

Module 4: Administering and Scoring the Multiple-Choice Portion of the CLAS-E Writing Test

In this module, you will learn more about administering and scoring the multiple-choice portion of the CLAS-E Writing, including information about alternating forms, post-testing, and interpreting the symbols used in the test directions.

As explained in the previous module, test administrators should decide which CLAS-E Writing level to give to first-time test takers based on the Locator Test and consideration of any other relevant information (e.g., information from intake, classroom performance). Students taking a post-test should be administered the same test level that was used for the pre-test. Once the appropriate level is selected, it is time to administer the CLAS-E Writing.

Test taker materials:

- Test Book for the appropriate CLAS-E Level and Form,
- [Adapted Multiple Choice Writing Answer Sheet for Form A and B and Levels 1-4](#)

Test administrator materials:

- [Adapted TABE CLAS-E Writing Test Directions \(multiple-choice portion\)](#)
- One Test Book and one Adapted Answer Sheet to demonstrate the directions

CLAS-E Test Books

The multiple-choice portion of the CLAS-E Writing contains 20 items, and the number of items is the same for all levels. There are eight CLAS-E test books (two for each level):

- Level 1 Form A, Level 1 Form B
- Level 2 Form A, Level 2 Form B
- Level 3 Form A, Level 3 Form B
- Level 4 Form A, Level 4 Form B

As previously mentioned, the two forms for each level assess the same content with different questions. To improve the accuracy of CLAS-E results, it is essential to alternate test forms between pre- and post-testing.

For example, if a learner takes the Level 2 Form A assessment as the pre-test, the student must be given Level 2 Form B as the post-test. For programs that use a mid-year optional assessment, it is possible to pre-test with Form A, administer a mid-year optional assessment with Form B, and post-test with Form A within the same fiscal year.

Switching to a higher test level after the pre-test is not recommended (e.g., ACLS does not recommend pre-testing with Level 2 and post-testing with Level 3). If a learner is pre-tested with a certain level and the retesting guidelines do not recommend pre-testing again with a different level, using that same level for the post-test will give the learner the best opportunity to show learning growth.

If the retesting guidelines recommend pre-testing again with a different level, then the second pre-test is the one that counts, and the level of that pre-test is the one that will give the learner the best chance to show improvement on the post-test.

Adapted Answer Sheet

The same Adapted Answer Sheet is used for all levels. It was created with permission from the test publisher to focus on the writing component of the CLAS-E. The Adapted Answer Sheet has space for test takers to write a letter indicating their answer for all 20 multiple-choice items, and the second page (not shown below) is reserved for scoring. Administrators should indicate the Form and Level of the Writing assessment selected on each learner's the Adapted Answer Sheet.

TABE CLAS-E- Writing

ANSWER SHEET

Multiple Choice Writing

FORM: A ___ B ___ LEVEL: 1 ___ 2 ___ 3 ___ 4 ___

NAME _____

PROGRAM _____

TEST DATE _____

Sample Questions
A. ___
B. ___
C. ___

Writing			
1. ___	6. ___	11. ___	16. ___
2. ___	7. ___	12. ___	17. ___
3. ___	8. ___	13. ___	18. ___
4. ___	9. ___	14. ___	19. ___
5. ___	10. ___	15. ___	20. ___

Writing Subtotal Number Correct for Multiple Choice



Test Administrator _____

Adapted from TABE CLAS-E materials with permission from CTB-McGraw Hill by the System for Adult Basic Education Support (SABES) for ABE Programs funded by the Massachusetts Department of Elementary and Secondary Education, Adult & Community Learning Services, 2011.

Implementing the Adapted Test Directions

To reflect the use of the Adapted Answer Sheet, Adapted Test Directions were developed and must be followed every time.

As a reminder, here is what the elements in the test directions mean:

SAY	What you say out loud (script in bold type)
	Information about timing
<i>Italics</i>	Instructions to the test administrator that should not be read aloud
	Instances where you should use a Test Book to show sample items or to make sure students have turned to the correct page

Please read through Adapted TABE CLAS-E Writing Test Directions (multiple choice portion):

**Writing Test
20 Minutes**

TABE CLAS-E Writing Directions

Adapted for Answer Sheet and Test Administration

(NOTE: Revised September 2017 and replace previous directions)

Substitute this script for the following Writing Test Directions Book Pages:

Level 1	Pages 46 - 48
Level 2	Pages 42 - 44
Level 3	Pages 43 - 45
Level 4	Pages 45 - 47



Ensure that each examinee has the appropriate level test book and an answer sheet.

SAY: Look at the front of your answer sheet. Do not make any marks on the answer sheet except the ones I tell you to make. *(Pause.)*
Find "NAME." Print your name. Print your last name first, then your first name and middle initial. *(Pause)*
Find "PROGRAM." Print the name of the program you are enrolled in. *(Pause. Examiner may write program name on the board).*
Find "TEST DATE". Print the month, day and year of today's test date *(Pause. Examiner may write date on the board).*

SAY: Open your test book to the Writing test on:

- Page 21 (Levels 1 and 4)
- Page 25 (Level 2)
- Page 19 (Level 3)

The page should look like this.



Demonstrate with your copy of the test book. Ensure that all examinees are on the correct page in their test books.

SAY: We will begin by doing some sample questions together.

For each sample question, print the alphabet letter that goes with the correct answer you choose.



Hold up the adapted Answer Sheet and point to the lines.

SAY: If you want to change an answer, completely erase the alphabet letter you wrote before writing a new alphabet letter answer.

SAMPLE A

SAY: For Sample A, choose the word or words that correctly complete the sentence. Write the alphabet letter that goes with the answer you choose. ("A", "B", or "C")



Give the examinees time to do Sample A.

*Do **not** read the answer choices aloud.*

Sample A

Choose the word or words that correctly complete the sentence.

She _____ a new car.

- A. has
- B. have
- C. is having

SAY: For Sample A, the correct answer is "has," alphabet letter "A". The sentence reads, "She has a new car." If you wrote a different alphabet letter, please erase it now. Then write the correct answer, letter "A."



Ensure that all examinees have printed the correct letter response.

SAY: Are there any questions? (*Pause*)

SAMPLE B

SAY: Find the next sample question, Sample B.



Demonstrate with your copy of the test book.

SAY: For Sample B, choose the sentence that is correct. Write the alphabet letter that goes with the answer you choose, (“F”, “G”, or “H”).



Give the examinees time to do Sample B.

*Do **not** read the answer choices aloud.*

Sample B

Choose the correct sentence.

F Do have you some paper?

G. Do you have some paper?

H Do have some paper you?

SAY: For Sample B, the correct answer is “Do you have some paper?” letter G. You should have written “G” as your answer. If you wrote a different letter, please erase it now. Then write the correct letter, “G” as your answer.

SAMPLE C

SAY: Find the next sample, Sample C.



Demonstrate with your copy of the test book.

SAY: For Sample C, read the two underlined sentences. Then choose the sentence that BEST combines them. Write the alphabet letter that goes with the answer you choose, ("A", "B", or "C").



Give the examinees time to do Sample C.

Do **not** read the answer choices aloud.

Sample C

Read the two underlined sentences. Then choose the sentence that BEST combines them.

Dan has a gift.

The gift is for his wife.

- A Dan has a gift is for his wife.
- B Dan has a gift for his wife
- C Dan has a gift, the gift is for his wife.

SAY: For Sample C, the correct answer is "Dan has a gift for his wife," letter "B." If you wrote a different letter for your answer, please erase it now. Write the correct answer, letter "B" for your answer.



Ensure that all examinees have printed the correct letter response.

SAY: Are there any questions? *(Pause)*

SAY: Now you will do the Writing test. Remember to read all the directions and information carefully. When you see the word GO at the bottom of the page, go on to the next page. When you come to the word STOP after Number 20, you have finished the Writing test. You may check your answers in the Writing test only. Then sit quietly until the other examinees have finished.

Are there any questions?



Make the starting and stopping times visible to all examinees in the testing



Ensure that all examinees are in the correct place on their answer sheets. Give the examinees 20 minutes to do the Writing test. At the stopping time:

SAY: Stop. Please close your test book. This is the end of the Writing test. Make sure you have marked all your answers clearly and that you have completely erased any marks you do not want.

Pause to five examinees time to check their answer sheets.

SAY: I will now collect your test book and answer sheet.

After the test books and answer sheets are collected,

SAY: We will now do the second part of the Writing Test. I will now hand out the Expository Writing Folio. Do not open the writing folio until I tell you to do so.

Distribute one copy of the Expository Writing Folio to each examinee. Follow the Directions for Administering the Expository Writing Folio in the Test Directions book.

While administering the CLAS-E Writing, please follow the Adapted Test Directions precisely and make sure examinees are:

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

There is no penalty for guessing. However, if a learner is obviously marking answers randomly (e.g., rushing through the test without reading the questions before answering), treat the learner's work as invalid and re-test another time soon thereafter.

Scoring the Multiple-Choice Portion of the CLAS-E Writing Test

Required Materials:

- CLAS-E Writing answer sheets to be scored (*not* Expository Writing Folios)
- Answer Key

The multiple-choice questions should be scored AFTER test takers complete both parts of the CLAS-E Writing—the multiple-choice and expository writing portions. Instructions for administering the expository writing portion are presented in the next module.

Scoring Instructions

Scoring learners' multiple-choice answers is straightforward, but only certified test administrators may score the multiple-choice portion of the CLAS-E Writing test.

Simply use the Answer Key for the appropriate test level and form to obtain the number-correct score. Then, record your name and the learner's number-correct score on the first page of the Adapted Answer Sheet.