TABE Complete Language Assessment System – English™

TABE CLAS-E
Agenda

• Welcome
• Overview of TABE CLAS-E
• Interview/Locator
• Administering the Reading Test
• Administering the Listening Test
• Administering the Writing Test
• Scoring TABE CLAS-E
• Questions
Overview of TABE CLAS-E

What is TABE Complete Language Assessment System-English?

- Standardized assessment that provides teachers with a reliable, easy-to-use system that accurately identifies the instructional needs of their ESL students.
- Assesses English proficiency levels to accurately measure students' reading, listening, writing, and speaking skills.
- Appropriate for all levels of adult ESL.
- Scores from TABE CLAS-E are linked to TABE 9&10, designed to offer your students a successful transition into adult basic education.
- Delivers National Reporting System (NRS) proficiency levels, objective mastery scores, and Student Performance Level.
Overview of TABE CLAS-E

• Provides Prescriptive Reports which link teachers to the TABE CLAS-E Instructional Guidance materials

• An expansion of the Tests of Adult Basic Education (TABE®) family of products

• Aligned with the NRS English as a Second Language Educational Functioning Level Descriptors, Student Performance Levels, and several state standards

• Correlated to key instructional programs such as All-Star (McGraw-Hill ESL/ELT)
# Overview of TABE CLAS-E

## TABE Complete Language Assessment System—English Assessment Levels

<table>
<thead>
<tr>
<th>Levels</th>
<th>ESL Proficiency</th>
<th>NRS Levels</th>
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<tbody>
<tr>
<td>1</td>
<td>Beginning ESL 1</td>
<td>1 and 2</td>
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<tr>
<td>2</td>
<td>Beginning ESL 2</td>
<td>2 and 3</td>
</tr>
<tr>
<td>3</td>
<td>Intermediate ESL</td>
<td>3 and 4</td>
</tr>
<tr>
<td>4</td>
<td>Advanced ESL</td>
<td>5 and 6</td>
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</table>
Overview of TABE CLAS-E Materials

- Interview/Locator
  - Locator Test – Test Directions
  - Answer Booklet
  - Locator Test
- Forms: 2 (A and B)
- Levels: 4
  - Note: I will be referring to Level 3, Form A today
- Four Skill Areas Tested:
  - Reading, Listening, Writing, Speaking
  - Note: we will not be doing Speaking today
Administering the Interview/Locator:

- Individually Administered
- Testing Time: 8-10 minutes

Materials Needed:

- Locator Test Book
- Locator Test Directions
- Interview/Locator answer booklet
Administering the Interview/Locator:

Locator Interview

- **Interview** must be administered before the Locator **Test**

- If the results of the Interview indicate that the examinee should take the Level 1 test, the examiner does NOT need to administer the Locator Test

- Furthermore, if the subtotal score for Questions 1-5 is 5 or less, skip questions 6-8, administer Part B

- If Part B Score is 10 or above, administer the Locator Test
Administering the Interview/Locator:

Interview, Part A Listening & Speaking

Locator Interview, Part A Listening and Speaking

Questions 1–5
1. What is your name? 0 1 2
2. Where do you live? 0 1 2
3. What time is it now? 0 1 2
4. Do you have a car? 0 1 2
5. Can you use a computer? 0 1 2

STOP

Subtotal Questions 1–5

Questions 6–8

6. What do you like about Miami? 0 1 2
7. What will you do tomorrow? 0 1 2
8. Tell me about your family. 0 1 2

* Use the actual objective where the test is being administered.

Score

Subtotal Questions 6–8

0 = No response. 1 = Response indicates general comprehension of the prompt, BUT is not entirely appropriate.
2 = Response indicates complete, or nearly complete, comprehension of the prompt AND appropriately addresses the prompt.

Subtotal Questions 6–8

Part A Total Score, Questions 1–8

Recommended Action (check one):

- Score is 9 or below:
  - Administer Level 1 Listening and Speaking tests.
- Score is 10 or above:
  - Administer Locator Test, Part 2.
## Rubric for Oral Questions 1-5

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>No response. Response is not in English. Response does not address the prompt.</td>
<td>Response indicates general comprehension of the prompt, BUT is not entirely appropriate.</td>
<td>Response indicates complete, or nearly complete, comprehension of the prompt AND appropriately addresses the prompt.</td>
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## Rubric for Oral Questions 6-8

<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td><strong>No response.</strong></td>
<td><strong>Response indicates general comprehension of the prompt, BUT does not sufficiently demonstrate the grammatical or lexical knowledge necessary to respond appropriately OR is inappropriate.</strong></td>
<td><strong>Response indicates complete, or nearly complete, comprehension of the prompt AND demonstrates sufficient grammatical and lexical knowledge needed to respond appropriately.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Response is not in English.</strong></td>
<td><strong>Response indicates general comprehension of the prompt, BUT does not sufficiently demonstrate the grammatical or lexical knowledge necessary to respond appropriately OR is inappropriate.</strong></td>
<td><strong>Response indicates complete, or nearly complete, comprehension of the prompt AND demonstrates sufficient grammatical and lexical knowledge needed to respond appropriately.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Response does not address the prompt.</strong></td>
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Administering the Interview/Locator:

Interview, Part B Reading & Writing

<table>
<thead>
<tr>
<th>Question</th>
<th>Part B Rubric</th>
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<tbody>
<tr>
<td>1. Please write your name.</td>
<td></td>
</tr>
<tr>
<td>2. Where are you from?</td>
<td></td>
</tr>
<tr>
<td>3. Do you have a car?</td>
<td></td>
</tr>
<tr>
<td>4. What time is it now?</td>
<td></td>
</tr>
<tr>
<td>5. Can you ride a bicycle?</td>
<td></td>
</tr>
<tr>
<td>6. What do you like about the city?</td>
<td></td>
</tr>
<tr>
<td>7. How many people are in your family?</td>
<td></td>
</tr>
<tr>
<td>8. What will you do on Saturday?</td>
<td></td>
</tr>
</tbody>
</table>

Refer to the Locator Test Directions for Part B scoring instructions.

Enter the score for each item on the line provided.

Part B Total Score, Questions 1-8

Recommended Action (check one):
- Score is 10 or above:
  - Admission accepted to Part B.
- Score is 9 or below:
  - Read Administering the Interview/Locator, Part A.

CTB McGraw-Hill
The McGraw-Hill Companies
### Part B Rubric

<table>
<thead>
<tr>
<th></th>
<th>0</th>
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<td>No response.</td>
<td>Response indicates some comprehension of the written prompt, BUT aside from any grammatical or spelling errors, is not entirely appropriate or on topic.</td>
<td>Response indicates comprehension of the written prompt AND is appropriate and on topic, although some grammatical or spelling errors may be present.</td>
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<tr>
<td></td>
<td>Response is not in English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Response does not address the prompt.</td>
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Administering the Interview/Locator:

Locator Test Parts 1 and 2
### Conversion Chart (back of Locator Test Directions, p26)

#### Locator Test Evaluation Charts

<table>
<thead>
<tr>
<th>Part 1</th>
<th>SEM</th>
<th>Reading and Writing Test Level to Administer</th>
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<tr>
<td>7–9</td>
<td>1.69</td>
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<td>10–12</td>
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<td>13 and above</td>
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<th>SEM</th>
<th>Listening and Speaking Test Level to Administer</th>
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<td>7–9</td>
<td>1.58</td>
<td>2</td>
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<td>10–12</td>
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<tr>
<td>13 and above</td>
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# Test Content and Administration Times

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<th>Content Area</th>
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<th>Testing Time (Minutes)</th>
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<td><strong>Reading</strong></td>
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<td>25</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
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<td>20</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
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<td>20</td>
</tr>
<tr>
<td><strong>Expository Writing Folio</strong></td>
<td>5</td>
<td>27</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Speaking</strong></th>
<th>Total Items</th>
<th>Testing Time</th>
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</thead>
<tbody>
<tr>
<td>(Individually administered)</td>
<td>16</td>
<td>15</td>
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</table>
Test Directions

- p. 18  Review Elements Used
- p. 22  Reading Specific Directions
- p. 26  Listening Specific Directions
- p. 43  Writing Specific Directions
- p. 47  Expository Writing Folio
Administering the Reading Test:

- Group Administered
- Testing Time: 25 minutes

Let’s get started Administering the Reading test!

Materials Needed:

- ✔ Form A, Level 3 Test Directions
- ✔ Form A, Level 3 Test Book
- ✔ A SCOREZE answer sheet
- ✔ No. 2 pencil
Materials for Administering the Reading Test

SCOREZE Answer Sheet
Use your “Test Directions” Booklet. Double check the Level and Form.
Administering the Listening Test:

- Group Administered
- Testing Time: 20 minutes

Let’s get started Administering the Listening test!

Materials Needed:

- Form A, Level 3 Test Book
- A SCOREZE answer sheet
- Form A, Level 3 Test
- No. 2 pencil
- Level 3 Audiocassette/CD
- Audiocassette/CD player
Materials for Administering the Listening Test

SCOREZE Answer Sheet
Use your “Test Directions” Booklet. Double check the Level and Form.
Administering the Writing Test:

► Group Administered

► Testing Time: Writing = 20 minutes, Writing Folio = 27 minutes

Let’s get started Administering the Writing test!

Materials Needed:

✓ Form A, Level 3 Test Book
✓ Form A, Level 3, Expository Writing Folio
✓ A SCOREZE answer sheet
✓ Form A, Level 3 Test Directions
✓ Writing Scoring Guide
✓ No. 2 pencil
Materials for Administering the Writing Test
Part 1

SCOREZE Answer Sheet
Administering the Writing Test:

Use your “Test Directions” Booklet. Double check the Level and Form.
Materials for Administering the Writing Test
Part 2

Expository Writing Folio

Writing Scoring Guide
Administering the Expository Writing Folio Test:

Use your “Test Directions” Booklet. Double check the Level and Form.

Directions for Administering the Expository Writing Folio

Ensure that each examinee has an Expository Writing Folio and a No. 2 pencil with an eraser.

SAY
Look at the back cover of your writing folio. I will help you fill in some information on the chart. Find "EXAMINEE'S NAME." (Demonstrate to examinees the location. Pause.) Print your LAST NAME in the box that says "LAST." (Demonstrate to examinees the location. Pause.) Print your FIRST NAME in the box that says "FIRST." (Demonstrate to examinees the location. Pause.)

Ensure that examinees have entered their names in the appropriate boxes.

SAY
(This step is optional, depending on your program's examinee-identification procedures. An ID number of up to ten digits may be assigned to each examinee.) Find "ID NUMBER." (Demonstrate to examinees the location. Pause.) In the box next to "ID NUMBER," write your ID number. (Demonstrate to examinees the location. Pause.)

Ensure that examinees have entered their ID numbers in the appropriate box.

SAY
Find "EXAMINER'S NAME." (Demonstrate to examinees the location. Pause.) Print the LAST NAME of the examiner in the box. (Print the examiner's last name on the board or in a place visible to all examinees. Pause.) Print the FIRST NAME of the examiner in the box. (Print the examiner's first name on the board or in a place visible to all examinees. Pause.)

Ensure that examinees have entered the examiner's last name and first name in the appropriate boxes.

SAY
Find "TEST DATE." (Demonstrate to examinees the location. Pause.) Write today's date in the box next to "TEST DATE." (Demonstrate to examinees the location. Write today's date on the board or in a place visible to all examinees. Pause.)

SAY
Open the Expository Writing Folio to page 3. In this test, you will do some writing about the pictures you see. We will begin by doing a sample question together.

p. 47
Write to Describe – Items 1 & 2

Level 1 – Write One Sentence

Levels 2, 3, 4 – Write Two Sentences

Holistic Scoring
Write to Accomplish Task – Items 3 & 4

3. Request for Information Note

You are an employee and completed a work assignment. Write a short, polite note to your manager, Ms. Erika Gómez, to tell her that you finished the assignment. Also, ask her for your next assignment and ask when it starts and ends. Include today’s date and the necessary parts of a letter.

Level 1 – Transfer 4 pieces of unordered personal information into correct order

Level 2 – Must place the 8 unordered elements in the correct order in a letter

Levels 3, 4 – Write a brief letter that appropriately addresses a detailed prompt

Holistic Scoring
Extended Writing– Item 5

Level 1 & 2 – Stimulus is a sequence of 4 pictures to set context. Write in 3 sentences using key word prompts (Level 2 – 4 sentences)

Levels 3 – Write one or more paragraphs about given topic

Level 4 – Write at least two paragraphs about given topic

Holistic Scoring
Scoring the Writing Subtest

Holistic Scoring Method
Writing Scoring Rubrics

• Level 1 & 2 Rubrics – p. 8
  – Rubric A – Write to Describe (Items 1 & 2)
  – Rubric B – Write to Accomplish Tasks (Items 3 & 4)
  – Rubric C – Extended Writing (Item 5)

• Level 3 & 4 Rubrics – p. 11
  – Rubric D – For all Items
### Level 3 and Level 4 Rubric

**Rubric D—For All Items**
- Write to Describe (Items 1 & 2) Rubric: 0–3
- Write to Accomplish Tasks (Items 3 & 4) Rubric: 0–3
- Extended Writing (Item 5) Rubric: 0–4

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Adequate</th>
<th>Effective</th>
<th>Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ No response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Refused response (for example, &quot;I don't know&quot;).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Non-English response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Illegible response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Unintelligible response.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Adequate</th>
<th>Effective</th>
<th>Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Response unrelated to prompt.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Response copied from prompt or other environmental print.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **Inadequate**

Response is impaired by one or more of these characteristics:

- Content relates to prompt, but does not directly address prompt.
- Response is an isolated word(s) or phrase(s).
- Functional task is not achieved due to brevity, ambiguity, or lack of appropriate pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence.
- Meaning may be clear, but errors in grammar, diction, spelling, or mechanics are serious and numerous.
- Meaning is not clear due to errors in grammar, diction, spelling, or mechanics.

2. **Adequate**

Response is marked by one or more of these characteristics:

- Content relates to prompt, but may be vague or sparse.
- Functional task is partially achieved due to emerging understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence.
- Meaning is at least partially clear because grammar, diction, spelling, and mechanics are used adequately, though there are multiple errors.

3. **Effective**

Response succeeds in all of these characteristics:

- Content directly addresses prompt.
- Functional task is achieved due to advanced understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence, though the response is not native-like, thereby affecting readability.
- Meaning is clear because grammar, diction, spelling, and mechanics are used adeptly, though there may be sporadic errors that affect readability.

4. **Fluent**

Response demonstrates fluency in all of these characteristics:

- Content richly addresses prompt.
- Functional task is fully achieved due to native-like understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence.
- Meaning is clear because grammar, diction, spelling, and mechanics are used with near native ability and minimal error.
Writing Scoring Rubrics – Write to Describe

• Samples – Write two sentences about the picture (Level 3):
  – The mans is no help her finded her streets
    The lady is saying to the mans no help me.
  – Police she
    Man he
  – They are moving boxes of books.
    The lady asked her friend for help to move the boxes.
• Sample – Request for Service (Level 3):

Request for Service Note

Your refrigerator’s door handle is broken. Write a short note to A & H Appliance Company’s customer service to request a new handle for your refrigerator (Model RF-6000). Include the necessary parts of a letter.

A & H Appliance

04/18/09

Hi, I write this letter to you to request a new door handle for my refrigerator. Model is RF-6000 color black, please send it as soon be possible. Thank you very much and have a nice day.
Think about what you did for fun when you were a child. Write two or more paragraphs describing what you used to do and why it was fun.

I was a child and very happy because I don't have problems when I get from my bed turn on the TV. I see the programs I like for two hours and my mother give food and to continue to see my favor programs on the TV. After going to go outside playing with my friends to live next door. Playing with the dog and the cat. The dog was ranging around the house for few minutes later going with my friends to the parking to ranging in the parking for many hours and return to my house in the parking have good time never forgetting the time I was fun with my friends in the parking.
Writing Scoring Rubrics – Extended Writing

• Sample – Describe in paragraphs (Level 3):

Think about what you did for fun when you were a child. Write two or more paragraphs describing what you used to do and why it was fun.

When I was a little child I used to have a lot of fun. Having fun was the only thing that matters. I used to play in the mud, making castles, houses... being dirty was a good thing. I used to jump on the rocks of the river with my brother and cousins (letting behind that it was very dangerous). When I was a little bigger 11 or 12 years old, I used to explore the mountains with my friends. We used to walk down the river searching for dead animals (once, we found a dead body). Remembering this things, I realize that I exposed myself to a lot of danger. But thinking again, all those thing held me to be the person I am now.
PUTTING IT ALL TOGETHER:

TABE CLAS-E

Final Tabulation

Aggregating and Interpreting Scores
Form A and B Scoring Tables Manual

- Introduction, p. 3
- Responses, p. 3
- Scores, p. 3
- National Reporting System (NRS), p. 4
- Student Performance Levels, p. 4
Scoring TABE CLAS-E

Final Tabulation:

To get a proficiency level and scale score for your students, you will need the following materials for tabulation of scores:

- Student Answer Documents
- Scoring Tables Guide
- Individual Diagnostic Profile
Individual Diagnostic Profile
## Individual Diagnostic Profile

### Form B

#### Individual Test Profile

<table>
<thead>
<tr>
<th>Test</th>
<th>Total or Subtest</th>
<th>Weighted Scale Score (Speaking Only)</th>
<th>Test Scale Score</th>
<th>Fundraising Level</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>LISTENING</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>WRITING</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>SPEAKING</td>
<td>Grammar</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meaning</td>
<td>M</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Appropriateness</td>
<td>A</td>
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**COMBINED TEST PROFILE**

<table>
<thead>
<tr>
<th>Test</th>
<th>Combined Test Scale Score</th>
<th>Functioning Level</th>
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<tbody>
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<tr>
<td>LISTENING</td>
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<td></td>
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<tr>
<td>WRITING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPEAKING</td>
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### Objective Mastery Summary

<table>
<thead>
<tr>
<th>Objective</th>
<th>Item Numbers</th>
</tr>
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<tbody>
<tr>
<td>1 READ</td>
<td>Form A</td>
</tr>
<tr>
<td>2 READ WRO</td>
<td>3, 4, 9, 17, 11, 14, 19</td>
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#### 3 Objective Mastery Summary

<table>
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<tr>
<th>Test</th>
<th>Number of Objectives</th>
<th>Number of Objectives</th>
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<tbody>
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<td>Mastery (8)</td>
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<td>LISTENING</td>
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<td>Mastery (7)</td>
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<td>SPEAKING</td>
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### Objective Mastery Percentages

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<tr>
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<td>Grammar</td>
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<td>Appropriateness</td>
<td>24</td>
<td>20%</td>
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The McGraw-Hill Companies
### Scoring Tables

- **Table 1.1 Reading – Form A, Level 3**

  - Go to page 14

---

#### Table 1.3 Reading—Form A, Level 3

<table>
<thead>
<tr>
<th>Number-Correct (NC)</th>
<th>Scale Score (SS)</th>
<th>Standard Error of Measurement (SEM)</th>
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TABE CLAS-E crosswalk to TABE

- Scores from TABE CLAS-E will enable you to put students moving from ESL to ABE on the TABE scale
  - Let’s take a look at your scoring tables book
    - Pages 50 and 51
    - Level 4 Only
• Contact Suzanne Milton with further questions:

suzanne_milton@ctb.com

• Thank You!