



TEST
ASSESSING
SECONDARY
COMPLETION™



TASC Test 2014 Annual Statistical Report

DATA RECOGNITION
DRC
CORPORATION

| **CTB**

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TASC Summary Report (2014 Administration)

The 2014 Statistical Report on the Test Assessing Secondary Completion (TASC™) is the first statistical report on the state-of-the-art national high school equivalency assessment, accessible to the approximately 40 million adults in the U.S. who have not graduated from high school or obtained an equivalency diploma. The TASC test assesses five content areas: Mathematics, Reading, Science, Social Studies, and Writing. The TASC test measures candidates' levels of achievement and readiness for college and the workforce as outlined by the Common Core State Standards. The assessment is available in both paper-and-pencil and online modes. The TASC test was launched in January 2014.

This report provides candidate demographic and TASC test performance statistics in the first year of the TASC testing program. DRC | CTB, with the cooperation of states that administered the TASC test, is the sole source of the data on the TASC testing program and TASC test candidates.

In 2014, approximately 42,000 adults nationwide took at least one of the five TASC content area tests, also known as subtests. The five subtests make up the TASC test battery and measure skills in mathematics, reading, science, social studies, and writing. Approximately 38,000 people completed the TASC test battery (see Table 1). Of those test-takers who completed the TASC test in 2014, over 22,000 (58.9%) met the minimum passing standards.

This statistical report is presented in such a way that it may facilitate comparisons across five states on pass rates and candidate demographics, yet the reader is cautioned while making such comparisons. Ultimately, each state manages its own TASC testing program—which is also dependent upon the funding it receives—and establishes related policies (Table 30 lists state policies). Thus, it is important to recognize that variability in policies and requirements among states may correlate with testing program outcomes such as pass rates. For example, states that prescreen candidates by requiring them to pass the TASC Readiness Assessment may have higher TASC test pass rates. In addition, there may also be differences due to the fact that some states subsidize testing while others do not.

From this point on, the terms TASC test candidate, TASC test completer, and TASC test passer will be referred to as candidate, completer, and passer, respectively. A candidate is any person who has applied to take the TASC test, met all eligibility requirements, and took at least one of the TASC tests in 2014. A completer is a test-taker who tested in all content areas of the TASC test within a specific test series, regardless of whether they met the minimum passing standard. A passer is a test-taker who scores at or above the minimum passing standard and meets all other jurisdictional requirements.

WHO TOOK THE TASC TEST IN 2014?

- In 2014, as shown in Table 1, 41,928 adults without a high school credential tested in one or more content areas of the TASC test, 37,936 (90.5%) of these adults completed the TASC test, and 22,334 (58.9%) of the adults who completed the TASC test, passed.
- The high proportion of completers, which was approximately 90.5% of test-takers, indicates a high level of motivation of most candidates to meet the goal of obtaining a high school credential.
- As presented in Table 2, approximately 49% of the completers who tested in 2014 passed the TASC test after taking it for the first time.
- The average age of all candidates was approximately 28 years in 2014, as shown in Table 3. Candidates who were 16 to 24 years old accounted for 48.3% of all candidates, while candidates who were 40 years of age and over accounted for close to 13.5% of all candidates.
- As displayed in Table 4, 51% of the candidates were male and 48% were female.
- The ethnic distribution of candidates is shown in Table 5. Of all candidates, 33.1% were white, 28.1% African American, 25.6% Hispanic origin, and 3.4% Asian. Approximately 1% of the candidates were American Indian/Alaska Native or Pacific Islander/Hawaiian. Approximately 3.4% of candidates indicated multiple ethnicities.
- In 2014, approximately 8% of all candidates reported that they completed 8th grade or less, as displayed in Table 6. In addition, 14.3% of the candidates indicated that the 9th grade was the highest grade they completed, 23.7% of the candidates indicated 10th grade was the highest grade they completed, 31.2% indicated 11th grade was the highest grade completed, and 10.9% of the candidates indicated 12th grade was the highest grade completed.
- Approximately 94% of the candidates took the English version of the TASC test and approximately 6% of the candidates took the Spanish version of the TASC test (see Table 7).
- The statistics on the special editions of the TASC test taken in 2014, the large print and Braille editions, are presented in Table 8. Eighty-four candidates were administered the large print edition and 13 candidates were administered the Braille edition of the TASC test.
- Of all candidates who tested in 2014, approximately 83% took the test in paper-and-pencil mode and approximately 17% took the test online (see Table 24).

WHO PASSED THE TASC TEST IN 2014?

- In 2014, 22,334 adults passed the TASC test. This number represents approximately 58.9% of completers and 53.3% of all candidates.
- The average age of passers in 2014 across all states was 27 years (see Table 14). Passers were slightly younger on average than all candidates (refer to Table 3).
- In 2014, 55% of the passers were male and 44% were female, as presented in Table 15. Males represented a higher percentage of passers than female candidates represented.
- The ethnic distribution of all passers in 2014 was 42.6% white, 21.5% African American, 23.1% Hispanic origin, 3.6% Asian, and less than 1% American Indian/Alaska Native and Pacific Islander/Hawaiian, as shown in Table 16. Approximately 4% of passers indicated multiple ethnicities.
- In 2014, 67% of passers had completed 10th grade or higher; this percentage from Table 17 is slightly higher than the percentage of candidates who completed 10th grade or higher as indicated in Table 6.

- The TASC test average scale scores across the five content areas for all passers in 2014 are presented in Tables 18 to 22.
- As shown in Tables 25 to 29, a large majority of the test-takers passed a given content area the first time they took it. Of the five content areas that passers took multiple times in order to pass, there were more retakes of the Mathematics test compared to any other content area.

Table 1. TASC Test Candidates Who Tested, Completed, and Passed: Forms A, B, and C

State	Tested	Completed		Passed	
	Candidates (N)	Completers (N)	Completion Rate ¹ (%)	Passers (N)	Pass Rate ² (%)
IN	7331	7134	97.31	5609	78.62
NJ	4139	3865	93.38	2615	67.66
NV	95	88	92.63	66	75.00
NY	26215	24366	92.95	12029	49.37
WV	4148	2483	59.86	2015	81.15
Total	41928	37936	90.48	22334	58.87

Table 2. TASC Test First-Time Takers Who Completed and Passed: Forms A, B, and C

State	Completed	Passed	
	(N)	Passers (N)	Pass Rate ³ (%)
IN	7134	4528	63.47
NJ	3865	1996	51.64
NV	88	53	60.23
NY	24366	10436	42.83
WV	2483	1611	64.88
Total	37936	18624	49.09

¹ In New Jersey, New York, and West Virginia, TASC™ candidates who already had a GED score in a given content area were not required to take the same content area of the TASC™ test (New Jersey also allows a combination of HiSET, TASC, and GED scores). Because the content in Table 1 is based exclusively on TASC™ data, students who took a combination of TASC™ and GED (or HiSET in New Jersey) content area tests are not included in the calculation of TASC™ test completion rates.

² In New Jersey, New York, and West Virginia, TASC™ candidates who already had a passing GED score in a given content area were not required to take the same content area of the TASC™ test (New Jersey also allows a combination of HiSET, TASC, and GED scores). Because the content of Table 1 is based exclusively on TASC™ data, students who passed a combination of TASC™ and GED (or HiSET in New Jersey) content area tests are not included in the calculation of TASC™ test passing rates.

³ In New Jersey, New York, and West Virginia, TASC™ candidates who already had a passing GED score in a given content area were not required to take the same content area of the TASC™ test (New Jersey also allows a combination of HiSET, TASC, and GED scores). Because the content of Table 2 is based exclusively on TASC™ data, students who passed a combination of TASC™ and GED (or HiSET in New Jersey) content area tests are not included in the calculation of TASC™ test passing rates.

Table 3. Percentage of TASC Test Candidates by Age Group and Mean Age: Forms A, B, and C

State	Candidates	Age Group						Invalid/ Missing (%)	Mean Age (Years)	Std Dev
	(N)	16–18 (%)	19–24 (%)	25–29 (%)	30–39 (%)	40–59 (%)	60+ (%)			
IN	7223	9.64	44.91	16.00	17.79	9.52	0.67	1.47	27	9.32
NJ	4030	10.63	45.83	12.88	16.74	10.46	0.82	2.63	27	9.76
NV	92	6.32	47.37	18.95	15.79	6.32	2.11	3.16	27	9.71
NY	25709	2.06	40.26	19.26	21.07	14.30	1.13	1.93	29	10.22
WV	4121	21.12	46.05	11.02	12.13	8.24	0.80	0.65	25	9.35
Total	41175	6.12	42.21	17.24	19.17	12.47	0.99	1.80	28	10.07

Table 4. Percentage of TASC Test Candidates by Gender: Forms A, B, and C

State	Candidates	Gender		
	(N)	Male (%)	Female (%)	Invalid/ Missing (%)
IN	7331	58.31	41.22	0.46
NJ	4139	52.04	46.75	1.21
NV	95	55.79	42.11	2.11
NY	26215	47.19	51.55	1.26
WV	4148	61.28	38.26	0.46
Total	41928	51.03	47.93	1.04

Table 5. Percentage of TASC Test Candidates by Ethnicity: Forms A, B, and C

State	Candidates	Ethnicity							Invalid/ Missing (%)
	(N)	Hispanic Origin (%)	American Indian/ Alaska Native (%)	Asian (%)	African American (%)	Pacific Islander/ Hawaiian (%)	White (%)	Two or More (%)	
IN	7331	10.94	0.49	0.90	17.73	0.27	63.42	4.91	1.34
NJ	4139	32.91	0.63	3.24	27.13	0.58	24.93	2.34	8.24
NV	95	22.11	4.21	0.00	1.05	1.05	53.68	3.16	14.74
NY	26215	32.28	1.06	4.57	34.73	1.09	20.79	2.51	2.97
WV	4148	2.17	0.68	0.19	5.57	3.83	64.90	7.26	15.41
Total	41928	25.61	0.89	3.36	28.05	1.17	33.09	3.38	4.46

Table 6. Percentage of TASC Test Candidates by Highest Grade Completed: Forms A, B, and C

State	Candidates	Highest Grade Completed								
	(N)	None– 5th (%)	6th (%)	7th (%)	8th (%)	9th (%)	10th (%)	11th (%)	12th (%)	Invalid/ Missing (%)
IN	7331	0.63	0.80	1.20	7.95	17.71	26.63	33.26	5.62	6.21
NJ	4139	0.58	0.72	0.89	5.46	14.21	23.65	31.22	7.59	15.68
NV	95	0.00	1.05	3.16	7.37	10.53	18.95	31.58	5.26	22.11
NY	26215	0.61	0.71	0.97	5.13	13.48	23.23	31.07	13.77	11.03
WV	4148	0.55	0.51	0.96	6.51	14.08	22.01	28.76	5.16	21.46
Total	41928	0.61	0.71	1.01	5.80	14.34	23.73	31.24	10.86	11.70

Table 7. Percentage of TASC Test Candidates by Language Version: Forms A, B, and C

State	Candidates	Language Version	
	(N)	English (%)	Spanish (%)
IN	7331	98.54	1.46
NJ	4139	91.74	8.26
NV	95	96.84	3.16
NY	26215	92.10	7.90
WV	4148	99.71	0.29
Total	41928	93.96	6.04

Table 8. Number of TASC Test Candidates Tested on a Special Edition of the TASC Test: Forms A, B, and C

State	Candidates	Special Edition	
	(N)	Large Print (N)	Braille (N)
IN	7331	10	1
NJ	4139	18	2
NV	95	0	1
NY	26215	46	6
WV	4148	10	3
Total	41928	84	13

Table 9. Scale Score Statistics for TASC Test Candidates in Mathematics Test: Forms A, B, and C

State	N	Median	Mean	Std Dev
IN	7262	538	529.25	58.15
NJ	4005	531	515.38	70.69
NV	93	535	529.09	51.15
NY	25839	514	496.50	79.25
WV	3248	535	526.93	55.82
Total	40447	524	506.77	74.63

Table 10. Scale Score Statistics for TASC Test Candidates in Reading Test: Forms A, B, and C

State	N	Median	Mean	Std Dev
IN	7213	583	576.84	47.28
NJ	4001	569	564.89	54.63
NV	92	580	563.98	68.41
NY	24785	559	553.29	57.76
WV	3184	578	573.33	48.70
Total	39275	565	560.45	55.86

Table 11. Scale Score Statistics for TASC Test Candidates in Science Test: Forms A, B, and C

State	N	Median	Mean	Std Dev
IN	7212	569	568.43	43.74
NJ	3972	560	554.67	53.82
NV	91	575	564.07	53.16
NY	25570	550	543.12	59.17
WV	3034	574	569.38	40.22
Total	39879	557	550.89	55.95

Table 12. Scale Score Statistics for TASC Test Candidates in Social Studies Test: Forms A, B, and C

State	N	Median	Mean	Std Dev
IN	7204	561	558.70	39.37
NJ	3991	551	551.28	41.45
NV	91	562	560.53	33.85
NY	24806	547	545.08	45.31
WV	3131	561	558.32	36.54
Total	39223	551	549.30	43.61

Table 13. Scale Score Statistics for TASC Test Candidates in Writing Test: Forms A, B, and C

State	N	Median	Mean	Std Dev
IN	7244	562	558.17	43.70
NJ	4021	550	546.05	50.50
NV	93	557	551.71	47.62
NY	24780	537	532.01	53.67
WV	3122	557	556.07	44.30
Total	39260	544	540.23	52.14

Table 14. Percentage of TASC Test Passers by Age Group and Mean Age: Forms A, B, and C

State	Passers	Age Group							Mean Age (Years)	Std Dev
	(N)	16–18 (%)	19–24 (%)	25–29 (%)	30–39 (%)	40–59 (%)	60+ (%)	Missing/Invalid (%)		
IN	5609	10.22	46.46	15.74	17.26	8.56	0.57	1.19	26	8.93
NJ	2615	12.62	48.91	11.09	16.60	8.34	0.54	1.91	26	9.10
NV	66	7.58	50.00	15.15	15.15	7.58	1.52	3.03	26	9.82
NY	12029	3.35	48.00	17.80	18.39	10.50	0.57	1.39	27	9.15
WV	2015	23.03	47.59	11.76	10.42	6.10	0.45	0.65	24	8.04
Total	22334	7.95	47.69	15.94	17.17	9.35	0.56	1.34	27	9.06

Table 15. Percentage of TASC Test Passers by Gender: Forms A, B, and C

State	Passers	Gender		Missing/Invalid (%)
	(N)	Male (%)	Female (%)	
IN	5609	59.62	39.94	0.45
NJ	2615	54.91	44.13	0.96
NV	66	57.58	39.39	3.03
NY	12029	51.86	46.63	1.51
WV	2015	60.60	39.06	0.35
Total	22334	54.97	43.95	1.08

Table 16. Percentage of TASC Test Passers by Ethnicity: Forms A, B, and C

State	Passers	Ethnicity							
	(N)	Hispanic Origin (%)	American Indian/Alaska Native (%)	Asian (%)	African American (%)	Pacific Islander/Hawaiian (%)	White (%)	Two or More (%)	Missing/Invalid (%)
IN	5609	10.04	0.39	0.80	14.60	0.07	68.05	4.89	1.16
NJ	2615	31.43	0.31	3.10	24.63	0.38	30.52	2.83	6.81
NV	66	16.67	4.55	0.00	0.00	1.52	54.55	3.03	19.70
NY	12029	30.90	0.96	5.54	27.00	0.91	28.48	2.97	3.25
WV	2015	2.33	0.20	0.10	4.37	0.15	71.76	7.64	13.45
Total	22334	23.10	0.68	3.56	21.49	0.57	42.64	3.86	4.11

Table 17. Percentage of TASC Test Passers by Highest Grade Completed: Forms A, B, and C

State	Passers	Highest Grade Completed								
	(N)	None–5th (%)	6th (%)	7th (%)	8th (%)	9th (%)	10th (%)	11th (%)	12th (%)	Missing/Invalid (%)
IN	5609	0.59	0.78	1.05	7.95	17.45	27.22	34.12	5.49	5.33
NJ	2615	0.46	0.73	0.65	5.28	13.42	24.36	33.50	8.07	13.54
NV	66	0.00	0.00	4.55	9.09	7.58	24.24	25.76	4.55	24.24
NY	12029	0.39	0.46	0.83	5.05	13.40	23.57	32.53	12.74	11.02
WV	2015	0.45	0.30	1.04	6.15	14.94	24.76	30.37	4.81	17.17
Total	22334	0.45	0.56	0.90	5.92	14.54	24.69	32.83	9.64	10.48

Table 18. Scale Score Statistics for TASC Test Passers of Mathematics Tests: Forms A, B, and C

State	N	Median	Mean	Std Dev
IN	5609	548	549.81	27.87
NJ	2615	545	548.69	30.30
NV	66	547	547.92	25.41
NY	12029	545	546.17	29.15
WV	2015	545	547.84	26.93
Total	22334	545	547.54	28.81

Table 19. Scale Score Statistics for TASC Test Passers of Reading Tests: Forms A, B, and C

State	N	Median	Mean	Std Dev
IN	5609	589	587.33	33.19
NJ	2615	583	582.35	36.12
NV	66	591	585.59	31.14
NY	12029	575	578.42	34.36
WV	2015	585	586.85	33.52
Total	22334	580	581.90	34.43

Table 20. Scale Score Statistics for TASC Test Passers of Science Tests: Forms A, B, and C

State	N	Median	Mean	Std Dev
IN	5609	580	578.09	33.18
NJ	2615	569	572.36	33.82
NV	66	581	580.39	35.33
NY	12029	569	570.32	34.54
WV	2015	580	579.99	32.19
Total	22334	574	573.42	34.13

Table 21. Scale Score Statistics for TASC Test Passers of Social Studies Tests: Forms A, B, and C

State	N	Median	Mean	Std Dev
IN	5609	566	567.06	30.70
NJ	2615	562	564.12	31.99
NV	66	572	570.94	26.01
NY	12029	562	564.43	31.55
WV	2015	567	567.71	30.71
Total	22334	562	565.37	31.33

Table 22. Scale Score Statistics for TASC Test Passers of Writing Tests: Forms A, B, and C

State	N	Median	Mean	Std Dev
IN	5609	567	568.79	33.31
NJ	2615	562	564.05	35.98
NV	66	566	567.71	30.75
NY	12029	556	558.42	33.90
WV	2015	567	569.06	35.12
Total	22334	559	562.67	34.44

Table 23. Number of Unique TASC Testers Testing in a Content Area: Forms A, B, and C

State	Mathematics (N)	Reading (N)	Science (N)	Social Studies (N)	Writing (N)
IN	7262	7213	7212	7204	7244
NJ	4005	4001	3972	3991	4021
NV	93	92	91	91	93
NY	25839	24785	25570	24806	24780
WV	3248	3184	3034	3131	3122
Total	40447	39275	39879	39223	39260

Table 24. Percentage of TASC Test Candidates by Test Mode: Forms A, B, and C

State	Candidates	Test Mode	
	(N)	Paper-and-Pencil (%)	Online (%)
IN	7331	70.88	29.12
NJ	4139	78.81	21.19
NV	95	55.79	44.21
NY	26215	96.87	3.13
WV	4148	17.19	82.81
Total	41928	82.57	17.43

Table 25. Number of Times TASC Test Passers Have Taken Mathematics Test: Forms A, B, and C

State	Passers	Number of Times Taken		
	(N)	1 (N)	2 (N)	3 or More (N)
IN	6011	5315	605	91
NJ	2950	2554	330	66
NV	75	67	6	2
NY	15866	14533	1223	110
WV	2692	2312	320	60
Total	27594	24781	2484	329

Table 26. Number of Times TASC Test Passers Have Taken Reading Test: Forms A, B, and C

State	Passers	Number of Times Taken		
	(N)	1 (N)	2 (N)	3 or More (N)
IN	6989	6845	132	12
NJ	3788	3666	110	12
NV	85	83	2	0
NY	22609	22094	494	21
WV	3072	2989	75	8
Total	36543	35677	813	53

Table 27. Number of Times TASC Test Passers Have Taken Science Test: Forms A, B, and C

State	Passers	Number of Times Taken		
	(N)	1 (N)	2 (N)	3 or More (N)
IN	6945	6734	200	11
NJ	3679	3504	156	19
NV	83	79	4	0
NY	22341	21684	626	31
WV	2940	2840	92	8
Total	35988	34841	1078	69

Table 28. Number of Times TASC Test Passers Have Taken Social Studies Test: Forms A, B, and C

State	Passers	Number of Times Taken		
	(N)	1 (N)	2 (N)	3 or More (N)
IN	6902	6701	180	21
NJ	3721	3567	138	16
NV	85	83	2	0
NY	22433	21943	474	16
WV	3014	2903	98	13
Total	36155	35197	892	66

Table 29. Number of Times TASC Test Passers Have Taken Writing Test: Forms A, B, and C

State	Passers	Number of Times Test Taken		
	(N)	1 (N)	2 (N)	3 or More (N)
IN	6735	6407	301	27
NJ	3538	3285	227	26
NV	82	74	8	0
NY	20003	19126	832	45
WV	2889	2721	144	24
Total	33247	31613	1512	122

Table 30. TASC State Testing Policies

TASC Testing Policies by Jurisdiction: 2014				Testing Fee(s)		Requirements to Receive Credential		Requirements Prior to Testing	
State	Active TASC Test Centers	Residency Requirements	Title of the High School Equivalency Credential	First Test Battery Fee (Student)	Minimum Score	Other Requirements	Instruction Required	Must Take TASC Readiness Assessment	RA Fee
Indiana	175	Yes—30 days resident (must provide government issued identification)	Indiana High School Equivalency Diploma (examinees holding a valid high school diploma or equivalency are not eligible for the exam)	Maximum of \$90	Score of 500 or more on each subtest <i>plus</i> a minimum score of 2 on the writing prompt	(-)	No	No	(-)
Nevada	13	Yes—Resident	Certificate of High School Diploma	\$65	Score of 500 or more on each subtest <i>plus</i> a minimum score of 2 on the Writing Prompt	(-)	No	No	(-)
New Jersey	24	Yes—Resident	NJ State-Issued High School Diploma	\$92	Score of 500 or more on each subtest <i>plus</i> a minimum score of 2 on the Writing Prompt	(-)	No	No	(-)
New York	269	Yes—30 days resident	New York State High School Equivalency Diploma	\$0	Score of 500 or more on each subtest <i>plus</i> a minimum score of 2 on the Writing Prompt	(-)	No	No	(-)
West Virginia	70	No	State of West Virginia High School Equivalency Diploma	\$0	Score of 500 or more on each subtest <i>plus</i> a minimum score of 2 on the Writing Prompt	(-)	No	Yes	(-)

Table 30. TASC State Testing Policy (cont'd)

State	Age of Required School Attendance without Exceptions	Minimum Age for Testing		Minimum Age for Credential with Exceptions	Time Limit for Battery Completion	Requirements for Retesting		Remediation Required	Language Versions		Languages with Scores Combined
		Without Exceptions	With Exceptions			Must Complete Battery before Retesting Areas Not Passed	Wait Period Required		Language Versions Offered	ESL Test Required for Nonnative English Speakers	
Indiana	18	18	16	16 and formally exited from HS	Yes—60 days	Yes	Six months to retest on same form	No	English & Spanish	No	English & Spanish
Nevada	18	18	16	16	No	No	TBD	No	English & Spanish	No	None
New Jersey	16	16	Parental consent and proof of withdrawal from public school system required if less than 18 years of age	16	No	No	No	No	English & Spanish	No	None
New York	16*	19	16	16	Yes—8 days	No	Yes—60 days	No	English & Spanish	No	English & Spanish
West Virginia	17	19	16	16	No	No	No	Yes	English & Spanish	No	English & Spanish

*Some school districts may have a minimum school attendance age of 17.

Appendix

Appendix A: Formulas for Table Statistics

Appendix A contains descriptions of the content of the tables included in this summary report. The formulas used to calculate the statistics for the tables shown in this report are also presented here under their respective table titles for easy reference. The same formulas were used to calculate state and total (across states) statistics.

Table 1. TASC Test Candidates Who Tested, Completed, and Passed: Forms A, B, and C

The completion rate was calculated by dividing the number of the completers by the number of candidates who took at least one content area test and then multiplying that number by 100.

The pass rate was calculated by dividing the number of the passers by the number of completers and then multiplying that number by 100.

Table 2. TASC Test First-Time Takers Who Completed, and Passed: Forms A, B, and C

The pass rate was calculated by dividing the number of the completers who passed the TASC *the first time they took it* by the total number of completers and then multiplying that number by 100. Retest scores were not considered in computation of Table 2.

Table 3. Percentage of TASC Test Candidates, by Age Group and Mean Age: Forms A, B, and C

The percentage of candidates in an age group was calculated by dividing the number of candidates in that age group by the total number of candidates and then multiplying that number by 100. Reported ages under 16 years or over 90 years were considered invalid.

The mean age was calculated by averaging the ages of all candidates who reported their age (in the valid range of 16 to 90 years).

The standard deviation was calculated using the following formula:

$$\sigma = \sqrt{\frac{1}{N} \sum_{i=1}^N (x_i - \bar{x})^2},$$

where x_i equals the candidate age, \bar{x} equals the mean candidate age, and N equals the number of candidates with the reported age.

Table 4. Percentage of TASC Test Candidates, by Gender: Forms A, B, and C

The percentage of candidates in a gender group was calculated by dividing the number of candidates in that gender group by the total number of candidates and then multiplying that number by 100.

Table 5. Percentage of TASC Test Candidates, by Ethnicity: Forms A, B, and C

The percentage of candidates in an ethnicity group was calculated by dividing the number of candidates in that ethnicity group by the total number of candidates and then multiplying that number by 100.

Table 6. Percentage of TASC Test Candidates, by Highest Grade Completed: Forms A, B, and C

The percentage of candidates by highest grade completed was calculated by dividing the number of candidates in that grade level by the total number of candidates and then multiplying that number by 100.

Table 7. Percentage of TASC Test Candidates Tested, by Language Version: Forms A, B, and C

The percentage of candidates who took a language version of the test was calculated by dividing the number of candidates who took that language version of the test by the total number of candidates and then multiplying that number by 100.

Table 8. Number of TASC Test Candidates Tested, by Special Edition of the TASC Test: Forms A, B, and C

The number of candidates who were administered the large print or Braille edition of the test is presented in Table 8.

Tables 9 to 13. Scale Score Statistics for TASC Test Candidates in Mathematics, Reading, Science, Social Studies, and Writing Tests: Forms A, B, and C

The median scale score was calculated by ordering all scores and identifying the score that had an equal number of scores above and below it.

The mean scale score was calculated by averaging the test scores.

The standard deviation was calculated using the same formula as described for Table 3, where x_i equals the test scale score for each case, \bar{x} equals the mean scale score, and N equals the number of scale scores.

If a candidate had more than one valid score in a given content area, the highest score was used in the computation of the summary statistics. If a candidate had both passing and non-passing scores, then the passing score was used in the computation of the summary statistics.

Table 14. Percentage of TASC Test Passers, by Age Group and Mean Age: Forms A, B, and C

The percentage of passers in an age group was calculated by dividing the number of passers in that age group by the total number of passers and then multiplying that number by 100. Reported ages under 16 years or over 90 years were considered invalid.

The mean age was calculated by averaging the ages of all passers who reported their age (in the valid range of 16 to 90 years).

The standard deviation was calculated using the same formula as described for Table 3, where x_i equals the passer's age, \bar{x} equals the mean passer age, and N equals the number of passers with the reported age.

Table 15. Percentage of TASC Test Passers, by Gender: Forms A, B, and C

The percentage of passers in a gender group was calculated by dividing the number of passers in that gender group by the total number of passers and then multiplying that number by 100.

Table 16. Percentage of TASC Test Passers, by Ethnicity: Forms A, B, and C

The percentage of passers in an ethnicity group was calculated by dividing the number of passers in that ethnicity group by the total number of passers and then multiplying that number by 100.

Table 17. Percentage of TASC Test Passers, by Highest Grade Completed: Forms A, B, and C

The percentage of passers by highest grade completed was calculated by dividing the number of passers in that grade level by the total number of passers and then multiplying that number by 100.

Tables 18 to 22. Scale Score Statistics for TASC Test Passers of Mathematics, Reading, Science, Social Studies, and Writing Tests: Forms A, B, and C

The median scale score was calculated by ordering all scores and identifying the score that had an equal number of scores above and below it.

The mean scale score was calculated by averaging the test scores.

The standard deviation was calculated using the same formula as described for Table 3, where x_i equals the test scale score for each case, \bar{x} equals the mean scale score, and N equals the number of scale scores.

If a passer had more than one valid passing score in a given content area, the highest score was used in the computation of the summary statistics.

Table 23. Number of Unique TASC Testers Testing Any Content Area: Forms A, B, and C

The number of unique TASC test-takers testing any content area is presented in Table 23.

Table 24. Percentage of TASC Test Candidates Tested, by Test Mode of the TASC Test: Forms A, B, and C

The percentage of candidates who took the test in a test mode was calculated by dividing the number of candidates who took the test in that test mode by the total number of candidates and then multiplying that number by 100. The English and Spanish versions and the large print edition of the TASC test are available in both test modes. The Braille edition of the TASC test is available in paper-and-pencil mode only.

Tables 25 to 29. Number of Times TASC Test Passers Have Taken Mathematics, Reading, Science, Social Studies, and Writing TASC Test: Forms A, B, and C

The number of times a passer took a given content area of the TASC test in order to pass that content area is presented in Tables 25 to 29. If a test-taker had more than one passing score in a given content area, only the first pass was considered in the computation of these statistics.

Table 30. TASC State Testing Policy

State testing policies for the five states for which the data are presented in this summary report are shown in Table 30.

Appendix B: Definitions of Terms

Appendix B contains a glossary of the most important terms used in this summary report. The terms are listed in alphabetical order.

Adult – For the purposes of this report, an adult is someone aged 16 and older in the United States.

Content area – The TASC test includes five content areas that assess skills and knowledge in the following core high school academic subjects: mathematics, reading, science, social studies, and writing.

Jurisdiction – A jurisdiction is an entity such as a U.S. state.

Language version – In addition to English, the TASC test is offered in a Spanish version to provide an opportunity to adults who have Spanish as their primary language to certify their attainment of high school–level academic knowledge and skills. The Spanish language version of all content areas—except for a few items on the Reading and Writing tests—are direct translations of the respective English language versions. A direct translation of the English item was not practical for a few Reading and Writing items. In these cases, the items were transadapted into Spanish variations that assessed similar skills. Four items were transadapted in the Reading test and three items were transadapted in the Writing test.

Minimum passing standard – To successfully pass the TASC test at the overall level, a candidate must pass each content area test. That is, there is no additional requirement to pass the TASC test at the overall level; candidates must simply pass each TASC content area test. The TASC cut scores were set for each of the five TASC content area tests. The passing requirement for Reading, Mathematics, Science, and Social Studies is a score of 500 on the content area test. The TASC Writing test has one additional requirement: the candidate must achieve at least a score of 500 on the Writing test and score at least a two out of the eight possible points on the writing prompt.

Retest – A retest occurs when a candidate retests in any of the content areas in which he or she failed to meet the minimum passing standard. Also, a candidate may retest if he or she did meet the minimum passing standard but wants to improve the test score.

Special editions – Special formats of the TASC test in addition to the standard print editions are available for candidates with physical, learning, or psychological disabilities. These formats are the large print and Braille editions.

Scale score – The scale score is reflective of a test-taker’s performance on the TASC test. The scale score ranges from 300 to 800. Scale scores are used to compare a candidate’s performance on a test with the performance of graduating high school seniors who took the TASC test.

TASC test – The TASC test is a high school equivalency assessment consisting of five content areas. The TASC test was designed and produced according to psychometric standards and properties in order to provide an opportunity for adults who did not complete a formal high school program to certify their attainment of high school–level academic knowledge and skills and earn their jurisdiction’s high school–level equivalency credential, diploma, or certificate.

TASC test candidates – TASC test candidates are adults who have tested in at least one of the five content areas of the TASC test, regardless of whether they completed or met the TASC test minimum passing standard. In this report, the terms candidates and test-takers are used interchangeably with TASC test candidates.

TASC test completers – TASC test completers are test-takers who have completed all five content areas of the TASC test, regardless of whether they met the TASC test minimum passing standard. The number

of completers serves as the denominator for calculating the pass rate. A completer must have completed all five content areas and met the minimum passing standard in order to be considered a passer.

TASC test first-time takers – TASC test first-time takers are test candidates who completed and passed the TASC test the first time they took it.

TASC test passers – TASC test passers are completers who have met the TASC minimum passing standard. The number of adults who met the minimum passing standard serves as the numerator for calculating the pass rate.

Test mode – TASC is available in two test administration modes: paper-and-pencil mode and online mode. For the TASC special editions, the large print edition is available in both test modes and the Braille edition is available in paper-and-pencil mode only.