

# Frequently Asked Questions

## FREQUENTLY ASKED QUESTIONS

**1Q: What are the suggested grade ranges for each TABE 11 & 12 test book level?**

**A:** The five levels of the TABE 11 & 12 test relate to grade ranges as follows:

Reading and Language		Mathematics	
Test Level	Grade Range	Test Level	Grade Range
L (Literacy)	0–1.9	L (Literacy)	0–1.9
E (Easy)	2.0–3.9	E (Easy)	2.0–3.9
M (Medium)	4.0–5.9	M (Medium)	4.0–6.5
D (Difficult)	6.0–8.9	D (Difficult)	6.0–8.9
A (Advanced)	9.0–12.9	A (Advanced)	9.0–12.9

**2Q: May I administer tests to examinees with disabilities or other special needs?**

**A:** Yes, but be sure to read and understand the information in the “Assessment Accommodations” section, Pages 12–14 of this manual.

**3Q: Do I need to follow test administration instructions exactly?**

**A:** Yes. Following the test administration instructions exactly ensures similar testing conditions in all testing rooms. Test directions should be read aloud exactly as written.

**4Q: May I use test questions in advance of testing to help my examinees practice?**

**A:** No. Examinees must not be exposed to test content before the actual testing. However, you may use the Practice Tests (<http://tabetest.com/resources-2/testing-information/tabe-1112-practice/>) and Online Tools Training (<https://wbte.drctdirect.com/TABE/portals/tabe>) for preparation.

**5Q: May I administer the content area tests in any order I choose?**

**A:** Yes. Content area tests can be administered in any order necessary.

## Before Testing

### BEFORE TESTING

#### Step 1: Check the Test Materials

Check to be sure you have received the materials listed below. If any materials are missing, notify your Test Coordinator.

##### PROVIDED FOR THE EXAMINER

- Test Directions
- TABE test book

##### PROVIDED FOR EACH EXAMINEE

- TABE test book
- Answer document (for Locator Test, Levels E, M, D, and A)

##### ADDITIONAL MATERIALS NEEDED FOR EACH EXAMINEE

- two No. 2 pencils with erasers
- extra eraser
- scratch paper for solving mathematics problems
- standard ruler, for Mathematics, Level E only
- protractor for Mathematics, Level M only
- basic 4-function calculator for Mathematics—Part 2 Level M only
- scientific calculator for Mathematics—Part 2 Levels D and A only

In addition, be sure to have a watch or clock available.

## Step 2: Plan the Testing Schedule

- Review the tests and test directions in advance.
- Plan test administration for examinees requiring accommodations.
- Allow sufficient time to fill in the examinee-identifying information on all answer documents or test books.
- Administer the tests, if possible, during the middle of the week.
- Allow sufficient time to complete a content area in a single testing session.
- Schedule breaks when total testing time will exceed 60 minutes. Be sensitive to examinees' fatigue levels and attention spans and be prepared to alter your schedule as necessary.
- If the entire group of examinees completes a timed section early, stop timing that section.
- Allow time for make-up sessions for examinees who miss a test session.

## Working with Proctors

Review your plans with proctors prior to testing.

Proctors can help you

- arrange the testing room.
- distribute test materials.
- fill in examinee-identifying information on answer documents or test books.
- make sure examinees are working in the correct place in their answer documents or test books and are marking answers correctly.
- prevent talking or sharing of answers among examinees.
- collect materials at the end of the testing session.

## Testing Times

TABE 11 & 12 operational testing time was determined based on empirical data from the field-test study. The testing time was designed with maximum allowable time to allow adult learners to complete the test. Accurate timing of the TABE tests ensures reliable test results. While TABE is not a speed test, most examinees will finish faster than the maximum allowable time and some may not complete all of the test items in a subtest. The testing times are generous and give examinees ample opportunity to demonstrate the range of their skills in a subtest and finish the test. TABE 11 & 12 was designed to provide flexibility in scheduling to fit the various needs of programs serving adults.

## **Before Testing**

### **Step 3: Organizing the Testing Area**

- Plan for the distribution and collection of materials.
- Plan seating arrangements. Allow enough space between examinees to prevent sharing of answers.
- Eliminate distractions such as bells or telephones.
- Place a DO NOT DISTURB sign on the door of the testing room.
- Indicate starting and stopping times for each timed section on the board or on a large sheet of paper.
- Plan for accommodations to be provided as specified for individual examinees. Avoid calling attention to examinees who require accommodations.

### **Step 4: Prepare the Examinees**

- Help examinees approach the testing in a relaxed, positive way.
- Explain that the purpose of taking an achievement test is to find out which skills have been learned and which skills need further development.
- Point out to examinees that some items may be more difficult than others and that some material may be new; examinees are not expected to know all the answers.
- Reassure examinees that they will be given ample time to do their best.
- Emphasize that the test requires no special preparation.

### **Step 5: Plan to Use Standardized Testing Procedures**

To ensure that test results are valid, reliable, and equitable, standardized tests are to be administered using standardized testing procedures. These procedures indicate the exact directions, time limits, and scoring criteria to be used with the tests. It is very important that these standardized testing procedures be followed and that any deviations from standard testing conditions be documented so that scores may be interpreted appropriately.

### **Assessment Accommodations**

When examinees have documented education plans indicating that they may participate in educational testing only under nonstandard conditions (e.g., extra testing time), appropriate accommodations should be made and documented according to the directions on Page 12.

### **Coaching**

Be sure examinees understand the directions and know how to mark answers. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that may indicate an answer or help eliminate answer choices.

## Guessing

Encourage examinees to attempt all items. Tell them to read each item carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

## Invalidation of Tests

Examinees must mark only the required number of responses for each test item and must erase completely any response that they do not want.

If an examinee is obviously marking answers randomly, treat that examinee's work as invalid.

Special circumstances, interruptions, or distractions that affect individual or group performance can invalidate test results. Examinees who mark multiple responses (in test items other than those that request multiple responses) or random responses to test items, experience sudden illness, or become unduly disturbed by the testing situation should have their tests marked as invalid. An examinee may have one invalidated content area test while the other content area tests remain valid.

If you are not certain about how to treat a particular situation, consult your Test Coordinator.