



TABE 13/14 & TABE CLAS-E C/D

Discussion Topics

- Current Status of TABE and CLAS-E
- Updates and Changes for TABE 13/14
- Updates and Changes for CLAS-E C/D
- Description of the TABE Workforce Portal
- TABE and CLAS-E Next Test
Recommendations
- TABE and CLAS-E Reports and Resources
- HSE and Grade Range Alignments

New Test Forms

The US Dept of Education - Office of Career, Technical and Adult Education (OCTAE) notified DRC that both TABE 13/14 and CLAS-E C/D have been approved for NRS Reporting and the official notification was published in the Federal Register this summer.

DRC Adult Assessments

TABE 11/12

- Paper or Computer-based (Insight)
- Federally-approved under WIOA through June 30, **2025** for Reading, Math and Language
- Only assessment fully approved in all 3 content areas by the US Dept of Education

TABE CLAS-E

- Paper or Computer-based (Insight)
- Federally-approved under WIOA through June 30, **2025** for Reading, Listening, Writing and Speaking

Both Current Forms will continue to be used until June 30, 2025

TABE 13/14 Updates

- NRS approval announcement received!
- Publishing of new forms into the TABE Portal underway
- No changes to the College & Career Readiness Standards
- No changes to the NRS Level Descriptors
- Small changes to the Objective Blueprints where a few skills will move up or down a TABE level
- Paper testing will have one standard answer sheet for all levels
- Overall reduction in testing time.

Reading Updates

TABE 13 & 14 Reading Blueprints

Domain	Level E	11&12	Level M	11&12	Level D	11&12	Level A	11&12
Reading Foundational Skills*	18.20%	16%*	18.20%					
Key Ideas and Details	36.40%	37.00%	36.40%	47.00%	45.50%	47.00%	45.50%	47.00%
Craft and Structure, Vocabulary Acquisition and Use	31.80%	32.00%	31.80%	42.00%	40.90%	38.00%	40.90%	42.00%
Integration of Knowledge and Ideas	13.60%	15.00%	13.60%	11.00%	13.60%	15.00%	13.60%	11.00%

*Domain from Phonics and Word recognition

Math Updates - DESMOS 4 Function and Scientific Calculators



Your answers show up on this side. ↓

$$\sqrt[3]{8} + 5^3 \cdot \frac{120}{45} = 335.3333333$$

main abc func DEG ↶ ↷ clear all 🔧

a^2	a^b	$ a $	7	8	9	÷	%	$\frac{a}{b}$
√	$\sqrt[n]{}$	π	4	5	6	×	←	→
sin	cos	tan	1	2	3	−	✖	
()	,	0	.	ans	+	↶	

Math Updates – Level E

TABE 11 & 12 Mathematics Blueprints

Domain	Level E
Numbers and Operations - Fractions	12%
Operation and Algebraic Thinking	22%
Geometry	10%
Measurement and Data	28%
Numbers and Operations – Base Ten	28%

TABE 13 & 14 Mathematics Blueprints

Domain	Level E
Numbers and Operations	27.5%
Algebraic Concepts	27.5%
Geometry	20.0%
Measurement, Data, and Probability	25.0%

Math Updates – Level D

TABE 11 & 12 Mathematics Blueprints

Domain	Level D
Functions	11%
Expressions and Equations	18%
Geometry	18%
Statistics and Probability	22%
Ratios and Proportional Relationships	10%
The Number System	21%

TABE 13 & 14 Mathematics Blueprints

Domain	Level D
Numbers and Operations	27.5%
Algebraic Concepts	27.5%
Geometry	20.0%
Measurement, Data, and Probability	25.0%

TABE 13/14 Math Domains

New Domains	Levels				
	L	E	M	D	A
Numbers and Operations	Numbers and Operations in Base Ten		Ratios and Proportional Relationships		Number and Quantity
		Numbers and Operations - Fractions		The Number System	
Algebraic Concepts	Operations and Algebraic Thinking			Functions	
		Expressions and Equations			Algebra
Geometry	Geometry				
Measurement, Data, and Probability	Measurement and Data			Statistics and Probability	

Language Updates

TABE 13 & 14 Language Blueprints

Domain	Level E	11&12	Level M	11&12	Level D	11&12	Level A	11&12
Conventions of Standard English	33.30%	48.00%	33.30%	44.00%	27.30%	44.00%	27.30%	52.00%
Text Types and Purposes	33.30%	30.00%	33.30%	25.00%	39.40%	23.00%	39.40%	25.00%
Knowledge of Language and Vocabulary*	33.30%	N/A	33.30%	5.00%	33.30%	10.00%	33.30%	N/A
Vocabulary Acquisition and Use	N/A	22.00%	N/A	26.00%	N/A	23.00%	N/A	23.00%

*Domains are combined in 13 & 14

TABE CLAS-E Forms C&D Updates

- NRS approval announcement received!
- Publishing of new forms into the TABE Portal underway
 - TABE CLAS-E A/B NRS Approved through June 30, 2025
- Current CLAS-E Objectives have a strong alignment to the new National ELP Standards and new NRS Descriptors
- Refreshed forms will have new and updated items
- Paper testing will switch to the free DRC Local Scanning portal
- Data exchange with ESL Publishers (BurlingtonEnglish, English Discoveries, Engen) planned (similar to the current connection with Essential Education and Aztec Software for TABE)

TABE CLAS-E Forms C&D Updates

- **CLAS-E Locator Profile report**
 - reporting both Locator and Auto-Locator scores – with test date. (Auto-locator was not reported in A&B)
- **CLAS-E Individual Profile report**
 - Reports both the most recent form C (for each subject) and the most recent form D (for each subject.) (For A&B, it was just the most recent test for each subject – no matter the form)
- **On-Demand Roster** now shows both Locator and Operational test scores
- **Nightly SFTP** extract will re-report a test there is an update to any of the following field
 - Last Name, First Name, DOB, Gender, Student ID and Scale Score (which will include invalidations or re-validations.)
- **CLAS-E subtests can now be invalidated**, and re-validated. (Previously, invalidation did not work for CLAS-E.)

CLAS-E Changes



TABE
CLAS-E

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



TABE
CLAS-E

TABE CLAS-E

Objective Structure Forms C&D

READING

READ WORDS

- 1.2.1 **Morphemes and Syntax** – Recognize the proper word form in context; recognize the meaning of common affixes.
- 1.2.2 **Words and Phrases** – Comprehend basic vocabulary; recognize common affixes and comparative forms.
- 1.2.3 **Same Meaning** – Recognize words used synonymously within the text.
- 1.2.4 **Opposite Meaning** – Recognize the opposite of a word in context.
- 1.2.5 **Appropriate Associated Information** – Comprehend context in order to supply missing information.

- 1.2.6 **Numbers and Numeracy Terms** – Recognize cardinal and ordinal numbers in written form.

READING COMPREHENSION

- 1.3.1 **Identify Information** – Understand stated details in the text.
 - 1.3.1.1 Recall specific information and concepts within a text.
 - 1.3.1.2 Recall the sequence of events in a text.
- 1.3.2 **Construct Meaning** – Derive meaning from related pieces of information.
 - 1.3.2.1 Identify the central or main idea of a text.
 - 1.3.2.2 Identify the key points of a text; summarize a text.
 - 1.3.2.3 Use reasoning to understand cause and effect within a text.
 - 1.3.2.4 Compare and contrast different ideas, characters, or events in a text.
 - 1.3.2.5 Draw conclusions based on information in a text.

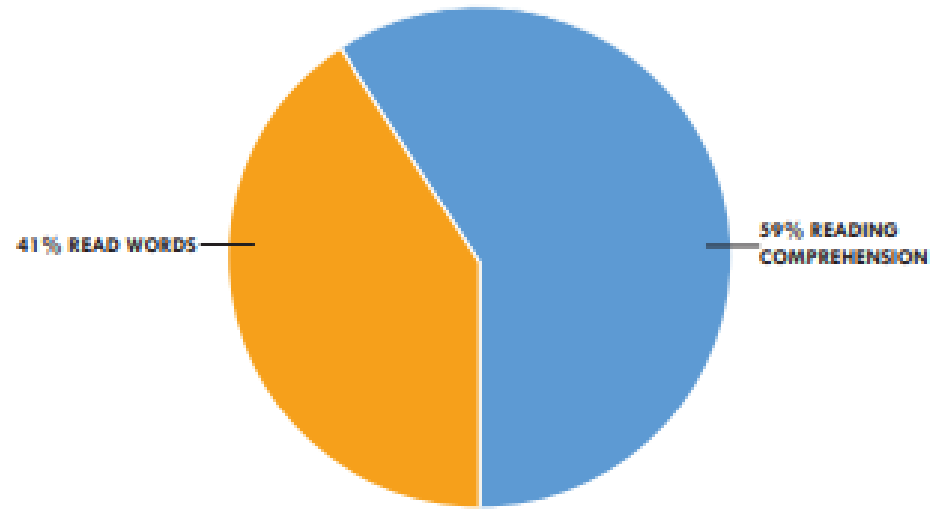
1.3.3 Extend Meaning – Demonstrate critical understanding.

- 1.3.3.1 Determine whether a statement from a text is fact or opinion.
- 1.3.3.2 Make predictions based on information from a text.
- 1.3.3.3 Make a claim or a generalization based on information within a text.
- 1.3.3.4 Identify an author's purpose or reasoning for writing a text.
- 1.3.3.5 Identify features of an author's writing style and techniques within a text.
- 1.3.3.6 Identify the tone of a text; Identify an author's attitude toward a topic in a text.



TABE CLAS-E | Forms C & D READING Blueprint Overview

LEVEL 2




	OBJECTIVE	OBJECTIVE DESCRIPTION	TABE CLAS-E EMPHASIS LEVEL
READ WORDS (41%)	1.2.1	Morphemes and Syntax – Recognize the proper word form in context; recognize the meaning of common affixes.	Low
	1.2.2	Words and Phrases – Comprehend basic vocabulary; recognize common affixes and comparative forms.	Medium
	1.2.3	Same Meaning – Recognize words used synonymously within the text.	Low
	1.2.5	Appropriate Associated Information – Comprehend context in order to supply missing information.	Medium
	1.2.6	Numbers and Numeracy Terms – Recognize cardinal and ordinal numbers in written form.	Medium

New CLAS-E Blueprints


TABE CLAS-E C/D Sample Items – Reading

Reading OTT Level 2 Student Training

Question 1 ?




Sample A



What does the picture show?

- (a) a castle
- (b) a carrot
- (c) a candle

Check your answer:



Review/End Test Pause Flag Options Next

TABE CLAS-E C/D Sample Items – Writing

Writing OTT Level 2

Student Training

Question 1



Sample A

Choose the word that correctly completes the sentence.

He _____ a new job.

- (a) having
- (b) have
- (c) has


Check your answer:



TABE CLAS-E C/D Sample Items – Writing


Writing OTT Level 2 Student Training

Question 4 ?



Sample D


Write one sentence about the picture. Write your sentence in the box provided. One sentence is written for you.



1. He is painting.

2.


Check your answer:




TABE CLAS-E C/D Sample Items – Speaking

Speaking OTT Level 1 Student Training


Question 1 ?



Sample 1

Directions:
0:10 / 0:36 


Sample 1



Voice Recorder

Record Stop Start Over

You can record 3 times.

Check your answer:
0:00 / 0:07 

Testing Times 13/14 and C/D

TABE 13/14 READING		
		Allowable Time
TABE E		100 min
TABE M		100 min
TABE D		100 min
TABE A		100 min

TABE 13/14 MATH		
		Allowable Time
TABE E		60 min
TABE M		60 min
TABE D		60 min
TABE A		60 min

TABE 13/14 LANGUAGE		
		Allowable Time
TABE E		50 min
TABE M		50 min
TABE D		50 min
TABE A		50 min

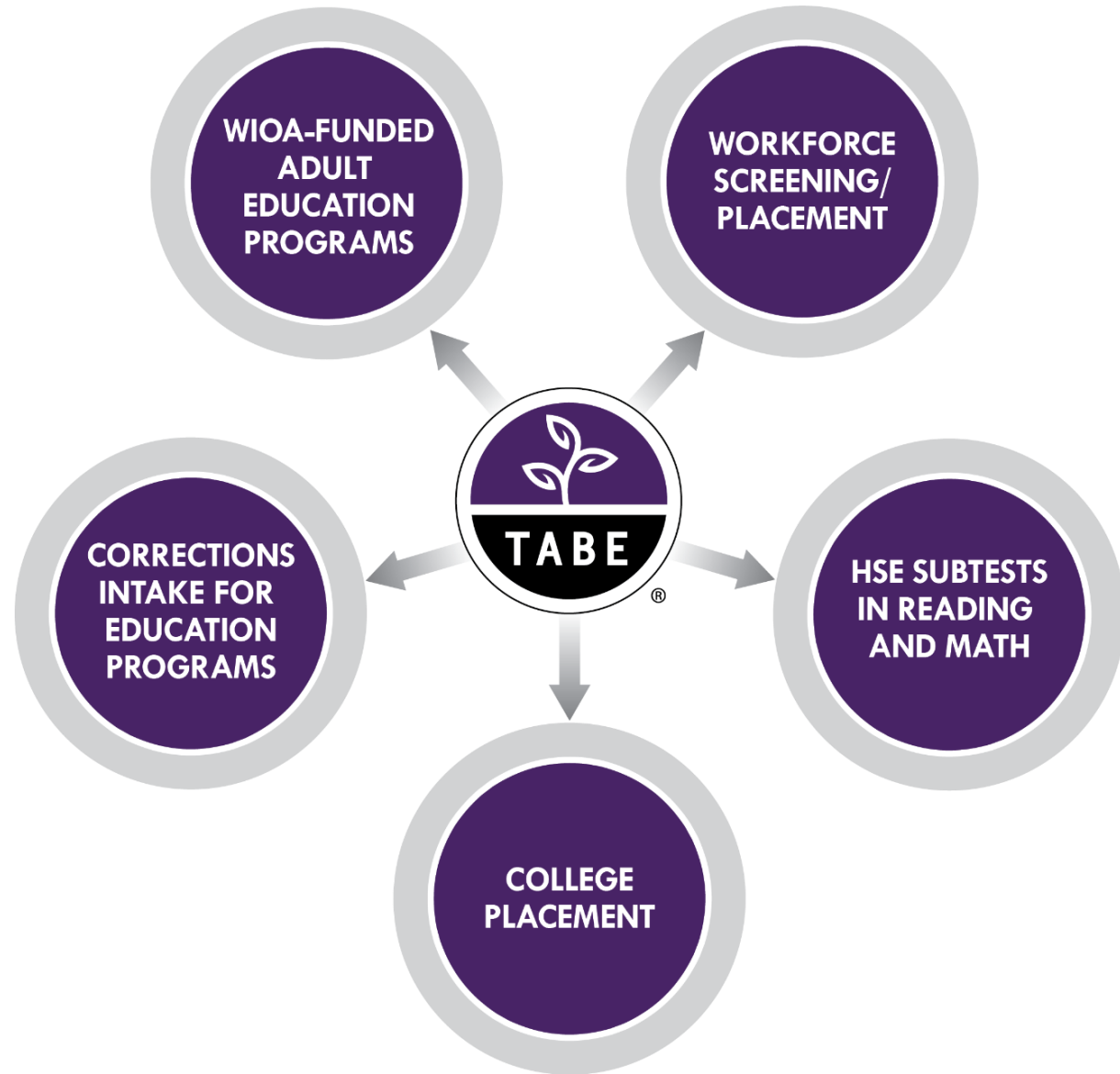
TABE CLAS-E C/D READING		
		Allowable Time
CLAS-E Level 1		30 min
CLAS-E Level 2		30 min
CLAS-E Level 3		30 min
CLAS-E Level 4		30 min

TABE CLAS-E C/D LISTENING		
		Allowable Time
CLAS-E Level 1		30 min
CLAS-E Level 2		30 min
CLAS-E Level 3		30 min
CLAS-E Level 4		30 min

TABE CLAS-E C/D WRITING		
		Allowable Time
CLAS-E Level 1		55 min
CLAS-E Level 2		55 min
CLAS-E Level 3		55 min
CLAS-E Level 4		55 min

TABE CLAS-E C/D SPEAKING		
		Allowable Time
CLAS-E Level 1		25 Min
CLAS-E Level 2		25 Min
CLAS-E Level 3		25 Min
CLAS-E Level 4		25 Min

TABE Multiple Uses



TABE Workforce Readiness

- Released January 2023
- Aligning to Dept of Labor O*Net Bright Outlook Jobs
- Partnership with MetaMetrics to align TABE Reading and Math to Lexile and Quantile Scores
- Provides new normed data for Grade Range alignment

← Back to Home

Architecture & Construction

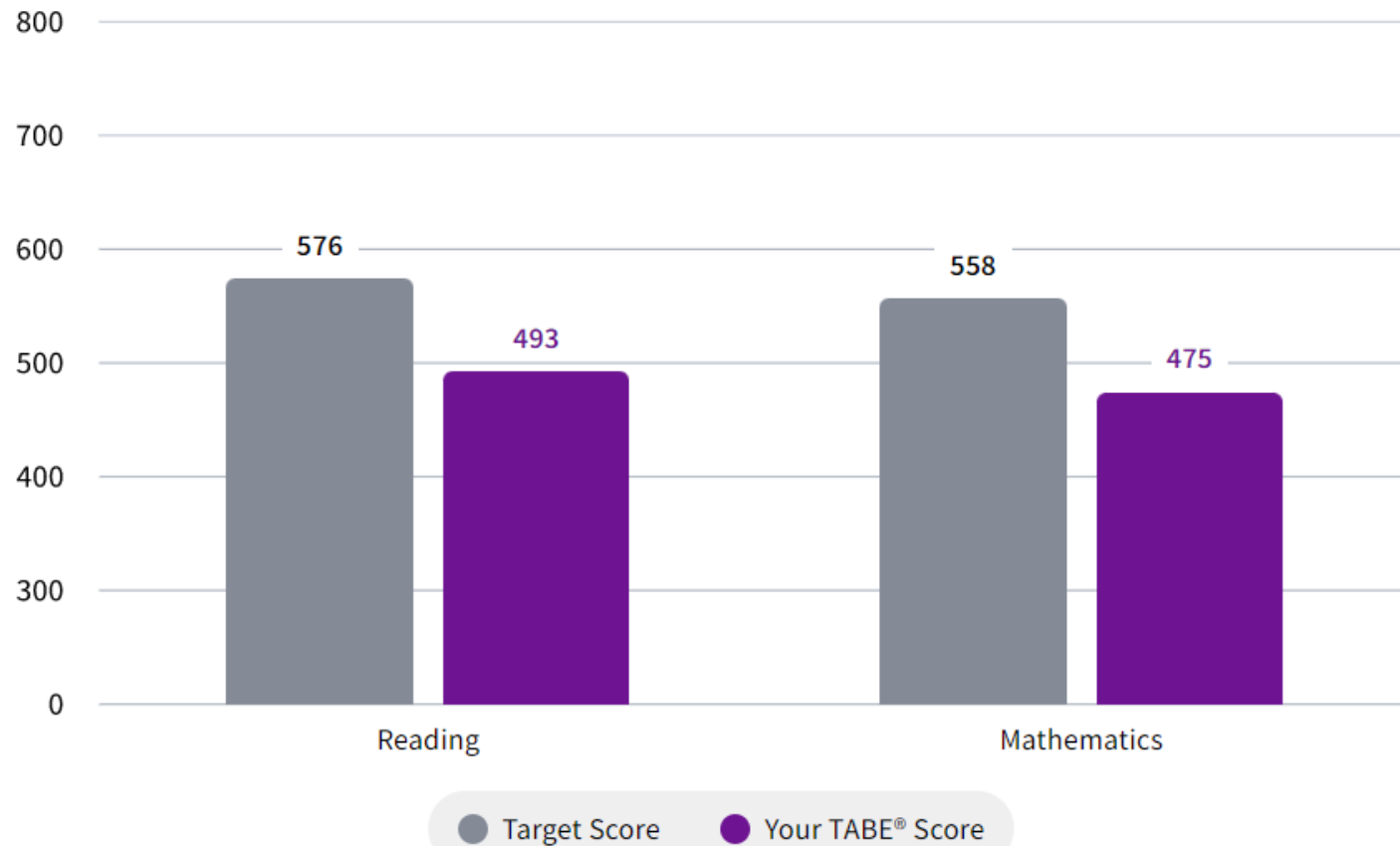
Heating, Air Conditioning, and Refrigeration Mech...

Search

TABE® Scale Score Range

Summary

The Target Reading Scale Score for **Heating, Air Conditioning, & Refrigeration Mechanics & Installers** is 576. The Target Mathematics Score for **Heating, Air Conditioning, & Refrigeration Mechanics & Installers** is 558.



HVAC - O*NET National Comparison

National Comparison

Median Pay

Annually

\$51,390

Hourly

\$24.71

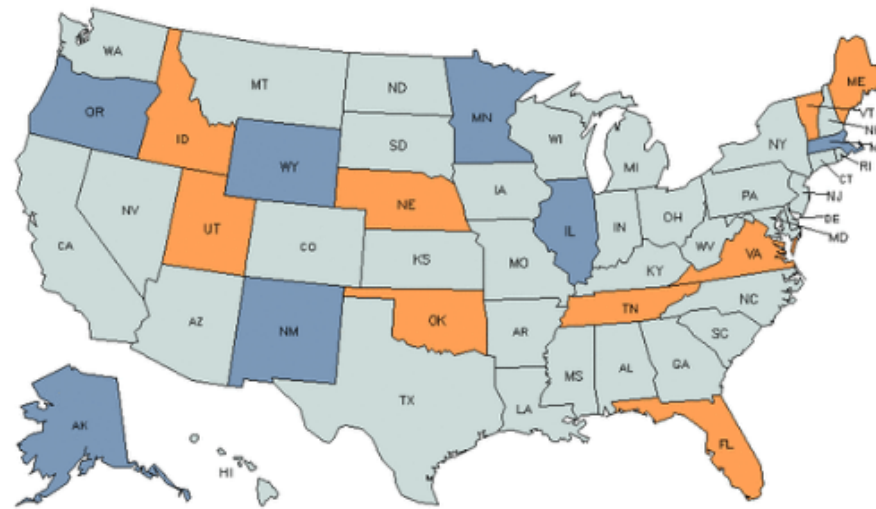
Higher than median pay of related careers

Projected Career Growth

2020 through 2030

5% to 10% Increase

Average



- Orange: Above average opportunities
- Light Green: Average opportunities
- Blue: Below average opportunities
- White: No data available

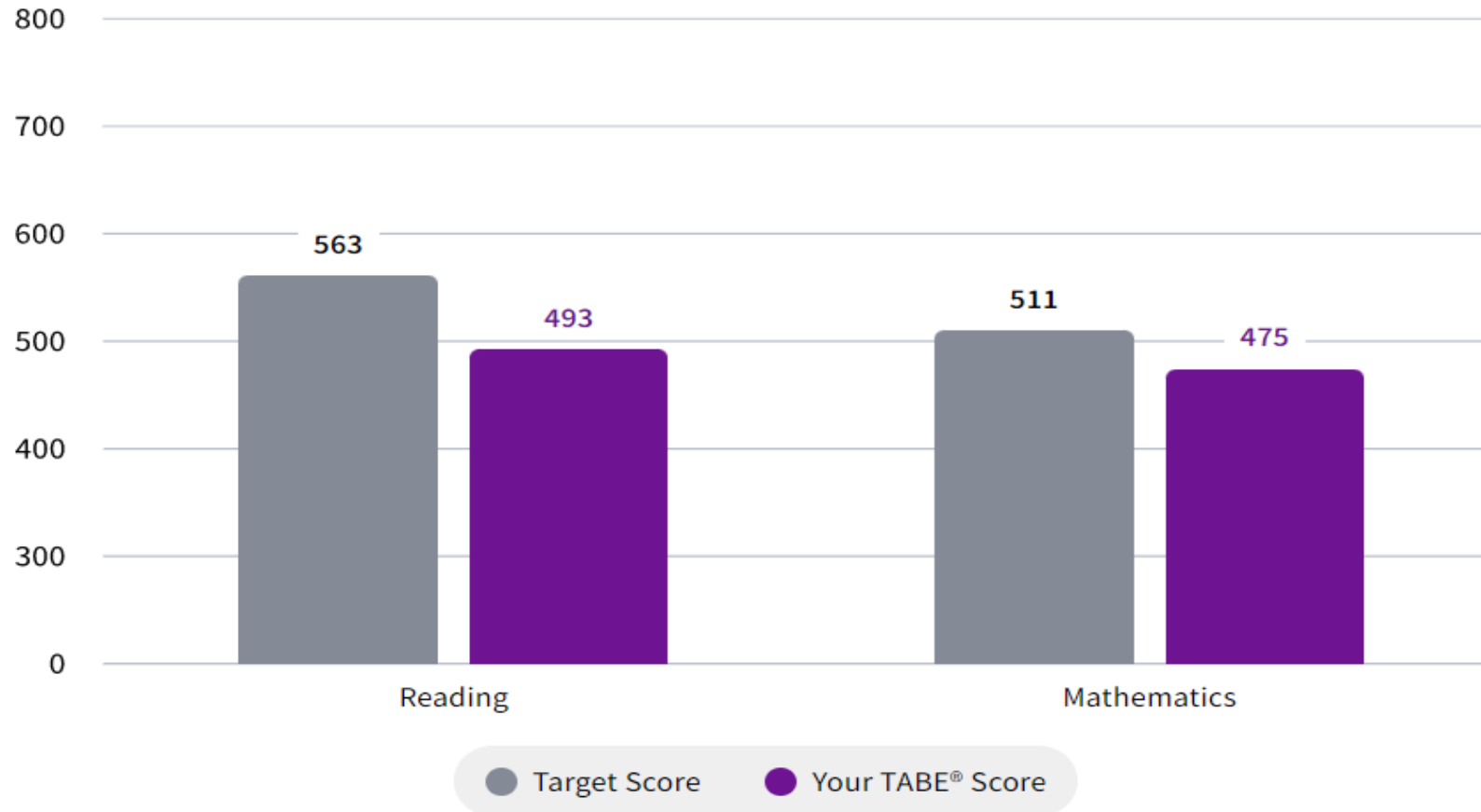


Phlebotomists

TABE® Scale Score Range

Summary

The Target Reading Scale Score for **Phlebotomists** is 563. The Target Mathematics Score for **Phlebotomists** is 511.

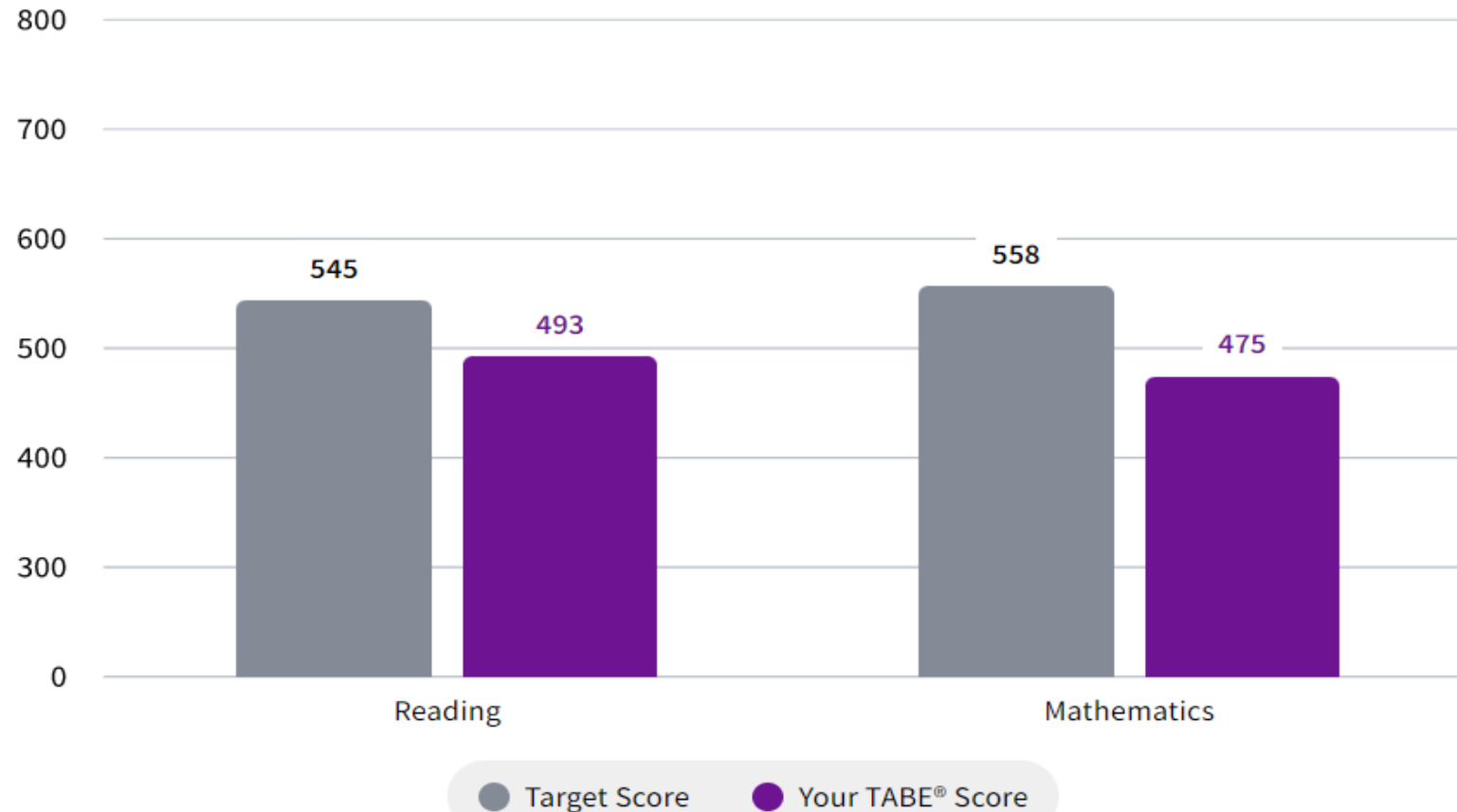


Solar Photovoltaic Installer

TABE® Scale Score Range

Summary

The Target Reading Scale Score for **Solar Photovoltaic Installers** is 545. The Target Mathematics Score for **Solar Photovoltaic Installers** is 558.



■ TABE DRC INSIGHT Portal – General Information > Documents

- DRC INSIGHT Documentation
- TABE Online Training Videos
- TABE 11&12 Scoring Guide
- Test Administration Manual
- Test Directions

■ TABETest.com (under *Resources*)

- Sample Practice Items
- Objective Structure
- Test Blueprints
- Online Tools Training
- Accommodation Guidelines
- HSE Concordance





NEXT TEST ASSIGNMENT (NTA) POST-TESTING CHART



PRE-TEST SCORE		
LEVEL	NRS	NRS RANGE

Suggested
NTA Level

PRE-TEST SCORE		
LEVEL	NRS	NRS RANGE

Suggested
NTA Level

PRE-TEST SCORE		
LEVEL	NRS	NRS RANGE

Suggested
NTA Level

READING	E	1	300-441	E
		2	442-500	E
		3	501-535	M
	M	2	442-500	M
		3	501-535	M
		4	536-575	D
	D	3	501-535	D
		4	536-575	D
		5	576-616	A
	A	4	536-575	A
		5	576-616	A
		6	617-800	A

E
E
M
M
M
D
D
D
A
A
A
A

MATHEMATICS	E	1	300-448	E
		2	449-495	E
		3	496-536	M
	M	2	449-495	M
		3	496-536	M
		4	537-595	D
	D	3	496-536	D
		4	537-595	D
		5	596-656	A
	A	4	537-595	A
		5	596-666	A
		6	657-800	A

E
E
M
M
M
D
D
D
A
A
A
A

LANGUAGE	E	1	300-457	E
		2	458-510	E
		3	511-546	M
	M	2	458-510	M
		3	511-546	M
		4	547-583	D
	D	3	511-546	D
		4	547-583	D
		5	584-630	A
	A	4	547-583	A
		5	584-630	A
		6	631-800	A

E
E
M
M
M
D
D
D
A
A
A
A

Individual Profile: STUDENT, SAMPLE

Report Criteria	
ID: 12345	State:
Test Name: TABE 11 ALL	District: SAMPLE DISTRICT
Report: ALL	School: SAMPLE SCHOOL
Report Date: 10-18-2019	

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Reading	10/25/2018	M	47	44	40	575+	52	4	Y
Mathematics	10/26/2018	M	39	31	35	570	20	4	Y
Language	10/26/2018	M	39	30	35	552	19	4	N

If a student scores more than one NRS level above the targeted level, then a (+) sign will appear next to the scale score and their score will be set to the highest possible scale score, which is one above the targeted level. In this case, students may want to test with a higher TABE test in order to better assess their ability.

Scale scores with a minus (-) sign next to them are indicators that the student performed at the lower end of the performance range of that level of TABE and the student will likely need to have extended instruction to be ready to demonstrate an NRS Gain on a post test.

The Measurable Skills Gain (MSG) is designed to measure interim progress made by students during an academic year. N denotes the student either did not have enough data to measure a gain or did not receive a gain; and Y denotes the student received an MSG in the academic year.

Individual Profile

Performance on Domains	Number of Items	Number of Points		Performance Category		
		Total	Obtained	Non-Proficiency	Partial Proficiency	Proficiency
Reading						
Key Ideas and Details	18	18	17			✓
Craft and Structure	17	20	19			✓
Integration of Knowledge and Ideas	5	9	8			✓
Mathematics						
Measurement and Data	6	6	5			✓
Numbers and Operations - Fractions	7	7	5		✓	
Numbers and Operations - Base Ten	5	6	5		✓	
Operations and Algebraic Thinking	4	5	5			✓
Geometry	4	6	5			✓
Expressions and Equations	4	4	2		✓	

Individual Profile

Individual Profile: STUDENT, SAMPLE

Report Criteria	
ID: 12345	State:
Test Name: TABE 11 ALL	District: SAMPLE DISTRICT
Report: ALL	School: SAMPLE SCHOOL
Report Date: 10-18-2019	

FORM	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS	AREAS FOR NEXT FOCUS
M	Reading			
	Key Ideas and Details	Proficiency	<ul style="list-style-type: none"> Summarize an informational text Identify the main idea of a very complex text Make an inference connecting ideas in a text Make an inference based on a section of text Use details to support inferences regarding connections in a text 	<ul style="list-style-type: none"> Support an inferred central idea with evidence from a moderately complex text Make distinctions between ideas in a moderately complex text Analyze the connections among ideas in a very complex text Use evidence to support the analysis of connections among ideas in a very complex text
	Craft and Structure	Proficiency	<ul style="list-style-type: none"> Describe the structure of multiple paragraphs of a moderately complex text Describe the structure of a section of very complex text (technical document) Describe the structure of very complex text Use evidence to support comparisons of the structure of moderately to very complex texts Use evidence to support the comparison of points of view across multiple texts on the same topic 	<ul style="list-style-type: none"> Analyze the function of a text feature Determine the point of view of a moderately-very complex text Use evidence to support the determination point of view Determine authors' purposes across complex texts
	Integration of Knowledge and Ideas	Proficiency	<ul style="list-style-type: none"> Explain the author's use of evidence to support an idea in very complex text Use evidence to support the explanation of an author's point about a text Use text evidence from multiple texts to support the use of quantitative information Use multiple pieces of evidence to support the explanation of an author's point about a text 	<ul style="list-style-type: none"> Determine the relevance of evidence use to support a claim Compare claims made across texts and support comparison with multiple pieces of evidence

TABE CLAS-E Online Individual Report



Individual Profile: Molly Corcoran



REPORT CRITERIA

ID: State: MN
 Report Date: 04/02/2020 District: SAMPLE ADULT TEST CENTER
 Test Name: TABE CLAS-E School: SAMPLE ADULT TEST CENTER

TEST RESULTS

Skill Area	Test Date	Level/Form	Points Possible	Number Correct	Scale Score	NRS Level
Reading	02/29/2020	1/A	25	24	482	3+
Listening	03/01/2020	4/A	25	1	350	1
Writing	03/26/2020	4/A	36	23	509	4
Speaking	02/29/2020	1/A	108	37	406	1
Grammar			39	13	146	
Meaning			45	15	169	
Appropriateness			24	9	91	
Total Reading/Writing			61	47	496	3+
Total Listening/Speaking			133	38	378	1

* For composite scores to be computed for Total Reading/Writing or Total Listening/Speaking both skill areas for the composite need to be the same level.

NRS LEVEL DESCRIPTION

Level	Description
1	Beginning ESL Literacy
2	Low Beginning ESL
3	High Beginning ESL

Level	Description
4	Low Intermediate ESL
5	High Intermediate ESL
6	Advanced ESL

PERFORMANCE ON DOMAINS

Domains	Score	Performance Category			Percent Correct
		Non-Proficiency	Partial Proficiency	Proficiency	
Reading					
Quantitative Literacy	4/4			✓	100
Read Words	8/8			✓	100
Reading Comprehension	12/13			✓	92
Subtest Average					96
Listening					
Quantitative Literacy	1/4	✓			25
Listen for Information	0/7	✓			0
Interpersonal Skills	0/8	✓			0
Interpret Meaning	0/6	✓			0
Subtest Average					4

TABE CLAS-E Online Individual Report Form C/D

REPORT CRITERIA

ID: AUG14	State: MN
Report Date: 09/12/2024	District: SAMPLE ADULT TEST CENTER
Test Name: TABE CLAS-E C	School: ADULT EDUCATION SCHOOL

TEST RESULTS

Skill Area	Test Date	Level/Form	Points Possible	Number Correct	Scale Score	SEM	NRS Level
Reading	08/16/2024	2/C	22	22	448	29	4*
Listening	08/16/2024	2/C	23	23	457	35	4*
Writing	08/16/2024	2/C	35	25	432	17	3
Speaking	08/16/2024	2/C	108	60	410	10	3

* = Highest NRS Level Achieved for the tested CLAS-E Level

NRS LEVEL DESCRIPTION

Level	Description	Level	Description
1	Beginning ESL Literacy	4	Low Intermediate ESL
2	Low Beginning ESL	5	High Intermediate ESL
3	High Beginning ESL	6	Advanced ESL

PERFORMANCE ON DOMAINS

Domains	Score	Performance Category			Percent Correct
		Non-Proficiency	Partial Proficiency	Proficiency	
Reading					
Read Words	9/9			✓	100
Reading Comprehension	13/13			✓	100
Subtest Average					100
Listening					
Listen for Information	11/11			✓	100
Interpersonal Skills	5/5			✓	100
Interpret Meaning	7/7			✓	100
Subtest Average					100
Writing					
Usage and Conventions	12/12			✓	100
Sentence Formation and Coherence	5/5			✓	100

TABE CLAS-E Online Individual Report

REPORT CRITERIA

ID: 1234567890	State: MN
Report Date: 04/05/2021	District: SAMPLE ADULT TEST CENTER
Test Name: TABE CLAS-E	School: SAMPLE ADULT TEST CENTER

LEVEL/ FORM	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS	AREAS FOR NEXT FOCUS
1/A	Reading			
	Quantitative Literacy	Proficiency	<ul style="list-style-type: none"> Recognize the price of an item in word form given the standard form of the price (under twenty-five dollars) 	<ul style="list-style-type: none"> Recognize the price of an item in standard form given the word form of the price Understand and use terms related to currency Understand and use ordinal numbers
	Read Words	Proficiency	<ul style="list-style-type: none"> Understand the meaning of common prepositions Comprehend vocabulary in varied situations Use understanding of basic vocabulary to group similar objects Comprehend context in order to supply missing information in a brief, familiar text 	<ul style="list-style-type: none"> Describe the location of objects presented on a map Derive meaning from related pieces of information Understand stated details presented in a simple table Understand stated details in a simple text
	Reading Comprehension	Proficiency	<ul style="list-style-type: none"> Inconsistently describe the location of objects presented on a map Inconsistently derive meaning from related pieces of information Inconsistently understand stated details presented in a simple table Inconsistently understand stated details in a simple text Understand stated details presented in a simple table Make basic inferences based on information in a simple text Describe the location of objects presented on a map Inconsistently identify the order of information within a text 	<ul style="list-style-type: none"> Understand stated details presented in a simple table Make basic inferences based on information in a simple text Describe the location of objects presented on a map Identify the order of information within a text
	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS	AREAS FOR NEXT FOCUS

TABE and High School Equivalency

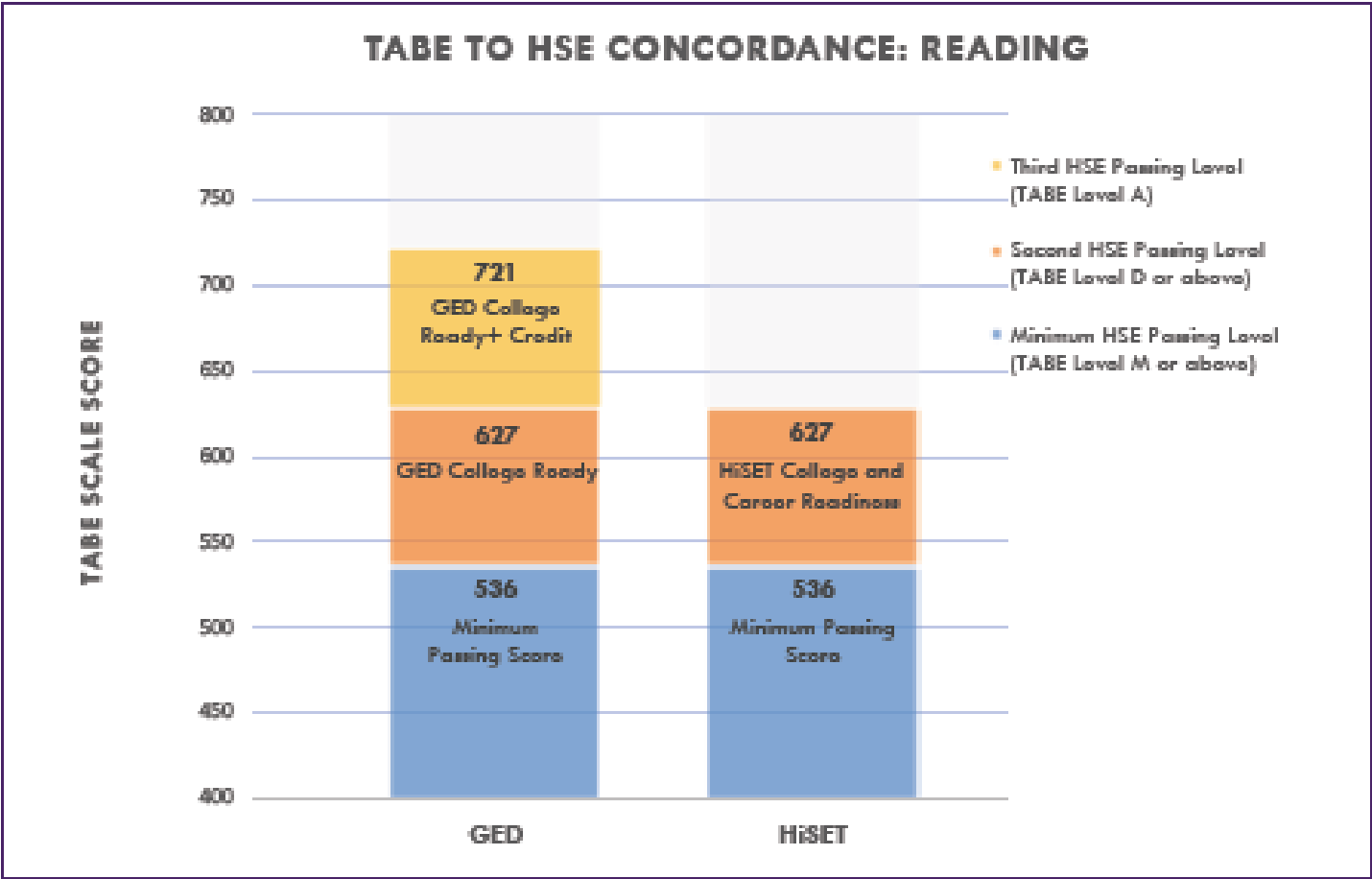
TABE and High School Equivalency (HSE) Tests are aligned to the College and Career Readiness Standards (CCRS)

TABE 11/12 was designed to support a pathway to High School Equivalency and beyond

In states where adult learners are tested multiple times, is it necessary to require all subjects of a High School Equivalency test where TABE is being used?

- TABE can help support an alternate path to fulfill those state requirements
- Depending on the level of TABE, states using this assessment have already assessed many of the same content areas and standards

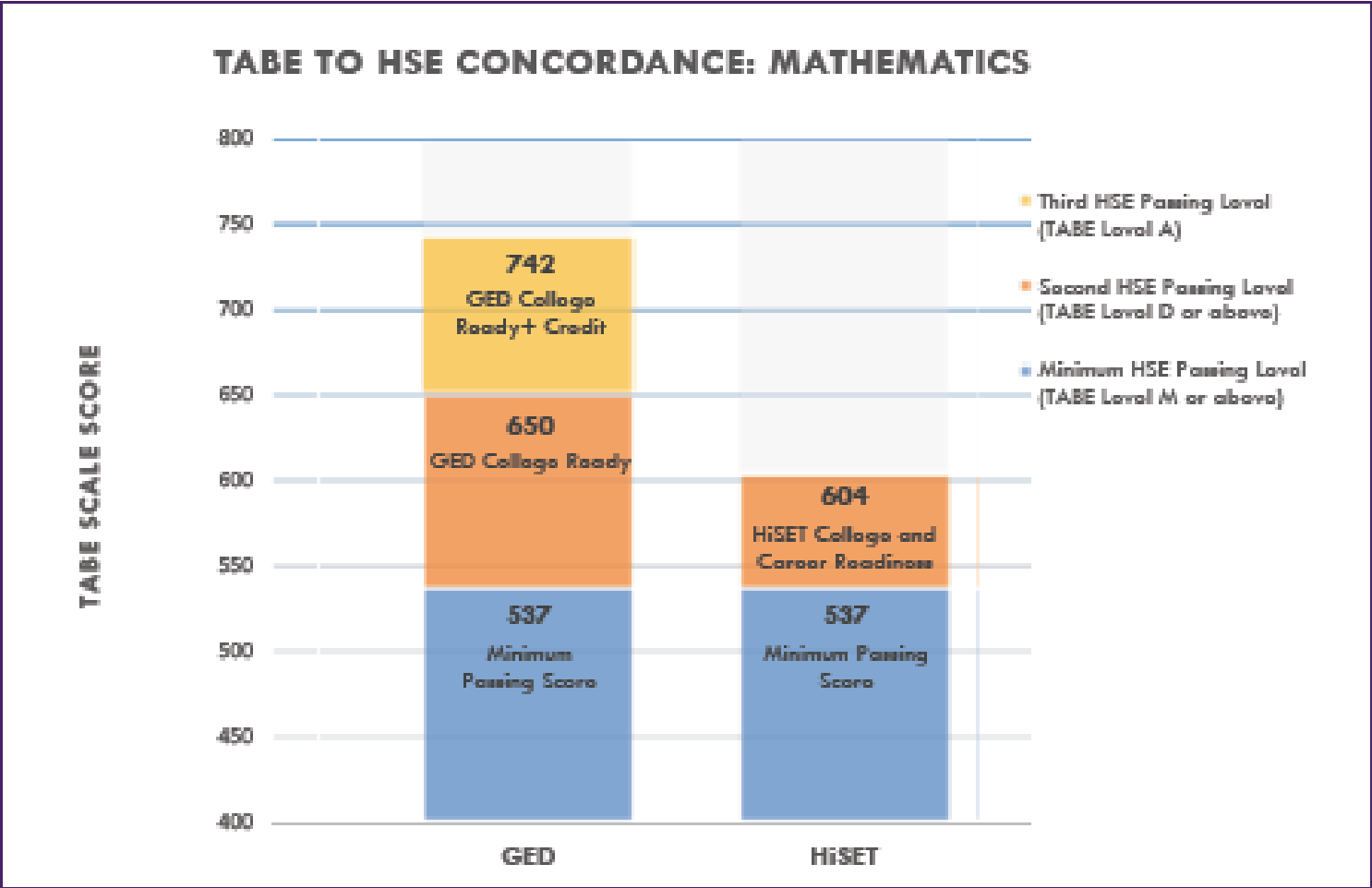
TABE and HSE Concordance



Note: The TABE scale score concordance scores are based on the following passing scores from each HSE vendor:

- Minimum HSE Passing Scores (Reading): GED (145), HiSET (8)
- Second Level HSE Passing Scores (Reading): GED College Ready (165), HiSET College and Career Readiness (15)
- Third Level HSE Passing Scores (Reading): GED College Ready+ Credit (175)

TABE and HSE Concordance



Note: The TABE scale score concordance scores are based on the following passing scores from each HSE vendor:

- Minimum HSE Passing Scores (Mathematics): GED (145), HiSET (8)
- Second Level HSE Passing Scores (Mathematics): GED College Ready (165), HiSET College and Career Readiness (15)
- Third Level HSE Passing Scores (Mathematics): GED College Ready+ Credit (175)

TABE Grade Ranges

- The new TABE Workforce Portal research also included data for aligning TABE scores to nationally normed Lexile and Quantile Levels.
- The result will be a new TABE Grade Range Alignment Report that will be posted to TABEtest.com within the next few weeks.
- The new alignment data will also be shared with states and Workforce programs to better align CTE and other programs with the correct TABE scores.

TABE Estimated Grade Level Ranges (not final)

	Reading Scale Score Range	Math Scale Score Range	Language Scale Score Range
1st	310-375	310-379	310-383
2nd	376-441	380-448	384-457
3rd	442-461	449-464	458-475
4th	462-480	465-480	476-493
5th	481-500	481-495	494-510
6th	501-518	496-516	511-528
7th	519-535	517-536	529-546
8th	536-549	537-556	547-559
9th	550-562	557-576	560-572
10th	563-575	577-595	573-583
11th	576-596	596-626	584-607
12th	597-616	627-656	608-630
12+	617-800	657-800	631-800



Thank you!

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