



ARIZONA DEPARTMENT OF
EDUCATION

Adult Education Services

**Arizona Adult Education
Assessment Policy
PY 2024-2025**
(updated June 2025)
State Context for Assessment

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Arizona Adult Education Assessment Policy PY 2024-2025 State Context for Assessment

Overview

The Arizona Assessment Policy provides essential guidance for WIOA Title II Providers on the State and local program requirements for student assessment, aligned to the National Reporting System (NRS) requirements, the WIOA Title II Adult Education Grant Contract, and the guidelines set forth by publishers of the OCTAE approved standardized assessments. The policy includes mandatory procedures for programmatic reporting of Measurable Skill Gains (MSGs), in compliance with NRS requirements.

Programs must adhere to the assessment policy requirements per the WIOA Title II Adult Education Grant Contract to provide fair and equitable access to educational services for learners; identify areas for instruction and program improvement; and use the data for learner placement, progress, and goal setting at the instructional and program levels.

NRS Requirements, State Policy, and Accountability

Measurable Skill Gains (MSGs)

The following are the five types of MSGs identified in WIOA:

1. Educational Functioning Level (EFL) Increase
2. Earning a Secondary Diploma or Its Equivalent
3. Transcript or Progress Report of Secondary or Postsecondary Credits
4. Workplace Milestones
5. Passing an Occupational Exam or Demonstrating Progress

Standardized assessments are approved and vetted by the United States Department of Education, Office of Career, Technical and Adult Education, Division of Adult Education and Literacy (ED/OCTAE/DAEL) for use in the NRS. The Arizona Department of Education-Adult Education Services (ADE-AES) selected and adopted the standardized assessment/s to be used for WIOA Title II providers through an ADE competitive procurement process.

Local providers must use State-adopted standardized assessments to determine the EFL MSGs of all learners, including those learners participating in Distance Learnings.

The EFL Measurable Skill Gain as measured by a pre-progress/post assessment is determined by comparing the learner's initial assessment scores with a valid progress/post assessment. An MSG is achieved when a progress/post test score places the learner into a level above the initial placement level in that same content area.

State Mandated Accountability Assessments

All adult education programs approved and funded by the Arizona Department of Education are required to use the [Test of Adult Basic Education \(TABE\) for ABE participants](#), and the [Test of Adult Basic Education Complete Language Assessment System – English \(TABE CLAS-E\)](#) for participants

who are [English Language Learners \(ELLs\)](#). All TABE tests must be administered using the Online versions. The exception to this is the administration of the TABE Literacy (L) Level with Word List to ABE learners, which is available only in paper form, and must be administered per publisher guidelines. All funded providers are required to have the TABE Word List and TABE L level materials available at each of their testing locations.

The 2024-2025 Program Year (PY) will be a transition year for the allowable forms of the TABE that are approved for NRS reporting. During this year, Arizona WIOA Title II funded providers are permitted to use any of the available TABE and TABE CLAS-E forms including:

- TABE 11, TABE 12, TABE 13, TABE 14, and
- TABE CLAS-E Form A, CLAS-E Form B, CLAS-E Form C, and CLAS-E Form D.

The process to transition students to the new TABE forms, TABE 13&14 and the TABE CLAS-E Forms C and D are included in this revised Arizona Adult Education Assessment Policy. Text related to the transition to the new TABE forms is in blue font. ADE-AES will send Policy Memos to adult education providers to announce the first date providers may administer the TABE forms 13&14 and the TABE CLAS-E forms C&D. Programs will be unable to administer the new forms online or to report scores on the new TABE forms until those dates.

Accountability testing is designed to measure effectiveness at the program level. Results should be used to guide programmatic and instructional decisions, policies, and procedures. Programs are required to use additional assessments to inform classroom instruction and individualization of learning for skill mastery.

Programs must administer initial tests to all learners, including Distance Learning (DL) students, within the first 12 hours of attendance and follow up with progress tests to at least 67% of learners this program year during their Periods of Participation (PoP) (a period of continuous enrollment). Remote proctoring of TABE assessments is allowed and may be the most appropriate assessment modality for DL students. All valid assessments administered to WIOA Title II participants must be entered in the Arizona Adult Education Data Management System (AAEDMS).

In the rare instance that neither in-person nor remote proctoring is possible, a provisional EFL must be assigned to the student. It is required that programs attain prior approval from ADE-AES in order to enter a Provisional EFLs.

Per the WIOA Title II Adult Education Grant Contract, providers must have an Assessment Coordinator in place to oversee the standardized assessment process for ABE and ELL participants. Programs must provide ADE-AES with the name of the designated person for this role and inform ADE-AES of any personnel changes.

Validity and Reliability

As stated above, programs must administer all assessments to learners, in a proctored environment, either remotely or in-person, including participants enrolled in Distance Learning. Uniform implementation of the assessment procedures outlined in this policy is necessary for the successful comparison of local program outcomes. Deviance from the requirements and procedures outlined herein will be deemed a compliance issue, and ADE-AES interventions will be applied.

TABE and TABE CLAS-E are standardized assessments. It is essential that the administration of standardized assessments follow a standardized delivery process to ensure the validity and reliability of the assessment data across the state. Test administration must not deviate from the procedures described by the publisher, Data Recognition Corporation (DRC), nor should it fail to adhere to copyright regulations for published materials. Assessments not conducted by ADE/AES-trained test administrators in a secure environment, either in-person or remote, are not allowed for NRS reporting. TABE licenses purchased with WIOA Title II funds should only be used by participants enrolled in WIOA Title II programs. Program personnel are prohibited from viewing any part of the TABE tests, except as needed to proctor the test, to maintain the validity and reliability of the assessment.

To promote the most valid interpretations of accountability assessment scores, accommodations are permissible for learners. Accommodations must match the student's needs and therefore should not be provided without proper documentation. Test accommodation decisions should be made carefully, considering the issues of access and validity, and should be consistent with the accommodations a learner uses as part of their normal instruction. [Further guidance](#) on accommodations and adaptations, and their impact on test validity, can be found in the following sections of this document.

Data Recognition Corporation may update or release new guidance relative to the TABE and/or TABE CLAS-E *after* the publication of this current version of the Assessment Policy. In such situations, programs should follow Arizona-specific guidance from ADE-AES before implementing the new changes.

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Distance Learning

Distance Learning (DL) is a formal learning activity where students and instructors are separated by geography, time, or both for most of the instructional hours. DL materials are delivered through a variety of media, including but not limited to, online or software-based curricula, videos, audio recordings, print materials, broadcasts, or other online technology. For federal reporting purposes, a student is classified as a DL student if 51% or more of attendance hours are earned receiving asynchronous or synchronous instruction at a distance, in place of face-to-face instruction.

Monitoring Local Programs

Programs will be monitored for compliance with the Arizona Adult Education Assessment Policy. As part of the compliance review:

- ADE-AES staff examine program assessment data monthly as part of a regular desk monitoring schedule.
- On-site monitoring of local programs is conducted when determined appropriate by ADE-AES.
- Specifics of the assessment monitoring process can be found in the [Provider Technical Assistance Guide](#) (PTAG).

General Adult Education Assessment Requirements

Trainings

At a minimum, training sessions will include NRS requirements, accountability requirements, the data collection process, definitions of measures, and standardized processes for conducting assessments.

Only program personnel currently certified as test administrators may proctor the OCTAE-approved assessments. Certifications are valid for two years from the date of completion.

Programs are required to have adequate testing staff trained and certified to administer assessments. All program personnel (paid staff or volunteers) involved in the administration of TABE and/or TABE CLAS-E are considered testing staff and must complete the required training. If a participant has been assessed with a TABE or TABE CLAS-E, administered by a core partner through ARIZONA@WORK, the score will be considered valid for Title II purposes only if the assessment was administered by a proctor certified through ADE-AES.

ADE-AES maintains a statewide list of authorized test administrators for each adult education provider and the ARIZONA@WORK partners and will periodically monitor this list for program compliance. Local programs are required to keep and maintain their own list of currently certified assessment administrators.

TABE Administration Certification courses offered by ADE-AES

Two levels of [TABE certification](#) are available:

- TABE Proctor
- TABE Coordinator

Proctor training is a prerequisite for Coordinator training. Refer to the [PTAG](#) for further information about certification course content.

Training for Data Management Personnel:

- Arizona Adult Education Data Management System (AAEDMS) Training

Teachers and other local program staff involved in gathering, analyzing, compiling, and reporting data for the NRS receive training and technical assistance throughout the year. These training activities are made available virtually or on-site as needed.

Remote Proctoring Requirements

All providers must have an ADE-AES-approved Remote Proctoring Process. Students should always be presented with the option to take a remotely proctored exam if they choose this option. Remote proctoring of the TABE and the TABE CLAS-E using third-party services is allowable if the proctoring is conducted by an entity approved by the test publisher.

The virtual proctoring of the TABE and the TABE CLAS-E must strictly adhere to the [TABE Remote Proctoring Guidance](#) published by DRC. The instructions in the *TABE Remote Proctoring Guidance* are applicable for the remote proctoring of the TABE and the TABE CLAS-E. In addition to the *TABE Remote Proctoring Guidance*, the test administration manuals and online testing directions must still be followed during remotely proctored test sessions. All trained TABE and TABE CLAS-E test proctors and

coordinators must be familiar with these documents prior to the virtual administration of the TABE and/or the TABE CLAS-E.

Assessments administered without following the guidelines as described by the test publisher will be considered invalid and out-of-compliance. Any test results considered by ADE-AES to be invalid will not be reported in the NRS.

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Inclusive Assessment Administration

This section pertains to the mandatory online versions of the TABE and the TABE CLAS-E. All accommodations and adaptations should be noted in the learner record.

In some cases, accommodations are necessary for a more accurate measure of a student's abilities. When approving an accommodation, consider whether the accommodation 1) will remove a barrier that may inhibit the student's performance, 2) is consistent with accommodations given to the learner in the classroom, and/or 3) will change what the specific assessment is measuring.

After consideration of these issues, if a learner has a documented learning disability, the learner should present the documentation to the program before assessment has taken place so that appropriate **accommodations** can be made. Learners may document disabilities and the need for accommodation through professional evaluative documents obtained from psychologists, physicians, and/or school records. Accommodations will be made for learners with documented learning disabilities, or other disabilities, and must be applied in conformance with publisher guidelines. All documents are valid until their stated expiration date. Should no expiration date be included, documents shall be considered valid for five years from their date of issuance.

If the learner does not have a documented disability but requests an adaptation of the assessment and/or instructional environment, the learner should make this request to the program before the initial assessment takes place so that the **adaptation** can be made to ensure valid test scores are obtained. Adaptations for learners with learning difficulties, without a diagnosis of a learning disability, may be given upon request. Examples of appropriate adaptations include earplugs, priority seating, or hats to minimize the effects of fluorescent lighting. ADE-AES will provide technical assistance to programs requesting assistance in determining appropriate adaptations.

Accommodations and adaptations available for learners:

- Accommodations available in DRC's INSIGHT Portal include extended testing time, untimed testing, and text-to-speech.
- Online TABE tests have Text to Speech (TTS) audio functionality for the online test. As with audio CDs, the TTS accommodated test is untimed. To use TTS, examinees must use computers that are configured to connect to a Central Office Service Device, as outlined in TABE Volume II: Central Office.
- The computer-based test (CBT) offers screen magnification as well as examinee options for choices of screen colors and reverse contrast.
- Examinees needing large print for CBT can be seated at a testing station that has a large monitor, and the INSIGHT Portal can stretch/enlarge to the size of that monitor, and/or the student can use the Magnification tool within INSIGHT.

- Additional paper-based formats for TABE testing, including Braille format and large print, are available from DRC to meet accommodation needs.
- A list of acceptable TABE accommodations and adaptations can be found in the [“TABE Guidelines to Inclusive Testing Accommodations.”](#)

Please note: These recommendations regarding accommodations should not be considered exhaustive; other accommodations may be requested in certain circumstances. ADE-AES should be contacted for further guidance and approval.

Assessment Sequence Overview (All Learners)

First-Time Adult Education Enrollments

The first assessment administered to a learner in a new Period of Participation (PoP) is the ‘initial assessment’.

- The initial assessment must be administered to the learner during the first 12 hours of attendance, such as during orientation, and prior to instruction to establish an accurate entering Educational Functioning Level (EFL).
 - ABE students should be given assessments in the subject area/s where they will receive instruction (Reading **AND** Language and/or Mathematics).
 - The TABE Language Test must be administered with the Reading test beginning October 1, 2024.
 - The TABE Language Test is optional for students receiving math instruction only.
 - ESOL students should be given the TABE CLAS-E assessments in Reading and Listening.
 - The TABE CLAS-E administration of the Writing and Speaking tests is optional for placement and diagnostic use but is not allowable for the purpose of awarding EFL MSGs.
- Once the areas requiring assessment have been determined, the testing process begins with the administration of the TABE Locator assessment. The Locator assessment provides information about which test level should be administered for the Initial Assessment.
- For NRS reporting, establishment of a student’s entering EFL is determined by the lowest scale score of the subject areas tested.
- As noted above, if neither in-person nor remote proctoring is possible, the program must obtain approval from ADE-AES to enter a provisional EFL to the student in the Arizona Adult Education Data Management System (AAEDMS).
- [During PY 2024-2025, newly enrolled students should be tested using the new TABE forms, once available and approved for reporting by ADE-AES.](#)

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Progress Assessments

A test given after the initial test is called a ‘progress test’.

- Progress tests, when compared to the entering EFL, allow for awarding MSGs when sufficient academic advancement has been made.

- Progress testing may be done during class time; however, there may be no instruction being provided in the room during the test administration.
- Progress tests must be administered in the same content area/s as the initial assessments.
 - Students in Workplace Literacy programs may be exempt from progress testing based on the milestones developed in the approved ADE-AES course plan.
- A Progress test must be given in the alternate test form but same test level as the initial assessment. For example, if the initial assessment was TABE **13**, Level M, the progress test must be TABE **14**, Level M.
 - The exception to this test administration sequence is when a TABE score places a student in the highest valid NRS level measurable by that TABE test level. In these situations, the subsequent progress test should be administered at the next higher TABE level.
- A learner may have multiple progress tests during a PoP.

Progress Test Timeframes

Progress test timeframes are established by the U.S. Department of Education; Office of Career, Technical, and Adult Education; Division of Adult Education and Literacy.

The target progress test rate for Arizona in PY 2024-2025 is 67%.

TABE and TABE CLAS-E required progress test timeframes:

Student Level	Recommended instructional hours between test sessions	Minimum allowable time between test sessions
ABE Levels 1-4	50-60	40 instructional hours or 4 weeks (whichever is longer)
ABE Levels 5-6	30-59	30 instructional hours or 4 weeks (whichever is longer)
ESL Levels 1-6	50-60	50 instructional hours or 4 weeks (whichever is longer)

ESL/ESOL refers to instructional services for participants who are English Language Learners (ELLs)

Programs who fail to progress test students in a timely manner will be subjected to additional monitoring from the state office, including being required to implement a corrective action plan.

IMPORTANT: Progress-test timeframes described in the table above are also applicable to students enrolled in Distance Learning.

- Refer to the [PTAG](#) for guidance on recording actual and proxy contact hours, the different Distance Learning models, and the list of approved online curricula for Arizona adult education providers.
- All DL hours reported by either the Clock Time Model, Teacher Verification Model, and/or the Learner Mastery Model are considered 'proxy hours' and is to be included as part of the student's attendance record.

On occasion there may be a valid reason to administer a progress test prior to a student achieving the minimum allowable attendance and instructional hours. There following are the only permissible reasons for early testing:

- The class is ending, **and** the student has made exceptional and verifiable progress before completing the required minimum hours (**evidence of progress must be documented in student's file**).
- The student is exiting the Program **and** has made exceptional and verifiable progress before completing the required minimum hours (**evidence of progress must be documented in student's file**).
- Transitioning an ESOL student to ABE services prior to achieving ESL 6 and need to close out CLAS-E assessment sequence.

If any of the circumstances are applicable, the program must complete the [Progress Assessment Exception Form](#) and maintain a signed copy in the student's record. **Exceptions to progress test timeframes should be limited and rare.**

Progress Testing Exemption after EFL Gain (NEW PY24-25)

To reduce student testing fatigue, any student who earns an EFL MSG in a subject area on or after September 1st, is no longer required to test in that subject area during the program year. The EFL gain may be earned from pre/post testing with the TABE tests **or** from successfully passing the GED subject area test in the content area. Continual measurement of individual student growth, via in-class formative assessment, is still expected should the student continue to receive instruction in the content area. Please note:

- If the student will continue to receive instruction in the same subject area in the next program year, students will need a valid rollover entering EFL from a TABE test administered between May 1 and June 30.
- Hours of instruction in this subject area will still be included in the student's cumulative total when determining progress testing eligibility in other required subject areas.

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Rollover Scores (NEW PY24-25)

For learners whose attendance crosses program years, an assessment taken between May 1 and June 30 of the previous program year will become their entering EFL in the new program year.

Any continuing student who does not have a valid rollover entering EFL from the previous program year must be retested, at the appropriate level, for an entering EFL upon returning to services after July 1.

[Students with testing sequences in the sunseting TABE Forms 11&12 and TABE CLAS-E Forms A&B, who have not earned any type of MSG in PY 24-25, will need to take an initial test with the new forms TABE Forms 13&14 and TABE CLAS-E Forms C&D, prior to July 1, 2025. The minimum hours and the 4-week wait period do not need to be observed in this situation. A student without an MSG that becomes eligible for a progress test in May or June should test one final time with the sunseting forms. Once completed, a test with the new TABE forms must be administered as soon as possible \(and prior to July 1, 2025\) to establish the rollover entering EFL for PY25-26.](#)

Starting a New Period of Participation

When a learner leaves a program for a minimum of 90 calendar days, he or she will be separated from the program. Should a learner re-enter a program after 90 calendar days of inactivity, a new PoP is

initiated. As a result, the intake process is repeated, including administration of an initial assessment. The assessment sequence that was established in the previous PoP should be followed *unless the date of the last test is more than one year previous*. In this case, programs will be required to start the testing process with the administration of the Locator test.

Enrollment with Multiple Programs

If a learner is concurrently enrolled and attends more than one WIOA Title II Arizona Education Program, programs must communicate with each other to establish which program will administer the initial and progress assessments. The assessment point-of-contact information for the Arizona adult education providers can be found [here](#).

TABE Score Import and Approval

All TABE and TABE CLAS-E scores will be automatically imported nightly into AAEDMS from the DRC INSIGHT platform. Should there be a need for manual entry, programs must submit a Manual Entry Request Form to ADE-AES for processing.

Assessment information, along with learner demographic and attendance information, must be entered into AAEDMS and approved by the Data Coordinator by the **15th of each month** (see the [PTAG](#) for additional information). The Program Data Coordinator oversees the data collection and entry processes.

TABE 11&12 and 13&14

During PY 24-25, the TABE Forms 11&12 [and](#) Forms 13&14 are approved assessments for use with all ABE learners in Arizona, including those enrolled in DL platforms, to assess MSGs. However, transition to forms 13&14 must follow ADE-AES guidance, including waiting until the announcement that the new forms are allowable (see [Transitioning from the TABE 11&12 to the TABE 13&14 below for more information](#)).

Assessments should be given in the content area(s) in which the learner will receive instruction (Reading **AND** Language and/or Mathematics).

TABE 11&12: Official Score Ranges

Use official score ranges for both initial and progress assessments for NRS reporting purposes.

NRS Level	Reading	Math	Language
ABE Level 1	300 - 441	300 - 448	300 - 457
ABE Level 2	442 - 500	449 - 495	458 - 510
ABE Level 3	501 - 535	496 - 536	511 - 546
ABE Level 4	536 - 575	537 - 595	547 - 583
ABE Level 5	576 - 616	596 - 656	584 - 630
ABE Level 6	617 - 800	657 - 800	631 - 800

TABE 13&14: Official Score Ranges (TBA)

When available, the ADE-AES will provide the official TABE 13&14 score ranges to all funded adult education providers.

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Initial Testing Guidelines: TABE

It is possible for initial testing to result in an invalid scale score or scores that require further action to establish the correct testing sequence. Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)." All initial scores should be cross-referenced with the appropriate subject tables in [Appendix A](#) of this document. These tables ONLY apply to initial testing, and not subsequent progress tests. Here is an explanation of how to interpret the tables in Appendix A:

TABE 11&12 Level D	If initial scale score is N/A retest with level M as soon as possible	If initial scale score is between 501 and 575 progress test with level D	If initial scale score is 576 or above progress test with level A
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Scale scores falling in the far-left column represent an initial test that was too difficult for the student. Students scoring within this range should be retested as soon as possible with the next lower TABE 11&12 level before instructional hours begin.

The center column represents scale scores in the valid range. Students scoring within this range need no immediate retesting action and can progress test using the same level and alternate form.

A scale score falling in the far-right column represents an initial test that was too simple for the student. Students scoring within this range do not need to retest immediately but when progress testing occurs, the next higher TABE 11 or 12 level should be used.

Progress Testing Guidelines: TABE

A valid progress test is the alternate form of the same level test (L, E, M, D, or A) as the last assessment administered. **TABE forms 11 and 12 must alternate back and forth while forms 13 and 14 must alternate back and forth. Forms 13 and 14 do not have scale score correlation to forms 11 or 12 and cannot be used in conjunction to demonstrate a measurable skill gain.**

The exception to the "same level, alternate form" is when an initial TABE score is in the highest ABE level that the TABE level can accurately measure. When this occurs, the student must progress-test using the next higher TABE level. Per publisher guidelines, either form is appropriate when testing at a higher level.

A learner may have multiple progress tests in a program year. MSGs are determined by comparing the scores earned on a valid progress test with the *entering* EFL score in that subject.

*For more information, refer to the [TABE Scoring Levels: Best Practice Guidance](#), published by DRC.

Transitioning from the TABE 11&12 to the TABE 13&14

Students should continue progress testing with Forms 11&12 until an MSG has been earned. The MSG does **not** need to be an EFL gain. Once an MSG has been achieved in PY 2024-2025, the student may accumulate 40-50 more instructional hours and then take an initial test in the subject(s) with the new forms (13/14).

All students **must** have an approved score on the TABE Forms 13/14 in **May or June of 2025**. Only scores earned after May 1, 2025, will rollover as entering EFLs in PY 25-26.

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TABE CLAS-E

During PY 24-25, the TABE CLAS-E Forms A&B **and** Forms C&D are approved assessments for use with all English Language Learners in Arizona, including those enrolled in DL platforms, to assess MSGs.

ELLs are only required to be tested in Reading and Listening. TABE CLAS-E Online is the only allowable method for assessing ELLs in Reading and Listening.

Administration of the Writing and Speaking tests is optional but shall not be used to achieve EFL MSGs. Programs may still use CLAS-E Writing and CLAS-E Speaking scores internally to track student growth even when these scores are not to be reported to the NRS.

Initial Assessment: There will be no interview component of the CLAS-E Locator.

TABE CLAS-E Forms A&B: Official Score Ranges

Official score ranges shall be used for both initial and progress assessments for NRS reporting purposes. Individual subtest scores for Reading and Listening must be used in AAEDMS.

NRS Level	Reading	Listening
ESL Level 1	250 – 392	230 – 389
ESL Level 2	393 – 436	390 – 437
ESL Level 3	437 – 476	438 – 468
ESL Level 4	477 – 508	469 – 514
ESL Level 5	509 – 557	515 – 549
ESL Level 6	558 – 588	550 – 607

Important: ESL/ESOL refers to instructional services for participants who are English Language Learners (ELLs).

TABE CLAS-E Forms C&D: Official Score Ranges (TBA)

When available, the ADE-AES will provide the official TABE CLAS-E Forms C&D score ranges to all funded adult education providers.

Initial Testing Guidelines: TABE CLAS-E

It is possible for initial testing to result in an invalid scale score or scores that requires further action to establish the correct testing sequence. Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)." All initial scores should be cross-referenced with the appropriate subject tables in [Appendix B](#) of this document. These tables ONLY apply to initial testing, and not subsequent progress tests. Here is an explanation of how to interpret the tables in [Appendix B](#):

Level 2	If initial scale score is 310 or below* retest with level 1 as soon as possible	If initial scale score is between 311 to 476 progress test with level 2	If initial scale score is 477 or higher* progress test with level 3
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Scale scores falling in the far-left column represent an initial test that was too difficult for the student. Students scoring within this range should retest as soon as possible with the next lower CLAS-E level before instructional hours begin.	The center column represents scales scores in the valid range. Students scoring within this range need no immediate retesting action and can progress test using the same level and alternate form.	A scale score falling in the far-right column represents an initial test that was too simple for the student. Students scoring within this range do not need to retest immediately but when progress testing occurs, the next higher CLAS-E level should be used.
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Progress Testing Guidelines: TABE CLAS-E

A valid progress test is the alternate form of the same level test (1, 2, 3, or 4) as the last assessment administered. [TABE CLAS-E Forms A and B must alternate back and forth while the TABE CLAS-E Forms C and D must alternate back and forth. Forms C and D do not have scale score correlation to forms A or B and cannot be used in conjunction to demonstrate a measurable skill gain.](#)

The exception to the “same level, alternate form” is when an initial TABE CLAS-E score is in the highest ESL level that the CLAS-E level can accurately measure. When this occurs, the student must progress-test using the next higher CLAS-E level. Per publisher guidelines, either form is appropriate when testing at a higher level.

A learner may have multiple progress tests in a program year. MSGs are determined by comparing the scores earned on a valid progress test with the *entering* EFL score in that subject.

Transitioning Learners from ESL/ESOL to ABE

A participant who is an ELL may choose to transition to ABE services at any time (though program guidance should also be provided). However, a learner who has achieved ESL 6 in both Reading *and* Listening on a CLAS-E Level 4 test, *must* be transitioned to an ABE contact type should they desire to continue services. When transitioning a student from ESL/ESOL to ABE services, administration of an initial [TABE 11&12 or 13&14](#)—starting with the Locator—should occur as soon as possible.

If an ELL *requests* to transition to ABE prior to achieving ESL 6, the current CLAS-E testing sequence must be closed out and the Progress Assessment Exception Form should be used accordingly. The student’s new registration must now begin with a [TABE 11&12 or 13&14](#) initial placement test.

Transitioning from the TABE CLAS-E A&B to the TABE CLAS-E C&D

Students should continue progress testing with the TABE CLAS-E Forms A&B until an MSG has been earned. The MSG does **not** need to be an EFL gain. Once an MSG has been achieved in PY 2024-2025, the student may accumulate 40-50 more instructional hours and then take an initial test in the subject(s) with the new forms (C&D).

All students **must** have an approved score on the TABE CLAS-E Forms C&D in **May or June of 2025**. Only scores earned after May 1, 2025, will rollover as entering EFLs in PY 25-26.

Required Report Submissions

All programs are required to submit to ADE-AES a list of their current TABE Trained Administrators (Coordinators and Proctors) and a TABE Violation Log.

Testing violations are exceptions or irregularities that could occur during the administration of the TABE or TABE CLAS-E. These include situations in which the test proctor may or may not have been able to control. A list of possible scenarios, along with guidelines for handling them, can be found in the *TABE Test Administration Manual*. Violations should be documented accordingly.

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AES Contact Information

Direct questions regarding assessment requirements and procedures to:

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For more information or technical support on INSIGHT or TABE, contact TABE Technical Support at 866-282-2250 or tabehelpdesk@datarecognitioncorp.com

Appendix A: Initial Testing Guidance TABE 11&12

Appendix A: Initial Testing Guidance TABE 11&12

All initial scores must be cross-referenced with the appropriate subject table below. In some cases, students will receive N/A instead of a scale score. This happens due to the student incorrectly answering too many questions to register a recordable score. The student should be retested as soon as possible with the next lower TABE 11&12 level before instructional time begins.

TABE 11&12 Reading			
Recommended Initial Score Ranges			
Level L	If initial scale score is between <u>300 and 441</u> progress test with Level L	If initial scale score is <u>442 or above</u> progress test with level E	
Level E	If initial scale score is <u>331 or below</u> consider retesting with level L as soon as possible*	If initial scale score is between <u>332 and 500</u> progress test with level E	If initial scale score is <u>501 or above</u> progress test with level M
Level M	If initial scale score is <u>N/A</u> retest with level E as soon as possible**	If initial scale score is between <u>442 and 535</u> progress test with level M	If initial scale score is <u>536 or above</u> progress test with level D
Level D	If initial scale score is <u>N/A</u> retest with level M as soon as possible**	If initial scale score is between <u>501 and 575</u> progress test with level D	If initial scale score is <u>576 or above</u> progress test with level A
Level A	If initial scale score is <u>N/A</u> retest with level D as soon as possible**	If initial scale score is between <u>536 and 616</u> progress test with level A	If initial scale score is <u>617 or above</u> student is exempt from progress testing in this subject
*Students with scores 331 or lower in TABE 11&12 Reading have answered fewer than 2 questions correctly on the test and may be eligible to take the TABE 11&12 Word List and Level L. Please refer to the TABE 11&12 Word List and Level L manuals to determine eligibility.			
**Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)."			

TABE 11&12 Mathematics			
Recommended Initial Score Ranges			
Level L	If initial scale score is between <u>300 and 448</u> progress test with level L	If initial scale score is <u>449 or above</u> progress test with level E	
Level E	If initial scale score is <u>318 or below</u> consider* retesting with level L as soon as possible	If initial scale score is between <u>319 and 495</u> progress test with level E	If initial scale score is <u>496 or above</u> progress test with level M
Level M	If initial scale score is <u>N/A</u> retest with level E as soon as possible**	If initial scale score is between <u>449 and 536</u> progress test with level M	If initial scale score is <u>537 or above</u> progress test with level D
Level D	If initial scale score is <u>N/A</u> retest with level M as soon as possible**	If initial scale score is between <u>496 and 595</u> progress test with level D	If initial scale score is <u>596 or above</u> progress test with level A
Level A	If initial scale score is <u>N/A</u> retest with level D as soon as possible**	If initial scale score is between <u>537 and 656</u> progress test with level A	If initial scale score is <u>657 or above</u> student is exempt from progress testing in this subject
*Students with scores 318 or lower in TABE 11&12 Mathematics have answered correctly fewer than 2 questions correctly on the test and may be eligible to take the TABE 11&12 Level L. Please refer to the TABE 11&12 Level L manuals to determine eligibility.			
**Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)."			

Appendix A: Initial Testing Guidance TABE 11 & 12

TABE 11&12 Language			
Recommended Initial Score Ranges			
Level L	If initial scale score is between <u>300 and 456</u> progress test with Level L		If initial scale score is <u>457 or above</u> progress test with level E
Level E	If initial scale score is <u>310 or below</u> consider* retesting with level L as soon as possible	If initial scale score is between <u>311 and 510</u> progress test with level E	If initial scale score is <u>511 or above</u> progress test with level M
Level M	If initial scale score is <u>N/A</u> retest with level E as soon as possible**	If initial scale score is between <u>458 and 546</u> progress test with level M	If initial scale score is <u>547 or above</u> progress test with level D
Level D	If initial scale score is <u>N/A</u> retest with level M as soon as possible**	If initial scale score is between <u>511 and 583</u> progress test with level D	If initial scale score is <u>584 or above</u> progress test with level A
Level A	If initial scale score is <u>N/A</u> retest with level D as soon as possible**	If initial scale score is between <u>547 and 630</u> progress test with level A	If initial scale score is <u>631 or above</u> student is exempt from progress testing in this subject
<i>*Students with scores 310 or lower in TABE 11&12 Language have answered correctly fewer than 2 questions correctly on the test and may be eligible to take the TABE 11&12 Word List and Level L. Please refer to the TABE 11&12 Word List and Level L manuals to determine eligibility.</i>			
**Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)."			

Appendix B: Initial Testing Guidance TABE CLAS-E

Appendix B: Initial Testing Guidance TABE CLAS-E Forms A&B

All initial scores must be cross-referenced with the appropriate subject table below.

TABE CLAS-E Reading			
Recommended Initial Score Ranges			
Level 1	If initial score scale is <u>436 or below</u> progress test with level 1	If initial scale score is <u>437 or higher**</u> progress test with level 2	
Level 2	If initial scale score is <u>310 or below**</u> retest with level 1 as soon as possible	If initial scale score is between <u>311 to 476</u> progress test with level 2	If initial scale score is <u>477 or higher**</u> progress test with level 3
Level 3	If initial scale score is <u>392 or below**</u> retest with level 2 as soon as possible	If initial scale score is between <u>393 to 508</u> progress test with level 3	If initial scale score is <u>509 or higher**</u> progress test with level 4
Level 4	If initial scale score is <u>476 or below**</u> retest with level 3 as soon as possible	If initial scale score is between <u>477 to 557</u> progress test with level 4	If initial scale score is <u>558 or higher</u> student is exempt from progress testing in this subject area*
<i>*Refer to the Transitioning Learners from ESL/ESOL to ABE subsection of this policy.</i>			
**Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)."			

TABE CLAS-E Listening			
Recommended Initial Score Ranges			
Level 1	If initial score scale is <u>437 or below</u> progress test with level 1	If initial scale score is <u>438 or higher</u> progress test with level 2	
Level 2	If initial scale score is <u>327 or below**</u> retest with level 1 as soon as possible	If initial scale score is between <u>328 to 468</u> progress test with level 2	If initial scale score is <u>469 or higher</u> progress test with level 3
Level 3	If initial scale score is <u>389 or below**</u> retest with level 2 as soon as possible	If initial scale score is between <u>390 to 514</u> progress test with level 3	If initial scale score is <u>515 or higher</u> progress test with level 4
Level 4	If initial scale score is <u>468 or below**</u> retest with level 3 as soon as possible	If initial scale score is between <u>469 to 549</u> progress test with level 4	If initial scale score is <u>550 or higher</u> student is exempt from progress testing in this subject area*
<i>*Refer to the Transitioning Learners from ESL to ABE subsection of this policy.</i>			
**Invalid initial scale scores should be DECLINED in AAEDMS as "OOR test (initial)."			