Adult and Community Learning Services (ACLS)

Massachusetts Adult Education Assessment Policies

Fiscal Year 2026
(July 1, 2025-June 30, 2026)

Introduction

Adult and Community Learning Services (ACLS) is mandated by the U.S. Department of Education (ED) to use valid and reliable assessments to report students' completion of NRS Educational Functioning Levels (EFL).

NRS stands for the National Reporting System for Adult Education and is an outcome-based reporting system for the state administered, federally funded adult education programs.

Educational Functioning Levels (EFL) are outcome measure definitions for what students should know at each level and are based on descriptors. These descriptors were developed by the Office of Career and Technical Adult Education (OCTAE) at ED for all states to use.

ACLS receives state and federal funds to run Adult Education programs throughout the Commonwealth and is therefore accountable to ED performance measures. ACLS reports to the NRS student outcome data related to academic performance and employment measures.

Whether ACLS-funded programs are state or federally funded, all programs must adhere to federal measures and state standards.

More information on the NRS, federal measures, EFL and current and revised EFL descriptors is available here.

Massachusetts Measurable Skills Gains (MSG) Standard

In Massachusetts, adult students' academic performance is measured through a performance standard called Measurable Skills Gains (MSG). An MSG outcome can be achieved in one (or more) of the following ways: EFL progression, achievement of a passing score of any subtest high school equivalency, enrollment into post-secondary education or training (PSE/T).

Each fiscal year, after all pre-testing is completed, programs will be assigned an MSG target by ACLS based on: 1) the number of students who pre-test into each of the program's NRS EFLs and 2) federal targets that the Office of Career, Technical and Adult Education (OCTAE) assigns to states.

The targets will be adjusted upward because of the opportunity for multiple outcomes for individual students. ACLS will use the most recent fiscal year MSG to calculate how much to adjust the twelve targets. OCTAE has raised Massachusetts' target each year since the start of WIOA. As OCTAE raises Massachusetts' targets, ACLS will raise program targets.

More details on the MA MSG are available on the ACLS performance standards webpage.

Required Adult Education Assessments in Massachusetts

ACLS requires Adult Education programs use six standardized assessments, depending on the services and NRS levels they offer:

- o The Massachusetts Adult Proficiency Test (MAPT)-CCR

- o TABE Forms 13/14, Levels E, M, D, A

- o TABE 11/12, Literacy Level

- o BEST Plus 3.0

- o TABE CLAS-E Writing Forms C/D

- o TABE CLAS-E Reading Forms C/D

Table 1 below details the skills tested by each of the assessments used in Massachusetts and which type of programs are required to use these assessments.

Table 1

Required Assessments	Skills Tested	Which Programs Use
MAPT-CCR	ABE Reading and Math	In person and distance education: Adult Education Programs, Mass STEP ABE, Workplace Education Programs, programs offering Spanish ABE services
TABE 13/14, Levels E, M, D, A	ABE Writing (Language subtest)	In person and distance education: Adult Education (AE) Programs, Programs in Correctional Institutions (CI), Workplace Education programs
	ABE Reading and Math	In person and distance education: Programs in Correctional Institutions (CI), Workplace Education Programs
TABE 11/12, Level L	Literacy Level Reading	In person only: ABE learners below GLE 2 in AE programs or CI, Workplace Education Programs, programs offering Spanish ABE services
BEST Plus 3.0	ESOL Speaking and Listening	In person and distance education: AE programs offering in person/remote ESOL services, Mass STEP ESOL AE programs offering Spanish ABE and First Language Literacy services

		(see ACLS Policies Manual)[1]
TABE CLAS-E Writing Forms C/D	ESOL Writing	In person and distance education: Programs offering ESOL services, MassSTEP for ESOL programs In person and distance education programs offering Spanish ABE and First Language Literacy services (see ACLS Policies Manual)
TABE CLAS-E Reading Forms C/D	ESOL Reading	In person and distance education programs offering ESOL services, MassSTEP for ESOL programs In person and distance education programs offering Spanish ABE and First Language Literacy services (see ACLS Policies Manual)

Test Materials Purchase

With the exception of the MAPT-CCR test which is offered to MA programs at no cost, programs must purchase test materials directly from test publishers for all the other tests in the table above:

- For TABE 11/12 Literacy; TABE 13/14 Levels E, M, D, A; CLAS E Reading Forms C/D; CLAS E Writing Forms C/D: TABE Test Order Forms | Tabetest
- For BEST Plus 3.0: BEST Plus 3.0 - Center for Applied Linguistics

NRS Levels and Score Ranges for Assessments Used in Massachusetts

There are twelve NRS levels, six levels for Adult Education and six levels for ESOL. A student's NRS initial entry level is determined by the pre-test score on one of the above six assessments approved in Massachusetts.

Placement tests developed by programs in-house cannot be used to determine a student's NRS level. Programs will not necessarily have students placed in all twelve NRS levels.

Programs may design classes with students functioning at a range of NRS levels (for example, a level 1 ESOL class may have students functioning at both the beginning ESL literacy level and low beginning ESL level), however, programs should be cautious to not have classes of students functioning at a wide range of NRS levels.

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[1] ACLS requires that programs providing Spanish ABE and first language literacy services ensure that students receive instruction in English language acquisition. This will help students both acquire the basic and more advanced skills needed to be prepared for further education and training and improve their English language skills, so they make gains on Massachusetts-approved ESOL assessments.

Tables 2 and 3 below show the NRS EFL, Grade Level Equivalencies (GLE) and Score Ranges for the Adult Education assessments approved in Massachusetts.

Table 2-MAPT-CCR

NRS EFL	GLE Range	Score Range
Adult Basic Education Level 1 (Beginning Literacy)	0-1.9	N/A
Adult Basic Education Level 2 (Beginning Basic)	2-3.9	200-299
Adult Basic Education Level 3 (Low intermediate)	4-5.9	300-399
Adult Basic Education Level 4 (High intermediate for ELA, Middle Intermediate for Math)	6-8.9	400-499
Adult Basic Education Level 5 (Low Adult Secondary for ELA, High Intermediate for Math)	9-10.9	500-599
Adult Basic Education Level 6 (High Adult Secondary for ELA, Adult Secondary for Math)	11-12	600-700

Table 3-TABE 13/14

NRS EFL	GLE Range	TABE 13/14 Reading	TABE 13/14 Math	TABE 13/14 Language
Adult Basic Education Level 1 (Beginning Literacy)	0-1	300-441	300-448	300-457
Adult Basic Education Level 2 (Beginning Basic)	2-3	442-500	449-495	458-510
Adult Basic Education Level 3 (Low Intermediate)	4-5	501-535	496-536	511-546
Adult Basic Education Level 4 (High Intermediate for ELA, Middle Intermediate for Math)	6-8	536-575	537-595	547-583
Adult Basic Education Level 5 (Low Adult Secondary for ELA, High Intermediate for Math)	9-10	576-616	596-656	584-630
Adult Basic Education Level 6 (High Adult Secondary for ELA, Adult Secondary for Math)	11-12	617-800	657-800	631-800

Table 4 shows the NRS EFL and the score ranges for the ESOL assessments approved in Massachusetts.

Table 4

NRS EFL	BEST Plus 3.0	CLAS-E Writing Forms C/D	CLAS-E Reading Forms C/D
ESL Level 1 (Beginning ESL Literacy)	600-677	210-384	200-254
ESL Level 2 (Low Beginning ESL)	678-702	385-414	255-388
ESL Level 3 (High Beginning ESL)	703-726	415-437	389-427
ESL Level 4 (Low Intermediate ESL)	727-752	438-461	428-448
ESL Level 5 (High Intermediate ESL)	753-785	462-500	449-487
ESL Level 6 (Advanced ESL)	786-849	501-670	488-580

The exit criteria from NRS are:
- for BEST Plus 3.0-a score of 849 and above
- for CLAS-E Writing-a score of 536 and above
- for CLAS-E Reading-a score of 527 and above.

Note that in the LACES database a *completed score* is the same as the *exit score*.

Assessment Policies

Periods of Participation (PoP)

A Period of Participation (PoP) begins when a student enters the program and has activity, and ends when the student leaves, or does not have additional activity 90+ days after the last activity date.

In order for a PoP to populate in the LACES database, the student must have:

- At least one of the MA required assessments
- At least 12 instructional hours

For example, a student who is assessed, enrolled, earns six instructional hours, leaves, comes back after 90 days, and earns six more instructional hours in the FY will not be in a PoP because there is a 90+ day gap in activity. Because this student did not have at least one PoP, the student will not count on any of the NRS tables, even though the student was assessed and earned 12 instructional hours.

It is considered a new entry if the student returns in the current program year or returns from a previous fiscal year after a gap of 90+ days since the last activity. This does **NOT** mean that programs have to enter a new student record or update the student's original intake date. Once a student record is entered, programs will continue to add data to that record regardless of when the student entered the program. If the student returns after a 90+day gap in activity, programs will simply begin entering the new data (assessments, enrollments, and hours). At that time a new PoP will begin. While it is possible for a student to have up to four PoPs within a FY, most students will have one or two. However, a scheduled service by enrollment date or scheduled service start date overrides the 90+ day exit date rule.

PoPs can also cross the fiscal year boundary. For example, a student who is in a PoP that continues into the next FY without a 90+ day gap is considered to be in one PoP that happens to cross FYs.

In LACES, a read-only PoP summary record will populate at the student **Outcomes tab/PoP Summary/Measurable Outcomes panel** once a **level defining assessment** AND **12 instruction hours** have been entered in the student record without a 90+ day gap. Students will not count on any NRS tables until they have at least one PoP.

Each PoP summary record has columns that display PoP information, and columns that align with the Measurable Skill Gain rows on Table 4, and the Outcome Measure rows on Table 5 in LACES. This allows programs to look at the PoP Summary/Measurable Outcomes record on the grid and get an idea of how a student will count on those tables.

For more information on periods of participation in LACES, click here.

Assessment Policy 1: Three Assessments in a Period of Participation

Programs may administer no more than three NRS approved assessments per content or skill area in one PoP.

EFL progression is based on the first test score (pre-test) and best post-test score achieved in a PoP.

EFL progression must be achieved within the duration of a fiscal year in order for the EFL outcome to count towards the program's MSG target. Students must be tested with a NRS approved standardized assessment no more than three times in a content area in a PoP.

For example, if a student is pre-tested in September and then post-tested in December, EFL progression is determined by the December test score compared to the September pre-test score.

However, if the student is continually enrolled from September to April (i.e., one PoP) and pre-tested in September, post-tested in December and again post-tested in April, the student's EFL outcome is determined by the higher post-test score compared to the September pre-test score.

Exception to Assessment Policy 1:

Students at GLE 0–2 who max out of the TABE 11/12 Literacy test can (when appropriate) be assessed with MAPT-CCR for Math and/or MAPT-CCR for Reading in the same PoP.

Assessment Policy 2: Initial Entry Level

The initial entry level is determined by the first assessment in the fiscal year, regardless of the number of POPs. The initial entry level is used to place the student on the correct EFL row on the NRS tables.

When two or more pre-tests are administered in different content/skill areas, the test with the lowest score is, by default, indicated in LACES as the student's initial entry level if the two (or more) pre-tests are administered on the same date. If the two (or more) pre-tests are administered on different dates, the earliest pre-test becomes the initial entry level.

The content area for the initial entry level is determined by either:

a) administering only one NRS-approved test within a seven-day period

    or

b) administering two or more within that seven-day period, where the lowest NRS-approved test administered is automatically selected by LACES as the initial placement test.

This policy will not affect program performance. EFL outcomes in the initial placement test and any additional tests all count for program MSG. Programs can get 1.0 credit for an Educational Functioning Level (EFL) completion in *either* a student's initial placement test or in the non-initial placement test. More details on partial credit as part of the MSG standard can be accessed here: ACLS: Performance Accountability.

Initial Placement vs. Class Placement

Initial placement as defined in the above policy is different from class placement. A NRS initial placement test assigns the student to one of the twelve NRS levels (six for ESOL and six for ABE). Student placement in various program class levels may vary from one program to another and it is up to each individual program to create a rigorous and accurate class placement system that suits the needs of its specific student population.

Assessment Policy 3: Pre- and Post-Testing

Programs should have systems in place to ensure that students understand why they are pre-tested, what kind of tests will be used as pre- and post- assessments, how many times a year they will be tested and how the score results will be explained to them, and for what purposes the program will use these results.

Pre- and Post-Testing Hours

- o **Pre-testing**

The National Reporting System (NRS) requires that all students who have 12 or more hours of attendance in a period of participation (PoP) be included in all federal report tables.

Students must be pre-tested within the first 18 hours of contact/instruction

Although the policy stipulates that pre-testing can be conducted within the first 18 hours of attendance, ACLS strongly recommends that programs NOT wait 18 hours to pre-test students and that, to the extent possible, pre-test students as soon as they are enrolled in the program or even prior to enrollment (with the exception of MAPT-CCR; see MAPT-CCR section in Chapter 5-Test Administration Procedures).

All students with a pre-test must be enrolled in the LACES database (see assessment policy # 7 below).

- o **Post-testing**

Students in CALCs must have at least 65 hours and students in Correctional Institutions must have 40 hours before they are administered a post-test.

Programs are required to post-test students at least once, but students must not be tested more than three times in a Period of Participation in the same content or skill area.

Programs have the option of administering a mid-year test if this aligns with the instructional and assessment needs of the student. Programs may not test students with less than 65 hours between their pre- and post-tests, with the exception of students enrolled in Adult Education in Correctional Institutions (AECI). These students may be post-tested at 40 hours. For additional specific MAPT-CCR post-testing instructions, see page 25.

Exception to the 65-Hour Post-Testing Policy

ACLS understands that there are valid reasons for occasionally post-testing earlier than the policy allows. For example, a student leaving the program earlier than expected or teachers determining that a student is ready for a post-test earlier. Therefore, while the policy still mandates a minimum of 65 instructional hours between tests (40 h for students in CI), programs (including CI) can test at fewer hours when the justifications for those exceptions are realistic, within reason, and rare.

ACLS tracks the following exceptions in LACES:

- Class ending
- Completed Educational Learning Plan (ELP)
- Exiting with evidence of readiness
- Exiting for personal reasons
- Late starting classes
- Late starting student
- Transfer to IET/IELCE

Programs that consistently have a high volume of exceptions will be contacted by their program specialist to discuss their rationale.

Pre- and Post-Testing of ABE Students at Levels 3, 4, and 5

ABE students at levels 3 (GLE 4-5.9), 4 (GLE 6-8.9), and 5 (GLE 9-10.9) are **no longer** required to be pre- and post-tested tested in both reading and math.
These students must be pre- and post-tested with **either** the MAPT-CCR for Reading **or** MAPT-CCR for Math. For programs in correctional institutions and workplace education programs where students may not have access to internet-connected computers, the TABE 13/14-forms E, M, D, A, Reading **or** Math subtests may be used.

However, programs are **encouraged** to pre- and post-test students at these levels in **both** reading and math to increase the likelihood of measurable skill gains (MSG) outcomes.

Students enrolled in STAR classes must be pre- and post-tested with MAPT-CCR for Reading.

Post-Testing of ABE Level 6 Students

Students placing into ABE Level 6 (GLE 11-12) are not required to take a post-test.

Because these students' pre-test score is already high and therefore does not allow them to advance any further, the only educational outcome for students at this level is obtaining their high school equivalency credential.

Pre- and Post-Testing of Advanced ESOL Students

Students placing at the Advanced ESOL level with a pre-test score below the exit score of 536 for CLAS-E Writing and 527 for CLAS-E Reading but at SPL 6 can still make EFL gain if their post-test score is 536 or above in writing and 527 or above in reading.

Important Note:
- o In LACES the completed score is the same as the exit score. Students pre-testing at the completed/exit score should not be enrolled in ESOL services.

    Pre-tests with scores resulting in an entry level of "Completed ESL Level 6" are **not valid**. Students at this level cannot be considered participants, nor can they be reported. Programs are reminded to review the ACLS [Assessment Policies](#)
    - o administer a new test for students whose tests at ESL level 6 were moved forward, and/or
    - o administer a different test for students who were pre-tested this year and scored at ESL level 6.

Pre- and Post-Testing with the Same Test Modality

Students must be tested with the same test (e.g., CLAS E Reading at pre-test and CLAS E Reading at post-test; BEST Plus 3.0 at pre-test and BEST Plus 3.0 at post-test).

ACLS strongly recommends that the modality of the test also stay consistent from pre- to post-test (e.g., in person paper format at pre-test, in person paper format at post-test). However, in rare cases when adjustments are needed based on students' circumstances and when these circumstances are completely unavoidable (e.g., students in unstable housing situations), the test modality can change from pre- to post-testing (e.g., in person/paper test at pre-test and remote administration at post-test) for BEST Plus 3.0, CLAS E Reading Forms C and D, MAPT-CCR, and TABE 13/14 tests.

In such cases, programs must:
- Document the reason why the modality is different from pre- to post-testing.
- Ensure that students' identities are verified, that they can access the test remotely, and that they are proctored.
- Comply with ACLS guidance around test security (see ACLS Assessment Policy Manual).

However, the test modality cannot change for CLAS E Writing under any circumstances. Writing is a different and more multifaceted construct, and for many people the act of writing on a computer and writing on paper is a different cognitive and physical process.

Switching modality from pre-test to post-test for writing is not allowed from a validity perspective due to a variety of concerns (e.g., individual students' proficiency at generating text in different modes, especially emergent writers; students' limited access to technology and digital literacy levels; increased test anxiety a change in test modality can trigger).

Remote Testing Guidelines

The following tests can be administered remotely: MAPT-CCR, CLAS E Reading and Writing Forms C/D Online, TABE 13/14 Online, BEST Plus 3.0 (computer-based version).

TABE 11/12 Literacy can only be administered on paper in person.

Paper-based versions of the TABE CLAS-E Reading and Writing Forms C/D and TABE 13/14 Levels E, M, D, A tests cannot be administered remotely. The print-based version of the BEST Plus 3.0 is not allowed in MA.

When administering tests remotely, programs must ensure:
- Communication with students
- Proper student identification
- Test security

Communication with Students
Programs must have procedures in place to communicate with students around setting up test sessions and reminding students about virtual test sessions.
- Contact students to schedule test session
- Confirm test session with students by providing web meeting link directly by email or text (not posting publicly).
- Send reminder about test session to students

Identity Verification
When administering tests remotely, programs must verify the identity of the student who is taking the test if the student is not known to the test administrator.
- Inform students to have a photo ID nearby when the test session is starting so that identity can be verified if the student is not known to the test administrator.
- Remind students that a photo ID must be accessible for ID verification

Technology and Equipment
Both students and test administrators must have access to specific technology and equipment for remote test administration.
- Inform students of technology requirements:
  - Camera-enabled computer, Chromebook, or tablet
  - Web browser
  - Stable internet connection
  - Web meeting software
- Confirm that the student is able to take test remotely given technology requirements
  - Ensure that test administrator has hardware, software, and web meeting access necessary for test administration
  - Ensure to give test administrator's contact information to the student in case the test session is interrupted for any reason
  - Identify assessment accommodations (extended time, reader, separate space) that may be needed and ensure support is present during the test session
  - If the web meeting video is interrupted for any reason, students should stop responding to test items immediately and contact the test administrator by phone, text or email.

Assessment Policy 4: Moving Assessments Forward

Any assessment administered on or after April 1st 2026 (FY 2026) may be moved forward into FY 2027 and used as a pre-test until December 31, 2026.

If a student has two previous assessments, the most recent assessment may be moved forward. For example, a student's test administered in April 2026 (FY 2026) can be moved forward and used as a pre-test into the next fiscal year (FY2027) until December 31, 2026.

If the student has an assessment administered in April 2026 and another assessment administered in June 2026, **only** the June 2026 assessment can be moved forward. If the student leaves before June 30, 2026 and returns after December 31, 2026, the student must be pre-tested again.

The December 31 date refers to the student's return and re-enrollment date. If the student leaves and re-enrolls on or before December 31, the student's assessment administered between April 1 and June 30 (of the current fiscal year) can be used as a pre-test in the new fiscal year. If the student re-enrolls after December 31, the assessment administered between April 1 and June 30 in the previous fiscal year cannot be moved forward, and the student must be pre-tested again.
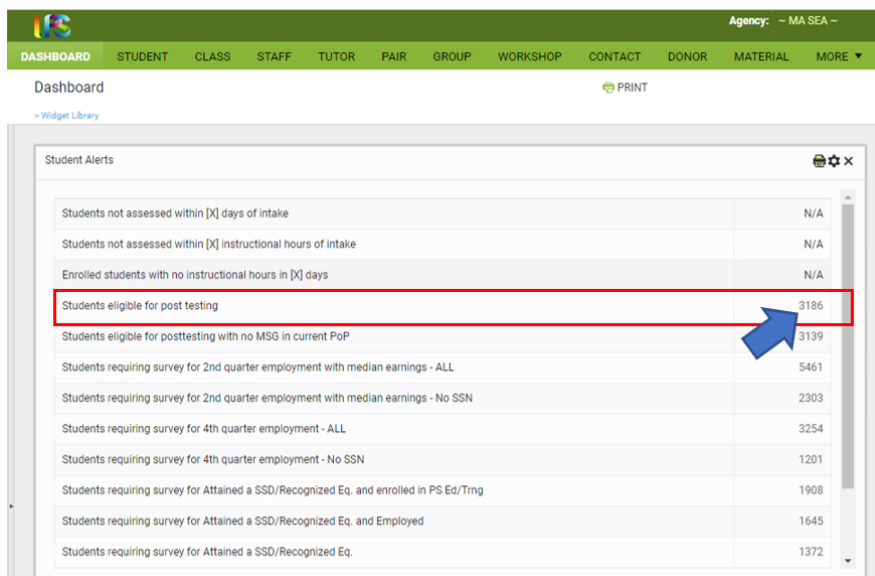
Important Clarifications:
ACLS has learned that the LACES dashboard functions differently than we expected. When tests are moved forward from the previous fiscal year, the dashboard student alert identifies students for eligible for posting based on the total instructional hours since the original test date, including hours from the previous year. For example, if a program moves forward a student's assessment administered January 15, 2026 and records 63 hours of attendance for the student between the test date and end of June 2026, the LACES dashboard will show that the student is eligible for a post-test after only two hours of instruction in FY27. This is not the intent of the Massachusetts post-test policy.

The state assessment policy requires that students be post-tested after they have accumulated 65 instructional hours (for CALC) or 40 hours (for AECI) since the date of the pre-test administered in the current fiscal year.
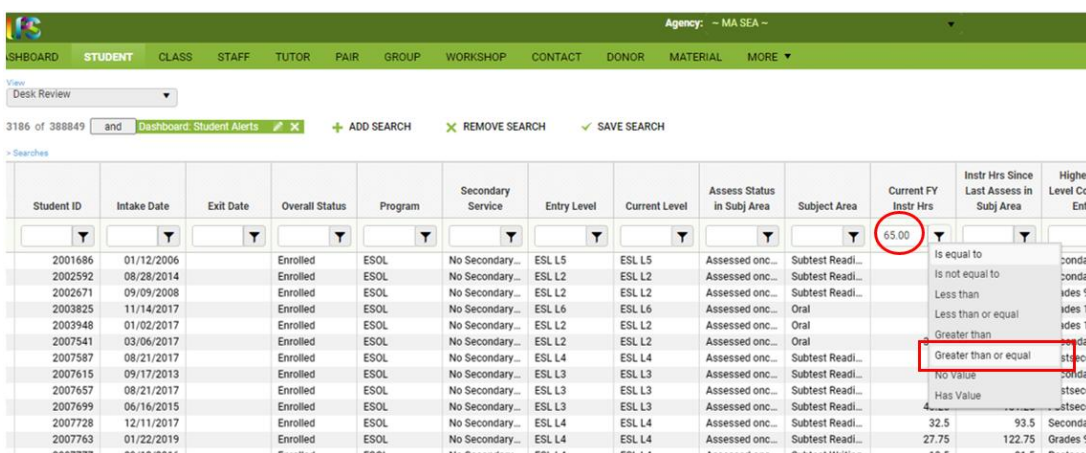
Students whose tests were moved forward from the previous fiscal year must have at least 65 hours (40 for AECI) of instruction in the current year before being eligible for post-tests.

> The easiest way to identify students who are eligible for a post-test as defined by ACLS policy is through the dashboard student alerts. Click on the number of students eligible for post-testing.

Then filter by current fiscal year instructional hours (40 for AECI and 65 for CALCs) to determine which students are eligible for a post test.

When an assessment is moved forward, the *Date Assessed* in LACES does not change on the moved forward record.

Additionally, when an assessment is moved forward, any previous fiscal year hours that were on or after the date of the moved forward assessment are included in the *Instructional Hours Since Last Assessment in Subject Area* field and count toward when the student will be eligible to be post-tested.

Detailed information can be found at https://sites.google.com/a/literacypro.com/wioa-laces-updates/assessments#TOC-Assessment-Rules .

Assessment Policy 5: Pre- and Post- Assessment Targets

ACLS requires that programs pre- and post-test a minimum of 80% of their students.

However, programs should continue to employ best practices for attendance and retention to aim for 100% pre- and post-testing rate and to ensure that students make progress in their academic goals.

Assessment Policy 6: Test Administrators and Test Scorers

ACLS requires that certified test administrators (see assessment policy 9 below) do not score their own students' assessments. See test-specific details below.

Certified test administrators **can administer the following assessments to students in their class(es):**
- the MAPT-CCR
- TABE Forms 13/14-Levels E, M, D, A
- TABE 11/12-Literacy Level
- TABE CLAS-E Writing Forms C/D
- TABE CLAS-E Reading Forms C/D

Certified test administrators **must not administer the BEST Plus 3.0 to their own students**.

Certified test administrators **can score the following assessments for students in their class(es**):
- TABE CLAS-E Reading Forms C/D
- TABE CLAS-E Writing Forms C/D, MULTIPLE CHOICE SECTION ONLY
- TABE 11/12 Literacy Level and
- TABE 13/14 Levels E, M, D and A tests

Certified test administrators must **not score** the expository writing folio section of the TABE CLAS-E Writing Forms C/D test for students in their class(es). **ACLS requires only one scorer for each examinee's Expository Writing portion of the test (see** ACLS Policy Memo 2025-07**).**

Assessment Policy 7: Student Placement

Programs may use any placement tests they choose. Programs may not use the MAPT-CCR as a placement test.

Programs using the TABE 13/14 for pre- and post-testing purposes may not use the TABE 13/14 Locator as class placement test. Both the paper and online TABE 13/14 can be used for pre- and post-testing purposes.

Programs using the MAPT-CCR for Reading and/or the MAPT-CCR for Math for pre- and post-testing purposes can use the TABE 13/14 for class placement. In this case, both TABE 13/14 paper or online versions may be used. If the online version is used, programs are responsible for providing their own technical support. ACLS and UMass CEA will not provide technical support when TABE 13/14 online version is used for class placement purposes.

The BEST Plus 3.0 may be given at intake and may be given as both placement and pre-test. The CLAS-E Writing Forms C/D and the CLAS-E Reading Forms C/D may be given at intake and may be given as both the placement and pre-test.

Assessment Policy 8: Reporting Assessments in the LACES Database

All administered tests must be entered into the LACES database whether or not students made EFL gains, and no exceptions are allowed. Assessment results must be reported accurately. Programs must enter NRS assessment scores into LACES within four weeks of test administration.

For instructions on how to enter or add assessments in LACES, see the Beginner LACES Manual. This manual can be accessed in the LACES User News page:
https://laces.literacypro.com/laces/UserNews/Index

Assessment Policy 9: Training and Certification of Test Administrators

All test administrators are required to be trained and certified by UMass CEA before administering any of the standardized assessments used in Massachusetts. ACLS recommends that programs maintain at least two certified test administrators for each test the program administers.

For a detailed description of the initial certification requirements and process, please see the ACLS Test Help Blog.

All self-paced and facilitated online standardized assessment trainings are offered free of charge and posted in the SABES Calendar.

Practitioners seeking initial certification in:
- CLAS E Forms C/D Reading Administration and Scoring
- CLAS E Writing Forms C/D Administration
- MAPT-CCR
- TABE 11/12 Literacy
- TABE 13/14 Levels E, M, D, A

must complete a self-paced training and successfully pass a quiz at the end of the training. Each training may take approximately one hour to complete. Links to the self-paced trainings are posted in the SABES Calendar at the beginning of each month.

Practitioners seeking initial certification in BEST Plus 3.0 and CLAS E Writing Scoring must attend a live online facilitated training (approximately 15 hours for BEST Plus 3.0 and 12 hours for CLAS E Writing Scoring). These trainings are scheduled regularly throughout the fiscal year in the SABES Calendar. Registration priority is given to practitioners from ACLS-funded programs.

Annual Recertification
No annual recertification is required for the MAPT-CCR, TABE 11/12 Literacy Level, and TABE 13/14 Levels E, M, D, A, and for CLAS-E Reading Forms C/D and CLAS-E Writing Forms C/D.

Assessment Policy 10: Test Conditions, Test Accommodations, and Test Security
Test Conditions

Whether the student is testing in-person or remotely, the testing location must be relatively quiet and comfortable so learners will not be distracted by their surroundings while taking the test. At programs, learners may be tested in a quiet computer lab, empty classroom, office, or other space, and if they are remote, learners should find a quiet space where they will not be distracted or interrupted. Learners must not be tested in an occupied classroom, room, or space where other students are working or talking.

If students are tested remotely, a mechanism for video proctoring must be put in place so that learners are connected to the test administrator. In addition, for remote testing, student identity must be verified by the test administrator (either formally or informally).

Test Accommodations
An adult learner with a disability must provide the ABE program with disability-related documentation if he/she requires accommodations. If an advisor or other program staff person determines through a screening 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 five 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.

MAPT-CCR Accommodations
Although the MAPT-CCR was constructed to be as flexible as possible to accommodate learners with various disabilities, there may be many cases in which accommodations are necessary to get a more accurate measure of a particular learner's knowledge and skills. The issues to consider in granting an accommodation on the MAPT-CCR are:
   a) whether the accommodation removes a barrier that may hinder a learner's performance on the MAPT-CCR;
   b) whether the accommodation is consistent with accommodations given to the learner in the classroom;
   c) whether the accommodation will change what the MAPT-CCR is measuring.

Given those issues, ACLS recommends the following accommodations be permitted for learners who may want them, because these accommodations are not considered to change the construct (math or reading proficiency) measured on the MAPT-CCR:

   o extended time (see ACLS policy regarding resetting a test), including splitting the test up across separate occasions
   o separate testing room (away from other learners)
   o increase font size (large print)
   o Braille version of the test (currently unavailable)

- o touch screen technology for answering questions
- o read-aloud presentation of instructions
- o read-aloud presentation of the MAPT-CCR for Math test
- o sign language presentation of instructions
- o recording answers for learners
- o use of manipulation equipment (e.g., a head-stick) for navigating through test and answering items

The above list of accommodations is not exhaustive and other accommodations may be requested in some circumstances. ACLS should be contacted for approval in such situations. A well-respected resource for learning more about test accommodations is the website for the National Center for Educational Outcomes particularly their frequently asked questions and their test accommodations bibliography

Note that in some cases, learners may request a read-aloud accommodation on the MAPT-CCR for Reading. This accommodation may change the construct measured (i.e., from reading comprehension to listening comprehension), and so will only be permitted when it represents the typical way in which a learner accesses reading material.

To promote the most valid interpretations of MAPT-CCR scores, the accommodations that are permissible for learners should match their needs. Thus, accommodations should not be provided to anyone who wants one, just because they happen to be available or allowable. Rather, test accommodation decisions should be made in a careful and thoughtful manner, considering the issues of access and validity, and should be consistent with the accommodations a learner uses as part of their normal instruction.

Decisions regarding test accommodations can be difficult to make and should be revisited after learners have had experience taking the MAPT-CCR. One way to help decide whether accommodations are needed is to have learners take the MAPT-CCR Practice Tests and observe how they interact with the material. Interviewing them about their experience on the Practice Tests, and other tests they have taken in the past may also be helpful. Decisions regarding whether to provide an accommodation, and which accommodations will promote valid score interpretation, should be based on a comprehensive evaluation of the needs of specific learners and consideration of valid test score interpretation.

Contact aclstesthelp@educ.umass.edu if there are further questions regarding how to accommodate students with disabilities on the MAPT-CCR.

TABE 13/14, TABE CLAS-E Reading Forms C/D, TABE CLAS-E Writing Forms C/D Accommodations
Reasonable accommodations for TABE 13/14 and TABE CLAS-E Reading and Writing are explained in the CLAS E Print-Based Test Directions.

BEST Plus 3.0 Accommodations
Reasonable accommodations for BEST Plus 3.0 are explained in detail on the Center for Applied Linguistics (CAL) website and can be accessed here: BP-3.0-Test-Usage-Document.pdf .

Test Security
All tests and student test scores need to be kept in a secure place.

Do not file students' tests in their personal portfolio. Staff and test administrators may not use test booklets or test items to prepare learners for their tests. ACLS reserves the right to immediately terminate the program's grant if any staff are found to be violating the assessment policy regarding test security.

All BEST Plus 3.0 materials, including student score reports, must be kept in a secure place. If student reports are printed, those should be handled in a way consistent with policies for maintaining confidentiality of student educational records.

For in-person MAPT-CCR 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. MAPT-CCR tests taken without test administrators present will be invalidated by CEA-UMass Amherst. Student login information (LACES (MAPT) IDs and passwords) may not leave the testing room with students. When learners are remote for their MAPT-CCR test administration, the test administrator must remain available and on the videoconference screen at all times. It is permissible to have multiple students testing at once, using breakout rooms (preferred) or in one main room with students muted (if absolutely necessary).

Learners must take the MAPT-CCR on site during regular program hours of operation (e.g., between 8:00 am and 9:00 pm), otherwise scores will be invalidated[1]. 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-CCR may administer the MAPT-CCR to their own students, but not during regular class time unless there is a substitute teacher in the classroom.
ACLS reserves the right to immediately terminate the program's grant if any staff are found to be violating the MAPT-CCR assessment policy regarding test administration.

Contact Information and Resources

Contact Information
- Policy: Dana Varzan-Parker, Curriculum, Instruction, and Assessment Specialist
  dana.varzan-parker@mass.gov
  781-338-3811
- Standardized assessment trainings: Kat Tremblay, April Zenisky
  aclstesthelp@educ.umass.edu

Resources
- Adult and Community Learning Services (ACLS) Assessment:
- ACLS Test Help Blog
- Assessment Training Calendar
- National Reporting System (NRS) for Adult Education

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[1] Learners at Volunteer Programs may test on the weekends.