

TECHNICAL ASSISTANCE PAPER

CTE Basic Skills Assessment Requirements

Florida Department of Education
Division of Career and Adult Education
Bureau of Standards, Benchmarks and Frameworks
Career and Technical Education Programs Section

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Table of Contents

Section 1: Introduction and Purpose	Page 3
Section 2: Basic Skills Exit Requirements	Page 3
Section 3: Test Procedures and Test Security	Page 9
Section 4: Test Accommodations Procedures	Page 13
Section 5: Scale Score to Grade Level Equivalents Charts	Page 15
Section 6: Frequently Asked Questions	Page 18

SECTION 1: INTRODUCTION AND PURPOSE

Throughout the years, career and technical education (CTE) has focused on teaching technical competencies and related academic skills that prepare students to enter and advance in a variety of career fields and postsecondary education. Program and course descriptions are reviewed on a regular basis to ensure that the technical and academic skills identified for each program or course meet industry standards as well as requirements established by regulatory boards.

Each CTE career certificate program that is 450 hours or longer has associated basic academic skills (reading, mathematics and language) that are required for completion from each CTE program. For the purpose of CTE and basic skills requirements, completion is accomplished when a student reaches the final Occupational Completion Point (OCP) and receives a Career Certificate of Completion from the program. Please note that this is an exit requirement. FDOE does not have entry requirements associated with CTE programs.

PURPOSE

The purpose of this paper is to provide information about: (1) the legal basis for basic skills assessment in CTE, (2) procedures to be followed throughout the assessment process, (3) counseling of students who do not meet the basic skills exit requirements, (4) exemptions or waivers of basic skills requirements, (5) accommodations for students with disabilities and English Language Learners (ELL), and (6) legislative changes.

SECTION 2: BASIC SKILLS EXIT REQUIREMENTS

[Section 1004.91, Florida Statutes \(F. S.\), Career-Preparatory Instruction](#) requires students who enroll in a program offered for career credit of 450 hours or more to complete an entry-level examination within the first six weeks after admission into the program. The examination is designed to assess student mastery of basic skills. Assessment instruments meeting this requirement include:

- A common placement test where a minimum score has been achieved pursuant to Rule 6A-10.0315, F.A.C.;
- Tests of Adult Basic Education (TABE) 9 & 10, Complete Battery or Survey, EXPIRES 12/31/2018;
- Tests of Adult Basic Education (TABE) 11 & 12;
- Wonderlic Basic Skills Test (WBST); and
- 2014 GED® Tests: Reasoning through Language Arts and Mathematics Reasoning where a minimum score (145) as required in [Rule 6A-6A.6.021, Florida Administrative Code \(F.A.C.\)](#) has been achieved.

Students who do not achieve the minimum level of basic skills required for completion (final OCP) from his or her CTE program will not be awarded a Career Certificate of Completion. However, adult students with disabilities may be exempted from meeting the basic skills level to earn a Career Certificate of Completion and be reported as a completer. [S. 1004.91 \(3\), F.S.](#)

Students who are exempted from basic skills exit requirements include those who:

- Possess a college degree at the associate in applied science (AAS) level or higher;
- Demonstrate readiness for public postsecondary education pursuant to S. [1008.30](#), F.S. and applicable rules adopted by the State Board of Education;
 - a. A student who entered 9th grade in a Florida public school in the 2003-2004 school year, or any year thereafter, and earned a Florida standard high school diploma or a student who is serving as an active duty member of any branch of the United States Armed Services shall not be required to take the common placement test and shall not be required to enroll in developmental education instruction in a Florida College System institution. However, a student who is not required to take the common placement test and is not required to enroll in developmental education under this paragraph may opt to be assessed and to enroll in developmental education instruction, and the college shall provide such assessment and instruction upon the student's request.
- Pass a state or national industry certification or licensure examination that is identified in State Board of Education rules and aligned to the CTE program in which the student is enrolled; or
- Is enrolled in an apprenticeship program that is registered with FDOE in accordance with Chapter 446.

If a student has meeting or exceeding standard scores on one area of one test, they may use another test to meet the additional skill area requirements. It is acceptable to combine test scores from more than one test. ([Rule 6A-10.315, F.A.C.](#))

Also, a student who was previously tested and referred to developmental education may be reported as meeting basic skills requirements once they successfully complete the required developmental education and would not need to be retested.

Students enrolled in law enforcement training academies are exempt from the requirements of s. 1004.91, F.S. The Florida Department of Law Enforcement (FDLE) has designated the Florida Basic Abilities Test (FBAT) for use with these students. Please refer to [S. 943.17\(6\), F.S.](#), for more information.

All students, except those exempted in Statute, must be tested within the first six weeks after admission in a CTE program of 450 hours or longer; however, if the student successfully completes his or her coursework, does not meet the basic skills requirements for completion from the final OCP of the program (pre- and post-testing), takes and passes a related licensure exam identified by the Florida Department of Education (FDOE), Division of Career and Adult Education (DCAE), and posted on the website at <http://www.fldoe.org/core/fileparse.php/5652/urlt/2017-18-basicskills-with-License-exempt.rtf>, the student shall be counted as a completer and does not have to be retested on one of the basic skills examinations. This provision includes students who are dually enrolled. The Local Education Agency (LEA) is required to maintain documentation that the student passed licensure certification in order to report the student as a full program completer. The student should be post-tested to determine whether or not they meet the exit requirements before they take the related professional licensure examination or certification. (Rule [6A-10.040, F.A.C.](#))

The purpose of assessment is to determine whether or not the student has the basic skills necessary to be successful in the chosen CTE program. If, following admission to the program, a student is unable to demonstrate the basic skills exit requirements, remediation should be provided. After remediation, the student has the opportunity to post-test before the completion of the final OCP. A student only needs to meet the basic skills requirements for exit from the final OCP.

If, after remediation, the student's basic skills score still does not meet program exit requirements, the student may:

- Remediate further;
- Pass a related state, national or industry licensure examination or certification defined by the FDOE posted on the website http://www.fldoe.org/core/fileparse.php/5652/urlt/2017-18-License-exempt_CTE_programs.rtf; or
- Be exempt from meeting the basic skills requirements of the program if they are a student with a disability and provide appropriate documentation and request an exemption based upon the disability. [Rule 6A-10.040, F.A.C.](#), requires all LEAs to have a policy addressing exemptions for students with disabilities. Many LEAs require the student to test, remediate and posttest. If the student doesn't meet the basic skills exit requirement, but has successfully completed the CTE program, they may be coded as exempt from meeting basic skills requirements based on local policy and counted as a program completer.

A student enrolled in a CTE program who does not meet the basic skills requirements, but passes an identified licensure examination or certification after program completion, should be recorded as "incomplete" until the LEA receives documentation of the licensure and then reports the student as a completer from the CTE program. The student must be allowed to sit for an industry examination if he or she has successfully completed the CTE program in which the student is enrolled. The basic skills exit requirement is not a requirement of the licensing agencies.

If the student does not meet the basic skills requirements for completion, is not exempt, or does not pass an identified licensure examination or certification, the student cannot be reported as a full program completer from the final OCP and cannot earn a local Career Certificate of Completion.

If a student has already taken the 2014 GED® and attained the minimum scores within two (2) years prior to admission into a CTE program, the student does not need to be pretested. If a student takes and does not attain the minimum score on the 2014 GED® as the initial test, but then subsequently attains the minimum score on each test after admission into the CTE program, the student may be counted as a full completer from the program if the student successfully demonstrates mastery of content as determined locally.

The student who does not meet the program basic skills exit requirements on the pre-test should be referred to either Applied Academics for Adult Education (AAAE) if they are functioning at the 9th grade level or above, or Adult Basic Education (ABE) if they are functioning below the 9th grade level.

The basic skills requirements for CTE programs are **exit requirements** from those programs, not entry or placement requirements. A student may enter the CTE program before reaching minimum basic skills levels, but may not receive a local Career Certificate of Completion until basic skills requirements are met, except students exempted in accordance with [s. 1004.91, F.S.](#) Remediation must be available to assist students in attaining the required basic skills levels. The remediation may be provided concurrently with enrollment in the CTE program, or, in certain cases (i.e., programs with waiting lists), prior to entry into the CTE program.

Some programs are limited access and have a “wait” list for admission. It is permissible for a student to choose to test and remediate during this “wait” time. The student would be enrolled in either ABE, if their basic skills levels are less than 9th grade level or in AAAE if their basic skills levels are above 9th grade level.

PLEASE NOTE: Federal Office of Civil Rights (OCR) legislation prohibits denying entry into any CTE program on the basis of criteria that have the effect of disproportionately excluding persons of a particular race, color, national origin, sex or handicap. In order to use such criteria, the recipient must demonstrate that such criteria have been validated as essential to participation in a given program. <http://www2.ed.gov/about/offices/list/ocr/docs/vocre.html>

[FDOE Rule 6A-10.040\(4\), F.A.C.](#), allows opportunities for remediation when needed and to avoid penalizing a student who may not be able to meet the basic skills exit requirements due to a documented disability. If a student with a disability has demonstrated mastery of the student performance standards for the CTE program, but has not attained the appropriate basic skills levels required for completion from that program, the LEA, based on local policy, may use the exemption, report the student as a completer and award a local appropriate Career Certificate of Completion.

The steps for exempting a student with a documented disability would be as follows:

- Pre-test to determine the student’s strengths and weaknesses;
- Provide instruction;
- Post-test to determine gains; and
- If the student does not meet the exit requirements on the post-test due to their disability, but has met the requirements of his or her CTE program, exempt the student from the basic skills requirements and report them as a completer.

The rule includes permissive language that allows LEAs to exempt adults with disabilities from meeting the required basic skills level to earn a Career Certificate of Completion. Since application of the exemption is permissible and not mandatory, each LEA must develop a local written policy describing the steps to be followed and documentation to be maintained throughout the testing, remediation, certification, reporting and audit process. [Rule 6A-10.040\(4\), F.A.C.](#)

This policy should not deny anyone access or opportunities because of a disability.

COUNSELING

Counseling is an essential element in career preparation to assist students in identifying career goals and selecting appropriate training programs. Explaining the demands of the academics involved in the CTE program is an important part of the counseling process. A clear understanding of expectations will better prepare the student for making sound decisions and successfully completing the program. It is important for students to understand the relationship between basic skills and success in his or her chosen CTE program, and that improving his or her skills will help foster success in the program and in future employment.

34 C.F.R. 104.47(b), implementing [Section 504 of the Rehabilitation Act](#) of 1973 states that the recipient shall ensure that qualified students with disabilities are not counseled toward more restrictive career objectives than are students without disabilities with similar interests and abilities. This requirement does not preclude a recipient from providing factual information about licensing, certification and employment requirements of particular careers. (Recipient means any state or its political subdivision, any instrumentality of a state or its political subdivision, any public or private agency, institution, organization, or other entity, or any person to which federal financial assistance is extended directly or through another recipient, including any successor, assignee or transferee of a recipient, but excluding the ultimate beneficiary of the assistance.) 34 C.F.R. 104.3(f)

All students who are referred to adult education programs require ongoing counseling and monitoring to ensure that: (1) progress is being made, (2) support services are being provided if needed and (3) progression toward completion of program goals is occurring.

STANDARDIZED TESTING

It is vital that assessment instruments used are both valid and reliable and are only used with the students for whom they were designed. The state of Florida has approved standardized tests to meet the requirements of Florida Statutes and Florida State Board Rules. Standardized tests are valid and reliable and are used throughout the country in a variety of educational and employment settings. Some of these tests are normed on certain populations and some are criterion-based tests.

Validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of the tests. Validity is the most fundamental consideration in developing and evaluating tests. The process of validation involves accumulating evidence to provide a sound scientific basis for the proposed score interpretations.

Reliability refers to the consistency of such measurements when the testing procedure is repeated on a population of individuals or groups. The Standards for Educational and Psychological Testing (1999) indicates that reliability evidence may be reported in terms of variances or standard deviations of measurement errors, in terms of one or more coefficients, or in terms of IRT-based (Item Response Theory) test information functions.

Individual raw scores or scale scores are often referred to as the distribution of scores for one or more comparison groups, and are used to draw useful inferences about an individual's performance. Test score interpretations based on such comparisons are said to be norm-referenced. Other test score interpretations make no direct reference to the performance of other examinees. These interpretations may take a variety of forms; most are collectively referred to as criterion-referenced interpretations. The use of standardized, valid and reliable assessments ensures quality assessment.

Summary

All CTE students enrolling in CTE programs of 450 hours or more must be tested within the first six calendar weeks **after admission** into the program unless they meet one of the exemptions listed in [s. 1004.91, F. S.](#) The purpose of testing is to determine the extent of basic skills mastery and to evaluate the need for necessary academic instruction. This applies to all postsecondary CTE students and includes secondary students dually enrolled in postsecondary CTE certificate programs of 450 clock hour or more. Exceptions include those exempted in [s. 1004.91, F.S.](#)

Testing may not be used as a screening device. Students may not be denied entry into a CTE program based solely on a test score. Students with disabilities must be tested and provided academic instruction if needed although they may be exempted from meeting the basic skills exit requirements for his or her CTE program. The procedure for this exemption must be determined by local policy and must be documented. This policy must be written and approved by the school board or state college board of trustees. (Rule [6A-10.040, F.A.C.](#))

After a student has completed the remediation process, the student shall be retested on the alternate version of the same test used for pre-testing ([Rule 6A-10.040, F.A.C.](#)). No student, except those exempted in rule, shall be awarded a Career Certificate of Completion until the student reaches the minimum basic skills levels required for the **final** Occupational Completion Point (OCP) for that CTE program or passes a related state, national or industry licensure exam identified by the FDOE, DCAE and listed on the website http://www.fldoe.org/core/fileparse.php/5652/urlt/2017-18-License-exempt_CTE_programs.rtf

Program Course Standards, updated yearly, list minimum basic skills levels as grade equivalents. The charts in section 5 of this document provide a crosswalk of grade equivalents to the scale scores of the TABE and WBST. A crosswalk for PERT is not currently available; cut scores for exemption using the PERT are listed in [Rule 6A-10.0315, F.A.C.](#) A student only has to reach the minimum basic skills level when completing the **final** OCP and receiving a local Career Certificate of Completion. Students may be reported as completers of OCPs upon mastery of the technical skills without meeting the required basic skills levels if the OCP is not the final OCP of the program.

If a student tests and is deficient in only one area, the student needs only to be retested in the area in which he or she is deficient.

SECTION 3: TEST PROCEDURES AND TEST SECURITY

Test security is an essential component of standardized testing. The importance of test security cannot be stressed enough. If test security is compromised, data is not accurate. All test booklets, computer passwords, answer sheets, answer keys, scratch paper, etc., must be maintained in a secure manner. Test questions and answers are not to be revealed to students prior to, during or after testing. To do otherwise would give some students an unfair advantage. Moreover, the test would no longer examine achievements, but would merely assess recall of answers.

Tests or individual test questions shall not be revealed or otherwise reproduced by persons who are involved in the administration, proctoring or scoring of any test ([Rule 6A-10.042, F.A.C.](#)). Again, this would give an unfair advantage to certain teachers and students when the test is next administered. Only those staff with responsibility of administering the test should have access to the test.

It is unlawful for anyone to knowingly and willingly violate test security rules adopted by the State Board of Education for mandatory tests. Test security is covered in [s. 1008.24, F.S.](#), and in [Rule 6A-10.042, F.A.C.](#)

Recommendations for good practices in testing

Testing Personnel

Training of personnel administering tests is critical to ensure maintaining test security and appropriate testing procedures, including accommodations for students with disabilities. Some tests require certification or training prior to administering the test.

Every effort should be made for FDOE-approved assessments to be administered by personnel not directly involved with the instructional process.

Testing Procedures

Recommended testing procedures established by test publishers should be followed for proper test administration including, but not limited to, the following:

- Preparing the testing room, including seating plans;
 - The room should be comfortable, well lit, with sufficient work space.
 - The room should be arranged to discourage cheating.
 - A “Do Not Disturb” sign should be posted on the door.
 - Cell phones, electronic devices and other personal belongings should not be allowed in the testing area.
- Securing and storing test materials;
- Verifying student identification;
- Admitting examinees to the testing room, including recommended identification documents;
- Distributing and collecting materials;
- Documenting irregularities;

- Reading test instructions and directions to examinees;
- Following testing time guidelines;
- Posting “Start” and “Stop” times;
- Providing accommodations for students with disabilities;
- Handling unexpected interruptions;
- Monitoring test-taking to prevent the opportunity for cheating; and
- Documenting and reporting problems with materials, disruptive student behavior, cheating or any other unexpected or irregular incident.

Every standardized assessment has a standardized protocol that must be followed to ensure accurate test results. All test administrators must familiarize themselves with the test administrator manual for each test they administer.

The quality of a program depends on the accuracy of assessment and reporting. Proper test procedures allow the state and the U.S. Department of Education to compare programs.

All test administrators must adhere to the following guidelines:

- Florida educators shall adhere to [The Code of Ethics and the Principles of Professional Conduct of The Education Profession in Florida](#), in the implementation of student assessment testing programs. [Rule 6B-1.006, F.A.C.](#);
- Florida educators who are responsible for the administration of state and district assessment tests shall abide by policies established in statute and rule regarding test security;
- Florida educators responsible for administering district and statewide assessment tests shall adhere to the instructions found in the administration manuals for each test;
- Personnel with test administration and test proctoring responsibilities will be appropriately trained, and where appropriate, have certification from the test publisher;
- Students will be prepared for the testing activities prior to the day of testing;
- Test administrators will provide adequate test administration conditions;
- Students with disabilities will be provided appropriate test accommodations;
- Test results will be communicated only to appropriate audiences.

TEST GUIDELINES

General

Programs should have an assessment policy in place that includes procedures to ensure the following:

- Students are informed of the reason they are being tested, prior to the test administration;
- Students are informed as to how the test results will be used;
- An appropriate test environment is used;
- Proper test procedures are followed when administering the tests;
- The appropriate amount of instruction is provided between pre- and post-testing;
- The appropriate pre- and post-test is administered;
- The test is accurately scored;

- All test materials are kept secure;
- All test scores and dates of testing are entered into the local education agency's (LEA) Management Information System (MIS);
- Test scores are kept confidential.

Calculator: Some tests allow the option of using calculators on some portions of the mathematics test. If this is allowable, the site should provide calculators and instruction on the use of those calculators for the testing procedure. This ensures equity for all students.

Test scores are valid for two years: Test scores can be accepted as long as they are less than two years old at time of enrollment. If the student remains enrolled for a period of more than two years, the scores would remain valid for as long as the student is enrolled. If the student has a break in enrollment of longer than one year, the student must be retested.

If a student is enrolled in a split program (i.e., Automotive Service Technology I and Automotive Service Technology II) and does not have a break in enrollment of more than one year, they do not need to be retested to enter the second program if they already met the basic skills requirements for the first program. This only applies to split programs, not different programs.

Post-testing: A student should be post-tested on the alternate version of the same level of the test used in pre-testing, or either version of a higher level of the test. [Rule 6A-10.040, F.A.C.](#) When post-testing with any approved test, testing publisher guidelines must be followed.

Test scores may be accepted from one public institution to another provided they are less than two (2) years old and are transmitted electronically (or mailed in a sealed envelope) from the institution that administered the test.

Tests of Adult Basic Education (TABE):

TABE is a group of normed referenced tests that measures reading, mathematics and language; basic skills commonly found in adult basic education curricula taught in high school and adult instructional programs. It provides a flexible system of diagnostic tests and instructional resources to meet the diverse needs of today's adult education market. The test is based on statistically sound measurement models and extensive research and development and is based on national standards.

TABE is available in paper and pencil version and online. TestMate TABE is a computer program that will score the paper and pencil version of the test. Online versions are scored automatically.

The state requires that all persons who administer or interpret the TABE be certified. DCAE offers free yearly, regional workshops for TABE certification.

Locator Test: The locator test is used to determine the level of the TABE to administer to the student for the initial pre-test. Some institutions prefer to use only the "D" or the "A" level of the TABE without using the locator. This is acceptable for career and technical education (CTE)

programs and for workforce or employment use. It is highly recommended that ABE use the locator when testing a student for the first time.

- DCAE recommends using the “D” level of the TABE if the program completion levels are below ninth grade, the “A” level if they are above ninth grade and using either “D” or “A” level if the program completion level is ninth grade. Please note that all test scores must be in range (within plus or minus two grade equivalents of the content range of the test). DCAE will not accept scores that are out of range. If a student tests more than two grade equivalents out of range, they must be retested on the appropriate level in order to report the scores to the state.
- However, if a student is tested without using the locator and tests out of content range [two grade levels above or below the content range of the test administered] on a given assessment instrument, the student should be given the locator test and retested on the proper level before being enrolled in Adult Basic Education (ABE) or Applied Academics for Adult Education (AAAE).

Retesting time:

- TABE 9 & 10 and TABE 11 & 12; Alternate Form
- 50-60 hours of instruction is recommended when testing with same level and different form (e.g. 9D to 10D).
- For students at a higher level (ninth grade and above), 30-59 hours of instruction is recommended.
- If the student has no documented instructional time, they must wait three months to retest using alternate form.

TABE 9 & 10 and TABE 11 & 12: Same Form

- 60-80 hours of instruction is recommended when testing with the same level and same form (e.g. 9D to 9D).
- If the student has no documented instructional time, they must wait six months to retest using the same level and same form.

Reporting grade level equivalencies: When reporting mathematics grade levels on the TABE, you must report the total mathematics score, not an average of mathematics computation and applied mathematics, or the higher or lower of either of these scores.

TABE Survey versus Complete Battery: Both the TABE Survey and Complete Battery are approved in [Rule 6A-10.040, F.A.C.](#)

TABE 11 & 12 only has a complete battery.

You may go to <http://tabetest.com/> to find out more about the TABE test.

Wonderlic Basic Skills Test (WSBT)

The Wonderlic Basic Skills Test is a short-form measure of basic verbal and quantitative skills that is designed to assess work-readiness for entry-level jobs. By selecting individuals who have the ability to handle the requirements of the job or program, training time and turnover can be reduced. This basic skills test is useful for positions where job duties include mathematical calculations, written or oral communication skills. The verbal and quantitative portions of this test are available individually or as a set.

The WSBT is available online or as paper and pencil administration and can be administered individually or as a group.

You can go to <http://www.wonderlic.com/assessments/skills/basic-skills-test> for more information.

SECTION 4: TEST ACCOMMODATIONS PROCEDURES

Students with Disabilities

Some students with disabilities may require testing procedure accommodations. Students with disabilities should have every opportunity to discuss such needs with appropriate staff early, during the counseling process, when the student participates in planning his or her program. However, adult students are not required to reveal his or her disability and may elect to participate in the program without special assistance. Students must self-identify, provide documentation and request accommodation services if they wish to receive testing accommodations. Documentation of the need for specific testing procedure accommodations should be maintained in the student's confidential records and revealed only on a "need to know" basis. [The Family Educational Rights and Privacy Act \(FERPA\)](#), which is incorporated into state law under s. [1002.221](#) and [1002.225](#), F.S., is designed to protect the privacy of a student's education records. The law applies to all schools that receive funds under an applicable program from the U.S. Department of Education. Generally, schools must have written permission from the parent or guardian or eligible student in order to release any information from a student's education record.

[Rule 6A-1.0943, F.A.C., Statewide Assessment for Students with Disabilities](#), provides the basis for accommodations to Florida's statewide assessment system for students with disabilities and provides examples of allowable testing accommodations. Consideration must be given to providing accommodations that will allow the student with a disability to demonstrate the skills and knowledge the test is designed to measure, rather than a score that reflects the student's disability. Accommodations are not to provide the student with an unfair advantage or interfere with the validity of the test; they are required to allow the student an equal opportunity to demonstrate the underlying skills that are being measured by the test. Students are unique and may require different accommodations, even if they have the same disability. When specifying test accommodations for an individual student, consideration should be given to the option requested by the student. Test accommodations are based on accommodations used by the student during classroom instruction. All accommodations should be documented on the

student's Individual Educational Plan (IEP), Adult Individual Educational Plan (AIEP), 504 Plan or other educational plan.

Students with documented disabilities, who self-identify, must be provided with accommodations in the testing procedure as needed on an individual basis. [Rule 6A-1.0943, F.A.C.](#), Statewide Assessment for Students with Disabilities, provides examples of allowable testing procedure accommodations.

Testing accommodations may include, but are not limited to:

- Flexible scheduling: The student may be administered a test during several brief sessions allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test;
- Flexible setting: The student may be administered a test individually or in a small group setting. The student may be provided with adaptive or special furniture and special lighting or acoustics;
- Flexible responding: The student may use varied methods to respond to the test, including written, signed and verbal response. Written responses may include the use of mechanical and electronic devices. A test administrator or proctor may transcribe student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor;
- Flexible presentation: The student may use mechanical aids, revised formats such as Braille, large print, or signed or oral presentations for directions and items other than reading items;
- Assistive devices: The student may use the following assistive devices typically used in classroom instruction:
 - If the purpose of the assessment requires complex computation, calculators may be used as authorized in the test administration manual.
 - Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus may be used.
 - Technology may be used without accessing spelling or grammar-checking applications for writing assessments and without using speech output programs for reading items assessed. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student. ([Rule 6A-1.0943, F.A.C.](#))

English Language Learners

Students who have been identified as English Language Learners (ELLs) and adult students who are not proficient in English should also be provided with certain accommodations. [Rule 6A-6.09091, F.A.C.](#), Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners (ELL), provides examples of allowable accommodations for students who are classified as ELLs and adult students who are not proficient in English.

Accommodations for ELL students and adult students who are not English-language proficient may include the use of an English-to-heritage language dictionary during testing, additional time for test administration, having instructions read in native language and translation of a specific word or phrase in the examination that is confusing to the student due to lack of English language proficiency, as long as assistance is not provided on the content of the examination.

Conclusion

The goal is to ensure that each student has every opportunity to demonstrate mastery of basic skills. Some students with disabilities may need special accommodations during the testing and instructional process. These accommodations must be provided to ensure equal access to programs and activities.

Accommodations may be used only if they do not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability or validity.

SECTION 5: SCALE SCORE TO GRADE LEVEL EQUIVALENT CHARTS

The following pages show comparison charts for the norm-referenced tests. The scale scores given are the minimum scale scores for each grade level equivalency.

TABE Information - Scale Score to Grade Equivalent Charts

If your program is using scale scores instead of grade equivalents, use this table to find the corresponding grade level listed in the curriculum frameworks. TABE 11 & 12 only provides scale scores.

Grade Equivalent	TABE 9 & 10 Minimum Scale Score			TABE 11 & 12 Minimum Scale Score		
	Math	Language	Reading	Math	Language	Reading
8	550	550	552	577	572	563
9	566	560	567	596	584	576
10	581	572	584	627	608	597
11	595	586	596	657	631	617
12	610	601	612	730	717	710

TABE 9 & 10 has a Standard Deviation of plus or minus (+ or -) two years when using grade level equivalents. The charts below should assist you in making decisions as to whether the student was tested on an inappropriate level of the TABE, or if the content range of material is appropriate for the student using either grade equivalents or scale scores. When testing students/clients, it is good educational practice to retest a student who scores two grade levels above or below the content range of the test administered.

For Frequently Asked Questions concerning TABE, go to <http://tabetest.com/>

TABE 9 & 10 Content Ranges

TABE Levels	Standard Deviation - 2 Years (below the Content Range)	Content Range	Standard Deviation + 2 years (above the Content Range)
Level E	0.0	2.0 – 3.9	5.9
Level M	2.0	4.0 – 5.9	7.9
Level D	4.0	6.0 – 8.9	10.9
Level A	7.0	9.0 – 12.0	

WBST Information

Wonderlic Basic Skills Test (WBST)			
GL	Verbal	Quantitative	Composite
12	327	313	322
11	297	288	294
10	268	262	265
9	238	237	237
8	208	212	209
7	178	186	180
6	148	161	152

Frequently Asked Questions related to Basic Skills Exit Requirements

Basic Skills Exemptions:

1. Where can I find the documentation for basic skills exemptions specifically the one concerning a Florida Standard High School Diploma?
Section 1004.91, F.S. refers to s. 1008.30, F.S. and the accompanying Rule 6A-10.0315, F.A.C., lists the exemptions which can be found at:
<https://www.flrules.org/gateway/ruleNo.asp?id=6A-10.0315>.
2. Section 1004.91, F.S. states that students that are exempt from college testing as per s. 1008.30, F.S., are exempt from basic skills testing: “A student who demonstrates readiness for public postsecondary education pursuant to s. 1008.30 and applicable rules adopted by the State Board of Education.” Does s. 1008.30, F.S. indicate that a student who meets the criteria for exemption from testing and developmental education is exempt from the required basic skills testing and exit requirements for CTE programs? Does this mean that Postsecondary Adult Vocational (PSAV) students can no longer be tested on the "front-end" of their program? Does this mean that these students no longer need the basic skills as an exit requirement or will they still need to take the TABE before receiving a certificate?
Yes, as with prior exemptions in Rule 6A-10.0315, F.A.C. and s. 1004.91, F.S., the new exemption is for students who demonstrate readiness for public postsecondary education pursuant to s. [1008.30 F.S](#) and applicable rules adopted by the State Board of Education. This applies to Career Certificate programs and students are no longer required to be tested if they meet one of the exemptions in Rule.
Please see questions 9 & 10 concerning certain regulated programs.
3. Does Rule 6A-10.0315, Common Placement Testing and Instruction, apply to all postsecondary education including technical centers?
Section 1004.91, F.S., exempts any student who demonstrates readiness for public postsecondary education pursuant to s. [1008.30, F.S.](#) and applicable rules adopted by the State Board of Education. Therefore, Rule 6A-10.0315 F.A.C., applies to all public postsecondary institutions (technical centers and Florida colleges) offering career certificate programs.
4. How do the exemptions affect students currently enrolled in a CTE program? Can a student that completed a program but did not meet basic skills requirements, now be counted as a completer?
Any new or currently enrolled student in a CTE program would be eligible for the exemption. If the student is exempt from the basic skills assessment, they are deemed to have met the requirements of the program and no other testing is required. This would be reported the same as if they were exempt due to a degree or common placement examination test score as

established in Rule 6A-10.0315, F.A.C.

5. Does scoring satisfactory levels on the TABE remain a requirement for completion from the CTE program?

If the basic skills requirements are waived based upon one of the exemptions, students do not have to be tested to show that they met basic skills levels for completion purposes.

6. What are the high school withdrawal codes that are applicable to the exemption from common placement testing and developmental education pursuant to Rule 6A-10.0315, FAC and s. 1008.30, F.S.?

W06	Standard Diploma (Passed FCAT)
W43	Adult Standard High School Diploma
W52	Adult Standard High School Diploma (Alternate Assessment)
W54	Adult Standard High School Diploma ((ACCEL) 18-Credit Option)
W55	Adult Standard High School Diploma ((ACCEL) alternate assessment, 18-Credit Option)
W6A	Standard Diploma (18-Credit College Prep)
W6B	Standard Diploma (18-Credit Career Prep)
WFA	Standard Diploma (18-Credit College Prep, Alternate Assessment)
WFB	Standard Diploma (18-Credit Career Prep, Alternate Assessment)
WFT	Standard Diploma (Accelerated, Alternate Assessment)
WFW	Standard High School Diploma (FCAT Waiver)
WRW	Standard High School Diploma (FCAT Waiver and Statewide Standardized Assessment Results Waiver) for any student with disabilities.
WXL	Standard High School Diploma (Academically Challenging Curriculum to enhance Learning (ACCEL) options)
WXT	Standard High School Diploma (Academically Challenging Curriculum to enhance Learning (ACCEL) options with state alternative assessment score)
WXW	Standard High School Diploma (Academically Challenging Curriculum to enhance Learning (ACCEL) options w)an approved statewide assessment waiver)

7. Is a high school diploma from a charter school considered the same as one from a public school?

Yes. All charters in Florida are public schools within the district system and students in those charters are required to meet the same graduation requirements as all other public school students.

8. How does this change affect dual-enrolled students who have yet to earn their high school diploma but are on track to graduate at the end of their senior year?

The only requirement for CTE dual enrolled student admission is a 2.0 GPA.

9. Could you clarify if the language in Rule 6A-10.0315, FAC, applies to Criminal Justice Basic Abilities Test?

Criminal Justice Basic Abilities Test is required under s. 943.17, F.S. for entry into Criminal Justice programs. The Criminal Justice Training Commission sets the standards for their training programs.

10. We use the TABE in conjunction with other measures to select students for limited access programs. Can we require these students to take the TABE? If not, how should they be treated in a formula that uses the TABE?

Each Florida College Board of Trustees has the authority to establish criteria for admission to limited access programs as per s. 1007.263(3), F.S.

11. I have a student that holds a cosmetology certification from the State of Florida. This student wants to enroll in a culinary program, are they exempt?

No, the certification must be earned in the program in which the student is enrolled.

12. Do students with disabilities have to complete 120 hours of remediation before a TABE Waiver can be issued?

This would be a district policy. A student with a disability who is exempt from the Basic Skills Assessment is not required to complete remediation. A district may require a student with a disability who is not exempt to complete remediation. The state does not set a number of required hours of remediation.

13. Is there an established PERT cut score? Where can I find the cut scores for the PERT, SAT, ACT, etc.?

Yes, cut scores for all college ready tests are listed in Rule 6A-10.0315 F.A.C.

<https://www.flrules.org/gateway/ruleNo.asp?id=6A-10.0315>

14. If two (2) years go by and the student still has not passed one portion of the TABE do they need to redo the entire TABE?

If the student has been continuously enrolled in the program (without a break of enrollment of longer than one year), they do not need to redo the portions of the test they already mastered.

15. We know that we can't require AAAE or TABE scores prior to enrollment. Is there any time that we can require a student to enroll in AAAE?
That would be a district decision. State Board Rule 6A-10.040 requires you to provide remediation if needed. <https://www.flrules.org/gateway/ruleNo.asp?id=6A-10.040>
16. If a student is enrolled in a 600 hour program but we only offer the one OCP which could be 250 hours, do they need to take the TABE and pass?
If the program is longer than 450 hours, the student must be tested if they do not meet one of the exemptions. A student only has to meet the basic skills requirements when they exit the final OCP of a program.
17. For Dual enrolled students are the TABE scores for the program required prior to enrollment? What about programs that are fewer than 450 hours and do not have TABE scores associated with them such as Patient Care Assisting?
The student must reach the required basic skills levels to be a completer from the program. If the program is less than 450 clock hours, there are no basic skills requirements.
18. Would a student who wants to dual enroll in a CTE program who has a 2.0 GPA also be required to meet the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework?
The CTE student only has to meet the 2.0 GPA requirement to dual enroll.
19. If a student completes a program and does not meet all his or her TABE requirements and it is now over 2 years do they need to retake the entire TABE test over, or do they continue taking the sections they need to meet with remediation?
If there is not a break of service of a year or longer, the test remains valid until they complete the program. They may work on only the areas they are deficient in.
20. If a student received a WFT graduation code by taking an alternate assessment within a year after they completed a CTE program, can they be counted as a program completer?
This should be part of the district's local assessment plan as to how long after program completion, the district will accept proof of completion.