Test Specifications for the Massachusetts Adult Proficiency Test for Reading -College and Career Readiness [[1]](#footnote-1)

Stephen G. Sireci, April L. Zenisky, Amanda Marcotte, and Hongyu Diao

Center for Educational Assessment

University of Massachusetts Amherst

Jeanne Almanzar

Valley Opportunity Council

Mary Beth Curtis

Lesley University

Jeremy Jungbluth

Holyoke Community College

Springfield Adult Learning Center

Luanne Teller

World Education, Inc.

Mary Giordano

Lawrence Public Schools, Adult Basic Education Program

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**Introduction**

Since January 2003, the Center for Educational Assessment at the University of Massachusetts Amherst (UMASS), under a contract awarded by the Massachusetts Department of Elementary and Secondary Education, has worked closely with the Department’s Office of Adult and Community Learning Services (ACLS) to develop achievement tests in math and reading that are appropriate for adult learners in Massachusetts. Our collaborative vision in creating the Massachusetts Adult Proficiency Test (MAPT) involved ensuring the tests are (a) aligned to the National Reporting System’s (NRS) Educational Functioning Levels (EFLs), (b) aligned with the curriculum frameworks established by ACLS and the adult basic education (ABE) community in Massachusetts, (c) sensitive enough to measure gain across the EFLs within the NRS, and (d) developed with comprehensive input from teachers and administrators from the ABE community in Massachusetts. Ultimately, these goals will help align curriculum, instruction, and assessment in ABE classrooms throughout the Commonwealth.

In early November 2013, the Massachusetts Department of Elementary and Secondary Education’s Adult and Community Learning Services (ACLS) unit announced the adoption of the College and Career Readiness Standards for Adult Education (CCRSAE; Pimentel, 2013) for use in adult basic education programs across Massachusetts. This shift from the Reading Strand of the Massachusetts Curriculum Frameworks for English Language Arts follows implementation of the Common Core State Standards (CCSS) in K-12 education and initiatives to promote college and career readiness for all learners. With this change in curriculum, the test specifications for the MAPT will also change, and the next evolution will be the MAPT for College and Career Readiness (MAPT-CCR).

In this report, we describe the process of the development of the test specifications for the MAPT-CCR for Reading. Our goal in creating these tests specifications was to involve ABE teachers and leaders in the field who are familiar with current reading standards and how they should be taught to adult learners in Massachusetts. We also sought to include reading specialists and those who are familiar with how reading is defined in the Common Core State Standards (CCSS). We accomplished this goal by convening a MAPT-CCR for Reading Test Specifications Development Committee comprising six members, who are listed in Table 1. Prior to the meeting, read-ahead materials describing the MAPT, the CCRSAE, and the issues to be addressed by the Committee were sent to all the members. In addition, a MAPT-CCR for Reading Test Specifications Development Advisory Committee was convened to assist in the preparation of the read-ahead materials and to advise on all aspects of the development. The members of the Advisory Committee are indicated by asterisks (\*) in Table 1.

Table 1

Members of the MAPT-CCR for Reading Test Specifications Development Committee

|  |  |
| --- | --- |
| **Committee Member** | **Affiliation** |
| Jeanne Almanzar\* | Valley Opportunity Council |
| Mary Beth Curtis\* | Lesley University |
| Mary Giordano | Lawrence Public Schools ABE Program |
| Jeremy Jungbluth | Holyoke Community College,  Springfield Adult Learning Center |
| Amanda Marcotte\* | University of Massachusetts Amherst |
| Luanne Teller | World Education Inc. |
| **UMass Support Staff** | |
| Stephen G. Sireci | |
| April L. Zenisky | |
| Emily Pichette | |
| Hongyu Diao | |

\*Also member of Advisory Committee.

The process of developing these proposed test specifications took place in three phases. First, we held an in-person meeting of the Test Specifications Development Committee. Next, we developed preliminary test specifications based on the Committee’s deliberations and sent the preliminary specifications to the Committee members for review and comment. The specifications were revised based on their feedback. Subsequently, in January 2015, the U.S. Department of Education’s Office of Career, Technical, and Adult Education (OCTAE) confirmed the NRS EFLs would retain six EFLs[[2]](#footnote-2). The newly proposed NRS EFLs are presented in Appendix A. Given that the preliminary test specifications followed the five levels of the CCRSAE, we restructured the test specifications to be directly aligned with the six NRS EFLs, and we reconvened the Committee to review and comment on the restructured specifications. [We will add final text here to describe the feedback process and how the specifications were finalized.]

**Description of June 17, 2014 Meeting**

The Committee members and UMass support staff listed in Table 1 met for a full day at the University of Massachusetts (UMass) on June 17, 2014. All participants read the read-ahead materials in advance and were prepared to provide their input on the proposed test specifications. The agenda for the meeting is presented in Appendix B.

The meeting began with a welcome and introductions, which were followed by a description of the purpose of the meeting. The meeting purpose was to come up with proposed test specifications for the MAPT for Reading for College and Career Readiness (MAPT-CCR). The Committee was reminded of the existing documents that were to influence the development of these test specifications, which included:

* College and Career Readiness Standards for Adult Education (CCRSAE)
* The current MAPT for Reading test specifications, and
* Specifications for newer tests “aligned” with CCRSAE

In addition, the Committee was encouraged to use their instructional and assessment experiences to facilitate alignment of the MAPT for Reading-CCR to instruction in ABE classrooms.

The read-ahead materials for the Committee meeting are published as Zenisky, Sireci, Almanzar, Curtis, and Marcotte (2014). These materials included the CCRSAE, and the test specifications for newer tests aligned with the CCRSAE. The read-ahead materials included the test specifications for these newer assessments. An excerpt from these materials is presented in Appendix C. The following assessments were deemed relevant to the MAPT for Reading-CCR:

* the Partnership for the Assessment of Readiness for College and Careers (PARCC)
* the Smarter Balanced Assessment Consortium
* the HiSET high school equivalency exam
* the GED high school equivalency exam, and
* the TASC high school equivalency exam.

The specifications for these assessments were included in the read-ahead materials (Zenisky et al. 2014).

Before discussing the read-ahead materials, a brief overview of the history of the MAPT, and of the current and evolving Federal regulations governing assessment in ABE were discussed. Following this discussion, we moved to a review of the test specification dimensions that were proposed for the MAPT for Reading-CCR. Two dimensions were proposed—one delineating “Groups,” the other delineating “Topics,” both of which are described later.

**Aligning the Test Specifications with the CCRSAE**

In advance of considering the test specifications for the MAPT-CCR, we reflected on the CCRSAE curriculum and how it is conceptualized. As described in the read-ahead materials, Pimentel (2013) arranged the CCRSAE in five grade-level groupings. These grade level groupings differ from the “Educational Functioning Levels” (EFLs) currently measured on the MAPT. The National Reporting System developed by the U.S. Department of Education specifies six EFLs; the current MAPT measures the top five of those six EFLs, as will the MAPT-CCR. The correspondence between the CCRSAE and the current MAPT test levels is provided in Table 2. The Pimentel (2013) structure for the CCRSAE aligns well with the grade intervals in the current NRS grade intervals.

In Table 3 we provide a listing of the ten anchors that form the basis of the CCRSAE in Reading. Each of these ten anchors appear in each of the five levels (A, B, C, D, E) specified in Pimentel (2013). These anchors are linked to form four broad groups of skill areas: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity. It should be noted that these groups of skill areas into which the anchors are divided are not present in the CCRSAE, but instead are drawn from the organizing structure of the K-12 CCSS (Common Core State Standards Initiative, 2014). It is also important to note that the final “group” (which consists of only Anchor 10) is not an anchor with associated learning standards to be measured by student performance independently or directly, but rather forms the basis of guidance about text selection for each of the band levels specified in Table 2.

Under each of these anchors, there are one or more standards at each level that operate at the item level. It should be noted that the CCRSAE anchor text referenced in Table 3 is identical to the text in the CCSS documents, thus indicating a high degree of alignment between the curricula for K-12 education and ABE.

Table 2

Correspondence between CCRSAE levels and Current MAPT Test Levels

|  |  |
| --- | --- |
| **College and Career Readiness Standards for Adult Education (Pimentel 2013)** | **Current MAPT Test Levels**  **(Educational Functioning Levels)** |
| CCR A: K-1  Beginning Adult Basic Education |  |
| CCR B: 2-3  Beginning Basic Education | MAPT Level 2: GLE 2-3.9  Beginning Adult Basic Education |
| CCR C: 4-5  Low Intermediate Basic Education | MAPT Level 3: GLE 4-5.9  Low Intermediate Basic Education |
| CCR D: 6-8  High Intermediate Basic Education | MAPT Level 4: GLE 6-8.9  High Intermediate Basic Education |
| CCR E: High School  Low Adult Secondary and High Adult Secondary Education | MAPT Level 5: GLE 9-10.9  Low Adult Secondary |
| MAPT Level 6: GLE 11-12.9  High Adult Secondary |

We also noted there are several anchors and standards in other English Language Arts domains of the CCRSAE that may have relevance to the MAPT for Reading-CCR. These anchors and standards, which are included in the Reading Strand of the current Massachusetts frameworks, are:

Language Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

*(Note: includes standards at Levels A, B, C, D, and E)*

Language Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *(Note: includes standards at Levels A, B, and C)*

Language Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. *(Note: includes standards at Levels A, B, C, D, and E)*

Foundational Skills RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness) *(Note: only Level A)*

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Foundational Skills RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)

*(Note: only levels A, B, and C)*

Foundational Skills RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency) *(Note: only levels A, B, and C)*

Table 3

CCRSAE for Reading Anchors (Pimentel, 2013) organized by the CCSS skill groups

|  |  |  |
| --- | --- | --- |
| **Group** | **Reading Anchor** | **Anchor** |
| Key Ideas and Details | 1 | *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.* |
| 2 | *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.* |
| 3 | *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.* |
| Craft and Structure | 4 | *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.* |
| 5 | *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.* |
| 6 | *Assess how point of view or purpose shapes the content and style of a text.* |
| Integration of Knowledge and Ideas | 7 | *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
| 8 | *Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.* |
| 9 | *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.* |
| Range of Reading and Level of Text Complexity | 10 | *Read and comprehend complex literary and informational texts independently and proficiently.* |

The Committee discussed the inclusion of the non-Reading anchors and standards on the MAPT-CCR, as well as the use of groups and reading anchors in the test specifications. All were deemed relevant to the conversation.

**Score Reporting and the Current MAPT**

In addition to the current MAPT for Reading test specifications, specifications for other assessments, and the CCRSAE, we also discussed the current MAPT for Reading score reports with the Committee. The Committee agreed that the test specifications should consider and support how results will be reported at both the individual student and classroom levels. A sample individual score report for the current MAPT for Reading is presented in Appendix D.

**Proposed Revised Test Specifications**

To arrive at a starting point for proposing MAPT for Reading-CCR test specifications, an Advisory Committee was formed prior to the June 17, 2014 meeting. The Committee comprised two adult educators with vast experience in teaching reading to adult students, developing reading curricula, and training reading teachers; and a school psychologist with a specialty in reading. The Advisory Committee members were Jeanne Almanzar, Assistant Director of Adult Education at Valley Opportunity Council; Mary Beth Curtis, Professor of Education at Lesley University and Director of its Center for Special Education; and Amanda Marcotte, Professor of Student Development at the University of Massachusetts Amherst. The Committee reviewed (a) draft versions of the read-ahead materials, (b) the anchors associated with the CCRSAE, and (c) the reading foundations in those standards and on the current MAPT for Reading. The Committee emphasized that no matter what form the MAPT for Reading-CCR test specifications took, they must align with ABE curricula and with instruction. Based on this discussion, three-dimensional test specifications were proposed to the Committee. The first dimension specified three reading “groups—(a) Key Ideas and Details, (b) Craft and Structure, and (c) Integration of knowledge and ideas. The second dimension listed the relevant CCRSAE topics within each group. The organizing structure of topics was suggested by the Advisory Committee as a way to provide an instructional and assessment link to the existing Reading Strand of Massachusetts Curriculum Frameworks for English Language Arts, where those topics are used. The Advisory Committee linked the CCRSAE Standards to the Reading Strand and created a crosswalk to illustrate how these topics, the CCRSAE anchors, and the standards of the Reading Strand align (Figure 2). The third dimension distinguished between “Literary” and “Informational” reading.

The Committee reviewed and discussed the use of Groups, Topics, and type of text (Literary or Informational) as the dimensions to guide the test specifications. They unanimously agreed these dimensions would provide a good framework for specifying the knowledge and skills to be measured on the MAPT for Reading-CCR in a way that would align them with the CCRSAE and with instruction in ABE classes in Massachusetts.

*Specifications Review Process*

After confirming the dimensions to be used as the framework for the test specifications, the Committee reviewed each test level. The intended process to be followed by the Committee was to review each test level and complete the following tasks:

1. determine whether any topics should be added or removed
2. determine the percentages to be allotted to each Group
3. determine the percentages to be allotted to Literary versus Informational Text.

The Committee worked with blank test specification tables, using the Groups and Topics as dimensions. Separate blank tables were created for each of the four CCRSAE levels to be measured by the MAPT for Reading-CCR. An example of the blank table used for CCRSAE Level B is presented in Figure 1. How the Topics align with the major emphases in the current Massachusetts ABE Curriculum Frameworks for Reading and with the CCRSAE anchors is presented in Figure 2.

The Committee began with CCRSAE Level B (MAPT Level 2, NRS EFL Beginning ABE), and the intent was to discuss each level separately, but the discussion occasionally extended to other levels, where relevant. For Level B, there was some discussion about whether “identifying words” should be included. The Committee noted that we must be clear about how that topic is assessed. In the end, they decided that this topic was only relevant to Levels B and C (Low Intermediate EFL).

As the Committee discussed Topics within subsequent levels, they stressed the need to describe the text complexity targeted at each level. There was a great deal of discussion about the various indices of text complexity, including those listed in the CCRSAE and those with which the Committee members were familiar. In the end, the Committee decided to cite the CCRSAE Anchor 10, and list the following readability indices: Flesch Kinkaid, Dale-Chall Fry, Lexile, and Coh-Metrix. The Flesch Kinkaid and Lexile are directly linked to Anchor 10; the other three indices were recommended by one or more Committee members who described their utility and popularity within the ABE instructional community. Thus, the recommendation is for the test specifications to describe the text complexity using the GLEs specified at each level and note that test construction will be using the listed readability indices to gauge appropriateness of the text complexity of the items and passages at each level.

After discussing the appropriateness of the Topics at each level, the Committee assigned percentages to each Group, and then assigned percentages to the Literary and Information text types. The Committee spent a great deal of time discussing how these percentages intersected at each level, and how they progressed across levels. To assign percentages to the Groups and text types, the Committee members first provided their ratings individually, then discussed the individual ratings as a group. Through these discussions, they came to a consensus regarding the Committee-recommended percentages for each row (topics) and column (text type) in the test specifications. The Committee members all expressed concern that the value of literary text not be lost, and of the importance of informational text.

The Committee stressed the need to discuss what was measured by each topic and to illustrate how topic progresses across levels. They also discussed using parenthetical material to help explain what is measured at each level using action verbs from the CCRSAE anchors and standards. In addition, the name of one topic, “using information and ideas” was spelled out further as “using information and ideas from diverse media and formats.”

The Committee also discussed the distribution of tested material according to text type. They stressed the value of literary text and the importance of literary text across all levels and used these factors in suggesting the percentages for each text type. The percentage of informational text increased as level increased, ranging from a low of 50% at Level B (Beginning ABE) to a high of 70% at Level E (Low and High Adult Secondary).

The meeting concluded with the draft test specification worksheets completed for the Groups and text type dimensions. The percentages for the Topics within each Group were left blank, and the Committee was told UMass would fill in those percentages in a draft report for them to review. The Committee members reviewed the draft report and the topic percentages, and made recommended changes, as they regarded necessary. UMass incorporated these percentages into the final preliminary test specifications. Subsequently, in June 2015, the specifications for CCRSAE Level E were replicated to conform to both EFLs associated with Level E (i.e., Low and High Adult Secondary). The final percentages approved by the Committee appear in Tables 4 through 8, for EFLs Beginning ABE through High Adult Secondary, respectively.

**Figure 1**

Example of Worksheet Used During the Test Specifications Development Committee Meeting

CCR B: 2-3Beginning Basic Education (MAPT Level 2: GLE 2-3.9)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | Topics | Literary | Informational | **TOTAL** |
| Key Ideas and Details | Identifying words |  |  |  |
| Using general academic vocabulary |  |  |  |
| Locating explicit information in text |  |  |  |
| Determining central ideas/themes |  |  |  |
| Summarizing key supporting details and ideas |  |  |  |
| Identifying and analyzing connections in text |  |  |  |
| **Key Ideas and Details Total** | | | % |
| Craft and Structure | Understanding figurative language, word relationships, and nuances in word meanings |  |  |  |
| Understanding author’s purpose and organization |  |  |  |
| Identifying and analyzing literary structures, techniques, and styles |  |  |  |
| **Craft and Structure Total** | | | % |
| Integration of Knowledge and Ideas | Using information and ideas |  |  |  |
| Evaluating content and claims |  |  |  |
| Combining and comparing/contrasting themes, ideas, points of view, claims |  |  |  |
| **Integration of Knowledge and Ideas Total** | | | % |
| **TOTAL** |  | % | % | **100%** |

**Figure 2**

MAPT for Reading-CCR Alignment with Standards and Topics

|  |  |  |  |
| --- | --- | --- | --- |
| Group | MA ABE Curriculum Framework | CCRSAE Standards | Topics |
|  |  |  |  |
| Key Ideas and Details | Standard 1: Reading Foundations (A-D)  Standard 2: Informational Reading (B)  Standard 3: Literary Reading (C) | Reading Anchors 1-3  Language Anchors 4 & 6  Foundational Skills 2-4 | Identifying words  Using general academic vocabulary  Locating explicit information in text  Determining central ideas/themes  Summarizing key supporting details and ideas  Identifying and analyzing connections in text |
| Craft and Structure | Standard 2: Informational Reading (A)  Standard 3: Literary Reading (A & B) | Reading Anchors 4-6  Language Anchor 5 | Understanding figurative language, word relationships, and nuances in word meanings  Understanding author’s purpose and organization  Identifying and analyzing literary structures, techniques, and styles |
| Integration of Knowledge and Ideas | Standard 2: Informational Reading (C & D) | Reading Anchors 7-9 | Using information and ideas  Evaluating content and claims  Combining and comparing/contrasting themes, ideas, points of view, claims |

**Table 4**

**MAPT for Reading—CCR Level 2 Test Specifications**

**(Beginning Adult Basic Education, GLE 2.0-3.9)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **Topics** | % | **Text Type** | |
| **Literary** | **Informational** |
| Key Ideas and Details | Identifying words | 5-7.5% | 25% | 25% |
| Using general academic vocabulary | 5-7.5% |
| Locating explicit information in text | 5-7.5% |
| Determining central ideas/themes | 5-7.5% |
| Summarizing key supporting details and ideas | 5-7.5% |
| Identifying and analyzing connections in text | 5-7.5% |
| **Key Ideas and Details Total** | **50%** |  |  |
| Craft and Structure | Understanding figurative language, word relationships, and nuances in word meanings | 10% | 15% | 15% |
| Understanding author’s purpose and organization | 10% |
| Identifying and analyzing literary structures, techniques, and styles | 10% |
| **Craft and Structure Total** | **30%** |  |  |
| Integration of Knowledge and Ideas | Using information & ideas from diverse media and formats | 5-7.5% | 10% | 10% |
| Evaluating content and claims | 5-7.5% |
| Combining and comparing/contrasting themes, ideas, points of view, claims | 5-7.5% |
| **Integration of Knowledge and Ideas Total** | **20%** |  |  |
| **TOTAL** |  | | **50%** | **50%** |

Note: Range of reading and level of text complexity targeted at this level is GLE 2-3.9 and will be measured using the Flesch Kinkaid, Dale-Chall Frye, Lexile, and Coh-Metrix complexity/readability indices (e.g., [www.readabilityformulas.com](http://www.readabilityformulas.com), [www.cohmetrix.com](http://www.cohmetrix.com), and <https://lexile.com/analyzer>).

**Table 5**

**MAPT for Reading—CCR Level 3 Test Specifications**

**(Low Intermediate Basic Education, GLE 4.0-5.9)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **Topics** | % | **Text Type** | |
| **Literary** | **Informational** |
| Key Ideas and Details | Identifying words | 5-7.5% | 18%  (17.5%-20%) | 22%  (20%-22.5%) |
| Using general academic vocabulary | 5-7.5% |
| Locating explicit information in text | 5-7.5% |
| Determining central ideas/themes | 5-7.5% |
| Summarizing key supporting details and ideas | 5-7.5% |
| Identifying and analyzing connections in text | 5-7.5% |
| **Key Ideas and Details Total** | **40%** |  |  |
| Craft and Structure | Understanding figurative language, word relationships, and nuances in word meanings | 10-12.5% | 16%  (15%-17.5%) | 19%  (17.5%-20%) |
| Understanding author’s purpose and organization | 10-12.5% |
| Identifying and analyzing literary structures, techniques, and styles | 10-12.5% |
| **Craft and Structure Total** | **35%** |  |  |
| Integration of Knowledge and Ideas | Using information & ideas from diverse media and formats | 7.5-10% | 11%  (10%-12.5%) | 14%  (12.5%-15%) |
| Evaluating content and claims | 7.5-10% |
| Combining and comparing/contrasting themes, ideas, points of view, claims | 7.5-10% |
| **Integration of Knowledge and Ideas Total** | **25%** |  |  |
| **TOTAL** |  | | **45%** | **55%** |

Notes: Ranges in parentheses represent how target percentages will be reflected, given a 40-item test (e.g., given a target of 18%, 7 items would result in 17.5% of test and 8 items would result in 20% of test). Range of reading and level of text complexity targeted at this level is GLE 2-3.9 and will be measured using the Flesch Kinkaid, Dale-Chall Frye, Lexile, and Coh-Metrix complexity/readability indices (e.g., [www.readabilityformulas.com](http://www.readabilityformulas.com), [www.cohmetrix.com](http://www.cohmetrix.com), and <https://lexile.com/analyzer>).

**Table 6**

**MAPT for Reading—CCR Level 4 Test Specifications**

**(High Intermediate Basic Education, GLE 6.0-8.9)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **Topics** | % | **Text Type** | |
| **Literary** | **Informational** |
| Key Ideas and Details | Identifying words | 0% | 9%  (7.5%-10%) | 16%  (15%-17.5%) |
| Using general academic vocabulary | 2.5-7.5% |
| Locating explicit information in text | 2.5-7.5% |
| Determining central ideas/themes | 2.5-7.5% |
| Summarizing key supporting details and ideas | 2.5-7.5% |
| Identifying and analyzing connections in text | 2.5-7.5% |
| **Key Ideas and Details Total** | **25%** |  |  |
| Craft and Structure | Understanding figurative language, word relationships, and nuances in word meanings | 10-12.5% | 12%  (10%-12.5%) | 23%  (22.5%-25%) |
| Understanding author’s purpose and organization | 10-12.5% |
| Identifying and analyzing literary structures, techniques, and styles | 10-12.5% |
| **Craft and Structure Total** | **35%** |  |  |
| Integration of Knowledge and Ideas | Using information & ideas from diverse media and formats | 12.5-15% | 14%  (12.5%-15%) | 26%  (25%-27.5%) |
| Evaluating content and claims | 12.5-15% |
| Combining and comparing/contrasting themes, ideas, points of view, claims | 12.5-15% |
| **Integration of Knowledge and Ideas Total** | **40%** |  |  |
| **TOTAL** |  | | **35%** | **65%** |

Notes: Ranges in parentheses represent how target percentages will be reflected, given a 40-item test (e.g., given a target of 9%, 3 items would result in 7.5% of test and 4 items would result in 10% of test). Range of reading and level of text complexity targeted at this level is GLE 2-3.9 and will be measured using the Flesch Kinkaid, Dale-Chall Frye, Lexile, and Coh-Metrix complexity/readability indices (e.g., [www.readabilityformulas.com](http://www.readabilityformulas.com), [www.cohmetrix.com](http://www.cohmetrix.com), and <https://lexile.com/analyzer>).

**Table 7**

**MAPT for Reading—CCR Level 5 Test Specifications**

**(Low Adult Secondary Adult Secondary Education, GLE9.0-10.9)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **Topics** | **%** | **Text Type** | |
| **Literary** | **Informational** |
| Key Ideas and Details | Identifying words | 0% | 6%  (5%-7.5%) | 14%  (12.5%-15%) |
| Using general academic vocabulary | 2.5-5% |
| Locating explicit information in text | 2.5-5% |
| Determining central ideas/themes | 2.5-5% |
| Summarizing key supporting details and ideas | 2.5-5% |
| Identifying and analyzing connections in text | 2.5-5% |
| **Key Ideas and Details Total** | **20%** |  |  |
| Craft and Structure | Understanding figurative language, word relationships, and nuances in word meanings | 10-12.5% | 10% | 25% |
| Understanding author’s purpose and organization | 10-12.5% |
| Identifying and analyzing literary structures, techniques, and styles | 10-12.5% |
| **Craft and Structure Total** | **35%** |  |  |
| Integration of Knowledge and Ideas | Using information & ideas from diverse media and formats | 15% | 14%  (12.5%-15%) | 31%  (30%-32.5%) |
| Evaluating content and claims | 15% |
| Combining and comparing/contrasting themes, ideas, points of view, claims | 15% |
| **Integration of Knowledge and Ideas Total** | **45%** |  |  |
| **TOTAL** |  | | **30%** | **70%** |

Notes: Ranges in parentheses represent how target percentages will be reflected, given a 40-item test (e.g., given a target of 6%, 2 items would result in 5% of test and 3 items would result in 7.5% of test). Range of reading and level of text complexity targeted at this level is GLE 2-3.9 and will be measured using the Flesch Kinkaid, Dale-Chall Frye, Lexile, and Coh-Metrix complexity/readability indices (e.g., [www.readabilityformulas.com](http://www.readabilityformulas.com), [www.cohmetrix.com](http://www.cohmetrix.com), and <https://lexile.com/analyzer>).

**Table 8**

**MAPT for Reading—CCR Level 6 Test Specifications**

**(Low Adult Secondary and High Adult Secondary Education, GLE11.0-12.9)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **Topics** | **%** | **Text Type** | |
| **Literary** | **Informational** |
| Key Ideas and Details | Identifying words | 0% | 6%  (5%-7.5%) | 14%  (12.5%-15%) |
| Using general academic vocabulary | 2.5-5% |
| Locating explicit information in text | 2.5-5% |
| Determining central ideas/themes | 2.5-5% |
| Summarizing key supporting details and ideas | 2.5-5% |
| Identifying and analyzing connections in text | 2.5-5% |
| **Key Ideas and Details Total** | **20%** |  |  |
| Craft and Structure | Understanding figurative language, word relationships, and nuances in word meanings | 10-12.5% | 10% | 25% |
| Understanding author’s purpose and organization | 10-12.5% |
| Identifying and analyzing literary structures, techniques, and styles | 10-12.5% |
| **Craft and Structure Total** | **35%** |  |  |
| Integration of Knowledge and Ideas | Using information & ideas from diverse media and formats | 15% | 14%  (12.5%-15%) | 31%  (30%-32.5%) |
| Evaluating content and claims | 15% |
| Combining and comparing/contrasting themes, ideas, points of view, claims | 15% |
| **Integration of Knowledge and Ideas Total** | **45%** |  |  |
| **TOTAL** |  | | **30%** | **70%** |

Notes: Ranges in parentheses represent how target percentages will be reflected, given a 40-item test (e.g., given a target of 6%, 2 items would result in 5% of test and 3 items would result in 7.5% of test). Range of reading and level of text complexity targeted at this level is GLE 2-3.9 and will be measured using the Flesch Kinkaid, Dale-Chall Frye, Lexile, and Coh-Metrix complexity/readability indices (e.g., [www.readabilityformulas.com](http://www.readabilityformulas.com), [www.cohmetrix.com](http://www.cohmetrix.com), and <https://lexile.com/analyzer>).

**Summary**

In this report, we described the process used to develop the test specifications for the MAPT for Reading-CCR. These test specifications will guide development of items, and “panels” (similar to test forms in multistage-adaptive testing) for these new tests. Our goal was to acquire input from reading experts and ABE teachers throughout Massachusetts. We also sought to clearly define what is measured on the MAPT for Reading-CCR.

In addition to the test specifications presented in Tables 4 through 8, this document also described information considered by the Committee in developing their recommendations. This information included the test specifications for the current MAPT for Reading that will be retired when the MAPT-CCR becomes operational, and information regarding the test specifications for other assessments tied to college and career readiness standards (Appendix C). These newer assessments include those used for K-12 education (i.e., PARCC and Smarter Balanced assessments) and those used to certify high school equivalency for adults (GED, HiSet, and TASC).

The test specifications presented here represent the best means for ensuring the MAPT for Reading-CCR is aligned with the CCRSAE and with instruction in adult education classrooms in Massachusetts. Thus, they will facilitate the content validity of the forthcoming MAPT for Reading-CCR.

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**Appendix A**

**National Reporting System Educational Functioning Levels (U.S. Dept. of Education, 2015)**

**Educational Functioning Level Descriptors for**

**Literacy/English Language Arts**

**Level 1: Beginning Literacy**

*Reading****:*** Individuals ready to exit the Beginning Literacy Level have some comprehension of how print corresponds to spoken language and are able to demonstrate understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level are able to recognize and produce rhyming words, blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single syllable words. They are able to decode two-syllable words following basic patterns as well as recognize common high frequency words by sight. Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in texts.

Individuals ready to exit this level are able to determine main ideas, retell key details, and ask and answer questions about those key details in texts. Individuals are also able to use the illustrations and details in a text, whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons). They are able to use text features, both print and digital, to locate key facts or information. They are able to identify the reasons an author gives to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic.

**Level 2: Beginning Basic**

*Reading****:*** Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams. They also are able to identify and understand the meaning of the most common prefixes and suffixes. They can read common irregular sight words. Individuals are able to read level appropriate texts[[3]](#footnote-3) with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in level-appropriate complex texts. Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea. They are able to describe the relationship between ideas in a text in terms of time, sequence, and cause/effect, as well as use text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They are able to describe how reasons support specific points an author makes in a text and identify the author’s main purpose or what the author wants to answer, explain or describe, as well as distinguish their own point of view from that of the author’s. Finally, they are able to compare and contrast the most important points and key details of two texts on the same topic.

**Level 3: Low Intermediate**

*Reading:* Individuals ready to exit the Low Intermediate Level are able to read fluently text of the complexity demanded of this level[[4]](#footnote-4). They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals ready to exit this level are able to make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the overall structure of a text and compare and contrast the structures of two texts. Individuals ready to exit this level are also able to interpret information presented visually, orally or quantitatively to find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They are able to describe how point of view influences how events are described. They are able to analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent. They consistently produce valid evidence for their findings and assertions.

**Level 4: High Intermediate**

*Reading:* Individuals who are ready to exit the High Intermediate Level are able to read fluently text of the complexity demanded of this level.[[5]](#footnote-5) They display increasing facility with academic vocabulary and are able to analyze the impact of a specific word choice on meaning and tone in level-appropriate complex texts.

Individuals are able to make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts. They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. They also are able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures. Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts. In addition, they are able to evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints. They are able to analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words. They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.

**Level 5: Low Adult Secondary**

*Reading:* Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity.[[6]](#footnote-6) This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures. Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They also are able to identify false statements and fallacious reasoning. They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal US documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address). In addition, they are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words. Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.

**Level 6: High Adult Secondary**

*Reading:* Individuals who are ready to exit High Adult Secondary Level are able to read fluently at the college and career readiness level of text complexity.[[7]](#footnote-7) This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to summarize the challenging ideas, concepts or processes contained within them. They are able to paraphrase texts in simpler but still accurate terms. Whether they are conducting analyses of complex primary and secondary sources in history or in scientific and technical texts, they are able to analyze how the ideas and concepts within them develop and interact. Individuals are able to assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as US founding documents (Declaration of Independence, the Bill of Rights). In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources. Individuals are also able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question. Through their reading and research at complex levels, they are able to cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems.

**Resource: Quantitative Analysis Chart for Determining Text Complexity**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CCR Levels of Learning** | **ATOS** | **Degrees of Reading Power** | **Flesch-Kincaid** | **The Lexile Framework** | **Reading Maturity** |
| B (2nd – 3rd) | 2.75 – 5.14 | 42 – 54 | 1.98 – 5.34 | 420 – 820 | 3.53 – 6.13 |
| C (4th – 5th) | 4.97 – 7.03 | 52 – 60 | 4.51 – 7.73 | 740 – 1010 | 5.42 – 7.92 |
| D (6th – 8th) | 7.00 – 9.98 | 57 – 67 | 6.51 – 10.34 | 925 – 1185 | 7.04 – 9.57 |
| E (9th – 10th) | 9.67 – 12.01 | 62 – 72 | 8.32 – 12.12 | 1050 – 1335 | 8.41 – 10.81 |
| E (11th – CCR) | 11.20 – 14.10 | 67 – 74 | 10.34 – 14.2 | 1185 – 1385 | 9.57 – 12.00 |

**Appendix B**

**Massachusetts Adult Proficiency Test for Reading for College and Career Readiness**

**(MAPT-CCR)**

**Test Specifications Development Committee Meeting**

**June 17, 2014**

**Agenda**

8:30-9:00: Coffee and Conversation

9:00-9:15: Welcome and Introductions

9:15-9:30: Purpose of Meeting

9:30-9:45: History and Updates (ACLS, OVAE)

9:45-10:30: Review and discussion of read-ahead report

10:30: Break

10:45-Noon: Review and feedback on proposed test specification dimensions

Noon-1:00: Lunch

1:00-3:00 Hammering out test specification details

3:00-3:15: Break

3:15-4:15 Review and discussion of proposed test specifications

4:15-5:00 Discussion of next Steps

5:00 Adjourn

**Appendix C**

**Table C-1**

**MAPT for Reading Test Specifications (2011 version)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard | Topic | EFL | | | | |
| Beginning ABE | Low Intermediate | High Intermediate | Low ASE | High ASE |
| Reading Foundations | Word ID/ Decoding | 15-20% | 5% | 0% | 0% | 0% |
| Vocabulary | 25-30% | 30% | 30% | 25% | 25% |
| Comprehension Strategies | 0-5% | 0-5% | 0-5% | 0-5% | 0-5% |
| Total | 40-45% | 35-40% | 30-35% | 25-30% | 25-30% |
| Informational Reading | Author’s Organization and Purpose | 5-10% | 10% | 10% | 10-15% | 10-15% |
| Locating and Using Information and Ideas | 15-20% | 20% | 20% | 20-25% | 20-25% |
| Reliability and Completeness of Information | 0-5% | 5% | 5% | 5% | 5% |
| Synthesis of Ideas | 5% | 5% | 5% | 5% | 5% |
| Total | 35% | 40% | 40% | 40% | 40% |
| Literary Reading | Literary Structures | 10-15% | 15% | 15% | 15% | 15% |
| Literary Technique / Style | 5% | 5% | 10% | 10% | 10% |
| Making Connections | 5% | 5% | 5% | 5% | 5% |
| Total | 20% | 25% | 30% | 30% | 30% |

**Other College and Career Ready/Common Core Test Specifications**

Table C-2. Relevance of Other Test Specifications to the MAPT for Reading-CCR

|  |  |
| --- | --- |
| Testing Program | Relevance to MAPT-CCR |
| *Partnership for the Assessment of Readiness for College and Careers (PARCC) - Reading* | Massachusetts is currently a member of the PARCC consortium. Thus, the PARCC assessments in development will be administered to K-12 students in Massachusetts in the near future. |
| *SmarterBalanced Assessment Consortium (SBAC) – Reading* | SmarterBalanced is also developing assessments to measure the CCSS for a consortium of states. |
| *HiSET*® *- Reading* | HiSET® is going to be used in Massachusetts for the high school equivalency determination for the next three years. |
| *The GED*® *Reasoning Through Language Arts Test* | The GED Mathematical Reasoning Test is an option for the high school equivalency determination in other states. |
| *Test Assessing Secondary Completion (TASC*®*) – Reading* | The TASC is an option for the high school equivalency determination in other states. |

For each of these testing programs, a broad overview of the content and test specifications is provided below. The Read-ahead materials (Zenisky, et al., 2014) included the complete test specifications for these assessments.

1. *Partnership for the Assessment of Readiness for College and Careers (PARCC)*

[Information about the PARCC assessments can be found online here: <http://www.parcconline.org/parcc-assessment>]

A high-level overview of the test blueprints for the PARCC assessment in Reading is provided in Appendix D. These blueprints offer a very broad overview of what the still-evolving PARCC assessments for students in grades 3- through 8 and in high school should know relative to the Common Core State Standards. In the earlier grades (3 through 5), the blueprints call for an equal split between Literary and Informational passages, and specify which anchors each passage should measure. It is important to note that the PARCC tests call for just 4 passages (at proscribed lengths) in grades 3-5, and then 5 passages (allowing for shorter paired texts) in grades 6 through 11.

The CCSS Anchors measured at each level are listed in Zenisky et al. (2014) Appendix C by level, and these documents indicate that certain anchors are measured with some regularity in progression across the PARCC levels, and other anchors are not at all measured on the PARCC assessment in reading (specifically, 1, 4, 7, and 8).

The PARCC Assessment documentation in Zenisky et al. (2014) Appendix D also includes the Word Count Guidelines for passages. These guidelines offer minimum and maximum word counts for each of three grade bands on the PARCC assessments, where grade band 3-5 should be presented with texts between 200 and 800 words, 6-8 should see texts of length 400 to 1,000 words, and the final grade band (9-11) should consist of passages between 500 and 1,500 words. Text complexity is defined within Anchor 10 in Table 2 above.

**Implications for MAPT-CCR: The PARCC blueprints here are useful in planning the MAPT-CCR for Reading in that at present, Massachusetts is a member state in the PARCC consortium and it is anticipated that the PARCC assessments will replace the Massachusetts Comprehensive Assessment System in the coming years. The main implication these blueprints show for the MAPT-CCR is how PARCC gives priority to certain anchors at certain levels, and that in earlier grades there is a 50-50 balance between literary and informational passages, which shifts to more informational texts after grade 5.**

1. *SmarterBalanced Assessment Consortium (SBAC)*

[Information about the Smarter assessments can be found online here: <http://www.smarterbalanced.org/smarter-balanced-assessments/>]

The SBAC consortium involves 22 states, including Connecticut, New Hampshire, and Vermont, and the broad overview of the SBAC tests for grade bands 3-5, 6-8 and grade 11 are included in Zenisky et al. (2014) Appendix E. As with PARCC, there is a clear call for an even split between Literary and Informational passages for the grades 3-5 level tests, and progressing to give more weight to Informational texts in grades 6-8 and at grade 11. There is also a clear allocation of topics to certain depths of knowledge from the Webb taxonomy.

**Implications for MAPT-CCR: The SBAC assessment system offers another perspective on assessments used to measure the CCRSAE across the full spectrum of proficiency. The SBAC blueprints provide clear details about the Assessment Topics included on the tests, in terms of the relative allocation of items to topics and the depth of knowledge expected for each topic. These blueprints likewise are informative for understanding the relative balance of literary and informational text across the full range of grade levels, and how that changes.**

1. *HiSET*®

[Information about the HiSET® assessment can be found online here: <http://hiset.ets.org/states_educators/about/content/>]

In Appendix F is provided some details on the content specifications for the HiSET® Language Arts - Reading examination. The HiSET® was recently adopted as the examination to be used in Massachusetts for the next three years for learners wishing to obtain their high school completion credential. The Language Arts - Reading test on the HiSET® is marked by two main content categories (Literary and Informational texts) and these two categories are weighted at 40% and 60%, respectively, on the test forms.

It should be noted that the HiSET® documentation also provides for the use of three “Reading Process Categories”. These are:

* Comprehension
* Inference and Interpretation
* Analysis
* Synthesis and Generalization

The current MAPT for Reading does not have any process categories or cognitive levels assigned to individual items, as it was determined in the 2011 test specification development process that such categories were redundant given the text of the standards. Unfortunately, specifications for proportions associated with the HiSET® Reading Process Categories are not currently publicly available, other than a note that one of more of these processes may be applied to any of the items.

**Implications for MAPT-CCR: The HiSET® is a test for high school completion, and so has relevance for the development of the MAPT-CCR only at the high school level. The HiSET® Language Arts-Reading is structured to reflect a 40/60 split in the weighting of Literary and Informational texts, and also incorporates cognitive complexity into the specifications through the use of four Reading Process categories.**

1. *The GED Reasoning Trough Language Arts Test*

[Information about the GEDassessment can be found online here: <http://www.gedtestingservice.com/educators/assessment-guide-for-educators>]

The currently available materials about the GED Reasoning through Language Arts Test are presented in Zenisky et al. (2014) Appendix G. The division between Literary and Informational texts for this assessment is described as 25%/75% respectively. The publisher indicates that the texts for reading comprehension in this section range in length from 450 to 900 words, and approximately 80% of the test is written to the Webb DOK level of 2 or higher (though no further specific proportions for those are provided).

Interestingly, the documentation is explicit that the two main Reading Anchors assessed here are numbers 1 and 10 (from Table 2), although the Reading Assessment Targets reference Anchors 2, 3, 4, 5, 6, 8, 7, and 9.

**Implications for MAPT-CCR: The GED is also a high school equivalency assessment so its relevance is primarily at the uppermost test level for the MAPT-CCR. The language and structure of the test specifications information for the GED seems less closely aligned content-wise with the CCRSAE. The emphasis of the GED Reading Comprehension test’s content seems to be on determining details and making inferences with higher level texts (per Anchors 1 and 10) and it is not readily evident how much more of the CCSS or CCRSAE standards are integrated into this assessment at present (though they are mentioned).**

1. *Test Assessing Secondary Completion (TASC) Reading Literacy*

[Information about the TASCassessment can be found online here: <http://www.tasctest.com/about-tasc-test-for-educators.html>]

The final relevant assessment for building tests to measure the CCRSAE is the TASC test (from CTB/McGraw-Hill). This assessment, a competitor to the GED and HiSET, covers two main content areas, as referenced in Table 4.

Table B-3. TASC High-Level Content Percentages

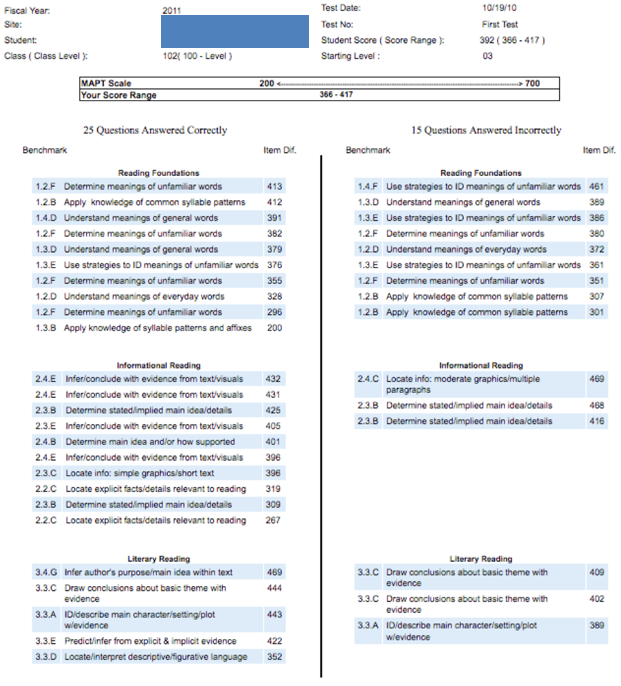
|  |  |
| --- | --- |
| **Content Area (TASC)** | **% of Test** |
| Literature | 30% |
| Informational | 70% |

A further breakdown of the TASC content is included in Zenisky et al. (2014) Appendix H, at the level of specific CCSS benchmarks, categorized as High Emphasis, Medium Emphasis, and Low Emphasis. No percentages are allocated to these levels of emphasis.

Also, while four cognitive levels are referenced in the TASC documentation (Comprehension, Analysis, Application, and Synthesis), there are no clear percentages communicated explaining the allocation of these cognitive levels to items on a test form.

**Implications for MAPT-CCR: The TASC is the third of the high school equivalency tests considered here, so it too is primarily relevant for the upper level of the MAPT-CCR. The TASC’s division among two main content concentrations are clear (Literacy and Informational), but the relative emphasis of content standards and cognitive levels is not made explicit.**

**Appendix D: Sample MAPT for Reading Score Report**



1. Center for Educational Assessment Research Report No. CEA-886. Amherst, MA: College of Education, University of Massachusetts Amherst. This report was prepared as part of a contract with the Massachusetts Department of Education’s Office of Adult Learning and Student Support Services. [↑](#footnote-ref-1)
2. *Measures and Methods for the National Reporting System for Adult Education* (ICR No. 1219.24] 1830-0027 [↑](#footnote-ref-2)
3. Refer to the Text Complexity Chart at the end of this document for the CCR for Adult Education for appropriate range of complexity for this level. [↑](#footnote-ref-3)
4. Refer to the Text Complexity Chart at the end of this document for the CCR for Adult Education for appropriate range of complexity for this level. [↑](#footnote-ref-4)
5. Refer to the Text Complexity Chart – CCR for Adult Education for appropriate range of complexity for this level. [↑](#footnote-ref-5)
6. Refer to the Text Complexity Chart – CCR for Adult Education for appropriate range of complexity for this level. [↑](#footnote-ref-6)
7. Refer to the Text Complexity Chart – CCR for Adult Education for appropriate range of complexity for this level. [↑](#footnote-ref-7)