TABE Complete Language Assessment System—English

TABE

TABE CLAS-E

A comprehensive assessment system
that develops better English skills for life

Assess • Report • Improve

Empower Your Adult ESL Students with
TABE Complete Language Assessment System—English

Developed by the research and assessment professionals at Data Recognition Corporation | CTB, TABE Complete Language Assessment System—English™ provides teachers with accurate, reliable evaluations of adult students' English language skills.

English Language Proficiency Enables Success in Academics, in the Workplace, and in Life

Assess

TABE Complete Language Assessment System—English accommodates all English proficiency levels to accurately measure students' reading, listening, writing, and speaking skills. The optional speaking test gives teachers maximum flexibility in how they assess their students.

Report

TABE Complete Language Assessment System—English delivers number-correct and scale scores for each skill area, as well as for the two composite skill areas—Reading/Writing and Listening/Speaking—and for the total battery of assessments.

Additional scores include: National Reporting System (NRS) proficiency levels, objective mastery scores, and Student Performance Levels (SPLs). With this system, it is quick and easy to pinpoint student strengths and weaknesses, and to demonstrate student gains for NRS reporting purposes.

Improve

TABE Complete Language Assessment System—English goes beyond proficiency measurement to enable targeted instruction. Staff development materials and a useful Teacher's Resource Guide help teachers maximize their time while assisting them with the assessment administration process. These materials include valuable lesson plans and instructional guidance.

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Introducing TABE Complete Language Assessment System—English

A Unique Approach

Unlike other English assessment programs, TABE Complete Language Assessment System—English assesses English proficiency levels and measures critically important grammar standards.

Research-Based

The test creation process began with a thorough analysis of English as a Second Language (ESL) state standards, including: California, Massachusetts, Texas, and the Florida Literacy Completion Points. DRC|CTB subject matter experts aligned the system to the Common European Framework and the Canadian Language Benchmarks 2000 (English as a Second Language–For Adults). The system also utilizes NRS levels for measuring educational gains.

Next, DRC|CTB conducted a thorough field standardization study to ensure the reliability and validity of the system's test items. Backed by DRC|CTB's content development and research processes, this study encompassed more than 12,000 individuals in various types of programs, both in the United States and internationally.

With TABE CLAS–E™, ESL students will no longer suffer disappointment when transitioning into adult basic education programs. Scores are linked to TABE® 9&10 for seamless transition into the nation's leading adult basic education program. The appropriate level of TABE for adult basic education is derived from a study linking the two sets of scores.

A Comprehensive System That Develops Better English Skills for Life

Gain accurate, research-based evaluations

TABE Complete Language Assessment System—English provides teachers with the resources they need to assess adult English language learners' reading, listening, writing, and speaking skills.

Monitor student progress

The most complete English language proficiency program available, TABE Complete Language Assessment System—English provides scale scores that monitor student learning gains. This powerful system assesses English proficiency levels and further measures student gains through pre- and post-testing. Initially, teachers may use the Locator Test to determine the appropriate assessment level.

Promote quality instruction

Once students have been accurately assessed, teachers can tailor their instruction by leveraging the assessment system's instructional guidance tools. Sample lesson plans and teaching activities further aid student learning by providing focused language practice in engaging work and community situations.

Build teachers' skills

The assessment system's professional development materials enable enhanced individual or group training sessions by instructing teachers on how to interpret and apply test results. An accompanying DVD includes additional assessment information, as well as sample test items and score reports.

Engaging Content

TABE Complete Language Assessment System—English uses engaging, culturally relevant test content to motivate students and foster high-impact learning. Test items include realistic illustrations and contextualized reading passages to encourage students to achieve their best.

Easy test administration and scoring

A short *Locator Test* ensures that adult learners start with the appropriate assessment level. *Pre-* and *Post-Tests* are available at four different levels to ensure that students test within the correct range for their abilities.

TABE Complete Language Assessment System—English Assessment Levels

Levels	ESL Proficiency	NRS Levels
1	Beginning ESL 1	1 and 2
2	Beginning ESL 2	2 and 3
3	Intermediate ESL	3 and 4
4	Advanced ESL	5 and 6

Scope and Sequence

The scope and sequence lists the test objectives by content area—Reading, Listening, Writing, and Speaking—and the four proficiency levels in which they are assessed. DRC|CTB subject matter experts created the test objectives and proficiency levels after a thorough examination of several sets of state and international standards.

Objective	Proficiency Level			
Reading	**1**	**2**	**3**	**4**
Quantitative Literacy	•	•	•	•
Read Words	•	•	•	•
Reading Comprehension	•	•	•	•
Listening				
Quantitative Literacy	•	•	•	•
Listen for Information	•	•	•	•
Interpersonal Skills	•	•	•	•
Interpret Meaning	•	•	•	•
Writing				
Quantitative Literacy	•	•	•	•
Usage and Conventions	•	•	•	•
Sentence Formation and Coherence	•	•	•	•
Expository Writing	•	•	•	•
Speaking				
Quantitative Literacy	•	•	•	•
Social Interaction	•	•	•	•
Provide Information	•	•	•	•
Accomplish Goals	•	•	•	•

Reading

To assess students' reading proficiency, the Reading test employs realistic document-based passages such as schedules, forms, flyers, store receipts, advertisements, product instructions, and newsletters. Lower-level students also answer discrete, picture-based items. Assessed Reading objectives include quantitative literacy, read words—e.g., applying knowledge of morphemes and syntax, word meaning, and appropriate associated information—and reading comprehension.

Sample Reading Test Items

Read the item and choose the correct answer.
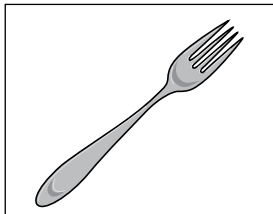
1. **What does the picture show?**
   - ● fork
   - ○ spoon
   - ○ knife

Read the advertisement. Then do Numbers 2 through 4.

JAY'S CLOTHING SUPERSTORE
We have clothes for boys, girls, men, and women.
Choose from our large selection.

| (1) | sweaters | skirts |
| pants | jackets | dresses |

There is something for everyone!

20% Off
All pants and jackets
Good until 9/21

1234 Lemon St., Kenville
Open Monday – Saturday 10–6

	Level 1	
Item	TABE® Objective	Descriptions
1	READ WORDS AND PHRASES	Comprehend basic vocabulary
2	READ WORDS Appropriate Associated Information	Comprehend context in order to supply missing information
3	READING COMPREHENSION Identify Information	Understand stated details in the text
4	READING COMPREHENSION Construct Meaning	Derive meaning from related pieces of information

2. **What belongs on line 1?**
   - ● shirts
   - ○ chairs
   - ○ dishes

3. **Which of these is 20% off?**
   - ○ dresses
   - ● jackets
   - ○ sweaters

4. **Which do you see in this advertisement?**
   - ○ a bill
   - ○ a receipt
   - ● a coupon

Reading

Reading

Sample Reading Test Items

Read the item and choose the correct answer.

Mount Saint Helens
Journal Entry: Saturday, August 19

We finished our two-week tour of the Cascade Mountain Range today with a trip to Mount Saint Helens. It is a volcano that erupted in 1980. When it erupted, it sent a cloud of ash over 75,000 feet high into the air in less than fifteen minutes. The eruption caused problems to the air and land throughout the state of Washington. The ash cloud eventually circled the world. Our group expected to see a lot of damage to the environment. Instead, we were amazed to find nature rebuilding itself. Of course, many trees still lay on the ground like matchsticks, but there was also a lot of new plant growth. We hiked several hours until we got to Johnston Ridge. Our view of the volcano's crater left us speechless. Finally, we hiked back down the mountain and drove to Seattle where we enjoyed a delicious farewell dinner.

Level 3		
Item	TABE Objective	Descriptions
5	QUANTITATIVE LITERACY Numbers and Numeracy Terms	Recognize cardinal and ordinal numbers in written form.
6	READ WORDS Morphemes and Syntax	Recognize the meaning of common affixes.

5. **What is the correct way to write 75,000?**
   ○ seventy-five hundred
   ● seventy-five thousand
   ○ seven thousand five hundred
   ○ seven hundred fifty thousand

6. **In the phrase, "left us speechless," the word speechless means**
   ○ speaking quietly
   ○ forgetting to speak
   ● not able to speak
   ○ not speaking much

Reading

Reading

Sample Reading Test Items

7. **Read the sentence from the passage.**

   We were amazed to find nature rebuilding itself.

   Which word means the OPPOSITE of amazed?
   ○ shocked
   ○ confused
   ○ hoping
   ● expecting

8. **Where did the group eat dinner?**
   ● Seattle
   ○ Johnston Ridge
   ○ Mount Saint Helens
   ○ Cascade Mountain Range

9. **Which statement is an OPINION?**
   ○ The crater can be seen from Johnston Ridge.
   ○ The eruption caused damage throughout the state of Washington.
   ● The trees on the ground looked like matchsticks.
   ○ The ash cloud reached its highest point in less than fifteen minutes.

Reading

Level 3		
Item	**TABE Objective**	**Descriptions**
7	READ WORDS Opposite Meaning	Recognize the opposite of a word in context.
8	READING COMPREHENSION Identify Information	Understand stated details in the text.
9	READING COMPREHENSION Extend Meaning	Demonstrate critical understanding.

Listening

With the use of a CD, the Listening test presents items in a spoken format of varying lengths. Familiar adult contexts are used to assess students in meaningful work, community, and education situations. Students are tested in quantitative literacy, listening comprehension, and interpersonal skills.

Sample Listening Test Items

1. **The speed limit is 55 miles per hour. What number did you hear?**

SPEED LIMIT **15**   SPEED LIMIT **50**   SPEED LIMIT **55**

2. **(Woman): I need to drive to the store but my car does not work.**
   (Man): I can give you a ride to the store.

   Why does the man offer to give the woman a ride?
   ○ The woman wants to buy a car.
   ◉ The woman needs to go to the store.
   ○ The woman asks the man for a ride.

Level 1		
Item	TABE Objective	Descriptions
1	QUANTITATIVE LITERACY Numbers and Numeracy Terms	Identify cardinal numbers.
2	INTERPRET MEANING Cause/Effect	Use reasoning to understand causality

TABE Fact

For Listening items, the student listens to the Test Directions, passages, questions, and answer choices played from a CD. Only the answer choices appear in the Test Book. The bold text is what the student hears.

Listening

Listening

Sample Listening Test Items

Cooking Adventures

"In tonight's cooking class we are going to make a casserole. The ingredients are mushrooms, carrots, mayonnaise, cooked chicken breasts, and a can of cream of chicken soup. First, cut up three cooked chicken breasts, 2 cups of mushrooms, and 2 medium carrots. Mix 1 cup of mayonnaise and the can of soup in a large bowl. Add the chicken, mushrooms, and carrots. Grease the baking dish. Then, pour the mixture into the baking dish and bake it for 45 minutes at 350 degrees. Okay, class, get your ingredients from the kitchen and let's get started."

3. 🔊 **What vegetable is in the casserole?**
- ○ peas
- ● carrots
- ○ potatoes

4. 🔊 **Who is the speaker?**
- ○ a waiter
- ● a teacher
- ○ a student

5. 🔊 **Which is the LAST thing you should do?**
- ● Bake the casserole.
- ○ Grease the baking dish.
- ○ Add the chicken and vegetables.

6. 🔊 **What will the class probably do next?**
- ○ Go home.
- ○ Buy ingredients.
- ● Make a casserole.

Listening

Level 2		
Item	TABE Objective	Descriptions
3	LISTENING FOR INFORMATION Details	Recall specific information communicated through an oral presentation.
4	INTERPERSONAL SKILLS Determine Role	Identify the role of a speaker through non-identifying speech.
5	INTERPERSONAL SKILLS Instructions	Follow multi-step instructions.
6	INTERPRET MEANING Forecast	Predict the event most likely to occur next based on the information presented orally.

Writing

The Writing test uses selected-response items to gauge students' knowledge of English language grammar and mechanics, and constructed-response items to measure their application of this knowledge in expository writing. Selected-response items test quantitative literacy, usage and conventions, and sentence formation and coherence.

The constructed-response items are scored using holistic rubrics to assess students' expository writing abilities. Lower-level students describe pictures and fill out realistic forms. Higher-level students write descriptions, brief work or community-related letters, and a short essay.

Sample Writing Test Items

For Number 1, choose the word or words that correctly complete the sentence.

1. The food is _____ the table?

   ○ of

   ● in

   ○ on

2. **Complete the form. Use only information from the Answer List. One line is completed.**

Answer List

2002
Marla García
XYZ034
Silver
Nexus LS

Application for Parking Permit

Name _Marla García_____

Car License _____

Car Make & Model _____

Year _____ Color _____

Level 1

Item	TABE Objective	Descriptions
1	USAGE AND CONVENTIONS Noun Phrases	Build grammatical sentences using the elements of a noun phrase.
2	EXPOSITORY WRITING Write to Accomplish Tasks	Correctly place information in documents.

Writing

Sample Writing Test Items

3. Write two sentences about the picture.

1) _____

_____

2) _____

_____

4. Choose the COMPLETE sentence.

○ Coming to the United States in 2000.

◉ I know almost no English.

○ Because I never studied in my country.

5. Choose the correct sentence.

○ Please tell me where you live

◉ Please tell me where you live.

○ Please tell me where you live?

Writing

Level 2		
Item	**TABE Objective**	**Descriptions**
3	EXPOSITORY WRITING Write to Describe	Describe people, scenes, and situations.

Level 3		
Item	**TABE Objective**	**Descriptions**
4	SENTENCE FORMATION AND COHERENCE Sentence Formation	Recognize fragment errors.
5	USAGE AND CONVENTIONS Writing Conventions	Use appropriate writing conventions.

Writing

Sample Writing Test Items

4. Choose the correct sentence.

○ Been considered for employment, you must fill out an application.

● To be considered for employment, you must fill out an application.

○ Being considered for employment, you must fill out an application.

5. Choose the correct sentence.

Under normal driving conditions, you can drive safely by following the posted speed limits. _____, the posted limits are not always safe. The "basic speed law" says that you should never drive faster than is safe for the road and weather conditions.

○ Also

○ Consequently

● Nevertheless

Level 4		
Item	**TABE Objective**	**Descriptions**
4	USAGE AND CONVENTIONS Verb Phrases	Build grammatical sentences using the elements of a verb phrase.
5	USAGE AND CONVENTIONS Writing Conventions	Combine ideas using appropriate and logical coherence devices.

Writing

Speaking

The optional Speaking test is individually administered. The test uses picture-based stimuli to determine student proficiency in quantitative literacy, social interaction, providing information, and accomplishing goals. Realistic work and community contexts integrate critical speaking skills, such as phone competency, the expression of opinions and abilities, negotiating meanings, and providing descriptions and instruction.

In order to provide the most valid scores possible, the Speaking test introduces an innovative, multiple-criteria scoring rubric that simultaneously measures grammar, meaning, and the appropriateness of spoken responses. Students receive credit for strong performance in one or more areas, rather than simply receiving a one-dimensional score.

Sample Speaking Test Items

A

Level 1

Item	TABE Objective	Descriptions
1	QUANTITATIVE LITERACY Numbers and Numeracy Terms	Verbalize cardinal numbers.
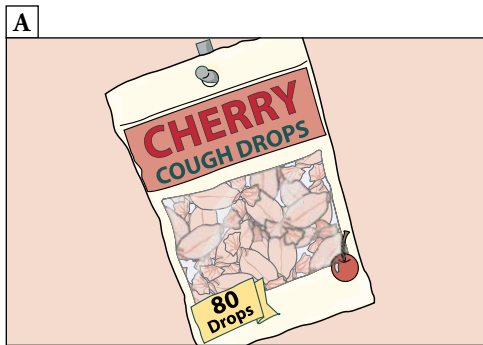
1. **SAY**   **Look at Picture A.**

   >   Point to the number 80 in Picture A.

   SAY   **How many cough drops are in this bag?**

   RESPONSE   0   1   2

   Correct response: Eighty / Eighty cough drops

TABE Fact

For Speaking items, the student sees only the illustrations. The administrator sees the text written below the illustrations. The words in bold are spoken by the administrator.

Speaking

Sample Speaking Test Items

Level 2		
Item	TABE Objective	Descriptions
2	ACCOMPLISH GOALS Negotiate Meaning	Ask for clarification explanation

2. > Point to the man in Picture B.

SAY **Look at Picture B. This is you. The customer wants to buy a frame for a picture. Your store has many sizes of picture frames. What do you ask the customer?**

GRAMMAR	0	1	2	3
MEANING	0	1	2	3
APPROPRIATENESS	0	1	2	3

Examples of a top-score response:
a) How big is the picture?
b) What size frame do you need?

Speaking

Speaking

Sample Speaking Test Items
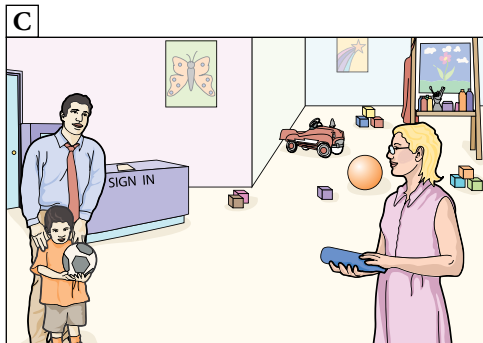
3. >   Point to the man in Picture C.

SAY   **Look at Picture C. This is you. You usually pick up your son, Tony, at the day care center at 3:30. However, this week you can't come until 5:30. What do you ask the teacher at the day care center?**

GRAMMAR	0	1	2	3
MEANING	0	1	2	3
APPROPRIATENESS	0	1	2	3

Examples of a top-score response:
a) May I pick up Tony at 5:30 this week? I have to work late.
b) My schedule has changed this week. May I pick up Tony at 5:30?

Speaking

Level 3		
Item	**TABE Objective**	**Descriptions**
3	ACCOMPLISH GOALS Request/Permission	Use appropriate language when requesting permission.

TABE Fact

Speaking items require students to describe what they see in a picture, to role-play, or to share personal opinions.

Speaking

Sample Speaking Test Items

Level 4		
Item	**TABE Objective**	**Descriptions**
4	SOCIAL INTERACTION Express Opinion	Indicate a preference or support an argument
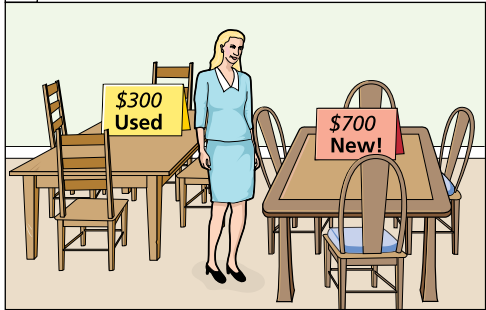
4. SAY   **Look at Picture D. This is you.**

> Point to the table labeled USED.

SAY   **Betsy needs to buy a table and chairs for her dining room. She could save money if she bought a used table.**

> Point to the table labeled NEW.

SAY   **However, she really likes the style of the new table. What advice would you give her?**

GRAMMAR	0	1	2	3
MEANING	0	1	2	3

Examples of a top-score response:
a) How I would buy the used table set. You don't need a fancy new dinner table.
b) She should buy the new one. It's nicer, and it will last a long time.

Speaking

Score Reports

Individual Student Report

The *Individual Student Report* identifies both a student's strengths and skill areas that need improvement. The reports also present number-correct scores for each test in the assessment, NRS and Student Proficiency Levels, and Objectives Mastery information.

Group List Report

The system's *Group List Report* presents scores by subtest for each student in a specified group or class. The report, which can be used to evaluate both individual and group performance, also provides number-correct information.

Prescriptive Report

The *Prescriptive Report* links a student's performance by objective to specific study assignments, thereby providing additional practice on skills that need improvement.

Item Analysis Report

The assessment system's *Item Analysis Report* indicates how a student answered each test item. In the report, items are grouped by objective for quick and easy viewing.

Assessment Summary Report

The *Assessment Summary Report* allows teachers to summarize a group's performance on each subtest in the assessment. In addition to evaluating group skill proficiency levels, this report can also be used to help administrators estimate overall program effectiveness.

Instructional Guidance

TABE Complete Language Assessment System—English includes instructional guidance materials that provide teachers with contextualized lesson plans that enhance instruction in all content areas.

The system's instructional guidance materials are designed for classes of multi-proficient language learners and address critical test and content objectives. To further support English learners on their path toward English proficiency, students are exposed to test- and content-oriented tasks that cover a comprehensive list of skills.

Professional Development Materials

The system's professional development materials include an interactive DVD for use with individual or group training sessions. Included is explanatory and descriptive information about how to use the system, examples of test items and score reports, and more. These materials show teachers how to interpret and apply test results to successfully enhance classroom instruction and student learning.

The key to moving adult ESL students toward English proficiency is providing level-appropriate instruction. TABE Complete Language Assessment System—English instructional guidance materials offer teachers practical, skills-based lesson plans that align to NRS standards for adult learners.

TABE CLAS-E

Trusted in adult education for over 50 years...

Data Recognition Corporation | CTB provides teachers with a reliable, easy-to-use system

that accurately identifies the instructional needs of adult ESL students.

With TABE Complete Language Assessment System—English,

teachers can help adult ESL students achieve success both inside and

outside the classroom.

TABE CLAS-E

TABE Complete Language Assessment System—English

The most complete English language proficiency system available

- Integrates assessment, instruction, and professional development
- Measures student gains
- Aligns to key adult education standards
- Offers computer-based local scoring
- Approved for NRS Reporting

**For additional information or to place an order online,
visit CTB.com/TABECLASE or call DRC|CTB Customer Service
at 800.538.9547**

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