To: WIOA, WEP, ALE and EPE Funded Programs
From: Robert L. Purga, NYS Director of Adult Education
Re: TABE 11 & 12 Accommodations and Guidance

The New York State Education Department’s Adult Education Programs and Policy (AEPP) Office allows its funded adult education programs to offer students with disabling conditions the opportunity to take tests with accommodations.

A reminder that the TABE, as used in NYSED funded adult education programs, is a diagnostic tool designed to identify skill gaps in adult students such that the program can follow an educational plan aimed at increasing the student’s skill levels. The TABE test is published by the Data Recognition Corporation (DRC). If a program chooses to use the TABE test as entrance criteria for Career and Technical Education (CTE) courses, it is advised they consult with DRC for further direction on appropriate accommodations. In anticipation of the launch of TABE 11/12 beginning January 1, 2019, NYSED will allow Category 1 Accommodations as described below. It is recommended that programs should not refer to the procedural requirements set forth for the TASC™ test; this is a separate and distinct process that applies only to the TASC™ test. The TASC™ test is designed and used as a credentialing test so the opportunity for accommodations is vastly different. More information on TABE test accommodations can be found at www.tabetest.com

Category 1 Accommodations

Presentation
May use visual magnifying equipment
May use a Large Print edition of the test
May use audio amplification equipment
May use markers to maintain place (due to the significant cost of the TABE test booklets, using small sticky notes is recommended as an alternative to markers)

Response
May mark responses in test book (due to the significant cost of the TABE test booklets, using small sticky notes is recommended as an alternative to marking responses in the test booklet)
May mark responses on Large Print answer document
For selected-response items, may indicate responses to a scribe
May record responses on audiotape (except for constructed-response writing tests)
For selected-response items, may use sign language to indicate responses providing the program can supply a sign language interpreter
May use a computer, typewriter, Braille writer, or other machine (e.g., communication board) to respond
May use a template to maintain place for responding
May indicate responses with other communication devices (e.g., speech synthesizer)

Setting
May take the test alone or in a study carrel
May take the test with a small group or different class
May take the test at home or in a care facility (e.g., hospital) with program staff (only when possible for the program to provide)
May use adaptive furniture
May use special lighting and/or acoustics

**Timing/Scheduling**
Take more breaks (Note: breaks should not result in extra time for testing or opportunity to study information in a test already begun)
Have flexible scheduling (e.g., time of day, days between sessions), which should not result in extra time for testing or opportunity to study information in a test already begun

Cc: AEPP-Adult Education Regional Staff
    RAEN Directors
    Rosemary Matt