The Basics of TABE
Tests of Adult Basic Education

• Most widely used adult test in the United States (ABE)
• Proven “Validity” and “Reliability”
• Norms based on adult reference groups
• Content reflects adult learning
• Built on 45 years of experience
• Grounded in Basic Skills/Higher Order Thinking Skills – Cognitive Complexity
  – Bloom, Rankin-Hughes, Norm Webb
TABE Content Validity

- Higher Order Thinking Skills
  - Cognitive Complexity
- National Adult Literacy Survey (NALS)
- Standards and Guidelines
  - NCTM, IRA, NCTE
- Culturally Diverse Content
- Maximum Bias Elimination
  - Ethnicity
  - Age
  - Gender
Content Validity

Content measures three types of literacy needed for the GED and today’s jobs:

- **Prose literacy** — reading and understanding written text
- **Document literacy** — understanding content of common documents (diagrams, maps, charts, tables, forms, and consumer labels)
- **Numeracy** — merging knowledge of numerical and word content (the ability to understand complex documents such as tax forms or advertisements that require both text and math skills)

2003 NALS Comparative Report to the Nation on Adult Literacy Performance
TABE has Two Test Length Choices

- Complete Battery (3 hours, 37 minutes)
  - Complete norm- and criterion-referenced information
  - Detailed diagnostic information
- Survey (2 hours, 8 minutes)
  - Shorter testing time
  - Easy screening and placement
TABE Test Booklets

- Level L Form 9 or 10 (consumable)
- Complete Battery Form 9 or 10 (reusable)
  - Levels E, M, D, or A
- Survey Form 9 or 10 (reusable)
  - Levels E, M, D, or A
- Large Print Test Books
- Braille
- Audio (Cassette or CD)
Advanced Level Tests:

- GED designed and supportive:
- All Tests at “A” level.
- Science & Social Studies in same book, 35 items each.
- Algebra & Geometry in same book, 30 items each.
- Administrators have flexibility to select or skip a content area based on the student’s needs
- Test Directions assist with administration
- Writing—2 prompts, rubric scored.
TABE Administration and Support Materials

- Test Directions
- Norms Book
- Technical Report
- Individual Diagnostic Profiles
- GED 2002 Correlation Study
- Building Skills with TABE
- Getting to Know TABE
GED Prediction Tables

• GED prediction tables in norms book
• TABE 9 & 10 prediction tables
  – Based on studies completed with students most likely to be ready for GED
  – Participating students took TABE 9/10 and GED within 6 week interval
• GED readiness based on Scale Score of 410 or Grade Equivalent (GE) of 9.6 and higher on an given content area
• Overall GED readiness based on Grade Equivalent of 11.3 or Scale Score of 450 or higher on the Total Test Score
Understanding and Using TABE Appropriately
Frequency of TABE assessments?

Time prior to post-testing

- 60 hours of instruction recommended
  - *same level, different form*

- 120 hours of instruction recommended
  - *same level, same form*
TABE Levels by Content Difficulty

TABE 9 & 10

- Questions on tests are written at the content difficulty indicated

- D and A level tests are harder because the content being tested is more advanced

<table>
<thead>
<tr>
<th>Level</th>
<th>Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>0 - 1.9</td>
</tr>
<tr>
<td>E</td>
<td>2.0 - 3.9</td>
</tr>
<tr>
<td>M</td>
<td>4.0 - 5.9</td>
</tr>
<tr>
<td>D</td>
<td>6.0 - 8.9</td>
</tr>
<tr>
<td>A</td>
<td>9.0 - 12.9</td>
</tr>
</tbody>
</table>
## Educational Functioning Levels

<table>
<thead>
<tr>
<th>Literacy Level</th>
<th>NRS Level</th>
<th>GE</th>
<th>Reading SS</th>
<th>Language SS</th>
<th>Math SS</th>
<th>TABE Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning ABE Lit.</td>
<td>1</td>
<td>0-1.9</td>
<td>0-367</td>
<td>0-389</td>
<td>0-313</td>
<td>L</td>
</tr>
<tr>
<td>Beginning Basic Ed</td>
<td>2</td>
<td>2.0-3.9</td>
<td>368-460</td>
<td>390-490</td>
<td>314-441</td>
<td>E</td>
</tr>
<tr>
<td>Low Int. Basic Ed</td>
<td>3</td>
<td>4.0-5.9</td>
<td>461-517</td>
<td>491-523</td>
<td>442-505</td>
<td>M</td>
</tr>
<tr>
<td>High Int. Basic Ed</td>
<td>4</td>
<td>6.0-8.9</td>
<td>518-566</td>
<td>524-559</td>
<td>506-565</td>
<td>D</td>
</tr>
<tr>
<td>Low Adult Sec. Ed</td>
<td>5</td>
<td>9.0-10.9</td>
<td>567-595</td>
<td>560-585</td>
<td>566-594</td>
<td>A</td>
</tr>
<tr>
<td>High Adult Sec. Ed</td>
<td>6</td>
<td>11.0-12.9</td>
<td>596-800</td>
<td>586-800</td>
<td>595-800</td>
<td></td>
</tr>
</tbody>
</table>
Using TABE with Special Needs Students
Adult Students with Disabilities

- Must self-identify
- Must provide documentation
- Must request accommodation
Modifications / Accommodations of Testing Procedures

- Flexible scheduling
- Flexible setting
- Flexible responding
- Flexible presentation
- Flexible timing
TABE Accommodations

• Making Test Accessible for Adult Students with Special Needs
  – TABE 9 or 10 -Large Print-(available in Complete and Survey editions)
  – TABE 9-Braille-(available in Complete and Survey Editions).
  – Use of TABE/PC or TABE Online.
Using Best Practices to Administer TABE 9 and 10
Best Practices in Administering TABE

- Use “Locator” to determine appropriate test level.
  - May not be used instead of test level
  - Is not an absolute prediction of ability
  - Has limited number of items
  - Avoid administering a level “too easy” or “too difficult”
- Use determined test level in a “standardized” manner.
  - Use proper timing
  - Read script verbatim
  - Follow test directions explicitly
  - Ensure comparable testing situation for all examinees
Best Practices in Administering TABE

• Inform student about the test experience.
  – Purpose of testing and use of results
  – When and where the test will be given
  – What subject matter will be tested
  – Types of test questions
  – Timing and test length
  – Practice questions

• Create and maintain appropriate testing environment.
  – Trained administrators and proctors
  – Appropriate spacing/seating of students
Variables That Can Affect Test Results

**Student**
- Fatigue
- Motivation level
- Physical discomfort
- Test anxiety

**Environmental**
- Light levels
- Temperature
- Noise level
- Ventilation
- Other distractions
Maintaining Security and Integrity of TABE 9 and 10
Security Issues

- Handling Testing Materials
  - Tracking with TABE Administrators, Students
  - Keeping Materials in Locked Storage
- No cell phones or electronic devices
- Number tests and answer sheets
- Plan for contingencies
- Active monitoring
  - 1 proctor for every 15 students being tested
  - Direct observation for entire test period
Interpreting and Using TABE Results
# Score Range vs. Content Range

## Score Ranges

<table>
<thead>
<tr>
<th>Skill Level</th>
<th>Grade Equivalent Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>0.0–4.9+</td>
</tr>
<tr>
<td>E</td>
<td>0.0–6.9+</td>
</tr>
<tr>
<td>M</td>
<td>0.0–9.9+</td>
</tr>
<tr>
<td>D</td>
<td>0.7*–12.9+</td>
</tr>
<tr>
<td>A</td>
<td>1.1*–12.9+</td>
</tr>
</tbody>
</table>

## Content Ranges

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Only test levels D and A provide a GED prediction.
How to interpret scores

- The “raw score” (number correct) cannot be compared from Form to Form
  - Forms are “alternate”
  - but not 100% equal item by item
- Number Correct (NC) is starting point for determining meaningful scores
  - For manual scoring, use norms book to interpret NC
  - TestMate TABE and TABE PC generate Test Reports
Interpretation of Grade Equivalent Scores

- GEs indicate achievement levels related to elementary and secondary schools, but
  - Do not have comparable meaning in non-graded programs, such as adult education
- GEs are not on an equal-interval scale.
  - The distance between two GEs has a different meaning at different points on the scale
  - May not be added or subtracted
- GE scores may be misinterpreted more often than any other score type
Interpretation of Grade Equivalent Scores

• A GE of 7.6 in mathematics does NOT mean the student is capable of doing 7th grade math – it depends on the level of the test being given

• The GE score may not always keep pace with academic growth.
  – Is a 5.5 GE on M level the same as 5.5 on the D level?
  – Can a student’s GE stay the same, but still demonstrate academic growth?
• Scale scores are used as
  – a basis for deriving the other TABE 9&10 norm-referenced scores that can be used to describe test performance
• The scale score takes into consideration
  – the difficulty of the form:
    • it takes more items correct in “M” than it does in “D” to get the same scale score
• Scale score is the only way to assess educational gain
  – All items are on a “vertical” scale
  – Being on an equal-interval scale means that the distance between the two scale scores has the same meaning at different points on the scale
Best Practices for Administering TABE

• Follow test publisher’s recommended testing procedures
  - Be concerned about test security
  - Follow NRS and state guidelines regarding the timing and frequency of testing
  - Use the TABE to drive instruction
Web based version of TABE 9&10
Rapid Registration of student in the system
Test scored immediately and automatically
Auto Locator for placing students in test level
Completely secure test administration and data storage
Timer and book marking features
Reports allow for aggregation of data
Improved accommodation functionality – font color/size
TABE 9 & 10 Flexible Options: TABE PC

- Entire test or any part completed on computer
- Test scored immediately and automatically
- Auto Locator for placing students in test level
- Option for randomizing distractors/correct answer to improve test security
- Timer and book marking features
- Option for integrating data with TestMate TABE testing and upload
- Same reporting formats as TestMate TABE
Key Points for TABE PC

- Computer based testing for TABE 9/10 and Advanced Level Tests
- Immediate Scoring and Reporting
- Installation on a single PC or a network
- Prescriptive reports available for Contemporary and Steck-Vaughn
- Flexible Administration control with web administrations or floppy disk administrations
- Multiple site administration control with web administrations.
2010 TABE Updates

- Full 7 year NRS approval renewed in February 2010
  - 10 test forms for TABE
  - 8 test forms for TABE CLAS-E

- Free Lexile Reading Measures for TABE Reading Scores launched in February 2010

- TestMate TABE/TABE PC Version 6.5 releases in February 2011
  - Updated Prescriptive Reports for Contemporary and Steck Vaughn
  - Prescriptive Reports now included for Free ($950 value)
2011 Plans and Beyond

- **TABE Adaptive to be released in 2011**
  - No Locator – No E,M,D,A – No 9/10
  - Reading, Math (Applied & Computation) and Language tests only
  - Adaptive engine will select test questions based on the student response on the previous question
  - Testing at the length of the Survey but diagnostics similar to the Complete Battery

- **TABE CLAS-E Online scheduled for 2011**
  - Computer based testing for Adult ESL students
  - Reading, Listening, Writing and Speaking

- **TABE 11-13 Development scope work to begin in 2011**
  - 3 Forms (eventually, rolled out over time from a collection of unscored test items from the Adaptive test)
  - New level above Level A
  - Aligned to new GED and Common Core Standards
For More Information

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  michael_d_johnson@ctb.com

Or visit

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800-538-9547