



FREQUENTLY ASKED QUESTIONS ABOUT TABE® ONLINE

What content is used in TABE® Online?

TABE Online is a Web-based version of TABE 9&10. TABE Online includes the Locator, Complete Battery, and Survey tests for TABE 9&10.

Who is eligible to administer TABE Online?

TABE Online may be administered by adult educators and administrators who have a general knowledge of measurement principles and are willing to abide by the assessment standards of the American Psychological Association. These professional standards require test administrators to follow specific guidelines. For additional information, see the Purchaser's Qualification Statement in the McGraw-Hill Education CTB Assessment and Reporting catalog.

For what target audiences was TABE Online designed?

TABE Online can be used with a wide range of audiences: high school equivalency programs; vocational programs; certain community college programs; welfare-to-work programs; occupational or military advancement programs; alternative educational programs; and programs which may include basic education, vocational, and life skills training.

What types of adult education programs can use TABE Online?

TABE Online is useful for any program that needs to assess basic educational skills in an adult population. TABE has been used successfully by adult basic education, correctional education, vocational-technical programs, corporate training, one-stop career centers, and military, college, nonprofit, and union programs.

Can TABE Online be used for high school students?

Yes. TABE was normed on a population aged 14 years and above. TABE Online is a viable option to current norm-referenced tests for high school levels. The TABE 9&10 national norming sample was drawn from more than 400 institutions and included more than 34,000 examinees from 46 states. These examinees were from diverse backgrounds and institutions, including adult education centers, alternative high schools, vocational/technical colleges and both juvenile and adult correctional institutes.

How will I know which level of TABE Online to administer?

For adult basic education, or other programs that include students at various levels of ability, it is recommended that the Locator Test be administered first. The results will indicate which level of TABE to use for each content area. If TABE Online is being used as a screening tool for a program that requires a certain level of ability, select the level commensurate with the content difficulty for the program. For example, if screening for a nursing program that requires a 10th-grade reading level for admission, TABE Level A should be selected.



For more information on administering the appropriate levels of TABE, please refer to the *Guide to Administering TABE 9&10* (#91497), which may be ordered online, or by calling McGraw-Hill Education CTB Customer Service at 800.538.9547.

How does the TABE Locator Test work?

TABE Online has one Locator Test divided into four content areas—Reading, Mathematics Computation, Applied Mathematics, and Language. The entire Locator Test takes approximately 35 minutes to complete. If an examinee's Locator Test scores indicate significant differences in Reading, Mathematics, and Language skills (e.g., more than two TABE levels apart), the examinee could be given TABE tests from different levels. Note: The function of the Locator Test is to place students in the appropriate level of TABE, e.g., E, M, D, or A. It should not be used to screen students or place them in instructional programs because it does not contain enough items to be reliable for that purpose.

Do I have to administer the Locator Test?

Administering the Locator Test is optional but strongly recommended to help choose the right level of TABE (Easy, Medium, Difficult, or Advanced) for each examinee. Using the right level of a test is essential in order to obtain the most accurate measurement of knowledge. The exception to this recommendation would be if students are being assessed for a program that requires a specific level for entry or exit.

How soon can I retest examinees with the same form?

When administering a retest of the same TABE form, please allow a minimum of six months between testing to avoid the "practice effect" in which a student scores artificially high because of familiarity with test items. Also, do not review TABE with students and show them the questions they answered correctly or incorrectly if you plan to retest with the same form at the same level. You may provide the students with instructional workbooks such as *Getting to Know TABE* or *Building Skills with TABE* to help them gain confidence and master specific learning objectives.

How long does it take to administer TABE?

Subject	No. Items	Est. Testing Time (h:m)	No. Items	Est. Testing Time (h:m)	No. Items	Est. Testing Time (h:m)
Reading	12	:12	25	:25	50	:50
Mathematics Computation	8	:05	25	:15	40	:24
Applied Mathematics	8	:08	25	:25	50	:50
Language	12	:12	25	:25	55	:55
Language Mechanics (<i>optional</i>)			20	:14	20	:14
Vocabulary (<i>optional</i>)			20	:14	20	:15
Spelling (<i>optional</i>)			20	:10	20	:10
Total	40	:37	160	2:08	225	3:34



Can I administer different levels of TABE Online as a pre-test and post-test?

Yes. TABE scales are calibrated across levels so scores from various levels of TABE may be compared to show progress. For example, if an initial Locator Test score places a student at Level E, the student should be pre-tested with TABE Online Level E.

After a program of study, it should be determined whether a student has advanced to a new level before the student is re-tested. Advancement may be indicated by a very high score on the original pre-test, extraordinary progress in class, or a higher score upon re-administration of the Locator Test. If the teacher judges that the student has advanced from Level E to Level M, a Level M post-test should be administered. Because all levels of TABE are calibrated on the same scale, results may be compared across levels.

TECHNOLOGY

Is the Internet a reliable and secure medium for administering tests and scores?

Yes. TABE Online assessments are reliable and secure. The main concern of users in the area of security is that student records and test scores be kept confidential and inaccessible to any unauthorized person. The TABE Online system uses the highest level of Internet security currently available. All confidential information is protected by two firewalls and all communication with the database (where the test information is stored) happens via the application server in Secure Shell mode.

If this is an Internet-based assessment, what is going to stop a student from going on the Internet to look for answers to the test?

TABE Online has a "lock down" feature that deactivates all unnecessary keyboard functions and blocks access to anything else on the Internet during testing.

We use Macintosh computers in our center. Can your tests run on a Mac?

Yes. TABE Online assessments can operate on any computer that meets the minimum system requirements, whether PC or Macintosh®.

What do I do if the power supply goes down during a test?

Don't worry. TABE Online technology is designed to capture whatever has been completed on a test up to the point of the power loss. When the system restarts, students can pick up where they left off without losing previously answered questions.

CORRELATIONS AND USES OF TABE SCORES

Can TABE Online be used as both a pre-test and a post-test?

Yes. TABE Online was designed to serve as a pre-test and post-test for the same group of students. Generally, educators administer different forms of TABE at the same level when pre-testing and post-testing. However, if a student who pre-tested near the top of the range has made extraordinary progress in class or retakes the Locator Test and scores at a higher level, the next higher level of TABE



may be used as a post-test. This type of multi-level testing will yield valid results because all levels of TABE are calibrated on the same scale.

Can I use TABE Online for entrance screening or to make employment decisions?

TABE Online is an excellent tool to assist in making decisions regarding eligibility for academic programs and employment. However, it is not recommended that TABE be used as the sole measure for such decisions. McGraw-Hill Education CTB strongly recommends that our customers use multiple measures of assessment for high-stakes decisions such as hiring or acceptance into a training program. TABE works very well as a screening tool when used in conjunction with other information from such sources as interviews, transcripts, and references.

Can I obtain diagnostic information from the TABE Online Survey?

Yes. Survey results indicate which learning objectives a student has mastered and which still need more work, but the diagnostic information is not as complete as that obtained from the Complete Battery, which includes more items.

What is the purpose of TABE Online vs. the TASC Test Assessing Secondary Completion™?

TABE Online is designed to measure progress throughout the continuum of Adult Education, from pre-literacy and basic mathematical concepts, through high school. It follows NRS guidelines; offers NRS EFLs, additional features such as predictive scores to the new high school equivalency (HSE) tests, as well as a new correlation table to the TASC test.

TABE Online also offers objective level mastery information to help educators better target instruction, and aggregate group information for a quick snapshot of the bigger picture. The TASC test, which was field tested on graduating high school seniors, is designed to measure high school equivalency based on Common Core and College and Career Readiness Standards. TABE Online measures progress while the TASC test measures a final outcome.

Are TABE Online tests correlated with NALS?

Yes. The National Adult Literacy Survey (NALS) measures three categories of applied literacy. Prose literacy is defined as the ability to use information from everyday texts such as news stories, editorials, and poetry. Document literacy is the ability to use printed materials such as job applications, maps, and transportation schedules. Quantitative literacy is the ability to apply arithmetic operations to numbers that are found in printed materials such as restaurant checks, order forms, and advertisements. Many items from the TABE reading and mathematics subtests measure these same abilities.

Content linking tables are provided in the *Guide to Administering TABE 9&10* (#91497), which may be ordered online or by calling McGraw-Hill Education CTB Customer Service at 800.538.9547.

Are TABE Online scores correlated with SCANS?

Yes. SCANS refers to the U.S. Labor Secretary's Commission on Achieving Necessary Skills, and comprises five workplace competencies plus three sets of foundation skills needed for solid job performance. The five competencies are use and allocate resources; use interpersonal skills; use information; work with



systems; and use technology. The foundation skills are: basic skills (reading, writing, mathematics, etc.), thinking skills (such as reasoning and problem solving); and personal qualities (including individual responsibility and integrity).

ACCOMMODATIONS

When administering TABE Online, can we offer accommodations for students with special needs?

A testing accommodation is a change made to the test administration procedure to provide equal access for students with disabilities. There are several testing accommodation options that may be allowed in a student's profile. These include:

- Untimed test accommodation for individuals needing time extensions
- Pause-Test accommodation allowing student to take breaks as needed
- Font/background color and font size accommodations for students with visual disabilities

McGraw-Hill Education CTB's current position on accommodations—which is subject to change as ongoing research provides new insights—is based on these principles:

- Publishers of standardized tests should clearly define default conditions under which tests are to be administered. These conditions should not be needlessly restrictive (e.g., excessively small typeface or very short time limits) and should allow the vast majority of students to participate.
- Not all students can be tested meaningfully under default conditions, so some accommodations must be made.
- All students should be included in assessment programs if they can participate meaningfully under either default or Individualized Education Program-specified conditions.
- Careful interpretation of test results is essential when accommodations are used. TABE offers large print, Braille, and audio editions. TABE Online may be appropriate for some students who have difficulty taking paper-and-pencil tests.
- Some TABE administrators have made other accommodations, such as allowing extra time to complete the test or letting students mark answers in test booklets rather than on separate answer sheets.
- Additional accommodation suggestions are available in McGraw-Hill Education CTB's *Guidelines for Inclusive Test Administration 2005*, a free downloadable PDF copy of which can be obtained on McGraw-Hill Education CTB's website, CTB.com. Click on the Resources tab on the home page, and find Assessment Accommodations.

May I administer TABE Online as an untimed test?

You may opt to have an "Untimed Test" as an accommodation for individual test takers. If you use time limits that differ from those used in the standardization process, the interpretation of the norms may be compromised. However, McGraw-Hill Education CTB recognizes that time extensions may be warranted to accommodate persons with certain disabilities or when TABE is being used exclusively to diagnose the learning objectives an individual still needs to master. TABE Online also provides a time-and-a-half test



scheduling option that allows administrators to add extra time to the test, in alignment with common accommodation needs.

How should we interpret scores when we administer TABE Online under nonstandard conditions?

McGraw-Hill Education CTB advocates an approach to standardization that recognizes inclusiveness and accommodation as equally important and non-conflicting characteristics of modern assessment. The appropriate interpretation of test results from inclusive administration can be found in Guidelines for Inclusive Test Administration.

An examinee who takes a test using accommodations should receive the same scale scores referenced to the same norms tables as examinees with the same test performance achieved under standard conditions. However, individual examinee results obtained under nonstandard conditions should be interpreted with these accommodations in mind. As a supplement to such interpretations, classification summaries for the three categories of accommodations are provided in the Guidelines for Inclusive Test Administration. These summaries comprise common accommodations categorized according to the effect on the interpretation of individual examinee results.

Whenever nonstandard directions and time limits are used, norm-referenced comparisons should be treated with great caution. Nonetheless, McGraw-Hill Education CTB believes that information about instructional strengths and student needs can be obtained from a non-standard test administration. This is best done by focusing on the curriculum-referenced or objective mastery information the test can provide. For more information, consult the Guide to Administering TABE 9&10 and Guidelines for Inclusive Test Administration.

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