Assessing with TABE

This Power Point provides an overview of appropriate TABE testing administration.

All test administrators must be familiar with proper testing procedures.
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
Choosing the Appropriate Level Test

Locator = Levels E, M, D or A

Word List = Level L
Rules of the Locator

- It is a **timed** and **proctored** test.
- It is just an **estimate** of the student’s skill level in each content area.
- “Cut points” are **guidelines**.

Use *professional judgment* along with the *cut points* and any other knowledge of the examinee’s skills, current or previous performance to help determine placement in TABE levels.
### TABE 9 & 10 Locator Test Item Count and Testing Times

<table>
<thead>
<tr>
<th>Test</th>
<th># of Items</th>
<th>Testing Time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics Computation</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Applied Mathematics</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Language</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>
9 & 10 Locator Test Scores Evaluation Chart

Based on Example below – Locator suggests student use:

Reading – Level D, Math - Level E, and Language Level M

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
<th>Language</th>
<th>TABE Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 &amp; below</td>
<td>4 - 6</td>
<td>6 &amp; below</td>
<td>E</td>
</tr>
<tr>
<td>7-8</td>
<td>7-8</td>
<td>7-8</td>
<td>M</td>
</tr>
<tr>
<td>9 - 10</td>
<td>9 - 11</td>
<td>9 - 10</td>
<td>D</td>
</tr>
<tr>
<td>11 - 12</td>
<td>12 - 16</td>
<td>11 – 12</td>
<td>A</td>
</tr>
</tbody>
</table>
**TABE Levels/Content Ranges**

<table>
<thead>
<tr>
<th>Level</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>0.0 – 1.9</td>
<td>Literacy</td>
</tr>
<tr>
<td>E</td>
<td>2.0 – 3.9</td>
<td>Easy</td>
</tr>
<tr>
<td>M</td>
<td>4.0 – 5.9</td>
<td>Medium</td>
</tr>
<tr>
<td>D</td>
<td>6.0 – 8.9</td>
<td>Difficult</td>
</tr>
<tr>
<td>A</td>
<td>9.0 – 12.9</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

*(these are also called “cut points”)*
# Out of Range Scores

<table>
<thead>
<tr>
<th>TABE Test Level</th>
<th>Content Grade Level Range</th>
<th>Reading</th>
<th>Mathematics (Applied and Computations)</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two Content Grade Level Ranges Below the Scale Score Range</td>
<td>Content Range</td>
<td>Two Content Grade Level Ranges Above the Scale Score Range</td>
<td>Content Range</td>
</tr>
<tr>
<td>L (Limited Literacy)</td>
<td>0-1.9</td>
<td>160-234</td>
<td>253-360</td>
<td>370-457</td>
</tr>
<tr>
<td>E (Easy)</td>
<td>2.0-3.9</td>
<td>246-366</td>
<td>368-460</td>
<td>462-516</td>
</tr>
<tr>
<td>M (Medium)</td>
<td>4.0-5.9</td>
<td>374-459</td>
<td>464-517</td>
<td>522-549</td>
</tr>
<tr>
<td>A (Advanced)</td>
<td>9.0-12.9</td>
<td>538-565</td>
<td>568-612</td>
<td>619+</td>
</tr>
</tbody>
</table>
Frequently Asked Question – Locator & ‘levels” of TABE

What if student takes “wrong level” of TABE?
Repeat initial assessment with correct TABE level (whole test or individual subject area(s), as needed)

Example:
Locator ⇒ student should take TABE D in all areas, BUT
9D results ⇒ Math Scale Score 438

Since 438 is out of range for the TABE D, then Math subtest score/info is not accurate. Student should be re-tested on the TABE M for Math. TABE D math score should NOT be used as the enrollment score.
For Valid Scores...

- **Administer & Score Test According to Guidelines:**
  - *Guide to Administering TABE 9 & 10*
  - *Test Directions* for T Abe being Administered

- Test must be *Timed* appropriately

- Test must be *Monitored* (*administrator in the room*)

- Examiners should be familiar with *test* items, tasks, and directions.
Remember – *Scores are most reliable* when examinees get approximately 40 to 75% of the items correct

- Norms book gives you Scale Scores and GE for ALL “raw” number-correct (NC) scores *(even unreliable ones)*

- *Check to be sure score is reliable*
  Check scale scores for TABE Level (A, D, M, E, L). Are scale scores in range?
Test *Versions* (9 vs. 10)

- **MUST** Post-test with an Alternate Version of the TABE, if Level is the same
  
  *Why?* - *To reduce exposure to the content of a particular test – avoid memorization/“practice effect.”*

- **DO NOT** have to post-test using the same Level of the TABE (program/teacher judgment)
  
  *Ex: a student scores a 517 in reading on TABE M (near top of designated content for that level of TABE), likely, they need to take a TABE D for reading next time.*

- You can use in any order (9,10 or 10, 9)
Testing Accommodations

• Accommodations are:
  ▪ Intended To Provide Equal Access
  ▪ Designed to Minimize An Advantage Or Disadvantage

• Unlike the GED® test, paper documentation of accommodations is not required for the TABE

• Accommodations should NOT be used on assessments unless they are used regularly in classroom instruction
Test Security

- Keep Tests In Locked Storage
- Monitor Students During Testing
  - No phones, beepers, hats, coats, talking, sharing answers, crib sheets, etc.
- Collect Documents After Each Testing Session
  - Erase marks in booklets
  - Shred scratch paper (students cannot keep)
Preparing Students to Take the TABE

- Have A Positive Attitude
- Testing does NOT have to be the very 1\textsuperscript{st} thing
- Before giving Locator - Take time to:
  - Interview student
  - Discuss The Test Format, answer sheet format
  - Discuss Test Taking Strategies
  - Provide \textit{timed} TABE practice questions
    [For post-test students, practice timed review tests or classroom exercises]
Administering the TABE

• Provide “standardized” testing conditions
  – Quiet, uninterrupted time/space
  – Good lighting, temperature, etc.
  – Spacing between students
• Be sure to have all materials (timer, pencils, etc.)
• Review & check identifying information
• Check that students are marking answers in right places
• Post end times and give warnings
Post-Assessment Counseling

• Discuss general feelings/reactions to assessment

• Provide scale scores and list of skills “missed” (item analysis)

• Discuss “goals” for subject area improvement

• Discuss plans for instruction
  – Subject area skills
  – Test-taking strategies/skills