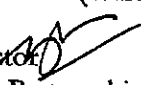


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TO: Workforce Investment Act (WIA) Youth Grantees and Sub-Recipients
FROM: Wanetta Ayers, Director 
Division of Business Partnerships

SUBJECT: Test of Adult Basic Education (TABE) Testing Procedures

Revised 12/30/2013 to add a TABE testing timeline.

Purpose: To advise WIA Youth grantees on TABE testing procedures for assessing basic skill deficiencies for out of school youth program participants.

Background: Per WIA section 129(c)(1)(A), WIA Youth funded grantees must provide an objective assessment of the academic levels, skill levels, and service needs of each participant. The assessment will include a review of basic and occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs.

This assessment includes providing a TABE test for all Out of School youth. The TABE test identifies literacy/numeracy levels of the participant and allows for goals to be set to increase literacy/numeracy levels if needed.

Under Common Performance Measures, literacy/numeracy gains must be reported using Educational Functioning Levels (EFLs) listed within the National Reporting System (NRS) Test Benchmarks. The TABE is the only assessment tool recognized by the state with scores that can be translated into EFLs.

Action

Grantees will assess all Out of School youth participants with TABE Forms 9 & 10 Survey Test within 60 days of the date of their first youth service. It is allowable to use TABE test results administered up to six months prior to the date of the first youth service to serve as pre-TABE test scores. Participants that score at grade level 8.9 or below on the pre-TABE test are classified as basic skills deficient per Employment and Training Administration, Training and Employment Guidance Letter (TEGL) 17-05, Change 1, Change 2. Basic skills deficient participants must receive a basic skills goal and academic training as a component within their Individual Service Strategy to improve literacy and numeracy skill levels. In addition, the administration of a post-TABE test must be delivered at least once within one

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year from the date of the first youth program service to measure gains. The state recommends 60 hours of instruction be provided to basic skills deficient participants prior to administration of the post-TABE test. Multiple post-TABE tests may be delivered if minimum instructional hours are met and tests are administered within the one year time frame. It is a requirement of the state that all grantees serving Out of School participants utilize the TABE Locator Test to assess testing levels when administering the pre-TABE test.

Use of the TABE Locator Test

The locator test is a brief survey that helps determine the appropriate level TABE. The locator test should be administered before the pre-TABE test. The Locator test:

- Accurately indicates what content and skills need to be mastered by the youth;
- Is less frustrating to a youth than taking a test that is too easy or too difficult, and
- Places a youth in the appropriate level to demonstrate all his or her skill gains.

When selecting the appropriate level of the TABE, the lower level test should be administered if a youth scores on the low side of the score range. For instance, a youth who scores a 9 on the reading Locator Test is at the low end of the score range (9-10) and should be given the next easier level (Medium). See chart below:

TABE 9 & 10 Locator Test Scores Evaluation Chart

TABE Level	READING	MATHEMATICS	LANGUAGE
E	6 & below	4-6	6 & below
M	7-8	7-8	7-8
D	9-10	9-11	9-10
A	11-12	12-16	11-12

Testing Guidelines

Follow publisher instructions, as written, for administering the TABE Test.

Assessing youth with disabilities

Reasonable accommodations must be provided to youth with disabilities, which may include:

- Changes to the methods of presentation of the test: e.g., providing Braille versions of test, or orally reading the directions or test questions to test-takers;
- Changes to the methods of response to the test question: e.g., having the test –taker point to a response or use a computer for responding;
- Changes to the setting in which the test is provided: e.g., permitting the test to be taken at home, or in a small group, rather than in a large group or institutional setting; and

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- Changes to the timing or scheduling of the test: e.g., extending the amount of time generally provided for completion of the test, permitting frequent supervised breaks, etc.

Performance Factors

Under Common Measures literacy/numeracy successful performance is calculated based on, of those out-of-school youth who are basic skills deficient, the percentage that increase one or more educational functioning level within one year of participation.

If post-test results indicate that a youth continues to be basic skills deficient after the first 12 months of participation, they should continue to receive training in literacy/numeracy skills and post-tested for gains within one full year of participation based on the date of first youth service anniversary date. If it is not planned for the youth to be post-tested, said youth should be exited prior to completion of a second or third year, based on the first service anniversary date. Exiting youth that will not post-test during the second participation year mitigates the negative performance outcomes associated with absentee assessments.

Pre-TABE test and Post-TABE test Timeline

The testing timeline should be used as a guide for administering the TABE assessment with appropriate time intervals that support skill retention and maximize positive outcomes:

It is allowable to use youth TABE assessment outcomes attained prior to WIA Youth program participation. Previous TABE assessment scores administered up to six months prior to registration may be used to establish pre-TABE test scores at registration. If a pre-TABE test was not administered before the youth was referred to the WIA youth program, a pre-TABE test must be administered and scores entered into the individual case management system within 60 days following the date of the first youth program service.

Pre and Post-TABE test scores must be and entered into the individual case management system within 30 days of their availability.

Testing Timelines:

- Pre-TABE test Youth within 60 days of registration (includes administration of the locator).
- If pre-TABE results are less than or equal to 8.9 for one or both performance assessment areas (math and reading) begin basic skills instruction within 15 days of completion of the pre-TABE test to address the deficient area(s). It is recommended a minimum of 60 hours of basic skills instruction be provided to participants. This basic skill instruction service must be included in the participants' individual service strategy.
- Administer a post-TABE test to capture gains within seven days of completion of the basic skills training.

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- If the participant increases one or more educational functioning grade levels on the post-TABE test in math, reading or both, they have met the performance measure for that participation year.
 - If the participant remains basic skill deficient after educational functioning grade level gains have been realized, the participant must continue to receive training in literacy numeracy skills and post tested within the one year anniversary of the first youth service start date, for each participation year enrolled.

Note:

The literacy/numeracy gains measure is not exit-based; post-testing that occurs after an exit does not count toward the literacy/numeracy gains measure of performance. You must stop the exit process to post test a youth if they have not completed follow up and are within the one year anniversary time frame to capture performance.

Please contact Shane Bannarbie, WIA Youth Program Coordinator with questions: 269-4551 or shane.bannarbie@alaska.gov