



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

# Assessment Policies

for using

## The Massachusetts Adult Proficiency Test (MAPT)

Originally written 2002, Updated 2011  
Jane Schwerdtfeger, ACLS

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## General Overview of Learning Gains Assessments

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

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

1. **Class Placement** (after intake, using assessment other than MAPT)
2. **Pre-test** (within 2-4 weeks of class placement)
3. **Formative assessment** using teacher-made or other assessments during class to determine if students mastered what was taught (ongoing)
4. **Optional Mid-year Test** (generally after 4 months or 65 hours of instruction, whichever comes first and depending on class intensity; test no more than three times per year.
5. **Post-test** (generally after 4 months or 65 hours of instruction, whichever comes first, and before June 30. Programs may not test more than three times per year.)

Required Assessments	Skills tested	Which Programs Use
MAPT	ABE Reading and Math	ABE
TABE 9/10, Levels E, M, D, A	ABE Writing (Language subtest)	ABE
	ABE Reading and Math	ABE for Institutionalized Adults, 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

For assessments 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. It affects 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. They include authentic, teacher-made, task-based, quizzes, etc. They test various skills determined by the teacher, including content and skills from ABE Curriculum Framework standards and benchmarks. Why are they important? Teachers know what was learned (and wasn't) and formative assessments guide what to teach next. They also involve students in the learning process, which can improve motivation, persistence, and retention.

For more information about the assessment process, take the user-friendly tutorial, **Fundamentals of Assessment**. Go to <http://moodle.literacytent.org>, click "Distance Learning," then "Fundamentals of Assessment." Before logging in, complete a "New Account." Finally, contact [creid@worlded.org](mailto:creid@worlded.org) for the enrollment code you'll need to start the course.

## Overview of the MAPT

The state's assessment policy requires programs to use the MAPT for all learners enrolled in ABE classes, except for those in ABE for Institutionalized Adults and Workplace Education programs that do not have access to computers.

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 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 or ACLS at all times.
- Staff that train others in their program must also send the names and email addresses of these staff to Jane Schwerdtfeger at ACLS ([janes@doe.mass.edu](mailto:janes@doe.mass.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:

<b>Computer Feature</b>	<b>Minimum Requirements / Notes</b>
Operating System	Macintosh and Windows '98, 2000, XP, or Vista
Computer Display	1280 x 1084 pixels <sup>1</sup> is best, though 1024 x 768 also works. Monitors should be at least 19" CRTs or 17" LCDs
Computer RAM	512 minimum if using Windows XP. If using Windows '98 or 2000, and there is enough memory to run an up-to-date browser (Internet Explorer, Netscape or Mozilla Firefox) is also sufficient
Web Browser	Internet Explorer, Netscape, Mozilla Firefox
Internet Connection	DSL, Cable, or a T1 link all work
Laptops vs. Desktops	System requirements for laptops are the same as for desktops. Laptop monitors are usually smaller than desktop monitors, but as far as aspect ratio, widescreen monitors are not really an advantage

### **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). For learners that test GLE 2.0 and above, programs may choose to use either MAPT or TABE depending on the learner's Primary Assessment Area:

<b>Student GLE Level</b>	<b>Assessment to Use</b>
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 <b>reading</b>	Use the MAPT for Reading
If an ABE student is GLE 2.0 and above, and whose Primary Assessment Area is <b>math</b>	Use the MAPT for Math
If an ABE student is GLE 2.0 and above, and whose Primary Assessment Area is <b>writing</b>	Use TABE Forms 9/10 Levels E, M, D, A Complete Battery (Language Subtest only)

<sup>1</sup> 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.

### **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 wait until after the first two weeks a student enters the class to pre-test. The MAPT must be given no later than the student's fourth week of class.

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

### **Partial Intakes: Either Convert to Full Intakes or Delete**

Programs running summer classes (July 1 to August 31) need to test new learners before their sites roll over into the next fiscal year. 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. Immediately after sites roll over, programs **must** convert all partial intakes into full intakes. Until the full intake information is entered into SMARTT, program staff will not be able to view MAPT scores in the students' assessment screen. *Attendance cannot be entered until the partial intakes are converted to full intakes.*

To convert partial intakes into full intakes,

- Click on "Students" on left menu
- Click on "Partial Intakes"
- Click on "Search" to get the list of partials
- Click on a "Student Name"
- Click on "Convert to Full" and then fill in all the information from the student intake form and hit "Save."

**Programs also must delete any partial intakes for students who don't return and enroll in the program by the end of each fiscal year.**

To Delete Partial Intakes:

- Click on "Students" on left menu
- Click on "Partial Intakes"
- Click on "Search" to get the list of partials
- Click on a "Student Name"
- Click on "Remove" and then click on the box next to "Remove Partial Intake" and hit Save.

### **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 may be administered if the program wishes, with one test counting as the primary assessment in the program.

- 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).

### Determining the MAPT Pre-Test Level

Test administrators determine the appropriate level of the MAPT for each learner’s pre-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:

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

<b>MAPT for Reading</b>	<b>MAPT Scale Score Range</b>	<b>Curriculum Framework Level</b>	<b>GLE Range</b>	<b>NRS Level</b>
N/A: Use TABE Level L (Literacy)	Use TABE Level L scale scores	ELA Reading Strand-Level 1	0–1.9	Beginning ABE Literacy
MAPT for Reading 2-Beginning ABE	200 – 299	ELA Reading Strand-Level 2	2-3.9	Beginning Basic
MAPT for Reading 3-Low Intermediate ABE	300 – 399	ELA Reading Strand-Level 3	4-5.9	Low Intermediate
MAPT for Reading 4-High Intermediate ABE	400 – 499	ELA Reading Strand-Level 4	6-8.9	High Intermediate
MAPT for Reading 5-Low Adult Secondary Education	500 – 599	ELA Reading Strand-Level 5	9-10.9	Low Adult Secondary Education
MAPT for Reading 6-High Adult Secondary Education	600 – 700	ELA Reading Strand-Level 6	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. *Note that educational assessments and the IEP, however, may not be adequate documentation for a GED accommodation.* Contact Tom Mechem, GED Chief Examiner at ACLS, with questions. A qualified licensed professional must administer formal assessments for GED accommodations. Assessment reports to be used for GED

accommodation cannot be more than five years old. 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/guidelines.doc>.

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](mailto:aclstesthelp@educ.umass.edu).

### **Pre- and Post-Testing Interval**

The general recommendation is to post-test after an interval of four months or 65 hours of instruction, whichever comes first. Because the intensity of classes varies among programs, some adult learners in intensive classes may reach 65 hours of attended instruction before two months have elapsed. In this case, learners with 65 hours of attended instruction **may be tested sooner than two months (60 days) after their previous test**. To do so, please contact OWL Support using a MAPT test administrator account, and give the following information:

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

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

Programs need to pre- and post-test between 66% and 76% of enrolled students each fiscal year in order to capture student educational gain. To meet this standard, each program needs to consider its past performance and develop an assessment plan that fits the program's class plans. Post-testing twice a year will not necessarily achieve the 70% pre/post performance standard. For more information and to review the performance standards for specific exclusions, see the FY11 Performance Standards for Community Adult Learning Centers: [http://www.doe.mass.edu/acls/pawg/fy11fc340\\_345\\_359.pdf](http://www.doe.mass.edu/acls/pawg/fy11fc340_345_359.pdf) (for Fund Codes 340, 345). The NRS does not allow any exclusions.

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

These learners are excluded from the pre- and post-test percentage, and are not required to complete a post-test in their primary assessment area. Learners scoring 600 or above on the MAPT test or 585 or higher on the TABE tests will place into the High ASE Level. For more information about how Massachusetts measures learners' educational gain, please see the section on Measuring Learner Gains.

## **Co-enrolled or learners transferring from one site to another**

Learners who are co-enrolled or transfer from one site to another will have their assessment information more easily tracked and used at the new program.

*New for FY12:* Required assessments (e.g., CLAS-E, BEST Plus, MAPT, TABE 9/10) for students will appear in SMARTT at all sites where individual students are enrolled, regardless of the site where a student took the test. This new feature will make it easier for programs to enroll these students and get them settled in class. There is no longer a policy that the copied assessment has to have been taken within the past two months.

- The assessments will be color-coded in the SMARTT Student Assessment Screen to show where the test was taken.
- The Primary Assessment Area may be set at all sites within the current fiscal year
- 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 FY12.
- Note that no manual copies will be required for any assessments in FY12.
- 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 can view the list and drill down to the assessment screen to view tests for individual students. Programs can decide if they want to set primary areas for this test **Note the primary area may be different at different programs.** (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). A column has been added that 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.

## **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 score reports with students so that students can understand and follow their progress.

Staff and test administrators are not permitted to have access to 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**

### **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. Staff may not access the actual MAPT test at any time.

### **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) and on site; otherwise scores will be invalidated<sup>2</sup>. 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. 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.

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

### **Time Frame for Completing MAPT Tests**

Most learners complete the 45 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 from the beginning.

### **Using Assessment Reports for Tracking When to Post-Test**

The SMARTT system generates assessment reports so that a program can track when to administer the next MAPT test<sup>3</sup>. The MAPT report will list the date administered for the previous fiscal year, the pre-test (if different), 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 “MAPT Report Primary Set.”

- If MAPT tests are started after June 16<sup>th</sup>, 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 30<sup>th</sup> 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 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.

## **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).

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<sup>3</sup> 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.

- 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 chart in this manual on page 7 for the MAPT scale scores' correlation to the NRS (National Reporting System) Educational Functioning levels, the Grade Level Equivalent (GLE) and Curriculum Framework Level benchmarks 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 must be recorded in SMARTT. Scale scores are the type of score used for the MAPT, and they are used to compute and derive all other scores associated with the MAPT. Since GLE scores are derived from scale scores, using scale scores to report educational gain gives more accurate results of student achievement. 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.

### **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 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 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 585 or higher on their TABE test, or 600 or above on their MAPT test 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 GED** in the same fiscal year receive credit in meeting a Column A Countable Outcome Goal. (Note: There is NO penalty for a program to set a learner’s goal for getting the GED and not meeting the goal. Setting and meeting goals can help programs earn Column A/B points. See FY11 Performance Standards at [http://www.doe.mass.edu/acls/pawg/fy11fc340\\_345\\_359.pdf](http://www.doe.mass.edu/acls/pawg/fy11fc340_345_359.pdf) (for Fund Codes 340, 345, and 359) under #5, “Setting and Meeting Student Goals”).

### **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) *and* get a GED or an ADP. These learners do not need to take a post-test since passing the GED or obtaining the ADP counts as completing the High ASE level.
- For more information, see FY11 section #6, “NRS Educational Functioning Level Completion:” [http://www.doe.mass.edu/acls/pawg/fy11fc340\\_345\\_359.pdf](http://www.doe.mass.edu/acls/pawg/fy11fc340_345_359.pdf) (for Fund Codes 340, 345, and 359).
- Learners pre-testing into the Low ASE Level (GLE 10-11.9) and who receive their GED 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.

### **Rolling 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. over 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 FY12.

- Note that no manual copies will be required for any assessments in FY12.
- 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/assessment/news/fy11policy.html>

### **Questions**

Please contact April Zenisky at [aclstesthelp@educ.umass.edu](mailto:aclstesthelp@educ.umass.edu), or the SABES Regional Curriculum and Assessment Coordinators, or Carey Reid, SABES Staff Developer for Licensure and Assessment, at [Carey\\_Reid@worlded.org](mailto:Carey_Reid@worlded.org).

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

### **SABES Regional Curriculum and Assessment Coordinators**

*Greater Boston:* **Jiashan (John) Zhang**, 617-287-4076. Email: [john.zhang@umb.edu](mailto:john.zhang@umb.edu)

*Central:* **Merilee Freeman**, 508-751-7931. Email: [mfreeman@qcc.mass.edu](mailto:mfreeman@qcc.mass.edu)

*Northeast:* **Janet Piracha**, 978-659-1281. Email: [jpiracha@necc.mass.edu](mailto:jpiracha@necc.mass.edu)

*Southeast:* **Annemarie Espindola**, (508) 678-2811, ext. 2782. Email:

[Annemarie.Espindola@bristolcc.edu](mailto:Annemarie.Espindola@bristolcc.edu)

*West:* **Dori McCormack**, 413-552-2393. Email: [dmccormack@hcc.mass.edu](mailto:dmccormack@hcc.mass.edu)

*Central Resource Center:* **Carey Reid**, SABES Staff Developer for Licensure and Assessment (617) 385-3637. Email: [Carey\\_Reid@worlded.org](mailto:Carey_Reid@worlded.org)