



TEST
ASSESSING
SECONDARY
COMPLETION™



TASC Test

2015 Annual Statistical Report

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TASC Summary Report (2015 Administration)

The 2015 Statistical Report on the Test Assessing Secondary Completion (TASC™) is the second 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. The assessment is available in both paper-and-pencil and online modes. The TASC test was launched in January 2014. Note that if a student tested in 2015, as well as 2014, then their 2014 scores were also included in this summary.

This report provides candidate demographic and TASC test performance statistics in the second year of the TASC testing program. DRC, 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 2015, approximately 50,000 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 43,500 people completed the TASC test battery (see Table 1). Of those test-takers who completed the TASC test in 2015, over 26,000 (59.8%) 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 2015. 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 2015?

- In 2015, as shown in Table 1, 49,618 adults without a high school credential tested in one or more content areas of the TASC test, 43,547 (87.8%) of these adults completed the TASC test, and 26,060 (59.8%) of the adults who completed the TASC test, passed.
- The high proportion of completers, which was approximately 88% 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 41% of the completers who tested in 2015 passed the TASC test after taking it for the first time.
- The average age of all candidates was approximately 27 years in 2015, as shown in Table 3. Candidates who were 16 to 24 years old accounted for 54.6% of all candidates, while candidates who were 40 years of age and over accounted for close to 12.4% of all candidates.
- As displayed in Table 4, 45.5% of the candidates were male and 42.4% were female.
- The ethnic distribution of candidates is shown in Table 5. Of all candidates, 28.2% were white, 21.3% African American, 19.1% Hispanic origin, and 2.2% Asian. Approximately 1.4% of the candidates were American Indian/Alaska Native or Pacific Islander/Hawaiian. Approximately 1.9% of candidates indicated multiple ethnicities.
- In 2015, approximately 2.14% of all candidates reported that they completed 8th grade or less, as displayed in Table 6. In addition, 3.66% of the candidates indicated that the 9th grade was the highest grade they completed, 5.94% of the candidates indicated 10th grade was the highest grade they completed, 7.53% indicated 11th grade was the highest grade completed, and 2.64% 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 2015, the large print and Braille editions, are presented in Table 8. Ninety-seven candidates were administered the large print edition and 18 candidates were administered the Braille edition of the TASC test.
- Of all candidates who tested in 2015, approximately 78% took the test in paper-and-pencil mode and approximately 22% took the test online (see Table 24).

WHO PASSED THE TASC TEST IN 2015?

- In 2015, 26,060 adults passed the TASC test. This number represents approximately 59.8% of completers and 52.5% of all candidates.
- The average age of passers in 2015 across all states was 26 years (see Table 14). Passers were slightly younger on average than all candidates (refer to Table 3).
- In 2015, 49% of the passers were male and 41% 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 2015 was 36.7% white, 16.4% African American, 16.9% Hispanic origin, 2.3% Asian, and approximately 1.2% American Indian/Alaska Native and Pacific Islander/Hawaiian, as shown in Table 16. Approximately 2.2% of passers indicated multiple ethnicities.
- In 2015, 19.53% 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 2015 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

State	Tested	Completed		Passed	
	Candidates (N)	Completers (N)	Completion Rate ¹ (%)	Passers (N)	Pass Rate ² (%)
IN	9083	8817	97.07	6617	75.05
NJ	5803	5428	93.54	3431	63.21
NV	215	191	88.84	105	54.97
NY	29822	25901	86.85	13437	51.88
WV	4695	3210	68.37	2470	76.95
Total	49618	43547	87.76	26060	59.84

Table 2. TASC Test First-Time Takers Who Completed and Passed

State	Completed	Passed	
	(N)	Passers (N)	Pass Rate ³ (%)
IN	8817	4680	53.08
NJ	5428	2117	39.00
NV	191	77	40.31
NY	25901	9176	35.43
WV	3210	1725	53.74
Total	43547	17775	40.82

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

State	Candidates	Age Group						Invalid/ Missing (%)	Mean Age (Years)	Std Dev
	(N)	16–18 (%)	19–24 (%)	25–29 (%)	30–39 (%)	40–59 (%)	60+ (%)			
IN	9083	26.76	32.92	14.66	16.17	8.73	0.49	0.24	26	10.00
NJ	5803	26.24	32.48	12.71	16.38	11.21	0.65	0.29	27	10.90
NV	215	17.67	32.09	18.60	15.81	15.81	0.00	0.00	28	9.47
NY	29822	11.59	37.90	17.01	19.09	13.44	0.76	0.17	29	10.60
WV	4695	51.99	20.48	9.71	10.41	6.83	0.46	0.08	24	9.41
Total	49618	19.93	34.68	15.39	17.41	11.70	0.67	0.18	27	10.54

Table 4. Percentage of TASC Test Candidates by Gender

State	Candidates	Gender		
	(N)	Male (%)	Female (%)	Invalid/ Missing (%)
IN	9083	54.49	37.05	8.44
NJ	5803	45.25	45.80	8.94
NV	215	49.76	49.30	0.93
NY	29822	41.03	43.86	15.10
WV	4695	56.95	38.82	4.21
Total	49618	45.53	42.39	12.07

Table 5. Percentage of TASC Test Candidates by Ethnicity

State	Candidates	Ethnicity							Invalid/ Missing (%)
	(N)	Hispanic Origin (%)	American Indian/ Alaska Native (%)	Asian (%)	African American (%)	Pacific Islander/ Hawaiian (%)	White (%)	Two or More (%)	
IN	9083	9.93	0.36	0.63	18.47	0.19	64.91	2.23	3.24
NJ	5803	29.10	0.20	1.34	16.42	0.12	14.81	1.44	36.53
NV	215	44.18	0.93	6.04	6.51	0.46	27.44	1.39	13.02
NY	29822	22.40	1.12	3.14	25.83	0.89	15.76	1.81	29.00
WV	4695	2.12	0.27	0.04	4.45	0.02	53.22	2.53	37.31
Total	49618	19.08	0.79	2.19	21.28	0.59	28.24	1.91	25.88

Table 6. Percentage of TASC Test Candidates by Highest Grade Completed

State	Candidates	Highest Grade Completed								
	(N)	None– 5th (%)	6th (%)	7th (%)	8th (%)	9th (%)	10th (%)	11th (%)	12th (%)	Invalid/ Missing (%)
IN	9083	0.14	0.24	0.52	2.36	4.61	7.21	8.58	1.46	74.84
NJ	5803	0.13	0.17	0.32	1.37	3.99	5.91	7.44	1.53	79.09
NV	215	0.00	0.00	0.00	0.00	0.93	2.32	2.79	0.46	93.48
NY	29822	0.15	0.17	0.26	1.33	3.47	5.85	7.33	3.45	77.95
WV	4695	0.02	0.21	0.17	1.34	2.81	4.28	7.07	1.21	82.87
Total	49618	0.13	0.18	0.31	1.52	3.66	5.94	7.53	2.64	78.05

Table 7. Percentage of TASC Test Candidates by Language Version

State	Candidates	Language Version	
	(N)	English (%)	Spanish (%)
IN	9083	98.84	1.15
NJ	5803	91.10	8.89
NV	215	93.48	6.51
NY	29822	91.90	8.09
WV	4695	99.63	0.36
Total	49618	93.82	6.17

Table 8. Number of TASC Test Candidates Tested on a Special Edition of the TASC Test

State	Candidates	Special Edition	
	(N)	Large Print (N)	Braille (N)
IN	9083	4	1
NJ	5803	10	2
NV	215	0	0
NY	29822	74	14
WV	4695	9	1
Total	49618	97	18

Table 9. Scale Score Statistics for TASC Test Candidates in Mathematics Test

State	N	Median	Mean	Std Dev
IN	8963	529	524.05	48.33
NJ	5591	519	511.71	56.54
NV	206	516	507.52	50.08
NY	28779	511	504.20	57.69
WV	3855	526	521.45	47.66
Total	47394	519	510.26	55.71

Table 10. Scale Score Statistics for TASC Test Candidates in Reading Test

State	N	Median	Mean	Std Dev
IN	8948	559	556.37	45.07
NJ	5657	547	542.97	50.16
NV	207	537	533.95	48.09
NY	26813	542	538.70	50.05
WV	3994	555	554.38	45.65
Total	45619	547	544.04	49.32

Table 11. Scale Score Statistics for TASC Test Candidates in Science Test

State	N	Median	Mean	Std Dev
IN	8956	554	551.20	45.27
NJ	5589	542	535.82	51.53
NV	203	543	539.56	45.97
NY	27513	536	532.15	52.59
WV	3719	555	552.29	44.85
Total	45980	542	537.97	51.19

Table 12. Scale Score Statistics for TASC Test Candidates in Social Studies Test

State	N	Median	Mean	Std Dev
IN	8937	546	545.66	36.14
NJ	5619	537	536.39	40.85
NV	201	536	533.31	38.36
NY	26841	537	536.39	39.37
WV	3772	546	545.24	34.98
Total	45370	541	538.94	38.81

Table 13. Scale Score Statistics for TASC Test Candidates in Writing Test

State	N	Median	Mean	Std Dev
IN	8946	548	545.84	41.28
NJ	5643	535	531.72	48.02
NV	200	535	529.92	45.17
NY	27171	529	525.40	46.28
WV	3851	547	545.33	40.92
Total	45811	535	531.86	45.99

Table 14. Percentage of TASC Test Passers by Age Group and Mean Age

State	Passers	Age Group							Mean Age (Years)	Std Dev
	(N)	16–18 (%)	19–24 (%)	25–29 (%)	30–39 (%)	40–59 (%)	60+ (%)	Missing/Invalid (%)		
IN	6617	29.03	33.39	14.53	15.20	7.29	0.28	0.24	25	9.50
NJ	3431	31.74	31.68	11.74	15.01	9.15	0.29	0.37	26	10.50
NV	105	23.80	31.42	19.04	15.23	10.47	0.00	0.00	27	9.42
NY	13437	18.64	42.09	14.67	15.27	8.67	0.40	0.23	26	9.64
WV	2470	55.14	21.45	9.35	9.23	4.57	0.16	0.08	22	8.15
Total	26060	26.48	36.51	13.76	14.65	8.00	0.33	0.23	26	9.65

Table 15. Percentage of TASC Test Passers by Gender

State	Passers	Gender		Missing/Invalid (%)
	(N)	Male (%)	Female (%)	
IN	6617	54.79	37.08	8.11
NJ	3431	46.69	43.74	9.55
NV	105	51.42	47.61	0.95
NY	13437	45.44	41.91	12.63
WV	2470	58.94	37.77	3.27
Total	26060	49.29	40.56	10.14

Table 16. Percentage of TASC Test Passers by Ethnicity

State	Passers	Ethnicity							
	(N)	Hispanic Origin (%)	American Indian/ Alaska Native (%)	Asian (%)	African American (%)	Pacific Islander/ Hawaiian (%)	White (%)	Two or More (%)	Missing/ Invalid (%)
IN	6617	9.24	0.33	0.60	15.50	0.21	69.20	2.38	2.50
NJ	3431	26.61	0.23	1.42	15.12	0.17	19.26	1.66	35.49
NV	105	40.00	0.95	4.76	4.76	0.00	35.23	1.90	12.38
NY	13437	20.74	1.17	3.72	19.79	0.72	22.21	2.16	29.44
WV	2470	2.38	0.24	0.04	2.91	0.00	52.55	2.42	39.43
Total	26060	16.93	0.74	2.28	16.43	0.45	36.68	2.17	24.28

Table 17. Percentage of TASC Test Passers by Highest Grade Completed

State	Passers	Highest Grade Completed								
	(N)	None–5th (%)	6th (%)	7th (%)	8th (%)	9th (%)	10th (%)	11th (%)	12th (%)	Missing/ Invalid (%)
IN	6617	0.13	0.25	0.51	2.65	5.04	8.10	9.82	1.58	71.87
NJ	3431	0.08	0.26	0.40	1.51	4.66	7.54	9.70	1.63	74.17
NV	105	0.00	0.00	0.00	0.00	0.00	4.76	5.71	0.95	88.57
NY	13437	0.14	0.14	0.26	1.63	4.48	7.41	9.32	3.69	72.89
WV	2470	0.00	0.16	0.12	1.37	3.52	5.70	8.90	1.45	78.74
Total	26060	0.11	0.19	0.33	1.84	4.54	7.43	9.44	2.66	73.42

Table 18. Scale Score Statistics for TASC Test Passers of Mathematics Tests

State	N	Median	Mean	Std Dev
IN	6617	538	541.90	27.84
NJ	3431	535	540.32	29.16
NV	105	532	533.31	23.05
NY	13437	535	540.01	29.97
WV	2470	537	540.31	29.43
Total	26060	537	540.53	29.27

Table 19. Scale Score Statistics for TASC Test Passers of Reading Tests

State	N	Median	Mean	Std Dev
IN	6617	569	568.32	33.61
NJ	3431	560	562.31	33.46
NV	105	557	559.40	29.32
NY	13437	560	561.83	33.32
WV	2470	567	568.22	33.61
Total	26060	563	564.14	33.56

Table 20. Scale Score Statistics for TASC Test Passers of Science Tests

State	N	Median	Mean	Std Dev
IN	6617	563	563.91	32.43
NJ	3431	553	555.98	31.88
NV	105	553	558.75	30.29
NY	13437	555	557.70	32.11
WV	2470	563	565.75	33.04
Total	26060	557	559.81	32.43

Table 21. Scale Score Statistics for TASC Test Passers of Social Studies Tests

State	N	Median	Mean	Std Dev
IN	6617	555	555.32	27.82
NJ	3431	550	551.32	28.33
NV	105	551	550.99	25.26
NY	13437	551	554.36	28.08
WV	2470	555	555.53	28.49
Total	26060	551	554.30	28.10

Table 22. Scale Score Statistics for TASC Test Passers of Writing Tests

State	N	Median	Mean	Std Dev
IN	6617	559	558.13	29.40
NJ	3431	550	552.45	30.84
NV	105	548	554.99	30.25
NY	13437	548	550.35	29.18
WV	2470	554	557.58	30.95
Total	26060	551	553.31	29.84

Table 23. Number of Unique TASC Testers Testing in a Content Area

State	Mathematics (N)	Reading (N)	Science (N)	Social Studies (N)	Writing (N)
IN	8963	8948	8956	8937	8946
NJ	5591	5657	5589	5619	5643
NV	206	207	203	201	200
NY	28779	26813	27513	26841	27171
WV	3855	3994	3719	3772	3851
Total	47394	45619	45980	45370	45811

Table 24. Percentage of TASC Test Candidates by Test Mode

State	Candidates	Test Mode	
	(N)	Paper-and-Pencil (%)	Online (%)
IN	9083	57.51	42.48
NJ	5803	65.55	34.44
NV	215	13.95	86.04
NY	29822	96.42	3.57
WV	4695	16.14	83.85
Total	49618	77.73	22.26

Table 25. Number of Times TASC Test Passers Have Taken Mathematics Test

State	Passers	Number of Times Taken		
	(N)	1 (N)	2 (N)	3 or More (N)
IN	6617	5476	867	274
NJ	3431	2674	508	249
NV	105	93	6	6
NY	13437	10847	1943	647
WV	2470	2008	341	121
Total	26060	21098	3665	1297

Table 26. Number of Times TASC Test Passers Have Taken Reading Test

State	Passers	Number of Times Taken		
	(N)	1 (N)	2 (N)	3 or More (N)
IN	6617	6326	241	50
NJ	3431	3253	150	28
NV	105	100	5	0
NY	13437	12856	500	81
WV	2470	2354	100	16
Total	26060	24889	996	175

Table 27. Number of Times TASC Test Passers Have Taken Science Test

State	Passers	Number of Times Taken		
	(N)	1 (N)	2 (N)	3 or More (N)
IN	6617	6241	312	64
NJ	3431	3128	229	74
NV	105	99	5	1
NY	13437	12531	760	146
WV	2470	2341	109	20
Total	26060	24340	1415	305

Table 28. Number of Times TASC Test Passers Have Taken Social Studies Test

State	Passers	Number of Times Taken		
	(N)	1 (N)	2 (N)	3 or More (N)
IN	6617	6297	261	59
NJ	3431	3225	170	36
NV	105	105	0	0
NY	13437	12901	467	69
WV	2470	2341	98	31
Total	26060	24869	996	195

Table 29. Number of Times TASC Test Passers Have Taken Writing Test

State	Passers	Number of Times Test Taken		
	(N)	1 (N)	2 (N)	3 or More (N)
IN	6617	5978	519	120
NJ	3431	2942	377	112
NV	105	91	12	2
NY	13437	12029	1154	254
WV	2470	2237	184	49
Total	26060	23277	2246	537

Table 30. TASC State Testing Policies

TASC Testing Policies by Jurisdiction: 2015				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	None
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

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

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

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

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

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

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

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 on a Special Edition of the TASC Test

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

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

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

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

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

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

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 in a Content Area

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

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 Tests

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 Policies

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.