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**Overview of the MAPT and its Components**

There are four different components of the MAPT testing program accessible online, including the test itself and test preparation materials. The first enables learners to brush up on basic computer skills (1 in graphic), a second and third give learners practice in answering reading or math questions before they take the MAPT (2a and 2b in graphic), and the fourth is the MAPT for Reading or Math itself (2c in graphic). Each is accessible by a link on the Massachusetts Department of Education web site, at [http://www.doe.mass.edu/acls/assessment](http://www.doe.mass.edu/acls/assessment). The graphic below shows how these four pieces are connected. Each is summarized below and then described in more detail later in the manual.

No SMARTT ID required:

**Computer Basics:** Learners may brush up on the basics of using a computer (e.g., how to use a mouse, scroll, go through the test instructions, and log on to the MAPT for Reading and MAPT for Math). Click on the link “Computer Basics” at [http://www.doe.mass.edu/acls/assessment](http://www.doe.mass.edu/acls/assessment). No login (e.g., SMARTT ID) is needed to access it. Learners may go through Computer Basics more than once.

Using Computer Basics is optional for test-takers; program staff may decide whether or not the learner needs to go through it during their first time using the MAPT. At the end of Computer Basics, learners may enter directly into the MAPT, using their SMARTT ID/Login.

SMARTT ID Required:

**MAPT:** The MAPT system has Sample Questions, Practice Tests and the actual assessments for Reading and Math. Each is summarized below.
Sample Questions
Learners are required to complete the Sample Questions the first time they take the MAPT to ensure they understand the test directions and can use test components like the embedded calculator. After the first time learners take the test, program staff and learners may decide if learners would benefit by completing the Sample Questions again the next time the MAPT is taken.

To take the Sample Questions, select “Sample Questions – Math” or “Sample Questions Reading” from the “Student Home” page. The questions include how to click on radio buttons, use the calculator and formula pages, and use reading selections and graphics. The sample questions take about five minutes to complete. After completing them, the learner may choose to then move seamlessly to the MAPT for Math or MAPT for Reading. You can access the Sample Questions at [http://www.doe.mass.edu/acls/assessment/](http://www.doe.mass.edu/acls/assessment/).

Some of the Sample Math Questions may seem challenging (e.g., the questions related to using the calculator), and teachers may wish to skip these for their Level 2 learners. Even the Level 2 MAPT for Math contains test questions that measure a learner’s ability to use a calculator, however, so it is to the learner’s benefit to go over them. Therefore, have learners go over the Sample Questions individually or with their teacher before they take the MAPT for Math.

Practice Tests
Each level of the Practice Test has 20 questions, and mirrors the actual levels of the MAPT for Math and Reading. Before giving the MAPT to learners, teachers are encouraged to take a Practice Test in Reading and/or Math first. Teachers may use Practice Tests to get a sense of the relative difficulty of the different MAPT levels so as to place learners in the right level of the MAPT. They may also use it to test the functionality of the MAPT to ensure there will be no Internet connectivity problems.

Learners also benefit by using the Practice Tests, and may take the Practice Tests more than once. The Practice Tests are optional. Students will receive a raw score in terms of number correct out of 20. This score is intended only to give a rough idea of what learners know in the larger dimensions of math or reading. Teachers can record these scores in their own records, but they will not be recorded in SMARTT. To take a Practice Test, select “Practice Test – Math” or “Practice Test – Reading” from the “Student Home” page. Then select the level of the test you would like to take. They may be accessed at [http://www.doe.mass.edu/acls/assessment/](http://www.doe.mass.edu/acls/assessment/); a SMARTT ID/Login or teacher login is needed to take them.

MAPT for Reading/Math
When learners take the MAPT for either Reading or Math to measure their learning gains, they need to login to the MAPT using their SMARTT ID. Click on the link “Massachusetts Adult Proficiency Test (MAPT)” at [http://www.doe.mass.edu/acls/assessment/](http://www.doe.mass.edu/acls/assessment/). Once logged in and at the Student Home page, learners may select the MAPT for Reading and/or Math, the Sample Questions, or Practice Questions.

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1 These test questions are covering benchmarks found in the Level 2 of the Massachusetts ABE Math and Numeracy Curriculum Framework.
Note: Teachers and test administrators do not have access to the specific test items in the MAPT for Reading and Math. Instead, the Practice Tests are meant to help teachers become familiar with the functionality of the tests and the types of items students will encounter at the different levels. For security purposes, it is very important that teachers do not have direct access to the MAPT test questions. Since the item bank is large and because the MAPT is computer adaptive, the items one might see in the MAPT are only very few of the many included. UMASS also is able to determine when someone other than a learner is accessing the MAPT for Reading/Math.

The Adaptive Nature of the MAPT
The MAPT for Reading and the MAPT for Math are computerized multi-stage adaptive tests. This means that the test questions each learner sees are chosen based on how they do on previous questions. In this way, every learner is administered a test that is not too easy or too hard for that person, but rather is tailored to their learning level.

Please note that the first time a learner takes the MAPT the teacher or test administrator must select the starting level (Level 2, 3, 4, 5, or 6), but after the first set of questions the adaptive algorithm will adapt to the learner’s responses and automatically choose the next sets of items at the appropriate difficulty level for the individual learner. [In all subsequent test administrations, the test automatically chooses the starting level for learners based on the score obtained in the previous test.] Because of this adaptive algorithm, while it is important that students begin their first MAPT test at the test level that most approximately matches their proficiency level, the test will adapt after the first set of questions to give easier or harder questions, as determined by the algorithm.
Before Learners Take the Tests

1. **Learners need a SMARTT ID in order to login to the MAPT.**
   If learners are currently enrolled in your ABE program, they already have a SMARTT ID. If learners have been exited from the program, or are new to the program, program staff must enter a learner’s intake information into SMARTT to obtain a SMARTT ID for that learner. The SMARTT ID is generated when the information is entered into SMARTT.
   
   ▪ **Important!** Before creating a SMARTT ID for a learner, check to make sure one doesn’t already exist in the SMARTT system. The learner may already have a SMARTT ID if he/she was exited from another program or if he/she moved from an ESOL class to an ABE class. To check to see if a student already has a SMARTT ID from another program,
     
   ▪ When adding a student to SMARTT, go to the “Add Student” page (e.g., “Student Basic Information Phase 1.”)
   ▪ Using the “lookup icon,” type in the student’s last name in the box provided and the user will see a list of possible names that may match the new student being added.
   ▪ If the student’s is found in the lookup list, click on the student name and all the student’s data is entered into the current form and most importantly, the student’s past history is preserved.
   ▪ When students have more than one SMARTT ID, their past history is lost. Maintaining a student’s full history in ABE is very important for analyzing longitudinal data. **Students must have only one SMARTT ID.**

   If you are generating a new SMARTT ID/Login for a new student, the process is not instantaneous:
   
   ▪ If a learner’s intake information is entered into SMARTT before 4 p.m., a SMARTT ID will be ready by 5 pm that same day.
   ▪ If a learner’s intake information is entered into SMARTT after 4 p.m., a SMARTT ID will be ready by 8 a.m. the following morning.

2. **Procedures for creating SMARTT IDs via “Partial Intakes” during the summer months (6/30 – roughly 9/1) of any year:**
   Programs running summer classes will need to test learners before their sites have rolled over into the next Fiscal Year (after June 30th). During this time before a site has rolled over, a “partial intake” may be done to generate a SMARTT ID for new students entering the program in the summer. A partial intake contains less information than the usual full intake process, and is a stopgap until a site is rolled over. Once the site is rolled over, the partial intake process will not be available. Programs must convert all partial intakes into full intakes immediately after their site rolls over. Until the full intake information is entered into SMARTT, program staff will not be able to view MAPT scores in the students’ assessment screen. Attendance cannot be entered until the partial intakes are converted to full intakes.

   To convert partial intakes into full intakes,
   
   ▪ Click on “Students” on left menu
- Click on “Partial Intakes”
- Click on “Search” to get the list of partials
- Click on a “Student Name”
- Click on “Convert to Full” and then fill in all the information from the student intake form and hit “Save.”

As part of the process of converting partial intakes, programs must delete any partial intakes for students who enrolled but did not return. To Delete Partial Intakes:
- Click on “Students” on left menu
- Click on “Partial Intakes”
- Click on “Search” to get the list of partials
- Click on a “Student Name”
- Click on “Remove” and then click on the box next to “Remove Partial Intake” and Save.

3. Testing Time Needed
Ideally, learners need to have a minimum of two hours during testing. The test is intended to be taken in one sitting, and should not be split into multiple sessions unless absolutely necessary. Most learners will complete the 45 questions in the MAPT for Reading or the MAPT for Math in 60-70 minutes, but a two-hour time block for testing is recommended to allow learners more time if needed.

- **Important**: Test administrators should allow a full 2 hours for learners to take the MAPT for Math or MAPT for Reading. Although test-takers have unlimited time to take the test, all learners should try to complete the test in one session for accurate test results.

- While it is often difficult to reserve two hours of time in a computer lab, some one suggestion is to rearrange lab times with other classes at the program. For example, when ordinarily each class has one hour per week in the lab, program staff may put ABE classes back-to-back so that when testing, students from different classes may test at the same time for two hours.

- Learners must finish a MAPT for Math or Reading test they began within two weeks (15 days). If the test is not finished within this time period, the test will be reset and learners will begin a new MAPT test from the beginning. Please take into consideration any holidays or other possible delays that might affect learners’ ability to finish a test within this time.

- If students do need a test reset because the 15 days have expired, test administrators should use “Send Message” to request a test reset for that student so the test will be ready the next time the student comes in. This process must be done separately for each student requiring a test reset.

4. The testing location must be quiet and comfortable so learners will not be distracted by their surroundings while taking the test. Learners may be tested in a computer lab, empty classroom, office, or other space. Do not administer a test in a classroom where other students are working (not taking the MAPT) or talking.
5. Be prepared for testing
Have the information regarding learners’ individual SMARTT IDs, site location, and test level ready before learners sit down to take the test. Test administrators may use the MAPT Learner Information Sheet in Appendix A to note down for students their SMARTT ID, site and test level. Test administrators may fill in the sheet for each learner ahead of the testing time, and hand out the sheets to each learner as they sit down to take the test. Students can begin the login process independent of the test administrator. Test administrators will be free to aid any learners who need help with the process. Note: For test security reasons, you must collect the Learner Information Sheets (or other sheets listing their SMARTT ID#) back from learners before they leave the testing room.

6. Introduce the MAPT to learners before they take the test:
Before learners take the MAPT, test administrators will want to briefly explain the test and score report, why learners are being tested, and go over some test-taking strategies. There are specific lesson plans on these topics and more in the curriculum unit, Testing—Standardized and Otherwise—and the Massachusetts ABE Pilot Test: A Curriculum Unit for ABE Classes, by Jenny Lee Utech, with Ruth Byrne and Susan Prior. Find it at: http://www.doe.mass.edu/acls/assessment.

7. Test Administrators must remain in the room at all times while students are being tested to respond to any questions regarding navigating the computer and for test security.

Note: Teacher/Test Administrator Logins
Teachers and Test Administrator Logins are available for all ABE educators. These logins allow teachers and test administrators to access the Sample Questions and Practice Tests to provide these individuals with familiarity with these student resources. After attending a MAPT training, the SABES CAC who led the training should send a list of attendees and their email addresses to April Zenisky at UMass Amherst, who will work with OWL Support to create those logins and provide the login information to training attendees.

Teachers and Test Administrators who have not attended a SABES-led training can also receive a login if they receive training from a person in their program who did attended the SABES training. Please send a log request to April Zenisky at UMass Amherst (along with the name of the person who did the training).

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2 You can also export the SMARTT Site-Level MAPT Assessment Report (which lists the class code and test dates) to Excel or Word and make your own list of learner names and SMARTT IDs. You can then enter the test level for each learner on the chart.
Checking your Computers Prior to MAPT Testing

Please perform a computer readiness test (below) on any computer that hasn’t already been used successfully for MAPT testing prior to using it for actual testing. If your computer doesn’t meet all the computer system requirements but passes the readiness test below and has a large enough monitor, then the computer is most likely fine for MAPT testing.

**Computer System Requirements for MAPT Testing**
Both Personal Computers and Macintosh Computers work with the MAPT.

<table>
<thead>
<tr>
<th>Computer Feature</th>
<th>Minimum Requirement / Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating System</td>
<td>PC: Windows XP or newer&lt;br&gt;Mac: OS X</td>
</tr>
<tr>
<td>Computer Display</td>
<td>1280 x 1084 pixels³ is best, though 1024 X 768 pixels is fine. Monitors should be at least 19&quot; CRT's or 17&quot; LCD's.</td>
</tr>
<tr>
<td>Computer RAM</td>
<td>512 minimum if using Windows XP. If programs are using Windows ‘98 or 2000, and have enough memory to run an up-to-date browser (Internet Explorer, Netscape, Mozilla), this also is sufficient.</td>
</tr>
<tr>
<td>Web Browser</td>
<td>Windows: An up to date version of Firefox, Chrome, or Internet Explorer&lt;br&gt;Mac: An up to date version of Firefox, Chrome or Safari</td>
</tr>
<tr>
<td>Internet Connection Speed</td>
<td>DSL, Cable or a T1 line all work</td>
</tr>
<tr>
<td>Laptops and hand-held mobile devices</td>
<td>System recommendations for laptops are the same as for desktops. Hand-held mobile devices are not appropriate for MAPT testing for various reasons, including small screen size.</td>
</tr>
</tbody>
</table>

**Computer Readiness Test:**

1. Log into OWL using one of the web browsers recommended above.
   *Note: You need an OWL account to log into OWL. If you don’t have an OWL account yet, please send an email message to owl-help@cesd.umass.edu and ask for an OWL account in the MAPT database. Please include your name, site, email address and let us know that you need the account for testing the computer setup(s).*

2. Walk through the “Sample Questions – Reading” and the “Sample Questions – Math” tests and answer the following questions:
   - Are the pages loading within a few seconds?
   - Can you see the calculator on Questions 2 and 3 of the “Sample Questions – Math” test? It looks like this:

³ To check how many pixels your screen is set at, go to the Windows “Start button” on the lower left part of your computer screen, click on “Settings,” and then “Control Panel.” From there select “Display,” then “Settings,” and “Screen Area.” Move the pointer to 1280 x 1084, and click okay. A message will pop up that states that Windows will apply your new settings.
• Are all the rows of buttons that appear in the above image present?
• Is the calculator functioning (try adding 2 numbers, for example)?
• Is the text in the “Sample Questions – Reading” easy to view (large enough, clear and undistorted)?
• Are you able to submit answers to the four questions in each of those tests?
• Did everything (including the log in pages) appear to be displaying and functioning correctly?

If you answered yes to all of the questions above and don't see anything else that would cause you to be concerned, then the computer setup is most likely fine for MAPT testing.
A Visual Walk-Through of the MAPT Computer Screen Shots

The bolded headings below describe the computer screen shots of the MAPT, and show you what learners will see when they take the test. Teachers are encouraged to go over these screen shots with learners so that all involved are comfortable with the test and its components before learners take the MAPT. Teachers may make transparencies of the screen shots, and project the transparencies onto a screen in the classroom as they discuss the test.

The following screens reflect the order in which learners will proceed through the test. The first seven screens are also explained for students in the Computer Basics tutorial.

Initial Screen

This is the first screen learners will see. Learners should click on the “MAPT Login Page” button to access the login page.
Login Screen

This is the login screen. Learners enter their SMARTT ID and the password. The password for all learners is their last name exactly as it entered in SMARTT. If a student has a hyphenated last name or a space in their name in SMARTT, the last name must be typed exactly that way in the password field in order to access the MAPT. Likewise, if a student’s name is misspelled in SMARTT, test administrators will encounter difficulties in logging students into the MAPT. Test Administrators are encouraged to use the “Learner Information Sheet” in Appendix A to note down individual learners’ names and SMARTT ID numbers so they can log into the test on their own. Test Administrators must collect the Learner Information Sheets after the test. (Teacher’s Logins contain four zeros and a dash before their individual login: e.g., 0000-johnd).
Error Message Screen

If learners type in their SMARTT ID or password incorrectly or there is a problem with their login, then this is the screen they will see. The computer will prompt them to try again. Make sure the SMARTT ID is correct for that learner, and that the password is *hello*.

If the learner is still unable to login, the test administrator should use the learner’s computer to click on the “Send Message” link located on the left hand menu on the screen. The form on the next page will then show up.

While the Login error screen is not expected to occur often, it is important to make sure learners have the correct SMARTT ID *(and only one)* to ensure that their test information stays with them. See page 6 in this Manual for more information.
Test Administrators should fill out this form completely. They will receive login assistance for that learner within 24 hours Monday through Friday.

If there is someone else on staff that could also be alerted to the response from UMASS Technical Support, list his/her name and email too. Add any information you think would help into the “Additional Information” box, or leave it blank.

If a teacher or test administrator contacts OWL Technical Support after a student has logged out of the test, please use owl-help@cesd.umass.edu.
Welcome Screen

Site Confirmation Screen
Welcome and Site Confirmation Screens

Make sure learners check that their first name and last name are correct. Minor spelling mistakes do not need to be corrected for the student to proceed. Learners should then check that the site listed is correct. Some learners may not be familiar with the formal name of the program site. To avoid any confusion, test administrators should tell the learners the formal name of the site as they are all logging in to the computer.

If either the name or the site is not correct when learners login, the test administrator should stop the student from testing and contact UMASS Technical Support using their Teacher Login and the “Send Message” feature once logged into the MAPT. Test administrators need to give their direct email in order to receive a response within 24 hours Monday through Friday. If you will not be the person assisting the learner later that day or the following day, please also include the name and email of that person with whom Technical Support staff should follow up.

Student Home: First Time Entering a Test Screen

On this screen, learners will see a chart showing the different options available to learners within the MAPT. Learners may select among the following:

- Sample Questions – Math or Reading
- Practice Test – Math or Reading
- The MAPT for Math or Reading
The status column in the chart indicates what test is available for learners to take. When learners first enter Student Home, the status for the options will either be Ready or Anytime.

- The Sample Questions and Practice Tests may be taken more than once. They will always have the “Anytime” status to indicate that they may be taken as many times as the learner wishes. There is no time limit.

- The status “Anytime” also indicates that learners or teachers/test administrators may take the Sample Questions and Practice Tests.

- “Ready” means that the MAPT is available for a learner to take.

Once learners take the MAPT for Math or Reading, the test status will change. The manual will describe the different status notations later on. To access the Sample Questions, learners will select Sample Questions for either Math and/or Reading from the Student Home screen.
Student Home: Choosing to take the Sample Questions

Learners are required to complete the Sample Questions the first time they take the MAPT to ensure they understand the test directions and can use the test components like the embedded calculator. After the first time learners take the test, program staff and learners may decide if learners would benefit by completing the Sample Questions again before the next time the MAPT is taken.

Some of the Sample Math Questions may seem challenging (e.g., the questions related to using the calculator), and teachers may think to skip these for their Level 2 learners. Even the Level 2 MAPT for Math\(^4\) contains test questions that measure a learner’s ability to use a calculator, however, so it is to the learner’s benefit to go over them. Learners may go over the Sample Questions individually or with their teacher before they take the MAPT for Math.

Learners are scored on these questions so they can receive feedback that they are clicking on the correct button and moving through the questions correctly. The score will be the number correct out of four questions. Learners may repeat the Sample Questions as often as they like, so they can continue to practice until they score four out of four correct. Ideally, learners should not move forward until they answer all four questions correctly. There is no time limit. Both learners and teachers/test administrators may take the Sample Questions. Once learners click on “Sample Questions – Math” or “Sample Questions – Reading,” they will see the following screen outlining test directions.

---

\(^4\) These test questions align with the benchmarks in Level 2 of the Massachusetts ABE Math and Numeracy Curriculum Framework.
Sample Question Directions: Test Instructions

The first three questions in MAPT for Reading and MAPT for Math walk learners through problems and tell learners the answer. The fourth question is an opportunity for learners to practice the skill reviewed on their own.
Math Sample Question Number 1

Sample Question One for Math teaches learners how to click on a radio button to answer a question. The answer is given to ensure the skill of clicking on a radio button is the focus.
Math Sample Question Number 2

Sample Question Two for Math teaches learners about how to use the calculator that appears below some of the test questions. In the MAPT for Math, learners may not use any calculator at any time except for the calculator embedded within a question for that specific question.
Math Sample Question Number 3

Sample Question Three for Math teaches learners how to use the calculator when it appears to the right of some of the test questions. In the MAPT for Math, learners may not use any calculator at any time except for the calculator embedded within that specific question.

Note that this calculator follows the order of operations in these two sample questions, but that it is different than the calculator used on the GED test.
Math Sample Question Number 4

This Sample Question teaches learners how to access the formula page. The underlined Math Formulas in the directions are not operational links; they are only to show how the link will appear. In the actual Sample Question, the Math Formulas link is operational and will open the formula page for the students.

Note: In this sample question, the goal is to ensure learners understand how to open and use the “Math Formulas” page link. While the other sample questions give the answer to the learner, this question does not. This is purposeful, because the goal is not to “teach” learners how to answer math questions using the formula page right before they take the test. Students may ask test administrators or teachers for the answer to see if they got the answer correct, but teachers must not teach learners how to answer this question or discuss it with them. Do not print out the Math Formulas page for test-takers. On the following page is what the Math Formulas link looks like when learners click on it. Only certain items in the MAFT for Math for which these formulas are required will have this formula page link.
# MAPT for Math: Math Formulas Link Screen

## FORMULAS

### AREA of a:
- **square**: Area = side\(^2\)
- **rectangle**: Area = length \(\times\) width
- **parallelogram**: Area = base \(\times\) height
- **triangle**: Area = 1/2 \(\times\) base \(\times\) height
- **trapezoid**: Area = 1/2 \(\times\) (base\(_1\) + base\(_2\)) \(\times\) height
- **circle**: Area = \(\pi \times\) radius\(^2\); \(\pi\) is approximately equal to 3.14

### PERIMETER of a:
- **square**: Perimeter = 4 \(\times\) side
- **rectangle**: Perimeter = 2 \(\times\) length + 2 \(\times\) width
- **triangle**: Perimeter = side\(_1\) + side\(_2\) + side\(_3\)

### CIRCUMFERENCE of a:
- **circle**: Circumference = \(\pi \times\) diameter; \(\pi\) is approximately equal to 3.14.

### Volume of a:
- **cube**: Volume = edge\(^3\)
- **rectangular solid**: Volume = length \(\times\) width \(\times\) height
- **square pyramid**: Volume = 1/3 \(\times\) (base edge\(^2\)) \(\times\) height
- **cylinder**: Volume = \(\pi \times\) radius\(^2\) \(\times\) height; \(\pi\) is approximately equal to 3.14.
- **cone**: Volume = 1/3 \(\pi \times\) radius\(^2\) \(\times\) height; \(\pi\) is approximately equal to 3.14.

### COORDINATE GEOMETRY
Distance between points = \(\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}\)

\((x_1, y_1)\) and \((x_2, y_2)\) are two points in a plane.

Slope of a line = \(\frac{y_2 - y_1}{x_2 - x_1}\); \((x_1, y_1)\) and \((x_2, y_2)\) are two points on the line.

### PYTHAGOREAN RELATIONSHIP
\(a^2 + b^2 = c^2\); \(a\) and \(b\) are legs and \(c\) the hypotenuse of a right triangle.

### MEASURES OF CENTRAL TENDENCY
Mean = \(\frac{x_1 + x_2 + \ldots + x_n}{n}\), where the \(x\)'s are the values for which a mean is desired, and \(n\) is the total number of values for \(x\).

Median = the middle value of an odd number of ordered scores, and halfway between the two middle values of an even number of ordered scores.

### SIMPLE INTEREST
- **Interest** = principal \(\times\) rate \(\times\) time
- **Distance** = rate \(\times\) time
- **Total cost** = (number of units) \(\times\) (price per unit)

### QUADRATIC FORMULA
\[x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}\]

Source: Modified from GED Testing Service

Do not print out this page for test-takers.
Math Sample Questions Results Screen

After learners complete the Sample Questions, they will see this Test Results page. Learners will receive a raw score indicating their number correct out of the possible four questions. Learners are scored on these questions for the purpose of receiving feedback that they are clicking the correct button and moving through the questions correctly.

If learners do not receive 4 out of 4 correct, they should solve the Sample Questions again until they do (focusing their repeat efforts on those they scored incorrectly), so it is clear they understand how to use the test components.

Learners may now click on Student Home to repeat the Sample Questions, or to take another test, or they may click on Logout if they have finished testing.
Reading Sample Questions

If test administrators did not read the Sample Question overview in the preceding Math Sample Questions section, pages 13-14, please go back and read it now.

Learners reach the first Sample Question for Reading from the Student Home Page. Before they receive the first question, they will read the “Sample Question Directions: Test Instructions for Reading.”

Sample Question Directions: Test Instructions

The first three reading questions walk learners through the questions and give learners the answer. The fourth question is an opportunity for learners to practice the skill reviewed and answer on their own.
Reading Sample Question Number 1

The first Sample Question for Reading teaches learners how to click on a radio button to answer a question.
Reading Sample Question Number 2

The second and third Sample Questions for Reading explain the type of reading selections learners will see on the MAPT. Learners may encounter poetry, a long or short reading passage, a quotation, or even an advertisement. The term “Reading selection” refers to all of these types of print. Test-takers also learn that more than one question may be associated with one reading selection, but that selection will not change between questions. The test question is bolded to offset it from the reading selection.
Reading Sample Question Number 3

Mary liked to go to school. She liked to read and learn new things. Mary also liked to learn new things in math. Mary always told her sister what she learned at school.

What did Mary like about school?

The answer is learning, so you will click the radio button next to learning.

- running
- lunch
- recess
- learning

Submit and Next
Reading Sample Question Number 4

The fourth Sample Question for Reading teaches learners about the types of graphics they might encounter on the MAPT for Reading. This question does not give the answer, and is an opportunity for learners to practice answering it on their own. (This is also because the Sample Question is not intended to teach learners how to complete forms just before they take the actual test.)

After learners complete the four Sample Questions, they will see the Test Results page shown below.
Sample Question Results Screen

Learners are encouraged to take the Sample Questions as many times as they wish; ideally they should take the Sample Questions until they receive a perfect score of 4 out of 4 correct. A perfect score will help to ensure that learners understand how to use the tools of the test, and increase their confidence once they take the MAPT for Math and/or MAPT for Reading.

If learners wish to go back into the Sample Questions again, they may by clicking on **Student Home**. At **Student Home** they may:

- Review the same Sample Questions again
- Go through the Sample Questions for the other subject area they hadn’t done
- Take a Practice Test in Reading or Math
Practice Tests

The Practice Test questions are very similar to those in the MAPT for Math and MAPT for Reading, but there are 20 items per level instead of 40. Access the Practice Tests from “Student Home,” by clicking either on “Practice Tests – Math” or “Practice Tests – Reading,” as shown below.

Before giving the MAPT to learners, **teachers or test administrators must** take a Practice Test first in reading and/or math. Teachers may use Practice Tests to understand the relative difficulty of the different MAPT levels to place learners in the right level of their initial MAPT test. *(Please note, however, that there is not a Level 6 Math Practice Test, and no Level 5 or 6 Reading Practice Test. At some point in the future we expect to add these levels to the Practice Tests.)*

The Practice tests may also be used to test the functionality of the MAPT to ensure there will be no Internet connectivity problems. If any graphics do not load with the Practice Tests, contact Technical Support immediately. *(For more information on using the Practice Tests for this purpose, go to the section on Technical Support, on page 51.)*

Learners may wish to take the Practice Tests to get a sense of the difficulty level and to familiarize themselves with the test organization before they take the MAPT for Math and/or Reading. Learners may take the Practice Tests as many times as they wish.

The Practice Tests are optional. Learners will receive a raw score indicating how many items they answered correctly (e.g., 17 out of 20). This score is only meant to give a rough idea of what learners know in the larger dimension of math or reading. Teachers may record these scores in their own records, but the Practice Test scores are not recorded in SMARTT.
Student Home: Choosing to take the Practice Tests

```
Student Home Page

My Current Site: xxx - NAR: CEA Test Accounts (xxxx-login)

Directions:
- Click on the test you want to take.
- Contact your instructor if you want to take a test that is not listed.

Description:
- You can view sample questions to learn about the tools you will be using in either the Reading or the Math tests.
- OR
- You can take a 20 item practice test in Reading or Math.
- OR
- You can begin the MAPT for Reading or the MAPT for Math.

<table>
<thead>
<tr>
<th>Test</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Questions - Reading</td>
<td>Anytime</td>
</tr>
<tr>
<td>Sample Questions - Math</td>
<td>Anytime</td>
</tr>
<tr>
<td>Practice Tests - Reading</td>
<td>Anytime</td>
</tr>
<tr>
<td>Practice Tests - Math</td>
<td>Anytime</td>
</tr>
<tr>
<td>MAPT for Reading</td>
<td>Ready</td>
</tr>
<tr>
<td>MAPT for Math</td>
<td>Ready</td>
</tr>
</tbody>
</table>
```

Practice Test Screens: Math Practice Test Selection Screen

```
Test: Practice Tests - Math
Choose Test

Test Selection
Your teacher will tell you which test to select.

Choices
Math Practice Test 2 - Beginning ABE
Math Practice Test 3 - Intermediate ABE
Math Practice Test 4 - Pre-GED
Math Practice Test 5 - GED/Bridge to College
```
The names of the Practice Tests (e.g., Reading Practice Test 2 – Beginning ABE or Math Practice Test 3 – Intermediate ABE) GED/Bridge to College correspond to the level of the same name in the Massachusetts ABE Curriculum Framework standards for Math and Reading. (Note that the MAPT Practice Test Level 5 covers both Level 5 and 6 currently.) The MAPT for Math and Reading also have the same names, since they, like the MAPT Practice Tests, are aligned to the Reading and Math ABE Curriculum Framework standards in terms of their level of difficulty. To see how they correspond, go to the Comparison Table on pages 37 and 38. Test Administrators need to indicate the appropriate level of Practice Test for learners. Once learners click on a specific Practice Test, they will see the following screen.
Practice Test Directions Screen

The Practice Test directions are the same for both Reading and Math, so only the Practice Test for Math instructions are shown here.

Learners may not go back to review a question already answered. In the directions, learners are asked not to use their computer’s “back” button. If they do, they will see the following screen:

Back Error Message Screen

Learners may then click on “Return to the Test,” and they will continue where they left off.
Student Home: Choosing to take the MAPT for Math and/or the MAPT for Reading

If learners are ready, they may go on to take the MAPT for Math and/or the MAPT for Reading. This test will either be used for their pre-test or post-test to report learner gains. The student score is transferred directly into SMARTT.

**Important:** Test administrators should allow a full 2 hours for learners to take the MAPT for Math or the MAPT for Reading. Both the MAPT for Math and the MAPT for Reading have 40 questions. While the average learner takes a little over one hour to complete either test, many students need 2 hours (or sometimes more) of uninterrupted time to complete it. Although test-takers have unlimited time to take the test, all learners should try to complete the test in one session for accurate test results.

- Unless learners need to break up the time testing as an accommodation, most learners will perform best when they complete the test in one sitting.
- Test administrators must tell learners which level test to take the first time the MAPT is taken. The next time learners take the MAPT, the computer will assign their appropriate level based on their pre-test score.
- The time will start when the student clicks on Start the Test, so please be sure the student does not begin the test until he/she is ready to start answering the questions.
Once learners select MAPT for Math or MAPT for Reading, they will then see one of the following screens and may choose their appropriate test if this is their first time taking a MAPT. If they have a pre-test score, they will be directly routed to directions for the test taking and asked to click on Start the Test. Then their first test question will be at the same test level as their pre-test score. For example, if a student received a 450 on their pre-test, the first question on their next MAPT test would begin at level 4. This level distinction will not be visible to the student.

**MAPT for Math Test Selection Screen**

![MAPT for Math Test Selection Screen](image)

**MAPT for Reading Test Selection Screen**

![MAPT for Reading Test Selection Screen](image)
MAPT for Math and/or Reading Choose Test Page

Students who are taking a pre-test should know which test level they are about to take when they reach this screen. This page prompts the learner, “Your teacher will tell you which test to select.” Test administrators will write down the name of each learner, his/her SMARTT ID Number, and the level of the test on the “Learner Information Sheet.” (See the MAPT “Overview section, Using the Learner Information Sheet” on pages 7 and 8, and a copy of it in Appendix A on page 53. The sheet may also be downloaded from the Assessment web page, at http://www.doe.mass.edu/acls/assessment).

Once learners know the appropriate test to take, they will click on either:

- MAPT for Reading 2 - Beginning ABE
- MAPT for Reading 3 - Low Intermediate ABE
- MAPT for Reading 4 - High Intermediate ABE
- MAPT for Reading 5 – Low Adult Secondary Education
- MAPT for Reading 6 - High Adult Secondary Education
- MAPT for Math 2 - Beginning ABE
- MAPT for Math 3 - Intermediate ABE
- MAPT for Math 4 - Pre-GED
- MAPT for Math 5 - GED
- MAPT for Math 6 - Bridge to College

Determining Test Level for Pre-Tests:
Ideally, teachers will advise the appropriate level based on class information from the first two weeks of class. Intake and class placement information may also be used. (Programs may use any placement tool they choose.)

In the following comparison charts on pages 38 and 39, the MAPT scale scores are correlated to:

- The Massachusetts ABE Curriculum Framework for Math Proficiency Levels
- The Massachusetts ABE English Language Arts Curriculum Framework Proficiency Levels for the Reading Strand
- The NRS (National Reporting System) Educational Functioning Levels
- Their corresponding Grade Level Equivalents (GLEs)

Teachers are urged to study the Reading benchmarks of the ABE English Language Arts Curriculum Framework and/or the Math benchmarks for the ABE Math Curriculum Framework before assigning a learner a test level. The test questions are aligned with these two sets of benchmarks. Teachers are also strongly advised to go through the MAPT for Math and/or MAPT for Reading Practice Questions at the appropriate level, as they will reflect the types and difficulty of the questions on the MAPT tests students will take.

Important Note: Teachers and Test Administrators only need to select a test level for a learner the very first time they take the MAPT for Reading and the MAPT for Math. In all subsequent administrations, the test will automatically begin at the test level corresponding to the MAPT level obtained on the previous administration. (For example, a student obtaining a score between 300 and 399 at pretest will start at Level 3 at the next administration.)
### Comparison Table - determining appropriate level of initial MAPT for Math

<table>
<thead>
<tr>
<th>MAPT for Math Test Name</th>
<th>MAPT Scale Score Range</th>
<th>MA Curriculum Framework Level</th>
<th>GLE Range</th>
<th>NRS Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A: No test available. Use TABE level L</td>
<td>N/A</td>
<td>Beginning Adult Numeracy</td>
<td>GLE 0 – 1.9</td>
<td>Beginning ABE Literacy</td>
</tr>
<tr>
<td>MAPT for Math 2- Beginning ABE</td>
<td>200 – 299</td>
<td>Beginning ABE</td>
<td>GLE 2 – 3.9</td>
<td>Beginning Basic</td>
</tr>
<tr>
<td>MAPT for Math 3- Intermediate ABE</td>
<td>300 – 399</td>
<td>Intermediate ABE</td>
<td>GLE 4 – 5.9</td>
<td>Low Intermediate</td>
</tr>
<tr>
<td>MAPT for Math 4- Pre-GED</td>
<td>400 – 499</td>
<td>Pre-GED</td>
<td>GLE 6 – 8.9</td>
<td>High Intermediate</td>
</tr>
<tr>
<td>MAPT for Math 5- GED</td>
<td>500 – 599</td>
<td>GED</td>
<td>GLE 9 – 10.9</td>
<td>Low Adult Secondary Education</td>
</tr>
<tr>
<td>MAPT for Math 6- Bridge to College</td>
<td>600 – 700*</td>
<td>Bridge to College</td>
<td>GLE 11 – 12.9</td>
<td>High Adult Secondary Education</td>
</tr>
</tbody>
</table>

*Note: Learners pre-testing into the NRS High ASE Level with a score of 600 or above are excluded from the pre- and post-test percentage, and are not required to complete a post-test in their primary assessment area. Learners in this category are also excluded from the learner gains performance standard. If a learner does post-test when he/she pre-tested into the High ASE Level, the student is excluded from both the pre-/post-test and learner gains performance standards. Learners pre-testing into the High ASE level and who also receive their GED in the same fiscal year do receive credit in meeting a Column A Countable Outcome goal. Note: There is NO penalty for a program to set a learner’s goal for getting a GED and not meeting the goal. Setting and meeting goals can help programs earn Column A/B points.
Comparison Table - determining appropriate level of initial MAPT for Reading

<table>
<thead>
<tr>
<th>MAPT for Reading Test Name</th>
<th>MAPT Scale Score</th>
<th>MA Curriculum Framework Level</th>
<th>GLE Range</th>
<th>NRS Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A: Use TABE Level L</td>
<td>Use TABE Level L scale scores</td>
<td>ELA Reading Strand Level 1</td>
<td>GLE 0 – 1.9</td>
<td>Beginning ABE Literacy</td>
</tr>
<tr>
<td>MAPT for Reading Level 2</td>
<td>200 – 299</td>
<td>ELA Reading Strand Level 2</td>
<td>GLE 2 – 3.9</td>
<td>Beginning Basic</td>
</tr>
<tr>
<td>Beginning ABE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAPT for Reading Level 3</td>
<td>300 – 399</td>
<td>ELA Reading Strand Level 3</td>
<td>GLE 4 – 5.9</td>
<td>Low Intermediate</td>
</tr>
<tr>
<td>Low Intermediate ABE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAPT for Reading Level 4</td>
<td>400 – 499</td>
<td>ELA Reading Strand Level 4</td>
<td>GLE 6 – 8.9</td>
<td>High Intermediate</td>
</tr>
<tr>
<td>High Intermediate ABE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAPT for Reading Level 5</td>
<td>500 – 599</td>
<td>ELA Reading Strand Level 5</td>
<td>GLE 9 – 10.9</td>
<td>Low Adult Secondary Education</td>
</tr>
<tr>
<td>Low Adult Secondary Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAPT for Reading Level 6</td>
<td>600-700*</td>
<td>ELA Reading Strand Level 6</td>
<td>GLE 11 – 12.9</td>
<td>High Adult Secondary Education</td>
</tr>
<tr>
<td>High Adult Secondary Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* *Note: Learners pre-testing into the NRS High ASE Level with a score of 600 or above are excluded from the pre- and post-test percentage, and are not required to complete a post-test in their primary assessment area. Learners in this category are also excluded from the learner gains performance standard. If a learner does post-test when he/she pre-tested into the High ASE Level, the student is excluded from both the pre-/post-test and learner gains performance standards. Learners pre-testing into the High ASE level and who also receive their GED in the same fiscal year do receive credit in meeting a Column A Countable Outcome goal. Note: There is NO penalty for a program to set a learner’s goal for getting a GED and not meeting the goal. Setting and meeting goals can help programs earn Column A/B points.
Directions for Starting the MAPT Test Screen

Once learners select a test, they will see this screen. (This screen shot reflects the MAPT for Reading, but the screen is the same for the MAPT for Math.)

Learners are instructed about the number of questions, how to move through the test, and how to begin.

Important: Test administrators should allow a full 2 hours for learners to take the MAPT for Math or MAPT for Reading. Both the MAPT for Math and the MAPT for Reading have 40 questions. While the average learner takes a little over one hour to complete either test, many students need 2 hours (or sometimes more) of uninterrupted time to complete it. Although test-takers have unlimited time to take the test, all learners should try to complete the test in one session for accurate test results.

- Unless learners need to break up the time testing as an accommodation, most learners will perform best when they complete the test in one sitting.

If the learner has any trouble during the test taking process (e.g., graphics don’t load, an answer won’t submit) they should click on the “Send Message” link. Test administrators should complete this form to relay the difficulty the learner is facing. Technical Support staff will respond to all messages within 24 hours Monday-Friday. Test administrators will then see the following screen.
Send a Message for MAPT Help Screen

For Teacher Only - Send a Message for MAPT Help

If a student has a problem or question, fill out the form below to send a message to MAPT help. Please supply the teacher's name and email address. If someone else should also receive the reply, please provide his/her name and email address as well.

* - Required Field

Teacher Info
*Name: 
*Email: 

Also Reply To
Name: 
Email: 

Help Issue
○ Reset student's time ○ Make test available ○ Other

Additional Information

Submit Message  Close Window Without Submitting Message
Back Error Message Screen

Learners may not return to previously answered questions, and are instructed not to use their web browser’s “Back” button to try to do so. If they do, they will see the following message. Once learners click on “Return to the Test,” they will continue where they left off.

Test items are numbered so learners know where they are in the test, and how many items they have left to complete (e.g., “You are on question 1 of 40”). Other screens learners will see in the process of testing:
Exiting a Test Before Completed Screen

Test items are numbered so learners know where they are in the test, and how many items they have left to complete (e.g., “You are on Question 1 of 40”).

Learners see this screen if they have not finished the test but they click “Student Home” or “Logout,” perhaps inadvertently. It acts as a safeguard against accidentally logging out of the test. Learners will not receive a score if the test is not completed.

Note the message indicates the number of test questions left, and offers the following options: “Return to the Test” takes learners back to where they left off. “Exit the Test” takes learners back to “Student Home,” where they may choose a Practice Test or Sample Questions, or logout of the system.
At “Student Home,” learners will see a chart that shows what tests are available and the status of each of the tests for that learner. When learners have begun either a MAPT for Math or a Reading test, the chart at Student Home will change from “Ready” to reflect that they have begun these tests. The status column indicates at what point the learner is regarding the MAPT for Math and/or Reading. The status will either be “Completed,” “Contact Teacher,” or “Now.”

- A test with the status of “Completed” means that test has been taken and finished. (The chart above shows the MAPT for Reading has been completed.) Learners may then click the MAPT for Reading or Math link to see their score report for that test and the date the test was completed.

- Learners must finish a MAPT for Math or Reading test they began within two weeks (15 days). If the test is not finished within two weeks, then the learner must start a new MAPT test from the beginning. Please take into consideration the two-week time limit when learners are scheduled to take the MAPT (e.g., if there are any holidays or other possible delays that might affect learners’ ability to finish a test within this time.)

- A test with the status of “Contact Teacher” means that learners began a test but did not finish it within 15 days. A test reset is required and this will restart the student at the same level but back at question 1 with a new set of questions. If the learner clicks on a test with a status of “Contact Teacher,” they will see the following message: “You took the test on (date). You did not finish this test. No score has been reported for this test. Please tell your teacher.” Test administrators should click on the “Send Message” link (in the left hand menu) from the learner’s computer screen to request a test reset. Test administrators will then see this screen:
Send a Message for MAPT Help Screen Specifically for Time Re-Set of a Test

For Teacher Only - Send a Message for MAPT Help

If a student has a problem or question, fill out the form below to send a message to MAPT help. Please supply the teacher's name and email address. If someone else should also receive the reply, please provide his/her name and email address as well.

* - Required Field

Teacher Info

*Name: 
*Email: 

Also Reply To

Name: 
Email: 

Help Issue

- [ ] Reset student's time
- [ ] Make test available
- [ ] Other

Additional Information

Submit Message  Close Window Without Submitting Message

Fill in this form completely. By using the learner’s computer to send the message, the necessary information about the test is sent to UMASS Technical Support. (If learners have already logged out of the MAPT, test administrators may use their teacher login (0000-teacher login). The test will be reset within 24 hours, Monday - Friday. Once reset, the test status changes to “Now.”

- A test with the status of “Now” indicates that the test is in progress. The chart in the screen shot below shows the MAPT for Reading has this designation, and shows that the learner began this test, but did not finish it within 15 days. The test has been reset and the learner now has another 15 days in which to complete the test.
Learners will also see the “Now” status if they exit out of test without finishing it (either by clicking Student Home or Logout), but then decide they want to complete the test in the time left of their 15 day period. The student will continue at the test question where they left off. In this instance, a test reset is not required.

- When a test has the “Now” status, the learner may click on the test link in the chart he/she wants to finish. The following directions will be shown:

**Student Home Screen – Showing “Now” Option under Test Status**

![Student Home Screen](image)

In this screen shot, the MAPT for Reading has a “Now” status, meaning a student has answered some questions, but not completed the test. If MAPT for Reading is clicked on, the directions for “Continuing a Test” appear as shown in next screen shot.

**Continuing a Test Directions Screen (“Now” is in the Status Field)**

If a learner’s computer shuts down (due to a power outage, for example), the students should log back into OWL, click on the test they want to take. Students are instructed to click on the “Continue” link to begin the test where they left off.

**Pre- and Post-Testing Interval Varies by Intensity of Class Hours**

Programs need to pre- and post-test enrolled students each fiscal year in their primary assessment area in order to capture student educational gain. The general recommendation is to post-test after an interval of four months or 65 hours of instruction, whichever comes first. Because the intensity of classes varies among programs, some adult learners in intensive classes may reach 65 hours of attended instruction before two months have elapsed. In this case, learners with 65
hours of attended instruction **may be tested sooner than two months (60 days) after their previous test.**

To do so, please contact OWL Support using a MAPT test administrator account, and give the following information:

- Student’s first and last name;
- Student’s SMARTT ID;
- Site;
- Hours of Attendance
- Person requesting the test reset
- Email address of the person requesting the reset
- Reason (e.g., student has 65+ hours of attended hours and needs to be post-tested

Programs may not MAPT test learners more than three times in a fiscal year. The test administered (Reading or Math) for the pre-test must remain the same for the post-test.

Generally speaking however, when two months have elapsed since the date of a “Completed” test, learners will again see a MAPT for Math and/or Reading available in the chart at “Student Home,” with the word “Ready” in its status column. If this amount of time has not elapsed, learners will see the test listed as “Completed” in the chart.
Completed a Test (Both for the end of a test and if the Status Column Lists as Completed - MAPT for Math)
Completed a Test (Both for the end of a test and if the Status Column Lists as Completed - MAPT for Reading)

<table>
<thead>
<tr>
<th>Scale Score</th>
<th>200 - 299</th>
<th>300 - 399</th>
<th>400 - 499</th>
<th>500 - 599</th>
<th>600 - 700</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>380</td>
</tr>
</tbody>
</table>

Your Score: 380  Score Range: 348-412
### Relationship of MAPT for Math Scores to Grade Level Equivalents (GLEs) and National Reporting (NRS) Levels (Information not seen in Test)

<table>
<thead>
<tr>
<th>MAPT for Math Test Name</th>
<th>MA Curriculum Framework Level</th>
<th>MAPT for Math Scale Score</th>
<th>GLE Range</th>
<th>NRS Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Beginning Adult Numeracy</td>
<td>N/A</td>
<td>GLE 0 – 1.9</td>
<td>Beginning Literacy</td>
</tr>
<tr>
<td>MAPT for Math 2 – Beginning ABE</td>
<td>Beginning ABE</td>
<td>200 – 299</td>
<td>GLE 2 – 3.9</td>
<td>Beginning Basic</td>
</tr>
<tr>
<td>MAPT for Math 3 – Intermediate ABE</td>
<td>Intermediate ABE</td>
<td>300 – 399</td>
<td>GLE 4 – 5.9</td>
<td>Low Intermediate</td>
</tr>
<tr>
<td>MAPT for Math – 4 Pre-GED</td>
<td>Pre – GED</td>
<td>400 – 499</td>
<td>GLE 6 – 8.9</td>
<td>High Intermediate</td>
</tr>
<tr>
<td>MAPT for Math 5 – GED</td>
<td>GED</td>
<td>500 – 599</td>
<td>GLE 9 – 10.9</td>
<td>Low ASE (Adult Education Secondary)</td>
</tr>
<tr>
<td>MAPT for Math 6- Bridge to College</td>
<td>Bridge to College</td>
<td>600 – 700</td>
<td>GLE 11 – 12.9</td>
<td>High ASE (Adult Secondary Education)</td>
</tr>
</tbody>
</table>

### Relationship of MAPT for Reading Scores to Grade Level Equivalents (GLEs) and National Reporting (NRS) Levels (Information not seen in Test)

<table>
<thead>
<tr>
<th>MAPT for Reading Test Name</th>
<th>MA Curriculum Framework Level</th>
<th>MAPT for Reading Scale Score</th>
<th>GLE Range</th>
<th>NRS Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A – Use TABE Level L</td>
<td>ELA Reading Strand Level 1</td>
<td>Use TABE L Scale Scores</td>
<td>GLE 0 – 1.9</td>
<td>Beginning Literacy</td>
</tr>
<tr>
<td>MAPT for Reading Level 2 Beginning ABE</td>
<td>ELA Reading Strand Level 2</td>
<td>200 – 299</td>
<td>GLE 2 – 3.9</td>
<td>Beginning Basic</td>
</tr>
<tr>
<td>MAPT for Reading Level 3 Low Intermediate ABE</td>
<td>ELA Reading Strand Level 3</td>
<td>300 – 399</td>
<td>GLE 4 – 5.9</td>
<td>Low Intermediate</td>
</tr>
<tr>
<td>MAPT for Reading Level 4 High Intermediate ABE</td>
<td>ELA Reading Strand Level 4</td>
<td>400 – 499</td>
<td>GLE 6 – 8.9</td>
<td>High Intermediate</td>
</tr>
<tr>
<td>MAPT for Reading Level 5 Low Adult Secondary Education</td>
<td>ELA Reading Strand Level 5</td>
<td>500 – 599</td>
<td>GLE 9 – 10.9</td>
<td>Low Adult Secondary Education</td>
</tr>
<tr>
<td>MAPT for Reading Level 6 High Adult Secondary Education</td>
<td>ELA Reading Strand Level 6</td>
<td>600 – 700</td>
<td>GLE 11 – 12.9</td>
<td>High Adult Secondary Education</td>
</tr>
</tbody>
</table>
Learners will see the Score Report screens in two instances:

- When they finish the test
- After they finished a test and logged out, if they log in at a later date and click on “Student Home” and any test that has the status of “Completed.”
The MAPT Score Report Page in OWL

The Score Report gives the following information:

- The test they took, Math or Reading ("MAPT Test Name").
- General test result directions
- The learner’s name, SMARTT ID, and current ABE program
- The results for the current test administration
  - Date and time the test was finished
  - The learner’s scale score ("Your Score").
  - The score range which reports the confidence band around a learner’s score
  - A table showing the different test levels and where the learner’s score appeared in a specific level. The learner’s scale score will be located within a cell of the table corresponding to a MAPT 100-point score interval, which is highlighted in green. The “X” representing the learner’s score will be approximately situated within that cell relative to their MAPT scale score (meaning, if a learner obtains a score of 380 on the MAPT the “X” will be positioned close to the right-hand edge of the cell illustrating the 300-399 interval. This table shows the score ranges for each test level. The test levels are aligned with the Massachusetts ABE Curriculum Framework Learner Levels, indicating what learners at this level are likely to know and be able to do.

Note: Before learners exit the score report page, test administrators may wish to print out the score report page for a complete record of the learner’s test results. The test scale scores are exported nightly from UMASS/OWL into the ACLS SMARTT System.

At the end of a test, learners will see this “Test Results” screen; they will be thanked for taking the test, and may click on either:

- “Student Home” to take another test, or
- “Logout” to exit the test if they are finished testing.

If they are finished testing, they will click “Logout” and see the following screen.
Logging Out of the MAPT

Learners may click on the Logout button in the left-hand menu of their MAPT test.

Exiting the Test

Another way learners may get to the Logout screen is if they click on “Logout” before they have completed all the test questions. They will see the “Exiting the Test” screen.

If learners didn’t click on “Logout” inadvertently, and do wish to log out of the MAPT, they will click on “Exit the Test.” Then, they will see the Logout Screen shown on the previous page.
For Help: Contact UMASS Technical Support

When learners experience a problem, test administrators (not learners) should click on “Send Message” from the learner’s computer. When sent from the learner’s computer, all the necessary information about the test will be sent to UMASS Technical Support and a resolution to the problem can happen much more quickly.

After clicking “Send Message,” test administrators will see the following screen. Test administrators should explain to the learner that the “Send Message” link is primarily for this purpose.

Send a Message for MAFT Help Screen

For Teacher Only - Send a Message for MAFT Help

If a student has a problem or question, fill out the form below to send a message to MAFT help. Please supply the teacher’s name and email address. If someone else should also receive the reply, please provide his/her name and email address as well.

* - Required Field

Teacher Info
*Name: [Input field]
*Email: [Input field]

Also Reply To
Name: [Input field]
Email: [Input field]

Help Issue
- [ ] Reset student’s time
- [ ] Make test available
- [ ] Other

Additional Information
[Input field]

[Submit Message] [Close Window Without Submitting Message]
Test administrators should fill out the form completely. The test administrator will receive assistance for that learner within 24 hours Monday through Friday.

If there is someone else on staff that should also be alerted to the response from UMASS Technical Support, list his/her name and email under “Also Reply To.” You may add any information you think would help into the “Additional Information” box, or leave it blank.

If a teacher or test administrator contacts OWL Technical Support after a student has logged out of the test, please use owl-help@cesd.umass.edu.

**Resetting a Learner’s Test After 15 Days Have Passed:**

If a student has not completed the test within 15 days of the start date, the test will close and need to be reset. If the student logs in after 15 days of starting a test, he/she will see “Contact Teacher.” The test administrator should click the “Make Test Available” radio button on this message to reset the test so a learner may restart a test back at question one. UMASS Technical Support will reset the test within 24 hours of sending the message Monday–Friday.

It is very important for test administrators to use their program or site’s email address (or their personal email address) so that UMASS Technical Support staff can contact them with a response. A message cannot be sent without an email address. When communication is done via “Send Message,” there is a clear record of the issue and the resolution.

**If Test Administrators or Teachers wish to email UMASS Technical Support AFTER the testing session**

Contact UMASS Technical Support by logging in to the MAPT with your Teacher Login if you are emailing outside of the “Send Message” feature on a learner’s computer. Your request will be answered as quickly as possible, and within 24 hours, Monday–Friday.

**If test administrators experience Internet connectivity problems**

Before learners are scheduled to take the test, log in to the MAPT Practice Test to test your program’s connectivity to the Internet (and to UMASS). Problems with connectivity would occur if the learner is “kicked out” of the test while taking it, or if a learner has difficulty logging back into the test.

If the MAPT graphics are slow to load, for example, the problem is on the program’s end. Or, if you cannot connect to the Internet at a site that is refreshed often (e.g., at http://www.cnn.com, then the problem is at the program’s end. If either of these are the case, contact your program’s Technical Support staff person, or your SABES Regional Field Technologist.

If the MAPT does not load at all on your computer, it is likely to be a problem at UMASS and an email should be sent to UMASS Tech Support staff using “Send Message” and Teacher Login (e.g., 0000-jessied).
Other Troubleshooting Suggestions:

1. If you realize a learner is not taking the correct level of the test, or is taking a test under the wrong name, stop the test immediately and alert UMASS Technical Support via “Send Message.” Technical Support Staff will reset the test for you within 24 hours, Monday – Friday.

2. If the question or graphics are slow to load during the test, alert UMASS Technical Support via “Send Message.” If the question and image are functioning as expected on the UMASS end, the problem is most likely a browser issue. Try:
   - Refreshing the browser. If that doesn't work try:
   - Closing the browser, then re-open it and log back into the test. If that doesn't work try:
   - Using a different browser or a different computer. If that doesn't work:
   - Contacting the Technical Support person for your site.

3. If a learner’s computer shuts down (e.g., due to a power outage) but then regains power, learners should log back into OWL, click on the test they were taking. Learners may then click on the “Continue” link to begin the test where they left off.

4. If a test score is no longer showing up on a learner’s Student Home page, it is because 60 days or more have passed. The test is new set of questions and is ready for the learner’s post-test (or a 2nd test if an optional mid-year test will be administered). After 60 days, test administrators may find the test score in SMARTT.
Appendix A: The Massachusetts Adult Proficiency Test (MAPT)
Learner Information Sheet

Date: ___________         Site Name: _________________________________

Learner’s Name: _________________________________________________

SMARTT ID Number: _____________________________________

Test to take today:  (Circle one):     SQ     M2     M3     M4     M5
               R2 R3 R4 PT: (indicate which) ____________

The Massachusetts Adult Proficiency Test (MAPT) Learner Information Sheet

Date: ___________         Site Name: _________________________________

Learner’s Name: _________________________________________________

SMARTT ID Number: _____________________________________

Test to take today:  (Circle one):     SQ     M2     M3     M4     M5
               R2 R3 R4 PT: (indicate which) ____________

The Massachusetts Adult Proficiency Test (MAPT) Learner Information Sheet

Date: ___________         Site Name: _________________________________

Learner’s Name: _________________________________________________

SMARTT ID Number: _____________________________________

Test to take today:  (Circle one):     SQ     M2     M3     M4     M5
               R2 R3 R4 PT: (indicate which) ____________