



Massachusetts Department of Elementary and
Secondary Education (ESE)
Adult and Community Learning Services

Assessment Policies
for Using
The Massachusetts Adult
Proficiency Test (MAPT)

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TABLE OF CONTENTS

General Overview of Learning Gains Assessments.....	3
Overview of the MAPT	4
Before Administering the MAPT.....	4
Required Staff Training	4
Required Test Materials.....	5
Checking a Computer Setup Prior to MAPT Testing	5
Computer Readiness Test	5
When to use the MAPT, when to use the TABE	6
Student Placement and When to Administer the MAPT	7
Partial Intakes are no longer Necessary	7
Student Primary Assessment Area May Change in Fiscal Year.....	7
Programs Enrolling Students after April 1 may Receive Credit for Post Tests and Learning Gains, under Certain Conditions.....	7
Determining the MAPT Pre-Test Level.....	7
MAPT for Math Scale Scores’ Correlation to NRS (National Reporting System) EFL Educational Functioning Levels and SPL (Student Performance) Levels.....	8
MAPT for Reading Scale Scores’ Correlation to NRS (National Reporting System) EFL Educational Functioning Levels and SPL (Student Performance) Levels.....	8
Test Accommodations	9
Pre- and Post-Testing Interval Varies by Intensity of Class Hours	9
Learners pre-testing into the NRS High Adult Secondary Education (ASE) Level.....	9
Co-enrolled Learners or Learners Transferring from One Site to Another	10
Cognos Report of all Co-enrolled Students at a Site	10
Test Security	11
During MAPT Administration.....	12
Who May Administer	12
Following Test Administration Procedures	12
Test Security During Test Administration.....	12
SMARTT IDs / MAPT Logins	12
MAPT Sample Questions and Practice Tests	12
Logging into the Test	13
Time Frame for Completing MAPT Tests.....	13
Using Assessment Reports for Tracking When to Post-Test.....	13
Test Conditions	13
After Administering the MAPT	14
Test Scores	14
Score Reporting	14
Exit Criteria for NRS High ASE (Adult Secondary Education) Level Students.....	14
Measuring Learner Gains.....	14
Measuring learner gains in the state performance standard.....	15
Measuring completion of Educational Functioning Levels for the federal US Department of Education (National Reporting System, Federal Report Table 4)	15
Copying over MAPT Scores to the Next Fiscal Year.....	15
Questions.....	16

General Overview of Learning Gains Assessments

The Massachusetts Department of Elementary and Secondary Education (ESE) is mandated by the US Department of Education to use valid and reliable assessments to report students' completion of educational functioning levels. ACLS requires programs use four ABE standardized assessments, depending on the classes they offer: the Massachusetts Adult Proficiency Test (MAPT), the TABE Forms 9/10, Best Plus, and the TABE CLAS-E.

Massachusetts's process for using required assessments for measuring learning gains:

1. **Learning gains are based on the first test and the last test given in a fiscal year**
2. **Class Placement** (after intake, using any assessment other than MAPT)
3. **Pre-test** (within 2-4 weeks of class placement)
4. **Formative assessment** using teacher-made or other assessments during class to determine if students mastered what was taught (ongoing)
5. **Optional Mid-year Test** (after 65 hours of instruction; ABE Programs for Incarcerated Adults may test students after 40 hours of instruction; test up to three times/year)
6. **Post-test** (after 65 hours of instruction, and on or before June 30. Programs may not test more than three times per year)
7. **All assessments administered must be entered into SMARTT.**

Required Assessments	Skills tested	Which Programs Use
MAPT	ABE Reading and Math	ABE (GLE 2-12.9)
TABE 9/10, Levels E, M, D, A	ABE Writing (Language subtest)	ABE
	ABE Reading and Math	ABE in Correctional Institutions, some Workplace without access to computers
TABE 9/10, Level L	Literacy Level Reading	ABE learners below GLE 2
BEST Plus	ESOL Speaking and Listening	ESOL
TABE CLAS-E Writing Assessment only	ESOL Writing	ESOL
TABE CLAS-E Reading Assessment only	ESOL Reading	ESOL

For any assessment to be accurate, they must be administered and scored according to test developers' instructions. If staff make what may seem like small changes to test administration or scoring (such as giving test directions differently or diverging from a test's rubric when scoring), test scores lose their accuracy. These changes affect the instruction learners may need and slows them down in achieving their goals. It also adversely affects the accuracy of statewide scores that ACLS uses to base annual state projections of learning gains for US DOE.

Formative assessments are also crucial to instruction and learner gains. They include authentic, teacher-made, task-based activities and quizzes, etc. They test various skills determined by the teacher's learning objectives and should include content and skills from the Massachusetts ABE Curriculum Framework for ESOL and the College and Career Readiness Standards for Adult Education (CCRS/AE). Formative assessments are important because they indicate what students learned (and did not learn) and they guide what to teach next. They also involve students in the learning process, which improves motivation, persistence, and retention.

Overview of the MAPT

The state's assessment policy requires programs to use the MAPT for Reading or the MAPT for Math for all learners GLE 2-8.9 enrolled in ABE classes, except for those listed below:

- ABE Beginning Literacy Students: ABE learners reading below GLE 2 must be tested using the TABE Test, Forms 9/10 Level L (Literacy Level Pre-Reading and Reading only; the Level L Math may be administered but is not required).
- ABE students GLE 2-12.9 whose goal is to improve their writing skills must be tested using the TABE Language Complete Battery Subtest, Forms 9/10, Levels E, M, D, and A
- Students in ABE Programs for Correctional Institutions must be tested using the TABE Language Complete Battery Subtest, Forms 9/10, Levels L, E, M, D, and A
- Students in Workplace Education (ABE) programs that do not have access to computers must be tested using the TABE Language Complete Battery Subtest, Forms 9/10, Levels L, E, M, D, and A

Starting FY 2016, ABE programs must administer pre-and post- assessments with ASE level (GLE 9-12) students in both the MAPT for Reading and the MAPT for Math.

The Massachusetts Adult Proficiency Test (MAPT) was developed by the Center for Educational Assessment at the University of Massachusetts, Amherst, the ACLS Unit of the Massachusetts Department of Elementary and Secondary Education, and many Massachusetts ABE practitioners and learners. The MAPT consists of criterion-referenced tests that measure ABE math and reading skills. The MAPT for Math and the MAPT for Reading are aligned with the Massachusetts ABE Curriculum Framework for Math, the Reading Strand of the English Language Arts Frameworks, and the National Reporting System's (NRS) Educational Functioning Levels (EFLs) ranging from GLE 2.0-12.9. The MAPT may be administered individually or in a group setting where each learner has her/his own computer. The test is computer adaptive, and delivered via a computer using the Internet. The test is un-timed, but test time averages 60-70 minutes per subject area (reading or math). The MAPT consists of the MAPT for Math and the MAPT for Reading, the MAPT Sample Questions, MAPT Practice Tests, and Computer Basics. For more information, please see the MAPT Test materials at <http://www.doe.mass.edu/acls/assessment>, and the MAPT Teacher and Test Administrator Manual at the same location.

Before Administering the MAPT

Required Staff Training

A minimum of two staff per program must attend a three-hour MAPT training offered by SABES (System for Adult Basic Education Support). These two staff together may train other staff at the program to administer the MAPT. The program-led training must include all the information and training materials covered in the full three-hour training. Any staff that will administer the MAPT must be trained first.

- Each program must maintain two staff trained by SABES at all times.
- Staff trained by other colleagues may not train others at the program.
- Staff that train others in their program must send the names and email addresses of these staff to April Zenisky-Laguilles at aclstesthelp@educ.umass.edu to receive a Login for accessing the MAPT.
- No certification or annual recertification is required.

Required Test Materials

During the MAPT training, staff members will receive the *MAPT Teacher and Test Administrator’s Manual*, found with the MAPT materials at <http://www.doe.mass.edu/acls/assessment>.

MAPT test administrations are provided free of charge by the Massachusetts Department of Elementary and Secondary Education. Programs need enough computers to be able to administer pre- and post-tests for learners. Computer System requirements are as follows:

Computer Feature	Minimum Requirements / Notes
Operating System	PC: Windows XP or newer Mac: OS X
Screen Resolution	1280 x 1084 pixels ¹ is best, though 1024 x 768 also works. Monitors should be at least 19” CRTs or 17” LCDs
Web Browser	Windows: An up to date version of Firefox, Chrome, or Internet Explorer Mac: An up to date version of Firefox, Chrome, or Safari
Laptops, Desktops, and Hand-held Mobile Devices	System requirements for laptops are the same as for desktops. Hand-held devices are not appropriate for MAPT testing for various reasons, including small screen size.

Checking a Computer Setup Prior to MAPT Testing

Prior to using a computer for actual testing for the first time, please perform a computer readiness test (see below). If your computer doesn’t meet all the recommendations above, but passes the readiness test below and has a large enough monitor, the computer setup is most likely fine for MAPT testing. Please note: this is for MAPT computer testing; SMARTT has its own requirements.

Computer Readiness Test

1. Log into OWL using one of the web browsers recommended above.

Note: You need an OWL account to log into OWL. If you don’t have an OWL account yet, please send an email message to owl-help@cesd.umass.edu and ask for an OWL account in the MAPT

¹ To check how many pixels your screen is set to, go to the Windows “Start” button on the lower left section of your computer screen, click on “Settings” and then “Control Panel.” From there select “Display” and then “Settings” and “Screen Area.” Move the pointer to 1280 x 1084, and click okay. A message will pop up that states Windows will apply your new settings.

database. Please include your name, site, email address and that an account is needed for testing the computer setup(s).

2. Walk through the 'Sample Questions - Reading' and the 'Sample Questions - Math' tests and answer the following questions:

- Are the pages loading within a few seconds?
- Can you see the calculator on Questions 2 and 3 of the 'Sample Questions - Math' test? It looks like this:



- Are all the rows of buttons that appear in the above image present?
- Is the calculator functioning (try adding 2 numbers, for example)?
- Is the text in the 'Sample Questions - Reading' easy to view (large enough, clear and undistorted)?
- Are you able to submit answers to the four questions in each of those tests?
- Did everything (including the log in pages) appear to be displaying and functioning correctly?

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

When to use the MAPT, when to use the TABE

For learners below GLE 2.0, programs must use TABE Forms 9/10, Level L (Literacy) test, which includes the Word List, Pre-Reading Skills, and Reading Skills tests. For learners who test at GLE 2.0 and above, programs may choose to use either MAPT or TABE depending on the learner’s Primary Assessment Area:

Student GLE Level	Assessment to Use
If an ABE student is between GLE 0-1.9	Use TABE Forms 9/10 Level L (Literacy)
If an ABE student is GLE 2.0 and above, and whose Primary Assessment Area is reading	Use the MAPT for Reading
If an ABE student is GLE 2.0 and above, and whose Primary Assessment Area is math	Use the MAPT for Math

If an ABE student is GLE 2.0 and above, and whose Primary Assessment Area is writing	Use TABE Forms 9/10 Levels E, M, D, A Complete Battery (Language Subtest only)
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Student Placement and When to Administer the MAPT

Programs may use any placement tests they choose. Programs may not use the MAPT as a placement test, and must administer the pre-test between the first two to four weeks of instruction.

- Students in Fast-Track HISET Classes and Transitions classes may test students at any time within the first two weeks of class.

Partial Intakes are no longer Necessary

Programs running summer classes (July 1 to August 31) are able to complete and enter a full intake in order to generate a SMARTT ID for MAPT testing. No conversions of partial intakes to full intakes will be needed, and no deletions of partial intakes will be necessary.

Student Primary Assessment Area May Change in Fiscal Year

Either MAPT for Math or MAPT for Reading must be selected as the primary assessment to report student educational gain. Programs are required to administer only one of the two, but both assessments may be administered, with one counting as the student’s primary assessment area and entered into SMARTT.

- A student’s Primary Assessment Area may change during the fiscal year.
- Learners who are co-enrolled may have different Primary Assessment Areas at the different programs where they are enrolled to maximize their time at each program. (See the section on co-enrolled learners for more information).

Programs Enrolling Students after April 1 may Receive Credit for Post Tests and Learning Gains, under Certain Conditions

Students who are enrolled in a program April 1 or after and who have 65 hours of attended instruction between April 1 and June 30 may take a pre- and post-test. The learner’s post-test will be added to the program’s percentage of pre-/post-tested learners.

Any type of attended hours qualify, including rate-based class hours, non rate-base class hours, match hours, and distance learning hours. In addition, if students have attended 65 hours of instruction between April 1 and June 30 and make learning gains, these gains will be added to the program’s percentage of learner gains.

Determining the MAPT Pre-Test Level

Test administrators determine the appropriate level of the MAPT for each learner’s first MAPT test. The second or subsequent MAPT tests will begin at the appropriate test level for the learner based on their pre-test score. Test administrators must follow the directions in the MAPT Teacher and Test Administrator Manual, “Determining the Pre-Test Level for Students.”

The chart below and on the following page will help staff to determine the appropriate MAPT starting level:

MAPT for Math Scale Scores' Correlation to NRS (National Reporting System) EFL Educational Functioning Levels and SPL (Student Performance) Levels

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

MAPT for Reading Scale Scores' Correlation to NRS (National Reporting System) EFL Educational Functioning Levels and SPL (Student Performance) Levels

MAPT for Reading	MAPT Scale Score Range	GLE Range	NRS Level
N/A: Use TABE Level L (Literacy)	Use TABE Level L scale scores	0–1.9	Beginning ABE Literacy
MAPT for Reading 2-Beginning ABE	200 – 299	2-3.9	Beginning Basic
MAPT for Reading 3-Low Intermediate ABE	300 – 399	4-5.9	Low Intermediate
MAPT for Reading 4-High Intermediate ABE	400 – 499	6-8.9	High Intermediate
MAPT for Reading 5-Low Adult Secondary Education	500 – 599	9-10.9	Low Adult Secondary Education
MAPT for Reading 6-High Adult Secondary Education	600 – 700	GLE 11–12.9	High Adult Secondary Education

Test Accommodations

An adult learner with a disability must provide the ABE program with disability-related documentation if he/she requires accommodations. If a counselor or other program staff person determines through a screening by that there is a strong possibility the learner has a learning disability or other disability, a formal assessment may be undertaken. A formal assessment of a **learning** disability must be administered by a licensed professional (e.g., psychologist, school psychologist, or psychiatrist) and is valid for 5 years from the date of the formal assessment. In some cases, a “licensed professional” may be a speech, vocational, physical, or occupational therapist with verification by a licensed medical doctor, psychiatrist, or psychologist. An IEP (Individual Education Plan) is not a documented formal diagnosis of a learning disability.

“Disability-related documentation” includes educational assessments, or an Individual Education Plan (IEP) developed by the public school system to document a person’s disability for an accommodation in the ABE program. For more information about modifications and accommodations relating to ABE instruction, please refer to pages 13-15 in the ACLS Disability Guidelines, at <http://www.doe.mass.edu/acls/disability/default.html>.

If you have questions, concerns, or have a student whom you think should receive accommodations on the MAPT, please contact April Zenisky at aclstesthelp@educ.umass.edu.

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

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

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

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

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

Learners pre-testing into the NRS High Adult Secondary Education (ASE) Level

Learners scoring 600 or above on the MAPT test or 585 or higher on the TABE tests will place into the High ASE Level. These learners are excluded from the pre- and post-test percentage, and are not required to complete a MAPT post-test in their primary assessment area.

For more information about how Massachusetts measures learners' educational gain, please see the section on Measuring Learner Gains.

Co-enrolled Learners or Learners Transferring from One Site to Another

Assessment information for learners co-enrolled or transferred will appear in SMARTT so that all programs involved with those students can use it.

A student's required assessment (e.g., MAPT, TABE 9/10) will appear in SMARTT at all sites where the student is enrolled, regardless of the site where a student took the test.

- Assessments are color-coded in the SMARTT Student Assessment Screen to show where the student took the test.
- The Primary Assessment Area may be set at all sites within the current fiscal year, and may vary between sites. (For example, a student may have a primary assessment area of math at one site, and reading at a site at which he/she is co-enrolled).
- The copy icon will appear next to all May/June tests so that users may copy the last test taken from any site to their own site in the new Fiscal Year.
- A link labeled "Other Site Assessments" located on the SMARTT "Welcome Screen" shows the list of co-enrolled students who took tests at other sites. There are two panels for current and exited students. Programs may view the list and drill down to the assessment screen to view tests for individual students. Programs may decide if they want to set the student's primary assessment areas for this test. A column also shows if the primary area has been set. This feature will help programs know if dually enrolled students do not need to have another assessment administered immediately.
- To access the SMARTT Assessment Reports, click on the "Site" link on the left menu in SMARTT, and then click on the "Assessment Report Primary Set" option. The report will list all the tests, dates, forms, and total number of attended hours. When the total amount of attended hours is 65 or more, a program may test the student.

Cognos Report of all Co-enrolled Students at a Site

In addition to the SMARTT Student Assessment Screen, there is also a new report in Cognos that allows a program to view all co-enrolled students in a site, sorted by their assessment. This report will list the co-enrolled student's name, other site(s) in which the student is co-enrolled, the site at which the test was taken, the date taken, the test name, test form and level, and the test score. This report can be helpful in that the SMARTT Student Assessment Screen lists students individually, while this Cognos report lists all co-enrolled students in a program, filtered by their assessment. To use this report, log on to Cognos at <http://www.doe.mass.edu/acls/smardt/> using the program's Cognos account or an individual Cognos account. Once on the ACLS Homepage, select the tab at the top labeled "Desk Review" and the report on c-enrolled students will be among the reports listed.

To receive a Cognos Account:

Program staff may use their Program's Cognos account since every site has one. Staff wishing to have a Cognos account may have their program director request one for him/her, as individual access is at the discretion of the Program Director. Requests for accounts need to be made **two weeks prior** to when the account is needed. Program directors, please send requests to Sriram Rajan srajan@doe.mass.edu with the following information supplied:

- Name of staff who will receive the account
- Email
- Official Site Name (no acronyms or abbreviations)
- Role at Program (specify Teacher, Counselor, Site Coordinator, or other)
- The staff request for what they would like the Cognos User ID to be (e.g., 1st initial and last name, or some other personally meaningful identifier)

Users will receive their Cognos account information by email, along with a generic password. When users first log in, they must create their own password. Users need to write down the user ID and password and keep them in a handy place. Users and Programs must manage their own passwords and User IDs; ACLS will not have that information.

Test Security

All learner SMARTT IDs used for logging in to MAPT and MAPT score reports must be kept in a secure place. Staff should, however, share, explain and discuss scores and MAPT Score Reports with students so that students can understand and follow their progress.

Staff and test administrators may not access the MAPT test items to prepare learners for their MAPT tests. The Massachusetts Department of Elementary and Secondary Education reserves the right to immediately terminate the program's grant if any staff are found to be violating the MAPT assessment policy regarding test security.

During MAPT Administration

Who May Administer

Trained MAPT Test Administrators may administer their own students' MAPT tests.

Following Test Administration Procedures

Test administrators must follow the test directions in the MAPT Teacher and Test Administrator Manual, found with the MAPT materials at <http://www.doe.mass.edu/acls/assessment>.

- In order for test administrators to be familiar with the test, they must take the Reading and Math MAPT Sample Questions and Practice Test themselves before giving the MAPT to learners.

Test Security During Test Administration

Test administrators must stay in the room with test-takers at all times so that they may answer any questions related to navigating the computer and to ensure test security. Tests taken without test administrators present will be invalidated.

Learners must take the test on site during regular program hours of operation (e.g., between 8:00 am and 9:00 pm), otherwise scores will be invalidated². Ideally, it is best if learners are not tested during their regular class time so as not to miss instruction. If learners cannot be tested at another time, they may leave class to be tested. Teachers trained to administer the MAPT may administer the MAPT to their own students, but not during regular class time unless there is a substitute teacher in the classroom. The Massachusetts Department of Elementary and Secondary Education reserves the right to immediately terminate the program's grant if any staff are found to be violating the MAPT assessment policy regarding test administration.

SMARTT IDs / MAPT Logins

Programs must ensure that learners have only one SMARTT ID to log in to MAPT. If there is more than one SMARTT ID, test results from previous dates will no longer be associated with the learners' current test scores. If test administrators give learners their SMARTT IDs for logging in to the MAPT, test administrators must ensure the SMARTT IDs are collected back before learners leave the testing room. Learners must not have access to each other's MAPT Login IDs.

MAPT Sample Questions and Practice Tests

Learners are required to complete the Sample Questions the first time they take the MAPT to ensure they understand the test directions and can successfully use test components (e.g., 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.

² Learners at LVM and English at Large (Volunteer Programs, Fund Code 287) may test on the weekends.

It is optional though encouraged for learners to take the Computer Basics (which includes navigating the test) and Practice Questions. Practice tests are not required but are recommended for learners.

Logging into the Test

Use the link to the MAPT on the ACLS website, <http://www.doe.mass.edu/acls/assessment/>, listed as “MAPT Login Page (for MAPT tests, Practice Tests, and Sample Questions).” Alternatively, learners may also use <https://smartt.doemass.org/smartt/>, and click on the “OWL” link shown in the bottom right corner.

Time Frame for Completing MAPT Tests

Most learners complete the 40 questions in the MAPT for Math or Reading in 60-70 minutes, but allotting a two-hour time block for testing works best. The test is intended to be taken in one sitting, and should not be split into multiple sessions unless absolutely necessary.

If learners are unable to complete the test in one sitting, they will have 15 days to complete the test. If learners are unable to complete the test within 15 days, they will start a new test.

Using Assessment Reports for Tracking When to Post-Test

The SMARTT system generates assessment reports so that a program may track when to administer the next MAPT test³. The MAPT report will list the date administered for the previous fiscal year, either the copied May/June test or a new pre-test, and optional mid-year test for the current fiscal year. The assessment reports may also be used to check which learners have not yet been post-tested near the end of the fiscal year. Any of the reports may be exported into Excel.

- To access these reports, go into SMARTT, select the “Site” link on the left menu in SMARTT and then select “Assessment Report Primary Set.”
- To see MAPT assessments taken by all learners at the program regardless of their Primary Assessment Area, instead select “MAPT Report” (shown in green) below the “Assessment report primary Set.”
- If MAPT tests are started after June 15th, ensure learners finish them before June 30 (since the 15 days to complete the test won’t be available before the end of the fiscal year).
- Any tests completed after June 30th will be counted in the next fiscal year, regardless of when they were begun.

Test Conditions

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 quiet computer lab, empty classroom, office, or other space. Learners must not be tested in an occupied classroom or space where other students are in class or talking.

³ Note that the date for the next assessment to be taken is based on four months, but adult learners in intensive classes who reach 65 hours of attended instruction may be tested before two months elapse. Programs may not test learners more than three times per fiscal year.

After Administering the MAPT

Test Scores

When learners complete a MAPT test, the scale score is computed and shown on the computer screen. The score report in OWL gives the following information:

- Learner's name, SMARTT ID, and ABE program site where test was taken
- The test taken (Reading or Math)
- The date on which the test was completed
- Learner's scale score and score range (standard error associated with this score, or the estimated variation expected within a test score).
- A simple table showing the 6 test levels and where the learner's score appears as an "X" in a specific level.

Please see the charts in this manual on page 8 for the MAPT scale scores' correlation to the NRS (National Reporting System) Educational Functioning levels, and the Grade Level Equivalent (GLE) to which the test level is aligned.

Test Scores are transferred from the UMASS OWL system to SMARTT twice a day, at 5 AM and 5 PM. Scores are located in the SMARTT Student Assessment Screen and the Site Assessment Reports.

Score Reporting

MAPT scale scores are transferred into SMARTT directly from the MAPT test platform. The SMARTT ABE database will translate the scale scores into the levels stipulated by the federal National Reporting System (NRS). Programs may generate reports that portray student educational functioning levels and gains using SMARTT.

Exit Criteria for NRS High ASE (Adult Secondary Education) Level Students

Learners scoring 600 or above on the MAPT test or 585 or higher on the TABE 9/10 tests will place into the High ASE Level. These learners are excluded from the pre- and post-test percentage, and are not required to complete a MAPT post-test in their primary assessment area.

Measuring Learner Gains

Learning gains are calculated each fiscal year from pre- and post-testing and based on learners' first (pre-test) and last test.

Massachusetts measures learners' educational gain in two different ways. First, Massachusetts reports the number of ABE learners completing or advancing one or more Educational Functioning Levels (EFL) as defined by the US Department of Education's National Reporting System (NRS). Massachusetts is required by the US Department of Education to not only report learning gains based on EFL completion rates, but also to use EFL completion rates as a measure of program performance.

In addition to measuring learning gains by EFL completion rates, Massachusetts measures “meaningful educational gain.” Meaningful educational gain is measured solely by the improvement in test scores between the pre- and post-test (the first and last test) and does not take into consideration Educational Functioning Levels. Meaningful educational gain is measured by an increase of **21 or more scale score points** on the MAPT.

Measuring learner gains in the state performance standard

- **Pre-/Post-testing:** Learners pre-testing into the NRS High ASE Level are excluded from the pre- and post-test percentage, and are not required to complete a post-test in their primary assessment area. Learners need to score 585 or higher on their TABE 9/10 test, or 600 or above on their MAPT test to test into the High ASE Level.
- **Learner Gains:** Learners pre-testing into the NRS High ASE Level are excluded from the learner gains performance standard. Learners need to score 600 or above on their MAPT test or 585 or higher on their TABE 9/10 to test into the High ASE Level. If a learner does take a post-test when they pre-tested at the High ASE Level, the student is excluded from both the pre-/post-test and learner gains performance standards.
- **Learners who pre-test into the High ASE level and also receive their HISET** in the same fiscal year receive credit in meeting high impact goals (e.g., get a job, receive an increase in salary, enter post-secondary education, or enter a certificate program. These used to be termed “Column A Goals). (Note: There is NO penalty for a program to set a learner’s goal for getting the HISET and not meeting the goal.

Measuring completion of Educational Functioning Levels for the federal US Department of Education (National Reporting System, Federal Report Table 4)

- The National Reporting System (NRS) requires that all students who have 12 hours or more of attendance be included in all Federal Report tables, including those reporting pre- and post-tested learners and those making gains by completing an Educational Functioning Level.
- In order for learners to complete the High ASE Level, learners must pre-test in to the High ASE Level by scoring 600 and above on the MAPT or 585 and above on the TABE 9/10) *and* get a HISET or an ADP. These learners do not need to take a post-test since passing the HISET or obtaining the ADP counts as completing the High ASE level.
- Learners pre-testing into the Low ASE Level (GLE 10-11.9) and who receive their HISET or ADP do not complete the Low ASE Level, since there is still another level higher (e.g., High ASE) to which the learner could advance. These learners do need to post-test.

Copying over MAPT Scores to the Next Fiscal Year

Any MAPT tests given to students in May or June may be rolled over to count as the first (pre-) test in the new fiscal year. Program staff may copy the score or give a new test. The copy icon will appear next to all May/June tests so that users may copy the scores from any site to their own site in the next Fiscal Year.

- The May/June test will then be dated July 1 of the new Fiscal Year. The July 1 date is color-coded to let program staff know it was copied.
- Transitions programs, see specific policies at <http://www.doe.mass.edu/acls/cc/default.html>

Questions

Program staff must read the Assessment Updates in the ACLS Monthly Mailings for important new information: <http://www.doe.mass.edu/acls/mailings>.

Please contact **April Zenisky-Laguilles** at aclstesthelp@educ.umass.edu, or **Joan Ford**, SABES director of assessment professional development, at Bristol Community College, 777 Elsbree Street, Building Q, Fall River, MA 02720; Phone: (774) 357-2190; Email: joan.ford@bristolcc.edu; Fax: (508) 730-3280.

For policy-related questions, please contact **Dana Varzan-Parker**, Program and Assessment Specialist, at Adult and Community Learning Services (ACLS), 75 Pleasant Street, Malden, MA 02148; Phone: 781-338-3811; Email: dvarzan-parker@doe.mass.edu; Fax: (781) 338-3394.