

## Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p><b>Beginning ABE Literacy</b></p> <p><i>Test Benchmark:</i>  <i>TABE (7–8 and 9–10) scale scores (grade level 0–1.9):</i>                      Reading: 367 and below                      Total Math: 313 and below                      Language: 389 and below</p> <p><i>CASAS scale scores:</i>                      Reading: 200 and below                      Math: 200 and below                      Writing: 200 and below</p> <p><i>ABLE scale scores (grade level 0–1.9):</i>                      Reading: 523 and below                      Math: 521 and below</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p><b>Beginning Basic Education</b></p> <p><i>Test Benchmark:</i>  <i>TABE (7–8 and 9–10) scale scores (grade level 2–3.9):</i>                      Reading: 368–460                      Total Math: 314–441                      Language: 390–490</p> <p><i>CASAS scale scores:</i>                      Reading: 201–210                      Math: 201–210                      Writing: 201–225</p> <p><i>ABLE scale scores (grade level 2–3.9):</i>                      Reading: 525–612                      Math: 530–591</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.</p>

**Notes:** The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. ABE = Adult Basic Learning Examination; CASAS = Comprehensive Adult Student Assessment System; SPL = student performance levels; and TABE = Test of Adult Basic Education.

## Functioning Level Table (Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p><b>Low Intermediate Basic Education</b></p> <p><b>Test Benchmark:</b>  <i>TABE (7–8 and 9–10) scale scores (grade level 4–5.9):</i>            Reading: 461–517            Total Math: 442–505            Language: 491–523</p> <p><i>CASAS scale scores:</i>            Reading: 211–220            Math: 211–220            Writing: 226–242</p> <p><i>ABLE scale scores (grade level 4–5.9):</i>            Reading: 613–644            Math: 593–641</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.</p>
<p><b>High Intermediate Basic Education</b></p> <p><b>Test Benchmark:</b>  <i>TABE (7–8 and 9–10) scale scores (grade level 6–8.9):</i>            Reading: 518–566            Total Math: 506–565            Language: 524–559</p> <p><i>CASAS scale scores:</i>            Reading: 221–235            Math: 221–235            Writing: 243–260</p> <p><i>ABLE scale score (grade level 6–8.9):</i>            Reading: 646–680            Math: 643–693</p> <p><i>WorkKeys scale scores:</i>            Reading for Information: 75–78            Writing: 75–77            Applied Mathematics: 75–77</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.</p>

## Functioning Level Table (Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p><b>Low Adult Secondary Education</b></p> <p><b>Test Benchmark:</b>  <i>TABE (7–8 and 9–10): scale scores (grade level 9–10.9):</i>            Reading: 567–595            Total Math: 566–594            Language: 560–585</p> <p><i>CASAS scale scores:</i>            Reading: 236–245            Math: 236–245            Writing: 261–270</p> <p><i>ABLE scale scores (grade level 9–10.9):</i>            Reading: 682–697            Math: 694–716</p> <p><i>WorkKeys scale scores:</i>            Reading for Information: 79–81            Writing: 78–85            Applied Mathematics: 78–81</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.</p>
<p><b>High Adult Secondary Education</b></p> <p><b>Test Benchmark:</b>  <i>TABE (7–8 and 9–10): scale scores (grade level 11–12):</i>            Reading: 596 and above            Total Math: 595 and above            Language: 586 and above</p> <p><i>CASAS scale scores:</i>            Reading: 246 and above            Math: 246 and above            Writing: 271 and above</p> <p><i>ABLE scale scores (grade level 11–12):</i>            Reading: 699 and above            Math: 717 and above</p> <p><i>WorkKeys scale scores:</i>            Reading for Information: 82–90            Writing: 86–90            Applied Mathematics: 82–90</p>	<p>Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.</p>