



Local Instruction 26-02 Use of TABE Locator for Basic Skills Deficiency and Measurable Skill Gains

To: Catawba Local Workforce Area

Subject: **Alternative Placement and Documentation
Using the TABE Locator Test**

Date: July 31, 2026

Effective: July 22, 2026

1. Purpose

The purpose of this policy is to establish local guidance for the use of the **Test of Adult Basic Education Locator Test**, referred to as the **TABE Locator**, within the Catawba Workforce Development Area.

This policy allows the TABE Locator to be used as an approved local assessment tool for:

- Determining basic skills deficiency, where appropriate;
- Supporting faster placement into education or training services;
- Establishing and documenting training milestone measurable skill gains;
- Aligning WIOA Title I services with Adult Education alternative placement procedures; and
- Ensuring consistent SCWOS documentation and case file requirements.

This policy is intended to improve customer flow, reduce unnecessary testing burden, and support timely enrollment, service planning, and measurable skill gain documentation.

2. Background

Adult Education has implemented an alternative placement process that allows students to move through adult education services more efficiently. The TABE Locator contains sections for reading, mathematics, and language and may allow students to bypass full TABE Reading and/or Math testing when they meet applicable alternative placement criteria.

3. Definitions

Basic Skills Deficient

For purposes of WIOA Title I, an individual may be considered basic skills deficient if the individual is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society.

South Carolina also recognizes basic skills deficiency for individuals who have below an 8th-grade education level or are functioning at National Reporting System level 4 or below.

TABE Locator

The TABE Locator is a shortened placement assessment used to identify an individual's approximate skill level in reading, mathematics, and/or language. For purposes of this policy, the TABE Locator may be used as an objective assessment tool for local WIOA service planning and documentation.

Measurable Skill Gain

A measurable skill gain is documented academic, technical, occupational, or other progress toward a credential or employment goal during a program year. Under this policy, the TABE Locator may support documentation of a **training milestone MSG**, but it may not be used by itself to document an educational functioning level gain because it is not listed as an NRS-approved test for that purpose Alternative Placement Through the TABE Locator Test.

Training Milestone

A training milestone is documented satisfactory progress or skills progression toward an established education or training goal. Under this policy, a TABE Locator pre-test, documented intervention, follow-up TABE Locator post-test, and provider progress documentation may support a training milestone MSG.

4. Local Policy Statement

The Catawba Workforce Development Area authorizes the use of the **TABE Locator** as a local assessment tool for WIOA Title I Adult, Dislocated Worker, and Youth participants when used in accordance with this policy, state guidance, and applicable WIOA requirements.

The TABE Locator may be used to:

1. Help determine whether an Adult or Youth participant is basic skills deficient;
2. Support development of the Individual Employment Plan or Individual Service Strategy;
3. Establish an education or training improvement milestone;
4. Document progress toward a training milestone measurable skill gain; and
5. Support co-enrollment and service coordination with Adult Education.

The TABE Locator shall not be used as the sole basis for documenting an Educational Functioning Level measurable skill gain.

5. Use of TABE Locator for Basic Skills Deficiency

Adult and Dislocated Worker Programs

For WIOA Title I Adult and Dislocated Worker participants, staff may use the TABE Locator as an objective, valid, and reliable assessment to determine whether the individual is basic skills deficient.

Basic skills deficiency may be documented when the TABE Locator results, in combination with case manager review and applicable state or local criteria, demonstrate that the participant lacks the reading, mathematics, language, or related foundational skills needed to function effectively in employment, family, or society.

Youth Program

For WIOA Title I Youth participants, the TABE Locator may be used to determine basic skills deficiency if consistent with Local Workforce Development Board policy and WIOA Youth eligibility requirements.

Youth providers must ensure that the participant's file clearly documents:

- The TABE Locator results;
- The skill area assessed;
- The basis for determining basic skills deficiency;
- How the deficiency relates to the participant's education, training, or employment plan; and
- Any related service strategy or planned intervention.

6. Use of TABE Locator for Measurable Skill Gains

The TABE Locator may be used to support a **training milestone measurable skill gain** when all of the following conditions are met:

1. The milestone is established in the participant's IEP, ISS, or equivalent service plan at or near enrollment;
2. The participant completes an initial TABE Locator assessment;
3. The participant receives a documented intervention intended to improve basic skills;
4. The participant completes a follow-up TABE Locator assessment;
5. The follow-up results show progress from the initial assessment;
6. The education or training provider issues written documentation confirming satisfactory progress or completion of the milestone; and
7. The milestone, intervention, post-test, and documentation occur within the same program year.

The TABE Locator may not be used to document an Educational Functioning Level gain. If an Educational Functioning Level MSG is being claimed, staff must use an assessment approved for that purpose under applicable NRS and state guidance.

7. Required Documentation

When using the TABE Locator for basic skills deficiency or measurable skill gain documentation, the participant file must include sufficient documentation to support eligibility, service planning, and data validation.

For Basic Skills Deficiency

The case file must include:

- TABE Locator assessment results;
- Date of assessment;
- Assessment area, such as reading, math, or language;
- Score type and score result;
- Case note explaining the basic skills deficiency determination;
- Connection between the assessment result and the participant's service plan; and
- Any applicable supporting documentation from Adult Education or another education provider.

For Training Milestone MSG

The case file must include:

- Initial TABE Locator test results;
- IEP, ISS, or service plan showing the milestone was established early in participation;
- Documentation of the intervention, such as:
 - Attendance records;
 - Instructor reports;
 - Tutor logs;
 - Progress reports;
 - Adult Education participation records;
 - Case notes documenting services received;
- Follow-up TABE Locator results;
- Written provider progress report or assessment documentation confirming improvement;
- Case note explaining the MSG and how it meets the training milestone standard;
- SCWOS MSG entry; and
- Uploaded verification documentation.

The state memo emphasizes that pre-test results, intervention documentation, and post-test results must be retained in the participant's file and available for monitoring and data validation purposes.

8. Individual Employment Plan / Individual Service Strategy Requirements

When the TABE Locator is used to support a training milestone, staff must establish the milestone early in the participant's IEP, ISS, or equivalent service plan.

The IEP or ISS must include:

- The participant's current assessed skill level;
- The skill area targeted for improvement;
- The planned intervention or instructional activity;
- The expected outcome or milestone;
- The anticipated timeframe for completion;
- The relationship of the milestone to the participant's career pathway, credential, training, or employment goal; and
- The method for verifying progress.

Sample IEP/ISS Language

Participant completed the TABE Locator assessment in reading and math. Results indicate a need for improvement in foundational academic skills to support successful participation in occupational training and employment. Participants will participate in Adult Education/basic skills instruction and complete a follow-up TABE Locator assessment. A training milestone MSG may be documented upon evidence of improved assessment results and written progress documentation from the education provider within the current program year.

9. SCWOS Data Entry Requirements

Staff must document TABE Locator assessments and any resulting measurable skill gains in SCWOS according to state guidance.

Assessment Entry

Staff shall:

1. Go to the participant's **Case Management Profile**.
2. Select **Assessments**.
3. Select **Basic Skills Assessment**.
4. Select **Add Assessment**.
5. Complete a separate assessment entry for each category tested, such as reading, math, or language.

6. Select **Raw Score** as the score type.
7. Select **Test of Adult Basic Education (TABE) Locator Only** as the test given.
8. Enter the test result.
9. Save the assessment.

This process must be completed for both the initial assessment and follow-up assessment, when applicable.

Activity Codes

Staff must enter the appropriate assessment activity code:

Program	Activity Code
Adult / Dislocated Worker	203
Youth	412

The memo specifically reminds staff to enter the appropriate activity code for the assessment and to follow IEP annotation procedures.

MSG Entry

When the participant meets the IEP/ISS milestone and supporting documentation has been collected, staff shall:

1. Go to the applicable program record in SCWOS.
2. Create a Measurable Skill Gain.
3. Select **Skills Progression** as the skill type.
4. Enter the date of progress, which should be the test date or documented progress date.
5. Select **Trainee achieved Satisfactory or better Progress Report for Other Skills Progression**.
6. Verify the MSG using the appropriate documentation type.
7. Upload the participant-specific documentation showing TABE Locator scores and supporting progress documentation.
8. Save the MSG entry.

10. Allowable Interventions

A training milestone MSG based on TABE Locator progress must be connected to a documented instructional or skill-building intervention.

Allowable interventions may include, but are not limited to:

- Adult Education instruction;
- High school equivalency preparation;
- Foundational reading, math, or language instruction;

- Tutoring;
- Contextualized basic skills instruction;
- Integrated education and training;
- Remediation supporting occupational skills training;
- Digital literacy instruction, when connected to basic skills improvement;
- English language instruction, if applicable; and
- Structured academic support provided by an education or training partner.

General participation alone is not sufficient. The file must show that the participant received an intervention intended to improve the skill area measured by the TABE Locator.

11. Timeframe Requirements

To claim a training milestone MSG using the TABE Locator, the following must occur within the same program year:

1. The milestone is established;
2. The intervention occurs;
3. The follow-up assessment is administered;
4. Supporting documentation is obtained; and
5. The MSG is entered in SCWOS.

If any of these elements occur outside the program year, staff must consult local leadership before entering an MSG.

12. Case Notes

Case notes must clearly support the use of the TABE Locator and explain staff decision-making.

Sample Basic Skills Deficiency Case Note

Participant completed the TABE Locator assessment on [date] in [reading/math/language]. Results indicate that participant is basic skills deficient based on local policy and WIOA service planning needs. Assessment results were reviewed with participant and will be used to support development of the IEP/ISS and referral to appropriate education or training services.

Sample Training Milestone MSG Case Note

Participant completed initial TABE Locator assessment on [date]. A basic skills improvement milestone was established in the IEP/ISS on [date]. Participant participated in [Adult Education/tutoring/basic skills instruction] from [date] to [date]. Follow-up TABE Locator assessment completed on [date] showed

improvement in [reading/math/language]. Provider documentation confirms satisfactory progress/completion of the milestone. Training milestone MSG entered in SCWOS as Skills Progression using satisfactory progress report documentation.

13. Staff Responsibilities

SC Works Staff and Case Managers

Staff are responsible for:

- Determining when the TABE Locator is appropriate;
- Ensuring the assessment is connected to service planning;
- Entering assessment results accurately in SCWOS;
- Establishing milestones early in the IEP/ISS;
- Collecting and uploading documentation;
- Entering MSGs only when all policy requirements are met;
- Maintaining clear case notes; and
- Ensuring services are not duplicated across partner programs.

Youth Providers

Youth providers are responsible for:

- Applying this policy consistently with WIOA Youth eligibility and service strategy requirements;
- Documenting basic skills deficiency determinations;
- Including milestones in the ISS;
- Coordinating with Adult Education and other partners;
- Maintaining participant-level documentation; and
- Ensuring youth MSGs are entered accurately and timely.

Adult Education and Training Partners

Adult Education and training partners may support documentation by providing:

- TABE Locator results;
- Attendance records;
- Instructor reports;
- Progress reports;
- Verification of intervention completion;

- Written confirmation of improvement; and
 - Other documentation needed for WIOA monitoring and data validation.
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14. Monitoring and Data Validation

Participant files may be reviewed for compliance with this policy, state guidance, WIOA requirements, and data validation standards.

Monitoring may include review of:

- TABE Locator results;
- Basic skills deficiency determinations;
- IEP/ISS milestone language;
- Intervention documentation;
- Post-test results;
- Provider progress reports;
- SCWOS assessment entries;
- SCWOS activity codes;
- MSG entries;
- Uploaded verification documents; and
- Case notes.

Findings may be issued if the file does not contain sufficient documentation to support the assessment, basic skills deficiency determination, or MSG.

15. Prohibited Uses

The TABE Locator shall not be used:

- As the sole documentation of an Educational Functioning Level MSG;
- To replace required NRS-approved testing when an EFL gain is being claimed;
- To document an MSG without an established IEP/ISS milestone;
- To document an MSG without evidence of an intervention;
- To document an MSG without follow-up assessment results;
- To document an MSG without written progress documentation;
- To justify retroactive MSG creation when the milestone was not established in the service plan; or
- In a manner inconsistent with state or federal WIOA guidance.

16. Effective Date and Implementation

This policy shall become effective upon approval by the Catawba Workforce Development Board or its authorized designee.

Upon implementation:

- SC Works staff and WIOA providers shall be trained on the policy;
- Youth and Adult/DW service providers shall update local procedures as needed;
- Staff shall coordinate with Adult Education partners to obtain appropriate documentation;
- SCWOS entries shall follow state desk aid instructions; and
- Compliance shall be reviewed through regular file monitoring.

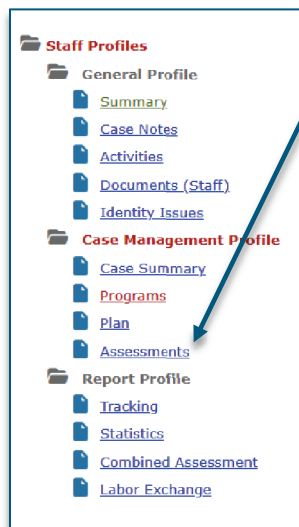
17. Questions

Questions regarding this local policy should be directed to the Catawba Workforce Development Area administrative staff.

Amanda Baker

Amanda Baker
WIOA Administrator
abaker@catawbacog.org
(803) 327-9041

Using the TABE Locator for MSG in SCWOS



Staff Profiles

- General Profile
 - Summary
 - Case Notes
 - Activities
 - Documents (Staff)
 - Identity Issues
- Case Management Profile**
 - Case Summary
 - Programs
 - Plan
 - Assessments**
- Report Profile
 - Tracking
 - Statistics
 - Combined Assessment
 - Labor Exchange

When assisting the individual, select “Assessments” under “Case Management Profile.”

Then, select “Basic Skills Assessment” and then click “Add Assessment.”

Basic Skills Assessment

Select this option to enter or edit basic skills assessment entries for this Individual.

Aptitudes

Select this option to edit Aptitude Assessment entries for this individual.

WorkPlace Skills

Select this option to view, enter or edit workplace skills for this Individual.

Other Assessments

Select this option to enter or edit other assessment entries for this Individual.

Basic Skills Assessment

Individual Name:	Yount, Eric
* Assessment Date:	07/17/2026 Today (MM/DD/YYYY)
* Local Workforce Investment Area/Board:	Statewide Providers▼
Reading Test Given:	None Selected ▼
Specify:	
Reading Score Type:	Raw Score ▼
Reading Test Result:	Format: 9999
Reading Test Version:	
Math Test Given:	Adult Basic Learning Exam (ABLE) ▼
Specify:	
Math Score Type:	Raw Score ▼
Math Test Result:	Format: 9999
Math Test Version:	
Language Test Given:	None Selected ▼
Specify:	
Language Score Type:	Raw Score ▼
Language Test Result:	Format: 9999
Language Test Version:	
* Customer meets the definition of Basic Literacy Skills deficient:	☐ Yes ☒ No
WP Service Record:	None Selected ▼
* Office:	None Selected ▼

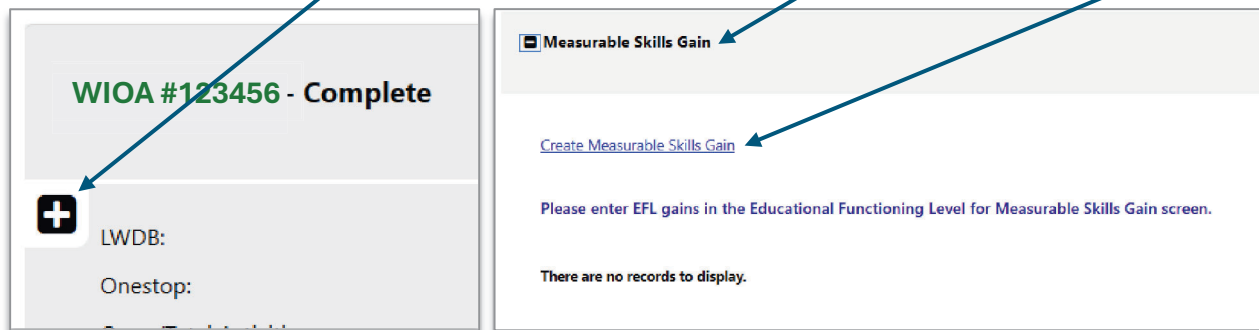
Complete the form to capture each category tested — reading, math, or language. Use “Raw Score” for “Score Type.” For “Test Given,” choose “**Test of Adult Basic Education (TABE) Locator Only**” and then enter the score in “Test Result.” Click “Save” when finished. You will complete this form for the initial test and the final test.

Save

Cancel

Return to Assessment Folder

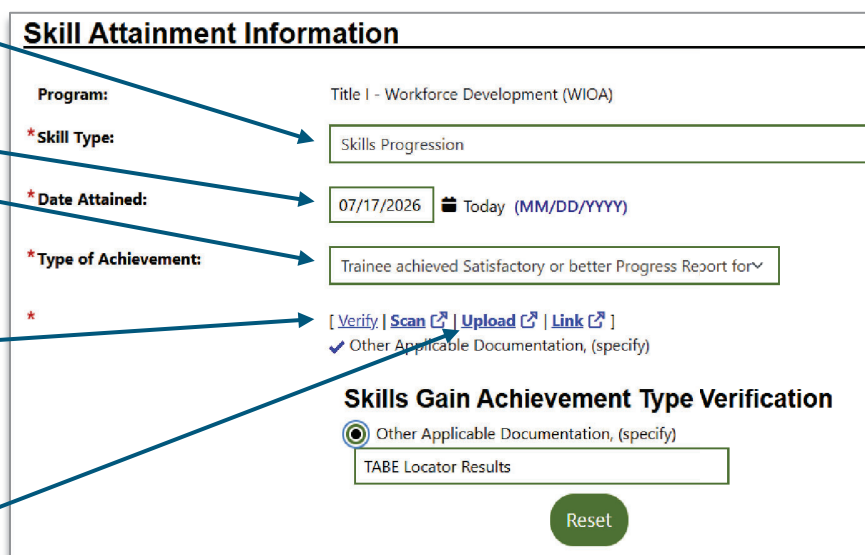
Once the individual has met their IEP goal, enter the MSG. From the Programs tab, find the applicable program, click , scroll down to find “Measurable Skills Gain,” and click “Create Measurable Skills Gain.”



The image shows two screenshots from a web application. The left screenshot shows a card for 'WIOA #123456 - Complete' with a plus icon and labels 'LWDB:' and 'Onestop:'. The right screenshot shows the 'Measurable Skills Gain' section with a 'Create Measurable Skills Gain' link, a note about EFL gains, and a message 'There are no records to display.'

Enter “Skills Progression” for “Skill Type” and the date of the progress (test date). Select “Trainee achieved Satisfactory or better Progress Report for Other Skills Progression”

Click “Verify” and select from the drop down the type of documentation used to demonstrate skill attainment. Click “Upload” to insert the individual’s specific documentation of their TABE Locator scores.



The image shows a 'Skill Attainment Information' form. It includes fields for Program (Title I - Workforce Development (WIOA)), Skill Type (Skills Progression), Date Attained (07/17/2026), and Type of Achievement (Trainee achieved Satisfactory or better Progress Report for). There are also links for Verify, Scan, Upload, and Link, and a section for Skills Gain Achievement Type Verification with a dropdown menu and a Reset button.

Once finished, click on “Save” at the bottom of the screen. You have now captured a Measurable Skills Gain.

That’s it! Don’t forget to enter the appropriate activity code for the assessment (203 for Adult and DW or 412 for Youth) and follow the steps in the memo for IEP annotations.



Crosswalk Scoring Guidance for Alternative Placement

**Pursuant to Workforce Innovation and Opportunity Act. Pub. L. 113-128,
title II, § 201, July 22, 2014, 128 Stat. 1608**

February 20, 2026

Ellen E. Weaver
State Superintendent of Education

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Overview

This document provides guidance for determining TABE test exemption eligibility based on TABE Locator scores in Reading and Math. It supports alternative placement decisions for students who demonstrate readiness for GED testing and proficiency in the foundational skills assessed on the GED and other standardized assessments that measure similar academic competencies.

Eligibility Criteria for GED Test Exemption

Students may be exempt from taking the full TABE Reading and/or Math tests if they meet the following criteria:

TABE Locator Score Ranges

- **Reading:** Score of **11–14+**
- **Math:** Score of **11–15+**

TABE Locator Score Chart

Subject	Locator Score Range	NRS Level	Scale Score
Reading	11–12	D4	536
Reading	13	D5	576
Reading	14+	A6	617
Math	11–12	D4	537
Math	13–14	D5	596
Math	15+	A6	657

Students who earn these scores demonstrate they possess the academic competencies required for successful performance on the GED and other assessments that evaluate similar skills.

Placement Recommendation

Students who meet the above Locator score thresholds:

- Do not need to take the full TABE Reading and/or Math tests.
- Should be considered for direct placement into GED preparation or testing.

Students who do **not** meet the above Locator score thresholds:

- Must take the full TABE Reading and/or Math tests.
- Should not be considered for direct placement into GED preparation or testing.

Please note: When state or federal law requires a full TABE to qualify for services through your agency, this guidance does not apply. It is intended solely to support Alternative Placement decisions where the Locator is permitted.