Module 4: Scoring the TABE 11/12 Level L

Test administrators are ultimately responsible for appropriate test use and interpretation. Tests must be scored exactly according to test developer directions.

Key Terms

The Raw Score is the number of items answered correctly by the examinee. This number is used to derive the scale score, standard error of measurement (SEM), and NRS Level.

The Scale Score describes achievement in units of a single, equal-interval scale. Scale scores on TABE 11/12 Level L range from 300 to 500. To learn about the advantages and limitations of scale scores, please refer to the TABE 11 & 12 Scoring Guides booklet.

Standard Error of Measurement (SEM) is an important consideration when interpreting test scores, but NOT a specific test score. Measurement error is assumed to be a part of any test score and the SEM is an estimate of how much error there might be in a particular score on a particular test. The smaller the SEM, the more accurate the test score.

The National Reporting System Educational Functioning Level (NRS EFL, or NRS level) provides the NRS functioning level for reporting.

Steps for Scoring

To score learners' TABE Level L tests, test administrations will need the Answer Key and the TABE 11 & 12 Scoring Guides booklet. Both are available from the test publisher.

For each test administered (Reading and/or Mathematics), complete the following steps:

Step 1: Count the number of correct answers from a learner's Level L Test Booklet using the Answer Key. Any item that has more than one answer marked, with no answer crossed out, may not be counted as a correct answer.

Step 2: Using the table on pages 7 and 8 (Reading) or 10 and 11 (Mathematics) of the TABE 11 & 12 Scoring Guides, locate the total number of correct answers for that learner in the Raw Score column. Then, using the correct section of the table (Form 11 or Form 12), locate the corresponding scale score and NRS Level.

This module is part of the TABE 11/12 Level L Administration and Scoring Training developed by the Center for Educational Assessment at UMass-Amherst for use by Adult Education programs funded by the Massachusetts Department of Elementary and Secondary Education. Training materials are also available at http://blogs.umass.edu/aclstesthelp/ Questions? Please email aclstesthelp@educ.umass.edu.

Using the TABE 11 & 12 Scoring Guides

The following example demonstrates how the tables in the TABE 11 & 12 Scoring Guides should be used.

A test administrator totals the number of correct answers for a test taker who took Form 11 of the TABE Level L assessment. The student has 14 correct answers. The test administrator locates the Level L Reading table in the TABE 11 & 12 Scoring Guides and, under Form 11, finds the Raw Score of 14. As shown in the image below, the test administrator is able to locate the Scale Score, SEM, and NRS Level for the test taker corresponding to the Raw Score. The student earned a Scale Score of 387 and an NRS Level of 1, with a low SEM of 15.

On the TABE Level L, Form 11, the SEM ranges from 14 to 58. A SEM of 15 for the examinee in this example is relatively small, which means that the test administrator can interpret the score as more accurate. Note that only a portion of the table is shown below. The full table demonstrates how scores become less precise as they get too close to the lower and upper limits of the Level L score scale, which may cause problems for detecting learning gains.

Raw Score	Form 11			Form 12		
	Scale Score	SEM	NRS Level	Scale Score	SEM	NRS Level
0	300	33	1	300	33	1
1	300	33	1	300	33	1
2	300	33	1	300	33	1
3	300	33	1	300	33	1
4	304	32	1	300	33	1
5	320	27	1	306	31	1
6	332	24	1	320	27	1
7	342	21	1	332	25	1
8	350	20	1	342	23	1
9	358	18	1	351	21	1
10	365	17	1	359	20	1
11	371	16	1	366	19	1
12	377	16	1	373	18	1
13	382	15	1	379	17	1
14	387	15	1	385	16	1
15	392	14	1	390	16	1

When to Re-Test with MAPT-CCR Level 2

When using the Level L in pre-testing, test administrators should consider the pros and cons of either post-testing with the TABE Level L or having the learner use MAPT-CCR for Reading and/or Mathematics Level 2 and then pre- and post-testing with the MAPT-CCR for the year (if the focus is on writing, then the TABE 11/12 Language Subtest Level E should be considered). All learners need to have a pre- and a post-test in the same test for the Fiscal Year.

Please be aware that there is a gap between the upper end of Level L tests and MAPT-CCR tests for Level 2. Some learners who score high on TABE Level L may still have a difficult time taking the MAPT-CCR Level 2. The gap between the two assessments exists because they were not created by the same test developers and do not use the same test items, internal organization, or time frame.

If learners are not ready to take the MAPT-CCR Level 2 and would still have room to show learning gains on Level L—in other words, if their scores are *not too* close to the upper limit of the Level L score scale—test administrators may opt to post-test learners with Level L.

Test administrators may also opt to retest learners immediately with MAPT-CCR Level 2 (and have it count as the learner's pre-test) if they believe learners would be able to use the MAPT-CCR 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 without significantly longer amount of time than expected (i.e., most MAPT-CCR test takers spend about 60-70 minutes on either the Reading or the Mathematics test).

Another strategy is to plan to give both TABE Level L and the MAPT-CCR to learners (if test administrators think students can handle MAPT-CCR).