Tests of Adult Basic Education (TABE)
Background Information

• **Tests of Adult Basic Education (TABE)**
  The Indiana Department of Education’s (IDOE) required assessment of educational gain for adult learners in ABE/GED classes.

• **“Norm referenced”**
  The "norms" were developed through testing a group of adults that reflect the characteristics of the national adult population.

• **“Standardized”**
  TABE is designed to give a common measure of students' performance. The tests were developed under certain standard conditions, such as time limits, and must be administered in these same conditions in order to be valid and comparable.
Five levels: A, D, M, E and L

**Advanced:** 9<sup>th</sup> - 12<sup>th</sup> grade

**Difficult:** 6<sup>th</sup> - 9<sup>th</sup> grade

**Medium:** 4<sup>th</sup> - 6<sup>th</sup> grade

**Easy:** 2<sup>nd</sup> - 4<sup>th</sup> grade

**Literacy:** 1<sup>st</sup> grade and/or non-reader
Locator Test

Locator tests are built to measure a wide range of ability with a limited number of questions.

The Locator is the first test you will give.

The information from a Locator test about a student’s functional level is only a very rough estimate.

You will use the Locator score to determine what level of test to give students next.
Learners may have limited experience with standardized tests.

Therefore, the examiner must ensure that examinees understand the test taking procedures.

It is best for examinees NOT to guess on Locator questions - just leave them blank if the answer is unknown.

There will likely be questions students cannot answer because the Locator covers skills that have not yet been taught.
The Locator test results may place the student in a different level test depending on the subject.

For example, a student who is strong in language, may take an A-level Language test, but a D-level Math test.
## Locator Test Timing

### Locator Test

<table>
<thead>
<tr>
<th>Test:</th>
<th>Number of Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>12</td>
</tr>
<tr>
<td>Math computation</td>
<td>8</td>
</tr>
<tr>
<td>Applied math</td>
<td>8</td>
</tr>
<tr>
<td>Language</td>
<td>12</td>
</tr>
</tbody>
</table>

Each test is timed separately. Total time limit: **37 minutes**
After grading a student’s Locator test, use the Locator Test Score Evaluation Chart table below to assign the proper TABE level full battery test.

<table>
<thead>
<tr>
<th>Number correct</th>
<th>Reading</th>
<th>Math (add up total of two math tests = 16)</th>
<th>Language</th>
<th>TABE level to administer</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 and below</td>
<td>4-6</td>
<td>6 and below</td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>7-8</td>
<td>7-8</td>
<td>7-8</td>
<td></td>
<td>M</td>
</tr>
<tr>
<td>9-10</td>
<td>9-11</td>
<td>9-10</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>11-12</td>
<td>12-16</td>
<td>11-12</td>
<td></td>
<td>A</td>
</tr>
</tbody>
</table>
Before the Locator test:
  Prepare and have materials ready.

During the test:
  1. Make sure each examinee is working in the correct place on the exam.
  2. Make certain that each examinee is marking only one answer for each item.
  3. Discourage talking or sharing of answers.
  4. Do not show or suggest the correct answer to the examinee and encourage them to skip ones they don’t know.
Test Administration Processes

Required:

- TABE tests are completed within student’s first 12 class hours.
- The TABE level is determined by the Locator test.
- Time limits are enforced.
- Students do not see test questions before the test.
- Administer the required tests in a proctored environment.
Test Administration Processes

Recommended:

- Teachers should read directly from scripts provided in the *Test Directions* booklet.
- Testing may be split up over multiple class periods.
- Teacher should explain that the student will be given a post-test after the recommended number of hours of instruction.
- TABE 9 should be the pre-test form and TABE 10 the post-test form.
## Core Battery of Tests:

3 hours total

<table>
<thead>
<tr>
<th>Test</th>
<th>Time</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>:50</td>
<td>50</td>
</tr>
<tr>
<td>Math Computation</td>
<td>:24</td>
<td>40</td>
</tr>
<tr>
<td>Applied math</td>
<td>:50</td>
<td>50</td>
</tr>
<tr>
<td>Language</td>
<td>:55</td>
<td>:55</td>
</tr>
</tbody>
</table>
Grading and Reporting

The Content Grade Level Range is valid plus or minus two years. For example, a student taking the Level M test would receive valid results if his or her score fell between grade levels 2.0 to 7.9.

Scores that fall outside of the valid range are not reliable for establishing the educational functioning level or determining a student’s instructional plan. In this case, re-testing with a more appropriate level is recommended.

### TABE Test Level/Grade Level Range*

<table>
<thead>
<tr>
<th>Level</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level L (Literacy)</td>
<td>0 – 1.9</td>
</tr>
<tr>
<td>Level E (Easy)</td>
<td>2.0 – 3.9</td>
</tr>
<tr>
<td>Level M (Medium)</td>
<td>4.0 – 5.9</td>
</tr>
<tr>
<td>Level D (Difficult)</td>
<td>6.0 – 8.9</td>
</tr>
<tr>
<td>Level A (Advanced)</td>
<td>9.0 – 12.9</td>
</tr>
</tbody>
</table>

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*TABE Basics*
Once all the required tests have been graded and grade equivalents (GE) recorded on the score reporting form, use the student’s GE to determine the **lowest** educational functioning level (EFL):

- Use the **chart** below, which is also located on page 5 of the Indiana Adult Education Assessment Policy to determine the EFL.

<table>
<thead>
<tr>
<th>#</th>
<th>Level</th>
<th>TABE GE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ABE Beginning Literacy</td>
<td>0-1.9</td>
</tr>
<tr>
<td>2</td>
<td>ABE Beginning Basic Education</td>
<td>2-3.9</td>
</tr>
<tr>
<td>3</td>
<td>ABE Intermediate Low</td>
<td>4-5.9</td>
</tr>
<tr>
<td>4</td>
<td>ABE Intermediate High</td>
<td>6-8.9</td>
</tr>
<tr>
<td>5</td>
<td>ASE Low</td>
<td>9-10.9</td>
</tr>
<tr>
<td>6</td>
<td>ASE High</td>
<td>11-12.9</td>
</tr>
</tbody>
</table>
This student’s entry level is:

- ABE Intermediate Low

Because: the Language Grade Equivalent was 5.2, which falls in the third Educational Functioning Level - Intermediate Low.
Performance Measures

Adult Education Programs (ABE)

Learner-centered education with five core measures for reporting:

- Educational Gain/Improve Basic Skills
- Entered Employment
- Retained/Improved Employment
- GED/HS Diploma
- Placed in Postsecondary Education or Further Training

WorkOne Centers

Skill-based centers helping customers know, improve and get the best possible job with their skills

- Entered Employment
- Employment Retention
- Average Earnings
## When to Post-test

<table>
<thead>
<tr>
<th>NRS Test</th>
<th>Recommended Number of Instructional Hours Between Pre-Test and Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TABE 9 &amp; 10 Alternate Form</strong></td>
<td>50-60 hours of instruction is recommended when testing with an alternate form (ie. 9M to 10M) for students that test into NRS Levels 1-4 (ABE) with a <strong>minimum of 40 hours</strong>. For students testing into NRS Levels 5 and 6 (ASE Low and High) <strong>30-59 hours</strong> of instruction is recommended.</td>
</tr>
<tr>
<td><strong>TABE 9 &amp; 10 Same Form Testing</strong></td>
<td><strong>120 hours</strong> of instruction is recommended when testing with the same form (i.e. 9M to 9M).</td>
</tr>
</tbody>
</table>
When to Post-test

Students are given a post-test once they have received the recommended number of hours of instruction.

**Exception for Post-testing:** If a learner indicates that he/she is leaving the program, but has less than the minimum hours of instruction recommended in test publisher guidelines, the student may be administered a post-test if the teacher can show evidence of the student mastering the required skills through other documentation.

Teachers must have an administrator’s approval to test outside the publishers’ guidelines and this needs to be documented in the student’s file.
Post-Test Level Determination

Same Level

If a learner scored in the middle of the Score Range on the pre-test, you will want to administer the same level post-test, using form 10.

- Example: A learner with a grade equivalent of 5.0 on TABE 9 Reading Level M pre-test has plenty of room to show gain on a Level M post-test.

Next Level

A student who scores near the top end of the valid range on the pretest may be given the next higher level for the post-test. Teachers will want to consider this option if they believe a student has made good progress and may post-test beyond the valid range if given the same level test.

- Example: A student taking a level D pretest scores at grade equivalent 8.7. The student may be given a level A post-test.
TABE Online Student Experience
Student Experience

Student Logon Page

Double-click the Red icon on the desktop

Provided by the Test Proctor
Welcome Sarah Parks

Test Title: Mathematics Part 1

Notes: You have 10 minutes to complete 8 questions.

Let's get started!

Start  Stop
Sample Math Question

What is the volume of the box shown?

10.5 inches

18 inches

8 inches

A. 36.5 cubic inches
B. 546 cubic inches
C. 834 cubic inches
D. 1,512 cubic inches
What is the volume of the box shown?

10.5 inches
18 inches
8 inches

A. 36.5 cubic inches
B. 546 cubic inches
C. 834 cubic inches
D. 1,512 cubic inches
What Was It Like?

Mei Ling settled into her seat on the airplane. She was flying home to San Francisco after attending her cousin’s wedding in Beijing. The captain of the flight spoke on the intercom and said, “We will be cruising at an altitude of 39,000 feet. We should have a smooth flight and land in San Francisco in approximately thirteen hours. Please sit back and enjoy the flight.”

Mei Ling shifted in her seat. She doubted that she would be able to enjoy sitting for thirteen hours. She looked out her window. She began to think about her great-grandparents. They had left China in the 1800s, seeking a better life in America. What had their journey been like? Mei Ling would be able to make the trip from Beijing to San Francisco in about one day. Her great-grandparents, anxious to arrive in America, had spent weeks on board a large, overcrowded ship.

She continued to think about her great-grandparents. Because they were allowed to bring only one trunk on the ship, they had to choose carefully which items to bring with them. The rest of their belongings had to remain in China.

Mei Ling thought about her great-grandparents repeatedly during the flight. When she finally fell asleep, she even dreamed about them. She awoke to find the captain speaking again.

The purpose of Mei Ling’s trip to Beijing was to

A. find a job
B. meet new friends
C. learn about historic places
D. attend a family celebration
Read this story about Mei Ling and her trip home to the United States from China. Then do Numbers 16–19.

What Was It Like?

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Mei Ling thought about her great-grandparents repeatedly during the flight. When she finally fell asleep, she even dreamed about them. She awoke to find it was now early morning.

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A. find a job
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TABE Online Benefits

- A reliable measurement of adult academic skills and abilities
- A predictor for a student’s readiness for the GED® (Level D & A)
- The ability to test one adult or a group of adults with minimum supervision
- Automatically uploaded test results, formatted to meet state and federal reporting requirements
- Access to immediate and accurate students’ assessment information
Web site

https://oas.ctb.com

To be used by:
- Administrator
- Administrative Coordinator
- Coordinator
- Proctor

VS.

TABE Software

- Downloaded from Web site on each computer used by test takers
  - See installation guide.

- Not a Web site

- Used by: Test-takers
Test Administration Site

- Accessed through a web browser: IE 6/7, Firefox 2.0
  - URL: https://oas.ctb.com
- httpS = secure site, transmission of data is private
  - Requires Login ID and Password
- 24/7 access to your information
  - Student database
  - Test Administrations
  - Reports
The testing software must be installed on each computer used for testing.

The mouse and the keyboard will be used during testing.

Students will not be able to access the Internet, calculator or other programs while testing.
TABE Online User Roles & Responsibilities

TABE Online User Roles
- Administrator
- Administrative Coordinator
- Coordinator
- Proctor

Online Authority

Functions Performed
- Administrator
  - Schedules Test Sessions
  - Runs Reports
  - For an assigned test session
    - Add / Remove Students
    - Invalidate Student tests
- Administrative Coordinator
  - View Info. Across schools / buildings / facilities
  - Update Organization Information
  - Manage Users and Students
  - Add and delete student records
  - Manage accommodations for students requiring IEP testing accommodations
- Coordinator
  - Schedules Test Sessions
  - Runs Reports
- Proctor
  - Secondary administrators

TABE Online Tests Available

- TABE Online Locator
- TABE 9 & 10 Complete Battery
  - Skill Levels A, D, M, E
  - Reading, Mathematics, and Language
  - Optional Tests:
    - Vocabulary, Language Mechanics, and Spelling
Getting 9 & 10 Setup

- “Schedule a Test session” located in the Main Menu.
- Give your test session a unique name
For example, you will want to select:
TABE 9 Online Complete Battery for pre-tests.
This will include the locator and all the subtests of the Complete Battery.

You will have to decide if you want all students to take the Tutorial before starting the official test. If so, add that to your list.
Test Administration Site – Auto Locator

Schedule a Test Session: Select Test
Select the test you wish to schedule, review subtest information as needed, and then click Next.

Test Group:
TABE 9 Online Survey

Tests
Selected: TABE 9 Online Survey

<table>
<thead>
<tr>
<th>Select</th>
<th>Test Name</th>
<th>Subtests</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TABE 9 Online Survey</td>
<td>TABE 8 &amp; 10 Online Locator, TABE Reading, TABE Mathematics Computation, TABE Applied Mathematics, TABE Language, TABE Vocabulary, TABE Language Mechanics, TABE Spelling</td>
<td>129 minutes</td>
</tr>
</tbody>
</table>

Total Tests: 1

Test Security
The test you selected contains more than one subtest. Select your test administration preferences and then click Next.

Do you want breaks between subtests?
- No
- Yes

Use the system-generated test access code or enter your own: discuss336

Locator Test
Select the checkbox below to include the Locator Test. The student’s performance on the Locator Test determines the difficulty level of the other subtests.

<table>
<thead>
<tr>
<th>Select</th>
<th>Subtest Name</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TABE 8 &amp; 10 Online Locator</td>
<td>37 minutes</td>
</tr>
</tbody>
</table>

The Auto Locator automatically assigns the correct level of difficulty for all assigned subtests in the Survey or Complete Battery.
Can rename the test, such as Test #1.

Can set limits on testing dates and times.

Can name specific testing location (such as intake room, etc.)

Student can’t take test until they have this code, which will be given to them at the test session.

Can add students directly from this page, if you already have them entered into the system.
Managing Tests: Adding Students to a Test Session
Test Tickets

- After you add a student to a test session, you will be able to print their “test ticket:”
  - Includes client’s user name, password and access code
  - Given to individuals when they return for their testing session.
Before Testing Session

1. Proctors should print the Test Tickets.
2. Open the test software on each student computer by double-clicking the McGraw-Hill icon.
3. Bring up the student login screen.
Adding a New Student
Part 1

Administering TABE Online

Add Student

Enter information about the student in the form below. Required fields are marked by a blue asterisk. Use the organization selector on the right to assign at least one organization for the student.

- First Name:
- Middle Name:
- Last Name:
- Date of Birth:
- Grade: Select a grade
- Gender: Select a gender
- Student ID:
- Student ID 2:
- Organization: None selected. Use the control on the right to select.

Save Cancel
Adding a New Student
Part 2: Additional Info

Administering TABE Online

Additional Student Information

**ELL**
- Yes

**Ethnicity**
- Please Select

**Free Lunch**
- Yes

**IEP**
- Yes

**LEP**
- Yes

**Labor Force Status**
- Employed
- Not in Labor Force
- Unemployed
- None

**Migrant**
- Yes

**Section 504**
- Yes
Adding a New Student
Part 3: Accommodations

Administering TABE Online

Specific Accommodations

Select the accommodation(s) the student requires while testing. These settings can be adjusted for each test.

- **Allow Screen Reader:** Program reads certain text blocks and/or image labels aloud.

- **Online calculator:** A calculator is provided for all test questions allowing a calculator as an accommodation.

- **Test Pause:** Allow student to pause test for rest breaks.

- **Untimed Test:** Eliminate time limits.

- **Highlighter:** Allow student to highlight test items.

- **Color and Font:** Change screen colors and/or font size.

**Question settings**

- **A**
  - Background: White
  - Font Color: Black

**Answer settings**

- **A**
  - Background: Light yellow
  - Font Color: Black

Standard Font Size:  
Large Font Size:  

Timer will continue to run during restroom break unless this box is checked.

Click **SAVE** to complete.

Automatically available unless you uncheck this option.
Test Administration Site – Register Student
Managing Tests:  
Print Test Session Documents

Schedule a Test Session: Options
To print test session documents for a specific organization, select the organization below, then click the document you wish to print.
To print test session documents for all organizations, just click the documents you wish to print.

Test Information

Test name: TABE 9 Online Survey  Test session name: TABE 9 Online Survey

Modify Student's Test
Select a student and click Modify Tests to change the subtests, difficulty level, or subtest order for an individual student.

<table>
<thead>
<tr>
<th>Modify Test</th>
<th>Select</th>
<th>Last Name</th>
<th>First Name</th>
<th>ILL</th>
<th>Accommodations</th>
<th>Class Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Chan</td>
<td>Anna</td>
<td></td>
<td></td>
<td>AMC Adult</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Culp</td>
<td>Craig</td>
<td></td>
<td></td>
<td>AMC Adult</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student</td>
<td>Matt</td>
<td></td>
<td></td>
<td>AMC Adult</td>
</tr>
</tbody>
</table>

Total Students: 3, Filtered: 3

Organizations
Select a group to print its test session documents. Click the available links to display suborganizations:

<table>
<thead>
<tr>
<th>District</th>
<th>Select</th>
<th>District</th>
<th>Total Selected Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAME District</td>
<td></td>
<td>TAME District</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Organizations: 1

Test session documents
Click the links to display the documents you wish to print.

Individual Test Ticket
These tickets have the login names and passwords your students need to take the test.

Summary Test Ticket
This summary has the information your proctor needs to administer the test: Student names, login IDs, passwords, and test access code(s).
Four Types of Reports

**Individual Reports**
- Individual Portfolio - Shows Scale Score, GE, NRS levels
- Individual Profile – Includes GED predictor and individual student objective performance

**Group List Report**
- Shows test results, grade equivalents (GE) and NRS levels for a group of students

**Item Analysis**
- Indicates the individual item performances, grouped by objective and sub-skill. Includes the correct answer and student's answer for each test item.

**Locator Test Report**
- Indicates the number of test items answered correctly in each subject area of the Locator Test and corresponding TABE level(s) to administer.
Select a test session and then click on “View Status”
Select a student, and then click on “View Student Report” to go directly to the Individual Report.
CTB Product Support

Support Hours: 8:00 AM to 8:00 PM, Eastern Time

Product Support Phone: (866) 282-2250
Product Support E-Mail: oas_acct_mgmt@ctb.com

Web Resource Access URL: www.ctb.com

From Home Tab: Press Adult Education Link, then press TABE Online Link to access:

• TABE Online Frequently Asked Questions
• TABE Online Technical Requirements documentation