Florida Department of Education  
Division of Career and Adult Education

TABLE 11/12 Procedures for Initial Placement of Adult General Education Students

The following procedures should be used when determining initial placement for new students using the TABE 11/12 assessment.

State Policy: New students must be tested and obtain a reportable initial educational functioning level (EFL) within the first 12 hours of enrollment.

**Out-of-Range Low**

- **OOR low on TABE level M, D, or A:** Returned as N/A scale score & O/R NRS level. Initial pre-test scores below the accurate range are not usable for reporting the placement of students in an initial EFL. Programs should re-test students by administering a test at the next less difficult level to obtain an accurate in-range scale score.  
  **Only an in-range score can be used to establish a new students EFL.**

**Locator and Initial Test**

- **In-Range: Low to Normal Score**
  - Scale score returned with a minus indicator (e.g., 501-) or no indicator (e.g., 521). Place student in the appropriate Adult Education Program based on EFL identified by the test.

- **Out-of-Range High**
  - **OOR high on a level D or lower:** Scale score returned with a + (e.g., 656+). Initial pre-test scores above the accurate range are not usable for placement and reporting a new students EFL. The student should be retested on a higher level to obtain an in-range scale score.  
  **Only an in-range scale score can be used for initial placement and identification of a new students EFL.**
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TABE 11/12 Procedures for Post-testing and Determination of Learning Gains of Adult General Education Students

The state target is to post-test a minimum of 70% of students pre-tested. **TABE 11 & 12 publisher policies:** Post-test NRS levels 1-4 after 50 to 60 hours of instruction when testing with an alternate form. Post-testing is allowed on the same level and same form after 60-80 hours of instruction. Educational gains can be determined by comparing the student’s pre-test and post-test scale scores.

- **Out-of-Range Low**
  - Score returned with a minus (e.g., 501-) indicator or no indicator (e.g., 521). Report the test.
  - **Determining Gains:** A Gain is a Gain. Once a student earns a Measurable Skill Gain (MSG), they can never re-earn that same gain. If the student moves up an EFL for the first time, the state data system will recognize this as a Measurable Skill Gain (MSG) earned by the student.
  - Scale score returned with a + (e.g., 656+). OOR High scores on a post-test are reportable to the state. If the student moves up an EFL for the first time, the state data system will recognize this as a Measurable Skill Gain (MSG) earned by the student.
  - For data reporting purposes the score should be reported with a leading 9 followed by the scale score. (E.g., A student earned an OOR high scale score of 575+ on the Tabe 11 Reading level M test. It should be reported to the state as 9575)
  - **Providers may re-test OOR high students once immediately on a higher-level assessment form.**

- **In-Range – Low to Normal**

- **Out of Range High**