



# TABE Complete Language Assessment System—English™



**Forms A & B • Levels 1–4**

**Online Test Directions**



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## INTRODUCTION

Data Recognition Corporation has developed the *TABE Complete Language Assessment System—English*<sup>™</sup> to measure skills in Reading, Listening, Writing, and Speaking. This assessment is designed to assist educators in preparing adults for success in English language learning. In order to meet this objective, Data Recognition Corporation has identified guidelines as a basis for the assessment:

- essential state standards
- nationally recognized English-language development standards as determined by the National Reporting System (NRS)
- international standards represented by the Canadian Language Benchmarks

The *TABE Complete Language Assessment System—English* can be used for multiple purposes:

- to identify the proficiency levels of examinees;
- to place examinees in appropriate instructional programs and plan their instruction;
- to evaluate examinees' progress.

The assessment results give a robust profile of an examinee's linguistic skills and needs. Over time, scores will show examinees' growth in English proficiency. This data can help evaluate the effectiveness of instruction for adult English language learners.

## Design of the Test

The *TABE Complete Language Assessment System—English* includes two distinct test forms, A and B, at four levels: Level 1, Level 2, Level 3, and Level 4. There are four skill area tests: Reading, Listening, Writing, and Speaking. The Reading test includes discrete items, reading passages and passage-related items. Likewise, the Listening test includes listening passages and related items, as well as discrete items. The Writing test includes a multiple-choice grammar items and expository writing items. The Speaking test consists of illustrations and related items to which examinees record their answers.



### FREQUENTLY ASKED QUESTIONS

- 1 Q:** Based on the National Reporting System (NRS) ESL level ranges, what are the suggested proficiency level ranges for each of the *TABE Complete Language Assessment System—English* book levels?
- A:** TABE Level 1: NRS ESL Level 1–2  
TABE Level 2: NRS ESL Level 2–3  
TABE Level 3: NRS ESL Level 3–4  
TABE Level 4: NRS ESL Level 5–6
- 2 Q:** May I read the test directions in an examinee’s native language?
- A:** No. This practice may give one examinee an unfair advantage over another?
- 3 Q:** May I administer tests to examinees with disabilities or other special needs?
- A:** Yes, but be sure to read and understand the information in the “Framework for Classifying Accommodations” section, Pages 6–8 of this manual.
- 4 Q:** Do I need to follow test administration instructions exactly?
- A:** Yes. Following the test administration instructions exactly ensures similar testing conditions in all testing rooms. Test directions should be read aloud exactly as written.
- 5 Q:** May I use test questions in advance of testing to help my examinees practice?
- A:** No. Examinees must not be exposed to test content before the actual testing. However, you may use the Online Tools Training (<https://wbte.drctdirect.com/TABE/portals/tabe>) for preparation.
- 6 Q:** May I administer the skill area tests in any order I choose?
- A:** Yes. Skill area tests can be administered in any order necessary.
- 7 Q:** What are SPLs, and how are they related to the National Reporting System (NRS)?
- A:** The Student Performance Levels (SPLs) provide educators with descriptive information that helps determine the English-language proficiency levels for adult non-native speakers of English. The SPLs are used to describe a student’s general language ability, as well as proficiency in four skill areas: listening, comprehension, oral communication, reading, and writing. The SPL descriptors help define the NRS levels.

## Before Testing

### BEFORE TESTING

#### Step 1: Check the Test Materials

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

##### **PROVIDED FOR THE EXAMINER**

- Online Test Directions

##### **PROVIDED FOR EACH EXAMINEE**

- Locator Test Answer Booklet (for the Locator Interview)
- test ticket

##### **ADDITIONAL MATERIALS NEEDED FOR EACH EXAMINEE**

- scratch paper
- no. 2 pencil with good eraser

##### **OPTIONAL MATERIALS**

- tape recorder and blank audio tape for the Locator Interview (recommended for recording examinee responses and reviewing scoring accuracy)

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



### Step 2: Plan the Testing Schedule

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

### Working with Proctors

Review your plans with proctors prior to testing.

Proctors can help you

- arrange the testing room.
- distribute test materials.
- make sure examinees are working in the correct test session.
- prevent talking or sharing of answers among examinees.
- collect materials at the end of the testing session.

### Testing Times

Testing times were designed with maximum allowable time to allow examinees to complete each skills area test. The testing times are generous and give examinees ample opportunity to demonstrate their proficiency in English.

# Before Testing

## Administration Times

### ACTIVITY/TEST

### TESTING TIME

For each test section, add 5 to 10 minutes for reading directions.

<input type="checkbox"/> Locator Test	75 minutes in total
• Part 1—Reading	15 minutes
• Part 2—Listening	20 minutes
<input type="checkbox"/> Reading	30 minutes
<input type="checkbox"/> Listening, Levels 1 and 4	25 minutes
<input type="checkbox"/> Listening, Levels 2 and 3	30 minutes
<input type="checkbox"/> Writing	50 minutes
<input type="checkbox"/> Speaking	15 minutes

### Step 3: Organize the Testing Area

- Plan for the distribution and collection of materials.
- Plan seating arrangements. Allow enough space between examinees to prevent sharing of answers.
- Eliminate distractions such as bells or telephones.
- Place a DO NOT DISTURB sign on the door of the testing room.
- For the Speaking test, never administer the test where other examinees might hear the responses before they are scheduled to take the test.
- Indicate starting and stopping times for each timed section on the board or on a large sheet of paper.
- Plan for accommodations to be provided as specified for individual examinees. Avoid calling attention to examinees who require accommodations.

### Step 4: Prepare Examinees

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

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

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

### Assessment Accommodations

When examinees have documented education plans (IEP, 504) indicating that they may participate in educational tests with certain accommodations during testing, appropriate accommodations should be made and documented according to the directions on Pages 6–8.

### Coaching

Make sure examinees understand the test directions and know how to mark answers. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices. It is not appropriate to provide examinees with assistance that could change the response they would give on their own.

## Before Testing

### Guessing

There is no penalty for guessing. Encourage examinees to attempt all items. Tell them to read each question carefully and make their best attempt at answering. Remind them that if they find a question particularly difficult, they can flag the question and come back to it later. They should not spend too much time on a question.

### Invalidation of Tests

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

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

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

### A Framework for Classifying Accommodations

In this section, a simple framework is presented for viewing the common accommodations listed by the National Center on Educational Outcomes (NCEO). This framework can be used by the local agency to categorize accommodations that are not listed by applying the classification criteria. Each assessment accommodation is placed into one of three categories, depending on the accommodation's potential influence on the appropriate interpretation of examinee test scores.

The list of accommodations is not intended to be exhaustive, nor are the classifications of accommodations intended to be definitive. The classification of an accommodation may change for a particular test or subject area and may vary for different item types, such as selected-response and technology-enhanced items. Not all practitioners will agree with all of the classifications described. The purpose is to provide a framework for the classification of accommodations that practitioners may use as policy. The scores are meaningful and useful when interpreted according to the following guidelines.

#### Category 1

The accommodations listed in Category 1 are not expected to influence examinee performance in a way that alters the interpretation of test scores. Individual examinee scores obtained using Category 1 accommodations should be interpreted in the same way as the scores of other examinees who take the test under standard conditions. These examinees' scores should be included in summaries of results without notation of accommodation(s).

### **Example of a Category 1 Accommodation: Take the test alone or in a study carrel.**

This and similar accommodations comprise Category 1. These accommodations are not expected to affect the interpretation of individual examinees' scores. Both individual results and summaries can be treated in the same manner as those for examinees who do not use accommodations. Individual examinee scores can be interpreted directly, and examinee scores can be included in score reports without special notation of the accommodation.

### **Category 2**

Category 2 accommodations may have an effect on examinee performance that should be considered when interpreting individual test scores. In the absence of research demonstrating otherwise, scores should be interpreted by considering the accommodation(s) used.

### **Example of a Category 2 Accommodation: Use extra testing time for any timed test.**

The accommodation "Use extra testing time" may have an effect on examinee performance that should be considered when interpreting examinees' scores. Category 2 comprises accommodations that may affect the interpretation of an individual examinee's scores. Individual examinee scores obtained with Category 2 accommodations be interpreted with consideration for the accommodation(s) used.

To interpret summary results appropriately and to permit valid comparisons across groups, summary results should be reported in both aggregated and disaggregated forms, and the number and percent of examinees using accommodations should be clearly indicated along with the summary statistics.

### **Category 3**

Category 3 accommodations may have an effect that alters the interpretation of individual scores and may also change what is being measured. This can occur if the accommodation is strongly related to the knowledge, skill, or ability being measured. In the absence of research demonstrating otherwise, test scores should be interpreted by considering not only the accommodation(s) used but also how the accommodation(s) may alter what is measured.

### **Example of a Category 3 Accommodation: Have a reading comprehension test read aloud.**

This accommodation may have an effect on the examinee scores and may change what is being measured. An examinee taking the reading test under standard conditions, without having the reading passages and items read aloud, must demonstrate the ability to read on his/her own. If the examinee is listening to passages and items, the skill being measured is clearly listening; in this way, it is different from examinees who read passages and items on their own.

## Before Testing

Most Category 3 accommodations are specific to the test content. Caution is recommended when interpreting individual examinee scores obtained using Category 3 accommodations. Score interpretations should consider the accommodation-assessment combination and whether the accommodation will change what is being measured.

To interpret summary results appropriately and to permit valid comparisons across years, summary results should be reported in both aggregated and disaggregated forms, and the number and percent of examinees using accommodations should be clearly indicated along with the summary statistics.

### Step 6: Administer the Locator Interview

**This section includes important information about administering and scoring the Locator Interview for the *TABE Complete Language Assessment System—English*.**

Note: The Locator Interview must be administered before the Locator Test.

- Materials needed:
  - Locator Test Answer Booklet (one per examinee)
  - Locator Test Directions
  - No. 2 pencil with eraser (one per examinee)
  - tape recorder and blank audio tape (optional, but recommended for recording examinee responses and reviewing scoring accuracy)
- The Locator Interview should be administered to each examinee individually by a proficient English speaker who will administer oral questions and provide test directions verbally.
- The testing area must be quiet, without distractions or interruptions. The examiner should face the examinee at a desk or table.
- The examiner should be familiar with the Locator Interview and how to score it, prior to administration.

The Locator Interview serves to identify those examinees whose oral/aural or literacy skills in English are minimal and who should be placed at Level 1 for *TABE Complete Language Assessment System—English* testing purposes. In cases where examinees do not show adequate mastery of the interview content, the examiner does not need to administer the Locator Test.

Examinees who show adequate mastery of the Locator Interview content will be administered the Locator Test in order to determine at which of the upper three levels (Level 2, Level 3, or Level 4) the examinee should be placed for *TABE Complete Language Assessment System—English* testing purposes.

## Purpose

The purpose of the Locator Interview is to identify examinees who should be placed at Level 1 for *TABE Complete Language Assessment System—English* testing purposes. If the results of the Locator Interview indicate that the examinee should take the Level 1 test, the examiner does not need to administer the Locator Test.

The Locator Interview consists of two parts:

- **Part A**—Eight orally administered questions, scaled in difficulty from a very basic request for factual information (“What is your name?”) to an open-ended question requiring a linguistically more complex response (“Tell me about your family.”).
- **Part B**—Eight written questions designed to determine basic literacy. The questions are functionally similar to those asked in Part A.

Part A allows the examiner to determine within the first five questions if the examinee should be placed at Level 1 for Listening and Speaking.

- If the examinee displays only Level 1 ability, the examiner can skip to Part B administration.
- If the examinee displays skill beyond Level 1 on the first five questions in Part A, the examiner asks the remaining three oral questions before proceeding to Part B.

Part B allows examiners to determine if examinees are sufficiently literate in English to understand test directions, passages, and test items.

- If the examinee displays only Level 1 ability, the examiner should place the examinee at Level 1 for testing.
- If the examinee displays skill beyond Level 1, the examiner should administer the Locator Test, Part 1.

As shown below, the questions in the two parts of the Locator Interview are very similar, if not identical, in the type of information requested.

<b>Question</b>	<b>Part A</b>	<b>Part B</b>
1	What is your name?	Please write your name.
2	Where do you live?	Where are you from?
3	What time is it now?	Do you have a car?
4	Do you have a car?	What time is it now?
5	Can you use a computer?	Can you ride a bicycle?
6	What do you like about <city/town>?	What do you like about this city?
7	What will you do tomorrow?	How many people are in your family?
8	Tell me about your family.	What will you do on Saturday?

# Before Testing

## Procedure

Examiners should be familiar with the procedure for administering and scoring items, and with the rubrics used to score them. The information in this section outlines several steps in this procedure.

- Understand Part A Scoring
- Prepare for the Interview
- Administer and Score Part A of the Interview (Oral Questions 1–5)
- Administer and Score Part A of the Interview (Oral Questions 6–8)
- Administer Part B of the Interview (Written Questions 1–8)
- Tally Part A Scores
- Score and Tally Part B

## Understand Part A Scoring

The following is detailed information about how to score responses to each of the questions in Part A. **Do not attempt to administer Part A without reading this information first.** This information is presented separately because the rubric used to score Questions 1–5 differs slightly from the rubric used to score Questions 6–8.

### Oral Questions 1–5

Each item in Part A is to be scored on a 0–2 scale. The rubric for Questions 1–5 appears below. The rubric also appears in the Locator Test Answer Booklet.

### Rubric for Oral Questions 1–5

0	1	2
No response. Response is not in English. Response does not address the prompt.	Response indicates general comprehension of the prompt, BUT is not entirely appropriate.	Response indicates complete, or nearly complete, comprehension of the prompt AND appropriately addresses the prompt.

Note that Questions 1–5 only require the production of factual information. Even grammatically incomplete responses may be deserving of a full 2-point score because native speakers of English might respond similarly.



## Sample 2-point Responses: Oral Questions 1–5

Question	Grammatically complete	Grammatically incomplete
<i>What is your name?</i>	My name is Raquel.	Raquel.
<i>Where do you live?</i>	I live in San Francisco.	San Francisco.
<i>What time is it now?</i>	It's 12 o'clock.	Noon.
<i>Do you have a car?</i>	Yeah, I have a car.	Yes.
<i>Can you use a computer?</i>	Yes, I can.	Yes.

Although Questions 1–5 would appear to elicit straightforward responses, examinees do not always respond in predictable ways. Possible responses to Questions 4 and 5 include:

Question	Possible responses
<b><i>Do you have a car?</i></b>	<ul style="list-style-type: none"> <li>a) Yes, have a car.</li> <li>b) No, I don't have.</li> <li>c) Is a four-door.</li> <li>d) I drive.</li> </ul>
<b><i>Can you use a computer?</i></b>	<ul style="list-style-type: none"> <li>a) A little bit.</li> <li>b) Yes (I can).</li> <li>c) Sometimes.</li> <li>d) Maybe.</li> </ul>

Applying the rubric to the two questions above, both **a** and **b** should be awarded 2 points, and **c** and **d** awarded 1 point.

If the examinee fails to respond to 3 or more of the first 5 questions, or if the examinee's combined score is 0–5 on Questions 1–5, consider ending Part A of the Locator Interview and proceeding with Part B. If the examinee's total score on Questions 1–5 is greater than 5, proceed with Questions 6–8.

## Oral Questions 6–8

Questions 6–8 are more complex than Questions 1–5, and appropriate responses will require more than a single word or the simple reporting of factual information. Therefore, a slightly different rubric is used.

## Before Testing

### Rubric for Oral Questions 6–8

0	1	2
<p>No response.</p> <p>Response is not in English.</p> <p>Response does not address the prompt.</p>	<p>Response indicates general comprehension of the prompt, BUT does not sufficiently demonstrate the grammatical or lexical knowledge necessary to respond appropriately OR is inappropriate.</p>	<p>Response indicates complete, or nearly complete, comprehension of the prompt AND demonstrates sufficient grammatical and lexical knowledge needed to respond appropriately.</p>

The following are sample 1- and 2-point responses to Questions 6–8:

### Sample 1- and 2-point Responses: Oral Questions 6–8

Question	1-point response	2-point response
What do you like about <city/town>?	Park.	I like the view of things, the big stores, the bay, the trees.
What will you do tomorrow?	Car. I have a permit. I need car.	I clean my house in the morning. I watch my children. I have job in my home.
Tell me about your family.	My mother name Leticia. My dad name Ernesto. My brother name Pedro.	I live with my husband. I have three kids. And now my old daughter is eight years old. My middle is four years and my little one is three years old.

Note that both the 1- and 2-point responses are appropriate and indicate that the examinee comprehended the question, knew the type of information that was required, and was able to produce a sufficient response; however, it is clear that the 2-point responses are more fluent and demonstrate a more advanced knowledge of English syntax. For example, in response to “What will you do tomorrow?” the 1-point response is limited to simple, declarative phrases (“I have a permit. I need car.”).

On the other hand, the 2-point response demonstrates the ability to form prepositional phrases (“I clean my house in the morning. I have job in my home.”). It also shows grammatical knowledge of both personal and possessive pronouns (“I watch my children.”) and of at least one irregular plural noun (children).

## Prepare for the Interview

1. Ensure that each examinee has a Locator Test Answer Booklet.
2. Fill in the examinee-identifying information at the top of the Locator Test Answer Booklet.
3. Secure an area some distance away from the location where Part A is conducted so that one examinee can complete Part B while Part A is being administered to another examinee. With fewer examinees, Part B can be administered immediately following completion of Part A.

When a quiet area has been secured and a small table or desk has been arranged for test administration, ensure that the examinee is seated comfortably.

## Administer Part A of the Locator Interview (Oral Questions 1–5)

Allow the examinee a reasonable amount of time to respond to each question (approximately five seconds). If the response is unintelligible, ask the examinee to repeat it. If the response is again unintelligible, do not award any points. Score a 0 for that item. After the examinee has responded, say “thank you” and proceed to the next question. Try to avoid using filler language, such as “uh-huh” or “okay,” as these expressions tend to encourage examinees to talk longer than necessary. Often, longer responses are more difficult to score because they are likely to contain errors and extraneous information that may interfere with the examiner’s judgment of the response.

**SAY: I will ask you some questions. Please answer them as best as you can.**

**SAY: Question 1: What is your name?**

*Mark a score of 0, 1, or 2 in the Score column of Part A.*

**SAY: Question 2: Where do you live?**

*Mark a score of 0, 1, or 2 in the Score column of Part A.*

**SAY: Question 3: What time is it now?**

*Mark a score of 0, 1, or 2 in the Score column of Part A.*

**SAY: Question 4: Do you have a car?**

*Mark a score of 0, 1, or 2 in the Score column of Part A.*

**SAY: Question 5: Can you use a computer?**

*Mark a score of 0, 1, or 2 in the Score column of Part A.*

## Before Testing

Stop after Question 5. Tally the score and record that score in the box marked “Subtotal Questions 1–5.” If the examinee’s score is 0–5, stop Part A of the interview and proceed with Part B (skip to Administer Part B of the Interview on Page 8). If, on the other hand, the examinee’s score for Questions 1–5 is greater than 5, continue with the rest of Part A.

### Administer Part A of the Locator Interview (Oral Questions 6–8)

**SAY:** **Question 6: What do you like about <city/town>? (name the city/town where you are)**

*Mark a score of 0, 1, or 2 in the Score column of Part A.*

**SAY:** **Question 7: What will you do tomorrow?**

*Mark a score of 0, 1, or 2 in the Score column of Part A.*

**SAY:** **Question 8: Tell me about your family.**

*Mark a score of 0, 1, or 2 in the Score column of Part A.*

After the last question has been asked, thank the examinee. Then proceed with Part B.

### Administer Part B of the Locator Interview (Written Questions 1–8)

1. Distribute the Locator Test Answer Booklet, opened to Part B (fold the booklet so that **only** Page 2 is visible). Ensure that the examinee has his or her own booklet. Do not allow the examinee to turn to other pages in the booklet.
2. Point to Question 1 and then point to the line under it.

**SAY:** **Read each question. Then write a short answer in the space under each question. Do not worry about spelling. Are there any questions?**

*Do not read any of the questions aloud to the examinee.*

3. Give the examinee about five minutes to complete Part B. If the examinee needs a little more time to finish, allow a few extra minutes, but no more than a total of ten minutes.
4. Collect the Locator Test Answer Booklet.

Wait until all examinees have completed the Locator Interview before finishing the scoring of the interview parts.

## Tally Part A Scores

1. On Page 1 of the Locator Test Answer Booklet, tally the scores under each Score column (“Subtotal Questions 1–5” and “Subtotal Questions 6–8”).
2. Add the two subtotals and record the total score in the “Part A Total Score, Questions 1–8” box at the bottom of Page 1.

## Score and Tally Part B

1. Become familiar with scoring the items.

The primary purpose is for examinees to demonstrate comprehension of the written question. A complete, well-constructed response is secondary. The rubric for all 8 questions in Part B appears below.

### Rubric for Part B Questions 1–8

0	1	2
No response. Response is not in English. Response does not address the prompt.	Response indicates some comprehension of the written prompt, BUT aside from any grammatical or spelling errors, is not entirely appropriate or on topic.	Response indicates comprehension of the written prompt AND is appropriate and on topic, although some grammatical or spelling errors may be present.

As with Part A, Part B questions would appear to elicit straightforward responses; however, examinees do not always respond in predictable ways. Although full sentences are not required to earn a top 2-point score, the response must still be appropriate to the question asked. The following are some 1- and 2-point sample responses to Part B questions.

### Sample 1- and 2-point Responses: Part B

Question	1-point response	2-point response
Do you have a car?	4-door.	Yes, I do.
Can you ride a bicycle?	Don't have.	No (I can't).
What do you like about this city?	Yes, like.	Peoples is friendly.
What will you do on Saturday?	Yes, visited him on Saturday.	I am going to supermarket to buy foods.

2. Open the Locator Test Answer Booklet to Page 2. Score the items using the rubric above, and record the scores on Page 3 of the booklet.
3. Add the scores and record them in the “Part B Total Score, Questions 1–8” box at the bottom of Page 3.

## Before Testing

### Interpret the Locator Interview Scores

The purpose of the Locator Interview is to determine which examinees belong at Level 1 for *TABE Complete Language Assessment System—English* testing and which examinees should go on to take the Locator Test for placement at Levels 2, 3, or 4. Because the aural/oral skills of Listening and Speaking are treated independently from the literacy skills of Reading and Writing, the examiner should tally the interview parts separately and then follow the recommendations in the following chart.

#### Locator Interview Scores Evaluation Chart

Interview Part	Score	Recommended Action
Part A	9 or below	Administer Level 1 Listening and Speaking tests
	10 or above	Administer Locator Test, Part 2 for Listening and Speaking placement
Part B	9 or below	Administer Level 1 Reading and Writing tests
	10 or above	Administer Locator Test, Part 1 for Reading and Writing placement

An examinee who scores 10 or above on either of the Locator Interview parts should take the appropriate Locator Test part(s) to determine whether the Level 2, Level 3, or Level 4 *TABE Complete Language Assessment System—English* test will be administered. In some cases, an examinee might display Level 1 proficiency in one set of skills (and thus not need to take one of the Locator Test parts) and a higher level of proficiency in the other set of skills.

**Note:** These cut points are guidelines. Use them in conjunction with any knowledge of the examinee’s previous performance to help determine whether to administer the Locator Test. If, for example, the examiner is in doubt about holding back an examinee who scores 9 on an Interview part, the examiner may decide to administer the Locator Test, regardless of the examinee’s Interview score.

### Recommend Placement

To complete the Locator Interview placement process:

1. Take the Part A Total Score, Questions 1–8 from Page 1 of the Locator Test Answer Booklet. Use the score to determine the appropriate test for the examinee by referring to the evaluation chart above.
2. Check off the recommended action on Page 1 of the Locator Test Answer Booklet:  
*Administer Level 1 Listening and Speaking tests OR Administer Locator Test, Part 2.*
3. Take the Part B Total Score, Questions 1–8 from Page 3 of the Locator Test Answer Booklet. Use the score to determine the appropriate test for the examinee by referring to the evaluation chart above.
4. Check off the recommended action on Page 3 of the Locator Test Answer Booklet:  
*Administer Level 1 Reading and Writing tests OR Administer Locator Test, Part 1.*

# DURING TESTING

## Step 7: Administer the Tests

The following elements are used throughout the specific directions.

*Information that is only for you and is not to be read aloud is printed in this type style.*

---

**SAY:** The directions you are to read aloud to the examinees are preceded by **SAY:** and are printed in bold type.

---



This symbol accompanies any information concerning the timing of the tests.

---

## General Directions for Administering TABE Complete Language Assessment System—English

To ensure reliable results, please read all directions and guidelines before administering the *TABE Complete Language Assessment System—English* tests. In the Specific Directions section, the directions for the test items should be followed exactly. Follow these steps to conduct the testing.

5. Administer and score the Locator Test to determine the *TABE Complete Language Assessment System—English* test level for each examinee.
6. Administer the *TABE Complete Language Assessment System—English* tests.
7. Score the tests.

## Interpreting Locator Test Scores

In order to obtain the most accurate test results for each examinee, it is important to administer the level of the *TABE Complete Language Assessment System—English* test that best targets the examinee's English language proficiency in each skill area.

The Locator Test is given to help determine which proficiency level of the assessment to administer. However, because the Locator Test has a limited number of items, it does not provide results that are as reliable as the main assessment, nor can the same kind of generalizations about the probability of an examinee's success be made based on its results.



For that reason, the standard error of measurement (SEM) should be taken into account when using results from the Locator Test. The SEM provides a range within which an examinee’s true score is likely to fall. It is expected that 68 percent of the time an examinee’s score obtained from a single testing will fall within one SEM of that examinee’s true score, and that 95 percent of the time the obtained score will fall within two SEMs of the true score. In practical terms, if an examinee’s score on the Locator Test is right at a cut-score boundary, SEM alone could lead to an examinee being identified as more, or less, proficient than he or she actually is. For example, an examinee who scores 7 on Part 1 has a two-out-of-three chance of scoring between 5 ( $7 - 1.69 = 5.31$ ) and 9 ( $7 + 1.69 = 8.69$ ) if given the same test again under the same testing conditions. Therefore, the cut points listed in the charts below are guidelines. Use them in conjunction with any knowledge of the examinee’s previous performance, including the Locator Interview, to help determine placement.

The following charts show both the levels that are appropriate for scores obtained on the Locator Test and the SEM for Parts 1 and 2. The cut points were calculated independently for Part 1 and Part 2 so that an examinee may be placed in the skill set of Reading and Writing independently of the skill set of Listening and Speaking.

If an examinee’s Locator Test scores for Part 1 and Part 2 indicate a difference of two or more proficiency levels, consider administering two different test levels: one for Reading and Writing, and one for Listening and Speaking. For example, an examinee whose score on Part 1 of the Locator Test is 14, but whose score on Part 2 is 8, could be administered Level 4 Reading and Writing tests, and Level 2 Listening and Speaking tests.

### Locator Test Evaluation Charts

Part 1	SEM	Reading and Writing Test Level to Administer
6 and below	1.69	1
7–9		2
10–12		3
13 and above		4

Part 2	SEM	Listening and Speaking Test Level to Administer
6 and below	1.58	1
7–9		2
10–12		3
13 and above		4

## During Testing

### Step 8: Administer Online Tests

Ensure that each examinee is sitting at a computer with the testing software installed. Screen captures are available in the Appendix to help examiners confirm that examinees are on the correct screen within the online assessment.

**SAY:** We are now ready to begin the TABE Online Tests. I will now pass out your Student Login Ticket, or Test Ticket. Do not begin until I tell you to do so.

*Distribute individual Test Tickets. The Test Tickets are unique to each examinee, so match the correct Test Ticket to each examinee. When you are ready,*

**SAY:** Now we are ready to begin. First, select the DRC INSIGHT Online Assessments icon. You should see the *Tests of Adult Basic Education* screen. Is there anyone who does not see the *Tests of Adult Basic Education* screen?

*Pause to assist examinees as necessary. If an examinee receives an error message, note the content of the error message and contact the test coordinator. When all examinees are ready,*

**SAY:** Under the *Tests of Adult Basic Education* logo in the middle of the screen, select Test Sign In. You should see the Test Sign-In screen appear. Is there anyone who does not see the Test Sign-In screen?

*Pause to assist examinees as necessary. Check to make sure that the Test Sign-In screen includes the TABE logo. If an examinee receives an error message, note the content of the error message and contact the test coordinator. When all examinees are ready,*

**SAY:** You may now enter your Username and Password in the spaces provided on the screen. Your individual Username and Password are found on your Test Ticket. When you have finished entering your Username and Password, select the "Sign In" button in the middle of the screen.

*Pause while examinees enter their login credentials. Assist examinees as necessary to enter the information. Remember: Usernames and Passwords are unique to each examinee. If any Test Ticket has an error on it, please contact the test coordinator. When all examinees are ready,*

**SAY:** When you have selected the "Sign In" button, a Welcome Screen opens. Is there anyone who does not see the Welcome Screen?

*Pause to assist examinees as necessary. When all examinees are ready,*

**SAY:** Look at the information on the Welcome Screen and make sure that the following facts about you are correct:

- Your name
- Your test name
- Your test session
- Your student ID
- Accommodations, if any

**If the information about you is correct, select the “Continue” button. If the information is not correct, raise your hand.**

*Pause to assist examinees as necessary. Contact your test coordinator if an examinee finds an error on the Welcome Screen. When all examinees are ready,*

**SAY:** After you have selected the “Continue” button, the Test Selection screen will open. Is there anyone who does not see the Test Selection screen?

*Pause to assist examinees as necessary.*

## Specific Directions for the Locator Test

### **SPECIFIC DIRECTIONS FOR THE LOCATOR TEST**

*This section contains specific directions for administering the Locator Test. Directions start on page 23.*

*Please review the directions before you administer the test.*

*To ensure reliable results, follow the directions for the items exactly.*

*The Locator Test takes approximately 45 minutes to administer.*

*Before administering the Locator Test, be sure to read Pages 20 and 21 in this manual. The time limits specified for the Locator Test are primarily for administrative convenience.*

*Most examinees will complete the test sections within the allotted time; however, the examiner may allow additional time for examinees whose reading or writing abilities are limited.*

*Distribute scratch paper and a pencil with a good eraser to each examinee.*

# LOCATOR TEST ONLINE

## Locator Part 1

*Note: An examinee who has been placed at Level 1 for Reading and Writing after taking the Locator Interview does NOT need to take the Locator Test, Part 1. Begin instructions with Step 8, Pages 20 and 21. Then,*

**SAY:** We are now ready to begin. Select “Locator—Part 1.” Once you have selected “Locator—Part 1,” the Locator Directions screen will open. Is there anyone who does not see the Locator Directions screen?

*Pause to assist examinees as necessary. When all examinees are ready,*

**SAY:** I will now read the Locator Directions. Read the Locator Directions silently as I read them aloud. Use the scroll bar on the right side to follow along.

### Locator Directions

**SAY:** Read these directions carefully before beginning. To look at these directions again while you are taking the Locator test, click on the Help button and choose the Test Directions tab.

#### Part 1:

- Use the Next and Back buttons to move from question to question
- Click on the Review/End Test button at the bottom of the screen to end the test or to see which questions you have answered.
- Follow the directions on the screen to exit the test.
- Once you exit the test, you cannot go back into the session.

Now select the Next arrow to go to the next page.

This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.

*Pause to assist examinees as necessary.*

**SAY:** Now we will do Part 1 of the Locator Test. Remember to read all the directions and information carefully.

# Locator Test Online

**SAY:** Click on the “Next” button in the bottom right-hand corner to go to the next question. When you have completed all questions, click on the “Review/End Test” button in the bottom left-hand corner. You may then review your answers in this session only. When you have completed your review of the test, select “End Test.” You will be asked to select “Submit” to confirm that you are finished. Are there any questions?

*When you are sure that all examinees understand the directions, continue.*

**SAY:** To start the test, select the “Begin the Test” button at the bottom of the screen. You will have 15 minutes to complete Part 1. You may begin.

*Check to be sure that all examinees have Question 1 on their screens.*



*Record the starting and stopping times for the Reading test.*

<b>RECORD THE STARTING TIME:</b>	<b>TESTING TIME:</b>	<b>RECORD THE STOPPING TIME:</b>
_____	<b>15 MINUTES</b>	_____

*During the test, check to be sure that examinees are in the right session of the test and are selecting circles correctly. At the stopping time,*

**SAY:** Stop. This is the end of the Part 1 of the Locator Test. If you have not done so already, select the “Review/End Test” button followed by the “End Test” button. Then click on “Submit” to confirm that you are finished.

## Locator Part 2

*Note: An examinee who has been placed at Level 1 for Listening and Speaking after taking the Locator Interview does NOT need to take the Locator Test, Part 2.*

*Note that for Part 2 of the Locator test, “Go to Question” and the “Back” button are not available since examinees are allowed to listen to the audio of the question only once and may not return to a question once the Next button is selected*

**SAY:** I will now read the Locator Directions. Read the Locator Directions silently as I read them aloud. Use the scroll bar on the right side to follow along.

## Part 2:

- Use the Next button to move from question to question.
- You will listen to a story or question and answer a question. Listen carefully. You can only listen to the audio once.
- You must listen to the entire audio before you are able to press the Next button to move to the next question. You cannot move back to a previous question.
- Follow the directions on the screen to exit the test.
- Once you exit the test, you cannot go back into the session.

Now select the Next arrow to go to the next page.

This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.

*Pause to assist examinees as necessary.*

**SAY:** Now we will do Part 2 of the Locator Test. Remember to read all the directions and information carefully.

Click on the “Next” button in the bottom right-hand corner to go to the next question. Follow the directions on the screen to exit the test. Are there any questions?

*When you are sure that all examinees understand the directions, continue.*

**SAY:** To start the test, select the “Begin the Test” button at the bottom of the screen. You will have 20 minutes to complete Part 2. You may begin.

*Check to be sure that all examinees have Question 1 on their screens.*



*Record the starting and stopping times for the Reading test.*

**RECORD THE  
STARTING TIME:**

**TESTING TIME:**

**RECORD THE  
STOPPING TIME:**

**20 MINUTES**

*During the test, check to be sure that examinees are in the right session of the test and are selecting circles correctly. At the stopping time,*

## Locator Test Online

**SAY:** Stop. This is the end of Part 2 of the Locator Test. If you have not done so already, follow the directions on your screen to exit the test. Once you exit, you will be taken back to the Test Sign-In screen.

**This is the end of the online testing session. Thank you for working so hard. I will now collect your Test Tickets.**

*This is the end of the online testing session. Collect and discard used scratch paper. Securely discard Test Tickets.*



**READING—FORMS A AND B, LEVELS 1–4****Reading**

*Begin instructions with Step 8, Pages 20 and 21. Then,*

**SAY:** We are now ready to begin. Select Reading [say form letter A or B]. Once you have selected Reading [A or B], the Reading Directions screen will open. Is there anyone who does not see the Reading Directions screen?

*Pause to assist examinees as necessary. When all examinees are ready,*

**SAY:** I will now read the Reading Directions. Read the Reading Directions silently as I read them aloud.

**Reading Directions**

Read these directions carefully before beginning. To look at these directions again while you are taking the Reading test, click on the Help button and choose the Test Directions tab.

**Remember:**

- Use the Next and Back buttons to move from question to question.
- Click on the Review/End Test button at the bottom of the screen to end the test or to see which questions you have answered.
- Follow the directions on the screen to exit the test.
- Once you exit the test, you cannot go back into the session.

Now select the Next arrow to go to the next page.

This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.

*Pause to assist examinees as necessary. When all examinees are ready,*

**SAY:** Remember to read all the directions and information carefully. Click on the “Next” button in the bottom right-hand corner to go to the next question. When you have completed all questions, click on the “Review/End Test” button in the bottom left-hand corner. When you have completed your review of the test, select “End Test.” You will be asked to select “Submit” to confirm that you are finished. Are there any questions?

*When you are sure that all examinees understand the directions, continue.*

## READING—FORMS A AND B, LEVELS 1–4

**SAY:** To start the test, select the “Begin the Test” button at the bottom of the screen. You will have 30 minutes to complete the test. You may begin.

*Check to be sure that all examinees have Question 1 on their screens.*



Record the starting and stopping times for Reading.

<b>RECORD THE STARTING TIME:</b>	<b>TESTING TIME:</b>	<b>RECORD THE STOPPING TIME:</b>
_____	<b>30 MINUTES</b>	_____

*During the test, check to be sure that examinees are selecting circles correctly.*

*At the stopping time,*

**SAY:** This is the end of the Reading skills test. If you have not done so already, select the “Review/End Test” button followed by the “End Test” button. Then click on “Submit” to confirm that you are finished. Then select “Exit,” which will take you back to the Test Sign-In screen.

**We will take a break now.**

*Resume testing when you are sure the examinees are ready to go on.*

*If this is the end of the testing session,*

**SAY:** This is the end of the online testing session. Thank you for working so hard. I will now collect your Test Tickets.

*This is the end of the online testing session. Collect all test materials. Securely discard Test Tickets.*

**LISTENING—FORMS A AND B, LEVELS 1–4****Listening**

*Note that for the Listening skills test, "Go to Question" and the "Back" button are not available since examinees are allowed to listen to the audio of the question only once and may not return to a question once the Next button is selected. Begin instructions with Step 8, Pages 20 and 21. Then,*

**SAY:** We are now ready to begin. Select **Listening** [say form letter **A** or **B**]. Once you have selected **Listening [A or B]**, a screen with information about the **Listening test will open. Is there anyone who does not see the screen with information about the Listening test?**

*Pause to assist examinees as necessary. When all examinees are ready,*

**SAY:** I will now read the information on the screen. Read information silently as I read aloud.

1. **Select Play Audio**
2. **If you hear "If you can hear my voice, select the sound is working button," select The Sound Is Working button.**
3. **If you do not hear "If you can hear my voice, select the sound is working button," select Try Again or raise your hand and ask for help.**

**Are there any questions about what you are to do?**

*Pause to assist examinees as necessary. When all examinees are ready,*

**SAY:** After you follow the directions on this screen, the **Listening Directions screen will open. Select Play Audio now.**

*Pause to allow examinees to check the audio on their computers. When all examinees are ready and on the Listening Directions screen,*

**SAY:** I will now read the **Listening Directions. Read the Listening Directions silently as I read them aloud.**

**Listening Directions**

**Read these directions carefully before beginning. To look at these directions again while you are taking the Listening test, click on the Help button and choose the Test Directions tab.**

## LISTENING—FORMS A AND B, LEVELS 1–4

**Remember:**

- Use the **Next** button to move from question to question.
- You will listen to a story or question and answer a question. Listen carefully. You can only listen to the audio once.
- You must listen to the entire audio before you are able to press the **Next** button to move to the next question. You cannot move back to a previous question.
- Follow the directions on the screen to exit the test.
- Once you exit the test, you cannot go back into the session.

Now select the **Next** arrow to go to the next page.

This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles in the image below. Raise your hand if you do not clearly see three circles, please raise your hand.

*Pause to assist examinees as necessary. When all examinees are ready,*

**SAY:** Remember to read all the directions and information carefully. Remember, you can only listen to the audio once, so listen carefully. You will not be able to go back to a question to listen to it once you click on "Next."

Click on the "Next" button in the bottom right-hand corner to go to the next question. When you have completed all questions, follow the directions on the screen to exit the test. Are there any questions?

*When you are sure that all examinees understand the directions, continue.*

**SAY:** To start the test, select the "Begin the Test" button at the bottom of the screen. You will have [say **25 minutes** for Levels 1 and 4 or **30 minutes** for Levels 2 and 3] to complete the test. You may begin.

*Check to be sure that all examinees have Question 1 on their screens.*



*Record the starting and stopping times for Listening.*

# LISTENING—FORMS A AND B, LEVELS 1–4

Level 1

<b>RECORD THE STARTING TIME:</b>	<b>TESTING TIME:</b>	<b>RECORD THE STOPPING TIME:</b>
_____	<b>25 MINUTES</b>	_____

Level 2

<b>RECORD THE STARTING TIME:</b>	<b>TESTING TIME:</b>	<b>RECORD THE STOPPING TIME:</b>
_____	<b>30 MINUTES</b>	_____

Level 3

<b>RECORD THE STARTING TIME:</b>	<b>TESTING TIME:</b>	<b>RECORD THE STOPPING TIME:</b>
_____	<b>30 MINUTES</b>	_____

Level 4

<b>RECORD THE STARTING TIME:</b>	<b>TESTING TIME:</b>	<b>RECORD THE STOPPING TIME:</b>
_____	<b>25 MINUTES</b>	_____

*During the test, check to be sure that examinees are in the right session of the test and are selecting circles correctly.*

## LISTENING—FORMS A AND B, LEVELS 1–4

*At the stopping time,*

**SAY:** **Stop. This is the end of the Listening skills test. If you have not done so already, follow the directions on your screen to exit the test. Once you exit, you will be taken back to the Test Sign-In screen.**

**We will take a break now.**

*Resume testing when you are sure the examinees are ready to go on.*

*If this is the end of the testing session,*

**SAY:** **This is the end of the online testing session. Thank you for working so hard. I will now collect your Test Tickets.**

*This is the end of the online testing session. Collect all test materials. Securely discard Test Tickets.*

**WRITING—FORMS A AND B, LEVELS 1–4****Writing**

*Begin instructions with Step 8, Pages 20 and 21. Then,*

**SAY:** We are now ready to begin. Select **Writing** [say form letter **A** or **B**]. Once you have selected **Writing** [**A** or **B**], the **Writing Directions** screen will open. Is there anyone who does not see the **Writing Directions** screen?

*Pause to assist examinees as necessary. When all examinees are ready,*

**SAY:** I will now read the **Writing Directions**. Read the **Writing Directions** silently as I read them aloud.

**Writing Directions**

Read these directions carefully before beginning. To look at these directions again while you are taking the **Writing** test, click on the **Help** button and choose the **Test Directions** tab.

**Remember:**

- Use the **Next** and **Back** buttons to move from question to question.
- Some questions will ask you to type your answer.
- Click on the **Review/End Test** button at the bottom of the screen to end the test or to see which questions you have answered.
- Follow the directions on the screen to exit the test.
- Once you exit the test, you cannot go back into the session.

Now select the **Next** arrow to go to the next page.

This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles in the image below. Raise your hand if you do not clearly see three circles.

*Pause to assist examinees as necessary. When all examinees are ready,*

**SAY:** Remember to read all the directions and information carefully.

Click on the **“Next”** button in the bottom right-hand corner to go to the next question. When you have completed all questions, click on the **“Review/End Test”** button in the bottom left-hand corner. When you have completed your review of the test, select **“End Test.”** You will be asked to select **“Submit”** to confirm that you are finished. Are there any questions?

## WRITING—FORMS A AND B, LEVELS 1–4

*When you are sure that all examinees understand the directions, continue.*

**SAY:** To start the test, select the “Begin the Test” button at the bottom of the screen. You will have 50 minutes to complete the test. You may begin.

*Check to be sure that all examinees have Question 1 on their screens.*



*Record the starting and stopping times for Writing.*

<b>RECORD THE STARTING TIME:</b>	<b>TESTING TIME:</b>	<b>RECORD THE STOPPING TIME:</b>
_____	<b>50 MINUTES</b>	_____

*During the test, check to be sure that examinees are selecting circles correctly. At the stopping time,*

**SAY:** Stop. This is the end of Part 1 of the Writing skills test. If you have not done so already, select the “Review/End Test” button followed by the “End Test” button. Then click on “Submit” to confirm that you are finished. Then select “Exit,” which will take you back to the Test Sign-In screen.

**We will take a break now.**

*Resume testing when you are sure the examinees are ready to go on.*

*If this is the end of the testing session,*

**SAY:** This is the end of the online testing session. Thank you for working so hard. I will now collect your Test Tickets.

*This is the end of the online testing session. Collect all test materials. Securely discard Test Tickets.*



## SPEAKING, FORMS A AND B, LEVELS 1–4

### Speaking

*Begin instructions with Step 8, Pages 20 and 21. Then,*

**SAY:** We are now ready to begin. Select the Speaking [say form letter A or B]. Once you have selected Speaking [A or B], a screen with information about the Speaking test will open. Is there anyone who does not see the screen with information about the Speaking test?

*Pause to assist examinees as necessary. When all examinees are ready,*

**SAY:** I will now read the information on the screen. Read the information silently as I read aloud.

You will record your answers using a microphone. Does your microphone work? Follow these steps.

1. Click Record
2. Say your name into the microphone. Then, say the name of your school.
3. Click Stop. Listen. Do you hear what you said?
  - If yes, click “I heard my recording.”
  - If no, raise your hand and ask for help.

Are there any questions about what you are to do?

*Pause to assist examinees as necessary. When all examinees are ready,*

**SAY:** After you follow the directions on this screen, the Speaking Directions screen will open. Click Record now.

*Pause to allow examinees to check the microphones on their computers. When all examinees are ready and on the Speaking Directions screen,*

**SAY:** I will now read the Speaking Directions. Read the Speaking Directions silently as I read them aloud.

#### Speaking Directions

Read these directions carefully before beginning. To look at these directions again while you are taking the Speaking test, click on the Help button and choose the Test Directions tab.

## SPEAKING, FORMS A AND B, LEVELS 1–4

**Remember:**

- Use the **Next** and **Back** buttons to move from question to question.
- The questions will ask you to record your answers.
- Click on the **Review/End Test** button at the bottom of the screen to end the test or to see which questions you have answered.
- Follow the directions on the screen to exit the test.
- Once you exit the test, you cannot go back into the session.

Now select the **Next** arrow to go to the next page.

This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles in the image below. If you do not clearly see three circles, please raise your hand.

*Pause to assist examinees as necessary. When all examinees are ready,*

**SAY:** Remember to listen to all the directions and information carefully.

Click on the **“Next”** button in the bottom right-hand corner to go to the next question. When you have completed all questions, click on the **“Review/End Test”** button in the bottom left-hand corner. When you have completed your review of the test, select **“End Test.”** You will be asked to select **“Submit”** to confirm that you are finished. Are there any questions?

*When you are sure that all examinees understand the directions, continue.*

**SAY:** To start the test, select the **“Begin the Test”** button at the bottom of the screen. You will have **20 minutes** to complete the test. You may begin.

*Check to be sure that all examinees have Question 1 on their screens.*



*Record the starting and stopping times for Speaking.*

<b>RECORD THE STARTING TIME:</b>	<b>TESTING TIME:</b>	<b>RECORD THE STOPPING TIME:</b>
_____	<b>20 MINUTES</b>	_____

*During the test, check to be sure that examinees are in the right session of the test and are selecting circles correctly.*

*At the stopping time,*

## SPEAKING, FORMS A AND B, LEVELS 1–4

**SAY:** Stop. This is the end of the Speaking skills test. If you have not done so already, select the “Review/End Test” button followed by the “End Test” button. Then click on “Submit” to confirm that you are finished. Then select “Exit,” which will take you back to the Test Sign-In screen.

**We will take a break now.**

*Resume testing when you are sure the examinees are ready to go on.*

*If this is the end of the testing session,*

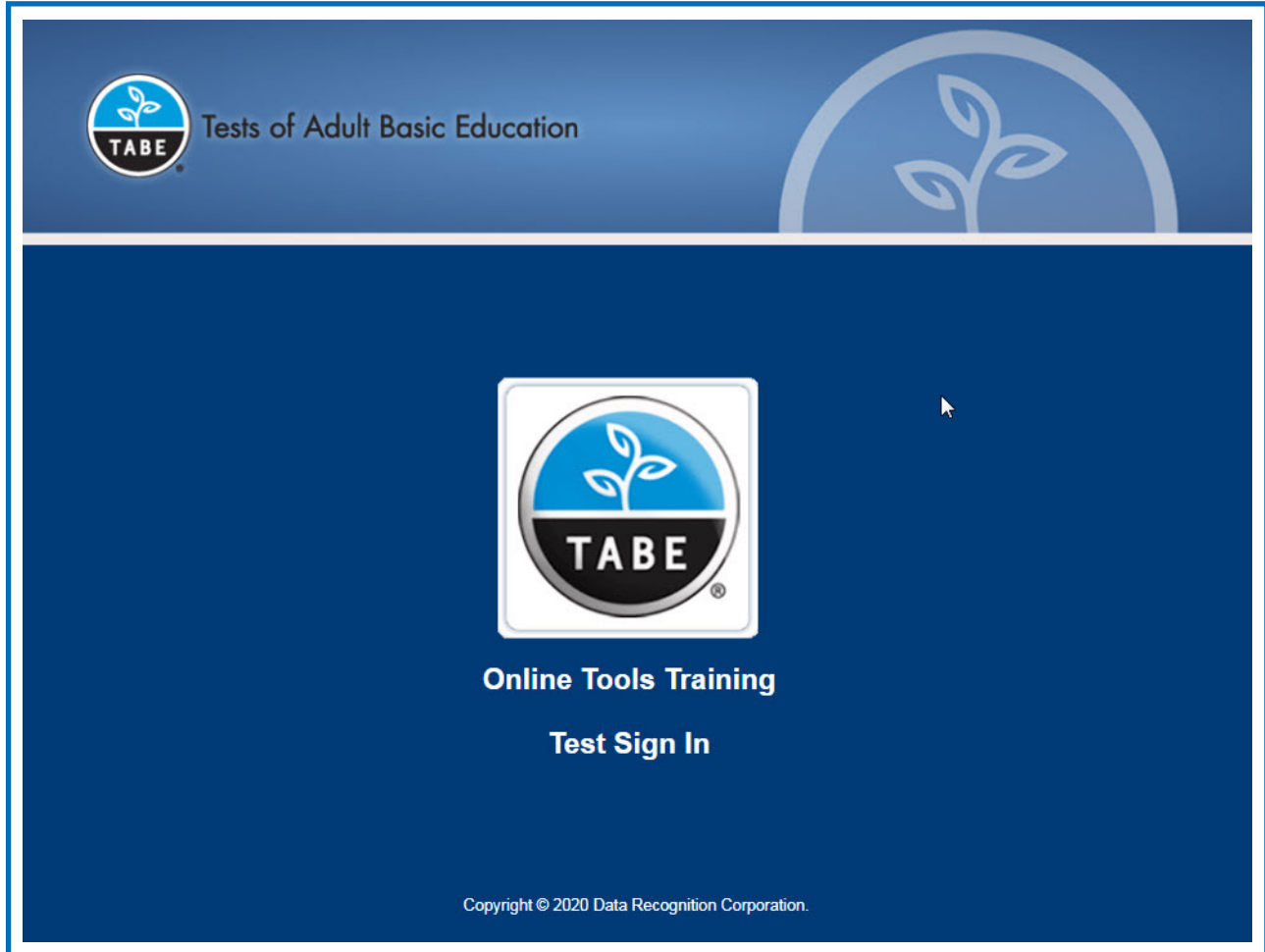
**SAY:** This is the end of the online testing session. Thank you for working so hard. I will now collect your Test Tickets.

*This is the end of the online testing session. Collect all test materials. Securely discard Test Tickets.*

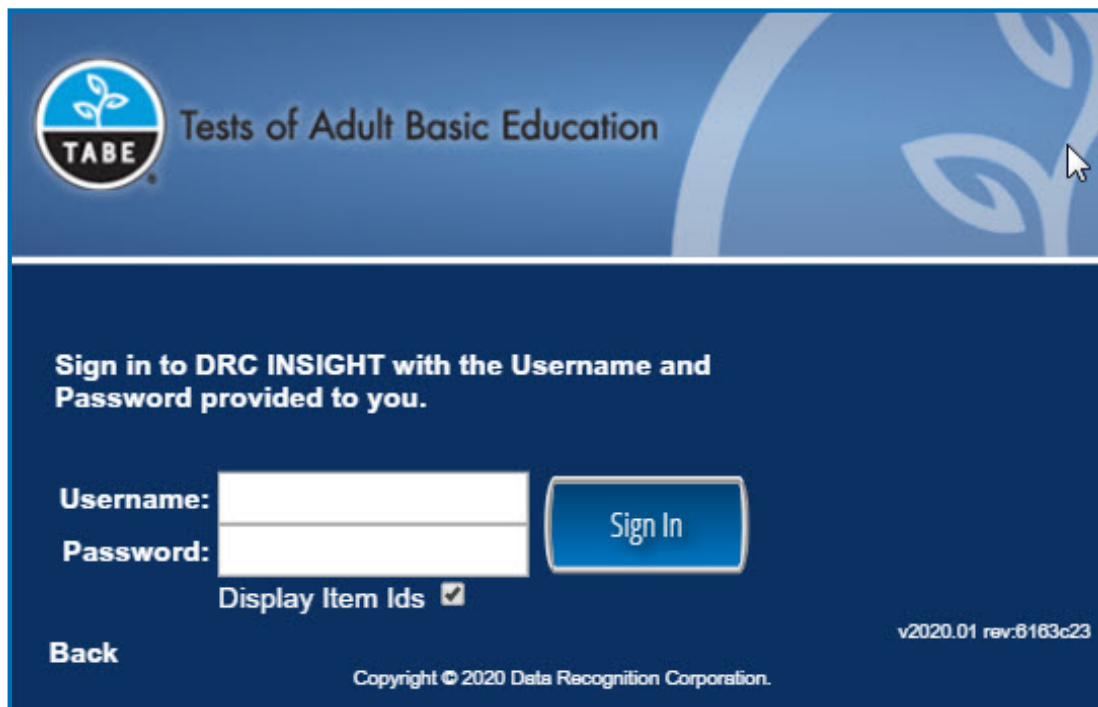
# APPENDIX

## Screen Captures from Online Assessment

### Tests of Adult Basic Education screen



## Test Sign-In Screen



**Tests of Adult Basic Education**

Sign in to DRC INSIGHT with the Username and Password provided to you.

Username:

Password:

Display Item Ids

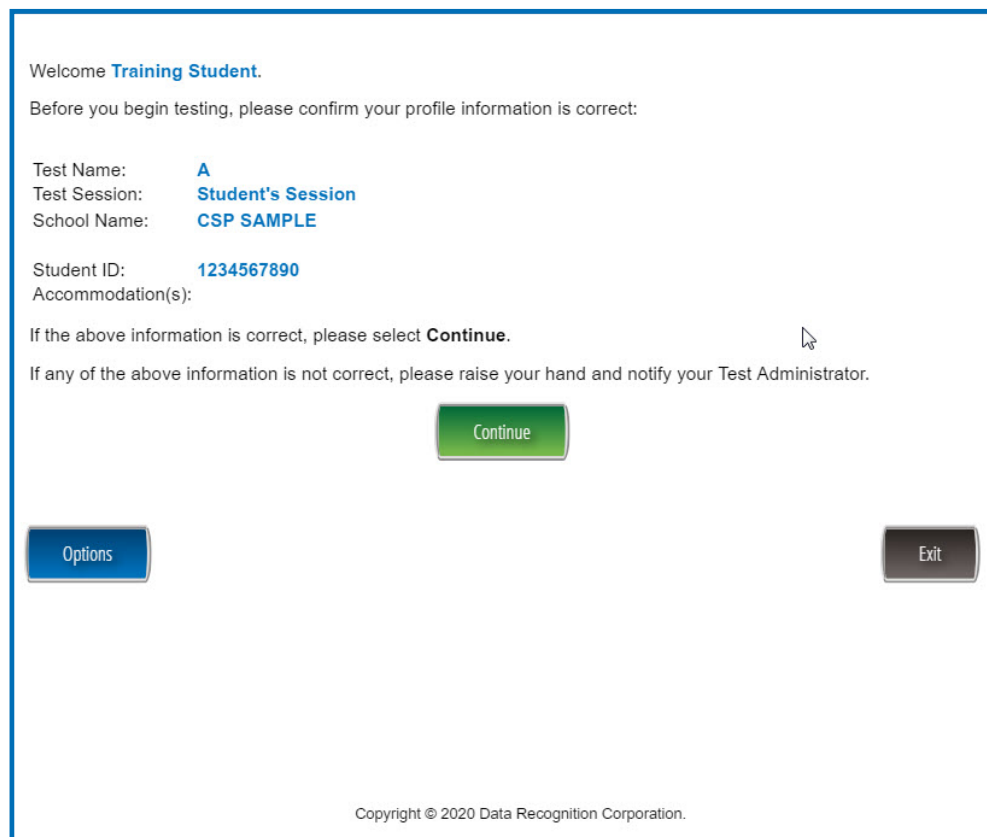
**Sign In**

**Back**

v2020.01 rev:8163c23

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## Welcome Screen



Welcome **Training Student**.

Before you begin testing, please confirm your profile information is correct:

Test Name: **A**  
 Test Session: **Student's Session**  
 School Name: **CSP SAMPLE**

Student ID: **1234567890**  
 Accommodation(s):

If the above information is correct, please select **Continue**.

If any of the above information is not correct, please raise your hand and notify your Test Administrator.

**Continue**

**Options** **Exit**

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
# Appendix

## Test Selection Screen

The following tests have been scheduled for **Training Student!**

Once instructed, click on the test link below to start the test.  
If no additional tests are available, please select **Exit** to close the application.


- [Reading A](#)

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## Locator Test Directions Screens


**Locator Directions**



Read these directions carefully before beginning. To look at these directions again while you are taking the Locator test, click on the **Help**  button and choose the **Test Directions** tab.

**Part 1:**

- Use the **Next** and **Back** buttons to move from question to question.
- Click on the **Review/End Test** button at the bottom of the screen to end the test or to see which questions you have answered.
- Follow the directions on the screen to exit the test.
- Once you exit the test, you cannot go back into the session.


Now, select the  **Next** arrow to go to the next page.






 

**Part 2:**

- Use the **Next** button to move from question to question.
- You will listen to a story or question and answer a question. Listen carefully. You can only listen to the audio once.
- You must listen to the entire audio before you are able to press the Next button to move to the next question. You cannot move back to a previous question.
- Follow the directions on the screen to exit the test.
- Once you exit the test, you cannot go back into the session.

Now, select the  **Next** arrow to go to the next page.




# Appendix


## Reading Test Directions Screen


**Reading Directions**



Read these directions carefully before you begin. To look at these directions again while you are taking the Reading test, click on the **Help**  button and choose the **Test Directions** tab.

**Remember:**

- Use the **Next** and **Back** buttons to move from question to question.
- Click on the **Review/End Test** button at the bottom of the screen to end the test or to see which questions you have answered.
- Follow the directions on the screen to exit the test.
- Once you exit the test, you cannot go back into the session.

Now, select the  **Next** arrow to go to the next page.





## Listening Audio Test Screen

You will need to listen to some information in order to answer a few of the questions on this test. To check that the sound on your computer works, follow these steps:


1. Select **Play Audio**.
2. If you hear *'If you can hear my voice, select the sound is working button'*, select **The Sound is Working** button.
3. If you do not hear *'If you can hear my voice, select the sound is working button'*, select **Try Again** or raise your hand and ask for help.




## Listening Test Directions Screen


**Listening Directions**

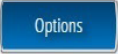

Read these directions carefully before beginning. To look at these directions again while you are taking the Listening test, click on the **Help**  button and choose the **Test Directions** tab.

**Remember:**

- Use the **Next** button to move from question to question.
- You will listen to a story or question and answer a question. Listen carefully. You can only listen to the audio once.
- You must listen to the entire audio before you are able to press the Next button to move to the next question. You cannot move back to a previous question.
- Follow the directions on the screen to exit the test.
- Once you exit the test, you cannot go back into the session.


Now, select the  **Next** arrow to go to the next page.




## Writing Test Directions Screen


**Writing Directions**

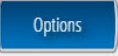

Read these directions carefully before you begin. To look at these directions again while you are taking the Writing test, click on the **Help**  button and choose the **Test Directions** tab.

**Remember:**

- Use the **Next** and **Back** buttons to move from question to question.
- Some questions will ask you to type your answer.
- Click on the **Review/End Test** button at the bottom of the screen to end the test or to see which questions you have answered.
- Follow the directions on the screen to exit the test.
- Once you exit the test, you cannot go back into the session.

Now, select the  **Next** arrow to go to the next page.



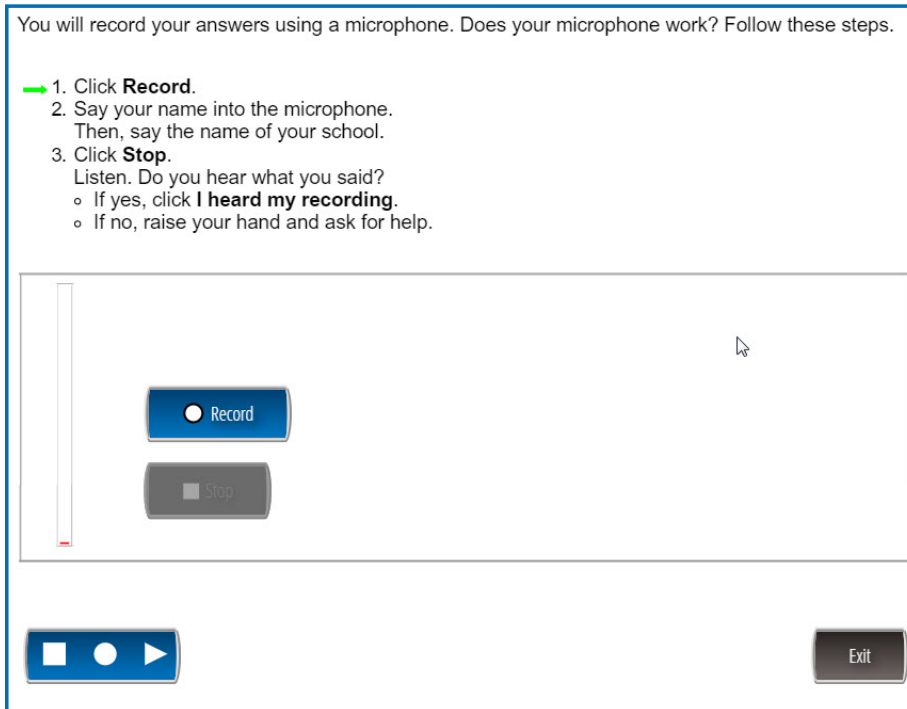
 

# Appendix

## Recorder Test Screen

You will record your answers using a microphone. Does your microphone work? Follow these steps.


1. Click **Record**.
2. Say your name into the microphone.  
Then, say the name of your school.
3. Click **Stop**.  
Listen. Do you hear what you said?
  - o If yes, click **I heard my recording**.
  - o If no, raise your hand and ask for help.



The Recorder Test Screen interface includes a vertical volume indicator on the left, a 'Record' button with a microphone icon, and a 'Stop' button with a square icon. At the bottom, there are navigation buttons: a square, a circle, and a right-pointing triangle, along with an 'Exit' button.


## Speaking Test Directions Screen

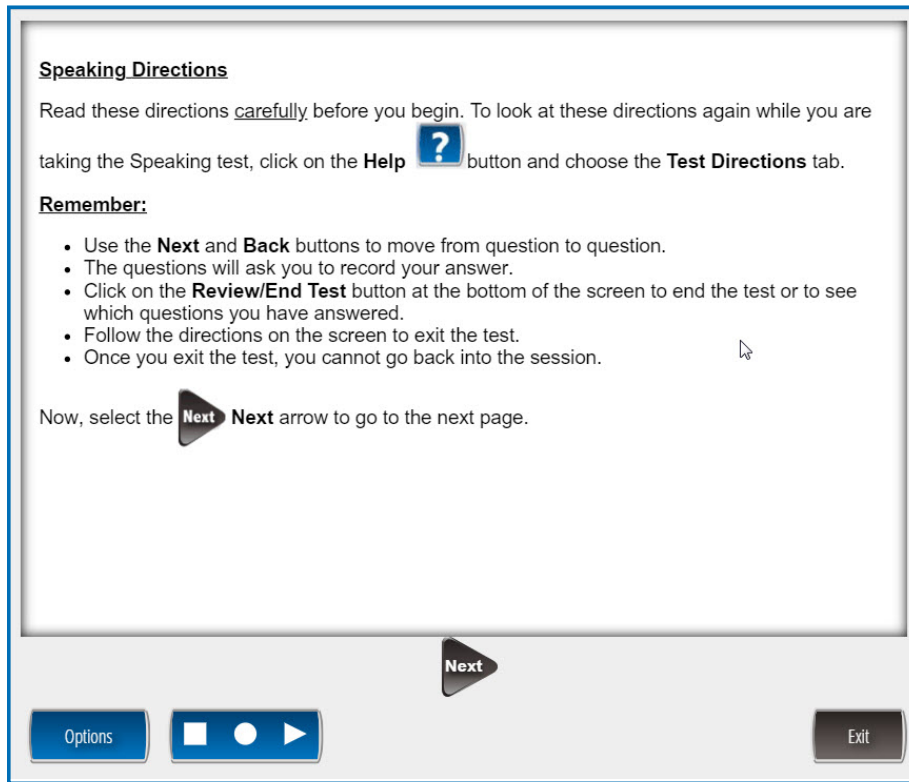
**Speaking Directions**

Read these directions carefully before you begin. To look at these directions again while you are taking the Speaking test, click on the **Help**  button and choose the **Test Directions** tab.

**Remember:**

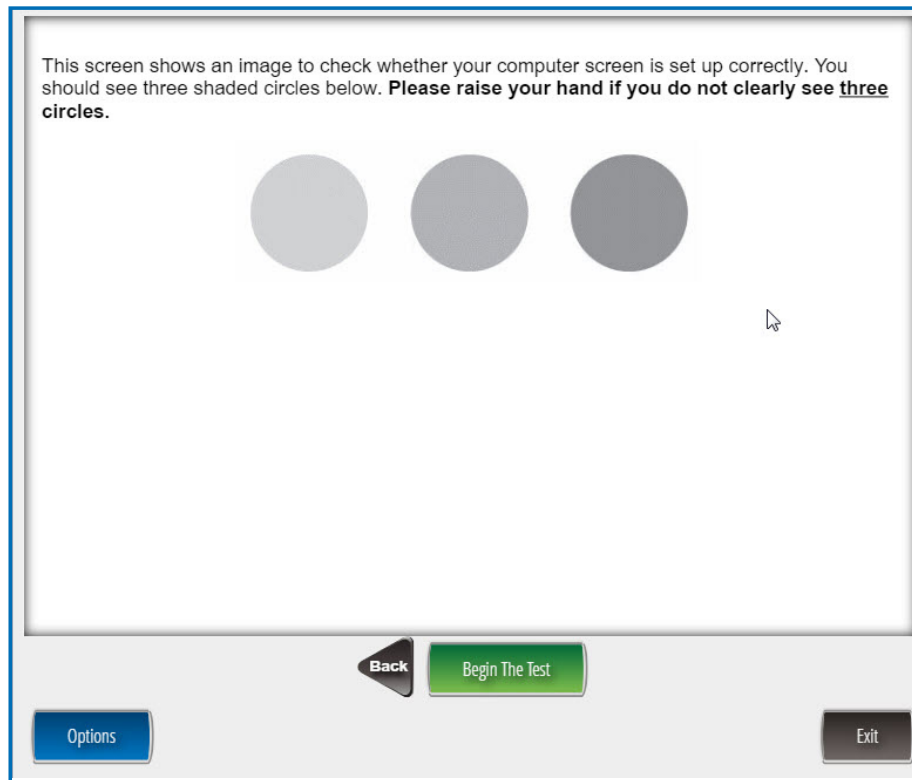
- Use the **Next** and **Back** buttons to move from question to question.
- The questions will ask you to record your answer.
- Click on the **Review/End Test** button at the bottom of the screen to end the test or to see which questions you have answered.
- Follow the directions on the screen to exit the test.
- Once you exit the test, you cannot go back into the session.

Now, select the  **Next** arrow to go to the next page.



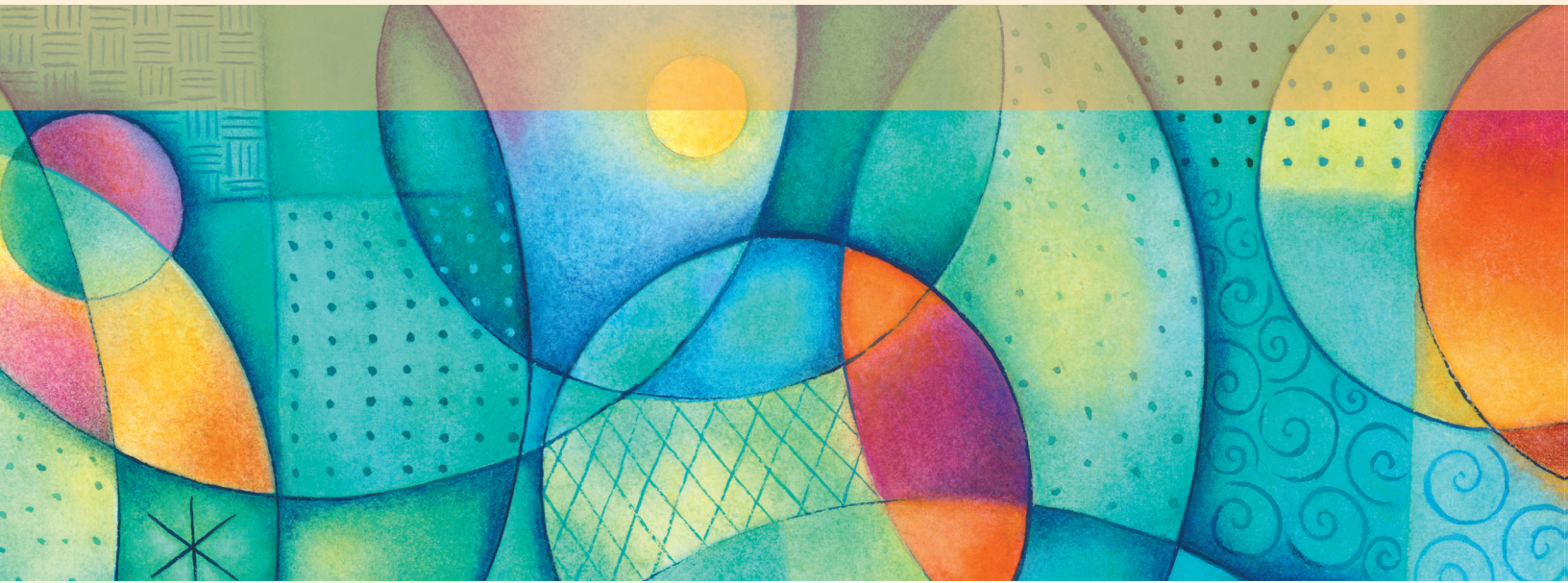
The Speaking Test Directions Screen interface features a 'Next' button with a right-pointing arrow. At the bottom, there are three buttons: 'Options', a navigation set (square, circle, right arrow), and 'Exit'.

## Computer Image Screen





# TABE Complete Language Assessment System—English™



**Online Test Directions**

**Forms A & B • Levels 1–4**

