

# **LPAT**

## **Language Proficiency Assessment Test**

### **ATB Test Administrator's Guide for Ability to Benefit**

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## **INTRODUCTION**

The purposes of this manual are to: give the rationale for a literacy test in Spanish for ATB purposes, directions for administering, scoring, and using the scores for the Ability to Benefit for the LPAT. **This test is approved as an ATB test only by the Bureau for Private Postsecondary Education (BPPE) for schools under their authority.**

### **Rationale**

The U.S. Department of Education developed the concept of "ability to benefit" tests to ensure that students who were applying for Title IV federal financial aid had the ability to benefit from instruction. By ensuring the students' ability, the Department of Education took steps so that students who could not profit from instruction would not be awarded financial aid. *This purpose was designed to protect the government* from providing financial aid to students who would be academically unsuccessful, and therefore, wasting the taxpayers' dollars provided to them.

The BPPE has a somewhat different reason for requiring an ability to benefit test for students who do not have a high school diploma or GED. *The BPPE purpose is designed to protect the student* so that the student will not pay for classes for which they do not possess the necessary skills to be successful.

Although research (Hallberg, *Student Success Factors Index*) shows that there are a number of factors that go into student success such as motivation, study habits, family support, time management, etc., the primary academic skill needed for success is reading. Students who have poor reading skills cannot read required textbooks and are therefore ultimately unsuccessful in their studies if textbook reading is required.

A number of BPPE schools offer instruction in a language other than English and the student can take a licensing exam in a language other than English. The most common example is cosmetology schools. Cosmetology schools that teach in Spanish and have a Spanish language textbook translated into Spanish, also prepare students for the State licensing exam that can be taken in Spanish.

The problem is that some immigrant students do not have the requisite literacy skills required to be successful with a text translated into Spanish nor can they successfully take the State license exam. Many have had limited educational opportunity in their native country and, as a result, never developed their literacy skills. Therefore, in order to protect the student from paying to enroll in a program for which they ultimately cannot be successful due to limited literacy skills, there needs to be an ATB exam that measures their reading skills in Spanish and ensures that their skills are commensurate with the reading level of the required textbooks and licensing exam.

# **SECTION 1: TEST ADMINISTRATION**

## **General Information and Procedures**

Uniform procedures are necessary if the scores on any test are to have any meaning. Scores will only be consistent if a test is given under the same conditions as those followed when the test was developed.

Students should never see the test materials before the testing. Completed answer sheets as well as the tests must be kept secure. Only authorized personnel should have access to the testing materials which must be kept locked in a secure area.

Do not leave a testing room unattended.

Do not discuss questions or answers either during or after the test. Do not return completed answer sheets to students. Do not explain test questions to students.

The passing score is based on the number of correct responses. Therefore, there is no penalty for guessing if the student is unsure of the correct answer.

The testing rooms should be comfortable and free from distracting noises. Desks are better than tables. The writing surface should be large enough for the test book and an answer sheet.

The LPAT may only be given by the Test Administrator certified by the Association of Classroom Teacher Testers. To become certified, 2 documents must be completed and sent to ACTT for approval: 1) LPAT Test Administrator Certification Questionnaire for ATB and 2) Independent Testing Administrator application (see appendix for copies of forms).

### **Persons With Disabilities**

Persons with verified disabilities may request an accommodation appropriate to their disability. The purpose of reasonable accommodations is to provide access and equity to the assessment process without compromising the academic integrity of the assessment. Schools will provide reasonable accommodations for individuals with documented disabilities. This documentation will include verification of specific functional limitations when test taking including a diagnosis and recommended testing accommodations. In all cases, the accommodation must be reasonable and appropriate to the limitations of the disability.

The disability and functional limitations may be verified by

1. Observation of visible, physical disabilities and limitations
2. Review of documentation provided by appropriate agencies or certified or licensed professionals including medical physicians, licensed psychologists, elementary or secondary schools or vocational rehabilitation agencies.

Each school shall establish a policy and procedure for responding in a timely manner to accommodation requests. This procedure shall provide for an individualized review of each request.

The types of accommodations will vary depending on the disability. Here are a few examples of what might be provided:

1. Students who are blind or low vision might use readers, or enlarged text.
2. Students with learning disabilities such as dyslexia might use extended time.
3. Students with Attention Deficit Disorder (ADD) might use a distraction reduced setting such as a quiet testing room.
4. Students with mobility disabilities, such as missing or limited use of hands, might use an assistant to enter answers.
5. Students with power wheelchairs might use a raised desk.

If an individual requests an accommodation based on a disability, that information must be entered on the student answer sheet scanform. In the upper right corner "Office Use Only" enter the following code numbers under

**Score 1: Source of verification of disability**

- 01-campus disabilities specialist
- 02-medical report
- 03-appropriate public agency or certified or licensed professional
- 04- observation of visible, physical disabilities and limitations

**Score 2: Disability**

- 01-learning disability
- 02-blind or low vision
- 03-attention deficit disorder (ADD)
- 04-mobility disability such as missing or limited use of hands
- 05-wheelchair bound

**Score 3: Accommodation**

- 01-extended time
- 02- reader
- 03-enlarged text
- 04-raised desk to accommodate wheelchair
- 05-assistant to enter answers on scanform

**BEFORE STUDENT(S) ARRIVE**

Prior to providing a student with the LPAT assessment test for ability to benefit purposes, you must check to see if your institution has administered the LPAT to the student within the prior 15 days. If it has, you must administer the test again after 15 calendar days wait period to determine ability to benefit . LPAT retest policy does not allow a student to take the same form of a test within a 15 day period.

Be sure you have an adequate supply of No. 2 pencils with erasers. If testing more than one student, arrange the desks in lengthwise rows. Leave wide aisles so that students can sit in a way that does not allow them an opportunity to see another student's answers.

## **WHEN THE STUDENT(S) ARRIVE**

Prior to entering the testing area, check the identity of each person who has made an appointment with the Test Administrator to take LPAT for ability to benefit. **Picture identification is required of all ATB students.** Passports, picture student identification cards or picture driver licenses are examples of acceptable identification. After checking the identification, require that the student sign his/her name on an attendance sheet. Check to make sure the name signed in is the same name as on the I.D. and subsequently the same name on the student answer sheet.

## **DURING THE TEST**

### **Test Administration for Mail-In LPAT Answer Forms**

Distribute ACTT's scannable LPAT orange colored Answer Form first. Direct students to 1) complete personal information (last name, first name), 2) student id number (this can be a social security number or, preferably another 9 digit number you assign). Questions 4-6 are optional. **Questions 1, 2, 3 and 7 are required.**

Circulate to check that students are filling in the personal information, student id number and and have bubbled in the appropriate boxes. This "bubbling in" process provides them with practice in filling in the correct responses once they begin the test. Be sure the students fill in the bubbles completely and do not use checks or x's. Our scanner only reads the bubbles, so it is critical that they be accurate..

Except for the answer sheet, test book, and pencil, students may also have a sheet of blank paper for calculations for the math portion of the test.

Tell students not to open their test booklets until you say to begin. Tell them they will mark the answer sheet only and not write in the test booklet.

Distribute tests.

Answer any questions.

Tell students they have 1 hour to complete the test; less proficient students will not have time to complete the entire test. Tell students, "You have 1 hour to complete the test. The passing score is based on the number of correct responses. Therefore, there is no penalty for guessing if you are unsure of the correct answer."

Tell students to BEGIN and put the starting and ending time on the board.

Circulate in the room and check that students are not marking the test booklet. Proctor carefully. Keep the room quiet. Do not leave the room during the testing.

When the test is finished, collect the answer sheets and math scratch paper immediately; then collect the test booklets and pencils.

Do not allow anyone to leave until you have collected all tests and answer sheets.

All ATB tests must be taken on special LPAT scanforms (see sample in appendix) and sent to ACTT for scoring. Photocopies of the test are not scannable so the actual scanform must be sent, although we recommend that schools copy the test before sending it to ACTT in case the original is lost in the mail.

ACTT will email the results to the school within 2 days of receiving the tests.

## **AFTER THE STUDENTS LEAVE**

Check the test booklets to ensure that the students have not marked in them, Destroy in a secure manner all test booklets that have any answers marked. Do not edit any students answers. Multiple answers to a specific question will be scored as an incorrect response. Do not make any changes to the answers. **The answer sheet must be scored exactly as it was filled out but please ensure that the name, student I.D. and birth date are filled out correctly.**

In the upper right corner under "Office Use Only" use Special Code to enter your unique CELSA ATB Tester 4 digit number onto the scanform. Also, if there was a request for an accommodation from a student with a disability, enter the source of the verification of the disability (score 1), the nature of the disability (score 2), and the accommodation provided (score 3). Use the code numbers provided above under the section on **Persons With Disabilities**.

Overhead transparencies with the answer key are provided with the first order of answer sheets. This allows for INFORMAL scoring before sending the answer sheet to ACTT. **Do not change any answers when doing informal scoring.** Informal scoring allows the school to immediately know if the student passed, but all answer sheets must be sent to ACTT for official scoring, analysis and entering the data into a database.

Fill out the cover sheet provided and place it and the original CELSA scannable answer sheet(s) in the 9" x 12" envelope provided and send them to ACTT. Do not erase stray marks or make any changes to the answer sheet. This test must be sent to ACTT for scoring within 2 days of the day and time the student took the test. ACTT will score the test and return the results to the school via email within 2 working days. Please do not bend or fold the scanform and be sure to only mail it in a 9"x12" envelope or larger. Photocopies of the scanform cannot be scanned and must not be used but may be made for school records (original scanform must be sent to ACTT).

## **Certification agreements with ACTT**

ACTT must certify the Independent Test Administrator(s) who will administer the test. This application is in the Appendix or may be obtained from ACTT.

Prior to certification, all ATB testing administrators must fill out and submit to ACTT the LPAT TEST ADMINISTRATOR CERTIFICATION QUESTIONNAIRE FOR ATB. ACTT will review the answers, the application to be a testing administrator, and notify the applicants if they are certified. When certified, each testing administrator will be assigned a unique i.d number that must be entered on the student answer sheet. The testing administrator must enter the 4 digit code under the "Special Code" section in the upper right hand corner of the scanform (Office Use Only). Please see sample scanform in the Appendix.

**All testing administrators must submit the Questionnaire and Independent tester Certification Application and be approved prior to testing for ATB.**

## **RAW SCORES**

A raw score on a CELSA test is simply the number of correct responses.

## **PASSING SCORES FOR LPAT FOR ATB**

**The raw (passing) score of 17 on the Literacy portion and a raw score of 14 on the Math portion are passing scores. If students pass one portion and not the other, they only need to retake the portion they did not pass.**

## **RETESTING**

There is a 15 calendar day wait period before a student can retake a test

### **Time**

After administration instructions of approximately 15 minutes, both parts of the test take 1 hour total. All testing instructions may be given in Spanish.

### **Materials**

#### **Mail in Service (**

Testing components consist of a LPAT ATB Kit and a *CELSA Test Administrator & Technical Guide*.

Each kit contains:

- LPAT scannable answer sheets
- 9" x 12" large envelopes addressed to ACTT to be used to mail in the answer sheets for scoring
- ATB cover sheets to be included with mailed in tests

## **Section 2: Test Development**

The LPAT-S was developed by Pablo Buckelew who has a B.A. in Spanish from UC Berkeley, an M.A. in Spanish literature from UC Santa Barbara. He has lived and studied in Mexico and Spain and has a Diploma de Estudios Hispánicos from the University of Madrid, Spain. The LPAT has also been reviewed by native speakers of Spanish to ensure freedom of bias.

A literacy test is most appropriate given the reading level of commonly used textbooks. A survey of materials used in BPPE programs suggests that some programs have very high literacy/readability level requirements.

### **About readability analysis**

#### **Flesch–Kincaid readability tests**

From Wikipedia, the free encyclopedia "The **Flesch–Kincaid readability tests** are readability tests designed to indicate how difficult a reading passage in English is to understand. There are two tests, the Flesch reading ease, and the Flesch–Kincaid grade level. Although they use the same core measures (word length and sentence length), they have different weighting factors.

The results of the two tests correlate approximately inversely: a text with a comparatively high score on the Reading Ease test should have a lower score on the grade-level test. Rudolf Flesch devised both systems, while J. Peter Kincaid developed the latter for the United States Navy.

"The Flesch–Kincaid" (F–K) reading grade level was developed under contract to the U.S. Navy in 1975 by J. Peter Kincaid and his team. Related U.S. Navy research directed by Kincaid delved into high-tech education (for example, the electronic authoring and delivery of technical information),<sup>1</sup> usefulness of the Flesch–Kincaid readability formula, computer aids for editing tests,<sup>1</sup> illustrated formats to teach procedures, and the Computer Readability Editing System (CRES).

The F–K formula was first used by the Army for assessing the difficulty of technical manuals in 1978 and soon after became the Department of Defense military standard. Pennsylvania was the first U.S. state to require that automobile insurance policies be written at no higher than a ninth-grade level (14–15 years of age) of reading difficulty, as measured by the F–K formula. This is now a common requirement in many other states and for other legal documents such as insurance policies.

### **Flesch reading ease**

In the Flesch reading-ease test, higher scores indicate material that is easier to read; lower numbers mark passages that are more difficult to read. The formula for the Flesch reading-ease score (FRES) test is

$$206.835 - 1.015 \left( \frac{\text{total words}}{\text{total sentences}} \right) - 84.6 \left( \frac{\text{total syllables}}{\text{total words}} \right).$$

Scores can be interpreted as shown in the table below.<sup>1</sup>

<b>Score</b>	<b>School Level</b>	<b>Notes</b>
90.0–100.0	5th grade	Very easy to read. Easily understood by an average 11-year-old student.
80.0–90.0	6th grade	Easy to read. Conversational English for consumers.
70.0–80.0	7th grade	Fairly easy to read.
60.0–70.0	8th & 9th grade	Plain English. Easily understood by 13- to 15-year-old students.
50.0–60.0	10th to 12th grade	Fairly difficult to read.
30.0–50.0	college	Difficult to read.
0.0–30.0	college graduate	Very difficult to read. Best understood by university graduates.

Some of the texts used in BPPE programs are classified by readability analysis as difficult to read, justifying the use of a literacy test to determine a student's ability to successfully read the text. The LPAT is written at the "fairly difficult to read" level which corresponds to a high school level.

# APPENDIX

## LPAT TEST ADMINISTRATOR CERTIFICATION QUESTIONNAIRE FOR ATB

Please answer the following questions after reading the *LPAT ATB Technical Manual*.

1. What is the lowest ATB passing raw score for Literacy portion of test? \_\_\_\_\_
2. What is the ATB passing raw score for the Math portion of test? \_\_\_\_\_
3. What is the required wait period for the student to retest? \_\_\_\_\_ days
4. Are tests kept in a secure, locked area? Please briefly describe.
  
5. Can only certified ATB testers administering the LPAT for ATB?  
Yes \_\_\_\_\_ No \_\_\_\_\_
6. Within how many days must the ATB student answer sheet be sent to ACTT? \_\_\_\_\_ days
7. All requests for accommodations based on a disability must be recorded. First, the disability must be verified. Place a check next to the acceptable verification sources:  
\_\_\_\_ medical report  
\_\_\_\_ parent  
\_\_\_\_ prior educational institution disability report  
\_\_\_\_ disabilities specialist  
\_\_\_\_ student self-report  
\_\_\_\_ a teacher  
\_\_\_\_ a public agency e.g. social security  
\_\_\_\_ visual verification of obvious disability e.g. missing hands

8. Accommodations must be reasonable and appropriate to the disability. Put the letter(s) of the acceptable possible accommodations in front of the disability.

- \_\_\_\_\_ low vision, blindness
- \_\_\_\_\_ learning disability, e.g. dyslexia
- \_\_\_\_\_ physical limitation (no use of hands)
- \_\_\_\_\_ Attention Deficit Disorder (ADD)
- a. assistant to enter answers
  - b. quiet room without distractions
  - c. Braille
  - e. extended time
  - f. print enlarger

9. Is it acceptable to help a student by explaining a test item or pointing out an incorrect answer? Yes\_\_\_\_\_ No\_\_\_\_\_

10. The identity of each student being tested must be verified. Please check all the i.d. documents that are acceptable:

- \_\_\_\_\_ driver's license with picture
- \_\_\_\_\_ passport
- \_\_\_\_\_ student i.d. card without picture
- \_\_\_\_\_ student i.d. card with picture
- \_\_\_\_\_ any government issued i.d. with picture
- \_\_\_\_\_ any document without picture

11. Students must sign in on a sheet of paper and the name given on the sign-in sheet must match the i.d. Yes\_\_\_\_\_ No\_\_\_\_\_

_____	_____
Name	School
_____	_____
Date	Email (please print clearly)

Thank you. When completed, send to:  
ACTT  
1187 Coast Village Road Suite 1 #378  
Montecito, CA 93108-2794

or fax to:  
ACTT  
805.965.5807  
or scan and email to:  
actt@cappassoc.com

***Independent Test Administrator Certification Form  
Institution Registration Form for ATB***

**Personal information of proposed independent test administrator:**

Last name: \_\_\_\_\_ First name: \_\_\_\_\_  
Home address: \_\_\_\_\_  
City, State, Zip \_\_\_\_\_  
Home phone include area code: \_\_\_\_\_ Office phone: \_\_\_\_\_  
Email address: \_\_\_\_\_ Fax number: \_\_\_\_\_  
# years of post-secondary education: \_\_\_\_\_ highest degree earned \_\_\_\_\_

**Institutional information:**

Name of institution(s) for which you will be administering the LPAT for ATB:  
(make copies of this form if testing at more than one school is proposed):

Name of school: \_\_\_\_\_

Address: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Primary institution contact to whom ATB results will be sent:

Last name: \_\_\_\_\_ First name: \_\_\_\_\_

Title: \_\_\_\_\_ E-mail: \_\_\_\_\_

I understand that I will administer the tests on special forms provided ACTT and I will send those forms to ACTT within 48 hours of testing for scoring . ACTT will report the individual student results back to the institution.

Further, I am an independent test administrator as defined by the U. S. Department of Education (Federal Register Vol. 60, No. 231, December 1, 1995, Section 668.151):

- 1) I have no current or prior financial or ownership interest in the institution, its affiliates, or its parent corporation, other than the interest obtained through its agreement to administer the test, and have no controlling interest in any other educational institution;
- 2.) I am not a current or former employee of or consultant to the institution, its affiliates, or its parent corporation, a person in control of another institution, or a member of the family of any of these individuals;
- 3) I am not a current or former member of the board of directors, a current or former employee of or a consultant to a member of the board of directors, chief executive officer, chief financial officer of the institution or its parent corporation or at any other institution, or a member of the family of any of the above individuals; and
- 4) I am not a current or former student of the institution.

I also agree to administer the tests according to the guidelines outlined in the *LPAT Test Administrators Guide for ATB 2017*.

I also verify that I have never been convicted of a felony nor have I been decertified by another testing company within the past 3 years. I further swear to notify ACTT immediately (within 24 hours) if another testing company decertifies me.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Return to ACTT: Association of Classroom Teacher Testers  
1187 Coast Village Road Suite 1PMB 378  
Montecito, CA 93108-2794  
email to: [actt@cappassoc.com](mailto:actt@cappassoc.com) or fax to ACTT (805) 965-5807  
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