



**Tests of Adult Basic Education**

**TABE - PC<sup>®</sup>**

**And**

**TestMate TABE<sup>®</sup>  
for Windows**

**User's Guide**

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## *Using This Guide*

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## *Support Staff*

If you have any problems with the software or with the documentation, please contact:

The Technical Support Staff  
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Monterey, California 93940-5703

## *Fax*

The support staff has a fax line available 24 hours a day. The number is **1-800-459-4210**. Questions will be investigated and responded to as soon as possible. Please be sure to include all necessary information, such as your name, phone number, fax number, software you are using, and a complete description of the problem.

## *Phone*

During business hours (Monday through Friday from 4:30 Am to 5:00 PM, Pacific time) you can phone toll free at **1-800-459-6522** to talk to our support staff. When the staff is not immediately available, you can leave a voice-mail message.

## *Email*

The support staff has an email address available 24 hours a day. It is ***tmsupport@ctb.com***. Questions will be investigated and responded to as soon as possible. Please be sure to include all necessary information, such as your name, phone number, fax number, software you are using, and a complete description of the problem.

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## Chapter 1

### *About TABE*

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This section of the TABE-PC<sup>®</sup> User's Guide briefly looks at TABE<sup>®</sup>, TABE-PC<sup>®</sup>, TestMate TABE for Windows<sup>®</sup>, and then provides background information about the editions of TABE supported by both the TABE-PC and TestMate TABE for Windows software.

### **TABE**

*The Tests of Adult Basic Education (TABE)* are norm-referenced tests designed to measure achievement of basic skills commonly found in adult basic education curricula and taught in instructional programs. The basic content areas of reading, language, and mathematics are evaluated. The test content stresses the integration and application of specific skills in a context meaningful to adults.

The series provides norm-referenced and criterion-referenced information to meet the needs of diverse adult education programs. The assessment levels extend downward to include beginning reading skills, and upward to include many objectives in all content areas that are measured in the GED tests and taught at the high school level and beyond.

## TABE-PC

TABE-PC provides computer administration of TABE on an IBM PC or a compatible personal computer using Microsoft Windows. TABE-PC software, version 5.x, supports TABE 9 and 10, TABE 7 and 8, Complete Battery and Survey editions. The software supports the new TABE Advanced Level Tests in Mathematics (Algebra and Geometry), Science and Social Studies. The software also supports TABE Work-Related Foundation Skills for assessment within the occupational framework, and it supports TABE Español for Spanish-speaking adults.

### *Software Functions*

The TABE-PC software has a registration program that allows the examiner to register examinees and assign tests to them. There is a tutorial that teaches how to take the test on the computer. The tutorial comes in English and Spanish.

The online testing module of TABE-PC gives the instructions, keeps track of each timed section, collects examinee responses, and provides immediate scoring and reporting of results. If used, the TABE-PC Locator test automatically places examinees in the correct test level (E, M, D, or A) and *Español* (E or M).

## TestMate TABE for Windows

TestMate TABE for Windows, version 5.x, provides the ability to scan and score students' answer documents. The software works on a personal computer using Microsoft Windows, and on specific Optical Mark Readers (OMR scanners). It supports TABE 9 and 10, 7 and 8, Complete Battery and Survey editions. The software supports the new TABE Advanced Level Tests in Mathematics (Algebra and Geometry), Science and Social Studies. The software also supports TABE Work-Related Foundation Skills for assessment within the occupational framework, and it supports TABE *Español* for Spanish-speaking adults.

### *Software Links*

TABE-PC and TestMate TABE for Windows are now compatible with each other. They share the same database files so you can use either the TABE PC or scan and score answer documents. You can use TestMate for reporting, data management, and data aggregation. You can also use TABE Prescriptive Assignments with either program to obtain individual lesson plans and prescriptions. You can track multiple lesson plans and prescriptions. You can also track multiple administrations taken under either software program.

The link between TABE-PC, TestMate TABE for Windows, and the Open Integrated Learning System (ILS) is part of a complete testing and learning program. Examinees can take the test on the computer or answer document, and they can have the test scored by computer. Then the system can identify learning needs and prescribe a custom-made series of computerized lessons for each examinee.

## TABE 9 and 10

TABE 9 and 10 mirrors current adult curricula. The test is based on statistically sound measurement models and extensive research and development. CTB developers conducted a comprehensive curriculum review and met with educational experts to determine educational goals based on the knowledge and skills emphasized in today's adult curricula. This information guided all phases of design and development.

This newest edition of TABE is based on current national standards and was developed to keep pace with changes in adult education curricula nationwide.

The test was nationally piloted on thousands of students to ensure test items that are true indicators of a student's abilities

**Table 1.** TABE 9 and 10 Test Levels and Grade Ranges

<b>Test Level</b>	<b>Description</b>	<b>Grade Range</b>
L	Limited literacy	0 - 1.9
E	Easy	2.0 - 3.9
M	Medium	4.0 - 5.9
D	Difficult	6.0 - 8.9
A	Advanced	9.0 - 12.9

## *Test Content*

TABE 9 and 10 total scores can be obtained for Reading, Mathematics, Language, and Spelling. There are 7 separately timed tests. The test names, numbers of items, and numbers of minutes of working time are shown in Table 2. These time limits do not include instruction time. This information is followed by test editions and the brief descriptions of the tests.

**Table 2.** TABE 9 and 10 Number of Items and Testing Times for

<b>Test</b>	<b>Items in Complete Battery</b>	<b>Testing Times Complete Battery</b>	<b>Items in Survey</b>	<b>Testing Times for Survey</b>
<b>Reading</b>	50	:50	25	:25
<b>Mathematics Computation</b>	40	:24	25	:15
<b>Applied Mathematics</b>	50	:50	25	:25
<b>Language</b>	55	:55	25	:25
<b>Language Mechanics</b>	20	:14	20	:14
<b>Vocabulary</b>	20	:14	20	:14
<b>Spelling</b>	20	:10	20	:10
<b>Total</b>	255	3:37	160	2:08

## **TABE 9 and 10 Complete Battery**

The Complete Battery consists of five test levels (Literacy, Easy, Medium, Difficult, and Advanced), two test forms (9 and 10), and a Locator Test. Available sub-tests include Reading, Math Computation, Applied Mathematics, and Language. Optional tests are available for Vocabulary, Language Mechanics, and Spelling. You can administer TABE's two parallel forms (9 and 10) alternately to ensure valid results when re-testing the same students.

## **TABE 9 and 10 Survey**

The Survey consists of four levels (Easy, Medium, Difficult, and Advanced) and two forms (9 and 10). The Survey tests the same content areas as the Complete Battery, and utilizes the same norms data, though diagnostic information is less detailed. As with the Complete Battery, TABE's parallel Survey forms (9 and 10) offer alternate tests when re-testing students.

## **Advanced-Level Tests**

To more closely link TABE 9 and 10 content with that of the new 2002 GED, we added advanced-level tests in Science, Social Studies, Algebra/Geometry, and Writing. The Writing test, for example, provides two essay prompts, each published in a separate book, and resembles the look of the GED writing test.

## *Reading*

The TABE Reading test presents items with highly practical, life-skills stimuli. Similar to the current GED content emphasis, the new TABE content consists of business and personal communication, instructive text, and informational materials presented in new visual formats, such as Web pages and advertisements. To further align TABE with the GED, the balance between the two passage categories, “prose” and “document,” shifts gradually in favor of “prose” as the levels increase in difficulty.

As a result, TABE Levels D and A focus on more complex literary text, including poetry and drama. The mix of genres and the textual complexity enable TABE to offer a comprehensive range of testing objectives while maintaining a focus on the characteristics of the student population it serves.

## *Mathematics*

TABE measures math skills in the contexts that are most important to adults: life skills, work, and education. TABE 9 and 10 uses two separate Mathematics tests to measure these skills: Mathematics Computation and Applied Mathematics. Scores on these two tests can be combined to provide a total mathematics score. All math tests in TABE 9 and 10 measure a wide range of skills, from simple concepts through advanced-level skill. The Advanced-level Algebra/Geometry test handles an additional more focused assessment of these subject areas.

## *Mathematics Computation*

The Mathematics Computation test addresses the range of low- to high-order operations and provides an appropriate representation of the core computation skills necessary to any successful mathematics program.

## *Applied Mathematics*

TABE's Applied Mathematics test presents items in contexts that adults find familiar and meaningful. For example, items may be based on household repairs, recipes, and comparison shopping. Examinees have the opportunity to demonstrate their abilities in the contexts they know best.

## *Language*

The TABE Language Test utilizes several item formats to test skills ranging from textual organization to sentence formation and conventions of formal and informal written communication. This test assesses skills in areas of usage, mechanics, sentence formation, and paragraph development.

Language items are presented in meaningful contexts that reflect the writing process as it is taught in adult programs and applied in life. Most language items focus on problem areas typically encountered when adults engage in such tasks as writing a business letter, résumé, job-related report, or essay for the GED. Analogous to the GED, TABE Language includes informative texts and general interest narratives, as well as a variety of written business communication samples, as stimuli.

While the new GED format does not include Spelling, TABE provides a comprehensive testing solution with the inclusion of the optional tests of Vocabulary, Language Mechanics, and Spelling. The TABE Language test can also be used in combination with the TABE Writing test as part of the TABE Writing Assessment.

### *Language Mechanics*

The first of the three new optional tests focuses on the mechanics of written language. The content covers identifying the appropriate use of capitalization and punctuation in sentences, phrases, and clauses. This includes correct usage with quotations, dialogue, proper nouns, titles, contractions, possessive nouns, and pronouns. The Language Mechanics test reinforces editing, proofreading, and other key writing processes. This information can be applied to writing a variety of documents, including business and personal letters.

### *Vocabulary*

This optional test measures basic vocabulary skills. The content focuses on understanding word meanings and relationships. One of the skills measured is the use of context to identify the meaning of words, including multi-meaning words. The vocabulary test supports the goal of in-depth mastery of word meanings and the acquisition of transferable skills or strategies for the ongoing process of word mastery.

## *Spelling*

Spelling is often difficult because it involves a wide range of interrelated language traits, including listening, speaking, reading, and writing. Therefore, the optional Spelling test provides a more direct focus on this challenging subject area. The item format de-emphasizes reading and vocabulary skills and concentrates more directly on spelling skills.

## **Advanced-level Tests**

### *Writing*

The first of the four new advanced-level tests is the Writing test. It provides two essay prompts, each published in a separate workbook for separate administrations. The format is similar to the essay test used in the new GED. The Writing test focuses on the ability to generate, organize, and express ideas related to specific issues, experiences, or knowledge.

Each Writing workbook contains:

- A graphic representation of the topic, accompanied by a clearly stated writing prompt
- A planning section for organizing the main ideas of the essay
- A section for writing the essay

The complete Writing Assessment is a combination of the Writing test essay and the Language test from TABE 9 or 10, Complete Battery or Survey. To obtain a Writing Assessment score, the Writing test must be administered with the Language test.

## *Social Studies*

The Social Studies test contains both stimulus-based and “stand-alone” items. Items are based on a variety of material, including drawings and graphs. Groups of items associated with a stimulus assess a range of thinking skills.

## *Science*

The Science test assesses knowledge of basic science concepts, science inquiry processes, and science in relationship to technology, society, and history.

## *Algebra/Geometry*

The Algebra/Geometry test offers students a chance to demonstrate mastery of higher-level math skills needed in certain academic, vocational, technical, and employment situations or before attempting the GED. These two subject areas are combined into one test and presented in a single test book containing 60 selected-response items.

## Support Materials

TABE offers you support materials that include:

- Instructional materials (*Getting to Know TABE and Building Skills with TABE*)
- Staff development materials
- Computer-based scoring, reporting, and tracking tools (TABE-PC and TestMate TABE software)
- Special accommodations materials designed to include all adult students in the assessment process (Braille and large-print versions)

## TABE 7 and 8

In TABE 7 and 8 you will find the most useful characteristics of norm-reference tests combined in a way that responds to the varying requirements of testing programs. This flexibility of use comes from the two forms and the two formats that are available: Forms 7 and 8 of the Complete Battery edition and Forms 7 and 8 of the shorter Survey edition. The Complete Battery provides normative information and mastery information on curricular objectives. The Survey edition provides normative information and more limited mastery information.

### *Levels E, M, D, and A*

Four overlapping levels of the Complete Battery and the Survey editions are available for on-line testing. There are Locator tests for reading, mathematics, and language to help you give the correct level of TABE to an examinee.

The TABE Levels are shown in Table 3. The items in these levels have been selected to reflect TABE objectives. They contain language and content appropriate to adults and meet rigorous statistical requirements.

**Table 3.** TABE 7 and 8 Test Levels and Grade Ranges

<b>Test Level</b>	<b>Description</b>	<b>Grade Range</b>
E	Easy	1.6 - 3.9
M	Medium	3.6 - 6.9
D	Difficult	6.6 - 8.9
A	Advanced	8.6 -14.9

## *Test Content*

TABE 7 and 8 total scores can be obtained for Reading, Mathematics, Language, and Spelling. There are five separately timed tests. The test names, numbers of items, and numbers of minutes of working time are shown in Table 4. These time limits do not include instruction time. This information is followed by brief descriptions of the tests.

**Table 4.** TABE 7 and 8 Test Number of Items and Working Times

<b>Test</b>	<b>Items in Complete Battery</b>	<b>Minutes for Complete Battery</b>	<b>Items in Survey Edition</b>	<b>Minutes for Survey Edition</b>
<b>Reading</b>	50	50	25	25
<b>Mathematics Computation</b>	25	15	15	9
<b>Applied Mathematics</b>	50	50	25	25
<b>Language</b>	55	39	25	18
<b>Spelling</b>	20	10	20	10

### *Reading*

Test 1, Reading, measures the basic reading skills of adults and their ability to construct meaning from a variety of the skills and prose selections. The content highlights numerous overlapping objectives, ranging from word-meaning skills to the reading process.

Numerous facets of the reading process are measured using everyday documents and forms familiar to examinees, as well as excerpts from published fiction and nonfiction that reflect cultural diversity. Other items specifically test the examinee's ability to find and use information in reference and consumer sources.

There are three significant innovations in this test:

- Use of vocabulary words imbedded in passages or documents reflecting the view of reading as a complex, interactive process and supporting the current movement toward testing in the context of authentic texts.
- Use of document literacy items that measure the ability to read diagrams, maps, charts, tables, forms, consumer labels, and other documents.
- Use of items that measure the ability to find and use information from reference sources such as a table of contents, a dictionary, and library computer displays.

### *Mathematics Computation*

Test 2, Mathematics Computation, provides an appropriate representation of the core computational skills necessary to any successful mathematics program. The test measures the examinee's understanding of the operations of addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions. Also included are integers, algebraic expressions, exponents, and percents.

### *Applied Mathematics*

Test 3, Applied Mathematics, assesses general mathematical literacy –the ability to apply a wide range of basic mathematical skills, methods, and concepts to tasks such as budgeting, planning, designing, predicting results, and interpreting data. It also samples more routine tasks such as comparison shopping, income tax computation, household measurements, cooking, estimating quantities, and making computations that involve time, distance, and weight.

The test covers numeration, computation in context, estimation, number theory, measurement, data interpretation, geometry, pre-algebra, and algebra. These objectives span the range of knowledge and skills necessary for general adult competence, confidence, and lifelong learning in mathematics.

Problem solving is assessed as a strand within all the objectives. Subsets of items are integrated by mathematical contexts appropriate for adults. For example, a series of items might involve interpreting and making predictions about following the maintenance schedule for automotive repairs or the design of a floor plan for a living space based on a list of criteria. These item sets are supplemented by a number of discrete items, guaranteeing adequate objective coverage.

## *Language*

Test 4, Language, addresses the goal of adult language instruction, which is to build the communication skills necessary to function effectively both on the job and in daily life. The focus in adult education programs is on general writing competency. This test assesses skills in the areas of usage, mechanics, sentence formation, and paragraph development. Language items are presented in meaningful contexts that reflect the writing process as it is taught in adult programs and applied in life.

Most language items focus on problem areas typically encountered when adults engage in such tasks as writing a business letter, resume, job-related report, or an essay for the GED. The predominant item formats—complete paragraphs and thematically related sentence sets—allow examinees to react as they might to a piece of writing in need of revision. Their whole understanding of correctness in written language will be engaged as they analyze the items. Subject matter for the passages and sentence sets varies to appeal to a range of adult interests and reflects adult writing needs and situations.

## *Spelling*

Test 5, Spelling, is designed to assess the spelling skills that adults need to be effective in their written communication. In most adult writing contexts, particularly the workplace, correct spelling is of critical importance. In most adult basic education instruction, spelling receives an isolated focus, since it is often an area of particular difficulty involving a wide range of interrelated language skills - listening, speaking, reading, and writing.

The test content covers vowel sounds, consonant sounds, and structural units. The spelling words have been selected from lists of words commonly misspelled by adults, and lists of words most commonly used in adult writing. Words were assigned to appropriate TABE test levels using Harris and Jacobson's *Basic Reading Vocabularies*.

The item format - short, readable sentences with a blank for a missing word - gives each word an adult context that relates to a real-life situation. This format minimizes dependence on reading and vocabulary skills and allows direct focus on spelling skills. Spelling errors include omission, substitution, insertion, reversal of letters, and selection of inappropriate homonyms.

## *Thinking Skills Across the Content Areas*

Going beyond recall of facts, many items implicitly require the examinee to analyze situations, make interpretations, look for connections, synthesize information, predict outcomes, and generate ideas.

1. Albert J. Harris and Milton D. Jacobson, *Basic Reading Vocabularies* (New York: Macmillan Publishing Co., Inc., 1982).

## *Bias*

During the development of TABE 7 and 8, rigorous efforts were made to reduce ethnic, age, and gender bias - namely, an inaccurate or stereotypic portrayal (in subject matter, language, or art) of individuals or groups.

All items were reviewed to ensure conformity to CTB editorial guidelines defined in *Guidelines for Bias-Free Publishing*.<sup>2</sup> In addition, professionals in education, business, and industry, who represented the perspective of various ethnic groups, were asked to review the content of the tryout materials. The reviewers' comments and suggestions were carefully considered during item selection.

Statistical bias was also considered an item selection criterion. Items that appeared to be biased, from a content, context, or statistical standpoint, were not selected for the final edition.

## *Item Selection*

The TABE 7 and 8 item selection process involved the application of Item Response Theory (IRT) and the implementation of a three-parameter statistical model that took into account item discrimination and difficulty, and the student potential for guessing the answer correctly. These parameters were considered, as was the fit of the item to the model and its bias indices. The items that were finally selected for TABE 7 and 8 met the established content criteria and the statistical requirements.

2. McGraw-Hill Book Co., *Guidelines for Bias-Free Publishing*: New York, 1982

## Support Publications

Support publications are available to provide detailed information for coordinating, using, and interpreting TABE 7 and 8.

- The *TABE User's Handbook* for TABE 7 and 8 is a guide for conducting an efficient testing program and interpreting test results.
- The *Norms Book* for TABE 7 and 8 provides information for hand-scoring the tests. It also presents tables for converting obtained test scores to normative scores.
- The *Technical Report* for TABE 7 and 8 provides information about the norming procedures and the research studies that support these procedures.

## TABE Work-Related Foundation Skills

TABE *Work-Related Foundation Skills* (TABE-WFS) is a comprehensive assessment that gives employers, educators, and training professionals the information they need to plan educational programs. The *TABE Work-Related Foundation Skills* forms can be used as alternates to TABE Level D, corresponding to grades 6.6 through 8.9. They measure skills in reading, mathematics, and language in the context of workplace environments.

### *Forms*

There are four forms of TABE *Work-Related Foundation Skills*. The first three relate to specific workplaces. The fourth, the General form, covers a variety of contexts. The forms are:

	<u>Level</u>
• Health	H
• Trade/Technical	T
• Business/Office	B
• General	G

### *Testing Uses*

The TABE *Work-Related Foundation Skills* tests are designed to be used for several purposes:

- To provide pre-instructional information about an examinees level of achievement in basic skills
- To identify areas of weakness in these skills
- To measure growth in the skills after instruction
- To involve the examinee in appraising his or her learning needs
- To assist you as you prepare an instructional program to meet the examinees individual needs

The TABE *Work-Related Foundation Skills* assessment is designed to be used by various educational institutions and businesses. High school programs that focus on vocational preparation find this assessment appropriate and useful. The post-secondary, vocational/technical schools who participate in the Guaranteed Student Loans program use this standardized assessment to prove their applicants' "ability to benefit" from instruction. TABE *Work-Related Foundation Skills* is also designed to be used by business and industry when current and prospective employees are tested to determine their training needs.

### *Test Content*

Each of the four forms of *Work-Related Foundations Skills* (Health, Trade/Technical, Business/Office, and General) contains tests in Reading, Mathematics Computation, Applied Mathematics, and Language. The numbers of items and the allotted working time per test are the same in each form. Table 5 shows the numbers of items and the numbers of minutes of working time (not including instruction time).

**Table 5.** TABE *Work-Related Foundation Skills* Number of Items and Working Times

<b>Test</b>	<b>Number of Items</b>	<b>Minutes of Working Time</b>
<b>Reading</b>	40	40
<b>Mathematics Computation</b>	20	15
<b>Applied Mathematics</b>	35	35
<b>Language</b>	35	30

## *Reading*

**Test 1, Reading**, focuses on the examinee's understanding of the reading process and his or her ability to construct meaning from the test in integrated ways. In the context of passages, graphics, and reference sources, this test measures the examinee's ability to recognize words in context, recall information, recognize main ideas and cause and effect, distinguish between fact and opinion, predict outcomes, and evaluate and extend meaning.

The reading items focus on functional reading through the use of diagrams, charts, forms, schedules, and reference materials. The context of the workplace for each occupational cluster is represented in these authentic displays and passages.

## *Mathematics Computation*

**Test 2, Mathematics Computation**, represents the basic computational skills necessary for any successful mathematics program. It measures the examinee's understanding of the operations of addition, subtraction, multiplication, and division as they relate to whole numbers, decimals, and fractions. Also measured is the examinee's understanding of money, integers, and percents. Again, the sub-skills that are appropriate for the particular occupational cluster are emphasized.

## *Applied Mathematics*

**Test 3, Applied Mathematics**, emphasizes concept formation, reasoning, and problem solving in context. It measures the examinee's ability to apply mathematical concepts related to numeration, computation in context, number theory, measurement, data interpretation, geometry, and pre-algebra. Attention is given to the reasoning skills needed for practical problem solving.

Since calculators are commonly used to solve real-life, multiple-step math problems, examinees are encouraged to use them in this test. All the problems can be solved with or without the use of a calculator, so the individual examinee may be allowed to do whichever is more comfortable.

## *Language*

**Test 4, Language,** measures the examinee's skills in language usage, sentence formation, paragraph development, and writing conventions such as capitalization and punctuation. Concerned with the link between language and reading and writing, this test emphasizes skills essential to the achievement of full literacy. It also emphasizes using language properly in the workplace. A variety of authentic work-related contexts are presented in stimuli. Various item types are used to evaluate language usage and editing skills.

## *Test Development*

Our CTB team of adult-education content specialists researched and wrote items and passages for the tryout of *Work-Related Foundation Skills*, ensuring the appropriateness of content and context, level of difficulty, and relevancy to the adult curriculum. Professional editors and researchers then carefully reviewed all items and test directions for accuracy. To provide a large pool of items for the final edition, twice as many items as were needed were written for the tryout edition.

We administered the tryout items to a large sampling of vocational/technical school students interested in the fields of health, trade/technical, and business/office, as well as to students in Adult Basic Education (ABE) programs, two-year colleges, and secondary school ROP and JTPA programs. Our analysis of the tryout data gave us information about the range of difficulty of the items. This enabled us to select items for the final edition that represent the entire range of difficulty.

## *Bias*

During our development of *Work-Related Foundation Skills*, we rigorously attempted to avoid ethnic, age, and gender bias - namely, the stereotypic or inaccurate portrayal (in subject matter, language, or graphics) of individuals or groups. We reviewed all items to be certain they conformed to CTB's editorial guidelines.

## *Item Selection*

The item selection process for *Work-Related Foundation Skills* involved applying Item Response Theory (IRT) and implementing a three-parameter statistical model that takes into account item discrimination, difficulty, and guessing. For each item, we considered these parameters as well as the item's fit to the model and its bias indices. The items we chose for the final *Work-Related Foundation Skills* tests not only met the established content and context criteria, but also had the best overall statistical quality.

## *Support Publications*

Support publications are available to provide detailed information for coordinating, using, and interpreting the Work-Related Foundation Skills test.

- The TABE User's Handbook is a guide for conducting an efficient testing program and interpreting test results.
- The Norms Book provides information for hand-scoring the tests. It also presents tables for converting obtained test scores to normative scores.
- The Technical Report provides information about the norming procedures and the research studies that support these procedures.

## **TABE *Español***

TABE *Español* is a series of norm-referenced tests designed to assess the basic reading, mathematics, and language skills of adults whose primary language is Spanish. TABE *Español* provides information about how adults compare to a norm group, as well as information about performance related to specific skills. This is important information for teachers, program directors, and other service providers who are charged with the responsibility of designing appropriate instructional programs and learning experiences for their adult clients.

### *Positive Hispanic References*

TABE *Español* is not a translation of the English version of TABE. Rather, TABE *Español* was developed by Spanish-speaking experts using standard Spanish common to all dialects. It includes positive references to Hispanic cultures.

Note: Examiners must be able to read and speak both English and Spanish to assist examinees with the tutorial and administer the tests.

### *Levels (Niveles)*

TABE *Español* has two overlapping levels, E and M, that cover the following estimated grade ranges of difficulty:

<b>Nivel (Level)</b>	<b>Grades</b>
<b>E</b>	1.6 - 3.9
<b>M</b>	3.6 - 6.9

There are Locator tests for reading and mathematics.

## Test Content

TABE *Español* Niveles E y M (Levels E and M) contain tests covering reading, mathematics, and language. The numbers of items and the allotted working times (exclusive of instruction time) are the same for both levels. The numbers of items and suggested time limits are shown in Table 6.

**Table 6.** TABE *Español* Number of Items and Working Times

Content	Number of Items	Minutes of Working Time
Ejercicios de práctica	4	5
Ejercicios de nivelación	30	22
<b>Examen</b>		
• <b>Lectura</b>	31	31
• <b>Calculos matemáticos</b>	20	12
• <b>Aplicaciones y conceptos matemáticos</b>	30	30
• <b>Lenguaje</b>	25	18

## Lectura

**Test 1, Lectura**, is a reading test that focuses on the examinee's understanding of the reading process and his or her ability to construct meaning from text. In the context of passages, graphics, and reference sources, this test measures

the examinee's ability to recognize words in context, recall information, recognize main ideas and cause and effect, and evaluate and extend meaning.

The objective structure for both levels includes the following:

- Link sentence with picture \_\_ Unir oración y dibujo
- Word meaning in context \_\_ Significado en contexto
- Recall information \_\_ Recordar información
- Construct meaning \_\_ Estructurar significado
- Evaluate/Extend meaning \_\_ Evaluar/Extender significado
- Use reference sources \_\_ Usar fuentes de referencia

### *Cálculos matemáticos*

**Test 2, Cálculos matemáticos**, is a mathematics computation test that represents the core computational skills necessary to any successful mathematics program. The test measures the examinee's understanding of the operations of addition, subtraction, multiplication, and division as they relate to whole numbers, decimals, and fractions. (Level E does not deal with fractions.) The objectives include the following:

- Addition of whole numbers \_\_ Adición de números enteros
- Subtraction of whole numbers \_\_ Substracción de números enteros
- Multiplication of whole numbers \_\_ Multiplicación de números enteros
- Division of whole numbers-División de números enteros
- Decimals-Números decimales
- Fractions- Fracciones

## *Aplicaciones y conceptos matemáticos*

**Test 3, Aplicaciones y conceptos matemáticos**, is an applied mathematics test that measures the examinee's ability to apply mathematical concepts related to numeration, computation in context, number theory, measurement, data interpretation, geometry, and pre-algebra. Also measured is the examinee's understanding of money, integers, and percents. Attention is given to the reasoning skills needed for practical problem solving.

Since calculators are commonly used to solve real-life, multiple-step problems, examinees are encouraged to use them in this test. All the problems were written to be solved with or without the use of a calculator, so the examinee should be allowed to do whichever is more comfortable.

The objectives of this test are listed here (Level M does not include Numeration as a specific objective)

- Numeration \_\_ Numeración
- Computation \_\_ Cálculos
- Number theory \_\_ Teoría de los números
- Measurement \_\_ Medición
- Data interpretation \_\_ Interpretación de datos
- Geometry \_\_ Geometría
- Pre-algebra / Algebra \_\_ Pre-álgebra / Algebra

## *Lenguaje*

**Test 4, Lenguaje**, is a language test that measures the examinees skills in Spanish language usage, sentence formation, paragraph development, and writing conventions such as capitalization and punctuation. Concerned with the link between language and reading and writing, this test emphasizes skills essential to the achievement of full literacy and requires the examinee to evaluate usage, determine clarity, and use editing skills.

The test includes these objectives at both levels:

- Usage -- *Uso*
- Sentence formation -- *Formación de oraciones*
- Paragraph structure -- Estructura del párrafo
- Writing conventions -- Reglas de la escritura

### *Support Publications*

Support publications are available to provide detailed information for using TABE *Español*.

- The Manual para el examinador is a guide for coordinating an efficient testing program and provides specific instructions for administering the tests.
- The Norms Book provides tables for converting obtained test scores to normative scores.
- The Technical Report provides information about the norming procedures and the research studies that support these procedures.



## Chapter 2

# ***Installing TABE-PC***

---

Each version of TABE-PC is provided on one CD and one registration diskette. The registration contains 7 registrations. You can get additional registrations by ordering the 50 or 100 registration disks from CTB. As explained in Chapter 3, Using the Registration Program, registrations need to be moved from a registration disk to the computer before you can register examinees. Once you have registered an examinee, the number in the counter is lowered by one.

## **Hardware and Software Requirements**

### *Minimum Computer Requirements for TABE-PC*

- IBM-PC (or compatible) 486 or higher (see recommended systems)
- 32 megabytes of user memory (RAM)
- VGA monitor for on-line testing
- 100 megabyte hard drive \_ 120 megabytes if you are using lessons
- A 3½ inch diskette drive for installing registrations
- Microsoft Windows 95, 98, 2000, or XP
- Windows NT

### *Recommended Computer Requirements:*

- IBM-PC (or compatible) Pentium III or higher
- 256 megabytes or more of user memory (RAM)
- 500 megabyte or larger hard drive-for a complete testing and lessons system
- Workstation 2000 or Windows XP
- Novell 5.0 or later version, Windows NT Server 4.0 or later version
- VGA monitor
- A 3½ inch diskette drive for installing registrations and for archiving
- Microsoft Windows 95 or higher
- Windows NT
- Mouse or other pointing device (optional). TABE-PC can be used from the keyboard.
- Windows-compatible printer (optional). Any printer that works with Windows can be used to print reports from TABE-PC.

### *Network Considerations*

A network file server is recommended for TABE-PC prescriptions and lesson banks, and for on-line testing many students at the same time. Each workstation must meet the system requirements. TABE-PC will run on Novell Netware Version 5.0 or higher and on NT Networks.

If you install TABE-PC on a network, you must be logged in as a **supervisor**. The installation is the same as that for a stand-alone machine, except for the directory path. For a network, the programs should be in a file-server directory, such as F:\CTB\TABE32.

Network users of TABE-PC (administrators and also examinees) must have **all access rights** to the TABE-PC directory and all of its corresponding subdirectories, including CTB (the TestMate) and the Lessons directories, if your implementation is using them. To do this, please refer to your Novell Netware or NT Network documentation.

### *Installation Summary and Overview*

Each version of TABE-PC takes approximately 5 minutes to install on your computer. You should install each version, TABE 7 & 8, 9 & 10, and CRT each separately, but in the same directory. The TABE-PC, version 4.0, should be installed in a separate directory.

Before you start, you need to determine the following:

- The **user name** is to access the registration program. The **examiner's name** is what will appear on all reports.
- The password that allows access to the registration program. The password can contain up to 8 letters and numbers.
- Where in your system the TABE-PC information should be located. The default location offered by the installation program is C:\CTB\TABE32.

If you accept the default, TABE-PC information will be stored on disk drive C, in a subdirectory called TABE32 that is contained in a directory called CTB. (You must install version 5.x of TABE in a different subdirectory if you previously used version 4.0, so you can pre-allocate registrations to specific versions. The version 4.0 registrations will work in program version 5.x, BUT version 5.x registrations will **NOT** work in program version 4.0.)

- A 3 ½-inch drive is required to load and manage TABE-PC registrations.

You will have a program CD and one or more registration data diskettes for each version of TABE-PC. Follow these steps to install each version.

1. Start Windows.
2. Insert your TABE-PC program CD in the designated drive.
3. From Windows 95 or later, select **Start** from your Tool Bar and select **R**un.
4. Type the appropriate CD drive letter, a colon, and the word setup (for instance, D:SETUP), or you may click **B**rowse and find the CD Drive and select the Setup.exe on the CD.
5. Following the instructions on the screen, either accept C:\CTB\TABE32 as the directory for TABE-PC, or enter the name of the directory in which you want TABE-PC to be located. (If you type a new name, do not end it with a backslash (\) character.)
6. Continue to respond to the instructions on the screen.
7. To install the registration program, insert your diskette in the designated drive, select **Start** from your Tool Bar and select **R**un.
8. Either type the appropriate diskette drive letter, a colon, and the word setup (A:SETUP), or click **B**rowse, find the diskette drive, and click on the Setup.exe on the diskette.
9. Follow the messages on the screen while installing the registration program.
10. The next step is to use the registration program. You will need to type a login name, load registrations, set up a group, and register examinees. See Chapter 3, Using the Registration Program.

## Detailed Installation Procedures

These are step-by-step instructions you can follow to install TABE-PC. Because Windows is a very flexible environment, there is often more than one way to accomplish a task. This guide does not attempt to show all possible variations.

You should install TABE-PC, version 5.x, in a directory separate from any TABE-PC, version 4.0, installations, since the registration data files are different for each one.

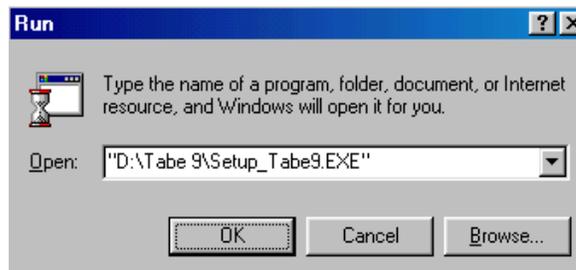
If you are installing TABE-PC for network use, the complete program should be installed on the file server. Registrations should be loaded to the file server. The registrations will then be accessible to each workstation.

### *Installing on Windows 95, 98, 2000, or XP*

Insert the CD in your drive and wait for the Install Shield to appear to prepare for installation. If nothing happens you may click on **Start**, select **R**un, and type in the Setup Command shown below.

### *Enter the Setup Command*

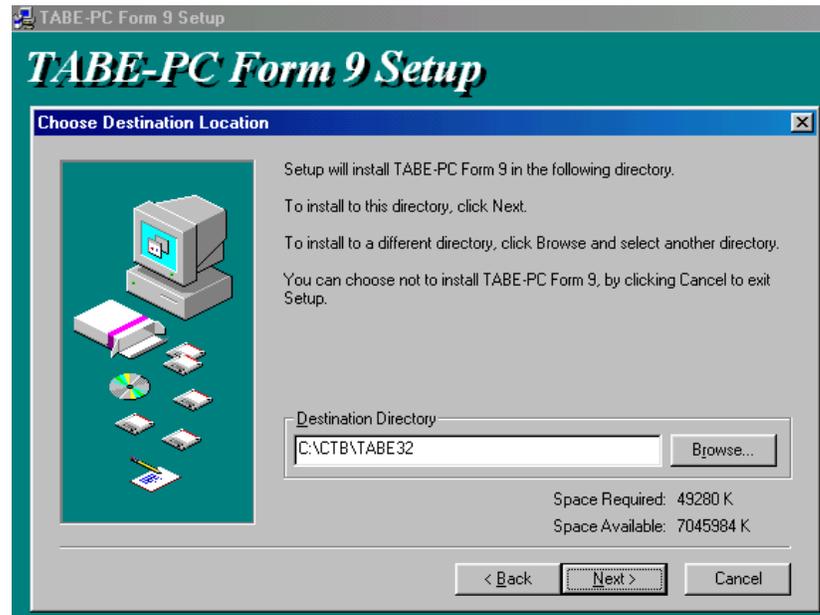
You will see a window like this:



Type the CD drive letter, a colon, the word **setup**, and then press **Enter**. Or you can click **B**rowse and find the directory.

For example, if your CD drive is D, you should type **D:SETUP** before you press **Enter**.

The installation screen will look similar to this:



### *Accept or Assign the TABE-PC Subdirectory*

To accept the default location of **C:\CTB\TABE32**:

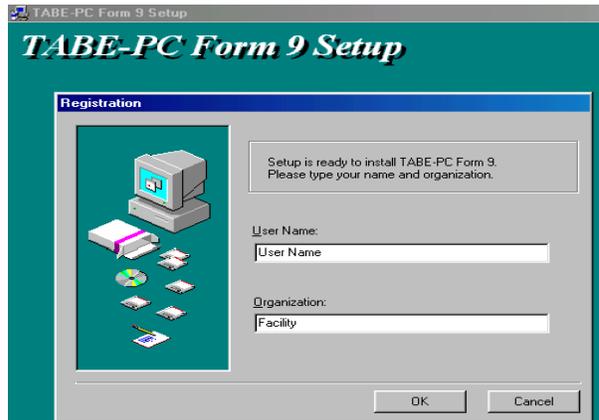
- press **Enter** or click **Next** with the mouse.

If you want to assign TABE-PC to a subdirectory other than that given as the default, here is what to do:

- Type the name of the drive, directory, and subdirectory path to which you want to assign TABE-PC. For instance, if you are using a network, you may wish to assign a network path, such as **F:\CTB\TABE32**. If the directory does not exist, you will be asked if you want it created.
- Then press **Enter** or click **Next**.

### *Creating Login and Defining Facility*

During the installation process you will be asked to enter your program login or **User Name**, and the facility name or **Organization**.



The User Name that you type in this box will be your login into the TABE-PC Registration program. The Organization name is what will be printed on all your reports.

### *Choosing the TABE Test Norms to Install*

During the installation, you will also be queried about which TABE test norms you wish to install.

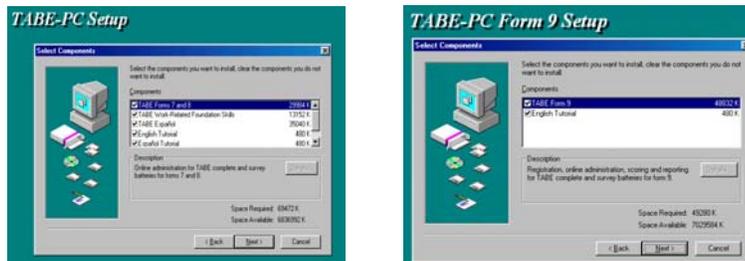
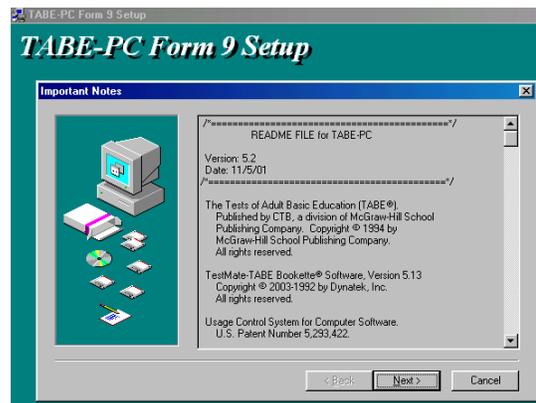


Table 7 and 8 has *Español* and *Work Related Foundation* available also. We recommend you install all of them.

### *View README File*

At the end of the installation there will be a screen displaying the README File. You may scroll through it to read about any of the latest updates or improvements.



### *Installing the Registration Program*

Insert the diskette in your “A” drive and click on **Start**; then select **R**un. You will see the **R**un window:



Type the diskette drive letter, a colon, and the word **setup**, and then press **E**nter. Or you can click **B**rowse and find the file on the diskette.

For example, if your diskette drive is A, you should type **A:setup** before you press **E**nter.

During the installation, you will be queried about the **path** to which you want to install the registration program. Be sure you define the same

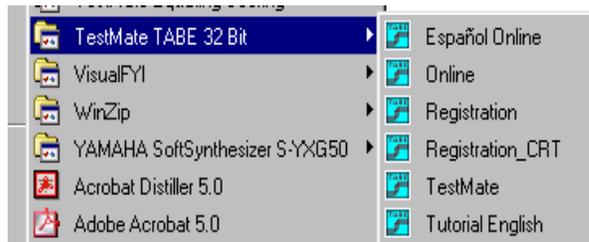
path to which you installed the TABE-PC program. This will be either **C:\CTB\TABE32**, or a network drive letter if installed on a network drive.

Near the end of this installation you will see a DOS screen that informs you of the impending “move” of the registration program. The screen will look like this



Press any key to complete the move of the registration program. You will receive a message on the screen when it is complete.

The installation of TABE-PC creates a Program Group for that version. You might have two separate Program Groups, one for version 4.0 and the other for version 5.x. The various TABE tests will display in the group to which you’ve installed them.



Your computer system is now set up so you can load registrations into the TABE-PC Registration program. You will need to set up a norm group, and enter examinees into the group. See Chapter 3, Using the Registration Program.



## Chapter 3

# ***Using the Registration Program***

---

The registration process is much the same for all versions of TABE. There are slight variations because of differences in norm groups, forms, and levels.

You must do three things before you can register an examinee:

- You must login with your user name, established during the installation process.
- You must establish and name at least one test group, choosing a norm and a test.
- You must move registrations from diskette to your computer. See “Moving Registrations” on page 3-4.

After these preliminary steps, you will be able to:

- Modify a user name and password
- Register examinees for testing
- Add more testing groups
- Archive and Delete examinee records
- Set your TABE configuration

## Starting Registration

- Click on **Start, Programs, and TestMateTab 32 bit, then select Registration.**

### *Enter User Name*

You will see a screen asking you to **Enter User Name.**



The user name you entered during installation will be the user name for accessing the registration program on this system. Select the name carefully, and write it down so you can remember it. You will be asked for it every time you start the registration program.

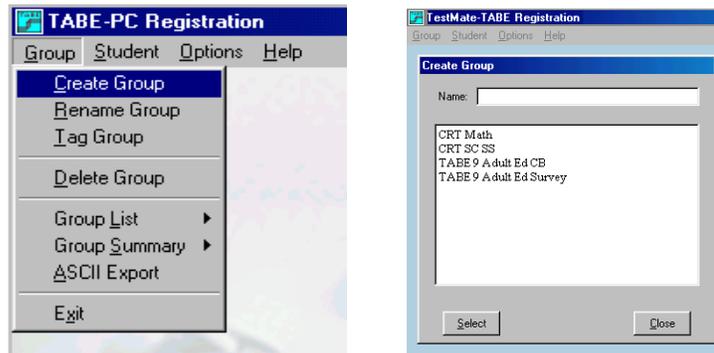
You can now select activities from the menu bar at the top of the registration screen.

## Establishing Groups

TABE-PC examinees are registered as groups of students taking the same test and using the same norms. Before you can register examinees, you have to create a group to put them in.

### *Group | Create Group*

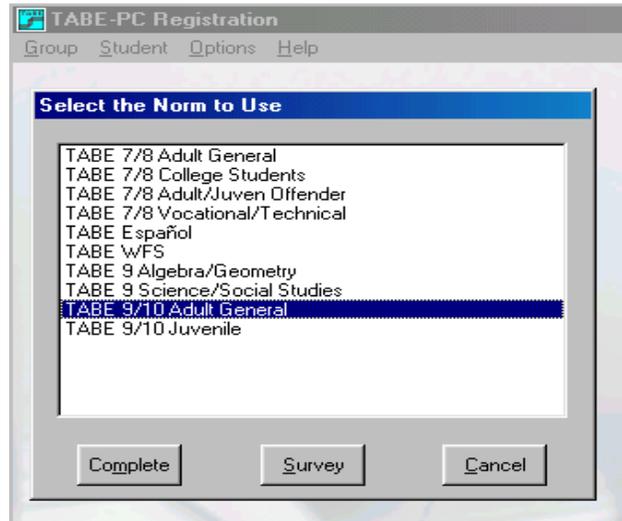
From the menu bar of the registration program, select **Group** and then select **Create Group**.



You will be asked to enter a description of the group. You can use up to 18 characters and spaces. The group name you use should remind you of the test and norm you are using, to assist you in assigning students to the group.

## Select the Norm

You will then need to **Select the Norm to Use**. This screen lists available norms. Your list may be different from the list shown here. At the lower portion of the screen are the boxes for selecting the **Complete Battery** or the **Survey**. The **S**urvey box is dimmed if there is no Survey form online for the edition of TABE you are using. If there is only one set of norms for your edition of TABE, you will not see this screen.

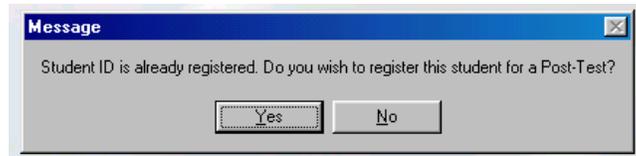


Highlight the norm you wish to assign to your group and click the **C**omplete or **S**urvey button.

## Moving Registrations

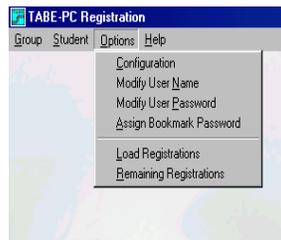
Registration counters are supplied on the registration disk and on registration disks that you can purchase later from CTB. Registrations need to be moved to the computer before examinees can be registered to take TABE. This process updates the number of counters for your system.

Each examinee tested counts as one registration, which can be for any form, level, or edition of TABE. You can move unused registration counts from a computer's hard disk drive back to the TABE-PC registration diskette for transfer to another computer. You must NEVER move registrations to a blank formatted diskette, as you will lose them. When you wish to "post test" a student, you will have to register that student a second time, which will use a second registration counter. When performing this function, the program will query you with this message:



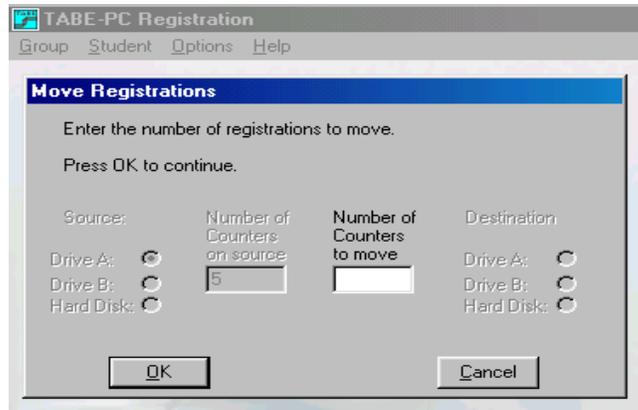
### *Options | Move Registrations*

You will use **Load Registrations** from the **Options** menu in the registration program to load registration counters from your registration diskette onto your hard drive or network drive.



Put your registration diskette in the disk drive. Leave the default bullet at Drive A, and click **OK**. The program will search the diskette for the number of counters that are on it, and display that number in the **Source** box. Determine how many counters

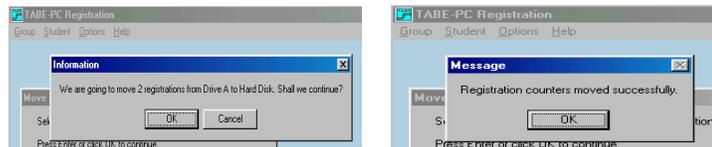
you wish to load to this computer and type that number in the **Number of Counters to move**. Leave the **Destination** bullet in the **Hard Drive** position, and click **OK**.



It is possible to move registrations from one computer to another (if they both have TABE-PC installed). Copy them back to your TABE-PC registration diskette and then move them onto the other system.

When you copy registrations from your hard disk, you have to copy them to a TABE registration diskette, because essential program information is contained on the TABE diskettes.

When the process is near completion, you will get the message that so many registrations are being moved, and another message when the move is complete.



## *View Remaining Registrations*

Selecting **R**emaining Registrations from the **O**ptions menu on the Registration menu bar will tell you how many more examinees you can register. If you need to register more examinees than you have registrations remaining, you need to move more registrations to your computer.

Here is what the report of remaining registrations looks like.



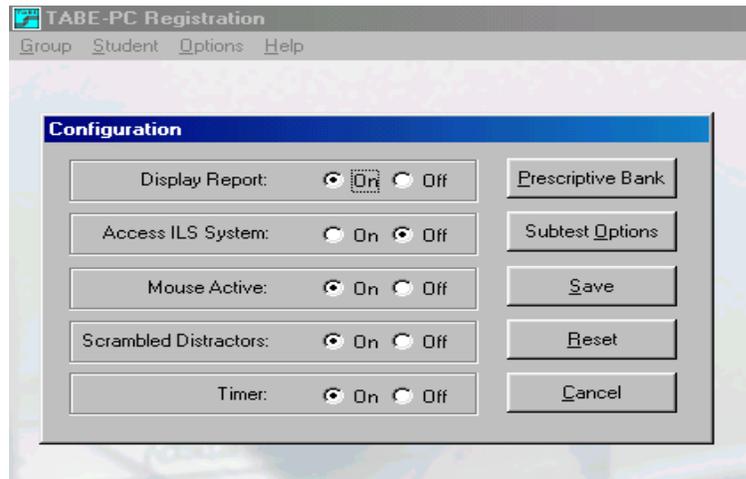
## *Other Functions on the Options Menu*

You can modify the login user name for authorization to use the registration program, and modify the user password. When you do, the login and the password will both need to be entered. This makes the registration program more secure. Choose **M**odify User **N**ame or **M**odify User **P**assword from the **O**ptions menu on the Registration screen.

You can also assign a “password” for the students to use when they wish to Bookmark a subtest. You can also change it periodically. Choose **A**ssign **B**ookmark **P**assword, type in a new password, retype it, and click **O**K.

## Configuring Your System

To establish some of the parameters for your system, choose **Configuration** from the **Options** part of the registration program. The Configuration window looks like this with the default configuration:



**Display Report:** When this is turned on, an examinee's test results are displayed after each test is completed and scored. When this is turned off, no scores are shown to the examinee.

**Access ILS system from TABE-PC:** When this is turned on, an examinee's performance on the tests will be correlated to lessons in **Passkey** (if it is installed on your computer and/or network). Then the examinee can take the instructional courseware lessons needed for the skills measured by the tests.

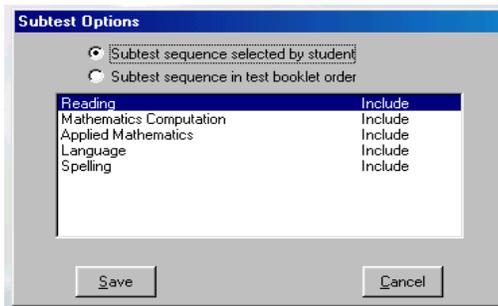
**Mouse Active:** The examinee can use the keyboard or a mouse when this option is turned on. When it is off, the examinee must use the keyboard to take the tests.

**Scrambled Distractors:** When this is turned on, the distractors for the items are rearranged for each student so the set of correct answer letters is different. When it is turned off, the distractors retain the same order from one student to the next.

**Timer:** Tests in TABE batteries are usually timed. When the timer is on, a message will tell the examinees when testing time is running out. You can turn the timer off to allow as much time as you want for your examinees.

**Prescriptive Bank** allows you to assign any of the prescriptive banks you have purchased from CTB. A pop up box will appear with a list of those banks. Click on the one you wish to process with and then **Open**.

**Subtest Options** allows you to control the order of the subtests the students will take, or allows the student to select their own order.



**Save** stores the configuration choices you have made and returns you to the registration menu.

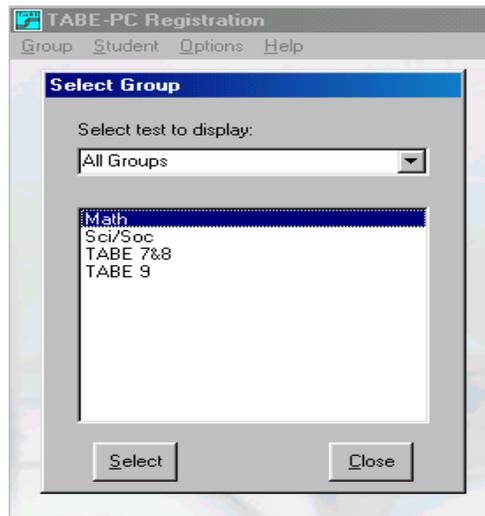
**Reset** returns the choices to what they were when you started.

**Cancel** returns you to the Registration menu bar without saving any of the changes.

## Registering Examinees

Before taking TABE, each examinee must be registered. This means that the examinee's name, a unique ID number, and other information must be in the TABE-PC system before the examinee can take the test. On the **Student** menu select **Register**, and then select the **Group** name to which you wish to register the student.

When you have more than one group established, you can choose the group in which to put the examinee. You will select the group from a window that looks like this:



This window lists the names of the groups you have established.

## Enter Examinee Data

You will then save the screen into which to enter the student information. **TABE-PC 9 and 10** and **TABE-PC CRT** have the Student Registration screen shown below. All fields from the **Examiner** box through the **Levels** boxes are mandatory. All other fields are optional. However, the information in the extra fields will be available for grouping and reporting, and the fields appear in the ASCII Export files.

The screenshot displays the 'TABE-PC Registration' software window. The title bar includes 'TABE-PC Registration' and a menu bar with 'Group', 'Student', 'Options', and 'Help'. The main window title is 'Student Registration' with a subtitle '42 Registrations Remaining'. The form is organized into several sections:

- Examiner:** A text field containing 'Dan Gall'.
- Site:** A text field.
- Name:** Two text fields for '(Last Name)' and '(First Name)', with 'Dan Gall' entered in the last name field.
- ID:** A text field containing '333'.
- Form:** Radio buttons for '9' and '10', with '9' selected.
- Levels:** Three dropdown menus for '(Reading)', '(Math)', and '(Lang)'.
- Birth Date:** A date field showing '6/15/1980'.
- Gender:** Radio buttons for 'Male' (selected) and 'Female'.
- Ethnicity:** A list of radio button options: African American or Black, American Indian or Alaska Native, Asian, Native Hawaiian or Pacific Islander, Hispanic or Latino, Multi-ethnic, and White.
- Program:** A list of checkboxes for: Adult Basic Education, Adult Corrections, Adult Secondary/GED, Alternative High School, Family Literacy, Job Corp, Juvenile Corrections, Military, Vocational/Technical, Workplace Literacy, and Other.
- ESL Status:** Radio buttons for: Beginning ESL Literacy, Beginning ESL, Low Intermediate ESL, High Intermediate ESL, Low Advanced ESL, High Advanced ESL, and None.
- Labor Force Status:** Radio buttons for: Employed, Unemployed, and Not in Labor Force.
- HS Diploma:** Radio buttons for 'Yes' and 'No'.
- GED Certificate:** Radio buttons for 'Yes' and 'No'.
- Public Assistance:** Radio buttons for 'Yes' and 'No'.
- Timer:** Radio buttons for 'On' (selected) and 'Off'.
- Section AA:** Checkboxes for 'IEP', '504', and 'LEP/ELL'.
- Section BB:** Radio buttons for 'RLA' (1, 2, 3) and 'MA' (1, 2, 3).

At the bottom right, there are 'Save' and 'Close' buttons.

There is a different Student Registration screen for **TABE PC 7 and 8** shown below. Examinee data can be typed into the Student Registration window. A similar display is used when you want to change examinee data.

The screenshot shows a 'Student Registration' window with the following fields and options:

- Name: [Empty text box]
- ID: 777
- Examiner: CTB
- Site: Ryan Ranch
- Reading Level:
- Math Level:
- Language Level:
- Birth Date: 6/15/1999 (dropdown menu)
- Gender: Male  Female
- Test Form: 7
- Timer: On  Off
- Buttons: Save, Clear, Close

You can choose among the following selections of level and form, depending on what editions of TABE are installed on your computer:

- **Levels**  
Complete Battery: **E, M, D, A**  
Survey: **E, M, D, A**
- ◆ **TABE Español: E, M**
- **Forms**  
Complete Battery: **7, 8**  
Survey: **7, 8**
- *Work-Related Foundation Skills: B*

**Note:** The program can assign level for the Complete Battery, Survey, and *Español* if you use the Locator test online.

**ID:** This is a unique numeric or alphanumeric identification for each examinee. *An examinee uses this student number to access the TABE-PC program.* An ID may be up to 10 characters in length.

**Name:** This is the name that will be printed on reports for the examinee. It may be up to 18 characters in length.

**Birth Date:** This is the birth date of the examinee, in the MM/DD/YYYY format, (TABE-PC 9 and 10), November 10, 1965, is entered as 11/10/1965. In the MM/DD/YY format, (TABE-PC 7 and 8), November 10, 1965, is entered as 11/10/65.

**Sex:** The examinees sex should be indicated as **M** for male or **F** for female.

**Examiner:** This will be a teacher name or other similar identifying words that will appear on reports. Up to 18 alphanumeric characters are allowed.

**Site:** This will name a building or consist of other identifying words that will appear on reports. Up to 18 alphanumeric characters are allowed.

**Reading Level:** You can set the level where appropriate, or let the program give the Locator test.

**Math Level:** You can set the level where appropriate, or let the program give the Locator test.

**Language Level:** You can set the level where appropriate, or let the program give the Locator test.

**Test Form:** If you choose the Complete Battery or Survey, you can assign **form 7 or 8** or the new **9 or 10**. You can assign **form G, H, T, or B** of *TABE Work-Related Foundation Skills*.

**If you leave the level blank, then TABE-PC can administer the Locator test and assign a level based on the results of that test.**

**Timer:** Tests in TABE batteries are usually timed. When the timer is on, a message will tell the examinees when the testing time is running out. For selected examinees you may wish to turn the timer off to permit an unlimited testing time. **Remember that if students are allowed a different amount of time than is standard, the usefulness of normative data is compromised.** The time limits required for accurate normative data are given in Chapter 1, "About TABE."

**S**ave will save the student data you've entered, and return you to a screen to enter the next student. **C**lear will clear what you've typed into the various fields so you may retype the information. **C**lose will close the Student Registration screen when you are finished registering students.

### *Add or Modify Student Information*

Biographical information about examinees can be added in the **S**tudent menu (within the **R**egister option) or modified (within the **S**elect option, then **M**odify Student Data). If you must redo the Student ID number, there is a separate menu option within the **S**tudent menu, which is **M**odify Student ID. You can define or select the group an examinee is added to (within the **G**roup option). For each group you can choose the norms and whether the examinees will take the Survey or the Complete Battery. Then individual information can be entered for each examinee.

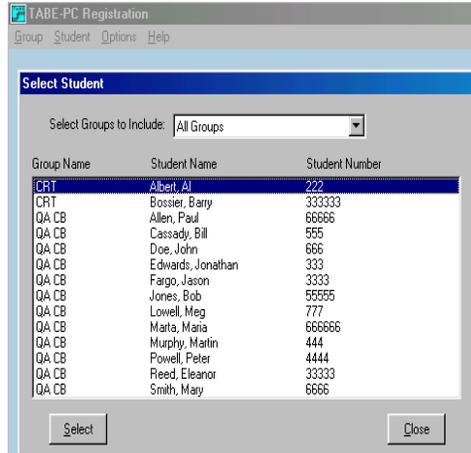
### *Modify Student Information*

Choose **S**tudent from the top menu bar if you want to:

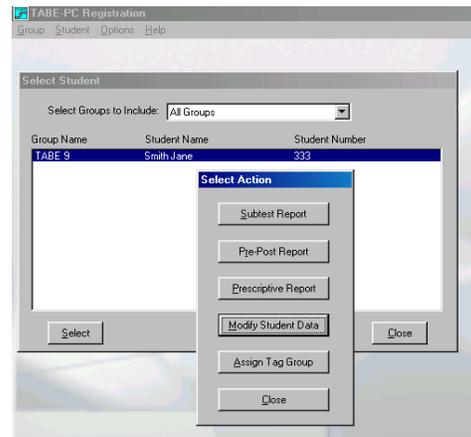
- Register an examinee
- Modify the student information for an examinee
- Print an examinee's TABE scores
- Modify an examinee's student information
- Print the student information for an examinee

You cannot modify an examinee test scores. You can, however, modify all fields of student information except information about completed tests.

You will see a list of examinee names and ID numbers.



Highlight the student's name and click **Select**. You will then have another selection screen come up that allows you to work with test results or student data.



## Summary

Several activities are available to you in the registration program. These are listed across the top menu bar of the **TABE-PC Registration** screen.

**Group:** The Group menu will give you these choices:

**Create Group:** You can also create groups of examinees to process together, using different TABE tests and norms.

**Rename Group:** You can change the name of your group.

**Tag Group:** You can assign a group to a specific description. Using this process you can get **Group List** and **Group Summary** information.

**Delete Group:** You can delete from your hard disk groups you no longer need.

**Group List:** You can print your Group Detailed Reports, Group Subtest, Pre or Post-Test, and Combined Report.

**Group Summary:** You can print your Group Summary Reports, Pre or Post-Test, and Combined Report.

**ASCII Export:** Allows information to be exported to other databases. See field listing on page 100.

**Student:** You can **Register, Select, and Modify** examinee information. You can also view or print examinee data and test results.

**Unregister:** If a test registration is not used, you can unregister an examinee and use that registration at another time.

**Unscore:** Only one of an examinee's subtests can be unscored and bookmarked.

**Writing:** TABE 9 and 10 have a constructed response item in a Writing subtest that will have to be scored by the instructor, using a Rubric. The scale score can be entered here.

**Archive and Delete:** You can archive and delete individual examinee information onto a diskette. The drop down list is now alphabetical.

**Restore:** When you need to use information you have archived, you can restore it to your hard disk.

**Options:** The Options menu will give you these choices:

**Configuration:** You can configure some parts of the system's actions, such as whether test results are displayed to examinees, whether examinees can use a mouse in answering test questions, whether the tests are timed, and so forth.

**Modify User Name and Password:** You can set or change a user name or password to help maintain security of your system password. Using a password is highly recommended.

**Assign Bookmark Password:** You can assign a password to maintain security within the test.

**Load Registrations:** You must move registrations to your system from a program diskette or a registration diskette before you can register examinees to take TABE tests. The program also allows you to load and remove registrations back to a registration diskette so that they can be installed on a different computer.

**Remaining Registrations:** This choice shows you the remaining registration count. The count is zero when you first install TABE-PC. It increases according to the number of registration counters you move to the system, and it decreases by one each time you register an examinee.

**Rebuild Indexes:** If your program begins to do erratic things, the database may be becoming unstable. You should select this and it will ask *Do you want to compact your database files*. Click **Yes** and it will begin the rebuild. If this does not clear up the erratic behavior please call TestMate Support for more assistance.

**Help:** The Help menu will give you these choices:

**Contents:** This choice shows you the overview of TABE-PC.

**Search for Help On:** This choice allows you to find specific topic areas of TABE-PC.

**Index:** This Choice provides an Alphabetical Index of TABE-PC topics.

**How to use Help:** Provides step-by-step instructions on the use of the Help menu in TABE-PC.

**About:** This choice shows you TABE-PC copyright information and tells you which version of the software you are using.

## Chapter 4

# ***Taking the Online Tests***

---

It is important that the examiner make a special effort to create a testing atmosphere that is orderly, yet relaxed. Examiners using TABE *Español* must be able to read and speak both English and Spanish.

## **Preparation**

Tell the examinees that the tests concern basic skills they use in their everyday lives. They need not make any special preparation for testing, because the tests are designed to assist in discovering their mastery (or lack of mastery) of skills. Explain that they may encounter some items that they cannot do, simply because they have not had experience with the particular content or subject area. Encourage the examinees to attempt all items.

Examinees who have had little or no previous experience using computers may have some apprehension about taking a computer-administered test. Tell the examinees that they do not need to understand computers in order to take the test. Instructions will be presented to them right on the computer screen, and they will use only a few of the keys on the keyboard.

Examinees may work with the Tutorial in English or Spanish until they are ready to take the actual test.

## Printed Materials

All test items must be answered using the computer.

Some content materials on which questions are based cannot be presented on the screen. Printed materials containing the information are therefore available. ***The examiner must make sure the examinee has the correct reader for the tests assigned.*** The computer screen will give instructions to the examinee on what pages to look at.

Here is a list of the readers for the TABE tests:

- TABE Español

*Level E Reader*  
*Level M Reader*

- TABE 7

Complete Battery  
*Level M Reader*  
*Level D Reader*  
*Level A Reader*

Survey  
*Level M Reader*  
*Level D Reader*  
*Level A Reader*

- TABE 8

Complete Battery  
*Level M Reader*  
*Level D Reader*  
*Level A Reader*

Survey  
*Level M Reader*  
*Level D Reader*  
*Level A Reader*

Keep all materials secure until the testing session begins. Do not allow examinees to preview the readers before the test. Check to be sure that the examinee is using the correct reader for the test.

# Tutorial

It is essential that the examinees be familiar with the software and the few keys on the computer keyboard that they will be required to use to take the test. A brief tutorial has been provided for this purpose. Although the language in the tutorial is simple, the tutorial does require a minimal level of reading skill. We recommend that the examiner go through the tutorial before giving the tests.

If you believe a particular examinee will have difficulty understanding the tutorial, the examiner and examinee should go through the tutorial together. All instructions needed to use the tutorial are contained in the tutorial. For examinees taking *TABE Español*, there is a tutorial in Spanish.

## *Windows 95 and Higher*

Here is how to start the tutorial from Windows 95 or higher.

Click on **Start**, select **Programs**, **TABE-PC**, and **Tutorial** or **Tutorial Español**.



## Responding

In the following overview of the material in the tutorial, please note that TABE questions can be answered using the keyboard or a mouse (pointing device).

### *Keyboard*

In order to facilitate the testing for examinees who are not familiar with the keyboard, the examiner may wish to place a small colored label on the keys that will be used during the testing, or identify the keys in some other way that will make them stand out.

The examiner should be careful not to obscure the letters or symbols on the keys.

The keys used are:

- **A, B, C, D and E** – for entering answer choices. The letter must be pressed *twice* to enter an answer choice and move to the next item.
- **1, 2, 3, and 4** – for navigating through the test. When an examinee moves ahead without answering an item, the unanswered item is automatically marked for review.
- **Y and N** – for responding to Yes/No questions.
- The up and down cursor arrow keys [ ↑ ] and [ ↓ ] -- for scrolling lengthy passages.
- The **Enter** key.
- The keys needed for typing a student number. (You may wish to help students type the number.)

## *Mouse*

Using a mouse to take the test is optional.

An examinee taking the test using a mouse (or other pointing device) must point to the boxed letter of the answer choice and click twice (press the left button twice) to enter an answer and move to the next item.

Pointing to the numbered icons at the bottom of the item and then clicking the left mouse button allows navigation through the test.

Scrolling lengthy passages is accomplished by clicking on the arrows in the scroll bar at the right of the passage window.

## Scrolling

Some items have long passages or diagrams. The examinee must scroll to read the active passage or diagram *before* answering the items.

Some questions are based on passages or artwork.

**A**lthough many accomplished mountain climbers have scaled Mount Everest, a New Zealand beekeeper and a Nepalese Sherpa<sup>1</sup> were the first to climb the Himalayan peak, the world's highest mountain. Edmund Hillary was 33 years old when he stood on the five-mile-high summit of Everest with his climbing companion, Tenzing Norgay.

Hillary and Norgay reached the summit on May 29, 1953, several days before the coronation of Elizabeth II. When news of the successful expedition hit England, the people were overjoyed. Still recovering from the horrors of World War II, the English people found hope in the new queen and the dashing young Hillary. His bravery and humility were the perfect combination of qualities to make him a favorite among all levels of society. He was given England's greatest honor when he was knighted<sup>2</sup> by the young Queen Elizabeth II. Surprised by his new fame, Hillary realized that his popularity could be used to accomplish great things.

In his career as an explorer, Sir Edmund Hillary explored Antarctica, traveled the Ganges River from its mouth to its source in the Himalayas, and climbed mountains all over the world. In addition to these adventures, he also worked to establish twenty-seven schools, two hospitals, and twelve medical clinics in Nepal, the country whose people had helped him reach his goal of climbing Mt. Everest. Even in his eighties, the spirited adventurer delivered inspiring speeches and spoke simply of his historic feat: "I was just an enthusiastic mountaineer of modest abilities who was willing to work quite hard and



- To scroll through a long passage, point the mouse cursor at the up or down arrow in the scroll bar to the right of the passage and click the left mouse button. This procedure scrolls a line at a time.
- To scroll faster, point the mouse cursor at the scroll bar between the box in the bar and the arrow for the direction you want to move. Then click the left mouse button. This procedure scrolls a page at a time.

## Starting and Stopping

Each TABE examinee must be registered before beginning the test. The forms and levels of the tests administered can be established at the time of registration, or the level may be determined by a Locator test, if one is available for your edition of TABE. There is no Locator test for *Work-Related Foundation Skills*.

The examinee must know the proper student ID number. It is permissible for an examiner to help an examinee log onto the system with the correct number.

If an examinee will be taking TABE *Español* and selects the TABE-PC *Español* icon, the instructions and questions will be in Spanish.

### *Windows 95 or 98*

Click on **Start**, select **Programs**, **TABE-PC**, and whichever edition of TABE-PC the examinee will be testing in.

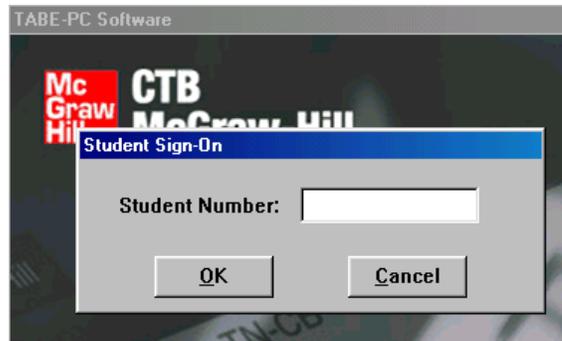


## *Start TABE-PC Testing in Windows 95 or 98*

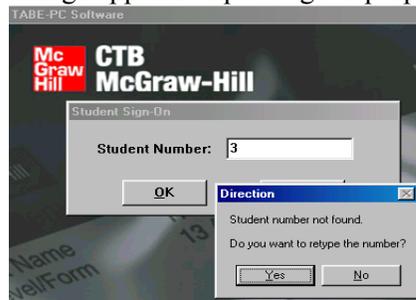
Click on the **Online** icon.

### *Enter Student Number*

The examinee should enter the student number in the box next to the Student Number prompt. This is the ID you assigned when you registered the examinee. (See Chapter 3, Registering Examinees, pages 3-10.)

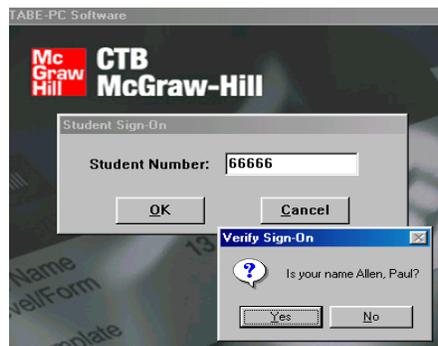


**An examinee must enter an accurate student number to begin.**  
Otherwise a message appears requesting the proper number.



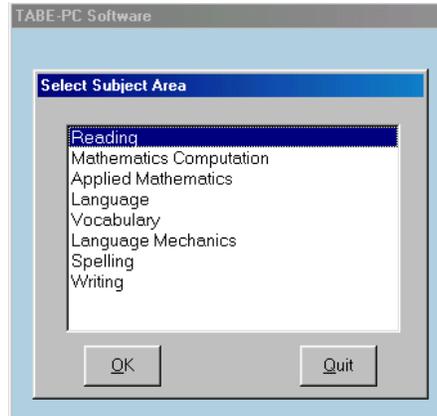
The examinee can press **Esc** to leave the program, or correct the student number.

The examinee should check the name to be sure the correct student ID number was entered.



## Select Test

The examinee can select which subtest to take by highlighting it and then clicking **OK**.



The examinee will see one or more sample items at the beginning of each subtest and can then take the test.

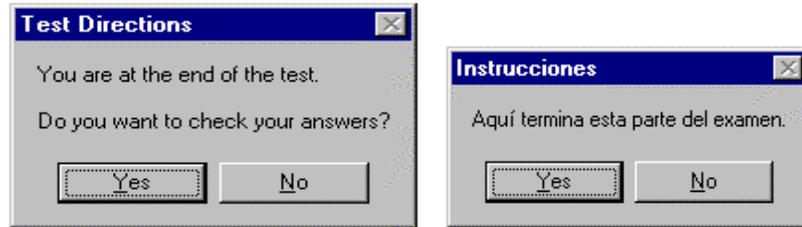
## Quitting

The examinee can quit before taking the test.

- The examinee can choose **Q** to quit before selecting a test. In *TABE Español*, choose **S** (for **Salida**).
- The examinee can choose **Y** or **N** before beginning the sample items. **N** returns to the subtest selection menu; then the examinee can quit.

## Ending the Test

After responding to the last item, the student will receive this end-of-test message.



By choosing to review items, the student can use the commands in the boxes at the bottom of the screen to go back to items that were marked for later review, or to review answers to all the items.

During the test the examinee can choose to stop at any time. To end the test session, the examinee chooses the fourth box in the display at the bottom of the screen. The examinee can also choose to stop the test, using the Bookmark feature, for short breaks in the testing process. This is done using the fifth box in the display at the bottom of the screen.

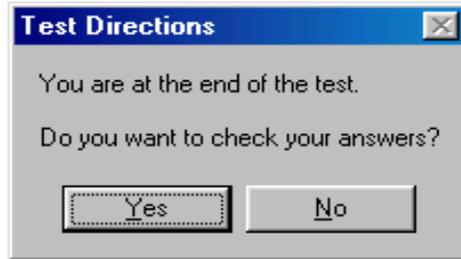


For TABE PC CRT there is a “formula reference card” that the student may use anytime during the Algebra or Geometry tests. They can activate the card on the computer screen by clicking button 6.



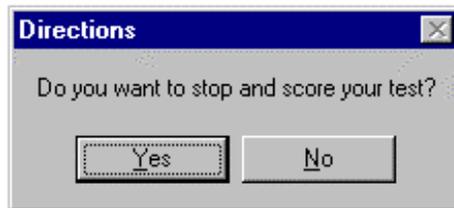
## *Stop Test*

The Stop Test window asks if you want to stop and score the test. You must answer Yes or No.



## *Score Test*

When the student chooses to stop the test, a confirmation is required, because once a test is scored the student is not allowed to answer any more of the questions in it.



Choosing **YES** tells the program to score the test now.  
Choosing **No** allows the examinee to review answers.

## *Viewing Results*

If the option to allow the examinee to view results is turned on in the configuration of the program, the examinee will automatically be shown the scores after ending the test.

To leave the program then, the examinee can press **Esc**, or press **Alt+Q** for **Quit**, or (in TABE *Español*) **Alt+S** for **Salida**.

## **Summary**

A tutorial, available in English or Spanish, gives all the details an examinee needs to respond online to the test questions. Examinees may use the keyboard or a mouse to answer the questions. An examinee must supply an accurate student ID number to start the test. Once the examinee has begun a test, it is possible for him or her to bookmark the test and return to the same spot in the test at a later time.





## Chapter 5

# ***TestMate TABE™ Getting Started***

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The TestMate TABE program provides a useful accompaniment for TABE administration. TestMate TABE integrates an optical scanning utility with a registration program, which performs data management and reporting on the scanned TABE tests.

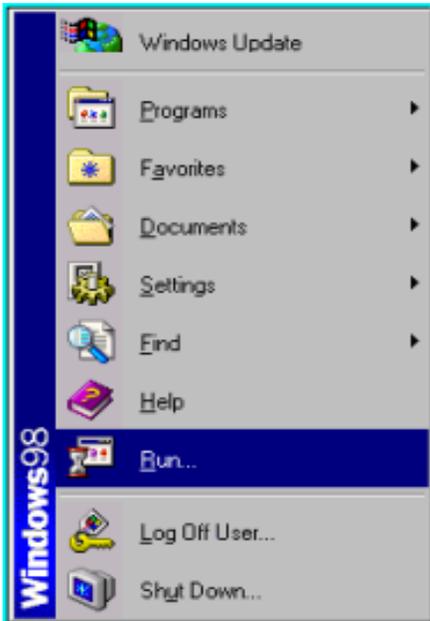
TestMate TABE allows you to create groups of students, define tag groups, administer norm-referenced tests, either optically scan or manually enter data, assign prescriptions, and produce reports.

The TestMate TABE registration program allows the examiner to register examinees and assign tests to them. The registration module provides your site with a complete set of test scoring features that will provide individual reporting, group list reporting, group summary reporting, pre/post reporting, and prescriptive reporting. The registration program also provides the ability to export test data in a comma-delimited ASCII file format as well as to generate group reports on user-defined tag groups.

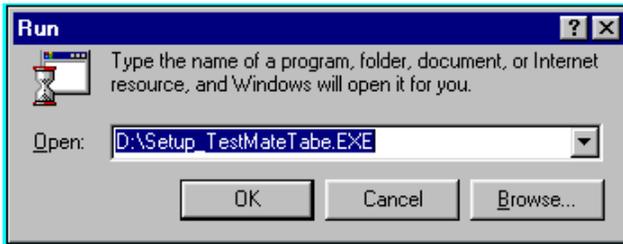
The TestMate TABE scanning utility allows you to electronically scan or manually enter TABE test data. You can verify scanning results and make modifications before storing the scanning results to the database.

## Installing TestMate TABE

1. Insert the TestMate TABE CD into your computer's CD-ROM drive.
2. If the TestMate TABE Setup Program does not start automatically,  automatically, click on the Windows Start button.
3. From the Start menu, select the Run command.



4. In the Run window, identify the drive where the TestMate TABE CD is located, and click **OK** to start the TestMate TABE Setup Program.

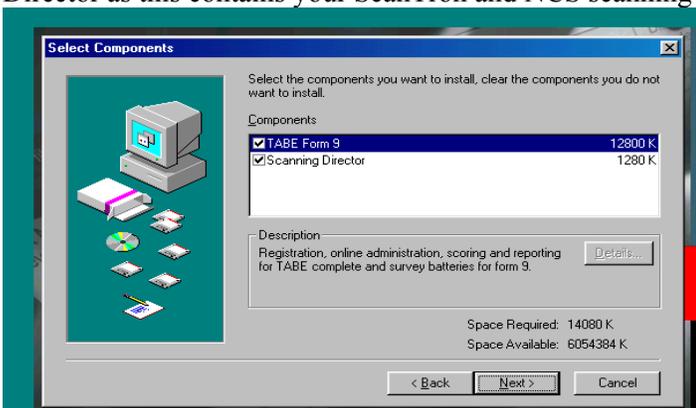


### TestMate TABE Setup Program

The TestMate TABE Setup program guides you through the installation process; you see a series of windows where you specify the following information:

- ◆ The location TestMate TABE will be installed on your hard drive
- ◆ What your user name and organization will be
- ◆ Read (or print) Software License Agreement
- ◆ Select which TestMate TABE components you want to install
- ◆ Read (or print) the README file, which contains pertinent technical information about each version of the product

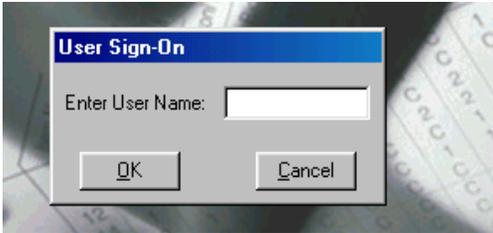
When selecting the TestMate TABE components to install, be sure to select the Scanning Director as this contains your ScanTron and NCS scanning programs.



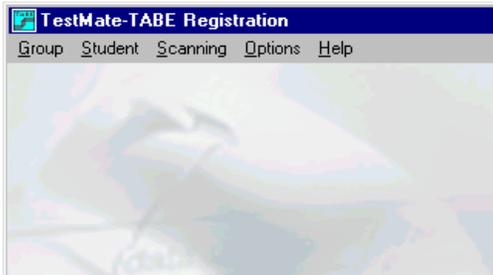
After TestMate TABE Setup has installed the program files on your computer, you will see the program directory window. Double-click on the TABE icon to start TestMate TABE.

### Starting TestMate TABE

1. Double-click on the TestMate TABE icon.  
The program's file name is TABE32.EXE.
2. You will see the **User Sign-On** window.  
Type an 8-character user name, and click on **OK**.



3. You will see the TestMate TABE menu bar and opening screen:



4. For complete information on all the TestMate TABE menus and commands, press **F1** once you have started TestMate TABE, or select the **Help** menu **C**ontents command.
5. To exit TestMate TABE, go to the **G**roup menu **E**xit command; you will return to the Windows desktop.

## Chapter 6

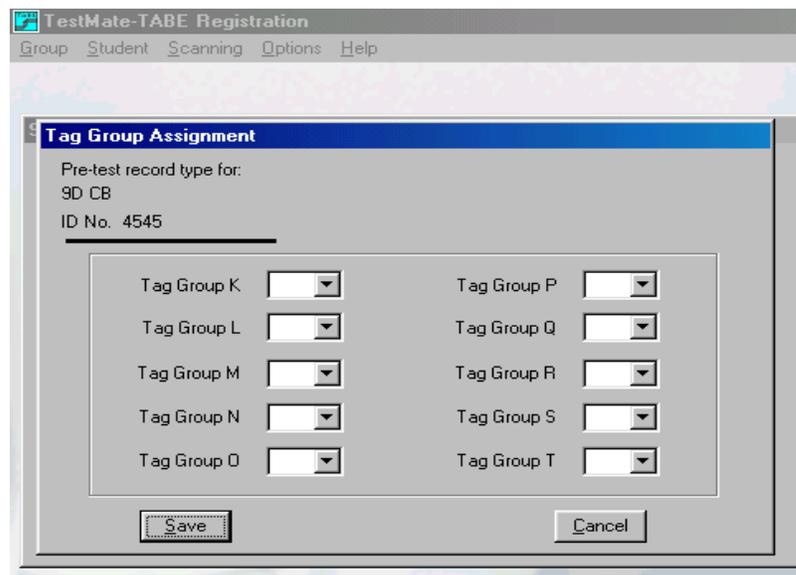
# **Scanning with TestMate TABE**

## **Establishing Groups and Scanning**

TestMate TABE examinees are scanned into groups of students taking the same test and using the same norms. Before you can register or scan examinees, you have to create a group to put them in.

### *Expanded Use of Special Codes*

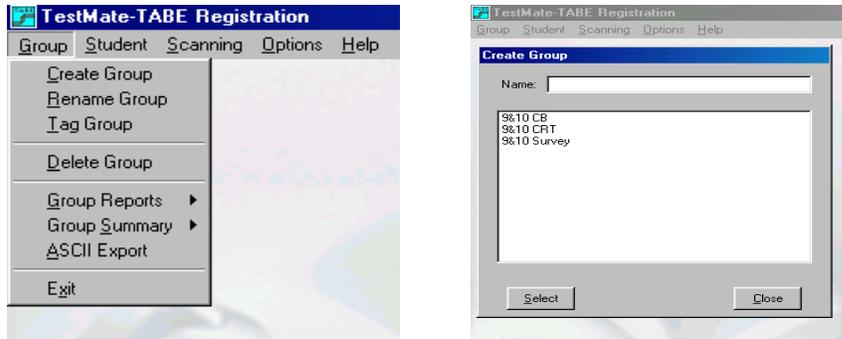
You will be able to assign a numeric value to any of the special codes on the students' scan able answer documents. These can be scanned or key entered in the Student, Select, and Assign Tag Group options. You will also be able to Group on these values during reporting.



As an example your facility may wish to use Group K for ethnicity and have a selection of values, i.e. 1 is Caucasian, 2 is Hispanic, 3 is African American, etc. Another column could be for 'grade completed in schooling', 'area of the county originated from', or any 'special programs' enrolled in.

## Group | Create Group

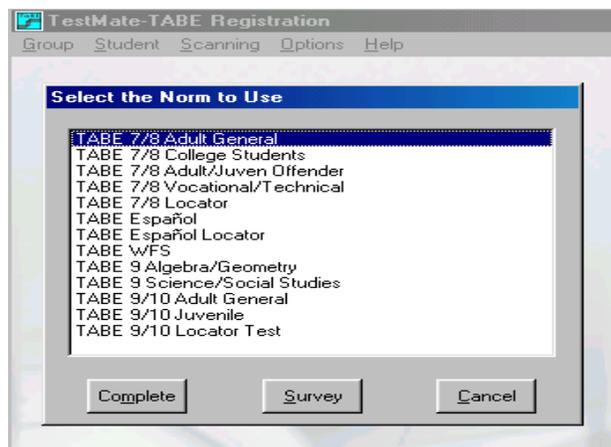
From the menu bar of the Registration program, select **Group** and then select **Create Group**.



You will be asked to enter a description of the group. You can use up to 18 characters and spaces for this. The group name you use should remind you of the test and norm you are using, to assist you in assigning students to the group.

## Select the Norm

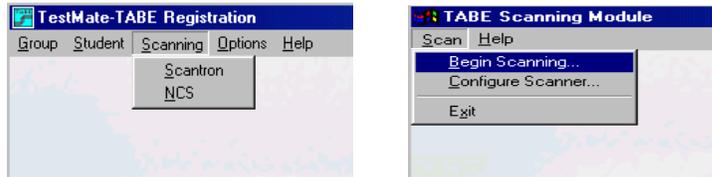
You will then need to **Select the Norm to Use**. The box at the left of the screen lists available norms. Your list may be different from the list shown here. At the lower portion of the screen are the boxes for selecting the **Complete Battery** or the **Survey**. The **Survey** box is dimmed if there is no Survey form online for the edition of TABE you are using. If there is only one set of norms for your edition of TABE, you will not see this screen.



Highlight the norm you wish to assign to your group and click the **Complete** or **Survey** button.

## Select the Scanner

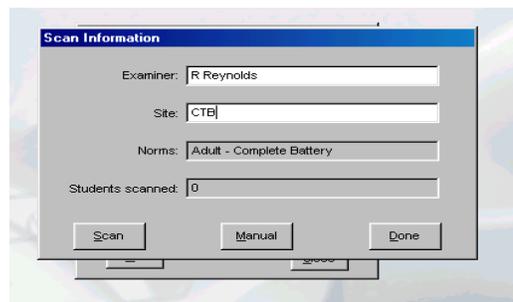
Select the **Scanning** menu, then select the scanner type you will be using, i.e. **ScanTron** or **NCS**. You will move to another screen where you will process the actual scanning functions. This will also be the area you'll go to when you wish to do some keyboard entry.



You will select **C**onfigure Scanner to set the COM Port your scanner is connected to, and for NCS scanners only, you can change the BAUD rate if you wish. Then click **S**ave.

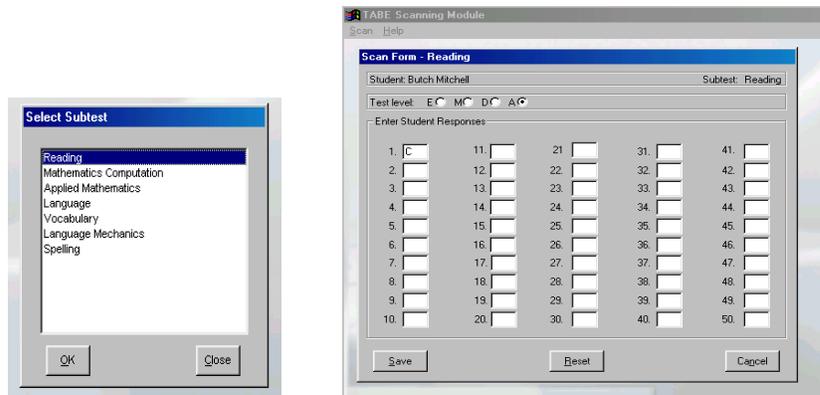
After the scanner port is configured, you will select **B**egin Scanning from the **S**can menu, and you will select your **G**roup.

You can then enter the Examiner's name on the **S**can Information screen that appears. You can choose one of two options here: **S**can or **M**anual key enter.



If you select **S**can, the form driver will be sent to the scanner and it will start to scan your answer documents. If you select **M**anual, you will come to another screen to key enter the student information - Name, ID, Birthdate, Gender, and the Form of the test the student took. You may also enter any Special Codes you wish assigned and click **S**ave.

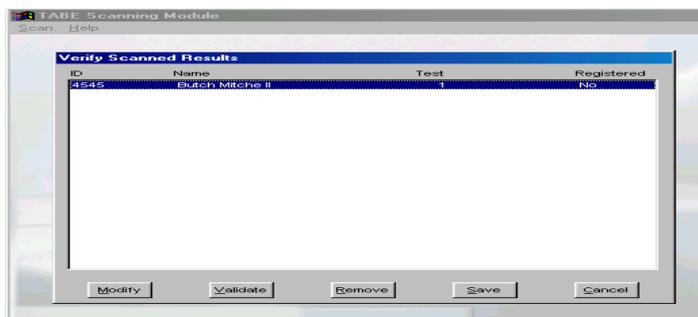
Select the appropriate Subtest you wish to enter answers for and then key them on the next screen. You must mark the **Test Level** of the test the student took, and then you can key enter alpha or numeric answers.



When finished with all the student's responses, click **Save** and go to the next subtest. When finished with all the subtests, click **Close**. You will come back to the Scan Information screen where you will click **Done**.

### *Verify Students in the Group*

There is a final option to alter your student's scanned or key entered information.



All of the students you just scanned or key entered into the group will display in this window when scanning is complete. You have several options available.

- **Modify** the demographic information. You will also have the opportunity to modify this data later.
- **Validate** the actual responses, looking for multiple marks, etc. This is the last time you will be able to change the student's responses.
- **Remove** the student's record, if it needs to be rescanned, for example.
- **Save**, when you are sure the records are good.

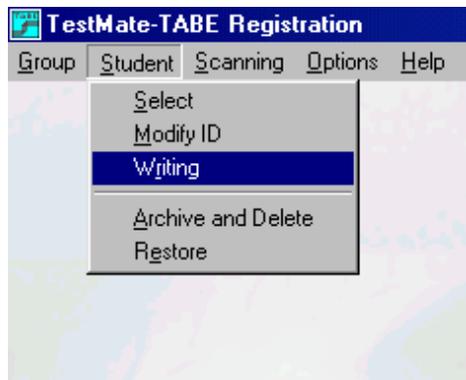
Close the Group window, click the **S**can menu, then **E**xit to return to the main screen to process reports. When TestMate TABE exits the scanning window, it will automatically **score** the information just entered.

When you are processing the student reports, should you notice a student's report is blank (no scores for one or more subtests), and you know the student took the entire test, there is a good chance the 'test level' was blank. Simply open the Student menu, Select, Modify Student Data, and key enter the test level. The program will score the student's responses correctly.

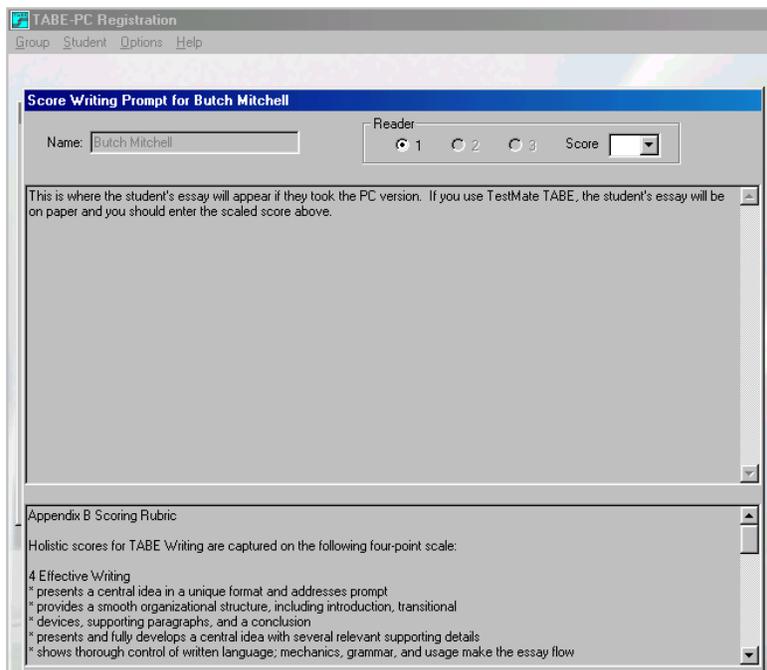
### *Writing Subtest*

There is a Writing subtest for level A in both the Complete Battery and Survey administrations of TABE 9 and 10. The Writing test requires the examinees to compose an essay on a topic about which they are expected to have some general knowledge. The essay must be scored according to a rubric. A valid Writing score is obtained by having each essay scored independently by two trained readers. Discrepancies in the scores assigned by the readers must be resolved by a third reader. See Part 4 of the Writing Assessment Administration and Scoring Manual for a detailed explanation of the scoring procedure.

When a student has completed the essay in TABE PC, you can view the student's essay by selecting **Registration > Student > Writing**".



On the sub-screen **Select** the student you wish to score. This will have to be one at a time. You will then be able to use the **Scoring Writing Prompt** screen.



The student's essay is displayed in the upper part of the screen. The scoring rubric is displayed in the lower part of the screen. In the upper right part of the screen, radial buttons indicate which reader (first, second, or third) is scoring the essay. To the right of these buttons there is a drop down selection box from which the reader selects the appropriate score or condition code. Scores and condition codes are defined in the Scoring Rubric at the bottom of the screen. **IMPORTANT:** After entering a score, you must click **Save** to have the software retain the score in the student's record.

To ensure the validity of the scores, the software does not reveal a given reader's score to any subsequent readers. If the scores assigned by the first two readers are within one point of each other, the software will automatically sum the two and present the sum as the final score. If a third read is required, the software will calculate the final score according to pre-established rules (see the Writing Assessment Administration and Scoring Manual).

If you use TestMate TABE for Windows, you can access these same screens to enter scores for the Writing test. This is the preferred way to enter the scores.

Alternatively, you can bubble in the student's Writing score on the student's answer document before you scan it. There are fields provided for this to the left of the ETHNICITY grid on the answer document on the two page answer sheet. **VERY IMPORTANT:** The score point choices available on the front of the answer document range from 1 to 4. The software doubles the score entered here to create a final score for the student. Therefore, use this option only if both readers have assigned exactly the same score to the student's essay.

The complete Writing Assessment consists of the TABE Language test and the TABE Writing test. The Writing number-correct (NC) score that appears on the Student Sub-test Report is calculated by adding the number-correct score from the Language test to the final score from the Writing (essay) test.

Here is an example of how the Writing Assessment score is calculated if the readers use the data entry screens to key enter their scores:

- NC on Language subtest 45  
Writing score from 1st read 3  
Writing score from 2nd read 4  
Writing score on the subtest report will be 52 (45 + 3 + 4)

Here is an example of how the Writing Assessment score is calculated if both readers assign the same score to the student's essay and the examiner enters that score on the student's answer document:

- NC on Language subtest 45  
Writing score bubbled on answer sheet 4  
Writing score on the subtest report will be 53 (45 + (2 x 4))



➡ Directions for item 1

TABE 9/10 Writing Rubric

**1 The Problematic Essay**

- \* does not present a central idea and/or does not address the prompt
- \* does not provide any apparent organization; information presented randomly
- \* has no central idea; has no supporting details or presents only irrelevant details
- \* shows a lack of control of written language; frequent, severe problems with mechanics, grammar, and/or usage that consistently interfere with comprehension
- \* uses inappropriate vocabulary/word choice, fails to address correct audience and/or purpose

**2 The Limited Essay**

- \* presents an unfocused central idea that may only partially address the prompt
- \* provides limited organization; lacks logical progression
- \* has a weak central idea supported by few or weak supporting details
- \* shows limited control of written language; problems with mechanics, grammar, and/or usage that occasionally interfere with comprehension
- \* uses inappropriate and/or repetitive vocabulary/word choice, but generally addresses purpose and audience appropriately

**3 The Average Essay**

- \* presents a central idea in a predictable format and addresses the prompt
- \* provides good organization with an introduction, supporting paragraphs, and a conclusion but lacks transitional devices  
OR thoughts are arranged in a single long paragraph
- \* presents a central idea and relevant supporting details
- \* shows a general control of written language; some problems with mechanics, grammar, and/or usage may be present, but they do not interfere with comprehension
- \* employs a simplistic or limited vocabulary but addresses audience and purpose appropriately

**4 The Model Essay**

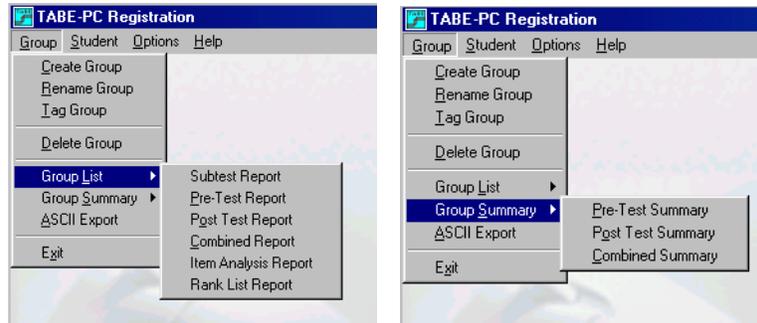
- \* presents a central idea in a unique format and addresses prompt
- \* provides a smooth organizational structure, including introduction, transitional devices, supporting paragraphs, and a conclusion
- \* presents and fully develops a central idea with several relevant supporting details
- \* shows a thorough control of written language; mechanics, grammar, and usage make the essay flow
- \* employs a varied vocabulary and addresses audience and purpose appropriately



## Chapter 7

### Reporting with TestMate TABE or Tabe-PC

There are some new reports with version 5.4 as well as some new score types. This is what is available with this new version of the TABE 7&8 and 9&10 products.



The Student Subtest Report now reports the National Reporting System score for Reading, Math, and Language. There is also a Predicted GED indicator to the right of the Predicted GED subtest scores. It suggests possible remediation for the student in each of the subtests, i.e. I = Instruct, R = Review, and T = Test.

The Item Analysis Report lists the items tested for each objective, prints the student's responses for each item, and the over-all percentage of mastery for each objective. This is in both TABE 7 & 8 and 9 & 10. When viewing the student responses, you should know if the Scrambled Distractors was **On** or **Off**. If it was set to **Off**, then the actual responses will be printed. If it was **On** the responses and distractors will be unscrambled before scoring so that they are scored correctly, i.e. distractors A and C (the correct answer) were switched, and the student answers with an C. During the unscrambling, the distractors switch back to their original position, the student's C would become an A, and that response would be incorrect. The “-“ and “+” symbols to the right of the responses and answer key are reporting correctly.

The Rank List Report allows the user to do a cut score report on the Scale Score, National Percentile, or Grade Equivalent scores for any of the subtests. This is in both TABE 7 & 8 and 9 & 10.

Test Report for James Adams

ID Number: 456456  
 Test Date: 05/20/04  
 Run Date: 05/20/04

9&10  
 TABE 9/10 Basic Ed  
 Dr. Wright  
 CTB

Subtests	L/F	NC	NA	SS	GE	NP	NRS	NS	OM	Predicted GED
Reading	A0	46	50	656	12.9	97	6	9	100	Reading 470 T
Math Compu	A0	37	40	663	12.9	99		9	100	Math 490 T
Applied Math	A0	48	50	753	12.9	99		9	89	Writing 520 T
Language	A0	52	55	667	12.9	99	6	9	100	Science 440 T
Vocabulary	A0	18	20	622	12.9	87		7	67	Soc/Std 460 T
Lang Mech	A0	18	20	693	12.9	98		9	50	Average 510 T
Spelling	A0	18	20	636	12.9	94		8	100	I = Instruct
Writing	A0	58		663						R = Review
										T = Test
Total Math		85	90	708	12.9	99	6	9		
Total Battery		183	195	677	12.9	99		9		

L/F=Test Lev & Frm    NC=No. Correct    NA=No. Attempted  
 SS=Scale Score    GE=Grade Equiv    NP=National %ile  
 NRS=Literary Level    NS=National Stan    OM=% Obj. Mastered

Objectives	Score	MST	Percent	Objectives	Score	MST	Percent
Reading				Language			
A01 INTRP GRAPH	3/ 4	+	75	A30 USAGE	15/15	+	100
A02 WD IN CONTX	4/ 4	+	100	A31 SENT FORMA	11/12	+	91
A03 RECALL INFO	12/12	+	100	A32 PARA DEVEL	10/10	+	100
A04 CONST MEAN	14/17	+	82	A33 CAPITALIZ	4/ 4	+	100
A05 EVAL/EX MNG	13/13	+	100	A34 PUNCTUATION	7/ 8	+	87
Subtest Avg			92	A35 WRITG CONV	5/ 6	+	83
				Subtest Avg			95
Math Compu				Vocabulary			
A15 DECIMALS	8/ 8	+	100	A40 WD MEANING	8/ 8	+	100
A16 FRACTIONS	7/ 8	+	87	A41 MULTIMNG WD	2/ 4	P	50
A17 INTEGERS	8/ 9	+	88	A42 WD IN CONTX	8/ 8	+	100
A18 PERCENTS	4/ 5	+	80	Subtest Avg			90
A19 ORD OF OPER	5/ 5	+	100				
A20 ALG OPER	5/ 5	+	100	Lang Mech			
Subtest Avg			93	A43 SENT PHRASE	14/14	+	100
				A44 WRITG CONV	4/ 6	P	66
Applied Math				Subtest Avg			
A21 NUM OPERATN	6/ 6	+	100				90
A22 COMP CONTXT	4/ 4	+	100	Spelling			
A23 ESTIMATION	4/ 4	+	100	A45 VOWEL	6/ 7	+	85
A24 MEASUREMENT	6/ 6	+	100	A46 CONSONANT	6/ 6	+	100
A25 GEOMETRY	4/ 6	P	66	A47 STRUCT UNIT	6/ 7	+	85
A26 DATA ANALY	8/ 8	+	100	Subtest Avg			90
A27 STAT/PROB	4/ 4	+	100				
A28 PRE-ALG/ALG	8/ 8	+	100	Total Average			
A29 PROB SOLVG	4/ 4	+	100				93
Subtest Avg			96				

Pre-Post Report for James Adams

ID Number: 456456  
 Pre Date: 05/20/04  
 Post Date: 05/21/04  
 Run Date: 05/21/04

9&10  
 TABE 9/10 Basic Ed  
 Dr. Wright  
 ctb

Subtests	L/F	Pre-test Scores				Post-test Scores				Gain/Loss		
		SS	GE	NP	NCE	L/F	SS	GE	NP	NCE	SS	NCE
Reading	A0	656	12.9	97	89	A0	812	12.9	99	99	156	10
Math Compu	A0	663	12.9	99	99	A0	755	12.9	99	99	92	0
Applied Math	A0	753	12.9	99	99	A0	795	12.9	99	99	42	0
Language	A0	667	12.9	99	99	A0	826	12.9	99	99	159	0
Vocabulary	A0	622	12.9	87	73	A0	812	12.9	99	99	190	26
Lang Mech	A0	693	12.9	98	93	A0	826	12.9	99	99	133	6
Spelling	A0	636	12.9	94	82	A0	745	12.9	99	99	109	17
Writing	A0	663										
Total Math		708	12.9	99	99		775	12.9	99	99	67	0
Total Battery		677	12.9	99	99		804	12.9	99	99	127	0

L/F=Test Level & Form      SS=Scale Score      GE=Grade Equivalent  
 NP=National %ile      NCE=Normal Curve Equiv

Objectives	Pre %age	Post %age	Gain/Loss	Objectives	Pre %age	Post %age	Gain/Loss
Reading				Language			
A01 INTRP GRAPH	75	100	25	A30 USAGE	100	100	0
A02 WD IN CONTX	100	100	0	A31 SENT FORMA	91	100	9
A03 RECALL INFO	100	100	0	A32 PARA DEVEL	100	100	0
A04 CONST MEAN	82	100	18	A33 CAPITALIZ	100	100	0
A05 EVAL/EX MNG	100	100	0	A34 PUNCTUATION	87	100	13
Subtest Avg	92	100	8	A35 WRITG CONV	83	100	17
				Subtest Avg	95	100	6
Math Compu				Vocabulary			
A15 DECIMALS	100	100	0	A40 WD MEANING	100	100	0
A16 FRACTIONS	87	100	13	A41 MULTIMNG WD	50	100	50
A17 INTEGERS	88	100	12	A42 WD IN CONTX	100	100	0
A18 PERCENTS	80	100	20	Subtest Avg	90	100	10
A19 ORD OF OPER	100	100	0	Lang Mech			
A20 ALG OPER	100	100	0	A43 SENT PHRASE	100	100	0
Subtest Avg	93	100	8	A44 WRITG CONV	66	100	34
Applied Math				Spelling			
A21 NUM OPERATN	100	100	0	A45 VOWEL	85	100	15
A22 COMP CONTXT	100	100	0	A46 CONSONANT	100	100	0
A23 ESTIMATION	100	100	0	A47 STRUCT UNIT	85	100	15
A24 MEASUREMENT	100	100	0	Subtest Avg	90	100	10
A25 GEOMETRY	66	100	34	Total Average			
A26 DATA ANALY	100	100	0		93	100	8
A27 STAT/PROB	100	100	0				
A28 PRE-ALG/ALG	100	100	0				
A29 PROB SOLVG	100	100	0				
Subtest Avg	96	100	4				

Item Analysis for James Adams

Group Name: 9&10  
 ID Number: 456456  
 Test Date: 05/20/04  
 Run Date: 05/20/04

TABE 9/10 Basic Ed  
 Dr. Wright  
 CTB  
 Page No: 1

Reading				
A01	INTRP	GRAPH		75%
	1	C	C	+
	2	C	C	+
	3	A	A	+
	33	3	D	-
A02	WD	IN	CONTX	100%
	8	C	C	+
	16	D	D	+
	24	C	C	+
	32	B	B	+
A03	RECALL	INFO		100%
	6	C	C	+
	12	A	A	+
	13	A	A	+
	17	B	B	+
	18	C	C	+
	21	D	D	+
	22	B	B	+
	37	B	B	+
	39	C	C	+
	40	B	B	+
	47	D	D	+
	48	D	D	+
A04	CONST	MEAN		82%
	4	B	B	+
	7	2	A	-
	9	C	C	+
	14	D	D	+
	15	2	A	-
	20	C	C	+
	26	A	A	+
	27	A	A	+
	28	D	D	+
	31	D	D	+
	38	C	C	+
	41	C	C	+
	42	D	D	+
	43	B	B	+
	45	D	D	+
	46	B	B	+
	50	2	C	-
A05	EVAL/EX	MNG		100%
	5	D	D	+
	10	A	A	+
	11	D	D	+
	19	D	D	+
	23	A	A	+

A05	EVAL/EX	MNG		
	25	A	A	+
	29	D	D	+
	30	B	B	+
	34	C	C	+
	35	D	D	+
	36	A	A	+
	44	B	B	+
	49	C	C	+
Math Compu				
A15	DECIMALS			100%
	1	D	D	+
	6	B	B	+
	13	A	A	+
	15	B	B	+
	17	D	D	+
	23	A	A	+
	26	B	B	+
	31	D	D	+
A16	FRACTIONS			87%
	5	C	C	+
	7	B	B	+
	18	1	B	-
	20	D	D	+
	33	B	B	+
	34	D	D	+
	37	A	A	+
	38	E	E	+
A17	INTEGERS			88%
	2	B	B	+
	4	A	A	+
	8	B	B	+
	10	1	B	-
	12	B	B	+
	14	A	A	+
	16	C	C	+
	24	C	C	+
	39	C	C	+
A18	PERCENTS			80%
	9	A	A	+
	25	D	D	+
	28	2	C	-
	32	C	C	+
	35	D	D	+
A19	ORD	OF	OPER	100%
	19	A	A	+
	21	E	E	+

Prescriptive Report James Adams

ID Number: 456456  
Test Date: 04/05/20  
Run Date: 05/20/04

9&10  
TABE 9/10 Basic Ed  
Bank: Tabe910cont.BNI

OBJECTIVE: GEOMETRY & SPATIAL SENSE

Transformations, Coordinate Geometry, Pythagorean Theorem  
Essential GED 419-424, 440-455  
GED Mathematics 223-233, 249-252, 259-280, 323-335  
GED Math Exercise Book 20-21, 82-93, 103-111  
The Complete GED 854-863, 893-896, 904-911  
Number Power Advanced, Level A 114-135  
Calculator Power for the GED 144, 162-164  
The GED Math Problem Solver 38-56  
The Math Problem Solver 38-56  
Building Skills with TABE, Level A, Mathematics 56-62  
Software  
MHC Interactive: GED: Mathematics Unit 8, Lessons 8.2, 8.3

OBJECTIVE: MULTIMEANING WORDS

Thumbprint Mysteries, Teacher's Manual, Lvl Eight 19, 43, 55  
GED Reading, Social Studies, Science in exercises throughout  
Exercise Books  
On the Edge: Out of the Blue 45  
On the Edge: They Walk Among Us 44, 69  
On the Edge: Against the Odds 45

OBJECTIVE: WRITING CONVENTIONS

Business Letter-Parts  
The Complete GED 135-136, 143, 675  
GED Language Arts, Writing 29, 34, 145-146, 177-178, 294  
Essential GED 62-63, 94-95, 98, 306  
Building Skills with TABE, Level A, Read, Lang, Spell 60-63  
Word Power, Advanced 2 42, 86-87, 103, 114  
Language Builder, Advanced 138-153, 186-189, 190-197  
Software  
MHC Interactive: GED: Language Arts, Writing Unit 5, Lesson 5.1

Group List Report

Site Name: CTB

TABE 9 & 10 CB  
 TABE 9/10 Basic Ed  
 Combined Report  
 Entire group

Run Date: 09/19/03

Page Number: 1

Student Information	Score Types	RDG CMP	MTH CMP	MTH APP	LNG	VOC	LNG MCH	SPL	WRI	TOT MTH	TOT BTR
Cara Dodson ID=7777777777	SS GE	346 1.7	388 2.9	317 1.7	337 1.4	364 1.9	337 1.4	438 4.9		352 2.4	345 1.9
Lvl/Frm=M9,D9,A9	NP	7	9	3	5	7	8	23		4	3
Tag grp=	NC	18	21	10	15	18	20	34		13	10
Test Date: 09/23/03											
Gary Smith ID=6666666666	SS GE	812 12.9	755 12.9	795 12.9	826 12.9	812 12.9	826 12.9	745 12.9		775 12.9	804 12.9
Lvl/Frm=A9,A9,A9	NP	99	99	99	99	99	99	99		99	99
Tag grp=	NC	99	99	99	99	99	99	99		99	99
Test Date: 09/23/03											
James Connor ID=8888888888	SS GE	367 1.9	411 3.3	423 3.3	337 1.4	364 1.9	360 1.6	340 2.3		417 3.3	373 2.3
Lvl/Frm=M9,A9,A9	NP	9	13	17	5	7	11	7		15	6
Tag grp=	NC	21	26	29	15	18	24	18		28	17
Test Date: 09/23/03											
Jason Adams ID=9999999999	SS GE	329 1.6	349 2.5	431 3.5	337 1.4	300 1.1	337 1.4	341 2.7		390 2.8	352 2.0
Lvl/Frm=A9,D9,A9	NP	5	5	19	5	3	8	7		9	3
Tag grp=	NC	15	15	31	15	10	20	18		21	10
Test Date: 09/23/03											
Josie Jones ID=911111 111	SS GE	346 1.7	308 2.0	317 1.7	372 1.7					312 1.9	343 1.6
Lvl/Frm=M9,M9,A9	NP	7	3	3	8					2	3
Tag grp=	NC	18	10	10	20					6	10
Test Date: 09/23/03											
Joy Torres ID=4444444444	SS GE	702 9.9	622 9.9	716 9.9	411 2.2	812 12.9	422 2.3	340 2.3		669 9.9	594 11.2
Lvl/Frm=M9,M9,A9	NP	99	95	99	12	99	18	7		99	91
Tag grp=	NC	99	84	99	25	99	30	18		99	78
Test Date: 09/23/03											
Patricia Bundy ID=3333333333	SS GE	630 6.9	546 6.9	652 6.9	337 1.4	812 12.9	337 1.4	405 4.1		599 6.9	522 6.2
Lvl/Frm=E9,E9,A9	NP	96	73	97	5	99	8	15		92	58
Tag grp=	NC	86	62	89	15	99	20	28		79	54
Test Date: 09/23/03											

SS = Scale Score

GE = Grade Equivalent

NP = National Percentile

NC = Normal Curve Equivalent

Group Summary Report

Site Name: CTB  
Run Date: 09/19/03  
Test Count: 8

TABE 9 & 10 CB  
TABE 9/10 Basic Ed  
Combined Report  
Entire group

Subtests	Count	MSS	MGE	MNP	MNC	MPO
Reading	8	538.8	7.2	61	56.9	50.0
Math Compu	8	508.3	6.0	54	52.0	52.1
Applied Math	8	554.0	8.4	73	58.3	54.1
Language	8	419.1	2.3	14	28.4	12.5
Vocabulary	7	610.9	12.7	84	63.1	57.1
Lang Mech	7	434.4	2.6	21	34.7	14.3
Spelling	7	430.6	4.8	21	34.7	14.3
Total Math	8	531.0	7.1	65	55.5	
Total Battery	8	496.1	5.3	45	46.4	

Count=Number of Students  
MSS=Mean Scale Score  
MGE=Mean Grade Equivalent

MNP=Mean National Percentile  
MNC=Mean Normal Curve Eq.  
MPO=Mean Percent of Objs Mastered

Field Name	Field Name	Field Name	Field Name	Field Name	Field Name	Field Name	Field Name	Field Name
Site	Section AA	NA-Total Math	GE-Total Batt	NS-Read	Obj MSTRY	Obj MSTRY	Obj MSTRY	Obj MSTRY
Batch Name	Section BB1	NA-Total Batt	NP-Read	NS-Math Comp	Obj MSTRY	Obj MSTRY	Obj MSTRY	GED-Read
Student No	Section BB2	SS-Read	NP-Math Comp	NS-App Math	Obj MSTRY	Obj MSTRY	Obj MSTRY	GED-Math
Student Name	NC-Read	SS-Math Comp	NP-App Math	NS-Lang	Obj MSTRY	Obj MSTRY	Obj MSTRY	GED-Writg
Building Name	NC-Math Comp	SS-App Math	NP-Lang	NS-Voc	Obj MSTRY	Obj MSTRY	Obj MSTRY	GED-Sci
Teacher Name	NC-App Math	SS-Lang	NP-Voc	NS-LA Mech	Obj MSTRY	Obj MSTRY	Obj MSTRY	GED-SocSty
Tag Groups	NC-Lang	SS-Voc	NP-LA Mech	NS-Spellg	Obj MSTRY	Obj MSTRY	Obj MSTRY	GED-Averg
Pre/Post	NC-Voc	SS-LA Mech	NP-Spellg	NS-Writg	Obj MSTRY	Obj MSTRY	Obj MSTRY	Tag K
Test Date	NC-LA Mech	SS-Spellg	NP-Writg	NS-Total Math	Obj MSTRY	Obj MSTRY	Obj MSTRY	Tag L
Rdg	NC-Spellg	SS-Writg	NP-Total Math	NS-Total Batt	Obj MSTRY	Obj MSTRY	Obj MSTRY	Tag M
Math	NC-Writg	SS-Total Math	NP-Total Batt	Obj MSTRY	Obj MSTRY	Obj MSTRY	Obj MSTRY	Tag N
Lang	NC-Total Math	SS-Total Batt	NCE-Read	Obj MSTRY	Obj MSTRY	Obj MSTRY	Obj MSTRY	Tag O
BirthDate	NC-Total Batt	GE-Read	NCE-Math Comp	Obj MSTRY	Obj MSTRY	Obj MSTRY	Obj MSTRY	Tag P
Sex	NA-Read	GE-Math Comp	NCE-App Math	Obj MSTRY	Obj MSTRY	Obj MSTRY	Obj MSTRY	Tag Q
Program	NA-Math Comp	GE-App Math	NCE-Lang	Obj MSTRY	Obj MSTRY	Obj MSTRY	Obj MSTRY	Tag R
ESL Status	NA-App Math	GE-Lang	NCE-Voc	Obj MSTRY	Obj MSTRY	Obj MSTRY	Obj MSTRY	Tag S
Ethnicity	NA-Lang	GE-Voc	NCE-LA Mech	Obj MSTRY	Obj MSTRY	Obj MSTRY	Obj MSTRY	Tag T
GED Certificate	NA-Voc	GE-LA Mech	NCE-Spellg	Obj MSTRY	Obj MSTRY	Obj MSTRY	Obj MSTRY	Reading NRS
HS Diploma	NA-LA Mech	GE-Spellg	NCE-Writg	Obj MSTRY	Obj MSTRY	Obj MSTRY	Obj MSTRY	Langage NRS
Public Assistance	NA-Spellg	GE-Writg	NCE-Total Math	Obj MSTRY	Obj MSTRY	Obj MSTRY	Obj MSTRY	Math NRS
Labor Force	NA-Writg	GE-Total Math	NCE-Total Batt	Obj MSTRY	Obj MSTRY	Obj MSTRY	Obj MSTRY	Test Name

Objective Mastery Fields will vary between Levels E, M, D, & A in both the number of objectives and the label of the objectives. Please reference the student Subtest report for objective labels.

## *Index*

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<b>A</b>	
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