

The Commonwealth of Massachusetts
Department of Education
Adult and Community Learning Services

Massachusetts Adult Proficiency Test (MAPT)

Teacher and Test Administrator Manual

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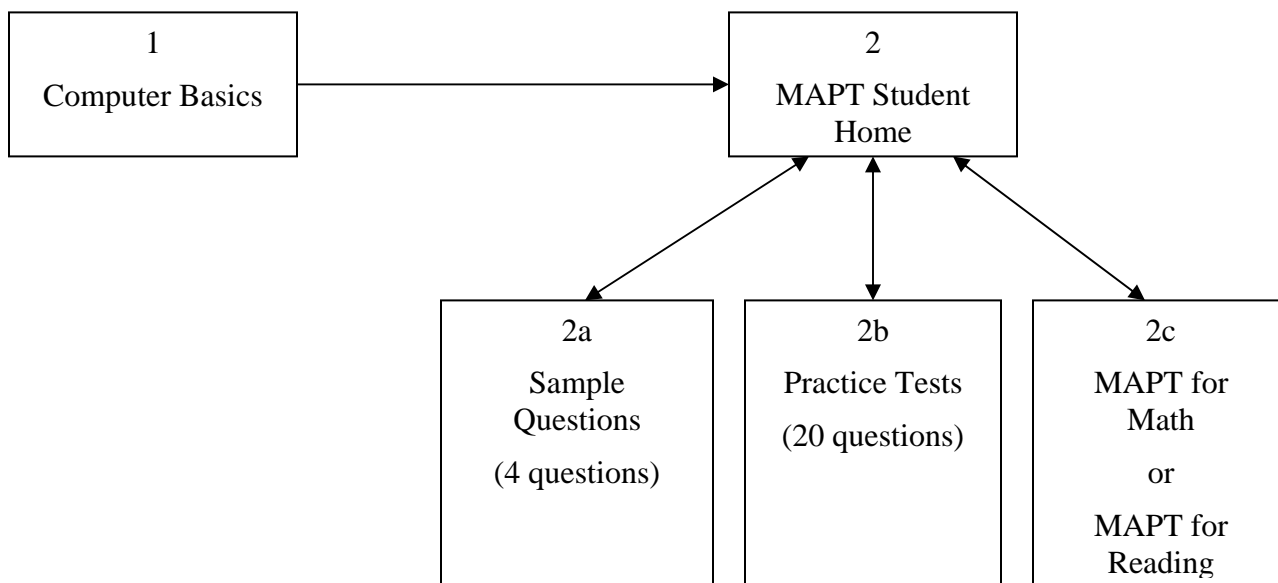
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Overview of the MAPT and its Components

There are four different components of the MAPT: 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>. 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>. 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.

A. 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/>.

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 Math¹ 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.

B. 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/>; a SMARTT ID/Login or teacher login is needed to take them.

C. 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/>. 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.

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

¹ These test questions are covering benchmarks found in the Level 2 of the Massachusetts ABE Math and Numeracy Curriculum Framework.

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.

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 already (e.g., if the learner was exited from another program, or if a learner moved from an ESOL class to an ABE class). To check, type in only part of the learners' last and first names into the "Add Students" page in SMARTT. A box of "potential duplicate students found" will pop up. If the student's name appears, click on it, and the previous information will be joined to your new record. This is important to ensure that all test information stays with the learner. **Students should 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, select "Partial Intakes" from the SMARTT Student Search page and select the partial intake to be converted, and then click on "Complete Intake." Appendix C has screen prints of the partial intake form.

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 50 questions in the MAPT for Reading or the 45 questions in the MAPT for Math in one hour or less, but we recommend allotting a two-hour time block for testing.

- To avoid disrupting students' test taking experience, please allow a full 2 hours for learners to take the MAPT for Math or MAPT for Reading.
- **Important:** Test administrators should allow a full 2 hours for learners to take the MAPT for Math or MAPT for Reading. The MAPT for Math has 45 questions and the MAPT for Reading has 50 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. While the average learner takes 50 minutes to finish either test, many students need 2 hours (or sometimes more) of uninterrupted time to complete it. Test taking should be done in one sitting for the comfort of the learner and accuracy of the test results. In one program, a practitioner notes, "the norm has been for students to begin and end the test in one session. We have never planned for it to be otherwise."
- While it is often difficult (or impossible) to accommodate two hours of time in a computer lab, some programs have been creative. Another practitioner rearranged lab times with other classes at the program. Ordinarily, each class has one hour per week in the lab, but program staff 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 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.)
- If students do need a test reset because the 15 days have expired, the test administrator should use "Send Message" to request a test reset for that student. That way, 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. Use the *MAPT Learner Information Sheet* in Appendix A to write down for students their SMARTT ID, site and test level.² 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. In this way, all students can begin the login process independent of the test administrator. However, please ensure that each student receives his/her correct SMARTT ID. There have been problems in the past with students taking a test under the wrong ID and that is a major issue for SMARTT to handle. Test administrators will be free to aid any learners who need help with the process. The Learner Information Sheet can be xeroxed, cut into three separate pieces and handed out to learners.

Note: For test security, you must collect the Learner Information Sheets (or other sheets listing their SMARTT ID#) back from learners before they leave the testing room.

Alternatively, before cutting up the sheets and handing out to learners, test administrators may wish to Xerox the filled-out sheets to list for their records which tests a specific learner completed over the year, when they took the MAPT, and the level. Or, test administrators may keep the collected sheets for the next time they are tested (e.g., mid-year or post-testing). Learner Information Sheets may be downloaded at the ACLS Assessment web page, <http://www.doe.mass.edu/acls/assessment>.

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. Logging Out of the MAPT

Before learners start taking the MAPT, test administrators should tell learners that when they reach this point, they may click on the “X” in the upper right hand corner of their computer screen to close the page. If learners are using Macintosh computers, leave the computer as is. At the discretion of the program, learners may leave the computers on, or shut them off.

8. Test Administrators must remain in the room while students are being tested.

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.

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 so learners are comfortable with the test and its components before they 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 in the Computer Basics tutorial in Appendix B (page 55).

Login Screen



OWL for MAPT Login Page

Login Page
Send Message

University of Massachusetts, Amherst

OWL
ONLINE WEB-BASED LEARNING

for the Massachusetts Department of Education,
Adult and Community Learning Services

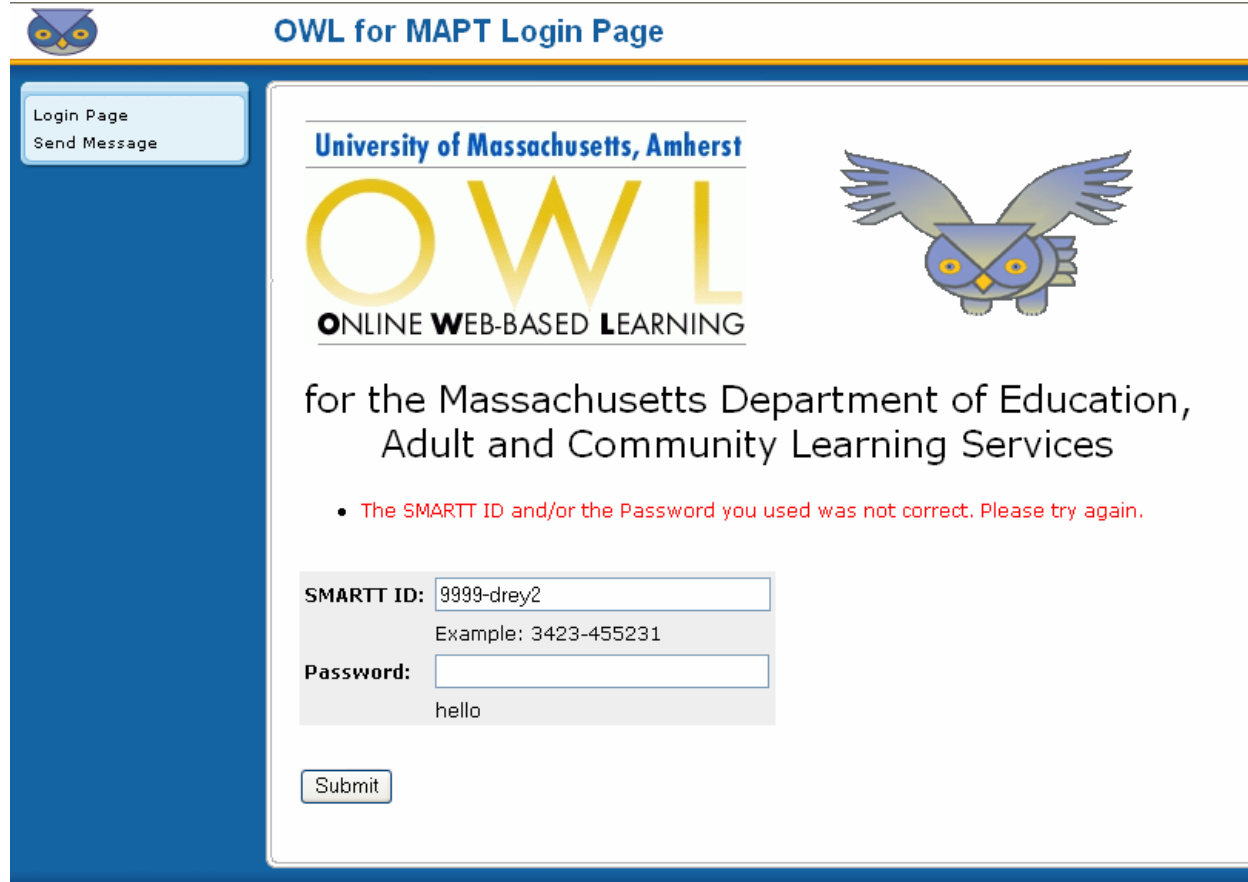
SMARTT ID:
Example: 3423-455231

Password:
hello

Submit

This is the first screen learners will see. Learners enter their SMARTT ID and the password. For now, the password for all learners is hello. 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. Collect the Learner Information Sheets after the test. (Teacher’s Logins contain four zeros and a dash before their individual login: e.g., 0000-janes).

Error Message Screen




The screenshot shows the OWL for MAPT Login Page. At the top left is a small owl icon. The page title is "OWL for MAPT Login Page". On the left side, there is a blue sidebar with a "Login Page" button and a "Send Message" link. The main content area features the University of Massachusetts, Amherst logo and the OWL (Online Web-Based Learning) logo. Below the logos, it says "for the Massachusetts Department of Education, Adult and Community Learning Services". A red error message reads: "• The SMARTT ID and/or the Password you used was not correct. Please try again." Below the message is a login form with two input fields: "SMARTT ID:" containing "9999-drey2" and "Password:" containing "hello". An example "Example: 3423-455231" is shown below the SMARTT ID field. A "Submit" button is at the bottom of the form.

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. For more information on ensuring there is only one SMARTT ID per learner, go to the Assessment section of the November 2006 ACLS monthly mailing, found at <http://www.doe.mass.edu/acls/mailings/>.

Login Send Message Screen

 **Send a Message for MAPT Help**

For Teacher Only - Login Trouble

If a student is having trouble logging into the system, fill out the form below to send a message to MAPT help. Please supply the student's and 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

Student Info
*Student First Name:
*Student Last Name:
*Student SMARTT ID:

Teacher Info
*Name:
*Email:

Also Reply To
Name:
Email:

Select Your Current Site

If you cannot find your site contact your Site Coordinator.

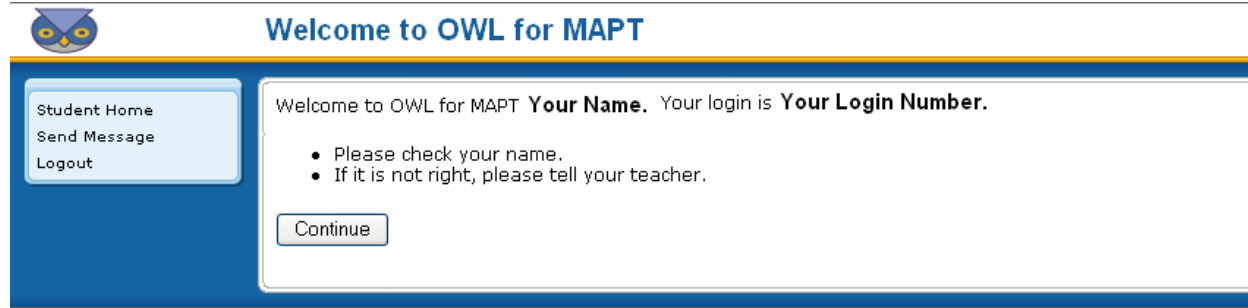
Additional Information


Test Administrators should fill out this form completely. They will receive login assistance for that learner within 24 hours Monday through Friday.

Under “Select your Current Site” on this screen, use the drop-down menu to find your Site ID number and site name. Selecting your site will speed up the help from UMASS Technical Support.

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.

Welcome Screen



 **Welcome to OWL for MAPT**

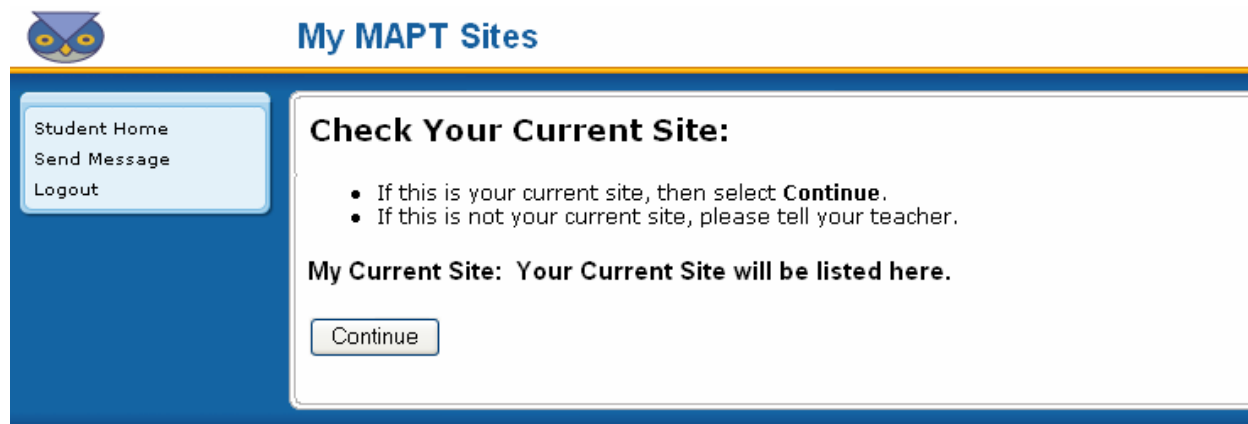
Student Home
Send Message
Logout


Welcome to OWL for MAPT **Your Name**. Your login is **Your Login Number**.

- Please check your name.
- If it is not right, please tell your teacher.

Continue

Site Confirmation Screen



 **My MAPT Sites**

Student Home
Send Message
Logout

Check Your Current Site:

- If this is your current site, then select **Continue**.
- If this is not your current site, please tell your teacher.

My Current Site: Your Current Site will be listed here.

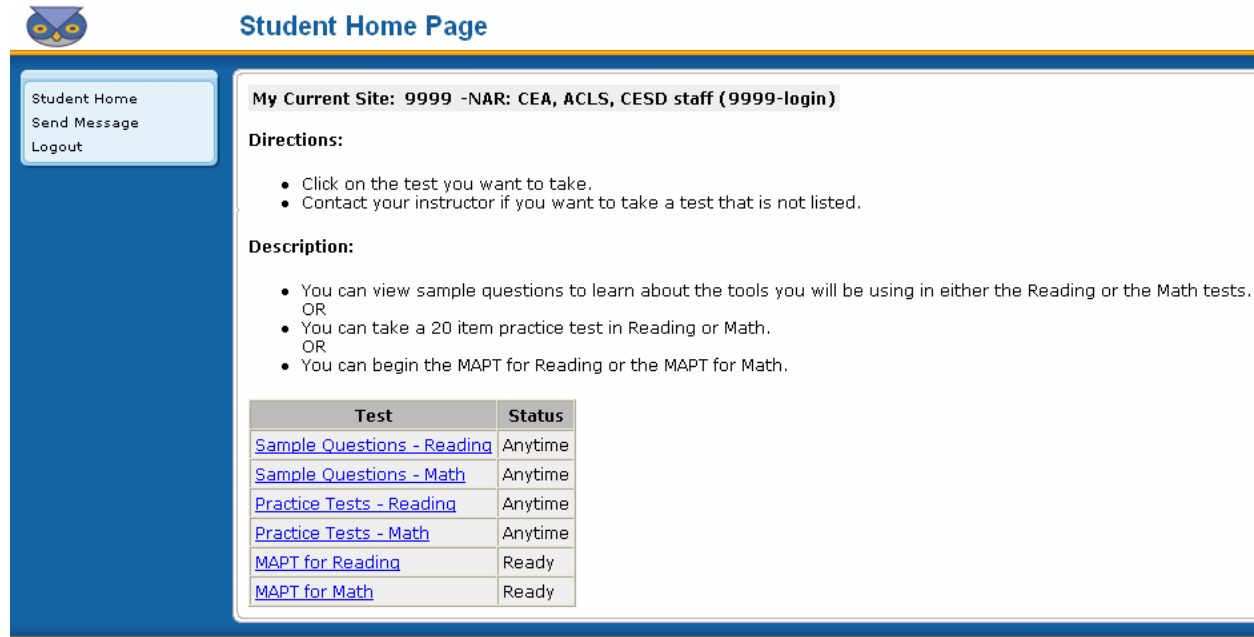
Continue

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. The Site List is in Appendix D.

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 the person with whom Technical Support staff should follow up.

Student Home: First Time Entering a Test Screen



The screenshot shows the 'Student Home Page' with a navigation menu on the left containing 'Student Home', 'Send Message', and 'Logout'. The main content area displays the following information:

My Current Site: 9999 -NAR: CEA, ACLS, CESD staff (9999-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.

Test	Status
Sample Questions - Reading	Anytime
Sample Questions - Math	Anytime
Practice Tests - Reading	Anytime
Practice Tests - Math	Anytime
MAPT for Reading	Ready
MAPT for Math	Ready

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

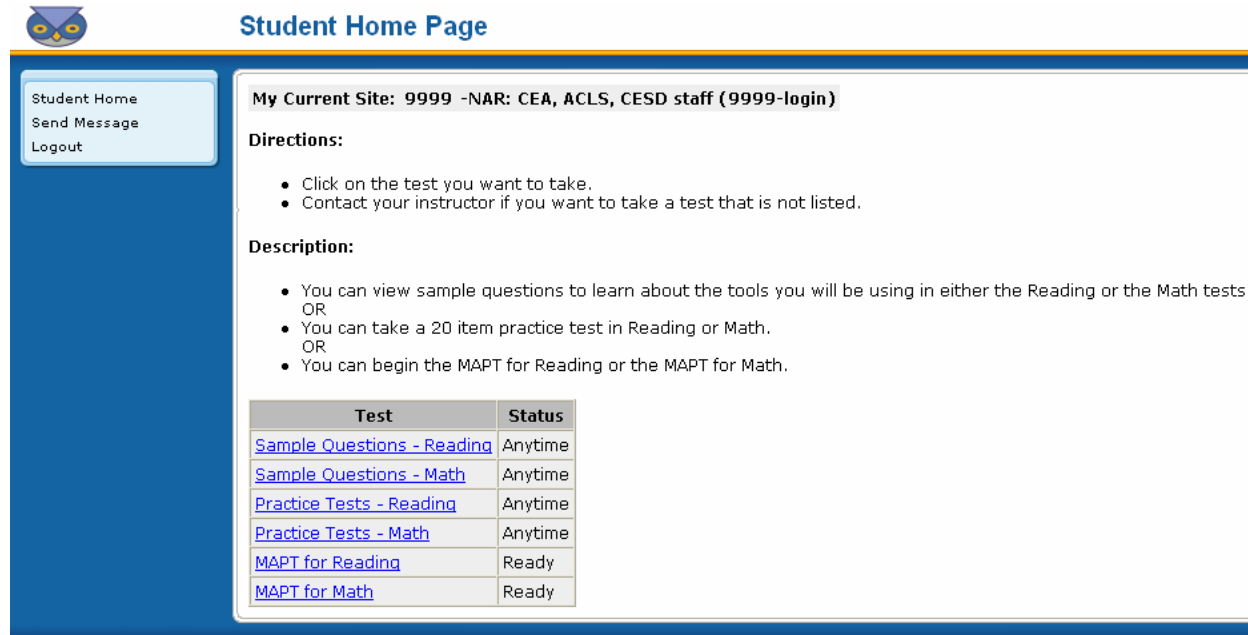
- Sample Questions – Math or Reading
- Practice Test – Math or Reading
- The MAPT for Math or Reading

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 (e.g., anytime). 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



My Current Site: 9999 -NAR: CEA, ACLS, CESD staff (9999-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.

Test	Status
Sample Questions - Reading	Anytime
Sample Questions - Math	Anytime
Practice Tests - Reading	Anytime
Practice Tests - Math	Anytime
MAPT for Reading	Ready
MAPT for Math	Ready

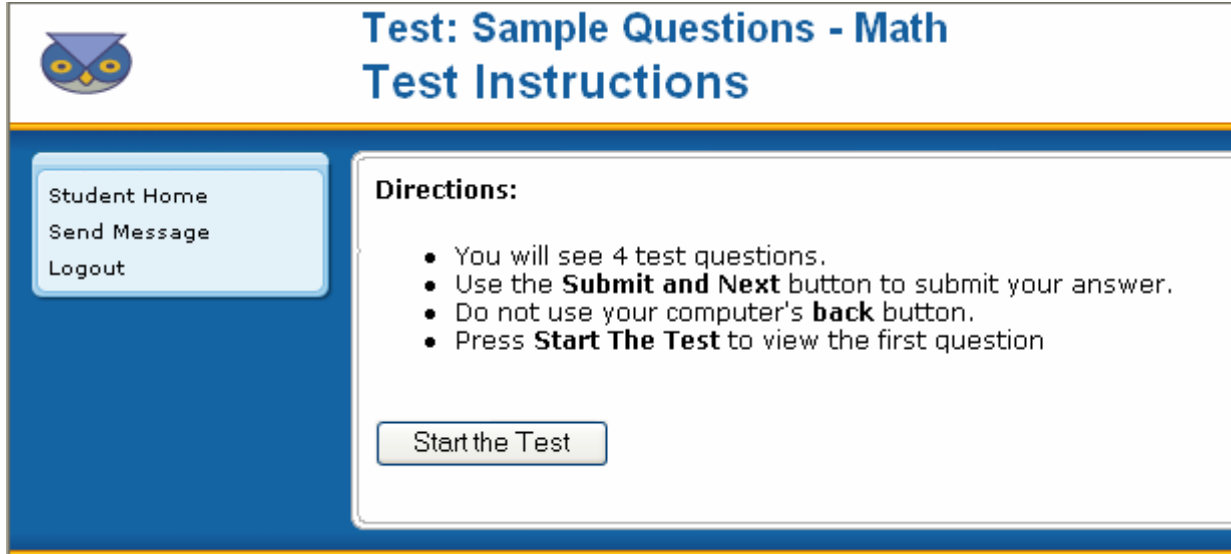
Learners are **required** to complete the Sample Questions the first time they take the MAPT to ensure they understand the test directions and can use the test components like the embedded calculator. After the first time learners take the test, program staff and learners may decide if learners would 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 Math³ 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.

³ These test questions align with the benchmarks in Level 2 of the Massachusetts ABE Math and Numeracy Curriculum Framework.

Sample Question Directions: Test Instructions



 **Test: Sample Questions - Math**
Test Instructions

Student Home
Send Message
Logout

Directions:

- You will see 4 test questions.
- Use the **Submit and Next** button to submit your answer.
- Do not use your computer's **back** button.
- Press **Start The Test** to view the first question

Start the Test

The first three questions in reading and 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



Test: Sample Questions - Math Question

Student Home
Send Message
Logout

You are on question 1 of 4.

All MAPT questions use **radio buttons**.

1. Read the question.
2. Click on the empty circle (the radio button) next to your answer. After you click on the empty circle, it will look like this:
3. If you want to change your answer, you can click on another radio button.
4. When you are done, click on the **Submit and Next** button.

Try the following example.

What is $2 + 2$?

Click on the radio button next to 4 since this is the correct answer.

- 2
- 3
- 4
- 5

Submit and Next

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



Test: Sample Questions - Math Question

Student Home
Send Message
Logout

You are on question 2 of 4.

Some questions will have a **calculator** you can use. This is a scientific calculator that follows the order of operations. The calculator may appear below the question. You can only use a calculator on the questions where the calculator is present.

1. Read the question.
2. Use the mouse to click on the the first number you want to enter into the calculator. You will see it appear in the white box at the top of the calculator.
3. Click on the operation you want to do (for example, the + sign or the - sign).
4. Click on the next number you want to enter. You will see it appear in the white box at the top of the calculator.
5. When you finish entering the numbers and operations you need to solve your question, click on the = sign. Your answer will be in the white box at the top of the calculator.
6. If you need to start again, click on the AC button to clear any information you have entered and start again.

Let's do the following example together.

What is 6×2 ?

**Use the calculator below if you would like.
Use the mouse to click on the buttons.**



1. Click on the **6**. You will see a 6 in the white box at the top of the calculator.
2. Click on the **x** sign. You will see a dot (.) after the 6. This is a decimal point to show it is a whole number.
3. Click on **2**. You will see a 2 in the white box at the top of the calculator.
4. Click on = and 12 will be in the white box at the top of the calculator. This is your answer.
5. Click on the radio button next to the 12 to select that as your answer.

- 2
 3
 6
 12

Submit and Next

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 except for the calculator embedded within a question.

Math Sample Question Number 3



Test: Sample Questions - Math Question

Student Home
Send Message
Logout

You are on question 3 of 4.

The **calculator** may also appear to the right of the question. You can only use a calculator on the questions where the calculator is present.

Let's do the following example together.

A teacher wants to know how many students are in the three programs listed in the table below.

Program Name	Number of Students
Bank Street	15
Olive Road	20
Daisy Lane	10

How many students are there in all?

1. Click on the **1** then the **5**. You will see 15 in the white box at the top of the calculator.
2. Click on the **+** sign. You will see a dot (.) after the 15. This is a decimal point to show it is a whole number.
3. Click on **2** then on **0**. You will see 20 in the white box at the top of the calculator.
4. Click on the **+** sign. You will see 35 in the white box. The calculator is adding the first two numbers together.
5. Click on **1** then on **0**. You will see 10 in the white box.
6. Click on **=** and 45 will be in the white box. This is your answer.
7. Click on the radio button next to the 45 students to select that as your answer.

- 10 students
 15 students
 20 students
 45 students

Use the calculator below if you would like. Use the mouse to click on the buttons.




Submit and Next

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 except for the calculator embedded within a 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




Test: Sample Questions - Math Question

Student Home
Send Message
Logout

You are on question 4 of 4.

Some questions will have a **Math Formula Page** you can use.

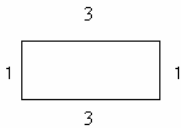
1. To see the formula page, click on the link [Math Formulas](#) .
2. When you click on the link you will see the math formula page.
3. You can scroll down the page to see all of the formulas that are listed.
4. You can only use the formula page on the questions where there is a [Math Formulas](#) link.
5. After you answer the question, click on the  in the upper right hand corner to close the formula page.

An example is shown below.

What is the perimeter of the rectangle shown below?

Try answering this question on your own using the Math Formulas link.

[Math Formulas](#)



1
 3
 6
 8

Math Sample Question Number 4

The fourth Sample Question for Math teaches learners about how to access the formula page. The underlined Math Formulas in the directions are not operational links. They are there to illustrate 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 MAPT 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 x width
parallelogram	Area = base x height
triangle	Area = 1/2 x base x height
trapezoid	Area = 1/2 x (base ₁ + base ₂) x height
circle	Area = π x radius ² ; π is approximately equal to 3.14
PERIMETER of a:	
square	Perimeter = 4 x side
rectangle	Perimeter = 2 x length + 2 x width
triangle	Perimeter = side ₁ + side ₂ + side ₃
CIRCUMFERENCE of a:	
circle	Circumference = π x diameter; π is approximately equal to 3.14.
Volume of a:	
cube	Volume = edge ³
rectangular solid	Volume = length x width x height
square pyramid	Volume = 1/3 x (base edge) ² x height
cylinder	Volume = π x radius ² x height; π is approximately equal to 3.14.
cone	Volume = 1/3 x π x radius ² x height; π 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 = $\frac{x_1 + x_2 + \dots + x_n}{n}$, 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 x rate x time
DISTANCE	Distance = rate x time
TOTAL COST	Total cost = (number of units) x (price per unit)
Source: GED Testing Service	

Do not print out this page for test-takers.

Math Sample Questions Results Screen



Test: Sample Questions - Math Test Results

Student Home
Send Message
Logout

- Thank you for taking the test.
- Your results are shown below.
- Click on:
 - **Student Home** if you want to take another test.
 - **Logout** if you are finished testing.

Name: cea test2
SMARTT ID: ceatest2
Current site: -NAR: CEA, ACLS, CESD staff (9999-login)

Test finished on: 3/28/2007 9:52 AM
Your Score: 4 out of 4

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 (or repeat those they scored incorrectly), so it is clear they understand how to use the test components.

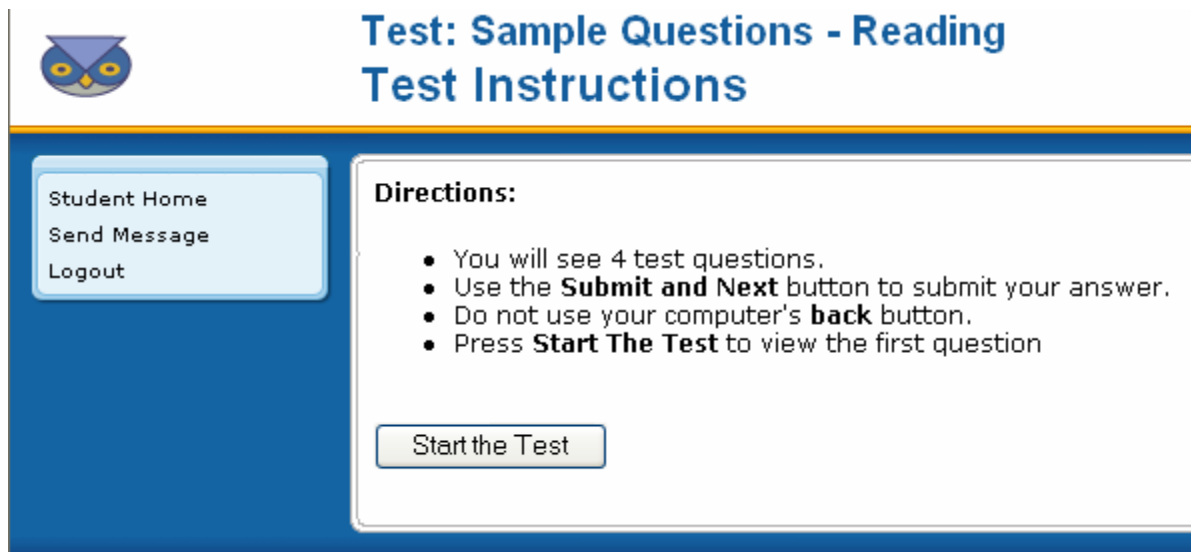
Learners may now click on Student Home to repeat the Sample Questions, or to take another test, or they may click on Logout if they are finished testing.


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



 **Test: Sample Questions - Reading**
Test Instructions

Student Home
Send Message
Logout

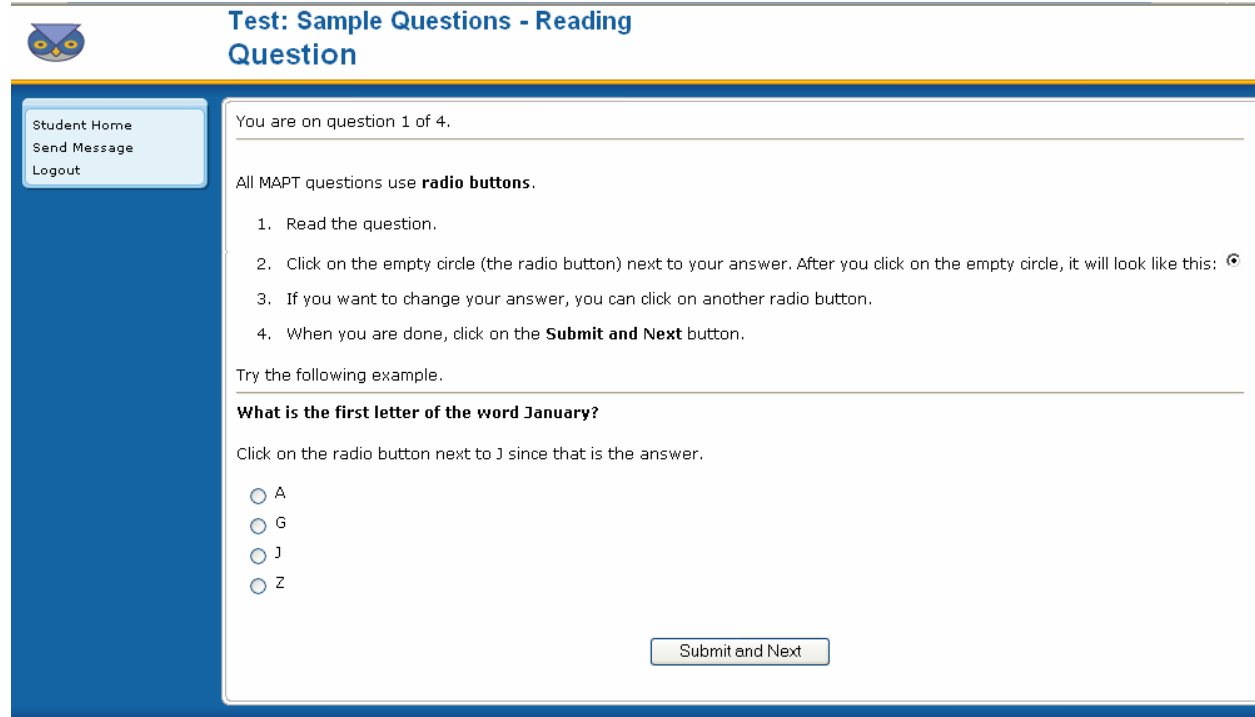
Directions:


- You will see 4 test questions.
- Use the **Submit and Next** button to submit your answer.
- Do not use your computer's **back** button.
- Press **Start The Test** to view the first question

Start the Test

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 screenshot shows a web-based test interface. At the top left is a logo of an owl. To its right, the text reads "Test: Sample Questions - Reading Question". Below this is a navigation menu with "Student Home", "Send Message", and "Logout". The main content area displays "You are on question 1 of 4." followed by instructions for using radio buttons. It includes a numbered list of four steps: 1. Read the question. 2. Click on the empty circle (the radio button) next to your answer. After you click on the empty circle, it will look like this: . 3. If you want to change your answer, you can click on another radio button. 4. When you are done, click on the **Submit and Next** button. Below the instructions, it says "Try the following example." and asks "What is the first letter of the word January?". It then instructs to click on the radio button next to J since that is the answer. There are four radio button options: A, G, J, and Z. At the bottom right of the question area is a "Submit and Next" button.

Test: Sample Questions - Reading Question

Student Home
Send Message
Logout

You are on question 1 of 4.

All MAPT questions use **radio buttons**.

1. Read the question.
2. Click on the empty circle (the radio button) next to your answer. After you click on the empty circle, it will look like this: 
3. If you want to change your answer, you can click on another radio button.
4. When you are done, click on the **Submit and Next** button.

Try the following example.

What is the first letter of the word January?


Click on the radio button next to J since that is the answer.

A
 G
 J
 Z

Submit and Next

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

Reading Sample Question Number 2



Test: Sample Questions - Reading Question

Student Home
Send Message
Logout

You are on question 2 of 4.

Some questions might include a **reading selection**.

- The directions will tell you how many questions go with that reading selection.
- The reading selection will not change between questions.
- The question will be in **bold** letters following the selection.

An example is shown below and in the following question.

Read the selection below and answer the 2 questions that follow. The selection will not change between these questions.

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.

Which person did Mary tell about what she learned at school?

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

- brother
- father
- mother
- sister

Submit and Next

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



Test: Sample Questions - Reading Question

Student Home
Send Message
Logout

You are on question 3 of 4.

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



Test: Sample Questions - Reading Question

You are on question 4 of 4.

Some questions might include a **graphic** (for example, a chart, table, form, or picture). Make sure you read everything in the graphic for these questions. The question will follow the graphic and be in **bold**.

An example is shown below.

Try answering this question on your own.

Use the form below to answer the following question.

Complete the form below.

1
Name

2
Address

3
Phone number

4
Email

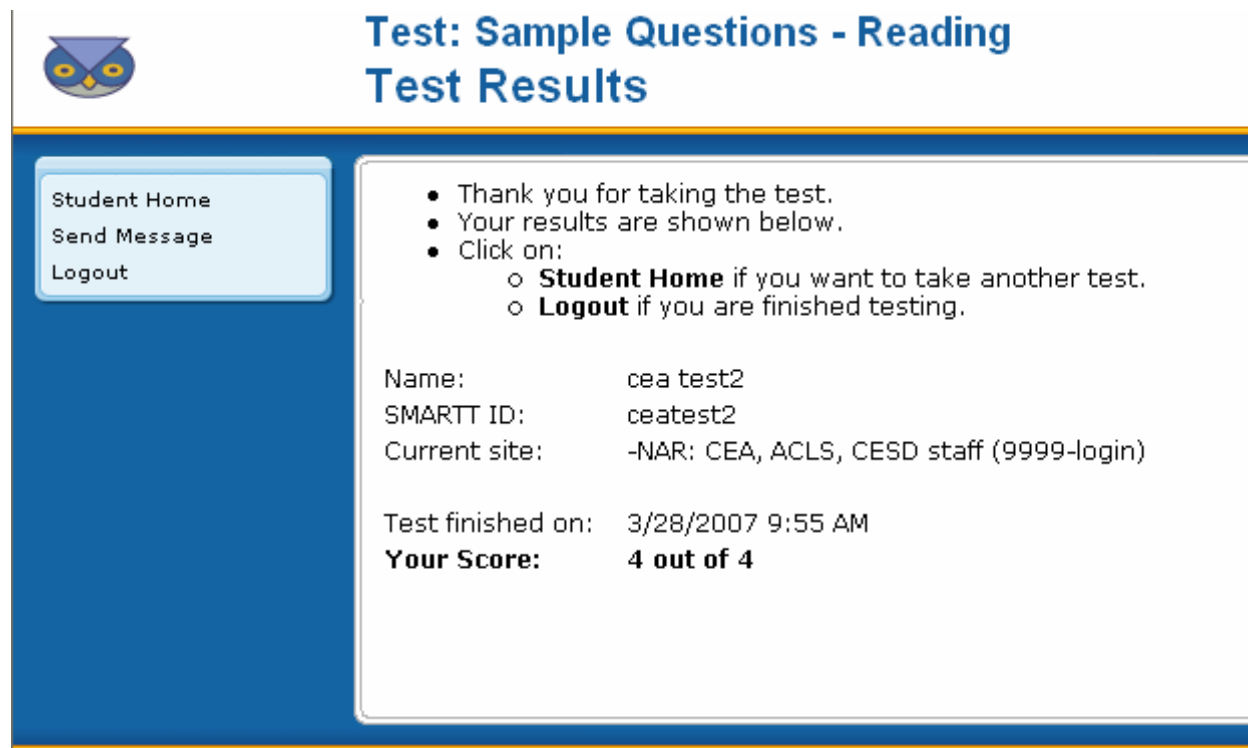
What is the first step to complete the form?


- Name
- Address
- Phone number
- Email

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



 **Test: Sample Questions - Reading Test Results**

Student Home
Send Message
Logout

- Thank you for taking the test.
- Your results are shown below.
- Click on:
 - **Student Home** if you want to take another test.
 - **Logout** if you are finished testing.

Name: cea test2
SMARTT ID: ceatest2
Current site: -NAR: CEA, ACLS, CESD staff (9999-login)

Test finished on: 3/28/2007 9:55 AM
Your Score: 4 out of 4

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

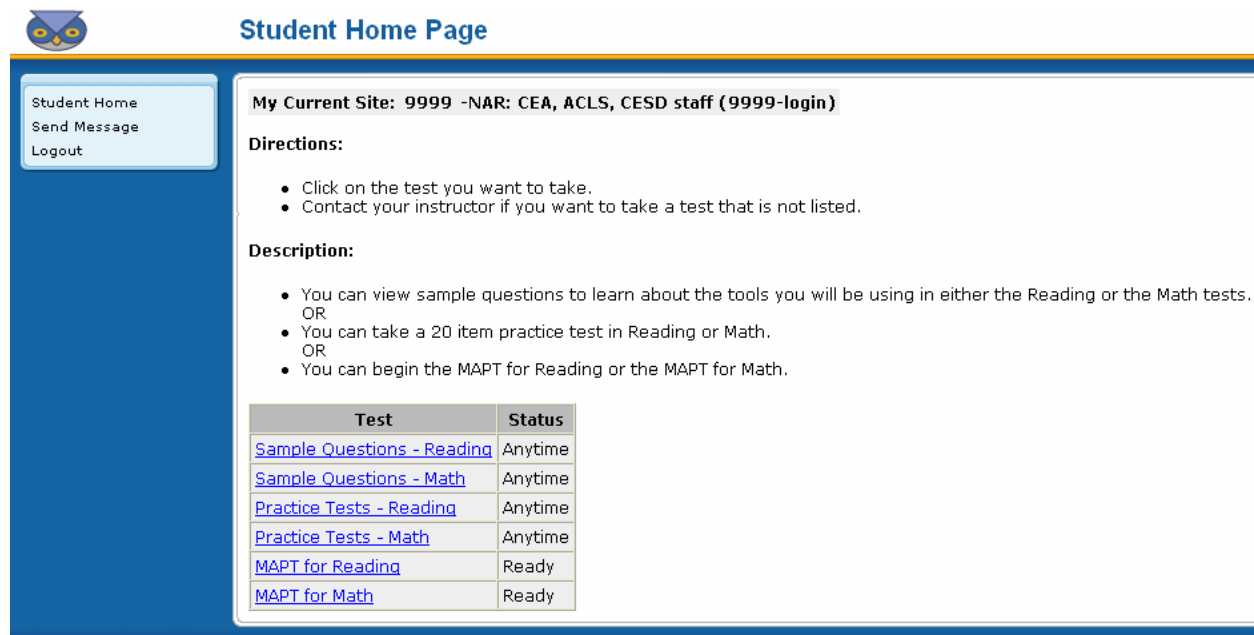
The Practice Test questions are very similar to those in the MAPT for Math and MAPT for Reading, but there are 20 items instead of 45 or 50. Access the Practice Tests from “Student Home,” by clicking either on “Practice Tests – Math” or “Practice Tests – Reading,” as shown below.

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. They may also use it 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 48.)

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

Student Home
Send Message
Logout

My Current Site: 9999 -NAR: CEA, ACLS, CESD staff (9999-login)

Directions:

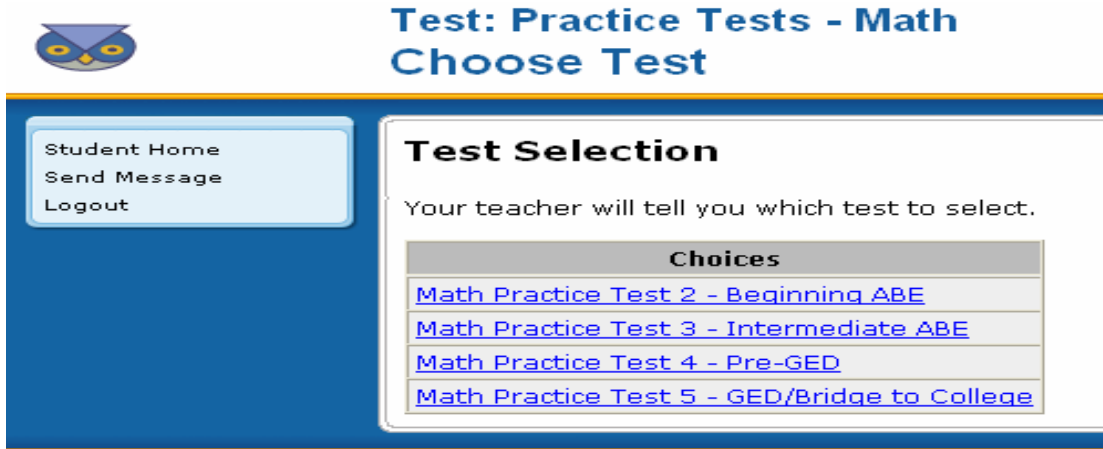
- Click on the test you want to take.
- Contact your instructor if you want to take a test that is not listed.

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.

Test	Status
Sample Questions - Reading	Anytime
Sample Questions - Math	Anytime
Practice Tests - Reading	Anytime
Practice Tests - Math	Anytime
MAPT for Reading	Ready
MAPT for Math	Ready

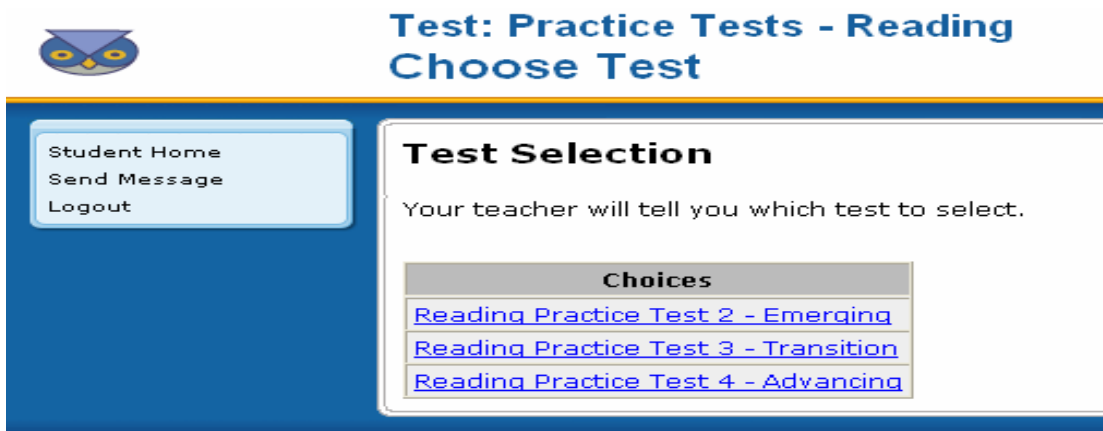
Practice Test Screens: Math Practice Test Selection Screen



The screenshot shows a web interface for selecting a math practice test. At the top left is an owl logo. The main heading is "Test: Practice Tests - Math Choose Test". On the left, a navigation box contains "Student Home", "Send Message", and "Logout". The main content area is titled "Test Selection" and includes the instruction "Your teacher will tell you which test to select." Below this is a table with a header "Choices" and four rows of links: "Math Practice Test 2 - Beginning ABE", "Math Practice Test 3 - Intermediate ABE", "Math Practice Test 4 - Pre-GED", and "Math Practice Test 5 - GED/Bridge to College".

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

Reading Practice Test Selection Screen

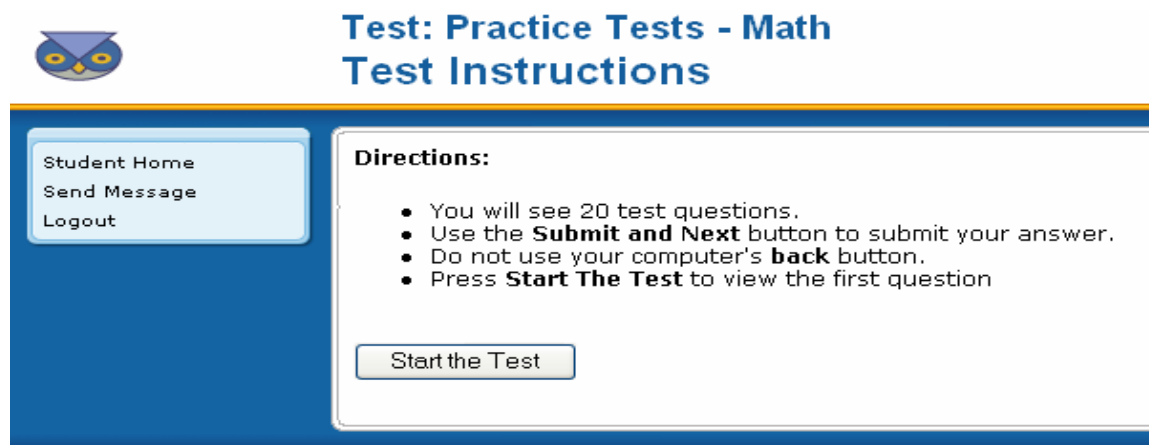


The screenshot shows a web interface for selecting a reading practice test. At the top left is an owl logo. The main heading is "Test: Practice Tests - Reading Choose Test". On the left, a navigation box contains "Student Home", "Send Message", and "Logout". The main content area is titled "Test Selection" and includes the instruction "Your teacher will tell you which test to select." Below this is a table with a header "Choices" and three rows of links: "Reading Practice Test 2 - Emerging", "Reading Practice Test 3 - Transition", and "Reading Practice Test 4 - Advancing".

Choices
Reading Practice Test 2 - Emerging
Reading Practice Test 3 - Transition
Reading Practice Test 4 - Advancing

The names of the Practice Tests (e.g., *Reading Practice Test 2 – Emerging* or *Math Practice Test 5 – GED/Bridge to College*) correspond to the level of the same name in the Massachusetts ABE Curriculum Framework standards for math and reading. 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 34-35. 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

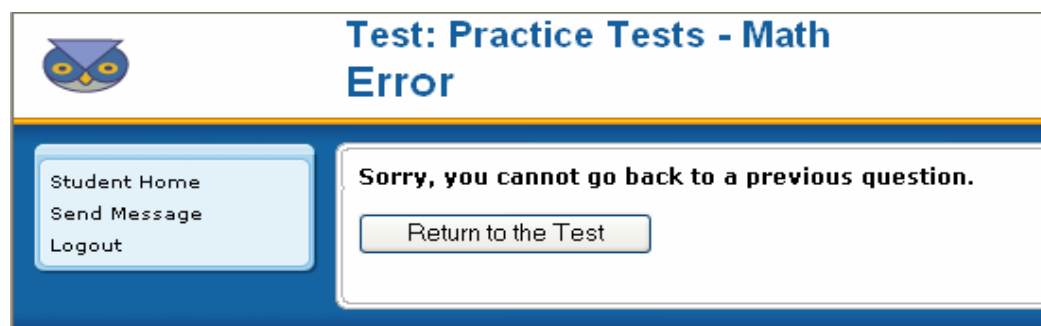


The screenshot shows a web interface for a math practice test. At the top left is an owl logo. To its right, the title reads "Test: Practice Tests - Math Test Instructions". Below the title is a navigation menu with three items: "Student Home", "Send Message", and "Logout". The main content area is titled "Directions:" and contains a bulleted list of instructions: "You will see 20 test questions.", "Use the **Submit and Next** button to submit your answer.", "Do not use your computer's **back** button.", and "Press **Start The Test** to view the first question". At the bottom of the directions is a button labeled "Start the Test".

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:

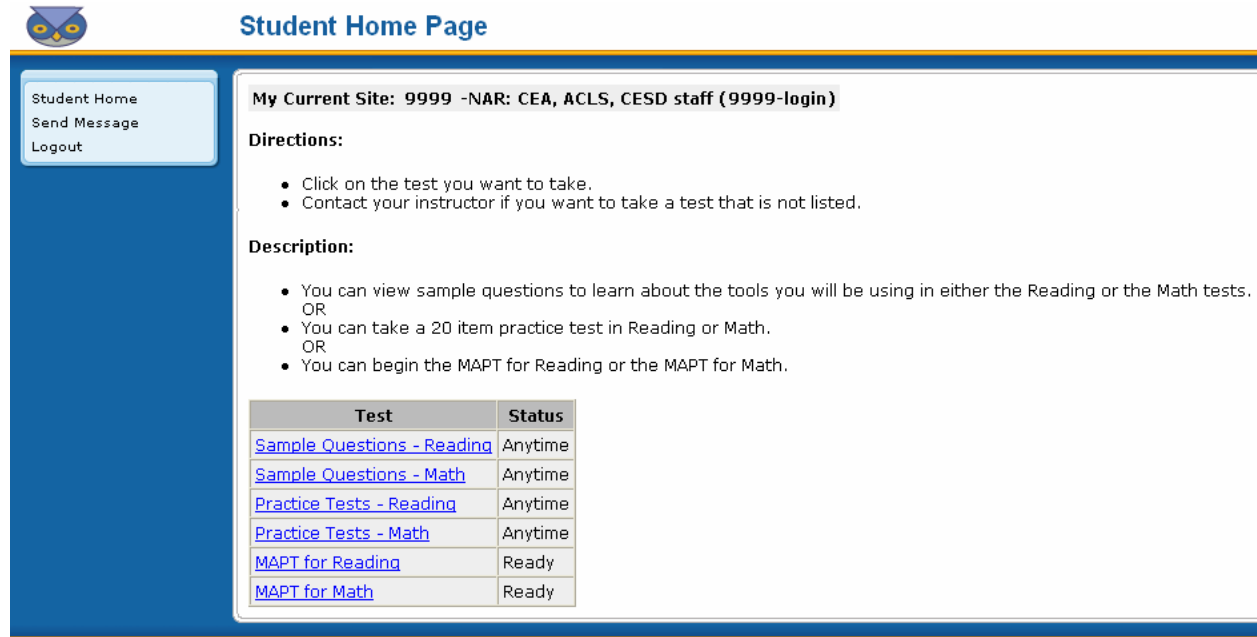
Back Error Message Screen



The screenshot shows a web interface for a math practice test. At the top left is an owl logo. To its right, the title reads "Test: Practice Tests - Math Error". Below the title is a navigation menu with three items: "Student Home", "Send Message", and "Logout". The main content area contains a message: "Sorry, you cannot go back to a previous question." Below the message is a button labeled "Return to the Test".

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



My Current Site: 9999 -NAR: CEA, ACLS, CESD staff (9999-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.

Test	Status
Sample Questions - Reading	Anytime
Sample Questions - Math	Anytime
Practice Tests - Reading	Anytime
Practice Tests - Math	Anytime
MAPT for Reading	Ready
MAPT for Math	Ready

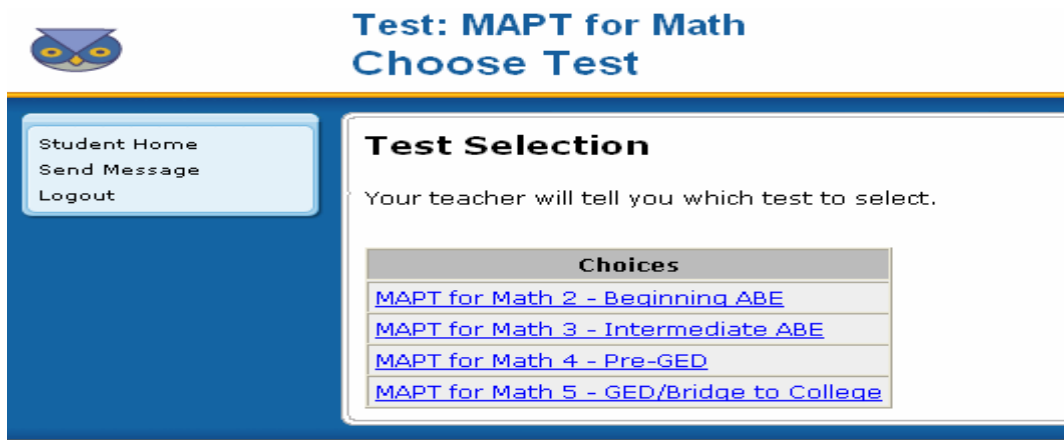
If learners are ready, they may go on to take the MAPT for Math and/or Reading. This test will either be used for their pre-test or post-test to report learner gains. The student score is transferred directly into SMARTT.

Important: Test administrators should allow a full 2 hours for learners to take the MAPT for Math or MAPT for Reading. The MAPT for Math has 45 questions and the MAPT for Reading has 50 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.

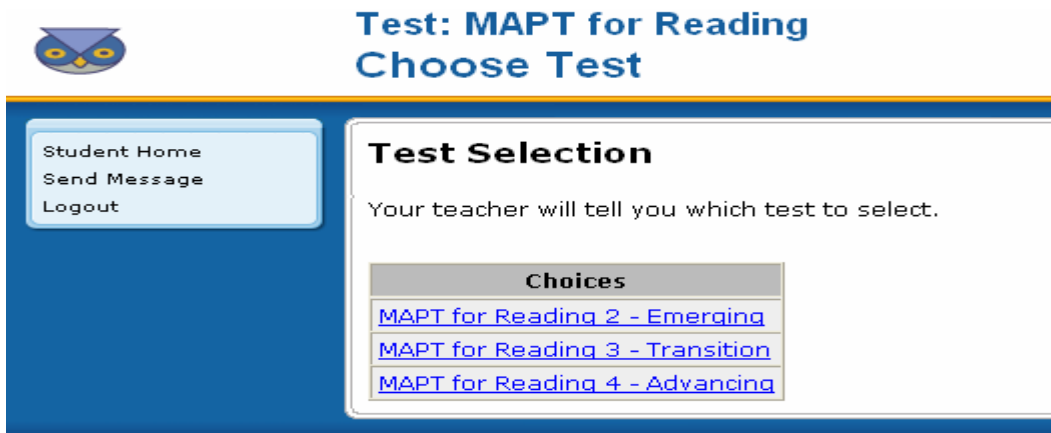
MAPT for Math Test Selection Screen



The screenshot shows the 'Test: MAPT for Math Choose Test' interface. It features an owl logo in the top left corner. Below the logo is a navigation menu with three items: 'Student Home', 'Send Message', and 'Logout'. The main content area is titled 'Test Selection' and contains the text 'Your teacher will tell you which test to select.' Below this text is a table with a header 'Choices' and four rows of links:

Choices
MAPT for Math 2 - Beginning ABE
MAPT for Math 3 - Intermediate ABE
MAPT for Math 4 - Pre-GED
MAPT for Math 5 - GED/Bridge to College

MAPT for Reading Test Selection Screen



The screenshot shows the 'Test: MAPT for Reading Choose Test' interface. It features an owl logo in the top left corner. Below the logo is a navigation menu with three items: 'Student Home', 'Send Message', and 'Logout'. The main content area is titled 'Test Selection' and contains the text 'Your teacher will tell you which test to select.' Below this text is a table with a header 'Choices' and three rows of links:

Choices
MAPT for Reading 2 - Emerging
MAPT for Reading 3 - Transition
MAPT for Reading 4 - Advancing

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 page 8, and a copy of it in Appendix A. 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 – Emerging
MAPT for Reading 3 – Transition
MAPT for Reading 4 – Advancing

MAPT for Math 2 – Beginning ABE
MAPT for Math 3 – Intermediate ABE
MAPT for Math 4 – Pre-GED
MAPT for Math 5 – GED/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 34 and 35, 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 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.

Comparison Table for determining the appropriate level of initial MAPT for Math

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

* Note: Learners who enter a program in the High ASE level by scoring 600 and above on their MAPT pre-test are considered to have completed their federal level if they got their GED. They are excluded from the pre/post test performance standard. Programs may choose to post-test these learners if they wish, but aren't required to. If they do, then they are included in the Learning Gains Performance Standard.

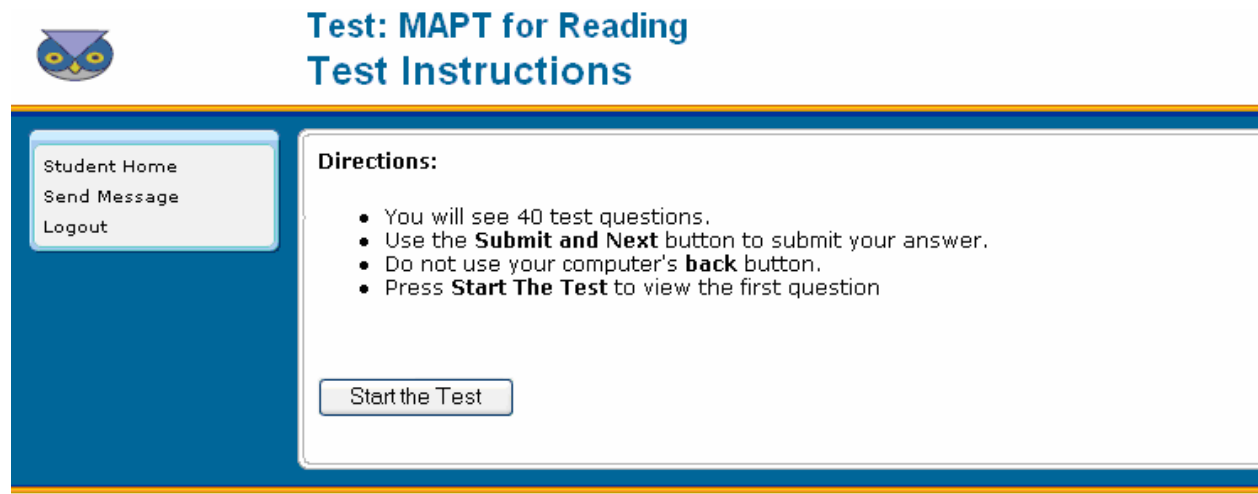
Comparison Table for determining the appropriate level of initial MAPT for Reading


MAPT for Reading Test Name	MAPT Scale Score	MA Curriculum Framework Level	GLE Range	NRS Level
N/A: Use TABE Level L	Use TABE Level L scale scores	ELA Reading Strand: Initial	GLE 0 – 1.9	Beginning ABE Literacy
MAPT for Reading 2- Emerging	200 – 299	ELA reading Strand: Emerging	GLE 2 – 3.9	Beginning Basic
MAPT for Reading 3- Transitional	300 – 399	ELA Reading Strand: Transitional	GLE 4 – 5.9	Low Intermediate
MAPT for Reading 4- Advancing	400 – 499	ELA Reading Strand: Advancing	GLE 6 – 8.9	High Intermediate
N/A*	500 – 599	ELA Reading Strand: Adept	GLE 9 – 10.9	Low ASE
	600-700		GLE 11 – 12.9	High ASE

*There is no MAPT test name here because there are only three starting points for learners taking the Reading test. Their final scores, however, could place them in the “Adept” level (e.g., a learner who enters the test at “Advancing” starting point and does well enough to be classified as “Adept.”

* Note: Learners who enter a program in the High ASE level by scoring 600 and above on their MAPT pre-test are considered to have completed their federal level if they got their GED. They are excluded from the pre/post test performance standard. Programs may choose to post-test these learners if they wish, but aren’t required to. If they do, then they are included in the Learning Gains Performance Standard.

Directions for Starting the MAPT Test Screen



 **Test: MAPT for Reading
Test Instructions**

Student Home
Send Message
Logout

Directions:

- You will see 40 test questions.
- Use the **Submit and Next** button to submit your answer.
- Do not use your computer's **back** button.
- Press **Start The Test** to view the first question

Start the Test

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. The MAPT for Math has 45 questions and the MAPT for Reading has 50 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

 **Send a Message for MAPT Help**

For Teacher Only - Send Message

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:

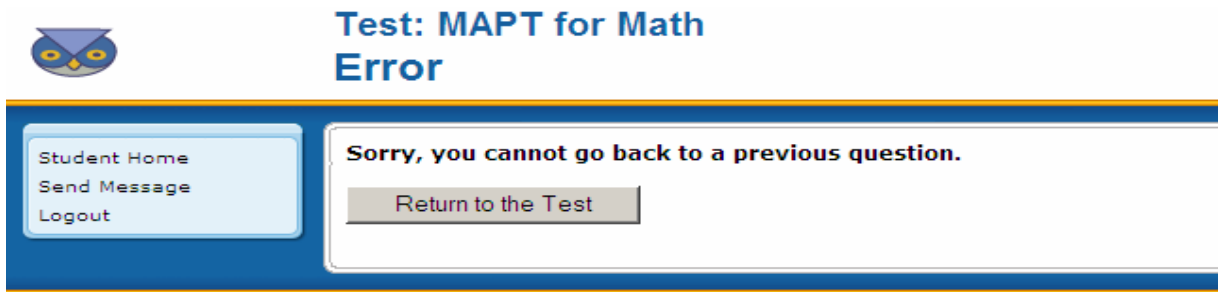
Also Reply To
Name:
Email:

Help Issue
 Reset student's time Make test available Other

Additional Information

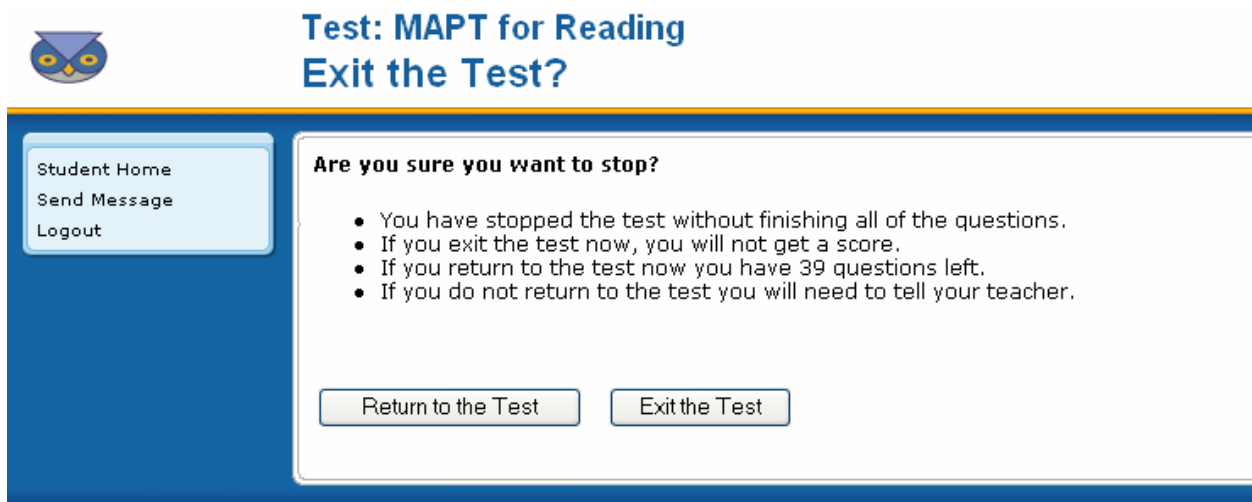
Back Error Message Screen

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 45"). Other screens learners will see in the process of testing:

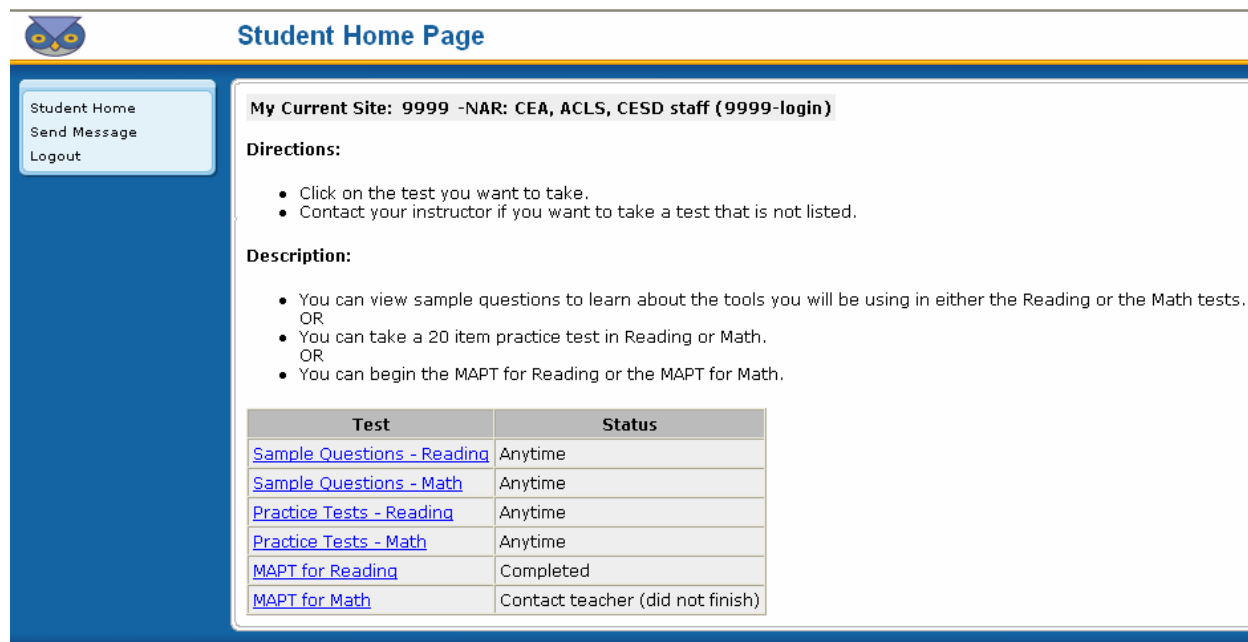
Exiting a Test Before Completed Screen



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.

Student Home Screen – Showing Completed, Contact Teacher and Now Options under Test Status



My Current Site: 9999 -NAR: CEA, ACLS, CESD staff (9999-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.

Test	Status
Sample Questions - Reading	Anytime
Sample Questions - Math	Anytime
Practice Tests - Reading	Anytime
Practice Tests - Math	Anytime
MAPT for Reading	Completed
MAPT for Math	Contact teacher (did not finish)

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

Send a Message for MAPT Help

For Teachers Only - Send Message

If a student has a problem, 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

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 Math 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

The screenshot shows the Student Home Page with a navigation menu on the left containing 'Student Home', 'Send Message', and 'Logout'. The main content area displays the user's current site information and directions. Below the directions is a table listing various tests and their statuses.

My Current Site: 9999 -NAR: CEA, ACLS, CESD staff (9999-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.

Test	Status
Sample Questions - Reading	Anytime
Sample Questions - Math	Anytime
Practice Tests - Reading	Anytime
Practice Tests - Math	Anytime
MAPT for Reading	Completed
MAPT for Math	Now

In this screen shot, the MAPT for Math has a “Now” status, meaning it has been begun, but not finished. If MAPT for Math 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.

Policy for the interval between MAPT pre- and post-testing: Learners may post-test no sooner than two months (60 days) after their previous test. If programs wish, learners may take up to three MAPT tests per Fiscal Year.

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)



Test: MAPT for Math
Test Results

Student Home
Send Message
Logout

- Thank you for taking the test.
- Your results are shown below.
- After you have read the report, click on:
 - **Student Home** if you want to take another test.
 - **Logout** if you are finished testing.

Name: cea test2
SMARTT ID: ceatest2
Current site: -NAR: CEA, ACLS, CESD staff (9999-login)

Test finished on: 1/11/2007 10:03 AM
Your Score: 451
Score Range: 200-700

Scale Score	200 - 299	300 - 399	400 - 499	500 - 599	600 - 700
Your Score			X		
MAPT Test Name	N/A MAPT for Math 2 - Beginning ABE	MAPT for Math 3 - Intermediate ABE	MAPT for Math 4 - Pre-GED	MAPT for Math 5 - GED/Bridge to College	MAPT for Math 5 - GED/Bridge to College
Frameworks	Beginning ABE	Intermediate ABE	Pre GED	GED	Bridge to College

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

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



Test: MAPT for Reading Test Results

Student Home
Send Message
Logout

- Thank you for taking the test.
- Your results are shown below.
- After you have read the report, click on:
 - **Student Home** if you want to take another test.
 - **Logout** if you are finished testing.

Name: cea test2
SMARTT ID: ceatest2
Current site: -NAR: CEA, ACLS, CESD staff (9999-Login)

Test finished on: 1/11/2007 10:08 AM
Your Score: 209
Score Range: 200-700

Scale Score	200 - 299	300 - 399	400 - 499	500 - 599	600 - 700
Your Score	X				
MAPT Test Name	N/A MAPT for Reading 2 - Emerging	MAPT for Reading 3 - Transition	MAPT for Reading 4 - Advancing	N/A*	N/A*
Frameworks	Initial Emerging	Transition	Advanced	Adept	Adept

*We do not have a MAPT test name here because there will be only 3 options (starting points) for students taking the Reading test. However, their final scores could place them in the Adept level (e.g., a student who enters the test at the "Advancing" starting point does well enough to be classified as "Adept.").

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

MAPT for Reading Test Name	MA Curriculum Framework Level	MAPT for Reading Scale Score	GLE Range	NRS Level
N/A – Use TABE Level L	ELA Reading Strand – Initial	Use TABE L Scale Scores	GLE 0 – 1.9	Beginning Literacy
MAPT for Reading – 2 Emerging	ELA Reading Strand – Emerging	200 – 299	GLE 2 – 3.9	Beginning Basic
MAPT for Reading – 3 Transitional	ELA Reading Strand - Transitional	300 – 399	GLE 4 – 5.9	Low Intermediate
MAPT for Reading – 4 Advancing	ELA Reading Strand – Advancing	400 – 499	GLE 6 – 8.9	High Intermediate
N/A*	ELA Reading Strand - Adept	500 – 599	GLE 9 – 10.9	Low ASE
		600 – 700	GLE 11 – 12.9	High ASE

* There is no MAPT test name here because there are only three starting points for learners taking the Reading test. Their final scores, however, could place them in the "Adept" level (e.g., a learner who enters the test at "Advancing" starting point and does well enough to be classified as "Adept.")

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

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 the test was finished
 - The learner’s scale score (**Your Score**).
 - The Test’s **Scale Score**, based on a 200 to 700 point scale.
 - A table showing the different test levels and where the learner’s score appeared in a specific level. An error band around that score will also be displayed. 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. The MAPT for Math and Reading test names incorporate these learning level terms in the name (e.g. MAPT for Math 2 – Beginning ABE).
- The test results for all past test administrations in reverse chronological order. The information listed above for the current test is repeated for each past test administration.

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.

On the absence of diagnostic scores: Test administrators and learners will naturally wish for more diagnostic information to be included in this score report. The purpose of the MAPT first and foremost, however, is to determine learner educational gain in a valid and reliable manner—not to provide diagnostic information.

Given the frequency with which diagnostic score reports accompany many standardized tests, it might be assumed that a detailed diagnosis of a test-taker’s test results can be simply and accurately made. Unfortunately, diagnostic test information is not a simple extrapolation from a test-taker’s scale score. The psychometric requirements are enormous and the research is not conclusive in the ability to develop accurate diagnostic scores.

Moreover, diagnostic tests need to be developed for the purpose of measuring diagnostic information and such information should not simply be added on to a test designed for a different purpose. This may come as a surprise, given that many tests provide diagnostic scoring. Regrettably, often such tests are doing so for political or economic reasons, and the psychometric

properties (accuracy) of these scores are not defensible. In other words, while the diagnostic report from such tests may look useful, it is not very accurate.

The MAPT is relatively short, typically requiring about one hour to complete. As a result, there are relatively few test questions measuring each skill area within the broader content domain (“math” or “reading”) and cognitive area (for example, the ability to apply knowledge, or evaluate and synthesize information). Consequently, the learner’s responses to test questions do not give enough information to reliably estimate that learner’s proficiency within a subset of math or reading (e.g., Patterns, Function and Algebra Strand within the Math Framework) or skill area (e.g., synthesizing, or evaluating information). The tests would need to have many more items within each subset of math or reading to accurately give information about what an individual learner knows and can do within those subsets.

What the Score Report can tell Teachers and Learners

Each Scale Score column is 100 points, and corresponds to the Curriculum Framework levels. (A separate chart gives the GLE and NRS correlations). Teachers can explain to learners where their score falls within that 100-point band. For example, if a learner scores a 325 in the MAPT for Math, he/she is nearer to the beginning of the score band, which means there is some work to be done in mastering the Benchmarks for the Intermediate ABE Level in the Math Curriculum Framework. The learner has mastered the skills measured in the level before this one (e.g., Beginning ABE, MAPT for Math 2, and a small amount of the 3rd level he/she is currently in.) Conversely, if a learner’s score is 485, he/she is close to mastering the skills of the 4th level, Pre-GED.

The description of the learner’s level from the Massachusetts ABE Math or ELA Curriculum Framework can provide quite helpful information. Teachers need to examine the targeted Proficiency Level and Benchmarks within the Math and ELA Frameworks to gain an understanding of what it is likely for learners to have mastered at that level in math or reading. The Benchmarks and Proficiency Level will give a sense of where a learner is within the general reading or math dimension. The Proficiency Levels below and above the learner’s level will also give information about what a learner generally already knows and is able to do, and where the learner needs to go in order to strengthen his/her skills.

For example, teachers may look over the Curriculum Framework for math (or reading) and realize there are areas they are not teaching. In this case, it would be beneficial to cover the standards and benchmarks within the appropriate math or reading level, because it is likely there will be test questions on these topics in the corresponding level of the MAPT for Math or Reading.

In FY08, it is our hope that the score report will give more information about a learner’s knowledge and skills. As data are gathered about how learners perform on the MAPT, more information can be gleaned about specific sub-areas of the test in math or reading skills. With more data from test-takers, we will be able to determine if there is a true difference in the various strands and skills in the Math and English Language Arts Curriculum Frameworks.

In addition, more diagnostic information can be accurately gleaned at a program level than at an individual student level. For example, teachers at a program may look at the results of test scores for all their students taking the MAPT, and be able to see which areas within the domains of math or reading learners are mastering, and which they need more help with. ACLS and the Center for Educational Assessment are working to develop the foundation for these reports to be created.

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.



Logged Out

Leaving the Computer

You have logged out of the system.

When you are done working and if you are on a public machine, you should exit your browser.

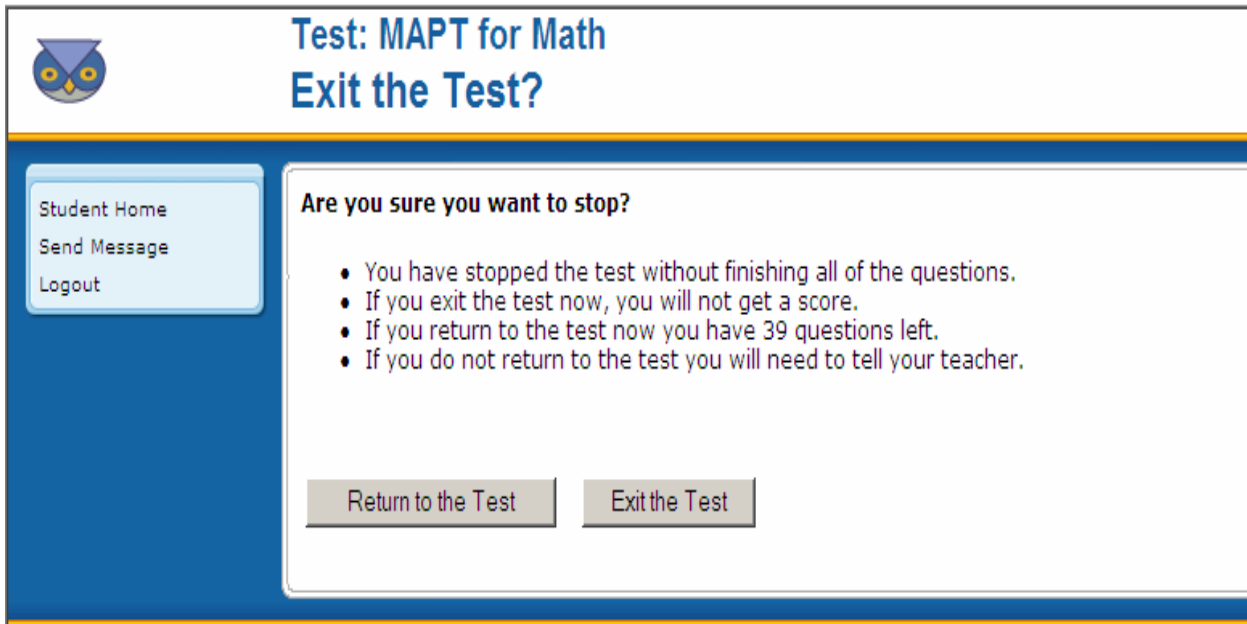
Exiting Your Browser

1. Click on the **File** Menu in the upper left-hand corner of your Browser.
 2. Select the **Exit/Close** option at the bottom of the menu.
 3. Answer **Yes** to any prompts that appear.
-

Logging Out of the MAPT

Before learners start taking the MAPT, test administrators should tell learners that when they reach this point, they may click on the “X” in the upper right hand corner of their computer screen to close the page. If learners are using Macintosh computers, leave the computer as is. At the discretion of the program, learners may leave the computers on, or shut them off.

Exiting the Test



Test: MAPT for Math
Exit the Test?

Student Home
Send Message
Logout

Are you sure you want to stop?

- You have stopped the test without finishing all of the questions.
- If you exit the test now, you will not get a score.
- If you return to the test now you have 39 questions left.
- If you do not return to the test you will need to tell your teacher.

Return to the Test Exit 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 MAPT Help Screen

 **Send a Message for MAPT Help**

For Teacher Only - Send Message

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

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.

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 1. 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 your Teacher Login (e.g., 0000-janes).

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.

Computer System requirements for MAPT Testing

Both Personal Computers and Macintosh Computers work with the MAPT.

Computer Feature	Minimum Requirement / Notes
Operating System	Macintosh and Windows '98, 2000, XP, or Vista are acceptable
Computer Display	1280 x 1084 pixels ⁴ is best, though 1024 X 768 pixels is fine. Monitors should be at least 19" CRT's or 17" LCD's
Computer RAM	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.
Web Browser	MAPT can be used with the following Browsers: Netscape, Mozilla Firefox, Internet Explorer
Internet Connection Speed	DSL, Cable or a T1 line all work

System requirements for laptops are the same as for desktops. Laptop monitors are usually smaller than a desktop monitor, but as far as aspect ratio, a widescreen monitor is not really an advantage.

⁴ 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.

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) _____

Appendix B: Program Site Names

Use the following list when filling out the Site Name on the *Learner Information Sheet*, or when telling learners the name of their site as they Log in to the MAPT. The Login Page in MAPT asks learners to confirm their site name, so tell them the formal name as shown on this list so they will be familiar with it when they see it.

Current Site Names

ABCD/Association of Haitian Women
ABCD/Church of Holy Spirit
ABCD/Downtown ALP
ABCD/Haitian American Public Health Initiative
ABCD/Mattapan Family Service Center
ABCD/North End ESOL
ABCD/South Side Head Start
ACCESS-Mashpee HS
ACCESS/Barnstable High School
ACCESS/Boys Girls Club Mashpee
ACCESS/Cape Cod Tech H. S. -Harwich-
ACCESS/CCCC Hyannis Center
ACCESS/Dennis-Yarmouth Regional H.S.
ACCESS/Falmouth Public Schools Admin Bldg
ACCESS/Lawrence School -Falmouth-
ACCESS/Transitions
Asian American Civic Association
Attleboro Adult Basic Education Program
BAPIC Distance Learning
Barnstable CHOC - Education Program
Berkshire CC Transitions
Berkshire County House of Correction
Blue Hills / Canton
Blue Hills/Norwood
Boston CC/Anthony Perkins
Boston CC/Blackstone
Boston CC/Ohrenberger
Boston Chinatown Neighborhood Center
Boston PS/ALC/Dorchester
Bridge Over Troubled Waters
Bristol CC/ABE Transition Program
Bristol CC/Adult Basic Education
Bristol County Jail and House of Correction
Brockton Public Schools Adult Learning Center
Brockton Public Schools Main Spring
Bunker Hill CC/ILP
Bunker Hill Community College - Chelsea

Bunker Hill/Centro Latino
Bunker Hill/LARE Training
Bunker Hill/Roca Inc.
Bunker Hill/Transitional Pathways
Cambridge Community Learning Center
Cambridge Housing Authority
Cambridge LC WE Neville
Cambridge PS Even Start
Catholic Charities of Worcester
Center for New Americans Tubed Products
Charlestown Community Center
Chicopee Village Townhomes
City of Fall River - BCC Family Success
City of Fall River - SER Family Success
Clinton Adult Learning Center
Clinton PS Even Start
Community Action Amesbury Even Start
Community Action Greenfield Even Start
Community Action N Quabbin Even Start
Community Action Newburyport Even Start
Community Action/Haverhill
Concilio Hispano/Cambridge
Concilio Hispano/Chelsea
Concilio Hispano/Somerville
Creative Workplace Learning/Avery Manor
Crittenton Inc.
Dimock Community Health Center
Dimock Workplace
DOC MCI Framingham
E. Boston Harborside Community Center
Eastern Mass Literacy Council Office
Ecumenical Social Action Committee
El Centro Del Cardenal
Essex County Sheriff's Office
Everett Literacy Program
Everett Workplace Changing Seasons Nursing
Federated Dorchester/Log School
Framingham Adult ESL/ Fuller Middle School
Framingham Adult ESL/Grace Church

Framingham Adult ESL/Keefe Technical School	LVM – Pittsfield
Franklin County House of Correction	LVM - Project Lighthouse
Greater Lawrence CAC Lawrence Even Start	LVM – Quincy
Greater Lawrence CAC Methuen Even Start	LVM – Stoughton
Greenfield CC Transitions	LVM - Tri Community
Haitian Multi-Service Center	LVM – Worcester
Hampden County House of Correction	Lynn PS Even Start
Hampshire County House of Corrections	Malden PS Even Start
Haverhill Even Start	Martha's Vineyard Adult Learning Program
Holyoke CC/Ludlow Adult Learning Center	Massachusetts College of Liberal Arts
Holyoke CC/Holyoke	Massasoit CC/Stoughton Adult Basic Ed.
Holyoke PS Even Start	Massasoit Community College Transitions
HPS/Juntos – HALO	Maynard - Hudson High School
HPS/Juntos - HCC Adult Learning Ctr.	Maynard Adult Learning Center
HPS/Juntos - The Care Center	MCDI Adult Basic Education DOE
HPS/Juntos -Community Ed Project	MCDI/STCC
HPS/Juntos –NEFWC	MCI Shirley
HPS/Juntos Distance Learning Project	MCLA/Distance Learning
HPS/Juntos-Gtr. Holyoke Chamber	Methuen PS/Currier School
International Institute of Boston	Middlesex CC Transitions
International Institute of Greater Lawrence	Middlesex CC WE Blaire House
Jackson Mann Community Schools	Middlesex CC/SEIU 888 Lowell
Jackson Mann Even Start	Middlesex Community College
Jamaica Plain CC/Adult Learning Program	Middlesex County House of Correction
Jewish Vocational Service	Mujeres Unidas en Accion
Jewish Vocational Service/Legal Seafood Workplace	MWCC Leominster Site
JFY Networks/Oficina Hispana	MWCC/Devens LC
JFYNetWorks	MWCC/Fitchburg Campus
JVS/Hyde Park	MWCC/Gardner campus
Kripalu Center Lenox	NECC WE Microsemi
La Alianza Hispana WE Union Consortia	NECC/Amesbury
LAH Bilingual Project	NECC/Asian Center
Lawrence Adult Learning Center	NECC/Lawrence
Lowell PS / Homeless Centers	New Bedford PS / High School
Lowell PS Even Start	New Bedford PS / Hillman
Lowell PS/CMAA	Norfolk CHOC
Lowell PS/Green School	North Shore CC Transitions
Lowell PS/LHS	North Shore CC/ALC/Beverly
Lowell PS/Satellites St Julies	Northampton PS Even Start
LPS/Arlington School	Northern Essex CC WE Daycare
LPS/Leahy/Guilmette School	Notre Dame DL
Lutheran Community Services	Notre Dame Education Center
Lutheran Refugee and Immigrant Services/Worcester	Notre Dame Julie's FL
LVM – Boston	Notre Dame/Pine Street Inn
LVM – Fitchburg	NSCAP Family Center
LVM – Framingham	NSCAP WE Brooksby Village
LVM – Lowell	Operation Bootstrap
LVM - Methuen	Operation Bootstrap/Catholic Charities North
LVM – Norwood	Operation Bootstrap/Community Minority Ctr.
LVM - Orange/Athol	Operation Bootstrap/Lynn Shelter

PACE Even Start
 Pittsfield PS Even Start
 Pittsfield Public Schools/Adult Learning Center
 Plymouth County Correctional Facility
 Plymouth Public Library
 Project Hope Adult Learner Program
 QCAP/SWCC
 QCC Distance Learning
 QCC WE Curtiss Wright
 QCC WE UMass Memorial
 QCC Workplace Westborough Hospital
 QCC/College at CitySquare
 QCC/Plumley Village Family Literacy
 QCC/Worcester State Hospital WE
 Quinsigamond CC Assabet
 Quinsigamond CC Transitions
 Randolph Community Partnership
 Red Lion Inn Stockbridge MA 01262
 Rockland High School
 SBEC/ Searles/Monument Valley MS
 SBEC/Lee High School
 SCALE
 SEIU Radius
 SEIU S Boston Community Health WE
 SEIU Union Consortia
 SEIU WE Boston PS
 SEIU WE Caritas
 SER Family Learning Center
 Springfield Library - Read/Write/Now
 Springfield PS/ ECCGS Even Start
 Springfield Tech CC Transitions
 St. Mary's
 Suffolk County House of Correction ABE Program
 Taunton High School
 Taunton PS/Bristol Community College
 The Immigrant Learning Center, Inc.
 The Literacy Center - Attleboro Even Start
 TLP Distance Learning
 TLP/Amherst
 TLP/CNA - Amherst
 TLP/CNA - Greenfield
 TLP/CNA-Northampton
 TLP/Greenfield Charboneau LC
 TLP/International Language Institute
 TLP/N Hampton - Pioneer Valley
 TLP/Orange - N Quabbin
 TLP/Ware
 TRA Brockton Learning Center
 TRA Salem Learning Center
 TRA Worcester Learning Center

UMass Amherst/Springfield PS/ WE
 UMass Dartmouth
 UMass Dartmouth WE A.J.Wright
 UMass Dartmouth WE Haskon
 UMass Dartmouth/Brandon Woods WE
 United South End Settlements
 VACA EL Civics
 VOC Adult Ed.
 Voice and Future Fund Workplace
 WAITT House
 Waltham PS Even Start
 Waltham PS/Power Program
 Watertown PS Even Start
 Webster ABE - Bartlett High School
 Wellspring
 Worcester Adult Learning Center
 Worcester County House of Correction
 Worcester PS/Catholic Charities
 Worcester PS/Housing Authority
 Worcester State LEI Even Start
 YMCA Intl Fenway
 YMCA Intl Woburn
 YMCA of Greater Boston Otis Even Start
 YMCA of Greater Fall River Even Start