



Adult and Community Learning Services (ACLS)

Massachusetts Adult Education Assessment Policies

**Fiscal Year 2024
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Important Resources

ACLS Test Help Blog

<http://blogs.umass.edu/aclstesthelp/>

Assessment Training Calendar

<http://www.sabes.org/>

MAPT-CCR Online Web-Based Learning Help Desk

owl-help@cesd.umass.edu

Adult and Community Learning Services (ACLS) Assessment

<http://www.doe.mass.edu/acls/assessment/>

Center for Educational Assessment-College of Education, University of Massachusetts Amherst

<https://www.umass.edu/education/research/centers/center-for-educational-assessment>

National Reporting System (NRS) for Adult Education

<https://www.nrsweb.org/>

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Chapter 1: Introduction

General Context

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, attainment of high school equivalency (HSE) credential, 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:

- The Massachusetts Adult Proficiency Test (MAPT)-CCR
- TABE Forms 11/12, Levels E, M, D, A
- TABE 11/12, Literacy Level
- BEST Plus 2.0
- TABE CLAS-E Writing
- TABE CLAS-E Reading

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	-Face-to-face/distance education: Adult Education (AE) Programs, Mass STEP ABE, Workplace Education Programs, AE programs offering Spanish ABE services
TABE 11/12, Levels E, M, D, A	ABE Writing (Language subtest)	-Face-to-face/distance education: Adult Education (AE) Programs, AE Programs in Correctional Institutions (CI), Workplace Education programs
	ABE Reading and Math	-Face-to-face/distance education: AE Programs in Correctional Institutions (CI), Workplace Education Programs
TABE 11/12, Level L	Literacy Level Reading	-Face-to-face only: ABE learners below GLE 2 in AE programs or CI, Workplace Education Programs, AE programs offering Spanish ABE services
BEST Plus 2.0	ESOL Speaking and Listening	-Face-to-face/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 Assessment only	CLAS-E	Writing	ESOL Writing	-Face-to-face/distance education: AE programs offering ESOL services, Integrated English Literacy and Civics Education (IELCE) Programs -Face-to-face/distance education programs offering Spanish ABE and First Language Literacy services (see ACLS Policies Manual)
TABE Assessment only	CLAS-E	Reading	ESOL Reading	-Face-to-face/distance education AE programs offering ESOL services, Integrated English Literacy and Civics Education (IELCE) Programs -Face-to-face/distance education AE programs offering Spanish ABE and First Language Literacy services (see ACLS Policies Manual)

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.

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

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.

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 11/12

NRS EFL	GLE Range	TABE 11/12 Reading	TABE 11/12 Math	TABE 11/12 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 3 shows the NRS EFL and the score ranges for the ESOL assessments approved in Massachusetts.

Table 3

NRS EFL	BEST Plus 2.0	CLAS-E Writing	CLAS-E Reading
ESL Level 1 (Beginning ESL Literacy)	88-361	200-396	250-392
ESL Level 2 (Low Beginning ESL)	362-427	397-445	393-436
ESL Level 3 (High Beginning ESL)	428-452	446-488	437-476
ESL Level 4 (Low Intermediate ESL)	453-484	489-520	477-508
ESL Level 5 (High Intermediate ESL)	485-524	521-555	509-557
ESL Level 6 (Advanced ESL)	525-564	556-612	558 and above

The exit criteria from NRS are:

- for BEST Plus 2.0-a score of 565 and above
- for CLAS-E Writing-a score of 612 and above
- for CLAS-E Reading-a score of 588 and above.

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

Note that the BEST Plus 2.0 NRS score ranges no longer correlate with the BEST Plus 2.0 SPL ranges. Programs must always use the NRS score ranges, not the SPL ranges to determine a student's EFL gain on the BEST Plus 2.0.

Chapter 2: ACLS 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:

<https://sites.google.com/a/literacypro.com/wioa-laces-updates/periods-of-participation#TOC-Period-of-Participation-PoP->

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 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

- **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).

- **Post-testing**

Students in CALCs must have at least 65 hours and students in CI 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 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 11/12-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 in 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 612 for CLAS-E Writing and 588 for CLAS-E Reading but at SPL 6 can still make EFL gain their if post-test score is 612 or above in writing and 588 or above in reading.

Important Note:

- 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](#)
- administer a new test for students whose tests at ESL level 6 were moved forward, and/or
- administer a different test for students who were pre-tested this year and scored at ESL level 6.

Assessment Policy 4: Moving Assessments Forward

Any assessment administered on or after April 1st in FY 2023 may be moved forward in FY 2024 and used as a pre-test until December 31, 2023.

If a student has two previous assessments, the most recent assessment may be moved forward. For example, a student’s test administered in April 2023 (FY 2023) can be moved forward and used as a pre-test into the next fiscal year from July 1, 2023 (FY 2024) until December 31, 2023.

*If the student has an assessment administered in April 2023 and another assessment administered in June 2023, **only** the June 2023 assessment can be moved forward. If the student leaves before June 30, 2023 and returns after December 31, 2023, the student must be pre-tested again.*

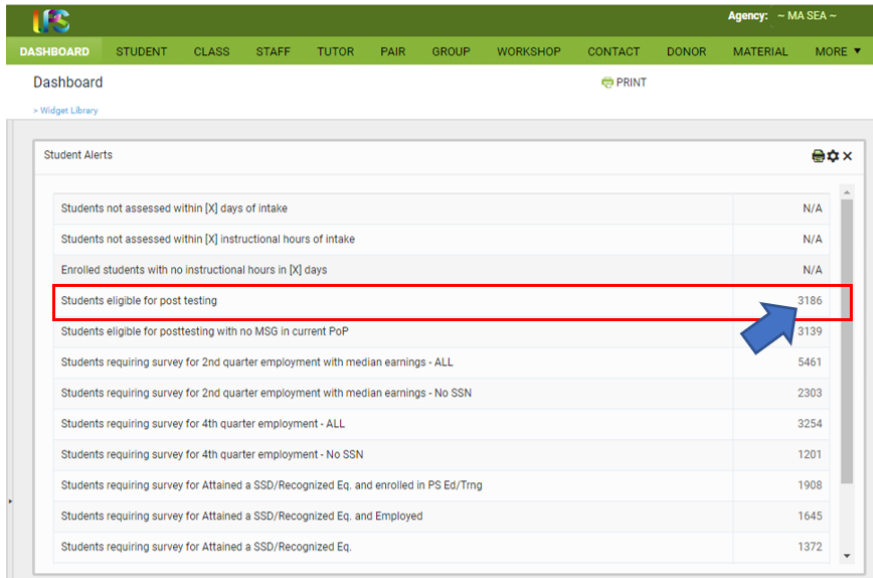
Important Clarifications:

- 1. Tests that were moved forward from FY2022 into FY2023 cannot be further moved forward into FY2024. Tests administered in FY2023 and moved forward in FY2024 can be used as pre-tests in FY2024 only until December 31, 2023.**
2. 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, 2023 and records 63 hours of attendance for the student between the test date and end June, the LACES dashboard will show that the student is eligible for a post-test after only two hours of instruction in FY24. This is not the intent of the Massachusetts posttest policy.

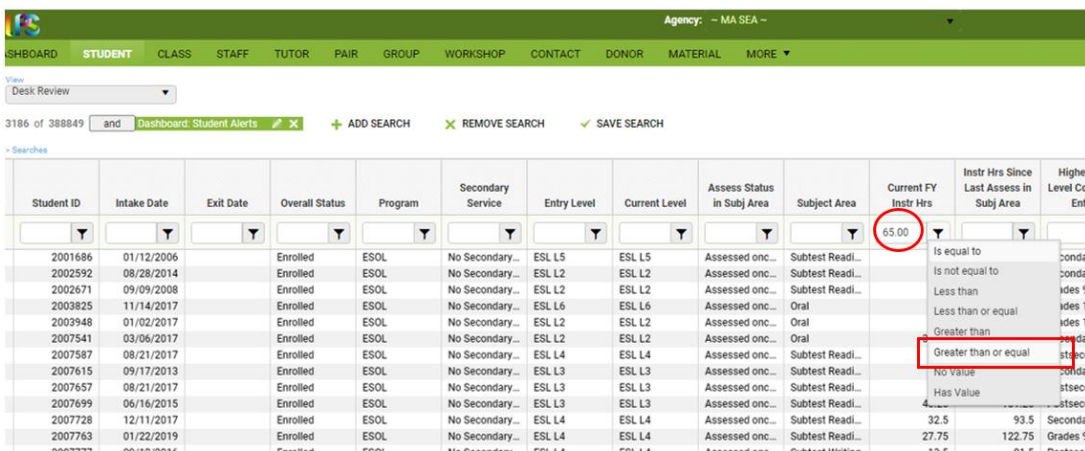
The state assessment policy requires that students be post-tested after they have accumulated 65 instructional hours (for CALC) or 40 hours (for AECL) since the date of the pre-test administered in the current fiscal year.

Students whose tests were moved forward from the previous fiscal year must have at least 65 hours (40 for AECL) 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 AECL 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.

Pre- and post- percentage is no longer a performance standard and ACLS no longer assigns points to this target as per the [performance standard memo issued on November 2, 2016](#). ACLS will, however, continue to track pre/post assessment data through LACES.

Programs should continue to employ best practices for attendance and retention to aim for 100% pre/post testing rate and to ensure that students 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 11/12-Levels E, M, D, A,
- TABE 11/12-Literacy Level,
- TABE CLAS-E Writing and
- TABE CLAS-E Reading.

Certified test administrators **must not** administer the BEST Plus 2.0 to their own students.

Certified test administrators **can** score the following assessments for students in their class(es):

- TABE CLAS-E Reading,
- TABE CLAS-E Writing MULTIPLE CHOICE SECTION ONLY
- TABE 11/12 Literacy Level and
- TABE 11/12 Levels E, M, D and A tests.

Certified test administrators **must not** score the expository writing folio section of the TABE CLAS-E Writing test for students in their class(es).

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 11/12 for pre- and post- testing purposes may not use the TABE 11/12 Locator as class placement test. Only the paper TABE 11/12 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 11/12 for class placement. In this case, the TABE 11/12 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 11/12 online version is used for class placement purposes.

The BEST Plus 2.0 may be given at intake and may be given as both placement and pre-test. The CLAS-E Writing assessment and the CLAS-E Reading assessment 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 the [Center for Educational Assessment University of Massachusetts Amherst \(CEA-UMass Amherst\)](#) 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.

Information regarding all self-paced module-based and facilitated online (formerly face-to-face) standardized assessment trainings can be found through the [SABES Calendar](#).

For a detailed description of the initial certification requirements and process, please see the [ACLS Test help Blog](#).

Annual Recertification

For FY2024, currently certified BEST Plus 2.0 and CLAS E Writing test administrators and scorers must complete a set of requirements to maintain their certification status and continue as an administrator/scorer in FY2024 and FY2025.

For a detailed description of the annual recertification process, please see the [ACLS Test Help Blog](#).

No recertification is required for the MAPT-CCR, TABE 11/12 Levels L through A and CLAS-E Reading and Writing Administration.

Chapter 4: Test Conditions, Test Accommodations, Test Security

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 working or talking.

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:

- extended time (see ACLS policy regarding resetting a test), including splitting the test up across separate occasions
- separate testing room (away from other learners)
- increase font size (large print)
- Braille version of the test (currently unavailable)
- touch screen technology for answering questions
- read-aloud presentation of instructions
- read-aloud presentation of the MAPT-CCR for Math test
- sign language presentation of instructions
- recording answers for learners
- 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 web site for the National Center for Educational Outcomes (<http://www.education.umn.edu/NCEO/default.html>), particularly their frequently asked questions and their test accommodations bibliography (<http://education.umn.edu/NCEO/AccomStudies.htm>).

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 11/12, TABE CLAS-E Reading and TABE CLAS-E Writing Test Accommodations

Reasonable accommodations for TABE 11/12 and TABE CLAS-E Reading and Writing are explained in detail on the Data Recognition Corporation (DRC) / test publisher's website and can be accessed here: http://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf .

BEST Plus 2.0 Accommodations

Reasonable accommodations for BEST Plus 2.0 are explained in detail on the Center for Applied Linguistics (CAL) website and can be accessed here: <http://www.cal.org/aea/pdfs/BP2.0-Test-Usage-Policy.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 2.0 USBs and BEST Plus 2.0 student test scores must be kept in a secure place. Although students' test scores are stored on the USB used to administer the test, it is important to back up the hard drive, and/or keep printed copies of the scores in a secure place. After the BEST Plus 2.0 assessment is completed, a score report is generated that can be printed out or saved to the hard drive.

MAPT-CCR 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.

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 invalidated¹. 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.

¹ Learners at Volunteer Programs, Fund Code 287 may test on the weekends.

Chapter 5: Test Administration Procedures

COVID-19 Policy Update: For procedures for administering tests under remote and physically distant in person conditions, please refer to the [UMass CEA ACLS Test Help Blog](#).

Administration of MAPT-CCR

Overview of the MAPT-CCR

The state's assessment policy requires programs to use the MAPT-CCR for Reading and/or the MAPT-CCR for Math for all learners GLE 2-12.9 enrolled in ABE classes, except for those listed below:

- ABE Level 1 Students: ABE students reading below GLE 2 must be tested using the TABE Test, Forms 11/12 Level Literacy Reading and/or Math;
- 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 11/12, Levels E, M, D, and A. See specific pre- and post-testing requirements in chapter 1 of this manual.
- Students in ABE Programs for Correctional Institutions (CI) that do not have access to computers must be tested using the TABE Reading, Math or Language Complete Battery Subtest, Forms 11/12, Levels L, E, M, D, and A. See specific pre- and post-testing requirements in chapter 1 of this manual.
- Students in Workplace Education (ABE) programs that do not have access to computers must be tested using the TABE Reading, Math or Language Complete Battery Subtest, Forms 11/12, Levels L, E, M, D, and A. See specific pre- and post-testing requirements in chapter 1 of this manual.

The Massachusetts Adult Proficiency Test (MAPT) was developed by the Center for Educational Assessment at the University of Massachusetts, Amherst, the Adult and Community Learning Services (ACLS) Unit of the Massachusetts Department of Elementary and Secondary Education, and many Massachusetts ABE practitioners and learners.

The MAPT-CCR consists of criterion-referenced tests that measure ABE math and reading skills. The MAPT-CCR for Math and the MAPT-CCR for Reading are aligned to the College and Career Readiness Standards for Adult Education (CCRS AE), and the National Reporting System's (NRS) Educational Functioning Levels (EFLs) ranging from GLE 2.0-12.9.

The MAPT-CCR may be administered individually or in a group setting where each student 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-CCR consists of the MAPT-CCR for Math and the MAPT-CCR for Reading, the MAPT-CCR Sample Questions, MAPT-CCR Practice Tests, and Computer Basics. For more information, please see the MAPT-CCR Test materials at <http://www.doe.mass.edu/acls/assessment>, and the *MAPT-CCR Teacher and Test Administrator Manual* at the same location.

Modifications to MAPT-CCR administration due to the COVID-19 pandemic are provided here for remote administration and here for physically distant in-person testing.

Before MAPT-CCR Administration

Required Test Materials

Practitioners can access the *MAPT-CCR Teacher and Test Administrator’s Manual* through the link provided in the new online MAPT-CCR administration training. The manual can also be accessed through the ACLS Assessment page at: <http://www.doe.mass.edu/acls/assessment>.

MAPT-CCR administrations are provided free of charge by the Massachusetts Department of Elementary and Secondary Education.

MAPT-CCR tests can be taken on a cell phone as well. It is strongly recommended that students take the MAPT-CCR on a desktop, laptop, or tablet, but if **a)** there are no other options for devices for students to take the MAPT-CCR, **and b)** students are receiving instruction and completing class work/homework on their smartphone, then, in those limited circumstances programs can have students take the test on the smartphone that students have access to. The smartphone must have an internet browser installed and be capable of maintaining a videoconferencing link with the test administrator (e.g., Zoom, FaceTime, Google Meet).

Programs need enough computers to be able to individually 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 or newer
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.

Computer Readiness Testing

Prior to using a computer for actual testing for the first time:

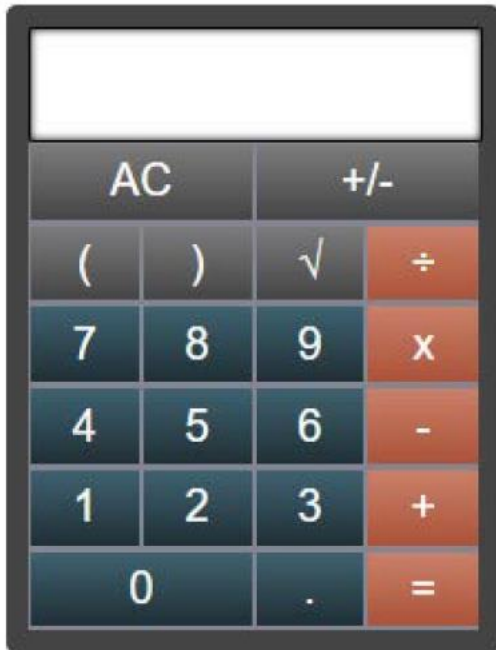
- a) Log into OWL using one of the web browsers recommended above.

¹ To check how many pixels the screen is set to on a PC, go to the Windows “Start” button on the lower left section of the 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 the new settings.

Note: An OWL account is needed to log into OWL. OWL accounts are provided to individuals who have completed the online MAPT-CCR Test Administrator training.

To complete the MAPT-CCR Test Administrator training, please access the training at https://umassherst.co1.qualtrics.com/SE/?SID=SV_cOzTFuhOmYmilX7; once it is completed the online training, practitioners will receive an OWL account within a few days.

- b) Review the 'Sample Questions - Reading' and the 'Sample Questions - Math' tests and answer the following questions:
- Are the pages loading within a few seconds?
 - Does the calculator on Questions 2 and 3 of the 'Sample Questions - Math' test appear onscreen? 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)?
- Is it possible 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 the answer to all of the questions above is 'yes' and nothing else that would cause concern appears, then the computer setup is most likely fine for MAPT-CCR testing.

When to use the MAPT-CCR, when to use the TABE 11/12

For students below GLE 2.0, programs must use TABE Forms 11/12, 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 must use the MAPT-CCR.

Only programs in corrections and programs that do not have access to internet-based computers can use the TABE 11/12. Programs in CALCs whose students’ main goal is to improve writing skills may use the Language subtest of TABE 11/12. However, these programs must ensure they comply with the requirement to pre- and post-test students at levels 3, 4, 5 with both MAPT-CCR for Reading and MAPT-CCR for Math.

At ABE level 2 where the policy does not mandate pre- and post-testing in both reading and math, the program in consultation with the student will select either the reading, math or writing.

Determining the MAPT-CCR Pre-Test Level

Test administrators determine the appropriate level of the MAPT-CCR for each learner’s very first MAPT-CCR ever. The second and any subsequent MAPT-CCR tests will automatically begin at the appropriate test level for the student based on his/her pre-test score. Test administrators must follow the directions in the section entitled *Determining the Pre-Test Level for Students* of the *MAPT-CCR Teacher and Test Administrator Manual*.

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

MAPT-CCR for Math Scale Scores’ Correlation to NRS (National Reporting System) Educational Functioning Levels (EFL) and Grade Level Equivalent (GLE)

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

MAPT-CCR for Reading Scale Scores’ Correlation to NRS (National Reporting System) Educational Functioning Levels (EFL) and Grade Level Equivalent (GLE)

MAPT-CCR for Reading	MAPT-CCR Scale Score Range	GLE Range	NRS Level
N/A: Use TABE 11/12 Level L	Use TABE Level L scale scores	0–1.9	Adult Basic Education Level 1 (Beginning Literacy)
MAPT-CCR for Reading 2	200 – 299	2-3.9	Adult Basic Education Level 2 (Beginning Basic)
MAPT-CCR for Reading 3	300 – 399	4-5.9	Adult Basic Education Level 3 (Low Intermediate)

MAPT-CCR for Reading 4	400 – 499	6-8.9	Adult Basic Education Level 4 (High Intermediate)
MAPT-CCR for Reading 5	500 – 599	9-10.9	Adult Basic Education Level 5 (Low Adult Secondary)
MAPT-CCR for Reading 6	600 – 700	GLE 11–12	Adult Basic Education Level 6 (High Adult Secondary)

Pre- and Post-Testing Interval

Programs need to pre- and post-test enrolled students each fiscal year in their PAA in order to capture student educational gain. The general recommendation is to post-test after an interval of 65 hours of instruction with the exception of students in Correctional Institutions who can be tested at an interval of 40 hours.

After a student takes a MAPT-CCR, the test automatically becomes available again for post-test in the OWL system after two months/60 days. However, for students in programs with intensive instruction, if a student receives at least 65 hours of instruction before two months/60 days have passed, test administrators can send a message to UMass-OWL Technical Support to request that the test be made available.

To request that a student’s MAPT-CCR be made available because 65 hours of instruction has accrued before 60 days have passed, please contact OWL Support using a MAPT-CCR test administrator account, and give the following information:

- student’s first and last name
- student’s LACES (MAPT) ID
- site
- hours of attendance
- person requesting the test reset
- email address of the person requesting the reset and
- reason (e.g., student has 65+ hours of attended hours and needs to be post-tested).

During MAPT-CCR Administration

Following Test Administration Procedures

Test administrators must follow the test directions in the *MAPT-CCR Teacher and Test Administrator Manual*, accessible, with the MAPT-CCR 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-CCR *Sample Questions* and *Practice Test* themselves before giving the MAPT-CCR to learners.

Certified test administrators can administer the MAPT-CCR to their own students.

LACES (MAPT) IDs / MAPT-CCR Logins

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

MAPT-CCR Sample Questions and Practice Tests

Learners are required to complete the Sample Questions the first time they take the MAPT-CCR 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-CCR 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 students.

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).”

Time Frame for Completing MAPT-CCR Tests

Most students complete the 40 questions in the MAPT-CCR 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 students 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, test administrators will need to contact OWL Support to request a test reset by clicking on the ‘Send Message’ link within OWL. When the test has been reset, the learner will start a new test from the beginning with an entirely new set of questions.

After MAPT-CCR Administration

Test Scores

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

- learner’s name, LACES (MAPT) 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 specific test score)
- a simple table showing the 6 test levels and where the learner’s score appears as an “X” in a specific level.

Test scores are transferred from the UMASS OWL system to LACES twice a day, at 5 AM and 5 PM. MAPT-CCR scores can be found in individual student records under Assessment and in the All Assessments area.

Administration of TABE 11/12-General Overview

The state's assessment policy requires the use of the TABE 11/12 for the following learners enrolled in ABE classes:

- Beginning ABE Literacy Students: ABE students reading below GLE 2 must be tested using the TABE Test, Forms 11/12 Level L. Literacy Level Pre-Reading and Reading and/or the Level L Math may be administered.
- ABE students GLE 2-12 who want to improve their writing skills must be tested using the TABE Language Complete Battery Subtest, Forms 11/12, Levels E, M, D, and A. See specific pre- and post-testing requirements in chapter 1 of this manual.
- Students in Adult Basic Education Programs for Correctional Institutions that do not have access to computers must be tested using the TABE Math and/or Reading or Language Subtests, Forms 11/12, Levels E, M, D, and A. See specific pre- and post-testing requirements in chapter 1 of this manual.
- Students in Workplace Education ABE programs that do not have access to computers must be tested using the TABE Language Complete Battery Subtest, Forms 11/12, Levels L, E, M, D, and A. See specific pre- and post-testing requirements in chapter 1 of this manual.

The Tests of Adult Basic Education (TABE), developed by Data Recognition Corporation, are norm-referenced tests designed to measure ABE students' achievement of basic skills. The TABE measures reading, language, mathematics, and spelling. There are five overlapping levels: L (Literacy), E (Easy), M (Medium), D (Difficult), or A (Advanced) that range from GLE 0 to GLE 12.9. The TABE Locator must be administered to ABE learners above GLE 2 to determine the appropriate level of the TABE test to administer for pre-tests.

The Locator is not needed for midyear or post-testing.

The policies for using the TABE level L and the levels E, M, D, and A have been separated in this document for ease of use.

Modifications to TABE 11/12 administration due to the COVID-19 pandemic are provided [here](#) for remote administration and [here](#) for physically distant in-person testing.

Administration of TABE 11/12-Literacy Level

Note that per guidance from the test publisher, TABE Literacy Level can only be administered in person; guidance for that is [here](#). This test cannot be administered remotely under any circumstances at this time.

Before TABE 11/12 Level L Administration

Required Test Materials

The following materials are required to administer and score TABE Forms 11/12 Level L.

- TABE 11/12 Test Directions
- TABE 11/12 Level L Test Book
- TABE Level L Word List and Word List
- TABE 11/12 Examinee Record Book
- TABE 11/12 Scoring Guide

For students at this Literacy level, Reading and/or Math can be administered to report educational gain.

Alternate TABE 11/12 Level L Forms

Alternate test forms must be given to students so that no student receives the same test form twice in a row. It would be easy for learners to remember the form from one test administration to the next.

If a learner is pre-tested with Level L Form 11, the next test administered must be Level L Form 12. If a third test is administered in the fiscal year, administer Level L Form 11 again. Learners must not be tested more than three times in a fiscal year in the same content area.

During TABE Level L Administration

Following Test Administration Procedures

Certified test administrators may administer the TABE L to their own students.

Test administrators must administer and score the TABE Level L exactly according to the test developer's directions and must not deviate from the script or test directions in any way. If test administrators make their own decisions about how to administer the Level L, the test scores will not be consistent or standardized, and will not accurately reflect the student's skills.

Before administering the TABE, test administrators must read Steps 1 through 7 in the TABE 11/12 Test Directions for Form 11 or 12 (pages 2-26).

Administering TABE Level L

Administration of the Word list and TABE Level L takes about 2 hours (about 15 minutes for the Word List, 35 minutes for part 1 of the Reading test, and 75 minutes for part 2 of the Reading test). Review the test directions before giving the test. Do not give additional time unless there is a formal documented learning disability that permits it.

Step 1

Administer the Word List, which will indicate whether to administer the TABE Level L or the MAPT-CCR Level 2 for Reading.

- If a student *incorrectly reads or skips three words in a row*, have the learner stop and then administer the TABE Level L Test Booklet.

- If a student *incorrectly reads or skips five or more words on the entire list*, administer the TABE Level L Test Booklet.
- If a student *incorrectly reads or skips no more than four words on the entire list*, administer the Locator Test.
- If an examinee struggles early on and becomes frustrated, stop the Word List.
- Examinees may repeat a word if the test administrator did not hear the reply clearly.
- If non-native English-speaking examinees can read the word and test administrators can understand the word, regardless of accent, it is marked correct. Test administrators must not “fill in” (e.g., that the test administrator “knew what the examinee meant”) when the correct answer was not stated.
- If examinees need to sound out a word but do so accurately, the word is marked as correct.
- The Word list columns may be covered, and words pointed to. The Word List may not be cut up into separate columns.

Step 2

If indicated, administer the form 11 or 12 TABE Level L Test, Reading – Part 1 and Reading – Part 2 only (the Level L Math may be administered, but is not required). Review the test directions on pages 27-34 of the Test Directions for form 11 or 12. Part 1 of the Reading test contains 18 questions, and Part 2 contains 6 questions. The question assesses the following domains: Phonological Awareness, Phonics and Word Recognition, Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.

Level L may be administered to a group orally while examinees select answers from their individual test booklets. A 10-minute break should be given between Part 1 and Part 2, but the two parts of the Reading test must be administered in the same test session (it would be unacceptable to administer Part 1 on one day and Part 2 on the next day).

After TABE Level L Administration

Scoring TABE Level L Assessments

Certified TABE L test administrators may score their own students’ TABE L tests.

Step 1

Total the number of correct responses for the Reading test (Part 1 and Part 2) from the student’s Answer Booklet. Any test item that has more than one answer marked, with no answer crossed out, may not be counted as a correct answer.

Step 2

Using the table on page 7 of the TABE 11 & 12 Scoring Guide, match the student’s total number of correct answers on the appropriate form of the Reading test with the corresponding number in the Raw Score column in the Scoring Guide. The column marked Scale Score to its right indicates the scale score for that number correct, and the associated NRS level is also provided.

When to Re-Test with MAPT-CCR for Reading Level 2

ACLS recognizes that program local staff are in the best position to determine whether a student should take the TABE 11/12 Literacy level or the MAPT-CCR. Here are some useful guidelines.

When using the Level L in pre-testing, consider the pros and cons of either post-testing with the TABE Level L or having the learner use MAPT-CCR for Reading Level 2 and then pre- and post-testing with the MAPT for the year. All learners need to have a pre- and a post-test in the same test for the Fiscal Year—either two TABE Level L's or two MAPT-CCR's. Also take into consideration the time of year the learner is pre-testing, and make sure there is enough time to get in a post-test in whichever test is appropriate for the learner—TABE Level L or MAPT-CCR.

If test administrators have used Level L before, they may have noticed that there is a gap between the upper end of Level L and the MAPT-CCR for Reading Level 2. Some ABE learners who score high on TABE Level L may still have a difficult time taking the MAPT-CCR for Reading Level 2. The gap exists between the two assessments because they were not created by the same test developers do not use the same test items, do not have the same internal organization, and have different time frames for completing.

This increase to GLE 4.9+ can be helpful in bridging the gap between TABE Level L and the MAPT-CCR for Reading Level 2. *Always, when possible for learners to do so, learners should take the MAPT.*

- If students are not ready to take the -CCR Level 2 and would still have room to show learner gains on Level L, test administrators may opt to post-test learners with Level L, since there is room to show gain up to a scale score of 515 (GLE 4.9).
- Test administrators may also opt to retest (and have it count as the learner's pre-test) learners immediately with MAPT-CCR Level 2 if they believe learners would be able to use the MAPT-CCR effectively and show gain by post-testing. This method is preferred if learners are able to understand the directions and navigate the test comfortably and a without significantly longer amount of time than expected (e.g., most MAPT-CCR test takers spend about 60-70 minutes on either the Reading or the Math test).
- Another strategy is to plan to give both TABE Level L and the MAPT-CCR to learners (if test administrators think students can handle MAPT-CCR) and then select one test as the PAA, and the other one the non-PAA. MAPT-CCR could be selected as in the non-PAA if TABE Level L is selected as the PAA.

Administration of TABE 11/12-Levels E, M, D, A

Before TABE 11/12 Levels E, M, D, A Administration

Required Test Materials

- TABE 11/12 Test Directions
- TABE 11/12 Locator Test Book
- TABE 11/12 Locator Test Answer Booklet
- TABE 11/12 Test Books (levels E, M, D, & A)
- TABE 11/12 Answer Booklets (levels E, M, D, & A)
- TABE 11/12 Scoring Guide

When to use the TABE 11/12, when to use the MAPT-CCR

For students below GLE 2.0, programs must use TABE Forms 11/12, 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 must use the MAPT-CCR. Only programs in corrections and programs that do not have access to internet-based computers can use the TABE 11/12. Programs in CALCs whose students’ main goal is to improve writing skills may use the Language subtest of TABE 11/12. However, these programs must ensure they comply with the requirement to pre- and post-test students at levels 3, 4, 5 with both MAPT-CCR for Reading and MAPT-CCR for Math.

At ABE level 2 where the policy does not mandate pre- and post-testing in both reading and math, the program in consultation with the student will select either the reading, math or writing.

Required Test Forms and When to Administer

Use only TABE Forms 11 and 12. Do NOT use Forms 5/6, 7/8, 9/10 or the TABE Survey. Programs may not pre-test with 9 or 10 and post-test with 11 or 12 in a given fiscal year. The TABE 11/12 may be administered before students reach 18 h of attendance or prior to students’ enrollment.

If the following content area is administered	Subtest(s) required	# of test items	Time to Complete
Reading	Reading – Part 1 Reading – Part 2	40	120 minutes
Math	Mathematics – Part 1 Mathematics – Part 2*	35	75 minutes
Writing	Language	35	60 minutes

* The Mathematics subtest for Level E is not divided into Part 1 and Part 2

When to Alternate TABE Test Levels and Forms

The TABE Locator must be administered for the first TABE test given to students. The Locator does not need to be given on subsequent tests for that student.

When testing students at mid-year (optional) and/or for the required end of year post-test, alternate test forms must be given so that no student receives the same test form twice in a row. It would be easy for learners to remember the test questions on the form from one test administration to the next.

- If a student is functioning at the same level, switch Forms (e.g., Level E, Form 11 to Level E Form 12);
- It is permissible to pre-test with Form 11, administer a mid-year (optional) test using Form 12, and post-test with Form 11 within a Fiscal Year.

TABE 11/12 Test Levels and their Correlation to Grade Level Equivalent (GLE) Ranges

TABE 11/12 Test Levels	Grade Level Ranges Mathematics	Grade Level Ranges Reading and Language
L (Literacy)	0 – 1	0 – 1
E (Easy)	2 – 3	2 – 3
M (Medium)	4 – 6	4 – 5
D (Difficult)	6 – 8	6 – 8
A (Advanced)	9 – 12	9 – 12

During TABE 11/12 Levels E, M, D, A Administration

Following Test Administration Procedures

Certified test administrators may administer the TABE 11/12 to their own students.

Test administrators must administer and score the TABE exactly according to the test developer’s directions and must not deviate from the script or test directions in any way. If test administrators make their own decisions about how to administer the TABE, the test scores will not be consistent or standardized, and will not accurately reflect the student’s skills.

Before administering the TABE, test administrators must read Steps 1 through 7 in the TABE 11/12 Test Directions for Form 11 or 12 (pages 2-26).

Administering the TABE Complete Battery Subtests

Step 1

Before administering the Locator Test, test administrators must first read pages 15-16 in the TABE 11/12 Test Directions for Form 11 or 12.

Step 2

Administer the Locator Test to determine which level of the test (E, M, D, or A) to give to a student, following the directions on pages 18-24 of the Test Directions for Form 11 or 12. The Locator has reading, math, and writing (labeled Language) test items, and gives separate scores for each area.

Using the right level of the TABE test is essential to obtain the most accurate measurement of learners’ knowledge.

Once the TABE has been administered as a pre-test, there is no need to use the Locator for the optional mid-year or post-test when either level E, M, D, or A is administered. The Locator takes approximately 105 minutes to administer.

Step 3

Score and interpret the Locator test scores according to the directions on page 24-25 of the Test Directions for Form 11 or 12. Examine the answer sheet for items with more than one answer marked; these items are counted as incorrect. Total the number of correct test items to determine the corresponding level of test to administer:

TABE Locator Test Scores Evaluation Table			TABE test level to administer
Reading	Mathematics	Language	
0 – 5	0 – 5	0 – 5	E
6 – 11	6 – 9	6 – 10	M
12 – 15	10 – 12	11 – 13	D
16 – 19	13 – 16	14 – 16	A

* See page 25 of the Test Directions Test Directions for Form 11 or 12 for what to do if scores are below 6 in any of the subareas. Any additional knowledge of the examinee’s previous test performance should also be used to determine placement in TABE Levels.

Step 4

Administer the Language, Reading, or Math Subtests at the appropriate level. (Note: The Math and Reading subtests are divided into Part 1 and Part 2).

After TABE 11/12 Levels E, M, D, A Administration

Scoring TABE Subtest Assessments

Certified test administrators may score their own students’ TABE 11/12 tests.

Step 1

Determine the sum of the number of correct responses, or total points awarded, using the appropriate answer key. For the reading and mathematics subtests, the sum will include the number of correct responses for part 1 and part 2. This is the raw score for the subtest.

Step 2

Using the TABE 11/12 Scoring Guide, locate the appropriate scoring table for the test level and subtest to convert the raw score to the TABE 11/12 scale score.

Step 3

Locate the learner’s raw score in the raw score column in the appropriate table. Then, locate the corresponding scale score using the scale score column for the appropriate test Form (11/12).

Note: TABE 11/12 question types and field test questions

Most of the questions on the TABE 11/12 are traditional multiple-choice questions. There also are some new question types on the TABE 11/12 that require special attention. Some questions require more than one answer (e.g., “Which four sentences best support the conclusion?”) and there are also two-part questions (Part A and Part B) that must be scored together because they are closely related.

The number of points that should be awarded for those questions is explained in the “SCORING GUIDELINES” section of the answer key for each subtest.

The TABE 11/12 subtests (levels E, M, D, & A) also include between five and seven field test questions each. Those questions were added by the test publisher (Data Recognition Corporation) to aid in the development of future test forms.

Field test questions DO NOT count towards learners’ total score on any subtest. They should be administered, but not scored. The field test questions are seamlessly embedded in the subtests and look like regular questions to test takers. In addition, they are in different spots across subtests. To ensure consistency in administration procedures—and because test administration times were set based on the understanding that all questions will be administered—all programs must administer complete subtests, without skipping any questions.

TABE 11/12 Scale Score Correlations to GLE and EFL

ABE Reading, Total Math and Language (Writing) Scale Score Correlations to Grade Level Equivalents (GLE) and National Reporting System (NRS) Educational Functioning Levels

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

Administration of BEST Plus 2.0

Modifications to BEST Plus 2.0 administration due to the COVID-19 pandemic are provided here for remote administration and here for physically distant in-person testing.

Overview of the BEST Plus 2.0

The state's assessment policy requires programs to use the BEST Plus 2.0 test (computer-adaptive version) for all ESOL students who enter at SPL 0-6 and exit ESOL services at SPL 7 and whose goal is to improve their oral proficiency in English (this includes ESOL students enrolled in workplace education programs, distance learning programs and students enrolled in Pre-Literacy ESOL classes).

The BEST Plus 2.0, developed by the Center for Applied Linguistics (CAL), is an individually administered, face-to-face scripted oral interview designed to assess the English language proficiency of adult English language learners. It is a performance-based test that measures an ESOL learner's oral skills in three areas: Listening Comprehension, Language Complexity, and Communication.

The software for the computer-adaptive version of the BEST Plus 2.0 is on a USB drive. The test administrator asks the examinee questions that appear on the computer screen, uses a rubric to determine the score for the responses, then enters the scores into the computer. (The examinee does not look at the screen, except for photo prompts, and does not operate the computer.) Based on scores entered, the computer determines the difficulty level of the subsequent questions.

As a result, the questions are appropriate for the student's ability, and this allows for the fewest number of test questions to accurately determine the student's overall test score and proficiency level. Test time averages 5-20 minutes, depending on the proficiency level of the examinee. For more information, please see the BEST Plus 2.0 website at <http://www.cal.org/aea/bp/>.

Before BEST Plus 2.0 Administration

Required Test Materials

At the BEST Plus 2.0 initial training, participants receive the *Test Administrator's Guide* (TAG). The TAG is provided free of charge by ACLS. Programs must purchase the USB and BEST Plus 2.0 test administrations from CAL.

The cost per administration depends on the total number purchased. For more information and to order online, programs can go to <http://calstore.cal.org/default.aspx>.

When to use the BEST Plus 2.0, when to use the TABE CLAS-E Writing or Reading Assessment

Student SPL Level	Assessment to Use
All ESOL students:	Use the BEST Plus 2.0 or the TABE CLAS-E Reading or Writing Assessment
If an ESOL student’s goal is to improve his/her speaking and listening skills:	Use the BEST Plus 2.0
If an ESOL student’s goal is to improve his/her writing skills:	Use the TABE CLAS-E Writing Assessment
If an ESOL student’s goal is to improve his/her reading skills:	Use the TABE CLAS-E Reading Assessment

During BEST Plus 2.0 Administration

Certified test administrators must not administer the BEST Plus 2.0 to their own students.

Following Test Administration Procedures

Test administrators must follow the test directions in the BEST Plus 2.0 Test Administrator’s Guide (TAG). The test publisher states in the TAG, “Test administrators have ultimate responsibility for the test’s reliability. Test administrators must agree to:

- Carefully read all materials presented in the BEST Plus 2.0 TAG;
- Use the test only for appropriate purposes and with examinees for whom it is intended (e.g., it is not intended for hearing or speech-impaired, or visually impaired learners);
- Follow exactly all administration and scoring procedures;
- Follow sound professional practice in discussing and releasing scores;
- Not duplicate or alter in any manner any BEST Plus 2.0 materials or test items without receiving prior written permission from the [Center for Applied Linguistics](#).

Using the Scoring Rubric

To ensure consistent BEST Plus 2.0 test scores statewide, all test administrators must review the BEST Plus 2.0 rubric and their notes from the BEST Plus 2.0 training prior to any scoring session.

Test administrators must use the scoring rubric each time they test. It is very important for test administrators to be aware of their limits for scoring before exhaustion begins to affect the reliability of scores.

After BEST Plus 2.0 Administration

BEST Plus 2.0 Scoring Monitor

Programs must designate one person as the BEST Plus 2.0 scoring monitor. The monitor compiles all the scores and maintains them in one place. She/he ensures that rubric and scoring procedures are followed,

and notes if any of the administrators' scores appear to be inconsistent with the rubric or potentially inflated compared to other data regarding a student's oral proficiency. If scoring inconsistencies occur, the BEST Plus 2.0 Scoring Monitor follows up with the CEA-UMass Amherst to ensure test administrators are scoring according to the BEST Plus 2.0 rubric and receive technical assistance. The BEST Plus 2.0 scoring monitor's responsibilities can be carried out by the program's assessment coordinator or program's director.

Exit Criteria for NRS Advanced ESL Students

The exit criterion for BEST Plus 2.0 is a scale score of 565.

Students who pre-test at a scale score of 565 and above on the BEST plus 2.0 during the fiscal year should be tested with CLAS-E Reading or Writing. If they score at the exit criterion on the CLAS-E pre-test as well, these students have maxed out of ESOL services and programs should refer them for more appropriate services.

Students who post-test at a scale score of 565 and above on the BEST plus 2.0 during the fiscal year may remain in the program until the end of the fiscal year.

The table below shows the BEST Plus 2.0 score ranges for the NRS educational functioning levels for ESL.

NRS ESL Level	BEST Plus 2.0 Scale Score Range
ESL Level 1 (Beginning ESL Literacy)	88 to 361
ESL Level 2 (Low Beginning ESL)	362 to 427
ESL Level 3 (High Beginning ESL)	428 to 452
ESL Level 4 (Low Intermediate ESL)	453 to 484
ESL Level 5 (High Intermediate ESL)	485 to 524
ESL Level 6 (Advanced ESL)	525 to 564
Exit criteria from NRS	565 to higher

SPL Score Ranges and NRS Score Ranges

The BEST Plus 2.0 Test Administrator Guide (TAG) and score reports for BEST Plus 2.0 show both the Student Performance Level (SPL) and the NRS Educational Functioning Level (EFL).

More information about how the BEST Plus 2.0 scale scores correlate to SP and EFL can be found in the *BEST Plus Version 2.0 Technical Report* (Center for Applied Linguistics, 2015) accessible at <http://www.cal.org/aea/pdfs/BP2.0-Technical-Report.pdf> and the BEST Plus 2.0 TAG.

Administration of CLAS-E Writing

Modifications to TABE CLAS-E Writing administration due to the COVID-19 pandemic are provided [here](#) for remote administration and [here](#) for physically distant in-person testing.

Overview of the TABE CLAS-E Writing Assessment

The state's assessment policy requires programs to use the TABE CLAS-E Writing Assessment for all ESOL students (SPL 0-6) whose goal is to improve their writing skills (this includes ESOL students enrolled in workplace education programs, distance learning programs, and students enrolled in Pre-Literacy ESOL classes).

Before CLAS-E Writing Administration

Required Test Materials

The following test materials may be purchased using this [order form](#):

- CLAS-E Locator Test
- CLAS-E Locator Test Directions
- CLAS-E Test Books, Forms A and B, Levels 1 through 4
- CLAS-E Expository Writing Folios, Forms A and B, Levels 1 through 4
- CLAS-E Test Directions for Forms A and B, Levels 1 through 4
- CLAS-E Scoring Tables Book, Forms A and B
- CLAS-E Writing Scoring Guide, Forms A and B

The following required test materials may be acquired from the CLAS-E Writing training or from the CEA-UMass Amherst's [blog](#):

- Tips for Taking the TABE CLAS-E (test takers and test administrator version)
- Adapted CLAS-E Locator Test Answer Booklet
- Adapted CLAS-E Locator Test Directions
- Adapted CLAS-E Writing Answer Sheet for Levels 1-4
- Adapted CLAS-E Writing Test Directions for Levels 1-4
- Supplementary Scoring Guide for CLAS-E Expository Writing

When to Alternate CLAS-E Test Levels and Forms

The CLAS-E Interview Part B and the Locator Test Part 1 must be used for the first CLAS-E Writing test given to learners. The Locator does not need to be given on subsequent tests.

When testing students at mid-year (optional) and/or for the end-of-year (post-test), alternate test forms must be given so that no student gets the same test form twice in a row. It would be easy for learners to remember the form from one test administration to the next.

- For example, pre-test with Level 3 Form A and post-test with Level 3 Form B.
- It is permissible to pre-test with Form A, administer a mid-year optional test with Form B, and post-test with Form A within a fiscal year.

During CLAS-E Writing Administration

Certified test administrators can administer the CLAS-E Writing to their own students.

Use of the CLAS-E Locator

Students taking the CLAS-E Writing test for the first time are required to take the CLAS-E Part B Interview/Screening Tool and the Locator. Students do not have to use the Locator on subsequent Writing tests.

Adapted CLAS-E Locator Answer Booklet and Writing Assessment Answer Sheets

Programs must use the statewide ACLS/SABES-developed CLAS-E Locator Answer Booklet and ACLS/SABES-developed Writing Assessment Answer Sheets only.

Programs must not use any program- or teacher-developed CLAS-E answer sheets because depending on the answer sheet, learners may gain an unfair advantage—or experience a disadvantage—from the program-developed answer sheet.

The test publisher has granted permission for Massachusetts to use ACLS/SABES-developed adapted answer sheets for both the *Locator* and the *Writing* assessment, and programs must only use these two answer sheets in order to maintain consistency and a level playing field for all test-takers.

Test Administration Procedures and the Time Limits of the Test

Test administrators must administer and score the TABE CLAS-E Writing Assessment test exactly according to the CLAS-E trainings offered by the CEA-UMass Amherst. Test administrators must not deviate from the script or test directions as they are presented in the training in any way. Strictly adhere to the time limits given in test administration materials: the Part B Interview/Screening Tool is 5-10 minutes, Locator is 15 minutes, the Multiple-Choice portion of the Writing test is 20 minutes, and the Expository Writing portion of the test is 27 minutes.

After CLAS-E Writing Administration

Scoring the CLAS-E Expository Writing Tests

Certified CLAS-E Writing test administrators **may score the Multiple-Choice section of their own students' tests. Certified CLAS-E Writing test administrators may not score their own students' expository writing tests.**

Programs may hire other non-staff certified CLAS-E scorers to help with pre- and post-testing at the program. To obtain a list of certified scorers, contact the CEA-UMass Amherst. Programs will contact and negotiate a rate of pay directly with the scorer.

Scorers must use the *CLAS-E Expository Writing Rubric, Notes to the Scorer, Supplementary Scoring Guide*, and benchmark writing samples each time they score. To ensure consistent CLAS-E Expository Writing Folio test scores statewide, all test administrators must achieve inter-rater reliability, so that all practitioners throughout the state are uniform in their scoring. All scorers need practice and require refresher work before any testing session to maintain their uniformity of scoring. The goal is for all scorers to calibrate themselves to the rubric and training materials, not to each other.

The *Rubric, Notes to the Scorer, Supplementary Scoring Guide*, and benchmark writing samples in the TABE CLAS-E *Writing Scoring Guide* and the CEA-UMass Amherst training materials are the standards by which to score. When in doubt (e.g., if the benchmark writing samples do not appear to agree with the CLAS-E rubric), follow the rubric.

Two scorers must score each examinee’s Expository Writing portion of the test. Scorers must not discuss their scores until they have finished scoring. If the scores of two readers differ by one point on any of the five expository test items, these two scores should be averaged for that item (i.e., not rounded up). Once all five items have been scored, add all items and round up if necessary for the final total score.

For example, the following two scorers “A” and “B,” scored the following student’s expository writing portion of the CLAS-E writing test:

Scorer	Item 1	Item 2	Item 3	Item 4	Item 5	Final Score
“A”	2	3	1	2	2	
“B”	3	3	2	3	2	
Averaged when differ by more than 1 point	2.5 (5 / 2 = 2.5)	3	1.5 (3 / 2 = 1.5)	2.5 (5 / 2 = 2.5)	2	11.5 is <u>rounded up at end</u> to 12

If the scores of the two readers of the expository writing folio portion of the CLAS-E differ by more than one point, a third reader is needed to determine the Final Item Score. Follow the directions in the *Writing Scoring Guide* for using a third reader.

Programs may request that CEA-UMass Amherst be a third reader. Small programs may wish to collaborate among local programs, and mail or fax essays to one another, or hire a certified CLAS-E scorer when a third reader is needed.

For ease of use, the *CLAS-E Notes to the Scorer* from the *Writing Scoring Guide* have been reformatted by Levels 1-4, with the notes taken verbatim from the *Writing Scoring Guide*. Programs must use this version that will be provided via email after the initial CLAS-E Writing Scoring training.

Retesting Guidelines

Programs are strongly encouraged to use the guidelines for retesting with TABE CLAS-E Writing Assessment. The CLAS-E Writing Retesting Guidelines are intended to help programs determine either 1) if retesting using a different Writing level is needed, or 2) if students’ test scores are a reasonably accurate reflection of their abilities.

Important Note: Checking for Retesting is only needed during the first time a student is tested using the CLAS-E Writing (e.g., at the pre-test).

Programs have encountered difficulty in using TABE CLAS-E Writing scores for evaluating gain between pre- and post-tests. To determine whether a student’s score on their TABE CLAS-E pre-test is a reasonable reflection of that student’s proficiency, compare the student’s scale score from the CLAS-E test to the guidelines below that correspond to the difficulty level of the test taken (1, 2, 3, or 4). For each possible scale score, instructors are directed to one of three actions: retest immediately using the next lower level of the TABE CLAS-E, not retest at all, or retest immediately using the next higher level of CLAS-E.

The guidelines presented below were developed with careful *statistical* consideration of the standard error of measurement (SEM)¹. The SEM is a statistical estimate of the amount of error to be expected in a particular score from a particular test and provides the user with a range within which a student’s true score is likely to fall. Lower SEM is associated with more precise measurement while higher SEM means that an individual’s score contains more error and is less reliable. SEM is a reasonable indicator of the reliability of test results. An individual student’s observed score from a single testing experience is likely to fall within one SEM of the student’s true score 68% of the time, and within two SEMs 95% of the time. These guidelines are computed using the statistical properties of the tests to ensure that decisions as to whether or not students should be retested are based on the statistical levels of errors in the scores.

TABE CLAS-E Writing Assessment Retesting Guidelines Chart

CLAS-E Level 1		
If the student’s scale score is 470 or below, DO NOT RETEST	If the student’s scale score is 471 or above, RETEST with LEVEL 2	
CLAS-E Level 2		
If the student’s scale score is 371 or below, RETEST with LEVEL 1	If the student’s scale score is between 372 and 513, DO NOT RETEST	If the student’s scale score is 514 or above, RETEST with LEVEL 3
CLAS-E Level 3		
If the student’s scale score is 420 or below, RETEST with LEVEL 2	If the student’s scale score is between 421 and 545, DO NOT RETEST	If the student’s scale score is 546 or above, RETEST with LEVEL 4
CLAS-E Level 4		
If the student’s scale score is 495 or below, RETEST with LEVEL 3	If the student’s scale score is 496 or above, DO NOT RETEST	

¹ SEM is computed as $SEM = SD\sqrt{1-r}$ where *SD* is the standard deviation of the test and *r* is the reliability. For TABE CLAS-E, reliability coefficients provided by the publisher are KR-20 estimates of internal consistency. SDs and KR-20 estimates are from the TABE Technical Report. The SEM for CLAS-E is computed in Sireci, 2011.

Additional Information

If the retesting guidelines suggest retesting a student with a higher level of the CLAS-E Reading test and the student's score on the retest indicates another retest is necessary at the lower level, then use the score from the retest as their pretest score.

For example, a student took an initial CLAS-E Reading test at Level 3 and their score was 534. The retesting guidelines suggest retesting with Level 4. The student's score on the Level 4 retest was 483. Typically, a score of 483 would result in retesting with Level 3, but since this is a retest, the score of 483 on the Level 4 test should be retained for the final pretest score.

If the retesting guidelines suggest retesting a student with the lower level of the CLAS-E Reading test and the student's score on the retest indicates another retest is necessary at the higher level, then use the score that is "too low" in the higher level as their pretest score.

For example, a student took an initial CLAS-E Reading test at Level 3 and their score was 408. The retesting guidelines suggest retesting with Level 2. The student's score on the Level 2 retest was 508. Typically, a score of 508 would result in retesting with Level 3, but since this is a retest, the score of 408 on the Level 3 test should be retained as the final pretest score.

Recalibrate Each Time Scoring is Done

CLAS-E testers must recalibrate each time they score the Expository Writing test to ensure consistent scoring accuracy among all CLAS-E test scorers. Before scoring tests, scorers must recalibrate themselves to the *Writing Scoring Guide's* Rubrics, *Notes to the Scorer*, *Supplementary Scoring Guide*, and benchmark writing samples. Recalibration means re-familiarizing and aligning with what the rubric defines for each score. When in doubt (e.g., if the benchmark writing samples do not appear to agree with the CLAS-E rubric), follow the *Rubric*. The *Supplementary Scoring Guide* is distributed during the CLAS-E Writing Scoring training and may also be downloaded from the CEA-UMass Amherst's [blog](#).

CLAS-E Writing Scoring Monitor

Programs must designate one person as the CLAS-E Writing Scoring Monitor. The monitor compiles all the scores and maintains them in one place. She/he ensures that scoring procedures are followed, and notes if any of the readers' scores **differ from each other by more than one point**. If this occurs, the CLAS-E Writing Scoring Monitor follows up to determine the final score and makes sure these two readers go through the calibration process again. The CLAS-E Writing Scoring Monitor can be the program's assessment coordinator, the lead teacher or the program's director.

Scoring Consistency

Program staff must track scoring consistency on a regular basis. If consistency slips, the staff trained in the CLAS-E and the Scoring Monitor need to discuss how to immediately rectify the inconsistency. The CLAS-E Scoring Monitor should track how many third readings are needed and the overall performance of readers. Programs are encouraged to contact the CEA-UMass Amherst to discuss and/or to provide additional training if needed. If a reader is frequently off by more than one point, then the program's CLAS-E Scoring Monitor should immediately contact the CEA-UMass Amherst for technical support.

Exit Criteria for NRS Advanced ESL Level Students

A scale score of 612 and above in CLAS-E Writing Level 4 (both Forms A and B) is the exit criteria for students in the Advanced ESL level. Once students attain a score of 612, they need to exit the program at the end of the fiscal year.

TABE CLAS-E Writing Scale Scores for NRS Educational Functioning Levels Chart

ESL Educational Functioning Level	TABE CLAS-E Writing Scale Scores*	SPL Level
ESL Level 1 (Beginning ESL Literacy)	200 – 396	0 – 1
ESL Level 2 (Low Beginning ESL)	397 – 445	2
ESL Level 3 (High Beginning ESL)	446 – 488	3
ESL Level 4 (Low Intermediate ESL)	489 – 520	4
ESL level 5 (High Intermediate ESL)	521 – 555	5
ESL Level 6 (Advanced ESL)	556 – 612	6

* CLAS-E Writing Scale Scores are the combination of the multiple-choice assessment and the expository writing folio scores.

Administration of CLAS-E Reading

Modifications to TABE CLAS-E Reading administration due to the COVID-19 pandemic are provided [here](#) for remote administration and [here](#) for physically distant in-person testing.

Overview of the TABE CLAS-E Reading Assessment

The state’s assessment policy requires programs to use the TABE CLAS-E Reading Assessment for all ESOL students (SPL 0-6) whose goal is to improve their reading skills (this includes ESOL students enrolled in workplace education programs, distance learning programs, and students enrolled in Pre-Literacy ESOL classes).

Before CLAS-E Reading Administration

Required Test Materials

Programs that have been using the CLAS-E Writing assessment should already have the items in this list. If not, the following test materials may be using this [order form](#):

- CLAS-E Locator Test
- CLAS-E Locator Test Directions
- CLAS-E Test Books, Forms A and B, Levels 1 through 4
- CLAS-E Test Directions for Forms A and B, Levels 1 through 4
- CLAS-E Scoring Tables Book, Forms A and B

The following required test materials may be acquired from the CLAS-E Writing training or from the CEA-UMass Amherst's [blog](#):

- Tips for Taking the TABE CLAS-E (test takers and test administrator version)
- Adapted CLAS-E Locator Test Answer Booklet
- Adapted CLAS-E Locator Test Directions
- Adapted CLAS-E Reading Answer Sheet for Levels 1-4
- Adapted CLAS-E Reading Test Directions – Level 1
- Adapted CLAS-E Reading Test Directions – Levels 2, 3 & 4

When to Alternate CLAS-E Reading Test Levels and Forms

The CLAS-E Interview Part B and the Locator Test Part 1 must be used for the first CLAS-E Reading test given to learners. The Locator does not need to be given on subsequent tests.

When testing students at mid-year (optional) and/or for the end-of-year (post-test), alternate test forms must be given so that no student gets the same test form twice in a row. It would be easy for students to remember the form from one test administration to the next.

- For example, pre-test with Level 3 Form A and post-test with Level 3 Form B.
- It is permissible to pre-test with Form A, administer a mid-year optional test with Form B, and post-test with Form A within a fiscal year.

During CLAS-E Reading Administration

Certified test administrators may administer the CLAS-E Reading to their own students.

Use of the CLAS-E Locator

Students taking the CLAS-E Reading test for the first time are required to take the CLAS-E Part B Interview/Screening Tool and the Locator, whether or not they have taken CLAS-E writing.

Adapted CLAS-E Locator Answer Booklet and Writing Assessment Answer Sheets

Programs must use the statewide ACLS/SABES-developed CLAS-E Locator Answer Booklet and ACLS/SABES-developed Writing Assessment Answer Sheets only.

Programs must not use any program- or teacher-developed CLAS-E answer sheets because depending on the answer sheet, learners may gain an unfair advantage—or experience a disadvantage—from the program-developed answer sheet.

The test publisher has granted permission for Massachusetts to use ACLS/SABES-developed answer sheets for both the Locator and the Reading assessment, and programs must only use these two answer sheets in order to maintain consistency and a level playing field for all test-takers.

Following Test Administration Procedures

Test administrators must administer and score the TABE CLAS-E Reading Assessment test exactly according to the CLAS-E trainings offered by CEA-UMass Amherst. Test administrators must not deviate from the script or test directions as they are presented in the training in any way. Strictly adhere to the test's time limits: the Part B Interview/Screening Tool is 5-10 minutes, Locator is 15 minutes, and the Multiple-Choice portion of the Reading test is 25 minutes.

After CLAS-E Reading Administration

Scoring the CLAS-E Reading Tests

Certified CLAS-E Reading Test Administrators may score their own students' CLAS-E Reading tests.

Guidelines for Retesting with CLAS-E Reading

Programs are strongly encouraged to use the guidelines for retesting with TABE CLAS-E Reading Assessment. The CLAS-E Reading Retesting Guidelines are intended to help programs determine either 1) if retesting using a different Reading level is needed, or 2) if student's test scores are a reasonably accurate reflection of their abilities.

Programs have encountered difficulty in using learner's TABE CLAS-E Writing scores for evaluating gain between pre- and post-tests, and are also likely to encounter difficulty with the CLAS-E Reading scores. It can be difficult to determine when retesting (using a different TABE CLAS-E Reading level) is appropriate for a pre-test, and when a student's score is a reasonably accurate reflection of his/her abilities.

Note: Checking for Retesting is only needed during the first time a student is tested using the CLAS-E Reading (e.g., at the pre-test).

To determine whether a student's score on their TABE CLAS-E pre-test is a reasonable reflection of that student's proficiency, compare the student's scale score from the CLAS-E test to the guidelines below that correspond to the difficulty level of the test taken (1, 2, 3, or 4). For each possible scale score, instructors will be directed to one of three actions: retest immediately using the next lower level of the TABE CLAS-E, not retest at all, or retest immediately using the next higher level of the TABE CLAS-E.

The guidelines presented below were developed with careful *statistical* consideration of the standard error of measurement (SEM)¹. The SEM is a statistical estimate of the amount of error to be expected in a particular score from a particular test and provides the user with a range within which a student's true score is likely to fall. Lower SEM is associated with more precise measurement while higher SEM means that an individual's score contains more error and is less reliable. SEM is a reasonable indicator of the reliability of test results.

An individual student's observed score from a single testing experience is likely to fall within one SEM of the student's true score 68% of the time, and within two SEMs 95% of the time.

¹ SEM is computed as $SEM = SD\sqrt{1-r}$ where SD is the standard deviation of the test and r is the reliability. For TABE CLAS-E, reliability coefficients provided by the publisher are KR-20 estimates of internal consistency. SDs and KR-20 estimates are from the TABE Technical Report. The SEM for CLAS-E is computed in Sireci, 2011.

These guidelines are computed using the statistical properties of the tests to ensure that decisions as to whether or not students should be retested are based on the statistical levels of errors in the scores.

TABE CLAS-E Reading Assessment Retesting Guidelines Chart

CLAS-E Level 1		
If the student’s scale score is 464 or below, DO NOT RETEST	If the student’s scale score is 465 or above, RETEST with LEVEL 2	
CLAS-E Level 2		
If the student’s scale score is 371 or below, RETEST with LEVEL 1	If the student’s scale score is between 372 and 502, DO NOT RETEST	If the student’s scale score is 503 or above, RETEST with LEVEL 3
CLAS-E Level 3		
If the student’s scale score is 411 or below, RETEST with LEVEL 2	If the student’s scale score is between 412 and 531, DO NOT RETEST	If the student’s scale score is 532 or above, RETEST with LEVEL 4
CLAS-E Level 4		
If the student’s scale score is 485 or below, RETEST with LEVEL 3	If the student’s scale score is 486 or above, DO NOT RETEST	

Additional Information

If the retesting guidelines suggest retesting a student with a higher level of the CLAS-E Reading test and the student’s score on the retest indicates another retest is necessary at the lower level, then use the score from the retest as their pretest score.

For example, a student took an initial CLAS-E Reading test at Level 3 and their score was 534. The retesting guidelines suggest retesting with Level 4. The student’s score on the Level 4 retest was 483. Typically, a score of 483 would result in retesting with Level 3, but since this is a retest, the score of 483 on the Level 4 test should be retained for the final pretest score.

If the retesting guidelines suggest retesting a student with the lower level of the CLAS-E Reading test and the student’s score on the retest indicates another retest is necessary at the higher level, then use the score that is “too low” in the higher level as their pretest score.

For example, a student took an initial CLAS-E Reading test at Level 3 and their score was 408. The retesting guidelines suggest retesting with Level 2. The student’s score on the Level 2 retest was 508. Typically, a score of 508 would result in retesting with Level 3, but since this is a retest, the score of 408 on the Level 3 test should be retained as the final pretest score.

Exit Criteria for NRS Advanced ESL Level Students

A scale score of 588 and above in CLAS-E Reading Level 4 (both Forms A and B) is the exit criteria for students in the Advanced ESL level.

Once students attain a score of 588, they may not remain in the program the following fiscal year if their PAA is ESOL Reading, although they may return next year if they need to improve in a different skill area (e.g. , speaking, writing).

CLAS-E Reading Scale Scores for NRS Educational Functioning Levels Chart

ESL Educational Functioning Level	TABE CLAS-E Reading Scale Scores	SPL Level
ESL Level 1 (Beginning ESL)	250 – 392	0 – 1
ESL Level 2 (Low Beginning ESL)	393 – 436	2
ESL Level 3 (High Beginning ESL)	437 – 476	3
ESL Level 4 (Low Intermediate ESL)	477 – 508	4
ESL Level 5 (High Intermediate ESL)	509 – 557	5
ESL Level 6 (Advanced ESL)	558 and above	6