Adult Education New Teacher Training
Module 5
Assessments

Overview of Assessments

To successfully start a new student, it is imperative to begin with an accurate assessment within the first 12 hours of enrollment. A comprehensive assessment program supports the educational process by providing information that educators can use to guide students and promote achievement. In addition, test scores are required by state and federal agencies to demonstrate student progress and program effectiveness.

Adult education programs provide a variety of learning opportunities including basic literacy skills, career services, workforce literacy, workforce preparation, Integrated Education and Training (IET), Integrated English Literacy & Civics Education (IELCE), preparation for postsecondary education and skills training, concurrent enrollments with CTE/postsecondary, work experience, HSE preparation, and English as a Second Language. Assessments determine the proper placement of the adult learner into the appropriate level of instruction. Additionally, assessments used by instructors are easily relatable to instructional materials commonly used in adult education programs.

In this module, we will discuss the purpose of testing, the types of testing used in adult education, communicating the results to a student, and applying the results of testing. This process lays the foundation for developing assignments and organizing a student's folder.

Purpose of Assessment

- To receive funding, programs are required to show educational gains
- To place student at appropriate instructional level
- To diagnose student needs and set goals
- To develop lessons and effective programs
- To measure student progress
- To measure program effectiveness and plan program improvements

Wyoming Approved Assessments for Adult Education

The norm referenced assessments approved for Wyoming AE programs to use as standardized assessment instruments (were identified in the Federal Register /Vol. 85, No. 153 on Friday August 7, 2020) allowable for NRS reporting are as follows for Wyoming:

ABE/ASE tests: TABE® 11& 12 (reading, mathematics, and language)

TABE 11/12 is designed to measure progress throughout the continuum of Adult Education, from pre-literacy and basic mathematical concepts, through high school. TABE also offers objective level mastery information to help instructors better target instruction.

ESL tests: TABE CLAS-E® (listening, speaking, reading, and writing)

The TABE CLAS-E is a coordinated system of assessments for non-native speakers of English that are aligned to the NRS levels necessary for reporting purpose. This series of assessments provides instructors with the tools they need to easily pinpoint student strengths and areas of opportunity and to demonstrate student gains for reporting purposes.

Data Validation

The National Reporting System (NRS) provides the guidelines to the state for reporting. It requires the state to have a data management system. Wyoming uses the LACES system. The system is set up to reflect the student demographics, educational gain, attainment of goals, and attendance. Each state must aggregate the data

from their local providers, and submit it to the Office of Career, Technical and Adult Education (OCTAE), who in turn compiles a national report that is submitted to Congress.

All test scores must be entered into LiteracyPro (LACES) Data Collection Program promptly by the end of the month the assessment is given.

Assessments should be done in the classroom/learning center or virtually, under the supervision of qualified personnel. Students cannot take the test home. Other than explaining the directions for taking the assessment and giving out scratch paper, no other assistance can be provided. TABE scores should be considered confidential.

Test results may be transferred between adult education centers but must be less than one year old. Test results must be mailed in a sealed envelope, hand delivered by the student emailed with security or faxed under privacy cover to be acceptable. Students who refuse to complete a test cannot be served by an Adult Education center as all NRS assessments are the basis upon which Adult Education centers report measurable skill gains on, which is a federal requirement for AEFLA funded grants.

Students who have 'stopped out' by not attending for 90 days or more must be administered a new pretest if the last test on record is 180 days or more older. The data system recognizes 90 days with no attendance as 'left' and the student is automatically exited from the system.

The TABE is not to be used as study tool. This invalidates the test for further use with that student. Students should not be left on their own taking the test in the center, open lab, etc. No other assessment is valid for EFL placement

All students remain in the program area and level they initially entered for an entire period of participation. This means all synchronous and asynchronous hours are recorded in that period of participation.

GENERAL REQUIREMENTS

Who Should Be Assessed?

All qualified participants who are 16 years of age or older and are supported by federal/state Adult Education grant funds are required to be pre- and post-tested. All pre-tests must be completed within the first 12 hours of instruction.

TABE Guidelines

Data Recognition Corporation (DRC) manufactures the Tests of Adult Basic Education (TABE) 11/12 to assess basic reading, math, and language for skills usually learned in Grades 1-12. Adults eligible to be tested are 16 years of age and older and cannot be enrolled in school. The TABE tests are norm-referenced tests designed to measure achievement of basic skills commonly found in adult education curricula and taught in instructional programs. The tests provide percentile and scale scores for placement into EFL's. Five levels of TABE 11/12 assessments are available: L (literacy), E (easy), M (medium), D (difficult), and A (advanced). Testing always begins with the use of a short locator test to correctly place students into an appropriate level.

The same manufacturer produces the TABE CLAS-E assessment for non-native speakers of English. Test items for the TABE CLAS-E are aligned with the NRS English as a Second Language educational functioning level descriptors. As with TABE 11/12, these tests provide percentile and scale scores for easy placement into EFL's. There are four levels available in the content areas of reading, writing, listening, and speaking and assessment always begins with the use of a locator test.

Instructors should refer to the manufacturer's guidelines for TABE 11/12 Test or TABE CLAS-E for complete instructions. Using a comprehensive TABE as a pre-test is useful for educational planning and diagnosing strengths and weaknesses. It is mandatory that instructors use the same type of assessment for both pre- and post-testing. The Wyoming

ABE State Assessment policy can be found at: https://communitycolleges.wy.edu/adult-education/directors/. Please read it and become acquainted with the rules you are to follow.

The TABE must be timed according to the directions found in the Examiner's Manual. Each subject area test should be completed in one sitting. A program may administer all three tests and the Locator in one block of time or spread the tests over sessions, but program personnel should not begin testing if the student cannot be present for the length of at least one full subject area test. All teachers are to be trained to administer the TABE tests using the TABE training videos and/or attend New Teacher Training where the complete training is provided. All staff who administer the TABE 11/12 are required to complete the online certification process from DRC. Yearly re-training/certification are conducted by the local program director.

The Math TABE assessment is divided in two sections: Applied Mathematics and Math Computation. The calculator is an optional choice for Applied Math ONLY. The calculator is not allowed for Math Computation. The calculators should not be available while students are taking the Computation section.

TABE Locator

Wyoming uses the TABE locator to determine which diagnostic level of standardized assessment is appropriate for the student. Subtests are used for initial placement in the appropriate educational functioning level (EFL). The lowest pre-test score determines the EFL. The exception is if the student would be studying in only one area, such as language or math. The student would only be assessed in that particular area, and the EFL would be determined by the particular test given.

Balancing good assessment practices and expediency in programs with constant movement of students is an ongoing challenge. Since our target population attends voluntarily with little external pressures to do so, we need to be able to capture their educational progress in as an effective and efficient manner as possible to meet our accountability requirements, to give students feedback on their progress, and to help teachers and programs adjust practices and evaluate their effectiveness.

To successfully start a new student, it is important to determine with which assessment level of TABE is appropriate to begin. The Locator is to be used during the intake process to determine the appropriate pre-test level. The Locator test allows the instructor to quickly and easily determine the proper Level of the TABE test to administer for prescriptive and diagnostic purposes. Regardless of the assessment given, a TABE test provides comprehensive scale scores in each content area tested. Some examinees may have scores that vary significantly in these content areas so may need to be assigned to different TABE levels.

1) ***TABE 11/12*** has several levels available with differing scale score ranges:

EFL Level		Reading	Applied Math	Language
ABE Beginning Literacy	L-1	300-441	300-448	300-457
ABE Beginning Basic Ed.	L-2	442-500	449-495	458-510
ABE Low Intermediate Ed.	L-3	501-535	496-536	511-546
ABE High Intermediate Ed.	L-4	536-575	537-595	547-583
ASE Low Education	L-5	576-616	596-656	584-630
ASE High Education	L-6	617-800	657-800	631-800

2) ***TABE CLAS-E*** levels

EFL Level	Reading	Writing	Total Reading and Writing
ESL Beginning Literacy	250-392	200-396	225-394
ESL Low Beginning	393-436	397-445	395-441
ESL High Beginning	437-476	446-488	442-482
ESL Low Intermediate	477-508	489-520	483-514
ESL High Intermediate	509-557	521-555	515-556
ESL Advanced	558-588	556-612	557-600

EFL Level	Listening	Speaking	Total Listening and Speaking
ESL Beginning Literacy	230-389	231-425	230-407
ESL Low Beginning	390-437	426-460	408-449
ESL High Beginning	438-468	461-501	450-485
ESL Low Intermediate	469-514	502-536	486-525
ESL High Intermediate	515-549	537-567	526-558
ESL Advanced	550-607	568-594	559-600

Establishing the NRS Initial Educational Functioning Level Based on Assessment Scores

The Office of Career, Technical & Adult Education (OCTAE) and the State require that for each program year, local Adult Education providers establish an initial Educational Functioning Level (EFL) for determining placement in NRS accountability. If program instruction is in more than one skill area, students must test in the skill area(s) most relevant to the students' needs and the program's curriculum. Typically, all students should be given a full TABE test battery. Therefore, some students may have more than one initial EFL.

- Students enrolled in ABE (Levels 1-4) must test with a test designed for ABE and in one or more of the skill areas relevant to ABE students, such as mathematics, reading and language.
- For ABE students, if multiple skill areas are assessed and the student has different EFLs in different skill areas, for NRS reporting, the student would be tracked using the NRS level of the skill area with the lowest functional level. For example, if a student scores at ABE level 1 in reading and ABE Level 3 in mathematics, the student would be learning reading skills at level 1 and learning math skills at level 3. However, for NRS reporting, the student is in the ABE Level 1 cohort for NRS.

Educational Functioning Level (EFL) descriptors for ABE are defined by the National Reporting System (NRS) for Adult Education programs across the United States. There are three descriptors: Basic Reading, Writing and Numeracy Skills. These three areas are defined under each literacy level and are the basis upon which the College and Career Readiness Standards and the English as a Second Language Standards for Adult Education were created. Learning activities reflecting each of these skill levels should be incorporated into the curriculum. The ability to meet the skills described in all EFL's should be taken into account when determining if students are meeting their individual goals.

Initial TABE assessment needs to take place before finalizing initial student goals and determining initial EFL placement. The student profile should be shared with the student. All teachers working with the student should have the profile or ready access to the profile.

Showing Progress/ Frequency of Assessments/Posttest Guidelines

To show progress on the NRS in a level or movement to higher educational functioning levels, the post-assessment must show progress in the area of the lowest pre-test score and/or the subject area in which the student received instruction. This differs from the assessment done for instructional purposes where aspects of the subject area may need greater analysis. An example would be Reading and its component areas needing instructional-based assessments in alphabetic fluency, vocabulary and phonics.

Following the initial assessment (pre-test), the recommended instructional time prior to post-testing is 50-60 hours, with a minimum of at least 40 hours, using an alternate form for participants that test into NRS ABE Levels 1-4 and all ESL levels. If the same form is used, 60-80 hours of instruction is required.

Students who are placed, through pretesting, at NRS ABE levels 5 or 6 need only complete a minimum of 30 hours of instruction before a posttest, using an alternative form, can be administered. If same test forms are used, 60-80 hours of instruction are required.

Posttest scores are used to measure the student's progress from one level to another and to report learning gains by students. Under certain conditions, the posttest may be used as the new pretest for the next phase of instruction and should be completed at least **one** time each fiscal year.

Exceptions to Test Publisher-Recommended Posttest Guidelines

There are circumstances when it is permissible to posttest a student before the recommended hours of instruction. The length of time between the pre-and post-tests has been established by test publishers in order to allow the test to validly and reliably measure educational gains. When these procedures are not followed correctly or consistently, the determination of educational functioning level is invalid and not comparable across programs or possibly even within programs, making the data validity questionable.

Exceptions to the required minimum number of post-testing hours for TABE are permitted, as long as they <u>are limited, rare, and documented</u>. Examples may include:

- The participant is permanently moving out of the area.
- The participant is permanently leaving the program AND the instructor has determined that the participant has made sufficient progress to warrant post-testing.
- Early post-testing is conducted due to COVID-19 restrictions.
- Students who pre-test at High Adult Secondary level and have a goal to earn an HSEC. In these instances, it is not necessary to post-test as successful completion of the EFL will be the completion of the HSEC.

Instructors who want to give a posttest before the publisher's recommended time suggestions, must obtain permission from the local program director by submitting the 'Posttest Exception' form before post testing commences. The State allows no more than 3% of NRS level 3 students to be post tested before 40 hours of instruction however participants must have logged at least 30 hours of instruction before an exception can be granted.

Testing Limits

The length of time between pre and post-tests must be long enough to allow the test to adequately measure EFL gains according to the test manufacturer guidelines.

- <u>Out of Range Scores</u>:

Note that each TABE level test has content aligned specifically to a range of NRS levels and thus a student can only be classified into those NRS levels. Due to the content alignment, as well as measurement properties of each TABE level test, if a student tests "out of range" (O/R; more than one NRS level below the targeted level), then they will not receive a scale score or NRS level and they will need to take a lower TABE level test. 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 level.

- <u>Adjusting a TABE level</u>:

If a pretest scale score was followed by "+", the post test level must be at the next higher level. For instance if the pretest scale score on a level D test was followed by the plus sign, the post test should be a level A.

It is not uncommon for students to test on different levels for different subjects. (Reading at the D Level and Math at the M Level). When using the computerized versions the computer will time the Locator and place the student at the level indicated by their score. Encouraging students to guess on the Locator

can throw off the placement of a student.

Test Administration Best Practices

The following are best practices when administering any TABE test:

- Pre-testing must occur within the first 12 hours of attendance as part of the local program's Career Services course.
- Use one form (ie. TABE 11) for pretesting and another (i.e. TABE 12 for post testing)
- Tell students that it is not a pass/fail test
- Tell students that results are used to place them in the correct level so as not to waste their time on materials they already know
- Inform students that they will not be able to bring cell phones or electronic devices to the test
- Proctors should explain instructions, when necessary and establish time limits for each section of the test
- Proctors should not grade papers, read the newspaper, talk on the phone, etc. when proctoring an exam
- Proctors should circulate the room and watch for irregularities
- Proctors should hand out scratch paper
- Create and maintain appropriate testing environment by using trained test administrators/proctors
- Consider variables that can affect the test results.
- Maintain the integrity of the exam by storing test booklets (when applicable) in a secured place.
- Never debrief the test.
- TABE re-assessment (post-testing) should be completed at least one time each fiscal year. The policy is to post-test students after they have met the minimum hour requirement, at the end of a managed enrolled class of 6 weeks or greater, or at the beginning of a fiscal year IF the last post test on record is more than a year (for continuing students).
- If the TABE pre-test or post-test is administered in March through June, and the student continues class in the new fiscal year, the last recorded score is used as the pre-test for the next year. In most other cases, the student needs to be retested.

Testing Accommodations for Students with Disabilities or Other Special Needs

Accommodations refer to adjustments made in either instruction or assessment and enable adults with disabilities to participate fully in an academic setting. Accommodations are made to allow the student with a disability (or disabilities) to demonstrate his or her skills and abilities more accurately than if no accommodations were made. Accommodations must meet the needs of the examinee without changing what the test is intended to measure.

Procedures to Identify Learners with Disabilities

Adult education students with disabilities are responsible for self-identification and for requesting any accommodation they may need. Adult education students are also responsible for submitting documentation of their disability

Adult education programs should provide ongoing counseling to all adult general education students with disabilities, as part of a system that promotes open communication of available services, including contacts to service agencies. It is also important to encourage students who may require accommodations to obtain the type of assistance that will assist them to achieve academic success. Once students self-identify their disability, documentation of the disability is essential to obtain in order for the staff to provide optimal advising. Documentation may include a variety of records, including a diagnostic assessment by a licensed medical professional (e.g., psychologist, psychiatrist, neurologist), other relevant records that confirm the diagnosis (i.e., an Individual Education Plan [IEP]), a diagnostic evaluation by the Division of Vocational Rehabilitation or records from the Division of Blind Services. It is recommended that staff work closely with students

with disabilities to develop the Adult Education 504 Plan and the Adult Education Matrix. See the Rehabilitation Act of 1973, Section 504, Part 104.

Procedures to Administer Assessments to Learners with Disabilities

Accommodations during the assessment process must provide a framework that allows the learner with a disability to demonstrate the skills and knowledge that the test is designed to measure. Upon receiving a request for specific types of accommodations from a learner with a documented disability, the program should give due consideration to the accommodations requested by the learner. Many test accommodations are based on those used by the learner during instruction. All accommodations should be documented in the learner's local file folder.

Testing Accommodations may include, but are not limited to, the following:

- Flexible scheduling: breaking the test into sections so the student has less time at each testing session. Does not require documentation and does not affect the norming of the test.
- Flexible timing: extra time for the student to test. Usually ½ or double time. There is no such thing as unlimited time. Requires documentation.
- Flexible setting: allowing the student to test alone – Does not require documentation and does not affect the norming of the test.
- Flexible responding: having someone record the answers for the student. This would require documentation and would probably affect the norming process since extra time is usually required for this type of accommodation.
- Flexible presentation: large print, Braille and audio. If you use the audio for reading, it becomes listening comprehension and not reading comprehension. Requires documentation and affects the norming.
- Assistive device – Assistive devises typically used in classroom instruction such as visual magnification or auditory amplification devices, calculators (if authorized in test administration manual)

Making Accommodations

Students must ask to use an accommodation prior to the commencement of a testing session. Permissible types of accommodations are shown in the chart below.

Test Type	**Accommodations Available (with documentation)**	**Other Accommodations Available (does not require documentation)**
Paper Based Tests For TABE 11/12 & TABE CLAS-E	Braille (automatic extra time); audio, sign language, text-to-talk; extra time, have directions read/paraphrased; use of a dictionary when language conventions are assessed; use of calculator or arithmetic tables (for mathematics computation test only) that change the construct being measured Braille is not available for the TABE CLAS-E.	Straight edge for reading, sticky notes, color overlay, magnifiers, large print (request from publisher),
Computer Based Testing (CBT) for TABE 11/12 & TABE CLAS-E	Text to speech functionality (untimed); additional time; have directions read/paraphrased; use of a dictionary when language conventions are assessed, use of calculator or arithmetic tables (for mathematics computation test only) that change the construct being measured.	Line guide, highlighter, cross off, magnifier/zoom, sticky notes, calculators, color choices, contrasting colors, reverse contrast, masking, online large print, mark for review, pause test, mathematics formula sheet, ruler, protractor

Students who have been given an accommodation for a pretest, must have the same type of accommodation applied to the post test.

Accommodations for Non-Native Speakers of English

The TABE CLAS-E assessment is designed to evaluate a learner's proficiency in English. Consequently, no accommodation is needed for that purpose. Students who score so low as to not be able to continue on an assessment, that is sufficient information to indicate that the student needs much more extensive exposure to English, American culture(s), and familiarity with American testing protocols to get a more robust score.

Types of Testing

There are two types of testing used in the adult education classroom. We start with formal testing that is standardized, has validity and reliability, and is approved for NRS reporting. Each state must approve the test to be used for this purpose. Wyoming uses TABE tests.

Formal testing uses accepted testing standards. Timing, lighting, space and distractions must be considered so the student has the best opportunity to demonstrate what the knowledge and gaps he brings to class. Without accurate testing the instructor cannot plan nor will the student feel his needs are being met.

The second type of testing is informal testing. This takes place when the teacher prepares or uses quizzes, chapter tests, or assessments built into software programs. During class presentations or discussions the teacher may informally assess the knowledge gained or skills demonstrated by the students. Adjustments are made to the lessons accordingly. Cooperative learning groups may be a way for teachers to listen and assess progress as well.

Communicating Test Results

The results of all testing must be communicated to the student. Written results should be given to the student of all formal testing. But is does not stop there. The instructor must discuss the results, plan the next steps in the education plan with the student, and continue the rapport and support the student needs. Some instructors have tracking sheets for students, while others allow the student to design their own success tracking sheet. Seeing the results in a visual way helps the student know he is making progress. The student's EFL often will suggest the type of communication that is needed. There are certificates of completion, level gain charts, and other symbolic ways to encourage student.

As stated earlier, students are motivated by an internal sense of success. When you know what the student's goals are for learning and how they apply to their stated goals for attending the program, you can tie academic success to these goals. Ultimately, we are here to help the students reach their goals be it work or further education.

Below are two examples of NRS approved test results.

Sample TABE Score Reports

TABE 11/12

Report Criteria			
ID:	82901	State:	
Test Name:	TABE 11 ALL	District:	
Report:	ALL	School:	
Report Date:	11-11-2020		

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Reading	01/28/2020	M	47	30	39	519	15	3	N
Mathematics	01/29/2020	M	39	16	35	481	14	2	N
Language	01/29/2020	M	39	18	35	480	14	2	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.

TABE CLAS-E

REPORT CRITERIA

ID: 0274447 State: WY

Report Date: 10/30/2020 District:

Test Name: TABE CLAS-E School:

TEST RESULTS

Skill Area	Test Date	Level/Form	Points Possible	Number Correct	Scale Score	NRS Level
Reading	10/29/2020	2/B	25	20	497	4
Listening	10/29/2020	2/B	25	23	567	4+
Writing	10/29/2020	2/B	36	28	500	4
Speaking	10/29/2020	2/B	108	106	631	4+
Grammar			39	39	245	
Meaning			45	45	269	
Appropriateness			24	22	117	
Total Reading/Writing			61	48	499	4
Total Listening/Speaking			133	129	599	4+

* 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

Applying Test Results

Formalized testing produces a diagnostic or test report that describes the subjects and objectives being tested and the mastery levels. Many providers use computer testing, paper and pencil tests with either score cards or sheets that are scanned, or they hand score the tests. Each method can produce a test report that diagnoses the skill levels and informs the teacher of what areas must be studied for that student.

Teachers have a variety of curriculum available. Publishers have products ranging from workbooks, texts, and manipulatives to full range courses at all levels and all subjects. Some are work oriented such as Keytrain or WIN while others are academic oriented like Aztec, Plato, and Skills Tutor. With such a wide variety to choose from the teacher should be able to match the learning style of the student to the materials available. Lesson planning is the key to moving your student along. How you integrate the tools and curriculum allows you to be creative within the classroom. Some teachers work with a larger staff that can divide into classes and levels. Others are in a “one room school house” and are the sole teacher for all who walk through the door. There are excellent teachers in both settings.

Exhibit B-1 Functioning Level Table ABE

Beginning Literacy (ABE) **Level 1** TABE **(11–12)** scale scores (grade level 0-1.9): Reading: 441 and below Mathematics: 448 and below Language: 457 and below • **LITERACY / ENGLISH LANGUAGE ARTS**	**Reading:** Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are able to demonstrate understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level are able to recognize and produce rhyming words, blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single syllable words. They are able to decode two syllable words following basic patterns as well as recognize common high frequency words by sight. Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in texts with clear and explicit context. Individuals ready to exit this level are able to determine main ideas, retell key details, and ask and answer questions about key details in simple texts. Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons). They also are able to use text features, both print and digital, to locate key facts or information. When listening to text above their current independent reading level, they are able to identify the reasons an author gives to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic. **Writing :** Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question. **Speaking & Listening :** Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question. **Language:** When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions and conjunctions. When writing sentences individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series. They are able to spell words with common patterns and frequently occurring irregular words. Other words they spell phonetically. In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally. Individuals are able to determine the meaning of unknown and multiple-meaning words, by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level context. They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings.

• **MATHEMATICS** • **Level 1**	**The Mathematical Practices**: Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently. **Number Sense and Operations**: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers. They are able to add whole numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations. They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations. **Algebraic Thinking**: Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations. **Geometry and Measurement**: Students prepared to exit this level can analyze and compare 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can reason with two dimensional shapes (e.g., quadrilaterals and half- and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to create composite shapes. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit. **Data Analysis**: Students prepared to exit this level are able to organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.
<u>Beginning Basic (ABE)</u> **Level 2** TABE **(11–12)** scale scores (grade level 2-3.9): Reading: 442-500 Mathematics: 449-495 Language: 458-510 • **LITERACY / ENGLISH LANGUAGE ARTS**	**Reading:** Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams. They also are able to identify and understand the meaning of the most common prefixes and suffixes. They can read common irregular sight words. Individuals are able to read level appropriate texts (e.g., texts with a Lexile Measure of between 420 and 820) with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in level-appropriate complex texts. Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea. Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They are able to compare and contrast the most important points and key details of two texts on the same topic. When listening to text above their current independent reading level, they are able to describe the relationship between ideas in a text in terms of time, sequence, and cause/effect, as well as use text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. They also are able to

	describe how reasons support specific points an author makes in a text and identify the author's main purpose or what the author wants to answer, explain or describe, as well as distinguish their own point of view from that of the author's. **Writing:** Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or texts, supporting a point of view with reasons. They are able to write simple informative texts in which they examine a topic and convey information clearly. They also are able to write narratives with details that describe actions, thoughts, and feelings. They use transition and temporal words (e.g., also, another, more, but) to link ideas and signal event order. Individuals ready to exit this level are able to use technology to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects and summarize their learning in print. This includes taking brief notes from both print and digital sources, and sorting evidence into provided categories. **Speaking & Listening:** Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes gaining the floor in respectful way, linking their comments to the remarks of others, and expressing their own ideas, clearly in light of the discussions. Individuals are able to report on a topic or text or recount an experience, with appropriate facts, and relevant, descriptive details. They are able to speak in complete sentences appropriate to task and situation in order to provide requested detail or clarification. They can discuss what they have heard read aloud and provide the main ideas and appropriate elaboration and detail about the information presented. **Language:** When writing and speaking, individuals ready to exit this level are able to correctly use regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions. When writing simple, compound and complex sentences, individuals use correct subject-verb and pronoun-antecedent agreement. They also use correct capitalization, ending punctuation, commas, and apostrophes to form contractions and possessives. They also are able to spell words with conventional patterns and suffixes. They are able to use spelling patterns and generalizations (e.g., word patterns, ending rules) in writing words. In response to prompts, they are able to produce, expand, and rearrange simple and compound sentences. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. They are able to distinguish literal from non-literal meaning of words, and shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, wondered, suspected). They are able to demonstrate understanding of and use general academic words that signal spatial and temporal relationships.
• **MATHEMATICS** • **Level 2** • **Beginning Basic**	**The Mathematical Practices:** Students prepared to exit this level are able to decipher two-step problems presented in a context, visualizing a situation using diagrams or sketches, and reasoning about and applying the correct units and the proper degree of precision to the results. They can explain their processes and results using mathematical terms and symbols appropriate for the level and recognize errors in the reasoning of others. They strategically select and use the appropriate tools to aid in their work, such as pencil/paper, measuring devices, manipulatives, and/or calculators. They are able to see patterns and structure in sets of numbers, including in multiplication or addition tables, and use those insights to work more efficiently. **Number Sense and Operations:** Students prepared to exit this level understand place value for whole numbers to 1000 and can use that understanding to read, write, count, compare, and round three-digit whole numbers to the nearest 10 or 100. They are able to compute fluently with all four operations with whole numbers within 100. They use place value and properties of operations to explain why addition and subtraction strategies work, and can demonstrate an understanding of the inverse relationship between multiplication and division. They can solve one- and two-step word problems involving all four operations within 100 and identify and explain arithmetic patterns. They have an understanding of fractions, especially unit fractions, and can represent simple

	fractions on a number line. They understand and can explain equivalence of fractions, can recognize and generate simple equivalent fractions, and can compare two fractions with the same numerator or denominator by reasoning about their size. **Algebraic Thinking**: Students prepared to exit this level apply the properties of operations to multiplication and division of whole numbers. They understand the relationship between multiplication and division and can determine the unknown number in multiplication or division equations. **Geometry and Measurement:** Students prepared to exit this level are able to reason about geometric shapes and their attributes. They can demonstrate an understanding that different shapes might share common attributes (e.g., four sides) and can compare and classify two-dimensional shapes, particularly quadrilaterals. They are able to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. They can use common U.S. Customary and metric units for linear measurements (e.g., inches, feet, centimeters, and meters) and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They understand the concept of area and can relate it to addition and multiplication to solve real-world problems. They also understand, and can solve, real-world and mathematical problems involving perimeter of polygons. **Data Analysis:** Students prepared to exit this level are able to draw and interpret simple graphs (e.g., bar graphs, picture graphs, and number line diagrams) including scaled bar and picture graphs. They can solve one- and two-step problems using scaled bar graphs. They can generate measurement data by measuring lengths to the nearest half- and quarter-inch and display that data by making a line plot marked off in appropriate units.
Low Intermediate Basic Education (ABE) **Level 3** TABE **(11–12)** scale scores (grade level 4-5.9): Reading: 501-535 Mathematics: 496-536 Language: 511-546 • **LITERACY / ENGLISH LANGUAGE ARTS**	**Reading:** Individuals ready to exit the Low Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 740 and 1010).12 They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals ready to exit this level are able to make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the overall structure of a text and compare and contrast the structures of two texts. Individuals ready to exit this level are also able to interpret information presented visually, orally or quantitatively to find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They are able to describe how point of view influences how events are described. They are able to analyze multiple accounts of the same event or topic, noting similarities and differences. They are able to produce valid evidence for their findings and assertions. **Writing:** Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons. They are able to produce informative texts in which they develop a topic with concrete facts and details. They convey information clearly with precise language and well-organized paragraphs. They link ideas, opinions and reasons with words, phrases, and clauses (e.g., another, specifically, consequently, because). They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects,

	making frequent use of on-line as well as print sources. This includes the ability to draw evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources. **Speaking & Listening:** Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes demonstrating an understanding of teamwork and working well with others by carrying out their assigned roles, and posing and responding to specific questions, and making comments that contribute to and elaborate on the remarks of others. Individuals are able to report on a topic or text or present an opinion, sequencing ideas logically and providing appropriate facts, and relevant, descriptive details that support the main ideas or themes. They are able to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. They also are able to paraphrase and summarize what they have heard aloud and explain how each claim is supported by reasons and evidence. **Language:** When writing and speaking, individuals ready to exit this level are able to use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense. They use prepositions, conjunctions, and interjections properly. Individuals write simple, compound and complex sentences and use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing. They also use correct capitalization, commas, and underlining, quotation marks, and italics to indicate titles of works. They are able to correctly use frequently confused words (e.g., to, too, two; there, their) and spell correctly, consulting references as needed. They are able to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons as well as expand, combine and reduce sentences for meaning, reader interest and style. Individuals are able to determine the meaning of unknown and multiple meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. Individuals are able to interpret figurative language, including similes and metaphors. They also are able to recognize and explain the meaning of common idioms, adages, and proverbs. They are able to demonstrate understanding of and use general academic words that signal precise actions or emotions (e.g., whined, stammered), signal contrast (e.g., however, nevertheless), or other logical relationships (e.g., however, similarly), and are basic to a particular topic (e.g. endangered when discussing animal preservation).
• **MATHEMATICS** • **Level 3** • **Low Intermediate**	**The Mathematical Practices:** Students prepared to exit this level are able to decipher multistep problems presented in a context and reason about and apply the correct units and the proper degree of precision to the results. They can visualize a situation using diagrams or sketches, see multiple strategies for solving a problem, explain their processes and results, and recognize errors in the work and reasoning of others. They can express themselves using mathematical terms and notation appropriate for the level and can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, and/or technology. They are able to see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently. **Number Sense and Operations:** Students prepared to exit this level understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to read, write, compare, and round decimals. They are able to use their place value understanding and properties of operations to fluently perform operations with multi-digit whole numbers and decimals. They can find common factors, common multiples, and understand fraction concepts, including fraction equivalence and comparison. They can add, subtract, multiply and divide with fractions and mixed numbers. They are able to solve multi-step word problems posed with whole numbers and fractions, using the four operations. They also have an understanding of ratio concepts and can use ratio language to describe a relationship between two quantities, including the concept of a unit rate associated with a ratio.

	Algebraic Thinking: Students prepared to exit this level are able to apply and extend their understanding of arithmetic to algebraic expressions, using a symbol to represent an unknown value. They can write, evaluate, and interpret expressions and equations, including expressions that arise from formulas used in real-world problems. They can solve real-world and mathematical problems by writing and solving simple one-variable equations and write a simple inequality that represents a constraint or condition in a real-world or mathematical problem. They can represent and analyze quantitative relationships between dependent and independent variables. **Geometry and Measurement:** Students prepared to exit this level have a basic understanding of the coordinate plane and can plot points (i.e., ordered pairs) and place polygons in the coordinate plane to solve real-world and mathematical problems. They can classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles and quadrilaterals. They can determine the surface area of three-dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms. They are able to convert like measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions to solve multi-step, real-world problems. They are also able to solve measurement word problems (such as those that involve area, perimeter, distance, time intervals, liquid volumes, mass, and money) that involve simple fractions or decimals. **Data Analysis and Statistics:** Students prepared to exit this level have a basic conceptual understanding of statistical variability, including such concepts as center, spread, and the overall shape of a distribution of data. They can present data using displays such as dot plots, histograms, and box plots.
<u>High Intermediate Basic Education (ABE)</u> **Level 4** TABE **(11–12)** scale scores (grade level 6-8.9): Reading: 536-575 Mathematics: 537-595 Language: 547-583 • **LITERACY / ENGLISH LANGUAGE ARTS**	**Reading**: Individuals who are ready to exit the High Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 925 and 1185). They display increasing facility with academic vocabulary and are able to analyze the impact of a specific word choice on meaning and tone in level-appropriate complex texts. Individuals are able to make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts. They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. They also are able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures. Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts. In addition, they are able to evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints. They are able to analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words. They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems. **Writing:** Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details, quotations and other information to aid comprehension. Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and including a logical progression of ideas, and

	maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience. They also are able to use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism. **Speaking and Listening:** Individuals ready to exit the High Intermediate level collaborate well as a member of team by building on others' ideas, expressing their own clearly and maintaining a positive attitude. This includes following the rules for collegial discussions and decision-making and tracking progress toward specific goals and deadlines. It also includes the ability to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence and ideas. During these discussions, individuals are able to qualify, alter, or justify their own views in light of the evidence presented by others. Just as in writing, I individuals are able to delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the evidence. They are able to identify when irrelevant evidence is introduced. They also are able to present their own claims and findings that emphasize salient points in a focused and coherent manner, with relevant evidence, valid reasoning, and well-chosen details. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. **Language:** When writing and speaking, individuals ready to exit the High Intermediate level are able to ensure pronouns are in the proper case, recognize and correct inappropriate shifts in pronoun number and person, and correct vague or unclear pronouns. They know how to form all verb tenses, and recognize and correct inappropriate shifts in verb voice and mood. They know how to recognize and correct misplaced and dangling modifiers. They are able to adapt their speech to a variety of contexts and tasks when indicated. They are able to choose language that expresses ideas precisely and concisely, recognizing and eliminating redundancy and wordiness as well as maintaining consistency in style and tone. Though errors may be present, the meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level–appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.
• **MATHEMATICS** • **Level 4** • **Middle Intermediate**	**The Mathematical Practices:** Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can express themselves using the mathematical terms and notation appropriate to the level. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, calculators, and/or spreadsheets. They are able to see patterns and structure in number sets, data, expressions and equations, and geometric figures. **Number Sense and Operations:** Students prepared to exit this level have an understanding of the rational number system, including how rational numbers can be represented on a number line and pairs of rational numbers can be represented on a coordinate plane. They can apply the concept of absolute value to find horizontal and vertical distances. They are able to apply the properties of integer exponents and evaluate, estimate, and compare simple square roots and cube roots. Individuals at this level also understand ratio, rate, and percent concepts, as well as proportional relationships. **Algebraic Thinking:** Students prepared to exit this level understand the connections between proportional relationships, lines, and linear equations. They understand numerical and algebraic expressions, and equations and are able to use them to solve real-

	world and mathematical problems. They are able to analyze and solve linear equations and pairs of simultaneous linear equations. Individuals at this level are able to define, interpret, and compare linear functions. **Geometry:** Students prepared to exit this level can solve real-world and mathematical problems that involve angle measure, circumference, and area of 2-dimensional figures. They are able to solve problems involving scale drawings of 2-dimensional geometric figures. They understand the concepts of congruence and similarity with respect to 2-dimensional figures. They understand the Pythagorean theorem and can apply it to determine missing lengths in right triangles. **Statistics and Probability:** Students prepared to exit this level can summarize and describe numerical data sets in relation to their context, including determining measures of center and variability and describing patterns and/or striking deviations from patterns. They understand and can apply the concept of chance, or probability. They are able to use scatter plots for bivariate measurement data to describe patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association).

Low Adult Secondary Education (ASE) **Level 5** TABE **(11–12)** scale scores (grade level 9-10.9): Reading: 576-616 Mathematics: 596-656 Language: 584-630 • **LITERACY / ENGLISH LANGUAGE ARTS**	**Reading:** Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity (e.g., a Lexile Measure of between 1050 and 1335).14 This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well supported inferences about those complex texts. They are able to analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures. Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They also are able to identify false statements and fallacious reasoning. They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address). In addition, they are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words. Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems. **Writing:** Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce precise claims, distinguish the claims from alternate or opposing claims, and support claims with clear reasons and relevant and sufficient evidence. When writing informative texts, they are able to examine a topic through the effective selection, organization, and analysis of well chosen, relevant, and sufficient facts appropriate to the audience's knowledge of the topic. They use appropriate and varied transitions as well as consistency in style and tone to link major sections of the text, create cohesion, and establish clear relationships among claims, reasons, and evidence. Individuals use precise language and domain-specific vocabulary to manage the complexity of the topic. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research

	projects as well as more sustained research projects to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism. **Speaking and Listening***:* Individuals ready to exit the Low Adult Secondary level are able to participate in a thoughtful, respectful, and well-reasoned exchange of ideas as a member of a team. As they collaborate with peers, they are able to set rules for collegial discussions and decision making, clear goals and deadlines. They are able to propel these conversations forward by clarifying, verifying or challenging ideas that are presented, actively incorporating others into the discussion, responding thoughtfully to diverse perspectives, and summarizing points of agreement and disagreement. They also are able to qualify, alter, or justify their own views and understanding in light of the evidence and reasoning presented by others. Just as in writing, individuals are able to evaluate a speaker's point of view, and in particular, assess the links among ideas, word choice, and points of emphasis and tone used. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. **Language:** Individuals ready to exit the Low Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. Though some errors may be present, meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.
• **MATHEMATICS – Level 5** • **High Intermediate**	**The Mathematical Practices:** Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can reason quantitatively, including using units as a way to solve problems. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as graphing calculators, spreadsheets, and/or computer software. They are able to make generalizations based on patterns and structure they discover in number sets, data, expressions and equations, and geometric figures and use these insights to work more efficiently. **Number Sense and Operations:** Students prepared to exit this level can reason about and solve real-world and mathematical problems that involve the four operations with rational numbers. They can apply the concept of absolute value to demonstrate on a number line their understanding of addition and subtraction with negative and positive rational numbers. Individuals at this level can apply ratio and percent concepts, including using rates and proportional relationships to solve multistep real-world and mathematical problems. **Algebraic Thinking:** Students prepared to exit this level are able to use algebraic and graphical representations to solve real-world and mathematical problems, involving linear equations, inequalities, and pairs of simultaneous linear equations. Individuals at this level are able to use linear functions to describe, analyze, and model linear relationships between quantities.

	Geometry: Students prepared to exit this level can solve real-world and mathematical problems that involve volume and surface area of 3-dimensional geometric figures. They can use informal arguments to establish facts about various angle relationships such as the relationships between angles created when parallel lines are cut by a transversal. They apply the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane. **Statistics and Probability:** Students prepared to exit this level can use random sampling to draw inferences about a population and are able to draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples. They can develop, use, and evaluate probability models. They are able to use scatter plots for bivariate measurement data to interpret patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association) and a 2-way table to summarize and interpret bivariate categorical data.
Adult Secondary Education (ASE) **Level 6** TABE **(11–12)** scale scores (grade level 11-12.9): Reading: 617and above Mathematics: 657 and above Language: 631 and above • **LITERACY / ENGLISH LANGUAGE ARTS**	**Reading:** Individuals who are ready to exit High Adult Secondary Level are able to read fluently at the college and career readiness level of text complexity (e.g., a Lexile Measure between 1185 and 1385).15 This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to summarize the challenging ideas, concepts or processes contained within them. They are able to paraphrase texts in simpler but still accurate terms. Whether they are conducting analyses of complex primary and secondary sources in history or in scientific and technical texts, they are able to analyze how the ideas and concepts within them develop and interact. Individuals are able to assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as U.S. founding documents (Declaration of Independence, the Bill of Rights). In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources. Individuals are also able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question. Through their reading and research at complex levels, they are able to cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems. **Writing:** Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons and evidence. They fully develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. When writing informative texts, they are able to organize complex ideas, concepts, and information to make important connections and distinctions through the effective selection and analysis of content. They use appropriate and varied transitions to clarify the relationships among complex ideas, create cohesion, and link major sections of the text. Individuals are able to maintain a formal style while they attend to the norms and conventions of the discipline in which they are writing. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects that require the synthesis of multiple complex sources to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected.

Speaking and Listening: Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team. They are able to manage their time and other resources wisely in order to contribute to the team's overarching goal(s) and meet the agreed upon deadlines. This includes the ability to exercise leadership, resolve conflicts as they arise, and pose and respond to questions that relate the current discussion to broader themes or larger ideas. They are able to express alternative views clearly and persuasively, verify or challenge others' ideas and conclusions, and think creatively and critically in light of the evidence and reasoning presented. Just as in writing, individuals are able to evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and tone. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, making strategic use of digital media Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: Individuals ready to exit the High Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. The meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Exhibit B.1. Quantitative Analysis Chart for Determining Text Complexity[16]

CCR Levels of Learning	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity
B (Level 2)	2.75–5.14	42–54	1.98–5.34	420–820	3.53–6.13
C (Level 3)	4.97–7.03	52– 60	4.51–7.73	740–1010	5.42–7.92
D (Level 4)	7.00–9.98	57–67	6.51–10.34	925–1185	7.04–9.57
E (Level 5)	9.67–12.01	62–72	8.32–12.12	1050–1335	8.41–10.81
E (Level 6)	11.20–4.10	67–74	10.34–14.2	1185–1385	9.57–12.00

- **MATHEMATICS**
- **Level 6**

The Mathematical Practices: Students prepared to exit this level are able to think critically, make assumptions based on a situation, select an efficient strategy from multiple possible problem solving strategies, plan a solution pathway, and make adjustments as needed when solving problems. They persevere in solving challenging problems, including considering analogous, simpler problems as a way to solving a more complex one. They can reason quantitatively, including through the use of units, and can express themselves using the precise definitions and mathematical terms and notation appropriate to the level. They are accurate in their calculations, use an appropriate level of precision in finding solutions and reporting results, and use estimation strategies to assess the reasonableness of their results. They are able to make conjectures, use logic to defend their conclusions, and can detect faulty thinking and errors caused by improper use of technology. They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and solve problems. They can strategically select and use

	tools, such as measuring devices, calculators, spreadsheets, and/or computer software, to aid in their work. They are able to see patterns and structure in calculations, expressions, and equations and make connections to algebraic generalizations, which they use to work more efficiently. **Number Sense and Operations:** Students prepared to exit this level have extended their number sense to include irrational numbers, radicals, and rational exponents and understand and use the set of real numbers. They are able to assess the reasonableness of calculation results based on the limitations of technology or given units and quantities and give results with the appropriate degree of precision. **Algebraic Thinking:** Students prepared to exit this level understand the structure of expressions and can use that structure to rewrite linear, exponential, and quadratic expressions. They can add, subtract, and multiply polynomials that involve linear and/or quadratic expressions. They are also able to create linear equations and inequalities and quadratic and simple exponential equations to represent relationships between quantities and can represent constraints by linear equations or inequalities, or by systems of linear equations and/or inequalities. They can interpret the structure of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them. They can add, subtract, and multiply polynomials that extend beyond quadratics. They are able to rearrange formulas to highlight a quantity of interest, for example rearranging Ohm's law, V = IR, to highlight resistance R. They are also able to create equations and inequalities representing relationships between quantities, including those that extend beyond equations or inequalities arising from linear, quadratic, and simple exponential functions to include those arising from simple rational functions. They are able to use these equations/inequalities to solve problems both algebraically and graphically. They can solve linear equations and inequalities; systems of linear equations; quadratic, simple rational, and radical equations in one variable; and recognize how and when extraneous solutions may arise. Students prepared to exit this level also have a basic understanding of functions, can use function notation properly, and use such notation to write a function describing a relationship between two quantities. They are able to evaluate functions for inputs in their domains and interpret linear, quadratic, and exponential functions that arise in applications in terms of the context. They are able to construct, graph, compare, and interpret functions (including, but not limited to, linear, quadratic, and exponential). They can sketch graphs given a verbal description of the relationship and identify and interpret key features of the graphs of functions that arise in applications in a context. They are able to select or define a function that appropriately models a relationship and to compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description). **Geometry:** Students prepared to exit this level can solve problems involving similarity and congruence criteria for triangles and use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. They can apply the concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTU's per cubic foot). **Data Analysis and Statistics:** Students prepared to exit this level can summarize, represent, and interpret data based on two categorical and quantitative variables, including by using frequency tables. They can compare data sets by looking at commonalities and differences in shape, center, and spread. They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation. They interpret one- and two-variable data, including those with linear and non-linear relationships. They interpret the slope (rate of change) and intercept (constant term) for a line of best fit and in the context of the data. They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal and conditional).