



Massachusetts Department of Elementary and
Secondary Education (ESE)
Adult and Community Learning Services

ASSESSMENT POLICIES

FOR USING

The TABE Forms 9/10 Test

September 2011
Jane Schwerdtfeger, ACLS

TABLE OF CONTENTS

General Overview of Learning Gains Assessments.....	4
Overview of the TABE Forms 9/10 Test.....	5
Using TABE Forms 9/10, Level L (Literacy).....	5
Before Administering TABE Forms 9/10 Level L	5
Required Staff Training	5
Required Test Materials	5
When to use the MAPT, when to use the TABE	6
Required Test Forms and When to Administer Level L.....	6
Student Placement.....	6
Student Primary Assessment Area.....	6
Test Accommodations	6
Pre- and Post-Testing Interval	7
Co-enrolled or learners transferring from one site to another.....	7
Test Security	8
During TABE Level L Administration.....	8
Following Test Administration Procedures	8
Who May Administer	9
Administering TABE Level L	9
Using Assessment Reports for Tracking When to Post-Test.....	10
Test Conditions	10
After Administering the TABE Level L	10
Scoring TABE Level L Assessments.....	10
When to Re-test with MAPT for Reading Level 2	10
Level L Score Reporting.....	11
Measuring Learner Gains.....	11
Rolling over TABE Level L Scores to the Next Fiscal Year.....	12
Questions.....	12
SABES Regional Curriculum and Assessment Coordinators.....	12
Using TABE Forms 9/10 Levels E, M, D, and A Complete Battery Subtests	13
Before Administering Forms 9/10 TABE Levels E, M, D, and A.....	13
Required Staff Training and Certification Process	13
Annual Recertification	13
Required Test Materials	13
When to use the TABE, when to use the MAPT	13
Required Test Forms and When to Administer	14
Student Placement.....	14
Student Primary Assessment Area.....	14
Test Accommodations	15
Pre- and Post-Testing Interval	15
When to Alternate TABE Test Levels and Forms	16
Learners pre-testing into the NRS High ASE Level.....	16
Co-enrolled or learners transferring from one site to another.....	16
Test Security	17
During Administration of TABE Forms 9/10 Complete Battery Subtests	17

Following Test Administration Procedures	17
Who May Administer	17
Administering the TABE Complete Battery Subtests	17
Using Assessment Reports for Tracking When to Post-Test.....	18
Test Conditions	19
After Administering the TABE Forms 9/10 Complete Battery Subtests.....	19
Scoring TABE Subtest Assessments	19
Score Reporting	20
Measuring Learner Gains.....	21
Measuring learner gains in the state performance standard.....	21
Rolling over TABE Scores to the Next Fiscal Year	22
Questions.....	22
SABES Regional Curriculum and Assessment Coordinators.....	22

General Overview of Learning Gains Assessments

The Massachusetts Department of Elementary and Secondary Education (DESE) is mandated by the US Department of Education to use valid and reliable assessments to report students' completion of educational functioning levels. We require programs use four ABE standardized assessments, depending on the classes they offer: the Massachusetts Adult Proficiency Test (MAPT), the TABE Forms 9/10, Best Plus, and the TABE Clas-E.

Massachusetts's process for using required assessments for measuring learning gains:

1. **Class Placement** (after intake, using any assessment other than MAPT)
2. **Pre-test** (within 2-4 weeks of class placement)
3. **Formative assessment** using teacher-made or other assessments during class to determine if students mastered what was taught (ongoing)
4. **Optional Mid-year Test** (generally after 4 months or 65 hours of instruction, whichever comes first and depending on class intensity, and no more than three times per year)
5. **Post-test** (generally after 4 months or 65 hours of instruction, whichever comes first, and before June 30. Programs may not test more than three times per year).

Required Assessments	Skills tested	Which Programs Use
MAPT	ABE Reading and Math	ABE
TABE 9/10, Levels E, M, D, A	ABE Writing (Language subtest)	ABE
	ABE Reading and Math	ABE for Institutionalized Adults, some Workplace without access to computers
TABE 9/10, Level L	Literacy Level Reading	ABE learners below GLE 2
BEST Plus	ESOL Speaking and Listening	ESOL
TABE Clas-E Writing Assessment only	ESOL Writing	ESOL

For assessments to be accurate, they must be administered and scored according to test developers' instructions. If staff make what may seem like small changes to test administration or scoring (such as giving test directions differently or diverging from a test's rubric when scoring), test scores lose their accuracy. It affects the instruction learners may need and slows them down in achieving their goals. It also adversely affects the accuracy of statewide scores that ACLS uses to base annual state projections of learning gains for US DOE.

Formative assessments are also crucial to instruction. They include authentic, teacher-made, task-based, quizzes, etc. They test various skills determined by the teacher, including content and skills from ABE Curriculum Framework standards and benchmarks. Why are they important? Teachers know what was learned (and wasn't) and formative assessments guide what to teach next. They also involve students in the learning process, which can improve motivation, persistence, and retention.

For more information about the assessment process, take the user-friendly tutorial, **Fundamentals of Assessment**. Go to <http://moodle.literacytent.org>, click "Distance Learning," then "Fundamentals of Assessment." Before logging in, complete a "New Account." Finally, contact Carey_Reid@worlded.org for the enrollment code to start the course.

Overview of the TABE Forms 9/10 Test

The state's assessment policy requires the use of the TABE for the following learners enrolled in ABE classes:

- ABE Beginning Literacy Students: ABE learners reading below GLE 2 must be tested using the TABE Test, Forms 9/10 Level L (Literacy Level Pre-Reading and Reading only; the Level L Math may be administered but is not required).
- ABE students GLE 2-12.9 whose Primary Assessment Area is ABE Writing must be tested using the TABE Language Complete Battery Subtest, Forms 9/10, Levels E, M, D, and A
- ABE Programs for Institutionalized Adults
- Workplace Education (ABE) programs that do not have access to computers

ABE students GLE 2-12.9 whose Primary Assessment Area is ABE Reading or Math must be tested using the MAPT for Math or Reading (see the MAPT Assessment Policy Manual).

The Tests of Adult Basic Education (TABE), developed by CTB/McGraw-Hill Publishing Company, are norm-referenced tests designed to measure ABE students' achievement of basic skills. The TABE measures reading, language, mathematics, and spelling. There are five overlapping levels: L (Literacy), E (Easy), M (Medium), D (Difficult), or A (Advanced) that range from GLE 0 to GLE 12.9. The TABE Locator must be administered to ABE learners above GLE 2 to determine the appropriate level of the TABE test to administer for pre-tests. The Locator is not needed for midyear or post-testing.

The policies for using the TABE level L and the levels E, M, D, and A have been separated in this document for ease of use. Policies for Levels E through A begin on page 13.

Using TABE Forms 9/10, Level L (Literacy)

Before Administering TABE Forms 9/10 Level L

Required Staff Training

A minimum of one staff per program must attend a TABE Level L training offered by SABES (System for Adult Basic Education Support). Any staff that will administer the TABE Level L must be trained first. Staff may train others in their program to use TABE Level L.

- Each program must maintain one staff trained by SABES at all times.
- There is no certification or annual recertification for Level L training.

Required Test Materials

The following materials are required to administer and score TABE Forms 9/10 Level L.

- TABE Forms 9 and 10 Level L Complete Battery Test Book (consumable)
- TABE Level L Word List
- TABE Forms 9/10 Norms Book

- TABE 9/10 Complete Battery Test Directions

There is a Large Print Word List in the SABES Library available for loan to programs.

When to use the MAPT, when to use the TABE

For learners below GLE 2.0, programs must use TABE Forms 9/10, Level L (Literacy Level). For learners who test GLE 2.0 and above, programs may choose to use either MAPT or TABE depending on the learner’s Primary Assessment Area:

Student GLE Level	Assessment to Use
If an ABE student is between GLE 0-1.9	Use TABE Level L (Literacy)
If an ABE student is GLE 2.0 and above, and whose Primary Assessment Area is reading	Use the MAPT for Reading
If an ABE student is GLE 2.0 and above, and whose Primary Assessment Area is math	Use the MAPT for Math
If an ABE student is GLE 2.0 and above, and whose Primary Assessment Area is writing	Use TABE Forms 9/10 Levels E, M, D, A Complete Battery (Language Subtest only)

Required Test Forms and When to Administer Level L

Use only TABE Forms 9/10; no other Forms (e.g., 5/6 or 7/8) or the Level L Survey may be used.

Student Placement

Programs may use any placement tests they choose. The TABE Level L may be given at intake.

Student Primary Assessment Area

For learners at this level, Reading must be selected as the primary assessment area to report student educational gain.

Test Accommodations

An adult learner with a disability must provide the ABE program with disability-related documentation if he/she requires accommodations. If a counselor or other program staff person determines through a screening that there is a strong possibility the learner has a learning disability or other disability, a formal assessment may be undertaken. A formal assessment of a **learning** disability must be administered by a licensed professional (e.g., psychologist, school psychologist, or psychiatrist) and is valid for 5 years from the date of the formal assessment. In some cases, a “licensed professional” may be a speech, vocational, physical, or occupational

therapist with verification by a licensed medical doctor, psychiatrist, or psychologist. An IEP (Individual Education Plan) is not a documented formal diagnosis of a learning disability.

“Disability-related documentation” includes educational assessments, or an Individual Education Plan (IEP) developed by the public school system to document a person’s disability for an accommodation in the ABE program. *Note that educational assessments and the IEP, however, may not be adequate documentation for a GED accommodation.* Contact Tom Mechem, GED Chief Examiner at ACLS, with questions. A qualified licensed professional must administer formal assessments for GED accommodations. Assessment reports to be used for GED accommodation cannot be more than five years old. For more information about modifications and accommodations relating to ABE instruction, please refer to pages 13-15 in the ACLS Disability Guidelines, at <http://www.doe.mass.edu/acls/disability/guidelines.doc>.

When examinees have documented individual education plans indicating that they may participate in educational tests only under non-standard conditions (e.g., extra testing time), appropriate accommodations should be made and documented on the test according to the directions in “Assessment Accommodations” on pages 10-13 of the TABE Forms 9/10 Complete Battery Test Directions.

For any questions, concerns, or if staff have a student who should receive accommodations, please contact April Zenisky at aclstesthelp@educ.umass.edu.

Pre- and Post-Testing Interval

The general recommendation is to post-test after an interval of four months or 65 hours of instruction, whichever comes first. Because the intensity of classes varies among programs, some adult learners in intensive programs may reach 65 hours of attended instruction before two months have elapsed. In this case, learners with 65 hours of attended instruction **may be tested sooner than two months (60 days) after their previous test.** Programs may not test learners more than three times in a fiscal year. The test administered for the pre-test must remain the same for the post-test (e.g., one may not pre-test with the TABE and post-test with the MAPT).

Programs need to pre- and post-test between 66% and 76% of enrolled students each fiscal year in order to capture student educational gain. To meet this standard, each program needs to consider its past performance and develop an assessment plan that fits the program’s class plans. Post-testing twice a year will not necessarily achieve the 70% pre/post performance standard. For more information and to review the performance standards for specific exclusions, see the FY11 Performance Standards for Community Adult Learning Centers: http://www.doe.mass.edu/acls/pawg/fy11fc340_345_359.pdf (for Fund Codes 340, 345, and 359). The NRS does not allow any exclusions.

Co-enrolled or learners transferring from one site to another

Learners who are co-enrolled or transfer from one site to another will have their assessment information more easily tracked and used at the new program.

New for FY12: Required assessments (e.g., TABE 9/10, MAPT, CLAS-E, BEST Plus) for students will appear in SMARTT at all sites where individual students are enrolled, regardless of the site where a student took the test. This new feature will make it easier for programs to enroll these students and get them settled in class. There is no longer a policy that the copied assessment has to have been taken within the past two months.

- The assessments will be color-coded in the SMARTT Student Assessment Screen to show where the test was taken.
- The Primary Assessment Area may be set at all sites within the current fiscal year
- The copy icon will appear next to all May/June tests so that users may copy the last test taken from any site to their own site in FY12.
- Note that no manual copies will be required for any assessments in FY12.
- A link labeled “Other Site Assessments” located on the SMARTT “Welcome Screen” shows the list of co-enrolled students who took tests at other sites. There are two panels for current and exited students. Programs can view the list and drill down to the assessment screen to view tests for individual students. Programs can decide if they want to set primary areas for this test **Note the primary area may be different at different programs.** (For example, a student may have a primary assessment area of math at one site, and reading at a site at which he/she is co-enrolled). A column has been added that shows if the primary area has been set. This feature will help programs know if dually enrolled students do not need to have another assessment administered immediately.

Test Security

All TABE tests and TABE student test scores must be kept in a secure place. Do not file students’ TABE tests in their personal portfolio. Staff should, however, share, explain, and discuss scores and score reports with students so that students can understand and monitor their own progress.

Staff and test administrators are not permitted to have access to the TABE Level L test items to prepare learners for their TABE Level L tests. The Massachusetts Department of Elementary and Secondary Education reserves the right to immediately terminate the program’s grant if any staff are found to be violating the TABE assessment policy regarding test security.

During TABE Level L Administration

Following Test Administration Procedures

Test administrators must administer and score the TABE Level L exactly according to the test developer’s directions and must not deviate from the script or test directions in any way. If test administrators make their own decisions about how to administer the Level L, the test scores will not be consistent or standardized, and will not accurately reflect the student’s skills.

- Before administering the TABE, test administrators must read Steps 1 through 8 in the TABE 9/10 Complete Battery Test Directions.

Who May Administer

Teachers may administer and score the TABE Level L test for their own students.

Administering TABE Level L

Administration of the Word list and TABE Level L takes about 1 hour (about 15 minutes for the Word List and 45 minutes for the Level L Reading test.) Review the test directions before giving the test. Do not give additional time unless there is a formal documented learning disability that permits it.

1. Administer the Word List, which will indicate whether to administer the TABE Level L or the MAPT Level 2 for Reading.
 - If a learner incorrectly reads or skips three words in a row, have the learner stop and then administer the TABE Level L Test Booklet.
 - If a learner incorrectly reads or skips five or more words on the entire list, administer the TABE Level L Test Booklet.
 - If a learner incorrectly reads or skips *no more than* four words on the entire list, administer the Locator Test.
 - If an examinee struggles early on and becomes frustrated, stop the Word List.
 - Examinees may repeat a word if the test administrator did not hear the reply clearly.
 - If non-native English speaking examinees can read the word and test administrators can understand the word, regardless of accent, it is marked correct. Test administrators must not to “fill in” or assume he/she “knew what the examinee meant” when the correct answer was not stated.
 - If examinees need to sound out a word but do so accurately, the word is marked as correct.
 - The Word list columns may be covered and words pointed to. The Word List may not be cut up into separate columns.

2. If indicated, administer the form 9 or 10 TABE Level L Test Booklet, Pre-Reading and Reading only (the Level L Math may be administered but is not required). Review the test directions on pages 33-49 (form 9) or pages 59-72 (form 10) of the Complete Battery Test Directions booklet before giving the test. Level L contains two reading tests: Pre-Reading Skills (e.g., matching letters, recognizing letters, beginning, ending and middle sounds) which takes about 13 minutes, and Reading Skills (e.g., recognizing signs, word meaning, recognizing words, context meaning, phrase/sentence meaning, and passage meaning) which takes about 32 minutes. Level L 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 may not be administered in two separate testing sessions.

Using Assessment Reports for Tracking When to Post-Test

The SMARTT system generates assessment reports so that a program can track when to administer the next TABE Level L test¹. The TABE Level L report will list the date administered for the previous fiscal year, the pre-test (if different), and optional mid-year test for the current fiscal year. The assessment reports may also be used to check which learners have not yet been post-tested near the end of the fiscal year. Any of the reports may be exported into Excel. To access these reports, go into SMARTT, select the “Site” link on the left menu in SMARTT and then select “TABE Report Primary Set.”

- Any tests completed after June 30th will be counted in the next fiscal year, regardless of when they were begun.

Test Conditions

The testing location must be quiet and comfortable so learners will not be distracted by their surroundings while taking the test. Learners may be tested in a computer lab, empty classroom, office, or other space. Learners must not be tested in an occupied classroom or space where other students are working or talking.

After Administering the TABE Level L

Scoring TABE Level L Assessments

1. Total the number of correct responses for the Pre-Reading Skills and Reading Skills sections from the learner’s Form 9 or 10 Level L Test Booklet. While both the Pre-Reading Skills and the Reading Skills sections must be administered, only the Reading Skills number-correct score is used to determine the learner’s scale score. Any test item that has more than one answer marked, with no answer crossed out, may not be counted as a correct answer.

2. Using the TABE 9/10 Norms Book, locate the appropriate table for the test form for the Reading Skills Test (Form 9 is on page nine of the Norms Book, and Form 10 is on page 93). Match the student’s total number of correct answers for the Reading Skills section with the corresponding number in the NC (Number-Correct) column in the Norms Book. The column marked SS to its right indicates the scale score for that number correct. The column marked GE indicates the grade level equivalent for that scale score.

When to Re-test with MAPT for Reading Level 2

When using the Level L in pre-testing, consider the pros and cons of either post-testing with the TABE Level L or having the learner use MAPT for Reading Level 2 and then pre- and post-testing with the MAPT for the year. All learners need to have a pre- and a post-test in the same test for the Fiscal Year—either two TABE Level L’s or two MAPT’s. Also take into consideration the time of year the learner is pre-testing, and make sure there is enough time to get in a post-test in whichever you choose—TABE Level L or MAPT.

¹ Note that the date for the next assessment to be taken is based on four months, but adult learners in intensive programs who reach 65 hours of attended instruction may be tested before two months elapse. Programs may not test learners more than three times per fiscal year.

Test administrators may have noticed if they have used Level L before, that there is a gap between the upper end of Level L and the MAPT for Reading Level 2. Some ABE learners who score high on TABE Level L may still have a difficult time taking the MAPT for Reading Level 2. The gap exists between the two assessments because they weren't created by the same test developers, they do not use the same test items, or have the same internal organization, or time frame for completing. The MAPT Level 2 was developed to be aligned with our MA ABE Frameworks for reading, and the TABE was not. Note that the highest score attainable on Forms 9/10 Level L is a scale score of 515 and GLE 4.9+.

This increase to GLE 4.9+ can be helpful in bridging the gap between TABE Level L and the MAPT for Reading Level 2. *Always, when possible for learners to do so, learners should take the MAPT.*

- If learners are not ready to take the MAPT Level 2 and would still have room to show learner gains on Level L, test administrators may opt to post-test learners with Level L, since there is room to show gain up to a scale score of 515 (GLE 4.9).
- Test administrators may also opt to retest (and have it count as the learner's pre-test) learners immediately with MAPT Level 2 if they believe learners would be able to use the MAPT effectively and show gain by post-testing. This method is preferred if learners are able to understand the directions and navigate the test comfortably and a without significantly longer amount of time than expected (e.g., most MAPT test takers spend about 60-70 minutes on either the Reading or the Math test).
- Another strategy is to plan to give both TABE Level L and the MAPT to learners (if test administrators think learners can handle MAPT) and then select one test as the Primary Assessment Area, and the other one the non-Primary Assessment Area. MAPT could be selected as in the non-Primary Assessment Area if TABE Level L is selected as the PAA.

Level L Score Reporting

TABE Level L scale scores must be recorded in SMARTT. Scale scores are the type of score used for the TABE, and they are used to compute and derive all other scores associated with the TABE. Since GLE scores are derived from scale scores, using scale scores to report educational gain gives more accurate results of student achievement. The SMARTT ABE database will translate the scale scores into the levels stipulated by the federal National Reporting System (NRS). Programs may generate reports that portray student educational functioning levels and gains using SMARTT.

Measuring Learner Gains

Learning gains are calculated each fiscal year from pre- and post-testing and based on learners' first (pre-test) and last test.

Massachusetts measures learners' educational gain in two different ways. First, Massachusetts reports the number of ABE learners completing or advancing one or more Educational Functioning Levels (EFL) as defined by the US Department of Education's National Reporting System (NRS). Massachusetts is required by the US Department of Education to not only report

learning gains based on EFL completion rates, but also to use EFL completion rates as a measure of program performance.

In addition to measuring learning gains by EFL completion rates, Massachusetts measures “meaningful educational gain.” Meaningful educational gain is measured solely by the improvement in test scores between the pre- and post-test and does not take into consideration Educational Functioning Levels. Meaningful educational gain for TABE Level L is 32 or more scale score points.

Measuring completion of Educational Functioning Levels for the federal US Department of Education (National Reporting System, Federal Report Table 4)

- The National Reporting System (NRS) requires that all students who have 12 hours or more of attendance be included in all Federal Report tables, including those reporting pre- and post-tested learners and those making gains by completing an Educational Functioning Level.
- For more information, see FY11 Performance Standards, section #6, “NRS Educational Functioning Level Completion:” http://www.doe.mass.edu/acls/pawg/fy11fc340_345_359.pdf (for Fund Codes 340, 345, and 359).

Rolling over TABE Level L Scores to the Next Fiscal Year

Any TABE Level L tests given to students in May or June may be rolled over to count as the first (pre-) test in the new fiscal year. Program staff may copy the score or give a new test. To copy in SMARTT, select the “copy” button to copy May/June tests to be rolled over. The May/June test will then be dated July 1 of the new fiscal year. The July 1 date is color-coded to let program staff know it was copied.

Questions

Please contact April Zenisky at aclstesthelp@educ.umass.edu, or the SABES Regional Curriculum and Assessment Coordinators, or Carey Reid (see below).

Program staff must read the Assessment Updates in the ACLS Monthly Mailings for important new information: <http://www.doe.mass.edu/acls/mailings>.

SABES Regional Curriculum and Assessment Coordinators

Greater Boston: **Jiashan (John) Zhang**, 617-287-4076. Email: john.zhang@umb.edu

Central: **Merilee Freeman**, 508-751-7931. Email: mfreeman@qcc.mass.edu

Northeast: **Janet Piracha**, 978-659-1281. Email: jpiracha@necc.mass.edu

Southeast: **Annemarie Espindola**, (508) 678-2811, ext. 2782. Email: annemarie.espindo@bristolcc.edu

West: **Dori McCormack**, 413-552-2393. Email: dmccormack@hcc.mass.edu

Central Resource Center: **Carey Reid**, SABES Staff Developer for Licensure and Assessment (617) 385-3637. Email: Carey_Reid@worlded.org

Using TABE Forms 9/10 Levels E, M, D, and A Complete Battery Subtests

Before Administering Forms 9/10 TABE Levels E, M, D, and A

Required Staff Training and Certification Process

A minimum of two staff per program must be certified to administer and score TABE 9/10.

- Program staff certified to administer and score TABE 7/8 may take the online course, *Administering and Scoring TABE 9/10: Transitioning from Forms 7/8 to 9/10* and pass a final test after taking the course.
- Programs staff who were not certified to administer or score TABE 7/8 and are new to administering the TABE must attend a training offered by SABES (System for Adult Basic Education Support).
- Programs offering ABE classes must maintain at least two TABE test administrators at all times. Any staff who will administer the TABE must be trained first.

Annual Recertification

None required.

Required Test Materials

- TABE 9 and 10 Complete Battery and Locator and Practice Test Booklet
- TABE Forms 9 and 10 Locator and Practice Test Answer Sheets (either Scoreze or CompuScan)
- TABE Forms 9/10 Level L Word List
- TABE Forms 9 and 10 Complete Battery Level L Test Book (consumable)
- TABE Forms 9 and 10 Complete Battery Levels E, M, D, A
- TABE 9 and 10 Complete Battery Answer Sheets for Levels E, M, D, and A
- TABE 9 and 10 Complete Battery Norms Book (1 per site)
- TABE 9/10 Complete Battery Test Directions

When to use the TABE, when to use the MAPT

For learners below GLE 2.0, programs must use TABE Forms 9/10, Level L (Literacy). For learners who test GLE 2.0 and above, programs may choose to use either MAPT Level 2 or TABE depending on the learner's Primary Assessment Area:

Student GLE Level	Assessment to Use
If an ABE student is between GLE 0-1.9	Use TABE Level L (Literacy)
If an ABE student is GLE 2.0 and above, and whose Primary Assessment Area is reading	Use the MAPT for Reading ²
If an ABE student is GLE 2.0 and above, and whose Primary Assessment Area is math	Use the MAPT for Math ³
If an ABE student is GLE 2.0 and above, and whose Primary Assessment Area is writing	Use TABE Forms 9/10 Complete Battery Language Subtest only, Levels E, M, D, and A

Required Test Forms and When to Administer

Use only TABE Forms 9 and 10. Do not use Forms 5/6 or 7/8 or the TABE Survey. Programs may not mix forms within a Fiscal Year (e.g., pre-test with 7 or 8 and post-test with 9 or 10 in a given fiscal year). While the forms use the same score scale, they were developed differently and are not meant to be used together.

Student Placement

Programs may use any placement tools they choose, but not TABE Forms 5/6. The TABE may be given any time after the day of intake (e.g., the second or subsequent point of contact with the students or any time thereafter, up to three weeks after enrollment).

Student Primary Assessment Area

Either TABE Forms 9/10 Complete Battery Language, Reading or Math (which includes Math Computation and Applied Math Subtests) must be selected as the primary assessment area to report student educational gain. Programs are required to administer only one of the three, but all may be administered, with one counting as the primary assessment in the program. Do not use the Spelling Subtest.

- A student's primary assessment area may change during the fiscal year.
- Learners who are co-enrolled may have different Primary Assessment Areas at the different programs where they are enrolled to maximize their time at each program. (See the section on co-enrolled learners for more information).

Primary Area	Subtest(s) required	# of test items	Time to Complete
ABE Reading	Reading	50	50 minutes
ABE Math	Math Computation	40	24 minutes
	and Applied Math	50	50 minutes
ABE Writing	Language	55	55 minutes

² ABE Programs for Incarcerated Adults and some ABE Workplace Education programs that do not have access to computers will use the TABE Forms 9/10 Complete Battery Reading Subtest, Levels E, M, D, and A.

³ ABE Programs for Institutionalized Adults and some ABE Workplace Education programs that do not have access to computers will use the TABE Forms 9/10 Complete Battery Math Subtests Math Computation and Applied Math, Levels E, M, D, and A.

Test Accommodations

An adult learner with a disability must provide the ABE program with disability-related documentation if he/she requires accommodations. If a counselor or other program staff person determines through a screening that there is a strong possibility the learner has a learning disability or other disability, a formal assessment may be undertaken. A formal assessment of a **learning** disability must be administered by a licensed professional (e.g., psychologist, school psychologist, or psychiatrist) and is valid for 5 years from the date of the formal assessment. In some cases, a “licensed professional” may be a speech, vocational, physical, or occupational therapist with verification by a licensed medical doctor, psychiatrist, or psychologist. An IEP (Individual Education Plan) is not a documented formal diagnosis of a learning disability.

“Disability-related documentation” includes educational assessments, or an Individual Education Plan (IEP) developed by the public school system to document a person’s disability for an accommodation in the ABE program. *Note that educational assessments and the IEP, however, may not be adequate documentation for a GED accommodation.* Contact Tom Mechem, GED Chief Examiner at ACLS, with questions. A qualified licensed professional must administer formal assessments for GED accommodations. Assessment reports to be used for GED accommodation cannot be more than five years old. For more information about modifications and accommodations relating to ABE instruction, please refer to pages 13-15 in the ACLS Disability Guidelines, at <http://www.doe.mass.edu/acls/disability/guidelines.doc>.

Any student may be given the large print version of the TABE, Levels L, E, M, D, and A, if needed. The SABES Library has a copy to loan of the large print version of Levels E, M, D, and A; contact Sandra Darling at ALRI, at Sandra.darling@umb.edu to borrow it.

When examinees have documented individual education plans indicating that they may participate in educational tests only under non-standard conditions (e.g., extra testing time), appropriate accommodations should be made and documented on the test according to the directions on pages 10-13 of the TABE Forms 9/10 Complete Battery Test Directions.

If you have questions, concerns, or have a student who should receive accommodations, please contact April Zenisky at aclstesthelp@educ.umass.edu.

Pre- and Post-Testing Interval

The general recommendation is to post-test after an interval of four months or 65 hours of instruction, whichever comes first. Because the intensity of classes varies among programs, some adult learners in intensive programs may reach 65 hours of attended instruction before two months. In this case, learners with 65 hours of attended instruction **may be tested sooner than two months (60 days) after their previous test**. Programs may not test learners more than three times in a fiscal year. The test administered for the pre-test must remain the same for the post-test (e.g., one may not pre-test with the TABE and post-test with the MAPT).

Programs need to pre- and post-test between 66% and 76% of enrolled students each fiscal year in order to capture student educational gain. To meet this standard, each program needs to consider its past performance and develop an assessment plan that fits the program’s class plans.

Post-testing twice a year will not necessarily achieve the 70% pre/post performance standard. For more information and to review the performance standards for specific exclusions, see the FY11 Performance Standards for Community Adult Learning Centers: http://www.doe.mass.edu/acls/pawg/fy11fc340_345_359.pdf (for Fund Codes 340, 345, and 359). The NRS does not allow any exclusions.

When to Alternate TABE Test Levels and Forms

Different levels of the TABE may be given for initial, optional mid-year, and post-testing. All levels of TABE are calibrated on the same scale, so results may be compared across levels.

Test administrators must not give the same form (either 9 or 10) of the test at the same Level (E, M, D, or A) sequentially to a student. If a student is functioning at the same level, switch Forms (e.g., Level E, Form 9 to Level E Form 10); if she/he has shown strong progress in class, move to the test at the next level with the same form (e.g., Level E to M, Form 9).

TABE Complete Battery Test Levels	Grade Level Ranges
L (Literacy)	0 – 1.9
E (Easy)	2 – 3.9
M (Medium)	4 – 5.9
D (Difficult)	6 – 8.9
A (Advanced)	9 – 12.9

Learners pre-testing into the NRS High ASE Level

Learners scoring 586 or more on the Language TABE sub-test or 600 or more on the MAPT for Reading or Math will place into the High ASE Level. These learners are excluded from the pre- and post-test percentage, and are not required to complete a post-test in their primary assessment area. For more information about how Massachusetts measures learners’ educational gain, please see the section on Measuring Learner Gains.

Co-enrolled or learners transferring from one site to another

Learners who are co-enrolled or transfer from one site to another will have their assessment information more easily tracked and used at the new program.

New for FY12: Required assessments (e.g., CLAS-E, BEST Plus, MAPT, TABE 9/10) for students will appear in SMARTT at all sites where individual students are enrolled, regardless of the site where a student took the test. This new feature will make it easier for programs to enroll these students and get them settled in class. There is no longer a policy that the copied assessment has to have been taken within the past two months.

- The assessments will be color-coded in the SMARTT Student Assessment Screen to show where the test was taken.
- The Primary Assessment Area may be set at all sites within the current fiscal year
- The copy icon will appear next to all May/June tests so that users may copy the last test taken from any site to their own site in FY12.

- Note that no manual copies will be required for any assessments in FY12.
- A link labeled “Other Site Assessments” located on the SMARTT “Welcome Screen” shows the list of co-enrolled students who took tests at other sites. There are two panels for current and exited students. Programs can view the list and drill down to the assessment screen to view tests for individual students. Programs can decide if they want to set primary areas for this test **Note the primary area may be different at different programs.** (For example, a student may have a primary assessment area of math at one site, and reading at a site at which he/she is co-enrolled). A column has been added that shows if the primary area has been set. This feature will help programs know if dually enrolled students do not need to have another assessment administered immediately.

Test Security

All TABE tests and student test scores need to be kept in a secure place. Do not file students’ TABE tests in their personal portfolio. Staff need to, however, share, explain, and discuss score reports with students so that students can understand and monitor their own progress.

Staff and test administrators are not permitted to have access to the TABE test items to prepare learners for their TABE tests. The Massachusetts Department of Elementary and Secondary Education reserves the right to immediately terminate the program’s grant if any staff are found to be violating the TABE assessment policy regarding test security.

During Administration of TABE Forms 9/10 Complete Battery Subtests

Following Test Administration Procedures

Test administrators must administer and score the TABE exactly according to the test developer’s directions and must not deviate from the script or test directions in any way. If test administrators make their own decisions about how to administer the TABE, the test scores will not be consistent or standardized, and will not accurately reflect the student’s skills.

- Before administering the TABE, test administrators must read pages 1-5, 10-13, and 15-16 in the TABE 9/10 Complete Battery Test Directions booklet.

Who May Administer

Teachers may administer and score the TABE test for their own students.

Administering the TABE Complete Battery Subtests

1. Before administering the Locator Test, test administrators must first read pages 15-16 in the TABE Forms 9/10 Complete Battery Test Directions booklet.
2. Then administer the Locator Test to determine which level of the test (E, M, D, or A) to give to a student. The Locator has reading, math computation and applied math test items, and writing

(labeled Language) test items, and gives separate scores for each area. Using the right level of the TABE test is essential to obtain the most accurate measurement of knowledge. Once you have administered the TABE as a pre-test, you do not need to use the Locator for the optional mid-year or post-test when you administer either level E, M, D, or A. The Locator takes approximately 37 minutes to administer.

3. Score and interpret the Locator test scores according to the directions on page 31 of the Complete Battery Test Directions booklet. Examine the answer sheet for items with more than one answer marked; these items are counted as incorrect. Total the number of correct test items to determine the corresponding level of test to administer:

TABE Locator Test Scores Evaluation Table			TABE test level to administer
Reading	Mathematics	Language	
6 and below*	4 – 6 *	6 and below*	E
7 – 8	7 – 8	7 – 8	M
9 – 10	9 – 11	9 – 10	D
11 – 12	12 – 16	11 – 12	A

* See page 32 of the Test Directions Booklet for what to do if scores are below 6 in Reading or Language, and below 4 in Math. Any additional knowledge of the examinee’s previous test performance should also be used to determine placement in TABE Levels.

4. Then administer the Language, or Reading or Writing Subtest at the appropriate level.
- The Reading Subtest contains 50 items and learners are allowed 50 minutes to complete the test.
 - The Total Math Subtest includes Math Computation and Applied Math. Math Computation contains 40 items and learners are allowed 24 minutes to complete the test. Applied Math contains 50 items and learners are allowed 50 minutes to complete the test.
 - The Language Subtest contains 55 items and learners are allowed 55 minutes to complete the test.
 - Schedule a testing break when total testing time will exceed 60 minutes.

Using Assessment Reports for Tracking When to Post-Test

The SMARTT system generates assessment reports so that a program can track when to administer the next TABE test⁴. The TABE report will list the date administered for the previous fiscal year, the pre-test (if different), and optional mid-year test for the current fiscal year. The assessment reports may also be used to check which learners have not yet been post-tested near the end of the fiscal year. Any of the reports may be exported into Excel. To access these reports, go into SMARTT, select the “Site” link on the left menu in SMARTT and then select “TABE Report Primary Set.”

⁴ Note that the date for the next assessment to be taken is based on four months, but adult learners in intensive programs who reach 65 hours of attended instruction may be tested before two months elapse. Programs may not test learners more than three times per fiscal year.

- Any tests completed after June 30th will be counted in the next fiscal year, regardless of when they were begun.

Test Conditions

The testing location must be quiet and comfortable so learners will not be distracted by their surroundings while taking the test. Learners may be tested in a computer lab, empty classroom, office, or other space. Learners must not be tested in an occupied classroom or space where other students are working or talking.

After Administering the TABE Forms 9/10 Complete Battery Subtests

Scoring TABE Subtest Assessments

- Total the number of correct responses from the test answer sheet. Any test item that has more than one answer marked, with no answer crossed out, may not be counted.
- Using the TABE Norms Book for Forms 9/10, locate the appropriate table for the test form (either 9 or 10) and level (either E, M, D, or A) and Subtest (either Reading or Language; how to obtain the Total Math Score is described below.) Match the student’s total number of correct answers with the corresponding number in the NC (Number Correct) column in the Norms Book. The column marked SS to its right indicates the scale score for that number correct. Scale scores are the number to record in SMARTT to report learners’ educational gain. The column marked GE indicates the grade level equivalent for that score.
- Math Computation and Applied Math have separate number-correct (NC) scores, which must be combined into a single scale score. First, locate the appropriate level (E, M, D, A) and form (9 or 10) in the Norms Book and locate the set of tables used to determine the Total Math Scale Scores:

Test Level	Form 9 Table to Use	Form 10 Table to Use
E	Table 11	Table 78
M	Table 19	Table 86
D	Table 27	Table 94
A	Table 35	Table 102

Then, to obtain an examinee’s Total Math score using the appropriate table, follow the directions on page 7 of the Norms Book:

- Find the examinee’s number-correct score for the Applied Math subtest in the first column. Notice the row in which the score falls.
- Next find the number-correct for the Math Computation subtest in the top row. Notice the column in which this score falls.
- Follow this column down until it intersects the row containing the examinee’s score on the Applied Math subtest. The numbers at this intersection are the scale

score and grade equivalent for Total Math. For example, in Form 10, Level A, an Applied Math NC score of 34 And Math Computation NC score of 8 yields a Total Math scale score of 521.

Score Reporting

TABE scale scores must be recorded in SMARTT. Scale scores are the type of score used for the TABE, and they are used to compute and derive all other scores associated with the TABE. Since GLE scores are derived from scale scores, using scale scores to report educational gain gives more accurate results of student achievement. The SMARTT ABE database will translate the scale scores into the levels stipulated by the federal National Reporting System (NRS). Programs may generate reports that portray student educational functioning levels and gains using SMARTT.

ABE Reading, Total Math and Language (Writing) Correlations		
TABE 9/10 Language Complete Battery Subtest		
SCALE SCORES	GLE LEVEL	NRS LEVEL
Reading: 367 and below	0 – 1.9	Beginning ABE Literacy
Reading: 368 – 460	2 – 3.9	Beginning ABE
Reading: 461 – 517	4 – 5.9	Low Intermediate ABE
Reading: 518 – 566	6 – 8.9	High Intermediate ABE
Reading: 567 – 595	9 – 10.9	Low ASE (Adult Secondary Education)
Reading: 596 and above	11 – 12.9	High ASE (Adult Secondary Education)
Total Math: 313 and below	0 – 1.9	Beginning ABE Literacy
Total Math: 314 – 441	2 – 3.9	Beginning ABE
Total Math: 442 – 505	4 – 5.9	Low Intermediate ABE
Total Math: 506 – 565	6 – 8.9	High Intermediate ABE
Total Math: 566 – 594	9 – 10.9	Low ASE (Adult Secondary Education)
Total Math: 595 and above	11 – 12.9	High ASE (Adult Secondary Education)
Language: 389 and below	0 – 1.9	Beginning ABE Literacy
Language: 390 – 490	2 – 3.9	Beginning ABE
Language: 491 – 523	4 – 5.9	Low Intermediate ABE
Language: 524 – 559	6 – 8.9	High Intermediate ABE
Language: 560 – 585	9 – 10.9	Low ASE (Adult Secondary Education)
Language: 586 and above	11 – 12.9	High ASE (Adult Secondary Education)

Measuring Learner Gains

Learning gains are calculated each fiscal year from pre- and post-testing and based on learners' first (pre-test) and last test.

Massachusetts measures learners' educational gain in two different ways. First, Massachusetts reports the number of ABE learners completing or advancing one or more Educational Functioning Levels (EFL) as defined by the US Department of Education's National Reporting System (NRS). Massachusetts is required by the US Department of Education to not only report learning gains based on EFL completion rates, but also to use EFL completion rates as a measure of program performance.

In addition to measuring learning gains by EFL completion rates, Massachusetts measures "meaningful educational gain." Meaningful educational gain is measured solely by the improvement in test scores between the pre- and post-test and does not take into consideration Educational Functioning Levels. The amount of scale score points that indicate meaningful educational gain are as follows:

- For the Reading Sub-test: 24 or more scale score points
- For the Math Sub-tests: 26 or more scale score points
- For the Language Sub-test: 23 or more scale score points

Measuring learner gains in the state performance standard

- **Pre-/Post-testing:** Learners pre-testing into the NRS High ASE Level are excluded from the pre- and post-test percentage, and are not required to complete a post-test in their primary assessment area. Learners need to score 586 or higher on the TABE Language subtest, or 600 or above on the MAPT Reading or Math test to test into the High ASE Level.
- **Learner Gains:** Learners pre-testing into the NRS High ASE Level are excluded from the learner gains performance standard. Learners need to score 586 or higher on their TABE Language subtest, or 600 or above on their MAPT Reading or Math test to test into the High ASE Level. If a learner does take a post-test when they pre-tested at the High ASE Level, the student is excluded from both the pre-/post-test and learner gains performance standards.
- **Learners who pre-test into the High ASE level and also receive their GED** in the same fiscal year receive credit in meeting a Column A Countable Outcome Goal. (Note: There is NO penalty for a program to set a learner's goal for getting the GED and not meeting the goal. Setting and meeting goals can help programs earn Column A/B points. See FY11 Performance Standards at http://www.doe.mass.edu/acls/pawg/fy11fc340_345_359.pdf (for Fund Codes 340, 345, and 359) under #5, "Setting and Meeting Student Goals.")

Measuring completion of Educational Functioning Levels for the federal US Department of Education (National Reporting System, Federal Report Table 4)

- The National Reporting System (NRS) requires that all students who have 12 hours or more of attendance be included in all Federal Report tables, including those reporting pre- and post-tested learners and those making gains by completing an Educational Functioning Level.
- In order for learners to complete the High ASE Level, learners must pre-test in to the High ASE Level by scoring 600 and above on the MAPT Reading or Math test, or 586 and above on the TABE Language subtest) *and* get a GED or an ADP. These learners do not need to take a post-test since passing the GED or obtaining the ADP counts as completing the High ASE level.

- For more information, see FY11 Performance Standards, #6, “NRS Educational Functioning Level Completion:” http://www.doe.mass.edu/acls/pawg/fy11fc340_345_359.pdf (for Fund Codes 340, 345, and 359).
- Learners pre-testing into the Low ASE Level (GLE 10-11.9) and who receive their GED or ADP do not complete the Low ASE Level, since there is still another level higher (e.g., High ASE) to which the learner could advance.

Rolling over TABE Scores to the Next Fiscal Year

- Any TABE Level E, M, D, or A tests given to students in May or June may be rolled over to count as the first (pre-) test in the new fiscal year. Program staff may copy the score or give a new test. To copy, select the “copy” button to copy May/June tests to be rolled over. The May/June test will then be dated July 1 of the new fiscal year. The July 1 date is color-coded to let program staff know it was copied. Transitions programs, see specific policies at <http://www.doe.mass.edu/acls/assessment/news/fy11policy.html>.

Questions

Please contact April Zenisky at aclstesthelp@educ.umass.edu, or the SABES regional Curriculum and Assessment Coordinators, or Carey Reid (see below).

Program staff must read the Assessment Updates in the ACLS Monthly Mailings for important new information: <http://www.doe.mass.edu/acls/mailings>.

SABES Regional Curriculum and Assessment Coordinators

Greater Boston: **Jiashan (John) Zhang**, 617-287-4076. Email: john.zhang@umb.edu

Central: **Merilee Freeman**, 508-751-7931. Email: mfreeman@qcc.mass.edu

Northeast: **Janet Piracha**, 978-659-1281. Email: jpiracha@necc.mass.edu

Southeast: **Annemarie Espindola**, (508) 678-2811, ext. 2782. Email: Annemarie.Espindola@bristolcc.edu

West: **Dori McCormack**, 413-552-2393. Email: dmccormack@hcc.mass.edu

Central Resource Center: **Carey Reid**, SABES Staff Developer for Licensure and Assessment (617) 385-3637. Email: Carey.Reid@worlded.org