

Module 4: Administering the Paper-Based TABE 11/12 Subtests

After administering the Locator Test (and Word List, if applicable) to identify the appropriate starting level for each individual student, administration of the TABE 11/12 can begin.

Things to Remember

Alternate Test Forms

When administering a second test to a learner, alternate test forms must be given to ensure that a learner does not receive the same test form in sequence. Alternating forms reduces the potential of remembering questions from one test administration the next. For example, if a learner first completes Level E, Form 11, then his/her second test will be Level E Form 12. Furthermore, if this learner needs a third test, then he/she should complete the Form 11 test for the third administration.

Pre-test to Post-test Consistency

If a learner's first test is Reading Level D, then the learner's second test should be Reading Level D (same would apply with math and writing subtests). In general, it is not recommended to change the TABE level across administrations of the same subtest (e.g., it is not recommended to administer Reading Level E for a first test and Reading Level M for a second test within a fiscal year). Test administrators should maintain consistency of subtest and level across test administrations.

Scheduling Test Administrations

If the test administrator is administering the TABE 11/12 to multiple learners during a single testing session, it is important that only one subtest from one form is administered during that testing session (i.e., if Reading Level D Form 11 is being administered, then all learners should be taking the TABE Reading Level D Form 11). The test directions are specific to each subtest, therefore, administration more than one subtest during any one testing session is not recommended.

Before beginning a level E, M, D, or A paper-based test session with students:

Review the "Specific Directions for the Levels E, M, D, and A Tests" section in the appropriate TABE Test Directions booklet for the form (11 or 12) that will be administered (see table of contents on page ii of the Test Directions booklet) and gather the required materials.

Before administering the TABE 11/12 check that each examinee has the required materials. Have all examinees fill in the examinee identifying information on the front cover of the answer documents.

Begin each administration with the Directions for Administering TABE form 11 (or 12) at the appropriate level. The table of contents can be found on page ii of the Test Directions manual. Refer to this table of contents to find the appropriate starting page for each test.

Paper-Based Administration Instructions

During test administration, the test administrator is required to adhere to the directions presented in the Test Directions booklet. First, the test administrator will complete the tasks explained in italics. When the test administrator and learner are ready, the test administrator will read the text in bold that follows “**SAY**” to the learner exactly as it is written. The test administrator will continue following the instructions in italics.

Within each subtest, the initial test directions are followed by a practice test. The test administrator will walk through each practice item as described in the Test Directions.

Note: At first glance, the Test Directions for Form 11 look like the Test Directions for Form 12, but the directions for the subtests are specific for each form (generally in the page number references). The Test Directions for Form 11 must be used only for Form 11 tests and the Test Directions for Form 12 must be used only for Form 12 tests.

The following section will walk through the Specific Directions for Administering Form 12, Reading Level D Test. *Turn to page 70 in the TABE Test Directions.*

- The test administrator will use the first set of directions to familiarize the learners with the test book and the answer document. The learners will be asked to fill in the date. You will use the specific directions on page 70.
- In the second set of directions (p. 70-73), the test administrator will walk the learners through the practice test.
 - To ensure that the test results are reliable, it is important to follow the test directions provided by the test developer in the Test Directions booklet. Read through the instructions exactly as they are written for the Reading Practice Test.
 - As instructed in the Test Directions, the practice item and explanation may be repeated, if necessary.
 - At the conclusion of the Practice Test, the learners should understand how to move forward with the remainder of the test.
- Upon completion of the practice test, the test administrator will follow/read the directions for the Level D Reading Test – Part 1.
- Once all of the learners have completed Part 1, the test administrator can release the learners for a break. ALL MATERIALS MUST REMAIN SECURE DURING THE BREAK. Cell phones should not be used during the break.

- For Part 2, read the directions for the Level D Reading Test – Part 2.
- Once all of the learners have completed Part 2, the test administrator can release the learners for a break (if additional subtests will be administered) or collect ALL materials and file as described in the Test Directions (if testing is complete).

Each subtest is accompanied by detailed directions that, when followed, will promote reliable test results. During TABE administration, make sure test takers are:

- marking their answer sheets correctly
- working in the correct section of the test
- not helping each other
- not using cell phones, even during breaks.

Testing Accommodations

The summary of accommodation categories in this module and the test publisher's guidelines are provided to assist programs in offering fair testing conditions to all learners. In cases where it is difficult to determine what type of accommodation is most appropriate to meet a learner's needs, test administrators and assessment coordinators may contact the Center for Educational Assessment at the University of Massachusetts (aclstestsupport@educ.umass.edu) for additional guidance.

As explained in the ACLS [Assessment Policies Manual](#), testing accommodations should be provided to learners with the appropriate disability-related documentation (usually an Individualized Education Plan, or IEP). Detailed information about accommodations for the TABE tests have been prepared by the test publisher and can be accessed [here](#).

The test publisher also provides a framework for categorizing accommodations, which is presented in the document above and on pages 13-14 of the Test Directions books. The framework provides accommodation categories that illustrate how different types of accommodations influence the interpretation of test scores.

Category 1 accommodations:

- Not expected to influence a test taker's performance in a way that alters the interpretation of the test score
- The scores of individuals who receive Category 1 accommodations should be interpreted in the same way as the scores of individuals who take the test under standard conditions

Examples of category 1 accommodations are: take the test alone or in a study carrel; use a Large Print edition of the test; take additional breaks, but the breaks

do not result in extra time for testing or an opportunity to study information in a test that is already in progress

Category 2 accommodations:

- May have an effect on a test taker's performance that should be considered when interpreting the test taker's score

Examples of category 2 accommodations are: be allowed extra time; use flexible scheduling that may result in extra time; use directions that have been marked with highlighting

Category 3 accommodations:

- May have an effect on a test taker's performance that alters the interpretation of the test taker's score
- May also change what is being measured, which occurs when the accommodation is strongly related to the knowledge and skills being measured

Examples of category 3 accommodations are: have stimulus material, questions, and/or answer choices presented through sign language; use of a text-talk converter; Have directions, stimulus material, questions, and/or answer choices paraphrased

Test Security

Maintaining test security is vital to the reliability of the test, accuracy of the test results, and success of the testing program. The test administrator (and others involved with assessment procedures) is responsible for following testing procedures that ensures the test content is not exposed and cheating is prevented. The publishers provide a detailed checklist of security procedures along with other specific details of test security on pages 14 to 19 of the TABE Test Administration Manual. The following test materials are considered secure:

- Printed test books (in regular and alternate formats)
- TABE Test Directions (in regular and alternate formats)
- Completed answer documents
- Used scratch paper

The Test Administration Manual is not considered secure; however, it is considered proprietary and confidential.