

PREPARING FOR THE TABE

This is a free document provided by the Florida Department of Education to help prepare Adult and Career and Technical Students for the TABE test.

STANDARD RULES for test sites:

- No cell phones allowed in test area.
- No backpacks or personal belongings allowed in test area.
- You will need a valid, government-issued picture ID.
- Students may not leave the test area during the actual test administration; breaks should be scheduled between test sections.
- Only test takers are allowed in the testing area.
- If a student is found cheating or found with unauthorized materials, the test will be invalidated and cannot be used for placement or promotion purposes. Local assessment policy will dictate what is done with the student's test results, and how soon a student may be retested.
- Please be sure to check with the testing department to learn what materials you may have to bring on your own for the test.
- These items are prohibited by the test publisher
 - 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 functions
 - Headphones
 - Purses, backpacks
 - Food or drink
 - Loose clothing, including hats, scarves, jackets
 - Sunglasses

Dear Adult Student:

Welcome to Florida's Adult and Career and Technical Education Program and congratulations on your decision to further your education. The Florida Department of Education (FDOE) is delighted to have you in our classes and wish you success. You are joining thousands of other Floridians who are learning new skills and upgrading existing skills. This will allow you to find employment or further your education. As an initial part of your enrollment in Career and Adult Education, you will be given the Tests of Adult Basic Education (TABE). This is a basic skills assessment that will be used to determine the strengths you have that will assist you in successfully completing your program. The TABE has three subject areas: Reading, Language and Mathematics. The assessment is delivered in a multiple choice format. You may be taking the assessment in a paper-based format or on-line. There are no short answers or writing assignments. Remember, you cannot fail the TABE.

The information collected from your assessment will be used to set up a program of study that will help you progress at the fastest rate possible. The information will also be used for state and national reporting purposes. Your specific information is kept confidential and will never be used without your permission.

FDOE wants you to know that we are here for you throughout your educational experience. Please feel free to contact us if you have any questions or concerns regarding your participation in Career and Adult education programs.

The following pages provide you with tips for test taking and sample questions that are similar to the questions found on the TABE. This document will help you prepare to take the TABE and help you be more successful. Remember, this is just practice. You cannot fail the TABE. An answer key is provided in the back of this book.

We wish you much success as you continue your pursuit of educational and career pathways opportunities.

The Adult Education Staff at FDOE

Success Story

My name is Joses De Moranville. I started my GED at the age of 47. I had no idea what having a high school diploma could do for me. I always believed if I could swing a hammer, I could have a job. After years of construction work, I was hurt on the job and no longer could do that kind of labor any more. I found myself in a dilemma. I had no former education or training to do anything else. Someone suggested that I try to get a GED. I was scared that I could not do this. I swallowed my pride and signed up at Adult Community Education (ACE). When I signed up I was told I had to take a TABE test. I was afraid they would know how dumb I was if I took the test. They explained to me that this was not a pass or fail test but a way for them to know what I needed to work on to obtain my GED. After the test, they sat down with me and we came up with a class plan to help me achieve my goal.

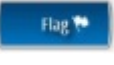

After doing a lot of hard work with some great teachers I was ready to take the GED test. To be honest, I did not expect to pass. I was just happy that I had the opportunity to go to school just like all the other people did when I was young. I did pass and got my GED.

After I obtained my GED, a whole new world opened up for me. I went to a technical college and became a certified architectural drafter. Today I don't have a job, I have a career. I could never make the money I am making today without my GED. There are so many doors opening for me, it is unbelievable. I am so grateful to the people involved with the ABE program who gave me a second chance at life. It is worth the hard work because the payoff is beyond your wildest dreams. Today my life is beyond any dreams I have had.


I will always be indebted to the people who work in the ABE programs in the State of Florida.



Joses De Moranville



Tips for Taking TABE


- Be positive and do your best.
- Relax, it is normal to be somewhat nervous before taking a test. Don't worry!
- Be sure you can hear the instructions and understand them.
- Listen to and read the directions for each test carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time well. Each test section is timed. Do not spend too much time on any one test question. If it takes too long to answer a question, mark it for review ( **Flag** button) and return to it later, if time permits. First respond to all questions of which you are certain of the answer.
- Before answering a question, be sure you know what is being asked. For example, a test question might say, "Which of these is not an even number?" If you read the question too quickly, you may miss the word "not" and answer incorrectly.
- Do not read into a question something that is not there. There are no trick questions in TABE. You will get better results if you answer to your best ability, do not randomly guess.
- When marking your answers on a separate answer sheet (paper-based testing), make sure you mark the circle that goes with the answer you choose. Be sure to fill in the answer circles neatly and completely; carelessness can cause you to get a low score. If you realize you have been marking the answers in the wrong place, let the proctor or examiner know immediately.
- Trust your instincts. If you know a lot about a subject (reading, mathematics or language), the first answer you select probably will be the best. When rechecking, change an answer only when you are sure that your first answer was wrong.
- If you are not sure how to answer a question, rule out the answer choices that you know are incorrect. Then mark your best guess. If you are testing on-line, you may use the "cross-off"  tool to do this.
- Remember that the score you will receive on TABE is only one way to measure your skills. TABE will show you the skills you have now and those you need to learn. You cannot fail TABE.

Navigating the Test (on-line)







When examinees click  **Begin the Test**, the countdown begins for timed tests and the test starts.



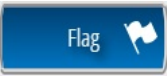
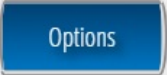
Examinees go through the test one item at a time, selecting the answer they believe is correct and then clicking  **Next** to move to the next item or  **Back** to go back. Examinees can


also move to a specific question using the  **Go to Question** button and selecting the question number. The  **Pointer** tool is the default tool examinees use to select answers as well as to select other tools, buttons, and features within INSIGHT, the TABE test platform.

You may also  **Pause** the test to keep the computer from timing out while you spend additional time on a question. This feature does not stop the timer.

Examinees can also use following tools on-line.

-  **Line guide:** The Line Guide tool provides a horizontal line that brings focus to a single line of text. When the examinee clicks the Line Guide button, a single blue line with a blue “handle” appears. Using the mouse, the examinee can move the line via the handle up or down.
-  **Highlighter:** The Highlighter tool is used to highlight important information. The examinee clicks on the Highlighter button, and the cursor becomes a highlighter tip. By clicking and holding the mouse button while dragging it over text, the examinee can highlight information on the screen.
-  **Cross off:** The Cross-Off tool is used to narrow down the possible answer choices by marking and eliminating unwanted answer choices. The examinee clicks on the Cross-Off button, and the cursor becomes a pencil tip with a red “X.” The examinee can then place a red “X” through each unwanted answer choice.
-  **Magnifier/Zoom:** The Magnifier tool allows the examinee to enlarge the entire screen. The options are 1.5x or 2x magnification. The other tools can be used in conjunction with the Magnifier.
-  **Sticky notes:** The Sticky Note tool allows the student to add a sticky note and type in any notes they wish to include.
-  **Calculator:** The Calculator icon will appear on questions where a calculator may be used.

-  *Ruler*: The Ruler icon will appear on questions where a ruler may be used.
-  *Protractor*: The Protractor icon will appear on questions where a protractor may be used.
-  *Flag*: Marks the question for review.
-  Options button at the bottom of the test screen allow you the following options:
 - *Color choices*: This allows the student to change the color of the background while maintaining a black font.
 - *Contrasting colors*: This allows the student to change the color of the background and the color of the font.
 - *Reverse contrast*: This turns the font white on a dark background.
 - *Masking*: Masking is used to place a mask over any portion of the screen. Multiple masks can be used simultaneously to customize the viewing area

Any of the above tools can be closed by clicking on the button again or by clicking on the  *Pointer* button.

To see your progress on the test, click on the  *Review/End Test* button. You may go to any question by selecting in from the list that appears on the screen.

Click on the  *Help* button to find more information.

If you are taking the test on-line, there are technology-enhanced items:

- **Drag & Drop**: You will need to use the pointer to click on the correct answer, drag it to the appropriate area, and drop it into the answer area.
- **Multi-select**: The question will ask you for the best answers, or which of these, or which two items; if this is the case you will need to respond with two or more answers on the same line (paper-based) or click on two or more responses on-line.
- **Evidence-based selected response**: You will need to answer both parts (A & B) of a question in order to receive credit for the entire problem. Part B will be required to support your answer to Part A.

You may also take a practice test on-line under the resources tab (on line tools training) at www.tabetest.com.

Accommodations

If you are an adult student with a documented disability, you may disclose your disability, provide documentation and be allowed any of the following accommodations based on your disability:

- Text to speech
- Braille
- Large Print
- On-line large print: The print can be enlarged to the size of the screen.
- Additional time
- Flexible scheduling
- Flexible setting
- Flexible responding
- Assistive aids and devices

Please discuss your accommodation options with a counselor prior to testing.

For more information on TABE accommodations visit this link:

http://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf

READING SAMPLE QUESTIONS

Read the passage. Then answer questions 1 and 2.

Whale Watching

Across the blue, rolling waves, a dark hump rises from the sea. It slides out of sight as an enormous tail lifts and falls. As it does, another hump rises beside it and begins the same dance. Several people cheer from the pontoon boat. Some raise their cameras, while others lift binoculars to get a closer view. These whale watchers are getting what they hoped for—a view of gray whales migrating south.

For thousands of years, whales have fascinated humans. However, until recent times, the average person did not have the chance to see these amazing creatures up close. The first opportunity arose in San Diego, California. There, in 1950, the Cabrillo National Monument was declared a public place to watch whales. Soon after, the first whale watching boats sailed from San Diego harbors. For \$1, people could ride out into the ocean in hopes of seeing whales close-up.

The whale-watching boats became very popular. Soon similar boat trips were available from other seaports. Today millions of people around the world go whalewatching every year.

Interestingly, some whales are just as curious about humans as humans are about them. They may swim near a boat for hours, watching the passengers. Of course, this is a very exciting experience for those on board!

“I was looking through the side of a glass-bottomed whale boat,” says one whale watcher. “Suddenly, a blue whale was right next to me! Its eye looked straight at me as it swam by. Its body seemed to keep going and going. It was the most amazing experience of my life!”

At up to 100 feet long, it is no wonder that the blue whale’s body kept going. The blue whale is the largest mammal ever on Earth. Its body is the size of a passenger jet. Its tongue can weigh as much as an elephant.

Depending on where a person whale watches, different types of whales may be seen. From the West Coast, people may see gray whales, blue whales, minke whales, fin whales, or killer whales. East Coast whales include humpbacks, finbacks, and minkes. On both coasts, dolphins are a common sight. They enjoy eating the same shrimp-like krill as whales.

Whale watchers also may catch sight of sea lions, seals, seabirds, and fish. Whale watching gives people a unique chance to see whales in their natural surroundings. For most, it is an experience they will never forget.

1. What type of whale can be seen by whale watchers on both the East Coast and the West Coast?

- A. gray whales
- B. blue whales
- C. minke whales
- D. humpback whales

2. Why do whales swim near whale-watching boats for hours?

- A. They are very interested in humans.
- B. They want passengers to take a lot of photos of them.
- C. They are hoping passengers will feed them some shrimp.
- D. They see their reflection in the boat and think it is another whale.

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Read the passage. Then answer questions 1 through 5.

Quirky Quicksand

1 Quicksand has a reputation that it does not deserve. In a typical Hollywood movie scene, a character accidentally wanders into quicksand. Sometimes, the terrified character sinks quickly out of sight, leaving only a hat floating on the surface. At other times, a dramatic escape involves grabbing a nearby tree branch or the hand of another character.

2 It is true that you will begin to sink if you step into quicksand. However, you will not be sucked in and swallowed whole. The depth of quicksand ranges from a few inches to four feet. A person of average height probably will sink only waist-deep.

3 Quicksand can form almost any place where water flows beneath a sandy surface. Some common areas for quicksand include river deltas, shores, and sandy creek beds.

4 The best condition for forming quicksand is when water seeps upward from an underground source and saturates an area of sand, silt, or other grainy soil. If you disturb (or step into) the quicksand, a loose layer of fine sand on top of the water changes into a thick, soupy liquid. The mixture settles to the bottom and packs tightly around your feet. The mud-like layer creates a strong suction, especially if you are wearing flat shoes or boots.

5 A person can float on quicksand just as he or she floats on water. The human body has a density of about 62 pounds per cubic foot. Quicksand has a density of about 125 pounds per cubic foot. Because a person is less dense than quicksand, the person will rise to the top when his

or her feet are free from the paste-like sand at the bottom. The key is to remain calm and follow a few simple steps to escape.

6 Start by taking several deep breaths and trying to relax. Stretch out your back and lean backward slightly to increase your surface area. Soon, you will be able to move your legs. Rotate one leg at a time in a slow circular motion. Water will flow down the leg into the thick sand on the bottom. Then as the bottom mixture thins, you can begin to free yourself. Move slowly and carefully. The area around you also might be soggy. Thrashing about wildly will cause you to sink deeper.

7 If you wander into an area of quicksand, do not ask another person to pull you out. In fact, pulling you from the thick mixture would require a great deal of strength. The suction that holds you in place is quite strong. Researchers at the University of Amsterdam found that the amount of force required to pull your trapped feet free is equal to the force that is needed to lift a medium-sized car. Your rescuer could be pulled into the heavy mixture, or you could be injured by the extreme stress placed on your arms.

8 Quicksand is not quite the mysterious force of nature that many believe it to be. An experience with quicksand usually is more messy and embarrassing than it is dangerous. In any case, don't panic, and keep your wits about you. Afterward, you will have a most interesting story to share with friends and family!

1. Read this sentence from the passage.

In any case, don't panic, and keep your wits about you.

Which of these best explains the meaning of the phrase "keep your wits about you"?

- A. stay quiet
- B. remain alert
- C. focus on intelligence
- D. have a helpful attitude

2. How does paragraph 4 contribute to the development of ideas in the passage?

- A. It explains why a person might disturb quicksand.
- B. It presents information about the water found in quicksand.
- C. It describes what happens when a person steps into quicksand.
- D. It states which shoes to wear in areas where quicksand is likely to form.

3. How does the movie scene described in paragraph 1 connect to the information in paragraphs 6 and 7?

- A. The paragraphs demonstrate that the Hollywood movie scenes are accurate.
- B. The Hollywood movie scenes foreshadow the actions discussed in the paragraphs.
- C. The Hollywood movie scenes show what the paragraphs suggest will happen in quicksand.
- D. The paragraphs describe what to do differently from the actions in the Hollywood movie scenes.

4. Which sentence from the passage best expresses the author’s attitude toward the threat of quicksand?

- A. “It is true that you will begin to sink if you step into quicksand.”
- B. “The depth of quicksand ranges from a few inches to four feet.”
- C. “If you wander into an area of quicksand, do not ask another person to pull you out.”
- D. “An experience with quicksand usually is more messy and embarrassing than it is dangerous.”

5. Part A

Which statement expresses a claim the author makes about quicksand?

- A. Stepping in quicksand is an emergency that requires immediate action.
- B. Quicksand is not a threat unless people attempt to float on the surface.
- C. Any kind of movement a person makes in quicksand is apt to cause more trouble.
- D. Some of the risks associated with stepping in quicksand are caused by people’s reactions.

Part B

Which sentence from the passage best supports the answer to Part A?

- A. “Sometimes, the terrified character sinks quickly out of sight, leaving only a hat floating on the surface.”
- B. “A person can float on quicksand just as he or she floats on water.”
- C. “Water will flow down the leg into the thick sand on the bottom.”
- D. “Thrashing about wildly will cause you to sink deeper.”

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Read the passage. Then answer questions 1 through 3.

Buying Local

1 In many European countries, people typically visit their local merchants on a daily basis. People travel to the local butcher, baker, and seller of fruits and vegetables to buy what they need for their meals that day. In America, however, often the opposite is true. Many Americans do their weekly food shopping at large grocery stores. These stores belong to chains¹ with locations across the country. Many of the stores' products are not produced in the areas where the stores are located. Instead, fruits, vegetables, meats, and dairy products are shipped in from locations around the country and even around the world.

2 In the past, America's towns were filled with locally owned and independent specialty shops, much like the shops in Europe. In the 1920s, chain stores began to take over in America. By the 1950s, large supermarkets and the migration to suburban locations were taking hold in the country. These large stores offered a one-stop shop for all items at a lower cost than the local competition. Additionally, these stores often advertised a wider selection of products for the consumer. Americans were enticed by the convenience and affordability that chain stores were able to provide. In effect, chain stores pushed the local merchants and business owners out because small local businesses could not afford to compete. In recent years, a "buy local" movement has sprung up around the country to shift the attention back to local businesses. Buying local is a way to encourage people to support local businesses rather than large chains.

3 Supporters believe that buying local has several advantages. First, it supports the local economy. Because local small business owners are part of the community, they are interested in the welfare of that community. The money they make goes back into the community rather than to a large corporation. The employees hired by these local businesses often know a lot about the businesses' products and provide great customer service. After all, the people they are helping could be their next-door neighbors!

4 Buying local also creates local jobs and helps to grow local businesses. Workers earn wages from these businesses, which they spend in their communities. In addition, businesses pay taxes, which helps to support local growth and development. Both wages and taxes contribute to the health and welfare of the community as a whole.

5 Buying local produce also has health benefits. Almost as soon as fruits and vegetables are picked, they begin to lose some of their nutrients. Instead of being picked and then shipped for hundreds of miles, locally grown produce goes from the farm to the table quickly, sometimes on the same day. Being able to buy freshly picked produce means that the food we put on our tables is as nutritious as it can be.

6 Shopping at large stores is certainly convenient, but buying local is a way for all of us to support our community and ourselves.

¹ chains: large stores owned by the same corporation

1. Read the sentence from paragraph 4.

Both wages and taxes contribute to the health and welfare of the community as a whole.

Which key idea does the sentence support?

- A. Americans shop mostly at large chain grocery stores.
- B. Buying locally helps create local jobs and grow local businesses.
- C. Large grocery stores offer items at lower costs than local competition.
- D. Americans who buy locally are healthier than people who shop at chain stores.

2. Which of these is most likely the author’s purpose for writing this article?

- A. The author wants the reader to understand how grocery stores have changed since the 1920s.
- B. The author wants the reader to understand that European grocery stores are superior to American grocery stores.
- C. The author wants the reader to understand that grocery stores stopped selling locally grown products during the 1950s.
- D. The author wants the reader to understand that the new trend of buying local produce has many important benefits for Americans.

3. Part A

How does the author provide effective support for the main idea of the article?

- A. The author states that buying local supports the local economy.
- B. The author states that there are problems with local chain stores.
- C. The author compares the local shopping trends of Americans with Europeans.
- D. The author compares American local chain stores with European markets.

Part B

Which detail from the article best supports the answer to Part A?

- A. “In many European countries, people typically visit their local merchants on a daily basis.”
- B. “Many of the stores’ products are not produced in the areas where the stores are located.”
- C. “In the past, America’s towns were filled with locally owned and independent specialty shops, much like the shops in Europe.”
- D. “Buying local is a way to encourage people to support local businesses rather than large chains.”

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3b.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	a	b	c	d

LANGUAGE SAMPLE QUESTIONS

1. Read the sentence. Andy _____ his favorite shoes.

Which word best completes the sentence?

- A. choose
- B. chose
- C. chosed
- D. chosen

2. Look at the list of book titles on a reading list.

Which titles are written in the correct style and format?

- A. *Basic Federal Income Tax* by Gwendolyn Griffith Lieuallen
- B. Income Tax Fundamentals 2013 by Gerald E. Whittenburg, Steve Gill, and Martha Altus-Buller
- C. *Jacks on Tax: Your Do-It-Yourself Guide to Filing Taxes Online* by Evelyn Jacks
- D. Turbo Tax 2013 Income Tax Handbook: *The Complete Guide to Tax Breaks, Deductions, and Money-Saving Tax Tips* by The Tax Professionals of Weiser LLP
- E. *Your Income Tax 2013: For Preparing Your 2012 Tax Return* by J.K. Lasser

3. Which sentence contains a misspelled word?

- A. The jury delivered a verdict that acquitted the man of all charges.
- B. The editor omitted a few details that were unnecessary to the story.
- C. Susan was late to rehearsal because her car broke down on the interstate.
- D. Megan seeks inspiration for her art from the mythology of ancient cultures.

4. Read the sentences.

One reason no one recognized her was because she had cut her hair.

Since she was wearing dark glasses, people did not realize it was she.

She did not speak, so no one realized it was she.

Which of these effectively combines the sentences into one sentence using appropriate parallel structure?

- A. No one recognized her because of short hair, her dark glasses hid her eyes, and not talking.
- B. No one recognized her because her hair was shorter, her dark glasses, and she did not say a word.
- C. No one recognized her because she had cut her hair, was wearing dark glasses, and said not a word.

D. No one recognized her because her hair was cut, people did not realize it was she because of her dark glasses, and her silence.

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MATHEMATICS SAMPLE QUESTIONS

1. A chef at a restaurant can buy a new kitchen table for \$400. She can buy the same table used for \$156 less. Which of these is the price of the used kitchen table?
 - A. \$234
 - B. \$244
 - C. \$356
 - D. \$556

2. Which attributes do all squares and all rhombuses have in common? Select all that apply.
 - A. right angles
 - B. acute and obtuse angles
 - C. four angles of equal size
 - D. four sides of equal length
 - E. two pairs of parallel sides
 - F. exactly one pair of parallel sides

3. An escalator moves at a rate of 2 feet per second. At what rate does the escalator move in miles per hour?
5280 feet = 1 mile
 - A. 0.02 miles per hour
 - B. 0.34 miles per hour
 - C. 0.68 miles per hour
 - D. 1.36 miles per hour

4. The lists show the measured heights, in meters, of trees in two different sections of a forest.
Section A: 4.8, 5.0, 5.3, 5.8, 6.1, 6.5, 6.5
Section B: 3.8, 3.8, 5.8, 6.4, 6.6, 6.8, 9.2

Which statement makes a correct conclusion based on the interquartile range of the two data sets?

- A. The trees in Section B most likely have more consistent heights than the trees in Section A.
- B. The trees in Section A most likely have more consistent heights than the trees in Section B.
- C. A randomly selected tree in Section B will most likely be taller than a randomly selected tree in Section A.
- D. A randomly selected tree in Section A will most likely be taller than a randomly selected tree in Section B.

5. At an aquarium, researchers are preparing a mixture of salt water. The desired ratio is 90 grams of salt per liter of water.
- 1 ounce = 28.35 grams
 - 1 gallon = 3.8 liters

What is the ratio in ounces per gallon?

- A. 0.8 ounce per gallon
- B. 3.2 ounces per gallon
- C. 12.1 ounces per gallon
- D. 23.7 ounces per gallon

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These questions were taken from the TABE 11 & 12 practice items located at www.TABEtest.com, you may visit this site for additional practice questions.

Answer Key

Reading

ANSWER KEY:

Whale Watching

1. C
2. A

Quirky Quicksand

1. B
2. C
3. D
4. D
5. Part A—D Part B—D

Buying Local

1. B
2. D
3. Part A—A Part B—D

Language

1. B
2. C, E
3. C
4. C

Mathematics

1. B
2. D, E
3. D
4. B
5. C