

P.O. Box 995
1550 Gadsden Street
Columbia, SC 29202
dew.sc.gov



Henry McMaster
Governor

William H. Floyd, III
Executive Director

To: Local Workforce Area Administrators
SC Works Center Operators

From: Nina Staggers, AED – Workforce Development

Subject: Alternative Placement Through the TABE Locator

Date: July 22, 2026

Adult Education recently implemented an alternative placement process that allows students to move through the adult education process at a faster pace. The Test of Adult Basic Education Locator Test (TABE Locator) has one test – divided into three sections – for reading, mathematics, and language. Students may be exempt from taking the full TABE Reading and/or Math tests if they meet the criteria outlined in the South Carolina Department of Education's *Crosswalk Scoring Guidance for Alternative Placement*, attached.

For Workforce Innovation and Opportunity Act (WIOA) Title I programs, this memo outlines the use of TABE Locator as a faster assessment tool to determine an individual's basic skills deficiency and to assist in the achievement of measurable skill gains (MSG).

Basic Skills Deficiency

WIOA defines basic skills deficiency as an individual who 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 further defines basic skills deficiency in several ways, including individuals who have below a 8th grade education level, or a National Reporting System (NRS) level 4 or below. Local workforce development areas (LWDAs) are encouraged to incorporate TABE Locator as a faster alternative method to determine basic skills deficiency for the WIOA Title I Adult and Youth Programs.

Adult basic skills deficiency is determined by each LWDA using an objective, valid, and reliable assessment. **This may include use of the TABE Locator.** See the most updated state instruction letter on the *Delivery of WIOA Title I Adult Services* for more information.

To determine youth basic skills deficiency through the above WIOA definition, a LWDA must use the Local Workforce Development Board (LWDB) policy defining how a youth is basic skills

deficient under this definition. **This definition may include use of the TABE Locator.** See the most updated state instruction letter on *WIOA Title I Youth Program Guidance* for more information.

Measurable Skill Gains

TABE Locator is not listed amongst the approved tests on the NRS, meaning that it cannot, on its own, document MSG as the achievement of at least one educational functioning level (EFL). Instead, it can be utilized to establish training milestone achievements. Please see Training and Employment Guidance Letter (TEGL) 10-16, Change 3, *Performance Accountability Guidance for WIOA Core Programs*, for more information on the definition and documentation of MSG.

The steps listed below should be adhered to when utilizing TABE Locator to document a training milestone achievement towards establishing an MSG. Please also see the attached desk aid *Using the TABE Locator for MSG in SCWOS*.

1. Establish the Milestone Early: Build it into the IEP

At enrollment, incorporate the improvement milestone into the participant's Individual Employment Plan (IEP). By establishing the milestone in the beginning of participation, it is clearly connected to their training and career goals.

2. Obtain Progress Reports: Keep Documentation

Collect and maintain documentation including:

- Pre-Test: Results of the TABE Locator test administered at enrollment to indicate the participants functioning level.
- Intervention: Documentation that demonstrates participation in an improvement program, such as attendance records, instructor reports, tutor logs, or progress reports.
- Post-Test: Results of a follow-up TABE Locator test to show the participants' level after completing the intervention.

All documentation should be retained in the participant's file to be available for monitoring and data validation purposes.

3. Show Substantive Development

Obtain a written progress report or assessment documentation from the educational provider to confirm the improvement and completion of the milestone. By successfully completing the intervention, the increase in functioning level demonstrates substantial educational progress and the achievement of the documented improvement milestone established in the IEP.

4. Maintain Timeframes

Ensure that within the current program year, 1) the milestone was established, 2) the intervention occurred, and 3) the post-test and supporting documentation were obtained. If all occurred and

were documented within the program year, the participant may be reported as having achieved an MSG through the training milestone indicator.

Please see the module *Individual Employment Plan (IEP) Procedures for SCWOS* in the SC Works Training Center, found at scworkslearningcenter.noverant.com, for more information on IEP documentation.

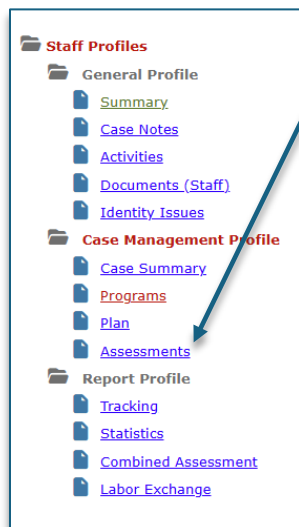
When documenting basic skills deficiency or a measurable skill gain, be sure to indicate that the TABE Locator Test was used for the assessment.

ATTACHMENTS

- Using the TABE Locator for MSG in SCWOS
- Crosswalk Scoring Guidance for Alternative Placement

Questions may be directed to WorkforceSupport@dew.sc.gov.

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

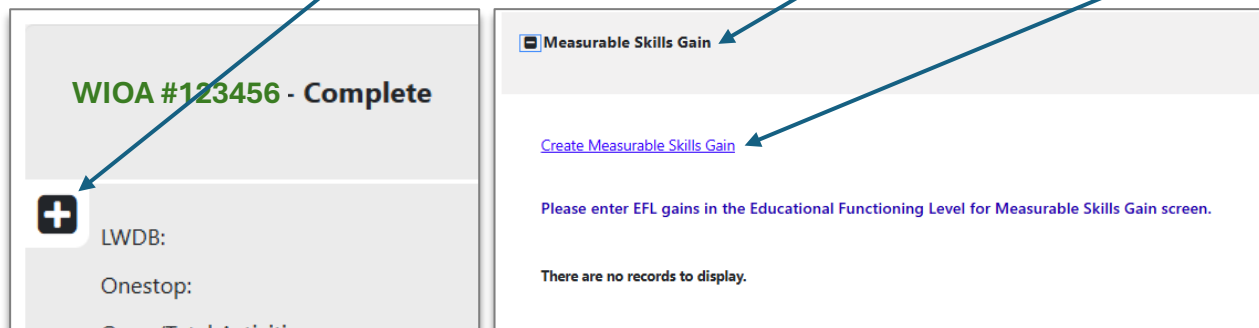
Complete the form to capture each category tested — reading, math, or language. Use “Raw Score” for “Score Type.” For “Test Given,” choose “**Test of Adult Basic Education (TABE) Locator Only**” and then enter the score in “Test Result.” Click “Save” when finished. You will complete this form for the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

Save

Cancel

Return to Assessment Folder

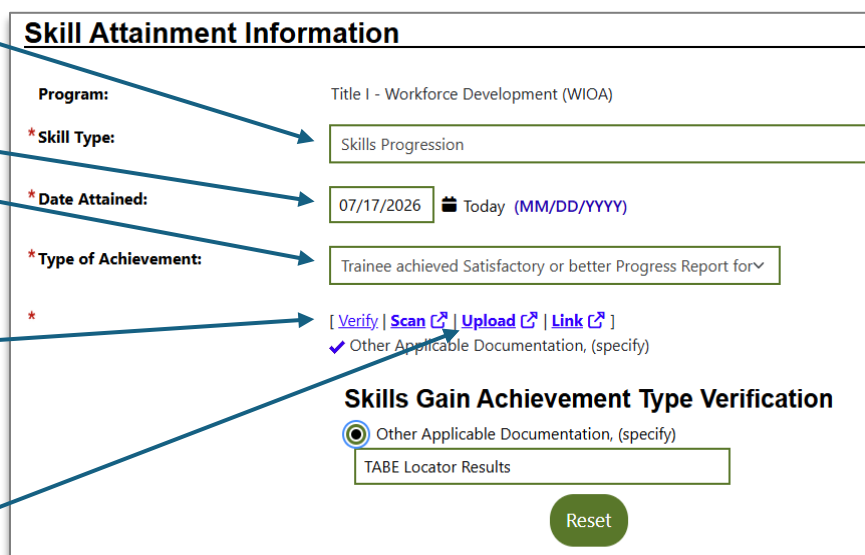
Once the individual has met their IEP goal, enter the MSG. From the Programs tab, find the applicable program, click , scroll down to find “Measurable Skills Gain,” and click “Create Measurable Skills Gain.”



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 for 'LWDB:' and 'Onestop:'. The right screenshot shows the 'Measurable Skills Gain' section with a 'Create Measurable Skills Gain' link and a message: 'Please enter EFL gains in the Educational Functioning Level for Measurable Skills Gain screen. 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 Other Skills Progression). There are links for 'Verify', 'Scan', 'Upload', and 'Link'. Below this is a 'Skills Gain Achievement Type Verification' section with a radio button selected for 'Other Applicable Documentation, (specify)' and a text box containing 'TABE Locator Results'. A 'Reset' button is at the bottom.

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.