

<b>EFL</b>	<b>Grade Equivalent</b>	<b>TABE 7/8 Scale Score</b>	<b>TABE 9/10 Scale Score</b>
<b>3 = Beginning Literacy Adult Basic Education (ABE)</b>	0–1.9	Reading: 367 and Below Total Math: 313 and Below Language: 392 and Below	Reading: 367 and Below Total Math: 313 and Below Language: 392 and Below
<b>4 = Beginning Basic ABE</b>	2–3.9	Reading: 368–460 Total Math: 314–441 Language: 393–490	Reading: 368–460 Total Math: 314–441 Language: 393–490
<b>5 = Low Intermediate ABE</b>	4–5.9	Reading: 461–517 Total Math: 442–505 Language: 491–523	Reading: 461–517 Total Math: 442–505 Language: 491–523
<b>6 = High Intermediate ABE</b>	6–8.9	Reading: 518–566 Total Math: 506–565 Language: 524–559	Reading: 518–566 Total Math: 506–565 Language: 524–559
<b>7 = Low Adult Secondary Education (ASE)</b>	9–10.9	Reading: 567–595 Total Math: 566–594 Language: 560–585	Reading: 567–595 Total Math: 566–594 Language: 560–585
<b>8 = High Adult Secondary Education (ASE)</b>	11–12	Reading: 596 and Above Total Math: 595 and Above Language: 586 and Above	Reading: 596 and Above Total Math: 595 and Above Language: 586 and Above

### **Youth Remaining Basic-Skills Deficient**

A youth whose post-test results show continued basic-skills deficiency in any educational area and who continues to participate in Workforce Investment Act (WIA) Youth services must be post-tested—in each educational area in which the youth pre-tested as deficient—by each year’s anniversary date (anniversary date is based on “date of first youth service”) to determine if the youth achieved an educational functioning level (EFL) gain. This applies for each year a youth remains basic-skills deficient and continues to receive WIA Youth services—based on the youth’s deficiency level from the prior year’s round of testing for up to three years of participation in the program.

For information on performance outcomes, see WD Letter 27-07, issued August 1, 2007, and entitled “Integrated Data Collection and Performance Management.”