

Module 3: Administering the TABE 11/12 Level L

The TABE Level L Reading test and/or Mathematics test must be administered according to test developer directions. Test administrators are responsible for maintaining security of test materials and confidentiality of examinee data throughout the test administration process.

Word List Administration (Step 1)

Before administering the Word List, administrators should read the complete directions for administration. In general, the test administrator uses Page 5 of the Examinee Record Book while the examinee uses the Word List printed on a reusable, laminated card. The administrator must follow the script exactly and the Word List must be administered individually to each examinee.

During administration of the Word List, the examinee reads words in sequence and the test administrator listens for errors. The test administrator must mark only the items that the examinee reads incorrectly or skips. The administrator can ask an examinee to repeat a word if it is not heard. Additionally, if the examinee's accent is strong but the test administrator can understand the word, the administrator should count the response as correct.

The administrator must be careful not to "fill in" for the examinee (i.e., the test administrator should not count a response as correct because he/she knows what the examinee meant to say). If the examinee sounds out the word and then pronounces it correctly, the test administrator should mark the response as correct. To accommodate the examinee, Word List columns may be covered and words may be pointed to if necessary. The Word List may not, however, be cut up into separate columns.

If an examinee becomes frustrated or struggles early on, administration of the Word List should stop. After administering the Word List, the administrator should score the Word List according to the following guidance:

If the examinee incorrectly reads or skips...	The examiner should...
Three (3) CONSECUTIVE words	Ask the examinee to stop. Then, administer the TABE Level L Reading Test and/or Mathematics Test
Five (5) or more words on the entire list	Administer the TABE Level L Reading Test and/or Mathematics Test
No more than four (4) words on the entire list	Consider administering the MAPT-CCR for Reading Level 2, MAPT-CCR for Mathematics Level 2, or the TABE Language Subtest - Level E

Since the Word List must be administered individually to each learner, it is permissible to administer the Word List in one session and the Level L Reading test in another session shortly thereafter (if recommended by the results of the Word List).

Administering the Level L Reading Test and/or Mathematics Test (Step 2)

If recommended based on Word List results, test administrators should administer Form 11 or 12 of the Reading Test and/or Mathematics Test. The forms assess the same skills using different questions and are necessary for the purpose of alternating forms between pre- and post-testing.

Remember to review the TABE 11/12 Test Directions booklet before giving the test and to follow the scripts exactly. Tests may be administered to a group orally while examinees select answers from their own test booklets.

Administrators should ensure that examinees bring only authorized materials into the testing room. Cell phones and other devices must be turned off and stored. A short break is allowed between Part 1 and Part 2 of the Reading test, but these two sections may NOT be administered in two separate testing sessions.

Examinees should write their name on their booklet before beginning the test. During administration, administrators should make sure examinees are working on the correct items and are filling in circles correctly by making heavy, dark marks in their test booklets. Administrators should read orally administered items at a moderate, steady pace and should pause after each item to give examinees time to answer. Orally administered items may be repeated as needed.

Testing must be conducted according to the test developer's directions and the room must be monitored continuously. In addition, test administrators must provide accommodations if applicable.

Testing Accommodations

Testing accommodations are divided into three categories depending on their potential to influence the appropriate interpretation of test scores.

Category 1	Category 2	Category 3
<p>Category 1 accommodations are not expected to influence a test taker's performance in a way that affects how the test score is interpreted.</p> <p>Scores of examinees who use Category 1 accommodations should be interpreted in the same way as the scores of other examinees who took the test without accommodations.</p> <p><i>Example: Take the test alone or in a study carrel.</i></p>	<p>Category 2 accommodations could possibly influence the performance of test takers and should be considered when interpreting test scores.</p> <p>Test scores of students who use Category 2 accommodations should be interpreted with consideration of the accommodation(s) used.</p> <p><i>Example: Use extra testing time for any timed test.</i></p>	<p>Category 3 accommodations are likely to change what is being measured by the test and affect the interpretation of scores for accommodated individuals, as these accommodations are closely related to what is being measured (e.g., reading aloud a reading comprehension test).</p> <p>Test scores of individuals who use Category 3 accommodations should be interpreted considering the accommodation(s) used and how the accommodation(s) may change what is being measured.</p> <p><i>Example of a Category 3 Accommodation: Use a calculator for a mathematics computation test.</i></p>

For a list of specific accommodations within each category, please reference the TABE 11/12 Test Directions.

The summary of accommodation categories in this module and the test publisher's guidelines (available [here](#)) are provided to assist programs in offering fair testing conditions to all learners. In cases where it is difficult to determine what type of accommodation is most appropriate to meet a learner's needs, test administrators and assessment coordinators may contact the Center for Educational Assessment at the University of Massachusetts (aclstestsupport@educ.umass.edu) for additional guidance.