ASSESSMENT POLICIES

FOR USING

The TABE Forms 9/10 Test

January 2015
Jane Schwerdtfeger, ACLS
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General Overview of Learning Gains Assessments

The Massachusetts Department of Elementary and Secondary Education (DESE) is mandated by the US Department of Education to use valid and reliable assessments to report students’ completion of educational functioning levels. ACLS requires programs use four ABE standardized assessments, depending on the classes they offer: the Massachusetts Adult Proficiency Test (MAPT), the TABE Forms 9/10, Best Plus, and the TABE Clas-E.

Massachusetts’s process for using required assessments for measuring learning gains:
1. Learning gains are based on the first test and the last test given in a fiscal year
2. Class Placement (after intake, using any assessment other than MAPT)
3. Pre-test (within 2-4 weeks of class placement)
4. Formative assessment using teacher-made or other assessments during class to determine if students mastered what was taught (ongoing)
5. Optional Mid-year Test (after 65 hours of instruction (ABE Programs for Incarcerated Adults may test students after 40 hours of instruction); test up to three times per year)
6. Post-test (after 65 hours of instruction and before June 30. Programs may test up to three times per year).
7. All assessments administered must be entered into SMARTT.

<table>
<thead>
<tr>
<th>Required Assessments</th>
<th>Skills tested</th>
<th>Which Programs Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAPT</td>
<td>ABE Reading and Math</td>
<td>ABE</td>
</tr>
<tr>
<td>TABE 9/10, Levels E, M, D, A</td>
<td>ABE Writing (Language subtest)</td>
<td>ABE</td>
</tr>
<tr>
<td>TABE 9/10, Level L</td>
<td>ABE Reading and Math</td>
<td>ABE for Institutionalized Adults, some Workplace without access to computers</td>
</tr>
<tr>
<td>BEST Plus</td>
<td>Literacy Level Reading</td>
<td>ABE learners below GLE 2</td>
</tr>
<tr>
<td>TABE CLAS-E Writing Assessment only</td>
<td>ESOL Speaking and Listening</td>
<td>ESOL</td>
</tr>
<tr>
<td>TABE CLAS-E Reading Assessment only</td>
<td>ESOL Writing</td>
<td>ESOL</td>
</tr>
<tr>
<td></td>
<td>ESOL Reading</td>
<td>ESOL</td>
</tr>
</tbody>
</table>

For assessments to be accurate, they must be administered and scored according to test developers’ instructions. If staff make what may seem like small changes to test administration or scoring (such as giving test directions differently or diverging from a test’s rubric when scoring), test scores lose their accuracy. These changes affect the instruction learners may need and slows them down in achieving their goals. It also adversely affects the accuracy of statewide scores that ACLS uses to base annual state projections of learning gains for US DOE.

Formative assessments are also crucial to instruction and learner gains. They include authentic, teacher-made, task-based activities and products, etc. They test various skills determined by the teacher’s learning objectives and should include content and skills from the Massachusetts ABE Curriculum Framework and the College and Career Readiness Standards for Adult Education (CCRSAE). Formative assessments are important because they indicate what students learned (and did not learn) and they guide what to teach next. They also involve students in the learning process, which improves motivation, persistence, and retention.
Overview of the TABE Forms 9/10 Test

The state’s assessment policy requires the use of the TABE for the following learners enrolled in ABE classes:

- ABE Beginning Literacy Students: ABE learners reading below GLE 2 must be tested using the TABE Test, Forms 9/10 Level L (Literacy Level Pre-Reading and Reading only; the Level L Math may be administered but is not required).

- ABE students GLE 2-12.9 whose Primary Assessment Area is ABE Writing must be tested using the TABE Language Complete Battery Subtest, Forms 9/10, Levels E, M, D, and A

- Students in ABE Programs for Correctional Institutions must be tested using the TABE Language Complete Battery Subtest, Forms 9/10, Levels L, E, M, D, and A

- Students in Workplace Education (ABE) programs that do not have access to computers must be tested using the TABE Language Complete Battery Subtest, Forms 9/10, Levels L, E, M, D, and A

- ABE students GLE 2-12.9 whose Primary Assessment Area is ABE Reading or Math must be tested using the MAPT for Math or Reading (see the MAPT Assessment Policy Manual).

The Tests of Adult Basic Education (TABE), developed by CTB/McGraw-Hill Publishing Company, are norm-referenced tests designed to measure ABE students’ achievement of basic skills. The TABE measures reading, language, mathematics, and spelling. There are five overlapping levels: L (Literacy), E (Easy), M (Medium), D (Difficult), or A (Advanced) that range from GLE 0 to GLE 12.9. The TABE Locator must be administered to ABE learners above GLE 2 to determine the appropriate level of the TABE test to administer for pre-tests. The Locator is not needed for midyear or post-testing.

The policies for using the TABE level L and the levels E, M, D, and A have been separated in this document for ease of use. Policies for Levels E through A begin on page 14.
Using TABE Forms 9/10, Level L (Literacy)

Before Administering TABE Forms 9/10 Level L

Required Staff Training
A minimum of one staff per program must be trained to administer and score the TABE 9/10 Level L training offered by SABES (System for Adult Basic Education Support). Any staff who will administer the TABE Level L must be trained first. Staff may train others in their program to use TABE Level L.

- Each program must maintain one staff trained by SABES at all times.
- There is no certification or annual recertification for Level L training.

Required Test Materials
The following materials are required to administer and score TABE Forms 9/10 Level L.

- TABE Forms 9 and 10 Level L Complete Battery Test Book (consumable)
- TABE Level L Word List
- TABE Forms 9/10 Norms Book
- TABE 9/10 Complete Battery Test Directions

There is a Large Print Word List in the SABES Library available for loan to programs. Contact Joan Ford at SABES to borrow it.

When to use the MAPT, when to use the TABE
For learners placed below GLE 2.0, programs must use TABE Forms 9/10, Level L (Literacy Level). For learners who place at GLE 2.0 and above, programs may choose to use either MAPT or TABE depending on the learner’s Primary Assessment Area:

<table>
<thead>
<tr>
<th>Student GLE Level</th>
<th>Assessment to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>If an ABE student is placed between GLE 0-1.9</td>
<td>Use TABE Level L (Literacy)</td>
</tr>
<tr>
<td>If an ABE student is placed at GLE 2.0 and above, and whose Primary Assessment Area is <strong>reading</strong></td>
<td>Use the MAPT for Reading</td>
</tr>
<tr>
<td>If an ABE student is placed at GLE 2.0 and above, and whose Primary Assessment Area is <strong>math</strong></td>
<td>Use the MAPT for Math</td>
</tr>
<tr>
<td>If an ABE student is placed at GLE 2.0 and above, and whose Primary Assessment Area is <strong>writing</strong></td>
<td>Use TABE Forms 9/10 Levels E, M, D, A Complete Battery (Language Subtest only)</td>
</tr>
</tbody>
</table>
Student Placement and When to Administer the TABE L

Programs may use any placement tests they choose. The TABE Level L, including the Word List, may be given any time after the day of intake (e.g., the second or subsequent point of contact with the students or any time thereafter, up to four weeks after enrollment).

Student Primary Assessment Area
For learners at this Literacy level, Reading must be selected as the primary assessment area to report student educational gain. The TABE 9/10 Level L Math test may be given as an optional test in addition to the required reading test.

Programs Enrolling Students after April 1 may Receive Credit for Post Tests and Learning Gains, under Certain Conditions
Students who are enrolled in a program April 1 or after and who have 65 hours of attended instruction between April 1 and June 30 may take a pre- and post-test. The learner’s post-test will be added to the program’s percentage of pre-/post-tested learners. Any type of attended hours qualify, including rate-based class hours, non rate-base class hours, match hours, and distance learning hours. In addition, if students have attended 65 hours of instruction between April 1 and June 30 and make learning gains, these gains will be added to the program’s percentage of learner gains.

Test Accommodations
An adult learner with a disability must provide the ABE program with disability-related documentation if he/she requires accommodations. If a counselor or other program staff person determines through a screening that there is a strong possibility the learner has a learning disability or other disability, a formal assessment may be undertaken. A formal assessment of a learning disability must be administered by a licensed professional (e.g., psychologist, school psychologist, or psychiatrist) and is valid for 5 years from the date of the formal assessment. In some cases, a “licensed professional” may be a speech, vocational, physical, or occupational therapist with verification by a licensed medical doctor, psychiatrist, or psychologist. An IEP (Individual Education Plan) is not a documented formal diagnosis of a learning disability.

“Disability-related documentation” includes educational assessments, or an Individual Education Plan (IEP) developed by the public school system to document a person’s disability for an accommodation in the ABE program. For more information about modifications and accommodations relating to ABE instruction, please refer to pages 13-15 in the ACLS Disability Guidelines, at [http://www.doe.mass.edu/acls/disability/default.html](http://www.doe.mass.edu/acls/disability/default.html).

When examinees have documented individual education plans indicating that they may participate in educational tests only under non-standard conditions (e.g., extra testing time), appropriate accommodations should be made and documented on the test according to the directions in “Assessment Accommodations” on pages 10-13 of the TABE Forms 9/10 Complete Battery Test Directions.
For any questions, concerns, or if staff have a student who should receive accommodations, please contact April Zenisky at aclstesthelp@educ.umass.edu.

**Alternate TABE 9/10 Level L Forms**
Alternate test forms must be given to students so that no student receives the same test form twice in a row. It would be easy for learners to remember the form from one test administration to the next.

- If a learner is pre-tested with Level L Form 9, the next test administered must be Level L Form 10. If a third test is administered in the fiscal year, administer Level L Form 9 again. Do not test learners more than three times per fiscal year.

**Pre- and Post-Testing Interval**
Programs need to pre- and post-test enrolled students each fiscal year in order to capture student educational gain. The general recommendation is to post-test after an interval of 65 hours of instruction. Programs may test learners up to three times in a fiscal year. The test administered for the pre-test must remain the same for the post-test (e.g., one may not pre-test with the TABE Level L and post-test with the MAPT).

**Co-enrolled or learners transferring from one site to another**
Assessment information for learners co-enrolled or transferred will appear in SMARTT so that all programs involved with those students can use it.

A student’s required assessment (e.g., TABE 9/10, MAPT, CLAS-E Reading or Writing, or BEST Plus) for students will appear in SMARTT at all sites where individual students are enrolled, regardless of the site where a student took the test. This feature makes it easier for programs to enroll these students and get them settled in class.

- The assessments will be color-coded purple in the SMARTT Student Assessment Screen to show where the test was taken.
- The Primary Assessment Area may be set at all sites within the current fiscal year and may vary between sites (For example, a student may have a primary assessment area of math at one site, and reading at a site at which he/she is co-enrolled).
- The copy icon will appear next to all May/June tests so that users may copy the last test taken from any site to their own site in the new fiscal year.
- A link labeled “Other Site Assessments” located on the SMARTT “Welcome Screen” shows the list of co-enrolled students who took tests at other sites. There are two panels for current and exited students. Programs may view the list and drill down to the assessment screen to view tests for individual students. Programs may decide if they want to set primary areas for this test. A column also shows if the primary area has been set. This feature will help programs determine whether or not dually enrolled students do not need to have another assessment administered immediately.
Cognos Report of All Co-enrolled Students at a Site

In addition to the SMARTT Student Assessment Screen, there is also a new report in Cognos that allows a program to view all co-enrolled students in a site, sorted by their assessment (e.g., CLAS-E, BEST Plus, etc.) This report will list the co-enrolled student’s name, other site(s) in which the student is co-enrolled, the site at which the test was taken, the date taken, the test name, test form and level, and the test score. This report can be helpful in that the SMARTT Student Assessment Screen lists students individually, while this Cognos report lists all co-enrolled students in a program, filtered by their assessment. To use this report, log on to Cognos http://www.doe.mass.edu/acls/smartt/ using the program’s or an individual Cognos account. Once on the ACLS Homepage, select the tab at the top labeled “Desk Review” and the report on c-enrolled students will be among the reports listed.

To access the SMARTT Assessment Reports, click on the "Site" link on the left menu in SMARTT, and then click on the "Assessment Report Primary Set" option. The report will list all the tests, dates, forms, and total number of attended hours. When the total amount of attended hours is 65 or more, a program may test the student.

To receive a Cognos Account:

Program staff may use their Program’s Cognos account since every site has one. Staff wishing to have a Cognos account may have their program director request one for him/her, as individual access is at the discretion of the Program Director. Requests for accounts need to be made two weeks prior to when the account is needed. Program directors, please send requests to Sriram Rajan srajan@doe.mass.edu with the following information supplied:

- Name of staff who will receive the account
- Email
- Official Site Name (no acronyms or abbreviations)
- Role at Program (specify Teacher, Counselor, Site Coordinator, or other)
- The staff request for what they would like the Cognos User ID to be (e.g., 1st initial and last name, or some other personally meaningful identifier)

Users will receive their Cognos account information by email, along with a generic password. When users first log in, they must create their own password. Users need to write down the user ID and password and keep them in a handy place. Users and Programs must manage their own passwords and User IDs; ACLS will not have that information.

Test Security

All TABE Level L tests and TABE Level L student test scores must be kept in a secure place. Do not file students’ TABE tests in their personal portfolio. Staff should, however, share, explain, and discuss scores and score reports with students so that students can understand and monitor their own progress.

Staff and test administrators may not use TABE Level L test materials or test items to prepare learners for their TABE Level L tests. The Massachusetts Department of Elementary and Secondary Education reserves the right to immediately terminate the program’s grant if any staff are found to be violating the TABE assessment policy regarding test security.
During TABE Level L Administration

Following Test Administration Procedures
Test administrators must administer and score the TABE Level L exactly according to the test developer’s directions and must not deviate from the script or test directions in any way. If test administrators make their own decisions about how to administer the Level L, the test scores will not be consistent or standardized, and will not accurately reflect the student’s skills.

- Before administering the TABE, test administrators must read Steps 1 through 8 in the TABE 9/10 Complete Battery Test Directions.

Who May Administer
Staff who have been trained by SABES in the TABE Level L may administer and score the TABE Level L test for their own students. Staff trained by someone else at their program may not train others.

Administering TABE Level L
Administration of the Word list and TABE Level L takes about 1 hour (about 15 minutes for the Word List and 45 minutes for the Level L Reading test.) Review the test directions before giving the test. Do not give additional time unless there is a formal documented learning disability that permits it.

1. Administer the Word List, which will indicate whether to administer the TABE Level L or the MAPT Level 2 for Reading.
   - If a learner incorrectly reads or skips three words in a row, have the learner stop and then administer the TABE Level L Test Booklet.
   - If a learner incorrectly reads or skips five or more words on the entire list, administer the TABE Level L Test Booklet.
   - If a learner incorrectly reads or skips no more than four words on the entire list, administer the Locator Test.
   - If an examinee struggles early on and becomes frustrated, stop the Word List.
   - Examinees may repeat a word if the test administrator did not hear the reply clearly.
   - If non-native English speaking examinees can read the word and test administrators can understand the word, regardless of accent, it is marked correct. Test administrators must not to “fill in” (e.g., that the test administrator “knew what the examinee meant”) when the correct answer was not stated.
   - If examinees need to sound out a word but do so accurately, the word is marked as correct.
   - The Word list columns may be covered and words pointed to. The Word List may not be cut up into separate columns.
2. If indicated, administer the form 9 or 10 TABE Level L Test Booklet, Pre-Reading and Reading only (the Level L Math may be administered but is not required). Review the test directions on pages 33-49 (form 9) or pages 59-72 (form 10) of the Complete Battery Test Directions booklet before giving the test. Level L contains two reading tests: Pre-Reading Skills (e.g., matching letters, recognizing letters, beginning, ending and middle sounds) contains 18 items and takes about 13 minutes, and Reading Skills (e.g., recognizing signs, word meaning, recognizing words, context meaning, phrase/sentence meaning, and passage meaning) contains 32 items and takes about 32 minutes. Level L may be administered to a group orally while examinees select answers from their individual test booklets. A short break may be given between the Pre-Reading and Reading Skills tests, but may not be administered in two separate testing sessions.

Using Assessment Reports for Tracking When to Post-Test
The SMARTT system generates assessment reports so that a program can track when to administer the next TABE Level L test\(^1\). The TABE Level L report will list the date administered for the previous fiscal year, either the copied May/June test or a new pre-test, the pre-test, and optional mid-year test for the current fiscal year. The assessment reports may also be used to check which learners have not yet been post-tested near the end of the fiscal year. Any of the reports may be exported into Excel.

- To access these reports, go into SMARTT, select the “Site” link on the left menu in SMARTT and then select “Assessment Report Primary Set.”
- Any tests started before the end of the fiscal year but completed after June 30\(^{th}\) will be counted as pre-tests in the next fiscal year.

Test Conditions
The testing location must be quiet and comfortable so learners will not be distracted by their surroundings while taking the test. Learners may be tested in a quiet computer lab, empty classroom, office, or other space. Learners must not be tested in an occupied classroom or space where other students are working or talking.

\(^1\) Note that the date for the next assessment to be taken is based on four months, but adult learners in intensive programs who reach 65 hours of attended instruction may be tested before two months elapse. Programs may not test learners more than three times per fiscal year.
After Administering the TABE Level L

Scoring TABE Level L Assessments
1. Total the number of correct responses for the Pre-Reading Skills and Reading Skills sections from the learner’s Form 9 or 10 Level L Test Booklet. While both the Pre-Reading Skills and the Reading Skills sections must be administered, only the Reading Skills number-correct score is used to determine the learner’s scale score. Any test item that has more than one answer marked, with no answer crossed out, may not be counted as a correct answer.

2. Using the TABE 9/10 Norms Book, locate the appropriate table for the test form for the Reading Skills Test (Form 9 is on page nine of the Norms Book, and Form 10 is on page 93). Match the student’s total number of correct answers for the Reading Skills section with the corresponding number in the NC (Number-Correct) column in the Norms Book. The column marked SS to its right indicates the scale score for that number correct. The column marked GE indicates the grade level equivalent for that scale score.

When to Re-test with MAPT for Reading Level 2
When using the Level L in pre-testing, consider the pros and cons of either post-testing with the TABE Level L or having the learner use MAPT for Reading Level 2 and then pre- and post-testing with the MAPT for the year. All learners need to have a pre- and a post-test in the same test for the Fiscal Year—either two TABE Level L’s or two MAPT’s. Also take into consideration the time of year the learner is pre-testing, and make sure there is enough time to get in a post-test in whichever you choose—TABE Level L or MAPT.

Test administrators may have noticed if they have used Level L before, that there is a gap between the upper end of Level L and the MAPT for Reading Level 2. Some ABE learners who score high on TABE Level L may still have a difficult time taking the MAPT for Reading Level 2. The gap exists between the two assessments because they weren’t created by the same test developers, they do not use the same test items, or have the same internal organization, or time frame for completing. The MAPT Level 2 was developed to be aligned with our MA ABE Frameworks for reading, and the TABE was not. Note that the highest score attainable on Forms 9/10 Level L is a scale score of 515 and GLE 4.9+.

This increase to GLE 4.9+ can be helpful in bridging the gap between TABE Level L and the MAPT for Reading Level 2. Always, when possible for learners to do so, learners should take the MAPT.

- If learners are not ready to take the MAPT Level 2 and would still have room to show learner gains on Level L, test administrators may opt to post-test learners with Level L, since there is room to show gain up to a scale score of 515 (GLE 4.9).
- Test administrators may also opt to retest (and have it count as the learner’s pre-test) learners immediately with MAPT Level 2 if they believe learners would be able to use the MAPT effectively and show gain by post-testing. This method is preferred if learners are able to understand the directions and navigate the test comfortably and a without significantly longer amount of time than expected (e.g., most MAPT test takers spend about 60-70 minutes on either the Reading or the Math test).
Another strategy is to plan to give both TABE Level L and the MAPT to learners (if test administrators think learners can handle MAPT) and then select one test as the Primary Assessment Area, and the other one the non-Primary Assessment Area. MAPT could be selected as in the non-Primary Assessment Area if TABE Level L is selected as the Primary Assessment Area.

**Level L Score Reporting**
TABE Level L scale scores must be recorded in SMARTT. Scale scores are the type of score used for the TABE, and they are used to compute and derive all other scores associated with the TABE. Since GLE scores are derived from scale scores, using scale scores to report educational gain gives more accurate results of student achievement. The SMARTT ABE database will translate the scale scores into the levels stipulated by the federal National Reporting System (NRS). Programs may generate reports that portray student educational functioning levels and gains using SMARTT.

**Measuring Learner Gains**
Learning gains are calculated each fiscal year from pre- and post-testing and based on learners’ first (pre-test) and last test.

Massachusetts measures learners’ educational gain in two different ways. First, Massachusetts reports the number of ABE learners completing or advancing one or more Educational Functioning Levels (EFL) as defined by the US Department of Education’s National Reporting System (NRS). Massachusetts is required by the US Department of Education to not only report learning gains based on EFL completion rates, but also to use EFL completion rates as a measure of program performance.

In addition to measuring learning gains by EFL completion rates, Massachusetts measures “meaningful educational gain.” Meaningful educational gain is measured solely by the improvement in test scores between the pre- and post-test and does not take into consideration Educational Functioning Levels. Meaningful educational gain for TABE Level L is **32 or more scale score points**.

**Measuring completion of Educational Functioning Levels for the federal US Department of Education (National Reporting System, Federal Report Table 4)**
- The National Reporting System (NRS) requires that all students who have 12 hours or more of attendance be included in all Federal Report tables, including those reporting pre- and post-tested learners and those making gains by completing an Educational Functioning Level.

**Copying over TABE Level L Scores to the Next Fiscal Year**
Any TABE Level L tests given to students in May or June may be rolled over to count as the first (pre-) test in the new fiscal year. Program staff may copy the score or give a new test. To copy in SMARTT, select the “copy” button to copy May/June tests to be rolled over. The May/June test will then be dated July 1 of the new fiscal year. The July 1 date is color-coded to let program staff know it was copied.
Questions

Program staff must read the Assessment Updates in the ACLS Monthly Mailings for important new information: http://www.doe.mass.edu/acls/mailings.

Please contact April Zenisky-Laguilles at aclstesthelp@educ.umass.edu, or Joan Ford, SABES director of assessment professional development, at Bristol Community College, 777 Elsbree Street, Building Q, Fall River, MA 02720; Phone: (774) 357-2190; Email: joan.ford@bristolcc.edu; Fax: (508) 730-3280.

For policy-related questions, please contact Dana Varzan-Parker, Program and Assessment Specialist, at Adult and Community Learning Services (ACLS), 75 Pleasant Street, Malden, MA 02148; Phone: 781-338-3811; Email: dvarzan-parker@doe.mass.edu; Fax: (781) 338-3394.

Using TABE Forms 9/10 Levels E, M, D, and A Complete Battery Subtests

Before Administering Forms 9/10 TABE Levels E, M, D, and A

Required Staff Training and Certification Process
A minimum of two staff per program must be certified to administer and score TABE 9/10 before any testing may begin. Certification involves attending a three-hour training passing a short take-home test within two weeks of their training date. Within one month, Joan Ford, SABES director of assessment professional development, will contact the practitioner either to notify them via email of their competency status or for remediation. Please note: no certificates will be given; please retain your email notification. Trainees who did not pass the test will be given a second and final opportunity to pass it.

- Programs offering ABE classes must maintain at least two certified TABE 9/10 test administrators at all times. Any staff who will administer the TABE must be trained first.
- SABES-trained staff may not train fellow staff members at their programs.

Annual Recertification
None required.

Required Test Materials
- TABE 9 and 10 Complete Battery and Locator and Practice Test Booklet
- TABE Forms 9 and 10 Locator and Practice Test Answer Sheets (either Scoreze or CompuScan)
- TABE Forms 9/10 Level L Word List
- TABE Forms 9 and 10 Complete Battery Level L Test Book (consumable)
- TABE Forms 9 and 10 Complete Battery Levels E, M, D, A
- TABE 9 and 10 Complete Battery Answer Sheets for Levels E, M, D, and A
- TABE 9 and 10 Complete Battery Norms Book (1 per site)
- TABE 9/10 Complete Battery Test Directions
When to use the TABE, when to use the MAPT

For learners below GLE 2.0, programs must use TABE Forms 9/10, Level L (Literacy Level Pre-Reading and Reading only; the Level L Math may be administered but is not required).

For learners who test GLE 2.0 and above, programs may choose to use either MAPT Level 2 or TABE 9/10, depending on the learner’s Primary Assessment Area:

<table>
<thead>
<tr>
<th>Student GLE Level</th>
<th>Assessment to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>If an ABE student is between GLE 0-1.9</td>
<td>Use TABE Level L (Literacy)</td>
</tr>
<tr>
<td>If an ABE student is GLE 2.0 and above, and whose Primary Assessment Area is reading</td>
<td>Use the MAPT for Reading</td>
</tr>
<tr>
<td>If an ABE student is GLE 2.0 and above, and whose Primary Assessment Area is math</td>
<td>Use the MAPT for Math</td>
</tr>
<tr>
<td>If an ABE student is GLE 2.0 and above, and whose Primary Assessment Area is writing</td>
<td>Use TABE Forms 9/10 Complete Battery Language Subtest only, Levels E, M, D, and A</td>
</tr>
</tbody>
</table>

Note: ABE Programs for Incarcerated Adults and some ABE Workplace Education programs that do not have access to computers will use the TABE Forms 9/10 Complete Battery Reading Subtest, Levels E, M, D, and A.

Required Test Forms and When to Administer

Use only TABE Forms 9 and 10. Do not use Forms 5/6 or 7/8 or the TABE Survey. Programs may not pre-test with 7 or 8 and post-test with 9 or 10 in a given fiscal year. The TABE 9/10 may be given any time after the day of intake (e.g., the second or subsequent point of contact with the students or any time thereafter, up to three weeks after enrollment).

Student Placement

Programs may use any placement tools they choose.

Student Primary Assessment Area May Change in Fiscal Year

Either TABE Forms 9/10 Complete Battery Language, Reading or Math (which includes Math Computation and Applied Math Subtests) must be selected as the primary assessment area to report student educational gain. (Note: This policy presumes that the program is not required to use the MAPT for Math or MAPT for Reading tests.) Programs are required to administer only one of the three TABE tests, but all may be administered, with one counting as the primary assessment in the program and entered into SMARTT. Do not use the Spelling Subtest.

- A student’s primary assessment area may change during the fiscal year.
- Learners who are co-enrolled may have different Primary Assessment Areas at the different programs where they are enrolled to maximize their time at each program. (See the section on co-enrolled learners for more information).

<table>
<thead>
<tr>
<th>Primary Area</th>
<th>Subtest(s) required</th>
<th># of test items</th>
<th>Time to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Reading</td>
<td>Reading</td>
<td>50</td>
<td>50 minutes</td>
</tr>
<tr>
<td>ABE Math</td>
<td>Math Computation and Applied Math</td>
<td>40 or 50</td>
<td>24 minutes or 50 minutes</td>
</tr>
<tr>
<td>ABE Writing</td>
<td>Language</td>
<td>55</td>
<td>55 minutes</td>
</tr>
</tbody>
</table>
Programs Enrolling Students after April 1 may Receive Credit for Post Tests and Learning Gains, under Certain Conditions

Students who are enrolled in a program April 1 or after and who have 65 hours of attended instruction between April 1 and June 30 may take a pre- and post-test. The learner’s post-test will be added to the program’s percentage of pre-/post-tested learners. Any type of attended hours qualify, including rate-based class hours, non rate-base class hours, match hours, and distance learning hours. In addition, if students have attended 65 hours of instruction between April 1 and June 30 and make learning gains, these gains will be added to the program’s percentage of learner gains.

Test Accommodations

An adult learner with a disability must provide the ABE program with disability-related documentation if he/she requires accommodations. If an advisor or other program staff person determines through a screening that there is a strong possibility the learner has a learning disability or other disability, a formal assessment may be undertaken. A formal assessment of a learning disability must be administered by a licensed professional (e.g., psychologist, school psychologist, or psychiatrist) and is valid for 5 years from the date of the formal assessment. In some cases, a “licensed professional” may be a speech, vocational, physical, or occupational therapist with verification by a licensed medical doctor, psychiatrist, or psychologist. An IEP (Individual Education Plan) is not a documented formal diagnosis of a learning disability.

“Disability-related documentation” includes educational assessments, or an Individual Education Plan (IEP) developed by the public school system to document a person’s disability for an accommodation in the ABE program. For more information about modifications and accommodations relating to ABE instruction, please refer to pages 13-15 in the ACLS Disability Guidelines, at http://www.doe.mass.edu/acls/disability/default.html.

Any student may be given the large print version of the TABE, Levels L, E, M, D, and A, if needed. SABES has a copy to loan of the large print version of Levels E, M, D, and A; contact Joan Ford to borrow it.

When examinees have documented individual education plans indicating that they may participate in educational tests only under non-standard conditions (e.g., extra testing time), appropriate accommodations should be made and documented on the test according to the directions on pages 10-13 of the TABE Forms 9/10 Complete Battery Test Directions.

For any questions, concerns, or if staff have a student who should receive accommodations, please contact April Zenisky at aclstesthelp@educ.umass.edu.

Pre- and Post-Testing Interval Varies By Intensity of Class Hours

Programs need to pre- and post-test enrolled students each fiscal year in order to capture student educational gain. The general recommendation is to post-test after an interval of 65 hours of instruction. Programs may test learners up to three times in a fiscal year. The test administered for the pre-test must remain the same for the post-test (e.g., one may not pre-test with the TABE and post-test with the MAPT).
When to Alternate TABE Test Levels and Forms

The TABE Locator must be administered for the first TABE test given to learners. The Locator does not need to be given on subsequent tests for that learner.

Different levels of the TABE may be given for initial, optional mid-year, and post-testing. All levels of TABE are calibrated on the same scale, so results may be compared across levels.

When testing students at mid-year (optional) and/or for the required end of year post-test, alternate test forms must be given so that no student receives the same test form twice in a row. It would be easy for learners to remember the test questions on the form from one test administration to the next.

- If a student is functioning at the same level, switch Forms (e.g., Level E, Form 9 to Level E Form 10);
- If she/he has shown strong progress in class, move to the test at the next level with the same form (e.g., Level E to M, Form 9).
- It is permissible to pre-test with Form A, administer a mid-year (optional) test using Form B, and post-test with Form A within a Fiscal Year.

TABE 9/10 Test Levels and their Correlation to Grade Level Equivalent (GLE) Ranges

<table>
<thead>
<tr>
<th>TABE Complete Battery Test Levels</th>
<th>Grade Level Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>L (Literacy)</td>
<td>0 – 1.9</td>
</tr>
<tr>
<td>E (Easy)</td>
<td>2 – 3.9</td>
</tr>
<tr>
<td>M (Medium)</td>
<td>4 – 5.9</td>
</tr>
<tr>
<td>D (Difficult)</td>
<td>6 – 8.9</td>
</tr>
<tr>
<td>A (Advanced)</td>
<td>9 – 12.9</td>
</tr>
</tbody>
</table>

Learners Pre-testing into the NRS High ASE Level
Learners scoring 586 or more on the Language TABE sub-test or 600 or more on the MAPT for Reading or Math will place into the High ASE Level. (Note: for ABE Programs in Correctional Institutions, learners scoring 595 or more on the combined Math Computation and Applied Math TABE sub-tests or 596 or more on the Reading sub-test will place into the High ASE Level.) These learners are excluded from the pre- and post-test percentage, and are not required to complete a post-test in their primary assessment area. For more information about how Massachusetts measures learners’ educational gain, please see the section on Measuring Learner Gains.
Co-enrolled or Learners Transferring from One Site to Another
A student’s required assessment (e.g., TABE 9/10, MAPT, CLAS-E Reading or Writing, BEST Plus) will appear in SMARTT at all sites where individual students are enrolled, regardless of the site where a student took the test. This feature makes it easier for programs to enroll these students and get them settled in class.

- The assessments are color-coded purple in the SMARTT Student Assessment Screen to show where the test was taken.
- The Primary Assessment Area may be set at all sites within the current fiscal year and may vary between sites (For example, a student may have a primary assessment area of math at one site, and reading at a site at which he/she is co-enrolled).
- The copy icon will appear next to all May/June tests so that users may copy the last test taken from any site to their own site in the new fiscal year.
- A link labeled “Other Site Assessments” located on the SMARTT “Welcome Screen” shows the list of co-enrolled students who took tests at other sites. There are two panels for current and exited students. Programs may view the list and drill down to the assessment screen to view tests for individual students. Programs may decide if they want to set primary areas for this test **Note the Primary Assessment Area may be different at different programs.** (For example, a student may have a primary assessment area of math at one site, and reading at a site at which he/she is co-enrolled). A column also shows if the primary area has been set. This feature allows programs to determine whether or not dually enrolled students do not need to have another assessment administered immediately.

Cognos Report of All Co-enrolled Students at a Site
In addition to the SMARTT Student Assessment Screen, there is also a new report in Cognos that allows a program to view all co-enrolled students in a site, sorted by their assessment (e.g., CLAS-E, BEST Plus, etc.) This report will list the co-enrolled student’s name, other site(s) in which the student is co-enrolled, the site at which the test was taken, the date taken, the test name, test form and level, and the test score. This report can be helpful in that the SMARTT Student Assessment Screen lists students individually, while this Cognos report lists all co-enrolled students in a program, filtered by their assessment. To use this report, log on to Cognos [http://www.doe.mass.edu/acls/smartt/](http://www.doe.mass.edu/acls/smartt/) using the program’s or an individual Cognos account. Once on the ACLS Homepage, select the tab at the top labeled “Desk Review” and the report on co-enrolled students will be among the reports listed.

To access the SMARTT Assessment Reports, click on the "Site" link on the left menu in SMARTT, and then click on the "Assessment Report Primary Set" option. The report will list all the tests, dates, forms, and total number of attended hours. When the total amount of attended hours is 65 or more, a program may test the student.

To receive a Cognos Account
Program staff may use their Program’s Cognos account since every site has one. Staff wishing to have a Cognos account may have their program director request one for him/her, as individual access is at the discretion of the Program Director.
Requests for accounts need to be made **two weeks prior** to when the account is needed. Program directors, please send requests to Sriram Rajan srajan@doe.mass.edu with the following information supplied:
- Name of staff who will receive the account
- Email
- Official Site Name (no acronyms or abbreviations)
- Role at Program (specify Teacher, Counselor, Site Coordinator, or other)
- The staff request for what they would like the Cognos User ID to be (e.g., 1st initial and last name, or some other personally meaningful identifier)

Users will receive their Cognos account information by email, along with a generic password. When users first log in, they must create their own password. Users need to write down the user ID and password and keep them in a handy place. Users and Programs must manage their own passwords and User IDs; ACLS will not have that information.

**Test Security**
All TABE tests and student test scores need to be kept in a secure place. Do not file students’ TABE tests in their personal portfolio. Staff need to, however, share, explain, and discuss score reports with students so that students can understand and monitor their own progress.

Staff and test administrators may not use TABE 9/10 test booklets or test items to prepare learners for their TABE tests. The Massachusetts Department of Elementary and Secondary Education reserves the right to immediately terminate the program’s grant if any staff are found to be violating the TABE assessment policy regarding test security.

**During Administration of TABE Forms 9/10 Complete Battery Subtests**

**Following Test Administration Procedures**
Test administrators must administer and score the TABE exactly according to the test developer’s directions and must not deviate from the script or test directions in any way. If test administrators make their own decisions about how to administer the TABE, the test scores will not be consistent or standardized, and will not accurately reflect the student’s skills.

- Before administering the TABE, test administrators must read pages 1-5, 10-13, and 15-16 in the TABE 9/10 Complete Battery Test Directions booklet.

**Who May Administer**
Teachers may administer and score the TABE test for their own students.

**Administering the TABE Complete Battery Subtests**
1. Before administering the Locator Test, test administrators must first read pages 15-16 in the TABE Forms 9/10 Complete Battery Test Directions booklet.

2. Administer the Locator Test to determine which level of the test (E, M, D, or A) to give to a student. The Locator has reading, math computation and applied math test items, and writing (labeled Language) test items, and gives separate scores for each area.
Using the right level of the TABE test is essential to obtain the most accurate measurement of knowledge. Once you have administered the TABE as a pre-test, you do not need to use the Locator for the optional mid-year or post-test when you administer either level E, M, D, or A. The Locator takes approximately 37 minutes to administer.

3. Score and interpret the Locator test scores according to the directions on page 31 of the Complete Battery Test Directions booklet. Examine the answer sheet for items with more than one answer marked; these items are counted as incorrect. Total the number of correct test items to determine the corresponding level of test to administer:

<table>
<thead>
<tr>
<th>TABE Locator Test Scores Evaluation Table</th>
<th>TABE test level to administer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>6 and below*</td>
<td>4 – 6 *</td>
</tr>
<tr>
<td>7 – 8</td>
<td>7 – 8</td>
</tr>
<tr>
<td>9 – 10</td>
<td>9 – 11</td>
</tr>
<tr>
<td>11 – 12</td>
<td>12 – 16</td>
</tr>
</tbody>
</table>

* See page 32 of the Test Directions Booklet for what to do if scores are below 6 in Reading or Language, and below 4 in Math. Any additional knowledge of the examinee’s previous test performance should also be used to determine placement in TABE Levels.

4. Then administer the Language, or Reading, or Math Subtest at the appropriate level. (Note: Math has two subtests).
   - The Reading Subtest contains 50 items and learners are allowed 50 minutes to complete the test.
   - The Total Math Subtest includes Math Computation and Applied Math. Math Computation contains 40 items and learners are allowed 24 minutes to complete the test. Applied Math contains 50 items and learners are allowed 50 minutes to complete the test.
   - The Language Subtest contains 55 items and learners are allowed 55 minutes to complete the test.
   - Schedule a testing break when total testing time will exceed 60 minutes.

Using Assessment Reports for Tracking When to Post-Test
The SMARTT system generates assessment reports so that a program can track when to administer the next TABE test. The TABE report will list the date administered for the previous fiscal year, either the copied May/June test or a new pre-test, and optional mid-year test for the current fiscal year. The assessment reports may also be used to check which learners have not yet been post-tested near the end of the fiscal year. Any of the reports may be exported into Excel.
   - To access these reports, go into SMARTT, select the “Site” link on the left menu in SMARTT and then select “Assessment Report Primary Set.”

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2 Note that the date for the next assessment to be taken is based on four months, but adult learners in intensive programs who reach 65 hours of attended instruction may be tested before two months elapse. Programs may not test learners more than three times per fiscal year.
To see TABE 9/10 assessments taken by all learners at the program regardless of their Primary Assessment Area, instead select “TABE Report” (shown in green) below the “Assessment report primary Set.”

Any tests completed after June 30th will be counted in the next fiscal year, regardless of when they were begun.

Test Conditions
The testing location must be quiet and comfortable so learners will not be distracted by their surroundings while taking the test. Learners may be tested in a quiet computer lab, empty classroom, office, or other space. Learners must not be tested in an occupied classroom or space where other students are working or talking.

After Administering the TABE Forms 9/10 Complete Battery Subtests

Scoring TABE Subtest Assessments
1. Total the number of correct responses from the test answer sheet. Any test item that has more than one answer marked, with no answer crossed out, may not be counted.

2. Using the TABE Norms Book for Forms 9/10, locate the appropriate table for the test form (either 9 or 10) and level (either E, M, D, or A) and Subtest (either Reading or Language; how to obtain the Total Math Score is described below.) Match the student’s total number of correct answers with the corresponding number in the NC (Number Correct) column in the Norms Book. The column marked SS to its right indicates the scale score for that number correct. Scale scores are the number to record in SMARTTT to report learners’ educational gain. The column marked GE indicates the grade level equivalent for that score.

3. Math Computation and Applied Math have separate number-correct (NC) scores, which must be combined into a single scale score. First, locate the appropriate level (E, M, D, A) and form (9 or 10) in the Norms Book and locate the set of tables used to determine the Total Math Scale Scores:

<table>
<thead>
<tr>
<th>Test Level</th>
<th>Form 9 Table to Use</th>
<th>Form 10 Table to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Table 11</td>
<td>Table 78</td>
</tr>
<tr>
<td>M</td>
<td>Table 19</td>
<td>Table 86</td>
</tr>
<tr>
<td>D</td>
<td>Table 27</td>
<td>Table 94</td>
</tr>
<tr>
<td>A</td>
<td>Table 35</td>
<td>Table 102</td>
</tr>
</tbody>
</table>

Then, to obtain an examinee’s Total Math score using the appropriate table, follow the directions on page 7 of the Norms Book:

- Find the examinee’s number-correct score for the Applied Math subtest in the first column. Notice the row in which the score falls.
- Next find the number-correct for the Math Computation subtest in the top row. Notice the column in which this score falls.
- Follow this column down until it intersects the row containing the examinee’s score on the Applied Math subtest. The numbers at this intersection are the scale score and grade equivalent for Total Math.
For example, in Form 10, Level A, an Applied Math NC score of 34 and Math Computation NC score of 8 yields a Total Math scale score of 521.

Score Reporting
TABE scale scores must be recorded in SMARTT. Scale scores are the type of score used for the TABE, and they are used to compute and derive all other scores associated with the TABE. Since GLE scores are derived from scale scores, using scale scores to report educational gain gives more accurate results of student achievement. The SMARTT ABE database will translate the scale scores into the levels stipulated by the federal National Reporting System (NRS). Programs may generate reports that portray student educational functioning levels and gains using SMARTT.

ABE Reading, Total Math and Language (Writing) Scale Score Correlations to Grade Level Equivalent (GLE) and National Reporting System (NRS) Educational Functioning Levels

<table>
<thead>
<tr>
<th>TABE 9/10 Language Complete Battery Subtest</th>
<th>SCALE SCORES</th>
<th>GLE LEVEL</th>
<th>NRS LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: 367 and below</td>
<td>0 – 1.9</td>
<td>Beginning ABE Literacy</td>
<td></td>
</tr>
<tr>
<td>Reading: 368 – 460</td>
<td>2 – 3.9</td>
<td>Beginning ABE</td>
<td></td>
</tr>
<tr>
<td>Reading 461 – 517</td>
<td>4 – 5.9</td>
<td>Low Intermediate ABE</td>
<td></td>
</tr>
<tr>
<td>Reading: 518 – 566</td>
<td>6 – 8.9</td>
<td>High Intermediate ABE</td>
<td></td>
</tr>
<tr>
<td>Reading: 567 – 595</td>
<td>9 – 10.9</td>
<td>Low ASE (Adult Secondary Education)</td>
<td></td>
</tr>
<tr>
<td>Reading: 596 and above</td>
<td>11 – 12.9</td>
<td>High ASE (Adult Secondary Education)</td>
<td></td>
</tr>
<tr>
<td>Total Math: 313 and below</td>
<td>0 – 1.9</td>
<td>Beginning ABE</td>
<td></td>
</tr>
<tr>
<td>Total Math: 314 – 441</td>
<td>2 – 3.9</td>
<td>Beginning ABE</td>
<td></td>
</tr>
<tr>
<td>Total Math: 442 – 505</td>
<td>4 – 5.9</td>
<td>Low Intermediate ABE</td>
<td></td>
</tr>
<tr>
<td>Total Math: 506 – 565</td>
<td>6 – 8.9</td>
<td>High Intermediate ABE</td>
<td></td>
</tr>
<tr>
<td>Total Math: 566 – 594</td>
<td>9 – 10.9</td>
<td>Low ASE (Adult Secondary Education)</td>
<td></td>
</tr>
<tr>
<td>Total Math: 595 and above</td>
<td>11 – 12.9</td>
<td>High ASE (Adult Secondary Education)</td>
<td></td>
</tr>
<tr>
<td>Language: 389 and below</td>
<td>0 – 1.9</td>
<td>Beginning ABE</td>
<td></td>
</tr>
<tr>
<td>Language: 390 – 490</td>
<td>2 – 3.9</td>
<td>Beginning ABE</td>
<td></td>
</tr>
<tr>
<td>Language: 491 – 523</td>
<td>4 – 5.9</td>
<td>Low Intermediate ABE</td>
<td></td>
</tr>
<tr>
<td>Language: 524 – 559</td>
<td>6 – 8.9</td>
<td>High Intermediate ABE</td>
<td></td>
</tr>
<tr>
<td>Language: 560 – 585</td>
<td>9 – 10.9</td>
<td>Low ASE (Adult Secondary Education)</td>
<td></td>
</tr>
<tr>
<td>Language: 586 and above</td>
<td>11 – 12.9</td>
<td>High ASE (Adult Secondary Education)</td>
<td></td>
</tr>
</tbody>
</table>
Measuring Learner Gains
Learning gains are calculated each fiscal year from pre- and post-testing and based on learners’ first (pre-test) and last test.

Massachusetts measures learners’ educational gain in two different ways. First, Massachusetts reports the number of ABE learners completing or advancing one or more Educational Functioning Levels (EFL) as defined by the US Department of Education’s National Reporting System (NRS). Massachusetts is required by the US Department of Education to not only report learning gains based on EFL completion rates, but also to use EFL completion rates as a measure of program performance.

In addition to measuring learning gains by EFL completion rates, Massachusetts measures “meaningful educational gain.” Meaningful educational gain is measured solely by the improvement in test scores between the pre- and post-test (e.g., the first and the last test) and does not take into consideration Educational Functioning Levels. The amount of scale score points that indicate meaningful educational gain are as follows:

- For the Reading Sub-test: 24 or more scale score points
- For the Math Sub-tests: 26 or more scale score points
- For the Language Sub-test: 23 or more scale score points

Measuring learner gains in the state performance standard

- **Pre-/Post-testing**: Learners pre-testing into the NRS High ASE Level are excluded from the pre- and post-test percentage, and are not required to complete a post-test in their primary assessment area. Learners need to score 586 or higher on the TABE Language subtest, or 600 or above on the MAPT Reading or Math test to test into the High ASE Level.

- **Learner Gains**: Learners pre-testing into the NRS High ASE Level are excluded from the learner gains performance standard. Learners need to score 586 or higher on their TABE Language subtest, or 600 or above on their MAPT Reading or Math test to test into the High ASE Level. If a learner does take a post-test when they pre-tested at the High ASE Level, the student is excluded from both the pre-/post-test and learner gains performance standards.

- **Learners who pre-test into the High ASE level and also receive their GED** in the same fiscal year receive credit in meeting a Column A Countable Outcome Goal. (Note: There is NO penalty for a program to set a learner’s goal for getting the GED and not meeting the goal. Setting and meeting goals can help programs earn Column A/B points.

Measuring completion of Educational Functioning Levels for the federal US Department of Education (National Reporting System, Federal Report Table 4)

- The National Reporting System (NRS) requires that all students who have 12 hours or more of attendance be included in all Federal Report tables, including those reporting pre- and post-tested learners and those making gains by completing an Educational Functioning Level.

- In order for learners to complete the High ASE Level, learners must pre-test in to the High ASE Level by scoring 600 and above on the MAPT Reading or Math test, or 586 and above on the TABE Language subtest) and get a GED or an ADP. These learners do not need to take a post-test since passing the GED or obtaining the ADP counts as completing the High ASE level.
Learners pre-testing into the Low ASE Level (GLE 10-11.9) and who receive their GED or ADP do not complete the Low ASE Level, since there is still another level higher (e.g., High ASE) to which the learner could advance.

Copying over TABE Scores to the Next Fiscal Year

- Any TABE Level E, M, D, or A tests given to students in May or June may be rolled over to count as the first (pre-) test in the new fiscal year. Program staff may copy the score or give a new test. The copy icon will appear next to all May/June tests so that users may copy the scores from any site to their own site in the new fiscal year.
- The May/June test will then be dated July 1 of the new fiscal year. The July 1 date is color-coded to let program staff know it was copied.
- Transitions programs, see specific policies at [http://www.doe.mass.edu/acls/assessment/TCCPpolicy.html](http://www.doe.mass.edu/acls/assessment/TCCPpolicy.html)

Questions

Program staff must read the Assessment Updates in the ACLS Monthly Mailings for important new information: [http://www.doe.mass.edu/acls/mailings](http://www.doe.mass.edu/acls/mailings).

Please contact April Zenisky-Laguilles at aclstesthelp@educ.umass.edu, or Joan Ford, SABES director of assessment professional development, at Bristol Community College, 777 Elsbree Street, Building Q, Fall River, MA 02720; Phone: (774) 357-2190; Email: joan.ford@bristolcc.edu; Fax: (508) 730-3280.

For policy-related questions, please contact Dana Varzan-Parker, Program and Assessment Specialist, at Adult and Community Learning Services (ACLS), 75 Pleasant Street, Malden, MA 02148; Phone: 781-338-3811; Email: dvarzan-parker@doe.mass.edu; Fax: (781) 338-3394.