

**Guide to Administering  
TABE  
(Tests of Adult Basic Education)**

**A Handbook for Teachers  
And Test Administrators**

**Marty Olsen**  
[martha.olsen@gmail.com](mailto:martha.olsen@gmail.com)

**May 2009**

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## ***ADMINISTERING TABE (Tests of Adult Basic Education)***

The TABE instruments provide assessment, placement, growth, literacy level, prediction, and prescription information.

### **Assessment**

TABE 9 & 10 assessments are based on curriculum philosophies from adult education programs. The assessments come in two alternate forms, and five levels including L (Literacy), E (Easy), M (Medium), D (Difficult), and A (Advanced).

### **Placement**

TABE 9 or 10, in addition to the Locator Test, can provide information for placement of students whose primary language is English.

### **Growth**

To measure growth, all the 9 & 10 forms of the same level test are equated so that pre- and posttests will accurately measure gains of students.

### **Literacy Level**

TABE 9 & 10 provides an assessment of the reading levels of literacy level students.

### **Prediction**

TABE 9 & 10 scores provide a GED prediction score for each content area.

### **Prescription**

The TABE group of assessment instruments provides lessons needed based on TABE scores. TestMate TABE Prescriptive Assignments can give automatic reports of specific lessons the student needs, based on the TABE scores. With the computer scoring, group results for skills and content area are available to provide information for teachers for group instruction.

### **Appropriate Use of TABE 9 & 10**

- English (first language) speakers entering ABE or GED classes
- English Language Learners with CASAS scores of at least 236+
- Not recommended for English Language Learners with CASAS scores below 236

## **TABE ASSESSMENT INSTRUMENTS**

### **Practice and Locator Test**

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The practice portion of the test helps students become familiar with the types of items on the test. The locator portion of the test helps to determine the appropriate test level of TABE 9 & 10 for students. The Practice and Locator Test take approximately 55 minutes to administer. Beginning readers who cannot take the Practice and Locator Test can take the TABE Level L Test, Form 9 or 10.

### **TABE 9 & 10 Complete Battery (recommended)**

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The Complete Battery is a series of five tests at five levels that give both normed scores and skill and outcome-performance scores for adults. The Complete Battery includes Reading, Mathematics Computation, Applied Mathematics, Language, and Spelling. The Complete Battery takes approximately **3 hours** to administer.

### **TABE 9 & 10 Survey**

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The Survey version includes Reading, Mathematics Computation, Applied Mathematics, Language, and Spelling. The Survey takes approximately **1.5 hours** to administer, and also provides normed scores.

### **Advanced-level tests of Algebra/Geometry, Writing, Science and Social Studies**

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- “ These **optional** tests diagnose needs that can be used to help prepare students for the GED. These tests are criterion-referenced, and focus on the subjects and level that help adult students see if they are ready to take the GED.
- “ These tests supplement the Reading, Language, Math, and Spelling tests offered in TABE 9&10 Survey and Complete Battery.
- “ The Writing test provides two essay prompts published in two separate books. You gain the chance to pre- and post-test.
- “ The Science and Social Studies assessments are multiple-choice tests containing 35 items each.
- “ The Algebra/Geometry test contains 60 selected-response items that reflect advanced math content.

### **TABE Tests for Students with Disabilities**

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TABE has:

- Practice Exercises
- Locator
- Survey Form 9
- Complete Battery Form 9

Available in:

- Large-print edition
- Braille edition
- Audio edition



## ***ADMINISTERING TABE – A Standardized Assessment***

All programs must administer and score the TABE tests exactly according to the test developer's directions, in order to keep the process as consistent as possible across the state.

Follow standardized testing procedures:

- “ Use proper timing
- “ Read script verbatim
- “ Follow test directions explicitly
- “ Do not review questions prior to testing
- “ Do not answer questions regarding test during testing
- “ Do not go over test with students after testing
- “ Ensure comparable testing situation for all examinees

### **ADMINISTERING TABE FOR LOW LITERACY LEARNERS**

Very low literacy students may need to be assessed using the following process.

#### **Administration of the Word List**

Administration of the Word List (directions found on page 17) takes about 15 minutes (per person) and TABE Level L Reading takes about 50 minutes. First, administer the Word list, which will indicate whether to administer the TABE Level L or the Locator Test (which takes 35 minutes). Use the following guidelines for scoring the Word List:

- If learner incorrectly reads or skips three words in a row, have the learner stop and then administer the TABE Level L Test Booklet.
- If learner incorrectly reads or skips five or more words on the entire list, administer the TABE Level L Test Booklet.
- If learner incorrectly reads or skips *no more than* four words on the entire list, administer the Locator Test.

Additional Word List administration and scoring information from the test publisher:

- Test administrators may not deviate from the script or test directions in any way.
- It is permissible to have an examinee repeat a word if the administrator did not hear the reply clearly.
- If a non-native English speaking examinee can read the word, and the test administrator can understand the word, regardless of accent, it is marked correct. Test administrators must be careful not to “fill in,” or assume he/she “knew what the examinee meant.”
- If an examinee needs to sound out a word but does so accurately, the word may be marked as correct.
- If an examinee is struggling early on and has five words wrong early in the test, stop the Word List.
- The Word list columns may be covered and words pointed to. Do not cut up the Word list into separate columns.

### **Administration of Form 9 or 10 TABE Level L Test**

If indicated, administer the Form 9 or 10 TABE Level L Test. The directions for TABE Form 9 Level L are found on page 35 in the test directions, TABE Form 10, Level L directions are found on page 59. These forms contain two tests each that assess Pre-reading Skills (e.g., matching letters, recognizing letters, beginning, ending and middle sounds) and reading Skills (e.g., recognizing signs and symbols, word meaning, context meaning, phrase/sentence meaning, and passage meaning). This section of the test may be administered to a group orally while examinees select answers from their individual test booklets. A short break may be given between the Pre-Reading and Reading Skills tests, but do not administer them in two separate testing sessions.

### **Scoring the TABE Level L**

1. Total the number of correct responses from the learner's Level L test Booklet.
2. Any test item that has more than one answer marked, with no answer crossed out, may not be counted.
3. Both the Pre-Reading Skills and the Reading Skills must be administered, but only the Reading Skills Number Correct score will be used to determine the learner's scale score.
4. Using the TABE Norms Book for Forms 9/10, locate the appropriate table for the test form (either 9 or 10) for the Reading Skills Test. Form 9 is on page 9 of the Norms Book, and Form 10 is on page 93.
5. Match the student's total correct answers with the corresponding number in the NC (Number Correct) column in the Norms Book.
6. The column marked SS to its right indicates the Scale Score for that Number Correct.
7. The column marked GE indicates the Grade Level Equivalent for that score.
8. When using the Level L in pre-testing, note the number correct, and consider if there is enough room for a learner to show gain in the fiscal year. For example, if a learner scores a 25 or 26 out of 27 correct, it may be more advantageous to have a learner try a Level E test.

### **Administering the Word List, Level L and Locator at My Site**

1. Where are the TABE assessments and testing supplies stored?
2. Who decides when a Word List and/or Level L assessment are appropriate?
3. Who is responsible for administering the Word List and Level L?

## ADMINISTERING TABE FOR ALL OTHER LEARNERS

### Administering the Locator Test

1. Have students complete demographics information as required by your program.
2. Administer the Locator test, following the script in the administration booklet.

Test- Administrator Script Page Survey or Complete Battery Test Directions	Locator Test	
	# of items	Testing Time (h:m)
Reading – page 23	12	0:12
Mathematics Computation – page 25	8	0:05
Applied Mathematics – page 27	8	0:08
Language – page 28	12	0:12
<b>TOTAL</b>	<b>40</b>	<b>0:37</b>

3. Score the Locator test to determine the correct level of pre-test. Use the chart found on page 32 of the Test Directions. (\*\*Based on experience, Minneapolis ABE has set more stringent guidelines for pre-test determination – see chart below.)
4. Administer the pre-tests, following the script in the administration booklet.
5. Score the pre-tests to determine class placement.

### **\*\*MINNEAPOLIS ABE SUGGESTED PRE-TEST GUIDELINES (Based on Locator Test Results)**

Reading **	Mathematics	Language	TABE Level
0-1			L
2-6	4-6	6 and below	E
7-8	7-8	7-8	M
9-11 (used full 12 minutes)			M
9-11 (completed test quickly)			D
12 (used full 12 minutes)	9-11	9-10	D
12 (completed test quickly)	12-16	11-12	A

## Pre-Test Item Count and Testing Times

Allow time for instructions, recording names on answer sheets, etc.

	Survey		Complete Battery	
Test	# of Items	Testing Time (h:m)	# of Items	Testing Time (h:m)
Reading	25	0:25	50	0:50
Math Computation	25	0:15	40	0:24
Applied Math	25	0:25	50	0:50
Language	25	0:25	55	0:55
<b>TOTAL</b>	<b>100</b>	<b>1:30</b>	<b>195</b>	<b>2:59</b>

### Optional tests

(Vocabulary, Language Mechanics, and Spelling)

Shown in this separate table as they do not contribute to the total score.

Test	# of Items	Testing Time (h:m)
Vocabulary	20	0:14
Language Mechanics	20	0:14
Spelling	20	0:10
<b>TOTAL</b>	<b>60</b>	<b>0:38</b>

### Administering the Locator and Pretests at My Site

1. Who administers the Locator?
2. Who corrects the Locator and determines the proper level of pretest to administer?
3. Do you have any additional orientation procedures to follow?
4. Do you complete any goal-setting activities with your students?

## Scoring the Pre-test

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1. After the learner has completed the test, or at the end of the maximum testing time, collect all test booklets and answer sheets.
  - a. Check each answer sheet to be sure there is a name written on it.
  - b. Review each test to be sure only one answer is marked for each question. (If not, the answer is marked incorrect.)
2. Match the appropriate scoring transparency test form and level to the answer sheet and determine how many answers are correct.
3. Refer to the score conversion chart in the Norms Book to find the correct test form and test level column. Find the Number Correct (NC) and look to the right for the Scaled Score (SS).
4. Pay attention to the Standard Error of Measurement (SEM) – a high SEM may indicate that that the test level was incorrect.
5. The Scaled Score is correlated to the NRS Educational Functioning Levels.
6. If required by your program, the Grade Equivalent (GE) is also found on the same conversion chart.

### NRS (National Reporting System) Educational Functioning Levels

CASAS Scaled Score	ABE/GED Educational Functioning Levels	TABE Scaled Score	TABE Score Grade Level
Reading 0 – 200 Math 0 – 200 Writing 0 – 200	Beginning ABE Literacy	Reading 0 – 367 Math 0 – 313 Language 0 – 392	0 – 1.9
Reading 201 – 210 Math 201 – 210 Writing 201 – 225	Beginning ABE	Reading 368 – 460 Math 314 – 441 Language 393 – 490	2 – 3.9
Reading 211 – 220 Math 211 – 220 Writing 226 – 242	Low Intermediate ABE	Reading 461 – 517 Math 442 – 505 Language 491 – 523	4 – 5.9
Reading 221 – 235 Math 221 – 235 Writing 243 – 260	High Intermediate ABE	Reading 518 – 566 Math 506 – 565 Language 524 – 559	6 – 8.9
Reading 236 – 245 Math 236 – 245 Writing 261 - 270	Low Adult Secondary	Reading 567 – 595 Math 566 – 594 Language 560 – 585	9 – 10.9
Reading 246 & up Math 246 & up Writing 271 & up	High Adult Secondary	Reading 596+ Math 595+ Language 586 & up	11 – 12.9

## **PLACEMENT OF STUDENTS**

Each level of the TABE is designed to measure a different grade level content range.

<b>Test Level</b>	<b>Grade Range</b>
<b>L (Literacy)</b>	<b>0 – 1.9</b>
<b>E (Easy)</b>	<b>2.0 – 3.9</b>
<b>M (Medium)</b>	<b>4.0 – 5.9</b>
<b>D (Difficult)</b>	<b>6.0 – 8.9</b>
<b>A (Advanced)</b>	<b>9.0 – 12.9</b>

### **Placement Considerations:**

**Situation #1:** A new learner scores 524 (6.2) on a Level E Reading test.

- What does this score mean?
- What do you know about the Level E test?
- What recommendation would you make?

**Situation #2:** A new learner scores 567 (9.0) on a Level M Reading test.

- What does this score mean?
- What do you know about the Level M test?
- What recommendation would you make?

### **Individual Diagnostic Profiles (IDPs)**

The Individual Diagnostic Profile lists objectives and skills measured by the tests, and provides spaces for indicating mastery or non-mastery. The IDP presents information on levels of test performance based on the number correct and mastery summaries.

## **GED Prediction**

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A study was done to determine the relationship between TABE and GED 2002 with the following results (sampling only - a full chart can be found in the back of your Norms Book).

<b>Modality</b>	<b>TABE</b>	<b>GED</b>
Reading	576-588	410
Reading	629-642	450
Reading	696-708	500
Math	587-600	410
Math	645-658	450
Math	718-731	500

## ***TABE AND TECHNOLOGY***

- TABE TestMate for Windows** will score the tests, generate competency-based skills profiles, showing individual strengths and weaknesses, and has the capability of providing “prescriptions” that direct students to specific materials they should study.
- TABE PC** provides automated administration, scoring and utilizes diagnostic information that provides a profile of each student's strong and weak skills through an individual computer or network.
- TABE-Online** provides a way to register students, then administer tests to a single student or an entire group. The assessments are scored automatically and reports generated immediately, providing a clear understanding of skills levels and instructional needs.

## **TABE TEACHING TOOLS**

### **Getting to Know TABE**

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This is an introductory workbook that is designed to familiarize students with standardized testing.

- User-friendly text (easy to medium level content)
- Coverage of all five subject areas assessed by TABE—reading, mathematics computation, applied mathematics, language and spelling
- Upbeat, first-person stories from successful adult students
- Practice items to familiarize students with multiple-choice items and to provide experiences on “bubble in” answer grids

### **Preparing for the TABE**

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[http://www.fldoe.org/workforce/pdf/TABE\\_book4web.pdf](http://www.fldoe.org/workforce/pdf/TABE_book4web.pdf)

This is a free, downloadable book created by the Florida Department of Education. It is patterned after the “Getting to Know TABE” book.

### **Teacher’s Guide for Reading and Teacher’s Guide for Mathematics**

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These guides contain instructional techniques, strategies, and classroom activities and worksheets designed to address the item types on the TABE assessments.

### **Building Skills with TABE**

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This is a series of eight student workbooks that address the four highest levels of TABE – EASY, MEDIUM, DIFFICULT, and ADVANCED – two workbooks for each level. One workbook covers Reading, Language and Spelling, the other covers Mathematics Computation and Applied Mathematics. Each book includes:

- Explanation of how to build each basic skill
- Poetry and drama content in the Reading section (Level A) to coincide with GED content
- Practice items
- Examples of real-life applications of skills
- Test-taking and learning tips

### **TABE Test Study Guide**

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<http://www.studyguidezone.com/pdfs/tabeteststudyguide.pdf>

This 49-page booklet includes test-taking strategies and hints for the Reading, Mathematics and Language portions of the TABE test.

### **Academic Refresher**

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[http://www.fireacademy.org/PDF\\_Files/TABE\\_refresher.pdf](http://www.fireacademy.org/PDF_Files/TABE_refresher.pdf)

This packet may be used as a brush-up in preparation for basic academic testing. It contains samples of math problems and English usage rules. It is designed as a quick review for persons who learned the material but may not have used it in years. It is not intended to teach new information. A few rules of algebra and mathematical formulas have been included.

## **McGraw-Hill Online Teaching Tools**

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The following links lead to online activities designed as additional instruction and practice to be used with Contemporary's GED series.

**McGraw-Hill Online Learning Center (Writing)**

<http://highered.mcgraw-hill.com/sites/0809222280/>

**McGraw-Hill Online Learning Center (Reading)**

<http://highered.mcgraw-hill.com/sites/0809222310/>

**McGraw-Hill Online Learning Center (Social Studies)**

<http://highered.mcgraw-hill.com/sites/0809222299/>

**McGraw-Hill Online Learning Center (Science)**

<http://highered.mcgraw-hill.com/sites/0809222302/>

**McGraw-Hill Online Learning Center (Math)**

<http://highered.mcgraw-hill.com/sites/0809222329/>

## **Additional Links**

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### ***Language – Writing:***

**Essay Punch** (Language Arts, Writing – essay)

<http://www.essaypunch.com/>

**Grammar Bytes** (Language Arts, Writing – grammar)

<http://www.chompchomp.com/menu.htm>

**Guide to Grammar & Writing** (Language Arts, Writing)

<http://grammar.ccc.commnet.edu/grammar/>

**OWL Online Writing Lab** (Language Arts, Writing)

<http://owl.english.purdue.edu/handouts/grammar/>

### ***Reading:***

**California Distance Learning Project** (Language Arts, Reading)

<http://www.cdldonline.org/>

**Literacy Resources** ((Language Arts, Reading)

<http://www.literacynet.org/cnnsf/>

**Reading Comprehension Connection** (Language Arts, Reading)

<http://www.readingcomprehensionconnection.com/>

### ***Mathematics:***

**AAA Math** (Mathematics)

<http://www.aaamath.com/B/lmpg.htm>

**Aplus Math** (Mathematics)

<http://aplusmath.com/>

**Math Goodies** (Mathematics)

<http://mathgoodies.com/>

**Simple Fractions** (Mathematics)

<http://www.sosmath.com/algebra/fraction/frac3/frac3.html>

## Online Practice Tests

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### **Test Prep Review – TABE Online Course**

[http://www.testprepreview.com/tabe\\_practice.htm](http://www.testprepreview.com/tabe_practice.htm) (Practice Questions - printable)

<http://www.testprepreview.com/tabelinks.htm> (Skill Improvement Links)

The following practice tests are for upper level students. There is no scoring rubric, but looking at the missed items will indicate areas for study. They can be printed.

### **Practice Reading Test**

[http://www.fireacademy.org/PDF\\_Files/TABE\\_reading.pdf](http://www.fireacademy.org/PDF_Files/TABE_reading.pdf)

### **Practice Language Test**

[http://www.fireacademy.org/PDF\\_Files/TABE\\_language.pdf](http://www.fireacademy.org/PDF_Files/TABE_language.pdf)

### **Math Practice Test**

[http://www.fireacademy.org/PDF\\_Files/TABE\\_math.pdf](http://www.fireacademy.org/PDF_Files/TABE_math.pdf)

### **Steck-Vaughn's GED Practice**

<http://www.gedpractice.com>

This is a free service provided by Steck-Vaughn to familiarize students with the types of items they will see on the actual GED test. The tests are completed online. By answering GED practice questions and getting feedback, they will develop a feel for the kind of reading, thinking, and problem-solving skills they will need to pass the GED test.

## **Post-testing Guidelines**

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1. If a student's pre-test was in the mid-range of a level, it would be best to post-test them with an alternate form of the same level; however, a high range score on the pre-test, or extraordinary progress in the classroom may indicate that they should post-test with the next level.
2. If you are unsure as to which level of post-test to administer, you may readminister the Locator Test to determine appropriate level for post-testing.
3. Because all levels of TABE are calibrated on the same scale, results may be compared across levels.

**Situation #1:** A learner scores 542 (7.4) on a Level M Reading test.

- Should his/her posttest be with an M or a D Level test?
- Note on reading passages:
  - The reading passages increase in length and difficulty between the levels, so it is not uncommon that a slight drop in scores may occur with the first test at the higher level. If you give the higher level test too early, however, a much more significant drop in scores (as much as two or more GE) is likely to result.
  - It is also important to keep in mind the grade level content range of class instruction.

**Situation #2:** A learner gets a 513 (5.8) on a D level test.

- Should his/her posttest be with a D or an M level test?

## **True or False**

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1. TABE 9 and 10 is suitable for adult students who read below the ninth-grade level. (True)
2. You can administer Easy, Medium, Difficult, and Advanced level tests at the same time at the same site. (True)
3. You should not use the Locator Test to screen students for placement into educational programs. (True)
4. All examinees must take the tests under the exact same conditions. (False)
5. Testing accommodations for disabled students are required by law. (True)
6. A student should be allowed any accommodation he or she wants to use. (False)
7. Sometimes it is OK to show an examinee a few test questions before an assessment actually starts. (False)
8. Test administrators should never let examinees take breaks during the administration of a TABE test. (False – not in the middle of a test, but between tests is OK)

### **CTB/McGraw-Hill Contacts**

[www.ctb.com](http://www.ctb.com) (then click on Adult Education)

#### **Evaluation Consultant**

Stephen Marsh (Minnesota)  
Evaluation Consultant  
Tel: (608) 825-7999  
E-mail: [stephen\\_marshall@ctb.com](mailto:stephen_marshall@ctb.com)

#### **For Help Specifying and Placing Orders:**

Customer Services Representatives are available 6:00 AM to 5:00 PM, Pacific Time.  
Tel: 800.538.9547  
Fax: 800.282.0266  
TDD: 800.217.9190

#### **For Help with Scoring Services:**

Contact the CTB Scoring Services office  
Tel: 800.282.7267 (800.CTB.SCOR)  
Fax: 800.428.2329

#### **For Help with CTB Software:**

The CTB Technical Support staff is available 4:30 AM to 5:00 PM, Pacific Time.  
Tel: 800.459.6522  
Fax: 800.459.4210  
E-mail: [tmsupport@ctb.com](mailto:tmsupport@ctb.com)