

HOW TO ADMINISTER THE *TESTS OF ADULT BASIC EDUCATION (TABE)*



TRAINING OBJECTIVES

1. Introduce you to the TABE.
2. Describe the process for administering the TABE Assessment.
3. Examine the TABE scoring process.



WHAT IS TABE?

- **TABE is a standardized assessment.**
- **The TABE assesses the academic skills and knowledge of adult learners in the areas of math, reading and language.**
- **Most widely used assessment tool by Adult Education and Literacy programs.**



WHO CAN ADMINISTER THE TABE TESTS?

The TABE tests can only be administered by individuals that have completed this online training.

The TABE assessment test can be administered by someone designated by the local program director. That individual can either be a certified AEL teacher or a non-certified individual. However, the individual proctoring the test must have completed this training.

It is recommended that before you administer the TABE assessment tests (including the Locator) that you observe a testing session and be familiar with the Complete Test Battery – Test Directions book. This will provide you with a familiarity of how the tests are to be administered.

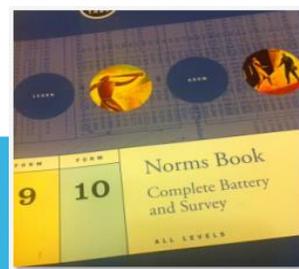
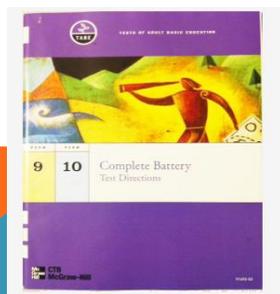


Don't be afraid to ask your director or mentor any questions about the proper way to administer the TABE assessment tests.

CHECKLIST

We recommend you have the following books:

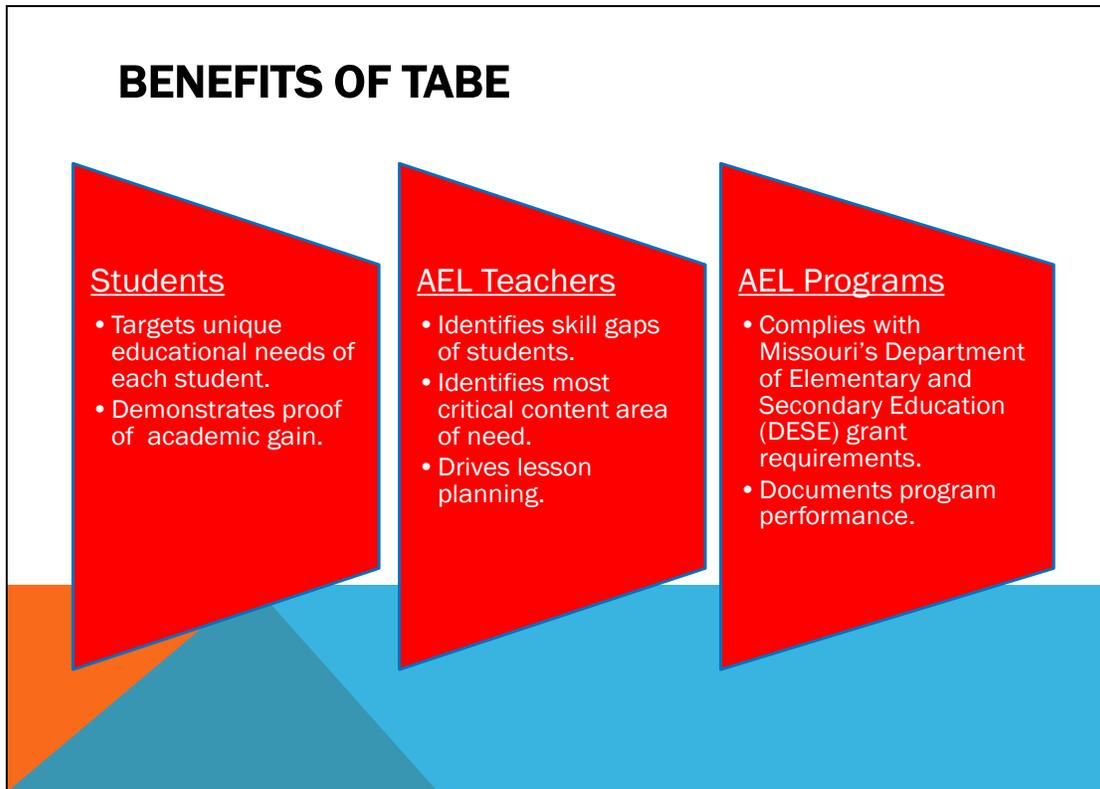
- 1. TABE 9 and 10 Complete Battery Norms Book**
- 2. TABE 9 and 10 Complete Battery Test Directions**



WHAT IS THE PURPOSE OF TABE?

- **The TABE is used to measure a student's academic knowledge upon entry into an AEL program and, after receiving instruction, also measures academic gain.**
- **Assists in the development of a student's Learner's Educational Guide, targeted to specific academic needs.**





The TABE assessment process is beneficial for AEL students, AEL teachers, and the AEL program.

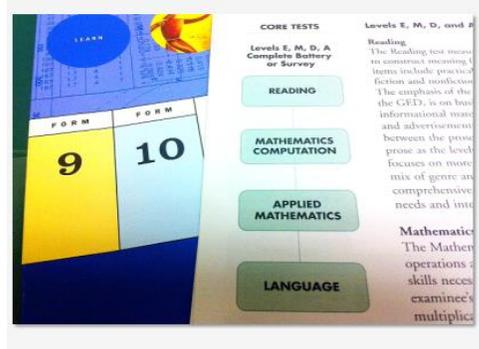
The TABE assessment process benefits the AEL student by identifying areas that they need to improve in and providing valuable information to the teacher so they can develop targeted lesson plans. When given as a post-test, the TABE assessment can provide motivation to a student when they see the progress they have made.

For AEL teachers, the benefits of the TABE assessment are that it provides insight into the skill gaps of an individual student, helps teachers identify the student's most critical content area of need in order to develop targeted lessons.

AEL programs are grant funded. In order to be in compliance with the Department of Elementary and Secondary Education grant, programs must pre-test and post-test their students using an approved assessment method. The TABE test is the approved assessment tool for Adult Basic Education and Adult Secondary Education students. Administering the TABE assessment as a post-test benefits an AEL program because it provides documented proof of student academic gain.

WHAT DOES TABE ASSESS?

- Reading
- Math
 - Math Computation
 - Applied Math
- Language



The complete battery consists of Reading, Language and Math. The Math portion of the assessment contains two separate tests, math computation and applied math.

HOW LONG AND HOW MANY QUESTIONS?

Complete Battery

Reading	50 minutes (50 questions)
Language	55 minutes (55 questions)
Math Computation	24 minutes (40 questions)
Applied Math	55 minutes (50 questions)

ADMINISTERING THE TABE

KEY Requirement:

The test administrator MUST follow the Publisher's Guidelines in administering the test.

- **The test administrator must read the test directions as published in the *TABE Complete Battery - Test Directions, Form 9/10* book**
- **The tests must be timed as described in the *TABE Complete Battery - Test Directions, Form 9/10* book.**

ADMINISTRATION OF THE TABE

Pre-Test

**Required of all students (except ELL students)
during orientation**

- **Locator**
- **Based on the Locator results, administer the appropriate level of TABE**



The TABE assessment is first given during your program's Orientation/Intake sessions. Since the TABE assessment results are used to identify student needs and develop a student progress plan, or Learner's Education Guide, it must be given to ALL students who enroll in your program.

This initial assessment includes the administration of the Locator, which determines what level of TABE is to be given to the student. The test administrator then administers the appropriate level of TABE. This test is referred to as the pre-test.

When given upon enrollment, the student must take the complete battery of tests which includes Reading, Language, Math Computation, and Applied Math.

ADMINISTRATION OF THE TABE

Post-Test

- **The TABE is administered after sufficient instruction and informal testing indicates a student is ready to post-test.**
 - **Guideline is 40-60 hours of instruction.**
- **To show academic gain, it must be given in the student's lowest assessed academic area.**



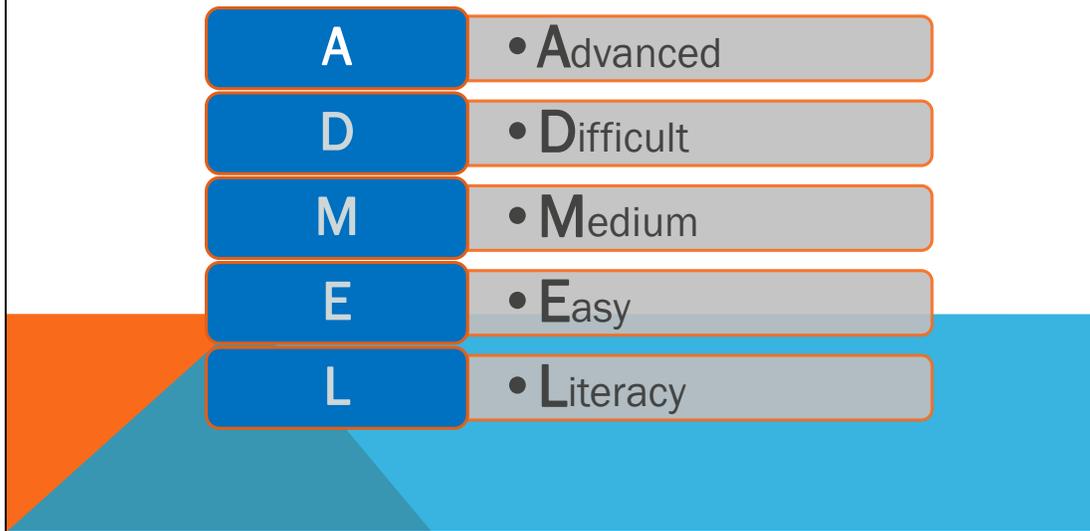
The TABE assessment is also used as a post-test. After a student has spent time in your classroom and has mastered the skills identified as needing improvement in the pre-test, the TABE will be given again to document academic gain.

The key thing to remember is that the post-test should be given in the student's most critical area of need, commonly referred to as the lowest NRS level.

When should a post-test be given? The state AEL guidelines say that a post-test should not be given until 40 hours of instruction have been achieved.

DO ALL AEL STUDENTS TAKE THE SAME LEVEL OF TABE?

There are several levels of the TABE assessment:



There are 5 levels of the TABE assessment. Depending on the results of the Locator, a student may take a level D in Reading, a level E in Math and a level M in Language. The levels begin with L level which contains the easiest content and works up to the A Level which contains more difficult content and requires higher level skills.

For every TABE level there are two test forms:

- **Form 9**
- **Form 10**

When post-testing, the student must take a different form of the same level of test or a different level of the test.



Each level of the TABE assessment contains two different forms of the test. Most programs administer Form 9 as the pre-test and Form 10 as a post-test. Check with your director for the process used by your program.

Do not give the same form as a pre-test and as a post-test. For example, if a student took a D9 as a pre-test then a D9 CANNOT be given as the post-test. Rather a D10 or an A9 would be given as a post-test.

If after alternating tests, the student needs to reuse the same form and level of test, there must be at least 3 months or 60 hours of instruction between testing to be considered valid.

TEST SECURITY

- **Testing Materials MUST be kept in a secure, locked location.**
- **Tests should only be given by someone who has completed this TABE training module.**
- **Tests must be administered as directed in the Complete Battery Test Directions book.**



It is a state requirement that TABE testing materials be kept in a secure, locked location.

The TABE assessment should only be given by someone who has completed this TABE training.

Following the instructions exactly ensures similar testing conditions for all students and is crucial to maintain the validity of the test.

Spend some time looking through the Complete Battery Test Directions book. It has several tips and hints to help with the administration of the test.

ADMINISTER THE TABE ASSESSMENT

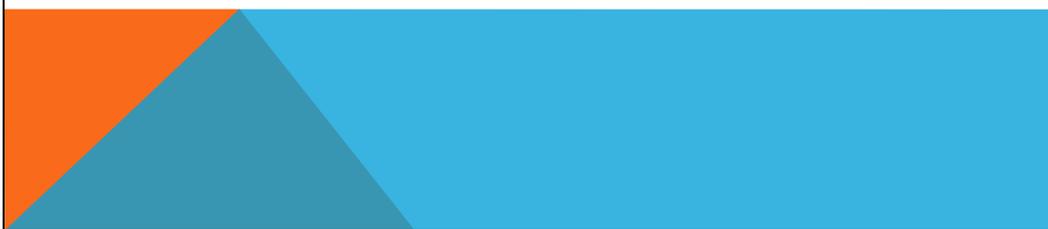
Administer
and score
Locator.



Determine
appropriate
TABE level.



Administer
correct TABE
assessment.



TABE LOCATOR

The Locator is a brief assessment used to determine the appropriate TABE level to administer.



Step 1 is to administer the Locator test. The TABE Locator is a brief assessment used to determine which level of TABE is appropriate for each student. Without the Locator, you would have to “guess” what TABE level to administer to the student.

The Locator is an objective measurement of the knowledge a student has in a subject area.

Each subject area has a Locator. The Reading Locator has 12 questions and students are given 12 minutes to complete this section. The Math Computation test has 8 questions with 5 minutes allowed. Applied Math has 8 questions with 8 minutes allowed. Language has 12 questions with 12 minutes allowed.

The total time to administer all of the Locator assessments is 37 minutes.

ADMINISTER TABE LOCATOR

- **Organize the testing area**
- **Prepare the student**
- **Use standard testing procedures:**
 - **Read the test instructions for the Locator to the students**
 - **Time the test**
- **Administer the test**

When proctoring the TABE Locator organize the testing area with the following materials: TABE Locator booklets, answer sheets, scrap paper, pencils, and timer.

Students often have test anxiety when presented with the TABE assessment. Talking with your students about the purpose of the assessment can help to alleviate some of this anxiety. Explain to them that this is an assessment more than a test and that it is a way for us to help them. The results will help their teacher to know what they need to work on to prepare them for the HiSET or to meet their goals.

Encourage them to do their best but understand that they aren't expected to know all of the answers. Tell them not to guess. If they don't know an answer, skip the question.

Remember that this is a standardized test and that the test instructions should be read word for word as written each time the exam is given. Also, it is required that the time restrictions be adhered to.

Finally, administer the Locator.

ADMINISTER TABE LOCATOR

Locator Test	Number of Questions	Testing Time
Reading	12	12 minutes
Math Computation	8	5 minutes
Applied Math	8	8 minutes
Language	12	12 minutes

Total Testing Time: 37 minutes



SCORE THE LOCATOR

- **Score by hand or computer**
- **Determine the number of correct answers for each content area**



Some programs will score the Locator using a computerized method and other programs will hand score using an answer key. Check with your director to see how your program scores assessments.

The number of correct answers is used to determine the appropriate level of TABE to administer in each content area.

DETERMINE THE APPROPRIATE TABE LEVEL

- Refer to the table in the *Complete Battery of Test Directions* book on p. 32 to determine the appropriate TABE level to administer.
- The student may have to take different levels of the TABE depending on their Locator results for Math, Reading and Language.

Turn to page 32 of the *Complete Battery of Test Directions* book. Locate the number correct under the appropriate content area to determine the appropriate TABE level to administer to your student.

DETERMINE THE APPROPRIATE TABE LEVEL

Locator Test Analysis

After scoring a student's Locator test, use the chart from the **TABE Complete Battery Test Directions Booklet** to assign the proper TABE Level Complete Battery test.

	Reading	Math (add up total of two math tests)	Language	TABE level to administer
Number correct	6 and below	4-6	6 and below	E
	7-8	7-8	7-8	M
	9-10	9-11	9-10	D
	11-12	12-16	11-12	A

*Note that Locator test results may place the student in different level tests within subject areas.

FIND THE APPROPRIATE TABE LEVEL FOR READING (EXAMPLE)

Scores

Reading Number Correct 9
Math Computation Number Correct 2
Applied Math Number Correct 3
Language Number Correct 7

	Reading	Math (add up total of two math tests)	Language	TABE level to administer
Number correct	6 and below	4-6	6 and below	E
	7-8	7-8	7-8	M
	9-10	9-11	9-10	D
	11-12	12-16	11-12	A

Answer: The reading level is D

The student had 9 correct answers in the Reading test. Using this number (9) under the Reading column find the number correct field, then look at the “TABE level to administer” column. This indicates the student should be given the D level TABE in Reading.

FIND THE APPROPRIATE TABE LEVEL FOR MATH (EXAMPLE)

Scores

Reading Number Correct 9
Math Computation Number Correct 2
Applied Math Number Correct 3
Language Number Correct 7

	Reading	Math (add up total of two math tests)	Language	TABE level to administer
Number correct	6 and below	4-6	6 and below	E
	7-8	7-8	7-8	M
	9-10	9-11	9-10	D
	11-12	12-16	11-12	A

Answer: The Math level is E (2+3=5)

The student had 5 correct answers in the Math test (2 in Computation and 3 in Applied Math = 5). Using this number (5) under the Math column find the number correct field, and then look at the “TABE level to administer” column. This indicates the student should be given the E level TABE in Math.

FIND THE APPROPRIATE TABE LEVEL FOR LANGUAGE (EXAMPLE)

Scores

Reading
Number Correct
9

Math Computation
Number Correct
2

Applied Math
Number Correct
3

Language
Number Correct
7

	Reading	Math (add up total of two math tests)	Language	TABE level to administer
Number correct	6 and below	4-6	6 and below	E
	7-8	7-8	7-8	M
	9-10	9-11	9-10	D
	11-12	12-16	11-12	A

Answer: The Language level is M

The student had 7 correct answers in the Language test. Using this number (7) under the Language column find the number correct field, and then look at the "TABE level to administer" column. This indicates the student should be given the M level TABE in Language.

WHY IS THE TABE LEVEL IMPORTANT?

Appropriate TABE Level – Why?

- To best inform instruction
- To ensure the best diagnostic
- To maximize student progression toward goals
- To minimize re-testing by preventing out-of-range scores
- To place in appropriate NRS level

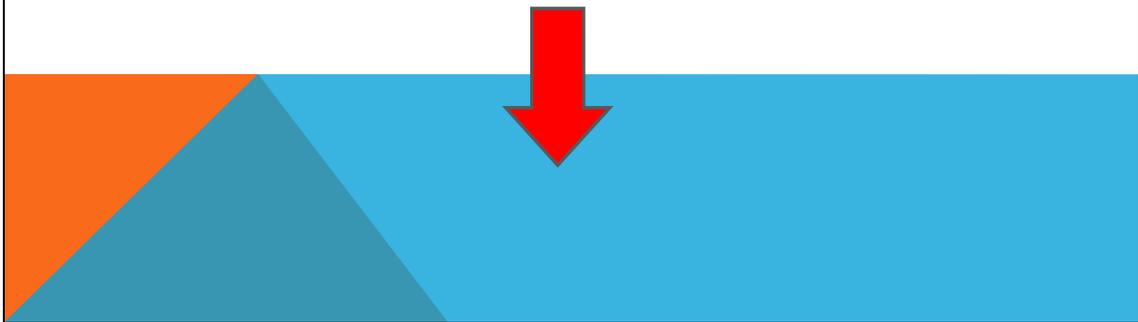
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TABE TEST ANSWER SHEETS

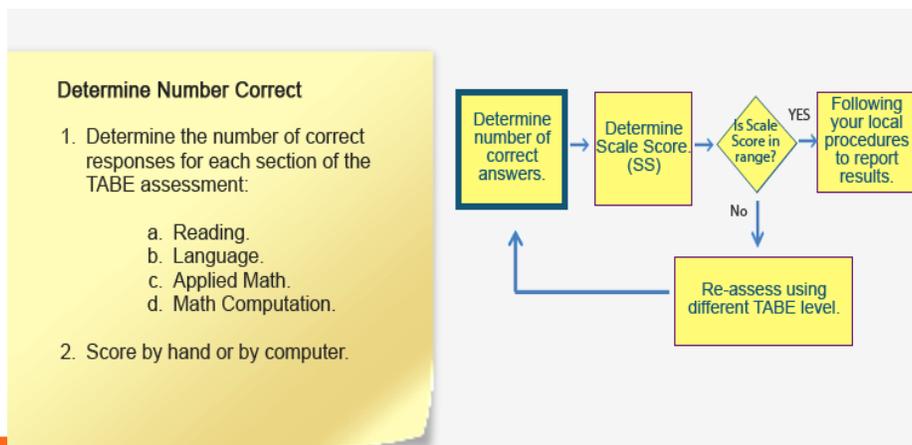
- **Scoreze® (answer sheets are “carbonless” forms)**
- **Program-Developed Answer Sheet (answer sheets consist of a single sheet of paper. A scoring stencil is overlaid on a marked answer sheet. The scoring sheet displays the correct answers)**
- **CompuScan® (using TestMate® application to score answer sheet - computer scored)**

There are three types of answer sheets used for the TABE tests: Scoreze®, Program-Developed Answer Sheet and CompuScan®. Check with your program director to determine what method is used by your program. (For AEL certified teachers check with your director how to use the Scoreze® and the Program-Developed Answer Sheet to determine/identify content areas that need instruction.)

If your program uses either the Scoreze[®] score sheet or a score sheet developed by your program use the following procedures to determine whether or not the appropriate level of TABE was administered. If your program uses CompuScan[®] the computer will provide a scale score which can then be used to determine if the results are in or out of range.

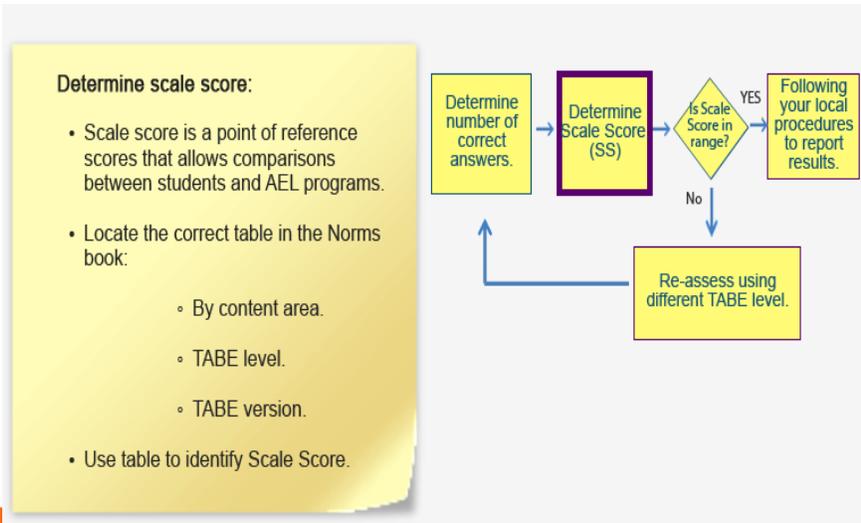


DETERMINE THE NUMBER OF CORRECT ANSWERS



The first step in scoring is to determine the number of correct answers. Some programs will use a computer program and other programs will do this by hand, comparing the student's answers to an answer key. If you do your scoring by hand, here's how it works.

DETERMINE THE SCALE SCORE (SS)



Once the number correct has been determined then that number is converted to a scale score. A scale score is a benchmark that allows comparisons to be made to other students taking the same test and to other AEL programs. In order to convert to a scale score, you will need to have the number correct and the correct table in the Norms Book. The correct table is the one that corresponds to the TABE Level (E,M,D,A) and the TABE Version (9 or 10) that you gave.

FINDING THE STUDENT'S READING SCALE SCORE

This student took:

- Level D
- Form 9
- Reading
- 38 Correct

Their scale score is 554.

TABE-Form 9 Complete Battery Le

TABE 9 COMPLETE BATTERY LEVEL D
Table 20 Reading

				Reference Group				
				ABE-All			ABE-Juven	
NC	SS	SEM	GE	P	NCE	S	P	NCE
50	778	129	12.9+	99	99	9	99	99
49	747	102	12.9+	99	99	9	99	99
48	678	52	12.9+	98	94	9	99	98
47	647	35	12.9+	96	87	9	97	90
46	628	28	12.9+	93	82	8	95	84
45	614	24	12.9+	91	78	8	92	80
44	603	22	11.3	88	75	7	89	76
43	593	21	10.8	85	72	7	86	73
42	584	20	10.3	81	69	7	83	70
41	576	19	9.4	78	66	7	80	67
40	568	19	9.0	75	64	6	76	65
39	561	19	8.6	72	62	6	73	63
38	554	18	8.1	68	60	6	69	60
37	548	18	7.7	65	58	6	66	59
36	541	18	7.4	62	56	6	62	56
35	535	17	6.8	59	55	5	59	55
34	530	17	6.4	56	53	5	56	53
33	524	17	6.2	53	51	5	53	52

****The Language test is assessed the same way.**

FINDING THE STUDENT'S MATH SCALE SCORE

MATHEMATICS COMPUTATION

	NC	0	1	2	3	4	5	6	7
26	426	330	330	330	330	330	330	340	342
	3.3	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.3
27	431	333	333	333	333	333	333	333	344
	3.5	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.3
28	435	335	335	335	335	335	335	335	346
	3.7	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.3
29	440	337	337	337	337	337	337	337	349
	3.8	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.3
30	445	340	340	340	340	340	340	340	351
	4.0	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.4
31	449	342	342	342	342	342	342	342	353
	4.1	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.4
32	454	344	344	344	344	344	344	344	356
	4.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.4
33	459	347	347	347	347	347	347	347	358
	4.5	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.4
34	463	349	349	349	349	349	349	349	360
	4.6	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.4

A
P
P
L
I
E
D

M
A
T
H

This student took Level E, Form 9. In Applied Math, the student got 30 correct. In Math Computation, the student got 6 correct.

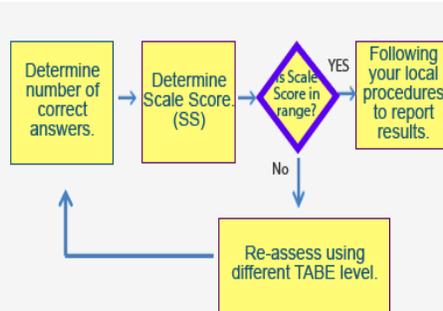
This student's Math Scale Score is 340.

In order to determine the math scale score, determine the number of correct answers (NC) for the Applied Math section and the number of correct answers on the Mathematics Computation section and where the Applied Math row and the Math Computation column intersect displays the scale score.

IS THE SCALE SCORE (SS) IN RANGE?

Is Scale Score in range?

1. If students Scale Score is in range you have a valid test.
2. If Scale Score is above the range re-assess using a higher TABE level.
3. If Scale Score is below range re-assess using a lower TABE level.



It is important that we are instructing in a student's most critical area of need, referred to as the lowest NRS level. Therefore, it is necessary to check that the test scores are in range before you begin instruction.

DETERMINING IN RANGE AND NRS LEVELS

In Range TABE				TABE Levels & Possible NRS Levels	
Level	Reading	Math	Language		
L	0-457	0-440		Level E	1 2 3
E	0-516	0-505	0-523	Level M	2 3 4
M	374-549	314-549	396-546	Level D	3 4 5
D	463-595	442-594	492-581	Level A	4 5 6
A	538+	528+	541+		

National Reporting System	Literacy Level	Scale Score Reading	Scale Score Math	Scale Score Language
1	Beginning ABE Literacy	367 & Below	313 & Below	389 & Below
2	Beginning Basic Education	368-460	314-441	390-490
3	Low Intermediate Basic Education	461-517	442-505	491-523
4	High Intermediate Basic Education	518-566	506-565	524-559
5	Low Adult Secondary Education	567-595	566-594	560-585
6	High Adult Secondary Education	596 & Above	595 & Above	586 & Above

Using the AEL Director’s Guide (page 61) or program-developed in range table sheets compare the scale scores received by your student to the ranges displayed (in this slide, it is the upper left hand table). If they are in range for the level of TABE, then the teacher can begin to develop a student’s Learner’s Educational Guide. For example, referring back to slide 33, the student took a Level E Math assessment and received a Scale Score of 340. Using the “In Range TABE” table, the scale score is in range. Furthermore, using the scale score, the NRS level can be determined. In this case, using the scale score for Math (340), the student’s NRS level would be 2 – Beginning Basic Education, because it falls between 314 and 441.

If the scale score is higher than the listed range, you should re-assess your student using a higher level TABE assessment. If the scale score is lower than the listed range, you should re-assess your student using a lower level TABE assessment.

SCORE THE TABE ASSESSMENT

Assessment results are entered into the ACES system:

- **Level of TABE assessment. (L,E,M,D,A)**
- **Version of TABE assessment. (9, 10)**
- **Date assessment was taken.**
- **Raw score for each section. (# correct)**
- **If a post-test then report the number of classroom hours when tested.**

After the assessments are completed and the scale scores are checked to be sure they are in range, you should report the results to the person responsible for ACES data entry. Information that is needed for the ACES system includes the student name, level and test version of TABE, the date you gave the test, the number of answers correct for each section, Reading, Math and Language.

If you are reporting post-test assessment results you will also need to report how many hours of instruction your student has had with your program from the time of enrollment up to the date of the assessment.

WHO CAN INTERPRET THE TABE RESULTS?

Only a certified AEL teacher can interpret the results of the TABE tests with the student and counsel the student regarding their Learner's Educational Guide.

For certified AEL teachers - once the area of critical need or lowest NRS level has been identified then you should spend some time analyzing the questions missed by your student. Looking at the questions missed will help you determine what content areas the student needs to receive instruction.

Thank you for your participation!

Once you have completed this training, please notify your AEL program director.

