

TECHNICAL ASSISTANCE PAPER

Career Education Basic Skills Assessment

Florida Department of Education
Division of Career and Adult Education
Bureau of Standards, Benchmarks and Frameworks
Career and Technical Education Services Section

Contact:

Jane Silveria, State Supervisor
325 West Gaines Street, #701
Tallahassee, Florida 32399-0400
(850) 245-9022
FAX (850) 245-9019
jane.silveria@fldoe.org

Table of Contents

Section 1: Introduction and Purpose	Page 3
Section 2: Basic Skills Requirements	Page 3
Section 3: Test Procedures and Test Security	Page 8
Section 4: Test Accommodations Procedures	Page 11
Section 5: Scale Score to Grade Equivalents Charts	Page 14

SECTION 1: INTRODUCTION AND PURPOSE

Throughout the years, career and technical education (formerly vocational education) has focused on teaching technical competencies and related academic skills that prepare students to enter and advance in a variety of career fields and postsecondary education. Program and course descriptions are reviewed on a regular basis to ensure that the technical and academic skills identified for each program/course meet industry standards as well as requirements established by regulatory boards.

Each career and technical education program has associated basic academic skills (reading, math and language) that are required for completion. For the purpose of career education and basic skills, completion is accomplished when a student reaches the final Occupational Completion Point (OCP) and receives a Career Certificate of Completion from the program.

PURPOSE

The purpose of this paper is to provide information about: (1) the legal basis for basic skills assessment in career education; (2) procedures to be followed throughout the assessment process; (3) counseling of students who do not meet the basic skills exit requirements; (4) exemptions/waivers of basic skills requirements; (5) accommodations for students with disabilities; and (6) the repeal of Section 1008.29, F. S.

SECTION 2: BASIC SKILLS REQUIREMENTS

[Section 1004.91, F. S., Career-Preparatory Instruction](#): requires students who enroll in a program offered for career credit of 450 hours or more to complete an entry-level examination within the first six (6) weeks of admission into the program. The examination is designed to assess student mastery of basic skills. Assessment instruments meeting this requirement include:

- Florida College Entry-Level Placement Test (CPT) or Multiple Assessment Placement Service (MAPS) (as authorized);
- Tests of Adult Basic Education (TABE) 9 & 10, Complete Battery or Survey; and
- Wonderlic Basic Skills Test (WBST) as per [Rule 6A-10.040 \(1\), F.A.C.](#)

Students with documented disabilities must be provided with accommodations in the testing procedure as needed on an individual basis. [Rule 6A-1.0943, F.A.C.](#), Statewide Assessment for Students with Disabilities, provides examples of allowable testing procedure accommodations.

Students who do not achieve the minimum level of basic skills required for completion (exit) from his/her career education programs will not be awarded a Career Certificate of Completion. However, adult students with disabilities may be exempted from meeting the basic skills level to earn a Career Certificate of Completion and be reported as a completer. [Section 1004.91 \(3\), F.S.](#)

Students who are exempted from basic skills assessment include those who:

- possess a college degree at the associate in applied science (AAS) level or higher;
- have completed or who are exempt from the college-level communication and computation skills examination pursuant to Section 1008.29, F. S., or who are exempt

from the college entry-level examination pursuant to Section 1008.29, F.S. Section 1008.29, F. S., was repealed in 2009 and exemptions are now listed in Section 1007.25(12), F.S.; or,

- who have passed a state, national or industry licensure exam.

Students enrolled in law enforcement training academies are exempt from the requirements of Section 1004.91, F.S. (The Florida Department of Law Enforcement (FDLE) has designated the Florida Basic Abilities Test (FBAT) for use with these students. Please refer to [Section 943.17\(6\), F.S.](#), for more information.)

All students must be tested within the first six (6) weeks of enrollment in a career education program of 450 hours or longer; however, if the student successfully completes his/her coursework, does not meet the basic skills requirements for exit (pre- and post-testing), takes and passes a [related licensure exam](#) identified by the Department of Education, Division of Career and Adult Education, and posted on the Website at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>, that student shall be counted as a completer and does not have to be retested on one of the basic skills examinations. The local educational agency (LEA) is required to maintain documentation that the student passed licensure in order to report the student as a completer for funding and auditing purposes. The student should be post-tested to determine whether or not they meet the exit requirements before they take the related professional licensure examination.

Thus, assessment is used to determine whether or not the student has the basic skills necessary to be successful in the chosen career program. If, following admission to the program, a student is unable to demonstrate the basic skills exit requirements, remediation is provided. After remediation, the student has the opportunity to post-test before the completion of the final OCP.

If the student's basic skills score still does not meet program exit requirements, the student may:

- remediate further;
- [pass a state, national or industry licensure exam defined by the FLDOE](#) posted on the website at <http://www.fldoe.org/workforce/dwdframe/pdf/basic-skills.pdf>; or,
- if they are a student with a disability, provide appropriate documentation and request an exemption from meeting the basic skills exit requirements of the program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified licensure exam should be recorded as "incomplete" until the LEA receives documentation of the licensure and then reports the student as a completer from the career education program and from Vocational Preparatory Instruction (VPI). If the student does not meet the basic skills requirements for completion, is not exempt, or does not pass an identified licensure exam, the student cannot be reported as a program completer and cannot earn a Career Certificate of Completion.

The student who does not meet the program basic skills exit requirements on the pre-test should be referred to either Vocational Preparatory Instruction (Pre-VPI or VPI) or Adult Basic Education (ABE) for assistance.

The basic skills requirements for career education programs are exit requirements from those programs, not entry or placement requirements. A student may enter the career education program before reaching minimum basic skills levels, but may not receive a Career Certificate of Completion until basic skills requirements are met, except students exempted in accordance with [Section 1004.91, F.S.](#) Remediation must be provided to assist students to attain the required basic skills levels. The remediation may be provided concurrently with enrollment in the career education program, or, in certain cases (i.e., programs with waiting lists), prior to entry into the career education program.

PLEASE NOTE: Federal Office of Civil Rights (OCR) legislation prohibits denying **entry** into any career education program on the basis of criteria that have the effect of disproportionately excluding persons of a particular race, color, national origin, sex or handicap. In order to use such criteria, the recipient must demonstrate that such criteria have been validated as essential to participation in a given program. ([45 C.F.R. 80, Appendix B, Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs, Revised 10-1-09](#))

[Florida Department of Education Rule 6A-10.040 \(4\), F.A.C.](#), allows opportunities for remediation when needed and to avoid penalizing a student who may not be able to attain the required basic skills requirements due to a disability. If the student has demonstrated mastery of the student performance standards for the career education program, but has not attained the appropriate basic skills levels required for completion from that program, the LEA may use the exemption, code the student as a completer, and award the appropriate Career Certificate of Completion.

The steps for exempting a student with a documented disability would be as follows:

- pre-test using TABE, determine the student's strengths and weaknesses,
- provide instruction,
- post-test to determine gains, and
- if the student does not meet the exit requirements on the TABE, but has met the requirements of his/her career program, exempt the student from the basic skills requirements and report them as a completer.

This rule includes permissive language that allows LEAs to exempt adults with disabilities from meeting the required basic skills level to earn a Career Certificate of Completion. Since application of the exemption is permissible and not mandatory, each LEA must develop a local written policy describing the steps to be followed and documentation to be maintained throughout the testing, remediation, certification, reporting, and audit process. [Rule 6A-10.040 \(4\), F.A.C.](#)

This policy should not deny anyone access or opportunities because of a disability.

COUNSELING

Counseling is an essential element in career preparation to assist students in identifying career goals and selecting appropriate training programs. Explaining the demands of the academics

involved in the career education program is an important part of the counseling process. A clear understanding of expectations will better prepare the student for making sound decisions and successfully completing the program. It is important for students to understand the relationship between basic skills and success in his/her chosen career education program, and that improving his/her skills will help foster success in the program and in future employment.

34 C.F.R. 104.47(b), implementing [Section 504 of the Rehabilitation Act](#) of 1973 states that the recipient shall ensure that qualified students with disabilities are not counseled toward more restrictive career objectives than are students without disabilities with similar interests and abilities. This requirement does not preclude a recipient from providing factual information about licensing and certification requirements of particular careers. (*Recipient* means any state or its political subdivision, any instrumentality of a state or its political subdivision, any public or private agency, institution, organization, or other entity, or any person to which Federal financial assistance is extended directly or through another recipient, including any successor, assignee, or transferee of a recipient, but excluding the ultimate beneficiary of the assistance.) 34 C.F.R. 104.3(f)

All students who are referred to adult education programs require ongoing counseling/monitoring to ensure that: (1) progress is being made; (2) support services are being provided if needed; and (3) progression toward completion of program goals is occurring.

STANDARDIZED TESTING

It is vital that assessment instruments used are both valid and reliable and are only used with the students for whom they were designed. The state of Florida has approved standardized tests to meet the requirements of Florida Statutes and Florida State Board Rules [Rule 6A-10.040, F.A.C.](#) Standardized tests are valid and reliable and are used throughout the country in a variety of educational and employment settings. Some of these tests are normed on certain populations and some are criterion-based tests.

Validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of the tests. Validity is the most fundamental consideration in developing and evaluating tests. The process of validation involves accumulating evidence to provide a sound scientific basis for the proposed score interpretations.

Reliability refers to the consistency of such measurements when the testing procedure is repeated on a population of individuals or groups. The Standards for Educational and Psychological Testing (1999) indicates that reliability evidence may be reported in terms of variances or standard deviations of measurement errors, in terms of one or more coefficients, or in terms of IRT-based (Item Response Theory) test information functions.

Individual raw scores or scale scores are often referred to as the distribution of scores for one or more comparison groups, and are used to draw useful inferences about an individual's performance. Test score interpretations based on such comparisons are said to be norm-referenced. Other test score interpretations make no direct reference to the performance of other

examinees. These interpretations may take a variety of forms: most are collectively referred to as criterion-referenced interpretations.

The use of standardized, valid and reliable assessments ensures quality assessment. Quality assessment plays a major role in career and adult education programs, including the following:

- Students and programs are informed of the students' academic skills levels.
- Instruction can be focused on the students' academic needs.
- Students are better equipped to determine both short- and long-term goals.
- Students have a better insight to other barriers.
- Students and programs can work together on the students' goals.
- Programs can closely monitor effectiveness.
- Programs have accurate data to report to the State and for National Reporting System (NRS) purposes.
- Programs are informed of student gains.

Summary

All career education students enrolling in career education programs of 450 hours or more must be tested within the first six (6) calendar weeks after admission into the program. The purpose of testing is to determine the extent of basic skills mastery and to evaluate the need for necessary academic instruction. This applies to all postsecondary career education students, including secondary students dually enrolled in postsecondary career education certificate programs. Exceptions include those exempted in [Section 1004.91, F.S.](#)

Testing may not be used as a screening device. Students may not be denied entry into a career education program based solely on a test score. Students with disabilities must be tested and provided academic instruction if needed although they may be exempted from meeting the basic skills exit requirements for his/her career education program. The procedure for this exemption must be determined by district policy and must be documented. This policy should be written and approved by the school board or community college board of trustees.

After a student has completed the remediation prescribed, the student shall be retested on the alternate version of the same test used for pre-testing [Rule 6A-10.040, F.A.C.](#) No student, except those exempted in rule, shall be awarded a Career Certificate of Completion until the student reaches the minimum basic skills levels required for the final Occupational Completion Point (OCP) for that career education program or passes a [related state, national or industry licensure exam](#) identified by the Department of Education, Division of Career and Adult Education and listed on the website at <http://www.fldoe.org/workforce/dwdframe/pdf/basic-skills.pdf>.
[Section 1004.91, F.S.](#); [Rule 6A-10.040, F.A.C.](#)

Program Course Standards, updated yearly, list minimum basic skills levels as grade equivalents. The charts in Section 5 of this document provide a crosswalk of grade equivalents to the scale scores of the TABE and WBST (CPT does not have grade equivalents; however, a correlation chart for CPT to TABE is included in Section 5). A student only has to reach the minimum basic skills level when completing the **final** Occupational Completion Point (OCP) and receiving a

Career Certificate of Completion. Students may be reported as completers of OCPs upon mastery of the technical skills without meeting the required basic skills levels if the OCP is not the final OCP. If a student tests and is deficient in only one area, the student needs only to be retested in the area in which he was deficient.

SECTION 3: TEST PROCEDURES AND TEST SECURITY

Test security is an essential component of standardized testing. The importance of test security can not be stressed enough. If test security is compromised, data is not accurate. All test booklets, answer sheets, answer keys, etc., must be maintained in a secured manner and not revealed to students or teachers prior to testing. To do otherwise would give some students an unfair advantage. Moreover, the test would no longer examine achievements, but would merely assess recall of answers.

Teachers are not permitted to study, read, inspect or copy the test before, during or after it has been administered [Rule 6A-10.042, F.A.C.](#) Again, this would give an unfair advantage to certain teachers and students when the test is next administered. Only those staff with responsibility of administering the test should have access to the test.

It is unlawful for anyone to knowingly and willingly violate test security rules adopted by the State Board of Education for mandatory tests. Test security is covered in [Section 1008.24, F.S.](#) and in [Rule 6A-10.042, F.A.C.](#)

Recommendations for good practices in testing:

Testing Personnel:

Training of personnel administering tests is critical to ensure maintaining test security and appropriate testing procedures, including accommodations for students with disabilities.

Every effort should be made for DOE-approved assessments to be administered by personnel not directly involved with the instructional process.

Testing Procedures:

Recommended testing procedures established by test publishers should be followed for proper test administration including, but not limited to, the following:

- preparing the testing room, including seating plans.
 - the room should be comfortable, well lit, with sufficient work space.
 - the room should be arranged to discourage cheating.
 - a “Do not disturb” sign should be posted on the door.
 - cell phones, electronic devices, and other personal belongings should not be allowed in the testing area.
- securing and storing test materials.
- admitting examinees to the testing room, including recommended identification documents.
- distributing and collecting materials.

- reading the script.
- documenting irregularities.
- reading test instructions and directions to examinees.
- following testing time guidelines.
- posting “Start” and “Stop” times.
- providing accommodations for students with disabilities.
- handling unexpected interruptions.
- monitoring test-taking to prevent the opportunity for cheating.
- documenting and reporting problems with materials, disruptive student behavior, cheating, or any other unexpected/irregular incident.

Every standardized assessment has a standardized protocol that must be followed to ensure accurate test results. All test administrators must familiarize themselves with the test administrator manual for each test they administer. The Department of Education, Division of Career and Adult Education offers free certification workshops for TABE through the Regional Training Councils (RTCs).

The quality of a program depends on the accuracy of assessment and reporting. Proper test procedures allow the state and the U.S. Department of Education to compare programs.

All test administrators must adhere to the following guidelines:

- Florida educators shall adhere to *[The Code of Ethics and the Principles of Professional Conduct of The Education Profession in Florida](http://www.fldoe.org/edstandards/pdfs/ethics.pdf)*, found on the web at <http://www.fldoe.org/edstandards/pdfs/ethics.pdf>, in the implementation of student assessment testing programs. [Rule 6B-1.006, F.A.C.](#)
- Florida educators who are responsible for the administration of state and district assessment tests shall abide by policies established in statute and rule regarding test security.
- Florida educators responsible for administering district and statewide assessment tests shall adhere to the instructions found in the administration manuals for each test.
- Personnel with test administration and test proctoring responsibilities will be appropriately trained.
- Students will be prepared for the testing activities prior to the day of testing.
- Test administrators will provide adequate test administration conditions.
- Students with disabilities will be provided appropriate test accommodations and modifications.
- Test results will be communicated only to appropriate audiences.

TEST GUIDELINES

General:

Programs should have an assessment policy in place that includes procedures to ensure the following:

- Students are informed of the reason they are being tested, prior to the test administration.
- Students are informed as to how the test results will be used.
- An appropriate test environment is used.
- Proper test procedures are followed when administering the tests.
- The appropriate amount of instruction is provided between pre- and post-testing.
- The appropriate pre- and post-test is administered.
- The test is accurately scored.
- All test materials are kept secure.
- All test scores and dates of testing are entered into the Local Education Agency's (LEA) Management Information System (MIS).
- Test scores are kept confidential.

Minimum time between testing:

- The American Psychological Association (APA) states that there should be a minimum of six (6) months between testing when using the same assessment document (same level/same form of the same test).
- [The National Reporting System \(NRS\), http://www.nrsweb.org/](http://www.nrsweb.org/), states that there should be at least sixty (60) hours of instruction when using the same level, different form of a test, and at least 120 hours of instruction when using the same level, same form of a test instrument.

NOTE: If hours of instruction are not documented, APA guidelines should be followed.

Calculator: Some tests allow the option of using calculators on some portions of the mathematics test. If this is allowable, the site should provide calculators and instruction on the use of those calculators for the testing procedure. This ensures equity for all students.

Test scores are valid for two (2) years: Test scores can be accepted as long as they are less than two (2) years old. If the student remains enrolled for a period of more than two (2) years, the scores would remain valid for as long as the student is enrolled. If the student has a break in enrollment of more than one year, the student must be retested.

Post-testing: A student should be post-tested on the alternate version of the same level of the test used in pre-testing, or either version of a higher level of the test. [Rule 6A-10.040, F.A.C.](#) When post-testing with any approved test, testing publisher guidelines must be followed.

Tests of Adult Basic Education (TABE):

Locator Test: The locator test is used to determine the level of the TABE to administer to the student for the initial pre-test. Some institutions prefer to use only the “D” and/or the “A” level of the TABE without using the locator. This is acceptable for Career and Technical (CTE) programs.

- The Department of Education, Division of Career and Adult Education, recommends using the D level of the TABE if the program completion levels are below 9th grade, the A level if they are above 9th grade and using either D or A level if the program completion level is 9th grade.
- However, if a student is tested without using the locator and tests out of content range [two (2) grade levels above or below the content range of the test administered] on a given assessment instrument, the student should be given the locator and retested on the proper level before being enrolled in ABE or VPI.

Reporting grade level equivalencies: When reporting math grade levels on the TABE, you must report the Total Math score, not an average of math computation and applied math, or the higher or lower of either of these scores.

TABE Survey versus Complete Battery: Both the TABE Survey and Complete Battery are approved in [Rule 6A-10.040, F.A.C.](#)

TABE scores may be accepted from one public institution to another provided they are less than two (2) years old and are transmitted electronically (or mailed in a sealed envelope) from the institution that administered the test.

SECTION 4: TESTING PROCEDURE ACCOMMODATIONS

Some students with disabilities may require testing procedure accommodations. Students with disabilities should have every opportunity to discuss such needs with appropriate staff early, during the counseling process, when the student participates in planning his/her program. However, adult students are not required to reveal his/her disability and may elect to participate in the program without special assistance. Students may also self-identify, provide documentation and request accommodation services if they do not succeed without accommodations. Documentation of the need for specific testing procedure accommodations should be maintained in the student's confidential records and revealed only on a “need to know” basis. The [Family Educational Rights and Privacy Act \(FERPA\)](#), <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>, which is incorporated into state law under [Section 1002.221, F.S.](#), is designed to protect the privacy of a student's education records. The law applies to all schools that receive funds under an applicable program from the U.S. Department of Education. Generally, schools must have written permission from the parent/guardian or eligible student in order to release any information from a student's education record.

[Rule 6A-1.0943, F.A.C., Statewide Assessment for Students with Disabilities](#), provides the basis for accommodations to Florida's statewide assessment system for students with disabilities and provides examples of allowable testing accommodations. Consideration must be given to providing accommodations that will allow the student with a disability to demonstrate the skills and knowledge the test is designed to measure, rather than a score that reflects the student's disability. Accommodations are not to provide the student with an unfair advantage or interfere with the validity of the test; they are required to allow the student an equal opportunity to demonstrate the underlying skills that are being measured by the test. Students are unique and may require different accommodations, even if they have the same disability. When specifying test accommodations for an individual student, consideration should be given to the option requested by the student. Test accommodations are based on accommodations used by the student during classroom instruction. All accommodations should be documented on the student's Individual Educational Plan (IEP), Adult Individual Educational Plan (AIEP), 504 Plan or other educational plan.

Testing accommodations may include, but are not limited to:

- Flexible scheduling: The student may be administered a test during several brief sessions allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.
- Flexible setting: The student may be administered a test individually or in a small group setting. The student may be provided with adaptive or special furniture and special lighting or acoustics.
- Flexible responding: The student may use varied methods to respond to the test, including written, signed and verbal response. Written responses may include the use of mechanical and electronic devices. A test administrator or proctor may transcribe student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor.
- Flexible presentation: The student may use mechanical aids, revised formats such as Braille, large print, or signed or oral presentations for directions and items other than reading items.
- Assistive devices: The student may use the following assistive devices typically used in classroom instruction:
 - If the purpose of the assessment requires complex computation, calculators may be used as authorized in the test administration manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.
 - Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus may be used.
 - Technology may be used without accessing spelling or grammar-checking applications for writing assessments and without using speech output programs for reading items assessed. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student. ([Rule 6A-1.0943, F.A.C.](#))

The goal is to ensure that each student has every opportunity to demonstrate mastery of basic skills. Some students with disabilities may need special accommodations during the testing and instructional process. These accommodations must be provided to ensure equal access to programs and activities.

Accommodations may be used only if they do not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability or validity.

SECTION 5: SCALE SCORE TO GRADE LEVEL EQUIVALENT CHARTS

The following pages show comparison charts for the norm-referenced tests. The scale scores given are the minimum scale scores for each grade level equivalency.

TABE Information - Scale Score to Grade Equivalent Charts

TABE 9								
GL	Complete Battery, All Levels except L				Survey, All levels			
	R	MC	AM	L	R	MC	AM	L
12	612	617	606	601	617	619	610	600
11	603	605	593	586	598	607	592	586
10	584	595	575	572	582	592	573	572
9	567	578	562	562	569	576	560	568
8	554	554	549	551	555	557	548	555
7	538	530	534	540	541	528	535	542
6	519	507	505	524	520	508	507	528
5	487	471	474	508	487	475	474	508
4	463	440	445	491	463	436	449	492
3	430	390	415	459	429	397	419	467
2	371	307	356	390	369	315	354	393
1	300	245	275	295	300	245	302	295

R = Reading
 MC = Math Computation
 AM = Applied Mathematics
 TM = Total Mathematics
 L = Language

GL = Grade Level Equivalency
Spelling is not required.

TABLE 10								
Complete Battery, All Levels except L					Survey, All levels			
	R	MC	AM	L	R	MC	AM	L
GL								
12	609	618	610	603	608	626	614	604
11	600	603	591	586	597	604	593	586
10	585	590	573	571	590	593	572	581
9	568	578	559	561	567	580	560	563
8	552	555	549	550	553	557	548	554
7	540	528	534	541	537	529	536	542
6	522	509	504	525	518	511	505	530
5	487	471	475	508	489	472	474	508
4	461	438	445	491	461	442	446	496
3	431	392	414	459	430	392	413	460
2	373	305	353	394	372	307	353	395
1	300	244	279	295	300	245	317	295

R = Reading
 MC = Math Computation
 AM = Applied Mathematics
 TM = Total Mathematics
 L = Language

GL = Grade Level Equivalency
Spelling is not required.

The Tests of Adult Basic Education (TABE) 9 & 10 has a Standard Deviation of plus or minus (+/-) two (2) years when using grade level equivalents. The charts below should assist you in making decisions as to whether the student was tested on an inappropriate level of the TABE, or if the content range of material is appropriate for the student using either grade equivalents or scale scores. When testing students/clients, it is good educational practice to retest a student who scores two (2) grade levels above or below the content range of the test administered.

For Frequently Asked Questions concerning TABE, go to www.ctb.com.

TABE 9 & 10 Content Ranges

TABE Levels	Standard Deviation - 2 Years (below the Content Range)	Content Range	Standard Deviation + 2 years (above the Content Range)
Level E	0.0	2.0 – 3.9	5.9
Level M	2.0	4.0 – 5.9	7.9
Level D	4.0	6.0 – 8.9	10.9
Level A	7.0	9.0 – 12.0	

TABE Standard Deviation by Scale Score*

(Equivalent of two (2) grade levels (<) below and (>) above)

TABE 9 Survey Tests

LEVEL	GE RANGE	<	Reading	>	<	Language	>	<	Math Comprehen	>	<	Applied Math	>
E	2.0-3.9	294	365-460	520	235	395-489	523	235	307-435	500	200	340-445	499
M	4.0-5.9	268	461-515	550	399	490-525	550	300	436-499	550	354	446-497	545
D	6.0-8.9	464	516-566	600	490	526-560	590	434	500-574	600	450	498-559	585
A	9.0-12.9	540	567-812	N/A	540	561-826	N/A	528	575-755	N/A	530	560-795	N/A

TABE 10 Survey Tests

LEVEL	GE RANGE	<	Reading	>	<	Language	>	<	Math Comprehen	>	<	Applied Math	>
E	2.0-3.9	290	365-460	518	235	395-489	522	235	307-435	500	200	340-445	499
M	4.0-5.9	367	461-515	552	400	490-525	548	310	436-499	549	353	446-497	547
D	6.0-8.9	463	516-566	595	490	526-560	585	440	500-574	600	440	498-559	590
A	9.0-12.9	540	567-812	N/A	540	561-826	N/A	525	575-755	N/A	533	560-795	N/A

TABE 9 Complete Battery Tests

LEVEL	GE RANGE	<	Reading	>	<	Language	>	<	Math Comprehen	>	<	Applied Math	>
E	2.0-3.9	247	368-460	515	239	397-490	524	235	308-435	507	249	350-443	501
M	4.0-5.9	364	461-518	550	398	491-523	550	307	436-505	554	345	444-504	545
D	6.0-8.9	463	519-567	595	492	524-560	585	440	506-575	600	450	505-560	590
A	9.0-12.9	538	568-812	N/A	540	561-826	N/A	530	576-755	N/A	534	561-795	N/A

TABE 10 Complete Battery Tests

LEVEL	GE RANGE	<	Reading	>	<	Language	>	<	Math Comprehen	>	<	Applied Math	>
E	2.0-3.9	246	369-460	516	235	395-491	523	243	310-435	500	200	350-443	500
M	4.0-5.9	374	461-518	550	396	492-524	550	320	436-507	550	345	444-506	546
D	6.0-8.9	460	519-567	595	490	525-561	585	440	508-573	605	445	507-559	590
A	9.0-12.9	535	568-812	N/A	536	562-826	N/A	528	574-755	N/A	534	560-795	N/A

When testing students/clients, it is good educational practice to retest a student who scores two (2) grade levels above or below the content range of the test administered. The charts above correlate the grade levels to scale scores.

* Information taken from “Norms Book: Complete Battery and Survey”, CTB McGraw-Hill, 2004.

Pat Smittle, from Santa Fe Community College, Gainesville, developed the following chart, to help testing personnel and counselors determine the grade level equivalency of students testing on the Computerized Placement Test (CPT). The chart shows the correlation from CPT to TABE. Since TABE 7 & 8 and TABE 9 & 10 are scored on the same scale, this correlation may be used with TABE 9 & 10.

CPT (Correlated to TABE 7 & 8 and TABE 9 & 10) Complete Battery					
GL	CPT Reading to TABE Reading	CPT Language to TABE Language	CPT Arithmetic to TABE Math Computations	CPT Arithmetic to TABE Applied Math	CPT Arithmetic to TABE Total Math
12	77	79	79	50	54
11	72	76	54	48	49
10	67	74	49	41	47
9	58	65	48	39	41
8	52	58	40	35	38
7	50	NC	36	31	31
6	48	55	31	28	29
5	41	51	28	25	25
4	36	47	26	NC	24
3	32	41	25	24	20
2	NC	32	23	20	NC
1	27	31	NC	NC	NC

WBST Information

Wonderlic Basic Skills Test (WBST)			
GL	Verbal	Quantitative	Composite
12	327	313	322
11	297	288	294
10	268	262	265
9	238	237	237
8	208	212	209
7	178	186	180
6	148	161	152