

Discover TABE 9&10



Tests of Adult Basic Education





Tests of Adult Basic Education

The most versatile system of diagnostic tests and instructional support materials in the adult basic education environment. TABE® 9&10 accurately measures the skills adults need to succeed on the job and in life.





What can TABE 9&10 do for you?

For more than 50 years, the Tests of Adult Basic Education (TABE) have been well-respected assessment tools for use in adult education. Today, more adult education teachers and program administrators choose TABE than any other assessment in the country.

TABE 9&10 meets the need for accurate measurement.

TABE is used to measure achievement of basic skills commonly found in adult basic education curricula taught in high school and adult instructional programs. TABE also is used to give insight on performance for high school equivalency tests.

TABE 9&10 reflects a changing job market.

Adult education programs are changing to reflect current job market demands and the new skills that today's jobs require.

TABE 9&10 fits today's needs.

Data Recognition Corporation | CTB carefully analyzed adult education needs as well as requirements in high school equivalency tests and federal legislation. We also considered requests from TABE users and other adult educators for specific enhancements and features. TABE 9&10 reflects all of these changes. The various test components provide a highly reliable and flexible system of testing and training which meet the diverse assessment needs of adult education nationwide.

Why should you use TABE 9&10?

TABE 9&10 offers you the most versatile system of diagnostic tests and instructional support materials available for adult educators. With TABE 9&10, you can select the components to match your students' needs, your schedule, and your specific assessment goals.

Use TABE 9&10 to:

- Offer guidance toward high school equivalency tests
- Place a student at the proper level in an adult basic education program
- Help educators track student progress by diagnosing student's specific strengths or needs
- Pre- and post-test an individual student to track progress
- Assess a student's mastery of basic academic skills needed for a particular career path
- Assist in making decisions about training and assignments in employment

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The TABE 9&10 Quality Story

TABE 9&10 mirrors adult curricula.

The test is based on statistically sound measurement models and extensive research and development. DRC|CTB conducted a comprehensive curriculum review and met with educational experts to determine educational goals based on the knowledge and skills emphasized in today's adult curricula.

TABE 9&10 aligns with national standards.

TABE is based on national standards, including those of the National Council of Teachers of Math (NCTM), the National Council of Teachers of English (NCTE), and the International Reading Association (IRA). TABE was developed to keep pace with changes in adult education curricula nationwide.

TABE 9&10 reflects national norms.

The test was nationally piloted on more than 34,000 students to ensure test items are true indicators of a student's abilities.

TABE 9&10 contains adult-relevant content.

Developers chose subject matter for test content that is engaging and that assesses skills in contexts important to adults: life skills, work, and education. Like the goals of instruction in the most successful adult education programs, TABE's objectives are fully integrated, providing a complete picture of what your adult students know. TABE provides both norm-referenced and competency-based information to help you evaluate student/client abilities and customize a plan for individual educational training needs.

TABE 9&10 uses statistically sound and reliable information.

An Item Response Theory (IRT) model was employed in the selection and scaling of TABE 9&10 test items to provide the greatest statistical accuracy of test results. The test items were carefully reviewed by DRC|CTB editors and educational community professionals to minimize bias and ensure content appropriateness.

TABE 9&10 motivates students to succeed.

The various levels of TABE 9&10 offer the flexibility to match the most appropriate test level with the examinee's functional level of achievement. This makes the tests interesting and engaging, reducing test anxiety and allows examinees to experience early success and enhanced self-esteem.

TABE 9&10 communicates test results clearly.

You will find TABE 9&10 test results easy to understand, with accurate scale scores that make skill growth clearly evident. If you require grade-level equivalents, they are available with TABE 9&10. The grade range extends from pre-literacy (0) to Grade 12.9.

TABE 9&10—A Complete System

TABE’s various components, levels, and forms allow you to target each student’s individual needs and abilities.

TABE 9&10 Complete Battery

The Complete Battery consists of five test levels (Literacy, Easy, Medium, Difficult, and Advanced), two test forms (9 and 10), and a Locator Test. Available tests include Reading, Mathematics Computation, Applied Mathematics, and Language. Optional tests are available for Vocabulary, Language Mechanics, and Spelling. You can alternatively administer TABE’s two parallel forms (9 and 10) to ensure valid results when retesting the same students.

TABE 9&10 Survey

The Survey consists of four levels (Easy, Medium, Difficult, and Advanced) and two forms (9 and 10). The survey tests the same content areas as the Complete Battery and utilizes the same norms data, though diagnostic information is less detailed. As with the Complete Battery, TABE’s parallel Survey forms (9 and 10) offer alternate tests when retesting students.

Advanced-Level Tests

DRC|CTB offers Advanced-Level Tests in Science, Social Studies, Algebra/Geometry, and Writing. The Writing test, for example, provides two essay prompts; each published in a separate book, and can be used as a writing practice for high school equivalency tests.

Support Materials

TABE offers you support materials that include:

- Instructional materials (Getting to Know TABE)
- Staff development materials (training videos, workbooks, and printed Teacher’s Guides)
- Accommodations materials to include all adult students in the assessment process (Braille and large-print versions)

Computer-Based Options

TABE 9&10 is also available online with TABE Online and TABE-PC. Paper-and-pencil tests can be scored electronically with TestMate TABE.





The TABE 9&10 System Overview

Levels E, M, D, and A Item Count and Test Times

| | No. Items | Testing Time (h:m) |
|-------------------------|--------------|--------------------------|
| Complete Battery | | |
| Reading | 50 | :50 |
| Math Comp | 40 | :24 |
| Applied Math | 50 | :50 |
| Language | 55 | :55 |
| Language Mech | 20 | :14 |
| Vocabulary | 20 | :14 |
| Spelling | 20 | :10 |
| Total | 255 | 3:37 |
| Survey | | |
| Reading | 25 | :25 |
| Math Comp | 25 | :15 |
| Applied Math | 25 | :25 |
| Language | 25 | :25 |
| Language Mech | 20 | :14 |
| Vocabulary | 20 | :14 |
| Spelling | 20 | :10 |
| Total | 160 | 2:08 |

Two Test-Length Choices

Complete Battery and Survey editions are available to address your varying needs with regard to testing time, type of scoring information, and level of prescriptive data.

Complete Battery — Provides complete norm- and criterion-referenced information to accurately and reliably assess skill levels and help determine appropriate career or training programs.

Survey — Provides a skills snapshot for placement information or when testing time is limited. Provides limited prescriptive data.

Core Subject Areas

These basic skill areas are part of each TABE test administration — Complete Battery or Survey.

Reading — Tests students' abilities to read real-life and work-related materials, as well as academic content.

Mathematics — Two separate tests, Mathematics Computation and Applied Mathematics measure a wide range of skills from simple concepts through upper high school-level mathematics.

Language — Tests students' language skills in areas typically encountered in job or other real-life settings.

Optional Tests

For a more inclusive testing solution, optional tests are available in Language Mechanics, Vocabulary, and Spelling. They can be combined with either the Complete Battery or Survey edition.

Language Mechanics — Provides more detailed assessment of mechanics of written language; reinforces editing, proofreading, and other key writing processes.

Vocabulary — Measures basic vocabulary skills including word meanings and relationships; supports the goal of in-depth mastery of word meanings.

Spelling — Diagnoses spelling skills separate from reading and vocabulary.

The TABE 9&10 System Overview

Advanced-Level Tests

Advanced-Level Tests give you more complete information about how well your adult students will perform on higher-level subject and content areas.

Science — Assesses knowledge of basic science inquiry processes and science in relation to technology, society, and history.

Social Studies — Covers geography, economics, and civics.

Algebra/Geometry — Offers students a chance to hone higher-level mathematics skills before attempting a high school equivalency test; also can provide measurement of skills necessary for some training programs. These items are combined into one test and are presented in a single test book. Test directions, score sheets, and a scoring stencil are available separately.

Writing — Focuses on the ability to generate, organize, and express ideas related to issues, experiences, and knowledge.

COMPLETE BATTERY OR SURVEY

CORE SUBJECTS

READING

MATHEMATICS

LANGUAGE

ADVANCED-LEVEL TESTS

SCIENCE &
SOCIAL STUDIES

ALGEBRA/
GEOMETRY

WRITING

OPTIONAL TESTS

LANGUAGE
MECHANICS

VOCABULARY

SPELLING



TABE 9&10 Objective Structure

Objective Structure

Each test in TABE 9&10 (e.g., Reading, Mathematics Computation, Applied Mathematics, and Spelling) is defined in a statement describing a set of skills called category objectives. Items in TABE 9&10 were also classified in terms of three process dimensions: recall and recognition, inference, and evaluation. The Survey version of TABE 9&10 measures the same objective structure as the Complete Battery. A complete list of abbreviated descriptions of the category objectives is provided here.

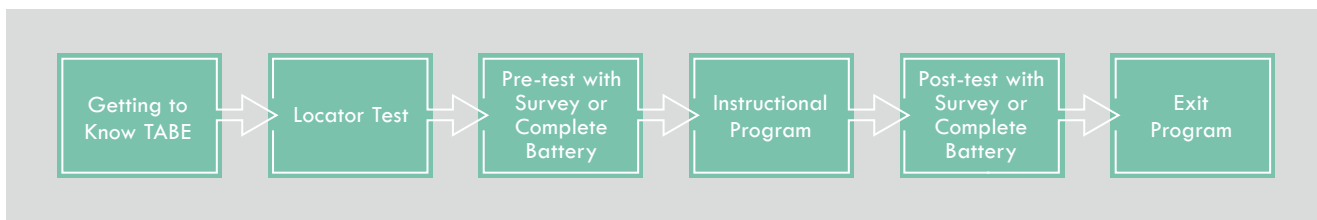
| | L | E | M | D | A |
|-----------------------------------|---|---|---|---|---|
| Pre-Reading | | | | | |
| Match Letters | • | | | | |
| Recognize Letters | • | | | | |
| Recognize Beginning/Ending Sounds | • | | | | |
| Middle Sounds | • | | | | |
| Reading | | | | | |
| Interpret Graphic Information | • | • | • | • | • |
| Words in Context | • | • | • | • | • |
| Recall Information | • | • | • | • | • |
| Construct Meaning | • | • | • | • | • |
| Evaluate/Extend Meaning | | • | • | • | • |
| Mathematics | | | | | |
| MATHEMATICS COMPUTATION | | | | | |
| Add Whole Numbers | • | • | • | | |
| Subtract Whole Numbers | • | • | • | | |
| Multiply Whole Numbers | | • | • | • | |
| Divide Whole Numbers | | • | • | • | |
| Decimals | | • | • | • | • |
| Fractions | | • | • | • | • |
| Integers | | | | • | • |
| Percents | | | | • | • |
| Order of Operations | | | | | • |
| Algebraic Operations | | | | | • |
| APPLIED MATHEMATICS | | | | | |
| Number & Number Operations | • | • | • | • | • |
| Computation in Context | • | • | • | • | • |
| Estimation | | • | • | • | • |
| Measurement | • | • | • | • | • |
| Geometry & Spatial Sense | • | • | • | • | • |
| Data Analysis | • | • | • | • | • |
| Statistics & Probability | | • | • | • | • |
| Patterns, Functions, Algebra | • | • | • | • | • |
| Problem Solving & Reasoning | | • | • | • | • |
| Language | | | | | |
| Usage | | • | • | • | • |
| Sentence Formation | | • | • | • | • |
| Paragraph Development | | • | • | • | • |
| Capitalization | | • | • | • | • |
| Punctuation | | • | • | • | • |
| Writing Conventions | | • | • | • | • |
| Optional Tests | | | | | |
| LANGUAGE MECHANICS | | | | | |
| Sentences, Phrases, Clauses | | • | • | • | • |
| Writing Conventions | | • | • | • | • |
| VOCABULARY | | | | | |
| Word Meaning | | • | • | • | • |
| Multimeaning Words | | • | • | • | • |
| Words in Context | | • | • | • | • |
| SPELLING | | | | | |
| Vowel | | • | • | • | • |
| Consonant | | • | • | • | • |
| Structural Unit | | • | • | • | • |

Accomplish Your Assessment Goals

TABE offers you an exceptionally versatile system of tests and instructional support products. You can select the exact components you need to accomplish your assessment goals. We will show you just two of the many scenarios to which you can apply TABE 9&10.

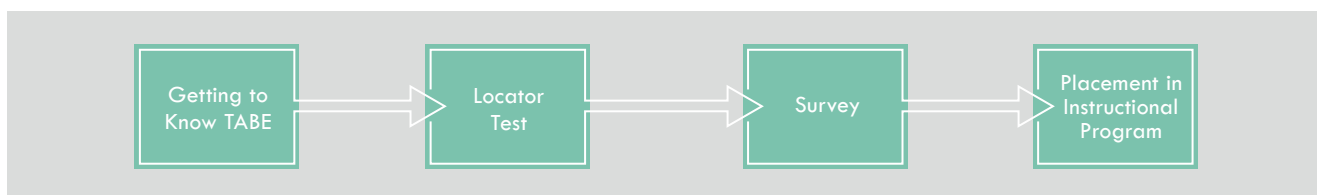
Pre-Test/Post-Test Evaluation

For an in-depth program that includes skills-growth measurement resulting from instruction, consider TABE. The TABE solution allows for pre- and post-testing along with instructional assistance.



Screening for Placement

TABE's Survey edition is an excellent choice for screening and placement of new students, clients, or employees. You will get fast and accurate information on the examinee's skill level in each content area.





Contemporary and Relevant Content

TABE 9&10 builds upon the already well-established reputation of the TABE family of tests. It has been designed to test the skills of adults in the context of everyday tasks, evaluating a broad range of fundamental skills. The content within each core subject is carefully selected to provide valid assessment information in the adult basic education environment. TABE Levels D and A provide guidance for high school equivalency tests. TABE 9&10 content is relevant to today's adult learners. It tests concepts that center around three types of literacy, which reach across all subject matter: prose literacy, document literacy, and quantitative literacy.

- Prose literacy is the ability to read and understand passages of text. It entails constructing meaning from context and applying newly acquired knowledge to novel situations.
- Document literacy involves comprehending the content and purpose of entire documents, such as diagrams, maps, charts, tables, forms, and consumer labels.
- Quantitative literacy is the ability to merge knowledge of quantitative concepts with understanding of documents. TABE 9&10 items include navigation and comprehension of complex documents encountered in real life—documents that are composed of both textual and numerical content.



Reading

The TABE Reading test presents items which include highly practical and life skills stimuli. TABE content consists of business and personal communication, instructive text, and informational materials presented in new visual formats, such as web pages and internet advertisements.

TABE Levels D and A focus on more complex literary text, including poetry and drama. The mix of genre and the textual complexity enables TABE to offer a comprehensive range of testing objectives while maintaining a focus on the characteristics of the student population it serves.



Reading

Level L

Level L screens examinees for pre-reading skills (such as letter recognition, visual reversal, listening comprehension, and recognizing signs) and for beginning reading skills (such as reading simple words, sentences, phrases, and paragraphs). In this example, the test administrator reads instructions aloud.




SAY: Find the letter i D. Fill in the circle below the letter D.

- 1 D P B O




SAY: Look at the letter in the box. Now find the letter that is exactly the same as the letter in the box.

- 2 A V A W H

SAY: Find the sign that means i place trash here . . . place trash here.i

- 3   

SAY: Read the sentence. Find the picture that goes with the sentence.

- 4 Anita works on a boat.
-   

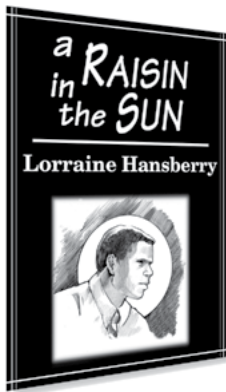
| Item | Objective | Description |
|------|-------------------------------|---|
| 1 | Recognize Letters | These items measure the ability to recognize letters. |
| 2 | | |
| 3 | Interpret Graphic Information | Recognizing signs is a pre-reading skill that is practical for home and work life. |
| 4 | Recall Information | This format measures the ability to determine which picture corresponds to written information. |

Reading

Level E

This passage is about an American writer named Lorraine Hansberry. Read the passage. Then do Numbers 1 through 4.

Lorraine Hansberry (1930–1965)



“I wish to live because life has within it that which is good, that which is beautiful, and that which is love. Therefore, since I have known all of these things, I have found them to be reason enough and—I wish to live.”
—Lorraine Hansberry

Lorraine Hansberry was a famous writer who was born in Chicago, Illinois, in 1930. Before becoming a writer, Hansberry studied at the University of Wisconsin. She moved to New York City in 1950 and worked for *Freedom*, a newspaper for African Americans.

Hansberry finished writing her first play, *A Raisin in the Sun*, in 1959. The play, based on Hansberry’s own life, tells the story of an African American family. The family moved to a Chicago neighborhood where they were a minority. *A Raisin in the Sun* was the first play written by an African American woman to be performed on Broadway.

Hansberry was only thirty-four years old when she died in 1965. In 1970, Hansberry’s letters, plays, and articles were put together in a book called *To Be Young, Gifted, and Black*.

- 1 Hansberry’s family moved into a neighborhood where they were a minority. What proof is there that this may have been an important event in Hansberry’s life?



She wrote about it in a play.

A



She wrote about it in letters.

B



She wrote about it in a book.

C



She wrote about it in a newspaper.

D

- 2 According to the passage, which of these words best describes Lorraine Hansberry?

- F shy
- G talented
- H exciting
- J unhappy

- 3 The passage says that Lorraine Hansberry was “a famous writer.” *Famous* means about the same as

- A well paid
- B well known
- C intelligent
- D interesting

- 4 When did Hansberry move to New York City?

- F after writing her first play
- G after her play was performed on Broadway
- H after studying at the University of Wisconsin
- J after working for a newspaper called *Freedom*

Lorraine Hansberry Passage

The items written for this biographical passage measure prose literacy.

| Item | Objective | Description |
|------|--------------------|--|
| 1 | Construct Meaning | Constructing meaning that extends beyond specific details is an important reading skill that demonstrates advancement beyond basic recall. |
| 2 | | |
| 3 | Words in Context | This format measures the ability to determine which picture corresponds to written information. |
| 4 | Recall Information | The ability to recall key information from a passage is a relevant skill for all readers. |

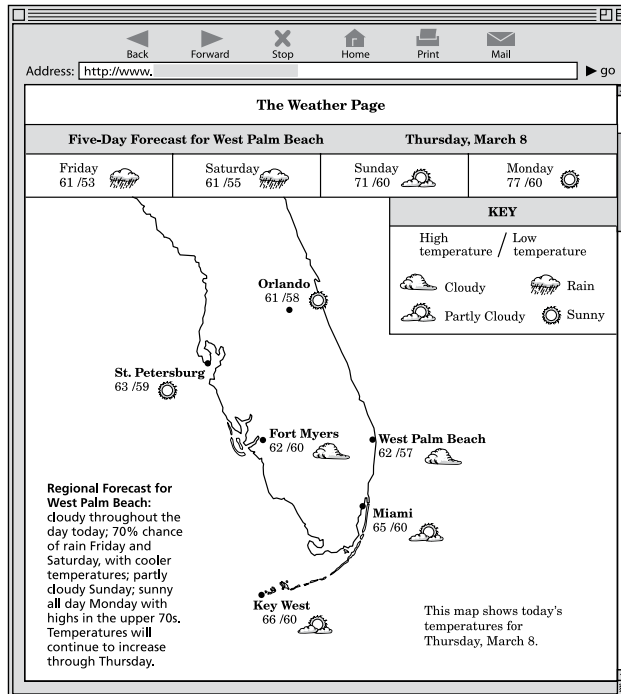
Reading

Level M

The Weather Page

These items measure the ability to interpret graphic information in a format that emulates real-life publications.

Here is a five-day forecast for southern Florida. Study the information. Then do Numbers 1 through 4.



| Item | Objective | Description |
|------|-------------------------------|--|
| 1 | Interpret Graphic Information | Finding specific information from a graphic stimulus is a skill all readers can apply to their daily lives. |
| 2 | Construct Meaning | Constructing meaning that extends beyond specific details is an important reading skill that demonstrates advancement beyond basic recall. |
| 3 | Evaluate/Extend Meaning | This item measures the ability to interpret graphically presented information and then to use that information to make judgments. |
| 4 | Recall Information | The ability to recall key information from a passage is a relevant skill for all readers. |

- | | |
|---|---|
| <p>1 According to the map, today's high temperature in Key West, Florida will be</p> <p>A 59° B 60° C 62° D 66°</p> <p>2 How will Monday's weather be different from Saturday's weather in West Palm Beach?</p> <p>F Monday will be sunny; Saturday will be rainy. G Monday will be cloudy; Saturday will be sunny. H Monday's low temperature will be lower than Saturday's low temperature. J Monday's high temperature will be lower than Saturday's high temperature.</p> | <p>3 According to the map, which of these statements is true?</p> <p>A The lowest temperature shown is for Fort Myers. B The temperatures in Miami and Key West are about the same. C The temperatures are highest in West Palm Beach. D The high temperature in Orlando is higher than the high temperature in St. Petersburg.</p> <p>4 Which part of this weather page gives the predicted high and low temperatures for Sunday?</p> <p>F the map G the regional forecast H the five-day forecast J the key</p> |
|---|---|

Reading

Level D

Julia went to the Post Office to mail a package. She used this form to comment on the service. Read the Consumer Service Card. Then do Numbers 1 through 6.

UNITED STATES POSTAL SERVICE®

Consumer Service Card

1. PRINT FIRMLY 2. REMOVE TOP COPY FOR CUSTOMER RECORD (Do not separate remaining copies.) 3. COMPLETE THE ADDRESS ON BACK OF THIS CARD 4. MAIL (Postage Paid By USPS)

Name _____ Date (Month, Day, Year) _____ No. **G33 820 819**

Mailing Address (No. and Street, Apt. or Box No.) _____ City or Town _____ State _____ ZIP Code _____ Customer Phone (8 a.m. - 5 p.m.) _____

Is This Information Request Suggestion Problem Compliment

| Did It Involve | If This Is A Problem With A Specific Mailing, Please Complete The Following: | | USPS USE ONLY | |
|--|--|--|-------------------------|-----------------------|
| | Was It | Was Mailing | Date Customer Contacted | Customer Contacted By |
| <input type="checkbox"/> Delay | <input type="checkbox"/> Letter | <input type="checkbox"/> First-Class | Describe USPS Action | |
| <input type="checkbox"/> Nonreceipt (Prepare 1510) | <input type="checkbox"/> Flat / Large Envelope | <input type="checkbox"/> Priority Mail | | |
| <input type="checkbox"/> Damage | <input type="checkbox"/> Package | <input type="checkbox"/> Certified | | |
| <input type="checkbox"/> Misdelivery | <input type="checkbox"/> Newspaper / Magazine | <input type="checkbox"/> Registered | | |
| <input type="checkbox"/> Improperly Returned | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Insured | | |
| <input type="checkbox"/> Change of Address | | <input type="checkbox"/> Express Mail | | |
| <input type="checkbox"/> Vending Equipment | | <input type="checkbox"/> Other | | |
| <input type="checkbox"/> Window Services | | | | |
| <input type="checkbox"/> Personnel | | | | |
| <input type="checkbox"/> Other | | | | |

Please Give Essential Facts (If change of address problem, please include previous address.)

- 1 Which line in the "Did It Involve" column would Julia check if she received a letter that was dirty and badly torn?
- A Delay
B Damage
C Misdelivery
D Window Services

- 2 Julia wants to let the Post Office know how nicely she was treated. Which of these boxes should she check?
- F problem
G damage
H insured
J compliment

- 3 Julia's mail did not get forwarded to her new address. When she fills out the bottom of the card, what other information should she provide?
- A her old address
B her place of work
C her husband's name
D her old phone number

- 4 According to the instructions, what should Julia do after she fills in her address on the back of the card?
- F mail the card
G sign her name
H remove the top copy
J print the information firmly

- 5 Why might the U.S. Postal Service want customers to complete this card?
- A to simplify the mailing process
B to encourage faster delivery of the mail
C to gain information about customer satisfaction
D to thank customers for using the postal service

- 6 The hours are shown in the "Customer Phone" box because these are the hours during which
- F customers are most likely at work
G post office employees deliver mail
H the customer should phone in complaints
J the post office might phone the customer

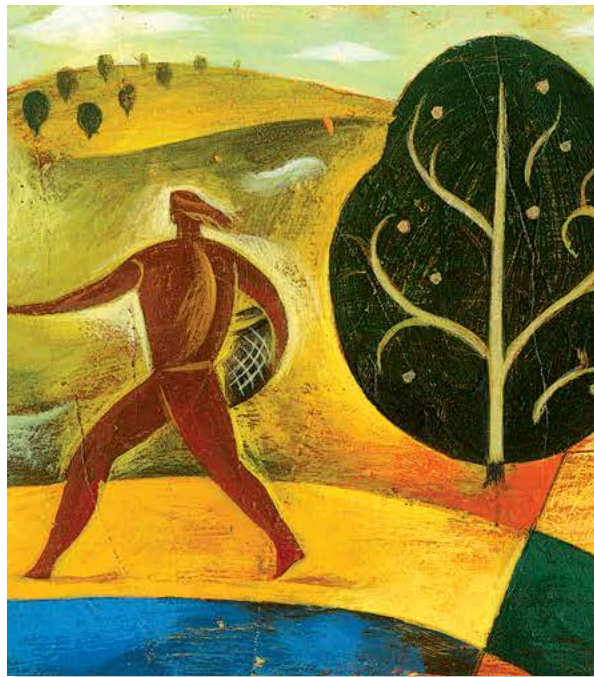
Consumer Service Card

Use of an authentic stimulus provides measurement of document literacy.

| Item | Objective | Description |
|------|-------------------------------|--|
| 1 | Interpret Graphic Information | The ability to interpret information presented graphically is a useful skill for all readers. |
| 2 | Evaluate/Extend Meaning | A good reader is able to read information and then apply that knowledge to new situations. |
| 3 | Recall Information | Recalling instructions is a practical skill all readers use. |
| 4 | Construct Meaning | Constructing meaning that extends beyond specific details is an important reading skill that demonstrates advancement beyond basic recall. |

Mathematics

TABE measures mathematics skills in the contexts that are most important to adults: life skills, work, and education. TABE 9&10 uses three separate mathematics tests to measure these life skills: Mathematics Computation, Applied Mathematics, and an Advanced-Level Test in Algebra/Geometry. Scores can be combined to provide a total mathematics score. Only criterion-referenced scores can be produced for the Survey Mathematics Computation test. All mathematics tests in TABE 9&10 measure a wide range of skills from simple concepts through advanced-level material.



Mathematics

Mathematics Computation

The Mathematics Computation test addresses the range of low- to high-order operations and provides an appropriate representation of the core computation skills necessary to any successful mathematics program.

1

$$\begin{array}{r} 32 \\ \times 3 \\ \hline \end{array}$$

A 96
B 66
C 65
D 99
E None of these

2

$$\begin{array}{r} \frac{2}{7} \\ + \frac{3}{7} \\ \hline \end{array}$$

A $1\frac{5}{7}$
B $\frac{5}{14}$
C $\frac{5}{7}$
D $\frac{6}{7}$
E None of these

3

What is 25% of 100 ?

A 2.5
B 4
C 25
D 40
E None of these

4

$$1^3 + 3^3 =$$

A 28
B 12
C 10
D 64
E None of these

Level E

| Item | Objective | Description |
|----------|------------------------|---|
| 1 | Multiply Whole Numbers | Multiply by one digit with no regrouping. |

Level M

| Item | Objective | Description |
|----------|-----------|--|
| 2 | Fractions | Add fractions with no common denominators. |

Level D

| Item | Objective | Description |
|----------|-----------|-------------------------------|
| 3 | Percents | Find the percent of a number. |

Level A

| Item | Objective | Description |
|----------|----------------------|-------------------------|
| 4 | Algebraic Operations | Compute with exponents. |



Mathematics

Applied Mathematics

The Applied Mathematics test presents items in contexts that adults find familiar and meaningful. For example, items may be based on household repair tasks, recipes, comparison shopping, or household budgets. Examinees have the opportunity to demonstrate their abilities in the contexts they know best.

Like the Reading test, the Applied Mathematics test includes items that test document and quantitative literacy. These items are built on common, familiar documents that adults are exposed to in their daily lives, such as sales receipts, schedules, and maps.

Level E

Battery Prices Display

Familiar content is used to measure consumer skills.

| Item | Objective | Description |
|------|-------------------------------|--|
| 1 | Number and Number Operations | Item 1 requires the ability to compare and order numbers in a table. |
| 2 | | Item 2 utilizes the understanding of operations to solve a problem. |
| 3 | Problem Solving and Reasoning | Computation skills are applied to solve a simple problem. |

The table shows car battery prices at an automotive repair shop. Study the table. Then do Numbers 1 through 3.

Battery Prices

| Model | Price | Guarantee |
|------------|---------|-----------|
| Value | \$50.00 | 30 months |
| Special | \$65.00 | 36 months |
| Sure-Start | \$70.00 | 48 months |
| DeLuxe | \$75.00 | 48 months |
| Arctic | \$85.00 | 60 months |

- Which of these car batteries is the most expensive?
A Value
B Arctic
C Special
D DeLuxe
- Which of these expressions can be used to find the total cost of three DeLuxe batteries?
F $\$75.00 \cdot 3$
G $\$75.00 \cdot 3$
H $\$75.00 \cdot 3$
J $\$75.00 \cdot 3$
- Lee selected the least expensive car battery he could buy with a 48-month guarantee. He also received a \$10 discount. How much did he pay for the new battery?
A \$40.00
B \$60.00
C \$65.00
D \$70.00

Mathematics

Applied Mathematics

Reliable Cable provides cable TV service to houses and businesses. They bill monthly for their services. Study the Statement of Service. Then do Numbers 1 through 5.

Reliable Cable Service

| Statement of Service from 4/01 to 4/30 | |
|---|----------------------|
| Installation Fee | \$73.25 |
| Monthly Charges | \$32.95 |
| Balance Due | <input type="text"/> |

- 1 Which of the following is the correct amount to enter in the Balance Due box?
- A \$40.30
 - B \$105.20
 - C \$106.20
 - D \$146.50
- 2 What month of service is covered by the Statement of Service from Reliable Cable?
- F October
 - G January
 - H June
 - J April
- 3 To the nearest dollar, what does Reliable Cable charge for one month of service?
- A \$30
 - B \$33
 - C \$40
 - D \$73
- 4 How much will a customer pay for 6 months of service from Reliable Cable?
- F \$182.40
 - G \$187.70
 - H \$195.40
 - J \$197.70
- 5 The Statement of Service covers a full month of cable service. About how much does Reliable Cable service cost per day?
- A \$0.32
 - B \$1.00
 - C \$10.00
 - D \$33.00

Level M

Reliable Cable Service Display

Computation and estimation skills are applied to everyday experiences.

| Item | Objective | Description |
|------|------------------------|--|
| 1 | Computation in Context | Data are computed to solve consumer problems. |
| 4 | Measurement | This item employs the understanding of data symbolization. |
| 2 | | |
| 3 | Estimation | Estimation skills are applied using data from a table. |
| 5 | | |



Language

The TABE Language test uses several item formats to test skills ranging from textual organization to sentence formation and conventions of formal and informal written communication. This test assesses skills in areas of usage, mechanics, sentence formation, and paragraph development.

Language items are presented in meaningful contexts that reflect the writing process as it is taught in adult programs and applied in life. Most language items focus on problem areas typically encountered when adults engage in such tasks as writing a business letter, resume, job-related report, or essay for a high school equivalency test. The TABE Language test includes informative texts and general interest narratives, as well as a variety of written business communication samples as stimuli.

TABE provides a comprehensive testing solution with the inclusion of the optional tests of Vocabulary, Language Mechanics, and Spelling. The TABE Language test is also designed to be used in combination with the TABE Writing test as part of the TABE Writing Assessment.



Language

The Language test contains a variety of narrative and informative passages, with topics of interest for adults. The related items assess the ability to edit written pieces using standard language conventions and usage.

Choose the answer that is written correctly and shows the correct capitalization and punctuation. Be sure the answer you choose is complete.

- 1
- A The mechanic said, "what's the problem today?"
 - B "the brakes are making a strange noise," said Glenda.
 - C Kyle asked, "Do you have this problem all the time?"
 - D "This car is ten years old," said Ron. "I've had it since college.

Read the underlined sentences. Then choose the sentence that best combines those sentences into one.

Emma's office is usually open on Mondays.

This week it is closed for the holiday.

- 2
- F Emma's office is usually open on Mondays, or this week it is closed for the holiday.
 - G Emma's office is usually open on Mondays, so this week it is closed for the holiday.
 - H Emma's office is usually open on Mondays, and this week it is closed for the holiday.
 - J Emma's office is usually open on Mondays, but this week it is closed for the holiday.

Level M

| Item | Objective | Description |
|------|---------------------|--|
| 1 | Writing Conventions | This item assesses the correct usage of capitalization and punctuation. |
| 2 | Sentence Formation | This item measures the ability to combine two sentences into one, while maintaining the relationship and individual concepts of the sentences. |



Language

Level A

| Item | Objective | Description |
|------|---------------------|---|
| 1 | Usage | This item measures the ability to identify and choose the correct verb tense to complete the sentence accurately. |
| 2 | Punctuation | The focus of this item is to recognize and identify the punctuation needed to complete the sentence accurately. |
| 3 | Writing Conventions | This item measures the examinee's ability to identify and punctuate a contraction correctly. |
| 4 | Usage | This item measures the ability to identify and choose the correct verb tense to complete the sentence accurately. |

A new study conducted by the University of North Carolina

(1) Highway Safety Research Center are discovering that some 284,000 "distracted drivers" in the United States are involved in serious

(2) automobile accidents each year. A distracted driver according to the study, is a driver whose attention is drawn away from driving by a variety of factors, such as eating, drinking, talking on the phone, and

(3) adjusting the radio. Its not only what occurs inside the car that distracts

(4) drivers. The study found that drivers are frequently distracted by what is happening on the street or highway.

1 A discovers
B will discover
C has discovered
D Correct as it is

2 F driver, according
G driver according,
H driver. According
J Correct as it is

3 A Its'
B It's
C Its's
D Correct as it is

4 F is
G was
H has been
J Correct as it is

Optional Tests

Language Mechanics

The first of the three Optional Tests focuses on the mechanics of written language. The content covers identifying the appropriate use of capitalization and punctuation in sentences, phrases, and clauses. This includes correct usage with quotations, dialogue, proper nouns, titles, contractions, possessive nouns, and pronouns. The Language Mechanics test reinforces editing, proofreading, and other key writing processes. This information can be applied to writing a variety of documents, including business and personal letters.

Decide which punctuation mark, if any, is needed in the sentence.

- ① Why did the train leave so late
 A . B ? C ! D Correct as it is

Read the sentence and look at the underlined part. Choose the answer that shows the best capitalization and punctuation for that part.

- ② I have an appointment to see dr. Chavez.
 A Dr. chavez
 B dr. chavez
 C Dr. Chavez
 D Correct as it is

Read the sentence and look at the underlined part. Choose the answer that shows the best capitalization and punctuation for that part.

- ③ "Could you tell me the time," Nick asked.
 A time?
 B time"?
 C time?"
 D Correct as it is

Choose the sentence that is written correctly and shows the correct capitalization and punctuation.

- ④ A I can't believe they built that deck all by themselves!
 B Yolandas going to be so excited that it is finished.
 C Jim had'nt ever used a hammer before.
 D Its still missing a railing on one side.

Level E

| Item | Objective | Description |
|------|-----------------------------|---|
| ① | Sentences, Phrases, Clauses | This item measures the examinee's ability to determine which end mark, if any, suits the given context. |

Level M

| Item | Objective | Description |
|------|---------------------|--|
| ② | Writing Conventions | This item asks the examinee to identify the correct capitalization of an individual's name with a title. |

Level D

| Item | Objective | Description |
|------|-----------------------------|--|
| ③ | Sentences, Phrases, Clauses | This item measures the student's ability to identify and select the correct punctuation when using quotations. |

Level A

| Item | Objective | Description |
|------|---------------------|--|
| ④ | Writing Conventions | This item focuses on the examinee's knowledge of the rules governing the usage of apostrophes with contractions and possessives. |



Optional Tests

Level E

| Item | Objective | Description |
|------|------------------------|--|
| 1 | Multiple Meaning Words | This item measures the ability to understand multiple meanings of words by inferring missing words from sentences. |

Level M

| Item | Objective | Description |
|------|------------------------|---|
| 2 | Multiple Meaning Words | This item measures the ability to understand the multiple definitions of words used in examples of everyday contexts. |

Level D

| Item | Objective | Description |
|------|--------------|--|
| 3 | Word Meaning | Demonstrating an understanding of word meaning and relationships is an integral part of assessing vocabulary skills. |

Level A

| Item | Objective | Description |
|------|--------------|---|
| 4 | Word Meaning | This item measures the ability to select the synonym that completes the phrase without changing its' meaning. |

Vocabulary

This Optional Test measures basic vocabulary skills. The content focuses on understanding word meanings and relationships. One of the skills measured is the use of context to identify the meaning of words, including multi-meaning words. The Vocabulary test supports the goal of in-depth mastery of word meanings and the acquisition of transferable skills or strategies for the ongoing process of word mastery.

Read the sentences. Then choose the word that completes both sentences.

- 1 Alex was very _____ while we waited.
Joe was a _____ at that hospital.
- A nurse
 - B ready
 - C patient
 - D sensible

- 2 The president served two _____ in office.
The article contained some complex medical _____.
- A times
 - B terms
 - C words
 - D methods

Choose the word that means the same or about the same as the underlined word.

- 3 postpone the event
- A delay
 - B host
 - C depart
 - D attend

Choose the word that means the same or about the same as the underlined word.

- 4 declined the invitation
- A accepted
 - B allowed
 - C refused
 - D offered

Optional Tests

Spelling

Spelling is often difficult because it involves a wide range of interrelated language traits, including listening, speaking, reading, and writing. Therefore, the optional Spelling test provides a more direct focus on this challenging subject area. The item format de-emphasizes reading and vocabulary skills and concentrates more directly on spelling skills.

Choose the word that is spelled correctly and best completes the sentence.

- 1 I told the _____ I needed to make a collect call.
- A operatur
 - B operator
 - C operatar
 - D operater

Choose the word that is spelled correctly and best completes the sentence.

- 2 Nancy likes to _____ conversations with everyone she meets.
- A inishiate
 - B inisiatie
 - C initiate
 - D iniciate

Read the phrases. Find the phrase that shows an underlined word that is not spelled correctly.

- 3
- A news bullitin
 - B tonight's episode
 - C pretty melody
 - D huge selection

Read the phrases. Find the phrase that shows an underlined word that is not spelled correctly.

- 4
- A business strategy
 - B library arkives
 - C warped perception
 - D ten digits

Level M

| Item | Objective | Description |
|------|-----------|---|
| 1 | Vowel | This item measures the ability to choose the correctly spelled word from a group of words with spelling errors related to vowel sounds. |

Level A

| Item | Objective | Description |
|------|-----------|---|
| 2 | Consonant | This item measures the ability to choose the correctly spelled word from a group of words with spelling errors related to consonant sounds. |

Level M

| Item | Objective | Description |
|------|-----------|--|
| 3 | Vowel | This item measures the ability to choose the correct spelling of a word used in a real-life context. |

Level A

| Item | Objective | Description |
|------|-----------|--|
| 4 | Consonant | This item measures the ability to choose the correct spelling of a word whose consonant sound can be made with multiple letters. |

Advanced-Level Tests

Writing

The first of the four Advanced-Level Tests is the Writing test. It provides two essay prompts, each published in a separate workbook for separate administrations. The format is similar to the writing practice essay on high school equivalency tests. The Writing test focuses on the ability to generate, organize, and express ideas related to specific issues, experiences, or knowledge. Each Writing workbook contains:

- A graphic representation of the topic, accompanied by a clearly stated writing prompt
- A planning section for organizing the main ideas of the essay
- A section for writing the essay

The complete Writing Assessment is a combination of the Writing test essay and the Language test from TABE 9 or 10, Complete Battery or Survey.

| Essay—Write your essay in the box below.

Lined area for writing an essay.

Page 4 | Writing

| Writing Topic

Good communication between people is important to every aspect of life, from the work environment to relationships with family and friends. The picture above represents how skills such as speaking, reading, writing, and listening help us communicate with the people around us.

Think about all the different people with whom you communicate daily. Write an essay using examples from your own experience or the experiences of others to support your ideas.

Page 3 | Writing

Advanced-Level Tests

Writing Scoring Rubric

TABE Writing Scoring Rubric

1

- does not present a central idea and/or does not address the prompt
- does not provide any apparent organization
- presents information randomly
- has no central idea; has no supporting details or presents only irrelevant details
- shows a lack of control of written language; displays frequent, severe problems with mechanics, grammar, and/or usage that consistently interfere with comprehension
- uses inappropriate vocabulary/word choice and fails to address correct purpose and/or audience

2

- presents an unfocused central idea that may only partially address the prompt
- provides limited organization; lacks logical progression
- has a weak central idea supported by few or weak supporting details
- shows limited control of written language
- displays problems with mechanics, grammar, and/or usage that occasionally interfere with comprehension
- uses inappropriate and/or repetitive vocabulary/word choice, and addresses purpose and audience marginally

3

- presents a central idea in a predictable format and addresses the prompt
- provides good organization with an introduction, supporting paragraphs, and a conclusion, but lacks transitional devices OR arranges thoughts in a single long paragraph
- presents a central idea and relevant supporting details
- shows a general control of written language; displays some problems with mechanics, grammar, and/or usage that do not interfere with comprehension
- employs a simplistic or limited vocabulary but addresses audience and purpose appropriately

4

- presents a central idea in a unique format and addresses prompt
- provides a smooth organizational structure, including introduction, transitional devices, supporting paragraphs, and a conclusion
- presents and fully develops a central idea with several relevant supporting details
- shows thorough control of written language; mechanics, grammar, and usage make the essay flow
- employs a varied vocabulary and addresses audience and purpose appropriately and effectively

...y, I communicated
any different
I talk to my
members about
they will do du
y, when I will
home from work, and
other details. I also sp
to my boss when I am
work, in addition to the

Advanced-Level Tests

Social Studies

The Social Studies test contains both stimulus-based and stand-alone items. Items are based on a variety of material, including drawings and graphs. Groups of items associated with a stimulus assess a range of thinking skills.

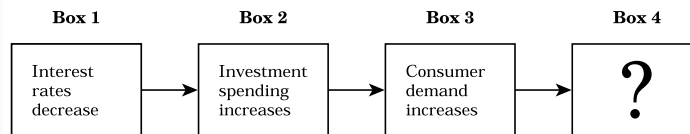
| Item | Objective | Description |
|------|---|---|
| 1 | Geography (Places and Regions) | This item measures the ability to recall features of geographic regions. |
| 2 | Geography (Environment and Society) | This item measures the ability to recognize the relationship between human systems and the physical environment. |
| 3 | Economics (Economic Institutions and Systems) | The ability to recognize the effect of government actions on the economy is an important skill in social studies. |
| 4 | Civics and Government (Government Processes and Structures) | In this item, the ability to recognize and identify the similarities between national governments is key to understanding the structure and operation of governments. |

The Hopi are a group of Native Americans who live in the United States. The drawing below shows a Hopi building. Use the drawing and your own knowledge to do Numbers 1 and 2.



- 1 The structure in the drawing is most likely located in which region of the United States?
- A northwest
 - B northeast
 - C southwest
 - D southeast
- 2 The drawing gives the most information about
- F the religious beliefs of the Hopi
 - G the social structure of the Hopi
 - H challenges to the survival of Hopi culture
 - J adaptation of the Hopi to their physical environment

Use the flow chart below and your own knowledge to do Number 3.



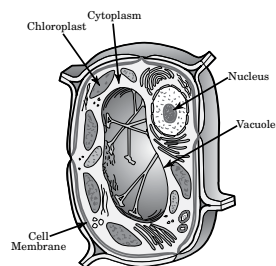
- 3 Which of these best completes Box 4?
- A unemployment rates increase
 - B productivity declines
 - C Gross Domestic Product increases
 - D Consumer Price Index levels decrease
- 4 Which of these parts of the United States government is most similar to the Parliament in Great Britain?
- F the Congress
 - G the Supreme Court
 - H the presidential cabinet
 - J the federal regulatory agencies

Advanced-Level Tests

Science

The Science test assesses knowledge of basic science concepts, science inquiry processes, and science in relationship to technology, society, and history.

Study this picture of a plant cell, and use it to do Number 1.



- 1 Which of these parts of the cell contains most of the genes?
- A the nucleus
 - B the vacuole
 - C the chloroplast
 - D the cell membrane

Use your own knowledge to do Numbers 2 and 3.

- 2 Why is the electrical energy used to heat homes not always a clean source of energy?
- F Electric heaters eventually accumulate dust.
 - G Coal is often used as fuel to produce electricity.
 - H Sparking from electric heaters creates ozone.
 - J Electric batteries can corrode and leak over time.
- 3 Which of these is the most expensive and impractical way to study the effects of global temperature changes on climate and the environment?
- A maintaining global meteorological records in the 21st century
 - B improving current computer models of the global climate system
 - C analyzing the data on temperature change and climate from the last one hundred years
 - D creating and operating a physical model of Earth's climate system in a laboratory setting

| Item | Objective | Description |
|------|---|--|
| 1 | Life Science (Core Concepts) | This item assesses a core concept in Life Science—the location of genes in a cell. |
| 2 | Physical Science (Personal and Social Perspective) | This item assesses science in a personal and social perspective, focusing on the issue of which energy sources are clean (pollution-free). |
| 3 | Earth and Space Science (Scientific Inquiry) | This item assesses knowledge of scientific inquiry, focusing on a topic of current global interest. |

Advanced-Level Tests

Algebra/Geometry

The Algebra/Geometry test offers students a chance to demonstrate mastery of higher-level mathematics skills needed in certain academic, vocational, technical, and employment situations, or before attempting a high school equivalency Mathematics test. These two subject areas are combined into one test and presented in a single test book containing 60 selected-response items.

| Item | Objective | Description |
|------|---|--|
| 1 | Variables, Expressions and Operations (Algebra) | This item requires the ability to identify equivalent expressions. |
| 2 | Linear Equations and Inequalities (Algebra) | This item requires the ability to solve linear equations. |
| 3 | Lines, Angles and Triangles (Geometry) | This item requires the ability to identify angles. |
| 4 | Polygons and Circles (Geometry) | This item requires the ability to identify properties of polygons. |

1 Which of these is equivalent to the expression below?

$-5x^2(-x+1)$

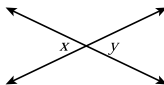
A $-5x + x - 1$
 B $-5x - x - 1$
 C $-5x + x + 1$
 D $-5x - x + 1$

2 Which of these ordered pairs is a solution to the equation below?

$2y - 5x + 8$

F (0, -4)
 G (2, 8)
 H (4, 6)
 J (6, 4)

3 What type of angles are x and y in the figure below?



A vertical
 B complementary
 C supplementary
 D adjacent

4 Which of these figures has congruent base angles?

F circle
 G parallelogram
 H scalene triangle
 J isosceles trapezoid



Computer-Based Options



Computer-Based Administration

TABE Online

TABE 9&10 is also available online, allowing you to report adult basic education skills at any time using the Internet. TABE Online includes the Locator, Complete Battery, and Survey tests for TABE 9&10. Powerful features include:

- **Auto Locator** — TABE Online Locator test automatically schedules and assigns students for appropriate subsequent tests
- **Untimed test option** — You can turn off the test timer for individual students
- **Pause button** — You can pause the test for students who need more time to complete a portion of the test
- **Reports** — TABE Online enables you to generate reports by aggregating data within any node in the hierarchy. You can also report on disaggregated data by date range, demographic, or location
- **Improved accommodation profile functionality** — You have the option to adjust font color, and size and background color of test questions and answers, to accommodate a student's testing needs



TABE-PC 9&10

TABE-PC 9&10 is a convenient software version of TABE 9&10 that handles the automated administration, scoring, and reporting of TABE. TABE-PC lets you report results using your own Windows-based computer system (Microsoft Windows® 7). It provides test results immediately and can eliminate errors that occur with hand-scoring or scanning.

Computer-Based Scoring and Reporting

TestMate TABE

TestMate TABE scanning software brings the speed and accuracy of computer scoring to paper-and-pencil tests. It retains the TestMate features you depend upon and brings you many additional benefits. For example, TestMate TABE offers pre- and post-test reporting capabilities for individual students and for groups. It captures longitudinal results from multiple test administrations, and reports the first and last test scores for a student to demonstrate progress to date.



Support Materials



Algebra/Geometry

This concise introductory workbook prepares students for the experience of taking standardized tests. It is especially useful for students who suffer from test anxiety, who have been away from school for a long time, or who come from other countries and therefore may not be familiar with American standardized tests. This workbook offers:

- User-friendly text (easy to medium level content)
- Coverage of all five subject areas assessed by TABE and taught in most adult basic education/ high school equivalency test courses — reading, mathematics computation, language, and spelling
- Practice items to familiarize students with multiple-choice items and to provide experience on “bubble in” answer sheets

TABE Teacher’s Guides

TABE Teacher’s Guides for Mathematics, Reading, and Language contain supplementary classroom activities to enhance instruction while preparing students for high school equivalency tests, correlations to a variety of national curricula, suggested instructional approaches, and much more. Use them as pre-test student practice, or as remediation after administering TABE 9&10. All teaching activities are aligned with content and TABE difficulty level for your convenience. Teachers benefit by:

- Learning to use TABE results to meet NRS and other federal reporting requirements
- Becoming familiar with sample TABE test items and the assessment process
- Developing more targeted instructional strategies for individual students and groups
- Acquiring information on how to accommodate students with disabilities

The Power to Achieve

A Web-Based Version of the Tests of Adult Basic Education (TABE)

Simplify testing—get immediate results to inform instruction and training decisions

TABE Online is an easy-to-use, Web-based assessment and reporting system of adult basic education skills. This version of TABE 9&10 provides reliable skill-level data for adult educators to screen and place students in training or employment programs or to determine readiness for success on a high school equivalency test. Simply speaking, TABE Online provides reliable information on your adult students' skills, and enables you to meet their needs more quickly and effectively.

Efficient for instructors—engaging for students

- Simplify test administration and reporting
- Engage student interest for accurate skill measurement
- Access online reports for easier information sharing
- Create a helpful overview of longitudinal growth
- Simplify data management and storage



ONLINE

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Tests of Adult Basic Education



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