

# **TABE ESL Standards**

## **Objectives, Subskills, and Subskill Focuses**

### **1.0 READING**

#### **1.1 Quantitative Literacy**

**1.1.1 Numbers and Numeracy Terms** – Identify cardinal and ordinal numbers, units (time, money, temperature), shapes, and basic operations.

#### **1.2 Read Words**

Recognize word parts and comprehend contextual vocabulary encountered at home, in the community, and in the workplace.

**1.2.1 Morphemes and Syntax** – roots, affixes, parts of speech

**1.2.2 Words and Phrases** – picture or context-cued words and chunks

**1.2.3 Same Meaning**

**1.2.4 Opposite Meaning**

**1.2.5 Appropriate Associated Information** – associate related data in functional texts, e.g. proper contents of a form's blank

#### **1.3 Reading Comprehension**

Comprehend the details and overall meaning of a passage or graphic display that addresses topics in the home, community, or workplace.

##### **1.3.2 Identify Information**

**1.3.1.1** Details and Stated concepts

**1.3.1.2** Sequence

##### **1.3.2 Construct Meaning**

**1.3.2.1** Main idea

**1.3.2.2** Summary/Paraphrase

**1.3.2.3** Cause/Effect

**1.3.2.4** Compare/Contrast

**1.3.2.5** Conclusion

##### **1.3.3 Extend Meaning** - demonstrate critical understanding.

**1.3.3.1** Fact/Opinion

**1.3.3.2** Predict Outcomes

**1.3.3.3** Generalizations

**1.3.3.4** Author Purpose

**1.3.3.5** Style Techniques

**1.3.3.6** Tone

## 2.0 LISTENING

### 2.1 Quantitative Literacy

**2.1.1 Numbers and Numeracy Terms** – Identify cardinal and ordinal numbers, units (time, money, temperature), shapes, and basic operations.

### 2.2 Listen for Information

**2.2.1 Discern Sounds** – Recognize sounds, including minimal pairs, as well as cardinal and ordinal numbers, i.e., **Quantitative Literacy**.

**2.2.2 Details** – Extract detailed information from a listening session, including sequence.

**2.2.3 Stated Concepts** – Understand paraphrase of concepts that are not easily defined.

### 2.3 Interpersonal Skills

**2.3.1 Idiom/Expression** – Use and understand idiomatic speech, including expressions (greetings, small-talk) and phrasal verbs.

**2.3.2 Determine Roles** – Identify roles (family, friend, co-worker, supervisor, physician, etc.) through oblique (non-identifying) speech and/or register.

**3.3.3 Instructions** – Follow single to multi-step instructions (a process).

### 2.4 Interpret Meaning

**2.4.1 Cause/Effect** – Use reasoning to understand causality.

**2.4.2 Fact/Opinion** – Determine whether a statement is a fact or opinion.

**2.4.3 Main Idea** – Comprehend the relevance or importance of a conversation, speech, broadcast, etc.

**2.4.4 Forecast** – Predict themes, structures, or ideas that will be presented in a conversation, speech, or broadcast, etc.

**2.4.5 Speaker Purpose** – Identify nuance, suasion, or the emotional state of a speaker that may be latent or underlying.

## 3.0 Writing

### 3.1 Quantitative Literacy

**3.1.1 Numbers and Numeracy Terms** – Identify and use cardinal and ordinal numbers, units (time, money, temperature), shapes, and basic operations.

### 3.2 Usage and Conventions

Identify appropriate elements of verb phrases and noun phrases, and identify appropriate writing conventions.

**3.2.1 Verb Phrases** – include verb form, tense, aspect, & agreement; auxiliaries; adverbs; negatives; infinitives & participles; phrasal verbs.

**3.2.2 Noun Phrases** – include nouns; pronouns (personal, interrogative); adjectives (descriptive, possessive); quantifiers; articles; prepositions; conjunctions;

**3.2.3 Writing Conventions** – include capitalization and punctuation (sentence beginning, proper nouns, end marks, commas in series, dates, & addresses, apostrophes in contractions & possessives, quotation marks)

### 3.3 Sentence Formation and Coherence

Identify standard sentence structure and coherence.

**3.3.1 Sentence Formation** – include declarative & interrogative SVO order; fragment error; conditionals

**3.3.2 Sentence Coherence** – include phrase, clause, and sentence combining in appropriate order; comma-splice & run-on errors

### 3.4 Expository Writing

Write relevant and grammatical sentences about personal and familiar experiences, plans, processes, or functional tasks.

**3.4.1 Write to Describe** – Describe people, scenes, and situations relevant to the home, community, or workplace based on picture cues.

**3.4.2 Write to Accomplish Tasks** – Complete information in functional service or workplace documents and write brief notes of request or explanation.

**3.4.3 Extended Writing** – Write in paragraph format to describe, explain, report, compare, narrate, persuade, or express.

## 4.0 SPEAKING

### 4.1 Quantitative Literacy

**4.1.1 Numbers and Numeracy Terms** – Identify and use cardinal and ordinal numbers, units (time, money, temperature), shapes, and basic operations.

### 4.2 Social Interaction

Use appropriate language skills to interact with others and express ideas in the home, community, or workplace.

**4.2.1 Greetings/Inquiries/Leave-Taking** – include introductions, responses, and invitations

**4.2.2 Phone Competency** – use proper etiquette and conventions when answering and relaying messages

**4.2.3 Express Opinion** – include preferences, dislikes, predictions, recommendations, arguments

### 4.3 Provide Information

Use appropriate, clear language when providing personal information and step-by-step instructions and directions commonly requested in the home, workplace, and community.

**4.3.1 Personal Information** – include name, address, age, origin, skills,

**4.3.2 Instructions** – include positive & negative commands, object and place locations, extended process instructions

**4.3.3 Descriptions** – include people, places, things, scenes, comparisons, ideas

**4.3.4 Narrate and Paraphrase Events** – include daily routines, personal experiences, scenes

### 4.4 Accomplish Goals

Use appropriate language to accomplish functional goals.

**4.4.1 Requests/Permission** – request service or assistance

**4.4.2 Express Dissatisfaction**

**4.4.3 Negotiate Meaning** – ask for clarification and explanation

## Materials Needed to Test with TABE CLAS-E

### For each student

- Locator Interview and Test Booklet
- Locator Test Answer Book (found on the back of the booklet)

*After administering the locator:*

- TABE CLAS-E Test Book, appropriate level per student
- TABE CLAS-E Writing Folio, appropriate level per student
- Answer Sheet (Scannable or SCOREZE) per student

### For each test administrator:

- Locator Test Directions
- Test Directions for each level/form
- Audio CD (for Listening portion of the test)

### After testing:

- Locator Test Answer Key
- Scoring Guides for each subtest
- Individual Diagnostic Profile Sheet
- Scoring Tables Book

### Instructional Resource:

- Teacher's Resource Guide, Volume 2



## Individual Report for Adams Richard

Report Identification Information		Test Group:	New Group
Student ID:	0927456381	Test Name:	TABE CLAS-E
Test Date:	04/15/08	Examiner:	Rougeot
Report Date:	11/03/10	Site Name:	Monterey

Skill Area	L/F	NC	PP	SS	SPL	ACE
Reading	4AA	6	25	360	0-1	No
Listening	4AA	6	25	350	0-1	No
Writing	4AA	17	36	460	3	No
Speaking	4AA	74	108	502	4	No
Grammar		26	39	185		
Meaning		32	45	211		
Appropriate		16	24	106		
<b>Tot Reading/Writing</b>	A	23	61	410	2	No
<b>Tot Listening/Speaking</b>	A	80	133	426	2	No
<b>Tot Reading/Writing/Listening</b>	A	29	86	390		n/a
<b>Total (RD/WR/LI/SK)</b>	A	103	194	418		n/a

Predicted Scaled Score on TABE 9/10 Level M	
Content Area	Score
Reading	355
Writing	425

NRS Levels		
Content Area	Level	Description
Reading	1	Beginning ABE Literacy
Listening	1	Beginning ABE Literacy
Writing	3	Low Intermediate Education
Speaking	4	High Intermediate Education
Tot Reading/Writing	2	Beginning Basic Education
Tot Listening/Speaking	2	Beginning Basic Education

L/F=Test Level & Form  
NC=Number Correct  
n/a=Not Applicable

PP=Points Possible  
SS=Scale Score

SPL=Student Performance Level  
ACE=Alternative Criteria for Exit

Recommended Criteria for Exit based on NRS	Yes

Objectives	Score	Mastery Level	Percent Correct
<b>Reading</b>			
Quant Literacy	2/ 4	Partial Mastery	50
Read Words	1/10	Non-Mastery	10
Read Comp	3/11	Non-Mastery	27
Subtest Average			24
<b>Listening</b>			
Quant Literacy	1/ 4	Non-Mastery	25
Listen Inform	0/ 7	Non-Mastery	0
Intpers Skills	3/ 8	Non-Mastery	38
Intrprt Meang	2/ 6	Non-Mastery	33
Subtest Average			24
<b>Writing</b>			
Quant Literacy	2/ 4	Partial Mastery	50
Usage Conventn	3/10	Non-Mastery	30
Sentence Form	2/ 6	Non-Mastery	33
Exposit Writing	10/16	Partial Mastery	63
Subtest Average			47
<b>Speaking</b>			
Quant Literacy	6/ 6	Mastery	100
Social Interact	20/30	Partial Mastery	67
Provide Inform	12/18	Partial Mastery	67
Accomp Goals	36/54	Partial Mastery	67
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Grammar	26/39	n/a	67
Meaning	32/45	n/a	71
Appropriate	16/24	n/a	67
Subtest Average			69
Total Average			59

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Item Analysis for Adams, Richard

Group Name: Reports Group  
 ID Number: 9753113579  
 Test Date: 04/15/08  
 Run Date: 10/28/10

TABE CLAS-E  
 Rougeot  
 Monterey  
 Page No: 1

Reading - 1B						
Quant Literacy			25%	Intpers Skills		42%
2	F	-		1	A	+
3	A	+		2	F	-
10	F	-		5	A	-
12	F	-		6	F	+
Read Words			37%	7	A	+
1	A	-		10	F	-
4	F	-		19	A	-
5	A	+		Intrprt Meang		50%
6	F	+		8	F	-
7	A	-		9	A	+
8	F	-		11	A	+
16	F	-		12	F	+
22	F	+		18	F	-
Read Comp			38%	21	A	-
9	A	-		24	F	+
11	A	-		25	A	-
13	A	+		Writing - 1B		
14	F	+		Quant Literacy		0%
15	A	+		1	A	-
17	A	-		2	F	-
18	F	-		3	A	-
19	A	+		4	F	-
20	F	-		Usage Conventn		41%
21	A	+		5	A	+
23	A	-		6	F	-
24	F	-		7	A	+
25	A	-		8	F	-
Listening - 1B				9	A	-
Quant Literacy			25%	10	F	-
3	A	-		12	F	-
4	F	+		13	A	+
20	F	-		14	F	+
23	A	-		15	A	-
Listen Inform			16%	16	F	-
13	A	-		17	A	+
14	F	+		Sentence Form		25%
15	A	-		11	A	+
16	F	-		18	F	-
17	A	-		19	A	-
22	F	-		20	F	-
				Exposit Writing		75%
				21	3/3	
				22	3/3	
				23	3/3	
				24	3/3	
				25	0/4	

Skill Areas	Pre-test Scores			Post-test Scores				Gain	
	L/F	SS	NRS	L/F	SS	NRS	ACE	SS	NRS
Reading	3A	440	3	3B	473	3	n/a	33	NG
Listening	2A	401	2	4B	350	1	No	NG	NG
Writing	3A	412	2	3B	438	2	n/a	26	NG
Speaking	2A	406	1	4B	515	4	No	109	3
Grammar		152			186				
Meaning		165			221				
Appropri		89			108				
RCE						No			
Tot RD/WR		426	2		456	3	n/a	30	1
Tot LI/SK		404	1		433	2	No	29	1
Tot RD/WR/LI		418			420		n/a	2	
Tot RD/WR/LI/SK		415			444		n/a	29	

L/F=Test Lev & Frm SS=Scale Score NRS=Nat'l Reporting System  
 ACE=Alternative Criteria for Exit RCE=Recommended Criteria for Exit  
 n/a=not applicable NG=No Gain

Objectives	Pre-Test			Post-Test		
	Score	Mastery	Percent	Score	Mastery	Percent
<b>Reading</b>						
Quant Literacy	1/ 4	-	25	3/ 4	+	75
Read Words	7/ 9	+	78	6/ 9	P	67
Read Comp	5/12	-	42	8/12	P	67
<b>Listening</b>						
Quant Literacy	3/ 5	P	60	0/ 4	-	0
Listen Inform	2/ 4	P	50	2/ 7	-	29
Intpers Skills	3/ 8	-	38	2/ 8	-	25
Intrprt Meang	4/ 8	P	50	2/ 6	-	33
<b>Writing</b>						
Quant Literacy	2/ 4	P	50	2/ 4	P	50
Usage Conventn	3/10	-	30	4/10	-	40
Sentence Form	2/ 6	-	33	4/ 6	P	67
Exposit Writing	6/16	-	38	7/16	-	44
<b>Speaking</b>						
Quant Literacy	4/ 6	P	67	6/ 6	+	100
Social Interact	9/27	-	33	22/30	P	73
Provide Inform	6/30	-	20	14/18	+	78
Accomp Goals	9/45	-	20	37/54	P	69
Grammar	12/39	n/a	31	27/39	n/a	69
Meaning	10/45	n/a	22	36/45	n/a	80
Appropriate	6/24	n/a	25	16/24	n/a	67

'-'=Non-Mastery 'P'=Partial Mastery '+'=Mastery





## Prescriptive Report for Adams, Richard

### Report Identification Information

Student ID: 0123456784  
 Test Date: 04/15/08  
 Report Date: 11/03/10  
 Page No: 1

Test Group: New Group  
 Test Name: TABE CLAS-E  
 Examiner: Rougeot  
 Site Name: Monterey

### SKILL AREA: Reading Level 3 Form A

Objective/Book/Unit	Reference Source	Assignment Pages
<b>QUANTITATIVE LITERACY</b>		
Book 3		
Unit 4	Lesson 4 activity 2	p.64
<b>READING COMPREHENSION</b>		
Book 3		
Unit 1	Lesson 2 activity 1	p.6
	Lesson 4 activity 2	p.10
	Lesson 4 activity 3	p.10
	Lesson 6 activity 2	p.14
Unit 2	Lesson 4 activity 2	p.28
	Lesson 6 activity 2	p.32
Unit 3	Lesson 2 activity 1	p.42
	Lesson 6 activity 2	p.50
	Spotlight: Reading Strategy activity 2	p.54
Unit 4	Lesson 6 activity 2	p.68
Unit 5	Lesson 6 activity 2	p.86
	Spotlight: Reading Strategy activity 1	p.90
Unit 6	Lesson 4 activity 1	p.100
Unit 7	Lesson 4 activity 1	p.118
	Spotlight: Reading Strategy activities 1-2	p.126-127
Unit 8	Lesson 4 activity 3	p.16

### SKILL AREA: Listening Level 3 Form A

Objective/Book/Unit	Reference Source	Assignment Pages
<b>QUANTITATIVE LITERACY</b>		
Book 2		
Unit 2	Lesson 5 activities 2-3	p.28-29
Unit 3	Lesson 2 activity 1	p.38
	Lesson 5 activities 2-3	p.44-45
<b>LISTENING FOR INFORMATION</b>		
Book 2		
Unit 1	Lesson 7 activity 1	p.16
Unit 2	Lesson 5 Window on Pronunciation	p.29
	Lesson 7 activity 1	p.32
Unit 3	Lesson 5 Window on Pronunciation	p.45
	Lesson 5 activity 1	p.44
	Lesson 5 activities 2-3	p.44-45
Unit 4	Lesson 5 Window on Pronunciation	p.61
	Lesson 5 activity 3	p.61
Unit 5	Lesson 5 Window on Pronunciation	p.77
	Lesson 7 activity 1	p.80
Unit 6	Lesson 7 activity 1	p.96
Unit 8	Lesson 7 activity 1	p.128
Unit 9	Lesson 5 Window on Pronunciation	p.141
	Lesson 5 activity 3	p.141
	Lesson 7 activity 1	p.144
Unit 10	Lesson 7 activity 1	p.160
<b>INTERPERSONAL SKILLS</b>		
Book 2		
Unit 10	Lesson 7 activity 1	p.160
<b>INTERPRET MEANING</b>		
Book 2		
Unit 4	Lesson 7 activity 1	p.64
Unit 7	Lesson 7 activity 1	p.112



## Relationship of *TABE Complete Language Assessment System—English* to the TABE 9&10 Tests

### Overview

A major objective of many adult English as a second language (ESL) programs is to help learners transition to adult basic education (ABE) programs. In order to predict how well ESL learners taking the *TABE Complete Language Assessment System—English* (TABE CLAS-E) test would perform on TABE 9&10, an adult basic education assessment, a linking study was conducted between the TABE CLAS-E Reading and Writing scores and the TABE 9&10 Reading and Language scores. For example, if an ESL learner takes the TABE CLAS-E Level 4 Reading test, Table 11 can be used to predict the likely scale score for that learner on the TABE 9&10 Reading test. Additionally, the study aimed to predict the likelihood of successful transition from the TABE CLAS-E Level 4 test to the TABE 9&10 Level M test.

### The Study

To establish a relationship between the TABE CLAS-E and TABE 9&10 tests, both tests were administered to an adult ESL population of 925 examinees at 22 programs across the country. A linking table (Table 11) was built based on the analysis of the examinees' performance on both tests. TABE 9&10 Reading scale scores were estimated from TABE CLAS-E Reading scale scores, while TABE 9&10 Language scores were estimated from TABE CLAS-E Writing scale scores.

### Using Table 11 to Predict TABE 9&10 Scale Scores

For both the Reading and Language tests in TABE 9&10, Table 11 shows obtained TABE CLAS-E scale scores, the estimated TABE 9&10 scale score, and an estimated TABE 9&10 scale score range (confidence interval). Since TABE 9&10 scores cannot be predicted with perfect accuracy, it is important to consider the one standard error of estimate (SEE) interval when interpreting the estimated TABE 9&10 scale scores. The "68% Confidence Interval" column is included to reflect the one standard error of estimate around the estimated TABE 9&10 scale score. For example, if an examinee received a scale score of 576 on the TABE CLAS-E Level 4 Reading test, his or her most likely scale score on the TABE 9&10 Reading test would be 542. The one SEE interval ranges from 489 to 595, meaning that for about two out of three examinees with a TABE CLAS-E scale score of 576, the TABE 9&10 Reading scale score would likely be in the range of 489 to 595, assuming a normal distribution of scores.

### Using Table 11 to Predict Successful Transition to the TABE 9&10 Tests

The recommended successful transition scores from this linking study show whether students have achieved sufficient English language proficiency on TABE CLAS-E Level 4 to transition successfully to TABE 9&10 Level M Reading or Language tests for continuing measurement of progress.

It is important to note that scale scores from TABE CLAS-E Level 3 (or below) tests cannot accurately predict TABE 9&10 scores, as the language demands are not sufficiently high. In other words, a learner might score quite high on TABE CLAS-E Level 3, but the items at this level do not assess the same language skills that are assessed in TABE CLAS-E Level 4.



In addition, CTB and external content experts reviewed and aligned the items, passages, and language difficulty between the TABE CLAS-E tests and the TABE 9&10 tests. It was determined that TABE CLAS-E Level 4 most closely aligned to TABE 9&10 Level M. Thus, TABE CLAS-E Level 4 scores are appropriate indicators for predicting successful transition to TABE 9&10 Level M.

The shaded areas in Table 11 indicate performance that suggests a learner is likely to transition successfully to TABE 9&10 Level M.

*The successful transition scale score for ESL learners using the TABE CLAS-E Level 4 Reading test is 588 or above.*

*The successful transition scale score for ESL learners using the TABE CLAS-E Level 4 Writing test is 612 or above.*

It is important to note that performance on a reading test is considered by experts from adult ESL programs as being a more important factor in determining transition readiness from an ESL measurement system to an ABE measurement system than the performance on a writing/ language test. Therefore, an examinee should not be considered ready for successful transition to TABE 9&10 if he or she demonstrates a readiness for transition only to TABE 9&10 Language. However, if an examinee demonstrates readiness for transition to TABE 9&10 Reading, but does not meet the cut score for the transition to TABE 9&10 Language, it is still suggested that the examinee be transitioned to TABE 9&10 Level M (overriding the predicted TABE 9&10 Language score).

Additionally, the transition decision should not be based exclusively on TABE CLAS-E scores; classroom performance and other information such as student academic history and background information should be considered, along with the confidence interval of the predicted TABE 9&10 score.

### **Caveats**

It is important to keep in mind that the TABE CLAS-E to TABE 9&10 estimates were obtained by analyzing the performance of examinees most likely to be ready to take the TABE 9&10 Level M tests. The estimated TABE 9&10 scores apply specifically to examinees whose characteristics match those of the examinees in the study sample. To the degree that they differ, the estimates may not be accurate. If an examinee scores very low on TABE CLAS-E or is obviously not ready to take the TABE 9&10 tests, Table 11 may overestimate that person's TABE 9&10 Reading and/or Language scale score.

As with any test data, it is important to interpret the information in light of understanding each examinee's needs and abilities. Discussion of performance expectations with the examinee should be reassuring but realistic. Used with these cautions, an examinee's TABE CLAS-E Level 4 score can be useful in assessing the likelihood of the examinee's readiness for taking the TABE 9&10 Level M tests.

Additional information about the TABE CLAS-E to TABE 9&10 Linking Study can be found in the *TABE CLAS-E Technical Report*.

## Transition Scores and Exit Criteria

Scores on the TABE CLAS-E battery of tests provide information that can help educators decide when an adult student is adequately proficient in English to transition from an ESL program to an adult basic education (ABE) program. These important decisions are complex and should involve the evaluation of multiple sources of information. The performances of a student in instructional and assessment activities, in verbal and written modes of expression, and in receptive and productive modes of communication are important to consider when evaluating any transition decision. Two types of exit criteria are described here, either one of which may be useful. When these criteria have been met, consideration of the student for exit or transition is appropriate. However, no exit or transition decision should be made solely on the basis of performance on a single test.

### Recommended Criterion for Consideration for Exit from ESL Instruction

A student who demonstrates NRS Advanced ESL performance in at least three TABE CLAS-E subtests should be considered for exit from ESL instruction to adult basic education instruction.

The cut scores for NRS Advanced ESL, Level 6, may be found in the scoring tables for TABE CLAS-E Level 4 in this book.

CTB recommends that performance on three out of four subtests be used to judge readiness to exit to an ABE program because performance on three or more subtests offers more reliable information than performance on only one or two subtests.

### Alternative ESL Exit Criteria Based on Individual TABE CLAS-E Subtests or Totals

In some settings and programs, using the recommended criterion is not practical because of policy or test administration constraints. In these situations, alternative criteria may be used. For example, a program may be required to consider only the TABE CLAS-E Reading subtest, in conjunction with other program criteria. When individual subtest performances are considered for exit decisions, it is appropriate to use a higher criterion. Use of the following TABE CLAS-E Level 4 cut scores is recommended:

Reading	588
Writing	612
Total Reading and Writing	600
Listening	607
Speaking	594
Total Listening and Speaking	600

The individual cut scores for Reading and Writing are based on the TABE 9&10 linking study, as described earlier. The individual cut scores on Listening and Speaking, for which no corresponding TABE 9&10 subtests exist, require the top CLAS-E Level 4 score to be within one standard error of measurement.

These TABE CLAS-E exit criteria should be viewed as guidelines to support informed decision making by instructors and/or administrators regarding a student's likelihood of success if transitioned or exited from an ESL program of study to an ABE program of study.

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

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



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

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

<b>Purpose</b>	Understanding and Completing Job Applications
<b>Primary Objective</b>	1.2 Read Words
<b>Primary Subskill</b>	1.2.5 Appropriate Associated Information
<b>Secondary Objective</b>	4.3 Provide Information
<b>Secondary Subskill</b>	4.3.1 Express Ability
<b>Approximate Task Time</b>	25 minutes

## Preparation

### Materials


- Two copies of Worksheet 31 (“Job Application”) per student

### Preparation

1. Find out what students already know about applying for a job. For additional help, see Part 4: Teaching Approaches, 1.
2. Introduce or review essential vocabulary needed to complete the task (e.g., *application, availability, position, preference, social security number*). For additional help, see Part 4: Teaching Approaches, 2.

## Procedure

1. Divide students into pairs. Ideally, pair a lower-level student with a higher-level student.
2. Explain to students that they will work together to complete a job application.
3. Distribute one copy of Worksheet 31 (“Job Application”) to each student. With lower-level students, consider distributing only the first page of the worksheet.
4. Ask students to complete the job application. It is desirable that they use real information, but fictitious responses are acceptable. Higher-level students should help lower-level students with any problematic questions or sections of the application.
5. As an option, the teacher may want to model the completion of one or two sections of the application to ensure that students understand the task.
6. After students have completed the job application, elicit answers to questions based on each section of the application (e.g., *What is your name? Where do you live?*).
7. Distribute a blank copy of Worksheet 31 (“Job Application”) to each student.
8. Ask students to choose a different partner and to complete the job application by asking his or her partner for the necessary information (e.g., *What is your name?*).
9. If necessary, model a response with a higher-level student.



**Reading Strategy.** Job applications often ask for information using abbreviations or very brief descriptions, and often do not provide enough space to write a full answer. Discuss with students what grammatical parts are permissible to leave out on an application and how to abbreviate words properly.

**Variations**

**For lower-level students, complete the application as a class.** This will help ensure that students understand the questions and the information requested. Afterwards, distribute a blank copy for students to complete on their own.

**Higher-level students conduct job interviews.** Using the application as an interview form, higher-level students can ask each other for the necessary information to fill out the application.

**Expansions**

**Students complete authentic job applications collected from the local community or downloaded from the Internet.** Ideally, students can obtain an application from a place where they might consider working, then complete and submit it to the teacher or a peer for feedback.



**Job Application**

DATE \_\_\_\_\_

Name \_\_\_\_\_  
Last First Middle

Present address \_\_\_\_\_  
Number Street City State Zip

How long at present address? \_\_\_\_\_ Telephone ( ) \_\_\_\_\_

Over 18 years of age? Yes \_\_\_\_\_ No \_\_\_\_\_

Days/hours available to work (check all)

Mon \_\_\_\_\_ Thurs \_\_\_\_\_ Sun \_\_\_\_\_  
Tue \_\_\_\_\_ Fri \_\_\_\_\_  
Wed \_\_\_\_\_ Sat \_\_\_\_\_

How many hours can you work each week? \_\_\_\_\_ Can you work nights? \_\_\_\_\_

Employment desired (check one) FULL-TIME \_\_\_\_\_ PART-TIME \_\_\_\_\_ NO PREFERENCE \_\_\_\_\_

Date available to start \_\_\_\_\_  
MM / DD / YYYY

**Job Application**

Type of School	Name of School	Location	Year Graduated
High School			
College			
Trade			

Do you have a driver’s license? Yes \_\_\_\_\_ No \_\_\_\_\_

State of issue \_\_\_\_\_ Expiration date \_\_\_\_\_

Please list three personal references.

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone ( ) \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone ( ) \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone ( ) \_\_\_\_\_