

2024-2025



T.A.B.E. PROCEDURES

HANDBOOK

Office of
Postsecondary Career
and Technical Education



REV 5/16/25

TABE PROCEDURES HANDBOOK

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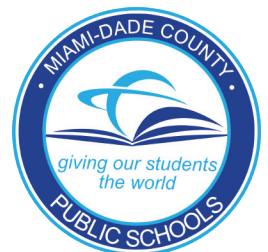




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GENERAL INFORMATION



In accordance with State Board of Education Rule 6A-6.014, The Tests for Adult Basic Education (TABE) is used in Miami-Dade County Public Schools as the primary test used for placement of students, 16 years of age and older, enrolled in the Adult General Education (AGE) program. The purpose of this assessment is to establish the students' initial functioning level.

TABE 11 and 12

In Miami-Dade County Public Schools the core tests of TABE 11 and 12 are utilized. They are Reading, Language, and Mathematics. We provide TABE Online and the Paper version of TABE. We also provide a Literacy Level test in a one-on-one consumable book.

Who Should Be Assessed in AGE Programs?

All Adult General Education students who are supported by federal funds are required to be preand post-tested with the TABE. There are some exceptions. GED® students are not required to post-test, but programs may choose to post-test to measure progress. Adult High School (AHS) and AHS co-enrolled students are not required to be pre- or post-tested. The pre-test must be administered within the first twelve (12) hours of instruction.

Establishing the NRS Initial Educational Functioning Level and Measurable Skills Gains Based on Assessment Scores

For NRS reporting purposes, programs establish an initial EFL for every adult student for placement in an NRS level.

- When students are pre-tested in more than one subject area and placed into different initial EFLs in the subject areas, the lowest functioning level is used for measuring gains for NRS purposes. For example, an ABE student who scores at ABE Level 1 and reading and ABE Level 2 in mathematics would be reported in NRS Level 1.
- For NRS reporting purposes, ABE students can earn MSGs in the subject areas of reading, language, and math.

Pre-Test Guidelines

- Pre-test all students in the ABE, GED® preparation, ESOL, and ASB programs within the first 12 hours of enrollment activity.
- Record test scores in the local management information system (MIS) immediately following every assessment event.
- Follow state guidance on out-of-range scores.

Post-Test Guidelines

- The state target is to post-test a minimum of 70 percent of students pre-tested.
- Post-test within the timeframe specified by the test publisher.
- Determine educational gains by comparing the student's pre-test and post-test scale scores.
- Always use alternate forms of the same test for pre-testing and post-testing.
- Create a system that tracks instructional hours and alerts for post-testing.
- The EFL and MSG must occur within seven days of course exit date.

Post-tests are necessary to measure the student's academic strengths and weaknesses, the precise EFL of the student upon completion of a significant block of instruction and if the student has completed an EFL.



Frequency of Assessments/Post-test Guidelines

Following the initial assessment (pre-test), the recommended instruction time prior to post-testing is 50-60 hours with the same level, different form of the TABE. The same level, same form of the TABE must not be administered at less than 120 hours of instruction. The posttest scores will be used to measure the student's progress from one level to another and to report learning gains by students. The posttest may be used as the new pretest for the next phase of instruction.

Exceptions to Test Publisher-Recommended Post-test Guidelines

Exceptions to the posttest guidelines recommended by test publishers should be limited and rare. Only under special exception may students be post-tested at less than the time recommended by the test publisher. Factors to consider are those that impact learning gains, such as intensity/ duration of instruction learner motivation quality of instruction the link between learner goals and instruction, and whether a student must leave the course of instruction for reasons beyond his or her control. If a student indicates he or she is leaving the program before the scheduled posttest time, the teacher, counselor and/or test administrator should consult with the student to determine if it would be appropriate to posttest the student before he or she exits the program. However, this in itself is not enough reason to posttest prior to publisher recommendations.

Programs must have appropriate documentation such as a portfolio of work or informal assessments that indicate the student has made progress, before the program makes the decision to administer a posttest at less instructional hours than recommended by the test publisher. Each exception to administering a posttest to a student before the publisher's recommended hours of instruction must be approved by the local administrator or designee, via the TABE Exception form, and must be noted in the program's data reporting system (FOCUS). The approval must be retained in the student's record and be made available for review upon request for FLDOE monitoring purposes.

Scoring and Alignment with NRS

The following tables show the scale scores for placement and progression of ABE students using TABE 11 & 12. Scale scores are used for NRS reporting. Students should be placed in an initial EFL and considered for promotion to the next EFL based on scale scores.



RELATIONSHIP BETWEEN TABE 11 & 12 SCALE SCORES AND NRS LEVELS

READING						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300-441	442-500	N/A	N/A	N/A	N/A
TABE E	310-441	442-500	501-535	N/A	N/A	N/A
TABE M	N/A	442-500	501-535	536-575	N/A	N/A
TABE D	N/A	N/A	501-535	536-575	576-616	N/A
TABE A	N/A	N/A	N/A	535-575	576-616	617-800

MATHEMATICS						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300-448	449-495	N/A	N/A	N/A	N/A
TABE E	300-448	449-495	496-536	N/A	N/A	N/A
TABE M	N/A	449-495	496-536	537-595	N/A	N/A
TABE D	N/A	N/A	496-536	537-595	596-656	N/A
TABE A	N/A	N/A	N/A	537-595	596-656	657-800

LANGUAGE						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300-457	458-510	N/A	N/A	N/A	N/A
TABE E	310-457	458-510	511-546	N/A	N/A	N/A
TABE M	N/A	458-510	511-546	547-583	N/A	N/A
TABE D	N/A	N/A	511-546	547-583	584-630	N/A
TABE A	N/A	N/A	N/A	547-583	584-630	631-800



National Reporting System (NRS) Educational Functioning Levels (EFL)
NRS Educational Functioning Levels

SIX ABE LEVELS	NRS LEVEL
ABE Beginning Literacy (300-457) Reading at or below 441 Mathematics at or below 448 Language at or below 457	1
ABE Beginning – Basic Education (442-510) Reading 442-500 Mathematics 449-495 Language 458-510	2
ABE Intermediate – Low (496-546) Reading 501-535 Mathematics 496-536 Language 511-546	3
ABE Intermediate – High (536-595) Reading 536-575 Mathematics 537-595 Language 547-583	4
Low Adult Secondary Education (576-656) Reading 576-616 Mathematics 596-656 Language 584-630	5
High Adult Secondary Education (617-800) Reading 617-800 Mathematics 657-800 Language 631-800	6



Post Testing Time Limits

- Time 50-60 hours of instruction between testing with same level/different form of the TABE, NRS levels 1-4
- Permission and written documentation from Director or designee if less than 40 hours of instruction
- 30-59 hours of instruction between testing with same level/different form of the TABE, NRS levels 5-6 and CTE
- Always use alternate forms when post-testing
- When do you move the student up a level on the TABE?
- If the previous scale score was followed by “+”
- Based on prior performance and teacher observation
- Scores may decrease when moving up a level
- Never go back a test level when post-testing

ABE Reasoning Through Language Art (RLA) Course

Student pre-tests at NRS ABE Level 1 through 4 on an eligible reading or language subtest. For this course, while assessment in reading is mandatory for providers, assessment in language remains optional. However, should a provider choose to evaluate a student in both reading and language, enrollment must align with the educational functioning level corresponding to the student's lowest test score.

The table below depicts the approved tests for placement and progression in the ABE RLA Course.

Approved Placement Tests Scale Scores for ABE RLA			
NRS ABE Level	TABE 11/12 Reading	TABE 11/12 Language	CASAS Reading GOALS
1	300-441	300-457	165-203
2	442-500	458-510	204-216
3	501-535	511-546	217-227
4	536-575	547-583	228-238

ABE Mathematics Course

Student pre-tests at NRS ABE Level 1 through 4 on an eligible math subtest. The table below depicts the approved tests for placement and progression in the ABE Math Course.

The table below depicts the approved tests for placement and progression in the ABE Mathematics Course.

Approved Placement Tests Scale Scores for ABE Mathematics		
NRS ABE Level	TABE 11/12 Math	CASAS Math Goals 2
1	300-441	300-457
2	442-500	458-510
3	501-535	511-546
4	536-575	547-583

**GED® Preparation (NRS ABE Levels 5-6)**

GED® Preparation students must pre-test within the first 12 hours of enrollment activity. Students are not required to post-test, but programs may choose to post-test or use a GED® Ready subject area practice test to assess student knowledge for instructional purposes. Completion is determined by earning the high school equivalency diploma through passing all subject areas of the GED® test. Initial placement for GED® Preparation for social studies or science should be based on the reading assessment. A student may be placed in the GED® Comprehensive course number if the student scores at or above a NRS Level of 5 or higher on an eligible test subject area (Reading and/or Mathematics).

GED® Preparation Mathematics Course and GED® Preparation Comprehensive Course

Student pre-tests at NRS Level 5 or higher on an eligible math subtest. The table below depicts the approved tests for placement in the Math Course.

Approved Placement Tests Scale Scores for GED® Mathematics		
NRS ABE Level		
	TABE 11/12 Math	CASAS Math Goals 2
5	596-656	225-235
6	657-800	236-253

GED® Preparation Reasoning Through Language Arts Course, GED® Preparation Science Course, GED® Preparation Social Studies Course and GED® Preparation Comprehensive Course

Student pre-tests at NRS Level 5 or higher on an eligible reading subtest. The table below depicts the approved tests for placement in the RLA, Science, Social Studies and/or Comprehensive Course.

Approved Placement Tests Scale Scores for GED® RLA		
NRS ABE Level		
	TABE 11/12 Math	CASAS Reading GOALS
5	576-616	239-248
6	617-800	249-262

GED® Preparation Instructional Guidance

If Adult Education funds are used to purchase official GED® Ready practice tests, students must:

1. Be enrolled in an FDOE-funded Adult Education program; and
2. Achieve a minimum scale score of EFL 3 or greater in the subject the student plans to test prior to issuing the free GED® Ready practice test. For example, to qualify for a free GED® Ready practice test in Reading/Language Arts, Science or Social Studies, the student must have scored into NRS Reading level 3, 4, 5 or 6 prior to issuing the free practice test. To take a free GED® Ready practice test in Math, the student must have scored in NRS Math level 3, 4, 5 or 6 prior to issuing the free practice test.

Students should be encouraged to take the GED® test if they pass the GED® Ready practice test regardless of NRS level.

**Academic Skills Building (NRS ABE Levels 5-6)**

Academic Skills Building (ASB) is a non-credit adult education program designed to develop the literacy and math skills necessary for students to enter the job market, upskill to earn a better job or enter postsecondary education. This program is eligible for federal funding under WIOA Title II, Section 203(4). The ASB Program comprises two courses, ASB Math and ASB Reasoning through Language Arts. Students in the ASB program may enroll in either course or both courses. The program is for students who have earned a diploma or high school equivalency but need additional skill building in math or literacy to be successful workers, citizens and partners of their children's education. ASB provides instruction at NRS 5 and 6 ASB may be used for students in an Integrated Education and Training (IET) or career and technical education (CTE) program.

ASB Mathematics Reasoning Course

Student pre-tests at NRS ASE Level 5 or higher on an eligible math subtest. A student can never be concurrently enrolled in ABE Mathematics and ASB Mathematics within any given period of instruction.

Approved Placement Tests Scale Scores for ASB Mathematics		
NRS ABE Level	TABE 11/12 Math	CASAS Reading GOALS
5	596-656	225-235
6	657-799	236-253

ASB Reasoning Through Language Arts (RLA) Course

Student pre-tests at NRS ASE Level 5 or higher on an eligible reading subtest. Assessment in reading is mandatory for providers; however, assessment in language remains optional. Should a provider choose to pre-test a student in both TABE Reading and TABE Language and report the pre-test results to FDOE, placement for enrollment must align with the educational functioning level corresponding to the student's lowest test score. Students assessed in both TABE Reading and TABE Language are ineligible for enrollment in the ASB program until achieving NRS level 5 or 6 in both reading and language. Furthermore, a student can never be concurrently enrolled in ABE RLA and ASB RLA within any given period of instruction.

Approved Placement Tests Scale Scores for ABE RLA			
NRS ABE Level	TABE 11/12 Reading	TABE 11/12 Language	CASAS Reading GOALS
5	576-616	584-630	239-248
6	617-786	631-768	249-262

Withdrawing Students from ASB Math and ASB RLA It is not required by FDOE or the NRS that students must achieve a maximum scale score in any or all the skill areas being tested before being withdrawn from a course. Agencies have the option to not continue post-testing the student in any or all skill areas (e.g., Reading or Language), withdraw the student from the course and facilitate transition based on the student's career and academic goals. The agency is responsible for reporting the post-test results for each skill area to the FDOE following the guidelines outlined by the Division of Career and Adult Education (DCAE) Office of Research and Evaluation.

**Career Technical Education**

- Rule 6A-10.040, F.A.C and s.1004.91, F.S.
- Requires testing or programs of 450 clock hours or longer
- Basic skills requirements are exit requirements, not entry requirements
- Federal Rule* Office of Civil Rights
- Prohibits denying entry based solely on test score
- Students with Disabilities may be Exempt
- Based on required local policy

CTE Students are:

- Tested within the first six weeks after enrollment
- Should enter program and concurrently be remediated
- Provided with remediation if exit requirement not met
- AAAE if NRS level 5 or 6, ABE if below NRS level 5
- Test scores are valid for two years
- May be transferred from other institution

CTE Students:

- Are only post-tested if they do not initially meet the basic skills level required for exit
- Use the alternate form of the test
- Only post test on areas that were not initially met
- May not be denied entry based solely on test scores.

What level(s) do you use?

- Career/Technical education does not require the locator for placement into the appropriate level for testing. TABE level A is given if the program completion is above 9th grade level, TABE level D is given if the completion level is below the 9th grade level. Either level A or D may be given if the completion level is at 9th grade depending on the level of technical expertise needed.
- Students deemed to the required minimal level of basic skills as measured by one of the designated examinations should be provided with instructions specifically designed to correct the deficiencies through the Applied Academics for Adult Education (AAAE) course.
- After a student completes the remediation prescribed for basic-skills deficiencies, the student should be retested using an alternative form of the same examination that was used in the initial testing. No student shall be awarded a career and technical certificate until the student achieves the minimum level of basic skills required by the Florida Department of Education for that program.



CTE Exemptions and Exceptions

Students who:

- Have an Associate's of Applied Science (AAS) degree or higher
- Have shown readiness for public postsecondary education (6A-10.0315, F.A.C.) ACT, SAT, PERT, certain high school diplomas, active military service, etc
- Are in registered apprenticeship programs
- A student who has taken the 2014 GED® and attained the minimum achievement scores on both the Reasoning through Language Arts (RLA) and Mathematic Reasoning, does not need to be tested. A student who takes the 2014 GED® and does not attain the minimum score on the initial test, but then subsequently attains the minimum score on each test after admission into the CTE program, may be counted as a full completer from the program once the student successfully demonstrates mastery of program content as determined locally. Earning the achievement scores on both the 2014 GED® RLA and Mathematical Reasoning subtests must occur before or within the reporting year that the student completes the CTE program. All requirements for full program completion would need to be earned by the end of the reporting year for the year in which there was enrollment. Once a reporting year has closed, there is no longer an opportunity to update records and indicate the student was a full program completer. School districts and FCS institutions may still update local system records, it just would not be transmitted to the state and the student would not be included in Perkins calculations as a full program completer.

These students are not required to be tested.

[s. 1004.91, F.S.](#)

CTE Programs

- A student must meet the basic skills exit requirements before they may be counted as a completer from the final OCP of a program and receive a career certificate of completion
- If a student has a disability:
- May be exempt from meeting the basic skills requirements.
- Rule 6A-10.040, F.A.C. states that all LEAs must have a policy addressing exemption for students with disabilities
- Student may take related industry exam
- http://www.fldoe.org/core/fileparse.php/5652/urlt/2017-18-License-exempt_CTE_programs.rtf

CTE English Language Learners (not AGE)

- Must self-identify
- May use an English-to-Heritage dictionary during testing
- May have additional time or test administration
- May have instructions read in native language
- May have translation of a specific word or phrase in the examination that is confusing due to lack of English language proficiency, as long as assistance is not provided on the content of the examination

Rule 6A-6.090901, F.A.C.

**Out-of-Range Scores for TABE 11 & 12 and TABE CLAS-E**

Data Recognition Corporation, the publisher of TABE 11 & 12 and TABE CLS-E, recommends using the locator to determine which pre-test to administer to reduce the number of out-of-range scores. Programs should follow the recommendations of Data Recognition Corporation for TABE and TABE CLAS-E on when to retest following an out-of-range score.

Per TABE, the Out-of-Range is termed (O/R) and plus/minus (+/-) symbols on the TABE 11 & 12 score reports indicate that the student scored at least one full level above or below the targeted level.

Example of TABE Out-of-Range (O/R) and Plus/Minus (+/-) Scores

Test Results	Test Date	Level	Number Of Points		Items Attempted	Scale Score	SEM	NRS Level
			Total	Obtained				
Reading	11/04/2022	D	50	16	40	501-	16	3
Mathematics	11/04/2022	D	37	35	35	656+	77	5
Language	11/04/2022	D	40	10	34	N/A	N/A	O/R

N/A Not Applicable

O/R Out-of-Range for NRS Reporting

- A student will be classified as "Out of Range" (O/R) if they performed more than one NRS level below the targeted level. They will not receive a scale score of an NRS level, and they will need to take a lower TABE level test.
- Scale scores with a minus (-) sign next to them are indicators that the student performed at the lower end of the performance range of that level of TABE and the student will likely need to have extended instruction to be ready to demonstrate an NRS Gain on a post-test. Note that the 501- is a valid, reportable score and the "-" is only an indicator showing the student scored at the bottom of the scale.
- If a student scores more than one NRS level above the targeted level, then a (+) sign will appear next to the scale score and their score will be set to the highest possible scale score, which is one above the targeted level.

Below Range Scores

Pre-test scores below the scale score range: Per FDOE policy, initial pre-test scores below the accurate range are not usable for reporting the placement of new students in an EFL. Local programs must re-test students on a lower-level test of that series. Scale scores reported as (O/R) cannot be used to establish a student's initial EFL.

Post-test scores below the scale score range: If a student scores OOR and receives an N/A for scale score and O/R for their NRS level, the local program should re-test the student immediately by administering a lower-level test. If a student tests OOR low on two consecutive post-tests, the local program should report the lowest scale score number possible on the re-test with a leading '1'. Any additional attempts to post-test the student after on retest attempt must occur with the test publishers recommended hours of instruction between post-tests.

There are no out-of-range low scores on TABE CLAS-E Level 1 or TABE 11 & 12 Levels E and L.

Above Range Scores

Pre-test scores above the scale score range: Per FDOE policy, initial pre-test scores above the accurate range are not usable for reporting the placement of new students in an EFL. Providers must re-test students on a higher-level test of that series. Scores reported with a (+) cannot be used to establish a student's initial EFL.

Post-test scores above the scale score range: Per FDOE policy, post-tests scores that are OOR high are reportable as a post-test score. Any additional attempts to post-test the student must occur within the test publisher's recommended hours of instruction between post-tests. Post-test scores must be reported to the state regardless of whether an MSG was made for NRS reporting purposes. OOR high TABE scores should be reported with a leading '9' followed by the scale score shown on the student's report.

There are no out-of-range high scores on TABE CLAS-E Level 4 or TABE 11 & 12 Level A.



Who Should Administer the TABE?

Only those individuals who have successfully completed a test administrator training will administer tests to students. Principals will notify the District TABE contact/State of Florida certified TABE trainer when there is a need for personnel to be trained to administer the TABE. The TABE trainer will refer the staff person to the Florida Institute for the Professional Development of Adult Educators (IPDAE) web site where they can take the TABE Certification module. Persons who are trained to administer the TABE must adhere to the test publisher's guidelines. TABE Recertification sessions will be required for TABE administrators every two years after their initial certification. The TABE Recertification module is also available on the IPDAE web site.

Recording Test Data

All test scores (pretest and posttest) are required to be entered into FOCUS within 48 hours after the student has tested.

Unauthorized Materials

- Test centers are required to provide a safe place for examinees to store any materials that they bring.
- Examinees with prohibited items will have test subject to invalidation.

These items are prohibited:

- Electronic devices of any sort
- Cell phones (including pagers and beepers)
- Any device that might be used to scan, record, photograph, copy or otherwise reproduce test content
- Books or papers
- Mechanical pens or highlighters, pens of any kind
- Watches or stop watches with alarm, flashing lights or calculator function
- Headphones
- Purses, backpacks
- Food or drink
- Loose clothing, including hats, scarves, jackets
- Sunglasses – (Unless medically necessary)



Testing Irregularities

- Unplanned event or emergency interruption
- System Interruption
- Disruptive examiner
- Unauthorized visitor or intruder
- Disturbances
- Examiner illness
- Examiner illness
- Wrong test administration ti
- Examiner mistakenly permitted to use unauthorized test materials
- Wrong oral directions read
- Unacceptable/insufficient ID or eligibility
- Leaving the testing room or taking breaks
- Cancellation
- Defective answer document discovered before testing begin
- Defective answer document discovered after testing begin
- Examiner has defective test book
- Examiner marks answers in test book
- Examiner questions test content
- Use of unauthorized materials
- Cheating
- Copying or reproducing test content
- Dismissed examiner refuses to leave test session
- Examiner is hostile or poses a threat to examiner or other examinees



Invalidation of Test

- Defective answer document
- Transfer of responses to a new answer document due to miscoding
- Examinee has been found ineligible to take TABE 11 & 12
- Examinee has been caught cheating
- Test was administered inappropriately
- May be invalidated in one subject and valid in others

Maintenance of Test Security

Florida Department of Education State Board Rule 6A-10.042 FAC includes maintenance of test security. Additionally, all test administrators must follow security protocol that is outlined by test publishers and is explained during the test administrator certification training.

Florida Statute §1008.24 states that violation of test security guidelines are a first-degree misdemeanor punishable by a fine of up to \$1,000 and six months in jail. Any suspected violations of test security must be reported. This includes missing test materials and cheating. The reporting chain is as follows: The incident must be reported to the person responsible for testing at the school, the site administrator (who should contact school police at 305-995-COPS if criminal activity is suspected), the local assessment director's office and the FLDOE, Adult Education Office. The FLDOE will advise the test publisher of the incident.

All test security compromise incidents should be documented by the program and include a summary of the events associated with the incident, along with any appropriate statements from the parties involved. Programs will be required to stipulate what actions, if any, will be implemented to prevent a similar occurrence in the future.

Destroying of Damaged and/or Obsolete Test Materials

Damaged or obsolete test materials need to be shredded at the adult/career technical center by staff designated by the principal. A memo from the principal including a detailed list of what was destroyed, the date the material was shredded and signatures of the person who shredded the documents, a witness and the principal, should be sent to the District TABE contact at the Office of Postsecondary Career and Technical Education.

Data Quality Checks

Personnel at adult/career technical education centers should be trained before being authorized to enter scores into FOCUS. Our adult education data department ensures the appropriate system logic and data verification procedures are in place to meet State requirements.



Emergency Procedures

The following procedures should take place when there is a school emergency. School emergencies include but are not limited to evacuation and fire drills. When using the paper version of TABE, stop the timer and write the stop time on the board, have the students place their answer sheets and scratch paper inside the booklets, proctor should collect the booklets and everyone should exit the room. When everyone returns to the room, students should return to their assigned seats, proctor should return the books then resume the time and write the new stop time on the board. When using TABE Online the students should kill the internet connection which will bookmark the est.

Transfer of Test Scores

Test results may be transferred between institutions They must be less than two (2) years old for Career/ Technical Education students and less than one (1) year old for Adult General Education students. The test results must be mailed in a sealed envelope, emailed with security or faxed under privacy cover to be acceptable. Computer printouts of scores hand carried by students are not acceptable.

Testing within Miami-Dade County Public Schools (MDCPS) Adult/Career Education Centers

Students can be referred to another MDCPS Adult/Career Technical Education Center for testing under the following conditions

- There is mutual agreement between the site administrators
- Testing time slots are unavailable at the enrollment site
- Testing time slots at the enrollment site do not meet the student's schedule

Accommodations for Students with Disabilities or Other Special Needs

Accommodation refer to adjustments made in either instruction or assessment and enable adults with disabilities to participate fully in an academic setting Accommodation are made to allow the student with a disability (or disabilities) to demonstrate his or her skills and abilities more accurately than if no accommodation were made. Accommodation must meet the needs of the examiner without changing what the test is intended to measure.

Procedures to Identify Learners with Disabilities

Adult education students with disabilities are responsible for self-identification and for requesting any accommodation they may need. Adult education students are also responsible for submitting documentation of their disability.

Adult education programs should provide ongoing counseling to all adult general education students with disabilities as part of a system that promotes open communication of available services, including contacts to service agencies. It is also important to encourage students who may require accommodations to obtain the type of assistance that will enable them to achieve academic success. Once students self-identify their disability and asks for the accommodation(s) documentation of the disability is essential to obtain in order for the staff to provide optimal advising. Documentation may include a variety of records, including a diagnostic assessment by a licensed medical professional (e.g., psychologist, psychiatrist, neurologist), other relevant records that confirm the diagnosis (i.e., an Individual Education Plan [IEP]), a diagnostic evaluation by the Division of Vocational Rehabilitation or records from the Division of Blind Services. It is recommended that staff work closely with students with disabilities to develop the Adult Education 504 Plan and the Adult Education Matrix. See the Rehabilitation Act of 1973, Section 504, Part 104.



Procedures to Administer Assessments to Learners with Disabilities

Accommodations during the assessment process must provide a framework that allows the learner with a disability to demonstrate the skills and knowledge that the test is designed to measure. Upon receiving a request for specific types of accommodations from a learner with a documented disability, the program should give due consideration to the accommodations requested by the learner. Many test accommodations are based on those used by the learner during instruction. All accommodation should be documented in the learner's 504 Plan. For additional reference, refer to State Board Administrative Rule 6A-1.0943, FAC, Statewide Assessment for Students with Disabilities.

Testing Accommodations may include, but are not limited to, the following:

Flexible scheduling: breaking the test into sections so the student has less time at each testing session. Does not require documentation and does not affect the norming of the test.

Flexible timing: extra time for the student to test. Usually $\frac{1}{2}$ or double time. There is no such thing as unlimited time. Requires documentation.

Flexible setting allowing the student to test alone – Does not require documentation and does not affect the norming of the test.

Flexible responding: having someone record the answers for the student. This would require documentation and would probably affect the norming process since extra time is usually required for this type of accommodation.

Flexible presentation: large print, Braille and audio. If you use the audio for reading, it becomes listening comprehension and not reading comprehension. Requires documentation and affects the norming.

Assistive device – Assistive devices typically used in classroom instruction such as visual magnification or auditory amplification devices, calculators (if authorized in test administration manual)



Accommodation

Paper Based

- Braille (automatic extra time)
- Large Print
- Audio

Computer-based (must be turned on by administrator)

- Text-to-Speech functionality (untimed)
- Additional Time

Other accommodations and modifications that can be used on the paper-based version of the test without documentation are:

- Straight edge for reading
- Sticky notes
- Color overlay

A student must ask to use the accommodation prior to the testing session.

TABE 11/12 Online Student Tools

- Line Guide
- Highlighter
- Cross Off
- Magnifier/zoom
- Sticky Notes
- Calculators
- Color Choices
- Contrasting Colors
- Reverse Contrast
- Masking
- Text-to-Speech (English)
- Online Large Print
- Mark for Review
- Pause Test
- Mathematics formula Sheet
- Ruler (inches and centimeter)
- Protractor



Best Practices in Administering TABE

The following are best practices when administering TABE:

- Tell students that it is not a pass/fail test.
- Tell students that results will be used to place them in the correct level so as not to waste their time on materials they already know.
- Dos and don'ts of proctors: do not grade papers, read the newspaper, talk on the phone, etc.
- Circulate the room and watch for irregularities.
- Prepare a seating chart-number, number booklets, and put test book # on answer sheets and scratch paper.
- Hand out scratch paper using a different color each day and shred it when the test is finished.
- Give students pre-instruction in bubbling and changing answers.
- Inform students they will not be able to bring cell phones or electronic devices to the test.
- Write start/stop times on the board
- Put a 'do not disturb' sign on the door of the testing room.
- Use the TABE Locator to determine appropriate test level. It may not be used instead of the test level.
- Career/technical Education does not require the locator for placement into a level of TABE
 - TABE Level A is given if the program completion is above 9th grade level, TABE level D is given if the completion level is below 9th grade and either level A or D may be used if the completion level is at 9th grade. Remember that A has higher math skills than D and these are needed in certain programs like nursing and electronics.
- Use determined test level in a 'standardized' manner which entails using proper timing, reading script verbatim and following test directions explicitly.
- Create and maintain appropriate testing environment by using trained test administrators and proctors, appropriately spacing/seating of students and distributing and collecting materials in the proper manner.
- Consider variables that can affect the test results. For students, fatigue, motivational level, physical discomfort and test anxiety can be variables. Light levels, temperature, noise level, ventilation and other distractions can be environmental variables.

State Remote Testing Policies

Data Recognition Corporation (DRC) TABE 11&12	<ul style="list-style-type: none">• Test administrators use a supported web conferencing platform• See remote testing guide for minimum web browser requirements	<ul style="list-style-type: none">• Proctors are certified as test administrators in TABE Online and have user account in the DRC INSIGHT Portal	<ul style="list-style-type: none">• Test materials must be kept secure• Tests must be proctored and taken as scheduled• Limit of 5 students	<ul style="list-style-type: none">• Test administrator identifies student per local procedures uses Student Login Credentials to generate Test Ticket
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**TABE Security and Compliance Monitoring Checklist**

In order to ensure the correct policies and procedures are in place, technical assistance and compliance visits will be conducted at all adult/career technical colleges. Below is the checklist that is available for self-monitoring at sites and for official visits. The checklist is updated yearly.

**TABE Security and Compliance Checklist****School:****Date:****Test Chairperson:****Principal:**

INDICATOR-CERTIFICATION	YES	NO	N/A	COMMENTS
1. Testing staff has received appropriate training and are certified.				
2. All testing staff have taken the TABE 11/12 Refresher training or Certification course online module.				
3. Copies of TABE Administrator Certificates for testing personnel are included in the TABE assessment binder.				
INDICATOR-INTEGRITY/PROCEDURAL	YES	NO	N/A	COMMENTS
4. Have procedures in place to reflect M-DCPS COVID-19 guidelines for schools.				
5. Only authorized persons have access to testing materials.				
6. Adult center or technical college does not use displays, questions or answers that appear on any test to create materials designed to teach or prepare learners to answer test items.				
7. All answer sheets, writing samples and/or scratch paper is collected and destroyed by shredding.				
8. The TABE test is properly proctored with a minimum of one examiner for every twenty examinees.				
9. Proper testing procedures are in place, such as, ID verification, no cell phones, no unauthorized materials allowed in testing room.				
10. Computers are numbered with a corresponding seating chart or sign-in sheet.				
11. Examinees are positioned far enough apart so they cannot view or copy answers and examiner can see all examinees throughout testing and to meet CDC Covid-19 requirements.				



12. Students who are exempt from taking the TABE at admission or because of a disability have proper documentation.				
13. Students are post-tested after 60 hours with an alternate test form.				
14. Do you utilize the TABE Exception form for student with less than 60 hours but more than 40 hours that have to exit the program?				
15. All users have the TABE DRC log in and appropriate permissions.				
16. Do you have a procedure in place to ensure post-testing is done in a timely manner? Share in the comment section.				
INDICATOR-TESTING ENVIRONMENT	YES	NO	N/A	COMMENTS
17. A 'Do not Disturb-Testing in Progress' sign is posted at entrance of testing room.				
18. Tests are given in a quiet area.				
INDICATOR-INVENTORY	YES	NO	N/A	COMMENTS
19. Obsolete materials are properly destroyed by shredding.				
20. TABE Shredding Certificate used to document shredded materials.				
21. Information on shredded materials included in TABE assessment binder.				
22. Test Chairperson is responsible for the accounting and safeguarding of all testing materials.				
23. All testing materials are kept in locked storage with a secured location for keys.				
24. All internal forms and logs are clearly labeled with the adult center or technical college name and work location.				
25. Inventory log of testing materials is updated monthly.				
26. Test Chairperson knows the procedure to follow when missing materials or testing irregularities are reported.				
27. There is a log for testing sessions which includes student name, date, test form and level.				
28. There is a written log for checking out and returning test materials for any off-campus testing.				

Visit Conducted by: _____ Date: _____

Test Chairperson: _____ Principal/Designee: _____



GENERAL INFORMATION

References

2024-2025 Florida Adult Education Assessment Technical Assistance Paper

Miami-Dade County Public Schools; School Operations, Adult Education and Technical Colleges,
Adult and Community Education Handbook

Tests of Adult Basic Education; Data Recognition Corporation (DRC)

CTE Basic Skills Assessment Requirements 2020-2021, Florida Department of Education



REFERENCES



BRIEFING ID #: 5772

ADULT/COMMUNITY SCHOOLS PRINCIPALS: Procedures-Eligibility for Minimum Basic Skills Requirement Exemption

Category: For Your Information

Audience: Adult/Community School Principals

[_Procedures-Eligibility_for_Minimum_Basic_Skills_Requirement_Exemption_doc](#)

Due Date: n/a

Meeting Date: n/a

Attachment(s): [_Procedures-Eligibility_for_Minimum_Basic_Skills_Requirement_Exemption_doc](#)

To provide procedures to determine eligibility for adult students with disabilities, enrolled in postsecondary career certificate programs in Adult/Vocational centers, to be exempt from the minimum basic skills requirement.

- Attached please find the procedures used to determine eligibility for the minimum basic skills requirement exemption
- Should you have any questions, please call 305-579-0311

Contact: Anthenisia A. Jackson (305-579-0311)

Department: The Office of Postsecondary Career and Technical Education (OPTCE)

**6A-6.014 General Requirements for Adult General Education Program.**

In the operation of adult general education programs, the following general requirements shall apply:

(1) Facilities. Instructional facilities should be consistent with the number and nature of adults served, as well as instructional methods and objectives.

(2) Enrollment. Enrollment shall be limited to individuals who have legally left the elementary or the secondary school as specified in section 1003.21(1)(c), F.S.; provided, however, that the high school may enroll individual students of compulsory school age who are at risk of not graduating with their 9th grade cohort to one (1) or more courses that are required for high school graduation and are offered in the established adult high school co-enrollment program as specified in section 1011.80(10), F.S., where such students can more effectively be served by the adult high school program.

(3) Teacher qualifications. Each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs per section 1012.39, F.S.

(4) Academic skills tests for adults.

(a) Requirements for pre- and post-tests for adult general education students are as follows:

1. All newly enrolled students must be pre-tested to determine educational functioning within the first twelve (12) hours of instruction.

2. Programs must comply with test publishers' recommended time frames for post-testing

3. In certain limited cases, instructors and test administrators, based on their professional judgment, may request an exception to the test publishers' recommended time frames for post-testing an adult learner, but the administrator or designee must approve and record the deviation and reasons therefore.

4. Students completing the required course work to earn the adult high school diploma or earning the State of Florida High School Equivalency Diploma in accordance with rule 6A-6.0201, F.A.C., are not required to post-test upon earning this credential.

(b) The following tests, English language versions only, are approved to pre-test students to determine educational functioning level and post-test for documentation of learning gains of a student enrolled in the adult general education program. The tests shall be used with appropriate accommodations for students with disabilities as specified in section 1004.02(6), F.S., and with necessary accommodations or English Language Learners.

1. Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 9 & 10 (expires December 31, 2018);
2. Tests of Adult Basic Education (ABE) Forms 11 & 12;
3. Comprehensive Adult Student Assessment System (CASAS);

(c) The following tests, English language versions only, are approved to pre-test students to determine educational functioning level and post-test for documentation of learning gains of a student enrolled in the adult English for Speakers of Other Languages program and shall be used with appropriate accommodations for students with disabilities, as specified in section 1004.02(6), F.S., and with the necessary accommodations or English Language Learners.



1. Comprehensive Adult Student Assessment System (CASAS);
2. Basic English Skills Test (BEST) Plus;
3. Basic English Skills Test (BEST) Literacy;
4. Tests for Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E).

(d) If an adult student has a documented disability and the instruments in paragraphs (4)(b) and

(c), of this rule, with accommodations are not an accurate measure of the student's ability, one of the following tests may be used for diagnostic purposes but is not approved as a pre-test or post-test in an adult general education program:

1. Brigance Employability Skills;
2. Brigance Life Skills;
3. Comprehensive Test of Adaptive Behaviors (CTAB);
4. Comprehensive Adult Student Assessment (CASAS), or
5. Kaufman Functional Adult Student Assessment System (K-FAST).

(e) If an adult student has a documented disability and the instruments listed in this rule are not an accurate measure of the student's ability, documentation must be kept showing an attempt was made to assess the student, and the results of this attempt should be kept in the student's record for audit purposes.

(5) Student progress will be measured by progression through Literacy Completion Points (LCPs) using one or more of the following:

- (a) Grade level and scale score improvements measured by an approved test.
- (b) Attainment of State of Florida High School Equivalency Diploma or Adult Standard High School Diploma.

Rulemaking Authority 1001.02(1), 1004.93(9), 1011.80(11) FS. Law Implemented 1004.93, 1011.80 FS. History—New 2-20-64, Amended 4-11-70, 11-17-73, 2-18-74, 6-17-74, Repromulgated 12-5-74, Amended 12-6-84, Formerly 6A-6.14, Amended 12-28-86, 10-17-89, 12-29-98, 4-26-06, 9-19-07, 8-18-09, 2-1-11, 4-1-15, 2-20-18.

**6A-10.042 Test Administration and Security.**

(1) Tests implemented in accordance with the requirements of sections 1004.93, 1008.22, 1008.30, 1012.55 and 1012.56, F.S., shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.

(a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.

(b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.

(c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.

(d) Examinees' answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations

(e) Examinees shall not be given answer keys by any person.

(f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement.

(g) Each person who has access to tests or test questions during the development, printing, administration or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.

(h) During each test administration school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Official from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.

(i) In accordance with section 1008.24, F.S., a school district may use district employees, such as education paraprofessionals as described in section 1012.37, F.S., to administer and proctor statewide, standardized assessments required under section 1008.22, F.S. All test administrators and proctors for the statewide assessments administered pursuant to rule 6A-1.09422, F.A.C., must complete training requirements outlined in Training Requirements for Administering and Proctoring the Statewide Assessments, 2015, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06180>) incorporated herein by reference. A copy may be obtained by contacting the Division of Accountability, Research and Measurement, Department of Education 325 West Gaines Street, Tallahassee, Florida 32399-0400.

(2) Test materials, including all test booklets and other materials containing secure test questions answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communication provided by the Department. Such procedures shall include but are not limited to the following:

(a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.

(b) All test materials shall be precisely accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.



(c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.

(d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.

(e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.

(f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.

(3) In those situations where an employee of the educational institution, school district, or contractor or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Official from the Department are authorized to conduct additional investigations.

(4) Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.

(5) School districts and public educational institution under section 1003.49, F.S., may contract with third-party contractors to administer and proctor statewide standardized assessments required under section 1008.22, F.S., or assessments associated with Florida approved courses under section 1003.499, F.S.

(a) School districts and educational institution must require the contractor to provide a safe and comfortable facility that does not interfere with a student's ability to demonstrate mastery on the tests.

(b) School district or educational institution use of third-party contractors (including contracted affiliates, such as franchises) shall not relieve the district or institution of its obligation to provide access to statewide testing for Florida Virtual School or virtual charter school students pursuant to section 1002.33(20), 1002.37 and 1002.45(6)(b), F.S.

(c) The contractor must adhere to all test administration and security protocols as prescribed by the Department pursuant to section 120.81(1)(c) F.S., and shall be subject to all provisions of this rule.

(d) The contractor must not collect nor maintain any student's personally-identifiable information beyond that required for test administration

(e) All technology used to administer computer-based tests must meet assessment technology guidelines and online test security requirements as prescribed by the Department pursuant to section 120.81(1)(c), F.S.

Rulemaking Authority 1001.02, 1003.49, 1008.23, 1008.24 FS. Law Implemented 1003.49, 1008.23, 1008.24 FS. History--New 7-5-87, Amended 10-26-94, 11-3-13, 1-7-16.

**1008.24 Test administration and security; public records exemption.**

(1) A person may not knowingly and willfully violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education or the Commissioner of Education to students, educators, or applicants for certification or administered by school districts pursuant to s. 1008.22, or, with respect to any such test, knowingly and willfully to:

- Give examinees access to test questions prior to testing
- Copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test booklet;
- Coach examinees during testing or alter or interfere with examinees' responses in any way;
- Make answer keys available to examinees;
- Fail to follow security rules for distribution and return of secure test as directed, or fail to account for all secure test materials before, during, and after testing
- Fail to follow test administration directions specified in the test administration manuals; or
- Participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this section

(2) A person who violates this section commits a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083.

(3) (a) A school district may contract with qualified contractors to administer and proctor statewide, standardized assessments required under s. 1008.22 or assessments associated with Florida approved courses under s. 1003.499, as approved by the Department of Education in accordance with rules of the State Board of Education. Assessments may be administered or proctored by qualified contractors at sites that meet criteria established by rules of the State Board of Education and adopted pursuant to ss. 120.536(1) and 120.54 to implement the contracting requirements of this subsection

- A school district may use district employees, such as education paraprofessionals as described in s. 1012.37, to administer and proctor statewide, standardized assessments required under
- 1008.22 or assessments associated with Florida approved courses under s. 1003.499, in accordance with this section and related rules adopted by the State Board of Education. The rules must establish training requirements that must be successfully completed by district employees prior to the employees performing duties pursuant to this paragraph.
- (a) A district school superintendent, a president of a public postsecondary educational institution or a president of a nonpublic postsecondary educational institution shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.



(b) The identity of a school or postsecondary educational institution personal identifying information of any personnel of any school district or postsecondary educational institution or any specific allegations of misconduct obtained or reported pursuant to an investigation conducted by the Department of Education of a testing impropriety are confidential and exempt from s. 119.07(1) and s. 24(a), Art. I of the State Constitution the conclusion of the investigation or until such time as the investigation ceases to be active. For the purpose of this paragraph, an investigation is deemed concluded upon a finding that no impropriety has occurred, upon the conclusion of any resulting preliminary investigation pursuant to s. 1012.796, upon the completion of any resulting investigation by a law enforcement agency, or upon the referral of the matter to an employer who has the authority to take disciplinary action against an individual who is suspected of a testing impropriety. For the purpose of this paragraph, an investigation is considered active so long as it is ongoing and there is a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future.

5) Exceptional students with disabilities, as defined in s. 1003.01(3), shall have access to testing sites. The Department of Education and each school district shall adopt policies that are necessary to ensure such access.

History.—s. 370, ch. 2002-387; s. 1, ch. 2009-143; s. 7, ch. 2013-225; s. 1, ch. 2014-13; s. 8, ch. 2015-6.



6A-6.0571 Career and Technical Education and Adult General Education Standards and Industry-Driven Benchmarks.

(1) Section 1004.92, F.S., requires the Department of Education to develop program standards and industry-driven benchmarks for career and technical education and adult and community education programs. The criteria for qualification of individual courses for inclusion in the classification of secondary career education programs prescribed in section 1011.80, F.S., or Workforce Development Education programs as prescribed in section 1011.62, F.S., are annually adopted by the State Board and shall be published by the Commissioner in the documents titled, as follows:

"Agriculture, Food & Natural Resources,"
"Architecture & Construction "
"Arts, A/V Technology & Communication "
"Business, Management & Administration "
"Education & training,"
"Energy,"
"Finance,"
"Government & Public Administration "
"Health Science,"
"Hospitality & Tourism,"
"Human Services,"
"Information Technology,"
"Law, Public Safety & Security,"
"Manufacturing,"
"Marketing, Sales & Service,"
"Engineering and Technology Education "

"Transportation Distribution & Logistics " and "Additional CTE Programs/Courses," all of which fall under the umbrella of the "Career and Technical Education Programs, Academic Year 2019-2020 Curriculum Frameworks by Career Cluster (<http://www.flrules.org/Gateway/reference.asp?No=Ref-10536>)," or in the document "Adult General Education Standards and Curriculum Frameworks 2019-2020 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-10537>) ." These criteria are hereby incorporated by reference in this rule. Copies of these publications may be obtained from the Division of Career and Adult Education Department of Education The Turlington Building, 325 West Gaines Street, Tallahassee, FL 32399 or from the Department's website at:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2019-20-frameworks>

and <http://www.fldoe.org/academics/career-adult-edu/adult-edu/2019-2020-adult-educurriculum-frameworko.shtml>.



(2) Commissioner of Education waiver authority. The Commissioner of Education may approve a school's waiver request submitted by a district school board or the Florida College System Institutions board of trustees to allow the school or institution to substitute locally approved intended outcomes for State Board approved outcomes included in the documents titled as follows: "Agriculture, Food & Natural Resources," "Architecture & Construction " "Arts, A/V Technology & Communication " "Business, Management & Administration " "Education & Training," "Energy," "Finance," "Government & Public Administration " "Health Science," "Hospitality & Tourism," "Human Services," "Information Technology," "Law, Public Safety & Security," "Manufacturing," "Marketing, Sales & Service," "Engineering and Technology Education " "Transportation Distribution & Logistics " and "Additional CTE Programs/Courses," all of which fall under the umbrella of the "Career and Technical Education Programs, Academic Year 2019-2020 Curriculum Frameworks by Career Cluster" and "Adult General Education Standards and Curriculum Frameworks 2019-2020," provided that:

(a) The framework does not identify occupations requiring state or federal licensure, certification or registration

(b) Locally approved outcomes specified for the state approved program adequately address the major concepts/content contained in the curriculum framework; and,

(c) The waiver request fulfills the provisions of section 1001.10, F.S. Rulemaking Authority 1003.4282(11), 1004.92(2)(b)3. FS. Law Implemented 1004.92(2)(b)4., 1003.4282 FS. History—New 10-30-78, Amended 10-23-79, 5-29-80, 7-9-81, 7-6-82, 5-29-83, 6-14-84, 7-10-85, Formerly 6A-6.571, Amended 7-9-86, 7-22-87, 8-30-88, 7-31-90, 7-31-91, 7-31-92, 7-31-93, 7-31-94, 4-30-96, 1-23-00, 7-21-08, 4-21-09, 5-3-10, 10-25-11, 6-18-12, 5-21-13, 5-18-14, 5-19-15, 6-23-16, 4-25-17, 4-30-18, 9-18-18, 6-25-19.

**6A-1.0943 Statewide Assessment for Students with Disabilities.**

(1) Definitions. For the purposes of this rule, the following definitions apply:

(a) Statewide standardized assessments shall have the same meaning as defined in Section 1008.22(3), Florida Statutes (F.S.).

(b) "Circumstance" shall have the same meaning as defined in Section 1008.21, F.S.

(c) "Condition" shall have the same meaning as defined in Section 1008.212, F.S.

(d) "Medical complexity" shall have the same meaning as defined in Section 1008.22(10), F.S.

(e) "Parent" shall have the same meaning as defined in paragraph 6A-6.03411(1)(bb), Florida Administrative Code (F.A.C.).

(2) The Florida Department of Education shall assure the participation of students with disabilities to include those students with disabilities as defined by Section 1003.01(3)(a), F.S., or students with disabilities who have been determined eligible and have a plan developed in accordance with Section 504 of the Rehabilitation Act in the statewide standardized assessment program and provide technical assistance to school districts in the implementation of the requirements of this rule including appropriate accommodations for students participating in the statewide standardized assessment program as required by Sections 1008.22(3)(c) and 1003.428(5) F.S.

(3) All students with disabilities will participate in the statewide standardized assessment program based on state standards, pursuant to Rule 6A-1.09401, F.A.C., without accommodations unless the individual educational plan (IEP) team, or the team that develops the plan required under Section 504 of the Rehabilitation Act, determines and documents that the student requires allowable accommodations during instruction and or participation in a statewide standardized assessment.

(4) Provision of accommodations for students with disabilities participating in the statewide, standardized assessment program.

(a) Each school board shall utilities appropriate and allowable accommodations for statewide standardized assessments within the limits prescribed herein and current statewide standardized assessment test administration manuals published by the Florida Department of Educations Bureau of K-12 Student Assessment and Bureau of Exceptional Education and Student Services. Copies of the manuals are available by contacting the Florida Department of Education 325 West Gaines Street, Tallahassee, Florida 32399-0400. Accommodations are defin d as adjustments to the presentation of the statewide standardized assessment questions methods of recording examinee responses to the questions scheduling for the administration of a statewide standardized assessment to include amount of time for administration setting for administration of a statewide standardized assessment, and the use of assisti e technology or devices to facilitate the student's particip tion in a statewide standardized assessment. Accommodations that negate the validity of a statewide standardized assessment are not allowable. Within the limits specifi d in this rule, allowable statewide standardized assessment accommodations are based on current instructional accommodations and acc ssible instructional materials used by the student in the classroom.



(b) The accommodations described in paragraph (4)(a), of this rule, are authorized for any student who has been determined to be an eligible student with a disability pursuant to Section 1003.01(3)(a), F.S. and Rule 6A-6.0331, F.A.C., and has a current IEP, or who has been determined to be a student with a disability with a plan developed in accordance with Section 504 of the Rehabilitation Act. The accommodations must be identified on the student's IEP or the plan developed under Section 504 of the Rehabilitation Act.

(c) The need for any unique accommodations for use on a statewide standardized assessment must be submitted to the Florida Department of Education for approval by the Commissioner of Education. In order to be approved, a unique accommodation must be allowable for use on a statewide standardized assessment and must be used by the student during classroom instruction and for assessments and described as such on the student's IEP or plan developed in accordance with Section 504 of the Rehabilitation Act.

(d) District personnel are required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

(e) Students with disabilities who are not currently enrolled in public schools or receiving services through public school programs and require accommodations in order to participate in the statewide standardized assessment program must have access to accommodations identified in paragraphs (4)(a) and (4)(c), of this rule, if the following information is provided:

1. Evidence that the student has been found eligible as a student with a disability as defined by Section 1003.01(3)(a), F.S., or is an eligible student with a disability with a plan developed in accordance with Section 504 of the Rehabilitation Act; and,
2. Documentation that the requested accommodations are regularly used for instruction.

(5) Participation in the Statewide, Standardized Alternate Assessment. The decision that a student with a significant cognitive disability will participate in the Statewide, Standardized Alternate Assessment as defined in Section 1008.22(3)(c), F.S., is made by the IEP team and recorded on the IEP. The provisions with regard to parental consent for participation in the Statewide, Standardized Alternate Assessment in accordance with subsection 6A-6.0331(10), F.A.C., must be followed. The following criteria must be met:

(a) Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications, as defined in paragraph 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C.; and,

(b) The student requires direct instruction in academic areas of English language arts, math, social studies and science based on access points, pursuant to Rule 6A-1.09401, F.A.C., in order to acquire, generalize, and transfer skills across settings.



(6) Extraordinary exemption. Pursuant to Section 1008.212, F.S., upon approval of the Commissioner, a student with a disability is eligible for an extraordinary exemption from participation in statewide standardized assessments as defined in subsection (1), of this rule.

(a) The IEP team may determine that a student with a disability is prevented by a circumstance or condition as defined in subsection (1), of this rule, from physically demonstrating the mastery of skills that have been acquired and are measured by a statewide, standardized assessment and may recommend that an extraordinary exemption from the administration of a statewide assessment be granted. A learning, emotional, behavioral, or significant cognitive disability or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, F.A.C., is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

(b) The IEP team, which must include the parent, may submit to the district school superintendent a written request for an extraordinary exemption at any time during the school year, but no later than sixty (60) calendar days before the first day of the administration window of the statewide standardized assessment for which the request is made. A request must include all of the following information:

1. A written description of the student's disabilities, including a specific description of the student's impaired sensory, manual or speaking skills;
2. Written documentation of the most recent evaluation data;
3. Written documentation, if available, of the most recent administration of statewide standardized assessments;
4. A written description of the circumstance's or condition's, as defined in subsection (1), of this rule, effect on the student's participation in statewide standardized assessments;
5. Written evidence that the student has had the opportunity to learn the skills being tested;
6. Written evidence that the student has been provided appropriate instructional accommodations;
7. Written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP that are allowable in the administration of a statewide, standardized assessment;
8. Written evidence of the circumstance or condition as defined in subsection (1), of this rule; and,
9. The name, address and phone number of the student's parent.

(c) Based on the documentation provided by the student's IEP team, the school district superintendent shall recommend to the Commissioner whether an extraordinary exemption from participation in a given statewide assessment administration be granted or denied. The school district's recommendation and accompanying documentation must be sent to the Florida Department of Education, Office of the Commissioner, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

(d) If the parent disagrees with the IEP team's recommendation, the dispute resolution methods as described in Rule 6A-6.03311, F.A.C., shall be made available to the parent.



(e) Upon receipt of the request, documentation and recommendation, the Commissioner shall verify the information documented, make a determination and notify the parent and the district school superintendent in writing within thirty (30) calendar days after the receipt of the request whether the exemption has been granted or denied. In order for an extraordinary exemption to be granted by the Commissioner, all required documentation must be submitted and must provide sufficient evidence that the identified circumstance or condition prevents the student from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment. If the Commissioner denies the exemption, the notification must state the reasons for the denial.

(f) If the Commissioner grants the exemption, the student's progress must be assessed in accordance with the goals established in the student's IEP.

(7) Exemption options for students with medical complexity. A student with medical complexity as defined in Section 1008.22(10), F.S., may be exempt from participating in statewide, standardized assessments to include the Statewide, Standardized Alternate Assessment. If the parent consents in writing, and the student's IEP team determines that the student should not be assessed based on medical documentation that confirms that the student meets the criteria of medical complexity, the parent may select one (1) of the following assessment exemption options:

(a) A one-year exemption approved by the district superintendent as described in Section 1008.22(9), F.S. For all students approved by the district superintendent for a one-year exemption, the following information must be reported to the Commissioner by June 1:

1. The total number of students for whom a one-year exemption has been granted by the superintendent; and,
2. For each student receiving an exemption, the student's name, grade level and the specific statewide standardized assessment(s) from which the student was exempted.

(b) A one-, two-, or three-year or permanent exemption approved by the Commissioner as described in Section 1008.22(10), F.S. In order for the Commissioner to consider such an exemption, the following information must be submitted by the district superintendent to the Commissioner no later than thirty (30) calendar days before the first day of the administration window of the statewide standardized assessment for which the request is made:

1. The student's name, grade level, and the statewide standardized assessment for which the exemption request is made;
2. The name, address and phone number of the student's parent;
3. Documentation of parental consent for the exemption;
4. Documentation of the superintendent's approval of the exemption;
5. Documentation that the IEP team considered and determined that the student meets the definition of medically complex as defined in Section 1008.22(10), F.S.; and,



6. Medical documentation of the student's condition as determined by a physician licensed in accordance with Chapter 458 or 459, F.S.

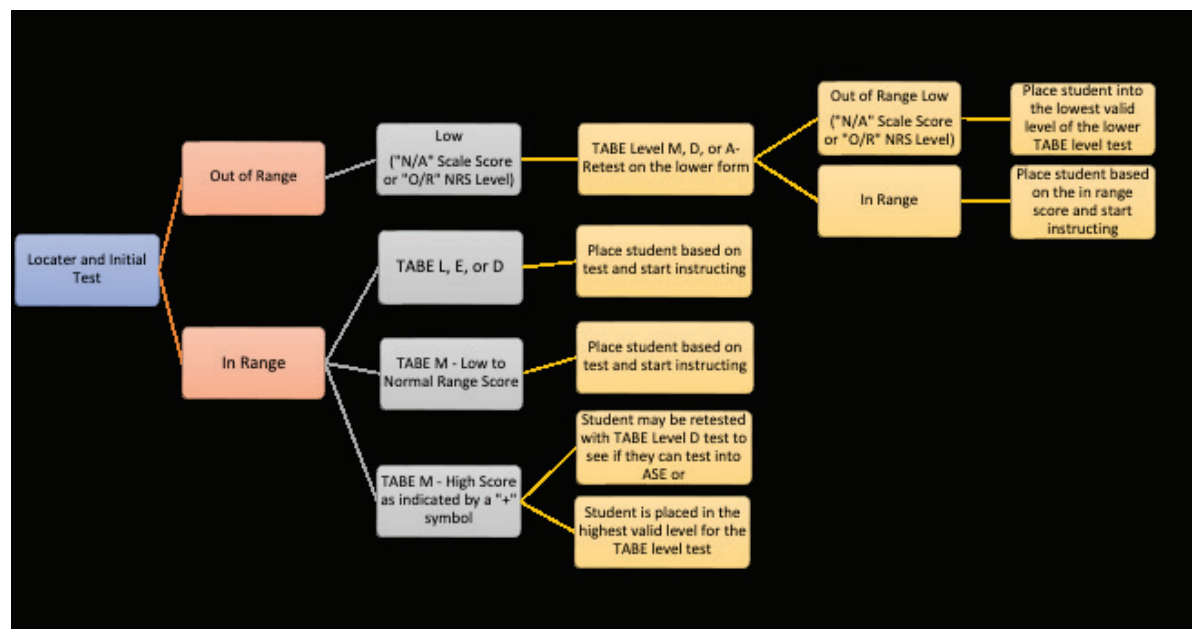
(8) Upon receipt of the request, documentation and recommendation, the Commissioner shall verify the information documented, make a determination, and notify the parent and the district school superintendent in writing within twenty (20) calendar days after the receipt of the request whether the exemption has been granted or denied.

Rulemaking Authority 1001.02(1), (2)(n), 1003.01, 1003.571, 1008.212, 1008.22(3), (10), (12) FS. Law Implemented 1003.01, 1003.571, 1008.212, 1008.22(3), (10) FS. History--New 9-12-78, Amended 3-4-84, Formerly 6A-1.943, Amended 6-12-90, 9-17-01, 7-1-10, 1-5-14, 12-23-14.

TABE 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 (Effective beginning 2/20/18)

State policy: New students must be tested and obtain a reportable initial educational functioning level within the first 12 hours of instruction.





TABE 11 & 12 Scoring Levels: Best Practice Guidance

Overview

The best practice guidelines provided in this document are intended to supplement the *TABE 11 & 12 Scoring Guides*. This document provides TABE practitioners with additional clarification on the TABE 11 & 12 scoring levels, explains the out of range (O/R) and plus/minus (+/-) score report symbols, and provides guidance on moving students to a different level of TABE.

Relationship between TABE 11 & 12 Scale Scores and NRS levels

Each level of TABE (L, E, M, D, A) has its own range of scale scores that are aligned to specific NRS levels. The following charts show the TABE 11 & 12 scale scores that correspond to each NRS reporting level. Practitioners can use this information to identify the NRS Level at which each student is performing.

READING						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300–441	442–500	n/a	n/a	n/a	n/a
TABE E	310–441	442–500	501–535	n/a	n/a	n/a
TABE M	n/a	442–500	501–535	536–575	n/a	n/a
TABE D	n/a	n/a	501–535	536–575	576–616	n/a
TABE A	n/a	n/a	n/a	536–575	576–616	617–800

MATHEMATICS						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300–448	449–495	n/a	n/a	n/a	n/a
TABE E	310–448	449–495	496–536	n/a	n/a	n/a
TABE M	n/a	449–495	496–536	537–595	n/a	n/a
TABE D	n/a	n/a	496–536	537–595	596–656	n/a
TABE A	n/a	n/a	n/a	537–595	596–656	657–800

LANGUAGE						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300–457	458–510	n/a	n/a	n/a	n/a
TABE E	310–457	458–510	511–546	n/a	n/a	n/a
TABE M	n/a	458–510	511–546	547–583	n/a	n/a
TABE D	n/a	n/a	511–546	547–583	584–630	n/a
TABE A	n/a	n/a	n/a	547–583	584–630	631–800



TABE 11 & 12 Scoring Levels: Best Practice Guidance

The Out of Range (O/R) and plus/minus (+/-) symbols on the TABE 11 & 12 score reports indicate that the student scored at least one full level above or below the targeted level.

TABE 11 & 12 Score Reports: Out of Range (O/R) and Plus/Minus (+/-) Indicators

Each of the TABE test levels (L, E, M, D, and A) has content aligned specifically to a range of NRS levels and a student can only be classified into those NRS levels. Due to this content alignment, as well as measurement properties of each TABE level test, a student will be classified as “Out of Range” (O/R) if they performed more than one NRS level below the targeted level. They will not receive a scale score or an NRS level and they will need to take a lower TABE level test.

If a student scores one NRS level below the targeted level, then a minus (-) sign will appear next to the scale score and their score will be set to the lowest possible scale score for that test level. In this case, the student may want to test with one level lower of TABE to better assess their ability level. For example, if a student tests with Math Level D and receives a score of 501- (see example below), then you may want to retest that student on Math Level M. Note that the 501- is a valid score and the “-” is only an indicator showing the student scored at the bottom of the scale. It could take additional instructional hours for a student to demonstrate a measurable skills gain.

If a student scores more than one NRS level above the targeted level, then a (+) sign will appear next to the scale score and their score will be set to the highest possible scale score for that test level. In this case, the student is performing at the very top of the test level and you may want to test them with a higher level of TABE to better assess their ability.

SAMPLE STUDENT PROFILE REPORT: OUT OF RANGE (O/R) AND PLUS/MINUS (+/-) INDICATORS

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level
			Total	Obtained				
Reading	11/04/2018	D	50	16	40	501-	16	3
Mathematics	11/04/2018	D	37	35	35	656+	77	5
Language	11/04/2018	D	40	10	34	N/A	N/A	O/R

N/A Not Available
O/R Out of Range for NRS Reporting



TABE 11 & 12 Scoring Levels: Best Practice Guidance

When to Move a Student to a Different Level of TABE

When an Out of Range (O/R) sign appears next to a student's score, it means the student performed more than one level below the targeted level. They should be tested on a lower level of TABE to better gauge their ability level.

When a test score with a "+" sign appears next to a student's scale score, it means the student performed at the top of the scale/NRS level and there is no way to show growth on that level of TABE. For example, if a student pre-tests on TABE Math Level D and receives a score of 656+, then the student cannot show growth within Level D because they have demonstrated the highest possible scale score and NRS level on TABE Math Level D. They should be post-tested on TABE Math Level A to be able to demonstrate growth.

The following table provides guidance on moving students to a different level of TABE based on their score indicators.

SCORE REPORT SYMBOL	MEANING OF THE SYMBOL	EFFECT ON THE STUDENT'S SCORE	RECOMMENDED CHANGE
Plus Sign (+) after the scale score	Student scored more than one NRS level above the target level.	The student's score is set to the highest possible scale score for that test level.	You may want to test the student with a higher level of TABE to better assess their ability level.
Minus Sign (-) after the scale score	Student scored one NRS level below target level.	The student's score is set to the lowest possible scale score for that test level.	You may want to test the student with one level lower of TABE to better assess their ability level. In addition, the student will likely need to have extended instruction to be ready to demonstrate an NRS gain on a post test.
Out of Range (O/R) in place of the NRS level and N/A in place of the scale score	Student scored more than one NRS level below the target level	The student does not receive a scale score or NRS level.	The student should take a lower level of TABE.



Quick start training guide for TABE 11 & 12 Online

LOG IN

1. Open a web browser and enter: <https://tabe.drcedirect.com> to get to the Welcome to the DRC INSIGHT Portal for TABE.
2. On Login page, enter your User Name (your email address) and Password. If you have forgotten your password, click the Help link.
3. Click Log In. You will arrive on a second Welcome page
4. Up in right corner, your name should appear next to the word Welcome.
5. You may click on your name to edit your email, username, or password.

MANAGE STUDENTS (ADD STUDENTS TO DATABASE)

1. Click Student Management menu/Manage Students tab
2. Select Administration, District, School
3. Scroll to bottom of grid.
4. Click Add Student(s) button.
5. Complete student profile; scroll down.
6. Save and exit or Save and Add another Student.

MANAGE STUDENTS (VIEW/EDIT/DELETE)

1. Click Student Management menu/Manage Students tab
2. Select Administration, District, School
3. Find student(s) using criteria fields (see Instructions)
4. See list of students.
5. Move to far right Action button to View/Edit Student Profile.
6. Select multiple students to download, export to Excel, or mass update Accommodations.
7. Students can be deleted from sessions, but not out of database.

SET UP TEST SESSIONS

1. Once logged in, click on the All Applications in upper left. This will open various menus.
2. Click on the Test Management menu, then click on the Manage Test Sessions tab.
3. Select TABE in Administration drop-down.
4. Select DISTRICT (Testing Site) and SCHOOL This will likely be pre-populated and may be the same name.
5. Then scroll all the way down to find the ADD SESSION button at the bottom of the table and click. The Add Test Sessions Dialog box will appear.
6. Fill in fields. Session names should be meaningful, descriptive, and set up ahead of time for easy student scheduling.
7. Select the Test, Content, and Level.
8. Test Session must have one Test, one or more Contents, and one Level for each selected Content in order to SAVE. Once Test Session is saved, the Test, Content, and Level values cannot be changed.
9. Continue with Set Up Test Sessions (Adding Students to Test Sessions) below.

**SET UP TEST SESSIONS** (Adding Students to Test Sessions)

1. Scroll down from top of Add Test Sessions page to Find Students button.
2. Select from Available Students list, click on top arrow to add selected students to Test Session. (For multiple students, use Ctrl key.)
3. Click Save button or Save and Add Another button.
4. If adding a new student, click on New Student.
5. Fill out remaining required information in Student profile marked by asterisks. (Last name, First name, Date of Birth, Gender.) Click Save button. Screen returns to chart at bottom of Add Test Sessions page with new student added into Test Session.)
6. You may also Search for Available Students.
7. Save your Test Session.

LOCATOR TEST SCHEDULING

There are two ways to set up the Locator Session in the Add Test Session screen:

Standalone Locator

1. Name Test Session
2. Select Locator
3. Select Content areas (System will pre-populate the subject in the Levels box.)
4. Add students
5. Save
6. Testers will take whatever content was selected, and then they are placed in a Test Session for the appropriate Test and Level.

Auto-Locator

1. Name Test Session
2. Select Test
3. Select Auto-Locator
4. Levels box will prepopulate Test and Subjects
5. Add students.
6. Save.

Tester takes Locator first, then is placed into appropriate level.

Tester will not know test level.



PRINT TEST SESSION TICKETS

1. Click on Test Management Menu.
2. Select Administration, District, School.
3. Click Show Sessions.
4. Find and select desired Test Session.
5. Move right to Action Button Print All Tickets.
6. Print PDF roster and Tickets.

WALK-IN STUDENT REGISTRATION

1. Click on Test Management Menu/Manage Test Sessions Tab.
2. Select Administration, District, and School
3. Enter Test Session name or click on Show Sessions button and check box for desired Test Session
4. Click View/Edit Action button on right side of grid
5. Enter student's Last Name and First Name under 'Search for Available Students' and click Find Students button to see if they exist
6. If student is found, use first arrow button to move student into the Test Session & click Save
7. If student not found, click the "New Student" button, enter required information into Profile.
8. Click Save the Student, then, when returned to Test Session page, Save the Test Session at the bottom.
9. Find test session again; click on Action Button to Edit/Print Ticket Status button.
10. Select the student you added, scroll down to Print Selected button and click.

MONITOR TEST SESSIONS (STATUS)

1. Click on Test Management Menu/Manage Test Sessions Tab.
2. Select Administration, District, School.
3. Click on Show Sessions button.
4. Click on Status Summary Tab at top of grid to see session status of ALL sessions.
5. For single session: Select a session.
6. Click Action Button Edit/Print Ticket Status to view status of session by test module and student.

MANAGE/VIEW ON-DEMAND REPORTS

1. Click Report Delivery/On-Demand Reports Tab
2. Select administration, District, School, Report type
3. Click Find Students button
4. Select student.
5. Click Action Buttons (on right) to Open or Save PDF.
6. Select multiple students by checking boxes.
7. Click Open Selected button at bottom or Save Selected button.



ANTI-DISCRIMINATION POLICY

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, and national origin, including actual or perceived shared ancestry or ethnic characteristics, or citizenship or residency in a country with a dominant religion or distinct religious identity.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, and national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against qualified students with disabilities. Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, color, sex, gender, national origin, religion, marital status, or disability in public education.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, pregnancy, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 as a patriotic society.

Veterans are provided re-employment rights in accordance with 38 U.S.C. § 4312 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and discrimination against students, employees, or applicants on the basis of age, citizenship status, color, disability, ethnic or national origin, FMLA, gender, gender identity, genetic information, linguistic preference, marital status, political beliefs, pregnancy, race, religion, sexual harassment, sexual orientation, social and family background, and any other legally prohibited basis. Retaliation for engaging in a protected civil rights activity is also prohibited.

For additional information about Title IX or any other discrimination/harassment concerns, contact the U.S. Department of Education Office for Civil Rights or:

Office of Civil Rights Compliance (CRC)
District Director/Title IX Coordinator
155 N.E. 15th Street, Suite P104E Miami, Florida 33132
Phone: (305) 995-1580 TDD: (305) 995-2400
Email: crc@dadeschools.net
Website: <https://hrdadeschools.net/civilrights>