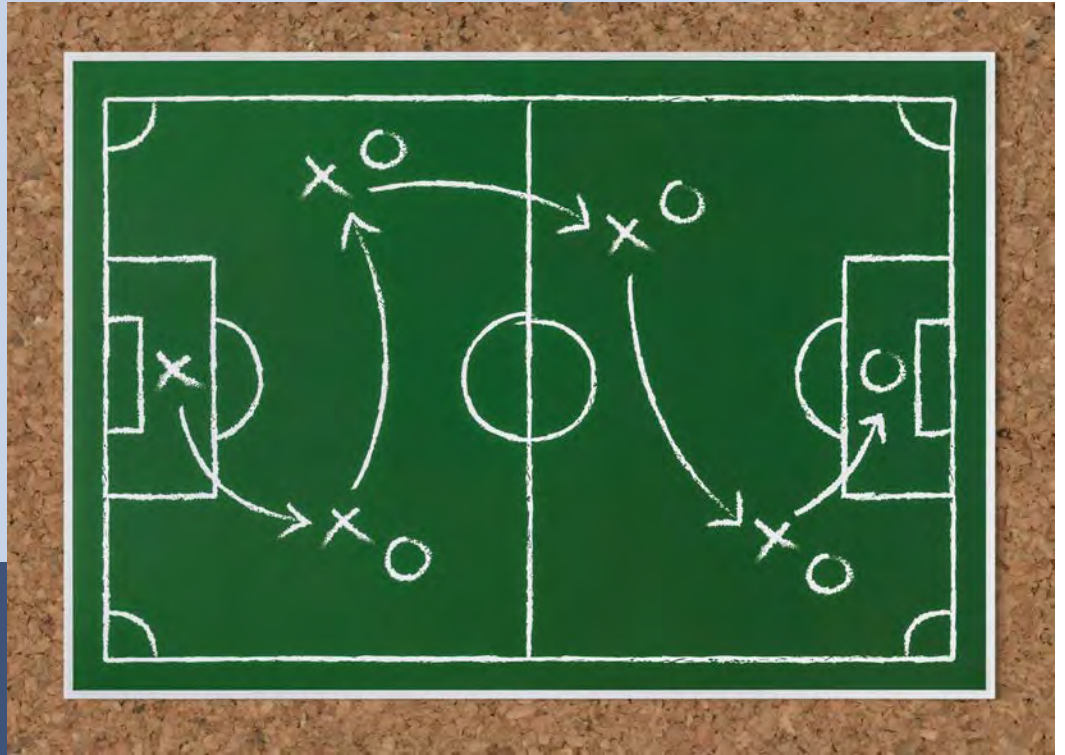
Pause

Flag

Options

Next

STRATEGY





Strategy

Prepare students for the fact that the same concept can be presented in more than one way.

For example:

Evaluate
 $|-2|$

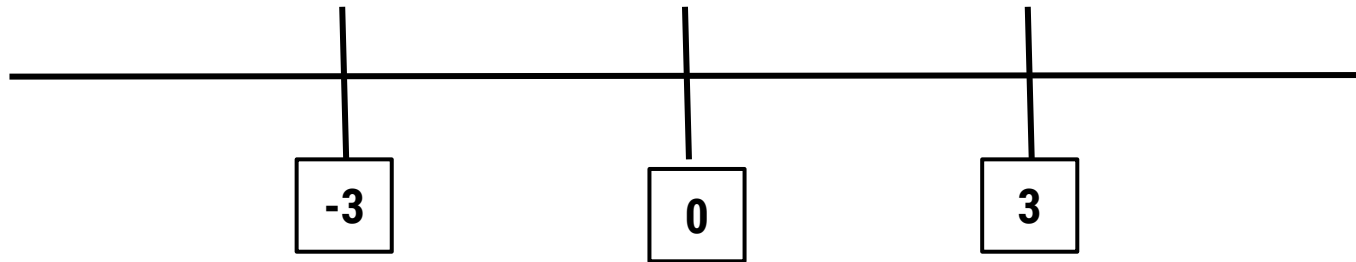
The elevation of Niagara Falls, which is located between Lake Erie and Lake Ontario, is 326 feet. How far is this above sea level?



Strategy

Henry, Janon and Clark are playing a card game. The object of the game is to finish with the most points. The scores at the end of the game are Henry: -7, Janon: 0, and Clark: -5. Who won the game? Who came in last place?

Drag and Drop each score onto the number line below. Then answer the questions in the blank box.



Strategy

“When the alarm on her cell phone went off, Rosie shut it off. Rosie thought about her office and all the people she worked with there. Then she cheerfully jumped out of bed.”

What can you infer about Rosie's work? _____

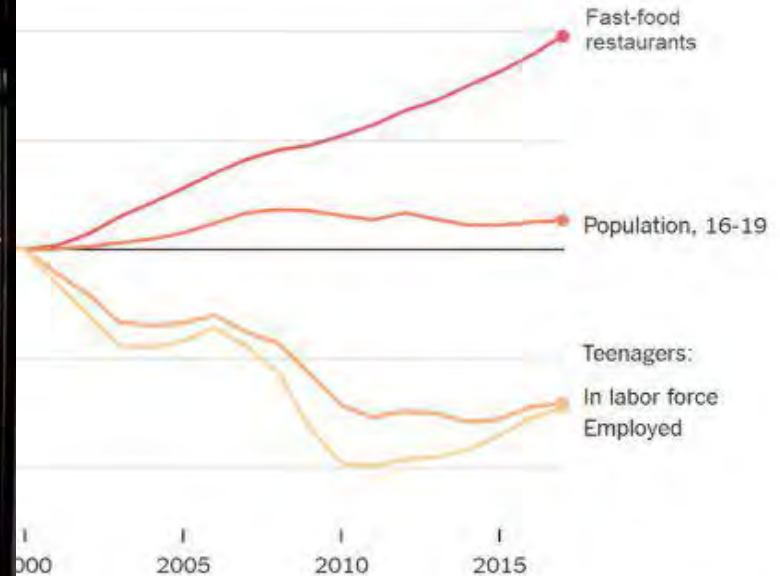


Strategy

WHAT'S GOING ON IN THIS GRAPH?

What's Going On in This Graph?
Oct. 10, 2018

Change since 2000



Glossary

In labor force - Employed or actively seeking employment

Strategy for Post-tests

In Illinois in FY19, what was the average number of hours between tests when a level gain was made?

CBOs - 53 hrs average

Community Colleges - 97 hrs average

Department of Corrections - 122 hrs average

Strategy for Post-tests

TABE Reading M Blueprint

KEY IDEAS AND DETAILS (47%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	C	Low
4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	C	Medium
5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	C	Medium
5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	C	Low
4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	C	High
4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	C	High
4.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	C	High

Strategy for Post-tests

For example, Marta takes the Locator and it indicates she should take Reading Level M as her pre-test. Marta finishes the Form 11 Reading Level M pre-test with a Raw Score of 35. This equates to a Scale Score of 548 and NRS Level 4. (See Table 29 of the *Scoring Guide*, page 27-28). The problem with this score is that Marta will NOT be able to earn an NRS Level gain using the Reading M test. **NRS Level 4 is the highest possible NRS level a student can earn on a Level M test. Therefore, when Marta post-tests with Reading Level M, she can make point gains but not a level gain.**

TABLE 29. Reading Level M

	Form 11			Form 12		
Raw Score	Scale Score	SEM	NRS Level	Scale Score	SEM	NRS Level
32	529	17	3	538	17	4
33	535	17	3	544	18	4
34	541	18	4	550	18	4
35	548	19	4	557	20	4
36	555	21	4	564	21	4
37	563	22	4	572	22	4

Strategy for Post-tests

After the student has attained the necessary attendance hours, administer the subject test at one level above the pre-test. The Illinois AEL Provider Manual notes on page 32:

“The same difficulty level of the assessment instrument must be used to pre- and post-test a student except when a student pre-test near the top of the range, has made extraordinary progress in class, or retakes the Locator and scores at a higher level.”

For example, if a student pre-tests at the top of the level range for Reading D, then that student can post-test with Reading A in order to have the opportunity for a level gain. DAISI will accept a pre-test at one level and a post-test at another level. Refer to the TABE 11&12 Scoring Guide to identify when scores are at the top of a range.

Strategy for Post-tests

106/262 = 40%

- Students in FY19 who took Reading M as post-test when they should have been bumped up to D

112/235 = 47%

- Students in FY19 who took Reading D as post-test when they should have been bumped up to A

These students were not given the chance to earn a level gain due to a clerical error.

Updates from DRC



Updates to Student Score Report



Individual Profile: Last, First

Report Criteria			
ID:	4900	State:	AZ
Test Name:	TABE 11 ALL	District:	SAMPLE COMM COLLEGE
Report:	ALL	School:	SAMPLE COUNTY CENTER
Report Date:	07-23-2019		

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Reading	---	---	---	---	---	---	---	---	N
Mathematics	10/09/2018	M	39	20	35	500	14	3	N
Language	10/09/2018	M	39	19	35	484	14	2	Y

--- Subtest Not Taken

If a student scores more than one NRS level above the targeted level, then a (+) sign will appear next to the scale score and their score will be set to the highest possible scale score, which is one above the targeted level. In this case, students may want to test with a higher TABE test in order to better assess their ability.

Scale scores with a minus (-) sign next to them are indicators that the student performed at the lower end of the performance range of that level of TABE and the student will likely need to have extended instruction to be ready to demonstrate an NRS Gain on a post test.

The Measurable Skills Gain (MSG) is designed to measure interim progress made by students during a fiscal year. N denotes the student either did not have enough data to measure a gain or did not receive a gain; and Y denotes the student received an MSG in the fiscal year.

Performance on Domains	Number of Items	Number of Points		Performance Category		
		Total	Obtained	Non-Proficiency	Partial Proficiency	Proficiency
Reading	---	---	---	---	---	---
Mathematics						
Measurement and Data	6	10	1	✓		
Numbers and Operations - Fractions	7	11	2	✓		
Numbers and Operations - Base Ten	5	12	3	✓		
Operations and Algebraic Thinking	4	13	4		✓	
Geometry	4	10	1	✓		
Expressions and Equations	4	11	2	✓		
Language						
Conventions of Standard English	18	10	1	✓		
Vocabulary Acquisition and Use	5	11	2		✓	
Text Types and Purposes	10	13	4		✓	



Individual Profile: Last, First

Report Criteria			
ID:	4900	State:	AZ
Test Name:	TABE 11 ALL	District:	SAMPLE COMM COLLEGE
Report:	ALL	School:	SAMPLE COUNTY CENTER
Report Date:	03-19-2019		

FORM	DOMAIN	CATEGORY	PERFORMANCE	SKILL	NEEDS IMPROVEMENT
	Reading				
M	Mathematics				
	Measurement and Data	Measurement	Non-Proficiency	<ul style="list-style-type: none"> Solve problems using scaled bar graph Identify and measure angles Apply standard measurement 	<ul style="list-style-type: none"> Understand line plots Calculate and interpret volume
	Number and Operations – Fractions	Fractions	Non-Proficiency	<ul style="list-style-type: none"> Evaluate fractions Add fractions Multiply fractions 	<ul style="list-style-type: none"> Understand decimals
	Number and Operations – Base Ten	Base Ten	Non-Proficiency	<ul style="list-style-type: none"> Add whole Numbers Compare and compose tens Understand place value Round Multiply whole numbers Find quotients and remainders Understand decimals 	
	Operations and Algebraic Thinking	Operations	Partial Proficiency	<ul style="list-style-type: none"> Apply properties of operations: addition and subtraction Multiple whole numbers Understand prime and composite numbers Evaluate expressions 	<ul style="list-style-type: none"> Apply properties of operations: multiplication and division Understand and apply pattern rules
	Geometry	Geometry and Spatial Sense	Non-Proficiency	<ul style="list-style-type: none"> Know geometric shapes, figures, and attributes Know coordinate values and grid quadrants 	

TABE 11/12 Maximum Allowable Testing Times

Revised August 2019

READING

LEVEL	Part 1 Testing Times	Part 2 Testing Times
L	35 minutes	60 minutes
E	50 minutes	50 minutes
M	50 minutes	50 minutes
D	50 minutes	50 minutes
A	50 minutes	50 minutes

MATH

LEVEL	Part 1 Testing Times	Part 2 Testing Times
L	75 minutes	
E	65 minutes	
M	55 minutes	10 minutes
D	35 minutes	30 minutes
A	30 minutes	35 minutes

LANGUAGE

LEVEL	Testing Times
L	60 minutes
E	55 minutes
M	55 minutes
D	55 minutes
A	55 minutes

LOCATOR

SUBTEST	TESTING TIMES	
Reading	35 minutes	
Math	10 minutes (Part 1)	10 minutes (Part 2)
Language	20 minutes	



START STRONG

SMART USE OF TOOLS

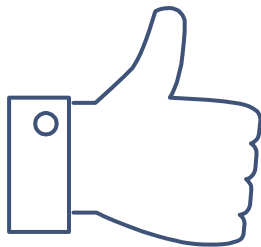
BE STRATEGIC



Join or follow us on Facebook and Instagram!
Share the link with your Adult Education friends!

<https://www.facebook.com/ILAdEdPDN/>

rebrand.ly/AllthingsTABE



THANKS!

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